

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
April 20, 2015

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

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

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

This meeting may be taped and televised by the media.

AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **EMPLOYEE SERVICE AWARDS** 6:20 pm
3. **PRESENTATION: FOSTER SITE AGREEMENT WITH NAYA** 6:40 pm
4. **DISCUSSION: CHARTER SCHOOL RENEWALS** 7:10 pm
5. **DISCUSSION: STEP 3 COMPLAINT** 8:00 pm
6. **DISCUSSION: SAFE ROUTES TO SCHOOL** 8:30 pm
7. **LEGISLATIVE UPDATE** 8:50 pm
8. **BUSINESS AGENDA** 9:05 pm
9. **ADJOURN** 9:20 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

2014-2015 Years of Service Awards

The Portland Public Schools Board of Education would like to recognize, congratulate and extend appreciation to all of the following employees for their devoted service to the students, families and staff of Portland Public Schools. Your dedication and service to the Portland community are not taken for granted. From July 1, 2014 through June 30, 2015, years of service are honored in five-year increments, ranging from five years to thirty-five years. All service award recipients will receive a pin signifying their years of service.

Thirty-Five Years

Edward Borne	Custodian	Facility Services Center – Creston
Douglas Fleming	Bus Driver	Student Transportation
Lonnie Fleming	Custodian	Facility Services Ctr – Beverly Cleary – Fernwood
Laura Jackson	Teacher	Rieke
Pamela Joyner	Principal	George Middle School
Karrie Locke	Teacher	Laurelhurst
Lisa Loske	Teacher	King
Darrell Moore	Teacher	Franklin High School
John Poon	Community Agent	Tubman
Richard Rier	Teacher	Hayhurst
Joy Rozee	Paraeducator	Special Education – Lee
Frank Scotto	Assistant Director	Human Resources
John Walden	Principal	Harrison Park
Cynthia Wojack	Teacher	Roseway Heights

Thirty Years

William Beatty	Custodian	Facility Services Center – Youngson
Barbara Berger	Teacher	Cleveland High School
Sharon Bird	Teacher	Vestal
Lisa Burson	Teacher	Glencoe
Joanne Chow	Teacher	Duniway
Patrecia Christiansen	Administrative Clerk	Civic Use Of Buildings
Robert Coats	Teacher	Jackson Middle School
Mary Collins	Educational Assistant	Headstart – Creston Annex
Lynda Collmer	Teacher	Llewellyn
Mary Consani	Teacher	Blind/Vision Impaired – Wilcox
Kent Dorsey	Teacher	Wilson High School
Alicia Fecker	PeopleSoft Application Developer	Information Technology
Jackie French	Laborer	Maintenance Services
Debra Fuller	Speech Language Pathologist	Special Education – Maplewood
Beverly Gregg	Lead Food Service Assistant	Nutrition Services – Vernon
Janice Hauser	Teacher	Bridger
Elizabeth Jenvold	Teacher	Portland DART Schools – Parry Center
Debra Keller	Occupational Therapy Assistant	Special Education – Tubman
Jacquelyn Kelly	Special Education Records Clerk	Special Education
Bruce Krausert	Electronics Technician	Maintenance Services
Marsha Mahon	Teacher	Sabin
Mike Mantia	Teacher	Glencoe
Cynthia McAdams	Teacher	Laurelhurst
Mary McCormick	Teacher	Special Education – Alameda

Thirty Years (con't.)

Andrea McGrady	Teacher	Stephenson
Linda McIntyre	Teacher	Maplewood
Susan Meyer	Teacher	Bridlemile
Quy Nguyen	Community Agent	Translation & Interpretation – Tubman
Mark O'Doherty	Teacher	Chapman
Mary Oliver	School Secretary	Rosa Parks
Charlene Parr	Teacher	Atkinson
Lisa Paxton	Teacher	Arleta
George Penk	Teacher	Wilson High School
Thom Powell	Teacher	Gray Middle School
Stephen Runion	Teacher	Lincoln High School
Laurie Shonkwiler	Teacher	Bridger
Mollie Starr	Teacher	Madison High School
Janet Stearns-Gannett	Teacher	Special Education – Rieke
Robin Strand	Bus Driver/Dispatcher	Student Transportation
Sandra Tetzloff	Counselor	Metropolitan Learning Center
Juli Valeske	Teacher	Special Education – MDT at Jefferson
Douglas Warner	Custodian	Facility Services Center – Buckman
Dorene Williams	School Secretary	Franklin High School

Twenty-Five Years

Daniel Arrayan	Teacher	Sellwood Middle School
Trena Beatty	Lead Food Service Assistant	Nutrition Services – Franklin High School
Robin Bibles	School Psychologist	Special Education – Itinerant
Kerri Cheney	Teacher	Duniway
Brenda Davidson	Lead Food Service Assistant	Nutrition Services – Sitton
Beverly Deweese	Custodian	Facility Services Center – Chief Joseph
Linda Evans	Teacher	Stephenson
Leesa Ferguson	Teacher	Chief Joseph/Ockley Green
Connie Ford	Teacher	Woodstock
Shawn Garnett	Principal	Markham
Jeanne Grant	Vocational Transition Specialist	SPED Community Transition Ctr – MLK Campus
Sherri Grewell	Teacher	Creston
Lynn Halvorson	Rover	Maintenance Services
Angie Harris	Teacher	Beach
Gregg Heppner	Teacher	Franklin High School
Bonita Hobson	Assistant Director	School Operational Support – Rice Site
Ronald Hoodye	Head Custodian	Facility Services Center – Lincoln High School
Cynthia Irby	Teacher	Lincoln High School
Elaine Ko	Teacher	Special Education – da Vinci Arts Middle School
Jill Koning	Teacher	Bridlemile
Lynne Leake	Teacher	Lewis
David Llewellyn	Teacher	Mt. Tabor Middle School
Joseph Maddocks	Teacher	Jackson Middle School
Robin Malone	Analyst/Coordinator	Special Education
William McClendon III	Teacher	Franklin High School
Clare McClincy	Teacher	Bridlemile
Deborah Nass	Teacher	Sunnyside Environmental School
Sandra Ndubisi	Assistant Principal	Astor
Vernon Newman	Bus Driver	Student Transportation

Twenty-Five Years (con't.)

Debi Paige	Custodian	Facility Services Center – Arleta
Rosamma Palmer	TOSA	Curriculum & Instruction
Lucinda Peterson	Teacher	Lane Middle School
Melanie Pryor	Teacher	Deaf/Hearing Impaired – Wilcox
Patricia Robertson	Teacher	Metropolitan Learning Center
Cathy Rossman	Teacher	Vernon
Erik Running	Teacher	Cleveland High School
Michael Ryan	Teacher	Benson High School
Sally Schouten	Teacher	Peninsula
Leslie Seligman	Teacher	Roosevelt High School
Kathryn Smith	Teacher	Beaumont Middle School
Kenneth Smith	Custodian	Facility Services Center – King
Ronald Streeter	Custodian	Facility Services Center – Sabin
James Stultz	Teacher	Woodmere
Bobby Sykes	Custodian	Facility Services Center – Scott
Tamara Teuscher	Transport Route Scheduler	Student Transportation
David Vecsi	Custodian	Facility Services Center – Tubman
Jerrine Walker	Teacher	Harrison Park
Alice Weinstein	Teacher	ESL – Franklin High School
Annie Westfall	Teacher	Capitol Hill
Carol Whiteside	Library Assistant	Boise-Eliot
Keith Witherspoon	Custodian	Facility Services Center – Sabin
Nancy Zimmer	Paraeducator	Pioneer – Holladay Center

Twenty Years

Folashade Ajayi	Teacher	Special Education – King
Brett Anderson	Teacher	Benson High School
RoiSan Anderson	Principal's Secretary	Benson High School
Atsuko Ando	Teacher	Richmond
Liana Anishchenko	Educational Assistant	ESL – Kelly
Ronnie Archer	Certified Nursing Assistant	Special Education – Grant High School
Soumountha Bessas	Teacher	ESL – James John
Thomas Blakely	Speech Language Pathologist	Special Education
Theresa Bonaduce-Shuey	Paraeducator	Special Education – Lee
Lorena Botello	Bus Driver	Student Transportation
Heather Boyd	Media Specialist	Woodmere
Jill Brenan	Teacher	Lewis
Laura Bullock	Teacher	Metropolitan Learning Center
Gail Burak	Teacher	Capitol Hill
Karolyn Chapman	Bus Driver	Student Transportation
May Chin	Teacher	West Sylvan Middle School
Helen Clarke	Occupational Therapist	Special Education – MDT at Jefferson
Robin Cooper	Teacher	César Chávez
Rachel Cunningham	Manager	General Counsel
John Devine	Teacher	Cleveland High School
Dannyl Deyoe	Analyst/Coordinator	Special Education
Kathleen Diamond	Teacher	Wilson High School
Patrick Donahoe	Teacher	Duniway
Lyubov Dulo	Paraeducator	Special Education – Woodlawn
Susanne Fernow	Analyst/Coordinator	ESL

Twenty Years (con't.)

Joseph Fessler	Paraeducator	Special Education – Irvington
Lisa Feuz	Teacher	Franklin High School
Thomas Grove III	Teacher	Beach
Natalia Gunther	Teacher	ESL – Woodmere
James Hanson	School Psychologist	Special Education – Lincoln High School
Lorraine Harris	Administrator	Special Education
Donna Harris-Wastradowski	Teacher	Lane Middle School
Eric Hartmann	Teacher	Abernethy
Margaret Heilman	Teacher	Kelly
Patricia Hendry	Principal's Secretary	ACCESS Program – Rose City Park
Huy Hoang	Analyst/Coordinator	School Operational Support
Walter Hollands	Teacher	Grant High School
Carrie Hooten	Teacher	Madison High School
Timothy Hryciw	Teacher	Benson High School
Bonnie Jones	Teacher	Harrison Park
Michele Lanctot	Teacher	Headstart – Kelly Center
Chris Lane	Teacher	Grant High School
Carl Larsen	Paraeducator	Special Education – Cleveland High School
Sally Lawson	Sr. Administrative Secretary	Pioneer – Holladay Annex – Tubman
Cathleen Martin	Teacher	Bridger
Elizabeth Mayer	Teacher	Special Education – Roseway Heights
Sarah McKee	Teacher	Lee
James McNeely	Teacher	Cleveland High School
Ethan Medley	Teacher	Grant High School
Ana Mercado	Community Agent	Headstart – Applegate
Kristen Meyer	Assistant Principal	Ainsworth
Eddie Miller	Rover	Maintenance Services
Stacy Milnes	Electronics Technician	Maintenance Services
Eriko Mogi	Teacher	Richmond
Craig Naze	Teacher	Harrison Park
Janice Pauley	Teacher	Beach
James Peerenboom	Teacher	Lincoln High School
Lisa Perkins	Teacher	Abernethy
Barry Phillips	Vice Principal	Benson High School
Emma Pletz	Library Assistant	Glencoe
Andrea Porter-Lopez	Principal	Woodlawn
Richard Reynolds	Custodian	Facility Services Center – Faubion
Kay Richards	Lead Food Service Assistant	Nutrition Services – Beverly Cleary at Fernwood
June Riehl	Teacher	Harrison Park
Tim Riskin	Project Manager	School Operational Support
Michael Shadder	Analyst/Coordinator	Research, Evaluation, Assessment
Alla Shore	Teacher	ESL – Rigler
Wendy Siri	Teacher	Abernethy
Tanya Spring	Teacher	Gray Middle School
Sally Stephenson	Teacher	Grout
Tanza Taylor	Educational Assistant	Headstart – Kelly Center
Mary Toon	Educational Assistant	Headstart – Applegate
Thuthuy Tran	Educational Assistant	ESL – Atkinson
David Trotter	Teacher	Franklin High School
Ronald Wack	Custodian	Facility Services Center – Roosevelt High School
Margaret Walker-Byrne	Teacher	Vestal

Twenty Years (con't.)

Kelly Whipps	Paraeducator	Special Education – Irvington
Carole Whitmore	Teacher	Harrison Park
Margarita Wolf	Teacher	ESL – Whitman
Candice Ysasaga	Community Agent	Headstart – Sacajawea Site

Fifteen Years

Penny Allen	Paraeducator	SPED Community Transition Program
Maria Alvarado	School Secretary	George Middle School
Brian Anderson	Principal	Sellwood Middle School
Rosalyn Andronescu	Teacher	Gray Middle School
Nicole Ansara-Henderson	Teacher	Scott
Maria Arellano	Lead Food Service Assistant	Nutrition Services – Lewis
Tamarind Arnold	Paraeducator	Community Transition Center
Linda Austin	Teacher	Rieke
Shannon Baker	Teacher	James John
Rebecca Barone	Speech Language Pathologist	Kelly Center
Joanne Barta	TOSA	Harrison Park
Mary Jo Beeber	Teacher	Franklin High School
Torrey Bennison	Teacher	Alameda
Kileen Birmingham	School Psychologist	Wilson High School
Laura Birt	Teacher	ESL – Faubion
Richard Blakesley	Paraeducator	Portland DART Schools – Breakthrough
Sharla Blevins	Paraeducator	Astor
William Boly	Teacher	Wilson High School
Terri Bonbright	Teacher	Boise-Eliot
Nancy Bond	Analyst/Coordinator	FAM Management
Jane Bowker	Teacher	ESL – Rosa Parks
Brittanie Brewer	Teacher	Laurelhurst
Amanda Brown	Paraeducator	Jackson Middle School
Keith Brown	Counselor	Wilson High School
Ronald Brown	Paraeducator	Grant High School
Kurt Brucato	Teacher	ESL – Rosa Parks
Sara Buehler	Application Developer	Information Technology
Ann Button	Teacher	Glencoe
Brenda Caldwell	Senior Analyst	FAM Management
Anthony Carter	Plumber	Maintenance Services
Cynthia Ceccanti-Abramson	Paraeducator	Deaf/Hearing Impaired – Wilcox
Connie Cheifetz	Community Agent	da Vinci Arts Middle School
Lionel Clegg	Teacher	Woodlawn
Anna Connors	Mentor Teacher	Professional Development Teaching
Gregory Crabtree	Assistant Principal	Jackson Middle School
Paula Creamer	Teacher	Cleveland High School
Susan Cullerton	Educational Assistant	Vernon
Beverly Daggett	TOSA	Curriculum & Instruction
Elizabeth Davidson	Teacher	Alameda
Terence Davis	Instruction Technology Assistant	Mt. Tabor Middle School
Meghan Delwisch	Teacher	Woodstock
Paula Dennis	TOSA	Equity & Partnerships
Kathleen Domingue	Teacher	Special Education – Duniway
Katherine Dragoo	Custodian	Facility Services Center – Harrison Park

Fifteen Years (con't.)

Judith Drexler	Teacher	Astor
Barbara Dugan	Teacher	Markham
Gerald Eaton	Teacher	Alliance High School – Meek
Patricia Ferguson	Educational Assistant	Vestal
Barbara Finn	Teacher	ESL – Woodmere
Kris Fisher-Spurlock	Teacher	Grant High School
Scott Fitzpatrick	Teacher	Special Education – Lincoln High School
Mary Flamer	Teacher	Special Education – Grant High School
Marian Flood	Teacher	George Middle School
Evelyn Flowers	Assistant Principal	Boise-Eliot
Dianne Fode	School Psychologist	Hosford Middle School
Phillip Garver	Teacher	Scott
James Geisler	Teacher	Lee
Jennifer George	Lead Food Service Assistant	Nutrition Services – Duniway
Jennifer Gerlach	Teacher	Abernethy
Rebecca Gilmore	Paraeducator	Sitton
Brian Gilroy	Teacher	Grout
Jeffrey Ginter	Paraeducator	Scott
John Golden	Teacher	Cleveland High School
Hilda Gomez	Community Agent	Beaumont Middle School
Steve Gonzales	Teacher	Jefferson High School
Richard Graves	Teacher	Madison High School
Tracy Groom	Teacher	Wilson High School
Jacqueline Hall	Educational Assistant	Clarendon
Michele Hallmark	Educational Assistant	Headstart – Kelly Center
Mark Halpern	Teacher	Lincoln High School
Deborah Hanthorn	School Secretary	Roseway Heights
Jane Harold	Teacher	Markham
Janice Harvey	School Psychologist	Sabin
Norman Hascall III	Teacher	Metropolitan Learning Center
Joanne Havran	Teacher	Special Education – Lee
Robert Herder	Teacher	Rieke
Carol Hewig	Teacher	Beverly Cleary – Fernwood
Janice Hill	Paraeducator	Alameda
Connie Hines	Paraeducator	DART – Benson High School
Janice Holstine	Teacher	Special Education – Marysville
Agnes Hosey	Educational Assistant	King
Suzanne House	Teacher	Madison High School
Kevin Huck	Database Administrator	Information Technology
Keri Hughes	Teacher	Roosevelt High School
Conrad Hurdle	Principal	Creston
Eileen Jackson	Teacher	Lent
Mary Jacobson	Vice Principal's Secretary	Cleveland High School
Sheila James	Paraeducator	Ockley Green
Anthony Jamesbarry	Teacher	Lewis
Cheryl Jiggar	Instruction Technology Assistant	Faubion
Eric Johansson	Teacher	Lane Middle School
Justin Johnson	TOSA	Curriculum & Instruction
Melissa Johnson	Teacher	César Chávez
Wendy Johnson	Paraeducator	Woodstock
Alvin Johnson Sr	Teacher	Ockley Green

Fifteen Years (con't.)

Melinda Johnston	Teacher	Wilson High School
Paula Jones	Paraeducator	James John
Sarah Jones	Assistant Principal	Abernethy
Heidi Jose	Lead Food Service Assistant	Nutrition Services – Lincoln High School
Brian Kamlin	Analyst/Coordinator	Deaf/Hearing Impaired – Wilcox
Dora Kaske	Community Agent	Clarendon
Debbie Keefer	Teacher	Forest Park
Benjamin Keller	Assistant Principal	East Sylan Middle School
Terese Kelly	Teacher	ESL – Roseway Heights
Maureen Kenny	Teacher	Lincoln High School
Cathleen Kerr	Paraeducator	Deaf/Hearing Impaired – Wilcox
Kathleen Kersey	Principal's Secretary	Wilson High School
Alexis Kinner	Teacher	Special Education
Kristin Kjome	Teacher	ESL – Grout
Kristin Knutsen	Teacher	Beverly Cleary – Rose City Park
Sara Kreuzer	TOSA	Curriculum & Instruction
Peri Kuhl	Teacher	Beverly Cleary – Rose City Park
Bernard Lahart	Speech Language Pathologist	Alameda
Sheryl Lahey	Teacher	Vestal
Jo Lane	Teacher	Roosevelt High School
Alison Lanigan	Teacher	da Vinci Arts Middle School
Chau-Mai Lao	Bilingual Educational Assistant	Lent
Katherine Lariza	Teacher	Special Education – MDT – Jefferson
Shardon Lewis	Teacher	Grant High School
Melissa Lim	Program Manager	Information Technology
Danielle Liscia	Teacher	Wilson High School
Yin-Chu Liu	School Secretary	Hosford Middle School
Patricia Lovely	Teacher	Roseway Heights
Jill Macy	Teacher	Whitman
Jason Margolis	Teacher	George Middle School
Richard Martin	Web/Graphics Designer	Education Television Services
Charles Matthews III	Campus Security Agent	Madison High School
Allyson Maynard	School Psychologist	Pioneer – Holladay Center
Rebecca McAlister	Teacher	Marysville
Martha McArthur	Teacher	Atkinson
Cheryl McClure	Teacher	Bridger
Bobbie McCollum	Paraeducator	Franklin High School
Caroline McCulloch	Teacher	Sellwood Middle School
Cheryl McDonald	Library Assistant	Llewellyn
Karen Meier	Teacher	Richmond
Monica Melendez	Bilingual Educational Assistant	ESL – Kelly
Carol Merriman	Teacher	Whitman
Michael Metz	Teacher	East Sylan Middle School
Lucy Miller	Paraeducator	Scott
Dennis Moist	Student Management Specialist	Holladay Center
Irene Montano	Teacher	Franklin High School
Linda Moon	Administrator	Special Programs
Judy Moses	Principal's Secretary	Woodlawn
Maria Murguia	Bilingual Educational Assistant	Scott
Tarra Najafdari	Paraeducator	Gray Middle School
Hallie Nelson	Principal's Secretary	Rigler

Fifteen Years (con't.)

Saundra Nelson-Owusu	Teacher	Woodlawn
Diane Newton	Library Assistant	Sitton
Lillian Ngai	Teacher	ESL – Woodmere
Thuy Nguyen	Teacher	Madison High School
Linda Nichenko	Teacher	Buckman
Michael Nolan	Teacher	Wilson High School
Deborah O'Kelly	Principal's Secretary	Irvington
Richard Oleksak	Teacher	Sellwood Middle School
Nancy Osborne	Teacher	Woodstock
Colleen Patterson	Sign Language Interpreter	Deaf/Hearing Impaired – Wilcox
Cindy Paxton	Paraeducator	Peninsula
Julie Pedersen	Teacher	ESL – Lee
Kristina Porter	Teacher	Skyline
Michele Potestio	Teacher	Wilson High School
Beth Pressman-Olson	Teacher	Special Education – Marysville
Debbie Purcella	Paraeducator	Holladay Center
Julie Putney	Teacher	King
Margaret Raczek	Teacher	Lincoln High School
Teresa Ramirez	Community Agent	Headstart – Creative Science
Donald Rath	Systems Administration Lead	Information Technology
Lori Raus	Lead Food Service Assistant	Nutrition Services – Stephenson
Thomas Rehm	Teacher	Jackson Middle School
Bruce Reiter	Teacher	Lane Middle School
Maureen Riera	Paraeducator	Arleta
Christina Rilatt	Principal's Secretary	Alliance High School – Meek
Esther Romero	Bilingual Educational Assistant	Beach
Loren Roper	Custodian	Facility Services Center – Ainsworth
Jennifer Roser	Teacher	Jackson Middle School
Joann Rosevear	Campus Security Agent	Lincoln High School
Karen Rouse	Teacher	West Sylvan Middle School
Jody Rutherford	Equity Achievement Coordinator	Equity & Partnerships
Tai Said-Hall	Equity Achievement Coordinator	Equity & Partnerships
Eric Schopmeyer	Teacher	Buckman
Theresa Seeley	School Psychologist	Special Education
Karen Shattuck	Paraeducator	Bridlemile
Cheri Shea	Teacher	Special Education – Laurelhurst
Richard Shreve	Paraeducator	Wilson High School
Shelley Simonsen	Teacher	Chief Joseph – Ockley Green
Tammi Smith	Educational Assistant	Creston Annex
Dena Sorensen	Teacher	Special Education – Mt. Tabor Middle School
Cheri Spanier	Paraeducator	Cleveland High School
Traci Stafford	Paraeducator	Holladay Center
Daniel Steagall	Teacher	Special Education
Karen Stephens	Teacher	ESL – Arleta
Michelle Strobel	Teacher	Sunnyside Environmental School
Kathleen Sullivan	Teacher	Mt. Tabor Middle School
Nancy Sullivan	Media Specialist	Madison High School
Eric Swehla	Teacher	Rieke
Craig Switalla	Teacher	Boise-Eliot
Marcia Thomason	Teacher	Astor
Elsie Thompson	Teacher	Special Education – Alliance HS – Meek

Fifteen Years (con't.)

Deborah Trimm	Educational Assistant	Headstart – Creative Science
Veronique-Thu Truong	Mentor Teacher	Professional Development Teaching
Yen Truong	Vietnamese Immersion TOSA	Dual Language Programs
Kimbra Turley	SIS Functional Lead	Information Technology
Theresa Turner	Instructional Specialist	Sitton
Domingo Urrutia Jr	Campus Security Agent	Franklin High School
Jonathan Vail	User Experience Mgmt Lead	Information Technology
Dominga Valdez	Bilingual Educational Assistant	César Chávez
Michael Valenti	Teacher	Mt. Tabor Middle School
Brian Valley	Teacher	Roosevelt High School
Sandra van Baggen	Senior Specialist	Student Transportation
Francisco Vargas	Instruction Technology Assistant	George Middle School
Holly Vaughn-Edmonds	Counselor	Franklin High School
Wendy Wager	Teacher	Grout
Robyn Wagner-Matsunaga	Teacher	Irvington
Jon Waldroop	Paraeducator	Franklin High School
Joseph Walker	Teacher	Mt. Tabor Middle School
Phillip Walker	Teacher	Jackson Middle School
Pamela Ward	Principal's Secretary	Forest Park
Virginia Warfield	Teacher	Grant High School
Shannon Wasson	Teacher	da Vinci Arts Middle School
Paula Weidner	Teacher	Markham
Charlotte Weiss	Paraeducator	Glencoe
Kerri West	TOSA	ESL
Megan Whisnand	Teacher	Franklin High School
Melissa Whiteside	School Secretary	Sellwood Middle School
David Wierth	Teacher	Jackson Middle School
Joy Williams	Assistant Principal	Roseway Heights
Michael Williams	Teacher	Grant High School
Lottie Wilson	Paraeducator	King
William Wilson	Teacher	Grant High School
Elisa Wong	Teacher	Franklin High School
Barbara Woods	Lead Food Service Assistant	Nutrition Services – Whitman
Glynnis Woods	Paraeducator	Roosevelt High School
Ernest Yago	Teacher	Gray Middle School
Michelle York	Teacher	George Middle School
Reiko Yoshida	Teacher	Richmond
Megan Young	Teacher	da Vinci Arts Middle School
Kent Zakoura	Teacher	Hosford Middle School

Ten Years

Nancy Abens	Teacher	Lincoln High School
Amy Alderman	Teacher	Lee
Kelly Allen	Teacher	Grant High School
Katherine Anderson	Teacher	Sabin
Robert Anderson	Teacher	Wilson High School
Jeannette Baker	Food Service Assistant	Nutrition Services – Franklin High School
Ellen Bates	Paraeducator	Madison High School
Sara Beck	Instructional Specialist	Lee
Angelia Blasier	Paraeducator	Lewis

Ten Years (con't.)

Rafael Bobenrieth	Teacher	Roosevelt High School
Olga Bobrovnik	Russian Placement Specialist	Enrollment & Transfer Center
Karin Bright	Speech Language Pathologist	Special Education
Adrienne Briones	Student Management Specialist	Woodmere
Brenda Browning	Bus Driver	Student Transportation
Eugene Brunak	Teacher	Madison High School
Karen Bunnell	Teacher	Hayhurst
David Burmester	Teacher	Grant High School
Kevin Bush	Teacher	Chapman
Diana Cain	Community Agent	Applegate
Phung Cao	Bilingual Educational Assistant	Creston Annex
Heather Casciato	Teacher	Boise-Eliot
Angela Cerney	Teacher	Woodstock
Danelle Chapman	Counselor	Franklin High School
Xavier Chavez	TOSA	James John
Jennifer Choate	Teacher	King
Ellen Clarke	Teacher	Glencoe
Daniel Coffey	Teacher	Jefferson HS-Mid Coll Adv Stud
Suzanne Cohen	PAT Union Representative	BESC
Emily Cornet	Teacher	Madison High School
Kelly Cox	Coordinator	Roosevelt High School
Vanessa Crock	Teacher	Roosevelt High School
Caryn Cushman	Teacher	Arleta
Nancy Dalla Corte	Teacher	Ainsworth
Alexander Dawson	Teacher	Mt. Tabor Middle School
Peter DeVry	Teacher	Lincoln High School
Angela Diaz De Leon	Bilingual Educational Assistant	Lent
Jeremy Dickerson	Teacher	Roosevelt High School
Linda Edington	Teacher	Special Education – Lincoln High School
Nancy Evans	Teacher	Rose City Park
Brian Fain	Teacher	Roosevelt High School
Eric Fass	Teacher	Sunnyside Environmental School
Nicole Fig	School Psychologist	DART – Benson High School
Michael Forstag	Teacher	Woodstock
Ariel Frager	Counselor	Kelly
Michael Garcie	Teacher	ESL – Beach
Celina Garrido	Assistant Principal	Irvington
Steve Geiszler	Teacher	Special Education
Saima Goodrich	Teacher	Special Education – Faubion
Ann Gooselaw	Teacher	Bridlemile
Bonnie Gray	Equity & Diversity Asst Director	Equity & Partnerships
Kimberly Hall	Lead Food Service Assistant	Nutrition Services – Peninsula
Maili Halverson	Senior Specialist	Human Resources
Christine Hanson	Paraeducator	Parry Center
Harry Hebard	Paraeducator	Holladay Center
Julie Higgins	Chief Clerk	Student Transportation
Joanne Hilderbrand	School Psychologist	DART – Benson High School
David Hillis	Teacher	Cleveland High School
Mercedes Hjorth	Teacher	Beverly Cleary – Rose City Park
Yukiko Hunt	Educational Assistant	Applegate
Simeon Hyde III	Teacher	Markham

Ten Years (con't.)

Kristin Irwin	School Psychologist	Special Education
Francine Ivans	Paraeducator	Wilson High School
Billie Jackson	Campus Security Agent	Benson High School
Rachell Jensen	Teacher	Kelly Center
Princess Johnson	Confidential Executive Assistant	Equity & Partnerships
Lisa Kellebrew	Paraeducator	Mt. Tabor Middle School
David Kelly	Teacher	Special Education – Madison High School
Kimberly Kenyon	Teacher	Beach
John Keyser	Teacher	Skyline
Jeffrey Klein	Machinist	Maintenance Services
Susan Kosmala	Assistant Principal	Lee
Michele Lageson	Principal's Secretary	Franklin High School
Tina Lageson	Teacher	Glencoe
Judy Lamkins	School Psychologist	Astor
Maude Lamont	Vice Principal	Wilson High School
Michelle Lamoreaux	Teacher	Deaf/Hearing Impaired – Wilcox
Cynthia Laureano	Clerk	Special Education
Drew Laurence	TOSA	Student Services
Aaron Lefitz	Teacher	Special Education – Roseway Heights
Ana Lemus	Lead Food Service Assistant	Nutrition Services – West Sylvan Middle School
Yvonne Liao	Bilingual Educational Assistant	Headstart – Creative Science
Jessica Liberty	Paraeducator	Special Education – Chief Joseph
Eric Lofquist	Teacher	Irvington
Cheri Logan	Teacher	Special Education – Irvington
Alodie Lopez	Teacher	Chapman
Lidia Lopez Gamboa	Principal's Secretary	Harrison Park
Colleen Loprinzi	Teacher	Cleveland High School
Kevin Mackey	Therapeutic Intervention Coach	Holladay Center
Korey Mak	Teacher	Sacajawea Site
Lynn Malzahn	Teacher	Ainsworth
Matthew Marchyok	TOSA	Curriculum & Instruction
Joshua Martin	Teacher	Wilson High School
William Maurer	Electrician	Maintenance Services
Denny Maxwell	Plumber	Maintenance Services
Charles McCue	Paraeducator	Woodlawn
Teresa McIntosh	Teacher	James John
Deborah Merrill	Paraeducator	Bridlemile
Carol Meyer	Speech Language Pathologist	Deaf/Hearing Impaired – Wilcox
Rose Michels	Teacher	Chief Joseph – Ockley Green
Brandi Miller	Teacher	Creative Science School
John Miller	Teacher	Markham
Douglas Minch	Laborer	Maintenance Services
Jacy Morris	Teacher	Hosford Middle School
Shae Morris	Counselor	Lincoln High School
Cynthia Morse	Teacher	Special Education – Hosford Middle School
Lynnelle Neitzel	Paraeducator	Beverly Cleary – Rose City Park
Nguyen Nguyen	Teacher	Grant High School
Anh Nguyen-Johnson	Assistant Principal	Mt. Tabor Middle School
Hollie Nichols	Bookkeeper	Jefferson HS-Mid Coll Adv Stud
Amy Nunn	Teacher	Atkinson
Jose Olavarrieta	Teacher	Ainsworth

Ten Years (con't.)

John Oppedisano	Teacher	DART – Benson High School
Wendy Palafox	Educational Assistant	Headstart – Sitton
Catherine Parker	Teacher	Woodlawn
Craig Parrott	Teacher	Jackson Middle School
Luz Pita-Zanavich	Speech Language Pathologist	Winterhaven
Jennifer Potegal	Speech Language Pathologist	Special Education
Robert Price	Teacher	Woodmere
Greg Qualey	Teacher	Special Education – Holladay Center
Eddie Railey	Teacher	Benson High School
Elizabeth Raisman	Teacher	Bridger
Tracy Rattelman	Teacher	Roseway Heights
Francine Read	Educational Assistant	Capitol Hill
Rosemarie Reyes	Bus Driver	Student Transportation
Sandra Reyes	Principal's Secretary	Scott
Courtney Richardson	Bilingual Educational Assistant	Early Learners Academy – Ramona
Kim Rinier	Teacher	Cleveland High School
Gayle Robbins	Administrator-Special Programs	Deaf/Hearing Impaired – Wilcox
Dawn Roberts	Teacher	Buckman
Bertha Roesner de Roseberry	Bilingual Educational Assistant	Sacajawea Site
Paul Ronan	Paraeducator	Comm Trans Ctr on MLK - Campus
Donald Rose	Teacher	Beaumont Middle School
Sean Rose	Senior Application Developer	Information Technology
Kristina Rothwell	Teacher	Hayhurst
Amy Ruona	Prevention Coordinator	Tubman
Catherine Ryan-Dolan	School Psychologist	Vestal
Michael Salmon	Teacher	Rose City Park
Anna Sapienza	Teacher	Metropolitan Learning Center
Jessica Schlosser	Teacher	Laurelhurst
Shantel Schneider	Paraeducator	da Vinci Arts Middle School
Tessalie Schulte	TOSA	Talented and Gifted – Rice Site
Elizabeth Shaughnessy	Speech Language Pathologist	Bridger
Polly Sheckels	Teacher	Kelly
Richard Short	Teacher	Beverly Cleary – Fernwood
Kumar Sichel	Paraeducator	DART – Benson High School
Jennifer Siegel	Teacher	Deaf/Hearing Impaired – Wilcox
Bryan Smith	Teacher	Benson High School
Julie Smith	Teacher	Rieke
LaVonda Smith	Lead Food Service Assistant	Nutrition Services – Abernethy
Vanessa Smith	Teacher	Special Education – Jackson Middle School
Julie Sparling	Teacher	King
Samuel Stember	Teacher	Clarendon
Lindell Stone Jr	Student Management Specialist	Scott
Jeffrey Sturges	Teacher	Rieke
RaeAnn Suckow	Teacher	Lee
Amy Taramasso	Teacher	Alliance High School – Meek
Alison Taylor	Teacher	Roosevelt High School
Ginger L. Taylor	Teacher	Headstart – Sitton
Ginger S. Taylor	Special Program Vice Principal	Portland Eve Scholars – Benson
Mary Taylor	Teacher	Special Education – Vestal
Timothy Taylor	Senior Administrative Secretary	Grant High School
James Terry	Teacher	Special Education – Jackson Middle School

Ten Years (con't.)

Jeremy Thomas	Teacher	Sunnyside Environmental School
Rodney Thrasher	Bus Driver	Student Transportation
Hoang Tran	Counselor	Franklin High School
Hung Trinh	Teacher	Benson High School
Diane Urbano-Neilson	Teacher	Ainsworth
Mark Van Hoomissen	Special Programs Principal	DART – Benson High School
Zachary Vestal	Teacher	Buckman
Teresa Waldron	Teacher	Cleveland High School
Nicole Walsh	Teacher	Duniway
John Waterman	Bus Driver	Student Transportation
Sparrow West	Teacher	Richmond
Diane Williams	Educational Assistant	Clarendon
Jason Williams	Plumber	Maintenance Services
Jonathan Williams	Administrator-Special Programs	Tubman
John Wilson	Teacher	Jackson Middle School
Suzanne Womack	Paraeducator	Alameda
Leslie Woodhouse	Teacher	Creston Annex
Katherine Yarlott	Teacher	East Sylvan Middle School
Anna-Sophia York	Teacher	Special Education – Franklin High School
Dina Zadoff	Teacher	Woodmere

Five Years

Johanna Aalto	Teacher	Hayhurst
Thomas Adams	Facilities Operations Director	Facility Services Center
Sean Ahern	Teacher	Special Education – Grout
Miriam Al Faiz	Teacher	Irvington
Margaret Albertson	Senior Specialist	Information Technology
Thomas Allen	Teacher	King
Marla Ann Baber	Teacher	Hosford Middle School
Barbara Bains	Lead Food Service Assistant	Nutrition Services – da Vinci Arts Middle School
Christopher Bartlo	Teacher	Wilson High School
Emily Bartram	Paraeducator	Special Education – Jackson Middle School
Sean Benton	Teacher	Astor
Tishon Bermudez	Food Service Assistant	Nutrition Services – César Chávez
Gena Biello	Teacher	Vestal
Kaoru Biornstad	Teacher	Richmond
Jerae Bjelland	Speech Language Pathologist	Special Education – Lee
Katherine Blackwelder	Speech Language Pathologist	Special Education – Astor
Patricia Blodgett	Instruction Technology Assistant	Chief Joseph/Ockley Green
Laura Bolen	Lead Food Service Assistant	Nutrition Services – Ockley Green
Joann Bolte	Food Service Assistant	Nutrition Services – Markham
Ewan Brawley	Senior Director	Curriculum & Instruction
Samantha Breen	Teacher	ESL – Sitton
Roberta Brooks	Paraeducator	Special Education – Lee
Deanna Brown	Food Service Assistant	Nutrition Services – Laurelhurst
Julie Brown	Teacher	Alameda
Christopher Burns	Teacher	Special Education – Pioneer – Holladay Center
Bonnie Calnek	School Secretary	School Operational Support – Rice Site
Sarah Cantwell	Teacher	Deaf/Hearing Impaired – Wilcox
Kali Capps	Teacher	Lee

Five Years (con't.)

Sandra Carlson	Paraeducator	Special Education – Peninsula
Paul Cathcart	Senior Project Manager	Property Management
Kelly Cen	Lead Food Service Assistant	Nutrition Services – Youngson
Richard Cha	Teacher	Roosevelt High School
Katie Charlston	Teacher	Alameda
Alberto Chavez	Electronics Technician	Maintenance Services
Ross Christy	Teacher	Arleta
Brett Christy-Hamilton	Paraeducator	Special Education – Marysville
Karen Clarke	Food Service Assistant	Nutrition Services – Woodlawn
Margaret Coia	Paraeducator	SPED Community Transition Program
Diana Collins	Teacher	Gray Middle School
Ryan Connell	Senior Specialist	Human Resources
Veronica Core	Campus Security Agent	Security Services
Elizabeth Crow	Teacher	Roosevelt High School
Wendy Crozier	Teacher	Buckman
Lori Culley	Teacher	Lent
Traci Dailey	Food Service Assistant	Nutrition Services – Rigler
Amanda Darmawi	Speech Language Pathologist	Special Education – MLC
Moses Davis	Teacher	Benson High School
Tanesha Dawson	Clerk	Mt. Tabor Middle School
Victoria Dawson	Paraeducator	Special Education – Grout
Bethany DeMello	Finance Clerk	Accounting Services
Mace Detevis	Custodian	Facility Services Center – Marysville
Ivonne Dibblee	Principal	Atkinson
Bethany Dierickx	Paraeducator	Special Education – Whitman
Lynnette Diller	Teacher	Peninsula
Angela Dillingham	Teacher	Special Education – Arleta
Kate Dilworth	Teacher	Blind/Vision Impaired – Wilcox
Walter Dines	Custodian	Facility Services Center – Vernon
Margaret Dippell	Teacher	Beach
Margie Doern	Teacher	Duniway
Rebecca Dorn-Medeiros	School Psychologist	Special Education – Grant High School
Patti Downing	Paraeducator	SPED Community Transition Program
Elena Dudareva	Teacher	Kelly
Lynn Dunnam	Speech Language Pathologist	Special Education – Franklin High School
Robert Durkee	Custodian	Facility Services Center – Hayhurst
Ryan Dutchuk	Teacher	Lincoln High School
Sharai Eggar	Library Assistant	ESL
Kristina Etzel	Teacher	Vernon
Cindy Ewers	Teacher	Special Education – Beaumont Middle School
Timofey Fefelov	Electrician	Maintenance Services
Leah Fehلمان	Paraeducator	Special Education – Llewellyn
Grace Findley	Educational Assistant	Headstart – Clarendon
Gregory Flenniken	Teacher	Special Education – Maplewood
Sharon Forrest	Teacher	Special Education – LEP Charter School
Adam Gaede	Teacher	West Sylvan Middle School
Neil Gibson	Counselor	Cleveland High School
Wendy Giesler	Clerk	Madison High School
Elinna Goetz	Principal's Secretary	César Chávez
Shannon Grandy	Paraeducator	Pioneer – Holladay Center
Maria Haddox	Teacher	Roseway Heights

Five Years (con't.)

Sara Hahn	Principal	Lent
Tonya Hamlin	Food Service Assistant	Nutrition Services – Beaumont Middle School
Lindsey Harrah	Teacher	Headstart – Sitton
Suzy Harris	Legal Counsel	General Counsel
Kristin Havermann	Teacher	SPED Community Transition Program
Karla Havermann-Fulton	Paraeducator	SPED Community Transition Program
Holly Henning	Teacher	Lent
Matthew Herman	Teacher	Roseway Heights
Leah Hermes	Teacher	Beverly Cleary – Fernwood
Lauren Herrmann	Teacher	Special Education – Llewellyn
Bert Higdon	Electronics Technician	Maintenance Services
Stephen Hirai	Contracts Analyst/Coordinator	Purchasing & Contracting
Claire Holm	Teacher	Chapman
Hilary Huerta	Speech Language Pathologist	Special Education – Itinerant
Sarah Hughes	Teacher	Special Education – Trillium Charter School
Michael Humphrey	Mason	Maintenance Services
Michael Jansa	Teacher	Sunnyside Environmental School
Ruqayya Jarad	Paraeducator	Special Education – MLC
Emily Johnson	Mentor Teacher	Professional Development Teaching
Megan Johnson	Teacher	Headstart – Clarendon
Melissa Johnson	Teacher	Lincoln High School
Sean Johnson	Teacher	Arleta
Donna Jones	Senior Clerk I	Headstart – Sacajawea Site
Kelli Joy	Teacher	Marysville
Daniel Jung	OSM Manager	Office of School Modernization
Kristina Kallen	Principal's Secretary	Richmond
Anne Kebbe	Paraeducator	Special Education – Grant High School
Gretchen Kendrick	Teacher	Special Education – Lane Middle School
Sandra Kent	Paraeducator	Special Education – Markham
Christine Klein	Teacher	Atkinson
Naoko Koki	Occupational Therapist	Special Education – Tubman
Andrea Kozil	Teacher	Blind/Vision Impaired – Wilcox
Gretchen Kraig-Turner	Teacher	Jefferson High School
Randall LaBeck	Custodian	Facility Services Center – Glencoe
Karl Langenwalter	Paraeducator	Special Education – Sitton
Jamie Larson	Teacher	Scott
Norma Lawson	School Secretary	Gray Middle School
Sitti Lee	Teacher	Sitton
Caroline Lehmkuhl	Teacher	Llewellyn
Kate Lind	Sign Language Interpreter	Deaf/Hearing Impaired – Wilcox
Pamela Lindsay	Teacher	Metropolitan Learning Center
Piers Links	Custodian	Facility Services Center – da Vinci Arts MS
Brian Linne	Paraeducator	Special Education – Wilson High School
Brock Logan	Senior Director	Human Resources
Ashley Luginbuhl	Paraeducator	Special Education – George Middle School
Stacey Lukas	Senior Specialist	Human Resources
Heather Mankowski	Teacher	Hayhurst
Julie Manzella	Paraeducator	Special Education – Arleta
Philip March	Senior Specialist	Risk Management
Andrea Martin	Counselor	Faubion
Chris Martin	School Secretary	Alameda

Five Years (con't.)

Amy McBride	Teacher	ACCESS Program – Rose City Park
Christine McCarty	Teacher	Grant High School
Megan McCollough	Senior Specialist	Human Resources
Amy McCullough	Paraeducator	Special Education – da Vinci Arts MS
Shalonda McGhee	Teacher	Chapman
Saneun McHaley Foley	Teacher	Lincoln High School
Donald McKie	Teacher	Ainsworth
Mike McLerran	Glazier	Maintenance Services
Erin McNulty	Teacher	Grant High School
Marie Meyer	Teacher	Lincoln High School
Craig Meyers	Teacher	Hosford Middle School
Hannah Miljkovic	Teacher	Chapman
Justin Miller	Food Service Assistant	Nutrition Services – Ainsworth
Randal Miller	Project Management Director	FAM Management
Brian Mills	Custodian	Facility Services Center – César Chávez
Aaron Monteith	Teacher	Special Education – George Middle School
Alex Montfort	Teacher	King
Terence Moore	Custodian	Facility Services Center – Wilson High School
Amy Morgan	Paraeducator	Special Education – Sitton
Charles Morgan	Steamfitter	Maintenance Services
Michael Morkve	Bus Driver	Student Transportation
Clifford Morse	Custodian	Facility Services Center – Tubman
Megan Moyer	School Psychologist	Special Education – Wilson High School
Kristin Mullady	Teacher	Jackson Middle School
Josefina Mullet	School Secretary	Grant High School
Chad Naberhaus	Teacher	Laurelhurst
Thomas Nava	Paraeducator	Special Education – Wilson High School
Nga Nguyen	Food Service Assistant	Nutrition Services – Harrison Park
Ralph Nickerson	Paraeducator	Special Education – Faubion
Keala Niebergall-Eltagonde	Teacher	Boise-Eliot
Kevin O'Brien	Paraeducator	Special Education – Beverly Cleary at Fernwood
Christine Olivera	Teacher	Lent
Denise Omey	Teacher	Lewis
Patricia Oneal	Bus Driver	Student Transportation
Dana Overgaard	Paraeducator	Deaf/Hearing Impaired – Wilcox
Michael Paige	Bus Driver	Student Transportation
Raymond Panagopoulos	Teacher	Special Education – Wilson High School
Reba Parker	Media Specialist	Astor
Erica Passmore	Paraeducator	Special Education – Scott
Kathleen Pearson	Lead Food Service Assistant	Nutrition Services – Beverly Cleary at Hollyrood
Marie Pearson	Teacher	Wilson High School
Anna-Kate Peterson	Teacher	Cleveland High School
Natalia Petrevics	Paraeducator	Special Education – da Vinci Arts Middle School
Patrice Pierre	Teacher	Rosa Parks
Lorenzo Poe	Chief Equity & Diversity Officer	Equity & Partnerships
Colin Porter	Custodian	Facility Services Center – Mt Tabor MS
Molly Porterfield	Teacher	James John
Rachel Prust	School Secretary	Sabin
Caitlin Quinn	Teacher	Hosford Middle School
Helen Radow	Teacher	Scott
Heidi Reichelt	Principal's Secretary	Capitol Hill

Five Years (con't.)

Anne-Marie Reid	Teacher	Grant High School
Jeremy Reinholt	Teacher	Grant High School
Molly Renauer	Teacher	Mt. Tabor Middle School
Akiko Revay	Teacher	Llewellyn
Richard Rintoul	Teacher	Special Education – Ockley Green
Laurie Roberts	Principal's Secretary	Glencoe
Diana Robertson	Teacher	Sitton
Michael Rocha	Paraeducator	Special Education – Rose City Park
Tiffany Sahib	Teacher	Beach
Angela Sandino	Program Director	Funded Programs
Matthew Sandmann	Teacher	Special Education – George Middle School
Anne Scheiman	Teacher	Richmond
Rachel Schmidt	Teacher	Woodmere
Jennifer Schmutzler	Speech Language Pathologist	Special Education – Laurelhurst
Timothy Schulze	Teacher	Harrison Park
Emilia Schwing	Teacher	Atkinson
Sarah Sedlock	Teacher	Irvington
Sofia Segurola	Teacher	Mt. Tabor Middle School
Teah Senter	Lead Food Service Assistant	Nutrition Services – Beach
Kari Serkland	Teacher	Grout
Paul Sheprow	Paraeducator	Special Education – Sitton
Robert Siefken	Custodian	Facility Services Center – Roosevelt High School
Ruby Sims	Lead Food Service Assistant	Nutrition Services – King
Suzanne Smith	Teacher	Maplewood
Rachel Stagner	Teacher	Madison High School
Darek Steiger	Custodian	Facility Services Center – Franklin High School
Norman Stremming	Teacher	Franklin High School
Lindsay Summerton	Teacher	Special Education – Buckman
Shelley Tate	Teacher	West Sylvan Middle School
Rory Thompson	Student Management Specialist	Faubion
Betsy Tighe	Media Specialist	Roosevelt High School
Peter Timmons	Teacher	Peninsula
Rebecca Torres-Wilhelm	Principal	Rieke
Nayibe Tovar Valdes	Teacher	Franklin High School
Lien Tran	Bilingual Educational Assistant	ESL – Marysville
Janine Turley	School Psychologist	Special Education – Buckman
Bradley Utterstrom	Paraeducator	Pioneer – Holladay Center
Ruth Anne Van Hoomissen	Educational Assistant	Forest Park
Lauren Vandenburg	Counselor	Roseway Heights
Alma Velazquez	TOSA	Dual Language Programs
Lisa Victorine	Teacher	Headstart – Applegate
Catherine Volponi	Teacher	Portland Evening Scholars
Jennifer Walker	Teacher	Creative Science School
Arthur Wallace	Electronics Technician	Maintenance Services
Gail Warren	Confidential Executive Assistant	Office of Teaching & Learning
Tammy Watkins	Lead Food Service Assistant	Nutrition Services – Roseway Heights
Wendi Watson	Teacher	Special Education – Lee
Clinton Wells	Therapeutic Intervention Coach	Pioneer – Holladay Center
Kristin Werts	Teacher	Special Education – Beverly Cleary at Fernwood
Ellen Whatmore	Teacher	ESL – Wilson High School
Casey Whisler	Teacher	Roosevelt High School

Five Years (con't.)

Katy Wilebski	Teacher	Hayhurst
Huck Wilken	Teacher	César Chávez
David Williams	Government Relations Director	Community Involvement& Public Affairs
Roswitha Williams	Educational Assistant	Headstart – Kelly Center
Sabrina Williams	Custodian	Facility Services Center – Ainsworth
Mathew Wise	Custodian	Facility Services Center – Hosford Middle School
Anne Witt	Speech Language Pathologist	Special Education – da Vinci Arts Middle School
Amy Wolf	Food Service Assistant	Nutrition Services – Roosevelt High School
Xiaonan Yang	Teacher	Cleveland High School
Mariko Yoshiwara	Teacher	Whitman



Board of Education Informational Report

MEMORANDUM

Date: April 20, 2015

To: Members of the Board of Education

From: Sara King, Director of Planning and Asset Management
Tony Magliano, Chief Operating Officer

Subject: Regional Early Learning Academy/Generations Longhouse at Foster School Site

This memo provides background information related to the Regional Early Learning Academy and Generations Longhouse project requests that will come before the board for a vote on April 28, 2015. These include:

- Amendment to ground lease with City of Portland and sublease with NAYA
- Dedication of land and local improvement district for public street improvements
- Pre-development agreement terms

Project Background:

PPS understands that effective learning environments that start at the earliest years help promote success at the critical 3rd grade level and beyond. To support these strategies, PPS has embarked on a Regional Early Learning Academy model, with three being or having been established: Clarendon, Faubion, Ramona, Lane and Foster School site.

The Regional Early Learning Academy project is part of a larger, integrated development that arose from discussions between the City of Portland and PPS surrounding a \$5M City of Portland contribution to PPS in 2012. In return for this contribution, PPS gave the City a 99-year ground lease on 2.16 acres of the Foster School site. The City subleased that interest to NAYA for intergenerational housing, modelled on the successful Bridge Meadows project on the former PPS Ball School site. An early learning center was also planned, to be jointly managed by PPS and NAYA. Both uses would be integrated as a community and be culturally appropriate. For more information on this lease agreement, see Exhibit A: Project Background Material.

Project Concept: Phase I of the Foster site development, called Generations, will consist of 40 units of affordable, intergenerational housing built and owned by NAYA, focused on Native seniors and families fostering Native American children. This phase is 95% funded and construction is planned to start in fall, 2015.

The second phase is a Regional Early Learning Academy (RELA) and attached Longhouse community center (Longhouse). The RELA will consist of:

- 3 classrooms of PPS kindergarten;
- 3 classrooms of PPS Head Start; and

- 2 classrooms of NAYA-run daycare for ages 0-3.

The Longhouse will be the front door to the RELA and will consist of a large community room, a commercial kitchen, and a community health clinic. PPS will build the RELA/Longhouse and manage the RELA. NAYA will manage the Longhouse through a lease with PPS.

The project site plan is included in Exhibit B.

Ground lease amendment: The ground lease language will be amended in order to place the housing tract on the west side of the site, where the present school is located, and the school tract on the east side of the site as shown in Exhibit C. Originally, the tracts were reversed, but the site plan was changed to accommodate traffic concerns from the neighborhood. Exhibit B will also be adopted as Exhibit A-1 of the ground lease. The City Council adopted these lease amendments on April 15, 2015.

Pre-development agreement:

To date, there are two agreements between NAYA and PPS for the development of the RELA. The first is the ground lease, a binding agreement and the second is the Oregon Solutions Declaration of Cooperation signed by all parties last summer. That agreement is non-binding.

PPS and NAYA have made decisions regarding the roles, responsibilities, anticipated budget and schedule for the RELA/Longhouse, and felt a binding pre-development agreement was needed to memorialize them. Exhibit D outlines the proposed terms covered in the pre-development agreement. Most notable is the cost sharing between parties for design and construction. There are two cost sharing calculations proposed.

The first calculation is for the site-related costs, including site planning, school building demolition and the cost of the local improvement district (LID) to pay for street improvements (see below). Site-related costs will be split based on square footage of the site allocated to NAYA's housing and PPS' Early Learning Academy, with 55% of those costs allocated to NAYA and 45% allocated to PPS.

The second calculation is for the design and construction cost of the RELA/Longhouse, based on the square footage that will be controlled by each party. Hence, PPS will be responsible for 60% and NAYA will be responsible for 40% of the costs for this phase. Because the LID costs associated with PPS support the RELA/Longhouse, PPS will negotiate with NAYA to split these costs at the same percentages.

The other notable term in the pre-development agreement involves the demolition of Foster School. The agreement states that the Board shall approve demolition at the time the parties adopt a cost sharing agreement for pre-development costs such as the design. The cost-sharing agreement is anticipated to come to the Board by the end of June.

The preliminary budget for the RELA/Longhouse is \$12,500,000 and is mentioned in the pre-development agreement as a reference, not as a final construction number. The final construction number will be included in the forthcoming Development Agreement between the parties, anticipated to come to the Board in December, 2015. The table below illustrates the sources of project funding. These costs will be split between PPS and NAYA on a 60/40% basis as stated above.

Preliminary Project Budget

Source	Amount
New Market Tax Credits	2,900,000
NAYA contribution	3,070,000
PPS contribution	4,500,000
PPS land contribution	780,000
Other public investment	1,250,000
<i>Total</i>	<i>12,500,000</i>

The project milestones outlined below will also be included in the predevelopment agreement. They may be amended by mutual agreement of the parties.

Project Milestones

Date	Milestone
April 28, 2015	PPS/City of Portland ground lease amendment approval
April 28, 2015	LID Petition and ROW conveyance
April 28, 2015	Pre-development agreement approval
May 26, 2015	PPS to hire architect; design cost sharing agreement with NAYA and demolition of Foster school approval
August 2015	Foster school demolition
August 2015	Conditional use approval by City of Portland
December 2015	Development agreement approval
July 2016	RELA/Longhouse design/permitting completion
August 2016	RELA/Longhouse construction commencement
July 2017	RELA/Longhouse construction completion
August 2017	RELA/Longhouse opens

Street improvements: A condition of approval by the City of Portland for the new housing and the RELA/Longhouse is the construction of new public street improvements. Those required improvements include a new SE Steele Street and a widened and improved SE 86th Court. See Exhibit D: Tract Plan for location of these improvements. PPS and NAYA have determined that the best way to construct these improvements is through the formation of a local improvement district (LID). The LID allows the parties to request that the City construct the street improvements and assess PPS. It allows payment for those improvements over time, which may be advantageous to both NAYA and PPS.

These street improvements require dedication of 25,700 sq. ft. of property from PPS. A dedication of property is also required from an adjacent owner to the west in order to get an adequate connection from proposed SE Steele St to SE 85th Ave. Since the adjacent property owner has rebuffed NAYA’s request to purchase an easement, NAYA and PPS have turned to the provision of an LID to gain access since the City can purchase it through eminent domain as part of the LID process.

The total cost of the required street improvements is estimated by the City of Portland at \$729,500. These costs will be allocated between PPS/NAYA and the neighbor to the west. The PPS/NAYA share of costs will be allocated between the parties with 55% of the cost being paid by NAYA and 45% being paid by PPS, per the pre-development agreement. The adjacent property owner has been assessed \$120,000 of the \$729,500, but PBOT has relayed that the adjacent property owner is contesting any and all assessment and as a result, the City Council

may choose to reduce the neighbor's obligation. Any reduction in the neighbor's assessment will mean more allocated to PPS/NAYA.

The LID process is as follows: 1) PPS staff has requested the formation of the LID petition; 2) the petition must be approved by the PPS Board, scheduled for April 28, 2015 at which time the Board agrees to an estimated assessment by the City of Portland for improvements; 3) the City Council holds a public hearing, tentatively scheduled for June, 2015 at which time it will determine the amount of assessment between PPS and its neighbor to the west. The timing of the LID process is such that PPS must sign off on the LID petition in order to get it started, but PPS and NAYA won't know exactly how much the assessment will be until the City Council hearing in June.

The LID allows PPS/NAYA to finance the cost of construction: 5 years, 10 years or 20 years at 5.5% interests. PPS/NAYA would start payments once the construction is completed, estimated to be September 2016.

Next Steps:

On April 28, 2015 the Board will be asked to approve three project-related actions:

- amendments to the ground lease with the City of Portland and sublease with NAYA;
- dedication by PPS of property and approval for the City of Portland form a LID; and
- approval of a pre-development agreement with NAYA that lays out general agreements about ownership and management roles, design and LID cost sharing, and schedule and funding structure for construction of the RELA/Longhouse.

By end of June 2015, staff will request of the Board approval to demolish Foster School as part of the cost sharing agreement with NAYA for payment of architectural services to complete design of the RELA/Longhouse.

In December 2015, PPS staff will return to the Board for approval of a binding development agreement, which outline a final project schedule, an updated project budget, including commitments and guarantees by both parties, general terms for agreements such as shared space/lease and operating and obligations of parties to each other should the RELA/Longhouse construction be delayed or terminated.

Exhibit A: Project Background Material

The following project-related materials were previously brought before the Board:

- Intergovernmental Agreement between Portland Public Schools and the City of Portland for One-Time Funds and ongoing Partnerships
- 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)

**INTERGOVERNMENTAL AGREEMENT
BETWEEN PORTLAND PUBLIC SCHOOLS AND THE CITY OF PORTLAND FOR
ONE-TIME FUNDS AND ONGOING PARTNERSHIPS**

This Intergovernmental Agreement ("IGA"), authorized pursuant to ORS 190.110 et seq., is entered into by and between Portland Public School District ("PPS") and the City of Portland ("City").

RECITALS

- A. Education is one of the top four overarching goals of the City's Portland Plan; and,
- B. The City has partnered with the PPS and PAT to provide a total of \$5,000,000.00 to Portland Public Schools in the 2012-13 school year, contingent on certain actions to be undertaken by the City, PPS and the Portland Association of Teachers (PAT); and,
- C. In general, the City agreed to adopt a budget that would free up \$5,000,000.00 in resources in order to make a contribution and donation to PPS. PPS agreed to take certain budgetary actions, which are described in Paragraph G below and to resolve certain outstanding issues with PAT. PAT agreed to make a monetary contribution in the form of delayed salary increases and to resolve certain outstanding issues it had with PPS, which are outlined in a Tentative Agreement dated May, 2012; and,
- D. Of the \$5,000,000.00 total, the City agreed to provide \$4,500,000.00 from non-property tax resources within the City General Fund, specifically Business License Fee dollars, directly to PPS and \$500,000.00 in Tax Increment Financing (TIF) resources to be used for a real property transaction; and,
- E. Of the \$5,000,000.00 total, the City agreed to provide \$500,000.00 in TIF resources, specifically Housing Set Aside dollars within the Lents Urban Renewal Area (URA), to be spent in accordance with a Memorandum of Understanding (MOU) executed between City and PPS dated June 6, 2012. That MOU concerns the lease by the City of the PPS Foster Elementary School Property site, located at 5205 S.E. 86th Avenue, Portland, Oregon for the purpose of pursuing an Early Learner Education Center (EC) and a Native American Youth Family Center (NAYA) Intergenerational Community (IGC) for adoptive families of foster children. PPS, NAYA and the City intend to execute an IGA and grant agreement consistent with the MOU for the Foster Elementary School site; and,
- F. The \$4,500,000.00 in non-property tax resources will be used by PPS to pay for facilities related expenses, such as cleaning, repairs and maintenance that will then free up PPS resources and allow PPS to direct its own funds to the hiring and retention of teachers; and,
- G. On May 14, 2012, the Portland Public Schools Board of Directors passed Resolution No. 4598 overcoming a \$27.5 million gap between resources and requirements. In closing this gap, the Board approved the reduction of general fund reserves by \$7.5 million and reducing administration and centrally allocated educational supports by \$9.5 million. On June 25, 2012,

the PPS Board took action on additional reductions to administration and centrally allocated supports by \$2.65 million more, in accord with this agreement between the City, PAT, and PPS; and,

H. PPS and the City also agree to continue to pursue existing and ongoing partnerships as outlined in Exhibit A of City Resolution No. 36929 adopted on June 6, 2012 for Marshall High School Field, Community Gardens, the Whitaker School site, and the Southeast corner of the Washington Monroe High School site; and,

I. In light of these common objectives, the City adopted Ordinance No.185367 on May 30, 2012 and Resolution No. 36929 on June 6, 2012; PPS School Board voted on its budget in Resolution No. 4598 on May 14, 2012 and School Board approval of this Agreement is anticipated on August 20, 2012. PAT completed its required actions in May of 2012.

AGREEMENT

1. **Recitals.** The recitals above are hereby incorporated by reference.

2. **Effective Date/Term.** This IGA is effective from the date that all parties have executed this agreement. The term of this IGA is one year from the date that all parties have signed it.

3. **Foster Elementary School Site.** PPS agrees to enter into a separate IGA and lease in fiscal year 2012-2013 in regard to the Foster Elementary School Site. The lease term will be for a period of 65 to 99 years at a cost of \$500,000.00, which will come from Housing Set Aside dollars within the Lents URA. The terms of the IGA and lease will be consistent with the MOU previously adopted between the parties. The IGA and lease are anticipated to be executed no later than January 31, 2013. The IGA and lease will be approved as to form by the City Attorney's office. Provided it is approved as to form, Commissioner Dan Saltzman, or his designee, is authorized to accept or reject that IGA and lease on behalf of the City.

4. **Financing.** City agrees to provide funding to PPS in the sum of \$4,500,000.00 contingent upon the actions of PPS and PAT, as set forth in the above recitals, and acknowledges its and PPS's commitment to existing and ongoing partnerships regarding Marshall High School Field, Community Gardens, the Whitaker School site, and the Southeast corner of the Washington Monroe High School site. Following the execution of this agreement, the City will make payment on fifty-percent of funds due to PPS within 45 days and the remaining payment will be made to PPS no later than January 18, 2013.

5. **Amendments.** The terms of this IGA shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by both parties. The Mayor of the City of Portland, or his designee, is authorized to amend this IGA provided it does not increase the cost to the City.

6. **Captions.** The captions or headings in this IGA are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this IGA.

7. Law/Choice of Venue. Oregon law, without reference to its conflict of laws provisions, shall govern this IGA and all rights, obligations and disputes arising out of the IGA. Venue for all disputes and Litigation shall be in Multnomah County, Oregon. Before commencing any actions under this agreement, the parties agree to enter into mediation if a dispute arises that cannot otherwise be resolved by the parties.

8. Use of Funds/Indemnification. PPS will use the funds received from the City in accordance with this IGA and shall not use the funds for any other purpose whatsoever. PPS shall hold harmless, indemnify and pay back the City for any expenditure of funds that is not in accordance with the requirements of this IGA. This paragraph shall survive the expiration or termination of this agreement.

9. Severability/Survival. If any of the provisions contained in this IGA are held unconstitutional or unenforceable, the enforceability of the remaining provisions shall not be impaired. All provisions concerning the limitation of liability, indemnity and conflicts of interest shall survive the termination of this IGA for any cause.

10. No Third Party Beneficiary. City and PPS are the only parties to this IGA and as such, are the only parties entitled to enforce its terms. Nothing contained in this IGA gives or shall be construed to give or provide any benefit, direct, indirect, or otherwise to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.

11. Merger Clause. This IGA constitutes the entire agreement between the parties. No waiver, consent, modification or change of terms of this IGA shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this IGA.

12. Counterparts: Electronic Signatures. This Agreement may be executed in any number of counterparts, all of which when taken together shall constitute one agreement binding on all Parties, notwithstanding that all Parties are not signatories to the same counterpart. The Parties agree that they may conduct this transaction, including any amendments or extension, by electronic means including the use of electronic signatures.

13. Assignment. No Party shall assign or transfer any interest in this Agreement, nor assign any claims for money due or to become due under this Agreement, without the prior written approval of the other Parties. This Agreement shall bind and inure to the benefit of, and be enforceable by, the Parties hereto and their respective successors and permitted assigns.

14. Termination. This IGA may be mutually terminated at any time by written consent of the parties. The City may unilaterally terminate this IGA if PPS fails to use the Net Revenues in accordance with this IGA.

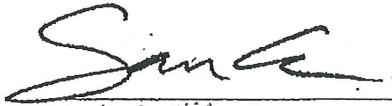
15. Dispute Resolution. In the event a dispute arises regarding the use of the Net Revenues by PPS or any other matter covered by this IGA, the parties agree to have high-level representatives of City and PPS to engage in discussions before taking any legal action. If

discussions fail to resolve the issue the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter either party may take any legal action permitted to it under the law of the State of Oregon.

IN WITNESS WHEREOF, the duly authorized representatives of PPS and City have executed this Contract in duplicate as of the date and year first above written.

CITY OF PORTLAND

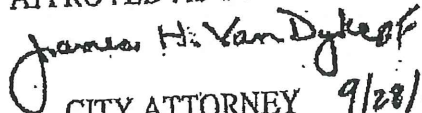
PORTLAND PUBLIC SCHOOL
DISTRICT


Authorized Signature 10/1/12 Date

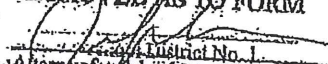

Authorized Signature SEP 24 2012 Date

Gregory C. MacCrone
Deputy Clerk

APPROVED AS TO FORM


CITY ATTORNEY 9/28/12

APPROVED AS TO FORM


Multnomah County District No. 1
Multnomah County, Oregon

BY  Valade by DB
AUDITOR

CORRECT LEGAL NAME

School District No. 1J,
Multnomah County, Oregon

discussions fail to resolve the issue the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter either party may take any legal action permitted to it under the law of the State of Oregon.

IN WITNESS WHEREOF, the duly authorized representatives of PPS and City have executed this Contract in duplicate as of the date and year first above written.

CITY OF PORTLAND

PORTLAND PUBLIC SCHOOL
DISTRICT

Authorized Signature

Date

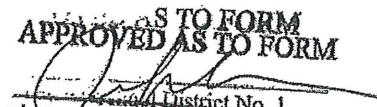
Authorized Signature

SEP 24 2012

Date

Gregory C. MacCrone
Deputy Clerk

APPROVED AS TO FORM



District No. 1
Multnomah County, Oregon

CORRECT LEGAL NAME

School District No. 1J,
Multnomah County, Oregon



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."

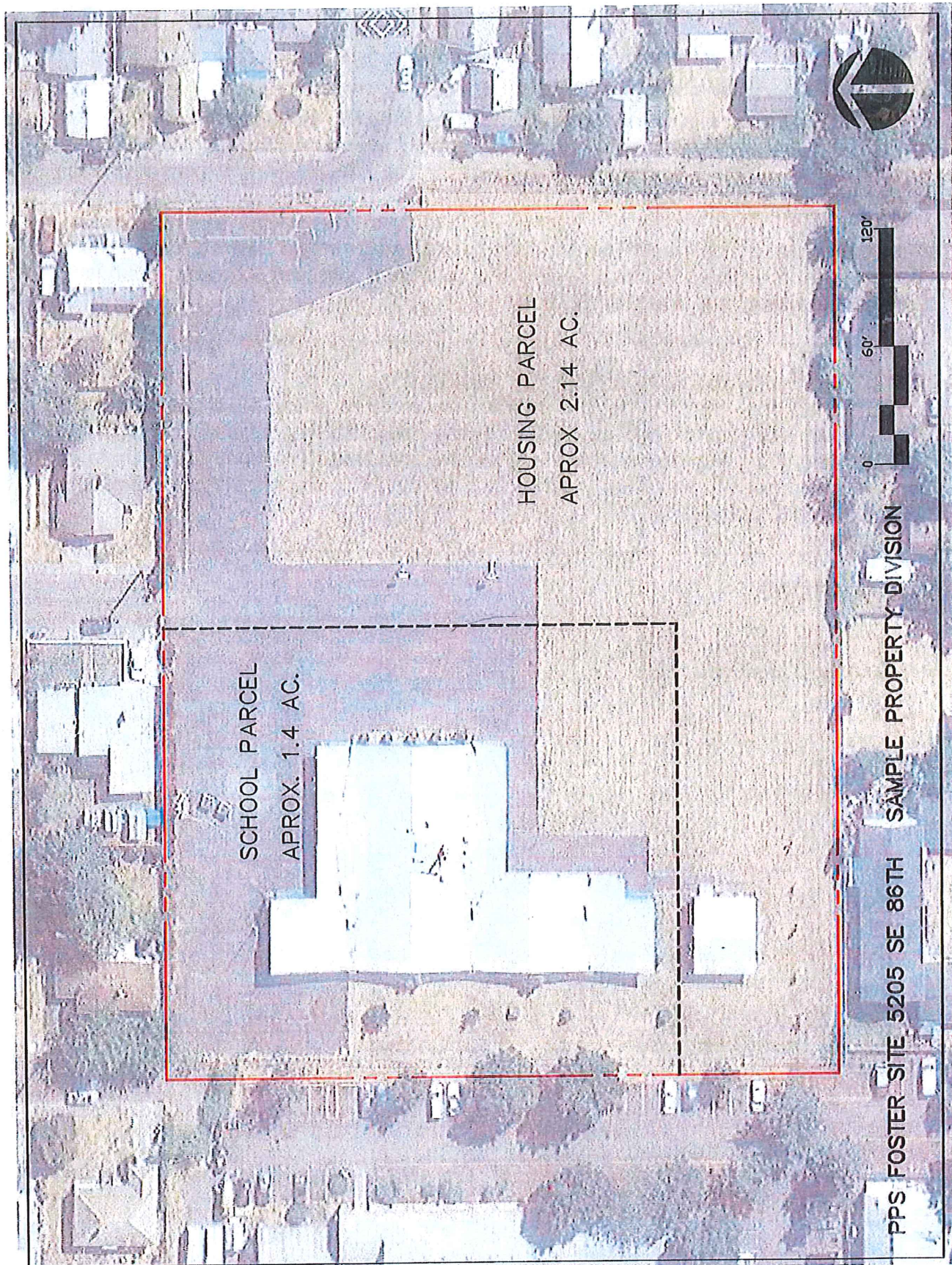
PROCESS / COMMUNITY ENGAGEMENT

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.

Reviewed and Approved by Superintendent
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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

Reviewed and Approved by
Superintendent

Also included in this packet was the report entitled, "The Native American Community in Multnomah County: An Unsettling Report". The link to that report is here: http://www.coalitioncommunitiescolor.org/docs/NATIVE_AMERICAN_REPORT.pdf

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**

J.	K. Description
L. Landlord:	M. School District No. 1J Multnomah County, Oregon ("PPS")
N. Tenant:	O. City of Portland (the "City")
P. Subtenant:	Q. Native American Youth and Family Center ("NAYA")
R. Nature of Transaction:	S. 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.
T. Leased Premises:	U. 2.16 acres of vacant land located immediately east of Foster Elementary School at 5205 S.E. 86 th Avenue, Portland, Oregon.
V. Due Diligence:	W. NAYA to have up to four years to perform due diligence and obtain financing and building permits.
X. Lease Term:	Y. 65 years, with an option to renew for an additional 34 years (99 years in total).
Z. Base Rent:	AA. \$500,000 to be paid by the City upon signing of Lease; no monthly base rent during initial term or renewal term.
BB. Additional Rent:	CC. During the term of the Lease, NAYA is solely responsible to bear all costs for repair, maintenance, utilities, insurance, and taxes (if any).
DD. Option to Purchase:	EE. 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.
FF. Improvements:	GG. 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.
HH. Leasehold Financing:	II. 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.
JJ. Low-Income Housing Tax Credits:	KK. 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.
LL. City's Responsibilities:	MM. Other than payment of the \$500,000 prepaid rent, the City is not responsible for performing the tenant's obligation under the Lease.
NN. Default by NAYA:	OO. Lease includes standard remedies for a default by a tenant.
PP. City's Rights Upon Termination of NAYA's Lease Rights.	QQ. 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.
RR. School Lease and Joint Operating Agreement Contingency:	SS. 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.

Exhibit B: Project Site Plan

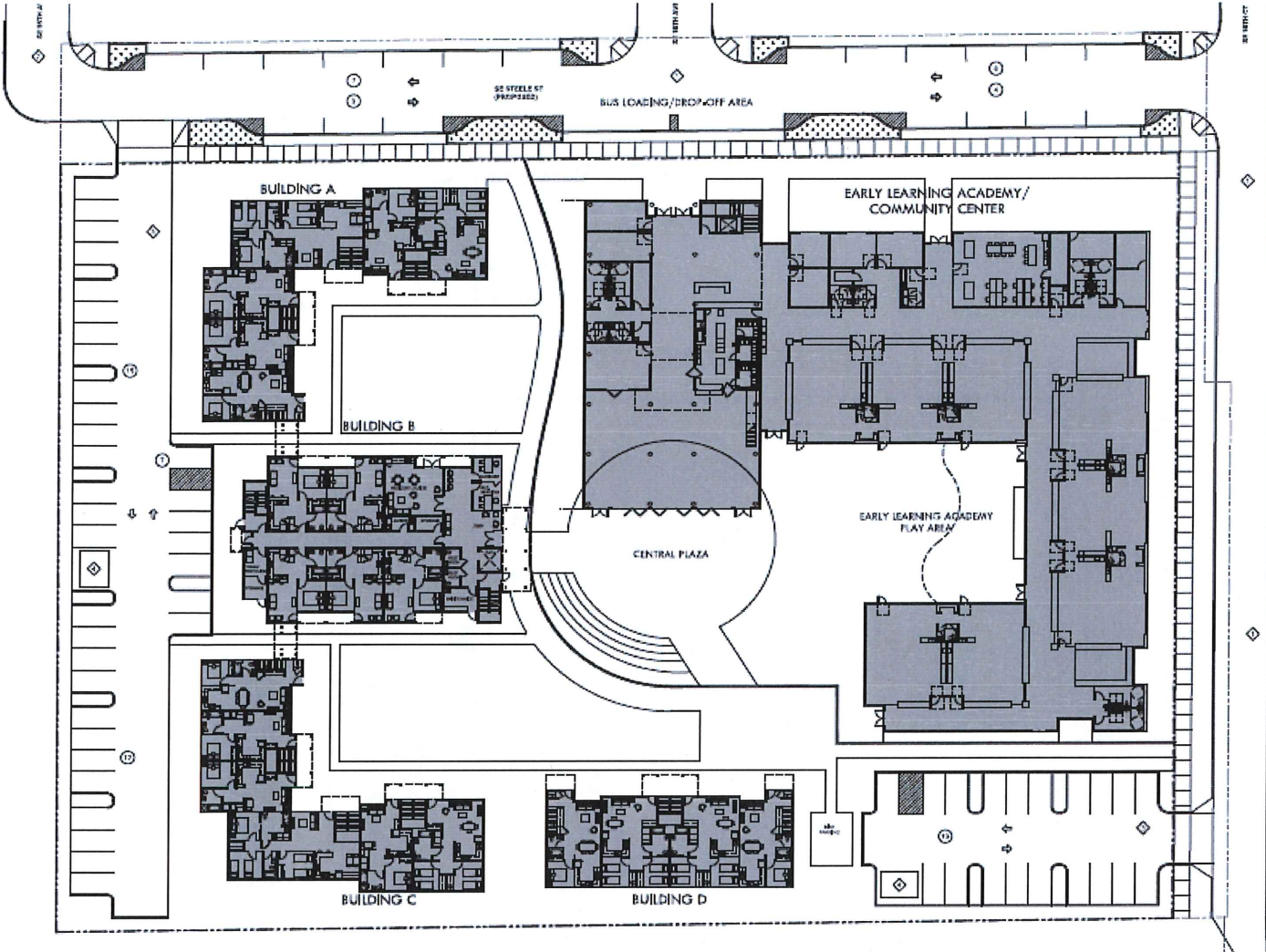


Exhibit D: Pre-Development Agreement Terms

Topic	Term
Program	<p>33,000 sq. ft Early Learning Academy – 8 classrooms + support space:</p> <ul style="list-style-type: none"> • 3 classrooms Kindergarten • 3 classrooms of PPS Head Start • 2 classrooms of day care <p>12,000 sq. ft. Longhouse/community center and kitchen.</p>
RELA/LH Owner, manager	<p>PPS to own building, SE parking lot for 20 spaces; NAYA to use 2 classrooms for day care via long term lease; PPS to use Longhouse community space and kitchen via shared space agreement; Both parties agree to share site parking and to develop operating agreement.</p>
RELA/LH Developer	<p>PPS to develop building; is responsible for building design and permitting, selection of architect and contractor, coordination of financing and completion of project per schedule.</p>
Preliminary RELA/LH Construction Funding	<p>Preliminary building cost estimated at \$12,500,000;</p> <ul style="list-style-type: none"> • PPS share @\$4,500,000 (60%); @\$780,000 land; • NAYA share @\$3,070,000 (40%); • Other funding @\$4,150,000 (public sources + New Market Tax Credits).
RELA/LH Design Cost Sharing	<p>Site master planning split 55%/45% between NAYA and PPS, respectively, including LID; Building design cost split 60%/40% between PPS and NAYA, respectively.</p>
RELA/LH Operations	<p>PPS to operate the RELA; NAYA to operate the Longhouse; Shared spaces per Lease agreement.</p>
Demolition of Foster School	<p>To be demolished during housing phase by NAYA; Parties to share cost of demo.</p>
Creation of Local Improvement District (LID)	<p>Requires initial petition approval by PPS; Requires agreement to dedicate land – 25,729 sq. ft.; Requires financial commitment – between \$610,000 and \$730,000; Costs to be shared between PPS and NAYA 45%/55% based on final costs and appraisal.</p>
Negotiate a Development Agreement	<p>Includes:</p> <ul style="list-style-type: none"> • Project schedule • Funding commitments by both parties • Direction for lease, draft operating and share use agreements • Shared use of parking lots • Construction cost sharing • Provision of wrap-around services

RESOLUTION No.

Authorization to enter into agreements with the City of Portland and the Native American Youth and Family Center (NAYA) for developing a Regional Early Learning Academy and Longhouse Community Center at the Foster School Site.

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. Intergenerational housing is a way to increase a child's success, utilizing seniors as mentors for children. This model 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.
- C. The Native American Youth and Family Center (NAYA) is seeking to develop this intergenerational housing model and partner with Portland Public Schools (PPS) to develop a Regional Early Learning Academy and Longhouse Community Center at the Foster School Site.
- D. One May 30, 2012, the Portland City Council authorized a memorandum of understanding (MOU) with PPS that provided for a long-term lease on a portion of the Foster School site for development of an intergenerational community by NAYA, referred to as the "Housing Tract."
- E. On October 1, 2012, the City and PPS executed an intergovernmental agreement regarding the City's commitment to provide \$500,000 in funding in exchange for leasing the Housing Tract so that the City could in turn sublease the Housing Tract to NAYA.
- F. 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.
- G. On March 11, 2013, the Board approved resolution 4737 authorizing PPS to enter into Agreements for the Lease of the Foster Housing Tract to the City of Portland and to sublease to NAYA for intergenerational housing. In July 2013, that lease was amended to obligate NAYA to develop a Good Neighbor Agreement with the Lents Neighborhood Association.

- H. PPS and NAYA have developed a final site plan that contemplates intergenerational housing on the west half of the site and a regional early learning academy and “longhouse” community center, with new and improved public streets, based in part on input from the Lents community.
- I. NAYA has amassed the funding required to begin construction of the intergenerational housing in fall, 2015.

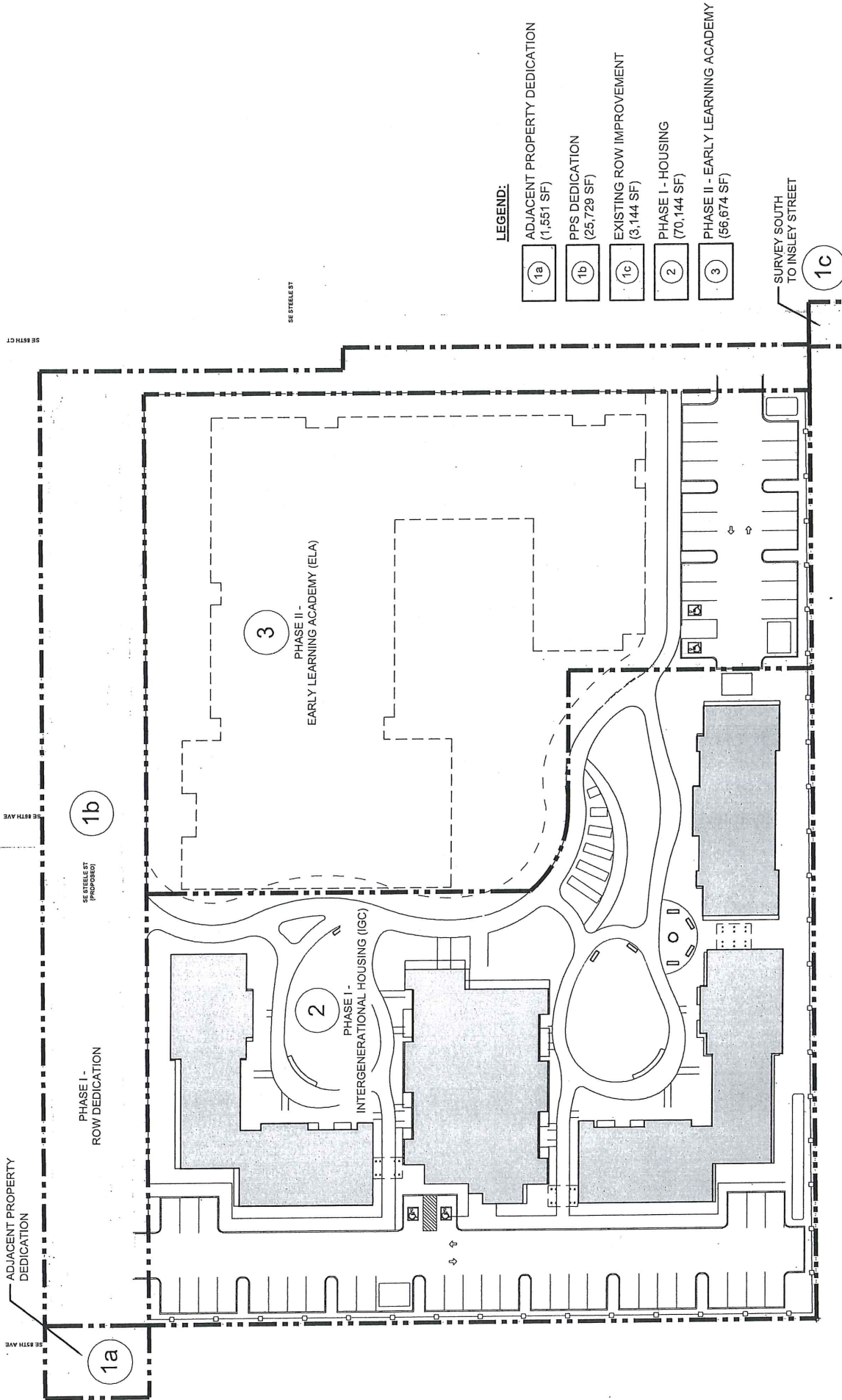
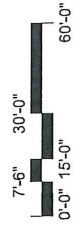
RESOLUTION

The Board hereby authorizes the following:

- 1. The Superintendent’s Designee shall execute the second amendment to the ground lease to place the Housing Tract on the western side of the site and add the obligation of PPS to dedicate land for public street improvements, as shown in Exhibit A and for the costs of land dedication and street construction to be shared by PPS and NAYA as set forth in the pre-development agreement.
- 2. The Superintendent’s Designee shall dedicate land and sign a petition for a local improvement district for public street improvements in the location shown in Exhibit B as “PPS Dedication.”
- 3. The Superintendent’s Designee shall execute a pre-development agreement with NAYA for the purpose of defining roles, responsibilities, anticipated budget and schedule for developing the regional early learning academy and longhouse community center on the terms described in Exhibit C Summary of Pre-development Terms.
- 4. The Superintendent’s Designee shall execute any other documents required in conjunction with these transactions for the purposes of fulfilling the obligations of the ground lease, land dedication, local improvement district and the pre-development agreement terms.

Exhibits:

- A. Tract Plan
- B. Summary of Pre-development Terms



LEGEND:

- 1a ADJACENT PROPERTY DEDICATION (1,551 SF)
- 1b PPS DEDICATION (25,729 SF)
- 1c EXISTING ROW IMPROVEMENT (3,144 SF)
- 2 PHASE I - HOUSING (70,144 SF)
- 3 PHASE II - EARLY LEARNING ACADEMY (56,674 SF)

NAYA GENERATIONS | PORTLAND, OREGON
 PROPOSED PARCEL BOUNDARIES | SITE PLAN
 FEBRUARY 13, 2015

Pre-Development Agreement Terms

Topic	Term
Program	33,000 sq. ft Early Learning Academy – 8 classrooms + support space: <ul style="list-style-type: none"> • 3 classrooms Kindergarten • 3 classrooms of PPS Head Start • 2 classrooms of day care 12,000 sq. ft. Longhouse/community center and kitchen.
RELA/LH Owner, manager	PPS to own building, SE parking lot for 20 spaces; NAYA to use 2 classrooms for day care via long term lease; PPS to use Longhouse community space and kitchen via shared space agreement; Both parties agree to share site parking and to develop operating agreement.
RELA/LH Developer	PPS to develop building; is responsible for building design and permitting, selection of architect and contractor, coordination of financing and completion of project per schedule.
Preliminary RELA/LH Construction Funding	Preliminary building cost estimated at \$12,500,000; <ul style="list-style-type: none"> • PPS share @\$4,500,000 (60%); @\$780,000 land; • NAYA share @\$3,070,000 (40%); • Other funding @\$4,150,000 (public sources + New Market Tax Credits).
RELA/LH Design Cost Sharing	Site master planning split 55%/45% between NAYA and PPS, respectively, including LID; Building design cost split 60%/40% between PPS and NAYA, respectively.
RELA/LH Operations	PPS to operate the RELA; NAYA to operate the Longhouse; Shared spaces per Lease agreement.
Demolition of Foster School	To be demolished during housing phase by NAYA; Parties to share cost of demo.
Creation of Local Improvement District (LID)	Requires initial petition approval by PPS; Requires agreement to dedicate land – 25,729 sq. ft.; Requires financial commitment – between \$610,000 and \$730,000; Costs to be shared between PPS and NAYA 45%/55% based on final costs and appraisal.
Negotiate a Development Agreement	Includes: <ul style="list-style-type: none"> • Project schedule • Funding commitments by both parties • Direction for lease, draft operating and share use agreements • Shared use of parking lots • Construction cost sharing • Provision of wrap-around services



Board of Education Informational Report

MEMORANDUM

Date: April 15, 2015

To: Members of the Board of Education

From: Kristen Miles, Program Director of Charter Schools

Subject: 2015 Charter School Renewals

Attached are documents related to the renewal requests for Le Monde French Immersion Public Charter School, SEI Academy Public Charter School, and a recommendation for a contract extension for The Emerson Public Charter School.

Following is the information included in your packet:

- The Superintendent's Recommendation to Renew Le Monde French Immersion Public Charter School
- Staff Report on Le Monde French Immersion Public Charter School
- Performance Framework for Le Monde French Immersion Public Charter School
- The Superintendent's Recommendation to Renew SEI Academy Public Charter School
- Staff Report on SEI Academy Public Charter School
- Performance Framework for SEI Academy Public Charter School
- The Superintendent's Recommendation to Extend the Contract for The Emerson Public Charter School
- Staff Report on The Emerson Public Charter School
- Performance Framework for The Emerson Public Charter School



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: April 20, 2015

Executive Committee Lead: Korinna Wolfe

Department: Charter Schools

Presenter/Staff Lead: Kristen Miles

Agenda Action: Resolution Policy

SUBJECT: Recommendation to approve the renewal of the charter with Le Monde French Immersion Public Charter School.

BRIEF SUMMARY AND RECOMMENDATION

Le Monde French Immersion Public Charter School ("Le Monde") is in the third and final year of operation in its first charter contract with PPS. Le Monde has requested renewal of the charter; staff has reviewed Le Monde's academic, financial, and operational performance and finds that Le Monde has substantively met all renewal criteria. I recommend renewing the charter with Le Monde for a three-year period.

BACKGROUND

Le Monde French Immersion Public Charter School opened in school year 2012-13 serving grades K-1. Le Monde is currently serving grades K-3 and will grow by one grade a year until it serves grades K-8. Currently, Le Monde has 171 enrolled students.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Charter school renewals are governed by ORS 338.065, OAR 581-026-0400 and Board Policy 6.70.010-P. The sponsor must base the renewal evaluation primarily on a review of the public charter school's annual performance reports, annual audit of accounts, and annual site visit and review. The criteria a school district board must use to determine whether or not to renew a charter school's contract are listed in ORS 338.065(8)(a-b) and are as follows:

Whether the public charter school:

A. Is in compliance with this chapter and all other state and federal laws: The criteria are met. Staff reports that all corrective actions issued to Le Monde by the district during the 2013-14 school year were completed, and staff recommendations to Le Monde were implemented. Le Monde has demonstrated compliance with applicable statutes and rules in the 2014-15 school year.

Reviewed and Approved by
Superintendent

A handwritten signature in cursive script, appearing to read "Carrie Smith", written over a light gray rectangular background.

B. Is in compliance with the charter of the public charter school. The criteria are met. Le Monde is implementing its educational program as described in its charter.

C. Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body. The criteria are met. Le Monde is currently in its third year of operations and has added third grade – the first grade to take Oregon standardized tests -- in this school year. Therefore, Le Monde has not been rated on the Oregon Report Card, nor does it have OAKS performance data. Le Monde did submit data and other reports on its internal MAP, DIBELS, and IDAPEL testing. Limited outcome performance data across 2013-14 and into the 2014-15 school years show that students are making stronger than expected annual academic growth in Reading and Math, on average. In French, data indicates that students are making expected gains in reading accuracy and oral reading fluency. Over time, students of underserved races and economically disadvantaged students are making gains comparable to their peers.

D. Is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under this section. The criteria are met. Le Monde meets the standard on all financial measures used in the PPS Charter Schools Performance Framework, and PPS staff have no concerns about the school's financial stability at this time. As part of the 2013-14 review, PPS staff made a recommendation that Le Monde reconsider the way in which the parent community is asked for monetary donations in order to avoid creating an environment in which families feel they must contribute funds to the school. This recommendation was based on postings in Le Monde's newsletters, websites, and other blogs, and parent complaints. Le Monde has indicated that it has implemented this recommendation, though the school still lists a suggested donation of \$1,000/year on its website.

E. Is in compliance with any renewal criteria specific in the charter of the public charter schools. The criteria are met. In the 2013-14 school year, PPS staff made a number of recommendations to Le Monde specific to its operational performance, and its board's relationships and communications with the parent community. The 2013-14 review also informed Le Monde that the implementation of these recommendations would be considered during the renewal period.

Le Monde reported implementing all recommendations, and PPS staff noted during the renewal site visit that the school environment and communication with parents appear to have greatly improved since last year.

PROCESS / COMMUNITY ENGAGEMENT

Le Monde submitted its letter of intent to renew according to statutory timelines. District staff then completed a performance review, and submitted this to Le Monde for input and comment. On February 17, 2015, district staff performed the required school site visit. On March 9, 2015, the Board's Subcommittee on Charter Schools held the required public hearing.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Charter schools, as schools of choice for students, specifically align with goal (B) in the PPS Racial Educational Equity Policy in that they help "...create multiple pathways to success in

<p>Reviewed and Approved by Superintendent</p>

order to meet the needs of our diverse students, and...actively encourage, support, and expect high academic achievement for students from all racial groups.” Charter schools are also generally deeply engaged with their families and surrounding communities. This aligns with goal (F) in the policy to “...welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning, and...decision-making.”

BUDGET / RESOURCE IMPLICATIONS

As per ORS 338.155(2)(a), charter schools serving grades K-8 receive 80% of their per-student State School Fund allocation. Additional weights to this allocation include those for poverty (based on census data), for students qualifying for ESL services, and for students qualifying for teen parent services.

Le Monde plans to enroll 226 students in grades K-4 in the 2015-16 school year, and is projected to receive \$1,301,346 in State School Funds (assuming current per-student allocation of \$6,889).

As part of its renewal request, Le Monde requested to receive 90% of its per-student State School Fund allocation. While the district may at some point examine the levels at which all charter schools are funded as well as the costs associated with sponsoring charter schools, I do not recommend granting an individual charter school an increase in funding at this time.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board is scheduled to discuss Le Monde’s renewal at its work session on April 20. The Board is scheduled to vote on Le Monde’s renewal at its regular meeting on April 28. As per ORS 338.065(4)(b), the first renewal of a charter must be for the same time period as the initial charter. Therefore, should the Board renew the charter with Le Monde, the new contract would be for a three-year period.

ATTACHMENTS

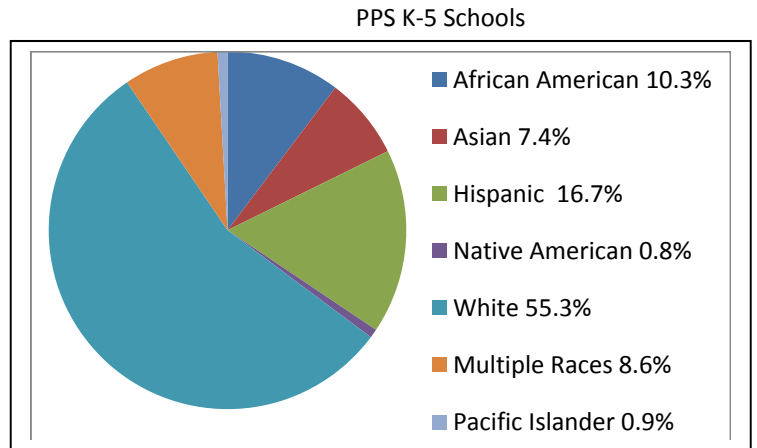
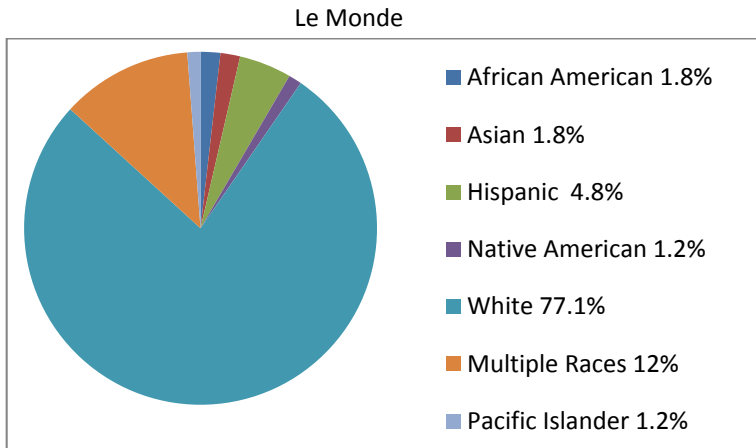
- **Staff Report on Le Monde French Immersion Public Charter School**
- **The Annual Performance Framework and Report for Le Monde French Immersion Public Charter School, 2014-15.**

<p>Reviewed and Approved by Superintendent</p>

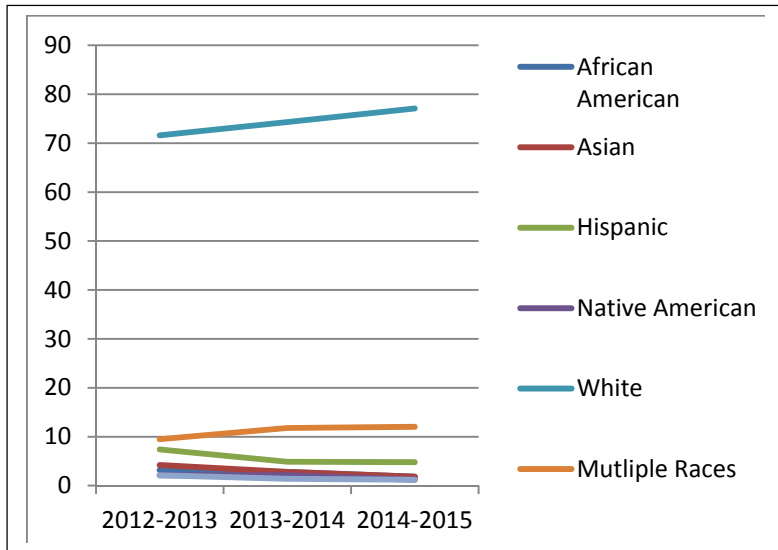
Le Monde Immersion Public Charter school's mission is to educate children in a full immersion environment in the French language that honors the best international academic traditions and develops students who are inquisitive, reflective, communicative, and caring. Le Monde currently is growing and adding grades each year, with the eventual plan of being a K through 8th grade school. Please visit our website for current information.

LOCATION: 1010 SW 13th Ave Portland, 97205 **PROGRAM MODEL:** French Immersion **YEARS OF OPERATION:** 3 **GRADES:** K-3, growing to K-8

2014-2015 RACIAL DEMOGRAPHICS

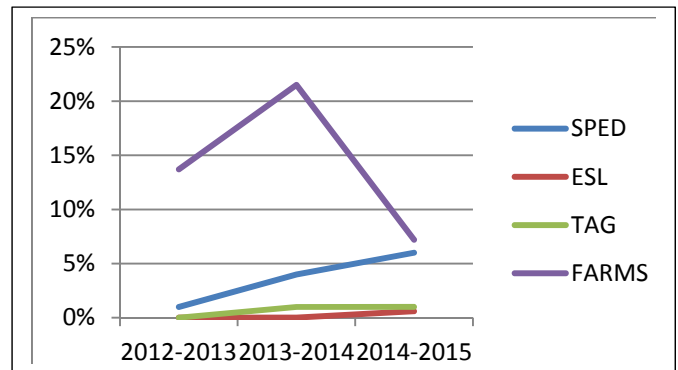


RACIAL DEMOGRAPHICS Over Time



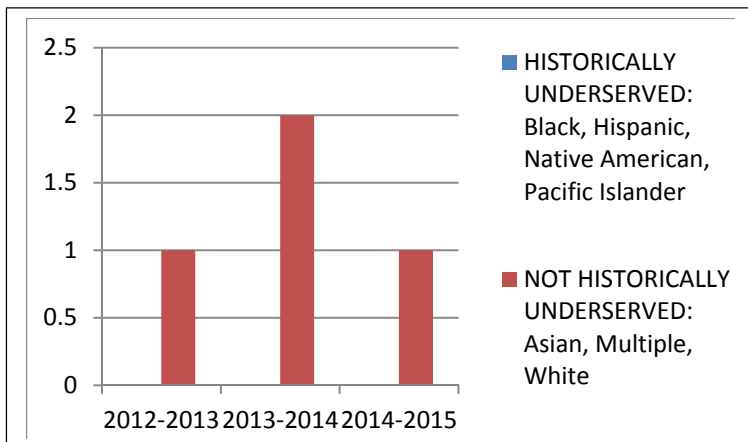
2014-2015 SPECIAL POPULATIONSⁱⁱ

Le Monde		PPS K-5 Schools	
SPED	6%	SPED	13%
ESL	0.6%	ESL	11%
TAG	1%	TAG	8%
DIRECT MEAL CERTIFICATION	7.2%	DIRECT MEAL CERTIFICATION	31.6%

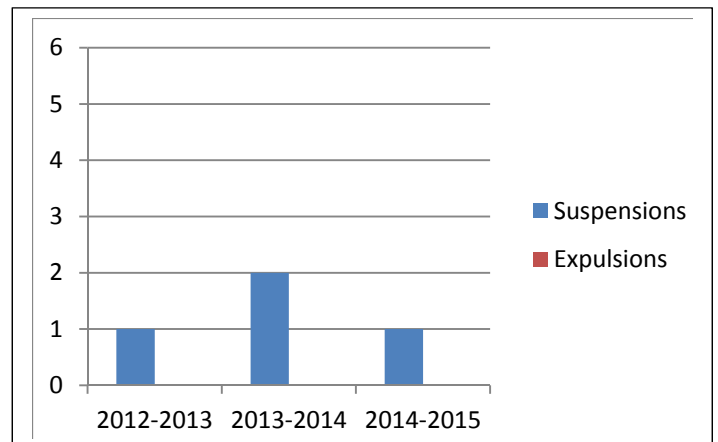


DISCIPLINE DATA Over Time

NUMBER OF STUDENTS BY RACE



TOTAL NUMBER OF INCIDENTS



ⁱ Sources of Data

Table A: 2014-2015 Racial Demographics Le Monde [http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_\(with_school_detail\)_1.pdf](http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_(with_school_detail)_1.pdf)

Table B: 2014-2015 Racial Demographics PPS K-5 [http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_\(with_school_detail\)_1.pdf](http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_(with_school_detail)_1.pdf)

Table C: Racial Demographics Over Time <http://www.pps.k12.or.us/departments/data-analysis/9837.htm>

Table D: 2014-2015 Special Populations Le Monde [http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_\(with_school_detail\).pdf](http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_(with_school_detail).pdf)

Table E: 2014-15 Special Populations PPS K-5 [http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_\(with_school_detail\).pdf](http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_(with_school_detail).pdf)

Table F: Special Populations Over Time <http://www.pps.k12.or.us/departments/data-analysis/9837.htm>

Table G: Discipline Data Number of Students by Race retrieved from the Administrators Dashboard

Table H: Discipline Data Total Number of Incidents retrieved from the Administrators Dashboard

ⁱⁱ While school breakfasts and lunches are available to all students at most sites, some students are eligible for either free or reduced-price meals based on family size and income information supplied voluntarily by parents or through data shared by the state with the school district. The federal government provides funds for student breakfasts through the National School Breakfast Program and lunches through the National School Lunch Program.

Free Meal % is the percent of students eligible to receive Free Meals. The criteria is up to 130% of poverty level (\$31,000 for a family of 4), categorical reason (e.g., SNAP, TANF, foster), or a student is at a Community Eligibility Program (CEP) school. CEP offers free meals to all students, including students that would not normally qualify for free meals. This makes Free Meal % not comparable across schools and not comparable for a CEP school over time.

Reduced-Price Meals % is the percent of students eligible to receive Reduced-Price Meals. The criterion is up to 185% of poverty level (\$44,000 for a family of 4) and is based on a paper application. This metric is not comparable across schools, as CEP schools do not collect paper applications, whereas non-CEP schools do.

Free Meal by Direct Certification % is the percent of total students who receive free meals through data shared by the state with the school district. This excludes students eligible for free meals by paper application or students eligible for free meals because they are enrolled in a CEP school but who do not meet income guidelines if they were not at a CEP school. Free Meal by Direct Certification % is comparable across all schools.

The information in the table below reflects students who qualify for free or reduced price meals based on their eligibility for SNAP, TANF, and other criteria (noted above).

Le Monde Immersion	Total Free or Reduced %
2012-2013	13.7%
2013-2014	21.5%
2014-2015	13.9%

April 28, 2015

RESOLUTION No. XXXX

Resolution Approving Renewal of the Charter Agreement with Le Monde Immersion for the Operation of Le Monde French Immersion Public Charter School

RECITALS

- A. On January 27, 2012, Portland School District 1J (District) entered into an initial contract with Le Monde Immersion for the operation of Le Monde French Immersion Public Charter School ("Le Monde"). The term of the contract is for three years and expires June 30, 2015.
- B. The process and criteria for considering the renewal of a charter are described in ORS 338.065. The criteria include a requirement that the first renewal of a charter must be for the same term as the initial charter, and all future renewals must be for a term of no less than five and no more than 10 years. Le Monde will be entering its first renewal period.
- C. Le Monde delivered its request for renewal of its charter agreement consistent with ORS 338.065.
- D. The District Charter School Program Director reviewed Le Monde's renewal request in good faith using criteria consistent with ORS 338.065(6), which require an evaluation of whether the public charter school is:
 - a. in compliance with ORS Chapter 338 and all other applicable state and federal laws;
 - b. in compliance with the charter of the public charter school;
 - c. meeting or working toward meeting the student performance goals and agreements specified in the charter or in any other written agreements between the District and Le Monde;
 - d. fiscally stable and has used the sound financial management system described in the proposal and incorporated into the written charter; and
 - e. in compliance with any other renewal criteria specified in the charter.
- E. On March 9, 2015, the Committee on Charter Schools held a public hearing to hear Le Monde's charter renewal request. A video recording and a copy of the hearing minutes and materials are on file at the District Board office.
- F. On April 9, 2015, the Board's Committee on Charter Schools held a public meeting to discuss the staff report on Le Monde's performance over the term of the contract.
- G. On April 20, 2015, after reviewing the information presented by Le Monde in support of its renewal request, including information from the public hearing and the staff report, Superintendent Smith recommended that the District renew the charter agreement with SEI. A copy of Superintendent Smith's recommendation is on file at the District Board office.

RESOLUTIONS

- 1. The Board of Education for Portland Public Schools has determined that Le Monde's request to renew its charter meets the criteria of ORS Chapter 338.
- 2. The Board of Education for Portland Public Schools directs staff to negotiate a three-year charter agreement between the District and Le Monde that is consistent with ORS Chapter 338 and with District policies, is in a form approved by the District's General Counsel, and that includes the following provisions:
 - a. District and Le Monde's staffs will cooperate in developing specific performance measures and benchmarks for student achievement that will be used to continuously measure student progress toward state, District, and school standards and to inform Le Monde's school improvement and accountability planning.

- b. Le Monde will provide evidence satisfactory to the District of fiscal stability in the following ways:
 - i. sources of donations and grants are reasonably assured, and that there is a plan in place for supplementing funds received from the State School Fund (SSF) as necessary;
 - ii. Le Monde has a contingency plan in place if revenues are significantly less than or expenses are significantly more than projected, or if there is a significant cut in the SSF; and
 - iii. each school year's budget will be amended and resubmitted to the District when there are any significant changes to the SSF rates.
 - c. Le Monde will put procedures in place to ensure that all teaching staff are appropriately licensed or registered, and are Highly Qualified. These procedures to ensure appropriate qualifications will take place before any offers to hire are made.
 - d. Le Monde will continue to receive funding at the pass-through rate of 80% of its per-student State School Fund allocation.
 - e. The original growth model for Le Monde has its enrollment at a maximum of 396 students in the 2019-20 school year. For this contract, Le Monde has requested a cap of 326 students. This proposed enrollment cap outpaces the original growth model. Le Monde should be advised that the District will expect that any subsequent renewal request will be based on the original growth model. Given that Le Monde, as a full French immersion school, only enrolls new students through the second grade, unreplaceable attrition is to be expected, and the Board approves Le Monde's request for a total enrollment capacity of 326 students for the term of this contract.
3. The Board of Education for Portland Public Schools directs the Superintendent to report to the Board each year on Le Monde's compliance with the terms of the charter agreement. This report may be part of an overall report for all District-sponsored charter schools.

K. Miles



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: April 20, 2015

Executive Committee Lead: Korinna Wolfe

Department: Charter Schools

Presenter/Staff Lead: Kristen Miles

Agenda Action: Resolution Policy

SUBJECT: Recommendation to approve the renewal of the charter with SEI Academy Public Charter School.

BRIEF SUMMARY AND RECOMMENDATION

SEI Academy Public Charter School ("SEI") is in the fifth and final year of operation in its third charter contract with PPS. SEI has requested renewal of the charter; staff has reviewed SEI's academic, financial, and operational performance and finds that SEI has substantively met all renewal criteria. I recommend renewing the charter with SEI for a flexible five-year period.

BACKGROUND

SEI Academy Public Charter School opened in school year 2003-04 as a 6-8 middle school. Currently, SEI has 128 enrolled students.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Charter school renewals are governed by ORS 338.065, OAR 581-026-0400 and Board Policy 6.70.010-P. The sponsor must base the renewal evaluation primarily on a review of the public charter school's annual performance reports, annual audit of accounts, and annual site visit and review. The criteria a school district board must use to determine whether or not to renew a charter school are listed in ORS 338.065(8)(a-b) and are as follows:

Whether the public charter school:

A. Is in compliance with this chapter and all other state and federal laws: The criteria are mostly met. In 2014-15, SEI hired four teachers who were not licensed or registered through TSPC, and/or were not Highly Qualified. Staff have worked closely with SEI over the course of the year to ensure that all teaching staff assigned to classrooms were appropriately licensed or registered, and Highly Qualified. It should be noted that, in the history of our charter with SEI, this situation is an anomaly and did not occur in any other year of the term of this contract.

Reviewed and Approved by
Superintendent

B. Is in compliance with the charter of the public charter school. The criteria are mostly met. SEI was late in submitting a number of key deliverables in this school year, including reporting discipline data. As noted above, this did not occur in any other year of the term of this contract.

C. Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body. The criteria are met. SEI Academy has been a designated Model School for two years, and I commend the school for its successes. It exceeded the average district performance by more than 10% in Reading and Math in two subgroups (Economically Disadvantaged Students and Students of Underserved Races/Ethnicities). Whole-school student growth in Reading and Math exceeded the standards, and one standard (Economically Disadvantaged Students' growth in Math) exceeded the target by 34 percentile points. While SEI was not rated on the Oregon Report Card in Reading or Math for Students with Disabilities, SEI's performance fell far below the standard at 20% Met in Reading and 7% Met in Math. SEI reported achieving most of its own academic goals in the 2013-14 school year, and implementing most of the district's recommendations.

D. Is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under this section. The criteria are met. SEI Academy benefits from its parent organization, Self Enhancement, Inc. (SEI). Day-to-day cash activities are managed by the parent organization, and SEI transfers funds to SEI Academy on as as-needed basis.

E. Is in compliance with any renewal criteria specific in the charter of the public charter schools. The criteria are met. As noted above, staff reports that the 2014-15 school year has been anomalous for SEI in that there was a great deal of staff turnover just before school started, including the departure of the principal and vice principal. SEI reports that it is implementing plans to decrease its exclusionary discipline rates, and to increase student performance in the Students with Disabilities subgroup; I support these goals.

PROCESS / COMMUNITY ENGAGEMENT

SEI Academy submitted its letter of intent to renew according to statutory timelines. District staff then completed a performance review, and submitted this to SEI for input and comment. On February 4, 2015, district staff performed the required school site visit. On March 9, 2015, the Board's Subcommittee on Charter Schools held the required public hearing.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Charter schools, as schools of choice for students, specifically align with goal (B) in the PPS Racial Educational Equity Policy in that they help "...create multiple pathways to success in order to meet the needs of our diverse students, and...actively encourage, support, and expect high academic achievement for students from all racial groups." Charter schools are also generally deeply engaged with their families and surrounding communities. This aligns with goal (F) in the policy to "...welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning, and...decision-making."

<p>Reviewed and Approved by Superintendent</p>

BUDGET / RESOURCE IMPLICATIONS

As per ORS 338.155(2)(a), charter schools serving grades K-8 receive 80% of their per-student State School Fund allocation. Additional weights to this allocation include those for poverty (based on census data), for students qualifying for ESL services, and for students qualifying for teen parent services.

SEI Academy is projected to enroll 135 students in grades 6-8 in the 2015-16 school year, and is projected to receive \$775,707 in State School Funds (assuming current per-student allocation of \$6,889).

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board is scheduled to discuss SEI Academy's renewal at its work session on April 20. The Board is scheduled to vote on SEI Academy's renewal at its regular meeting on April 28. As per ORS 338.065(4)(c), each renewal of the charter after the first renewal must be for a minimum of five years, but may not exceed 10 years. As we have offered to other stable, highly-performing charter schools, I recommend that the Board renew the charter with SEI for a five year "flexible" term, which would have the following provisions:

1. During the fifth year of the contract, the Board and/or the school will determine whether a renewal process is deemed necessary based on SEI's ability to meet academic performance standards, its fiscal stability, its adherence with all applicable state laws, and its compliance with all terms of this contract.
2. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year.
3. If the Board and/or the school determine that a renewal process is necessary, then the renewal process will take place in that school year.
4. The process described above will repeat annually until the 10th year of the contract, at which time the renewal process will be mandated in accordance with ORS 338.065(c).

ATTACHMENTS

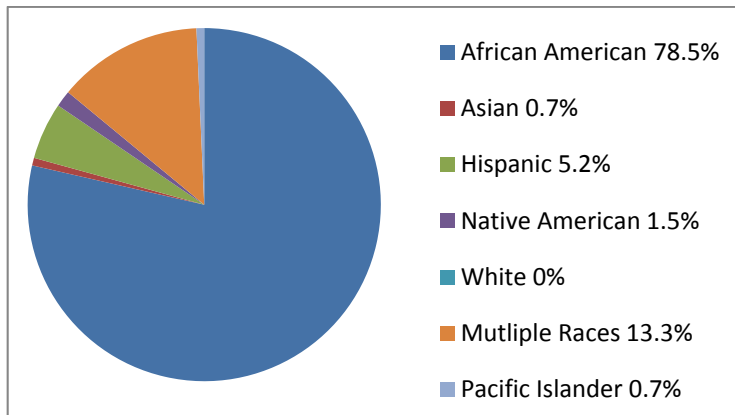
- **Staff Report on SEI Academy Public Charter School**
- **The Annual Performance Framework and Report for SEI Academy Public Charter School, 2014-15.**

SEI Academy Public Charter middle school offers a rigorous, responsive curriculum that serves the needs of today's urban youth. Along with an intense academic focus on Math, Science, and Language Arts, the academy offers a concentrated character education curriculum emphasizing sound decision making. Teachers use data to modify instruction, differentiate, and apply an instructional framework that incorporates project-based learning, cooperative learning, service learning and direct and indirect instruction as effective instructional methods. The school creates a learning experience in which students can thrive and teachers are held accountable for using the "Relationship Model" and demonstrating the SEI standards consistently.

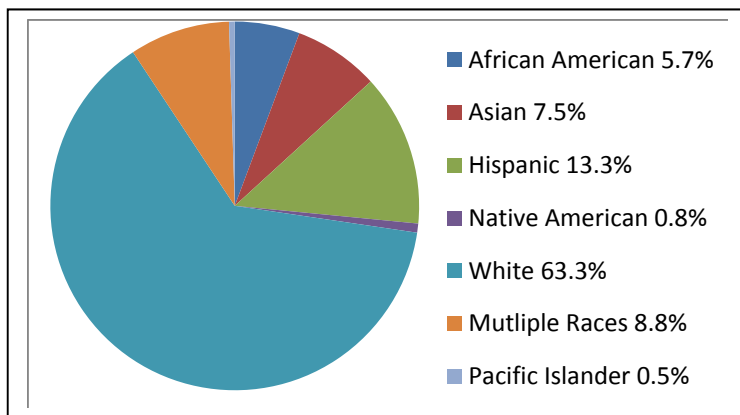
LOCATION: 3920 N Kerby Portland, 97227 **PROGRAM MODEL:** High School Prep **YEARS OF OPERATION:** 11 **GRADES:** 6-8

2014-2015 RACIAL DEMOGRAPHICS

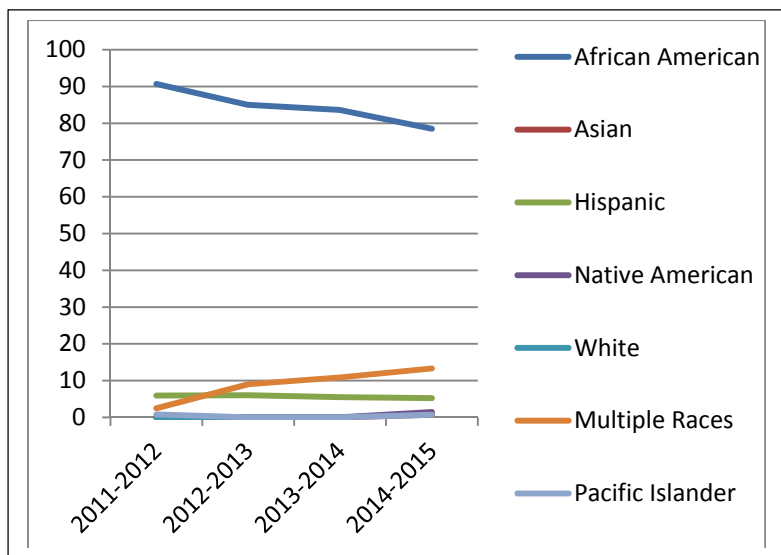
SEI ACADEMY



PPS 6-8 grades



RACIAL DEMOGRAPHICS Over Time



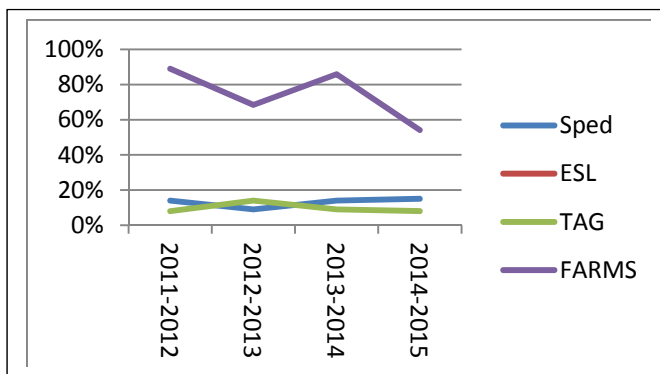
2014-2015 SPECIAL POPULATIONSⁱⁱ

SEI ACADEMY

SPED	15%
ESL	0%
TAG	8%
DIRECT MEAL CERTIFICATION	54.1%

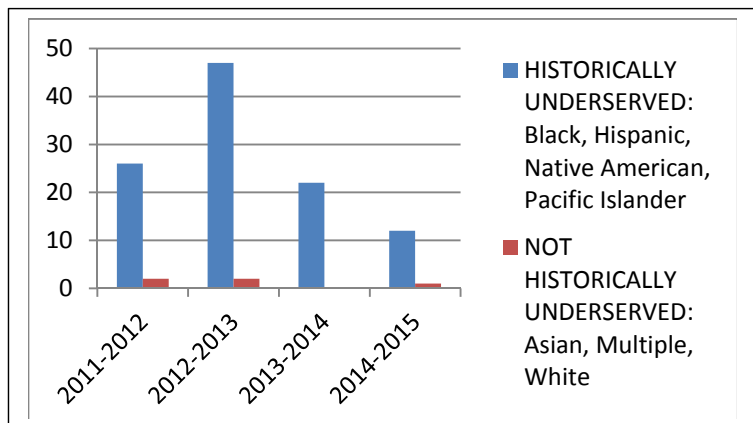
PPS 6-8 grades

SPED	13%
ESL	3.5%
TAG	16%
DIRECT MEAL CERTIFICATION	22.4%

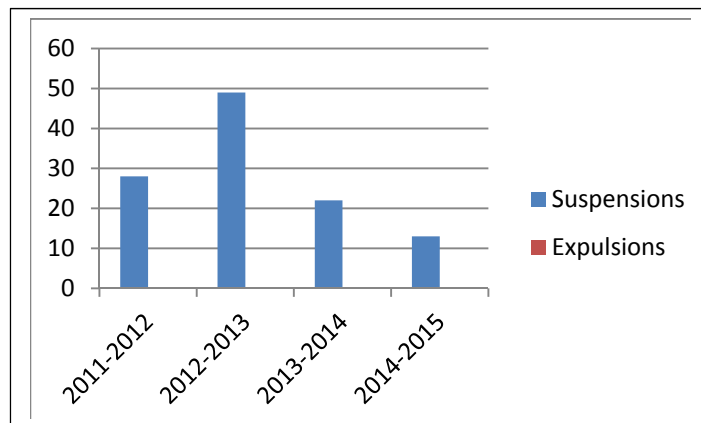


DISCIPLINE DATA Over Time

NUMBER OF STUDENTS BY RACE



TOTAL NUMBER OF INCIDENTS



ⁱ Sources of Data

Table A: 2014-2015 Racial Demographics SEI Academy [http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_\(with_school_detail\)_1.pdf](http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_(with_school_detail)_1.pdf)

Table B: 2014-2015 Racial Demographics PPS 6-8 [http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_\(with_school_detail\)_1.pdf](http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_(with_school_detail)_1.pdf)

Table C: Racial Demographics Over Time <http://www.pps.k12.or.us/departments/data-analysis/9837.htm>

Table D: 2014-2015 Special Populations SEI Academy [http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_\(with_school_detail\).pdf](http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_(with_school_detail).pdf)

Table E: 2014-15 Special Populations PPS 6-8 [http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_\(with_school_detail\).pdf](http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_(with_school_detail).pdf)

Table F: Special Populations Over Time <http://www.pps.k12.or.us/departments/data-analysis/9837.htm>

Table G: Discipline Data Number of Students by Race retrieved from the Administrators Dashboard

Table H: Discipline Data Total Number of Incidents retrieved from the Administrators Dashboard

ⁱⁱ While school breakfasts and lunches are available to all students at most sites, some students are eligible for either free or reduced-price meals based on family size and income information supplied voluntarily by parents or through data shared by the state with the school district. The federal government provides funds for student breakfasts through the National School Breakfast Program and lunches through the National School Lunch Program.

Free Meal % is the percent of students eligible to receive Free Meals. The criteria is up to 130% of poverty level (\$31,000 for a family of 4), categorical reason (e.g., SNAP, TANF, foster), or a student is at a Community Eligibility Program (CEP) school. CEP offers free meals to all students, including students that would not normally qualify for free meals. This makes Free Meal % not comparable across schools and not comparable for a CEP school over time.

Reduced-Price Meals % is the percent of students eligible to receive Reduced-Price Meals. The criterion is up to 185% of poverty level (\$44,000 for a family of 4) and is based on a paper application. This metric is not comparable across schools, as CEP schools do not collect paper applications, whereas non-CEP schools do.

Free Meal by Direct Certification % is the percent of total students who receive free meals through data shared by the state with the school district. This excludes students eligible for free meals by paper application or students eligible for free meals because they are enrolled in a CEP school but who do not meet income guidelines if they were not at a CEP school. Free Meal by Direct Certification % is comparable across all schools.

The information in the table below reflects students who qualify for free or reduced price meals based on their eligibility for SNAP, TANF, and other criteria (noted above).

SEI ACADEMY	Total Free or Reduced %
2011-2012	89%
2012-2013	68.4%
2013-2014	85.9%
2014-2015	81.5%

April 28, 2015

RESOLUTION No. XXXX

Resolution Approving Renewal of the Charter Agreement with SEI for the Operation of SEI Academy Public Charter School

RECITALS

- A. On August 1, 2004, Portland School District 1J (District) entered into an initial contract with Self Enhancement, Inc. (SEI) for the operation of SEI Academy Public Charter School (SEI Academy). The term of the contract was for three years.
- B. On September 15, 2007, the District entered into a renewal contract with SEI for the operation of SEI Academy Public Charter School. The term of the contract was for three years.
- C. On June 8, 2010, the District entered into a renewal contract with SEI for the operation of SEI Academy Public Charter School. The term of the contract is for five years, and expires June 30, 2015.
- D. The process and criteria for considering the renewal of a charter are described in ORS 338.065. The criteria include a requirement that the first renewal of a charter must be for the same term as the initial charter, and all future renewals must be for a term of no less than five and no more than 10 years. SEI Academy will be entering its third renewal period.
- E. SEI Academy delivered its request for renewal of its charter agreement consistent with ORS 338.065.
- F. The District Charter School Program Director reviewed SEI Academy's renewal request in good faith using criteria consistent with ORS 338.065(6), which require an evaluation of whether the public charter school is:
 - a. in compliance with ORS Chapter 338 and all other applicable state and federal laws;
 - b. in compliance with the charter of the public charter school;
 - c. meeting or working toward meeting the student performance goals and agreements specified in the charter or in any other written agreements between the District and SEI;
 - d. fiscally stable and has used the sound financial management system described in the proposal and incorporated into the written charter; and
 - e. in compliance with any other renewal criteria specified in the charter.
- G. On March 9, 2015, the Committee on Charter Schools held a public hearing to hear SEI Academy's charter renewal request. A video recording and a copy of the hearing minutes and materials are on file at the District Board office.
- H. On April 9, 2015, the Board's Committee on Charter Schools held a public meeting to discuss the staff report on SEI Academy's performance over the term of the contract.
- I. On April 20, 2015, after reviewing the information presented by SEI Academy in support of its renewal request, including information from the public hearing and the staff report, Superintendent Smith recommended that the District renew the charter agreement with SEI. A copy of Superintendent Smith's recommendation is on file at the District Board office.

RESOLUTIONS

- 1. The Board of Education for Portland Public Schools has determined that SEI Academy's request to renew its charter meets the criteria of ORS Chapter 338.
- 2. The Board of Education for Portland Public Schools directs staff to negotiate a five-year flexible charter agreement between the District and SEI that is consistent with ORS Chapter 338 and with District policies, is in a form approved by the District's General Counsel, and that includes the following provisions:

- a. District and SEI Academy's staffs will cooperate in developing specific performance measures and benchmarks for student achievement that will be used to continuously measure student progress toward state, District, and school standards and to inform SEI Academy's school improvement and accountability planning.
 - b. SEI Academy will provide evidence satisfactory to the District of fiscal stability in the following ways:
 - i. sources of donations and grants are reasonably assured, and that there is a plan in place for supplementing funds received from the State School Fund (SSF) as necessary;
 - ii. SEI Academy has a contingency plan in place if revenues are significantly less than or expenses are significantly more than projected, or if there is a significant cut in the SSF; and
 - iii. each school year's budget will be amended and resubmitted to the District when there are any significant changes to the SSF rates.
 - c. SEI's consolidated audit will be submitted annually to PPS staff along with SEI Academy's municipal audit.
 - d. SEI Academy will put procedures in place to ensure that all teaching staff are appropriately licensed or registered, and are Highly Qualified. These procedures to ensure appropriate qualifications will take place before any offers to hire are made.
 - e. SEI Academy will provide a written, detailed plan to the District to improve performance of students with disabilities.
3. The Board of Education for Portland Public Schools directs the Superintendent to report to the Board each year on SEI Academy's compliance with the terms of the charter agreement. This report may be part of an overall report for all District-sponsored charter schools.

K. Miles



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: April 20, 2015

Executive Committee Lead: Korinna Wolfe

Department: Charter Schools

Presenter/Staff Lead: Kristen Miles

Agenda Action: Resolution Policy

SUBJECT: Recommendation to extend the contract with Emerson Public Charter School by one year.

BRIEF SUMMARY AND RECOMMENDATION

Emerson Public Charter School ("Emerson") is currently operating under a five-year "flexible" agreement (described below) which terminates on June 30, 2015. Because this is the sixth year of the contract, staff must make a recommendation to extend the contract by one year or to initiate a full renewal process. Based on the staff review and report, I recommend extending the contract by one year.

BACKGROUND

Section J of the district's contract with Emerson Charter School states the following:

"The term of this agreement shall be for five years, scheduled to terminate as of June 30, 2014 (unless earlier terminated as provided herein). However, this agreement shall be considered a "flexible term" agreement, and will contain the following provisions:

1. During the fifth year of this contract, the Board and/or the school will determine whether a renewal process is deemed necessary based on Emerson's ability to meet academic performance standards, its fiscal stability, its adherence with all applicable state laws, and its compliance with all terms of this contract.
2. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year.
3. If the Board and/or the school determine that a renewal process is necessary, then the renewal process will take place in that school year.
4. The process described above will repeat annually until the 10th year of the contract, at which time the renewal process will be mandated in accordance with ORS 338.065(c)."

Emerson has requested that its contract be extended by one year, as per Section J above. Staff has reviewed Emerson's academic, operational, and financial performance and recommends extending the contract by one year.

Reviewed and Approved by
Superintendent

A handwritten signature in cursive script, appearing to read "Carol Smith", written over a light gray rectangular background.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Charter schools are evaluated under PPS policy 6.70.010, and ORS 338. Additionally, renewal recommendations include information gathered from site visit observations, the charter school contract, all annual deliverables, data including student performance data, financial data, and any other pertinent and applicable data, and the charter school's Annual Accountability Plan and Report.

PROCESS / COMMUNITY ENGAGEMENT

As part of the annual site visit, the Charter Schools Program Director met with teachers, parents, students, and Board members. Additionally, each charter school provides an opportunity for its community to give input on its Annual Accountability Report before it is finalized. Given the nature of this one-year contract extension recommendation, a public hearing will not be required.

Emerson has been reviewed on an annual basis by staff in three major areas: academic, organizational, and financial. Staff has determined that Emerson is performing well in each area, and recommends that the contract with Emerson be extended by one year.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Charter schools, as schools of choice for students, specifically align with goal (B) in the PPS Racial Educational Equity Policy in that they help "...create multiple pathways to success in order to meet the needs of our diverse students, and...actively encourage, support, and expect high academic achievement for students from all racial groups." Charter schools are also generally deeply engaged with their families and surrounding communities. This aligns with goal (F) in the policy to "...welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning, and...decision-making."

BUDGET / RESOURCE IMPLICATIONS

As per ORS 338.155(2)(a), charter schools serving grades K-8 receive 80% of their per-student State School Fund allocation. Additional weights to this allocation include those for poverty (based on census data), for students qualifying for ESL services, and for students qualifying for teen parent services.

Emerson is projected to enroll 144 students in grades K-5 in the 2015-16 school year, and is projected to receive \$832,932 in State School Funds (assuming current per-student allocation of \$6,889).

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If this recommendation is approved, staff will amend Emerson's current contract to expire in June 30, 2016. No other changes to the contract will be made at this time. If the recommendation is not approved, staff will initiate a full renewal process for Emerson.

<p>Reviewed and Approved by Superintendent</p>

ATTACHMENTS

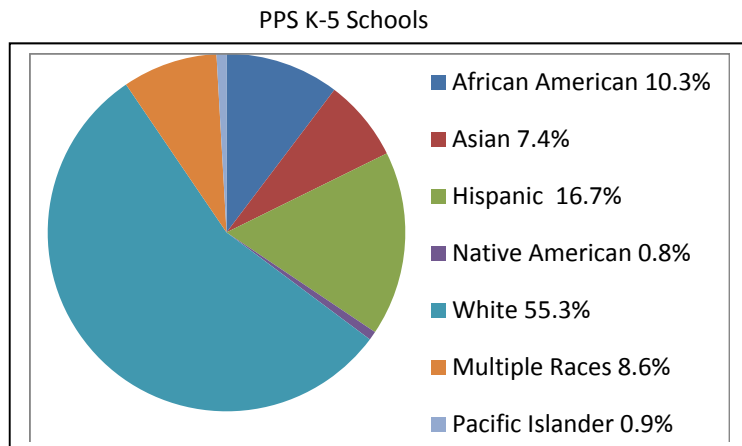
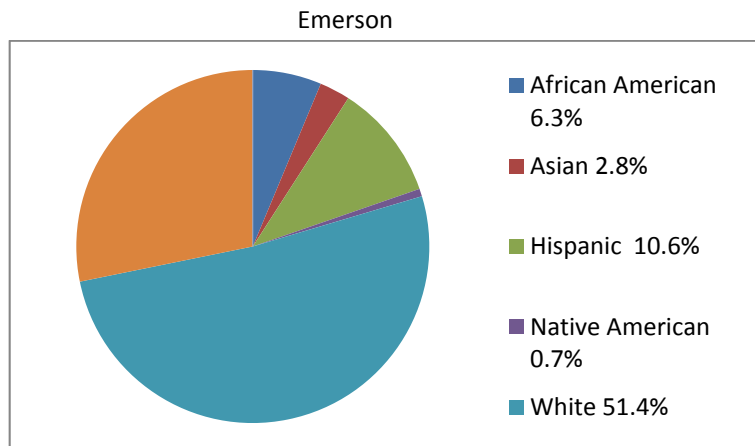
- **Staff Report on Emerson Public Charter School**
- **The Annual Performance Framework and Report for Emerson Public Charter School, 2014-15.**

**Reviewed and Approved by
Superintendent**

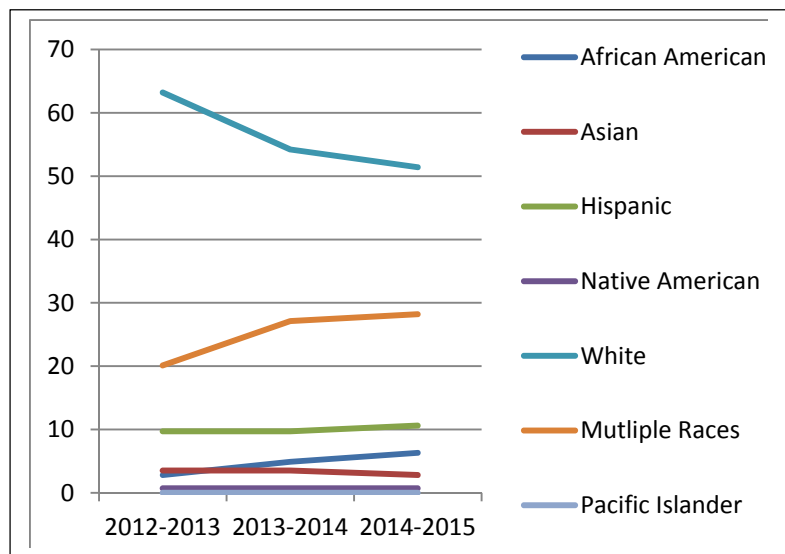
The Emerson School Public Charter Parents play a key role in Emerson's school community, and families come from all quadrants of the city, creating a school culture that integrates, honors, and celebrates individual and community diversity. The integrated curriculum is developed to continually build on students' previous learning and experiences in a strong supportive community. Real-world problem solving, purposeful field studies, and student interest are combined with direct instruction in reading, writing, and math to create a strong and comprehensive curriculum.

LOCATION: 105 NW Park Portland, 97209 **PROGRAM MODEL:** Project based **YEARS OF OPERATION:** 11 **GRADES:** K-5

2014-2015 RACIAL DEMOGRAPHICS

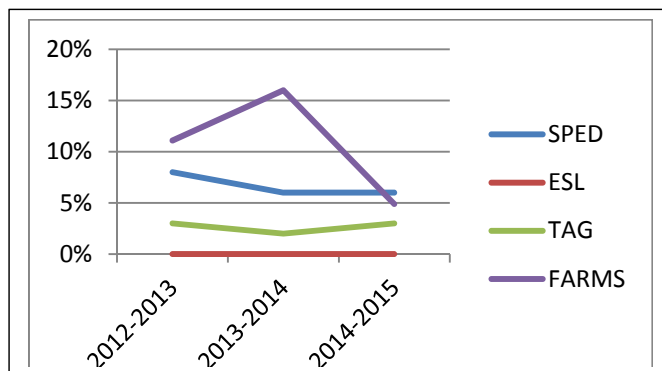


RACIAL DEMOGRAPHICS Over Time



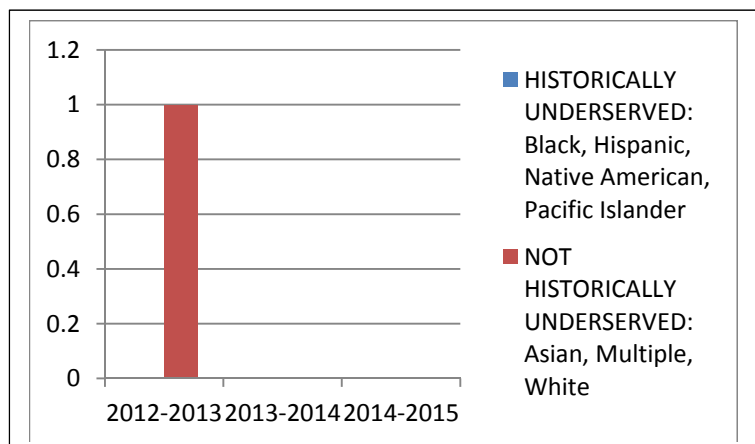
2014-2015 SPECIAL POPULATIONSⁱⁱ

	Emerson	PPS K-5 Schools
SPED	6%	13%
ESL	0.6%	11%
TAG	3%	8%
DIRECT MEAL CERTIFICATION	4.9%	31.6%

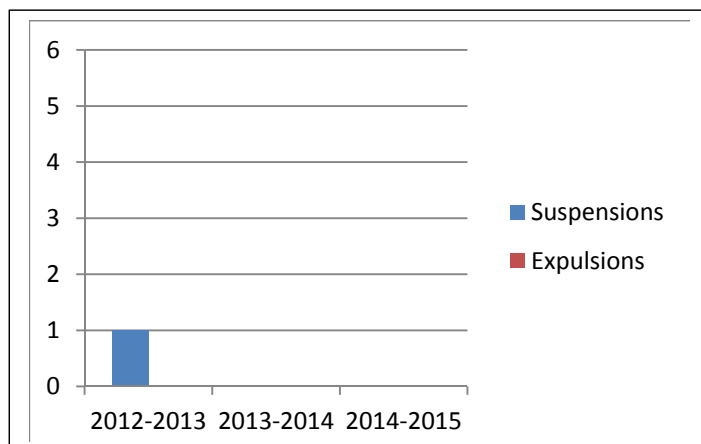


DISCIPLINE DATA Over Time

NUMBER OF STUDENTS BY RACE



TOTAL NUMBER OF INCIDENTS



ⁱ Sources of Data

Table A: 2014-2015 Racial Demographics Emerson [http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_\(with_school_detail\)_1.pdf](http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_(with_school_detail)_1.pdf)

Table B: 2014-2015 Racial Demographics PPS K-5 [http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_\(with_school_detail\)_1.pdf](http://www.pps.k12.or.us/files/data-analysis/Enrollment_by_Race-Ethnicity_2014-15_(with_school_detail)_1.pdf)

Table C: Racial Demographics Over Time <http://www.pps.k12.or.us/departments/data-analysis/9837.htm>

Table D: 2014-2015 Special Populations Emerson [http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_\(with_school_detail\).pdf](http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_(with_school_detail).pdf)

Table E: 2014-15 Special Populations PPS K-5 [http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_\(with_school_detail\).pdf](http://www.pps.k12.or.us/files/data-analysis/TAG_LEP_and_SpEd_2014-15_(with_school_detail).pdf)

Table F: Special Populations Over Time <http://www.pps.k12.or.us/departments/data-analysis/9837.htm>

Table G: Discipline Data Number of Students by Race retrieved from the Administrators Dashboard

Table H: Discipline Data Total Number of Incidents retrieved from the Administrators Dashboard

ⁱⁱ While school breakfasts and lunches are available to all students at most sites, some students are eligible for either free or reduced-price meals based on family size and income information supplied voluntarily by parents or through data shared by the state with the school district. The federal government provides funds for student breakfasts through the National School Breakfast Program and lunches through the National School Lunch Program.

Free Meal % is the percent of students eligible to receive Free Meals. The criteria is up to 130% of poverty level (\$31,000 for a family of 4), categorical reason (e.g., SNAP, TANF, foster), or a student is at a Community Eligibility Program (CEP) school. CEP offers free meals to all students, including students that would not normally qualify for free meals. This makes Free Meal % not comparable across schools and not comparable for a CEP school over time.

Reduced-Price Meals % is the percent of students eligible to receive Reduced-Price Meals. The criterion is up to 185% of poverty level (\$44,000 for a family of 4) and is based on a paper application. This metric is not comparable across schools, as CEP schools do not collect paper applications, whereas non-CEP schools do.

Free Meal by Direct Certification % is the percent of total students who receive free meals through data shared by the state with the school district. This excludes students eligible for free meals by paper application or students eligible for free meals because they are enrolled in a CEP school but who do not meet income guidelines if they were not at a CEP school. Free Meal by Direct Certification % is comparable across all schools.

The information in the table below reflects students who qualify for free or reduced price meals based on their eligibility for SNAP, TANF, and other criteria (noted above).

Le Monde Immersion	Total Free or Reduced %
2012-2013	11.1%
2013-2014	16%
2014-2015	4.9%

RESOLUTION No. XXXX

Resolution Approving the Request for Extension of the Charter Agreement with The Emerson Public Charter School

RECITALS

- A. On March 30, 2009, the Portland Public School Board (“Board”) approved Resolution 4064 to renew the contract with The Emerson Public Charter School (“Emerson”).
- B. The term of this contract was a five-year “flexible” term, which is defined in Section J of the contract with Emerson as the following:

“The term of this agreement shall be for five years, scheduled to terminate as of June 30, 2014 (unless earlier terminated as provided herein). However, this agreement shall be considered a “flexible term” agreement, and will contain the following provisions:

- 1. During the fifth year of this contract, the Board and/or the school will determine whether a renewal process is deemed necessary based on Emerson’s ability to meet academic performance standards, its fiscal stability, its adherence with all applicable state laws, and its compliance with all terms of this contract.
- 2. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year.
- 3. If the Board and/or the school determine that a renewal process is necessary, then the renewal process will take place in that school year.
- 4. The process described above will repeat annually until the 10th year of the contract, at which time the renewal process will be mandated in accordance with ORS 338.065(c).”

- C. As per the contract, PPS’s Charter Schools Program Director made a formal visit to Emerson on November 5, 2015.
- D. Emerson’s performance has been reviewed on an annual basis in three major areas: academic, organizational, and financial. According to the data and information gathered, Emerson’s performance is strong in all areas.
- E. On April 9, 2015, the Charter Schools Committee of the Board was briefed on Emerson’s contract extension request, and on the staff review of Emerson’s program.
- F. Superintendent Smith concurred with the staff report and recommended that the contract with Emerson be extended by one year.

RESOLUTION

- 1. The Board approves Emerson’s request directs staff to extend Emerson’s contract by one year.

K. Miles



Board of Education Informational Report

MEMORANDUM

Date: April 17, 2015

To: Members of the Board of Education

From: Judi Martin, District Ombudsman

Subject: Step Three Appeal to the Board

This memo provides the timeline of the Step Three appeal to the Board regarding the playing time for the Wilson women's basketball team. The timeline is as follows:

December 10, 2014: The complainant filed her formal complaint under the Complaint Policy, 4.50.031-P, and the Complaint Resolution Process, 4.50.031-AD. Greg Wolleck, the District's Title IX coordinator, was assigned to review that complaint.

January 13, 2015 *: Mr. Wolleck issued his report.

*Mutually agreed upon extension due to winter break

January 22, 2015: The complainant requested a review in writing by the Superintendent pursuant to Step Two of the Complaint Resolution Process. The Superintendent designated Rudy Rudolph as the Superintendent's designee for the purposes of reviewing the Step Two request for review.

February 20, 2015: The Superintendent issued her response to the Step Two request for review.

March 9, 2015: The complainant requested an appeal by the Board of Education.

March 30, 2015: The Board determined that they would accept the appeal of the Superintendent's decision.

The Board is scheduled to discuss the substance of the appeal at the April 20, 2015 meeting. The Board is scheduled to vote on the substance of the appeal at the April 28, 2015 Board meeting.



Board of Education Informational Report

MEMORANDUM

Date: April 16, 2015

To: Members of the Board of Education

From: Marshall Haskins, District Athletic Director
Shay James, Senior Director of College & Career Readiness and Athletics
Antonio Lopez, Assistant Superintendent for School Performance

Subject: Basketball Schedule 2015-16

2014-15 was the first year of the re-established Portland Interscholastic League and we are thrilled with the progress toward increasing participation in athletics as part of our overall work on the priority to increase high school graduation and completion rates.

At the direction of the Superintendent, based on the complaint and concerns, we met with the Head Basketball Coaches and Athletic Directors to review our annual schedule for the 2014-15 and make recommendations for a schedule for the 2015-16 school year. There were four major concerns that the coaches addressed in developing the recommendation:

1. Having games scheduled on Tuesday, Thursday and Friday, instead of the traditional Tuesday and Friday schedule, caused confusion for coaches and parents.
2. Four game stack nights (one game after another: JV girls, JV boys, Varsity girls, Varsity Boys) were problematic, with the last game, Boy's Varsity, starting very late- at times close to 9:30 pm.
- 3 Because of three-game weeks, students missed instructional time. This disproportionately affected the JV girls basketball teams.
4. Low attendance for girls games.

Coaches considered the following options for a recommended 2015-16 schedule:

1. Single gender only for Tuesday and Friday: Girls would play Tuesday one week, and Friday the next week.
2. Stacking three games on Tuesday and Friday with each gender having the last game. Example - Tuesday night boys play 7:30 pm game and Friday night girls play 7:30 pm game.
3. Tuesday single gender JV games and Friday stack games for other three teams with Girls Varsity playing the 7:30 game the first nine weeks, then boys playing the 7:30

game the final nine weeks.

4. Tuesday single gender and Friday stack games alternating every Friday which gender plays 7:30 pm game.

The preliminary recommendation is:

Tuesday Nights - single gender games where each gender plays together as a program and both varsity team plays at 7:30 at opposite sites. Example: Girls JV and Varsity play at home, with the Varsity game at 7:30, and Boys JV and Varsity play away with the Varsity game at 7:30.

Friday Nights – we are still looking at three different options as we work out implementation details:

- 1) Mirroring the Tuesday schedule
- 2) One JV team at a venue and the 2 Varsity Teams and 1 JV team at the other venue (JV teams switching every game for away or home and boys and girls varsity start times switching for every other game or half way through the season)
- 3) A combination of #1 and #2 allowing for the excitement of having a stacked schedule for rivalry games.

We are continuing this discussion and will come back to the Superintendent and the Board by April 24th with a final recommendation.

This preliminary recommendation eliminates both concerns about instructional time and ensures that girls and boys varsity teams have an equal number of 7:30 pm start times. It also eliminates the 4 team stack games that created late starts for Boys Varsity.

In addition, we will be looking at practice times for our schools. At most schools, the girls have had the earlier practice times and we will be looking at ensuring that practice times are equally distributed.

If you have any questions regarding this recommendation, please let me know.



Board of Education Informational Report

MEMORANDUM

Date: April 16, 2015

To: Members of the Board of Education

From: Tony Magliano, Chief Operating Officer
Justin Fallon Dollard, Project Manager, Planning and Asset Management

Subject: Safe Routes to School

This Memorandum provides an overview of the Portland Bureau of Transportation Safe Route to Schools (PBOT SR2S) program, its benefits to Portland Public Schools (PPS) students, and the formation of a coalition advocating for a new regional SR2S program that could be funded under METRO.

PBOT SR2S is a City-wide active transportation program that partners with schools, neighborhoods, community organizations and agencies that advocates for and implements projects that make walking and biking around neighborhoods and schools safe and healthy for all students and families while reducing reliance on cars.

PBOT SRTS program elements include equity, education, enforcement, engineering, and evaluation.

Equity: Equity is providing “active” transportation infrastructure options and services in an equitable and cultural competent manner. Active transportation includes walking, biking, mass transit, and carpooling.

Education: PBOT SRTS delivers transportation education to students throughout Portland. This includes pedestrian and biking skill-building and safety education.

Encouragement: PBOT SRTS provides training opportunities, information, materials, and incentives to promote walking, biking, and taking transit. Materials include school-specific maps that identify safer routes to school.

Enforcement: PBOT SRTS increases awareness of and reduces the frequency of traffic safety problems through a partnership with the Portland Police Bureau, schools, and neighborhoods.

Engineering: PBOT SRTS improves walking and biking infrastructure to increase access to and multi-modal safety around schools. PBOT SRTS engineering staff work with schools and neighborhoods to address problems like drop-off and pick-up, road crossings, speeding vehicles, and other traffic issues.

Evaluation: PBOT SRTS staff measures the impact of SRTS programming and initiatives by evaluating results of surveys about students' transportation habits and experiences.

In 2007, PPS partnered with PBOT SRTS to provide education, encouragement, and evaluation at 57 schools and engineering and safety improvements for student walk/bike areas at 21 schools. These areas are geographically defined as a 1 mile walking radius for K-5 and K-8 schools and a 1-1/2 mile walking radius for 6-8 and 9-12 schools.

In 2014, PPS entered into an Active Transportation Intergovernmental Agreement with the City to bring all K-5, K-8, 6-8, and 9-12 schools into PBOT SRTS engineering analysis for future active transportation infrastructure improvements. This analysis will occur during spring/summer 2015. PPS is also developing, with PBOT SRTS, a crowd-sourcing application to help the PPS community-at-large document safety concerns in student walk/bike areas that serve schools.

PBOT SRTS lacks resources to provide safety improvements in all student walk/bike areas that serve the District. METRO Transportation Improvement Program (MTIP) funding could help to close infrastructure gaps identified by PPS planning staff, the PPS community-at-large, and PBOT SRTS engineering staff.

MTIP is a joint effort between regional and state partners. Each partner plays a different role in advancing the region's transportation system based on enabling legislation and therefore all have authority over expending federal transportation dollars in the Portland metropolitan region.

The *For Every Kid* coalition is seeking support from PPS to encourage MTIP funding for a new regional SR2S program to help close active transportation infrastructure gaps. The coalition includes the Safe Routes to School National Partnership, the American Heart Association, OregonWalks, and the Bicycle Transportation Alliance.

MTIP is currently setting direction to fund 2019-2020 regional transportation needs. Active transportation is receiving greater attention by METRO. For example, PPS recently received a METRO \$125K grant with OregonWalks to promote community health through increased use of active transportation options and reduced reliance of single vehicle trips during school commutes. However at the METRO level, active transportation infrastructure funding, e.g. sidewalks and signalized crosswalks, still lags behind funding that is dedicated to streets and road improvements.

The cost of fully funding SR2S for all students in the tri-county metropolitan region would be \$56.5 million, and the gap between existing funding and the total need to serve every kid is \$40 million. This funding would provide additional education, encouragement, and engineering resources to support walking and biking to school.

More than 60,000 kids in the Portland metro-area could be served by a robust regional SR2S program. The PPS boundary is 152 square miles and contains 2,306 miles of school routes that includes portions of unincorporated Multnomah County, as well as portions of Clackamas and Washington Counties. A coordinated, regional approach to fund SR2S safety improvements by METRO would benefit over 43,000 students served by the District.

RESOLUTION No. XXXX

Resolution in Support Safe Routes to School Program

RECITALS

- A. At Portland Public Schools our mission is: Every student by name, prepared for college, career and participation as an active community member, regardless of race or class.
- B. When it is safe, convenient and fun to walk to neighborhood schools, our children are healthier, our streets are safer for everyone and our communities thrive.
- C. Kids that can safely walk and bike to their neighborhood school get regular physical activity and do better in school.
- D. Comprehensive Safe Routes to School programs have proven successful at getting more kids to bike and walk to school
- E. Safe Routes to School programs are a cost-effective way to improve children's health, make neighborhood streets safer for everyone, engage community members in promoting healthy and safe choices and reduce school-related congestion.
- F. Portland Public Schools has relied on federal, state and local funding to provide infrastructure improvements within student walk / bike areas of schools to improve safety and operate Safe Routes to School programs since 2007. These areas defined as a 1 mile walking radius for K-5 and K-8 schools and a 1-1/2 mile walking radius for 6-8 and 9-12 schools.
- G. Portland Public Schools, along with Portland Bureau of Transportation Safe Routes to Schools, is developing a crowd-sourcing application to help the Portland Public Schools community-at-large, document safety concerns in student walk/bike areas that serve schools.
- H. Under the 2014 Portland Public Schools-City Active Transportation IGA, over 45,000 Portland Public Schools students are served by the Portland Bureau of Transportation Safe Routes to Schools.
- I. Portland Public Schools recognizes the value of Safe Routes to School in meeting its goals and realizing its mission.
- J. New funding is needed to continue running Safe Routes to School programs in meeting its goals and realizing its mission.

- K. New funding is needed to continue to expand Safe Routes to School programs in Portland Public Schools, to serve every student, and to continue to provide infrastructure improvements within student walk/bike areas of schools to improve safety.
- L. The cost of fully funding Safe Routes to School for all students in the tri-county metropolitan region would be \$56.5 million, and the gap between existing funding and the total need to serve every kid is \$40 million.

RESOLVED

1. Portland Public Schools requests that the Metro Regional Government establish a policy direction for the 2019-2020 Metropolitan Transportation Improvement Program that creates a regional Safe Routes to School program with funded safety projects and programs that encourage walking, biking and transit use to get to K-12 schools throughout the greater tri-county metropolitan region.

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

INDEX TO THE AGENDA

April 20, 2015

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Numbers 5063

RESOLUTION No. 5063

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Payne Construction	4/21/2015 through 12/31/2015	Construction C 61712	Improvement Projects 2015: Science Classroom and ADA Upgrades at Astor, George, Peninsula, Skyline, DaVinci, Irvington, Lee, Meek, Gray, Markham and West Sylvan. ITB 2014-1856	\$1,011,695	C. Sylvester Fund 451 Depts. 1136, 2156, 1180, 1186, 2301, 1259, 1264, 7270, 2158, 1170, 2196 Projects DB107 & DC407
Skyward Construction	4/21/2015 through 12/31/2015	Construction C XXXXX	Improvement Projects 2015: Science Classroom and ADA Upgrades at Mt.Tabor, Roseway Heights, Bridger, Harrison Park, Richmond, Lent and Holladay Center. ITB 2014-1857	\$486,107	C. Sylvester Fund 451 Depts. 2176, 1278, 1238, 1240, 1275, 1266 & 7363 Projects DB107 & DC407

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Number 5064 and 5065

RESOLUTION No. 5064

Audit Committee Members

RECITALS

- A. Pursuant to Board Policy, the Board Audit Committee shall be comprised of five members appointed by the school board. All appointees shall be independent of the district's management and administrative service. The Audit Committee will be comprised of three members of the school board and two public members with a general knowledge of the district and the audit process. Committee members shall serve for two years, serving from July 1 to June 30, and may be re-appointed at the end of their term.
- B. The Audit Committee recommends the Board appoint Kari Guy and Pedro Nunez as members for two years beginning immediately.

RESOLUTION

- 1. Kari Guy and Pedro Nunez are appointed as members of the Board Audit Committee for a two-year term through June 30, 2016.

Jollee Patterson

RESOLUTION No. 5065

Minutes

The following minutes are offered for adoption:

April 14, 2015



Board of Education Informational Report

MEMORANDUM

Date: April 16, 2015
To: Members of the Board of Education
From: Jollee Patterson, General Counsel
Subject: Appointment of Audit Committee Members

Attached is a resolution appointing two community members to the Board's Audit Committee.

Kari Guy has worked for the Audit Services Division of the City of Portland Auditor's Office since 2007. Prior to that she worked for over ten years as a budget and policy analyst at the Washington State Senate. At the Audit Services Division, she has led audits on topics ranging from emergency management, to tax exemptions, to payroll practices, with significant impact on public services.

Kari holds a Master's of Public Administration degree from the University of Washington and a bachelor's degree from Stanford University. She is a Certified Government Auditing Professional (CGAP), and is a member of the Institute of Internal Auditors and the Association of Local Government Auditors.

Pedro Nunez is a graduate of Linfield College receiving a BS in Accounting. He is a Certified Professional Accountant (CPA) with experience performing financial statement audits of non profits and governmental entities such as charter schools, school districts, cities and counties while at Pauly Rogers and Co. Currently, he is with McDonald Jacobs performing financial statement audits primarily for non profit organizations as well as a few charter schools.

He is the past president and current member of Willamette Rotaract, a volunteer service organization for young professionals affiliated with Rotary International. He is also the board treasurer for Serendipity Center Inc., a private therapeutic school in Portland.



Board of Education Informational Report

MEMORANDUM

Date: April 9th, 2015

To: Members of the Board of Education

From: Jerad Lillegard, Senior Project Manager

Via: James Owens - Executive Director OSM
C.J. Sylvester - Chief School Modernization

Subject: Public Improvement contract award recommendation – IP 15 Science Classroom and ADA Upgrades – Astor, George, Peninsula, Skyline, DaVinci, Irvington, Lee, Meek, Gray, Markham, West Sylvan

1. Description of procurement:

1. Astor School

- Base Bid - Upgrades to science classroom including ADA accessible sinks, base & upper cabinets, eyewash station, new countertops, flooring, electrical cord reels, and new paint.
- Alternate #1 – Provide all labor and materials to install a third sink in Room 36
- Alternate #2 – Provide all labor and materials to replace remaining sink faucets in science classrooms with new gooseneck faucets as per the drawings.

2. George School

- Base Bid - Upgrades to science classroom including ADA accessible sinks, base & upper cabinets, eyewash station, new countertops, flooring, electrical cord reels, and new paint
- Alternate #1 - Provide all labor and materials to replace remaining sink faucets in science classrooms with new gooseneck faucets as per the drawings.

3. Peninsula School

- Base Bid - Upgrades to science classroom including ADA accessible sinks, base & upper cabinets, eyewash station, new countertops, flooring, electrical cord reels, and new paint. Upgrades to ADA compliance at the school site including, but not limited to, remodel work to an existing staff bathroom
- Alternate #1 - Provide all labor and materials to replace remaining sink faucets in science classrooms with new gooseneck faucets as per the drawings.

4. Skyline School

- Base Bid - Upgrades to science classroom including ADA accessible sinks, base & upper cabinets, eyewash station, new countertops, flooring, electrical cord reels, and new paint

- Alternate #1 - Provide all labor and materials to replace remaining sink faucets in science classrooms with new gooseneck faucets as per the drawings.
5. DaVinci School
- Base Bid - Upgrades to science classroom including ADA accessible sinks, base & upper cabinets, eyewash station, new countertops, flooring, electrical cord reels, and new paint
 - Alternate #1 - Provide all labor and materials to replace remaining sink faucets in science classrooms with new gooseneck faucets as per the drawings.
6. Irvington School
- Base Bid - Upgrades to science classroom including ADA accessible sinks, base & upper cabinets, eyewash station, new countertops, flooring, electrical cord reels, and new paint
 - Alternate #1 – Provide all labor and materials needed to install a third sink in Room 208 as per the drawings
 - Alternate #2 - Provide all labor and materials to replace remaining sink faucets in science classrooms with new gooseneck faucets as per the drawings.
7. Lee School
- Base Bid - Upgrades to science classroom including ADA accessible sinks, base & upper cabinets, eyewash station, new countertops, flooring, electrical cord reels, and new paint
 - Alternate #1 - Provide all labor and materials to replace remaining sink faucets in science classrooms with new gooseneck faucets as per the drawings.
8. Meek School
- Base Bid - ADA improvements to the existing facility including, but not limited to, parking lot striping and door & sink faucet hardware replacement
9. Gray School
- Base Bid - Upgrades to science classroom including ADA accessible sinks, base & upper cabinets, eyewash station, new countertops, flooring, electrical cord reels, and new paint
 - Alternate #1 – Provide all labor and material needed to demolish and relocate a second sink in rooms 101, 102, and 103 as per the drawings.
 - Alternate #2 - Provide all labor and materials to replace remaining sink faucets in science classrooms with new gooseneck faucets as per the drawings.
10. Markham School
- Base Bid - Upgrades to ADA compliance at the school site including, but not limited to, remodel work to an existing staff bathroom. ADA upgrade work including, but not limited to, pathway improvements to the existing playground
11. West Sylvan School
- Base Bid - Upgrades to science classroom including ADA accessible sinks, base & upper cabinets, eyewash station, new countertops, flooring, electrical cord reels, and new paint. ADA improvements to the existing facility including, but not limited to, door hardware replacement.

- Alternate #1 - Provide all labor and materials to replace remaining sink faucets in science classrooms with new gooseneck faucets as per the drawings.

2. Source selection method: Invitation to Bid (ITB 2014-1856)

3. Bids Received and Opened: April 02, 2015

4. Received offers from;

	BASE BID	ALTERNATES
Payne Construction	\$ 975,765	\$35,930
Inline Commercial Construction	\$1,235,000	\$39,479
District/Engineer Estimate	\$ 842,121	\$NA

5. Bid concerns: None

6. Budget amount for this item \$861,000

7. Recommendation from Project Manager: Award contract to Payne Construction for Base + Alternates for a total amount of \$1,011,695. See purchasing & contracting consent agenda item.

8. Remarks: None



Board of Education Informational Report

MEMORANDUM

Date: April 20, 2015

To: Members of the Board of Education

From: Jim Owens, Senior Director, Office of School Modernization

Subject: Bond Program Status – April 2015

In the November 2012 election, the voters approved a \$482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attached is the BSC for the month of April 2015. Next month, OSM staff will provide another quarterly update on the Bond Program.

Attachment 1: Balanced Scorecard Report – April 2015
Attachment 2: Project Management Cost Report – April 2015

Project Cost Summary Report for 2012 Capital Improvement Bond Program

Capital Program Start Date: Nov 2012

Report Run Date: 04.01.2015

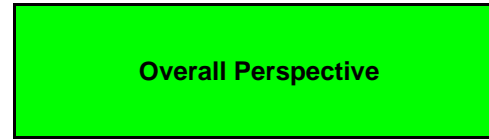
Capital Program End Date: Nov 2020

Project Name	Original Project Budget	Project Budget Changes	Current Budget	Project Estimate At Completion	Forecasted Over/(Under)	Invoices Approved
Franklin HS Modernization	81,585,655	24,920,196	106,505,851	98,708,628	(7,797,223)	4,924,286
Grant HS Modernization	88,336,829	5,188,081	93,524,910	85,354,948	(8,169,962)	12,251
Roosevelt HS Modernization	68,418,695	28,198,736	96,617,431	88,287,431	(8,330,000)	4,095,101
Faubion Replacement	27,035,537	21,805,355	48,840,892	43,956,803	(4,884,089)	1,516,449
Improvement Project 2013	9,467,471	2,501,829	11,969,300	11,969,101	(199)	11,963,139
Improvement Project 2014	13,620,121	4,486,678	18,106,799	17,874,676	(232,123)	17,575,723
Improvement Project 2015	13,521,066	(111,924)	13,409,142	12,447,176	(961,966)	1,178,196
Improvement Project 2015 - Maplewood	-	1,244,527	1,244,527	1,037,569	(206,958)	28,843
Improvement Project 2015 - SCI	-	2,542,153	2,542,153	2,202,543	(339,610)	240,552
Improvement Project 2016	15,274,437	(2,955,183)	12,319,254	10,471,366	(1,847,888)	-
Improvement Project 2017	6,796,707	2,273,599	9,070,306	7,709,760	(1,360,546)	-
Improvement Project 2018	9,062,119	(8,533,237)	528,882	449,550	(79,332)	-
Improvement Project 2019	-	663,638	663,638	564,092	(99,546)	-
Master Planning - Benson HS	191,667	131,667	323,334	323,334	-	-
Master Planning - Cleveland HS	191,667	(191,667)	-	-	-	-
Master Planning - Jefferson HS	191,667	(191,667)	-	-	-	-
Master Planning - Lincoln HS	191,667	131,667	323,334	323,334	-	-
Master Planning - Madison HS	191,667	131,667	323,334	323,334	-	-
Master Planning - Wilson HS	191,667	(191,667)	-	-	-	-
Marshall Swing Site - Bond 2012	-	4,000,000	4,000,000	3,901,512	(98,488)	2,748,818
Tubman Swing Site - Bond 2012	-	2,300,000	2,300,000	2,074,000	(226,000)	684
Swing Sites & Transportation	9,550,000	(9,550,000)	-	-	-	-
Educational Specification	-	300,000	300,000	287,733	(12,267)	270,784
Debt Repayment	45,000,000	-	45,000,000	45,000,000	-	45,000,000
2012 Bond Program	93,181,361	(35,968,472)	57,212,889	39,216,149	(17,996,740)	9,271,935
	482,000,000	43,125,977	525,125,977	472,483,040	(52,642,937)	98,826,762

Narrative Comments:

1. Staff is continuing discussions with appropriate stakeholders for master plan development at Lincoln, Madison and Benson High Schools. Milestones and project schedules in progress.
2. Franklin High School and Roosevelt High School Guaranteed Maximum Price (GMP) amendments have been established. Construction begins shortly.
3. Faubion School replacement completed schematic design and is making progress in design development. Budget depicts expected Concordia contribution.
4. Construction solicitation packages for Summer 2015 work were issued on schedule. Progressing with award recommendations. Planning to start work when students depart in mid June.
5. Swing site improvements at Marshall and Tubman are on track. Expect both will

Color Key	
	Good
	Concerns
	Difficulty



Perspective	Perform
Budget	
Schedule	
Stakeholders	
Equity	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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Overall Project Performance



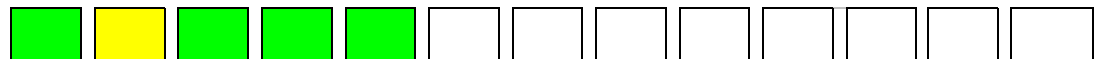
Perspective Budget



Perspective Schedule



Perspective Stakeholders



Perspective Equity



Narrative Comments:

1. Franklin and Roosevelt are progressing thru construction documents phase. Although design completion will be late relative to original baseline, expect to makeup time during construction phase.
2. Faubion School design is on schedule. Expecting to begin demolition phase work in the Fall and new building construction in Feb 2016.
3. Improvement Project 2014 work is complete less the elevator installation at Beach. Expect completion late May 2015.
4. Improvement Project 2015 and 2015-SCI are on schedule in bid phase. Expecting timely awards and construction start.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Establish Schedule Target & Strategy	1	Occupancy Date Goal Established	
	2	Project Execution Strategy Developed	
	3	Overall Project Schedule Established	

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Objective B Planning, Permitting & Design Phases on Schedule	4	Design Contract Award	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks
	5	Schematic Design Completed	
	6	Design Development Completed	
	7	Land Use Permit Approved	
	9	Building Permit Approved	

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Objective C Construction on Schedule	10	Prime Contract Notice to Proceed	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks
	11	Construction Started	
	12	Substantial Completion Date	

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Objective D Meet Occupancy / Completion Schedule Target	13	FF&E Ordered	Same as Objective C
	14	FF&E Delivered and Installed	
	15	Projected Occupancy Date	

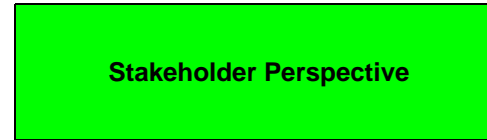
09/13	09/17	09/17	09/14	09/17	09/15	09/15	09/19	12/14	09/15	08/15		

Projected Occupancy Dates

Narrative Comments:

1. OSM continues to soliciate and receive stakeholder data as project process through phases. No recent marked change in data.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Educational Needs	ID	Measure	Target
	1	Project Scope Meets Educational Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	2	Design Meets Educational Needs	Yellow: 3.0 - 4.0
	3	Construction Meets Educational Needs	Red: < 3.0

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Objective B Meets Maintenance / Facility Needs	ID	Measure	Target
	4	Project Scope Meets Maint. / Facility Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	5	Design Meets Maint. / Facility Needs	Yellow: 3.0 - 4.0
	6	Construction Meets Maint. / Facility Needs	Red: < 3.0

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Objective C Design Advisory Group (DAG) Needs	ID	Measure	Target
	7	Master Planning: Scope Meets DAG Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	8	Design Meets DAG Needs	Yellow: 3.0 - 4.0;
	9	Construction Meets DAG Needs	Red: < 3.0

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