

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
April 19, 2017

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

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|----|---|---------|
| 1. | <u>STUDENT PERFORMANCE: VERNON</u> | 6:00 pm |
| 2. | <u>STUDENT TESTIMONY</u> | 6:10 pm |
| 3. | <u>PUBLIC COMMENT</u> | 6:25 pm |
| 4. | <u>SECOND READING: RESERVE POLICY</u> | 6:45 pm |
| 6. | <u>MIDDLE SCHOOL IMPLEMENTATION</u> -action item | 7:00 pm |
| 7. | <u>BUSINESS AGENDA</u> | 8:00 pm |
| 8. | <u>ADJOURN</u> | 8:15 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.



Board of Education Informational Report

MEMORANDUM

Date: April 19, 2017
To: Members of the Board of Education
From: Yousef Awwad, Deputy Chief Executive Officer
Subject: **8.10.025-P Contingencies and Reserves Policy**

Current Board policy (established 4/8/02) states it is the goal of the Board to maintain an operating contingency in the general fund that is at a minimum of 3% of annual expenditures. Based on the FY2016/17 approved budget for School District 1J, uncommitted contingency is approximately \$15.2 million, including a \$1.5 million commitment to the reserve for self-insurance, or about 2.6% of total estimated annual expenditures. The Board is not within its policy guidelines.

The CBRC finds that an operating contingency in the general fund of 3% does not comply with recommended practices established by the Government Financial Officers Association [GFOA] and general accounting practices and recommends the Board establish and fund a 5% operating contingency by 2020. By 2025, the Board should increase the operating contingency to 10% to ensure the district can meet its commitments to the community, while aligning its budget principles to recommended practices to survive any financial instabilities

This policy revision was presented to the Business and Operations committee on November 7, 2016. The first reading of the Policy was held at the Board of Education meeting on March 14, 2017.

COMMUNITY BUDGET REVIEW COMMITTEE
Contingency and Reserves Policy Recommendations for PPS Board of Education Revised
by Staff on 4/12/2017

Current Board policy (established 4/8/02) states it is the goal of the Board to maintain an operating contingency in the general fund that is at a minimum of 3% of annual expenditures. Based on the FY2016/17 approved budget for School District 1J, uncommitted contingency is approximately \$15.2 million, including a \$1.5 million commitment to the reserve for self-insurance, or about 2.6% of total estimated annual expenditures. The Board is not within its policy guidelines.

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- The vast majority (about 75%) of the district's funding comes from the state through the State School Fund. A significant portion of the state's revenue is based on income tax receipts. Income tax is a very volatile source of revenue and the state has experienced numerous budget shortfalls as a result of economic fluctuations. Significant swings in state revenue are likely to continue with major, negative impacts on PPS' budget.
- The voters have very generously provided PPS with local option tax revenue to augment funds available to help pay teachers' salaries. The district has realized a reduction in anticipated tax revenues from this source over the last few years due to compression. Revenues are building but the local option tax source remains vulnerable to compression if home values should experience another major decline.
- As a result of poor performance in the equity markets, and an unfavorable Oregon Supreme Court ruling, PERS rates will increase significantly. The full impact of the increases to PPS is not yet known. PPS's "side account" will mitigate some of the impact, but a budget impact is inevitable for the foreseeable future.
- In addition to these revenue concerns, PPS has normal expected cost increases including negotiation of existing contracts with our valued employees, the backlog of facilities maintenance, and inflation as well as unexpected costs that PPS must be prepared to manage.
- PPS is committed to providing students a quality education from the time they enter pre-K or kindergarten through graduation from high school. Fulfilling this commitment requires access to the resources necessary to enable the district to consistently offer core programs over the long-term. Budget reserves should be designated and funded to ensure that the district can minimize the impact of inevitable ebbs and flows of available funding and provide a consistent educational experience.
- The Board has an adopted principle to "Take a Long-Term Perspective" in budgeting. To adequately plan and budget beyond the current year or biennium, a reserve must be established that can help to maintain and support at minimum current levels of service.

PPS has made significant investments in new teachers, educational assistants, funding full-day kindergarten, a full-time counselor and at least two full-time secretaries in all schools. These critical investments must be protected by rebuilding our reserves to a level that will help ensure PPS can weather the inevitable economic downturn that will once again impact our state. A suggested revision of the existing policy continues on the next page.

COMMUNITY BUDGET REVIEW COMMITTEE
Contingency and Reserves Policy Recommendations for PPS Board of Education Revised
by Staff on 4/12/2017

8.10.025-P Contingencies and Reserves Portland Public Schools - REVISION

Reserve funds will be established and maintained to meet the district's commitment to providing a stable, excellent education for students throughout their career with Portland Public Schools. Reserve funds will address emergencies, a temporary revenue shortfall or provide stability during slow economic cycles.

(1) The Board resolves to establish a minimum **5%** unassigned contingency in the general fund by **June 30, 2020**.

(2) It is the goal of the Board to fund and maintain an unassigned contingency in the general fund of a minimum **10%** of annual expenditures by **June 30, 2025**. It is the policy of the Board to establish this contingency each fiscal year during the budget process.

(3) When funds become available such as at reconciliation of ending fund balance or a surplus of expected revenues, a minimum of 50% of available funds should be put into reserves to meet the short- and long-term goals.

(4) Unassigned contingency will be established pursuant to ORS 294.388. Subsequent intrafund transfers from contingency will be made in accordance with ORS 294.463. Requests for use of contingency amounts up to a combined total of 15% of the total appropriations authorized in the fund are within the authority of the Board to authorize. Transfers that exceed 15% may be made only after Board approval and adoption of a supplemental budget for that purpose.

(5) Uncommitted contingency funds may be used only for budgetary stabilization to respond to extreme events such as precipitous drops in state income tax revenues or natural disasters. Contingency funds should not be used for new or increased operating costs or investments.

(6) To achieve financial stability, when the contingency account is used, the Board will seek to restore the account as soon as possible.

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- As a result of poor performance in the equity markets, and an unfavorable Oregon Supreme Court ruling, PERS rates will increase significantly. The full impact of the increases to PPS is not yet known. PPS's "side account" will mitigate some of the impact, but a budget impact is inevitable for the foreseeable future.
- In addition to these revenue concerns, PPS has normal expected cost increases including negotiation of existing contracts with our valued employees, the backlog of facilities maintenance, and inflation as well as unexpected costs that PPS must be prepared to manage.
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(4) Unassigned contingency will be established pursuant to ORS ~~294,352~~ 388. Subsequent intrafund transfers from contingency will be made in accordance with ORS ~~294,450~~ 463. Requests for use of contingency amounts up to a combined total of 15% of the total appropriations authorized in the fund are within the authority of the Board to authorize. Transfers that exceed 15% may be made only after Board approval and adoption of a supplemental budget for that purpose.

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(6) To achieve financial stability, when the contingency account is used, the Board will seek to restore the account as soon as possible.

8.10.025-P Contingencies and Reserves

- (1) The Board understands that to avoid financial instability, continuing requirements should be insulated from typical fluctuations in revenues and expenditures.
- (2) It is the goal of the Board to fund and maintain an operating contingency in the general fund that at a minimum is 10% of annual expenditures. It is the policy of the Board to establish this contingency each fiscal year during the budget process.
- (3) The Board resolves to establish this minimum target of a 5% operating contingency in the general fund by June 30, 2020 and 10% operating contingency in the general fund by June 30, 2025.
- (4) When the minimum level of operating contingency has been established and maintained for at least three years, the Board will consider establishing an additional reserve. The Board may choose to establish such a reserve sooner.
- (5) Contingencies and reserves will be established pursuant to ORS 294.388. Subsequent intrafund transfers from contingency will be made in accordance with ORS 294.463. Requests for use of contingency amounts up to a combined total of 15% of the total appropriations authorized in the fund are within the authority of the Board to authorize. Transfers that exceed 15% may be made only after Board approval and adoption of a supplemental budget for that purpose.
- (6) To achieve financial stability, when the contingency account is used, the Board will seek to restore the account as soon as possible.

Legal References: ORS 294.388, ORS 294.463.

History: Adpt. 4/8/02; Rev. 4/19/17



RESOLUTION No. _____

Revision of Contingency and Reserves Policy

RECITALS

- A. On April 8, 2002 the Board of Education (“Board”) adopted Board Policy 8.10.025 addressing Contingency and Reserve levels for the General Fund. The policy, as adopted, addresses the establishment of contingencies and reserves under ORS 294.388.
- B. This revision revises language to establish this minimum target of a 5% operating contingency in the general fund by June 30, 2020 and 10% operating contingency in the general fund by June 30, 2025.
- C. On March 14, 2017 the Community Budget Review Committee (“CBRC”) presented the first reading of the revised policy to the Board.

RESOLUTION

The Board approves the revisions to Board Policy 8.10.025 Contingencies and Reserves.

R. Dutcher



Office of Teaching & Learning

Chris Russo, Assistant Superintendent

To: Portland Public School Board of Directors
From: Interim Superintendent Bob McKean
Sponsor: Assistant Superintendent Chris Russo
Date: April 14th, 2017
Subject: Middle School Plan

Background Info:

November 2014 – Portland Public Schools (PPS) initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended a system-wide shift to a mostly K-5 and middle school structure.

Many PPS schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.

July 2016 - The Portland Public Schools' School Board passed Resolution 5308. The charge of the resolution is:

- a. Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
- b. Receive and accept school initiation reports for each new school, in accordance with Policy 6.10.030-P.

October 2016 - The PPS School board voted to delay the openings of Tubman and Roseway Heights Middle Schools until the 2017-2018 school year to address facility, program, and a delivery model for middle grades education.

Following the Superintendent's directive, the administration initiated a Middle School Implementation Team, assigned a planning principal, researched best practices for middle grades program delivery, and developed a Middle Grades Framework.

November 2016 - April 2017 – The administration used the draft to solicit and include stakeholder feedback.



Office of Teaching & Learning

Chris Russo, Assistant Superintendent

April 2017—Prepare and finalize all respective documents for Board review and resolution moving the implementation work forward for 2017-2018.

Summary:

Attached are three documents for Board review:

- PowerPoint presentation on Middle Grades Planning
- Middle Grades Framework
- Resolution to Adopt the Middle Grades Framework

Financial Implications

None at this stage in the process.



Middle Grades Framework

Objectives

Develop middle grades framework that is student centered, culturally relevant, engaging, and intellectually rigorous.

The framework is guided by educators well versed in the social, emotional, and academic needs of young adolescents.

Origins of the Middle Grades Framework

- **November 2014** - PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended a system-wide shift to a mostly K-5 and middle school structure.
- Many PPS schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.
- **July 2016** - The Portland Public Schools' School Board passed Resolution 5308. The charge of the resolution is:
 1. Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
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Purpose of the Middle Grades Framework

The framework serves as a foundational document comprised of key components of successful middle grades education that will promote the development of students who are prepared to fully engage in high school, college, career, and global community.

It is directly aligned to the PPS Successful Schools' Framework. Among the purposes are to:

- Serve as a foundational guide for schools and district offices;
- Inform the design of middle grades programming;
- Invite conversations and input from stakeholders.

How to use the framework

The framework is designed for internal and external stakeholders. Internal stakeholders include central office personnel and school personnel (e.g., teachers, principals, counselors). External stakeholders are parents, families, and community partners (e.g., after school providers, businesses, and neighborhood associations). The District will use the framework in a variety of ways to engage in the process of middle school design, while external stakeholders can use the framework to establish policy, procedures, and work plans that respond to the unique needs of middle grade students. The framework serves as a foundational document for middle grades implementation. It is comprised of components that address the unique needs of the young adolescents' intellectual, moral, social-emotional, and physical development.

What are the Components and Elements that make up the Framework?

Curriculum: course offerings, standards, materials, instructional practices, assessment and evaluation.

Decision Making: Who and how are site decisions made.

Health, Wellness, & Safety: Practices and Services that support young adolescents and their families.

School, Family, and Community Partnerships: Community partners providing wrap-around services to middle grade schools, students, and families.

Base and Optional Programs

All middle schools will offer both base and optional programs. Base programs are the elements required in every school (focus/option schools may have some exemptions) providing middle grades education in PPS. Optional programs are elements selected to meet the unique needs of individual schools. Both base and optional programs are fully supported by the district.

Curriculum:

The framework includes three components that address separate areas of curriculum. The PPS middle school implementation team used the following as a definition of curriculum: learning standards, course offerings, materials, instructional practices, student assessment, and professional development. The team based its work on the Association for Middle Level Educators' (AMLE) position paper, *This we Believe* and the Portland Public School's Successful Schools' Framework (SSF). The AMLE describes exemplary middle grades curriculum, as relevant, challenging, integrative, and exploratory. Instructional practices include multiple learning and teaching approaches that respond to young adolescents' diversity. PPS strives to provide culturally relevant materials. Teaching practices honor the racial, linguistic, and cultural diversity of all students.

CURRICULUM, COURSE OFFERINGS

Learning Standards: Middle grades education in PPS will be delivered in alignment with the following learning standards: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), ODE Content Standards, Career Technical Education Standards (CTE), and English Language Proficiency Standards (ELP).

Language Arts: uses relevant materials, literacy instruction teaches skills to be used as a tool for all content (including research skills). The curriculum includes reading, writing, speaking, collaborative discourse/discussion, viewing, and listening.

Mathematics: uses relevant materials, numeracy instruction teaches skills to be used as a tool across many content areas (including scientific inquiry). The curriculum includes problem solving, critical thinking, grade level appropriate computational fluency, number sense, and collaborative discourse/discussion.

Science: uses relevant materials, provides opportunities for scientific inquiry, engineering design and practices, provides opportunities for place-based learning, and offers a multidisciplinary approach to science instruction.

World Language: Communication: Develops communication and literacy skills in a language different from students' heritage language, facilitates cultural competence and understanding through exploration of various cultures.

Social Studies: delivers grade level content to teach respect for cultural diversity, intercultural competencies, and multiple perspectives/counter stories. It provides opportunities for civics learning and application.

Physical Education: promotes a positive attitude toward physical activity, the motivation, confidence, and self-knowledge to continue active participation in physical activity, movement competence, commensurate with physical potential, and understanding of the nature of movement, and the importance and value of physical activity as contributing to a physically active lifestyle

Health: Helps students develop a positive self-concept (i.e. healthy self-esteem, strong sense of self, and gender identification). Provides students with opportunities to develop skills that promote lifelong healthy decisions including sexual health, substance use, nutrition, and physical activity.

School Counseling: Addresses academic, career, and personal/social development of all students, provides interventions to students and families in need, assists families in obtaining support systems within and outside of the school system.

Advisory: Establishes ongoing relationship with an adult at the school, creates connectedness through small communities of adolescents, supports the social, emotional, and academic development of middle grades students, provides opportunities to develop executive functioning (e.g. student organization and self-advocacy).

Career and Technical Education (CTE): Assists students in exploring college and career possibilities, provides hands-on and/or place-based opportunities for thinking, learning, and wondering about their futures.

Library Media: Promotes digital and media literacy and citizenship, facilitates access to a variety of materials, including discipline specific, choice-based, multiple perspectives, fiction and nonfiction, teaches research skills, and supports instructional staff and students.

Exploratory Courses: Enables students to discover their particular abilities, talents, interests, values, and preferences. Acquaints students with enriching, healthy leisure-time pursuits, such as lifetime physical activities, involvement in the arts, and social service.

English as a Second Language/English language development: Develops language acquisition in a target language, infuses meta-processes, sustains a language focus, and holds high expectations for students through the delivery of high quality curricula and academic rigor.

Special Education: Fosters an atmosphere where all students belong and have opportunities to develop relationships with one another. Teachers have high expectations for students with typical and atypical social emotional and academic development. Provides access to core curricula and grade level appropriate social experiences specially designed instruction (SDI) as directed by their IEP.

INSTRUCTIONAL PRACTICES

Instructional Practices: Middle grades instruction in PPS includes results oriented, culturally relevant practices mindful of the rapid intellectual, social, emotional, moral, and psychological development of the young adolescent. Relationships, rigorous course work, and subject matter delivered through a racial lens is relevant to the middle grade learner. Learning is guided by educators well-versed in the academic and social emotional needs of the young adolescent. The following are guiding instructional principles implemented and supported by PPS:

- Promote student voice, meaningful choices and personal connection to content.
- Reading, writing, speaking, listening, viewing and presenting are taught in an integrated way through culturally relevant, student-centered, inquiry-based tasks connected to authentic, real-world experiences.
- Literacy is taught across content areas. Students are explicitly taught how to engage with text features unique to the subject/discipline of study.
- Numeracy is taught across the content areas. Students are explicitly taught how to problem solve, think critically, and engage with features unique to the subject/discipline of study.
- Instruction includes reading increasingly complex texts and writing in the style of the discipline/subject.
- Instruction includes engaging with increasingly complex mathematical tasks and problem solving situations in the style of the discipline/subject.
- Academic literacy, numeracy and discussion skills are explicitly taught and supported.
- Students' race, culture, and heritage languages are supported and embraced as a valuable tool
- Technology is used to increase access, engagement, and student motivation.

- Experiential Learning is used to support the application of knowledge and conceptual understanding to real-world problems or situations. (Felicia, Patrick (2011). Handbook of Research on Improving Learning and Motivation. p. 1003.)

Educators: Promote academic, social emotional growth for students through culturally responsive practices. They apply their deep understanding of the unique characteristics of the young adolescent and use strategies to provide equitable outcomes for all. They recognize the typical development of the young adolescent including the impact of race, culture, language, economic situation, and social and emotional needs.

CARE Teams: accelerate responsiveness to the learning needs of students who are historically in the lowest performing student groups – African-American, Latino, American Indian and Southeast Asian students. The CARE Team works to design and deliver equity/antiracist pedagogical practices that are explicitly and intentionally planned to improve engagement and achievement for underserved students of color. CARE teachers, working in collaboration with a building administrator and CARE TOSA, work to improve engagement for students of color as a means to increase school-wide achievement.

Literacy Across Content Areas: Promotes literacy through universal and content specific literacy strategies that are articulated between grade levels with increasing levels of complexity. Literacy strategies are articulated between grade levels with increasing level of complexity. Instruction reflects an intra/interpersonal relevance.

Numeracy Across Content Areas: Promotes numeracy through universal and content specific problem solving and computational strategies that are articulated between grade levels with increasing levels of complexity. Instruction reflects an intra/interpersonal relevance.

Multiple Tiered Support Systems: Core instruction and behavior expectations are supported systemically and include scaffolding. Problem solving is accomplished in teacher teams through examination of student data. Processes exist to provide meaningful intervention to identified students.

Sheltered Instruction: Systemic lesson design with a focus on language acquisitions. Supports are built into lessons allowing students to engage in grade level content.

Talented and Gifted (TAG): Curricula are modified, adapted, and accelerated as needed. An atmosphere of self-directed inquiry is promoted. Social and emotional supports are in place to support learners.

Blended Learning: Includes instruction that is socially appropriate teaches healthy technology use. It provides equitable access to instructional content and includes mechanisms to assure all students have access to hardware, software, and internet services.

Flexible Scheduling and Flexible Grouping: Provides teachers with extended periods of time with cohorts of students. It creates systems for **all** students to access **all** program offerings. It creates collaborative time for teachers within the instructional day. Grouping and regrouping of students occurs based on specific criteria, activities, and individual need.

Professional Learning Communities: Fosters collaborative processes to ensure students learn through the examination of teaching practice and student data. PLC's focus on results through the examination of four essential questions.

Instructional Coaching: Empowers and respects the voices of teachers through a non-evaluative process of peer collaboration.

Professional Development for Administrators: Differentiated professional development to meet administrator and school needs; uses the PLC structure and focuses on results.

ASSESSMENTS

A balanced assessment system that accurately informs instructional decisions and engages students in their learning. Educators use the evidence gathered through multiple forms of assessment to (1) inform instructional decisions; and (2) encourage students to learn. Assessment systems must yield accurate information about student learning for use at several levels of decision making, and they must be used in a manner that effectively manages the emotional dynamics of the assessment experience from the learner's point of view. (Assessment for Learning, A Key to Motivation and Achievement, Stiggins). It includes summative assessments required by the Oregon State Department of Education.

Formative Assessments: Engage students in their learning by allowing the teacher to make real time instructional changes to meet individual student needs. The focus is on student growth and providing students with opportunities to see personal growth over time.

Diagnostic Assessments: Provide teachers with data on individual student's needs for growth and informs teachers, students, and families on levels of mastery. They give teachers insight on specific strategies for use with individual students.

Summative Assessments: Evaluate student learning at the end of a unit, provide information on skill acquisition and achievement and may focus on cohort learning trends to inform instruction.

Benchmark Assessments: Track student progress toward skill mastery and knowledge. They provide teachers with information on the use of instructional strategies to help students achieve mastery and give parents and students information on progress made throughout the school year.

Proficiency Based Grading: Connects grades to clearly identified learning objectives. It separates academic achievement from student behavior and creates a system for educators and families to identify areas of need.

Decision Making:

School based decision making is courageous and collaborative. It employs culturally relevant practices and keeps the impact of race at the forefront of decisions to create school cultures where predictable outcomes for historically underserved students are interrupted. As children enter adolescence it is crucial for community and family partnerships to come together to make decisions that positively impact unique needs of the middle grades learner. Furthermore, it is imperative to include students in decisions impacting their learning and school environment. It is guided by building and central office leadership with a shared vision. It is grounded in data. PPS is committed to being collaborative with well-articulated district and site decision making processes.

DECISION MAKING

Distributed Leadership: Is a process where school leaders engage multiple stake holders in creating a shared vision providing opportunity for stake holders to influence school climate and promote equity through culturally relevant school systems. It promotes the development of teacher, student, and community leaders.

Courageous Conversations About Race Protocols (CCAR): Focuses discussions and decision making. It is used to bring a racial lens to all decision making. The CCAR protocol is comprised of four agreements and six conditions, and the compass.

Equity Teams (E-Teams): Transforms “Courageous Conversations” from theory to practice. They promote collegial reflections on implicit biases. E-Teams promote equitable results for students who have historically been underserved. They develop relevant professional development for teachers, students, and families.

School Leadership Teams: Are comprised of site based personnel. Their goals are to mobilize commitment and energy of site-based personnel into actions for improvement. It builds upon moments of excellence and provides leadership in areas of problem-solving, communication, professional development, and program evaluation.

Site Councils: Comprised of teachers, parents, and classified employees. Their mission is to evaluate school improvement programs and budgets. Site Councils advise principals on a variety school issues (i.e., school budget, CAP, parent engagement, and racial equity).

Health, Wellness, and Safety:

School policies and systems foster physical and psychological health, wellness, safety, and support peaceful interactions for young adolescents and their families. It uses a racial lens to apply culturally relevant practice and supports to students. They support and honor the expertise of community partners in providing wraparound services to positively impact schools and the middle grade students they serve. Effective school and family partnerships supporting health and safety result in safer schools serving healthier, better adjusted students.

HEALTH, WELLNESS, AND SAFETY

Restorative Practices: Shifts focus of discipline from punishment to learning. It engages classrooms in community building circles and employs specific strategies in small group discussions to resolve conflict through voicing concerns.

Student Support Services: Addresses academic, career, and personal/social development of all students. It uses culturally relevant practice to apply a racial lens to serve the needs of students and families. Provides interventions to students and families in need and responds to student/family

needs in a manner that honors culturally, racially, and economically diverse children and their families.

Positive Behavior Intervention Supports: Stakeholders co-construct and communicate school-wide expectations for conduct. It provides strategies to support individual students.

Trauma Informed Practices (TIP): Includes specific strategies, practices, and data to support students who have experienced life traumas. TIP practices, strategies and systems complement RJ and MTSS practices through the examination of data and the creation of flexible, culturally relevant accommodations for diverse learners.

Extracurricular Sports: Uses team sports to foster lifelong skills such as team building and self-discipline. All students are provided an opportunity to participate regardless of athletic skill or ability to pay. Transportation and supervision is provided to all students.

Attendance Monitors: Work with MTSS Team, community partners, teachers, families and students to analyze student attendance data, identify students at risk, and provide attendance interventions when necessary.

School Based Health Clinics: Provide physical and mental health care to students and school age relatives. Facilitate healthy choices through individual health education and small group work. Educate students on decision making and awareness that promotes a healthy lifestyle.

School Resource Officers (SROs): Serve as liaisons between schools and the Portland Police Bureau. SROs respond to incidents occurring at or related to schools. They provide education to students, schools, and families on gang prevention, safety, and positive decision making. SROs assist schools in developing comprehensive plans to ensure the safety of all stake holders.

SCHOOL AND FAMILY PARTNERSHIPS

PPS is committed to strong school, family, and community partnerships that reflect the communities they serve. Partnerships improve school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and in the community, and support teachers with their work. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students.

Extended Day Programs: Provides enrichment venues for academic, social, emotional and moral development through diverse culturally relevant offerings. Extended day programs allow student

choice in activities and opportunities for leadership. They facilitate conversations with students about prosocial behaviors and investment in their learning.

Community Agents and Partners: Connects families to schools and resources helping them navigate the social, emotional, and academic needs of their children, establishes feedback pathways for families to advocate for their children, provides local, expert knowledge to schools and families. Facilitates families in the acquisition of leadership and advocacy skills to positively impact their family and school community.

Affinity Groups: Prepares members of like interests to take direct action, promotes a system that is nonhierarchical and autonomous, and minimizes traditional power structures that have historically created voices of inequity.

Student Leadership and Government: Engages student voice in school-based decision making, creates a collaborative structure between students and school leadership, promotes opportunities for students to positively impact their school community.

Parent Groups: Leverage volunteer power, and provide families with opportunities to participate in the school community regardless of work schedule, home circumstance, or language. Parent groups partner with schools to establish two-way communication.

Climate Teams: Foster an environment where everyone can learn. Work to create an environment where all feel supported and cared for. Creates a climate where young adolescents can learn necessary skills for a productive satisfying school experience.



PORTLAND PUBLIC SCHOOLS

Middle School Planning & Implementation

Advancing educational equality and opportunity for all PPS students





Actions for Tonight

- The Board of Education endorses the recommended Middle Grades Framework.
- The Board acknowledges and appreciates all Middle Grades Implementation stakeholders and their involvement and planning in the developing the Middle Grades Framework.
- The Board directs the Superintendent to further develop an implementation plan for Roseway Heights and Harriet Tubman Middles Schools aligned to the Middle Grades Framework.





Background

- November 2014 - PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended a system-wide shift to a mostly K-5 and middle school structure.
- Many PPS schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.
- July 2016 - The Portland Public Schools' School Board passed Resolution 5308.
- October 2016 - The PPS School board voted to delay the openings of Tubman and Roseway Heights Middle Schools until the 2017-2018 school year to address facility, program, and a delivery model for middle grades education.





The Charge!

- Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
- Receive and accept school initiation reports for each new school, in accordance with Policy 6.10.030-P.
- Open Ockley Green, Roseway Heights, Harriet Tubman Middle Schools
- Create an educational delivery model for middle grade students





Middle School Implementation Team

- Initiated a Middle School Implementation Team
- Assigned planning principals
- Researched best practices for middle grades program delivery
- Developed a Middle Grades Framework
- Solicited stakeholder feedback





Definition of Terms

- Middle Grades: Grades 4-10 in any school configuration
- Middle School: Grades 6-8 in a stand alone program





Research Base

- Middle School Implementation Team (MSIT) members attended the National Middle Level Educators Convention
- MSIT received professional development and consult from Portland State University
- MSIT reviewed past PPS proposals for delivery of middle grades education
- MSIT received advice on process and engagement from the Panasonic Foundation
- Real time, qualitative stakeholder input from those middle level educators in the field.





Input and Feedback Loops

- Senior Directors across departments
- Community Based Partners
- Middle School Principals and Teachers
- PK-8 Principals and Teachers
- OTL Directors and TOSAs
- Student Services
- Enrollment and Transfer
- Facilities and Office of School Modernization
- Accounting
- Human Resources
- Transportation
- Nutrition Services
- DBRAC Leadership





Components of Middle Grades Framework

- Curriculum: Standards, Course offerings, Professional Development, Instructional Practices, Assessments, and Materials
- Site Based Decision Making
- Health, Wellness & Safety
- School, Family and Community Partnerships





Curriculum

- Curriculum is guided by ***Educators***
- Educators participate in continuous professional development
- Educators employ multiple learning and teaching approaches that respond to young adolescents' diversity and needs
- Assessment and evaluation programs promote quality learning through continuous and authentic strategies





Site Based Decision Making

- Decisions are made using an equity lens
- Leadership at every level is courageous and collaborative
- A shared vision is used to promote equitable decisions





Health, Wellness, and Safety

- Organizational structures support meaningful relationships and learning
- All school-wide efforts and policies foster physical and psychological health, wellness, safety, and support peaceful interactions





School, Family and Community Partnerships

- Family and community partnerships draw on the family as a resource
- Community partners, district and site staff, families, students, and community neighbors work together
- Partnerships are strategic and integrated into school climate and culture





Middle Grades Framework

- Guides schools and district offices in implementation of middle grades programming
- Informs design of middle school and middle grade programming
- Serves as a starting point to receive input and conversation from stakeholders





Process & Next Steps

- Initiate a middle grades steering committee and subcommittees
- Seek community input from families and students
- Outline and initiate the implementation process for Tubman and Roseway Heights



RESOLUTION No.

Resolution to Adopt the Middle Grades Framework

RECITALS

- A. In November 2014 Portland Public Schools (PPS) initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended transitioning to a primarily K-5 and middle school structure.
- B. Many Portland Public schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes eighteen K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.
- C. In July 2016 the PPS School Board of Education passed Resolution 5308. The charge of the resolution is:
 - a. Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
 - b. Receive and accept school initiation reports for each new school, in accordance with Policy 6.10.030-P.
- D. In October 2016, the PPS School Board voted to delay the openings of Tubman and Roseway Heights Middle Schools until the 2017-2018 school year to address issues related to facility, program, and an academic model for middle grades education.
- E. Following the Superintendent's directive, the administration initiated a Middle School Implementation Team, assigned a planning principal, researched best practices for middle grades program delivery, and developed a Middle Grades Framework.
- F. From November 2016 through April 2017, the administration used the draft to solicit and include stakeholder feedback, including 112 district personnel and community partners.
- G. In April 2017, the Superintendent accepted the recommended Middle Grades Framework.

RESOLUTION

1. The Board Board of Education endorses the recommended Middle Grades Framework.
2. The Board acknowledges and appreciates the Middle Grades Implementation Team for its planning and stakeholder involvement in developing the Middle Grades Framework.
3. The Board directs the Superintendent to further develop an implementation plan for Roseway Heights and Harriet Tubman Middles Schools aligned to the Middle Grades Framework.

C.Russo



Board of Education Informational Report

MEMORANDUM

Date: March 3, 2017
To: Members of the Board of Education
From: Debbi Gazarine, District Registrar
Subject: Students requesting exemption from state PE requirement

As part of Division 22 standards, all students requesting an exemption from the state Physical Education (PE) credit requirement must receive approval by their local School Board in order for a waiver to be granted and the requirement to be removed from their transcript.

The Portland School District currently has nine students who have requested waivers from PE. Five of these students were granted PE waivers last year and we are requesting Board approval for four new waiver requests. In accordance with the OAR listed below, all students have a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written statement of agreement from their parent/guardian. All students will replace the PE credit requirement with alternative coursework as required by the OAR. For the sake of student confidentiality, we are not including the list of students with this memo. However, if you have any specific questions about the students and their requests, you may contact the Office of High Schools to discuss the request.

OAR: 581-02201910 Exemptions:

1) The school district may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:

(a) Approval of the exemption shall be based upon and shall include:

(A) A written request from the student's parent or guardian or the student, if that student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;

(B) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).

(b) Following approval by the district school board, and upon completion of the alternative, credit shall be granted to the student.

2) The school district may approve and grant credit to a student for the alternative to a state required program or learning activity if the procedures in the section (1) of this rule are followed.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

RESOLUTION No.

Students Requesting Exemption from PE State Requirement

RECITALS

- A. In accordance with OAR 581-022-1910, Portland Public Schools may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:
- B. Approval of the exemption shall be based upon and shall include:
 - 1) A written request from the student's parent or guardian or the student, if that student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;
 - 2) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).
- C. Following approval by Portland Public Schools Board of Education, and upon completion of the alternative, credit shall be granted to the student.

RESOLUTION

- 1. Be it resolved that the Board of Education approves nine Portland Public Schools high school students to be granted exemption from the state PE requirement.
- 2. In accordance with OAR 581-022-1910, all students have a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written state of agreement from their parent/guardian. All students will replace the PE credit requirement with alternative coursework as required.

A. Lopez



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A. Lopez

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

INDEX TO THE AGENDA

April 19, 2017

Board
Action
Number

Page

Personnel

5434	Election of Probationary Administrators (Full-time)	3
5435	Election of Contract Teachers	3
5436	Election of Third-year Probationary Teachers (Full-time)	4
5437	Election of Second-year Probationary Teachers (Full-time)	5
5438	Election of First-year Probationary Teachers (Full-time)	6
5439	Election of Second-year Probationary Teachers (Part-time)	7
5440	Election of First-year Probationary Teachers (Part-time)	8
5441	Election of Temporary Administrators	9
5442	Appointment of Temporary Teachers and Notice of Non-renewal	10
5443	Election of Second Year Probationary Teachers	13
5444	Recommended Decision to Rescind Election of First-Year Probationary Teachers (Full-Time) of Employees Celina Arellano Almaguer, Lorena Rodriguez Poza, and Melissa Schatz-Miller	13
5445	Rescind Election of Third-Year Probationary Administrator for Employee Robert Cantwell	13

Other Matters Requiring Board Approval

5447	Revision of Contingency and Reserves Policy	15
5448	Students Requesting Exemption from PE State Requirement	16
5449	2016-2017 Waiver of Presiding Officer Requirement	17
5450	Minutes	17

Personnel

The Interim Superintendent RECOMMENDS adoption of the following items:

Resolutions 5434 through 5445

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

INDEX TO THE AGENDA

April 19, 2017

Board
Action
Number

Page

Personnel

5434	Election of Probationary Administrators (Full-time)	3
5435	Election of Contract Teachers	3
5436	Election of Third-year Probationary Teachers (Full-time)	4
5437	Election of Second-year Probationary Teachers (Full-time)	5
5438	Election of First-year Probationary Teachers (Full-time)	6
5439	Election of Second-year Probationary Teachers (Part-time)	7
5440	Election of First-year Probationary Teachers (Part-time)	8
5441	Election of Temporary Administrators	9
5442	Appointment of Temporary Teachers and Notice of Non-renewal	10
5443	Election of Second Year Probationary Teachers	13
5444	Recommended Decision to Rescind Election of First-Year Probationary Teachers (Full-Time) of Employees Celina Arellano Almaguer, Lorena Rodriguez Poza, and Melissa Schatz-Miller	13
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Personnel

The Interim Superintendent RECOMMENDS adoption of the following items:

Resolutions 5434 through 5445

RESOLUTION No. 5434

Election of Probationary Administrators (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the administrator listed below be elected as a Probationary Administrator.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as Probationary Administrator for the school year 2016-17 the following person, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last	ID
Matthew	Eide	027204

S. Murray

RESOLUTION No. 5435

Election of Contract Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teacher listed below who has been employed by the District as a regularly appointed teacher for three or more successive school years be elected as a Contract Teacher.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as a Contract Teachers for the school year 2016-17 the following person:

First	Last	ID
Robi	Osborn	008732

S. Murray

RESOLUTION No. 5436

Election of Third-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teacher listed below be elected as Third-year Probationary Teacher.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as Third-year Probationary Teacher for the school year 2016-17 the following person, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-Time

First	Last	ID
Katia	Fleischman	022447

S. Murray

RESOLUTION No. 5437

Election of Second-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Second-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as Second-year Probationary Teachers for the school year 2016-17 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-Time

First	Last	ID
Scott	Aronson	020853
Eric	Blackford	025246
Dana	Bussey	024795
Nicole	Deniston	020667
Susan	Donohoe	024847
Sara	Fuller	024990
Kenneth	Gadbow	024684
Blair	Hennessy	020004
Natalie	Hewitt	024682
Jason	Horvat	023895
Jessica	Iser	024805
Kimberly	Jarvis	020017
Ingrid	Johnson	022465
Cecelia	Kauth	024243
Amy	Miner	025099
Julie	Whitaker	021501
Ryan	Winerbower	022551
Jenny	Withycombe	025661

S. Murray

RESOLUTION No. 5438

Election of First-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as a First-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as First-year Probationary Teachers for the school year 2016-17 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last	ID
Aisha	Beck	026116
Catherine	Berg	026658
Omar	Casillas	022074
Nicholas	Cassella	023404
Clara	Cook	008317
Jesse	Erwin	027018
Amelia	Gilbertson	022270
Aaron	Green-Mitchell	026360
Ming	Hom	021317
Megan	Kendall	026304
Lisa	Klein-Wolf	026120
Jocelyn	Lang	026260
Jenny	Locarno	026100
Venus	Marrooquin	024474
Hannah	Maurer	026283
Justin	McGlynn	024261
Christopher	Meeker	025265
Erik	Mellgren	026087
Antonia	Mete	025682
Adriana	Moyola	017817
Logan	Norris	026105
Jessica	Notebaart	026761

Irynne	Padua	026104
Emily	Peterson	026385
Emily	Robins	026103
Julie	Strange	026899
Treasa	Street	025252
Michael	Wahl	026082
Kennedy	Zeal	026102

S. Murray

RESOLUTION No. 5439

Election of Second-year Probationary Teachers (Part-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Second-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as Second-year Probationary Teachers for the school year 2016-17 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Part-Time

First	Last	ID
Liliana	Greenberg	023419
Holly	Ingram	025288
Kyle	Kertay	023886
Reba	Parker	007758
Susan	Verheyleweghen	002490

S. Murray

RESOLUTION No. 5440

Election of First-year Probationary Teachers (Part-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as First-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as First-year Probationary Teachers for the school year 2016-17 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Part-Time

First	Last	ID
Laura	Arias	026442
Kerstin	Cathcart	025400
Trask	Colby	017331
Danielle	Coughlin	026108
Christine	Gustafson	026766
Robin	Krill	024431
Barbara	Linehan	026609
Jedidiah	McClean	026233
Susan	McLawhorn	026111
Natalie	Rangel	026936

S. Murray

RESOLUTION No. 5441

Election of Temporary Administrators

RECITAL

The following person has served or will serve in administrative positions with the District, and the Superintendent recommends them to the Board of Education ("Board") for election as Temporary Administrators.

RESOLUTION

The Board accepts the Superintendent's recommendation and by this resolution hereby elects as Temporary Administrator for the school year 2016-17 the following person, according to the employment terms and conditions set out in the standard District contract, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

First	Last	ID
Dana	Jacobs	005629

S. Murray

RESOLUTION No. 5442Appointment of Temporary Teachers and Notice of Non-renewal**RESOLUTION**

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

First	Last	ID	Eff. Date	Term Date
Marni	Afryl	015818	9/26/2016	6/13/2017
Layla	Ali	026270	2/1/2017	3/25/2017
Jennifer	Andres	027031	12/12/2016	6/19/2017
Amy	Angell	011753	1/23/2017	6/13/2017
Celina	Arellano Almaguer	026365	8/23/2016	6/14/2017
Laura	Axon	023549	2/13/2017	6/13/2017
Jessica	Batty	025988	1/30/2017	6/13/2017
Jason	Bensley	023554	1/30/2017	6/13/2017
Tamar	Berk	024772	8/23/2016	6/13/2017
Geiner	Bernard	026288	2/15/2017	6/13/2017
Susan	Berniker	017122	11/22/2016	6/13/2017
Yvonne	Berry	002607	1/5/2017	6/13/2017
Nicole	Betz	012416	1/3/2017	3/14/2017
Sharon	Bird	006183	2/13/2017	6/13/2017
Kristina	Blanton	019945	11/16/2016	6/13/2017
Patricia	Brent	015679	12/5/2016	6/13/2017
Jonathan	Buford	023228	11/14/2016	6/13/2017
Jacqueline	Carver	003854	1/30/2017	6/19/2017
Sarah	Centerwall	026458	8/29/2016	6/13/2017
Christina	Cone	026842	1/3/2017	6/13/2017
Elisabeth	Connelly	026688	10/10/2016	6/13/2017
Shannon	D'Aurora	018820	8/23/2016	12/16/2016
Teresa	Doss	007251	2/2/2017	6/13/2017
Noelle	Eaton	025659	7/1/2016	6/13/2017
Blake	Engeldorf	025165	8/23/2016	6/13/2017
Kasey	Fernandez	027068	1/9/2017	6/19/2017
Krista	Franklin	023658	3/1/2017	6/13/2017
Amanda	Freund	023616	10/26/2016	6/13/2017
Melinda	Gallimore	023864	2/1/2017	6/13/2017
Evan	Griffith	022795	1/3/2017	2/16/2017
Melanie	Guthrie	026689	2/8/2017	6/13/2017
Sean	Gutmann	013235	11/23/2016	6/13/2017
Brandi	Hall	013703	1/3/2017	6/13/2017
Frederic	Harder	027312	3/6/2017	6/13/2017
Tara	Harding	026797	12/15/2016	6/13/2017

Kari	Harms	027208	2/13/2017	6/19/2017
Karin	Hassett	003952	8/23/2016	6/13/2017
Jennifer	Hellman	013697	2/6/2017	6/13/2017
Laurie	Hilliard	018483	9/16/2016	6/13/2017
Alexis	Howell-Kubler	020582	1/3/2017	6/13/2017
Joni	Huntley	006248	1/3/2017	6/13/2017
Ryan	Inahara	023911	9/27/2016	6/13/2017
Suzanne	Jaynes	002950	10/10/2016	6/21/2017
Niki	Johnson	026985	1/3/2017	6/13/2017
Thomas	Johnson	023665	8/24/2016	6/13/2017
Andrew	Judd	026693	10/10/2016	6/13/2017
John	Killen	026680	10/3/2016	6/13/2017
Brandi	Kruse	026846	2/7/2017	6/13/2017
Jennifer	Lee	025188	1/3/2017	6/13/2017
Katherine	Licitra	020012	1/3/2017	6/13/2017
Christina	Lockett	026807	10/24/2016	6/13/2017
Christina	Lohbeck	026691	2/28/2017	6/13/2017
Lisa	Lum	009235	1/3/2017	6/13/2017
Marissa	Manza	026938	11/4/2016	6/13/2017
Carol	Martin	003458	9/6/2016	6/13/2017
Mary	Megivern	003343	11/1/2016	6/19/2017
Brenda	Morales-Galicia	023363	11/28/2016	6/13/2017
Ashley	Murray	025320	2/13/2017	6/13/2017
Jodi	Natale-Blue	026608	12/23/2016	6/13/2017
Bruce	Niemann	018823	1/3/2017	6/13/2017
Maureen	O'Dea	005844	2/27/2017	4/30/2017
Janell	Orchard	025233	2/27/2017	6/13/2017
Wendy	Orloff	026951	11/14/2016	6/13/2017
Steven	Pape	026423	8/30/2016	6/13/2017
Oluyinka	Parsons-Akinjiola	027197	1/25/2017	6/13/2017
Tetyana	Pellicano	025749	12/7/2016	2/5/2017
Matthew	Plies	008704	2/6/2017	6/13/2017
Sarah	Priddy	026942	11/8/2016	6/13/2017
Holli	Prohaska	010614	12/14/2016	6/13/2017
Tammy	Rebischke	024997	11/29/2016	6/13/2017
Silvia	Rendon Navas	026271	9/27/2016	6/13/2017
Lorena	Rodriguez Poza	026470	8/23/2016	6/14/2017
Olivia	Rush	017977	2/13/2017	6/13/2017
Barbara	Sandhorst	007035	1/3/2017	6/19/2017
Melissa	Schatz-Miller	026299	8/23/2016	6/13/2017
Nathan	Schlingmann	026857	10/18/2016	6/13/2017
Mark	Sherman	020306	9/14/2016	6/13/2017
Mark	Sherman	020306	9/14/2016	6/13/2017
Mary	Smith	025885	1/3/2017	6/13/2017
Matthew	Strube	013710	8/23/2016	6/13/2017
Michelle	Tang	026796	2/6/2017	6/13/2017

Pamela	Taylor	002948	11/7/2016	6/13/2017
Mary	Tran	018965	3/10/2017	6/13/2017
Carolyn	Travers	024411	1/30/2017	6/13/2017
Margaret	Walter	001903	11/14/2016	6/13/2017
Charise	Weih	022171	10/17/2016	6/13/2017
Kurt	Weist	015939	12/12/2016	6/13/2017
Laura	Wilson	015596	11/29/2016	6/13/2017
Sydney	York	008823	10/24/2016	6/13/2017

S. Murray

RESOLUTION No. 5443

Election of Second Year Probationary Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teacher listed below be elected as a Second Year Probationary Teacher.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as a Second Year Probationary teacher for the 2017-2018 school year the following person, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Kendall	Megan

S. Murray

RESOLUTION No. 5444

Recommended Decision to Rescind Election of First Year Probationary Teachers (Full-Time) of Employees Celina Arellano Almaguer, Lorena Rodriguez Poza, and Melissa Schatz-Miller.

On November 09, 2016, by resolution 5350, the Board of Education approved the Election of First Year Probationary Teachers (Full-Time) of Employee Celina Arellano Almaguer, Lorena Rodriguez Poza, and Melissa Schatz-Miller. Because it was subsequently determined that these employee's should have been elected as a Temporary Teachers, Employee Celina Arellano Almaguer, Lorena Rodriguez Poza, and Melissa Schatz-Miller are removed from the Election of First Year Probationary Teachers (Full-Time) list.

S. Murray

RESOLUTION No. 5445

Rescind Election of Third Year Probationary Administrator for Employee Robert Cantwell

On March 7, 2017, by Resolution No. 5404, the Board of Education approved the Election of Third Year Probationary Administrator of Employee Robert Cantwell. Because it was subsequently determined that employee was incorrectly placed as a First Year Probationary Administrator for a second year in 2015, Employee Robert Cantwell is removed from the Election of Third Year Probationary Administrators List.

S. Murra

Other Matters Requiring Board Approval

The Interim Superintendent RECOMMENDS adoption of the following items:

Numbers 5447 through 5450

RESOLUTION No. 5446

Revision of Contingency and Reserves Policy

RECITALS

- A. On April 8, 2002 the Board of Education ("Board") adopted Board Policy 8.10.025 addressing Contingency and Reserve levels for the General Fund. The policy, as adopted, addresses the establishment of contingencies and reserves under ORS 294.388.
- B. This revision revises language to establish this minimum target of a 5% operating contingency in the general fund by June 30, 2020 and 10% operating contingency in the general fund by June 30, 2025.
- C. On March 14, 2017 the Community Budget Review Committee ("CBRC") presented the first reading of the revised policy to the Board.

RESOLUTION

The Board approves the revisions to Board Policy 8.10.025 Contingencies and Reserves.

R. Dutcher

RESOLUTION No. 5447

Students Requesting Exemption from PE State Requirement

RECITALS

- A. In accordance with OAR 581-022-1910, Portland Public Schools may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:
- B. Approval of the exemption shall be based upon and shall include:
 - 1) A written request from the student's parent or guardian or the student, if that student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;
 - 2) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).
- C. Following approval by Portland Public Schools Board of Education, and upon completion of the alternative, credit shall be granted to the student.

RESOLUTION

- 1. Be it resolved that the Board of Education approves nine Portland Public Schools high school students to be granted exemption from the state PE requirement.
- 2. In accordance with OAR 581-022-1910, all students have a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written state of agreement from their parent/guardian. All students will replace the PE credit requirement with alternative coursework as required.

A. Lopez

RESOLUTION No. 5448

2016-2017 Waiver of Presiding Officer Requirement

RECITAL

Portland Public Schools Board Policy 5.20.091-P, section 4(c) regarding Non-Renewal of Probationary Teachers states that when selecting a Presiding Officer for an appeal hearing “the superintendent, in selecting a designee, shall endeavor to designate an administrator of the district who has not previously taken a position regarding qualifications, conduct or performance.” On the advice of the Chief Human Resources Officer, the Superintendent recommends that the provision requiring that the designee of the superintendent is a District employee be waived for any probationary contract non-renewal appeal hearing(s) filed during the 2016-2017 school year.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation and by this resolution waives the provision requiring that the designee of the superintendent is a District employee for any probationary contract non-renewal appeal hearing(s) filed during the 2016-2017 school year.

S. Murray

RESOLUTION No. 5449

Minutes

The following minutes are offered for adoption:

March 14 and 21, 2017

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

INDEX TO THE MINUTES

March 14, 2017

Board
Action
Number

Page

Personnel

5423	Notice of Non-Renewal
5424	Notice of Non-Renewal
5425	Notice of First Time Non-Extension Contract Teacher
5426	Notice of First Time Non-Extension Contract Teacher
5427	Notice of Non-Renewal of a Probationary Administrator

Other Matters Requiring Board Approval

5428	Approval of Head Start Recommendations and Reports Process
5429	Appointing Cynthia Duley to the Multnomah Education Service District Budget Committee
5430	Minutes
5431	Endorsing Oregon House Bill 2845, Relating to Statewide Social Studies Standards

March 14, 2017

Personnel

The Interim Superintendent RECOMMENDED adoption of the following items:

Resolutions 5423 through 5427

During the Committee of the Whole, Director Rosen moved and Director Kohnstamm seconded the motion to adoption Resolution 5423. The motion was put to a voice vote and passed by a vote of 4-1 (4-yes, 1-no [Buel]), with Directors Anthony, Knowles and Student Representative Bradley absent.

During the Committee of the Whole, Director Esparza Brown moved and Director Kohnstamm seconded the motion to adoption Resolution 5424. The motion was put to a voice vote and passed by a vote of 4-1 (4-yes, 1-no [Buel]), with Directors Anthony, Knowles and Student Representative Bradley absent.

During the Committee of the Whole, Director Kohnstamm moved and Director Rosen seconded the motion to adoption Resolution 5425. The motion was put to a voice vote and passed by a vote of 4-1 (4-yes, 1-no [Buel]), with Directors Anthony, Knowles and Student Representative Bradley absent.

During the Committee of the Whole, Director Kohnstamm moved and Director Rosen seconded the motion to adoption Resolution 5426. The motion was put to a voice vote and passed by a vote of 4-1 (4-yes, 1-no [Buel]), with Directors Anthony, Knowles and Student Representative Bradley absent.

During the Committee of the Whole, Director Esparza Brown moved and Director Rosen seconded the motion to adoption Resolution 5427. The motion was put to a voice vote and passed by a vote of 4-1 (4-yes, 1-no [Buel]), with Directors Anthony, Knowles and Student Representative Bradley absent.

March 14, 2017

RESOLUTION No. 5423

Notice of Non-Renewal

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the contracts of the probationary teachers below not be renewed. This means that the educators listed below will not be re-employed.

RESOLUTION

The Board of Education accepts the Superintendent's recommendations and by this resolution hereby does not renew the contracts of the probationary teachers listed below, under ORS 342.835. The Human Resources Department is instructed to notify these personnel that their employment contracts are not renewed for the 2017-2018 school year and that their contracts will terminate June 2017.

Last Name	First Name
Samore	Brian

S. Murray

RESOLUTION No. 5424

Notice of Non-Renewal

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the contracts of the probationary teachers below not be renewed. This means that the educators listed below will not be re-employed.

RESOLUTION

The Board of Education accepts the Superintendent's recommendations and by this resolution hereby does not renew the contracts of the probationary teachers listed below, under ORS 342.835. The Human Resources Department is instructed to notify these personnel that their employment contracts are not renewed for the 2017-2018 school year and that their contracts will terminate June 2017.

Last Name	First Name
Smith	Stuart

S. Murray

March 14, 2017

RESOLUTION No. 5425

Notice of First Time Non-Extension Contract Teacher

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the contracts of the teachers below not be extended for the first time. First time non-extensions generally result in placement on a program of assistance for improvement and continuation of employment for another school year.

RESOLUTION

The Board of Education accepts the Superintendent's recommendations and by this resolution hereby does not extend the contracts of the contract teachers listed below, on the grounds and processes identified in state law (ORS 342.865, ORS 342.895, ORS 342.905). The Human Resources Department is instructed to notify these personnel that their employment contracts are not extended for the 2017-2018 school year.

Last Name	First Name
Bradley	Rachael

S. Murray

RESOLUTION No. 5426

Notice of First Time Non-Extension Contract Teacher

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the contracts of the teachers below not be extended for the first time. First time non-extensions generally result in placement on a program of assistance for improvement and continuation of employment for another school year.

RESOLUTION

The Board of Education accepts the Superintendent's recommendations and by this resolution hereby does not extend the contracts of the contract teachers listed below, on the grounds and processes identified in state law (ORS 342.865, ORS 342.895, ORS 342.905). The Human Resources Department is instructed to notify these personnel that their employment contracts are not extended for the 2017-2018 school year.

Last Name	First Name
Grant	Derek

S. Murray

March 14, 2017

RESOLUTION No. 5427

Notice of Non-Renewal of a Probationary Administrator

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the administrator listed below not be re-employed.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby does not renew the contract of the probationary administrator listed below. The Human Resources Department is instructed to notify this administrator that his/her employment is not renewed for the 2017-2018 school year and that their contract will terminate June 2017.

Last Name	First Name
Bertrand	Antony

S. Murray

March 14, 2017

Other Matters Requiring Board Approval

The Interim Superintendent RECOMMENDED adoption of the following items:

Numbers 5428 through 5431

Director Esparza Brown moved and Director Rosen seconded the motion to adopt the above numbered items. The motion was put to a voice vote and passed by a vote of 4-0-1 (4-yes, 0-no, 1-abstain [Buel]), with Directors Anthony, Knowles and Student Representative Bradley absent.

March 14, 2017

RESOLUTION No. 5428

Approval of Head Start Recommendations and Reports Process

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start Program to approve all recommendations to a Corrective Action Plan in response to deficiencies found during a program review.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. During the week of February 7, 2017, the PPS Head Start program participated in The Oregon Department of Education Child Nutrition Program review. ODE staff conducted an Administrative Review of the operation of Portland School District-Head Start's Child and Adult Care Food Program (CACFP) operation. The reviewers found:
 - 1. Nine areas in compliance with Federal and/or State regulations and policies.
 - 2. One area not in compliance with Federal and/or State regulations and policies:
 - a. Child Enrollment forms for four participants at the Sacajawea site were not accurately completed or were missing.
- D. The Corrective Action Plan includes the following steps:
 - 1. CACFP Coordinator will produce Classroom Enrollment rosters monthly.
 - 2. Head Start Health Data support staff will reconcile the CACFP forms against the current enrollment roster.
 - 3. Results of the review will be documented and provided to the CACFP Coordinator.
 - 4. CACFP Coordinator will immediately correct any errors noted in the audit.
- E. Head Start Policy Council approved the recommendation to submit the Corrective Action Plan on February 21, 2017.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Corrective Action Plan in response to the CACFP review.

D. Berry / H. Adair

March 14, 2017

RESOLUTION No. 5429

Appointing Cynthia Duley to the Multnomah Education Service District Budget Committee

RECITALS

- A. By law, the budget committee is charged with preparing a budget for the operational and administrative expenses of the MESD.
- B. The budget committee shall have the responsibility for reviewing the financial program of the MESD, reviewing the proposed MESD budget as presented by the Superintendent and recommending an annual or biennial MESD budget in keeping with the provisions of applicable state laws.
- C. The budget committee shall consist of the seven members of the MESD Board, along with an equal number of representatives, plus one, who are appointed by the MESD Board from among members of component district boards or designees of component district boards.
- D. To be eligible for appointment, the appointive member must:
 - 1. Live and be registered to vote in the district;
 - 2. Not be an officer, agent or employee of the education service district.
- E. The Portland Public Schools (PPS) budget committee position was previously held by Sarah Bottomley who is no longer an employee of PPS and will be replaced by Cynthia Duley.

RESOLUTION

The Board of Education appoints Cynthia Duley to the Budget Committee of the Multnomah Educational Service District.

L. Baker / R. Dutcher

RESOLUTION No. 5430

Minutes

The following minutes are offered for adoption:

March 7, 2017

March 14, 2017

RESOLUTION No. 5431

Endorsing Oregon House Bill 2845, Relating to Statewide Social Studies Standards

RECITALS

- A. On June 13, 2011, the PPS Board of Education adopted Resolution 4459, *Racial Educational Equity Policy*, which states in part that the District must provide students of color with rigorous, culturally responsive, and engaging learning environments which accelerate their academic achievement and personal growth.
- B. Throughout the 2015-16 school year, PPS students testified at Board Meetings regarding the importance of developing an ethnic studies curriculum within every high school in PPS.
- C. On May 16, 2016, the PPS Board of Education adopted Resolution No. 5262, *Resolution to Develop an Implementation Plan for Ethnic Studies Curriculum*.

RESOLUTION

- 1. Oregon House Bill 2845 directs the Department of Education to convene an advisory group to develop statewide ethnic studies standards for adoption into existing statewide social studies standards for public kindergarten through grade 12.
- 2. In alignment with the District's recently passed ethnic studies resolution, the PPS Board of Education endorses Oregon House Bill 2845.

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

INDEX TO THE MINUTES

March 21, 2017

Board
Action
Number

Page

Purchases, Bids, Contracts

5432 Expenditure Contracts that Exceed \$150,000 for Delegation of Authority.....

Other Matters Requiring Board Approval

5433 Amendment No. 2 to the 2016/17 Budget for School District No. 1J, Multnomah
County, Oregon

March 21, 2017

Purchases, Bids, Contracts

The Interim Superintendent RECOMMENDED adoption of the following item:

Resolutions 5432

Director Anthony moved and Director Rosen seconded the motion to adopt the above-numbered item. The motion was put to a voice vote and passed unanimously (6-yes, 0-no), with Director Esparza Brown absent and Student Representative Bradley voting yes, unofficial.

March 21, 2017

RESOLUTION No. 5432

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 the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
ECIFM Solutions, Inc.	03/22/2017 through 3/22/2022	Digital Resource DR 64301	Five-year IBM TRIRIGA license authorization to use IBM software on the TRIRIGA platform. Hardware or Software maintenance and/or upgrades. PPS 47-0288(11)	\$247,518	C. Wilton Fund 101 Dept. 5592
Stoner Electric, Inc.	03/22/2017 through 10/31/2017	Construction Services C 64339	Wireless upgrade at Atkinson, Bridlemile, Peninsula, Rigler, and Stephenson. ITB-C 2016-2202	\$187,098	C. Wilton Fund 205 Dept. 5581
Cybersoft Technologies Inc	3/22/2017 through 6/30/2018 Option to renew annually through 06/30/2027	Software and Related Services SW 64326	PrimeroEdge School Nutrition Services Electronic Management System. Maximum contract term through 6/30/2027. RFP 2016-2112	Original Term \$191,523 \$1,288,083 over the maximum contract term	Y. Awwad Fund 202 Dept. 5570

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

March 21, 2017

Other Matters Requiring Board Approval

The Interim Superintendent RECOMMENDED adoption of the following item:

Numbers 5433

During the Committee of the Whole, Director Anthony moved and Director Kohnstamm seconded the motion to adopt the above-numbered item. The motion was put to a voice vote and passed unanimously (6-yes, 0-no), with Director Esparza Brown absent and Student Representative Bradley voting yes, unofficial.

March 21, 2017

RESOLUTION No. 5433

Amendment No. 2 to the 2016/17 Budget for School District No. 1J,
Multnomah County, Oregon

RECITALS

- A. On June 21, 2016 the Board of Education ("Board"), by way of Resolution No. 5290, voted to adopt an annual budget for the Fiscal Year 2016/17 as required under Local Budget Law.
- B. Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board.
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.
- D. On December 13, 2016 by way of resolution No. 5374, the Board voted to amend the annual budget for the Fiscal Year 2016/17.
- E. Amendment No. 1 moved Qualified Zone Academy Bond resources and requirements from Fund 438 to Fund 420, and updated the budget to include resources, requirements and debt service for a \$5M Full Faith and Credit Obligation and a \$10M Full Faith and Credit Obligation in Fund 420.
- F. This Amendment No. 2 revises beginning fund balances to reflect the FY 2015/16 financial statements of the District; adjusts program allocation for funds to more accurately reflect intended expenditures, adjusts appropriation levels as needed, makes corrections for technical errors that occurred during budget development, and adjusts revenues and resources for known or expected significant changes.
- G. This resolution is to enable the Board to approve Amendment No.2 to the annual budget for the Fiscal Year 2016/17, and is allowed under ORS 294.471 guidelines, which state that the budget may be amended at a regular meeting of the governing body.
- H. Expenditures in five funds (Fund 407 – IT System Project Fund, Fund 435 – Energy Efficient Schools Fund, Fund 438 – Facilities Capital Fund, Fund 450 - GO Bonds Fund and Fund 601 – Self-Insurance Fund) will be changed by more than 10% under this amendment. Local budget law requires a public hearing on these changes. A public hearing occurred prior to Board action.
- I. The Superintendent recommends approval of this resolution.

RESOLUTION

Having held a public hearing on this amendment as required under local budget law, the Board hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2016.

Interim CFO/R. Dutcher

ATTACHMENT "A" TO RESOLUTION No. ____
Amendment 2 for the 2016/17 Budget
Schedule of Changes in Appropriations and Other Balances

Fund		Current	Change	Amended
General Fund	100s	\$ 592,600,180	\$ 12,304,981	\$ 604,905,161
Special Revenue	200s	53,512,580	2,936,955	56,449,535
Debt Service	300s	99,560,532	(320,098)	99,240,434
Capital Projects	400s	334,297,166	(23,963,761)	310,333,405
Internal Service	600s	7,174,600	935,485	8,110,085

ATTACHMENT "A" TO RESOLUTION No. _____
 Amendment 2 for the 2016/17 Budget

Schedule of Changes in Appropriations and Other Balances

Fund 101 - General Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	\$ 25,719,308	\$ 25,719,308	\$ 12,304,981	\$ 38,024,289
Local Sources	330,962,980	330,962,980	-	330,962,980
Intermediate Sources	13,021,202	13,021,202	-	13,021,202
State Sources	222,796,690	222,796,690	-	222,796,690
Federal Sources	-	-	-	-
Other Sources	100,000	100,000	-	100,000
Total	592,600,180	592,600,180	12,304,981	604,905,161

Requirements				
Instruction	332,299,184	332,299,184	(212,741)	332,086,443
Support Services	237,833,986	237,833,986	1,444,130	239,278,116
Enterprise & Community Services	1,812,588	1,812,588	126,200	1,938,788
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	5,420,705	5,520,705	10,435,732	15,956,437
Contingency	15,233,717	15,133,717	511,660	15,645,377
Ending Fund Balance	-	-	-	-
Total	592,600,180	592,600,180	12,304,981	604,905,161

Fund 201 - Student Body Activity Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	4,021,725	4,021,725	574,244	4,595,969
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	8,500,000	8,500,000	-	8,500,000
Total	12,521,725	12,521,725	574,244	13,095,969

Requirements				
Instruction	8,500,000	8,500,000	500,000	9,000,000
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	4,021,725	4,021,725	74,244	4,095,969
Total	12,521,725	12,521,725	574,244	13,095,969

ATTACHMENT "A" TO RESOLUTION No. ____
 Amendment 2 for the 2016/17 Budget
 Schedule of Changes in Appropriations and Other Balances

Fund 202 - Cafeteria Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	5,198,838	5,198,838	2,305,043	7,503,881
Local Sources	3,573,995	3,573,995	-	3,573,995
Intermediate Sources	-	-	-	-
State Sources	246,972	246,972	-	246,972
Federal Sources	15,282,751	15,282,751	-	15,282,751
Other Sources	-	-	-	-
Total	24,302,556	24,302,556	2,305,043	26,607,599

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	21,114,570	21,114,570	-	21,114,570
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	3,187,986	3,187,986	2,305,043	5,493,029
Total	24,302,556	24,302,556	2,305,043	26,607,599

Fund 225 - PERS Rate Stabilization Reserve Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	16,338,514	16,338,514	57,668	16,396,182
Local Sources	349,785	349,785	-	349,785
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	16,688,299	16,688,299	57,668	16,745,967

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	16,688,299	16,688,299	57,668	16,745,967
Total	16,688,299	16,688,299	57,668	16,745,967

ATTACHMENT "A" TO RESOLUTION No. _____

Amendment 2 for the 2016/17 Budget

Schedule of Changes in Appropriations and Other Balances

Fund 307 - IT Projects Debt Service Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	2,707,434	2,707,434	-	2,707,434
Total	2,707,434	2,707,434	-	2,707,434

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	2,707,434	2,707,434	-	2,707,434
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	2,707,434	2,707,434	-	2,707,434

Fund 308 - PERS UAL Debt Service Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	1,533,247	1,533,247	(1,529,267)	3,980
Local Sources	165,000	165,000	-	165,000
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	43,969,327	43,969,327	-	43,969,327
Total	45,667,574	45,667,574	(1,529,267)	44,138,307

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	44,134,327	44,134,327	-	44,134,327
Contingency	-	-	-	-
Ending Fund Balance	1,533,247	1,533,247	(1,529,267)	3,980
Total	45,667,574	45,667,574	(1,529,267)	44,138,307

ATTACHMENT "A" TO RESOLUTION No. ____
 Amendment 2 for the 2016/17 Budget
 Schedule of Changes in Appropriations and Other Balances

Fund 320 - Full Faith and Credit Debt Service Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	136,894	136,894	-	136,894
Other Sources	1,130,032	1,330,032	(100,000)	1,230,032
Total	1,266,926	1,466,926	(100,000)	1,366,926

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	1,266,926	1,466,926	(100,000)	1,366,926
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	1,266,926	1,466,926	(100,000)	1,366,926

Fund 338 - Facilities Capital Debt Service Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	323,530	-	-	-
Total	323,530	-	-	-

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	323,530	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	323,530	-	-	-

ATTACHMENT "A" TO RESOLUTION No. ____
 Amendment 2 for the 2016/17 Budget
 Schedule of Changes in Appropriations and Other Balances

Fund 350 - GO Bonds Debt Service Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	1,389,148	1,389,148	1,309,169	2,698,317
Local Sources	48,329,450	48,329,450	-	48,329,450
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	49,718,598	49,718,598	1,309,169	51,027,767

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	48,739,450	48,739,450	-	48,739,450
Contingency	-	-	-	-
Ending Fund Balance	979,148	979,148	1,309,169	2,288,317
Total	49,718,598	49,718,598	1,309,169	51,027,767

Fund 404 - Construction Excise Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	15,372,873	15,372,873	651,017	16,023,890
Local Sources	6,003,400	6,003,400	-	6,003,400
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	21,376,273	21,376,273	651,017	22,027,290

Requirements				
Instruction	-	-	-	-
Support Services	-	10,000	-	10,000
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	21,052,743	21,016,273	651,017	21,667,290
Debt Service & Transfers Out	323,530	350,000	-	350,000
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	21,376,273	21,376,273	651,017	22,027,290

ATTACHMENT "A" TO RESOLUTION No. ____
 Amendment 2 for the 2016/17 Budget
 Schedule of Changes in Appropriations and Other Balances

Fund 407 - IT System Project Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	1,237,322	1,237,322	289,724	1,527,046
Local Sources	500	500	13,750	14,250
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	230,000	230,000	135,732	365,732
Total	1,467,822	1,467,822	439,206	1,907,028

Requirements				
Instruction	-	-	-	-
Support Services	1,416,925	1,416,925	425,456	1,842,381
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	50,897	50,897	13,750	64,647
Ending Fund Balance	-	-	-	-
Total	1,467,822	1,467,822	439,206	1,907,028

Fund 420 - Full Faith & Credit Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	19,300,000	-	19,300,000
Total	-	19,300,000	-	19,300,000

Requirements				
Instruction	-	-	-	-
Support Services	-	7,600,000	-	7,600,000
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	11,700,000	-	11,700,000
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	-	19,300,000	-	19,300,000

ATTACHMENT "A" TO RESOLUTION No. ____

Amendment 2 for the 2016/17 Budget

Schedule of Changes in Appropriations and Other Balances

Fund 435 - Energy Efficient Schools Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	827,938	827,938	195,835	1,023,773
Local Sources	857,500	857,500	-	857,500
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	1,685,438	1,685,438	195,835	1,881,273

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	1,685,438	1,685,438	195,835	1,881,273
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	1,685,438	1,685,438	195,835	1,881,273

Fund 438 - Facilities Capital Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	3,504,897	3,504,897	458,949	3,963,846
Local Sources	3,000	3,000	-	3,000
Intermediate Sources	-	-	-	-
State Sources	-	-	1,340,000	1,340,000
Federal Sources	-	-	-	-
Other Sources	6,853,239	1,353,239	300,000	1,653,239
Total	10,361,136	4,861,136	2,098,949	6,960,085

Requirements				
Instruction	-	-	-	-
Support Services	4,500	4,500	-	4,500
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	10,332,480	4,832,480	2,098,949	6,931,429
Debt Service & Transfers Out	-	-	-	-
Contingency	24,156	24,156	-	24,156
Ending Fund Balance	-	-	-	-
Total	10,361,136	4,861,136	2,098,949	6,960,085

ATTACHMENT "A" TO RESOLUTION No. ____
 Amendment 2 for the 2016/17 Budget
 -- Schedule of Changes in Appropriations and Other Balances

Fund 445 - Capital Asset Renewal Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	3,508,752	3,508,752	2,947	3,511,699
Local Sources	277,000	277,000	-	277,000
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	3,785,752	3,785,752	2,947	3,788,699

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	3,785,752	3,785,752	2,947	3,788,699
Debt Service & Transfers Out	-	-	-	-
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	3,785,752	3,785,752	2,947	3,788,699

Fund 450 - GO Bonds Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	269,720,214	269,720,214	(27,466,968)	242,253,246
Local Sources	927,000	927,000	-	927,000
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	270,647,214	270,647,214	(27,466,968)	243,180,246

Requirements				
Instruction	-	-	-	-
Support Services	1,227,288	1,227,288	-	1,227,288
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	216,791,625	216,791,625	(1,302,247)	215,489,378
Debt Service & Transfers Out	-	-	-	-
Contingency	52,628,301	52,628,301	(26,164,721)	26,463,580
Ending Fund Balance	-	-	-	-
Total	270,647,214	270,647,214	(27,466,968)	243,180,246

ATTACHMENT "A" TO RESOLUTION No. ____

Amendment 2 for the 2016/17 Budget

Schedule of Changes in Appropriations and Other Balances

Fund 470 - Partnership Funds	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	3,406	3,406	115,253	118,659
Local Sources	11,170,125	11,170,125	-	11,170,125
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	11,173,531	11,173,531	115,253	11,288,784

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	11,170,125	11,170,125	115,253	11,285,378
Debt Service & Transfers Out	-	-	-	-
Contingency	3,406	3,406	-	3,406
Ending Fund Balance	-	-	-	-
Total	11,173,531	11,173,531	115,253	11,288,784

Fund 601 - Self Insurance Fund	Adopted Budget	Amendment #1	Change Amount	Amendment #2
Resources				
Beginning Fund Balance	3,380,000	3,380,000	935,485	4,315,485
Local Sources	3,544,600	3,544,600	-	3,544,600
Intermediate Sources	-	-	-	-
State Sources	250,000	250,000	-	250,000
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total	7,174,600	7,174,600	935,485	8,110,085

Requirements				
Instruction	-	-	-	-
Support Services	3,797,289	3,797,289	-	3,797,289
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	-	-	-	-
Contingency	3,377,311	3,377,311	935,485	4,312,796
Ending Fund Balance	-	-	-	-
Total	\$ 7,174,600	\$ 7,174,600	\$ 935,485	\$ 8,110,085