

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
March 11, 2013

Board Auditorium

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

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

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

This meeting may be taped and televised by the media.

STUDY SESSION AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **FOSTER LONG-TERM LEASE** (action item) 6:20 pm
3. **BUDGET FRAMING MESSAGE** 6:45 pm
4. **2013-2014 BUDGET – PROGRAM OVERVIEW** 7:00 pm
 - Early Learning
 - Family Engagement
5. **NUTRITION SERVICES: 2013-2014 LUNCH PRICES** 8:30 pm
6. **2012-2013 BUDGET AMENDMENT NO. 2** 8:45 pm
7. **CAPITAL BOND ISSUANCE** 9:05 pm
8. **FIRST READING: POST BOND ISSUANCE POLICY** 9:20pm
9. **ADJOURN** 9:35 pm

The next meeting of the Board will be a Study Session held on **Monday, March 18, 2013**, at 3:00pm in the Auditorium of Madison High School.

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

Superintendent's Recommendation to the Board

Board Meeting Date: March 11, 2013

Executive Committee Lead: C. J. Sylvester
Chief Operating Officer

Department: Facilities and Asset Management

Presenter/Staff Lead: Bob Alexander
Program Director, Planning and
Asset Management

Agenda Action: Resolution Policy

SUBJECT: Foster School Site Lease to City of Portland and sublease to Native American Youth and Family Center (NAYA) for purpose of constructing intergenerational housing

BRIEF SUMMARY AND RECOMMENDATION

Native American Youth and Family Center (NAYA) approached Portland Public Schools (PPS) staff with the idea of constructing intergenerational housing to benefit former foster children and adoptive families at the Foster School site. PPS and NAYA have identified the need for an Early Learning Center which would meet the growing needs of children and parents in the southeast part of the district.

These two objectives are being met through two leases. First, a lease for a portion of the Foster School site which could address the needs of the intergenerational housing. The second is a long term lease for the remaining site, including the school, the proceeds of which could be used for improvements to the existing Foster school or be used as leverage to construct a new facility. The accompanying resolution is in support of the first lease for a 2.16 acre portion of the Foster site to construct housing.

BACKGROUND

In May 30, 2012, the City Council authorized a Memorandum of Understanding (MOU) with PPS which would grant a long-term lease on a portion of the Foster School site for development of an intergenerational community by NAYA through a sub-lease, comprising approximately 2.16 acres referred to as the "Housing Tract". The MOU projected an overall contribution of \$5,000,000 to PPS to help with budget shortfalls, \$500,000 of which would be as payment for this Housing Tract lease.

The MOU contemplates that PPS would enter into separate agreements with NAYA to jointly operate the existing school building and school grounds (or a replacement school and grounds) as an early childhood education center. These other agreements will consist of a lease of approximately 40 percent of the Foster School site (Site), the "School Lease", and a "Joint Operating Agreement." The school is located on approximately 1.41 acres comprising the western portion of the Site which is referred to

Reviewed and Approved by
Superintendent

by the Parties as the "School Tract." A map of the Site, delineating the Housing Tract and School Tract is provided as Attachment B to this staff report.

On October 1, 2012, the City and PPS executed an intergovernmental agreement (City contract no. 30002964/PPS contract no. 59403) regarding the City's commitment to provide \$500,000 in funding in exchange for leasing the Housing Tract so that the Housing Tract may be in turn subleased to NAYA.

The Housing Tract Lease has become a three party agreement with PPS leasing the Housing Tract to the City, and the City subleasing the Housing Tract to NAYA in order for NAYA to construct, operate, and maintain a planned intergenerational housing community. It will be comprised of residences for Native American and other former foster children from the Oregon Foster Care system and their adoptive families, group living units for senior and mentor households, an intergenerational community center, gardens, landscaped areas, a play area, a courtyard and plaza, and a parking lot, subject to the design being approved through local land use review.

A similar intergenerational housing community was developed by Bridge Meadows on the former Ball Elementary School site in the Portsmouth Neighborhood. It was developed by Guardian Management, who is also working with NAYA as developer of this project.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

The PPS Long Range Facility Plan, adopted by the Board in May, 2012, identified a goal of leveraging public and private dollars to achieve multiple goals. This was exemplified in the example of Rosa Parks School which included "not-for-profit, private for-profit investors and public dollars to support housing and community development goals while simultaneously moving forward on the educational mission of the school district."

PROCESS / COMMUNITY ENGAGEMENT

NAYA was referred to PPS after discussions with the Lents Urban Renewal District Advisory Committee which is comprised of community-based individuals. City of Portland officials, through Commissioner Saltzman's office, have discussed this proposal with the leadership of the Lent Neighborhood Association. The lease also calls for the establishment of a Good Neighbor Agreement, dealing with the design, construction and use of the housing facility.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The purpose of this housing development and subsequent operation of an Early Learning Center at the Foster School site would benefit Native American youth, which are underrepresented in our educational system and over represented in the foster program.

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BUDGET / RESOURCE IMPLICATIONS

The acceptance of this lease would generate \$500,000 to be used as part of a \$5,000,000 commitment by the City of Portland to support Portland Public Schools general fund. Ongoing operation of housing at the site would not incur any PPS financial obligations.

The subsequent school tract lease and joint operating agreement for the Early Learning Center contemplated as the next step of this process is intended to leverage funds to improve the school and aid in its operation.

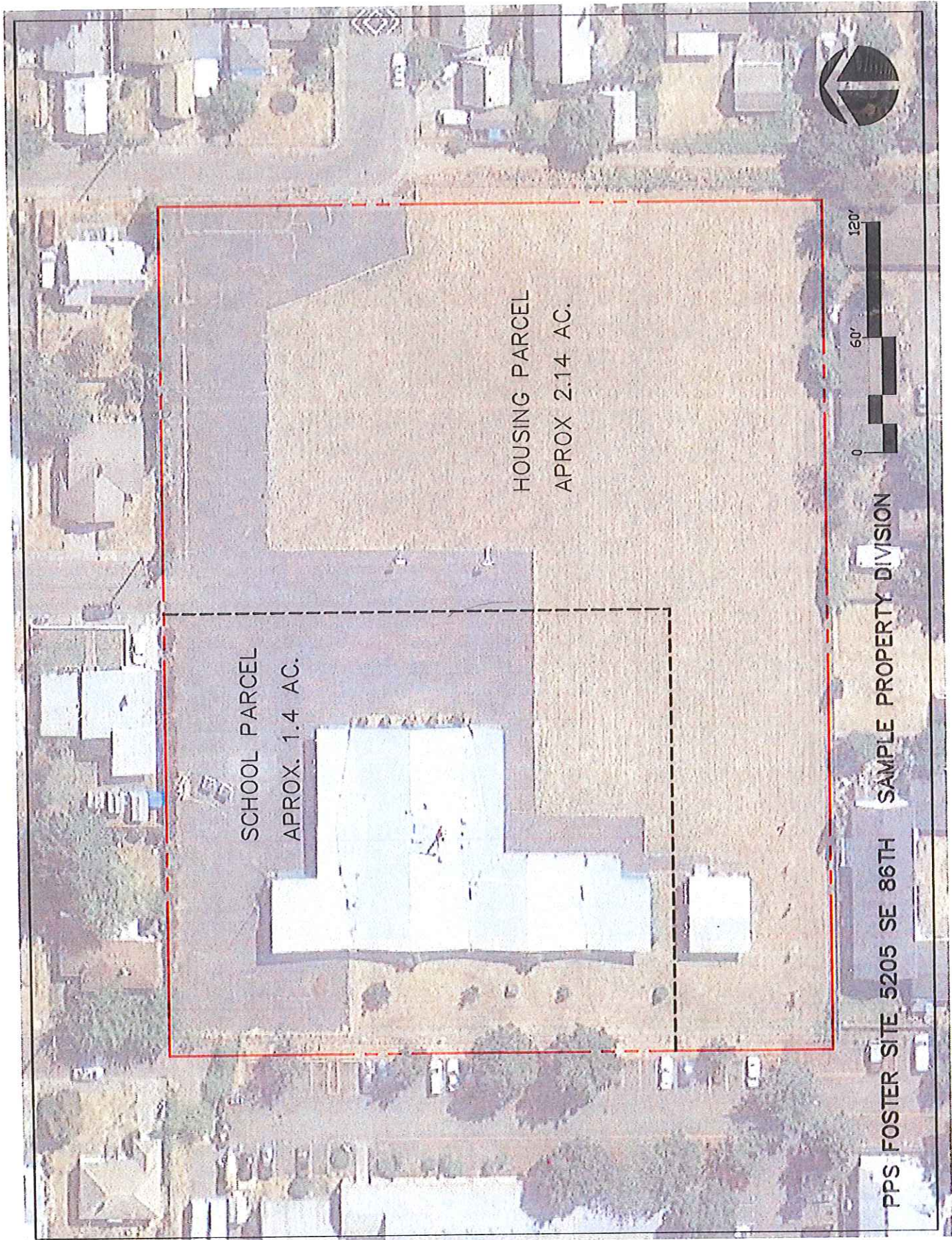
NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The lease will allow NAYA to begin a capital campaign for the housing project which will likely include applying for state tax credits. Those competitive applications are available annually and it could take several years to receive an award. The lease allows up to 48 months for financing and then construction within 24 months following successful application for financing.

ATTACHMENTS

- A. Resolution and Exhibit
- B. Map of the Foster site

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SCHOOL PARCEL
APPROX. 1.4 AC.

HOUSING PARCEL
APPROX 2.14 AC.

SAMPLE PROPERTY DIVISION

PPS FOSTER SITE 5205 SE 86TH



Board of Education Informational Report

MEMORANDUM

Date: March 8, 2013
To: Members of the Board of Education
From: Harriet Adair
Subject: Early Learners

Background: (Outline current priority strategy and recent investments. If appropriate, include information from last year's budget discussion and decisions.)

- The Early Learners Agenda is Portland Public Schools' P-3rd grade school readiness and grade transitions plan.
- "Five and Ready" is the slogan for the P-3rd grade agenda.
- It involves the District partnering with public and non-public preschool providers in Multnomah County and focuses on expanding and formalizing links with the district's early learner programs and with other P-3rd providers and service agencies in Multnomah County to ensure early learners across Multnomah County enter first grade "school ready" whether they are coming from a school based or community based pre-school program.
- The Initiative includes the creation of regional early childhood centers; expansion of the Connect to K and Kindergarten Transition Program, move to non-tuition full day K across the district, developing flexible funding sources and long term in building and regional facilities sites, aligning early education professional development, assessment and instructional standards.

Evaluation of Existing Program: (What is working- how are these investments moving us toward our milestone and/or achievement compact goals and targets? How else do we measure progress? What are the lessons learned?)

Alignment with the 1st and 3rd grade Milestones, PPS Strategies Framework, "Every student succeeds, regardless of race or class"

Effective Educators - The Early Learners Agenda is a collaborative approach to early childhood education that builds on the resources and knowledge of all departments within the Office of Schools.

Rigorous, Relevant Programs for All- By focusing on quality, relevant early childhood programs that address the needs of all our highest need early learning populations allows these young students to enter K and 1st grade fully prepared to engage in kindergarten skills and first grade ready to read rather than entering at a basic school readiness/catch-up level.

Individual Student Supports- Recent studies indicate that early intervention education is one of the best investments we can make to prepare students for a k-12 education to close the achievement gap:
<http://www.ncsl.org/IssuesResearch/HumanServices/NewResearchEarlyEducationasEconomicInvestment/tabid/16436/Default.aspx>

Commitment to Equity: Creating early transition programs as early as age 3 for our students and their families, PPS is fostering a positive first experience around school and an excitement for learning.

Providing these programs in those parts of the district with the largest low income and special needs populations first allows us to build these positive relationships early and focus on the pre-academic, social and language development skills needed for students to enter kindergarten ready to learn.

Next Steps for Investment: (identify the top (three) priorities for investment, assuming that we had money. Be specific. Why these choices? What would happen? How would this be transformative? Is there something(s) we could pilot in 2013/14 and take to scale in 2014/15 if/when we get resources)

The following steps for investment move to provide early learner supports in areas of the district with the largest low income and special needs populations and also address the priority programmatic needs for alignment and expansion of Portland's long standing commitment to providing quality early education options that engage families, community partners and district staff in preparing children for first grade and transitions through primary to intermediate grades. Sequestration issues have moved the school based PK to a 2013 priority

Regional Centers (Foster/NAYA, Faubion, one other preferably in deep north or northeast) pilot 2013, other sites (2014 and beyond)

Implementation of Kindergarten Assessment Fall of 2013 (state mandate)

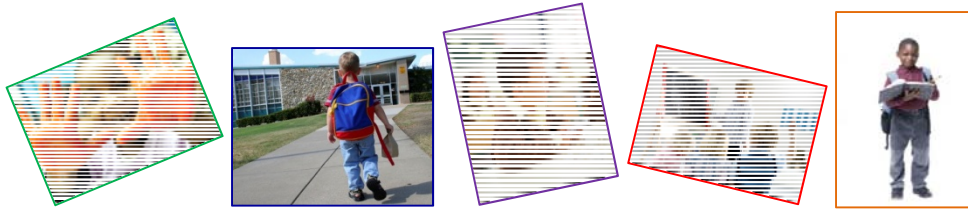
Phased expansion of Early Kindergarten Transition and Kindergarten Connect, beginning with Focus and Priority Schools in 2013-14 adding others 2015 and beyond

The Ramona (take to scale 2014-15)

School based Pre-K (Pilot 2013-14 take to scale 2014 and beyond)

Seek state ELC funding (2013-14)

PPS OFFICE OF EARLY LEARNERS P-3rd grade:
THE EARLY LEARNERS AGENDA



The cornerstone of Portland’s Office of Early Learner Agenda is to provide all children with a strong and early start to their formal schooling.

The Early Learners Agenda is Portland Public Schools’ P-3rd grade school readiness and grade transitions plan. “Five and Ready” is the slogan for the P-3rd grade agenda. This comprehensive strategic initiative was created to align, expand and re-affirm Portland’s long standing commitment to quality early education options that engage families, community partners and district staff in preparing children for first grade and transitions through primary to intermediate grades. It involves both public and non-public preschool providers in Multnomah County and focuses on expanding and formalizing links with the district’s early learner programs and with other P-3rd providers and service agencies in Multnomah County to ensure early learners across Multnomah County enter first grade “school ready” whether they are coming from a school based or community based pre-school program.

Portland Public Schools’ Early Learners (P-3rd) “Five and Ready” covers a range of early learner programs and initiatives, organized into key strategies all focused on [expanding early childhood education opportunities](#) to provide all children with a strong and early start to their formal education by;

- aligning, expanding and strengthening the array of early education options existing across the district
- engaging families, community partners and district staff in preparing children to be predictably successful in Kindergarten, First grade and beyond
- Forming consortiums of district and community services for fiscal effectiveness, efficiency, and equity
- Strengthening, engaging families, community partners and district staff in grade to grade transitions
- Aligning and strengthening instructional standards, supports and assessments
- Replicating success and turning around low-performing programs
- Deepening partnerships with parents, students, and the community partners

The goal is to align, expand and engage families, community partners and the district in preparing children and their families to enter first grade with the needed pre-requisite skills and supports to be predictably successful in first grade and beyond.

PPS OFFICE OF EARLY LEARNERS P-3rd SCHOOL READINESS PLAN:
THE EARLY LEARNERS AGENDA



The cornerstone of Portland’s Office of Early Learner Agenda is to provide all children with a strong and early start to their formal schooling.

The Early Learners Agenda is Portland Public Schools’ P-3rd grade school readiness and grade transitions plan. This comprehensive strategic initiative was created to align, expand and re-affirm Portland’s long standing commitment to quality early education options that engage families, community partners and district staff in preparing children for first grade and transitions through primary to intermediate grades. It involves both public and non-public preschool providers in Multnomah County and focuses on expanding and formalizing links with the district’s early learner programs and with other P-3rd providers and service agencies in Multnomah County to ensure early learners across Multnomah County enter first grade “school ready” whether they are coming from a school based or community based pre-school program.

In the 1960’s, Portland opened one of the nations’ few public school/licensed teacher multi-site Head Start programs. In the 1980’s Portland added nine Early Childhood Centers to its portfolio of early childhood programs providing educational services to students 3 through 6, from a variety of income levels, diverse cultural and ethnic and linguistic backgrounds and including those with and without disabilities. In the last decade, PPS also made full-day kindergarten programs available to every five-year-old in the district funded a Title VII Montessori Pre-K and a tuition based pre-kindergarten to students participating in the Japanese Immersion Program. The focus of all these three to five year programs is to provide students and families across the district access to the foundation pre-first grade readiness experiences and skills that will ensure these students transition into first grade prepared to be predictably successful.

The Office of Early Learners (P-3rd) Agenda delineates a range of early learner programs and initiatives, organized into key strategies all focused on expanding early childhood education opportunities to provide all children with a strong and early start to their formal education by;

- aligning, expanding and strengthening the array of early education options existing across the district

- engaging families, community partners and district staff in preparing children to be predictably successful in Kindergarten, First grade and beyond
- Forming consortiums of district and community services for fiscal effectiveness, efficiency, and equity
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CORE BELIEFS

- A child’s early learning experiences establish the foundation for all future learning.
- Children are best served when preschool experiences are tightly linked to the first years of schooling.
- Effective early learning programs include services that strengthen the family’s ability to support healthy development and school readiness.
- Children and families are better served in a culturally responsive, collaborative model that provides seamless, articulated, comprehensive services over time.
- An effective collaboration is the product of genuine partnerships that reflect the resources as well as the needs of the community it serves.
- The Portland Public schools can play a critical leadership role in marshaling available community resources to support children and families.

It must be acknowledged that while research and political agendas at the city, state and national level are espousing expanding p-3 resources and seemingly favor reform, the fiscal realities clearly indicate the Early Learner work should not anticipate many new resources. Across the district long-term, sustainable funding sources are in decline and have already resulted in a loss of Title funding for the Montessori program and three of the ECEC/PK sites. In essence to accomplish this work we will need to develop new and reallocate current resources based on new priorities and demographics to where they are needed most and seek synergy and sustainability through collaborative partnerships with a variety of early learner providers.

A critical piece of the Office of Early Learning work calls for deepening of partnerships within schools and across the district, with families, students and other community based P-3 service providers to ensure high need families have access to a seamless network of supports that help students succeed grades P- 3rd.



Proposed Next Steps for the Class of 2026



Early Learners Education Consortiums:

Research has proven that collaborative partnerships, culturally responsive teaching, multi-year primary grade transitions and family engagement focused on ensuring the entire community works together to focus on children will ensure high poverty students of all races achieve at high levels. Implementation of the latter characteristics defines the Office of Early Learners Agenda Framework. The plan is to establish five early learner consortia of community non-profit health and human services partners over the next five to six years in communities with a high concentration of Title I schools and other challenges facing students and families. In 2013, the ELEC Agenda is to open two early education centers that would serve low income children; ages 3 through 6, including those with and without disabilities, in north, northeast and southeast Portland.

The ELECs will be an effective link between the district and the community, facilitating kindergarten recruitment and student assessment and screening; providing parent training and support; and improving the district's capture rate through early engagement.

- The ELEC model is driven by best practice in child development and early childhood education and based on long standing, proven effective early childhood educational practice such as Montessori or NAYEC standards, mixed-age classes and an emphasis on facilitating self-directed learning in a materials-rich, culturally responsive environment.
- Economic diversity is an essential feature of the best-practice learning environment for the ELECs.
- Each ELEC will provide a set of core programs and services funded and staffed by the Portland Public Schools. That core may include Head Start, MECP, tuition and Title I pre-kindergarten, kindergarten and transitional kindergarten.
- ELECs will also collaborate with the elementary schools in their Region to align curriculum, professional development, parent supports and to facilitate student transitions through the primary grades.
- All ELEC programs will conduct self-assessments and be organized instructionally to earn national accreditation for early childhood programming from the National Association for the Education of Young Children (NAEYC).
- Each ELEC will provide wraparound services that reflect community needs, provided by PPS or other ELEC partners.
- In addition to agencies that provide direct services to children. ELEC partners may include students (e.g., PPS Teen Parents, high school child development classes, college

practicum students) and programs that serve other elements of the community (e.g., senior citizens, adult learners) such as the Urban League, NAYA, SEI, BPI, Friendly House, DHS and others.

- Partners should be chosen for alignment with the overall ELEC mission and for their ability to address the needs identified in the local ELEC needs assessment.
- The ELEC model is an opportunity to develop further working relationships with agencies and organizations throughout Multnomah County that serve preschool children and their families, in order to enhance collaboration and service alignment at all PPS schools.
- An ELEC should be a collaborative partnership of equals. Toward that end, partners should be identified early so they can participate in a meaningful way in planning.
- Each ELEC should have a center coordinator: a PPS administrator who assumes responsibility for facility supervision and for facilitating collaboration within the framework of a set of operating agreements adopted by all center partners.
- ELECs should be distributed across the district so children and families throughout Portland have access to ELEC services. A preliminary strategy would be to place an ELEC in each high school attendance area focusing first on those areas of highest poverty.

- **FIVE AND READY**

“Five and Ready” is the slogan for the OEL’s P to first grade school readiness effort. “Five and Ready” is focused on strengthening the education, early care and health of the district’s health youngest students and their families while working to continually improve the quality of family and community engagement in the schools and the transitions for these students PK to K and through the primary grades. “Five and Ready” will align, expand and engage families, community partners and the district in preparing children and their families to enter the first grade with the needed pre-requisite skills and supports to be predictably successful first grade and beyond.

An Early Learning Consortium including district staff and key neighborhood stakeholders will be convened to conduct an assessment of neighborhood assets and resources; potential challenges and barriers; and strategic priorities for the future so that quality early learning experiences and grade transition supports can be provided for all children. This Consortium will collaborate with individual neighborhoods to identify, build and leverage each community’s assets—people, places and programs—to ensure that children achieve optimal development and success in school and the entire community works together to focus on children in the primary grades.

Collaboration with long-time early Learning partners like Albina Early Head Start, Stand for Children, the district's special needs and Title programs and the district's foundation; All Hands Raised; will help ensure that children are ready for school by enhancing educational quality in formal and informal early learning settings and creating sustainable communities of practice within targeted high poverty neighborhoods across the district.

- **FULL DAY KINDERGARTEN**

Over the next two years (2013-15) the OEL will also be engaged in the planning and development of full day Kindergarten classrooms in all of the district's K-8's and K-5's. Following the leadership of the Cradle to Career, All Hands Raised and the Governor's Early Learner Council the district will partner with the various local and state community-based organizations to expand the PPS' ongoing kindergarten transition work underway to help families and students prepare for a successful transition to school. With the statewide focus on early literacy, the Early Learners Education Centers will build upon those efforts while enhancing the district's local abilities to support children's school readiness.

Plans Underway

The opening of The Ramona low income housing development in the Pearl presented the district with an opportunity to develop the ELEC model. In its first year that facility housed PPS Head Start, Albina Early Head Start, MECP, a blended PPS PK/Neighborhood House contracted Head Start and the Special Education Assessment and Transitional Kindergarten Team. All these programs provide needed wraparound services (e.g., ESL). As demand for the program grows a transitional kindergarten classroom could be added, perhaps displacing one of the first-year programs.

To ensure the successful development and continuing improvement of the Ramona and other ELECs PPS has created an Office of Early Learners to facilitate the alignment and cross grade, school and departmental supports needed to facilitate further development of the ELEC concept. Additional ELEC's will all house some combination of MECP, Albina Head Start, Title I pre-K, MECP, ESL and transitional kindergarten and partners that support the health and social service needs of both children and families. In addition the Office of Teaching and Learning has added an early childhood specialist to provide professional development and instructional support across the various programs.

A series of conversations were held this year with an array of community partners and district Offices regarding the possible 2014 opening of one or more Regional sites, relocation of Head Start and the expansion and re-location of current Jefferson Cluster PK classrooms to other PPS regions over the next five or more years. All of this will require the identification of sustainable funding sources, facility renovations and staff selection and training. Subsequent ELEC development will be aligned with bond-supported remodels or upgrades.

Because Regional sites are less likely to be displaced by expanding or declining student populations and are able to provide “one stop” supports to both students and their families strongest consideration is being given to the conversion of underutilized facilities into ELEC consortiums in those parts of the district with high concentrations of the priority populations. Changes in neighborhood demographics, school grade and program configurations have resulted in shortage of empty classrooms in the areas of greatest need. Centrally located Regional ELECs would provide more families in high impact areas to access the PK programs but school based PK classroom will also remain a part of the district’s PK instructional portfolio. When space allows schools would be encouraged to house two to three PK classrooms on site.

The implementation of pre-school program expansion will build on the lessons learned in other school districts that have established similar programs (e.g., the Gladstone Center for Children and Families). Given the need to have sustainable funding and programming identified the expansion and implementation of Pre-K programs will be phased to allow time for the thoughtful development of which model; centers or classrooms within schools; fits a particular community context. Both approaches will align program development with key state and district organizational, budget and facility initiatives.

The ELECs should be an effective link between the district and the community, facilitating kindergarten recruitment and student assessment and screening; providing parent training and support; and improving the district’s capture rate through early engagement. To ensure the successful development and continuing improvement of the ELECs PPS has created an Office of Early Learners to facilitate the alignment and cross grade, school and departmental supports needed to facilitate creation of the ELEC concept. Each ELEC will have a center coordinator: a PPS administrator who assumes responsibility for facility supervision and for facilitating collaboration within the framework of a set of operating agreements adopted by all center partners. ELEC staff should also collaborate with the elementary schools in their service areas to align curriculum and to facilitate student transition. In addition the Office of Curriculum and Instruction has added an early childhood specialist to provide professional development and instructional support across the various programs.

During the 2013-2014 school year the district will conduct the NAYEC self-study or another early learner focused needs assessment to inform the development and expansion of all the early learner programs across the district.

- **P-3rd GRADE LEVEL TRANSITIONS AND SUPPORTS**

Early Kindergarten Transition is a three week Get Ready for Pre-K, a six-week summer program for children and families with limited or no formal Pre-K/Head Start experience who are entering kindergarten in the upcoming the school year. It is a focused on serving the needs of multilingual and/or low income families and children. This program acquaints both the students and their families with the kindergarten experience. It assists children with understanding the language of school and equips parents with the knowledge to successfully support their child’s K transition and initiates home-school connections that will be maintained through 3rd grade. The program aims to build a strong foundation

for parenting and school readiness and serves as a positive first step into the world of formal schooling. The Early Kindergarten Transition program also provides longitudinal tracking of child outcomes to ensure that children and their families have successful starts and achievement progressions through their first years in school.

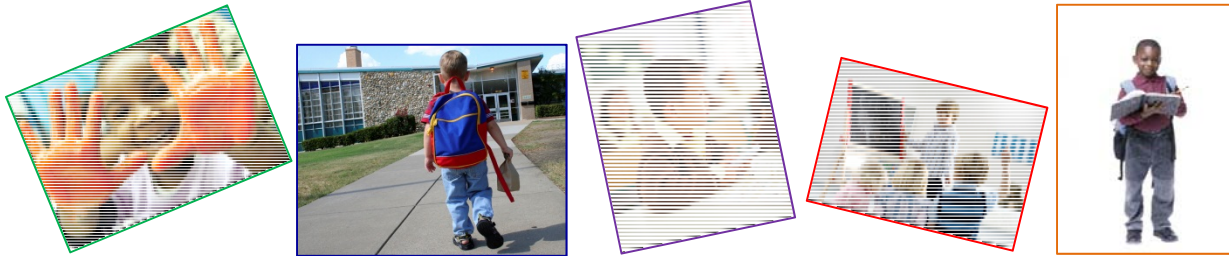
The proposed Early Learners Education Centers are also designed to provide coordinated early care and education services for children, birth to extending to age 8, in high poverty neighborhoods to ensure that those families and children experiencing high poverty and limited access to quality and culturally responsive early childhood programs enter kindergarten and first grade having been immersed in the fundamental pre-requisite readiness skills. The Offices of Early Learners and Teaching and Learning work closely with school staff and community partners as children transition from early learning settings to kindergarten.

With deep roots in their respective neighborhoods the Early Learners Education Centers, Head Start and Early Kindergarten Transition staff will serve as anchors and conduits for effective practices, creating connections and infusing quality across the early learning settings and among those adults who impact a child's life.

Ensuring equity of access to those in greatest need is the rationale for focusing in the first five years on serving children and families in the outer north and inner northeast Portland and the outer southeast and northeast regions of Portland. The vision of the Office of Early Learners is that all children and their families have early access to high quality education, comprehensive wrap around services and a supportive environment. All families want the very best for their children and the activities within PPS' Early Learners Agenda will help create a roadmap to achieve that goal.



PPS OFFICE OF EARLY LEARNERS BIRTH-to-FIVE SCHOOL READINESS PLAN:
THE EARLY LEARNERS AGENDA
A DISCUSSION GUIDE DEVELOPED FOR THE FACILITIES PLANNING COMMITTEE



The cornerstone of Portland's Office of Early Learner Agenda is to provide all children with a strong and early start to their formal schooling.

The Early Learners Agenda is Portland Public Schools' birth-to-five school readiness plan. This comprehensive strategic initiative was created to align, expand and re-affirm Portland's long standing commitment to quality early education options that engage families, community partners and district staff in preparing children for first grade. The 21st century vision for PPS' early learners is to create and sustain a district-wide network of five Early Learners Education Centers to provide comprehensive and collaborative services that nurture the cognitive and social-emotional development of children from birth through kindergarten, ensuring children enter first grade "school ready".

In the 1960's, Portland opened one of the nations' few public school/licensed teacher multi-site Head Start programs. In the 1980's Portland added nine Early Childhood Centers to its portfolio of early childhood programs providing educational services to students 3 through 6, from a variety of income levels, diverse cultural and ethnic and linguistic backgrounds and including those with and without disabilities. In the last decade, PPS also made full-day kindergarten programs available to every five-year-old in the district and tuition based pre-kindergarten to students participating in the Japanese Immersion Program. The focus of all these three to five year programs is to provide students and families across the district access to the foundation pre-first grade readiness experiences and skills that will ensure these students transition into first grade prepared to be predictably successful.

The plan delineates a range of early learner programs and initiatives, organized into key strategies all focused on expanding early childhood education opportunities to provide all children with a strong and early start to their formal education by;

- aligning, expanding and strengthening the array of early education options existing across the district
- engaging families, community partners and district staff in preparing children to be predictably successful in Kindergarten, First grade and beyond
- Forming consortiums of district and community services for fiscal effectiveness, efficiency, and equity
- Strengthening and involving families in grade to grade transitions
- Aligning and strengthening instructional standards, supports and assessments
- Replicating success and turning around low-performing programs
- Deepening partnerships with parents, students, and the community partners

It must be acknowledged that while research and political agendas at the city, state and national level are espousing expanding p-3 resources and seemingly favor reform, the fiscal realities clearly indicate the Early Learner work should not anticipate many new resources. In essence to accomplish this work we will need to reallocate resources to where they are needed most and seek synergy and sustainability through collaborative partnerships with a variety of early learner providers. A critical piece of the Office of Early Learning work calls for deepening of partnerships within schools and across the district, with families, students and other community based P-3 service providers throughout the community to ensure high need families have access to a seamless network of supports that help students succeed.

The Office of Early Learners Framework (attachment 1) identifies the focus that will occur in communities with a high concentration of Title I schools and other challenges facing students and families. The plan is to establish five early learner consortia of community non-profit and health and human services partners over the next five to six years. These Early Learners Education Consortiums would serve low income children; ages 0 to 5; and families in north, northeast and southeast Portland. In 2013, the plan is to open two new early education centers, providing on site enclosed education to students ages 3 through 6, including those with and without disabilities, and their families. “Five and Ready” is the slogan for the OEL’s P to first grade school readiness initiative. This comprehensive and inclusive strategic planning process is focused on strengthening the education, early care and health of the district’s health youngest students and their families while working to continually improve the quality of family and community engagement in the schools. All five ELEC will conduct self-assessments and be organized instructionally to earn national accreditation for early childhood programming from the National Association for the Education of Young Children (NAEYC).

Over the next two years the OEL will also be engaged in the planning and development of full day Kindergarten classrooms in all of the district's 32 K-8's and (x) K-5's. Under the leadership of the Cradle to Career, All Hands Raised and the Governors Early Childhood Committee the district will also partner with the various local and state community-based organizations to expand the district's ongoing kindergarten transition work underway to help families and students prepare for a successful transition to school.

The goal is to align, expand and engage families, community partners and the district in preparing children and their families to enter first grade with the needed pre-requisite skills and supports to be predictably successful in first grade and beyond. and involve a in each sit to target time and resources The Office of Early Learners three prong strategy calls for more effective and equitable district services that meet the needs of high poverty schools and families while making more efficient use of limited resources by blending funding sources and student populations. The Early Learners Education Centers will be sites where the district has redirected resources towards classrooms and collaborative partnerships that will result in Pre-K schooling transitions where effective teaching, community supports and learning prepare students to achieve at high levels and where the entire community works together to focus on children.

CORE BELIEFS

- A child's early learning experiences establish the foundation for all future learning.
- Children are best served when preschool experiences are tightly linked to the first years of schooling.
- Effective early learning programs include services that strengthen the family's ability to support healthy development and school readiness.
- Children and families are better served in a collaborative model that provides seamless, articulated, comprehensive services over time.
- An effective collaboration is the product of a genuine partnership that reflects the resources as well as the needs of the community it serves.
- The Portland Public schools can play a critical leadership role in marshaling available community resources to support children and families.

The Model

- The development of the ELEC model should be driven by best practice in child development and early childhood education, applied with sensitivity in a community context.
- The pre-kindergarten program should be based on long standing, proven effective early childhood educational practice such as Montessori or NAYEC standards, with mixed-age classes and an emphasis on facilitating self-directed learning in a materials-rich environment.
- Economic diversity is an essential feature of the best-practice learning environment desired for the ELECs.
- Each ELEC should provide a set of core programs and services funded and staffed by the Portland Public Schools. That core may include Head Start, MECP, tuition and Title I pre-kindergarten, kindergarten and transitional kindergarten.
- Each ELEC should provide an additional set of wraparound services that reflects community needs, provided by PPS or other ELEC partners.
- In addition to agencies that provide direct services to children, ELECs should seek partners that provide services to parents and families to improve their ability to help children become school-ready.
- Other ELEC partners may include students (e.g., PPS Teen Parents, high school child development classes, college practicum students) and programs that serve other elements of the community (e.g., senior citizens, adult learners).
- Partners should be chosen for alignment with the overall ELEC mission and for their ability to address the needs identified in the local ELEC needs assessment.
- The ELEC model is an opportunity to develop further working relationships with agencies and organizations throughout Multnomah County that serve preschool children and their families, in order to enhance collaboration and service alignment at all PPS schools.
- The ELEC model is an opportunity to partner with community childcare providers, both within the center (e.g., Early Head Start slots, childcare as a resident partner) and through outreach initiatives that facilitate the transition to kindergarten and enhance the professional development of care providers.
- An ELEC should be a collaborative partnership of equals. Toward that end, partners should be identified early so they can participate in a meaningful way in planning.

- ELECs should be distributed across the district so children and families throughout Portland have access to ELEC services. A preliminary strategy would be to place an ELEC in each high school attendance area focusing first on those areas of highest poverty.

Plans Underway

The Ramona school presented the first opportunity to begin to develop the ELEC model. In its first year that facility housed PPS Head Start, Albina Early Head Start, MECP and the Special Education Assessment and Transitional Kindergarten Team. All these programs provide needed wraparound services (e.g., ESL). Kindergarten could be added in the second year, perhaps displacing one of the first-year programs.

Subsequent ELEC development should be aligned with bond-supported remodels or upgrades. Some possible locations are: Faubion, Rice, Marshall High School, Foster, Clarendon Elementary School, the Kellogg Annex, Kelly Elementary School and Applegate Elementary School. Implementing changes in an inner north/northeast region feeder pattern represents an opportunity to further develop the model.

Consideration is being given to the conversion of underutilized facilities into ELEC consortiums, housing some combination of MECP, Albina Head Start, Title I pre-K, MECP, ESL and transitional kindergarten and partners that serve both children and families. Other possible sites in the area are also being considered. The implementation of the ELEC model will build on the lessons learned in other school districts that have established similar programs (e.g., the Gladstone Center for Children and Families). Given the need to have sustainable funding and programming identified the implementation of the ELEC model will be phased to allow time for the thoughtful development of the centers in each community context and to align program development with key organizational, budget and facility initiatives.

The plan is to hold a series of conversations with a variety of Offices within the district and with an array of community partners commencing during the 2011-2012 school year, for a possible September 2013 opening of one or more sites, and planned expansion to other PPS regions over the next five or more years. All of this will require the identification of sustainable funding sources, facility renovations and staff selection and training. Sites under consideration are shuttered one story buildings, under enrolled schools and school sites that have already initiated collaborative community partnerships in north, northeast and southeast regions of the district.

To ensure the successful development and continuing improvement of the ELECs PPS has created an Office of Early Learners to facilitate the alignment and cross grade, school and departmental supports needed to facilitate creation of the ELEC concept. In addition the Office of Curriculum and Instruction has added an early childhood specialist to provide professional development and instructional support across the various programs.

During the 2012-2013 school year the district will conduct the NAYEC self-study or another early learner focused needs assessment to inform the development and expansion of all the early learner programs across the district.

The ELECs should be an effective link between the district and the community, facilitating kindergarten recruitment and student assessment and screening; providing parent training and support; and improving the district's capture rate through early engagement.

Each ELEC should have a center coordinator: a PPS administrator who assumes responsibility for facility supervision and for facilitating collaboration within the framework of a set of operating agreements adopted by all center partners.

ELECs should also collaborate with the elementary schools in their service areas to align curriculum and to facilitate student transition.



PPS Early Education Programs 2/19/2013

PPS Head Start

Applegate • CSS@Clark • Creston Annex • James John • Kelly Center • Ramona • Sacajawea • Sitton

- Family of 4 makes \$23,000 or requires special needs supports
- Meets 5 days a week
- Enrolls 3-5 year olds

Total enrollment (3 and 4 year olds): 836

Notes : Albina Early Head Start classroom for teen parents at Madison and Roosevelt High School.

Markham offers Head Start by Neighborhood House

Whitman offers Siletz Head Start for Native American children

Albina Head Start enrolls PPS 3 and 4 year olds in primarily the Jefferson cluster but also Madison and Franklin

PPS Pre-K *

Beach • Boise Eliot • Faubion • King • Ockley Green • Ramona Early Learning Center (not funded by T-1) • Rosa Parks • Woodlawn

- Family must reside in the catchment of Title I school (except Ramona)
- Must qualify for FRL
- Meets 5 days a week

Must be 4 years old

Total enrollment: app. 160

PPS Fee-based PK programs

Richmond Japanese Immersion

- Tuition-based full-day K program
- Tuition discounts available

Must be 4 years old

Total enrollment: app. 50

Early Intervention/Early Childhood Special Education

Applegate • Capitol Hill • Grout • Ramona • Roseway • Woodmere

(4 year olds), Free to families qualifying for FRL

- Meets 2-3 days a week
- For children with special needs
- PEER program for children in general educ.
- Speech clinics by appointment

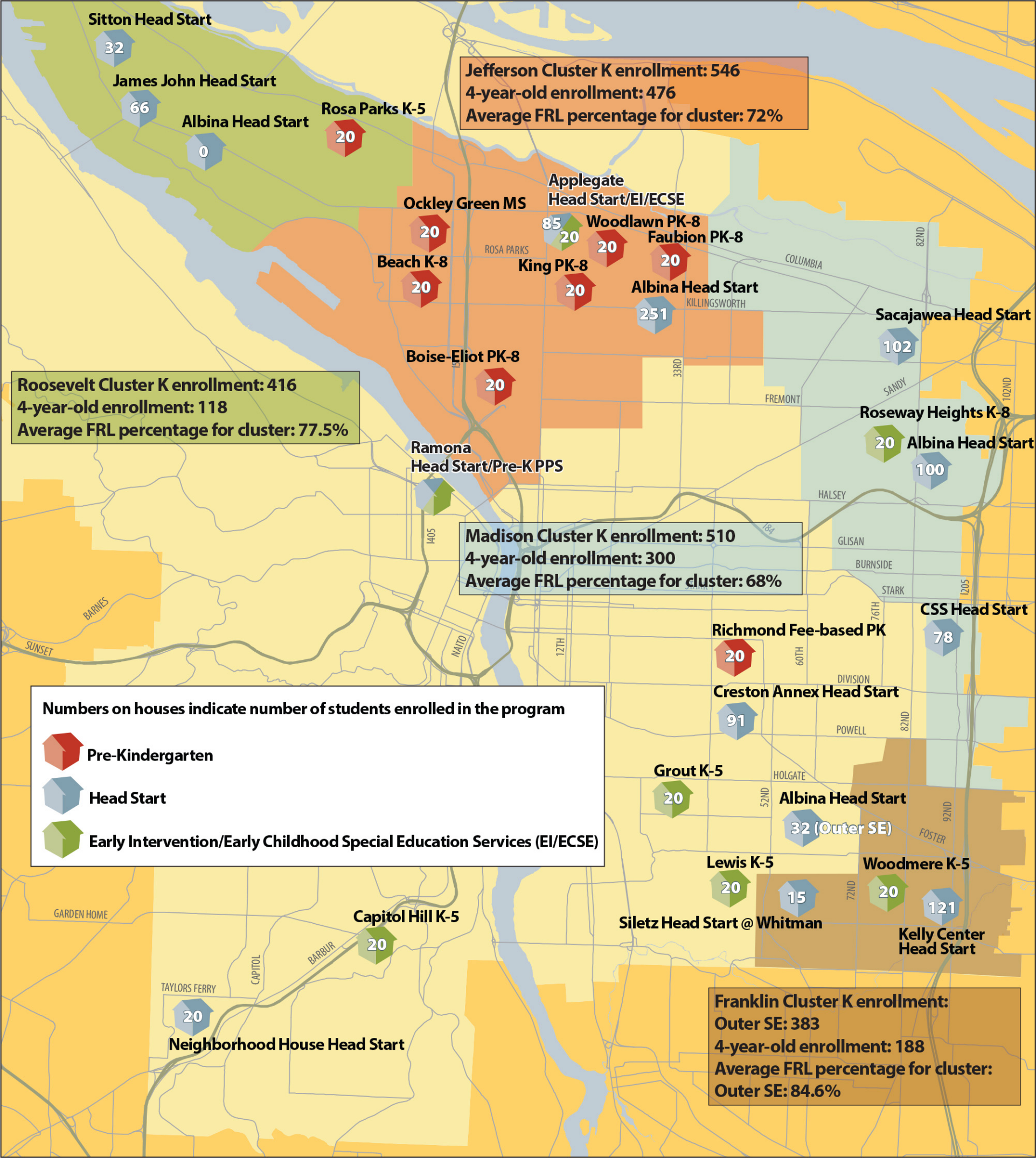
Total enrollment: 60 children are receiving services

CIA – Connect, Instruct, Learn (ages 2-4)

Whitman

Home visiting program for Spanish-speaking families

Total enrollment (all ages): 46 incoming K students






Jefferson Cluster K enrollment: 546
4-year-old enrollment: 476
Average FRL percentage for cluster: 72%

Roosevelt Cluster K enrollment: 416
4-year-old enrollment: 118
Average FRL percentage for cluster: 77.5%

Madison Cluster K enrollment: 510
4-year-old enrollment: 300
Average FRL percentage for cluster: 68%

Franklin Cluster K enrollment:
Outer SE: 383
4-year-old enrollment: 188
Average FRL percentage for cluster:
Outer SE: 84.6%

Numbers on houses indicate number of students enrolled in the program

-  **Pre-Kindergarten**
-  **Head Start**
-  **Early Intervention/Early Childhood Special Education Services (EI/ECSE)**

32

James John Head Start

66

Albina Head Start

0

Rosa Parks K-5

20

Ockley Green MS

20

Beach K-8

20

Boise-Eliot PK-8

20

Ramona Head Start/Pre-K PPS

Madison Cluster K enrollment: 510

4-year-old enrollment: 300

Average FRL percentage for cluster: 68%

Applegate Head Start/EI/ECSE

85

Woodlawn PK-8

20

Faubion PK-8

20

Albina Head Start

251

Sacajawea Head Start

102

Roseway Heights K-8

20

Albina Head Start

100

CSS Head Start

78

Richmond Fee-based PK

20

Creston Annex Head Start

91

Grout K-5

20

Albina Head Start

32 (Outer SE)

Lewis K-5

20

Woodmere K-5

20

Siletz Head Start @ Whitman

15

Kelly Center Head Start

121

Capitol Hill K-5

20

20

Neighborhood House Head Start



Harvard Family Research Project

www.hfrp.org

the
evaluation exchange

A PERIODICAL ON EMERGING STRATEGIES IN EVALUATION

HARVARD FAMILY RESEARCH PROJECT • HARVARD GRADUATE SCHOOL OF EDUCATION

Volume XIV, Number 1 & 2, Spring 2008

Issue Topic: Building the Future of Family Involvement

Promising Practices

Promoting Parent-School Relationships During the Transition to Kindergarten

This issue's Promising Practices section highlights how a range of school-, district-, and state-level efforts incorporate the three components of HFRP's family involvement frameworks: Family involvement a) matters across ages but changes over time, b) occurs in many different settings, and c) should be coconstructed by families and professionals.

Amy Schulting from Duke University explores the role of teacher outreach to families during the transition to kindergarten.

The transition to kindergarten is a critical time in a child's academic career—and a time at which low-income children are especially at risk. Given the link between early school achievement and later outcomes, difficulties during this transition can presage long-term academic failure. Many education scholars frame this challenge in terms of “kindergarten readiness,” implying that the critical factors lie wholly within the child. However, children's cognitive and behavioral skills, while important, are not enough to ensure school success. Of equal or greater importance are the support and involvement of the child's family and a positive relationship between home and school.

The majority of American elementary schools implement transition practices to facilitate children's adjustment to school. These practices range from sending letters home or inviting families to an open house to having teachers conduct home visits. Most transition practices involve families and are implicitly designed to increase parent involvement, improve home-school relations, and facilitate communication. How helpful are these practices? Do they increase student achievement and parent involvement? Do they help the low-income children most at-risk for early school failure? Along with my colleagues, Kenneth A. Dodge and Patrick S. Malone, I set out to answer these questions.

Despite the near-universal implementation of kindergarten transition practices, ours was the first rigorous study to examine the impact of transition practices on parent involvement and child outcomes. The study examined data from the Early Childhood Longitudinal Study—Kindergarten Class of 1998–1999 (ECLS-K), which has the

largest and most nationally representative dataset available with which to study schools' implementation of seven different kindergarten transition practices. Data on 17,212 kindergarten students from 992 schools were included. Our analyses utilized hierarchical linear modeling to find the following answers to our questions:

Are transition practices associated with improved academic achievement in kindergarten? Yes. We examined the effect of transition practices on kindergarten achievement, controlling for child demographic factors, and found that schools implementing the average number of transition practices had student achievement scores that were higher than the achievement scores of students offered no transition practices. This difference is statistically significant.

Are transition practices especially helpful for low-income children? Yes. Low- and middle-income students demonstrate the largest increase in achievement for each additional transition practice offered at their school. The impact of transition practices on upper-income children was much less. These findings suggest that kindergarten transition policies might be a very important tool in reducing the achievement gap across income groups.

Do transition practices increase parent-initiated involvement? Yes. Transition practices have the greatest positive impact on the involvement of low- and middle-income families. In fact, parent-initiated involvement scores for low- and middle-income parents offered seven transition practices was substantially higher than the involvement of parents offered zero. Increased parent-initiated involvement was also found to partially explain the link between transition activities and increased student achievement. One of the primary ways that kindergarten transition practices exert their effect on student achievement is by first increasing parent-initiated involvement, which, in turn, yields stronger student performance.

Who receives transition practices? Here is where the ironic and unfortunate reality of American education rears its head. Affluent children, whose already high levels of achievement and parent involvement are not further increased by kindergarten transition practices, are offered the greatest number of transition practices. In contrast, low-income children, who are at greatest risk of early school failure and who would benefit the most from kindergarten transition practices, are least likely to receive them.

The positive impact of transition practices on low-income children and families is striking, given that these practices are not tailored to this high-risk population. One can only imagine the impact of transition practices designed to address the multiple barriers to involvement and achievement faced by low-income children and families.

Home visiting is one transition practice that enables teachers to reach out to even the most at-risk families. My colleagues and I are currently conducting a randomized controlled trial of home visiting as a kindergarten transition practice with 44 kindergarten teachers and approximately 1,000 families. With a strong, positive relationship at the beginning of school, parents and teachers can work together to ensure that all children experience a smooth transition to kindergarten and successful academic careers.

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Nancy Hauth
Program Manager

Office of Early Learners

March 7, 2013

TO: PPS Board of Education
FROM: Office of Early Learners
RE: Update on Full-day Kindergarten

Here is a brief update on kindergarten in Portland Public Schools.

Kindergarten Readiness Assessment: On March 8, the State Board of Education will consider adoption of an Oregon Administrative Rule which will implement a kindergarten assessment. This assessment will be administered to students entering kindergarten starting in the **2013-14 school year**. The proposed rule directs the Department to implement the kindergarten assessment as part of the statewide assessment system.

The Oregon Kindergarten Assessment includes measures in the domains of early literacy, early math, social-emotional, self-regulation, and approaches to learning. A pilot of the kindergarten assessment was conducted at sixteen schools across Oregon including Harrison Park. Deborah Berry, administrator for Head Start, was a member of the committee overseeing this process.

Full-day Kindergarten: All kindergarten classrooms in PPS are full-day programs. In Title I schools, children attend at no cost to parents. In nonTitle I schools, families pay monthly tuition but students who qualify for F/R meals do not pay tuition, and discounts are available to income-eligible families. Approximately 80 families choose to pick up their students at the half-day dismissal.

Full-day and Half-day Kindergarten Literacy Assessments: Five years ago, when the district still had a significant number of half-day kindergarten classroom, Research and Evaluation compared Spring literacy benchmarks full-day kindergarten students with half-day students. The results showed that students in full-day programs met literacy benchmark at a significantly higher rate in Title I and nonTitle I schools. These results supported the move to full-day kindergarten for all classrooms.



Board of Education Informational Report

MEMORANDUM

Date: March 11, 2013

To: Members of the Board of Education

From: Sue Ann Higgins, Lorenzo Poe

Subject: Office of School Family Partnerships (formerly Office of Family Engagement)

This memo and the corresponding appendices are intended to highlight the work of the Office of School-Family Partnerships for the 2012-13 school year.

Background/Current Priority Strategies: Portland Public Schools' parent engagement strategies are based on Board Policy. Board Policy and accompanying Administrative Directives and this Office's 2013 strategic planning efforts affirm the beliefs that parents are a child's first teacher, all parents and families are caring and concerned about the education and welfare of their children and that meaningful participation looks different for different parents and families. Translating these beliefs into action steps and engagement strategies describes the work of the district's Family Engagement System.

Our current priority strategies and investments of staff time have been:

- Coordinate and support efforts across the district by providing linkages, system navigation, access to funding and other resources, organized and delivered a range of professional development opportunities, forums and technical assistance supports training and specific tools to families, staff, community partners and school communities.
- Work in partnership with community organizations supporting and serving historically underserved populations and communities (IRCO, SEI/BPI, Latino Network, NAYA, and Impact Northwest) to collaboratively increase the engagement of those communities in the ongoing activities of the District.
- Embed and deepen family engagement in all aspects of the district; with a four year prioritization of work with Focus and Priority Schools and populations historically underserved and under-represented in district and school based activities.
- Courageous Conversations about race with families. Work with PASS
- Book study groups with central and school staff

The appendix includes a draft copy of the Strategic Framework including vision and major goals and activities for the Office of School-Family Partnerships. The appendix also includes a copy of the Parent Academy course schedule and a family engagement assessment tool used in supporting building administrators with improving their school-family partnerships.

We look forward to presenting you with this information on Monday.



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Office of Equity and Partnerships

Lorenzo T. Poe, Jr.
Chief Equity Officer
Director of Partnership Development

March 7, 2013

MEMORANDUM

To: Board of Education

CC: Carole Smith, Superintendent

From: Lorenzo Poe, Chief Equity Officer & Director of Partnership Development

RE: Culturally Specific Family Engagement Update

This memo and the corresponding appendices are intended to highlight the work of the culturally specific family engagement contractors for the 2012-2013 school year.

The role of the Department of Equity and Partnerships is to coordinate and align the culturally specific family engagement contractor's work to the outcomes that have been articulated by the Family Engagement Department: (a) increasing two way communication between and home and school and (b) increasing learning at home. This year's work builds on the work from last year. **See Appendix A:** Program Descriptions.

Representatives from each of the culturally specific contractors worked collaboratively under the direction of the Office of Equity and Partnerships to create a common set of outcomes across all contracts. See **Appendix B:** Theory of Action; **Appendix C:** Common Outcomes; **Appendix D:** Logic Model Template; and **Appendix E:** 2012 - 2013 Logic Model Sample (SEI).

These contracts are being managed to a specific set of outcomes with the understanding that service delivery occurs in a complex, interrelated broader partnership system. In order to deepen the alignment of this work across the broader system the Office of Equity & Partnerships hosted a Holiday Family Engagement Meet and Greet in December. Our culturally specific contractors were invited to share and connect their work with each other, other key strategic partners like SUN and Step Up, our internal family engagement staff, and other PPS staff who work closely with families. At the Meet and Greet, organizations identified opportunities for collaboration. We will continue to convene this collaborative and involve our partners more intentionally in strategic initiatives. Our ultimate goal is to build a more synergistic system which optimizes resources, leverages strengths of individual partners, and builds capacity across each of our organizations to provide more culturally responsive programs and services to students and families in Portland Public Schools.

Also included in this packet are samples of work from the contractors : class offerings, newsletter, and flyers to give you a glimpse of the types of services being offered.

**Culturally Specific Family Engagement
Program Description**

ORGANIZATION

Program Name

Self Enhancement, Incorporated (SEI)

Culturally Specific Family Engagement Grant

Program Description (500 words or less):

Self Enhancement's (SEI's) Family Engagement Program focuses on two types of parent involvement; *Communications* and *Learning at Home*. In the four participating schools; Jefferson, Boise-Eliot-Humboldt, King, and Ockley Green, expectations are that parents will: 1) improve their understanding of school programs and policies by participating in a variety of structured activities designed to engage them in conversations 2) increase their engagement in monitoring their student's progress and 3) improve their understanding of instructional programs and how to support and encourage students' learning in subject areas each year.

These four schools use outreach efforts that are culturally appropriate and that builds relationships with one hundred focal families by being responsive to their needs. Key outreach strategies include a range of communication methods: identifying the best methods to contact parents and increasing the distribution of information; creating, distributing, and posting flyers in the school and in the community; calling parents, and promoting one-on-one parent interactions in homes and in the community. The SEI staff works with students, staff and parents to bridge the home-school gap and extends outreach by making home visits to families in efforts to identify parental and family barriers to student's school success. In addition, SEI staff works with the PPS Title X staff to secure needed resources for homeless families.

Efforts to engage parents in their student's homework is facilitated and supported through Parent and FAMILY Workshops. The SEI staff assists in mobilizing school resources in helping parents monitor their student's academic progress through school counselors, teacher teams and technology. Workshops, school and parent meetings inform parents of how to actively support their student's education.

SEI staff participates in school meetings and can serve in an advocacy role for parents, when requested. SEI staff can also promote parents' involvement in volunteer opportunities in the school.

Parents complete pre and post surveys to assess whether the school is engaging them in meaningful ways and that identify the school's strengths and areas needed for improvement. Frequent feedback through Focus Groups, roundtable discussions, phone calls and emails on how the project is being implemented is ongoing as a process of improvement.

Parents In partnership with the Black Parent Initiative (BPI) are provided workshops through the BPI Parent University, a Parent Resource Center that also includes other educational opportunities.

The Family Engagement Team is comprised of SEI and the BPI key staff. These staff members are responsible for supporting parents and schools in ensuring desired family outcomes and long-term impacts. It is vital that parents and guardians realize the importance of their role in the family engagement pathway throughout their student's educational career. Through the implementation of this grant, families will feel empowered and motivated to have their students experience school success.

Appendix A

School	Cultural Groups Served- <i>Please list</i>
Boise-Eliot-Humboldt	African-American
King	African-American
Jefferson	African-American
Ockley Green	African-American

Key Staff:

Name	Title	Email	Phone
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Annette Ramsey	Parent Coordinator – <i>Ockley Green & King</i>	AnnetteR@selfenhancement.org	503-916-5660/503-916-6456
Robyn Harris	Parent Coordinator- <i>Boise-Eliot – Humboldt</i>	robynh@selfenhancement.org	503-916-6171/503-916-6282
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Teisha Parchment	Prevention & Early Intervention Program Manager	Teisha.parchment@thebpi.org	871-400-0636

**Culturally Specific Family Engagement
Program Description**

ORGANIZATION

NAYA Family Center

Program Name

Parent Involvement and Student Achievement

Program Description:

NAYA’s *Parent Involvement and Student Achievement* program expands Portland Public School’s capacity to improve student achievement by strengthening the relationship between schools and Native American families.

Key elements of the *Parent Involvement and Student Achievement* program include:

- a. Youth advocates work in schools with identified Native American youth to build relationships with youth participants, families and educators.
- b. During the first three weeks of student contact, the youth Advocate meets the student once a week.
- c. Advocates work with the student and their family to develop the student directed Individual Service Plan, based on NAYA Relational Worldview Model examining the 4 quadrants of a youth’s life – mind, body, spirit and context.
- d. Youth Advocates work one-on-one with the youth and families encouraging parental engagement in the schools, and increasing academic achievement.
- e. Parent Involvement Advocate will work with parents to coach and provide support about overall parenting issues, with the main goal being to get involved in their students’ school communities.
- f. Parent Involvement Advocate provides weekly parenting classes using the Parents Helping Parents curriculum infused with traditional Native parenting lessons and approaches.

School	Cultural Groups Served- Please list
Harvey Scott	Native American
Chief Joseph	Native American
James John	Native American
Rigler	Native American
Rosa Parks	Native American
Vernon	Native American
Woodlawn	Native American
Mt. Tabor	Native American
George	Native American
Faubion	Native American

Appendix A

Key Staff:

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Paige Smith	Youth Advocate	paiges@nayapdx.org	503-288-8177
Crystal Cox	Youth Advocate	crystalc@nayapdx.org	503-288-8177 ext. 232

**Culturally Specific Family Engagement
Program Description**

ORGANIZATION

Latino Network

Program Name

Conexiones

Program Description (500 words or less):

Colegio de Padres/Parent College For parents, the Parent College includes a series of weekly workshops, or *Charlas*, on important issues facing Latino families with children in 6-12 grades. These *Charlas* address the some of the following issues:

- Communicating with your child’s school
 - Reading Report Cards
 - Accessing attendance information
 - Learning to communicate with teachers and administrators
- Creating a healthy home learning environment for your children, including how to build a home study location
- Childhood Development: What to expect from your child at various ages and stages
- Gang Prevention: Recognizing the signs of involvement and talking with your child
- “Walking Between Two Cultures” --Latino cultural issues and their impact on parenting
- Raising a Healthy Child: Examining the importance of diet, sleep, and exercise in supporting your child
- Discussion forums on Latino community issues

Plaza Comunitaria and Computer Literacy *Conexiones* provides participants with access to a mobile computer lab to help eliminate the technology gap. Participants can use the Internet and email to promote communication with their children’s school and will engage in general computer literacy lessons. Additionally, they will have access to the *Plaza Comunitaria*, a Spanish language online learning program developed by the Mexican government to promote adult education and education abroad for Mexican citizens.

Child Care During the *Colegio de Padres* and Mobile Computer Lab sessions, Latino Network provides childcare resources for families, as we recognize that childcare, or its absence, is a major barrier to participation for many families in our community. Additionally, we provide all sessions in Spanish in an effort to overcome the linguistic barrier that many members of our community face.

Youth Soccer Latino Network’s Youth Soccer teams focus on teaching youth the importance of physical activity as a part of education, promoting self-discipline, respect and integrity through participation in organized sports, participation as a member of a team to achieve goals, and the discipline of practice to develop skills. These are all life skills that are applicable in education, career, family and community contexts.

Youth Leadership For High School age youth, Latino Network will offer *Conexiones*, a weekly youth leadership program (following the SUN schools calendar) with focus in cultural identity development, and communications skill-building for Latino youth.

Appendix A

School	Cultural Groups Served- Please list
George MS	Computer Literacy for Latino parents
George MS	Soccer for Latino youth
Lent K-8	Computer Literacy for Latino parents
Lent K-8	Plaza Comunitaria
Lent K-8	Colegio de Padres for Latino parents and families
Madison HS	After school leadership for Latino youth, with parent/family convenings
Jefferson HS	After school leadership for Latino youth, with parent/family convenings
Chavez K-8	Computer Literacy for Latino parents

Key Staff:

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Jose Gutierrez	Manager	jose@latnet.org	503-283-6881 x154
Jackeline Luna	Coordinator	Jackie@latnet.org	503-283-6881 x117

Culturally Specific Family Engagement

ORGANIZATION

Program Name

IRCO

FACES

Program Description (500 words or less):

FACES Family Engagement Staff provide individualized support and group learning to Limited English Proficient (LEP) families to help improve school-to-home and home-to-school communication and foster greater learning at home. FACES group activities provide culturally and linguistically appropriate education opportunities on topics such as parents as teachers, life at school, and how to read a report card. Individualized support includes regular home visits and phone calls, individual parent meetings, referrals to resources such as SUNS schools and Title X, and in-home tutoring.

School	Cultural Groups Served- <i>Please list</i>
Bridger	Asian
Cesar Chavez	African Immigrant
George	African Immigrant
Harvey Scott	Asian and African Immigrant
Kelly	Open to all ELL populations
Lent	Asian
Marysville	Asian
Rigler	African Immigrant (AI)
Rosa Parks	African Immigrant
Vestal	Open to all ELL populations
Whitman	Open to all ELL populations
Woodmere	Open to all ELL populations

Key Staff:

Name	Title	Email	Phone
Ellen Parker	Program Coordinator	ellenp@mail.irco.org	971.271.6560
Corey Goldberg	Tutoring Coordinator	coreyg@mail.irco.org	503.234.1541 x574
Uluf Hassan	AI Family Engagement Specialist	ulufh@mail.irco.org	503.360.4264
Tony Pham	Vietnamese FES	tonyp@mail.irco.org	503.860.8129
Thuy Le	Vietnamese FES	thuyl@mail.irco.org	503.863.6538
Anna Turchin	Slavic FES	annat@mail.irco.org	971.271.6594

Theory of Action

If Portland Public schools believes that family engagement is critical for a child's success in school,

Then

There is a need to partner with Culturally Specific Community agencies to help build trusting relationships with historically underserved families to:

- Improve Learning at Home
- Improve 2-way Communication

Then

- Parents will improve understanding of instructional program and how to support and encourage students' learning in subject areas each year
- Parents will improve understanding of school programs and policies by participating in a variety of communication techniques
- Parents will engage and monitor their child's progress in school

And ultimately student achievement will increase

Logic Model Column Definitions

Resources – The personnel and financial resources that support the work

Activities – What community partners do

Outputs – Evidence that the activities were carried out

Outcomes – The targets of the activities and outputs

Impact – The results of carrying out the logic model

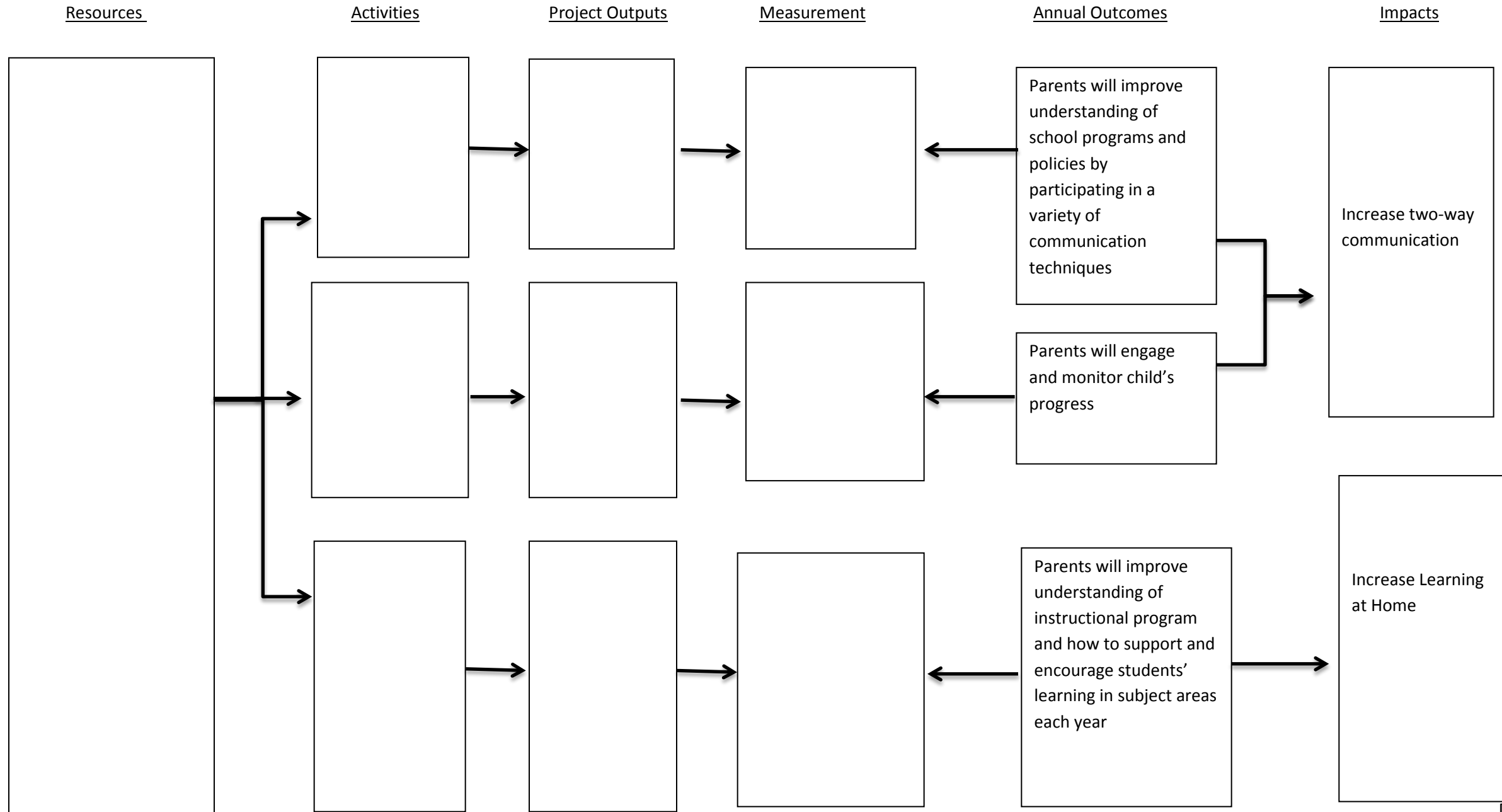
This table represents common outcomes for each culturally specific family engagement contract.

Impacts	Annual Outcomes	Measurement
Improve Learning at Home	Parents will improve understanding of instructional program and how to support and encourage students' learning in subject areas each year.	<ul style="list-style-type: none"> • Surveys • Focus Groups (one per contractor)
Improve 2 Way Communication	Parents will improve understanding of school programs and policies by participating in a variety of communication techniques	<ul style="list-style-type: none"> • Surveys • Focus Groups (one per contractor) • Parent Conferences • Open house and other school events • Phone • Email • Contractor/community workshops
	Parents will engage and monitor child's progress	<ul style="list-style-type: none"> • Surveys • Focus Groups (one per contractor) • EdBOX • Jupiter Grades • Report cards • Progress reports • Phone calls • Emails • Meetings

Appendix D

2013 – 2014 CULTURALLY SPECIFIC FAMILY ENGAGEMENT LOGIC MODEL TEMPLATE

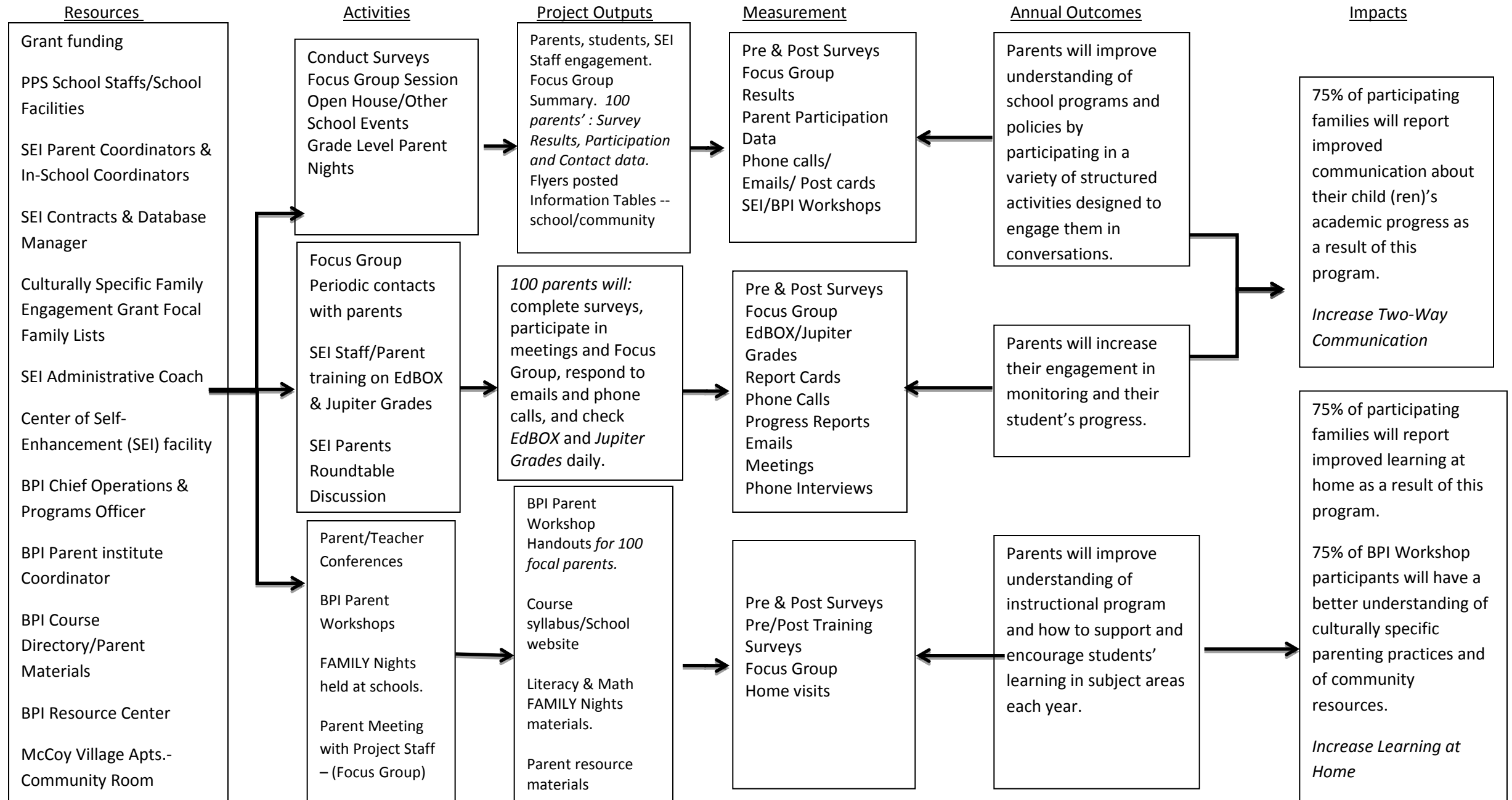
Contractor: _____



Appendix E

2012-2013 CULTURALLY SPECIFIC FAMILY ENGAGEMENT LOGIC MODEL SAMPLE

Contractor: Self Enhancement, Inc.





Le invitamos a...

Participar con nosotros en el programa.

“En colegio de padres, los participantes valoraran desde el corazón la necesidad de compartir mas a menudo un tiempo especial con sus hijos”

Para los padres tenemos:

- Colegio de Padres

También tenemos:

- Clases de computacion
- Participación en las actividades de sus hijos

En enero tendremos:

- Plaza Comunitaria

¡Más información adentro!



¡Participe!
en
Colegio de Padres

¿Es usted padre / madre de familia con hijos en la escuela Lent?

¿Tiene hijo(s)/hija(s) en el sistema escolar de Portland?

¡Entonces, este nuevo programa es para usted!



Para mas información comuníquese con:
Keyla o Carmen en la oficina de (SUN)
José Gutiérrez
Teléfono (503) 803-0329
jose@latnet.org

Colegio de Padres

“Conectando nuestras familias, comunidades, y escuelas para un futuro brillante”



Un programa de la red latina y SUN en
Lent School

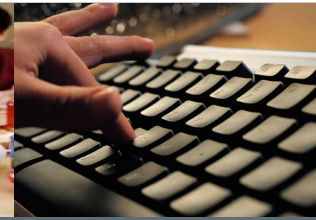
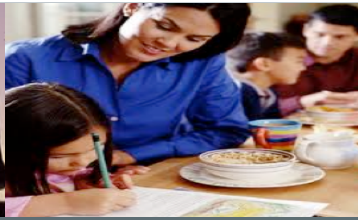
Le invitamos a participar en un programa diseñado especialmente para padres latinos.



LatinoNetwork



SCHOOLS UNITING NEIGHBORHOODS



COLEGIO DE PADRES

TEMAS Y CALENDARIO

HORARIO DE CLASES - COLEGIO DE PADRES
las clases son el segundo jueves del mes
de 6:00pm-8:00pm

Jueves 8 de noviembre

1) *Edades y etapas del desarrollo juvenil*
Contenido: Que esperar de sus hijos en las diversas etapas de su desarrollo

Jueves 13 de diciembre

2) *Como hablar con los hijos adolescentes*
Contenido: Examinaremos la importancia del dialogo con los hijos, que callar y que decirle a los hijos

Jueves 10 de enero

3) *Como educar a los hijos en los valores*
Contenido: Los valores como la amistad, la comprensión, la tolerancia, la paciencia, y el respeto, son esenciales para un sano desarrollo de los niños

Jueves 14 de febrero

4) *Creando un plan de estudio en casa*
Contenido: Aprenderán a crear estrategias de estudio, organizar calendarios y promover la auto estima de sus hijos, para mejorar el rendimiento escolar

Jueves 14 de marzo

5) *Internet seguro y cyberbullying*
Contenido: Estamos ante un caso de *ciberbullying*... cuando un o una menor atormenta, amenaza, hostiga, humilla o molesta a otro/a mediante el Internet, teléfonos móviles, consolas de juegos u otras tecnologías telemáticas

Jueves 11 de abril

6) *Las pandillas; dibujos, símbolos y practicas*
Contenido: reconocer los signos y como hablar con los hijos como un método eficaz de prevención

Jueves 09 de mayo

7) *Los adolescentes; el alcohol y las drogas*
Contenido: reconocer los signos y aprender a dialogar positivamente con los hijos como un método eficaz de prevención.

Horario de clases adicionales para padres

COMPUTACION
las clases son los miércoles
de: 9:15am-11:30am

COMPUTACION Y PLAZA COMUNITARIA
las clases serán los miércoles (**comienzan en febrero**)
de: 12:45pm-2:45pm

COLEGIO DE PADRES

Para padres con niños en el sistema escolar de portland.

Las clases son de: 6:00pm-8:00pm
El segundo jueves de cada mes
(Antes de la reunión mensual de padres hispanos de Lent)

¡MUY PRONTO!

Plaza Comunitaria

y

Habilidades Básicas de Computación

**Plaza Comunitaria es:
una primaria y secundaria
coherente, con visión renovada,
amplia y centrada en el
aprendizaje.**

**Facilita la continuidad educativa
y hace posible el ingreso al
bachillerato.**

Las clases inician en febrero.

PLAZA COMUNITARIA



¡Decídete!
a terminar tu
SECUNDARIA

Te esperamos en la plaza

"Plaza Comunitaria" ofrece programas y recursos de educación básica en español para hispanos de 15 años en adelante. Hay disponibles libros y cursos en línea para todos los niveles, desde alfabetización y secundaria, hasta preparación para estudios superiores.

Ubicación de la Plaza Comunitaria:

Las clases serán en la escuela **Lent**
comenzamos el

martes 5 de marzo, 2013
de 3:15 PM a 5:30 PM

Más Información:

En la escuela LENT- en las oficinas de SUN
En Latino Network - con José Gutiérrez (503) 803-0329
Email: jose@latnet.org



LatinoNetwork



INSTITUTO DE LOS
MEXICANOS EN
EL EXTERIOR





Tết Quý Tỵ - 2013
Lunar New Year Celebration
February 22, 2013
6pm – 8pm

Khai Mạc – Greeting	<i>MC</i>
Múa Lân – Lion Dance	<i>The Lucky Lion</i>
Hát – Song “Ngày Tết Quê Em”	<i>Students from Whitman</i>
Múa – Dance “Trống Cơm”	<i>Students from Lent</i>
Đàn Piano – Piano Duet	<i>Duy, Nguyễn</i>
Múa – Dance “Cái Đèn Cù”	<i>Students from Woodmere</i>
Võ Thuật – Martial Art	<i>Chinese Kungfu School</i>
Múa – Dance “Khúc Ca Bốn Mùa”	<i>Students from Lane</i>
Kể Chuyện – Story Tell	<i>John Nguyễn</i>
Độc Tấu Piano – Piano Piece	<i>Tú Vũ</i>
Trình Diễn Thời Trang – Fashion Show	<i>Students from Lane</i>
Xổ Số - Raffles	<i>Tony Phạm</i>

2013 LUNAR NEW YEAR

Tết Quý Ty – 2013
Lunar New Year Celebration
February 22, 2013
6pm – 8pm

Special Thanks

Principal John Horn, teachers and all school staff for strong commitment in supporting Cultural Events at Lent

IRCO Staff – Event Organizers

Chi Bui
Thuy Le
Tony Pham

Chau Le
Olivia Nguyen
Tommy Dang

Stage Crew

Michael Ninh
Charles Nguyen

Duy Bui
Toan Nguyen

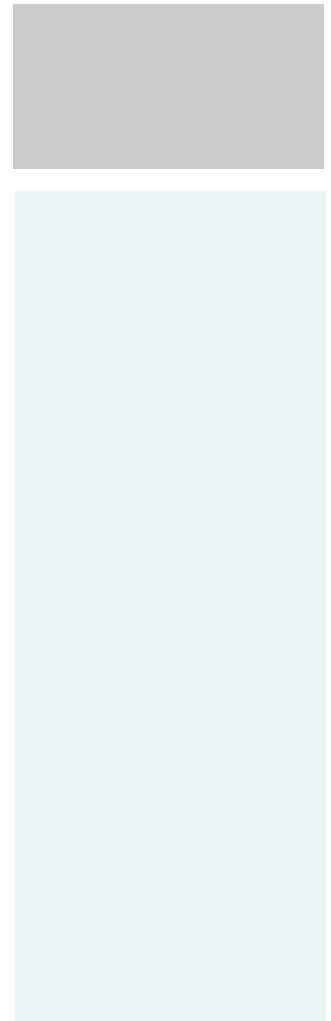
Parent Groups from Lent, Whitman,
Woodmere, and Lane

Khai Mạc – Greeting	MC
Múa Lân – Lion Dance	The Lucky Lion
Hát – Song “Ngày Tết Quê Em”	Students from Whitman
Múa – Dance “Trống Cơm”	Students from Lent
Đàn Piano – Piano Duet	Duy, Nguyễn
Múa – Dance “Cái Đèn Cù”	Students from Woodmere
Võ Thuật – Martial Art	Chinese Kungfu School
Múa – Dance “Khúc Ca Bốn Mùa”	Students from Lane
Kể Chuyện – Story Telling	John Nguyễn
Độc Tấu Piano – Keyboard Solo	Tú Vũ
Trình Diễn Thời Trang – Fashion Show	Students from Lane
Xổ Số - Raffles	Tony Phạm



PARENT UNIVERSITY

W I N T E R 2 0 1 3
C A T A L O G



Parent University



Mental/Emotional/Social Wellness

Healthy Relationships

Let's Stay Together! Are you involved in a relationship? Or wanting a healthy relationship as your next step? You can participate in this unique opportunity to explore your relationships with partners, as a single parent, co-parents, parents, friends and others in a supportive group setting.

Building Community Support for Success of Black Children

We value the wisdom and knowledge of our parents and we provide a safe space for parents to share their experience and voice their concerns. During our parent circles, parents will come together to learn from each other, encourage one another, and find new ways to support their children.



Blueprint for Manhood

A skill building group that concentrates on culturally young Black males. The group will cover topics that address academic as well as behavioral issues. By assisting these young men on such topics, BPI is contributing to their academic success and behavioral achievement, with hopes of the young men becoming future mentors and role models to their peers and to their younger community members.

Not Easily Broken

The group will address social issues affecting Black women and their families. We will take a holistic approach to address these life challenges by focusing on the family of origin, domestic violence, relationships, spirituality, and life etiquette.

Economic Wellness



Thriving Financially

Want to overcome stressed about your finances? Are you interested in improving your money management? Come to our classes and take action today! Join the Black Parent Initiative in collaboration with Innovative Changes for a 4 part series of classes focused around your personal relationship with money and how to strengthen and build financial wellness.

Rent Well

Are you having a hard time with housing? Past evictions? Other barriers to housing? Rent Well is a series of educational tools that helps landlords and tenant work together for stable, safe and healthy rental housing.

Physical/Community Wellness



Cooking and Nutrition Wellness Series

The Natural College of Natural Medicine's ECO (Ending Childhood Obesity) Project is led by a licensed naturopathic physician and is a series of 12 FREE weekly workshops that provide nutrition information and simple techniques to cook delicious meals with whole foods. Recipes include: chili and cornbread, pumpkin black bean soup, and salmon salad. Nutrition topics include: the benefits of breakfast, exploring sweeteners, cooking for diabetes, and portion sizes. Participants cook and enjoy a healthy meal at every workshop, and receive the whole grain of the week, generously donated by Bob's Red Mill.

~Food & Childcare provided for all Classes and Workshops~

For more information email parentuniversity@thebpi.org or call 971-400-0636

Our **Family Resource Center** is located at 2715 NE Dekum Street in Portland and available for you to access education and employment support, services, case management and workshops. Come check out our library, utilize computers for employment search, access support for families involved in the Department of Human Services (DHS), in home parent coaching, education advocacy and much more.

Register at <http://thebpi.wufoo.com/forms/partner-referral/>



Black Parent Initiative
2715 NE Dekum Street
Portland, OR 97211
<http://www.thebpi.org>

Strategic Framework for PPS School-Family Partnerships

2013-16

DRAFT: February 8th, 2013

Vision of School-Family Partnerships

Portland Public Schools is committed to working in partnership with all families to ensure the equitable and significant improvement of student academic and personal success. This commitment is based on three clear principles:

PRINCIPLE 1: The engagement of every family, regardless of economic, social, or cultural circumstances, will advance the academic achievement and personal success of every student.

Every family wants the best for their children, and every family has its own needs, resources, and cultural dynamics. Families from historically underserved communities face special challenges, especially those who are not fluent in English. It is important to connect with families at convenient times, in comfortable, accessible settings including their own homes.

PRINCIPLE 2: Honest relationships require genuine and mutual understanding, respect, and trust among parents, communities, and schools.

When everyone appreciates the unique strengths, histories, and experiences of each family, each community, and each school, people can engage in a spirit of mutual discovery. A holistic approach honors multiple perspectives and provides everyone with the tools they need to be full and effective partners in the student's success.

PRINCIPLE 3: Family engagement is everyone's responsibility.

PPS staff, family members, and community-based organizations must coordinate their efforts, with specific expectations and accountabilities. They should know each other as people, understand one another's special strengths, and develop a culture of helping each other without regard to formal roles. Regular communication and personal relationships are essential.

Strategic Direction

The Office of School-Family Partnerships coordinates and supports efforts across the District by providing expert advice, training, linkages, system navigation, access to funding and other resources, and specific tools to families, staff, and communities. Regular communication is critical. Following is a summary of the strategic direction of the Office of School-Family Partnerships during 2013-16.

2013-16 Goals and Major Activities

Goal 1: Ensure that every school develops and implements a plan for school-home partnership in collaboration with families.

Major Activities:

- a. Assign School-Family Partnership Coordinators to individual schools to expand and deepen partnerships between school and home.
 - Begin in 2013-14 with all 12 Priority and Focus Schools. Expand to 24 schools in 2013-14, 36 schools in 2014-15, and all schools in 2015-16.
 - Ensure that each school has an effective family engagement element in its School Improvement Plan.
 - Ensure that each school includes professional development of teachers and staff.
 - Assist each school to develop an effective Site Council.
 - Ensure that the plan is broader than events and activities. Describe how improved engagement of families will improve communication and develop more inclusive classrooms and welcoming school environments.
 - Assist each school with creating a more welcoming environment.
- b. Upon request, assist additional schools develop, implement, and evaluate their plans for partnership between school and home.
- c. School-Family Partnership Coordinators will work as a team to support one another with their individual expertise.

Goal 2: Develop the District's resources to support family engagement

Major Activities:

- a. Work to embed family engagement in all facets of PPS to help meet Milestones.
 - Instructional activities
 - Site Councils
 - School-based outreach
 - All major District initiatives
 - Community engagement
- b. Develop and deliver a range of training programs for staff, families, and community.
 - Continue to deliver parent trainings through Parent Academy and other venues that develop parent capacity to support learning and enhance parent leadership.
 - Provide educators and school leaders with regular and consistent professional development and training opportunities to effectively welcome and collaborate with all families.
- c. Create a best practices clearinghouse for use by school staff, families, and community.
- d. Continually improve the school-family partnerships web page to disseminate information and increase awareness regarding this resource.
- e. Provide support for pilot projects.
- f. Hold regular meetings of key District staff.

- g. Affiliate with Partnerships for Academically Successful Students (PASS) as part of the Pacific Education Group's Courageous Conversations about Race training.

Goal 3: Increase involvement of community organizations in school-home partnership

Major Activities:

- a. Work in partnership with community organizations, particularly with historically underserved populations including communities of color, students and parents with disabilities, and the LGBTQ community.
 - Collaborate to improve strategies to increase engagement of underserved families.
 - Provide information, technical assistance, and support.
 - Hold regular community / family engagement forums.
 - Ensure communication of planned events.
- b. Assist in keeping the community informed, in culturally and linguistically specific ways, about school and District activities, initiatives, and progress in meeting Milestones.
- c. Collaborate with community partners to sponsor youth leadership conferences and student recognition projects.

Tools and Resources

To implement this strategic direction, the Office of School-Family Partnerships requires consistent support from PPS.

- Adequate and stable funding. (Budget to be developed.)
- Administrative support, including clerical and IT assistance.
- Visible backing from District leadership.
- Partnership with the full team of people supporting Priority and Focus Schools.
- Professional development.
- Materials, supplies, and equipment required for training and outreach.

Assessing School-Based Family Engagement Efforts



School:

Family Engagement Coordinator(s):

Building Administrator:

<u>Strategy</u>	<u>Type (1-6)</u>	<u>Status</u>
1. Is there a system of volunteer coordination in place?	3	
2. School Newsletter published at least monthly. Is there a place in the newsletter for parent tips?	2	
3. School Website in place, current and regularly maintained. Teacher contact information and web-pages are consistent. Current information about events and calendar is posted. Helpful links for parents in place.	2	
4. School standards for Family Involvement – Welcome letter at the beginning of the year inviting parent input about child strengths, weaknesses and interests. Telephone calls made to parents regularly to give a “praise report.”	2	
5. Welcome Signage – When you enter the building, there is welcome signage in multiple languages. There is print media and visual images of children and families of different races and diverse cultures.	2	
6. Staff Training –Opportunities for staff development for family engagement, cultural understanding, etc. in place? Leadership attends training opportunities for parent engagement? Support and encouragement for parents and teachers to attend state or local conferences on family engagement?	1-6	
8. Homework Support – Information and resources provided to families to help their children with homework. The school operates a tutor center, opportunities for peer tutoring, study halls, and/or after-school help from teachers is available.		
9. What events gather the most parents? At these events, do we share family engagement tips and activities, i.e., during intermission?	1-6	
10. Are parent liaisons/community agents in place to help with the needs of second-language families? If we don’t have parent liaisons, what resources exist to ensure that the communication needs of second-language families are met?	2	
11. What community-based partners are most active in the school? Are there opportunities for partnering to deliver parent events, trainings, etc.?	6	
10. Are there perspectives that are not being considered/heard as decisions are made? (special ed, disability, second language, under-represented)?	2	
11. What’s the front-office for standard for welcoming families? How conducive is your current office set-up to welcoming families? What areas need improvement?	2	
12. Active site council? Is the Site Council actively involved in supporting the goals of the SIP? Do site council participants understand their role? Have meetings been scheduled with PTA leadership? Do you support parent committees by participating in some or all meetings?	5	
13. Is a school-family compact or agreement in place?	2	
14. How does the school involve families in the achievement of its writing goals? What is the family engagement coordinator’s role? Do you have a copy of the SIP – Family Engagement Action Plan?	5,3,4	
15. Survey families every year? Report the results back to families? How are the results/information used?	2	
16. Parent coffees or opportunities for families to talk with the principal? Is leadership visible and accessible to families? At what end of the continuum is your leadership style – do you run a “fortress” school or a true “partnership” school?	2	

17. What, if any, communities are under-represented at school programs/events? Do you have a strategy for reaching out to these families? If not, what are you planning to do? How will you reach out to partners to assist with this effort?	2	
18. Are you in compliance with the Administrative Directive for Parental Involvement? Are you in compliance with Title I Parental Involvement?	5	
19. As you are developing your TAG plan, are families involved? Do our TAG students reflect the student population? Has a TAG meeting for families taken place?	5	
20. What do classrooms, offices and building halls reflect? Inclusiveness or exclusiveness? Are multiple perspectives reflected?	5	
21. Is there a parent center/community room for families to meet, access resources, use technology?	4	

(Prepared by Reiko Williams, September 2009)



Parent Academy Course Listing

2012-13

Parent Academy is a collaboration between Portland Public Schools and community-based partners to acknowledge, honor, support and promote family involvement in student achievement.





PARENT ACADEMY

Greetings,

The Portland Public School's Office of Family Engagement has partnered with a diverse team of educators and community members throughout Multnomah County to bring you the Parent Academy, a program offering free workshops and family learning events at schools throughout the PPS community.

After two successful years, we are seeking to work in closer partnership with school representatives and community partners to ensure greater visibility and access for families. It is also important that the workshops that are offered at our schools reflect your needs.

You will find instructions included in this booklet for how to bring a Parent Academy workshop to your school community. We look forward to another successful year. If you have any questions or concerns, please feel free to contact Andrea Wade at (503) 916-2000 ext. 74825.

Sincerely,

A handwritten signature in cursive script that reads "Reiko Williams".

Reiko Williams
Program Director
Family Engagement



PARENT ACADEMY

Culture/Community

Telling your story

This session focuses on the benefits of sharing your family history with your child as an educating and empowering tool to promote student pride and success.

Courageous Conversations About Race

In this workshop, participants discuss race and the impact of race on student success. Parents have an opportunity to understand the district's racial equity initiative.

Meet and Greet Your Board of Education Members

The Portland Public School Board of Education provides leadership and oversight for Portland Public Schools by setting goals, establishing policies, and committing resources to benefit our student population. Come and meet members of the PPS Board of Education to find out about the roles and responsibilities of Board members, learn about the Board's functions, and ask questions of these dynamic leaders.

Adult Education/Personal Development

Cooking and Eating Healthy: On a Budget

In this workshop, you will learn how to cook healthy, seasonal meals on a budget and will be actively involved in the preparation of a meal. Registration is required. Each workshop is limited to 20 participants.

Resume Writing, Job Readiness and Interviewing

In this workshop, you will learn about current trends in resume writing and job preparedness to help you successfully navigate the job market.

My Money, My Life: Making a Tight Budget Work for Families

This workshop helps families get their arms around their household finances. It is designed for those who want to improve their financial management during uncertain economic times.



PARENT ACADEMY

Adult Education/Personal Development

Computer Smart

Explore the PPS website and online resources, set up an EdBox account, and learn about Microsoft Office programs in this beginning-level workshop.

Cybersafety and Social Media

Learn about the most common websites used by children and safety issues related to computer and cell phone use.

Leadership/Decision-Making

Making the Right Choice for Your Child's Education

In this session, you will learn about the school options in PPS. You will become more familiar with the educational options provided at all grade levels, including language immersion and advanced placement courses.

Understanding Your Child's Graduation Requirements, Credits, GPA and Report Cards

All high schools have academic requirements that students must meet in order to graduate. In this session, learn how you can ensure that your child is making satisfactory academic progress in order to advance to the next grade level.

Advocating for Your Child at School

In this session, you will receive information about how to advocate, communicate effectively and work in partnership with school staff and administrators regarding your child's academic, behavioral and emotional well-being.

Making Sure that 9th Grade Counts (Culturally Specific for Vietnamese Parents)

In this workshop, parents will understand the transition from 8th - 9th grade. Parents will learn different ways to prepare their children academically and socially for high school.



PARENT ACADEMY

Students/Parent Rights and Responsibilities in Public Education (Culturally Specific for Vietnamese Parents)

This workshop will help parents and students understand the district's guidelines, policies and procedures; and the consequences of violating school and district policies and procedures.

Understanding the U.S. Educational System for ESL Somali Parents

This session is culturally-specific designed to provide an overview of the school system, ESL program, and the importance of parent and family involvement. In this workshop, you will also learn how to read and understand high school transcripts, GPA and report cards.

Learning at Home/School-Home Communication

Teamwork: Parents as Partners in Writing

Parents play a significant role in their children's academic development. In a two-hour interactive presentation, professionals from Wordstock, a nonprofit that promotes writing in the classroom, answer the question: "How can I help my child in writing at home without taking over?"

College Bound: Scholarships and How to Apply (Culturally-Specific for Vietnamese Parents)

This scholarships workshop will help parents find ways to pay for their children's college education and how the courses they take in high school can support them with being better prepared for college.

College on The Horizon: Preparing your Child for the Future

It's not too early to begin having conversations with your child about college and career. This session provides tips and strategies from cradle through career.



PARENT ACADEMY

Learning at Home/School-Home Communication

Getting the Most Out of Report Cards and Ed-Box Viewer

Report cards and the Ed-Box Viewer are the primary ways that teachers and schools share information with families about student progress. Learn how to get the most out of your student's report cards and the Ed-Box Viewer and tell us how we can make them more useful for you. Join other parents to learn about and discuss "What we can learn from report cards and the Ed-Box Viewer and how they can be improved?"

Families Learning Together

This workshop will offer strategies to support your child's learning at home. Families will have opportunities to meet one another and practice techniques that will help children with becoming better readers and writers. Door prizes, light dinner, and childcare provided. Each family will leave with the gift of a book.

Financial Aid (Culturally Specific for Vietnamese Parents)

This workshop will help parents understand financial aid, work-study, scholarship, and the loans that often make it possible for your child to attend colleges that might otherwise be too expensive. You will also learn what you need to do, what you should expect, what you need to avoid and how to help your child.

The Importance of Men Taking a Pro-active Role in Their Children's Education

This session examines the impact of men taking a proactive role in their children's education and explores the benefits for students. It provides concrete messages that fathers can employ to enhance and encourage their children along their educational journey.

Effective Parent-Teacher Conferences (Presented in English, Spanish, Russian, Somali and Vietnamese)

Did you know home-school communication predicts positive outcomes for students and for schools? Parent-teacher conferences are an important component of ongoing home-school communication and family engagement. Come learn tips and strategies to prepare for an effective parent-teacher conference. This workshop can be presented in English, Spanish, Russian, Somali or Vietnamese.



PARENT ACADEMY

Family Literacy for ESL Somali Parents

This culturally-specific workshop will emphasize the importance of literacy. Family literacy support can make all the difference in the school life of a child. Parents will be provided with fun reading, writing and speaking activities to support student literacy.

Educate & Inspire(Culturally Specific for Latino Parents)

Educate & Inspire is curriculum for parents, delivered by parents of Portland Public School students. This project is focused on reaching out to Latino parents by providing nine basic workshops on how schools operate and how to be involved. These workshops promote parent involvement, leadership development and advocacy. The curriculum is designed to improve education and academic achievement for Latino youth in our schools. *This curriculum is delivered in Spanish.*

Unit 1: The Reality of Latino Youth in our Community

In this unit, parents will recognize the importance of education and parent involvement in their children's future success.

Unit 2: No Latino Student Left Behind in their Education

Learn about the federal law "No Child Left Behind" (NCLB)

Unit 3: Education Programs and your Child's Learning

Learn how education laws have evolved to provide special programs that are designed to protect your children and support their learning.

Unit 4: Report Cards, State Tests & Understanding your Child's Learning Progress

This workshop invites parents and families to understand how their children's learning is progressing in order to participate in and support their education. Parents will understand the difference between a child's progress report and school report cards.



PARENT ACADEMY

Child Development/Milestones

Ready, Set, Connect to Kindergarten: How to Prepare for a Confident Start to Kindergarten

This training informs parents and child-care providers about skills that help children with having a smooth start to school. Facilitators explain what to expect in the classroom, school and school district resources, kindergarten registration and more. Educational tools and resources are provided.

**Training certificates will be provided by Child-Care Resource and Referral of Multnomah County.*

The Teenage Brain: How It Works and How We Can Work With It

This presentation for parents of 5th-12th graders focuses on the teen brain. It explores what is going on in the teen brain: how it works and how we can work with it. ***This workshop can also be presented for culturally-specific families in Spanish and Russian.***

Substance Abuse Prevention 101

This seminar will help parents and caregivers understand substance abuse among youth; how to recognize if there is a problem; how to communicate with your child and how to set boundaries as they grow older.

Understanding Autism

Years ago, autism was a rare diagnosis. Recently, it has become more common, and many people have had it touch their lives in some way. The characteristics of autism affect those who experience it at varying levels. This workshop is for family members, educators, and community members. You will learn about autism and how to see the world from that perspective.

Special Education: Parents as Advocates and the Family-School Partnership

Learn about the special education process and how to advocate for your child. Topics include the Individual Disabilities Education Act, Individualized Education Program (I.E.P.), resolving issues, community resources and support. Learn, network, and share tips with other parents.



PARENT ACADEMY

Why Doesn't My LGBTQ Teen Talk to ME? What does LGBTQ Mean?

Do you want to understand what is going on with your LGBTQ teen? Are you wondering if your child is LGBTQ and don't know how to talk about it? Learn how to communicate with and support your child at home, school and in the community. This workshop will be led by gay teens and parents of LGBTQ teens.

Social Bullies: Dealing with Exclusion and Cliques

People often think of bullies as big kids on a school playground who take lunch money from smaller children. Today's students are using exclusion, rumors, and teasing to bully others. Come and explore these behaviors and discuss strategies for helping bullies, victims and bystanders.

Get the Facts about Oregon's Common Core State Standards for Mathematics and English Language Arts

Learn how Common Core State Standards for mathematics and English language arts will impact your child's K-12 learning experiences at school. Understand how your child will be assessed in achieving various mathematics and English language arts competencies. Learn about academic support strategies and activities that support your child's mathematics English language arts learning.

Understanding Challenging Behavior

In this presentation, you will learn how to use a simple assessment tool to understand the context of challenging behavior and develop strategies for yourself and others.



PARENT ACADEMY

Three Steps to Requesting a Parent Academy Workshop

1. Please review the course menu and select the workshop(s) that would be most beneficial for your families and school community.
2. Email Andrea Wade at awade@pps.net and request the workshop that you would like to offer to your families.
3. A family engagement coordinator will contact you within 2 – 3 business days regarding potential dates and review a partnership agreement (expectations, registration procedure, room/building requirements, etc.).

We will try to accommodate all requests; however, this is based on program funding and number of requests.

If there is a workshop that is not reflected in the Workshop menu, please contact us to discuss developing a workshop.

COMMUNITY PARTNERS



The mission and vision for the PPS Parent Academy is to create a strong tie between parental involvement, support and communication, and school success for students by providing families with access to valuable educational resources. The goal of the Parent Academy is to connect parents and families with the training, information and support needed for them to become full partners in their children's education.

PORTLAND PUBLIC SCHOOLS
SCHOOL AND OPERATIONS SUPPORT
OFFICE OF FAMILY ENGAGEMENT

501 N. Dixon St. Portland, OR 97227 503-916-2000 ext. 63080

www.pps.net/parent-academy

Parent Academy promotes family involvement in student achievement through workshops and classes. Interpretation in Spanish, Chinese, Vietnamese, Russian and Somali is available for many courses. For information about Parent Academy courses and to register: Spanish, 503-916-3582; Chinese, 503-916-3585; Vietnamese, 503-916-3584; Russian, 503-916-3583; Somali, 503-916-3586.

Parent Academy (家长学院) 通过学习班和课程来促进家庭在学生学业成就方面进行参与。西班牙语, 越南语, 俄语, 和索马里语的翻译服务将会在许多课上提供。若需更多关于**Parent Academy**课程和注册的信息, 请拨打以下电话: 中文; 503-916-3585

La Academia de Padres promueve la participación de las familias en los logros académicos de los estudiantes por medio de talleres y clases. Interpretación en español, chino, vietnamita, ruso y somalí están disponibles durante muchos de los cursos. Para información sobre los cursos de La Academia de Padres y para registrarse: español, 503-916-3582

Macadka Waalidku waxuu bixiyaa tababaro ku saabsan sidii uu qoysku uga qeyb-qaadanlahaa in ardeygu guuleysto. In-badan oo Tababaradaan ka mid ah waxaa lagu turjumidoonaa luqada Soomaaliga. Hadii aad rabtid macluumaad dheeri ah, ama aad rabtid in aad is qortid, Soo wac (503) 916-3586

Học viện Phụ huynh thúc đẩy và khuyến khích sự tham gia của gia đình trong thành tích học sinh thông qua các hội thảo và các lớp học. Giải thích thông dịch trong của tiếng Tây Ban Nha, Trung Quốc, tiếng Việt, tiếng Nga và Somali là có sẵn cho nhiều khóa học. Để biết thông tin về các khóa học Học viện Phụ huynh và đăng ký xin gọi: Tiếng Việt, 503-916-3584

Родительская Академия, посредством проведения полезных семинаров и курсов для родителей, способствует их более активному участию в школьной жизни детей. На многих курсах предоставляются переводы на испанском, китайском, вьетнамском, русском и сомалийском языках. За более подробной информацией о Родительской Академии и регистрации звоните по данным телефонам: русский язык, 503-916-3583



Board of Education Superintendent's Recommendation to the Board

Board Meeting Date: March 11, 2013

Executive Committee Lead: CJ Sylvester, COO

Department: Nutrition Services

Presenter/Staff Lead: David Wynde, Deputy CFO

Agenda Action: Resolution (this meal price increase will be reflected in the superintendent's proposed budget)

SUBJECT: MEAL PRICE INCREASES FOR 2013-14

BRIEF SUMMARY AND RECOMMENDATION

The United States Department of Agriculture (USDA) and Oregon Department of Education (ODE) require equity in school meal pricing (Section 12 of the National School Lunch Act). Nutrition Services recommends that meal prices be increased on an annual basis in minimal amounts to both comply with this regulation and keep the increases manageable for families.

Nutrition Services recommends the following meal price increases be included in the Superintendent's recommended budget to the Board of Education:

	<u>Lunch</u> <u>2012-13</u>	<u>Proposed</u> <u>2013-14</u>	<u>Breakfast</u> <u>2012-13</u>	<u>Proposed</u> <u>2013-14</u>
Elementary	\$2.50	\$2.60	\$1.10	\$1.25
6th-8th Grade	\$2.75	\$2.85	\$1.10	\$1.25
High School	\$3.00	\$3.10	\$1.35	\$1.25
Adult	\$4.00	\$4.10	\$1.85	\$2.00


This meal price increase will be reflected in the Superintendent's proposed budget.

BACKGROUND

Board Policy **3.60.040-P Nutrition Services, Meal Pricing and Purchasing** requires the Board to establish prices for adult meals and student reimbursable meals.

The Federal equity in school lunch pricing requirements stipulate that meals must be priced to cover the cost of producing them. When meals are priced below the cost of production it has the unintended consequence of increasing the Federal subsidies for higher income children. Federal funds for free/reduced-price meals are being used to fill the gap between what a paid meal costs and what the district receives for it. On average, the paid meal price for lunch must be equal or greater than the amount of the free reimbursement (\$2.88) minus paid reimbursement (\$.29).

Nutrition Services is expected to be a self-funded operation relying on the revenue generated by serving meals that receive federal reimbursement and cash payments from families. Approximately 20% of revenue comes from cash sales and 80% from federal reimbursement.

Reviewed and Approved by Superintendent


Historically lunch prices have been increased by 10 cents each year for the last five years. The modest increases have been accepted by families and have resulted in only a slight decrease in participation in school lunch programs.

Breakfast pricing has not been increased annually. To standardize the breakfast pricing for the 2013-14 school year, there will be a 15 cent increase for PK-8 and a decrease of 10 cents in grades 9-12 so that breakfast will cost \$1.25 for all grades. The same breakfast meal pattern is offered to all students.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Nutrition Services monitors meal pricing in Multnomah County and the surrounding metro school districts. Data from Council of Great City Schools is used to benchmark the cost of producing meals in large urban school districts. Portland's meal costs are higher due to Farm to School initiatives and meeting higher nutrition standards such as increasing the consumption of fruits, vegetables and whole grains. In addition, the increase in prices will help offset the increased food costs associated with the new meal regulations of the federal *Healthy Hunger Free Kids Act*.

PROCESS / COMMUNITY ENGAGEMENT

There is significant community engagement in Farm to School and Resource Conservation efforts. Families involved in these community groups strongly support paying more for meals to fund these initiatives. Historically, the general community has not been involved in the discussion of meal price increases.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The United States Department of Agriculture rules regulate the price paid for breakfast and lunch by using a socio economic scale based on Federal poverty guidelines. The rules do not use race as a factor. The meal price increase will affect families that are over 185% of the Federal poverty level.

BUDGET / RESOURCE IMPLICATIONS

The estimated increase in revenue with implementation of a 10 cent price increase for lunch is \$94,226 for 2013-14. The 15 cent increase for breakfast will generate approximately \$6,000. The revenue generated will be used to cover increased food, labor and distribution costs. In addition, increased revenue is required to meet resource conservation project costs of washing reusable school lunch trays and the cost of switching from Styrofoam trays to more expensive compostable trays in schools where permanent trays cannot be implemented due to equipment limitations.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If approved, meal price increases would take effect September 1, 2013. Nutrition Services will communicate price increases through the Menu Calendar, cafeteria signage, school handbooks and newsletters, and the Administrators Connection. Meal participation will be monitored and an assessment of the effect on paying students will be reported.

ATTACHMENTS

- A. Oregon Department of Education memo dated April 11, 2011.
- B. Equity in School Lunch Pricing Fact Sheet, USDA memo dated March 2, 2011.



OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

April 11, 2011

TO: Sponsors of the National School Lunch Program
RE: Equity in School Lunch Pricing Fact Sheet
Effective July 1, 2011

The Oregon Department of Education Child Nutrition Programs (ODE CNP) received guidance from USDA requiring sponsors of the National School Lunch Program to ensure that there is equity in school lunch pricing. The pricing equity requirement does not apply to the School Breakfast Program.

Please review the USDA memo and fact sheet carefully for aspects that pertain to your meal program(s). The provision is effective July 1, 2011.

Enclosed is the following information:

- USDA Memo, dated March 2, 2011
- USDA Fact Sheet, March 2011
- Pricing Example created by ODE CNP for clarification purposes

Clarification

Page 2 of the USDA Fact Sheet states: *The law caps the required increase in the average paid lunch price at 10 cents in any year.*

Section 12 of the Richard B. Russell National School Lunch Act (2)(B)(II) states:

(iii) Maximum Required Price Increase

- (I) *In General – The maximum annual average price increase required to meet the requirements of this subparagraph shall not exceed 10 cents for any school food authority.*
- (II) *Discretionary Increase - A school food authority may increase the average price for a paid lunch for a school year by more than 10 cents.*

If you have questions, please contact your assigned Child Nutrition Specialist.

Sincerely,

Heidi Dupuis
Manager, School Nutrition
Child Nutrition Programs
Office of the Superintendent

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Enclosure: USDA Equity in School Lunch Pricing Memo
USDA Fact Sheet
ODE CNP Pricing Example



United States
Department of
Agriculture

DATE: March 2, 2011

Food and
Nutrition
Service

SUBJECT: Equity in School Lunch Pricing Fact Sheet

3101 Park
Center Drive
Alexandria, VA
22302-1500

TO: Regional Directors
Special Nutrition Programs
All Regions

State Directors
Child Nutrition Programs
All States

This memorandum provides information relating to section 205 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296). This provision requires school food authorities (SFAs) participating in the National School Lunch Program to ensure that schools are providing the same level of support for lunches served to students who are not eligible for free or reduced price lunches (i.e., paid lunches) as they are for lunches served to students eligible for free lunches. This provision is effective July 1, 2011.

An implementation memorandum will not be issued for this provision; the Food and Nutrition Service (FNS) expects to publish an interim rule by the provision's effective date. The public will have an opportunity to comment on the rule, and we anticipate issuing further guidance in conjunction with publication of the rule. The attached Equity in School Lunch Pricing Fact Sheet is meant to provide information to States and SFAs as they await the publication of the rule. We request that State agencies (SAs) provide the fact sheet to all SFAs as soon as possible.

SAs should direct any questions concerning this information to the appropriate FNS Regional Office. Regional Offices with questions should contact the Child Nutrition Division.

Cynthia Long
Director
Child Nutrition Division

Attachment



1. What is the "Equity in School Lunch Pricing" Provision?

- Effective July 1, 2011, section 205 of the Healthy, Hunger-Free Kids Act of 2010 requires school food authorities (SFAs) participating in the National School Lunch Program to provide the same level of support for lunches served to students who are not eligible for free or reduced price lunches (i.e., paid lunches) as they are for lunches served to students eligible for free lunches. The Act directs SFAs to:
 1. Compare the average price charged for lunches served to students not eligible for free or reduced price lunches (i.e., students receiving "paid lunches") to the difference between the higher Federal reimbursement provided for free lunches and the lower Federal reimbursement provided for paid lunches.
 2. If the average paid lunch price is *less than* the difference, an SFA must either gradually adjust average prices or provide non-Federal funding to cover the difference.

2. Why is this provision important?

- Historically, there have been three main sources of funds provided to nonprofit school food service accounts: Federal reimbursements, paid meal revenues, and State and local funding. The Federal reimbursement for paid meals was designed to be minimal in relation to these other sources and has always been substantially less than the reimbursement for free and reduced price meals.
- Research indicates that average prices charged for paid lunches in some SFAs are less than the cost of producing those lunches.
- Pricing paid lunches below the cost of production effectively increases Federal subsidies for higher income children because Federal funds intended for free and reduced price lunches are being used to help fill in the gap between what a paid lunch costs and what the school receives for it. Children across all income levels are negatively affected by limiting the funds available to provide nutritious meals.
- This provision will help ensure that schools have funding available to support serving nutritious meals to all students.



3. Which SFAs will be affected by this provision?

- Not all SFAs will be required to adjust prices or find alternative sources of funding for paid lunches. Applying this provision using current Federal reimbursement rates, SFAs in the continental U.S. now charging, on average, \$2.46 or more for a paid lunch would not be required to adjust prices in school year 2011-12.
- An SFA in the continental U.S. currently charging, on average, less than \$2.46 for a paid lunch may be required to either gradually increase prices or provide additional non-Federal support for its lunches. To determine how much, these SFAs must calculate an adjusted average paid lunch price.
 - For school year 2011-2012, the adjusted average price is the average price charged in school year 2010-2011 increased by a factor equal to two percentage points above the inflation rate and may be rounded down to the nearest 5 cents. For school year 2011-2012, the inflation factor is 1.14 percent. Combined with the required annual 2 percentage point increase, the total adjustment required is 3.14 percent.
 - This year's relatively low food price inflation, combined with the ability to round down, means that for this coming school year, SFAs in the continental U.S. with lunch prices below \$2.46 in School Year 2010-11 would have to increase lunch prices by only five cents or not at all.
- In general, when the adjusted average price is more than the current price, an SFA would have to either increase its average paid lunch price to the adjusted average price or provide additional non-Federal support for its paid lunches. The law caps the required increase in the average paid lunch price at 10 cents in any year. Therefore, an SFA with a significant gap between its price and the required level will have several years to make adjustments to its prices and/or provide other funding to the SFA account in order to meet this requirement.

Clarification

Section 12 of the Richard B. Russell National School Lunch Act (2)(B)(II) states:

(iii) Maximum Required Price Increase

- (I) *In General* – The maximum annual average price increase required to meet the requirements of this subparagraph shall not exceed 10 cents for any school food authority.
- (II) *Discretionary Increase* - A school food authority may increase the average price for a paid lunch for a school year by more than 10 cents.



4. Will SFAs have control over establishing paid lunch prices?

- SFAs maintain significant local control in establishing the prices for paid lunches. SFAs may maintain low paid lunch prices if they ensure that sufficient funding from non-Federal sources is added to the school food service account to cover the required revenue. SFAs also may vary paid lunch prices by school (for example, charging lower prices in schools located in lower-income areas or charging different prices in elementary and secondary schools), as long as the average revenue requirement is met across the SFA.

5. Will families with incomes slightly above the threshold for free and reduced price meals be disproportionately impacted by this provision?

- This provision does not require that additional revenue be secured through paid lunch price increases. Revenue can be generated from any non-Federal source.
- By limiting the maximum required annual average price increase to 10 cents, the Act allows for a gradual increase in paid lunch prices, thereby minimizing the impact on families with incomes just above the level eligible for reduced price meals.
- SFAs can also choose to vary the price of paid lunches by school as long as the average paid lunch price across the district meets the requirement. Therefore, SFAs could choose to keep lunch prices lower in schools with higher concentrations of low-income students.
- USDA's analysis suggests that the effect on participation of a 5 or 10 cent increase in the price of a paid lunch is very small – less than a 5 percent difference even after many years of implementation. However, USDA will carefully monitor the implementation of this provision and any impact on participation.

Oregon Department of Education Child Nutrition Programs Pricing Examples

Pricing Example 1

Average Meal Price:

Elementary Paid: \$2.15
Middle School Paid: \$2.40
High School Paid: \$2.70

$$\$2.15 + \$2.40 + \$2.70 = \$7.25/3 = \mathbf{\$2.41}$$

Comparison Free Reimbursement

Free Reimbursement = \$2.72
Paid Reimbursement = \$.26
 $\$2.72 - \$.26 = \mathbf{\$2.46}$

\$2.41 is less than the free reimbursement rate so paid lunch price must be adjusted for inflation before determining the price increase.

Adjusted Average Paid Lunch Price

Inflation: 1.14% + 2 point increase = 3.14
 $3.14 \times 100 = .0314$
 $\$2.41 \times .0314 = .078$
 $\$2.41 + .078 = \mathbf{\$2.487}$

$$\text{Difference: } \$2.46 - \$2.487 = \mathbf{-\$0.027}$$

No increase

Pricing Example 2

Average Meal Price:

Elementary Paid: \$2.25
High School Paid: \$2.75

$$\$2.25 + \$2.75 = \$5.00/2 = \mathbf{\$2.50}$$

Comparison Free Reimbursement

Free Reimbursement = \$2.72
Paid Reimbursement = \$.26
 $\$2.72 - \$.26 = \mathbf{\$2.46}$

$$\text{Difference: } \$2.46 - \$2.50 = \mathbf{-\$0.04}$$

No evaluation to adjusted average paid lunch price needed.

Pricing Example 3

Average Meal Price:

Elementary Paid: \$1.85
Middle School Paid: \$2.00
High School Paid: \$2.30

$$\$1.85 + \$2.00 + \$2.30 = \$6.15/3 = \mathbf{\$2.05}$$

Comparison Free Reimbursement

Free Reimbursement = \$2.72
Paid Reimbursement = \$.26
 $\$2.72 - \$.26 = \mathbf{\$2.46}$

\$2.05 is less than the free reimbursement rate so paid lunch price must be adjusted for inflation before determining the price increase.

Adjusted Average Paid Lunch Price

Inflation: 1.14% + 2 point increase = 3.14
 $3.14 \times 100 = .0314$
 $\$2.05 \times .0314 = .06437$

Round Down to the nearest \$.05

Required revenue increase into the school service fund is \$.05 per paid lunch.



Board of Education

Staff Report to the Board

Board Meeting Date: March 11, 2013

Executive Committee Lead: Neil Sullivan

Department: Finance

Presenter/Staff Lead: David Wynde/
Sara Bottomley

SUBJECT: Amendment #2 to PPS 2012/13 Budget

BACKGROUND

This amendment to our budget for the current year is to reflect the first bond issuance under the recently approved PPS capital bond and the first use of bond proceeds in the period up to June 30, 2013. This includes repayment of the \$45 million line of credit that has been used to provide interim financing for the acquisition of Rosa Parks school, boiler burner replacements, and an extensive portfolio of capital improvement work in anticipation of this bond.

Four years of facility assessment, community-wide work sessions, and the Board's adoption of criteria established the basis for decisions to identify schools for capital improvement.

In May, 2012 the Board adopted an update to the PPS Long Range Facilities Plan, which was the culmination of five months of work by PPS staff and an advisory committee that provided a community voice for the planning process. The updated plan evaluates the adequacy of existing educational facilities, plans for future capital facilities spending and addresses how the student population will be housed over the next 10 years.

In June, 2012 a proposal to rebuild schools and update learning environments for students was developed and refined by community input.

At meetings in June and August, 2012, the Board determined that it would be appropriate to seek voter approval in November, 2012, for general obligation bonds to finance a program of capital investments in PPS schools that includes:

- the full modernization or replacement of three high schools identified using high seismic risk and the need for major access upgrades as priority criteria;
- the full modernization or replacement of Faubion School in partnership with Concordia University;
- seismic and other building improvements: including seismic strengthening, replacement and seismically bracing roofs, roof replacements and accessibility improvements at a number of district schools;
- educational facility improvements to improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 39 schools;
- repayment of \$45 million of existing capital debt; and
- master planning the high school campuses not impacted by the major investment described above.

Reviewed and Approved by
Executive Committee Lead

Neil A. Sullivan

In November of 2012 the voters authorized Portland Public Schools to issue up to \$482 million of general obligation bonds to improve schools, with 67% of voters supporting this capital investment program.

We are planning to issue up to \$165 million of capital bonds to begin to fund this capital improvement work in PPS schools.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board of Education.

Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.

PROCESS / COMMUNITY ENGAGEMENT

As indicated above, there was substantial community engagement in the development of the capital bond proposal that was placed on the ballot in November. It was approved by a majority of PPS voters.

Under budget law the board is required to hold a public hearing before voting to approve the budget amendment on April 1, 2013.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Work funded by this bond issue will be contracted under the PPS Equity in Public Purchasing & Contracting policy, which is in accord with a goal of the equity policy implementation plan.

BUDGET / RESOURCE IMPLICATIONS

Bond proceeds will be used to fund the debt repayment (\$45,000,000) which is paid through Fund 350 (GO Debt Service Funds) via a transfer from Fund 450 (GO Bonds).

In addition, \$10 million is appropriated to fund the following projects and uses:

- Beginning planning work for Roosevelt, Franklin and Faubion schools, facilities visioning and educational specifications
- 2013 Summer Improvement Projects (this work will be completed in the summer that spans the 2012/13 and 2013/14 fiscal years)
- Bond issuance costs
- Program administration costs for project management and planning.

The amount of the bond proceeds will be determined at date of issuance based in part upon market conditions. PPS plans to issue up to \$165 million of bonds and so the budget amendment includes this upper limit. The actual amount may be less. Similarly, the actual expenditures on the various projects are expected to be less than \$10 million, but this amount is

appropriated in order to provide adequate authority for expenditures should work proceed at a faster pace than anticipated.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board will be asked to approve this amendment after a public hearing on April 1st, and to approve a resolution authorizing the bond sale on the same date.

QUESTIONS FOR BOARD DISCUSSION

ATTACHMENTS

Draft Resolution

RESOLUTION No. XXXX

Amendment No. 2 to the 2012/13 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 25, 2012 the Board, by way of Resolution No. 4619, voted to adopt an annual budget for the Fiscal Year 2012/13 as required under Local Budget Law.
- B. Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board of Education ("Board").
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines, which includes the provision that the budget may be amended at a regular meeting of the governing body.
- D. On January 28, 2013, by way of Resolution No. 4708, the Board amended the FY 2012/13 budget.
- E. Amendment No. 2 adjusts program allocations for funds to more accurately reflect intended expenditures, particularly in connection with the issuance of up to \$165 million of bonds under the recently voter-approved Portland Public Schools ("PPS") capital bond.
- F. In May, 2012 the Board adopted (by Resolution No. 4608) an update to the PPS Long Range Facilities Plan, which was the culmination of five months of work by PPS staff and an advisory committee that provided a community voice for the planning process. The updated plan evaluates the adequacy of existing educational facilities, plans for future capital facilities spending and addresses how the student population will be housed over the next 10 years.
- G. In June, 2012 a proposal to rebuild schools and update learning environments for students was developed and refined by community input.
- H. At meetings in June and August, 2012, the Board determined that it would be appropriate to seek voter approval in November, 2012, for general obligation bonds to finance a program of capital investments in PPS schools that includes:
 - a. the full modernization or replacement of three high schools identified using high seismic risk and the need for major access upgrades as priority criteria;
 - b. the full modernization or replacement of Faubion School in partnership with Concordia University;
 - c. seismic and other building improvements: including seismic strengthening, replacement and seismically bracing roofs, roof replacements and accessibility improvements at a number of district schools;
 - d. educational facility improvements to improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 39 schools;
 - e. repayment of \$45 million of existing capital debt; and
 - f. master planning the high school campuses not impacted by the major investment described above.
- I. In November of 2012 the voters of Portland Public Schools authorized Portland Public Schools (the "District") to issue up to \$482 million of general obligation bonds to improve schools with 67% of voters supporting this capital investment program.

- J. On February 28, 2011 by way of Resolution No. 4416, The Board established Fund 450 – GO Bonds and Fund 350 – GO Bonds Debt Service Funds.
- K. Expenditures in three funds (Fund 450 – GO Bonds; Fund 305 – School Modernization Debt Service Fund; Fund 338 Facilities Capital Debt Service Fund) will be changed by more than 10% under this amendment. Local budget law requires a public hearing on these changes.

RESOLUTION

- 1. Having held a public hearing on this amendment as required under local budget law, the Board hereby amends budgeted revenues and expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2012.

D. Wynde / N. Sullivan

ATTACHMENT "A" TO RESOLUTION No. XXXX

Fund 450 - GO Bonds	Adopted Budget	Amendment #1	This Amendment	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	165,000,000	165,000,000
Total	-	-	165,000,000	165,000,000
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	10,000,000	10,000,000
Debt Service & Transfers Out	-	-	45,000,000	45,000,000
Contingency	-	-	110,000,000	110,000,000
Ending Fund Balance	-	-	-	-
Total	-	-	165,000,000	165,000,000

Fund 305 School Modernization Debt Service Fund	Adopted Budget	Amendment #1	This Amendment	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	143,588	-	25,750,000	25,893,588
Total	143,588	-	25,750,000	25,893,588
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	143,588	-	25,750,000	25,893,588
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	143,588	-	25,750,000	25,893,588

Fund 338 Facilities Capital Debt Service Fund	Adopted Budget	Amendment #1	This Amendment	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	87,632	-	19,250,000	19,337,632
Total	87,632	-	19,250,000	19,337,632
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	87,632	-	19,250,000	19,337,632
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	87,632	-	19,250,000	19,337,632



Board of Education

Staff Report to the Board

Board Meeting Date: March 11, 2013

Executive Committee Lead: Neil Sullivan

Department: Finance

Presenter/Staff Lead: David Wynde

SUBJECT: Issuance of bonds to begin to finance the capital improvement work in schools, approved in November, 2012 when voters authorized \$482 million in general obligation bonds.

BACKGROUND

In November 2012 PPS voters authorized the school district to issue up to \$482 million in general obligation bonds to fund a capital program that will include the full modernization of four schools, significant improvements at 63 schools, repayment of \$45 million of capital debt and the master planning of six more high school campuses. In the campaign PPS estimated that this new capital debt, which will be repaid via property taxes, would involve a rate of \$1.10/\$1,000 of assessed value for 8 years and \$0.30/\$1,000 of assessed value thereafter for a total payment period of 20 years.

PPS staff has been working to develop plans for issuance of bonds. The Office of School Modernization staff has developed a timeline for capital projects and a related schedule of funding needs that shows when PPS will need funds to pay for the capital projects. Finance staff has worked with PPS' financial advisors to identify an appropriate level of debt to be issued in this first round of funding and a provisional schedule and structure for the whole funding.

Decision criteria: There are three major criteria that we are using to evaluate financing options:

- The total amount of debt is limited to \$482 million
- It is our goal that the tax rates to repay the debt should be no more than \$1.10/\$1,000 and then \$0.30/\$1,000
- The amount raised from bond proceeds at any one time should be that which the district can reasonably expect to spend within three years

In addition, we are looking for a structure that allows us the maximum ability to utilize the funding authority we've been given, including efforts to keep interest expenses low and the flexibility to respond to changes in tax assessed value and interest rates, and allows us to respond to any changes in the spending plans.

Recommendation: After reviewing a number of possible issuance scenarios, staff recommend that PPS issue up to \$165 million of bonds in spring 2013, as described in the attached spreadsheet ("Base Case") illustrating an issue of \$156 million with repayment of \$39.4 million in year 1 and \$42.5 million in year 2, with the remaining \$73 million repaid in years 3 – 20.

The exact amount of the issuance will be determined at closing and the primary variable that will impact the amount is the interest rates at that time.

Reviewed and Approved by
Executive Committee Lead

Neil A. Sullivan

As currently envisioned PPS would issue a second round of bonds in 2015 and again in 2017 with a similar structure to the funding contemplated this spring, with a smaller short-term issue in 2018 to complete the \$482 million funding.

This is the optimum strategy for PPS. Under the current interest rate outlook, this scenario keeps overall interest costs relatively low by delaying the issue of a portion of the long-term debt until 2015 and 2017. The structure of these subsequent issues will allow PPS to adjust plans to closely match changes in tax assessed value and to more closely match the \$1.10/\$1,000 tax rate for the first eight years.

Staff evaluated a structure that locked in long-term rates by issuing all of the 20-year debt now ("Lock-in Long Term"). This scenario is not recommended because it increases interest costs by \$16 million and, more importantly, because it violates the arbitrage rules that govern tax-free bond issuance. That consideration is the third structuring criterion, namely "the amount raised at any one time should be that which the district can reasonably expect to spend within three years."

Staff also evaluated a number of alternative funding scenarios for this first bond issue. Information on two other scenarios is attached to this report and will be reviewed at the work session. A summary of the four scenarios is also attached.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

One of the Board's goals for 2012/13 is: "Portland Public Schools has safe, up to date learning environments for all students" and this bond issue is a critical step in implementing this vision and putting into effect some of the objectives of the PPS Long Range Facilities Plan.

PROCESS / COMMUNITY ENGAGEMENT

This financing is putting into effect the will of PPS voters who approved the capital bond program, which was developed after extensive community engagement. PPS staff is working closely with its financial adviser (Seattle-Northwest Securities) and its bond counsel (Hawkins Delafield & Wood LLP) to complete this financing.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Work funded by this bond issue will be contracted under the PPS Equity in Public Purchasing & Contracting policy, which is in accord with a goal of the equity policy implementation plan.

BUDGET / RESOURCE IMPLICATIONS

This bond issue will provide up to \$165 million in bond funds to support the first phase of the capital improvement work outlined in the bond proposal. The Board will be considering an amendment to the 2012/13 budget to reflect this activity in the current year and subsequent annual budgets will also include next steps in this funding and activity.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board will vote on the resolution authorizing this action at its March 18, 2013 meeting. A calendar of activity related to the bond issuance is attached.

QUESTIONS FOR BOARD DISCUSSION

Why are we not issuing \$482 million of bonds?
How did staff determine the amount of bonds to issue at this time?

ATTACHMENTS

1. Draft Board resolution authorizing the sale of general obligation bonds and related matters
2. Draft schedule of events for bond issuance
3. Summary of bond issuance scenarios
4. Illustration of four issuance scenarios, included recommended base case

RESOLUTION No. ____

Resolution Authorizing the Sale of General Obligation Bonds and Related Matters

RECITALS

- A. The Board of Directors of Portland Public Schools, Multnomah County, Oregon also known as Multnomah County School District 1J ("PPS") is committed to maintaining and preserving the useful life of its school buildings.
- B. PPS understands that its schools are the property and pride of all citizens of Portland, and are strong anchors needed for livable neighborhoods.
- C. The average age of PPS school buildings is 65 years old and they have received only minimal updates over time.
- D. PPS recognizes that the condition of its facilities has a direct impact on the ability of teachers to teach and students to learn and succeed.
- E. PPS is committed to all students having the same up-to-date technology, equipment and teaching approaches as students in schools with newer buildings so our students can compete for college and in the workplace.
- F. Due to inadequate state funding for schools, PPS has prioritized use of General Fund money for its core educational mission, resulting in deferral of major maintenance on its facilities, leading to secondary damage and increased facility costs.
- G. Capital dollars last made available in 1995 were fully expended years ago and that debt has been retired.
- H. Four years of facility assessment, community-wide work sessions, and the Board's adoption of Criteria to Determine the Order of Rebuilding and Renovation (in Resolution No. 3906) established the basis for decisions to identify schools for capital improvement.
- I. In May, 2012 the Board adopted (by Resolution No. 4608) an update to the PPS Long Range Facilities Plan, which was the culmination of five months of work by PPS staff and an advisory committee that provided a community voice for the planning process. The updated plan evaluates the adequacy of existing educational facilities, plans for future capital facilities spending and addresses how the student population will be housed over the next 10 years.
- J. In June, 2012 a proposal to rebuild schools and update learning environments for students was developed and refined by community input.

- K. At meetings in June and August, 2012, the Board determined that it would be appropriate to seek voter approval in November, 2012, for general obligation bonds to finance a program of capital investments in PPS schools that includes:
- the full modernization or replacement of three high schools identified using high seismic risk and the need for major access upgrades as priority criteria;
 - the full modernization or replacement of Faubion School in partnership with Concordia University;
 - seismic and other building improvements: including seismic strengthening, replacement and seismically bracing roofs, roof replacements and accessibility improvements at a number of district schools;
 - educational facility improvements to improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 39 schools;
 - repayment of \$45 million of existing capital debt; and
 - master planning the high school campuses not impacted by the major investment described above.
- L. In November of 2012 the voters of Portland Public Schools authorized Portland Public Schools (the "District") to issue up to \$482 million of general obligation bonds to improve schools with 67% of voters supporting this capital investment program.
- M. It is now desirable to authorize the sale of up to \$165 million of the general obligation bonds that were approved by the voters in November of 2012 to begin to fund this capital improvement work in PPS schools.

RESOLUTION

1. The Board of Education (the "Board") of the District hereby authorizes the issuance and sale of up to \$165 million in principal amount of general obligation bonds to pay for capital costs that are described in the ballot measure approved by the District's voters in November, 2012 (the "Capital Costs") and costs related to the general obligation bonds authorized by this resolution (the "Bonds").
2. The District's Chief Financial Officer or the person designated by the Chief Financial Officer 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. Sell and issue the Bonds in one or more series.
 - b. Participate in the preparation of, authorize the distribution of, and deem final any official statement or other disclosure documents relating to each series of the Bonds.
 - c. Establish the form, final principal amount, maturity schedule, interest rates, sale prices and discount, prepayment terms, payment terms and dates, and other terms of each series of Bonds.

- d. Execute and deliver a bond declaration for each series of Bonds. The bond declaration for each series may specify the terms under which the series is issued, and may contain covenants for the benefit of Bond owners and any providers of credit enhancement for the Bonds.
- e. Publish a notice of sale, receive bids and award the sale of each series of Bonds to the bidder complying with the notice and offering the most favorable terms to the District, or select one or more underwriters, commercial banks or other investors and negotiate the sale of any series of the Bonds with those underwriters, commercial banks or investors.
- f. Undertake to provide continuing disclosure for each series of Bonds in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.
- g. Apply for ratings for each series of Bonds, determine whether to purchase municipal bond insurance or obtain other forms of credit enhancement (such as the Oregon School Bond Guaranty Program) for each series of Bonds, enter into agreements with the providers of credit enhancement, and execute and deliver related documents.
- h. Appoint paying agents and other service providers for the Bonds and negotiate the terms of and execute agreements with those service providers.
- i. Determine whether each series of Bonds will bear interest that is excludable from gross income under the Internal Revenue Code of 1986, as amended, or is includable in gross income under that code. If a series bears interest that is excludable from gross income under that code, the District Official may enter into covenants to maintain the excludability of interest on that series of the Bonds from gross income.
- j. If permitted by federal law, issue any series of Bonds as taxable bonds that are eligible for federal interest subsidies or tax credits, and enter into related covenants.
- k. Sell and issue one or more series of the Bonds to provide interim financing for Capital Costs, enter into lines of credit or similar documents which permit the District to draw Bond proceeds over time, and issue Bonds to refund the Bonds that provide interim financing for the Capital Costs. Refunding Bonds described in this Section 2.k to refund Bonds shall not be subject to the limit in Section 1 on the principal amount of Bonds that are issued to pay for Capital Costs.
- l. To the extent permitted by the November, 2012 ballot measure, issue Bonds to refund previously issued obligations of the District, and take any related actions.

- h. Execute any documents and take any other action in connection with the Bonds which the District Official finds will be advantageous to the District.
- 3. 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 Bonds to reimburse the District for Capital Costs that the District pays from its revenues. The District Official is hereby authorized to make additional reimbursement declarations on behalf of the District.

DRAFT

Portland Public Schools General Obligation Bonds, Series 2013

Preliminary Schedule of Events; as of March 5, 2013

Financing Team			
Issuer:	Portland Public Schools		PPS
Bond Counsel:	Hawkins Delafield & Wood LLP		BC
Registrar/Paying Agent:	<i>To be determined</i>		PA
Financial Advisor:	Seattle-Northwest Securities Corporation		SNW

February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	Due Date	Event	Parties
<input checked="" type="checkbox"/>	Fri., Feb. 8	Circulate preliminary schedule of events	SNW
<input checked="" type="checkbox"/>	Tues., Feb. 12	Draft Authorizing Resolution circulated	BC
<input checked="" type="checkbox"/>	Fri., Feb. 22	Sizing sensitivity analysis delivered to District	SNW
<input checked="" type="checkbox"/>	Thurs., Feb. 28	First draft Preliminary Official Statement and Notice of Sale circulated	SNW
<input checked="" type="checkbox"/>		Final Comments due on Authorizing Resolution	Fin. Team
<input checked="" type="checkbox"/>	Fri., Mar. 1	Authorizing Resolution to District for Board Packet	BC
<input checked="" type="checkbox"/>	Tues., Mar. 5	MDAC 1 filed with Treasury	SNW
	Wed., Mar. 6	District to apply for Oregon School Bond Guaranty	PPS
	Mon., Mar. 11	Comments due on first draft POS and NOS	Fin. Team
		Board work session	PPS Board
		Second draft POS/NOS circulated	SNW
	Tues., Mar. 12	Information to rating agency(s)	SNW
	Fri., Mar. 15	District to receive qualification for Oregon School Bond Guaranty	PPS
	Mon., Mar. 18	Clean copy of draft POS to PPS Board	PPS
	Mar. 20 - 26	Rating prep call	PPS; SNW
		Conference call(s) with rating agency(s)	PPS; SNW
	Fri., Mar. 22	Comments due on second draft POS	Fin. Team
	Wed., Mar. 27	Substantially complete draft POS and "Deemed Final" letter circulated	SNW
	Mon., Apr. 1	Board Adopts Authorizing Resolution	PPS Board
	Tues., Apr. 2	Receive rating(s)	SNW
	Wed., Apr. 3	Final comments on POS due	Fin. Team
		End of two-week Board review of POS	PPS Board
	Thur., Apr. 4	"Deemed Final" letter due to SNW	PPS
	Fri., Apr. 5	Printing and posting of POS & NOS Parity and Ipreo	SNW
	Fri., Apr. 12	Financial Advisor to contact potential bidders	SNW
	Wed., Apr. 17	Bid Opening at 9:30 a.m.	PPS; SNW
	Fri., Apr. 19	Final Official Statement posted; File MDAC 2	SNW
	Wk. of Apr. 22	Draft closing documents circulated	BC
		Closing Memorandum circulated	SNW
	Wed., May 1	Closing; funds delivered to District	Fin. Team



PPS Capital Bond Scenarios

	<u>Recommended</u>	<u>Lock-in Long-Term</u>	<u>Increasing Rates</u>	<u>Lock-in in 2015</u>
2013 Bonds Amount	\$156 million	\$294 million	\$156 million	\$156 million
2015 Bonds Amount	\$148 million	\$67 million	\$144 million	\$204 million
2017 Bonds Amount	\$140 million	\$70 million	\$131 million	\$70 million
2019 Bonds Amount	\$38 million	\$52 million	\$51 million	\$52 million
2013 Bonds Interest Rates	Current Market + 0.5%	Current Market + 0.5%	Current Market + 0.5%	Current Market + 0.5%
2015 Bonds Interest Rates	Current Market + 1%	Current Market + 1%	Current Market + 1.5%	Current Market + 1.5%
2017 Bonds Interest Rates	Current Market + 1%	Current Market + 1%	Current Market + 2.5%	Current Market + 2.5%
2019 Bonds Interest Rates	Current Market + 1%	Current Market + 1%	Current Market + 2.5%	Current Market + 2.5%
Total Interest Expense	\$83 million	\$103 million	\$101 million	\$102 million
Bond Rate Year 8	\$0.00	\$0.33	\$0.29	\$0.31

Portland School District 1J

General Obligation Bonds - Levy Rate Analysis (02-22-13)

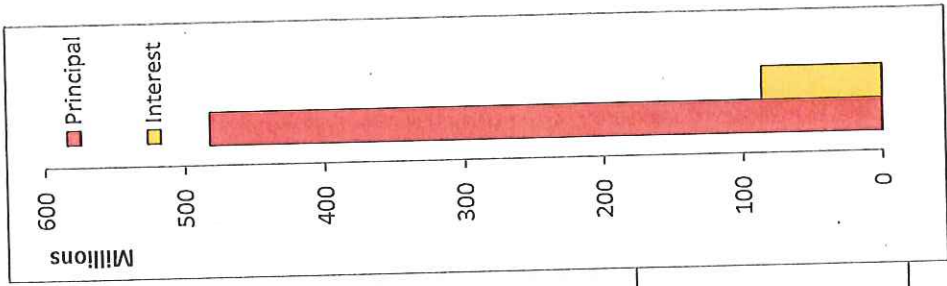
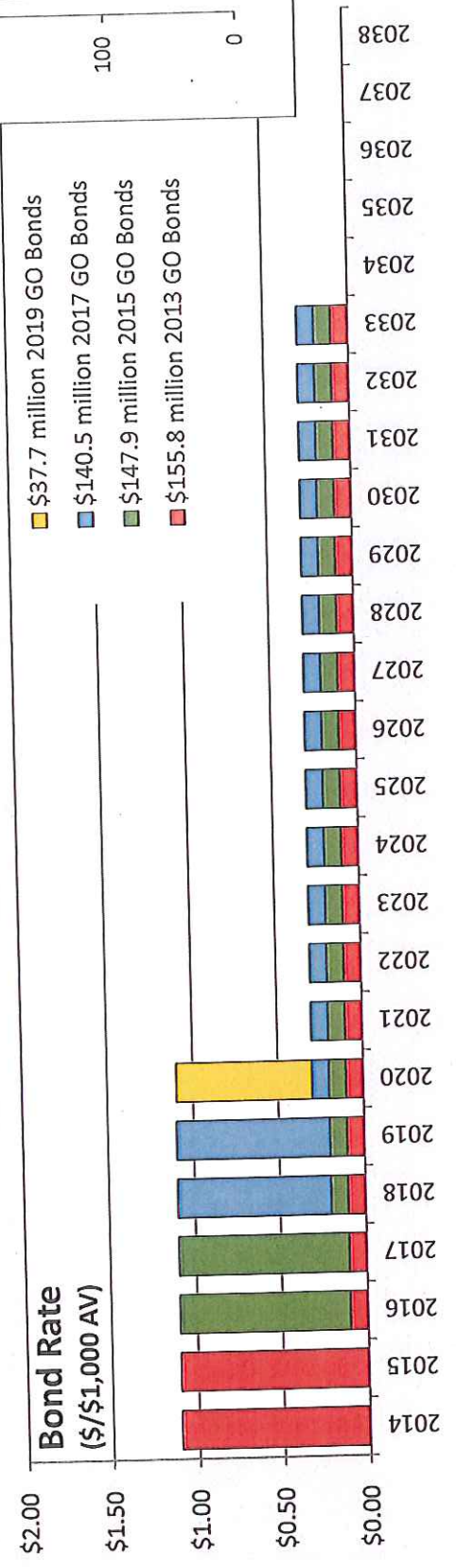
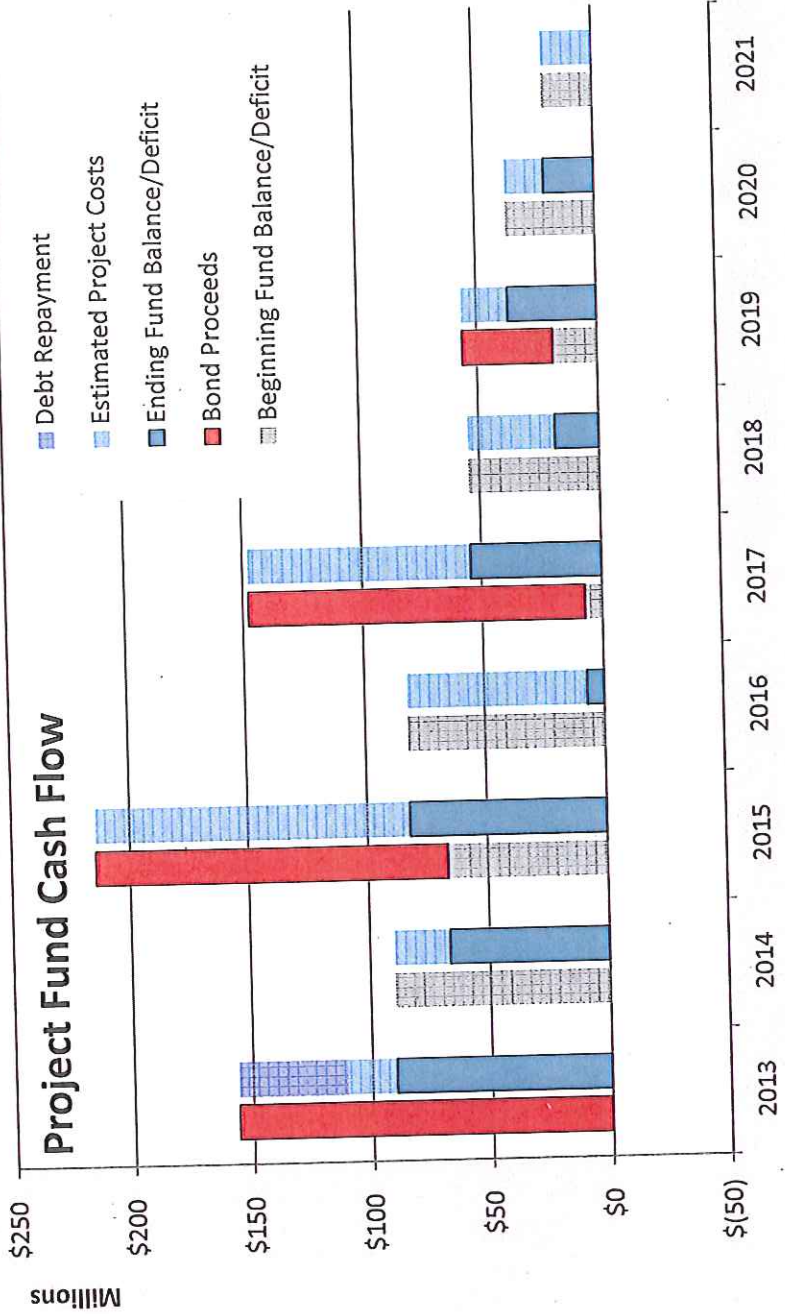
\$482.0 million General Obligation Bonds
BASE CASE

Fiscal Year	Assessed Value (000)	AV Growth	Percent Collected	\$155.8 million 2013 GO Bonds			\$147.9 million 2015 GO Bonds			\$140.5 million 2017 GO Bonds			\$37.7 million 2019 GO Bonds						
				Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate				
0	2013	\$ 40,720,094			\$ 39,455,000	\$ 3,802,474	1.10	\$ 39,290,000	\$ 3,321,050	1.00	\$ 37,630,000	\$ 3,055,304	0.90	\$ 37,740,000	\$ 509,490	\$ 0.80			
1	2014	41,839,896	2.75%	94.0%	42,515,000	2,516,488	1.10	41,100,000	2,790,635	1.00	39,360,000	2,547,299	0.90	39,360,000	2,547,299	0.90	147,905,000		
2	2015	43,095,093	3.00%	95.0%	2,145,000	2,112,596	0.10	2,505,000	2,150,510	0.10	2,815,000	1,976,579	0.10	2,815,000	1,976,579	0.10	140,540,000		
3	2016	44,387,946	3.00%	96.0%	2,305,000	2,082,566	0.10	2,695,000	2,100,410	0.10	3,015,000	1,923,094	0.10	3,015,000	1,923,094	0.10			
4	2017	45,719,584	3.00%	96.0%	2,470,000	2,047,991	0.10	2,895,000	2,040,581	0.10	3,115,000	1,862,794	0.10	3,115,000	1,862,794	0.10			
5	2018	47,091,172	3.00%	96.0%	2,650,000	1,955,157	0.10	3,115,000	1,971,101	0.10	3,445,000	1,791,199	0.10	3,445,000	1,791,199	0.10			
6	2019	48,503,907	3.00%	96.0%	3,260,000	1,824,077	0.10	3,350,000	1,890,111	0.10	3,685,000	1,708,519	0.10	3,685,000	1,708,519	0.10			
7	2020	49,959,024	3.00%	96.0%	3,500,000	1,739,317	0.10	3,875,000	1,794,636	0.10	3,945,000	1,612,709	0.10	3,945,000	1,612,709	0.10			
8	2021	51,457,795	3.00%	96.0%	3,750,000	1,644,817	0.10	4,165,000	1,559,036	0.10	4,225,000	1,500,276	0.10	4,225,000	1,500,276	0.10			
9	2022	53,001,529	3.00%	96.0%	4,020,000	1,539,817	0.10	4,475,000	1,421,591	0.10	4,525,000	1,369,301	0.10	4,525,000	1,369,301	0.10			
10	2023	54,591,575	3.00%	96.0%	4,300,000	1,425,247	0.10	4,800,000	1,271,679	0.10	4,850,000	1,224,501	0.10	4,850,000	1,224,501	0.10			
11	2024	56,229,322	3.00%	96.0%	4,600,000	1,296,247	0.10	5,150,000	1,103,679	0.10	5,190,000	1,064,451	0.10	5,190,000	1,064,451	0.10			
12	2025	57,916,201	3.00%	96.0%	4,920,000	1,154,567	0.10	5,525,000	999,587	0.10	5,550,000	890,586	0.10	5,550,000	890,586	0.10			
13	2026	59,653,688	3.00%	96.0%	5,255,000	999,587	0.10	5,920,000	830,901	0.10	5,940,000	696,336	0.10	5,940,000	696,336	0.10			
14	2027	61,443,298	3.00%	96.0%	5,610,000	830,901	0.10	6,340,000	717,646	0.10	6,350,000	483,684	0.10	6,350,000	483,684	0.10			
15	2028	63,286,597	3.00%	96.0%	5,990,000	647,454	0.10	6,780,000	498,014	0.10	6,790,000	251,909	0.10	6,790,000	251,909	0.10			
16	2029	65,185,195	3.00%	96.0%	6,385,000	448,586	0.10												
17	2030	67,140,751	3.00%	96.0%	6,805,000	233,412	0.10												
18	2031	69,154,973	3.00%	96.0%															
19	2032	71,229,623	3.00%	96.0%															
20	2033	73,366,511	3.00%	96.0%															
21	2034	75,567,507	3.00%	96.0%															
22	2035	77,834,532	3.00%	96.0%															
23	2036	80,169,568	3.00%	96.0%															
24	2037	82,574,655	3.00%	96.0%															
25	2038	85,051,894	3.00%	96.0%															
					\$ 155,815,000	\$ 32,202,318		\$ 147,905,000	\$ 29,686,704		\$ 140,540,000	\$ 23,958,537		\$ 37,740,000	\$ 509,490		\$ 482,000,000		
																	\$ 86,357,048		
																		\$ 17.9%	

Interest Rate Assumptions	
Current Market Rates +	
2013 GO Bond Issue	0.50%
2015 GO Bond Issue	1.00%
2017 GO Bond Issue	1.00%
2019 GO Bond Issue	1.00%

Recommended

Base Case - Three Long-Term Financings



Portland School District JJ

General Obligation Bonds - Levy Rate Analysis (01-23-13)
 \$482.0 million General Obligation Bonds
 LOCK-IN LONG-TERM

Fiscal Year	Assessed Value (000)	AV Growth	Percent Collected	\$293.9 million 2013 GO Bonds (1)			\$66.8 million 2015 GO Bonds			\$69.8 million 2017 GO Bonds			\$51.6 million 2019 GO Bonds							
				Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate					
0	\$ 40,720,094			\$ 33,935,000	\$ 9,323,119	\$ 1.10														
1	41,839,896	2.75%	94.0%	38,330,000	6,703,892	1.10														
2	43,095,093	3.00%	95.0%	6,440,000	6,339,757	0.30	\$ 32,485,000	\$ 1,603,013	\$ 0.80											
3	44,387,946	3.00%	96.0%	6,915,000	6,249,597	0.30	34,270,000	839,615	0.80											
4	45,719,584	3.00%	96.0%	7,415,000	6,145,872	0.30				\$ 33,790,000	\$ 2,374,138	\$ 0.80								
5	47,091,172	3.00%	96.0%	7,950,000	6,018,334	0.30				36,005,000	1,242,173	0.80								
6	48,503,907	3.00%	96.0%	8,520,000	5,867,284	0.30							\$ 36,105,000	\$ 2,259,205	\$ 0.80					
7	49,959,024	3.00%	96.0%	9,130,000	5,688,364	0.30							15,475,000	688,638	0.33					
8	51,457,795	3.00%	96.0%	9,790,000	5,473,809	0.30														
9	53,001,529	3.00%	96.0%	10,500,000	5,219,269	0.30														
10	54,591,575	3.00%	96.0%	11,255,000	4,935,769	0.30														
11	56,229,322	3.00%	96.0%	12,055,000	4,620,629	0.30														
12	57,916,201	3.00%	96.0%	12,900,000	4,277,061	0.30														
13	59,653,688	3.00%	96.0%	13,805,000	3,890,061	0.30														
14	61,443,298	3.00%	96.0%	14,760,000	3,464,867	0.30														
15	63,286,597	3.00%	96.0%	15,770,000	2,999,927	0.30														
16	65,185,195	3.00%	96.0%	16,840,000	2,493,710	0.30														
17	67,140,751	3.00%	96.0%	17,970,000	1,943,042	0.30														
18	69,154,973	3.00%	96.0%	19,165,000	1,346,438	0.30														
19	71,229,623	3.00%	96.0%	20,425,000	700,578	0.30														
20	73,366,511	3.00%	96.0%																	
21	75,567,507	3.00%	96.0%																	
22	77,834,532	3.00%	96.0%																	
23	80,169,568	3.00%	96.0%																	
24	82,574,655	3.00%	96.0%																	
25	85,051,894	3.00%	96.0%																	
				\$ 293,870,000	\$ 93,701,373		\$ 66,755,000	\$ 2,442,628		\$ 69,795,000	\$ 3,616,310		\$ 51,580,000	\$ 2,947,843						
																Total Principal	\$ 482,000,000			
																Total Interest	\$ 102,708,153			
																				21.3%

(1) Note that this amount exceeds the District's anticipated three-year project costs and could not be issued within federal tax law.

Interest Rate Assumptions	
Current Market Rates +	
2013 GO Bond Issue	0.50%
2015 GO Bond Issue	2.00%
2017 GO Bond Issue	3.00%
2019 GO Bond Issue	4.00%

Portland Public School District 1st Reading

DATE: March 11, 2013

Notice of Proposed Policy and Public Comment for Policy: Tax Exempt Bond Post-Issuance Compliance Policy

The Portland Public School District is providing Notice of Proposed Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district Web site noted below. Written comments must be submitted by 5:00 p.m. on the Last Date for Comment listed below.

1st Reading by: Greg Belisle, Co-Chair, Portland Public School Board
Summary: Policy: Tax Exempt Bond Post-Issuance Compliance Policy

Draft Policy Web Site:

<http://www.pps.k12.or.us/departments/board/872.htm>

(click on draft policy link)

Recommended for 1st Reading by: Board of Education

Policy Contact: Kathryn Sofich

Last Date for Comment: April 1, 2013

Address: P.O. Box 3107, Portland, OR 97208-3107

Telephone: 503-916-3741

E-mail: ksofich@pps.net

Last Date for Comment: April 1, 2013



Board of Education

Staff Report to the Board

Board Meeting Date: March 11, 2013

Executive Committee Lead: Neil Sullivan

Department: Finance Administration

Presenter/Staff Lead: Neil Sullivan

SUBJECT: Procedures should be established to ensure that the PPS complies with applicable requirements of federal tax law necessary to preserve the tax status of interest on tax-exempt obligations issued by the District.

BACKGROUND

In November 2012, voters of the District authorized Portland Public Schools to issue up to \$482 million of general obligation bonds to help fulfill its commitment to provide all students with the same up-to-date technology, equipment and teaching approaches as students in schools with newer buildings so all our students can compete for college and in the workplace.

To comply with applicable federal tax requirements, the District must confirm that these requirements are met at the time each Bond issue is issued and throughout the term of the Bonds (until maturity or redemption). Generally, compliance should include retention of records relating to the expenditure of the proceeds of each Bond issue, the investment of the proceeds of each Bond issue, and any allocations made with respect to the use of the proceeds of each Bond issue, sufficient to establish compliance with applicable federal tax requirements, including records related to periods before the Bonds are issued (e.g., in the case of reimbursement of prior expenditures) until six (6) years after the final maturity or redemption date of any issue of Bonds. The District should establish compliance procedures so that all issues of bonds, certificates of participation, bond anticipation notes, and tax and revenue anticipation notes (collectively referred to as "Bonds") are utilized by the District in accordance with applicable federal tax requirements, and in compliance with all other applicable federal requirements with respect to outstanding Bonds.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

103(a) of the Internal Revenue Code and Part I, §148 and 1.148-3 of IRS Income Tax Regulations

PROCESS / COMMUNITY ENGAGEMENT

We engaged the services of outside counsel at Hawkins Delafield & Wood LLP, and consulted with accounting firm Talbot Korvola & Warwick LLP ("TKW") to ensure compliance with IRS regulations.

Reviewed and Approved by
Executive Committee Lead

Neil A. Sullivan

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Compliance with applicable federal tax requirements will allow the District to conform to Goal A of its Racial Educational Equity policy, which commits to equitable student access to high-quality facilities and other educational resources.

BUDGET / RESOURCE IMPLICATIONS

Adoption of this new Board policy will protect the District from legal consequences arising from non-compliance with applicable federal tax requirements.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board considers adoption of proposed new Board Policy X.XX.XXX-P, Tax-Exempt Bond Post-Issuance Compliance Policy.

QUESTIONS FOR BOARD DISCUSSION

ATTACHMENTS

- Board Policy X.XX.XXXP, Tax-Exempt Bond Post-Issuance Compliance Policy
- Administrative Directive X.XX.XXX-AD, Tax-Exempt Bond Post-Issuance Compliance Procedures

Portland Public School District 1st Reading

DATE: March 11, 2013

Notice of Proposed Policy and Public Comment for Policy: Tax Exempt Bond Post-Issuance Compliance Policy

The Portland Public School District is providing Notice of Proposed Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

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1st Reading by: Greg Belisle, Co-Chair, Portland Public School Board
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Last Date for Comment: April 1, 2013

Address: P.O. Box 3107, Portland, OR 97208-3107

Telephone: 503-916-3741

E-mail: ksofich@pps.net

Last Date for Comment: April 1, 2013



BOARD POLICY

X.XX.XXX-P

Tax-Exempt Bond Post-Issuance Compliance Policy

It is the policy of the Portland Public School District ("the District") to comply with applicable requirements of federal tax law necessary to preserve the tax status of interest on tax-exempt obligations issued by the District. This Policy is designed to set forth compliance procedures so that the District utilizes the proceeds of all tax-exempt issues of bonds, certificates of participation, bond anticipation notes, and tax and revenue anticipation notes (collectively referred to as "Bonds") in accordance with applicable federal tax requirements, and complies with all other applicable federal requirements with respect to outstanding Bonds.

To comply with applicable federal tax requirements, the District must confirm that the requirements are met at the time each Bond issue is issued and throughout the term of the Bonds (until maturity or redemption). Generally, compliance should include retention of records relating to the expenditure of the proceeds of each Bond issue, the investment of the proceeds of each Bond issue, and any allocations made with respect to the use of the proceeds of each Bond issue, sufficient to establish compliance with applicable federal tax requirements, including records related to periods before the Bonds are issued (*e.g.*, in the case of reimbursement of prior expenditures) until six (6) years after the final maturity or redemption date of any issue of Bonds.

The Board directs the Superintendent to establish written procedures on the requirements to monitor compliance with the arbitrage, yield restriction, and rebate requirements of Internal Revenue Code Section 148.



ADMINISTRATIVE DIRECTIVE

X.XX.XXX-AD

Tax-Exempt Bond Post-Issuance Compliance Procedures

A. PURPOSE

This Administrative Directive implements Policy X.XX.XXX, which establishes compliance requirements so that the District utilizes the proceeds of all issues of bonds, certificates of participation, bond anticipation notes, and tax and revenue anticipation notes (collectively referred to as "Bonds") in accordance with applicable federal tax requirements, and complies with all other ongoing applicable federal requirements with respect to outstanding Bonds.

B. PROCEDURES

1. Responsible Official. The Superintendent will hold the Chief Financial Officer ("CFO") responsible for each of the procedures listed below, will notify the current CFO of these responsibilities, and will provide the CFO a copy of these procedures. Upon employee transitions, the Superintendent will advise any newly-designated CFO of his/her responsibilities under these procedures and will ensure the CFO understands the importance of these procedures. If employee positions are restructured or eliminated, the Superintendent will reassign responsibilities as necessary.

2. Issuance of Bonds

a. Bond Counsel. The District will retain a nationally-recognized bond counsel law firm ("Bond Counsel") to assist the District in issuing Bonds. In connection with any tax-exempt Bond issue, Bond Counsel will deliver a legal opinion which will be based in part on covenants and representations set forth in the District's Tax Certificate (or other closing documents containing the tax representation) (the "Tax Certificate") and other certificates relating to the Bonds, including covenants and representations concerning compliance with post-issuance federal tax law requirements that must be satisfied to preserve the tax-exempt status of tax-exempt Bonds. As described more fully below, the CFO or designee will also consult with Bond Counsel and other legal counsel and advisors, as needed, following issuance of each Bond issue to ensure that applicable post-issuance requirements in fact are met, so that tax-exempt status of interest will be

maintained for federal income tax purposes so long as any Bonds remain outstanding.

The CFO and/or other designated District personnel will consult with Bond Counsel and other legal counsel and advisors, as needed, throughout the Bond issuance process to identify requirements and to establish procedures necessary or appropriate so that that tax-exempt status of interest will be maintained. Those requirements and procedures shall be documented in a Tax Certificate and other certificates and/or other documents finalized at or before issuance of the Bonds. If there is no document in the transcript titled "Tax Certificate," the CFO and/or other designated District personnel will consult with Bond Counsel prior to the closing of the financing to understand which document(s) in the transcript contain the tax representations and covenants. The requirements and procedures in the Tax Certificate shall include future compliance with applicable arbitrage rebate requirements and all other applicable post-issuance requirements of federal tax law throughout (and in some cases beyond) the term of the Bonds.

- b. **Documentation of Tax Requirements.** The federal tax requirements relating to each Bond issue will be set forth in the Tax Certificate executed in connection with the Bond issue, which will be included in the closing transcript. The certifications, representations, expectations, covenants and factual statements in the Tax Certificate relate primarily to the restriction on use of the Bond-financed facilities by persons or entities other than the District, changes in use of assets financed or refinanced with Bond proceeds, restrictions applicable to the investment of Bond proceeds and other moneys relating to the Bonds, arbitrage rebate requirements, and economic life of the Bond-financed assets.
- c. **Information Reporting.** The CFO and/or other designated District personnel will assure filing of information returns on IRS Form 8038-G no later than the 15th day of the second calendar month in the calendar quarter following the calendar quarter in which an issue of Bonds is issued. The CFO will confirm that the IRS Form 8038-G is accurate and is filed in a timely manner with respect to all Bond issues, including any required schedules and attachments. The IRS Form 8038-G filed with the IRS, together with an acknowledgement copy (if available) of IRS Notice CP152, will be included as part of the closing transcript for each Bond issue, or kept in the records related to the appropriate issue of Bonds.

3. **Application of Bond Proceeds:**

a. **Use of Bond Proceeds.**

The CFO and/or other designated District staff shall:

- 1) monitor the use of Bond proceeds and the use of the Bond-financed assets (e.g., facilities, furnishings or equipment) throughout the term of the Bonds (and in some cases beyond the term of the Bonds) to ensure compliance with covenants and restrictions set forth in the applicable Tax Certificate;
- 2) maintain records identifying the assets or portion of assets that were financed or refinanced with proceeds of each issue of Bonds;
- 3) consult with Bond Counsel and other legal counsel as needed in the review of any contracts or arrangements involving use of Bond-financed facilities to ensure compliance with all covenants and restrictions set forth in the applicable Tax Certificate;
- 4) maintain records for any contracts or arrangements involving the use of Bond-financed facilities as might be necessary or appropriate to document compliance with all covenants and restrictions set forth in the applicable Tax Certificate; and
- 5) communicate as necessary and appropriate with personnel responsible for the Bond-financed assets to identify and discuss any existing or planned use of the Bond-financed assets, to ensure that those uses are consistent with all covenants and restrictions set forth in the applicable Tax Certificate.

Timely Expenditure of Bond Proceeds. At the time of issuance of any Bonds issued to fund original expenditures, the District must reasonably expect to spend at least 85% of all proceeds expected to be used to finance such expenditures (which proceeds would exclude proceeds in a reasonably required reserve fund) within three (3) years after issuance of such Bonds.¹ In addition, for such Bonds, the District must have incurred or expect to incur within six months after issuance original expenditures of not less than 5% of such amount of proceeds, and must expect to complete the Bond-financed project

¹ In the case of short-term working capital financings (e.g., TRANs), the District's actual maximum cumulative cash flow deficit as of the close of the six-month period commencing on the issue date must be at least equal to 100% of the issue price of the notes (under the six-month rebate exception, excluding the reasonable working capital reserve) or 90% of the issue price of the notes (under the statutory safe harbor exception) in order for the notes to be exempt from the rebate requirements.

(the "Project") and allocate Bond proceeds to costs with due diligence.² Satisfaction of these requirements allows Project-related Bond proceeds to be invested at an unrestricted yield for three (3) years.³ Bonds issued to refinance outstanding obligations are subject to separate expenditure requirements, which shall be outlined in the Tax Certificate relating to such Bonds. The CFO or designee will monitor the appropriate capital project accounts (and, to the extent applicable, working capital expenditures and/or refunding escrow accounts) and ensure that Bond proceeds are spent within the applicable time period(s) required under federal tax law.

Capital Expenditures. In general, proceeds (including earnings on original sale proceeds) of tax-exempt Bonds issued to fund original expenditures, other than proceeds deposited in a reasonably required reserve fund or used to pay costs of issuance, should be spent on capital expenditures.⁴ For this purpose, capital expenditures generally mean costs to acquire, construct, or improve property (land, buildings and equipment), or to adapt the property to a new or different use. The property financed or refinanced must have a useful life longer than one (1) year. Capital Expenditures include design and planning costs related to the Project, and include architectural, engineering, surveying, soil testing, environmental, and other similar costs incurred in the process of acquiring, constructing, improving or adapting the property. Although not detailed within this policy, any expenditure of the proceeds of any District borrowing must also comply with all State law limitations on the uses of such proceeds. For example, the proceeds of general obligation bonds may only be used for "capital costs" as defined in the Oregon Constitution. Other types of borrowings may have different restrictions.

4. **Use of Bond-Financed Assets:**

- a. **Ownership and Use of Project.** For the life of a Bond issue, the Project must be owned and operated by the District (or another state or local governmental entity).

² These requirements do not apply to short-term working capital financings (e.g., TRANs).

³ These requirements do not apply to short-term working capital financings (e.g., TRANs).

⁴ These requirements do not apply to short-term working capital financings (e.g., TRANs).

At all times while the Bond issue is outstanding, no more than 10% (or \$15,000,000, if less) of the Bond proceeds or the Project may be used, directly or indirectly, in a trade or business carried on by a person other than a state or local governmental unit ("Private Use").⁵ In addition, not more than 5% (or \$5 million, if less) of the proceeds of any Bond issue may be used, directly or indirectly, to make a loan to any person other than governmental persons. Generally, Private Use consists of any contract or other arrangement, including leases, management contracts, operating agreements, guarantee contracts, take or pay contracts, output contracts or research contracts, which provides for use by a person who is not a state or local government on a basis different than the general public. The Project may be used by any person or entity, including any person or entity carrying on any trade or business, if such use constitutes "General Public Use." General Public Use is any arrangement providing for use that is available to the general public at either no charge or on the basis of rates that are generally applicable and uniformly applied.

- b. **Management or Operating Agreements.** Any management, operating or service contracts whereby a non-exempt entity is using assets financed or refinanced with Bond proceeds (such as bookstore, cafeteria or dining facility, externally-managed parking facilities, gift shops, etc.) must relate to portions of the Project that fit within the allowable private use limitations or the contracts must meet the IRS safe harbor requirements for management contracts. Any replacements of or changes to such contracts relating to Bond-financed assets or facilities, or leases of such assets or facilities, should be reviewed by Bond Counsel. The CFO shall contact Bond Counsel if there may be a lease, sale, disposition or other change in use of assets financed or refinanced with Bond proceeds.
- c. **Useful Life Limitation.** The weighted average maturity of the Bond issue cannot exceed 120% of the weighted average economic life of the Bond-financed assets. Additional state law limitations may apply as well.

5. **Investment Restrictions; Arbitrage Yield Calculations; Rebate.**

- a. **Investment Restrictions.** Investment restrictions relating to Bond proceeds and other moneys relating to the Bonds are set forth in the Tax Certificate. The CFO or designee will monitor the investment of Bond proceeds to ensure compliance with applicable yield restriction rules.

⁵ These requirements do not apply to short-term working capital financings (e.g., TRANs).

- b. **Use and Control of Bond Proceeds.** Unexpended Bond proceeds (including reserves) may be held directly by the District or by the trustee for the Bond issue under an indenture or trust agreement. The investment of Bond proceeds shall be managed by the District. The CFO or designee shall maintain appropriate records regarding investments and transactions involving Bond proceeds. The trustee, if appropriate, shall provide regular statements to the District regarding investments and transactions involving Bond proceeds.
- c. **Arbitrage Yield Calculations.** Investment earnings on Bond proceeds should be tracked and monitored to comply with applicable yield restrictions and/or rebate requirements. Any funds of the District set aside or otherwise pledged or earmarked to pay debt service on Bonds should be analyzed to assure compliance with the tax law rules on arbitrage, invested sinking funds, and pledged funds (including gifts or donations linked or earmarked to the Bond-financed assets).
- d. **Rebate.** The CFO or designee is responsible for calculating (or causing the calculation of) rebate liability for each Bond issue, and for making any required rebate payments. Unless Bond Counsel has advised the District that the Bonds are exempt from the rebate requirements described in this section, the CFO or designee will retain an arbitrage rebate consultant to perform rebate calculations that may be required to be made from time to time with respect to any Bond issue. The CFO or designee is responsible for providing the arbitrage rebate consultant with requested documents and information on a prompt basis, reviewing applicable rebate reports and other calculations and generally interacting with the arbitrage rebate consultant to ensure the timely preparation of rebate reports and payment of any rebate.
- 1) The reports and calculations provided by the arbitrage rebate consultant are intended to assure compliance with rebate requirements, which require the District to make rebate payments, if any, no later than the fifth (5th) anniversary date and each fifth (5th) anniversary date thereafter through the final maturity or redemption date of a Bond issue. A final rebate payment must be made within sixty (60) days of the final maturity or redemption date of a Bond issue.

- 2) The CFO or designee will confer and consult with the arbitrage rebate consultant to determine whether any rebate spending exceptions may be met. Rebate spending exceptions are available for periods of 6 months, 18 months and 2 years. The CFO or designee will review the Tax Certificate and/or consult with the arbitrage rebate consultant or Bond Counsel for more details regarding the rebate spending exceptions.
- 3) In the case of short-term working capital financings, such as tax and revenue anticipation notes, if there is concern as to whether or not the District has met its requisite maximum cumulative cash flow deficit with respect to its short-term working capital notes, the services of a rebate analyst should be engaged to determine whether either the six-month spending exception or the statutory safe harbor exception to the rebate rules is met (in which case no rebate would be owed) or whether the proceeds of the notes are subject, in whole or in part, to rebate.
- 4) Copies of all arbitrage rebate reports, related return filings with the IRS (i.e., IRS Form 8038-T), copies of cancelled checks with respect to any rebate payments, and information statements must be retained as described below. The responsible official of the District described in Subsection A of this Part II will follow the procedures set forth in the Tax Certificate entered into with respect to any Bond issue that relate to compliance with the rebate requirements.

6. Record Retention:

- a. **Allocation of Bond Proceeds to Expenditures.** The District shall allocate Bond proceeds to expenditures for assets, and shall trace and keep track of the use of Bond proceeds and property financed or refinanced therewith.
- b. **Record Keeping Requirements.** Copies of all relevant documents and records sufficient to support an assertion that the tax requirements relating to a Bond issue have been satisfied will be maintained by the District for the term of a Bond issue

(including refunding Bonds, if any) plus six (6) years, including the following documents and records:

- 1) Bond closing transcripts;
- 2) Copies of records of investments, investment agreements, credit enhancement transactions, financial derivatives (e.g., an interest rate swap), arbitrage reports and underlying documents, including trustee statements;
- 3) Copies of material documents relating to capital expenditures financed or refinanced by Bond proceeds, including (without limitation) purchase orders, invoices, trustee requisitions and payment records, as well as documents relating to costs reimbursed with Bond proceeds and records identifying the assets or portion of assets that are financed or refinanced with Bond proceeds;
- 4) All contracts and arrangements involving private use, or changes in use, of the Bond-financed property;
- 5) All reports and documents relating to the allocation of Bond proceeds and private use of Bond-financed property; and
- 6) Itemization of property financed with Bond proceeds, including placed in service dates.
- 7) In the case of short-term working capital financings, such as tax and revenue anticipation notes, information regarding the District's revenue, expenditures and available balances sufficient to support the District's maximum cumulative cash flow deficit.

C. POST-ISSUANCE COMPLIANCE.

1. In General.

- a. The CFO or designee will conduct periodic reviews of compliance with these procedures to determine whether any violations have occurred so that such violations can be remedied through the "remedial action" regulations (Treas. Reg.

Section 1.141-12) or the Voluntary Closing Agreement Program (VCAP) described in IRS Notice 2008-31 (or successor guidance). If any changes or modifications to the terms or provisions of a Bond issue are contemplated, the CFO or designee will consult Bond Counsel. The District recognizes and acknowledges that such modifications could result in a "reissuance" of the Bonds for federal tax purposes (i.e., a deemed refunding) and thereby jeopardize the tax-exempt status of the Bonds after the modifications.

- b. The CFO or designee will consult with Bond Counsel and other legal counsel and advisors, as needed, following issuance of each issue of the Bonds to ensure that all applicable post-issuance requirements in fact are met, so that interest on the Bonds will be excluded from gross income for federal income tax purposes so long as any Bonds remain outstanding. This will include, without limitation, consultation in connection with future contracts with respect to the use of Bond-financed assets and future contracts with respect to the use of output or throughput of Bond-financed assets.
- c. Whenever necessary or appropriate, the CFO or designee will engage an expert advisor as arbitrage rebate consultant to assist in the calculation of arbitrage rebate payable in respect of the investment of Bond proceeds.

2. Monitoring Private or Other Use of Financed Assets.

- a. The CFO or designee will maintain records identifying the assets or portion of assets that are financed or refinanced with proceeds of a Bond issue, including the uses and the users thereof (including terms of use and type of use). Such records may be kept in any combination of paper or electronic form. In the event the use of Bond proceeds or the assets financed or refinanced with Bond proceeds is different from the covenants, representations or factual statements in the Tax Certificate, the CFO or designee will promptly contact and consult with Bond Counsel to ensure that there is no adverse effect on the tax-exempt status of the Bonds and, where appropriate, will remedy any violations through the "remedial action" regulations

(Treas. Reg. Section 1.141-12), the Voluntary Closing Agreement Program (VCAP) described in IRS Notice 2008-31 (or successor guidance), or as otherwise prescribed by Bond Counsel.

3. Ongoing Training.

- a. Training shall be made available to the CFO to support the CFO's understanding of the tax requirements applicable to the Bonds. Such training may include, but would not be limited to, attending training sessions at local conferences such as OMFOA and/or OASBO, participation in IRS teleconferences, reading technical guidance materials provided by educational organizations, the IRS, and/or Bond Counsel, and discussing questions and issues with the District's Bond Counsel and/or arbitrage rebate consultant.

4. Annual Checklist of Tax-Exempt Bond Compliance Checklist.

- a. The CFO will complete the attached "Annual Tax-Exempt Bond Compliance Checklist" with respect to all outstanding Bonds on or before [insert date] of each annual period. The CFO will retain a copy of each completed and signed checklist in a file that is retained in accordance with the document retention requirements described in Section B.6.b., above.

Form of Annual Tax-Exempt Bond Compliance Checklist

(to be completed by the "CFO" as described in the Tax-Exempt Bond Post-Issuance Compliance Policy)

Date Completed: _____

	Yes	No
Has there been a sale of all or any portion of a facility financed with tax-exempt bonds (a "Project")?		
Has there been a lease of all or any portion of a Project to any party other than a state or local government?		
Has the District entered into a new, or amended an already existing, management or service contract related to a Project?		
Has the District entered into a naming rights agreement relating to all or any portion of a Project?		
Has the District entered into any other arrangement with an entity, other than a state or local government, which agreement provided legal rights to that entity with respect to a Project?		
Will there be a rebate/yield restriction arbitrage computation date during the upcoming annual period?		
Is the District in compliance with the record retention requirements as described in Section II.F. of the Tax-Exempt Bond Post-Issuance Compliance Policy?		

If an answer to any question above is "Yes," or the answer is unclear, the CFO shall consult with the District's bond counsel to determine (i) if the event could adversely impact the tax-exempt status of the District's outstanding tax-exempt bonds and/or (ii) whether any action needs to be taken during the upcoming annual period to ensure compliance with the tax-exempt bond restrictions.

The undersigned is the Chief Financial Officer as described in the Tax-Exempt Bond Post-Issuance Compliance Policy and has completed the above checklist to the best of the his / her knowledge.

Signature of _____, CFO (Bond Compliance Officer)
 (print name)

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

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REGULAR MEETING

March 11, 2013

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Other Matters Requiring Board Action

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Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following item:

Number 4737

RESOLUTION No. 4737

Authorization to enter into Agreements for the Lease of the Foster School Housing Tract to the City of Portland and Sub-lease to Native American Youth and Family Center (NAYA).

RECITALS

- A. There is a shortage of appropriate facilities to house and mentor foster children and adoptive families in the greater Portland area. Native American children in particular are overrepresented in the foster care program and are less likely to succeed if they remain in a foster setting.
- B. As a condition of this housing, parents either adopt or bring into permanent guardianship hard-to-place children who are in foster care as identified by the Oregon Department of Human Services.
- C. Intergenerational housing is a way to increase a child's success, utilizing seniors as mentors for children.
- D. Bridge Meadows, at the former Ball Elementary School site, is an intergenerational housing model that has been extremely successful in providing a stable platform for children's growth with a community that has developed and sustained an intergenerational neighborhood for adoptive families of foster children.
- E. The Native American Youth and Family Center (NAYA) is seeking to develop this intergenerational housing model at the Foster School site.
- F. The Portland City Council authorized a memorandum of understanding (MOU) in May 30, 2012, with PPS which provided for a long-term lease on the eastern portion of the Foster School Site for development of an intergenerational community by NAYA, comprising approximately 2.16 acres of unimproved land referred to as the "Housing Tract".
- G. The MOU projected an overall contribution of \$5,000,000 to PPS to help with budget shortfalls, \$500,000 of which would be as payment for this Housing Tract lease.
- H. On October 1, 2012, the City and PPS executed an intergovernmental agreement (City contract no. 30002964/PPS contract no. 59403) regarding the City's commitment to provide \$500,000 in funding in exchange for leasing of the Housing Tract so that the City may in turn sublease the Housing Tract to NAYA.
- I. The MOU contemplates that PPS would also enter into separate agreements with NAYA to jointly operate the existing school building and school grounds (or a replacement school and grounds) as an early childhood education center. These other agreements will consist of a lease of approximately 40 percent of the Foster School site, the "School Lease", and a "Joint Operating Agreement" which will be considered at a later date.

RESOLUTION

The Board hereby authorizes the following:

- 1. The District Contracting Officer shall execute the Lease to the City of Portland and City's Sublease to the Native American Youth and Family Center (NAYA) of the Housing Tract described above located at the Foster School site for the purpose of providing intergenerational housing in support of adoptive parents of foster children on the terms and conditions described in the Summary of Terms of the Foster Site Ground Lease and Sublease Agreement attached hereto as Exhibit A or on such other substantially similar terms as the Superintendent may determine to be in the best interest of the District.

2. The District Contracting Officer shall execute any other documents required in conjunction with this transaction for the purposes of fulfilling the lease terms.

C. Sylvester / B. Alexander

Exhibits

- A. Foster Lease Summary

**SUMMARY OF TERMS
OF
FOSTER SITE GROUND LEASE AND SUBLEASE AGREEMENT**

	Description
Landlord:	School District No. 1J Multnomah County, Oregon ("PPS")
Tenant:	City of Portland (the "City")
Subtenant:	Native American Youth and Family Center ("NAYA")
Nature of Transaction:	Long-term lease of land to the City and simultaneous sublease to NAYA, with option to purchase. NAYA to construct housing and enter into joint operating agreement for Foster School.
Leased Premises:	2.16 acres of vacant land located immediately east of Foster Elementary School at 5205 S.E. 86 th Avenue, Portland, Oregon.
Due Diligence:	NAYA to have up to four years to perform due diligence and obtain financing and building permits.
Lease Term:	65 years, with an option to renew for an additional 34 years (99 years in total).
Base Rent:	\$500,000 to be paid by the City upon signing of Lease; no monthly base rent during initial term or renewal term.
Additional Rent:	During the term of the Lease, NAYA is solely responsible to bear all costs for repair, maintenance, utilities, insurance, and taxes (if any).
Option to Purchase:	NAYA shall have the right to purchase the leased premises for one dollar (which is the estimated reversionary value of PPS's fee title interest) at any time after the 15 th year of the Lease, subject to the following conditions: (1) NAYA is not in default under the Lease; (2) PPS has determined that the Project is successfully operating; (3) PPS has declared the land to be surplus and no longer needed for school district purposes; and (4) NAYA has completed a partition such that the Housing Tract is a separate legal lot. PPS will retain the right to use any community center if the leased premises are sold to NAYA.
Improvements:	NAYA to construct an intergenerational housing community, including 9 to 15 residences for foster children and 25 to 40 living units for senior and mentor households. Construction must commence within four years of signing of Lease and be completed within two years thereafter. If sufficient financing is available, the Project will include a community center that will be available for use by PPS. PPS to have pre-approval rights over site plan for Project and plans for community center.
Leasehold Financing:	To obtain funds for building the Project, NAYA may mortgage its leasehold interest, but such mortgage shall not encumber PPS's fee title to the land.
Low-Income Housing Tax Credits:	Although not required by the Lease, it is anticipated that low-income housing tax credits may be used to finance in part the Project. If so, the Project will be subject to a 60-year covenant that it be used exclusively for low-income housing.
City's Responsibilities:	Other than payment of the \$500,000 prepaid rent, the City is not responsible for performing the tenant's obligation under the Lease.
Default by NAYA:	Lease includes standard remedies for a default by a tenant.
City's Rights Upon Termination of NAYA's Lease Rights.	In the event NAYA's rights under the Lease are terminated due to NAYA's default or its election to terminate following a major casualty or condemnation, the City shall retain its leasehold interest. The City and PPS have agreed to cooperatively work together to attempt to find another operator to replace NAYA. Until such replacement operator is secured, the City and PPS shall share costs related to the Project.
School Lease and Joint Operating Agreement Contingency:	PPS and NAYA agree to attempt to negotiate by June 30, 2013, the terms of agreements whereby NAYA will lease a portion of the Foster School and jointly operate the Foster School as an Early Learning Center with PPS. If these agreements cannot be reached within 12 months after signing of the Lease, either party may terminate the Lease.