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.

STUDY SESSION AGENDA

1.	**CITIZEN COMMENT**	5:00 pm
2.	**UPDATE: LONG RANGE FACILITIES PLAN**	5:20 pm
3.	**UPDATE: PERFORMANCE MANAGEMENT**	5:50 pm
4.	**BREAK**	6:20 pm
5.	**UPDATE: TEACHER EVALUATION WORK GROUP**	6:40 pm
6.	**UPDATE: CHARTER SCHOOLS**	7:10 pm
7.	**DISCUSSION: OPEN ENROLLMENT**	7:40 pm
8.	**BUSINESS AGENDA**	8:00 pm
9.	**ADJOURN**	8:10 pm

The next Regular Meeting of the Board will be held on **February 27, 2012,** at **5:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

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

STAFF REPORT TO THE BOARD

LONG RANGE FACILITY PLAN ADVISORY COMMITTEE UPDATE

Board Work Session Date: February 13, 2012

District Priority: Design and Implement Capital Improvement Plan

Board Meeting Date: May 12, 2012

Executive Committee Lead: C.J. Sylvester, Chief Operations Officer

Department: Facilities and Asset Management

Staff Lead: Robert Alexander, Program Director, Planning and Asset Management

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I.   ISSUE STATEMENT

The Superintendent in December, 2011 convened a 39 member committee to recommend a Long Range Facility Plan (Plan) for possible consideration by the Board of Education in May, 2012. The committee represents a broad cross section of the community including representatives of parents, students, PTA, unions, business interests, architects and neighborhood associations. This Plan, while not a plan for a specific bond, will lay the groundwork for evaluating the need for resources over a 10 year period. It will also meet the requirements in Oregon Revised Statutes 195.110 requiring an updated Plan.

II.   BACKGROUND

The Long Range Facility Plan Advisory Committee (Committee) has held three of seven meetings scheduled for the development of this Plan. White papers on topics key to Plan completion were provided to members in advance (first three are attached). Subject matter experts and additional white papers will be presented to the Committee. In addition, between meetings we will be utilizing smaller group discussions on key issues, the first of which will be on evaluations of guiding principles/core values in preparation of the February 28, 2012 meeting. This is to allow individual participation and input into the process, while covering a great deal of information necessary to develop the Plan. The February 28, 2012 meeting will be addressing capacity formula/enrollment balancing, swing sites and use of vacant schools, and discussion of guiding principles. The March meeting will focus on Pre-K - head start, teen parent service, on-line learning Universal access, historic preservation sustainability and capital investments - tools, bonds and partnerships. The final meetings will focus on development of scenarios.

III. RELATED POLICIES/BEST PRACTICES

The following Board policies will inform and direct the Plan creation:
1. Resolution 3986 - Criteria to Determine the Order of Rebuilding and Renovation of PPS School Buildings to Create 21st Century Schools, Adopted: 10/13/2008;
2. Resolution 3987 - Adopting Guiding Principles to Use for Developing and Implementing a 21st Century School Facilities Plan, Adopted: 10/13/2008;
3. Resolution 4042 - Establish a New Fund, Fund 405, the 21st Century Capital Project Fund, Adopted: 2/23/2009;
4. 8.80.010-P - High Performance Facility Design, Adopted: 6/1971, Amended: 8/12/2002.

IV. FISCAL IMPACT

The Long Range Facility Plan will assist the Board in reviewing future capital program alternatives to support school capital investment. The Plan will provide a framework for efficient and effective ways to allocate resources using a sustainable investment strategy.

V. COMMUNITY ENGAGEMENT

The Committee is working to maximize public engagement through use of website, video and video summaries of each meeting, as well as public comment periods during each meeting. Meetings are being publicized in a series of outreach meetings held on key topics which relate to the Plan as well as Facilities. Committee meetings are held in schools throughout the district.

Separate events including an Advanced Learning Symposium, scheduled for February 22, 2012, will be an all day session for teachers and the Committee is invited to attend any or all of the session. In addition, a session on Open Access will be held to discuss accessibility to key programs throughout the District by all learners. The results of each of these sessions, as well as other sessions, will be posted on the Long Range Facility Plan website.

VI. TIMELINE FOR IMPLEMENTATION/EVALUATION

The updated Long Range Facility Plan is proposed to be presented to the Board in draft form on May 12, 2012, and for final consideration on May 29, 2012.

ATTACHMENTS
   A. Schedule/Timeline
   B. Draft Guiding Principles Exercise for Committee
   C. White Paper for Meeting #1 - Enrollment Forecasting
   D. White Paper for Meeting #2 – Facilities Condition Overview
   E. White Paper for Meeting #3 - 21st Century Schools
   F. Draft Table of Contents, Long Range Facility Plan

Long Range Facility Plan Advisory Committee Meetings

Subjects

Meeting #3 Jan 31 Rosa Parks	21st Century Schools Teacher Panel Response Guiding Principles/Core Values - Initial Discussion Set Stage - review examples - large group

Feb 13	*Board Update on LRFP*

Meeting #4	1	21st Century Symposium - Panel Report of 2/22 - Leadership Forum?
Feb 28	2	What is PPS currently doing? - Melissa Goff
Hosford	3	Capacity Formula/Enrollment Balancing (Robust program size)
	4	Swing Sites - Use of vacant schools
	5	Guiding Principles/Core Values - Results of Small Group

Mar 12	*Board Update on LRFP*

Meeting #5	1	Pre-K - Head Start; Teen Parent Services
Mar 20	2	On-line Learning
Markham	3	Universal Access; Historical; Sustainability
	4	Guiding Principles - Clarification/Expansion/Priorization
	5	Cost Estimates - Portfolio Capacity (include code development triggers)
	6	Capital Investment - Tools, Bonds, Partnerships

Meeting #6	1	Scenario Development
Apr 10	2	How well do they fit the Guiding Principles?
Lincoln	3	*Draft Report*

Meeting #7	1	Recommended Scenario
Apr 24	2	*Final Report - Recommendation to the Superintendent*
Rigler		

4/24 - 5/14	*Public Outreach - Two Meetings*

May 14 *BESC*	*Review Draft Facility Plan Presented to the Board* *(Board Auditorium)*

May 29 *BESC*	*Facility Plan Presented to the Board for Adoption* *(Board Auditorium)*

HOMEWORK

6 February 2012

To: Long Range Planning Committee
From: Bob Alexander

Subject: **School Planning Advisory Committee Exercise**
           Complete by Meeting #4, 28 February 2012
Project: **PPS Long Range Facilities Plan**

Guiding Principles

Guiding Principles are a reflection of School District and Community values, and serve as the foundation in determining how the Long Range Facilities Plan is shaped, funding is acquired and expenditures are made. Guiding Principals will, in particular, inform the design process at each school site, as the Portland community, District staff and designers work together to create updated learning environments for our children.

Small Group Exercise

At the January 31, 2012 Advisory Committee meeting, it was suggested by members of the committee that some form of homework could be useful as a means of encouraging more dialogue between members of the committee. Included below is the text for Guiding Principles as outlined by School Board resolution No. 3987 dated October 13, 2008. The italicized text is an example of wording that the Advisory Committee, in sub-groups should edit, reword, or completely rewrite, (based on comments expressed during the meetings held to date as well as personal opinions of the homework group) as a recommendation for Guiding Principles to be included the Long Range Facilities Plan.

At the end of this memo, the Advisory Committee has been divided into a total of 7 groups. Each group has been assigned two topic areas to discuss and around which to develop guiding principles to present at the next Advisory Committee meeting on February 28. The committee as a whole will then consider the newly drafted principles.

GROUP 1

Educational Environment

Teaching and Learning: Creative Forever
We must create learning environments that nurture, inspire and challenge our students: places that allow learning to flow beyond the walls—into the community and around the globe—and at the same time provide students with something unique and irreplaceable within those walls. This means creating places where students can discover and develop their unique talents—and learn to value learning and to expect to go on learning all of their lives. And it means graduating students who are as creative as their kindergarten selves.[1]

Program Requirements – A new school district program imperative might require a major facility renovation in order to offer an academic program in a quality way. These can be handled under either short-term work or long-term work, depending on the amount of renovation required. For example, deciding to offer pre-K in every school has implications on building size. Again, equity of access to programs and support for programs will be a key consideration.[2]

Physical Facility Condition

Facility Condition Index – The facility condition index (FCI) is an industry standard for comparing building condition. The FCIs include the actual physical condition of buildings and, in addition, include the costs needed to bring each school up to the educational specification levels set by a broad-based team of PPS instructional leaders in 2007. FCI does not include the costs needed to create 21st century schools, only the costs needed to provide repairs within the current facility structure.[2]

Safety and Security – Assuring that all schools within the Portland system are "warm, safe and dry" is always a priority. But various safety and security considerations might impact the school district's renovation order because of the volume or nature of concerns at a particular site that could only be addressed with major rebuilding or renovation.[2]

Environmental Considerations – There may be specific environmental considerations that affect the order in which work is undertaken among all of our schools. For example, further testing might reveal water intrusion of an unacceptable and irreparable level at a school.[2]

We believe that our school buildings and sites primary purpose is to support the District's educational programs. We will provide atmospheres that enhance learning, and are healthy and safe.

- *Students and staff deserve safe and secure facilities*
- *The quality of the environment contributes to positive relationships and productive learning*

    Methodology

    - *Partner with community agencies to offer services to students and their families that ultimately support student success.*

- *At a minimum the following areas should be addressed in order of priority*
  - o *fire (exiting pathways, alarms, emergency lighting)*
  - o *health (exposure to toxins: asbestos, mold, lead paint, radon, high CO_2; exposure to noise; exposure to daylight)*
  - o *educational adequacy (degree to which a school's facilities adequately support the instructional mission and methods)*
  - o *controlled entries (ability to secure doors, ability to monitor access, ability to observe for potential intruders, ability for teachers to contact someone for help)*
  - o *pedestrian/traffic conflicts*
  - o *seismic resistance*
  - o *perimeter security*

GROUP 2

Neighborhood

Making This Happen: Together
We can create the kinds of learning environments we want for our children. Places that reflect community needs, interests and values—and community engagement. This means looking ahead and all around: master planning; connecting the development of schools to community development; and rethinking what school buildings do and when they do it. It means being collaborative—and creative. It means involving all the right leaders—and each of our school communities. It means involving students in meaningful ways, and making that a learning experience. It means engaging a dynamic—and ongoing—dialog. And it means working together to establish stable, sustainable funding for school facilities. [1]

City Development Plans/Projects - As the City of Portland implements policies to encourage family-friendly development around school sites and "20 minute walkable neighborhoods" PPS will work with the City to plan strategically for future growth. This City/PPS cooperative planning is expected to provide opportunities to retain existing families as well as attract new families to PPS, and may be a factor in placing a school higher on the list (for example, if a major family housing development or increased housing density is proposed for an area). [2]

Large Impact – The renovation or addition of a facility that is anticipated to have a large impact on another school, an entire community or a major part of the city, in addition to meeting other criteria, may be a determining factor in placing a school higher on the list. [2]

Our school facilities will be inclusive of the communities that they serve and open and accessible to all for community use. School facilities should be central to their community. There should be safe paths of travel to every school.

- *Community partnerships, including financial partnerships, can support enhanced community | school dual use areas and the resulting increased use and ownership of the schools by the community*
- *School spaces (gym, cafeteria, commons, library, performance) are easily accessible to the community*
- *Community spaces are large enough to support community use*
- *Playgrounds and fields are accessible and visible for safe use by the community*
- *Develop volunteer projects that create and maintain landscaping and facilities*

Size (capacity)

Enrollment – Enrollment is the number of students assigned to a building. Schools can be over enrolled, under enrolled or at a manageable capacity. In order to "right size" the school, PPS can apply several tools: analyzing transfer patterns and making adjustments, evaluating boundary changes to balance enrollment between adjacent schools, and increasing the physical capacity of the school. The choice of how to address the issue of enrollment may impact the order in which facilities work proceeds. [2]

Enrollment Enhancement Opportunity - A new or fully modernized school may be used as an opportunity to attract students back to a neighborhood with a low "capture rate". [2]

We believe the District should work towards schools sized appropriate for providing a robust program at each grade level. When enrollment exceeds capacity or program size the District should consider boundary changes. We also believe that accommodation should be made in the LRFP for temporary expansion of facilities until a long range solution can be put in place.

GROUP 3

Energy/sustainability

Sustainability: Think Green, Build Green, Teach Green

We must invest in sustainable facilities—not only because they are better for our planet, but also because they are better for our children and youth. This means green buildings that are healthier places to be and that serve as engaging and effective learning tools. It means that the schools

actively teach both students and the community at large about environmental responsibility—and model what they teach. [1]

We must invest in sustainable facilities—not only because they are better for our planet, but also because they are better for our children and youth. A comprehensive sustainable approach should include environmental, social and economic elements.

- *The District is committed to energy efficient operations. Facilities should be designed to ensure long-term, effective performance.*
- *Building designs will consider the integration of all building systems to achieve the highest level of performance given budgetary constraints.*
- *Building systems should be implemented during initial construction if they will have a five to seven year payback in operational costs.*
- *The building performance should be, at a minimum, 25% better than energy code requirements.*
- *Air conditioning systems should be eliminated in most areas of the school, with the understanding that the school must have the proper orientation, shading, thermal mass and ventilation systems in place to ensure reasonable comfort year-round.*
- *Utilize local materials.*
- *The construction process will use sustainable practices.*
- *Buildings will provide healthy, productive learning environments that support education and curriculum, while facilitating the next generation's education on environmental stewardship.*
- *Schools and their grounds will be interconnected to increase opportunities for learning indoors and out.*
- *Pursue and invest in renewable energy generation equipment when feasible and/or required.*
- *School facilities will incorporate water-conservation and waste-reducing infrastructure.*

Fiscal responsibility

Temporary Space - Most school rebuilding and renovation work will require students to be temporarily relocated while work is being done on their school. For those schools, PPS will need to balance the work being performed at any one time across the city in order to have temporary space (with limited travel time for students) available to support the work being performed. [2]

We believe that any physical facility work should be done in a cost effective way.

- *When possible, phased work should be cost evaluated against costs to relocate students and accomplish the work all at one time.*
- *When work does occur, it should be done to allow the facility to have a life expectancy of 60-75 years, and based on the expected life cycle of major building components our schools will need significant renovation approximately every 20-25 years.*
- *Minimize student and staff relocation when renovation work needs to occur.*

GROUP 4

Fulfilling a Commitment

Fulfilling a Commitment – Honoring the commitments about facility improvements that the school district has made in the past may be considered in determining the order of work. [2]

Equality

Balance by Grade Level – Work needs to be performed across all levels of schools (high school, middle school, K-8, elementary). [2]

Geographic Distribution – School renovation work should be distributed across the city. [2]

Work is needed at all levels of schools but must be balanced by available funds and ability to relocate students to temporary accomodations during construction.

GROUP 5

Equity

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. [3]

The District shall create welcoming environments that reflect and suppoort the racial and ethnic diversity of the student population and community. [3]

- Ensure school campus designs are inclusive and culturally relevant.
- Provide greater degree of wrap-around social services in sxhools with the highest needs.
- Improve schools with high FCI and high poverty in early phases of facilities work efforts

Consolidation

Unite a Divided Campus – Several PPS schools have significant portions of their school enrollment in buildings that are not close to each other. [2]

GROUP 6

Technology

Adapting to Change: Continuously
We must create learning environments that will serve our students well in the future—which is now. This means ubiquitous technology—in school. It means understanding our students' other learning media and networks, so we can teach them more effectively and help them to be safe and responsible. It means creating a level playing field by ensuring equitable access to technology. And it means flexible and adaptable spaces and a nimble technology infrastructure.[1]

- Technology-rich environments should directly support student learning.
- Create technology environments that are open and support both district and personal devices.

Accessibility (universal design)

All facilities will be barrier-free.

- *Any new or significantly renovated facility should meet universal design guidelines and be fully accessible.*
- *At a minimum, there should be accessible parking, entries into facilities and accessible toilet facilities.*
- *All interior and exterior instructional spaces should be accessible.*
- *All curriculum should be supported by acoustic enhancement and appropriate information technology.*

GROUP 7

Historic, Renovation, Replacement

Many PPS buildings are historically significant and vital to maintaining the fabric and character of Portland's neighborhoods. These historic buildings help to define our communities, make them more livable, and instill civic price and a sense of place.

Historic Structure Deterioration – Three PPS schools have been formally designated as historic landmark structures; others have been identified as historically significant. An increase in the rate of deterioration might need a quick response that moves a facility ahead in the schedule.[2]

In many cases, our school buildings represent a historic legacy for our community. We believe it is our responsibility as citizens to honor these community assets.

- *Protect historically significant public buildings.*
- *Acknowledge the significant relationships between people, buildings and the surrounding physical landscape, and the social and economic forces that shape them.*
- *Adapt historic school environments to reflect current needs of students to meet challenges in a global economy.*
- *Respect craftsmanship and architectrual character.*
- *Teach the values of re-use and preservation.*
- *Recognize the embodied energy in existing buildings*

Partnerships

Partnership Opportunities – Partnerships can be financial, technical, joint use and/or joint development and can take quite a while to nurture. The opportunity for a partnership that has been developed and funded may mean that a particular facility needs renovation or construction ahead of schedule or that a delay is warranted while the partnership is formalized. Equity of access to quality partnerships will be a key consideration. [2]

Community: True Partnership
We must create facilities that serve the community and that enlist the community in service to children and youth. This means engaging the community in a genuine dialog about schools as learning places and as community places. It means partnerships at all levels—government, business and neighborhood—to create better school facilities and to provide the services students and families need. It means working together to develop community assets that support life-long learning and wellness and that help to knit our community together. And it means honoring diversity and ensuring equity. [1]

We must create facilities that serve the community and that enlist the community in service to children and youth. It means partnerships at all levels—government, business and neighborhood—to create better school facilities and to provide services in support of students and families. It means working together to develop community assets that support life-long learning and wellness and that help to knit our community together. And it means honoring diversity and ensuring equity.

- *Shared resources with partners provide additional value (both in terms of initial capital cost and operational cost support) for the district.*
- *Seek partnership with community and business resources*

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[1] Portland Public School Guiding Principles. Web Site.
http://www.pps.k12.or.us/departments/schoolmodernization/1047.htm
Date?

[2] Board Resolution No. 3986. 10/13/08

[3] Resolution No. 4459 "Adoption of PPS Racial Educational Equity Policy" June 13, 2011

SMALL GROUPS TO DISCUSS GUIDING PRINCIPLES

Group 1	Group 2	Group 3
Bob Glascock	Andrew Colas	Angela Jarvis Holland
Jason Thompson	Brett Horner	Dick Spies
Kevin Spellman	Jeff Hammond	Lakeitha Elliott
Scott Bailey	Kevin Truong	Kate Willis
Bobbie Regan	Sally Kimsey	Ted Reid

Group 4	Group 5	Group 6
Angela Kirkman	Bill Hart	Michael Verbout
Edward Wolf	Lydia Poole	Scott Overton
John Mohlis	Trudy Sargent	Tim Carman
Louis Fontenot	Matt Newstrom	Trip Goodall
Larry Dashiell	Stuart Emmons	Patrick Stupfel

Group 7
Nancy Hamilton
Shane Endicott
Willy Paul
Rudy Rudolph
Abbie Rankin

Group 1	Educational Environment	Physical Facility Condition
Group 2	Neighborhood	Size (capacity)
Group 3	Energy/Sustainability	Fiscal Responsibility
Group 4	Fulfilling a Commitment	Equity
Group 5	Equality	Consolidation
Group 6	Technology	Accessibility
Group 7	Historic, Renovation, Replacement	Partnerships

ISSUE PAPER #1
ENROLLMENT FORECASTING

BACKGROUND

Every year, new students enter school, and other students leave. Planning for fluctuations in student enrollment is an important school district activity, as state general funds are allocated and teachers are assigned based on the number of students expected to arrive in September. Accurate student forecasts also drive long-term school facility decisions, such as opening, expanding or closing schools and moving academic programs.

For the past 12 years, PPS has received enrollment forecasts from the Portland State University Population Research Center (PRC). This brief will describe student population changes that have occurred over the last decade, PRC's enrollment forecasting process and accuracy rates during that time span, and district-wide forecasts for the next 10 years. A more in-depth analysis of school-by-school forecasts will be discussed in a follow up report on enrollment balancing.

RELEVANCE FOR FACILITIES PLAN

State law (Oregon Revised Statute (ORS)195.110) requires large school districts (K-12 enrollment of more than 2,500 students) develop long range facility plans. School facility plans must include "population projections by school age group." Local school districts also need to identify school facility needs based on population projections and the potential for future housing development based on land use designations by local jurisdictions (City of Portland in the case of PPS).
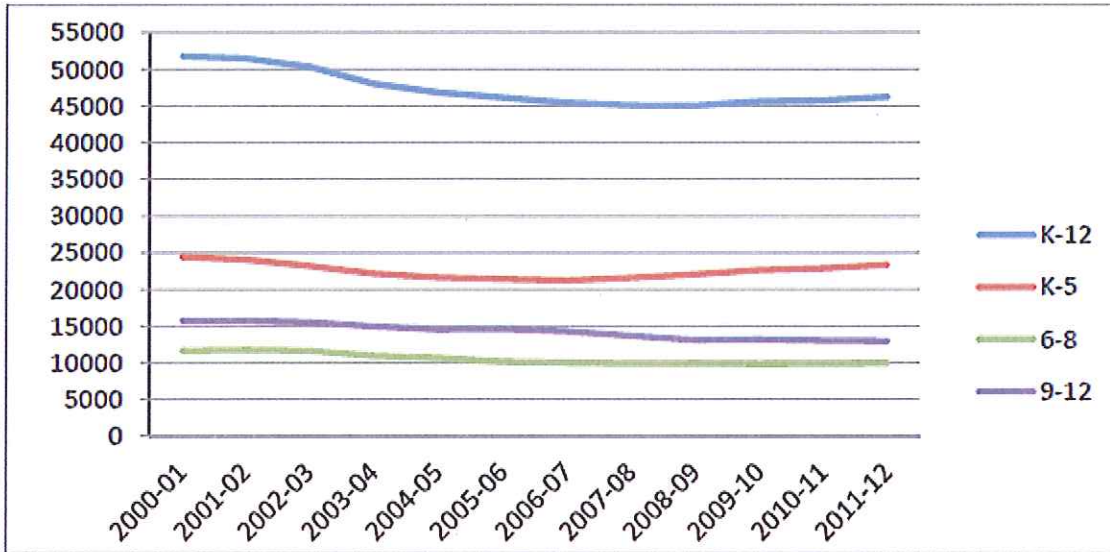
Enrollment forecasts are used, in part, to determine whether the district will need to add or modify facility space to meet school program or configuration needs. Student enrollment forecasts, combined with a methodology for determining student capacity in each school and a strategic plan for increasing student achievement, provide a framework for facility needs. As such, student enrollment forecasts comprise an important component of the Facility Plan.

PPS ENROLLMENT HISTORY

Enrollment in Portland Public Schools peaked during the height of the baby boom in 1964, when 79,832 students attended schools in the district. As the attached graphic shows, student population since the 1960s has followed a generally downward trend. Although there have been waves if increases along the way, enrollment has been at or below 50,000 students since the late 1990s.

In Fall 2011, PPS enrolled 46,206 students in grades K-12, an increase of 465 students from Fall 2010, but a decrease of 5,575 students from Fall 2000. These counts include all students attending a neighborhood, focus, charter, alternative and special school within the PPS system. Between 2001 and 2008, PPS enrolled 6,477 fewer students, a decline of 13%. However, student population is now seeing a consistent, but small, upswing, with 1,182 students (2.6%) added since 2008.

Figure 1:
PPS K-12 Enrollment 2000-2011

Nested within those district-wide totals are enrollment figures by school and grade that are more prone to variability each year. For example, the number of students attending grades K-5 grew by 1,182 students between 2008 and 2011, which offset the decline of 167 students in grades 9-12 during those same years. Population changes by region were spread unevenly across the district, as well. Figure 2 below highlights enrollment changes by students' residence over the last decade.

Figure 2:
Portland Public Schools Historic K-12 Enrollment[1]
By High School Cluster of Residence

HS Cluster[2]	2000-01	2005-06	2010-11	'00 to '10 Change	
Cleveland	6,680	6,038	6,499	-181	-3%
Franklin	8,985	8,267	7,579	-1,406	-16%
Grant	7,283	6,172	6,267	-1,016	-14%
Lincoln	3,843	4,101	4,510	667	17%
Madison	9,234	7,842	7,494	-1,740	-19%
Roosevelt	9,390	7,656	7,580	-1,810	-19%
Wilson	5,310	4,993	4,798	-512	-10%
Jefferson[3]	8,857	6,618	5,662	-3,195	-36%
Non-PPS Resident	1,056	1,053	1,014	-42	-4%
PPS Total	51,781	46,122	45,741	-6,040	-12%

1. Includes ungraded students; excludes enrollment in pre-kindergarten and programs that were transferred to MESD in 2003.

2. For all years, students are counted by 2011-12 cluster boundaries.

3. Jefferson Dual Assignment Zone residents are also included in the Grant, Madison, or Roosevelt attendance area totals.
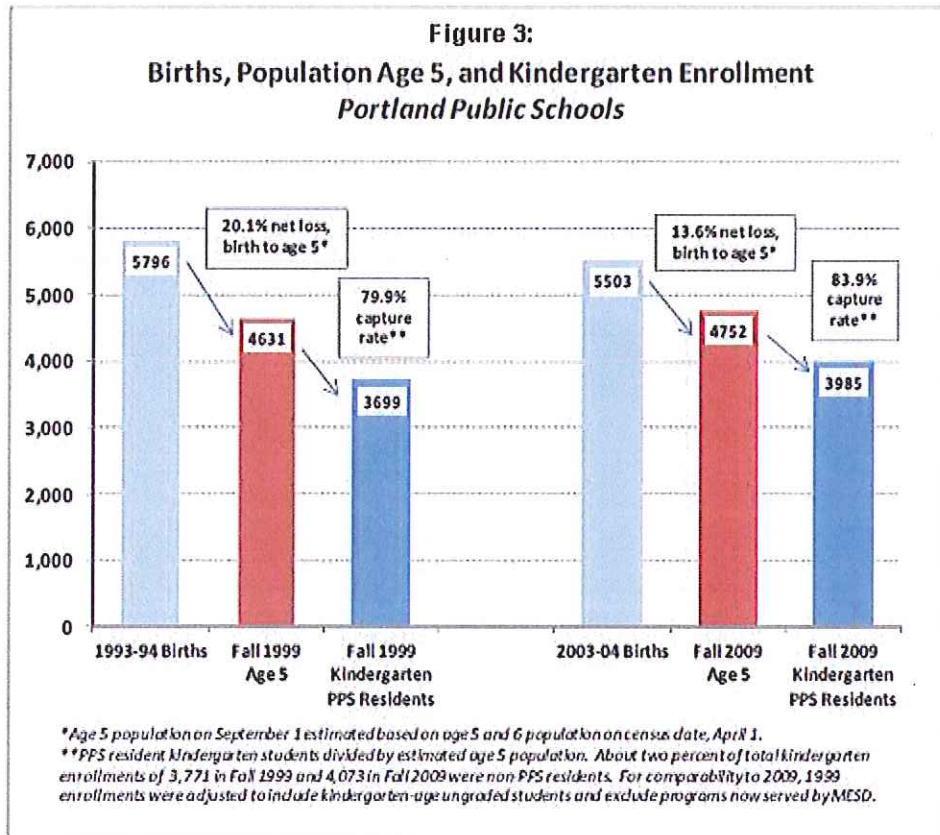
ELEMENTS OF ENROLLMENT FORECASTING

Historical enrollment is one of several elements used by PRC demographers to predict the number of students who will attend PPS schools in the future. Among the many forecasting building blocks, demographers consistently include census data, birth rates and new housing completions.
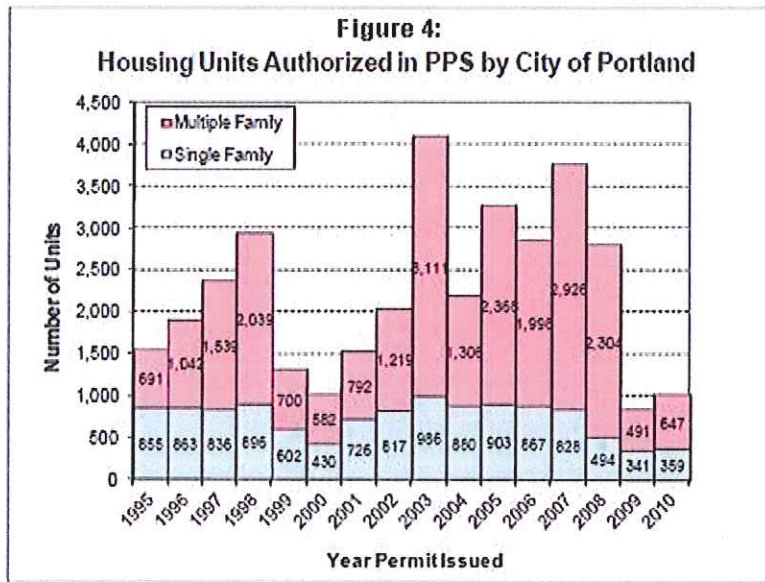
Census data is released every 10 years, and is a key for estimating school-aged populations, as well as the proportion of those students who will attend public schools. Census counts by single year of age as of April 2010 were released in August 2011. Between 2000 and 2010, the overall population in the PPS boundary rose by 8%, but the proportion of residents who were between the ages of 5 and 18 shrunk by 5.5%. This explains, in part, the loss of students over the decade, as more of Portland's population was made up of non-school-aged residents. (For purpose of this discussion, we are referring only to the portion of the city that is within the PPS boundary.)

Census data also reveals the portion of school-aged children who attend non-public schools. As private and home schools are not required to report where their enrolled students reside, this is the most accurate way to measure a school district's share, or "capture rate" of all children. During the past decade PPS's capture rate declined from 85.6% to 82.7% of school-aged children living in the district's boundary.

Another population element that is captured in census data is the ratio of births in the city to the number of kindergarten students who attend PPS schools 5 years later. Figure 3 below explains, in part, why kindergarten enrollment was higher in 2010 than at the start of the decade. While the overall number of births decreased during that timeframe, the number of children who were in Portland five years later was higher in 2009 than in 1999, and a larger portion of those students attended public school than in the past. Demographers then investigate why changes such as this occur, looking carefully at factors such as mothers-age at child's birth and affordability of housing in the district relative to other areas in the region.

Figure 3:
Births, Population Age 5, and Kindergarten Enrollment
Portland Public Schools

*Age 5 population on September 1 estimated based on age 5 and 6 population on census date, April 1.
**PPS resident kindergarten students divided by estimated age 5 population. About two percent of total kindergarten enrollments of 3,771 in Fall 1999 and 4,073 in Fall 2009 were non-PPS residents. For comparability to 2009, 1999 enrollments were adjusted to include kindergarten-age ungraded students and exclude programs now served by MESD.

Demographers also pay close attention to housing starts and other municipal planning data when developing enrollment forecasts. Different housing types have been found over time to generate different numbers of school-aged students who attend public school, so knowing both the number and type of new units is necessary to estimate the impact on PPS enrollment. Data from the past decade show that housing permits were dominated by multi-family developments, with new approval rates for both single- and multi-family units declining dramatically after 2008.

Figure 4:
Housing Units Authorized in PPS by City of Portland

The PRC works closely with local planning agencies to stay informed of housing trends, as well as other identified demographic changes. All those elements are considered during the annual update of enrollment forecasts. Population projections are developed under different models that assume higher and lower rates of families moving in or out of the PPS boundary. The most likely forecast over time has been the medium growth model, which becomes the basis for PPS enrollment forecasts.
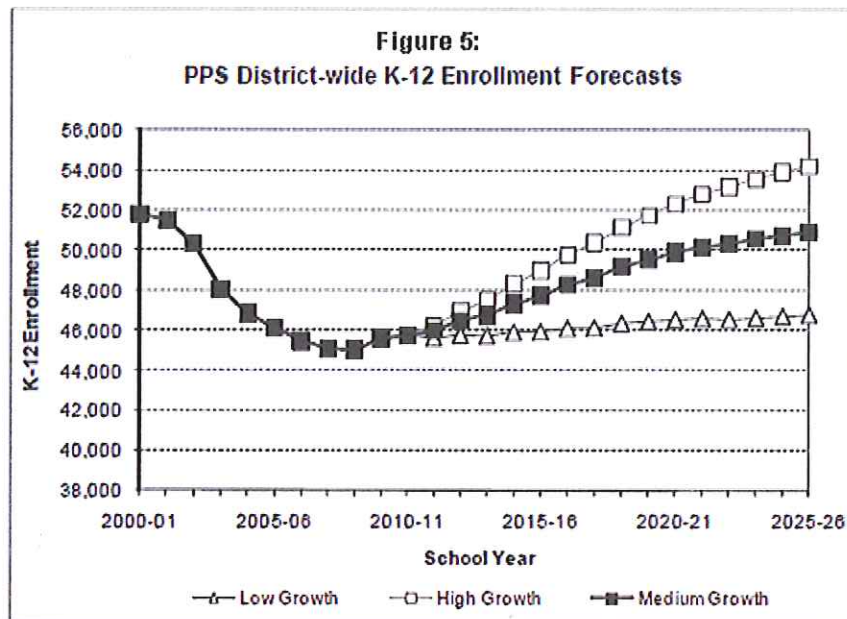
FORECAST ACCURACY

PRC updates student population forecasts annually, in order to incorporate new enrollment data, as well as newly released birth and housing data. PRC also measures forecast accuracy by comparing past projections to actual enrollments. District-wide enrollment in 2011-12 varied from the most recent medium-growth forecast by 227 students, or 0.5%. The actual enrollment of 46,206 matched more closely the high-growth forecast of 46,233, varying by only 27 students, or 0.1%.

Forecast accuracy rate decrease when the district-wide number is disaggregated by grade level and geographic region. Recent forecasts are typically more accurate than projections that were made several years earlier. This is particularly true early in a decade when fresh census data is available.

The current forecasts are based on 2010-11 school enrollment, and will be updated by PRC demographers in the coming months, to reflect the slightly higher than anticipated enrollment growth.
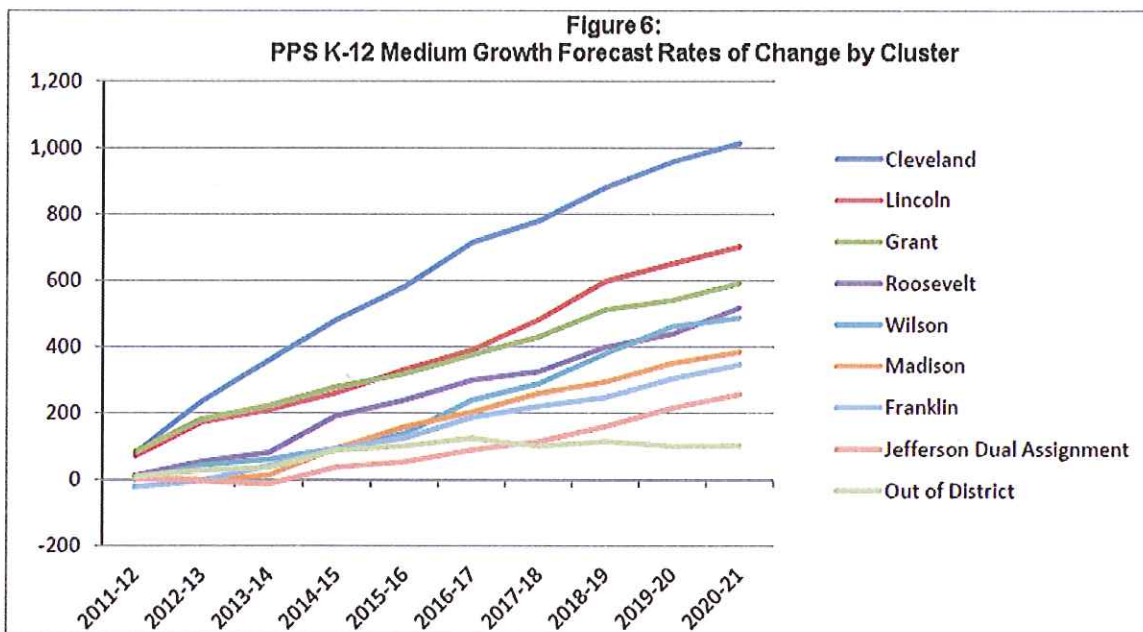
ENROLLMENT FORECASTS: 2011-2021

District-wide enrollment forecasts over the next 15 years are shown in the figure below. For the purpose of this analysis, we will focus on 10 year period through the 2020-21 school year.

Figure 5:
PPS District-wide K-12 Enrollment Forecasts

All three forecast models point to additional students enrolling in PPS over this time span. The most likely growth scenario shows K-12 enrollment increasing to 49,885 students in the 2020-21 school year, adding 3,679 students more than the current enrollment. The high growth scenario predicts that 2020-21 enrollment would reach 52,323 students, adding more than 6,000 students to the district over the next ten years.

Under the medium growth scenario, additional students are distributed across every region of the district, with highest rates of change anticipated in the Cleveland and Lincoln clusters.

Figure 6:
PPS K-12 Medium Growth Forecast Rates of Change by Cluster

SUMMARY

PPS relies on enrollment forecasts to predict future program and facility needs for students. After a lengthy period of declining student populations, the district has seen three straight years of enrollment increase. PRC anticipates that those increases will continue into the next decade, based on evidence collected from historic enrollment, census, housing and other data sources. Long-range planning will be focused on providing 21st century learning spaces for a growing population of students through the coming years.

Further analysis of growth and change by region and school will be forthcoming, along with a description of the type of student assignment, program and facility changes that can be leveraged to balance enrollment across the district.

Source: Portland Public Schools Enrollment Forecasts 2011-12 to 2025-26, Portland State University Population Research Center, November 2011

For additional information, contact:

Judy Brennan, Enrollment Director, PPS, 503-916-3205, jbrennan@pps.net

Shawn Helm, Data and Policy Analysis Senior Manager, PPS, 503-916-3324, shelm@pps.net

Charles Rynerson, Demographer, PSU PRC, 503-725-5157, rynerson@pdx.edu

ISSUE PAPER #2
FACILITIES CONDITION OVERVIEW WHITE PAPER

INTRODUCTION

Portland Public Schools (PPS) currently manages 8.37 million square feet of facilities on 693 acres housing a variety of programs. Combined, these facilities support a total enrollment of approximately 47,288 students (2011-12). The District's inventory includes nine high schools (plus two schools with high school grades), 13 middle schools, 30 K-5 schools, 28 K-8 schools and eight selective focus/community based programs schools (http://www.pps.k12.or.us/schools/index.htm).[1] The inventory also includes five administrative sites, eight facilities used by other PPS Focus School/Special Education. Nine buildings are currently closed, four of which are being actively marketed, three are swing sites (see page 2) and two of which are leased to other entities outside PPS. All but two schools were built prior to 1975. The average age of PPS buildings is 65 years.

Due to (1) declining enrollment beginning in the late-1960s as a result of families relocating to the suburbs, (2) a State funding model that shifted funding to a per student basis in 1997, and (3) voter-approved caps on the assessed value of real property for taxing purposes in 1990, operating funds to maintain District schools have dramatically declined.

Decades of deferred maintenance and lack of stable capital funding for school facilities has created a sizeable maintenance backlog. Implementing facility improvements to support educational programming needs, including unique requirements for Special Education, science labs and computer labs, has also suffered from lack of funding.

Funding these improvements will likely be a multi-decade program due to the extent of the need.

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[1] For purposes of this report, these are the numbers of individual sites, not schools which may include multiple schools on the same site.

RELEVANCE FOR FACILITIES PLAN

State law (ORS195.110) requires large school districts with K-12 enrollment of more than 2,500 students to develop long range facility plans. School facility plans must include a "description of physical improvements needed in existing schools to meet the minimum standards of a large school district". http://www.leg.state.or.us/07reg/measures/sb0300.dir/sb0336.1ha.html

Facilities condition assessments are a way to describe the physical improvements needed in schools and are an important component of the Long Range Facility Plan. Assessments help staff identify which building systems will need repair or replacement, and when (life-cycle cost). Assessments also help the District to identify at what point repairs to facilities would outweigh the cost of replacing the entire facility. This assessment information begins to frame the District's initial, highest-priority 10-year capital investment need.

PPS INVENTORY

The District houses a variety of programs as described in Table 1 below

Facility Type		Count	Sq Ft
Elementary	ES	30	1,691,195
Pre-K/K through 8th Grade Schools	K-8	28	1,859,768
Middle School	MS	13	1,230,730
High School	HS	9	2,494,047
PPS Alternative Programs/Special Ed	Alt Prog/Sp Ed	8	249,798
Administrative	Admin	5	500,324
Closed Facilities	Closed	7	270,088
Facilities Leased to Others	Leased	2	73,490
Total		102	8,369,440

Table 1: Facility Count and Square Footage

- Active Schools – Active school sites house the District's school programs including early education programs, K-5s, K-8s, middle schools, high schools and special focus programs.
- Leased Sites – Leased sites are previously-closed school buildings the District leases to generate long-term revenue. These sites are usually leased by tenants for consecutive years. The Kenton and Edwards sites are examples. The District generated $ 1.5 million in lease revenue that contributed to the General Fund in FY 2010-2011.
- Administrative – Several buildings across the District are used for administrative purposes including the Blanchard Education Service Center (BESC), Rice and Marshall sites.
- Closed – The PPS building inventory also includes vacant school sites. Some of these schools may be potential "swing" sites to house students while repair or renovation work is being performed at active school sites or used for interim administrative purposes.

Facilities Age

Two permanent campuses (Rosa Parks and Forest Park) have been constructed in the last 15 years. As described in Chart A, eighty percent of the district inventory was built prior to 1960, with 24 buildings constructed prior to 1920 and 66 buildings constructed prior to 1930.
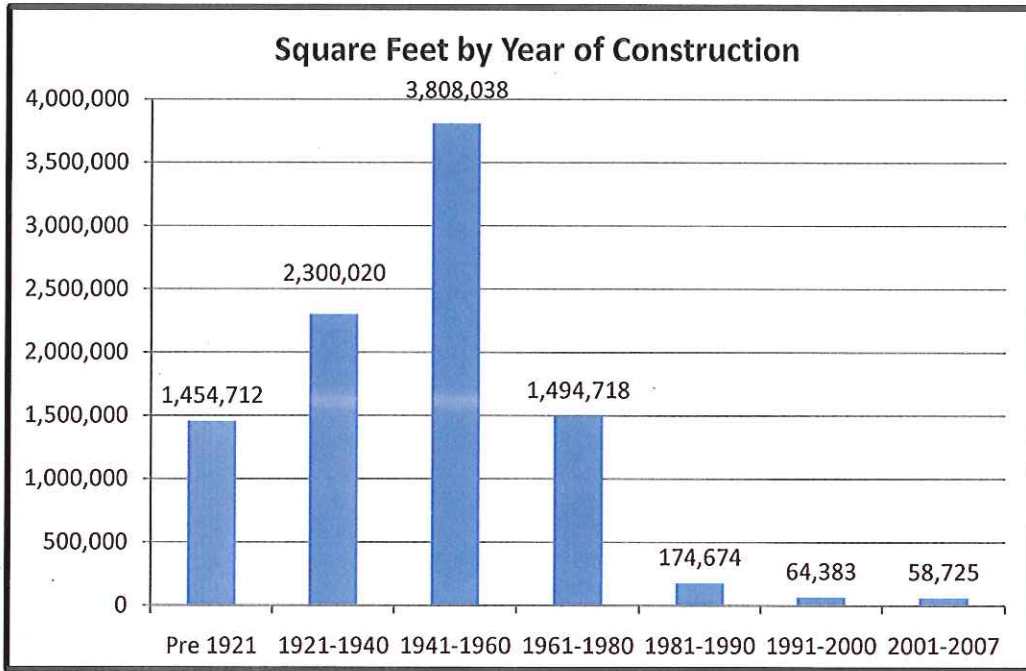

Square Feet by Year of Construction

Year	Square Feet
Pre 1921	1,454,712
1921-1940	2,300,020
1941-1960	3,808,038
1961-1980	1,494,718
1981-1990	174,674
1991-2000	64,383
2001-2007	58,725

Chart A: Building Age

BUILDING ASSESSMENTS

Facilities assessments function as a central component of capital improvement plans. The District's existing facility assessments provide a framework to establish, compare and prioritize facility needs. Facility assessments help facilities staff determine the relative condition of schools throughout the District. Assessments typically include the overall condition of a building and include details such as an evaluation of health and life-safety features, level and amount of accessibility (ADA), sustainability features, available technology, historical significance and the ability of a district to accommodate a variety of instructional programs. Charts B and C on the following page summarize the District's $1.6 billion in building deficiencies broken down by system and category.
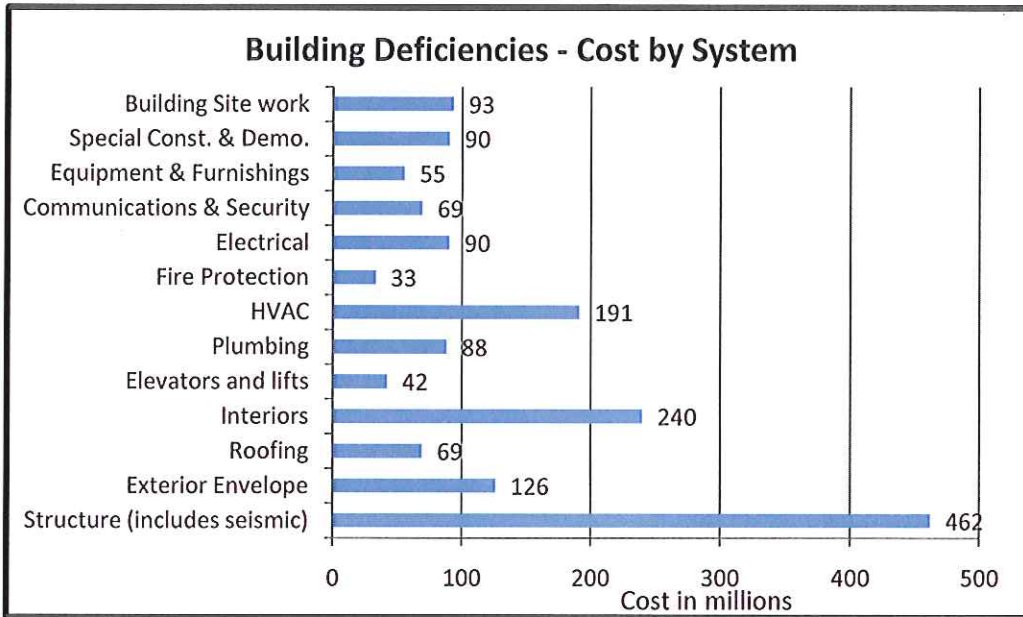
Building Deficiencies - Cost by System

System	Cost in millions
Building Site work	93
Special Const. & Demo.	90
Equipment & Furnishings	55
Communications & Security	69
Electrical	90
Fire Protection	33
HVAC	191
Plumbing	88
Elevators and lifts	42
Interiors	240
Roofing	69
Exterior Envelope	126
Structure (includes seismic)	462

Cost in millions

Chart B: Condition Assessment – Cost by System in 2011 dollars

Building Deficiencies - Cost by Category

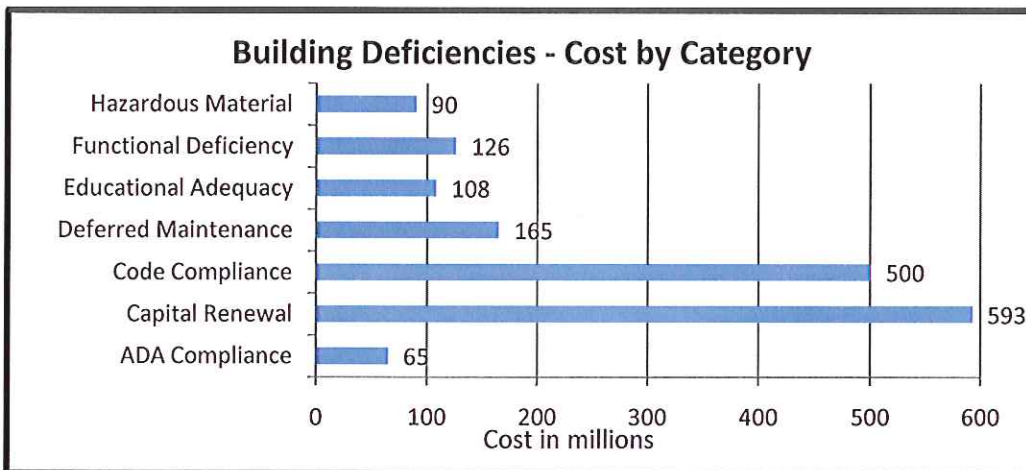| Category	Cost in millions
Hazardous Material	90
Functional Deficiency	126
Educational Adequacy	108
Deferred Maintenance	165
Code Compliance	500
Capital Renewal	593
ADA Compliance	65

Cost in millions

Chart C: Condition Assessment – Cost by Category in 2011dollars

Facilities Assessment

PPS completed a comprehensive assessment of its facilities in June 2008 to establish a baseline of facility conditions throughout the District's building inventory. This assessment, prepared by Magellan Consulting, consisted of an educational adequacy assessment, a building condition assessment, and a review of all site and building systems including a life-cycle capital renewal forecast.

PPS will update these assessments on a four-year rotation using trained staff with technical expertise to update the building conditions database.
http://www.pps.k12.or.us/departments/schoolmodernization/1046.htm

Subsequent to the Magellan assessment PPS conducted additional assessments to further enhance our understanding of the overall condition of PPS facilities:

Seismic Assessment

The District hired KPFF to complete a seismic safety assessment in 2010 to update existing data and compare physical conditions against current American Society of Civil Engineers methodology (ASCE 31/41).

The seismic assessment examined 12 school campuses within the PPS facilities inventory as a representative sample of building construction types throughout the district. KPFF evaluated these buildings to identify seismic deficiencies and to develop preliminary rehabilitation options for each building. KPFF then developed construction cost estimates for these options on a per square foot basis. These cost estimates provided options for completing a stand-alone seismic retrofit or a retrofit as part of a larger renovation. The per square foot costs were applied to similar campuses based on construction type to determine order of magnitude costs per square foot for the entire inventory of PPS school facilities.

The 1995 Facilities Capital Bond Program funded $47 million in seismic upgrades to approximately 53 schools and as part of re-roofing projects at 15 additional schools. PPS determined which schools were most in need of the work by using engineering evaluations of school buildings to quantify the risk. This work focused on upgrading those buildings most at risk of collapse to promote safe exiting. In 2009, PPS further completed partial seismic upgrades at nine schools as part of re-roofing projects.

Typically, stand-alone seismic retrofits cost twice as much as doing the work in conjunction with a larger renovation.
http://www.pps.k12.or.us/departments/schoolmodernization/4813.htm

Accessibility Assessment

An accessibility assessment of PPS facilities was conducted in 2009 by Ankrom Moisan Architects. The assessment identified accessibility deficiencies within PPS facilities and cost estimates to correct the deficiencies to the requirements of the Americans with Disabilities Act (ADA).

The assessment identified priorities for accessibility upgrades. Examples include providing ADA van parking, accessible routes to building entrances and removing barriers to increase accessibility. Other upgrades include providing elevators, lifts and ramps to inaccessible floors. The assessment estimated the total cost for accessibility upgrades to all District buildings at $45.3 million.

Nearly $12 million in upgrades to improve accessibility were performed as part of the 1995 Facilities Capital Bond Program. Improvements included upgrading building entries, removing interior access barriers, modifying restrooms, providing sensory impairment signage, and providing new or upgraded elevators at 15 schools, including nine of the 10 high schools and chair lifts at three schools. As noted, additional upgrades are needed to meet current ADA requirements.
http://www.pps.k12.or.us/departments/schoolmodernization/2053.htm

Historic Assessment

PPS hired ENTRIX in 2009 to conduct a historic building assessment of District facilities. ENTRIX conducted research and a field study of District buildings constructed prior to 1979 and compared those buildings to identify their character-defining features, assess their comparative levels of historical integrity and evaluate their eligibility for the National Register of Historic Places (NRHP). Of the 98 properties surveyed, three are currently listed in the National Register as contributing resources to NRHP Historic Districts (HD); Abernethy (Ladd's Addition HD), Couch/MLC (Alphabet HD) and Irvington (Irvington HD). Three schools (Benson, Duniway, and Woodstock) are currently listed as Portland Landmarks and three schools are considered contributing resources to City of Portland Conservation Districts (Kenton, Woodlawn, and Jefferson).

http://www.pps.k12.or.us/departments/schoolmodernization/1627.htm

Roof Assessment

In 2007, PPS completed an in-house roof assessment of all District roofs identifying and prioritizing $70 million in needed roof replacement and an additional $5 million in roof-related seismic upgrades in 2007 dollars.

Since 2007 the District has twice contracted with Professional Roof Consultants (PRC) who provided additional detail on replacement and repair costs for 43 high-priority roofs.

In 2009, PPS spent nearly $14 million dollars and installed new roofs on nine school buildings. These projects included thin film solar installation and roof-related seismic upgrades.

FACILITIY CONDITION INDEX (FCI)

A Facilities Condition Index (FCI) is a widely-used indicator that provides a relative scale of the overall condition of a given facility or group of facilities within an inventory. The index is derived by dividing the total repair cost by the total replacement cost for the existing school facility.

$$\frac{\text{Total Repair Cost}}{\text{Total Replacement cost}} = \text{Facility Condition Index}$$

The educational facility assessment industry developed a scale of how to interpret FCI scores:

FCI	Overall Condition	Recommended Action
Less than 10%	Good	Repair
11 to 35%	Fair	Renovate
36 to 50%	Marginal	Renovate
51 to 65%	Poor	Renovate, Fully Modernize, or Replace
Greater than 65%	Very Poor	Replace or Fully Modernize

In 2010, PPS revised the FCI for each school campus to incorporate the costs associated with the 2009/10 seismic, accessibility and roofing assessments as well as adjusting construction costs for inflation.

FCI is only one criterion decision-makers use to prioritize capital projects. In 2008, the Board of Education adopted Resolution 3986 that identifies criteria for determining the order in which a long-term school rebuilding and renovation program should proceed to meet the objective of creating 21st century learning environments. The Board of Education went beyond a "worst first" approach in prioritizing the work that includes a broader range of factors to be considered when determining where work is to be performed. The full resolution is online at:
http://www.pps.k12.or.us/files/schoolmodernization/RESOLUTION_3986.pdf

CAPITAL RENEWAL

In addition to the costs identified above for known Building Deficiencies, there is $176,810,000 in life-cycle renewal projects needed over the next 10 years (replacing building systems at the end of their useful life) as shown in Table 2. The District's current operating budget for capital renewal is $3 million per year for this purpose.

Facility Type	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total
Elementary	4.19	5.25	0.54	3.97	1.72	7.10	1.00	6.50	1.20	1.39	32.86
K-8	5.48	6.70	0.42	4.85	0.96	5.33	0.90	7.64	0.78	1.27	34.33
Middle School	4.28	4.08	0.62	3.99	1.80	5.75	0.35	6.22	0.36	0.93	28.38
High School	4.90	11.36	0.10	5.93	1.24	9.03	0.74	11.03	0.63	1.95	46.91
Other Programs	0.33	0.53	0.03	0.71	0.15	1.06	0.01	1.72	0.09	0.50	5.13
Total Schools	**19.18**	**27.92**	**1.71**	**19.45**	**5.87**	**28.27**	**3.00**	**33.11**	**3.06**	**6.04**	**147.61**
Admin	1.50	1.43	1.04	1.56	4.86	2.43	0.10	4.86	0.02	1.61	19.41
Leased	0.39	0.37		0.72	0.08	0.40	0.04	0.80	0.06	0.09	2.95
Closed	0.56	0.73	0.09	0.98	0.20	2.51	0.12	1.21	0.01	0.43	6.84
Total Other	**2.45**	**2.53**	**1.13**	**3.26**	**5.14**	**5.34**	**0.26**	**6.87**	**0.09**	**2.13**	**29.20**
District Total	**21.63**	**30.45**	**2.84**	**22.71**	**11.01**	**33.61**	**3.26**	**39.98**	**3.15**	**8.17**	**176.81**

Table 2: Capital Renewal Requirements -- Cost in millions (2011 dollars)

In recent years PPS leadership and staff have worked to set a new and more sustainable course for maintaining the District's facilities. Key decisions to stabilize the impact of cuts over the last 20 years include:

- Setting aside revenue from the sale of surplus property for District capital needs, rather than using those funds to cover on-going operational costs.
- Holding the maintenance and operations budget stable, even as further cuts were implemented across other central departments.
- Implementing energy and water conservation pilot program at Wilson, Cleveland, George and Beaumont.
- Allocating Recovery Zone Bond funding to execute needed energy and water upgrades in all District buildings.
- Establishing a $25.7 million fund by the Board of Education to finance specific capital costs associated with needed real and personal property improvements across district facilities (to be retired by future voter-approved bond proceeds) including:
    - Construct modular classrooms: 28 classrooms at 13 school sites
    - Construct nine roof replacements, including seismic structural reinforcement and solar photo-voltaic cells
    - Complete fire alarm system upgrades at Benson HS, Franklin HS and Harriet Tubman Leadership Academy

Appendix A: Board of Education Resolution #3986, October, 2008: Criteria to Determine the Order of Rebuilding and Renovation of PPS School Buildings to Create 21st Century Schools

1. Balance by Grade Level – Work needs to be performed across all levels of schools (high school, middle school, K-8, elementary)

2. City Development Plans/Projects - As the City of Portland implements policies to encourage family-friendly development around school sites and "20 minute walkable neighborhoods" PPS will work with the City to plan strategically for future growth. This City/PPS cooperative planning is expected to provide opportunities to retain existing families as well as attract new families to PPS, and may be a factor in placing a school higher on the list (for example, if a major family housing development or increased housing density is proposed for an area).

3. Enrollment – Enrollment is the number of students assigned to a building. Schools can be over enrolled, under enrolled or at a manageable capacity. In order to "right size" the school, PPS can apply several tools: analyzing transfer patterns and making adjustments, evaluating boundary changes to balance enrollment between adjacent schools, and increasing the physical capacity of the school. The choice of how to address the issue of enrollment may impact the order in which facilities work proceeds.

4. Enrollment Enhancement Opportunity - A new or fully modernized school may be used as an opportunity to attract students back to a neighborhood with a low "capture rate".

5. Environmental Considerations – There may be specific environmental considerations that affect the order in which work is undertaken among all of our schools. For example, further testing might reveal water intrusion of an unacceptable and irreparable level at a school.

6. Facility Condition Index – The facility condition index (FCI) is an industry standard for comparing building condition. The FCIs developed by Magellan included the actual physical condition of buildings and, in addition, included the costs needed to bring each school up to the educational specification levels set by a broad-based team of PPS instructional leaders. FCI does not include the costs needed to create 21st century schools, only the costs needed to provide upgrades within the current facility structure.

7. Fulfilling a Commitment – Honoring the commitments about facility improvements that the school district has made in the past may be considered in determining the order of work.

8. Geographic Distribution – School renovation work should be distributed across the city to assure that there is equity in school improvements.

9. Historic Structure Deterioration – A few PPS schools have been formally designated as historic structures. An increase in the rate of deterioration might need a quick response that moves a facility ahead in the schedule.

10. Large Impact – The renovation or addition of a facility that is anticipated to have a large impact on another school, an entire community or a major part of the city, in addition to meeting other criteria, may be a determining factor in placing a school higher on the list.

11. Partnership Opportunities – Partnerships can be financial, technical, joint use and/or joint development and can take quite a while to nurture. The opportunity for a partnership that has been developed and funded may mean that a particular facility needs renovation or construction ahead of schedule or that a delay is warranted while the partnership is formalized. Equity of access to quality partnerships will be a key consideration.

12. Program Requirements – A new school district program imperative might require a major facility renovation in order to offer that academic program in a quality way. These can be handled under either short-term work or long-term work, depending on the amount of renovation required. For example, deciding to offer pre-K in every school has implications on building size. Again, equity of access to programs and support for programs will be a key consideration.

13. Safety and Security – Assuring that all schools within the Portland system are "warm, safe and dry" is always a priority. But various safety and security considerations might impact the school district's renovation order because of the volume or nature of concerns at a particular site that could only be addressed with major rebuilding or renovation.

14. Temporary Space - Most school rebuilding and renovation work will require students to be temporarily relocated while work is being done on their school. For those schools, PPS will need to balance the work being performed at any one time across the city in order to have temporary space (with limited travel time for students) available to support the work being performed.

15. Unite a Divided Campus – Several PPS schools have significant portions of their school enrollment in buildings that are not close to each other.

ISSUE PAPER #3
21ST CENTURY SCHOOLS

BACKGROUND

There have been enormous strides in our understanding of how the brain functions and how children and adults learn. We now know that individuals learn in a variety of ways, requiring information to be provided in a variety of formats[1]. This new knowledge has given rise to new approaches towards more effective teaching and learning: such as project-based learning, student-managed learning, small group work, independent research and presentation. While the realities of our modern world continue to change and evolve, our nation's school buildings are largely still configured and designed as they were 80 years ago (designed as factories for learning—with repetitive classrooms, sized for 30 students in a double-loaded corridor configuration). This paper explores how the 21st century School might address a new paradigm, which puts the student at the center of learning.

21St Century Learners are citizens of the world. They are connected through media and technology to a greater network of information than was ever previously contemplated or realized. They need to learn to sift through vast quantities of information and evaluate it, not memorize it. These learners must be more creative and innovative. They must work in a more collaborative way. As global citizens, they need to understand and relate to different cultures and be multi-lingual. They will live in a rapidly changing world, which requires them to be flexible to meet the needs of the future. They must be more self-directed and prepared to be life-long learners.

PPS and its Vision

> *"We must have high expectations for all of our students to gain the skills to contribute in a changing world. This requires an unrelenting focus on student learning and a shared belief among all of our staff in each student's potential to succeed. Our students require this of us, and the future health of our community and our economy depends on it."*

> — *Superintendent Carole Smith*

Strategic Framework

Portland Public Schools has developed a strategic framework for 2011-12 to focus its work with students in the areas most essential to their success. **At the heart of this framework is one goal: every student succeeds, regardless of race or class.**

To achieve this goal, the framework focuses work in four essential areas:

- **Effective educators**
  We must ensure that all educators are equipped to help our diverse students succeed. That means hiring culturally and racially diverse teachers, aides and administrators and supporting them with mentoring, peer collaboration, skill development and leadership opportunities, while matching their skills to the needs of students in the schools they serve.

- **Equitable access to rigorous, relevant programs**
  Every student — no matter the grade level, race, income or address — should have access to a consistently rigorous education with rich learning opportunities. We must set and hold clear and high standards for all, with varied ways for students to show what they have learned. Our teaching methods must be flexible, engaging and culturally relevant to help all students achieve.

- **Supports for individual student needs**
  We must use a range of teaching strategies in response to a range of learning styles. We must check students' progress regularly and then help students accelerate their learning or catch up if they are behind. And we must wrap support around our students starting with strong early childhood education.

- **Collaboration with families and community**
  We must place family and community inside the circle of how our schools serve students, forming essential community and family partnerships that support the whole child.

Cultural Transformational Elements

In order for our academic initiatives to be successful, there is a need to transform the culture of PPS. These elements should be embodied by every school, department and employee: *equity, service orientation, and accountability.*

- **Equity in all decisions and interactions**
  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.

- **Create a service driven organization**
  A healthy work environment and clear expectations contribute to employee satisfaction, which will motivate staff to provide excellent service to schools and community.

- **Individual and Team Accountability**
  A culture of accountability for student progress is built through clear expectations, shared leadership, ongoing monitoring of progress, structures that promote dialog and action in support of continuous improvement. It requires making success visible, and swift decisions around required change when results and not demonstrated.

Foundational Elements

In order for our academic initiatives to be successful, we need to build foundational, supportive systems, structures and tools across the district. The two priorities below represent an ongoing area of focus, which needs to align with and connect to the academic strategies laid out above.

- **Build a Stable Operating Model**
  Stable and dedicated PK-12 educational funding and an organization adaptive to changing environments will provide a strong foundation for student success.

- **Modernize our Infrastructure for Learning**
  Develop a safe, healthy, modern infrastructure for learning at every school which contributes to student and staff success.

RELEVANCE FOR FACILITIES PLAN

What defines a model school? If such a paradigm exists, design would number among the key factors. Striving for realistic solutions to existing problems such as dated facilities, overcrowding, rising costs and stringent budgets, many public and private institutions are embracing proactive, holistic reforms that integrate innovative teaching methods such as hands-on learning and collaborative project-based work with more effective learning environments that are flexible, adaptable and technology-rich. Increasingly, insightful teams of administrators, educators and parents are collaborating with architects to re-imagine the schoolhouse. The goal: to create buildings that will engage students (with just-in-time learning), welcome the community (by being a 24/7 resource) and adapt to the inevitable shifts in population and pedagogy (by utilizing community resources). Good buildings do matter. This commitment to an idea, and to architecture as a means to achieve it, signifies a valuable investment in the future of our children[2].

In order to meet the nation's needs for the twenty-first century, the U.S. Department of Education offers the following guidelines:

The design of learning environments should:

::   Enhance teaching and learning and accommodate the needs of all learners

::   Allow them to serve as centers of the community

::   Result from a planning | design process involving all stakeholders

::   Provide for health, safety, and security

::   Make effective use of all adaptable resources

::   Allow for flexibility and adaptability to changing needs

Current, dated facilities do not support these aspirations. Many schools do not reflect the cultural norms of the community. Facilities are generally designed in a "one-size-fits-all" manner. While many schools across the nation are located in historic neighborhoods, they are not always open for community use. (PPS-Over 600 groups are currently using the Civic Use of Building (CUB) and in the first six months of FY 2011-12, 607 groups reserved PPS's facilities with over 75,000 individual bookings for school rooms or athletic facilities.) Many school facilities have not been upgraded since their construction and have poor heating and ventilation systems, do not meet current earthquake safety guidelines and in some cases still contain hazardous materials. Older building configurations were designed to support one teacher with a group of 30 students. There is limited flexibility for team-teaching or convening a variety of student-group sizes and typically no space outside the classroom for private conversations to facilitate more interpersonal instruction/tutoring.

ELEMENTS OF THE 21ST CENTURY SCHOOL

Multiple Use Spaces

The traditional "cells and bells" educational model organizes "cell"-like classrooms along both sides of a corridor. Knowledge transfer is interrupted by the sound of a "bell" which indicates to students that it is time to move to a new classroom or start a new session[3].

This educational "Ford"-Model was based on the following assumptions of the 20th century post-industrial society:

1. Learning is a linear knowledge transfer from teacher to student, which happens inside a classroom and standardized testing measures the capability of each student to retain knowledge.
2. Students with the highest test scores and IQs will gain access to careers with the highest compensation potential, which will lead to a fulfilled life.
3. A pre-determined number of students will all learn the same thing at the same time from the same person in the same way in the same place for several hours a day.
4. Students from predominantly white, affluent neighborhoods have priority in advanced course work.

5. Any exception to the "norm" was not accommodated (e.g. Students with disabilities or who speak a home language other than English were unlikely to succeed educationally.)
6. Students adapt to the teachers instruction style.

In the future, it is anticipated the most valuable US export will be creativity and innovation[4] and these attributes will ensure access to careers with the highest compensation potential and continued employment in a global marketplace. The physical implication of this trend is the need to support self-directed learning with an emphasis on educating the whole child (helping students use both the left and right sides of the brain).[5]

In addition to the changing economic landscape, new brain-based research resulted in the awareness that learning is not linear but holistic; it is not uni-dimensional but multi-faceted[6]. The new learning paradigm must allow different students, of varying ages, to learn different things from different people in different places in different ways and at different times.

Learning Everywhere

Learning can take place anywhere. Spaces that support multiple uses are places that provide space for a wide range of learning styles. Additionally, they are spaces that can take a variety of forms depending on the school's social and cultural context, students' ages and abilities, educational philosophies, curriculum and pedagogies. Multi-purpose learning spaces must be flexible. They should be able to serve a variety of learning communities within the school as well as the community surrounding the school.

Flexible –Contemporary learning requires larger spaces and enables the combining of small student groups. Learning spaces that can be divided into smaller, more intimate sizes using shelving, lounges, furniture, screens etc. are what is desired for more collaborative work. They need to be spaces for large group meetings and spaces for multiple uses including creative, verbal, experimental and collaborative activities.

Connected—These types of learning spaces provide both indoor and outdoor connections. They can include glass walls or large windows to connect students to nature while also providing a connection to the school network and Internet through wireless technology.

Collaborative--For a learning space to be collaborative, it needs to have areas that support small group work without creating disruption of other class activity. These collaborative spaces are often located outside the traditional classroom, not situated in highly trafficked areas and placed within a teacher's line of sight to facilitate supervision. Circular desks, flexible furniture and interactive equipment further support collaborative and project-centered learning. In science classrooms, lab benches installed at the back or around the periphery of classrooms, rather than in a separate room is a common trend.

Multi-sensory –The provision of large areas for work displays and changing visual stimulus as well as providing access to graphic and multi-sensory digital resources on notebooks or tablets or through connection to a network or the internet are all key components in contemporary and multi-purpose learning spaces. Allowing creation and playback of student created sound files including podcasts and providing space for kinesthetic activities are all different ways that a learning space can serve many purposes.

Study spaces—What makes a great study space? Natural light, comfortable furniture and a good view are not required, but studies have indicated that they make this type of space more effective for student achievement. In addition, study spaces should be quiet, can be enclosed or separated from distractions and have ample access to electric outlets and the Internet.

Multi-purpose spaces—Spaces are sometimes used for more than one purpose. A solution that was popular in past learning space designs was to make a space multi-use by installing movable wall partitions between small rooms. A dynamic classroom environment can make excellent use of moveable furniture, but clearly the movable wall is primarily used for semi-permanently turning two small rooms into one larger one or vice versa. Another solution for multi-purpose space is to provide break-out spaces which can be used for small-group pull-out work or can function for community use during after-school hours.

Shared Spaces—Providing space where teachers can drink coffee or eat lunch together in shared break rooms can have big implications. Putting functional spaces like copy rooms and mailrooms next to kitchens and break rooms makes great sense. While space is precious, some of the most fruitful interactions between people happen by chance and certain spaces do a great job of bringing people together. Adding a whiteboard, bulletin board, coffee table and some periodicals to your break room will enhance interaction. Whiteboards in public spaces form focal points for conversation and chance meetings. Adding small community kitchen facilities adjacent to the student commons helps support community use.

Design Patterns

"The Language of School Design" by Prakash Nair and Randall Fielding identifies 18 learning modalities that should be supported in a 21ˢᵗ Century School:
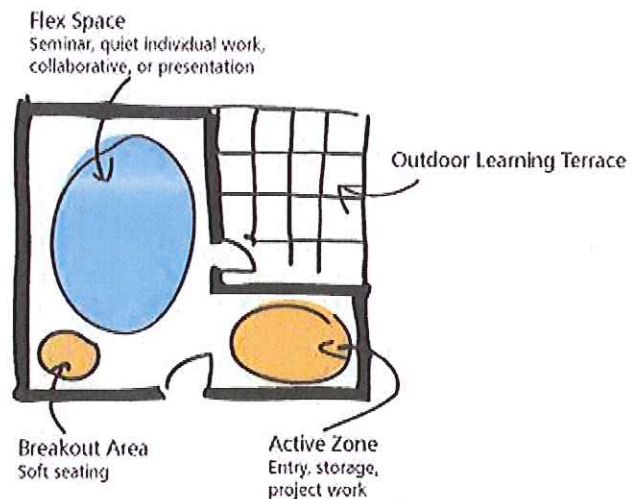
1. Independent study
2. Peer tutoring
3. Team collaborative work in small and mid-size groups (2-6 students)
4. One-on-one learning with a teacher
5. Lecture format with the teacher or outside expert at center stage
6. Project-based learning
7. Technology-based learning with mobile computers
8. Distance learning
9. Research via the Internet with wireless networking
10. Student presentations
11. Performance and music-based learning
12. Seminar style instruction
13. Community service learning
14. Naturalist learning
15. Social / emotional learning
16. Art-based learning
17. Storytelling (floor seating)
18. Learning by building

In order to address each modality, Prakash Nair and Randall Fielding developed a catalog of 25 Patterns that represent a fairly complete range of design principles. This checklist allows participants in the planning process to talk the same language. The patterns encompass the whole range of the human experience. In order to be holistic, they address the senses as well the physical aspects.
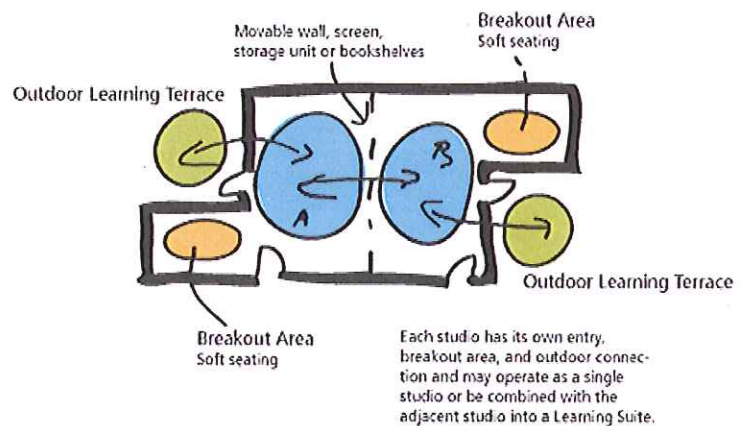
WELCOMING ENTRY makes us aware of the complex psychological and practical aspects of this zone that can directly influence if the school will be accepted as a resource by the community, allows students to form a bond through gathering spaces inside and outside as well as communicate with each other through access to student display areas, reduces the stress level through ease of orientation and safety through clear sightlines. Learning important social skills happens right when you enter and sets the tone for the day.

CLASSROOMS, LEARNING STUDIOS, ADVISORIES AND SMALL LEARNING COMMUNITIES describes aspects of:
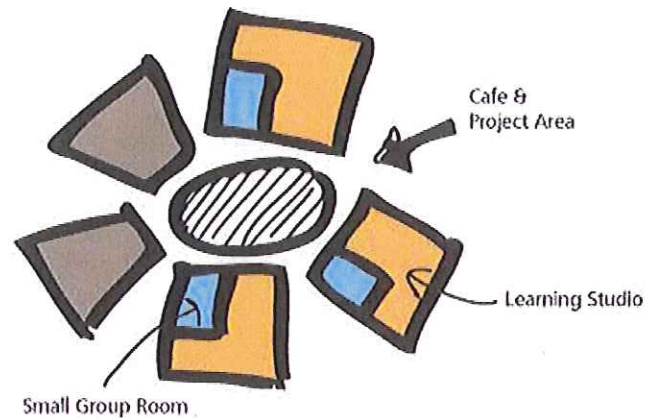
The learning studio is basically an L-shaped classroom zoned for multiple activities. The project area allows students to engage in model building and experimentation which exceed traditional time limits.

Flex Space
Seminar, quiet individual work, collaborative, or presentation

Outdoor Learning Terrace

Breakout Area
Soft seating

Active Zone
Entry, storage, project work

The learning suite combines two learning studios into a suite. Now large scale activities involving both studios can be accommodated as well as small scale activities, increasing the opportunities for resource sharing and interaction. Outdoor Learning spaces expand the range of activities further.

Movable wall, screen, storage unit or bookshelves

Breakout Area
Soft seating

Outdoor Learning Terrace

Outdoor Learning Terrace

Breakout Area
Soft seating

Each studio has its own entry, breakout area, and outdoor connection and may operate as a single studio or be combined with the adjacent studio into a Learning Suite.

The learning community, can be used to break down the scale of a large school by creating wings within one building that contain studios and suites with associated indoor/outdoor break-out spaces as well as science labs, teacher work rooms and a central multi-purpose social space for project work and other large scale activities.

Cafe & Project Area

Learning Studio

Small Group Room

Other patterns include the WATERING HOLE SPACE where students can develop their soft skills (e.g. interpersonal, communication skills) through social discourse and collaborative learning. Soft skills are at the top of the list of qualifications for almost any profession today. On the other hand, a

CAVE SPACE allows students to retreat from the group for individual study and reflection. The caves should be located throughout the school.

These examples illustrate the complexity of demands a 21ˢᵗ Century School must address in order to create well rounded citizens who maintain a competitive edge in the century of CREATIVITY[7]. While some of these qualities can be accomplished in existing structures with minimum effort, others require a fundamental re-thinking and re-weaving of the educational fabric of today's schools. And the needs for elementary students may be different than the needs of secondary students.

Partnerships

Declining enrollment, aging facilities and lack of land for new schools have created new opportunities to rethink the American schoolhouse. In many places nationally, the 21ˢᵗ century school is smaller and located in town rather than on the outskirts. It may be an addition to an older building or even an adaptation of another type of building altogether. It leverages connections with other community resources, such as public libraries or nearby colleges or universities, and connects students to the globe through distance learning and online resources. It facilitates rich and meaningful learning experience for students beyond the classroom and creates the environment in which they can thrive academically and socially.

In a time of diminishing resources, partnerships can be a great way to augment school programs and provide educational continuity before and after school. A growing number of projects are also financed creatively through partnerships with public and private organizations.

PPS has a number of partnerships on a district-wide and local school level with public and private partners including Multnomah County, Portland Parks & Recreation and Portland State University as well as Nike, Intel, OMSI, Concordia University, Office Depot, Washington Mutual, Pixel Works and many other private partners.

Aligning services and programs

Rosa Parks School and Community Campus at New Columbia is a partnership between Portland Public Schools, the Housing Authority of Portland, Portland Parks and Recreation, and the Boys and Girls Club of Portland. Only the second new school built by Portland Public Schools in the last 30 years, Rosa Parks provided an opportunity for significant resource leveraging through partnerships and the opportunity to envision one option for early 21st century learning.

By aligning all of the partners' services and programs, using design to support learning, focusing on the whole child, and pursuing sustainable design strategies (including earning LEED Gold designation).[8]

Creating new learning opportunities

The Antonia Crater Elementary School and Chehalem Senior Center is another successful local example of community and school partnerships. In 1995, Antonia Crater, a teacher in Newberg, Oregon, donated land from her family farm to create an intergenerational facility. The school district gladly accepted this generous donation, and the local parks and recreation services provided federal block grant dollars to help build the facility. The result was a new senior citizen center built adjacent to the new school that was named after Ms. Crater.

Senior citizens walk directly into the school cafeteria for their meals and hold exercise classes in the school gym. Fourth grade students help serve the lunch to the seniors each weekday and several classes have adopted "senior buddies." The campus is also shared with the Chehalem Middle School and the Darnell Wright Softball Complex. The parks and recreation service maintains the senior center and has a working agreement to use the school's athletic fields during the summer[9]

Sharing facilities and leveraging resources

Building a new school is an opportunity to further expand alliances with community service providers, such as libraries and recreational facilities, and perhaps even make a new home together on a single campus. In Federal Way, Washington, the Truman Learning Center campus illustrates an example with similar features to the Rosa Parks center. A small high school serves 200 students in a single building. Athletic facilities for the campus are provided by an on-site Boys and Girls club|teen center through a land lease with the school district. A Head Start facility, also on the campus, provides childcare for children of students and faculty as well as early childhood learning. A public library is

located approximately one block from the campus and is utilized by the Truman students. The site enjoys an adjacency to a public park which provides recreational sports fields for the school and community. Completed in 2006, recent campus developments include a community garden, maintained by students and community volunteers, which in the last year alone produced 4000 pounds of fresh produce for local food banks.

Adapt and Re-use Existing Facilities
Another way to do more with less is to reuse what is already there. In recent years there has been a growing trend toward additions to and renovations of existing school buildings, as well as adaptations of other building types into schools. Nationally the percentage of children who live within a mile of school and who walk or bike to school has declined by nearly 25% in the last thirty years. While 71% of adult Americans say they walked or rode a bike to school when they were a child, today less than two in ten (17%) school-age children walk. Barely 21% of children today live within one mile of their school[10]. More than 40 percent of students at PPS Safe Routes partner schools walk or bicycle to school. That is significantly higher than the national average of 11 percent active trips to school (National Household Travel Survey 2009). It is also a local increase, up from 31 percent when the program began collecting data in the fall of 2006.

Adaptive reuse of existing buildings is one way to keep schools in established neighborhoods. Many older schools, particularly in cities, are located in well-established neighborhoods and, with creative adaptation; they can support the needs of the 21ˢᵗ century student quite well. These buildings many times utilize high quality materials, intricate detailing and grand scale that are difficult to afford in today's construction budgets. There are also many buildings that have qualities that can create great schools; warehouses, office buildings, and even shopping malls have all been creatively transformed into schools.

In Seattle, eight of twelve high schools have been modernized over the last six years. These buildings dated from early to mid-twentieth century, and all were located in established urban neighborhoods. Renovations included comprehensive code compliance as well as addressing technological and pedagogical needs of twenty-first century learners.

Grover Cleveland High School was built in 1927. Given the opportunity to renovate this Seattle landmark, the school district also desired to accommodate four independent, theme-based academies on-site as well as a Science Technology Engineering and Math (STEM) program on the campus. The four separate communities provide the ability to break-down the large scale of the campus and create self-contained learning communities. Completed in 2010, this revitalized campus serves approximately 1000 students, while preserving a cherished Seattle icon.

Nathan Hale High School was constructed in 1962. The school was essentially a closed concrete box, full of long, windowless corridors that isolated students in disconnected, mazelike paths. When given the opportunity to rehabilitate the existing structure, central student social spaces were created and the school was opened up to address way finding and improve circulation. Student commons spaces were organized around two existing interior courtyards that were completely isolated from use and view. Interior windows connect learners and staff to one another, creating collaboration spaces, conference areas and computer stations throughout all areas of the school.

The library, athletic facilities and performing arts center are located to connect to the surrounding neighborhood and encourage community use. This school was recently featured in Architectural Record[11].

Expanding the boundaries

The 2010 Department of Education National Education Technology Plan suggests that schools have to change to provide students the time and space to use technology in rigorous ways that support learning. Technology in schools is no longer only about computer literacy but instead must be used to help students gain 21ˢᵗ century literacy and skills such as collaboration, visual literacy[12], storytelling and creativity that will allow them to thrive in the future. The school learning environment can be designed to facilitate opportunities for students to practice these skills.

The School Without Walls is a small, urban, public high school in the heart of George Washington University, Washington, DC, that offers an innovative early college curriculum and has created a student-centered campus, blurring the boundaries between high school and post-secondary education. This model is similar to PPS Jefferson HS and the Middle College for Advanced Studies.

The non-institutional character and day lit interior of the historic 19ᵗʰ century Ulysses S. Grant School building are echoed in the 21ˢᵗ century addition. By creating a collegiate ambiance, providing technology-rich learning environments, encouraging formal and informal interaction, and fostering a subtle sense of security, The School Without Walls' facilities encourage a strong learning community and enable a seamless transition to college[13].

The School Without Walls attempts to provide a strict learning environment. The George Washington University Partnership is one manner in which School Without Walls expands the curriculum of its students. Additionally, the school uses science labs at the University of the District of Columbia, has a standing partnership with the Fried, Frank, Harris, Shriver & Jacobson law firm, and an informal journalism internship program with the George Washington University student newspaper, the GW Hatchet. The school has in the past conducted classes at the United States Capitol, the Corcoran Gallery of Art, the National Aquarium, the National Zoo, the Botanical Gardens and other academic resources available in the city. In doing so, it offers opportunities not common to most of the nation's high schools but models the use of community assets in support of student enrichment.

In the book Rethinking Education in the Age of Technology by Allan Collins and Richard Halverson, the authors lay out the development of schooling in this country, explaining how enthusiasts and skeptics argue how technology can help or not help learning and their vision on how we should be rethinking education in a technological world. They believe that "the skeptics are correct in that there are deep incompatibilities between technology and schooling, but the enthusiasts are correct in that education must change to stay relevant in the wake of the Knowledge Revolution."

The concept of "community of practice" was coined by Jean Lave and & Etienne Wenger while studying apprenticeship as a learning model. People usually think of apprenticeship as a relationship between a student and a master, but studies of apprenticeship reveal a more complex set of social relationships through which learning takes place mostly with journeymen and more advanced apprentices. The term community of practice refers to the community that acts as a living curriculum for the apprentice. The practice of a community is dynamic and involves learning on the part of everyone. The perspective of communities of practice affects educational practices along three dimensions:

Internally: How to organize educational experiences that ground school learning in practice through participation in communities around subject matters?

Externally: How to connect the experience of students to actual practice through peripheral forms of participation in broader communities beyond the walls of the school?

Over the lifetime of students: How to serve the lifelong learning needs of students by organizing communities of practice focused on topics of continuing interest to students beyond the initial schooling period?

From this perspective, the school is not the privileged locus of learning. It is not a self-contained, closed world in which students acquire knowledge to be applied outside, but part of a broader learning system. The class is not the primary learning event. It is life itself that is the main learning event. Schools, classrooms and training sessions still have a role to play in this vision, but they have to be in connection with the learning that happens in the world.

School as we know it will not disappear any time soon; however, new systems are beginning to emerge. The beginnings of a new educational system can be seen in the explosive growth of home schooling, workplace learning, distance education, adult education, learning centers, special education, educational television and videos, computer based learning software, technical certifications and internet cafes.

The need for lifelong learning will require us to move away from the highly structured schooling institutions toward a model where the learner acts as consumer of a wide variety of learning experiences. Learners will need to develop the skills to judge the quality of learning venues and the kinds of social networks that provide guidance and advice. What emerges could be a system that is much more tailored to the individual, where instruction is not age based, and students have the ability to travel through the system at their own pace in a more customized way.

Advances in information technology will continue to make it possible to connect students to knowledge sources around the world. More and more schools are also finding new ways to connect to resources in the neighborhood. Whether it's a Skype call to another country or drama classes at the local theater, the boundaries of school are expanding.

From a learning standpoint, the most successful schools provide an environment where virtual connections to the world can be social, collaborative and meaningful, and connections to the neighborhood are real, empowering and relevant.

DESIGN TRENDS

Environmental Responsibility

For teachers and students to perform at their best, the building must perform well. It must create a comfortable environment, free of irritants, while also minimizing energy and resource use. The very best sustainable school buildings go beyond sustainability in terms of energy use and employ the building as a teacher of environmental stewardship and a laboratory for learning about natural processes. The school environment is important! There is increasing national concern about the buildings and spaces where students learn, and how these might affect both health and achievement.

Air Quality— Nationally many post WWII buildings were low cost construction and used hazardous materials in the construction process--formaldehyde-soaked carpeting, mercury-treated drywall, asbestos, sealed windows and noisy ventilation. These buildings are still in use today. Children are more physiologically vulnerable to toxins in the environment. Their organs are still developing; their metabolic rates are higher than adults, thereby taking in more air per pound of body weight than adults. Children are lower to the ground. Metals such as lead and mercury, and gases such as radon settle close to the floor. Children breathe this air, play on the floor, and rarely wash their hands.

Asthma is the most common chronic disorder in childhood, currently affecting an estimated 6.2 million children under the age of 18[14]. American school children missed 12 million days of school in 2000 due to asthma[15].

Acoustics—Many classrooms feature a speech intelligibility rating of 75% or less. That means listeners with normal hearing can understand only 75% of words read from a list[16]. The ability to focus on speech does not mature until ages 13-15. To correctly interpret spoken words, children need to hear consonant sounds clearly[17].

Day Light—Studies have shown that students with limited classroom day light were outperformed by those with the most natural light by 20% in math and 26% on reading tests[18].

The impact of buildings on the environment is clear. Buildings represent:

- 65.2% of total U.S. electricity consumption

- Greater than 36% of total U.S. primary energy use

- 30% of total U.S. greenhouse gas emissions

- 136 million tons of construction and demolition waste in the U.S. (approx. 2.8 lbs/person/day)

- 12% of potable water use in the U.S.

- 40% (3 billion tons annually) of raw materials use globally

There is a trend to make buildings more sustainable. One measure of sustainability is Leadership in Energy and Environmental Design (LEED). The goals of LEED are to promote design and construction practices that significantly reduce or eliminate the negative impact of buildings on the environment

and occupants in five broad areas: sustainable site planning, safeguarding water and water efficiency, energy efficiency and renewable energy, conservation of materials and resources, indoor environmental quality. Other metrics include the natural step and the living building challenge.

School as a teaching tool—there is increasing use of the school to illustrate the impacts of buildings on the environment. The materials used, the energy consumed and connection to the outdoors all provide rich learning opportunities for student learning. Composting and recycling also play an important role in student life at many schools.

Learning for All

Early Learning—There is increasing recognition that the first few years of a child's life are a particularly sensitive period in the process of development, laying a foundation in childhood and beyond for cognitive functioning; behavioral, social, and self-regulatory capacities; and physical health. Yet many children face various stressors during these years that can impair their healthy development. There is a corresponding trend to offer programs in schools such as Head Start, Pre-Kindergarten and Full Day Kindergarten programs to help mitigate the factors that place children at risk of poor outcomes. Such programs may provide support for the parents, the children or the family as a whole. These supports may be in the form of learning activities or other structured experiences that affect a child directly or that have indirect effects through training parents or otherwise enhancing the care giving environment[19]. The implication for school facilities is the need for more space to accommodate an expanded population. Early Learning space will also require the practical aspects of being more self-contained for: learning, napping, eating, toileting and playing.

Universal Design—There are over six million students with disabilities being educated in America. The vast majority have moderate impairments that are often not visible or easily diagnosed. Disabled children include those with learning difficulties, speech difficulties, physical, cognitive, sensory and emotional difficulties. These disabilities make it hard or impossible for students to utilize many areas of schools including playgrounds.

Universal Design is a trend in school design which originates from the belief that the broad range of human ability is ordinary, not special. Universal Design accommodates people with disabilities, older people, children and others who are non-average. It operates on the premise that many people can benefit from larger text, enhanced acoustics and pathways that are not difficult to travel. Universal Design addresses both the physical environment and the curriculum, incorporating three principles of flexibility: multiple methods of presentation, multiple options for participation and multiple means of expression. This provides a wider range of options for students to choose from—meaning that the curriculum adapts to the student rather than the other way around[20].

English Language Learners (ELL)—there has been a dramatic rise in the number of people in the United States who have limited English proficiency. Between the years 1990-2010 the percentage grew by 80%. This kind of growth has incredible implications for public schools, where most limited English language proficiency children will end up. National trends indicate:

::   More immigrant families are moving to small-town or rural communities that haven't received many immigrants for at least a century.

:: The federal No Child Left Behind Act has brought increased testing for English-language learners. The federal law has tightened exemptions for ELLs from taking state tests. States are required by law to create new English-language-proficiency tests for ELLs.

:: Team teaching between English-as-a-second-language teachers and mainstream teachers is becoming more common[21].

ELL facility implications are again providing more space to accommodate break-out programs. ELL classrooms require more storage for multi-lingual materials, the ability for small group interaction and individual testing.

Charter Schools— Charter school laws return much of the control of schools to their local constituencies by granting the schools greater fiscal and educational autonomy in exchange for greater accountability. The theory behind charter schools is that, by giving them freedom to innovate and holding them accountable for results, the schools will develop educational models that are responsive to their communities and increase student achievement. At a systemic level, the state and federal governments expect that charter schools essentially become laboratories for the development and testing of educational reforms that can inform improvement in traditional schools (U.S. Department of Education, 2004). The first state charter school law was passed by Minnesota in 1991 and the first charter school opened there in 1992. In 1995 the federal government began support of charter schools with the passage of the Public Charter Schools Program (U.S. Department of Education Office of the Under Secretary, 2004).

There are now 2,996 charter schools in 38 states and the District of Columbia with a total enrollment of nearly 800,000 students[22].

Charter School facilities may require a separate identity, with identifiable entries and their own security system. They may need more flexibility to accommodate unique program needs.

[Custom Tailored: Trends in Charter School Educational Programs](#)
[Jon Christensen](#), [Lydia Rainey](#)

Physical Education—In recent years, leading government health organizations have issued multiple reports outlining how a lack of exercise combined with poor eating habits are having devastating effects on the nation's children. One of the most alarming developments, according to organizations such as the Centers for Disease Control and Prevention (CDC) and the U.S. Secretary of Health and Human Services, is the doubling of childhood obesity in the past 30 years—a trend they expect only to get worse as more schools eliminate gym classes and recess. Current trends in PE are to stress life-long physical activities such as bicycling, running and swimming—because students are more likely to carry these activities into their adult lives.

PE—2009 ORS 329.496 requires a minimum number of minutes per week of physical education for students in kindergarten through grade 8. The law will take effect in the 2017-2018 school year.

Oregon Schools today typically provide fewer minutes per week than those stipulated by the new law. This will mean an increase in the amount of PE instruction time, perhaps yielding the need for more or different physical activity spaces.

http://www.pta.org/topic_decline_of_physical_activity.asp

http://www.ode.state.or.us/teachlearn/subjects/pe/house-bill-3141data-report-1-30final.pdf

https://www.oregonlaws.org/ors/329.496

SUMMARY

This paper is intended to give a flavor of how educational delivery and facility design are evolving. There are both challenges and opportunities ahead. With the PPS Long Range Facility Plan we have the opportunity to enhance how teaching and learning takes place; rethink how the environment can support learning; and create more dynamic, flexible and inspiring spaces that are also more connected to the neighborhood and other resources.

[1] Howard Gardner. Frames of Mind (LJ 10/1/83).
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[8] Learning By Design, American School Board Journal; Fall 2011
[9] Catching the Wave: Building Schools with Senior Citizens in Mind National Clearing House for Education Facilities; October 2002
[10] Beldon Russonello & Stewart Research and Communications, Americans' Attitudes Toward Walking and Creating Better Walking Communities
[11] Schools of the 21ˢᵗ Century: the Latest Thinking and Best Ideas on the Planning and Design of K-12 Buildings, Architectural Record Online January 2012
[12] The term "visual literacy" is credited to John Debes, co-founder of the International Visual Literacy Association.[1] In 1969 Debes offered a tentative definition of the concept: "Visual literacy refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences."[2] A white paper drawn up in January 2004, defines visual literacy as "understanding how people perceive objects, interpret what they see, and what they learn from them." [3] However, because multiple disciplines such as visual literacy in education, art history and criticism, rhetoric, semiotics, philosophy, information design, and graphic design make use of the term visual literacy, arriving at a common definition of visual literacy has been contested since its first appearance in professional publications.

Since technological advances continue to develop at an unprecedented rate, educators are increasingly promoting the learning of visual literacy's as indispensable to life in the information age. Similar to linguistic literacy (meaning making derived from written or oral human language) commonly taught in schools, most educators would agree that literacy in the 21st Century has a wider scope. Educators are recognizing the importance of helping students develop visual literacy's in order to survive and communicate in a highly complex world

[13] Learning By Design American School Board Journal; Fall 2011
[14] Capital E, Greening America's Schools: Costs and Benefits, in The Third Teacher (2009).
[15] American Federation of Teachers, Building Minds, Minding Buildings: Turning Crumbling Schools into Environments for Learning, in The Third Teacher (2010).
[16] KI Education, American School & University: Creating Postive, High Performace Learning Environments, in The Third Teacher, (2010).
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[18] National Clearinghouse for Educational Facilities, Do School Facilities Affect Academic Outcomes? in The Third Teacher.
[19] Labor and Population: Proven Benefits of Early Childhood Interventions RAND Reasearch Breif. (2005)
[20] OWP/P Architects, VS Furniture & Bruce Mau Design. The Third Teacher, (2009)
[21] Education Week January 12, 2012
[22] Rothman, R. Telling Tales Out of Charter School. Boston: Harvard Graduate School of Education. (2004).

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PARTICIPANTS

ADVISORY COMMITTEE

Scott Bailey, Parent

Tim Carman, SEIU - Custodian

Andrew Colas, National Association of Minority Contractors

Larry Dashiell, Portland Public Schools Regional Administrator

Lakeitha Elliott, Parent

Stuart Emmons

Shane Endicott, Rebuilding Center

Louis Fontenot, Trammell Crow Company

Bob Glascock, City of Portland BPS

Trip Goodall, Representing HS Principals

Nancy Hamilton, McKinstry

Jeff Hammond, Parent

Bill Hart, Carleton Hart

Brett Horner, City of Portland PPR

Angela Jarvis Holland, Parent

Sally Kimsey, Parent

Angela Kirkman, Neighborhood Association

John Mohlis, Trade representative

Matt Newstrom, Portland Business Alliance Representative

Scott Overton, PTA

Willy Paul, Kaiser Permanente

Abbie Rankin, Stand for Children

Bobbie Regan, Board Liaison

Ted Reid, Metro – Planner, Land Use Planning Group

Rudy Rudolph, Portland Public Schools Administrator

Trudy Sargent, Board Liaison

Kevin Spellman, Associated General Contractors Representative

Dick Spies, Architect

Patrick Stupfel, Student Representative

Gwen Sullivan, Teacher

CJ Sylvester, Portland Public Schools Chief Operations Officer

Jason Thompson, Design Consortium-Engineer Representative

Kevin Truong, Student Representative

Michael Verbout, Parent

Kate Willis, Esco Corporation

Edward Wolf, Oregon Parents for Quake-Resistant Schools

PORTLAND PUBLIC SCHOOLS

Bob Alexander, Project Manager FAM

Judy Brennan, Enrollment Planning Director

Ken Brock, Program Director, Library Services

Paul Cathcart, Planner OSM

Melissa Goff, Executive Director Teaching and Learning

Karl Logan, Regional Administrator

Tony Magliano, Director FAM

Marlys Mock, Sr. Specialist, FAM

Jim Owens, Director, Capital Operations

Rhys Scholes, Communications

David Wynde, Deputy CFO

PLANNING TEAM

MAHLUM

Diane Shiner, Partner-in-Charge
Gerald [Butch] Reifert, Facilitator
LeRoy Landers, Planner
Rene Berndt, Technical Staff

PORTLAND PUBLIC SCHOOLS

501 N. Dixon Street, Portland, Oregon 97227
Mailing Address: PO Box 3107, Portland, Oregon 97208-3107
Telephone: (503) 916-3200 ◆ FAX: (503) 916-3110

Background Memo

DATE: February 7, 2012

TO: Board of Education

FROM: Carla Randall, Chief Academic Officer; Michelle Riddell, Interim
              Executive Director of Human Resources

CC: Carole Smith, Superintendent

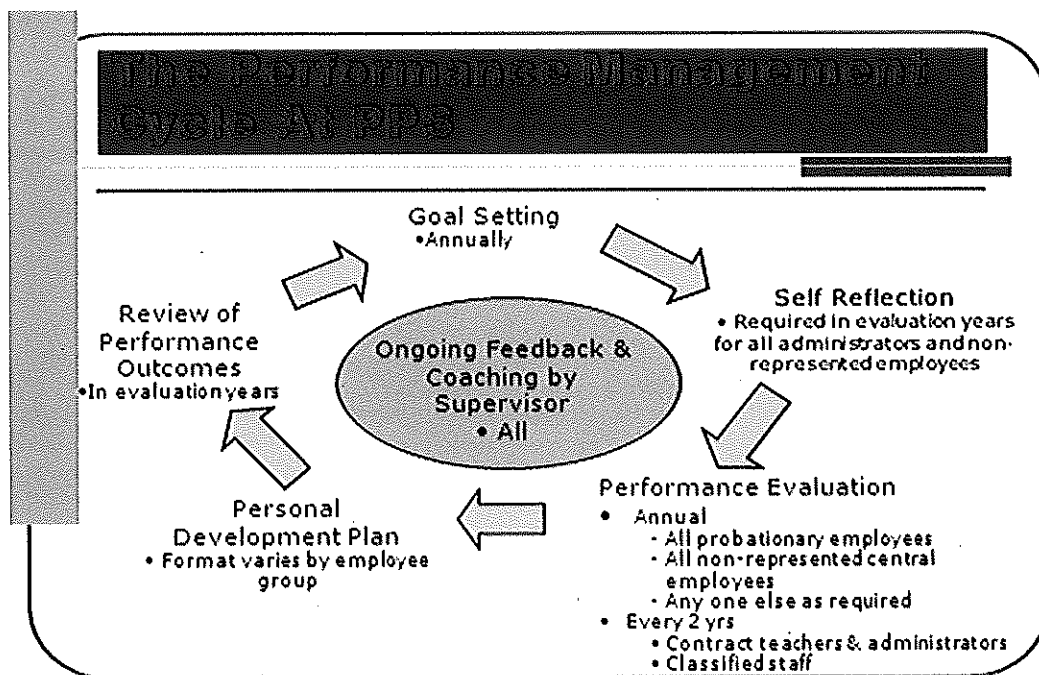**RE:**   Employee Performance Management

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Performance Management to be reviewed in upcoming meetings

At the February 13th Board meeting, staff will present information about Performance Management efforts in the district, discussing how the current structure of supervision develops effective educators. Performance Management of staff is ultimately aimed at supporting student success, and PPS continues to build a culture of accountability and high performance for all employees to that end. Ongoing feedback and coaching by supervisors serves as the foundation for Performance Management systems in the district. Regional Administrators (RAs) directly supervise building principals and oversee performance management in schools. RAs and other supervisors are supported by a team of Performance Management specialists in Human Resources (HR), who provide technical support when needed.

This memo will also give some background data related to Non-extension and Non-renewal (NE/NR), but more particular information about the NE/NR process and specific recommendations for contracts of licensed personnel will be given at the March 5th Executive Session of the Board.

The Performance Management Cycle for all Employees

The vast majority of Performance Management (PM) occurs on a daily basis throughout the district as supervisors provide feedback on employee performance. That feedback is used to inform mutually agreed upon goals for the employee, which become part of job expectations. Written evaluations formalize feedback and provide suggestions for improvement that can inform a professional development plan, which completes the PM cycle. This Performance Management Cycle is used in some form for all employee groups in the district. Through it, supervisors can assess and improve performance, to develop the skills and talent of the PPS workforce.

The Performance Management Cycle At PPS

Goal Setting
• Annually

Review of Performance Outcomes
• In evaluation years

Self Reflection
• Required in evaluation years for all administrators and non-represented employees

Ongoing Feedback & Coaching by Supervisor
• All

Personal Development Plan
• Format varies by employee group

Performance Evaluation
• Annual
  - All probationary employees
  - All non-represented central employees
  - Any one else as required
• Every 2 yrs
  • Contract teachers & administrators
  • Classified staff

Different employee groups can have different elements in their PM cycle depending on job classification, union status, or department. In broadest terms these are two ways to look at employee counts for staff who are .5 FTE or greater as of February 1, 2012:

- 2,940 Licensed Staff (teachers and licensed administrators)
- 2,084 Non-Licensed Staff
- 5,024 Total Staff.

- 4,486 Union Staff
- 538 Non-Represented Staff
- 5,024 Total Staff

The vast majority of district employees are directly supervised by principals, vice principals, and assistant principals. Principals are in turn supervised by Regional Administrators (RAs). This supervision structure, put into place for the 2011-2012 school year, aims to integrate all centralized support for schools through the district's seven RAs. The Regional Administrators, through their supervision of principals, oversee Performance Management in all the schools. They are the positions that are primarily responsible for meeting the objectives of the PM system for all personnel in the schools and promote the following values:

- **High performance**
  - Create a high performance culture at all levels that enables excellent outcomes for all students.
- **Employee development**
  - Clearly communicate what is expected of each employee.

- - Build and enhance the relationship between supervisors and employees.
  - - Reinforce a culture of continuous learning and development.
- **Consistency and fairness**
  - - Offer one system with common principles for all employees consistently applied across the organization.
  - - Deliver accurate and fair measurement and assessment of performance.

Evaluation for Licensed Administrators and Teachers

The evaluation process is at the core of the assessment of job performance for every district employee. Like other components of the performance management cycle, evaluations may differ between employee groups. For the first time in decades, a new evaluation tool was put into place this year for teachers throughout the district. In collaboration with the teachers' union, the district has implemented a new teacher evaluation tool that teachers and administrators alike feel will allow for more accurate feedback and a better opportunities to develop professionally.

Implemented for the 2011-2012 school year, only partial data for the new teacher evaluation is available at this time, but updates for last school year are available to compare completion percentage of evaluations for administrators and teachers. Contract administrators and teachers have evaluations performed every other year, as opposed to probationary administrators and probationary teachers, who have one or two evaluations a year. The following table shows evaluation completion percentage for administration and teachers last year:

EVALUATIONS FOR LICENSED PERSONNEL

Evaluations	Count	Total Due	Percentage Complete
'11-'12 Probationary Teachers who received 1st '11-'12 Evaluation on time	395	410	96%
'10-'11 Probationary Teachers who received BOTH of their '10-'11 Evaluations (two per Probationary Teacher – counts both)	905	905	100%
Contract Teachers who received their '10-'11 evaluations that were due (due every other year)	1109	1139	97%
APs and VPs who received their '10-'11 evaluations	29	34	85%
Principals who received their '10-'11 evaluations	58	58	100%

Consistently completing formal evaluations drives the Performance Management Cycle by providing regular written feedback that suggests areas for improvement and supports that can be provided. The district has prioritized completing evaluations on time along with supervisors being held accountable in giving accurate evaluations. A key effort in attaining consistent inter-rater reliability has been led by Regional Administrators this year in their discussions with the principals they supervise. These efforts will include common classroom walk-throughs, where evaluators can compare their notes and rankings so that consistent feedback is given for instruction.

When evaluations document areas where improvement is needed, they can also track whether performance has improved. Accurate documentation can also lead to resolution when there is failure to improve. When evaluations document ongoing concerns about performance, the supervisor can turn to more formal methods to support the employee. More formal performance management processes are aimed at providing more intensive supports to improve performance, but can also lead to other outcomes.

Formal Performance Management Efforts

There is an emphasis district-wide on supervisors supporting employees and working through concerns informally to bring about improved performance. This work is the most common performance management in the district. But, as supervisors work through the PM cycle, they sometimes identify employees that require more support. Of course, while fewer in number; they require more attention and time. If an employee does not respond to the more typical supports and is identified as a marginal performer, it may be necessary to move to a more formal PM process. These more formal PM procedures involve intensive documentation of concerns and meetings with the employee and often, if represented, their union representative, to share concerns and expectations. When implementing the more formal PM procedures, employees sometimes respond with improved performance, and at other times employees may decide to resign or retire rather than go through the formal process.

While HR supports informal performance management effort by supervisors, HR assistance is most often requested in situations where more formal PM processes are used. HR Regional Directors provide direct performance management support to licensed administrators and other supervisors throughout the district. That support comes in the form of technical expertise in coaching and feedback, assistance in facilitating PM meetings with employees and their union representatives, and help in navigating the procedural and documentation requirements of the formal PM process, which also varies between employee groups depending on union affiliation and classification.

Since March 2011, HR has provided technical support to supervisors of 364 district employees assisting in concerns about marginal performance and misconduct. This work comes in various forms, including the following:

- When employees are not performing up to expectations, supervisors can put into place formal plans (known by various names depending on employee group) to document perceived deficiencies, provide support to improve performance, and chart progress.
    - o 67 -Plans of Support, Performance Improvement Plans, or Letters of Expectation (Exclusive of teacher Plans of Assistance, see below)

- Sometimes employees are in need of assistance and can benefit from outside counseling. At these times a supervisor can require an employee to seek this assistance as a condition of continued employment.
    - o 17 -Mandatory Referrals to the Employee Assistance Program

- If allegations of wrongdoing arise supervisors are trained to investigate any complaints. HR can be requested to follow up when more in depth investigation is required.

- o 121 -Employees investigated by HR for potential misconduct

- When there is a finding of misconduct, formal discipline can be issued in the form of a reprimand placed in an employee file.
    - o 43 -Formal Disciplinary Reprimands (does not include warnings)

- At times, when serious concerns are addressed, employees may choose to resign or retire from the district, rather than continue the formal disciplinary process.
    - o 17 -Resignations or Retirements in-lieu of dismissal, discipline, or continued performance management (Exclusive of teachers, see below)

- Dismissal from employment can result when there is a finding that serious concerns exist regarding misconduct or poor performance.
    - o 16 -Disciplinary or Performance related dismissals

These are data for some of the routes that a formal performance management can take. When looking at the overall picture of PM, it should be recognized that there are several possible outcomes and many possible routes to get there. That it is why it is difficult to capture all PM activity in the district with statistics. For example, the report for the formal process on nonextension and nonrenewal of teacher and licensed administrator contracts is just one outcome of PM for licensed personnel, and, while valuable, must be seen in context of other PM efforts. The big picture of performance management is to see day-to-day PM as an overlay to more focused efforts that have a multitude of results.

Formal Performance Management efforts focused on Licensed Personnel

As already mentioned, performance management for some employee groups requires adherence to more rules and requirements than others, this is particularly true for licensed personnel. State statutes regulate contracts for licensed teachers and administrators. Both are deemed probationary for their first three years in a district and are given one year contracts, and after their probationary term become contract teachers and contract administrators. Currently, the district employs 158 licensed administrators and 2,624 teachers. The table below shows the number of probationary and contract teachers over the last five years:

TEACHER COUNTS – ACTIVE AS OF FEBRUARY 1ST

School Year	Prob 1	Prob 2	Prob 3	Total Probationary	Total Contract	Total Teachers
2007-2008	203	221	73	497	2372	2869
2008-2009	204	225	199	628	2262	2890
2009-2010	123	209	200	532	2277	2809
2010-2011	133	130	189	451	2295	2747
2011-2012	100	137	121	358	2266	2624

State statute also provides for a formal process for the nonrenewal and nonextension (NE/NR) of contracts for licensed personnel. When serious performance concerns arise, administrators take steps to provide more formal support by instituting plans of

assistance or documenting concerns through observation and evaluation that may lead to a recommendation to NE/NR a contract. At the March 5th meeting, more detail about the NE/NR process will be presented as background for specific recommendations of contract NE/NR. As can be seen in this table there has been a marked increase in teacher nonrenewal and nonextension over the last five years:

TEACHER NONRENEWAL AND NONEXTENSION

Year	Non-Renewals	Non-Extensions	Total
2007-2008	0	1	1
2008-2009	3	4	7
2009-2010	7	5	12
2010-2011	9	5	14
2011-2012	2[1]	14[2]	16

When looking at the potential probationary teacher nonrenewal recommendations this year, there are at least two reasons that could explain the drop in numbers from last year. Earlier hiring has been a focus over the last three years in the district and that has resulted in a better selection of candidates and a better selection process in hiring for the teacher positions filled by probationary teachers in the district. Also, administrators are adjusting to the new teacher evaluation and may be working with teachers more collaboratively in their probationary years with the detailed feedback available from the new format. In addition, as mentioned, resignations in lieu of nonrenewal can be one outcome due to focused efforts to support a teacher in areas where marginal performance has been identified:

- Over the last 12 months 17 teachers have resigned or retired in-lieu of dismissal, discipline, or continued performance management, including potential NE/NR.

Also, plans of assistance in place for teachers are another measure of intensive performance management and may lead to significant improvement rather than NE/NR:

- Over the last 12 months 30 plans of assistance have been in place for teachers. (Prior years: 2011--31; 2010--27; 2009--21)

Likewise, there are other indicators of performance management work with administrators in the district. Of the 158 administrators in the district, there were 4 resignations or retirements over the last 12 months in situations where performance concerns were being addressed with the administrator. Placement of principals, APs and VPs into building for which they are well-suited has been a focus of the hiring and placement process for administrators over the last few years.

This is the first full year in which RAs are directly supervising building administrators. They have been working as a group to calibrate their standards for administrator performance and focus their support for those individuals who need it most. Also, some administrators receive individual coaches to improve their overall performance. RA's are currently in the process of doing mid-year check-ins with each of their principals; focusing on equity, milestones and teacher evaluation (administrator evaluations are due

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[1] Anticipated number of NR recommendations to date; to be finalized at the March 5 board meeting.
[2] Anticipated number of NE recommendations to date; to be finalized at the March 5 board meeting.

July 31). The district understands the importance of developing high performing building administrators, and will continue to improve its performance management support to this critical employee group.

The RAs will continue to be the focus of Performance Management efforts throughout the district with technical support from HR for more formal PM work. By effective supervision of building administrators the RAs will continue to shift the culture at PPS through employee performance management to one of accountability and high performance.

TITLE: TEACHER EVALUATION PROCESS

Partnership: PAT/PPS
PPS Department: Office of Student and Academic Supports, Human Resources
Leads: Gwen Sullivan, PAT President/ Sascha Perrins, Regional Administrator

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District Priority: 1,2,4

I.   ISSUE STATEMENT

Portland Public Schools last implemented a teacher evaluation process in 1980. There have been significant changes and improvements in instructional practice in the intervening decades. The evaluation process requires updating to reflect these changes, to maintain high standards for teaching, and to value the increasingly complex work of our teachers.

II.   BACKGROUND

In the fall of 2010, a team consisting of five Portland Association of Teachers (PAT) representatives, and five administrators was charged with developing a new process for teacher evaluation and making recommendations to the superintendent. The team created a flexible teacher evaluation system centered on recognizing professional growth and setting high standards within the parameters of Teacher Standards and Practices Commission and other legal requirements. Over the course of the year, this team established an effective process model that may be useful in other areas of negotiated work.

Teacher Evaluation due dates for the 2011/12 school year, by category:

7/1/11 to 12/31/11   *Due 12/16/11* Probationary, Temp and Retired Teachers

1/1/12 to 6/30/12   *Due 3/1/12*   Probationary, Temp and Retired Teachers

7/1/10 to 6/30/12   *Due 5/1/12*   Contract Teachers

III.   RELATED POLICIES/BEST PRACTICES

The team reviewed national literature and the practice of many districts as it developed its model. The Association for Supervision and Curriculum Development (ASCD), in particular Charlotte Danielson, emerged as an important influence in creating the new model. Hundreds of districts across the country employ similar solutions.

The team modified the existing evaluation framework developed by Danielson to better meet Portland Public Schools' practices including a greater emphasis on cultural competency. Probationary teachers will be evaluated in phases of the rubric. While a first year probationary teacher will only be responsible for the most critical areas a third year probationary teacher will be responsible for all domains in the framework.

Starting in 2013, contract teachers, with their administrator's support, can also choose "Option 2", a choice model designed to help teachers develop through alternate forms of growth. (Teachers may choose from portfolios, National Board Certification, action research, or other special projects.) An

electronic tool is in development to assist administrators in recording evaluation data that will connect with PeopleSoft, our employee management software for both options. New tools are being explored to improve the quality of teacher observation, data management, and inclusion of student performance evidence for implementation in the next two years.

IV. **FISCAL IMPACT**   (Adopted in 2011-2012 PPS budget)

#	Description	CPU	
143	Teacher Salary x 2 days	736	105,197
350	Books	18	6,300
316	Refreshments x 2 days	32	10,112
1	Printing	300	300
1	Misc	500	500
	Total budget for 2 days		$122,409

TARGET AUDIENCE	
143	Teachers
143	Principals
5	PAT Officers
15	Central Staff
5	Special Ed PA
5	ESL PA
316	Projected Participants

V. **COMMUNITY ENGAGEMENT**
   N/A

VI. **BOARD OPTIONS**
   N/A

VII. **STAFF RECOMMENDATION**
   N/A

VIII. **TIMELINE FOR IMPLEMENTATION/EVALUATION**

Implementation began October of 2011. Preparatory training for building administrators and lead teachers was delivered Summer 2011. These teams trained their school staff in September 2011. On-going training were delivered during scheduled professional development times in buildings, and in District leadership meetings over the course of the year. Data from the first Probationary Teacher evaluation has been collected and is attached.

The evaluation team is conducting bi-monthly meetings to:

   1. Develop evaluation tool for sub-groups, (Counselors, Library Media Specialists, School Psychologists, Speech Pathologists, and Teachers on Special Assignment)

   2. Improve and edit evaluation forms

   3. Monitor and adjust the evaluation model as needed

   4. Develop next generation electronic tools

   5. Discuss incorporation of student achievement data into evaluation process

ATTACHMENTS

A. Handbook for Professional Growth and Evaluation
B. Rubric for teacher evaluation
C. Probationary Cycle Phases
D. Probationary Teacher Evaluation data

PPS Strategic Priorities FY 2011-12

1. Effective Educators
2. Individual Student Supports
3. Collaboration with Families and Communities
4. Equitable Access to Rigorous Common Core Program
5. Stable Operating Model
6. Modernizing Infrastructure

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DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1a: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency •
Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

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ELEMENT	**L E V E L O F P E R F O R M A N C E**			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of child and adolescent development #	Teacher displays little or no knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays partial knowledge of the developmental characteristics of the age group and the impact of race and culture.	Teacher displays accurate understanding of the typical developmental characteristics of the age group including the impact of race and culture, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group including the impact of race and culture and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students from diverse backgrounds and experiences learn and does not seek such information.	Teacher recognizes the value of knowing how students from diverse backgrounds and experiences learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students from diverse backgrounds and experiences learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students from diverse backgrounds and experiences **learn** and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

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DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1a: Demonstrating Knowledge of Students *(continued)*

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency •

Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs #	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1b: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

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	L E V E L O F P E R F O R M A N C E			
ELEMENT:	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	The materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate), and are designed to engage students in meaningful learning. The teacher draws from a variety of human resources, from experts within the classroom community to those from the community at large.	All of the materials and resources are suitable to students, support the instructional outcomes, reflect the ethnic and racial diversity of the students (as appropriate) and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1b: Designing Coherent Instruction *(continued)*

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Lesson and unit structure \#	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Appropriate for diverse learners

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Value, sequence, and alignment	Planned outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Planned outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All planned outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Planned outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Planned outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional planned outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the planned outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Appropriate for diverse learners #	Planned outcomes are not appropriate for the class or are not based on any assessment of student needs.	Most of the planned outcomes are appropriate for most of the students in the class based on general assessments of student learning.	Most of the planned outcomes are appropriate for all students in the class and are based on evidence of student proficiency and takes into account the varying needs of individual students and groups.	Planned outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1d: Demonstrating Knowledge of Standards, Content, and Subject Matter

Elements: Knowledge of standards, content and subject matter#•#Knowledge of prerequisite relationships#•#Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Knowledge of standards, content, and subject matter	Teacher lacks knowledge of standards, makes content errors or does not correct errors made by students.	Teacher is familiar with the standards and the important concepts in the subject matter but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the standards and the important concepts in the subject matter and how these relate to one another.	Teacher displays extensive knowledge of the standards and important concepts in the subject matter and how these relate both to one another and to other subjects.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. Teacher is unaware of the educational impact of race and culture and does not attempt to adjust curriculum accordingly.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the subject matter or to the students. Teacher is aware of the educational impact of race and culture and attempts to adjust curriculum accordingly.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches. Teacher recognizes the educational impact of race and culture and sufficiently adapts curriculum to reflect racial and cultural diversity.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject matter, anticipating student misconceptions. Teacher recognizes the educational impact of race and culture and adapts curriculum to reflect racial and cultural diversity. Teacher is fluent in the use of culturally responsive strategies that produce equitable outcomes.

DOMAIN 1: PLANNING, PREPARATION AND CURRICULUM

Component 1e: Designing Student Assessments

Elements: Align with instructional outcomes • Criteria and standards • Design of formative assessments • Uses assessment results for planning

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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Align with instructional outcomes	Assessment procedures are not aligned with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; methodologies may have been adapted for diverse groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development as appropriate.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Uses assessment results for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2a: Establishing a Culture for Learning & an Environment of Respect & Rapport

Elements: Teacher interactions with students • Importance of the content • Expectations for learning and achievement • Teacher creates environment that promotes pride in work

#

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Teacher interaction with students	Teacher interaction is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Teacher intentionally and respectfully engages all students.	Teacher interactions reflect genuine respect and caring for individuals as well as groups of students. Teacher intentionally and respectfully engages all students.
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Teacher creates environment that promotes pride in work	Teacher creates an environment that allows for students to demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Teacher creates an environment that allows students to minimally accept the responsibility to do good work but invest little of their energy into its quality.	Teacher insists on work of high quality and students demonstrate pride in their work.	Teacher creates an environment that insists students attend to detail, take obvious pride in their work, initiate improvements on their own or by helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2b: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies •

Performance of noninstructional duties

L E V E L   O F   P E R F O R M A N C E

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties (such as taking attendance, breakfast distribution, return of permission slips for a field trip or distribution of newsletters etc.)	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2c: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

#

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher over identifies misbehavior of students from a particular racial or ethnic group.	Teacher is generally aware of student behavior but may miss the activities of some students. Teacher may over identify student misbehavior from a particular racial or ethnic group.	Teacher is alert to student behavior at all times. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups.	Monitoring by teacher is subtle and preventive. Teacher identifies and incorporates the various communication styles of students from various racial or ethnic groups. Students monitor their own behavior.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. Teacher has inconsistent responses to students from particular racial or ethnic groups.	Teacher response to misbehavior is appropriate, consistent and successful and respects the racial and cultural diversity of the students. Student behavior is generally appropriate.	Teacher response to misbehavior is consistent, successful and respects the racial and cultural diversity of the students. Responses are highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT AND STUDENT MANAGEMENT

Component 2d: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

#

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION AND ASSESMENT

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

#

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Expectations for learning communicated to students	Teacher's instructional purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's instructional purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the instructional purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is creative, clear and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language #	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

#

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
		L E V E L O F P E R F O R M A N C E		
Activities and assignments #	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students #	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive, flexible and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups, as appropriate.
Instructional materials and resources #	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students. The teacher makes no effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially engaged with them. The teacher makes minimal effort to incorporate resources that reflect the racial and cultural diversity of the students.	Instructional materials and resources are suitable to the instructional purposes, engage students and reflect the racial and cultural diversity of the students (as appropriate).	Instructional materials and resources are suitable to the instructional purposes, reflect the racial and cultural diversity of the students (as appropriate), and engage students. Students initiate the choice, adaptation, or creation of materials to enhance their learning (as appropriate).

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3b: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

#

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Structure and pacing #	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3c: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

#

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3d: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. Teacher has inconsistent responses to questions from students of racial and diverse groups (i.e. special needs, students of color).	Teacher successfully accommodates students' questions or interests. Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity.	Teacher response to students' questions/interests is appropriate, consistent and successful and respects their racial and cultural diversity. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	The teacher resists accepting responsibility and does not apply instructional strategies with struggling students.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

Component 3e: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student engagement

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	L E V E L O F P E R F O R M A N C E			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Quality of questions	Teacher's questions lack cognitive challenge and expect single correct responses, Questions are asked in rapid succession.	Teacher's questions are a combination of low and high cognitive challenge and are posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high cognitive challenge. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high cognitive challenge, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student engagement	Teacher engages only a few students in discussion.	Teacher employs strategies to engage students in the discussion.	Teacher effectively employs strategies to engage all students in the classroom.	Teacher effectively employs strategies so that students themselves ensure that all voices are heard in the discussion, as appropriate.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

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	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Non-instructional records

#

	LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records (when appropriate).
Non-instructional records (such as submitted permission slips, family phone call log, PD certificates, etc)	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Demonstrating Professionalism

Elements: Integrity and ethical conduct • Service to students • Decision making • Compliance with school and district regulations

#

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**DEVELOPING**	**PROFICIENT**	**DISTINGUISHED**
Integrity and ethical conduct #	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest and maintains confidentiality in interactions with colleagues, students, and the public.	Teacher displays honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to display honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students' needs are inconsistent.	Teacher is active in serving students' needs.	Teacher is highly proactive in serving students' needs, seeking out resources when needed.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making. Teacher uses race and culture as a lens to ensure decisions do not have an adverse impact on certain groups of students.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.
Compliance with school and district regulations	Teacher does not comply with school and district policies.	Teacher complies minimally with school and district policies, doing just enough to get by.	Teacher complies fully with school and district policies.	Teacher complies fully with school and district policies, taking a leadership role with colleagues.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about student progress as appropriate, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled professionally and with cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are persistent. Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds.	Teacher pursues proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds. Teacher's efforts to engage families in the instructional program are varied and persistent. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and/or district activities

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ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Relationships with colleagues	Teacher does not maintain cooperative relationships with colleagues to fulfill duties that the school or district requires.	Teacher maintains cooperative relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation to fulfill duties that the school or district requires. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Participation in school and/or district activities.	Teacher avoids being involved in school activities.	Teacher participates in school activities when specifically asked.	Teacher participates in school and/or district activities making a substantial contribution.	Teacher participates in school and/or district activities, making a substantial contribution, and assumes a positive leadership role.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback • Service to the profession

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ELEMENT	L E V E L o f P E R F O R M A N C E			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	DISTINGUISHED
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher welcomes opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher pursues culturally responsive trainings to improve instructional practice.	Teacher seeks out opportunities for professional development and applies new learning in the classroom. The teacher pursues and applies culturally responsive trainings to improve instructional practice.
Receptivity to feedback	Teacher resists feedback.	Teacher accepts feedback, with some reluctance.	Teacher welcomes feedback and incorporates it into program.	Teacher seeks out feedback, incorporating it into program.

A Framework for Teaching
Components of Professional Practice

Domain 1: Planning, Preparation & Curriculum	**Domain 2: The Classroom Environment & Student Management**

Domain 1: Planning, Preparation & Curriculum

1a. Demonstrating Knowledge of Students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

1b. Designing coherent instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1c. Setting instructional outcomes
- Value, sequence and alignment
- Clarity
- Appropriate for diverse learners

1d. Demonstrating knowledge of standards, content & subject matter
- Knowledge of standards, content & subject matter
  Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1e. Designing student assessments
- Align with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Uses assessment results for planning

Domain 2: The Classroom Environment & Student Management

2a. Establishing a Culture for Learning & an Environment of Respect and Rapport
- Teacher interaction with students
- Importance of the content
- Expectations for learning and achievement
- Teacher creates environment that promotes pride in work

2b. Managing classroom procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

2c. Managing student behavior
- Expectations
- Monitoring of student behavior
- Responses to student misbehavior

2d. Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction & Assessment

3a. Communicating with Students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

3b. Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3c. Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3d. Demonstrating Flexibility & Responsiveness
- Lesson adjustment
- Response to students
- Persistence

3e. Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student engagement

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching
- Accuracy
- Use in future teaching

4b. Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c. Demonstrating Professionalism
- Integrity and ethical conduct
- Service to students
- Decision making
- Compliance with school & district regulations

4d. Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4e. Participating in a Professional Community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to school
- Participation in school and district activities

4f. Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues

The eleven components for 1st year probationary teachers are unshaded.
The six additional components for 2nd year probationary teachers are lightly shaded.
The three additional components for 3rd year probationary teachers are darkly shaded.

Framework for Teaching – probationary phases. Final draft

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: **RESOLUTION TERMINATING THE CONTRACT WITH REAL PREP PUBLIC CHARTER SCHOOL**

Board Committee Meeting Date: NA	**District Priority: Measure and Report on Effectiveness of Schools and Programs**
Board Meeting Date: Feb 13, 2012	**Executive Committee Lead: Sue Ann Higgens**
Department: Charter Schools	**Staff Lead: Kristen Miles**

I.   ISSUE STATEMENT

Recording Entertainment Arts Literacy Public Charter High School (REAL Prep) did not open for school in September, 2011, for reasons of: fiscal instability, the lack of a properly-permitted school site, the lack of evidence of a comprehensive curriculum, and other violations of the contract and relevant statutes. After notifying REAL Prep that the District intended to terminate the contract, REAL Prep provided no additional evidence that it was prepared to open its doors to students. Therefore, the District intends to terminate the contract, effective immediately.

II.   BACKGROUND

On December 14, 2009, The Portland Public Schools Board ("Board") approved the application of High School for the Recording Arts Portland Public Charter School, which later changed its name to Recording Entertainment Arts Literacy Prep Public Charter School ("REAL Prep").

Subsequent to the Board's approval, District staff negotiated a contract with REAL Prep, which was executed on February 11, 2010. Section K of this contract included a process and criteria for termination of the contract.

On September 23, 2011, District staff sent a letter to the REAL Prep Board President with information that the District intended to pursue termination as per Section K of REAL Prep's contract with the District, ORS 338.105, and OAR 581-020-0380. The letter required a response within 30 days of the date of the letter.

On October 27, 2011, REAL Prep issued a response, but did not address the specific concerns outlined in past District written and verbal communications.

On November 22, 2011, District staff sent a letter to the REAL Prep Board President and its founder, informing REAL Prep of its legal right to request a hearing, and outlining specific items that would be addressed at the hearing. The letter required a response within 30 days of the date of the letter, and stated that the District would proceed with the termination process if REAL Prep did not request a hearing.

On December 20, 2011, REAL Prep issued a response stating that it would not request a hearing.

(All referenced written communications are attached.)

III. RELATED POLICIES/BEST PRACTICES

REAL Prep was found to be in violation of Section K of its contract, ORS 338.105, and OAR 581-020-0380. The District acted in good faith and, after visiting REAL Prep's school site, several in-person meetings between District staff and REAL Prep's Board of Directors, and requests made in writing for evidence that it was ready to operate a school, District staff determined that it would not be in students' and families' best interests to allow REAL Prep to open school and serve students.

IV. FISCAL IMPACT

Staff estimates that the State School Fund allocation to PPS for the 2011-12 school year would have been $1,310,083.11. $1,244,578.95 of this would have been paid to the school and the District would have retained $65,504.16. These funds will be reallocated to other District programs. On August 24, 2011, PPS issued an advance payment to REAL Prep of $27,273.70, which was equivalent to 10% of the projected annual payment, based on the number of students REAL Prep had enrolled in eSIS. Each charter school receives an advance payment in August for the upcoming school year. These funds have not been recovered from REAL Prep.

V. COMMUNITY ENGAGEMENT

In good faith, District staff engaged REAL Prep staff and Board at each stage of this process. Additionally, staff at the District's Reconnection Center met with students and families individually before the start of school to find best-fit placements for students, as it became evident that REAL Prep would not open.

VI. BOARD OPTIONS

The attached resolution will be presented for the Board's vote on February 27, 2012. If the Board votes to approve the resolution, the contract with REAL Prep will be terminated immediately. If the Board votes to deny the resolution, the contract with REAL Prep will continue, though REAL Prep will still not be operating a school.

VII. STAFF RECOMMENDATION

Staff recommends that the Board vote to approve the resolution terminating the contract with REAL Prep.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

If the Board votes to approve the resolution, the contract with REAL Prep will be immediately terminated.

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

_____   _____2/8/12_____

Carole Smith   **Date**
Superintendent
Portland Public Schools

ATTACHMENTS
(List all supporting documentation, including resolution, etc.)
A. Resolution Terminating the Contract with Recording Arts Entertainment Arts Literacy Prep Public Charter Academy ("REAL Prep").
B. Letter to REAL Prep from PPS staff dated September 23, 2011
C. Letter from REAL Prep dated October 27, 2011
D. Letter to REAL Prep from PPS staff dated November 22, 2011
E. Letter from REAL Prep dated December 20, 2011

RESOLUTION No. XXXX

Resolution Terminating the Contract with Recording Entertainment Arts Literacy Prep Public Charter
Academy ("REAL Prep")

RECITALS

A. On December 14, 2009, The Portland Public Schools Board ("Board") approved the application of
   High School for the Recording Arts Portland Public Charter School, which later changed its name
   to Recording Entertainment Arts Literacy Prep Public Charter School ("REAL Prep").

B. Subsequent to the Board's approval, District staff negotiated a contract with REAL Prep, which
   was executed on February 11, 2010. Section K of this contract included a process and criteria for
   termination of the contract.

C. On September 23, 2011, District staff sent a letter to the REAL Prep Board President with
   information that the District intended to pursue termination as per Section K of REAL Prep's
   contract with the District, ORS 338.105, and OAR 581-020-0380. The letter required a response
   within 30 days of the date of the letter.

D. On October 27, 2011, REAL Prep issued a response, but did not address the specific concerns
   outlined in past District written and verbal communications.

E. On November 22, 2011, District staff sent a letter to the REAL Prep Board President and its
   founder, informing REAL Prep of its legal right to request a hearing, and outlining specific items
   that would be addressed at the hearing. The letter required a response within 30 days of the date
   of the letter, and stated that the District would proceed with the termination process if REAL Prep
   did not request a hearing.

F. On December 20, 2011, REAL Prep issued a response stating that it would not request a hearing.

RESOLUTION

1. Having acted in good faith, and in accordance with Section K of the contract and the termination
   processes outlined in ORS 338.105 and OAR 581-020-0380, the contract between PPS and
   REAL Prep Public Charter Academy is hereby terminated, effective immediately.

PORTLAND PUBLIC SCHOOLS

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Telephone: (503) 916-3741 • FAX: (503) 916-2724

SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: RESOLUTION TERMINATING THE CONTRACT WITH GOLDEN LEAF PUBLIC CHARTER HIGH SCHOOL, AND ESTABLISHING A NEW CONTRACT

Board Committee Meeting Date: NA	**District Priority: Successful Implementation of High School System Design**
Board Meeting Date: Feb 13, 2012	**Executive Committee Lead: Sue Ann Higgens**
Department: Charter Schools	**Staff Lead: Kristen Miles**

I.   ISSUE STATEMENT

Golden Leaf Public Charter High School (dba "Bridges") was awarded a Federal Charter School Incentive Grant in 2010. When the grant was defunded, grant funds upon which Bridges had based their budget were no longer available, and the likelihood of Bridges opening school in the current economic climate without a substantial additional source of funding (such as this grant) is low. However, given that the Board did approve this application, Staff recommends that the District enter into a new agreement with Bridges that terminates their current contract and reserves the Board's approval of Bridges' application for a period of two years, in anticipation of the refunding of the Federal Charter Schools Incentive Grant.

II.   BACKGROUND

In 2010, Golden Leaf Public Charter School ("Bridges") was granted a Federal Charter School Incentive Grant of $55,000 through a competitive process. The Portland Public Schools ("District") Board of Education ("Board") voted to approve Bridges' application on November 30, 2010, and District staff and Bridges entered into contract negotiations for the operation of a charter school. Upon execution of the contract, Bridges was scheduled to receive approximately $500,000 in federal implementation grant funds in each year of its first two years of operation.

In spring 2011, the District and Bridges learned that Oregon lost access to the Federal Charter Schools Incentive Grant. As a result, any charter schools that had been awarded federal funds and were now between phases of the federal implementation grant would be allowed to finish out that current phase, but would not receive implementation funds for future phases. Bridges had received funds for the planning stage of this grant, but no implementation funds.

Given this situation, District staff recommends that the current contract with Bridges be terminated and a new agreement with Bridges be developed that would reserve the Board's approval of Bridges' charter school application for a period of two years (ending June 30, 2014), during which time Bridges would be required to submit certain deliverables and meet with District staff at regular intervals. If Oregon regains access to the Federal Charter School Incentive Grant and/or Bridges is able to secure other supplemental funding during this two-year period, then Bridges and the District will enter into good faith negotiations on a new three-year contract to operate a charter school. If, however, by June 30, 2014, Bridges does not regain access to state and/or federal grant money, or if it does not secure other comparable supplemental funding, the Board's approval of Bridges' application shall expire. After that point, Bridges may reapply for charter school status in any future application cycle.

(Specific requirements are included in the draft resolution.)

III. **RELATED POLICIES/BEST PRACTICES**
The loss of this federal grant created an unprecedented situation for Oregon charter schools and charter school applicants. When awarded, charter schools depend heavily on these funds in their first two years of operation. The District approved Bridges' application, which was predicated on a budget that included these funds. In good faith, the District wishes to recognize that the loss of the grant funds was not due to any action or inaction by Bridges, but also acknowledges that Bridges' organizational circumstances may have changed sufficiently enough after two years to warrant a new application, if it chooses to pursue charter school status.

IV. **FISCAL IMPACT**
If Bridges does not open, there will be no financial impact to the District, apart from the resources and time that have already been dedicated to this application.
.

V. **COMMUNITY ENGAGEMENT**
In good faith, District staff engaged Bridges' Board in this process and in developing this plan. Bridges has not received any applications for enrollment, nor have they marketed to the community, so there are currently no students planning to attend Bridges in September, 2012.

VI. **BOARD OPTIONS**
The attached resolution will be presented for the Board's vote on February 27, 2012. If the Board votes to approve the resolution, the contract with Bridges will be terminated immediately, and District staff will enter into a new agreement with Bridges that reflects the requirements outlined in the resolution. If the Board votes to deny the resolution, the contract with Bridges will continue, though Bridges will likely not be able to open school in September, 2012.

VII. **STAFF RECOMMENDATION**
Staff recommends that the Board vote to approve the resolution terminating the contract with Bridges, and to enter immediately into a new agreement that reflects the requirements outlined in the resolution.

VIII. **TIMELINE FOR IMPLEMENTATION/EVALUATION**
If the Board votes to approve the resolution, the contract with Bridges will be terminated after 60 days, as per Section K of the contract. Staff will enter into a new agreement with Bridges, which will be developed and executed within 60 days.

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

_____   _____2/8/12_____
Carole Smith   **Date**
Superintendent
Portland Public Schools

ATTACHMENTS
(List all supporting documentation, including resolution, etc.)
A. Resolution Terminating the Contract with Golden Leaf Public Charter High School ("Bridges") and Establishing a New Agreement.

RESOLUTION No. XXXX

Resolution Terminating the Contract with Golden Leaf Public Charter High School ("Bridges"), and
Establishing a New Agreement

RECITALS

A. In 2010, Golden Leaf Public Charter School ("Bridges") was granted a Federal Charter School
    Incentive Grant of $55,000 through a competitive process. The Portland Public Schools
    ("District") Board of Education ("Board") voted to approve Bridges' application on November 30,
    2010, and District staff and Bridges entered into contract negotiations for the operation of a
    charter school. Upon execution of the contract, Bridges was scheduled to receive approximately
    $500,000 in federal implementation grant funds in each year of its first two years of operation.

B. In spring 2011, the District and Bridges learned that Oregon lost access to the Federal Charter
    Schools Incentive Grant. As a result, any charter schools that had been awarded federal funds
    and were now between phases of the federal implementation grant would be allowed to finish out
    that current phase, but would not receive implementation funds for future phases. Bridges had
    received funds for the planning stage of this grant, but no implementation funds.

RESOLUTION

1. Given this situation, the Board authorizes District staff to draft a new agreement on the following
    points:

    a. The District will terminate the current contract with Bridges, but will acknowledge that the
        Board approved the application, and will reserve that approval of the application until
        June 30, 2014.
    b. If by that time, Bridges regains access to state and/or federal grant money, or if it secures
        other comparable supplemental funding, the Board's approval shall apply, and the District
        and Bridges will enter into good faith negotiations on a new three-year contract.
    c. If, however, by June 30, 2014, Bridges does not regain access to state and/or federal
        grant money, or if it does not secure other comparable supplemental funding, the Board's
        approval of the application shall expire. After that point, Bridges may reapply for charter
        school status in any future application cycle. Bridges may withdraw from the process at
        any point during the term of the new agreement. Withdrawing from the process will
        negate the Board's approval of the application, and Bridges would need to reapply during
        the District's regular application cycle if it wished to pursue charter school status.

2. During the term of this new agreement, Bridges will meet with District staff on a monthly basis,
    and will deliver and/or provide updates on the following:

    a. School site search and/or acquisition of a building. In order to minimize the potential for
        adverse impact on other District schools and charter schools, Bridges will consult with
        District staff when determining a location for the school's site, before entering into any
        lease or purchase agreement for that location. An appropriate school site must be
        acquired no later than June 30 before September of the year in which Bridges intends to
        open. For example, if Bridges wishes to open in September 2013, it must secure a
        building location before June 30, 2013. All required inspections must be completed and
        appropriate permits must be obtained at least 30 days before Bridges' first day of school.

    b. Acquisition and storage of curriculum, materials, furniture, and any other items needed to
        operate a school.

    c.   Financial updates, including budget revisions, budget-to-actual reports, profit and loss statements, documentation of donated funds received, and any other financial information requested by District staff.

    d.   As part of its monthly reporting to the District, Bridges will submit a narrative with informal, brief comments on the following areas:

            1.   Operational
            2.   Financial
            3.   Fundraising
            4.   Any other issues affecting operational or financial components

3. Before negotiating a contract to operate its school, Bridges must provide evidence demonstrating to the District its fiscal stability, including:

    a.   That sources of donations and grants received by Bridges are reasonably assured, and that there is a plan in place for supplementing funds received from the State School Fund ("SSF"), and

    b.   That Bridges has a contingency plan in place and policy so stating, that if revenues are significantly less than projected, or expenses are significantly more than projected, or if there is a significant cut in its SSF distribution.

4. If Bridges gains access to the Federal Charter School Incentive Grant, the District will be the fiscal agent for the grant and will oversee Bridges grant expenditures. All reimbursed funds will be subject to District staff approval, and all terms and conditions of the grant will apply.

5. Bridges will update its Accountability Plan at least three months before opening and submit this plan for approval to the District's Charter Schools Manager and Research, Evaluation and Assessment staff.

6. Bridges will update its marketing plan to include how it is seeking to attract its stated target population of students who are: underperforming in traditional classrooms, at-risk for dropping out of school, currently enrolled in private or alternative educational programs, currently home-schooled, and more successful in a small-group, individualized learning environment. Bridges shall provide updates on any letters of intent to enroll it receives.

7. If, at any time during the term of this new agreement, Bridges fails to provide information required by District staff, fails to obtain District approval, or otherwise violates the agreement in any way, the Board may terminate the agreement and rescind the approval of the application. Bridges would need to reapply during the District's regular application cycle if it wished to pursue charter school status.

Memorandum

To: Board of Directors

CC: Carole Smith, Zeke Smith, Jollee Patterson, Sue Ann Higgens

From: Kristen Miles

Date: 2/9/2012

Re: Charter School Process

Charter School Process: Applications and Renewals

In conjunction with the Board Office, the Charter Schools office suggests making a number of changes to the charter school application and renewal processes in future application cycles, with the goal of improving the flow of information to the Board. Suggested changes are as follows:

- The Charter School Program Senior Manager will make a presentation to the Board in September of each year. This presentation will include how many applications were received in July, the nature of these applications, the renewals that will take place in that year, and the timeline of processing these applications and renewals.

- Currently, staff produces a report on each charter school application and renewal that is written prior to the public hearing, and reflects the feedback of each member of the staff review panel. In future application/renewal cycles, this report will be updated after the public hearing, as there is likely to be additional information gathered from the hearing, or received shortly afterward. The updated report will reflect the staff review of any additional information. Staff will provide this report to the Board before the study session at which the application or renewal is discussed.

- At the study session at which the charter school application or renewal is discussed, members of the Board that attended the hearing will report to the rest of the Board on the information gathered at the hearing.

- Staff will present the updated report and staff recommendation to the full Board at the study session, and will be available to answer any questions from the Board. Staff looks forward to input from the Board about additional improvements.

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Telephone: (503) 916-3741 • FAX: (503) 916-2724

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

TITLE: PARTICIPATION IN HB 3681 OPEN ENROLLMENT

Board Work Session Date: February 13, 2012   **District Priority: 8**

Board Meeting Date: February 27, 2012   **Executive Committee Lead: Zeke Smith**

Department: Government Relations/Enrollment & Transfer   **Staff Lead: David Williams/Judy Brennan**

I.   **ISSUE STATEMENT**
(Use this section to briefly explain the subject—2-3 sentences)
In June 2011, the Oregon Legislature enacted a new option for districts to enroll students who live outside their boundaries. District staff has reviewed the requirements of the new option in comparison to the current process for enrolling or releasing students across district lines. Based on that review, staff recommends that PPS not participate in the enrollment option provided through HB 3681 for the 2012-13 school year, but continue our current year round process for enrolling or releasing students across district lines.

II.   **BACKGROUND**
(Include information related to the history of the item and any relevant timing issues)
State law provides for enrollment of students across district lines, and the transfer of state school funds (TSSF) to support inter-district enrollment. In general, a TSSF:
- Requires the consent of both districts
- Is good for one school year only
- Requires a new application and consent of both districts for renewal for each school year
- Allows a resident district to deny a transfer to another district for any reason
- Allows a non-resident district to deny or revoke an agreement at any time based on attendance, behavior, academic progress or special program needs.

Each year, PPS responds to more than 1,200 requests for interdistrict transfers, both for students who live within the PPS boundary to attend schools in other districts and for students from other districts to attend schools here. Applications in to PPS come as part of the annual lottery, as well as other times during the year. For the 2011-12 school year, 1007 of 1290 students, or 78%, who applied to attend a PPS school from another district were allowed to transfer in, while 192 of 278 PPS resident students, or 70%, who applied to attend a school in another district were allowed to transfer out. The primary reason for requesting an interdistrict transfer is to allow a student to remain at their current school after moving to a residence outside of their current district.

In June 2011, the Oregon Legislature approved House Bill 3681, which offered a new option for enrolling students from other districts, commonly referred to as "Open Enrollment". The new option allows a district to accept non-resident students without consent of their resident district. It requires:
- o   A spring timeframe for announcing space, accepting applicants, running a lottery (if more applicants than space) and providing results
- o   Approval through 12th grade, without the need for annual renewal, that cannot be revoked by the non-resident or resident district
- o   Resident applicants must be accepted before non-resident applicants in the "Open Enrollment" lottery (in line with our current practice)
- o   No weighting, preference or denial can be given based on student demographics, including race, gender and family income level, or special program status, including disability, English language proficiency or athletic ability.

Under the bill, interdistrict transfer requests made outside of the above timeline will continue to follow the existing procedures, including the right of each district to review and approve or deny a transfer each year.

III.   RELATED POLICIES/BEST PRACTICES
(Explain how the item relates to the District's policies. Also describe any best practice research used to lead staff to their recommendation)

PPS Policy 4.10.040-P, Admission of Noon-Resident Students
PPS Administrative Directive 4.10.090-AD, Interdistrict Agreements and Transfer of State School Funds
Oregon Revised Statutes 339.125, Admission of nonresident pupils; costs
Oregon Revised Statutes 339.133, Residency of student for school purposes; how determined
Oregon Revised Statutes 339.134, Residency of child with disabilities

IV.   FISCAL IMPACT
(Use this section to outline the financial implications of the action requested.)
Currently, PPS receives state school funds for every non-resident student attending with an approved TSSF, and gives up state school funds for every student released to attend another district. The net difference between incoming and outgoing students for 2010-11 was about 520 students early in the year and rose to about 800 students by June as more families moved across district lines.

The rate of transfers in and out vary from year to year, and are determined more by family interests and needs than by district actions. Therefore, the fiscal impact of "Open Enrollment remains unclear, as we do not have an estimate of:
- The number and location of participating neighboring districts, and how many spaces will be available for "Open Enrollment"
- The number of PPS students who will apply to attend schools in other districts during the "Open Enrollment" period
- The number of PPS students who will be accepted to attend schools in other districts through the required lotteries

Staff will monitor and report to leadership the results of any district participation in "Open Enrollment" this year,

V.   COMMUNITY ENGAGEMENT
(Review of all stakeholders, including students and union partners, involved in the development of the proposed policy or resolution)

To date, there has been no direct community outreach regarding the "Open Enrollment" option, We will communicate the District's decision on "Open Enrollment" to all current families with interdistrict agreements, as well as prospective families.

VI.   BOARD OPTIONS
(What action is requested? Outline options and acknowledge other perspectives. Financial costs associated with specific options should be included if relevant.)

By March 1, the School Board must announce whether or not PPS schools will participate in an "Open Enrollment" process. PPS can choose to participate at all schools, some schools, or no schools. If PPS does participate, the names of schools and spaces by grade level must be announced by that date, as well. Factors to consider:
- As enrollment has grown across the district, space for transfers has been reduced at most locations. Therefore, PPS is not in a position to allow open enrollment at all schools, because many schools fill their transfer slots with resident students and further increases would lead to overcrowding.
- Through high school system design and recent strategic planning efforts, district leaders have continued to affirm a commitment to equitable access to robust programs for all students. Transfer limits have been set across many schools to support this goal. "Open Enrollment" could lead to increases in transfers between PPS schools, as slots would have to be available for resident students first before non-resident students could be accepted. (sorry, maybe combine this with the bullet above?)

- Several schools that have ample space for transfers are also schools designated as academic priority zone schools. These schools have space available for TSSF students through our current process. .
- If we switched to the "Open Enrollment" process, the academic standing and program needs of "Open Enrollment" applicants cannot be considered as part of the transfer decision. There are often attendance challenges with TSSF students as they commute from other districts. Under the "Open Enrollment" bill, we would be unable to non-renew based on attendance which would affect schools' report cards. Additionally, under our current process, we are able to refer students with high special needs back to their own districts for Special Education programming. Under the Open Enrollment system, a student that transferred in could stay through the highest grade and impact our already crowded Special Education program. The existing Board policy that governs the annual lottery includes weighting for gender and socio-economic status, as well as special education review to determine space availability. The policy would have to be revised and lottery logic modified in order to offer an "Open Enrollment" lottery.
- Once accepted, an "Open Enrollment" transfer student has considerably more rights than a student accepted through the standard TSSF process: The transfer cannot be revoked by either district, must be accommodated through 12th grade, and allows the non-resident student the same rights to transfers within the district as a resident student. Tracking students and providing accurate guidance to schools will be difficult, given the limited centralized staff available to support interdistrict transfers.

VII.   **STAFF RECOMMENDATION**
(Convey the specific recommendation on any and all of the options listed or overall recommendation regarding the item.)
While "Open Enrollment" may offer some advantages to certain districts across the state, PPS already offers many of these benefits to our resident students and students from other districts through our current TSSF process. The benefits for PPS are not clear and there are potential negative impacts to enrollment at schools that we have been working to strengthen. As such, staff recommend that PPS opt-out of the HB3681 "Open Enrollment" option for the 2012-13 school year, and continue our existing practices.

Staff recommends that we monitor results from districts who participate in "Open Enrollment" this year. If we see clear benefits to offset the complexities and challenges related to "Open Enrollment", we can re-evaluate this decision for the 2013-14 school year on a school by school basis.

VIII.   **TIMELINE FOR IMPLEMENTATION/EVALUATION**
(What is the timeline? How will progress be measured?)

The School Board must announce "Open Enrollment" availability by March 1, 2012.

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

_____   _____2/8/12_____
Carole Smith   **Date**
Superintendent
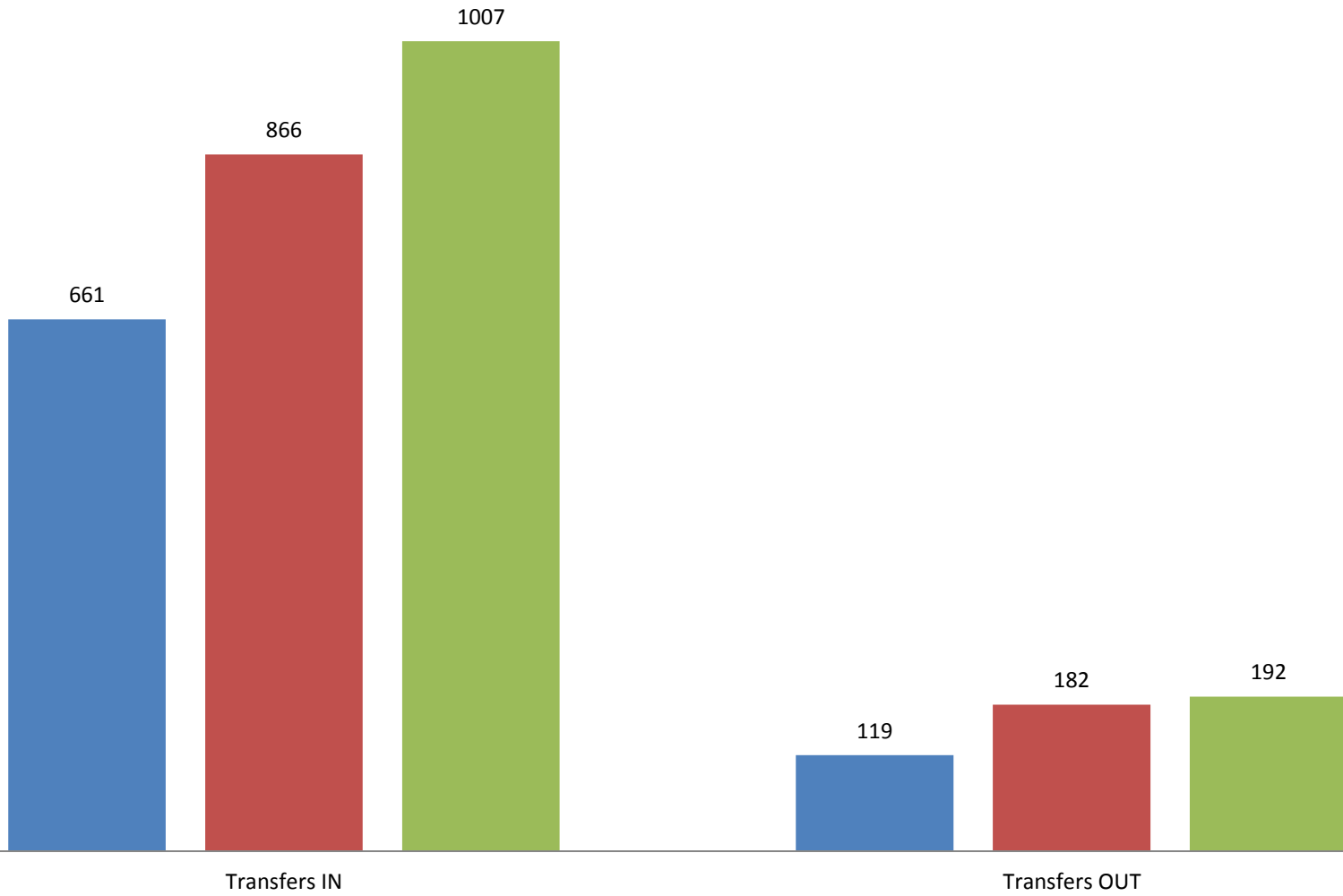**Portland Public School**

ATTACHMENTS
(List all supporting documentation, including resolution, etc.)
A.   PPS Interdistrict transfer rates

2010-11 PPS Interdistrict Transfers

■ 11/15/2010 ■ 4/22/2011 ■ 6/28/2011

661

866

1007

119

182

192

Transfers IN

Transfers OUT

DRAFT

RESOLUTION No.

House Bill 3681 "Open Enrollment" Participation for 2012-13 School Year

RECITALS

A. Each year, PPS responds to more than 1,200 requests for interdistrict transfers, both for students who live within the PPS boundary to attend schools in other districts and for students from other districts to attend schools here. During the 2010-11 school year, more than 1,000 non-resident students attended PPS schools with the approval of their resident district through the existing interdistrict transfer process.

B. In June 2011, the Oregon Legislature approved House Bill 3681, which offered a new option for enrolling students from other districts, commonly referred to as "Open Enrollment". The new option allows a district to accept non-resident students without consent of their resident district. It requires:
   o A spring timeframe for announcing space, accepting applicants, running a lottery (if more applicants than space) and providing results,
   o Approval through 12th grade, without the need for annual renewal, that cannot be revoked by the non-resident or resident district,
   o Resident applicants must be accepted before non-resident applicants in the "Open Enrollment" lottery,
   o No weighting, preference or denial can be given based on student demographics, including race, gender and family income level, or special program status, including disability, English language proficiency or athletic ability.

C. By March 1, 2012, the School Board must determine whether PPS will participate in the "Open Enrollment" option for the 2012-13 school year. If the district chooses to participate, PPS must also announce the spaces available by school on that date.

D. Staff has compared "Open Enrollment" requirements to current interdistrict transfer procedures and does not find significant benefits beyond what is available in our existing system. Concerns include:

   • A lack of space at many schools to accept transfers, due to neighborhood enrollment growth or district limits intended to balance enrollment more equitably and to improve program access between schools,
   • The potential to decrease enrollment at some smaller schools, as resident students must be offered space in the "Open Enrollment" lottery before non-resident students,
   • Unknown impact of PPS students enrolling in other districts who choose to participate in "Open Enrollment", as this is the first year of the program,
   • Potential for increased animosity between PPS and neighboring districts due to lack of transfer agreement.

E. Based on these and other concerns, Superintendent Smith recommends that PPS opt-out of the "Open Enrollment" program for the 2012-13 school year. Impact of the "Open Enrollment" program due to participation in other districts will be monitored and shared with the Board later in the year.

RESOLUTION

A. The Board accepts the recommendation forwarded by Superintendent Smith to continue to offer our existing system for non-resident students to opt-in to PPS schools and to opt out of the interdistrict transfer option known as "Open Enrollment" for the 2012-13 school year, as provided through House Bill 3681.

B. The Board requests that the Superintendent provide an impact analysis on the interdistrict transfers out of PPS due to the new "Open Enrollment" process no later than December 2012, and a new recommendation for participation for the 2013-14 school year no later than February 2013.

Z. Smith
2/27/12

PORTLAND PUBLIC SCHOOLS

501 N. Dixon Street. • Portland, OR 97227
Mailing Address: P.O. Box 3107 • Portland, OR 97208-3107
Telephone: (503) 916-3205 • Fax: (503) 916-3699

MEMO

From: **Judy Brennan, Enrollment Planning Director**

To: **Carole Smith, Superintendent**

Date: **February 7, 2012**

RE: **Resolution errata regarding Alameda-Sabin transfer priority**

On January 23, 2012, the School Board approved Resolution #4537, establishing a new attendance boundary between Alameda and Sabin schools. It was the intent of that resolution to rescind the lottery transfer preference from Alameda to Sabin that was offered for the 2011-12 school year as a short-term relief measure while long-term changes were being planned. Unfortunately, that resolution did not include the necessary language to end the preference.

Attached please find for your approval a draft of a new resolution to rescind the Alameda to Sabin lottery preference.

Thank you for your consideration.

I have reviewed this memorandum and concur with the recommendation.

_____   _____**2/8/12**_____

Carole Smith   **Date**

Superintendent

Portland Public School

ATTACHMENTS

A.   Draft resolution rescinding temporary relief measures for Alameda

1

RESOLUTION No. 4406

Temporary Relief Measure for Alameda Elementary

RECITALS

A. As part of the Portland Public Schools' annual capacity analysis, staff identified a severe over-crowding issue at Alameda Elementary where there are 775 students and projected growth in the neighborhood population. While staff has begun a public process with the community to change Alameda's neighborhood boundary, there is not enough time to identify and implement sustainable solutions for this neighborhood prior to the transfer cycle.

B. As a temporary measure, staff recommends that the Board provide a lottery priority for Alameda students to attend Sabin PK-8 school. The Superintendent will determine the target enrollment change and set geographic and grade-level limits as warranted to maintain effective instructional practices at each impacted school, based on space availability and current enrollment patterns.

C. Alameda Elementary is facing severe over-crowding and would benefit from this temporary relief measure. In addition, work will proceed on additional efforts to reduce over-crowding, including boundary changes, facility modifications and program adjustments.

D. Sabin has smaller class sizes with space availability at most grades and is an International Baccalaureate candidate school. For the coming school year, current students and incoming kindergarten students living in the Alameda school boundary, will have an option of priority transfer to Sabin PK-8 school, if they apply on-time during the annual lottery transfer cycle.

E. Communication regarding the transfer opportunity to attend Sabin will be provided through meetings at the schools, written information, and via phone calls in all the district's supported languages. Parents will be guided through the transfer request process by staff in the Enrollment & Transfer Center.

F. At the end of the school choice lottery cycle, staff will analyze the effectiveness of this transfer provision and, if appropriate, propose a broader resolution to implement this strategy in other cases as needed.

G. The Ad Hoc Committee on Student Assignment, Program Initiation, and Reconfiguration reviewed this proposal on February 3, 2011, and voted two to one to forward the recommendation to the full Board of Education for a decision.

RESOLUTION

1. The Board of Education for the Portland Public Schools accepts the recommendation of Superintendent Smith to grant current Alameda students and incoming Alameda neighborhood kindergarten students a transfer priority to attend Sabin as part of the 2011-12 school choice process. Transferring students will be allowed to remain at Sabin to the highest grade as per Board policy.

2. Following the coming enrollment and transfer process, the Board requests that the Superintendent or staff brief Board members on the impact of this relief strategy. If this practice has been found to be effective at temporarily reducing over-crowding, then the Board also requests that the Superintendent develop a broader recommendation for future use of this temporary mitigation strategy.

3. The Board requests that the staff continue the process with the community of identifying boundary and program changes for the 2012-13 school year in order to create long term solutions to the current enrollment challenges at multiple schools.

S. Allan

2/7/11

DRAFT

RESOLUTION No.

Rescinding Resolution 4406: Temporary Relief Measures for Alameda Overcrowding

RECITALS

A. In February 2011, the School Board approved Resolution 4406 to provide temporary relief to overcrowding at Alameda Elementary School by offering a priority lottery transfer for Alameda students to attend Sabin K-8 School.
B. An enrollment balancing process took place during fall 2011 that resulted in a boundary change recommendation to provide long-term relief for Alameda and increase enrollment at Sabin, as well as Irvington. The boundary change plan was approved on January 23, 2012 as part of Resolution 4537.
C. Because the boundary change provides a long-term solution to the overcrowding problem, the temporary lottery priority is no longer needed.
D. Superintendent Smith recommends that Resolution 4406 be rescinded, providing Alameda students with equal access to transfer spaces at Sabin as students from other neighborhoods.

RESOLUTION

1. The Board accepts the recommendation forwarded by Superintendent Smith to rescind Resolution 4406 and end the temporary Alameda to Sabin lottery priority.

Z. Smith
2/27/12

PORTLAND PUBLIC SCHOOLS

Mailing Address: P.O. Box 3107 / Portland, Oregon 97208-3107

Telephone: (503) 916-2000 • FAX: (503) 916-2724

**Superintendent's Recommendation to the Board
and Staff Report**

Title: PPS Capital Debt Refinancing

Board Meeting Date:	**District Priority: Modernize Infrastructure**
February 13, 2012	**Stable Operating Model**
Department: Finance	**Executive Committee Lead: Neil Sullivan**
	Staff Lead: David Wynde, Deputy CFO

Issue Statement

PPS has three capital finance issues that we need to address in 2012: the Fund 405 loan, the option to acquire Rosa Parks School, and funds for the possible boiler burner replacement work.

All three of these would have been funded by the May 2011 capital bond.

They are all critical funding needs that we have to address in the next 12 months.

The aggregate financing need for these three projects is almost $44 million. The financing we propose to obtain to address these needs will be structured to provide maximum flexibility for PPS, and to reduce the costs of this borrowing.

Background

The Fund 405 loan is $25.75 million and it comes due on February 28. This debt was authorized in February 2009 to fund immediately required capital work, such as roof replacement and modular classrooms, as well as preparation for a capital bond, such as the seismic, historic and ADA assessments, as well as building internal capacity and controls to manage a major construction program.   The board decided to fund this work with borrowed funds and the loan was initially financed by an interfund loan from the General Fund. This was replaced with an external loan from Bank of America in February 2011.

When the new Rosa Parks School was built in 2003/4 it was funded with a number of financial sources including New Market Tax Credits. This financing is complex and includes initial ownership of the property by a special purpose entity, with PPS leasing the school for seven years while the investors are able to realize the benefits of the tax credits.   PPS has to notify the owner of our intent to purchase Rosa Parks at a cost of $8.8 million with payment is due at the end of October 2012.   Although there is a provision for PPS to continue to lease the property (at an increased rate) the transaction was structured with the clear understanding that PPS would buy the building at the end of the seven year lease period.

As outlined in a prior staff report from the COO, the boiler burner project involves replacement of oil-fired burners in boilers in 47 schools with natural gas-fired burners, and some related work such as seismic upgrades to chimneys made possible by the change in fuel used.   This work is estimated to cost $9.1 million and can commence this coming spring with major work done this summer. This work could wait for passage of a capital bond but we are recommending immediate action and additional borrowing to fund the work. That is because we will be able to begin to recognize the cost savings immediately if we start the work now. We are proposing to fund this as a capital project so that we can use these savings to offset a portion of the budget deficit for the 2012-13 school year.

The aggregate financing need for these three projects is almost $44 million. The financing we propose will be structured to provide maximum flexibility for PPS, and to reduce the costs of this borrowing.

PPS operating cash flow over the course of the school year results in us having a substantial cash position for many months, with a high in November after local property tax payments are made. We invest these funds and earn interest on those investments. Currently, and for the foreseeable future, interest rates for investments are much lower than the interest we have to pay on borrowings. If we structure our capital debt as a line of credit it will enable us to use our investment cash to fund some of this debt internally through interfund loans, while also providing us the ability to fund it externally as circumstances require.

The Fund 405 loan has to be funded externally in order to maintain the ability to refinance it with non-taxable debt and repayment of the current loan would, therefore, be funded under the line.   But we can fund the other two borrowing needs internally, for up to 18 months, if we have cash available, and thus avoid the negative arbitrage that would result from term debt.

If we establish the term of the line of credit at 24 months that takes us out to February 2014, which means that a capital bond could serve as the takeout repayment funding for this with elections in November 2012, or May or November 2013 all available as options for PPS and the board.

Related Policies/Fiscal Impact

As a general rule of finance, it is good practice for PPS to finance capital needs with capital funds and to preserve operating funds for educational program needs.

Fund 405 loan: There is no negative fiscal impact of refinancing the Fund 405 loan, assuming that the interest rate on the new line is the same or lower than the current borrowing cost.   That is a reasonable assumption based upon our conversations with prospective lenders.   The debt is currently outstanding.

Rosa Parks purchase: PPS will save more than $330,000 in the General Fund in 2012-13 compared to 2011-12 if/when we purchase the school.   Currently, PPS is paying $42,024.34 each month in lease rent to the special purpose entity that owns the property. This amount will rise to $71,980.50 each month if PPS does not purchase the property.   Exercising the option to purchase in October will save $336,000 in 2012-13 (8 months of rent) compared to 2010-11.   The actual budget impact of not buying the school is higher because of the increased rent.   Using cash on hand to fund the purchase and not using the line of credit will result in interest costs in the capital fund of approximately $30,000 in 2012-13.

Boiler burner project: As detailed in the staff report from the Chief Operating Officer, the boiler burner project will save $1.8 million in fuel costs at current prices.   This estimate does not include any efficiencies from the switch (i.e. it assumes the same volume of energy use, but we save money because gas is cheaper than oil).   Based upon experience at sites which have already switched, it appears that there might be lower volume of energy use which would increase the savings.   While staff is committed to a rapid implementation of this work it is ambitious to assume that all sites will be completed in time to be ready for 2012-13.   We are underwriting this project on the basis of completion of two-thirds of the work in that timeframe.   Thus we estimate that fuel costs in 2012-13 would be $1.2 million less than in 2011-12.   Funding this work through a line of credit allows us the flexibility to only fund the debt as needed.   This is of particular value given the number of sites involved and the relative uncertainty of timing for the work as a whole.

Staff researched the cost of financing this boiler burner work with a long-term loan.   The useful life of boiler burners is 15-20 years so we looked at the cost of financing for 15 years.   Annual debt service on a $9.1 million, 15-year loan with a 10-year call provision is $730,000.   A shorter call provision would be more expensive.   We also researched the cost of including this work in a 20-year bond as part of a capital bond.   The property tax rate to service $10 million of 20-year capital debt is $0.014 per thousand.

Community Engagement

There has been no community engagement activity around this specific action: the financing for these three capital projects.

However, the decisions to fund the capital work through Fund 405 and to borrow money to do that were all taken in public meetings by the board of education.   In addition, there was community engagement associated with the May 2011 capital bond, which included all of these projects.

Board Options

Fund 405 loan: This loan comes due at the end of February.   PPS does not have sufficient funds to pay this off.   The line of credit is the best option because it allows for refinancing of the debt at a modest cost and preserves the original intent of the board, which is to repay this loan from proceeds of a capital bond.

The alternative is to start repaying this debt.   This would be challenging to accomplish in a sustainable way without impact on the general fund.

Rosa Parks School: In theory the board has the option to not buy the school.   That is not a realistic choice.   The option to buy is one-time and so must take place in 2012.   PPS does have sufficient funds to just pay for the school but that would require depletion of general fund reserves and staff is not recommending that course of action.

The line of credit is the best option because it allows for financing the purchase option through a capital fund at a modest cost and preserves the original intent of the board, which is to finance this purchase with proceeds of a capital bond.

The alternative is to start repaying the debt. This would be possible but would require substantial use (approximately $1 million per year for 10 years) of capital funds from the Construction Excise Tax, for example. This would significantly reduce funds available for the Capital Asset Renewal Program.

Boiler burner project: The case for moving forward with this work is compelling but it does require borrowing to accomplish the work unless the decision is made to deplete the general fund reserve, which is not recommended.

The real choice is whether to finance this as a capital project or to finance it within the general fund using the utility savings for debt service. If we do this in the general fund we could repay the cost of the work within 6 years.

Our recommendation is to finance this as a capital project and use the capital fund line of credit to pay for the work. This maintains the integrity of funding capital projects with capital dollars and allows PPS to realize savings of more than $1 million in the general fund in 2012-13. The disadvantage is that this adds to the total existing debt that will have to be repaid under a future capital bond.

Staff Recommendation

It is recommended that the Board direct staff to proceed with establishing a two-year line of credit in an amount sufficient to fund the three financing needs through the capital fund by approving the attached resolution. This action will provide capacity to fund the three capital projects, to start work on the boiler burner project, and to maintain the district's ability to use a tax-exempt bond to provide long-term repayment for all three. This action does not commit the board or the district to including any of the three projects in a future bond.

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

_____   _____2/8/12_____
Carole Smith   **Date**
Superintendent
Portland Public Schools

ATTACHMENT

Resolution authorizing a line of credit to finance and refinance capital projects, interfund loans and reimbursement

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

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<u>Other Matters Requiring Board Action</u>

The Superintendent <u>RECOMMENDS</u> adoption of the following item:

Number 4545

RESOLUTION No. 4545

Resolution Authorizing a Line of Credit to Finance and Refinance Capital Projects,
Interfund Loans and Reimbursement

RECITALS

A.   On February 9, 2009, the Board of Education ("Board") of Portland Public Schools ("District") adopted Resolution No. 4032, affirming the need for the District to finance its immediate action highest priority projects from a variety of sources, including interfund loans.

B.   On February 23, 2009, the Board adopted Resolution No. 4043, authorizing an interfund loan to finance the projects described in Resolution No. 4032. The District subsequently made an interfund loan of $25,750,000.

C.   On February 18, 2011, to preserve the District's ability to obtain low cost, tax-exempt financing, the Board adopted Resolution No. 4409, authorizing the District to obtain external financing for the interfund loan that was authorized by Resolution No. 4043.

D.   Pursuant to Resolution No. 4409, the District obtained a line of credit in the amount of $25,750,000 (the "2011 Line") that matures on February 28, 2012.

E.   The District wishes to exercise its option to purchase Rosa Parks Elementary School for a cost of approximately $8.8 million.

F.   The District wishes to finance the conversion of school building boiler burners from oil to natural gas at an estimated cost of $9.1 million.

G.   It is desirable to enter into a line of credit in an estimated principal amount of approximately $45 million to provide interim financing for the costs that were financed with the 2011 Line, the costs of acquiring Rosa Parks Elementary School, and the costs of converting school building boiler burners from oil to natural gas.

H.   ORS 287A.180 authorizes the District to obtain interim financing for capital projects for a term of not more than five years.

I.   It may be desirable to use District funds to pay for costs of acquiring the Rosa Parks Elementary School and converting school building boiler burners, before the District obtains externally-funded interim financing for those costs. It is therefore desirable to authorize interfund loans to finance those costs.

J.   Section 1.150-2 of the Federal Income Tax Regulations requires the District to declare its intent if the District wishes to use the proceeds of tax-exempt obligations to reimburse the District for expenditures that the District pays from its revenues.

RESOLUTION

1.   The District is hereby authorized to obtain one or more lines of credit or other interim financings pursuant to ORS 287A.180 for the costs that were financed with the 2011 Line, the costs of acquiring Rosa Parks Elementary School, the costs of converting school building boiler burners from oil to natural gas, and costs relating to the interim financings authorized by this resolution, including capitalized interest. Interim financings may be issued under this resolution to refinance interim financings that were issued under this resolution; however, the maximum principal amount of all interim financings that are authorized by this resolution and that are outstanding at any time shall not exceed $45 million, and the final maturity date of any interim financing authorized by this resolution shall not exceed two and one half years from the date of this resolution.

2.   Each interim financing authorized by this resolution (an "Interim Financing") shall be secured by a pledge of the District's full faith and credit, and shall be payable from all legally available funds of the District.

3.   The Chief Financial Officer of the District or the person designated by the Chief Financial Officer of the District to act under this resolution (each of whom is referred to in this resolution as a "District Official") may, on behalf of the District and without further action by the Board:

   a.   select one or more commercial banks or other entities to provide any Interim Financing;

   b.   participate in the preparation of, authorize the distribution of, and deem final any disclosure documents that are desirable for any Interim Financing;

   c.   establish the final principal amounts, maturity dates, interest rates, sale prices, redemption terms, payment terms and dates, and other terms of any Interim Financing, subject to the limitations of this resolution;

   d.   enter into covenants to secure any Interim Financing, including covenants to issue obligations to refinance any Interim Financing;

   e.   issue, sell and deliver any Interim Financing;

   f.   provide that any Interim Financing will bear interest that is excludable from, or includable in, gross income under the United States Internal Revenue Code of 1986, as amended, and enter into related covenants; and,

   g.   execute and deliver any certificates or other legal documents that are desired to obtain any Interim Financing, and take any other action in connection with any Interim Financing that the District Official determines will be advantageous to the District.

4.   The Board hereby authorizes interfund Capital Loans to finance the costs of acquiring the Rosa Parks Elementary School in an aggregate amount of not more than $9 million, and costs of converting school building boiler burners in an aggregate amount of not more than $9.3 million. The interfund Capital Loans authorized by this Section 4 shall be made from the General Fund (101) to the School Modernization Fund, Fund (405), shall bear interest at a variable rate of interest equal to the interest rate paid by the Oregon Short Term Fund (LGIP), and shall be repaid no later than June 30, 2014.

5.   The District hereby declares its official intent pursuant to Section 1.150-2 of the Federal Income Tax Regulations to use the proceeds of the financings authorized by this resolution, and proceeds of general obligation bonds that the voters of the District may subsequently approve, to reimburse the District for costs of acquiring the Rosa Parks Elementary School in an amount of not more than $9 million, and to reimburse the District for costs of converting school building boiler burners in an amount of not more than $9.3 million.

N. Sullivan / D. Wynde