

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
January 12, 2016

Board Auditorium

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

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

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

This meeting may be taped and televised by the media.

AGENDA

1. **SUPERINTENDENT'S REPORT** 6:00 pm
2. **STUDENT TESTIMONY** 6:20 pm
3. **STUDENT REPRESENTATIVE'S REPORT** 6:35 pm
4. **PUBLIC COMMENT** 6:45 pm
5. **REPORT: BENSON ENROLLMENT CAP** 7:05 pm
6. **CONTRACTING METHOD FOR GRANT
HIGH SCHOOL PROJECT** – *action item* 7:35 pm
7. **SECOND READING: CASH MANAGEMENT POLICY** – *action item* 8:05 pm
8. **SECOND READING: CHILD ABUSE POLICY** – *action item* 8:15 pm
9. **DIVISION 22 REPORT** 8:25 pm
10. **BOARD MEMBER CONFERENCE REPORTS** 9:00 pm
11. **BUSINESS / CONSENT AGENDA** 9:15 pm
12. **ADJOURN** 9:30 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: December 31, 2015
To: Members of the Board of Education
From: Superintendent Carole Smith
Subject: Recommendation for Increasing Benson Polytechnic Enrollment

On July 28, 2015 the Board of Education passed Resolution No. 5124 entitled Develop a Phased Plan to Consider Enrollment Issues at Benson Polytechnic. This resolution directed the Superintendent "to bring to the Board no later than January 1, 2016 a 2-year phased plan considering enrollment issues, including the feasibility of raising the cap at Benson Polytechnic."

Recommendation:

- 1) Staff recommends increasing the number of freshman slots for the 2016-17 school year to 300 (up from 275 for the 2015-16 school year).
- 2) Staff recommends increasing the number of freshman slots for the 2017-18 school year to 365.

Staff are making this recommendation based on the following:

- 1) Freshman at Benson are scheduled into rotations for each CTE strand throughout the course of the year in order to provide broad exposure. For staffing purposes at Benson, we would add a full strand next year (even though only proposing adding 25 students). This would allow for the development of the strand in anticipation of an additional 65 students the following year.
- 2) Because of where the district is in the enrollment balancing process and the master planning of the Benson Campus, staff believes that 2016-17 is too early to pursue moving programs out of the Benson building. By adding 25 students next year, those additional FTE would potentially create minimal shared classrooms, like in other high schools. Any additional students would require program moves.

Staff have been planning to move the PISA program in 2017-18 from the Benson Campus. The co-location of Alliance and other Multiple Pathways programs on the Benson Campus as part of a 2016 School Improvement Bond will be determined in the next few months. This additional information will also help with long term planning for additional students.

- 3) As part of the High School System Re-Design plan, Benson Polytechnic's enrollment was originally capped at 850 in order to "bolster the enrollment and stability and program offerings at every community school..." Over the last two years, the Superintendent increased enrollment at Benson while also implementing a board-approved regional balancing tool for admission through the lottery.

The regional balancing tool allocates slots more equally across students from different high school boundaries than a standard lottery. Specifically, the balancer was intended to reduce the impact on the Jefferson, Madison and Roosevelt clusters. Attached please find the results of the Benson lottery applicants and approvals from 2012 through 2014. (See attached) This spreadsheet shows both students who were initially approved as well as the final enrollment after students were approved from the wait list. Also attached please find the results of a lottery using the 2015 applicant pool for different enrollment numbers (300, 320, 345 and 365 freshman). (Please see attached) These data show that the effects of the balancer are basically eliminated once the number of slots are increased due to the lower applicant pools from the Cleveland, Franklin, Lincoln and Wilson clusters. Continuing to phase-in additional slots at Benson allows for additional outreach across the district.

Additional Attachments:

Attrition rates by high school
Benson student mobility rate
Enrollment by high school
Memos regarding regional balancer

Please let us know if you have any questions.



Recommendation to the Superintendent & Assistant Superintendent for School Performance

MEMORANDUM

Date: January 30th, 2015

To: Carole Smith, Superintendent
Antonio Lopez, Assistant Superintendent for School Performance

From: Judy Brennan, Enrollment Director
Jon Isaacs, Chief of Communications & Public Affairs

Subject: 2015 – 2016 Benson Enrollment Recommendations

Introduction & Key Background Information

In 2014, Superintendent Smith approved a 10% increase in freshman lottery slots, and 20% increase in the sophomore lottery slots for admission to Benson High School. The PPS Board of Directors also approved the use of a regional balancing tool to distribute Benson's enrollment more evenly from across the district's high school clusters.

The basis for these recommendations and actions was the 2010 High School System Design Revised Action Plan, which laid the groundwork for steady adjustments to the target Benson enrollment size.

The revised HSSD action plan identifies two key targets:

1. The percentage of total enrollment in focus option high schools was projected to be 12% in 2014 [page 30].
2. The report also says, "*it is anticipated that focus schools, particularly Benson High School, would attract students from across the district in more balanced proportions than they do currently*" [page 10].

The 2014 recommendations were designed to move Benson's enrollment closer to these two targets, and have proven to be effective.

Effectiveness & Impact of Balancing Tool

As models predicted, the geographic balancer was effective in building a more geographically representative freshman and sophomore class at Benson. Specifically, it was intended to reduce the impact on the Jefferson, Madison & Roosevelt clusters. However, the effectiveness of the balancer was undermined to a certain extent by the number of lottery slot recipients who, at the end of the day, chose to not accept their lottery slot. Due to large differences in the total number of students who applied for admission to Benson between clusters, the impact of the balancer was reduced once staff began contacting applicants on the waiting list to fill slots left by the initial lottery slot recipients who chose to not attend Benson.

You can see this in the attached chart. The balancer's impact on the lottery results is clear. The percentage of students from Jefferson, Madison & Roosevelt clusters who initially were granted admission through the lottery went from 61% in 2013 to 49% in 2014. However, once the process was finalized after working through the waiting lists, the percentage from these three clusters climbed to 53%. So while progress was made, the 2014-15 Benson freshman class is still not geographically representative of the district as a whole.

Benson Lottery Slots & Admission Plan for 2015

The Recommended 2015 plan will:

1. Continue to grow Benson's enrollment by maintaining the increased freshman (275) and sophomore (25) slots for a second year.
2. Ensure that the balancing tool is effective for a second consecutive year.
3. Aim to increase the number of Benson applicants from clusters with lower numbers of applicants.
4. Increase the percentage of initial lottery slot recipients who choose to attend Benson. The plan will require initial lottery winners to commit to Benson or go to another school earlier so PPS staff can begin contacting the waiting list sooner

Explanation of Specific Recommendations

1. **Continue to grow Benson's enrollment by maintaining the increased freshman (275) and sophomore (25) slots for a second year.**
 - First, as stated in recommendation #2, staff strongly believes we need at least one more year to establish the effectiveness of the balancer in building a more geographically representative Benson freshman class before lottery slots increase again.
 - However, we also strongly recommend that Benson's enrollment be allowed to continue to steadily increase as forecasted in the revised high schools system design action plan.

Therefore, we do not recommend reducing the number of lottery slots back to 2013 levels. Staff recommends maintaining the higher levels for one more year.

- Further, if the balancing tool proves to be effective for a second consecutive year, staff recommends increasing the 2016 & 2017 freshman lottery slots to 300 to continue Benson's steady enrollment growth.

2. Ensure that the balancing tool is effective for a second consecutive year.

- Staff strongly recommends another year of using the balancing tool to ensure that it has the desired impact for more than one year.

3. Increase the number of Benson applicants from clusters with small numbers of applicants.

- CIPA will increase marketing by adding a Benson promotional flyer mailing to middle grades families in clusters with low Benson application rates. The chart shows that four clusters had fewer than 40 applicants to Benson. Wilson and Lincoln had fewer than 10. In order to encourage more families to consider Benson, PPS Communications will produce and mail Benson marketing materials to all middle school families in these clusters

4. Increase the percentage of initial lottery winners to choose to attend Benson. Require initial lottery winners to commit to Benson or go to another school earlier allowing PPS staff can begin contacting the waiting list sooner.

- Benson will add a second forecasting night in April to give plenty of opportunity to families to commit to Benson and build their freshman schedule. Benson will require all slot recipients to attend one of these nights or lose their slot. We anticipate that this new practice will result in more initial slot recipients choosing Benson, and, when they don't, allow PPS to begin contacting families on the waiting list sooner.



Recommendation to the Superintendent & Chief Academic Officer

MEMORANDUM

Date: January 16th, 2014

To: Carole Smith, Superintendent
Sue Ann Higgins, Chief Academic Officer

From: Judy Brennan, Enrollment Director
Trip Goodall, Director of High Schools
Jon Isaacs, Senior Policy Adviser to the Superintendent

Subject: 2014 – 2015 Benson Enrollment Adjustment Recommendations

Introduction & Key Background Information

This memo outlines recommended adjustments to the enrollment policy and lottery for admission to Benson Polytechnic High School for the 2014 enrollment and transfer process.

Currently, Benson enrollment is capped at a maximum of 850 for a single academic year. In the September 2010 Revised Superintendent's High School System Design Revised Action Plan Benson High School was projected to remain at an enrollment of 850 through 2014 [page 30]. This cap was put in place as a main strategy to achieve one of the primary goals of high school system re-design to *"bolster the enrollment stability and program offerings at every community school, providing a greater degree of flexibility and resilience in the face of expected declines in enrollment (based on current demographic projections) and likely budget reductions over the next four to 10 years (based on current budget assumptions and state revenue projections)."* [page 7]. It was identified that Benson was drawing students primarily from a few high school clusters, contributing to consistent enrollment instability in those schools. For the most part, this strategy has worked. Benson enrollment has held steady just above or below 850, while enrollment at Roosevelt, Madison and Jefferson has continued to steadily rise consistent with projections in the report.

However, the revised action plan laid the ground work for potential revision and adjustment to the Benson enrollment cap and projection of a maximum of 850 in the following three areas:

1. The percentage of total enrollment in focus option high schools was projected to be 12% in 2014 [page 30]. Currently, 10% of total enrollment in focus option schools leaving

room for growth in both Benson and Jefferson that would remain consistent with the revised action plan.

2. The report says, *“it is anticipated that focus schools, particularly Benson High School, would attract students from across the district in more balanced proportions than they do currently”* [page 10]. This has not been achieved. Even with the cap and steady growth at Roosevelt, Madison and Jefferson high schools, Benson continues to draw 68% of its students from those three clusters. Adjustments are clearly necessary to achieve this regional balance (see attachment 1).
3. The revised action plan states that *“we would work with the Benson Site Council and others to develop recommendations for the specific pathways that would be offered at Benson in 2011-12 and over the long term, and Benson’s optimal size within the projected enrollment range, so that it can support its CTE focus”*[page 10]. Further, it states that *“a PPS staff team would develop recommendations about recommended school size and pathways, based on this input, prior to the beginning of the 2011-12 enrollment and transfer cycle”* [page 24]. While we have not worked with the Benson Site Council to develop the optimal size recommendation, in several discussions with them, including one as recent as January 15th, it was clear that they do not consider 850 optimal to support Benson’s CTE focus as evidenced by the enrollment drop from 889 to 821 in 2013-2014. While strong work was completed to develop the CTE program pathways, a recommended school size has not been developed.

Today, our recommendations are being made in alignment with these three objectives of high school system design:

- Grow focus option enrollment to 12% of total high school enrollment
- Bring regional balance to the clusters Benson’s enrollment draws from
- Lay the foundation for sustainably growing Benson to an optimal size in future years.

Recommendation #1 – Increase Freshman & Sophomore Admission Slots

Our first recommendation is to get Benson to a strong base enrollment of at least 850. As stated, Benson’s enrollment fell to 821 this year. We recommend boosting 9th and 10th grade enrollment by adding 40 more slots between the two grades. We recommend increasing ninth grade slots from 250 to 275 with an increase in the waiting list from 50 to 100. We also recommend increasing tenth grade slots from 10 to 25 with an increase in the waiting list from 20 to 30.

Recommendation #2 – Pilot a One Year Regional Balancing Tool for the Benson Admission Lottery.

Even with the enrollment cap, Benson continues to draw over two thirds of its enrollment from the Roosevelt, Madison and Jefferson clusters. So while the cap has succeeded in limiting the number of students who choose to attend Benson instead of their community high school in those three clusters, it has proven to be a crude, imperfect tool that has failed to bring proportional regional balance to Benson’s student body. The Office of Enrollment & Transfer has developed a method for conducting the Benson lottery that will produce more regionally balanced results. The regional balancing tool allocates slots more equally across students from different high school boundaries than a standard lottery. Enrollment and transfer re-ran the 2012 and 2013 lotteries using the regional balancing tool and those models consistently showed that Benson’s current enrollment would be more regionally dispersed (attachment #2).

Specifically, it showed that fewer students would have been drawn from the Roosevelt, Madison and Jefferson clusters, while more students would have been drawn from the rest of the clusters.

We recommend that the board adopt the use of this regional balancing tool as a one year pilot with the intention of making this change to the Benson lottery permanent in future years. If the regional balancing tool proves to work the same way it did in the models, it could lay the ground work for increasing Benson's overall enrollment further in future years. It would allow Benson's enrollment to grow without disrupting the steady enrollment growth that high school system design has produced.

Recommendation #3: Allow increased individual student referrals and improved retention strategies to increase Benson's enrollment above 850.

We recommend that PPS work to increase Benson enrollment by granting more upper grades students admission to Benson when it has been identified through individual referral process as a better educational option for them. We believe that increased outreach to high school counselors and teachers will identify more students who will have a better opportunity to succeed academically if they are encouraged and allowed to attend Benson's unique educational experience. We will also work with Benson to develop more aggressive strategies to retain students instead of allowing students to return to their community high school. In the past, PPS has allowed Benson's enrollment to grow above the 850 cap when year-to-year retention has come in above projections. We recommend that we continue and strengthen this practice.

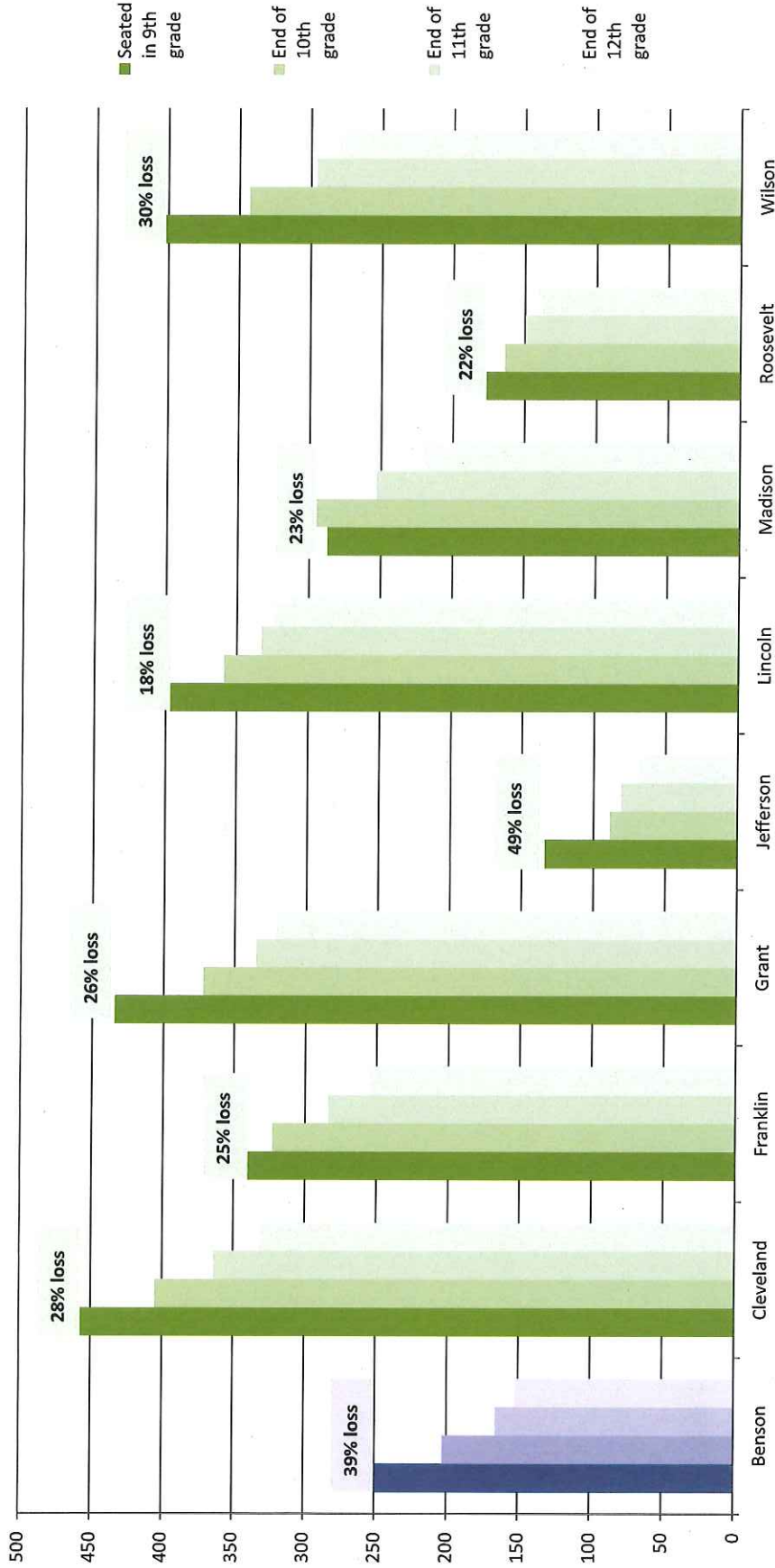
We recommend that Benson enrollment be allowed to exceed 850 in 2013 – 2014 if these efforts are successful with a maximum enrollment of 1,000. While we don't expect enrollment to reach 1,000 this would still leave focus option enrollment below the target 12% of all high school students set in high school system redesign. Freshman and Sophomore lottery slots will still be capped at the recommended levels.

Conclusion

We know that Benson's unique CTE focused educational experience is successful (81% graduation rate) and in high demand. The Benson enrollment cap has helped achieve several goals of high school system design, including bringing academic stability to Benson. The district is currently updating plans to improve and increase access to CTE/cte educational opportunities for PPS students with the vision of building the strongest career education programs in the region. Continuing to support and build a strong Benson Polytechnic High School, combined with improved unique CTE offerings at community high schools, is identified as the essential factor in all of these plans. We believe these recommendations, once fully implemented, will allow for future Benson enrollment growth without undermining the improving health of the overall high school system. And it will affirm that Benson Polytechnic is essential to the future success of Portland Public Schools and the students we serve.

Attachments: Benson enrollment by comprehensive school
Regional balancer modeling results

Students seated in 9th grade, 2010-11-- number enrolled at same school in each successive year



Possible Benson 4-year Enrollment

Assumptions:

(th grade slots are the same for 4 years

7% attrition rate at each grade level each year*

275 Slots filled in 9th grade lottery (current state)				
9th grade	10th grade	11th grade	12th grade	Total
275	256	238	221	990

300 Slots filled in 9th grade lottery				
9th grade	10th grade	11th grade	12th grade	Total
300	279	259	241	1080

320 Slots filled in 9th grade lottery				
9th grade	10th grade	11th grade	12th grade	Total
320	298	277	257	1152

345 Slots filled in 9th grade lottery				
9th grade	10th grade	11th grade	12th grade	Total
345	321	298	278	1242

365 Slots filled in 9th grade lottery				
9th grade	10th grade	11th grade	12th grade	Total
365	339	316	294	1314

*Average net attrition rate for 2013-14 and 2014-15.

Net rate includes all students who leave Benson or enroll after 9th grade

Potential Benson lottery applicants and approvals, 2015 applicant pool, different 9th grade slots

2015 9th grade possible FINAL results: 300 slots, regional balancer in place

	2015	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other****
applicants		30	49	71	58	4	97	115	10	23
approvals		26	44	58	31	2	58	58	7	16
% approved		9%	16%	21%	11%	1%	21%	21%	3%	6%

2015 9th grade possible FINAL results: 320 slots, regional balancer in place

	2015	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other****
applicants		30	49	71	58	4	97	115	10	23
approvals		26	48	62	35	2	62	62	7	16
% approved		9%	17%	23%	13%	1%	23%	23%	3%	6%

2015 9th grade possible FINAL results: 345 slots, regional balancer in place

	2015	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other****
applicants		30	49	71	58	4	97	115	10	23
approvals		26	49	68	41	2	68	68	7	16
% approved		9%	18%	25%	15%	1%	25%	25%	3%	6%

2015 9th grade possible FINAL results: 365 slots, regional balancer in place

	2015	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other****
applicants		30	49	71	58	4	97	115	10	23
approvals		26	49	71	46	2	74	74	7	16
% approved		9%	18%	26%	17%	1%	27%	27%	3%	6%

* First choice applicants meeting criteria

** Jefferson includes students who forecast to Jefferson (not their comprehensive choice) through the dual assignment process.

***Other includes MLC, Trillium, ACCESS and other non-neighborhood schools

****Final lottery results include approved students who changed their mind, moved away or for some other reason did not enroll at Benson

Benson lottery applicants and approvals--2012 through 2014

2012 9th grade lottery results: 260 slots, 380 applicants*, no regional balancer

	2012 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	22	54	42	51	4	96	91	9	11
approvals	13	38	27	34	3	68	65	7	5
% of all approvals	5%	15%	10%	13%	1%	26%	25%	3%	2%

2013 9th grade lottery results: 250 slots, 398 applicants*, no regional balancer

	2013 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	45	63	41	51	3	106	80	5	4
approvals	31	38	26	30	2	65	52	4	2
% approved	12%	15%	10%	12%	1%	26%	21%	2%	1%

2014 9th grade initial lottery results: 275 slots, 433 applicants*, regional balancer in place

	2014 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	39	80	44	53	7	104	88	9	9
approvals	39	44	44	35	7	44	44	9	9
% approved	14%	16%	16%	13%	3%	16%	16%	3%	3%

2014 9th grade FINAL POST- LOTTERY results**, regional balancer in place**

	2014 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	39	80	44	53	7	104	88	9	9
approvals	29	47	35	43	5	52	49	5	9
% approved	11%	17%	13%	16%	2%	19%	18%	2%	3%

2015 9th grade initial lottery results: 275 slots, 457 applicants*, regional balancer in place

	2015 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	30	49	71	58	4	97	115	10	23
approvals	30	46	45	27	4	46	46	10	21
% approved	11%	17%	16%	10%	1%	17%	17%	4%	8%

2015 9th grade FINAL POST- LOTTERY results**, regional balancer in place**

	2015 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	30	49	71	58	4	97	115	10	23
approvals	26	37	49	31	2	50	51	7	16
% approved	9%	13%	18%	11%	1%	18%	19%	3%	6%

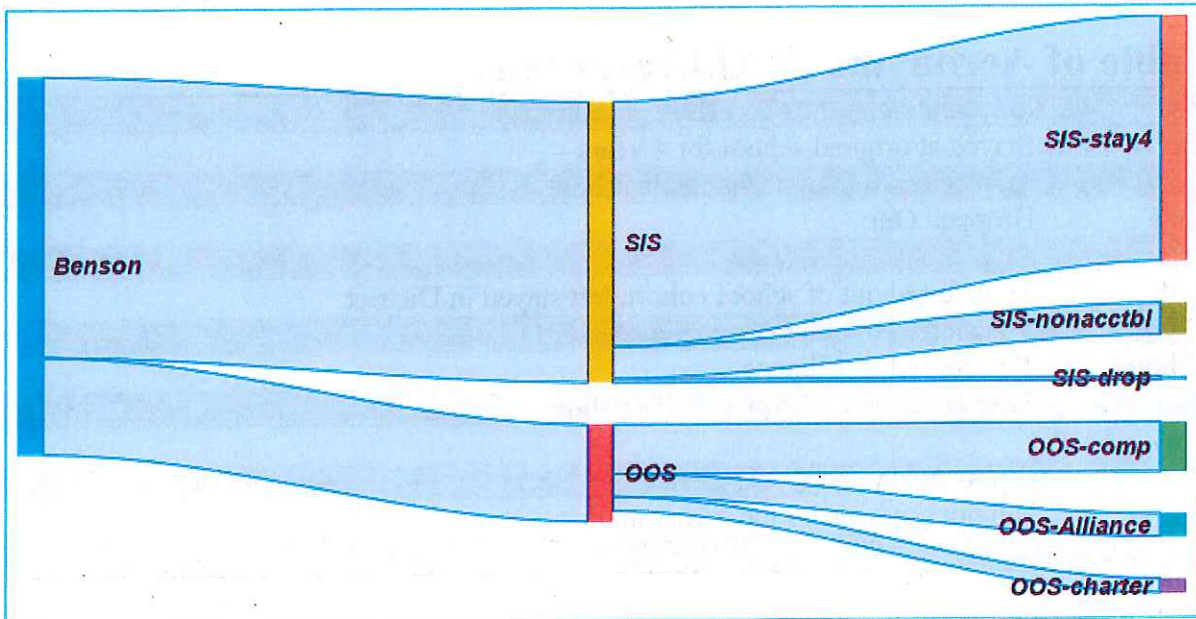
* First choice applicants meeting criteria

** Jefferson includes students who forecast to Jefferson (not their comprehensive choice) through the dual assignment process.

***Other includes MLC, Trillium, ACCESS and other non-neighborhood schools

****Post lottery results include approved students who changed their mind, moved away or for some other reason did not enroll at Benson

Benson Mobility, 2013-14 Cohort



Note: Students aggregated by category (e.g., SIS-stay4 includes students that did and didn't graduate).

BENSON			Transfer out of school cohort, remained in district				Stayed in school cohort			
Seated in 9th Grade	Transfer out of District /State	Denominator for OOS%, SIS%	OOS-G	OOS-NG	OOS %	OOS GR	SIS-G	SIS-NG	SIS %	SIS GR
250	36	214	19	36	26%	35%	134	25	74%	84%
			Transfer to other comprehensive				Stayed at original school 4 years			
			OOS-compG	OOS-compNG	OOS-comp%	OOS-compGR	SIS-stay4G	SIS-stay4NG	SIS-stay4%	SIS-stay4GR
			15	13	13%	54%	132	7	65%	95%
			Transfer to charter				Transferred directly to non-accountable school			
			OOS-charterG	OOS-charterNG	OOS-charter%	OOS-charterGR	SIS-nonacctblG	SIS-nonacctblNG	SIS-nonacctbl%	SIS-nonacctblGR
			1	7	4%	13%	2	16	8%	11%
			Transfer to Alliance				SIS - dropouts			
			OOS-AllianceG	OOS-AllianceNG	OOS-Alliance%	OOS-AllianceGR	SIS-dropG	SIS-dropNG	SIS-drop%	SIS-dropGR
			3	10	6%	23%	0	2	1%	0%

Table of Acronyms & Abbreviations

SIS	Stayed in School Cohort (Benson cohort)
Stay 4	Stayed at original school for 4 years
Nonacctbl	Transferred to non-accountable school
Drop	Dropped Out
OOS	Transferred out of school cohort, but stayed in District
Comp	Transferred to other comprehensive HS
Alliance	Transferred to Alliance
Charter	Transferred to LEP Charter or Trillium
G	Graduated by the 4 year mark
NG	Did not graduate by the 4 year mark

**These get concatenated to the above, example: OOS-G = Transferred out of school cohort, but stayed in District + Graduated by the 4 year mark.

Portland Public Schools
Enrollment Summary by Program Type, School and Year
2006-07 through 2015-16

Program Type	School	Footnotes	Grade Range	Enrollment											2-Year Change (2015-16 - 2014-15)			5-Year Change (2015-16 - 2011-12)			10-Year Change (2015-16 - 2006-07)		
				2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	#	%	#	%	#	%	#	%		
Benson			9-12	1,294	1,218	1,134	1,100	986	889	889	899	830	879	914	35	4.0	25	2.8	-304	-25.0			
Cleveland			9-12	1,472	1,528	1,516	1,553	1,570	1,520	1,532	1,523	1,516	1,600	84	5.5	80	5.3	72	4.7				
Franklin	(12)		9-12	1,283	1,233	1,007	1,032	1,036	1,480	1,469	1,460	1,552	1,570	18	1.2	90	6.1	337	27.3				
Grant	(5)		9-12	1,691	1,642	1,553	1,610	1,620	1,565	1,536	1,486	1,503	1,481	-22	-1.5	-84	-5.4	-161	-9.8				
Jefferson	(5,12)		9-12	566	707	631	617	621	584	441	511	493	524	31	6.3	-60	-10.3	-183	-25.9				
Academy of Arts & Tech	(15)	263											Closed										
Academy of Science & Tech	(15)	228											Closed										
Jefferson						448	435	415	413	441	511	493	524	31	6.3	111	26.9						
Young Men's Academy		57			29								Closed										
Young Women's Academy	(3,12)	159	9-12		154	182	206	171					Closed										
Lincold			9-12	1,498	1,404	1,335	1,395	1,410	1,476	1,513	1,565	1,583	1,696	113	7.1	220	14.9	292	20.8				
Madison	(5)		8-12	936	859	900	860	910	1,161	1,107	1,066	1,077	1,134	57	5.3	-27	-2.3	275	32.0				
H Community	(15)	289	9-12		250																		
M Community	(15)	291	9-12		301																		
S Community	(15)	279	9-12		262																		
Madison - Campus	(15)	2																					
Madison 8th Grade Academy	(10)				85																		
Marshall Campus	(4)		9-12	860	775	774	747	707					Closed										
BizTech High	(4)		9-12	292	262	279	284	280					Closed										
Pauling Academy of Integrated Sciences	(4,18)		9-12	254	219	186	175	169					Closed										
Marshall Night P Program	(16)												See Alliance High School										
Renaissance Arts Academy	(4)		9-12	314	294	309	288	258					Closed										
Roosevelt Campus	(5)		9-12	794	730	703	681	683	748	828	914	947	940	-7	-0.7	192	25.7	210	28.8				
A.C.T. School	(5)		9-12	288	279	257	273	265	251				Closed										
P.O.W.E.R. School	(5)		9-12	289	229	221	209	237	252				Closed										
Spanish-English International	(5)		9-12	217	222	225	199	181	245				Closed										
Wilson			9-12	1,556	1,533	1,480	1,439	1,435	1,387	1,236	1,230	1,257	1,324	67	5.3	-63	-4.5	-209	-13.6				
High Schools Subtotal				11,950	11,629	11,033	11,034	10,978	10,810	10,551	10,585	10,807	11,183	376	3.5	373	3.5	-446	-3.8				
Elementary, Middle and High Schools Subtotal				42,243	41,698	41,409	41,874	41,994	42,415	42,493	43,195	43,502	44,253	751	1.7	1,838	4.3	2,555	6.1				



Board of Education

Staff Report to the Board

Board Meeting Date: January 5, 2016

Executive Committee Lead:

Yousef Awwad, Chief Financial Officer and
Jerry Vincent, Chief, School Modernization

Department: Finance

Presenter/Staff Lead:

Emily Courtnage, Program Director,
Purchasing & Contracting

<p>SUBJECT: Grant High School Modernization Project: Exemption from Competitive Bidding and Authorization for Use of Construction Manager/ General Contractor (CM/GC) Alternative Contracting Method</p>

BACKGROUND

ORS 279C.335(2) authorizes the Board to exempt certain public improvement contracts or classes of contracts from the traditional design/bid/build competitive bidding (i.e., low bid) procurement process. Staff requests that the Contract Review Board approve an exemption from competitive bidding for the Grant High School modernization project and authorize staff to utilize the CM/GC alternative contracting method procured by a fully competitive Request for Proposals process. The CM/GC method was previously approved and is being utilized for the Franklin and Roosevelt High School modernization projects.

An exemption request and approval to use an alternative contracting method must be supported by the following findings: (1) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts, *and* (2) Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to the contracting agency or the public. See ORS 279C.335(2).

In approving a finding of substantial cost savings or other substantial benefits, the Board must consider the following factors, to the extent applicable:

- (A) How many persons are available to bid;
- (B) The construction budget and the projected operating costs for the completed public improvement;
- (C) Public benefits that may result from granting the exemption;
- (D) Whether value engineering techniques may decrease the cost of the public improvement;
- (E) The cost and availability of specialized expertise that is necessary for the public improvement;
- (F) Any likely increases in public safety;

- (G) Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement;
- (H) Whether granting the exemption will affect the sources of funding for the public improvement;
- (I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement;
- (J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;
- (K) Whether the public improvement involves new construction or renovates or remodels an existing structure;
- (L) Whether the public improvement will be occupied or unoccupied during construction;
- (M) Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions; and
- (N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

A detailed description of the Grant High School modernization project and draft Findings of Fact (“Findings”) supporting the exemption resolution, as required by OSR 279C.335(2), are set forth in the attached Office of School Modernization staff memo and Resolution.

BOARD COMMITTEE REVIEW (IF APPLICABLE)

This exemption request was presented and discussed at the December 7, 2015 meeting of the Budget and Operations Committee. The Budget and Operations Committee approved the presentation of the request to the full Board.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

District Policy 8.50.090-P designates the Board as the local government contract review board with authority to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Rules, as per ORS 279C.335(2).

PROCESS / COMMUNITY ENGAGEMENT

Where an exemption from competitive bidding on a public improvement contract is sought, the Public Contracting Rules require that the Contract Review Board conduct a public hearing prior to adoption of an exemption resolution. PPS-49-0145(4)(a). Notification of the public hearing must be published in a trade newspaper of general statewide circulation at least 14 days before the hearing. PPS-49-0145(4)(b). At the time of the Notice, copies of the draft Findings must be made available to the public. PPS-49-0145(4)(c).

In compliance with these requirements, Purchasing & Contracting published a Notice of Public Hearing concerning the Grant High School exemption request on December 16, 2015 in the Daily Journal of Commerce, the same Journal in which Purchasing & Contracting posts all required construction solicitation notices. Also on December 16, 2015, staff made the attached Findings available to the public. Instructions for requesting copies of the draft Findings are included in the Notice of Public Hearing.

At the public hearing, the District must offer an opportunity for any interested party to appear and present comment. PPS-49-0145(3)(d).

Adoption of the attached Resolution will not affect any other contract to which the District is a party nor effect any change in Public Contracting Rules or District policy.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The CM/GC alternative contracting method is in alignment with the District's Equity in Public Purchasing & Contracting Policy and implementation plan. A benefit of the CM/GC method, as opposed to the standard design-bid-build low-bid contracting method, is the District's ability to include evaluation criteria in the RFP to help ensure selection of a prime contractor with strong commitment to use and demonstrated success in using MWESB subcontractors. The District will award points for demonstration of a history of MWESB utilization and a substantive plan of outreach to MWESB subcontractors.

The Request for Proposals will be open and publicly advertised. Purchasing & Contracting will notify minority contracting communities about the solicitation and encourage MWESB participation. The selected contractor will be required to comply with the District's Workforce Equity and Career Learning requirements, as well as report on MWESB subcontractor utilization, during the course of the contract.

BUDGET / RESOURCE IMPLICATIONS

Careful coordination and scheduling will be essential to minimize disruptions to surrounding public areas and neighborhoods during construction. The CM/GC method allows the District to carefully screen firms to assure that the contractor chosen to work on the project has the necessary experience and qualifications to successfully work in such site conditions. Further, the CM/GC process results in reduced risks and potential cost savings by engaging the CM/GC early in the design process and incorporating the CM/GC's construction knowledge and experience in the design as it progresses, thus limiting design conflicts and construction challenges.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

A public hearing is scheduled for the January 5, 2016 Board Meeting. At that meeting, the Board will recess and convene as the Contract Review Board pursuant to ORS 279A.060 and District Policy 8.50.090-P. The Contract Review Board must offer an opportunity for any interested party to appear and present comment. After the public hearing, the Board will reconvene and vote on the attached Resolution.

Staff from the Office of School Modernization will be available at the January 5, 2016 Board Meeting and public hearing to respond to questions relating to the work described in the attached Resolution and Findings.

If this Resolution is adopted, staff in Purchasing & Contracting and the Office of School Modernization will prepare solicitation documents and issue a Request for Proposals for a Construction Manager/General Contractor for the Grant High School modernization public improvement project.

ATTACHMENTS

- A. Resolution to Authorize Alternative Contracting Method**
- B. Office of School Modernization Staff Memo with Findings**



Board of Education Informational Report

MEMORANDUM

Date: January 12, 2016

To: Board of Education

From: Jerry Vincent, Chief of Office of School Modernization

Subject: Findings in Support of Alternative Contracting Methodology/ Use of Construction Manager/General Contractor ("CM/GC") Method for the Grant High School Modernization Project

INTRODUCTION

Pursuant to ORS 279C.335, following are the staff recommended draft findings in support of an exemption from competitive bidding to utilize the Construction Manager/General Contractor ("CM/GC") method of procurement for the Grant High School Modernization Project.

PROJECT DESCRIPTION

The 2012 Capital Improvement Bond includes funding to renovate Grant High School to allow for full modernization of the school's facilities. The building, which includes historically significant components originally constructed between 1923 and 1927, requires major improvements and upgrades to optimize the school's operational and learning environment. The modernization project includes, but is not limited to, hazardous material abatement, mechanical/electrical/plumbing upgrades, structural reinforcing, addition of a solar energy component, onsite storm water management, community gardens, athletic fields, and informational technology improvements as well as new interior partitions, architectural finishes, and site/landscaping improvements. Unique project requirements include demolition of a 100' un-reinforced masonry ("URM") chimney stack 15' from the adjacent property line in high traffic pedestrian, student, youth and canine recreation areas; location of an AT&T cell tower (attached to the URM chimney) and subsequent license agreement which requires that the cell tower remain operational until March 2021; intergovernmental agreements ("IGAs") with Portland Parks and Recreation ("PP&R") relating to a shared boiler building needed for the heating of the PP&R pool during summer use and to shared parking and site access to the PP&R pool; and an intergovernmental agreement with Multnomah County relating to the County's on-site Student Based Health Center and related coordination during the modernization project.

Total project budget is approximately \$111.8 million from the 2012 voter approved bond funds. The cost of construction is estimated to be approximately \$81 million of the overall budget. The Project schedule has a targeted contract start date for construction in May 2017. Students and staff are slated to return to Modernized Grant High School in August 2019.

This project will address many challenges and require careful planning and coordination during the design and construction phases to complete it effectively and efficiently. Detailed budget and schedule controls are essential to the project's success. It will be important to utilize a construction firm with the following specific traits:

- Ability to provide a complete project within the District's budget of \$81 Million.
- The requisite expertise in renovating historically significant facilities.
- An exemplary reputation for on-time delivery with an aggressive timeline.
- Supervisory staff experienced working in and around occupied facilities and tight urban constraints-- near city parks, a community pool, a canine park, a community garden, and limited neighbor street access.
- Innovative approaches to unique opportunities and unforeseen conditions.
- An understanding of the importance of an integrated project team to the project's success.
- Experience working closely with architects and engineers with emerging technology such as Building Information Modeling and BlueBeam Software.
- Ability and commitment to advise the District on the state of the current market and engage the local sub-contracting community in support of the District's Equity in Public Purchasing and Contracting and Student Engagement programs.

THE CM/GC ALTERNATIVE CONTRACTING METHOD

The CM/GC alternative contracting process is authorized for procurement of construction services under ORS 279C.337 provided that the Local Contract Review Board approves an exemption from competitive bidding. Under the CM/GC contracting method:

- The contractor is solicited prior to completion of the design phase pursuant to a competitive request for proposals process where selection is based upon evaluation of factors relating to the experience and expertise of the contractor rather than low bid.
- The contractor works with the owner and architect to develop the final design with the goals of improved constructability and value engineering, which results in fewer change orders and the ability to expedite the construction schedule. Under the standard design/bid/build method, the design is completed before the project is bid and the contractor brought on board.

- During the design phase, the owner and contractor negotiate and agree on a guaranteed maximum price ("GMP") and the construction schedule for the construction phase of the project.
- Unlike traditional design-bid-build procurement, the CM/GC project delivery method allows for construction to begin before design is complete (via Early Work Amendments), reducing the overall project schedule."

CM/GC is the commonly used alternative contracting method by local governments for large, complex projects such as major expansions and remodels of existing schools like the Grant High School Modernization Project.

FINDINGS

Following are the factors for consideration under ORS 279C.335 (2), followed by the Staff's findings in *italics*.

"(a) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts."

The requested exemption will not encourage favoritism or substantially diminish competition. The District will utilize a competitive RFP process to select the CM/GC firm. That procurement is formally advertised with public notice and disclosure of the planned Alternative Contracting Method. Full competition will be encourage and all qualified contractors will be invited to submit proposal. The award will be based upon an objective review and scoring of proposals by a qualified District review committee based on identified selection criteria. Once selected, the CM/GC will select subcontractors via competitive bid process in accordance with Oregon Attorney General Model Rules and required by statute. As required by the District's Equity in Public Purchasing and Contracting policies, this competitive process will include outreach to and solicitation of minority, women, and emerging small business contractors. The process will therefore provide for vigorous competition and provide the opportunity for all interested large and small contractors to participate in the bidding for the project.

"(b) Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to the contracting agency or the state agency that seeks the exemption or, if the contract is for a public improvement described in ORS 279A.050 (3)(b), to the contracting agency or the public. In approving a finding under this paragraph, the Director of the Oregon Department of Administrative Services, the Director of Transportation or the local contract review board shall consider the type, cost and amount of the contract and, to the extent applicable to the particular public improvement contract or class of public improvement contracts, the following:

(A) How many persons are available to bid;"

Based on previous PPS construction contracts it is reasonable to anticipate between five to seven of those firms will propose on the Grant Modernization project. A CM/GC RFP in 2013 received 3 proposals. Additional outreach efforts after that RFP were completed by PPS and changes to the RFP process have been incorporated which staff expects will increase participation in the Grant RFP.

"(B) The construction budget and the projected operating costs for the completed public improvement;"

The construction budget and expected operating budgets are set forth above in the project description. The District has not conducted a detailed analysis of the operating costs, but expects that the improved design and particularly the energy efficiency improvement will substantially reduce long-term operating cost. Having a contractor onboard during the design phase will help improve the design of the buildings including operating cost impacts such as energy efficiency."

"(C) Public benefits that may result from granting the exemption;"

Bringing the CM/GC on during the design phase promotes an early team approach that leads to continuous value engineering and improved constructability review, resulting in an improved final design. This will reduce change orders and limit delays during the construction phase. This benefits the public through cost savings, provides "guaranteed" costs, and is more likely to result in timely delivery of the project.

The CM/GC process provides time savings that translate to cost savings by bringing the contractor on board early in the project to assess the existing conditions that remain unknown in the traditional bidding process. For example, the crawlspace at Grant contains materials that will require selective demolition / abatement. In traditional bidding, the design team would base drawings on available as-builts (drawings revised to reflect any changes made in the field in 1923) and the contractor would not have time to explore the actual crawlspace conditions until June of 2017.

Under a CM/GC process the District can execute an Early Work agreement to allow work to proceed prior to design completion. In the example of the crawlspace at Grant, that means the GC may begin cleaning the crawlspace after contract award. Once the space is cleaned, all of the architects, engineers, and subcontractors can capture the existing condition of the crawlspace unknowns that are different from as-built drawings of 1923. The District, Architect, and Contractor gain more knowledge and confidence in the final design as they move through design development and will be able to accurately price more of the GMP.

Unlike a traditional design/bid/build procurement, an RFP allows the District to be able to review the resumes of the Project Manager, Superintendent, and Subcontractors who will make up the proposed GC's project team, ensuring the selected firm has the necessary experience and expertise including the City of Portland permitting process.

The RFP process also ensures award to General Contractors with the financial strength to perform the project. The District is able to perform a more in-depth financial health review of all RFP proposers. It is imperative that the GC can financially withstand the obligations of building over \$6-9 million worth of labor, materials, and equipment between each invoice payment.

In the traditional Design/Bid/Build low bid process, the District awards to the lowest responsible bidder. Traditional practice makes the Grant Modernization Project vulnerable by potentially awarding the bid to a General Contractor who does not have the correct personnel, the tailored building profiles, or the financial strength to perform the startup and maintenance of an \$81 million project.

"(D) Whether value engineering techniques may decrease the cost of the public improvement:"

Value engineering is a routine practice in public improvement projects regardless of procurement method. The CM/GC delivery method allows for the general contractor and subcontractors with specialized expertise and common project goals to participate in the value engineering process during the design phase, resulting in a more effective and efficient process as compared to value engineering by change order to a completed design. The inherent flexibility and openness of the CM/GC process allows the District to more easily change the design and scope of work as necessary to meet the project budget before the final design is fixed. This is not something that the traditional bid process offers.

Value engineering will likely not decrease the contract sum of \$81 million slated to the Grant Modernization project but it will reduce extra-cost change orders and the costs associated with the attendant project delay.

"(E) The cost and availability of specialized expertise that is necessary for the public improvement:"

The RFP process allows for review of contractor expertise not afforded in traditional procurement. The Grant Modernization project is very complex and requires a general contractor with specialized expertise due to the complexities of the school. These complexities include:

- a) *The demolition of a 100' un-reinforced masonry (URM) chimney stack 15' from adjacent property line in high traffic pedestrian, student, youth and canine recreation areas.*
- b) *Location of an AT&T cell tower and subsequent license agreement – Which requires the AT&T tower that is currently attached to the URM chimney to stay operational until March 2021.*
- c) *Unique Inter Governmental Agreements (IGA) with Portland Parks and Recreation (PP&R) – Which entails a shared boiler building needed for the heating of PP&R pool during summer use.*
- d) *Unique Inter Governmental Agreements (IGA) with Portland Parks and Recreation (PP&R) – Including a shared parking, deliveries and site access to PP&R pool during summer months of June-September.*
- e) *Traffic management due to Grant High School's only access road off NE 36th Ave.*
- f) *Unique Inter Governmental Agreements (IGA) with Multnomah County – for the onsite Student Base Health Center. Our agreement states we have to work with the County's project managers and their design guidelines for the modernization.*
- g) *Historically significant buildings – Process will need to go through State Historic Preservation Office (SHPO).*

"(F) Any likely increases in public safety:"

- a) *Safety will be particularly important in light of the 100' URM chimney stack at Grant High School. Demolition has to be performed by an experienced subcontractor. The traditional Design/Bid/Build process mandates that the lowest bid demolition crew is awarded the bid, with no detailed evaluation of their experience or safety record. Maintaining safe movement of the roadway, bicycle, and pedestrian traffic is critical.*
- b) *The above mentioned IGAs with Portland Parks & Recreation make staging and access to the site challenging and will require special management by the CM/GC. Traditional bidding pushes the Architect and the District to designate the laydown area (space that has been cleared for the temporary storage of equipment and supplies) in the plans so all contractors bid on the same laydown and staging scheme. If the traditional bid contractor's staging and laydown post bid changes the design, it will cost the project time and contingency money to correct.*
- c) *The CM/GC contract allows time for the GC to pull extended noise and work hour permits during the design phase before construction begins. Noise and*

construction work hours permits take two months to obtain. The Contractor has to canvas the neighborhood and provide a schedule of the noise dates and extended work hours to the City of Portland. If this is not carefully done, the permits could be appealed to the City Council. Traditional Design/Bid/Build doesn't allow enough time for permitting before construction.

- d) Bringing the CM/GC on during the design phase will provide the CM/GC with clear, upfront knowledge of project constraints and an early opportunity to collaborate with the design team on the work sequencing, staging, and site access.*

"(G) Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement;"

The CM/GC process will mitigate risks as described above and listed below:

- e) Site coordination with Portland Parks & Recreation and Multnomah County.*
- f) Site coordination regarding the District's AT&T lease.*
- g) Site staging and laydown coordination.*
- h) Site safety and work hours.*
- i) Use of a highly qualified demolition company to pull down a 100' URM chimney next to a highly used public park and pool.*
- j) The establishment of the GMP will provide a complete project within the District's budget of \$81 Million dollars.*
- k) CM/GC contract allows for the District to engage in early work agreements that give more insight and site verification of unforeseen conditions to the Architects, Contractors and District, as well as expediting the construction schedule by starting early work during the design phase.*
- l) The CM/GC process will allow removal of insurance overhead as it applies to the Owner-Controlled Insurance Program ("OCIP"), which would be a deduct to the District lump sum bids received from the subcontractors during the complete bidding process.*

"(H) Whether granting the exemption will affect the sources of funding for the public improvement:"

There will be no impact on the funding of this project due to the CM/GC process.

"(I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement:"

Because the CM/GC process appoints the general contractor early into the design, we are able to take advantage of market prices by facilitating early purchase of certain project elements, if needed. The essential added value of the CM/GC process is the real time market job costing from projects around the Portland market and the West Coast. This knowledge allows the GC and architect time to discuss the less costly complementary or alternative items.

For example, the GC may provide early input that it is less expensive but equally advantageous to use Concrete Masonry Units (CMU) block for the exterior walls of a new gym building versus a tilt wall or cast-in-place wall, thus saving the District time and money. If the District bid this contract traditionally, after design completion, the District may not receive this timely cost saving input and would have to make an adjustment in the field, which would cost time and maybe only save a smaller percentage of funds.

"(J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;"

The CM/GC process will help deliver a successful Grant High School Modernization Project. One of the biggest advantages of the CM/GC method is the ability to coordinate all technical work before construction. Being able to apply best practices with the Design team, District and the Contractor will make for a better product within the budget constraints.

As already described above, the areas of technical complexity include:

- a. Historically significant buildings*
- b. Traffic management on NE 36th Ave*
- c. Potential time delays in permitting*
- d. Challenging site conditions and footprint*
- e. Intergovernmental agreements and lease agreements*
- f. Compliance with Portland Public Schools' Equity in Public Purchasing and Contracting Policy 8.50.095-P and related initiatives*

In the CM/GC process, the contractor's awareness of complicated technical issues arising during the construction document design process facilitates advance problem-solving. Thus, the risks are better understood and addressed early on in the process and greater mitigation of financial and schedule risks are the result.

"(K) Whether the public improvement involves new construction or renovates or remodels an existing structure;"

This project will involve renovating the existing Grant High school structure. There will be approximately 20-30% new construction and 70-80% renovation based on the two different design concepts. Renovation is always more difficult

and complex, particularly in an historic building where conditions are uncertain until commencement of the work. Procuring a contractor with experience in both new construction and renovation is critical.

"(L) Whether the public improvement will be occupied or unoccupied during construction;"

Grant High School will not be occupied during construction. All students, staff, and community members will be relocated to the Marshall Campus during the construction phase. Because Grant Park will still be in operation, however, the CM/GC will have to address similar safety issues to those of conducting construction in an operating school, as described above.

"(M) Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions; and"

At this time, we are planning on a single phase of construction work.

"(N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract."

The District's Office of School Modernization has department staff, as well as the design team consultants under contract, that have the necessary expertise with CM/GC to develop and utilize the proposed contracting method. The District's outside legal counsel, Miller Nash Graham & Dunn LLP has extensive experience with both the CM/GC alternative contracting method and prior district CM/GC contract.

CONCLUSION

For the reasons stated above, the draft findings support an exemption from competitive bidding under ORS 279C.335 to utilize the CM/GC alternative contracting process for the Grant High School Modernization Project.



Board of Education Informational Report

MEMORANDUM

Date: December 1, 2015
To: Members of the Board of Education
From: Yousef Awwad, Chief Financial Officer
Subject: Adopt Cash Management Policy 8.20.010-P

This Memorandum provides an update on Board Policy 8.20.010-P. Per Oregon Revised Statutes (O.R.S.) Section 294.135 the Board must annually readopt this policy in order for the District to be able to invest funds with final maturities longer than 18 months. This applies to bond proceeds, as the Policy also states that "operating funds," meaning nearly all of the General Fund must mature within 18 months from purchase. The most recent annual adoption of this policy was in December, 2014.

We are suggesting one change (noted on page 7) in the Policy as it applies to operating funds; that is to decrease the percentage of total investments that must mature inside 12 months to 75% (from 90%). This will allow the Investment Officer slightly more flexibility in determining the best option for the portfolio taking advantage of the current positive slope to the yield curve. More information including the current portfolio and historical returns will be provided at the Business and Operations committee meeting on 12/7/15.

In addition, we are recommending that our commercial banking authorization resolution be attached to this policy so that it is reviewed and updated on an annual basis. A draft of this proposed resolution is also attached.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

I. Scope and Pooling of Funds

This cash management policy applies to all cash activities and funds under the control of Multnomah County School District No. 1J ("the District"). This policy applies to the investment of operating funds, capital funds including bond proceeds, and bond reserve funds held by Portland Public Schools. This policy excludes petty cash activities.

The average size of the District's investment portfolio approximates \$125,000,000, with an approximate seasonal high and low of \$200,000,000 and \$30,000,000 respectively. Average ranges do not include proceeds of General Long-Term Obligation Bonds, notes etc., if any.

II. General Objectives

It is the District's policy to invest public funds not required for immediate expenditure in a manner which will provide safety of principal, maintenance of a liquid position, and the maximum return on cash invested while meeting daily cash flow demands and conforming to Oregon Revised Statutes (ORS).

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield, with each objective discussed below.

1. Safety

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The object will be to mitigate both credit and interest rate risks.

(a) Credit Risk

The District will minimize the risk of loss due to the financial failure of the security issuer or backer, by:

- Concentrating its investments in the safest types of securities.
- Pre-qualifying the financial institutions, brokers/dealers, intermediaries, and advisers with which the District will do business.
- Diversifying the investment portfolio to minimize potential losses.
- Actively monitoring the investment portfolio holdings for changes in credit ratings and economic / market conditions.

(b) Interest Rate Risk

The District will minimize the risk of market value decline by:

- Structuring the investment portfolio so that maturing securities meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
- Investing operating funds primarily in shorter-term securities or short-term investment pools.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

2. Liquidity

The investment portfolio shall be kept sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Since all possible cash demands cannot be anticipated, the portfolio shall consist of securities with active secondary or resale markets (dynamic liquidity). A portion of the portfolio may be placed in the Oregon Short-Term Fund, or similar investment offering next-day liquidity.

3. Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. High returns on investments are of secondary importance compared to the safety and liquidity objectives described above. The majority of the portfolio is limited to highly-rated / low-risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity, unless:

- A security with a declining credit rating may be sold early to prevent or minimize loss of principal.
- An unanticipated cash demand requires that the security be sold.
- A security swap would improve the quality, yield, or target duration of the portfolio.
 - Security swaps will be made only with specific approval of the CFO or, if absent, the CFO's designee.

III. Standards of Care

1. Prudence

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy, and exercising due diligence, shall be relieved of personal responsibility.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probably income to be derived.

2. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or that could impair their ability to disclose any material interest in financial institutions that conduct business with the District. They shall further disclose any personal / financial / investment positions that could be related to the performance of the investment portfolio.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

Employees, officers and their families shall refrain from undertaking personal business transactions with the same individual with whom business is conducted on behalf of the District. Officers and employees shall, at all times, comply with the State of Oregon Government Standards and Practices code of ethics set forth in ORS Chapter 244.

3. Responsibility

The District's Board delegates, through the Superintendent to the chief financial officer (CFO), the responsibility for implementing this policy.

Day-to-day administration of this investment policy shall be managed by the CFO and delegated to his / her designee. The CFO or designee, hereinafter referred to as Investment Officer, shall act in accordance with established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures should include references to: safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements and collateral/depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the Investment Officer. The Investment Officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate activities of subordinate officials.

IV. Safekeeping and Custody

1. Authorized Financial Dealers and Institutions

A list will be maintained of approved financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security brokers / dealers selected by creditworthiness and other factors considered relevant by the District. These may include "primary" dealers or regional dealers that qualify under the Securities and Exchange Commission (SEC) rule 15d3-1 (uniform net capital rule). Qualified dealers and brokers will be required to maintain an office in the states of Oregon or Washington. The District will limit all security purchases to institutions on these approved lists. All financial institutions and broker / dealers who wish to qualify for District investment transactions must supply the following, as appropriate:

- Audited financial statements.
- Proof of Financial Industry Regulatory Authority (FINRA) certification.
- Proof of state registration.
- Certification of having read and understood the District's investment policy.
- Certification of agreement to comply with the District's investment policy.

The Investment Officer will conduct an annual review of the financial condition and registration of qualified financial institutions and broker / dealers.

V. Internal Controls

The Investment Officer is responsible for establishing and maintaining an adequate internal control structure designed to reasonably protect the assets of the District from loss, theft or misuse.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits requires estimates and judgments by management.

Accordingly, the Investment Officer shall establish a process for an annual independent review by an external auditor to assure compliance with policies and procedures. The internal controls shall address the following points:

1. Accounting Method

The District shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. These accounting principles are contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

2. Delivery and Safekeeping

The purchase and sale of securities, repurchase agreements and guaranteed investment contract transactions shall be settled on a delivery-versus-payment basis (DVP) in accordance with ORS 294.145(4), ORS 294.145(5) and GFOA recommended practices. It is the District's intent that all purchased securities shall be delivered to the District's third-party custodian in the account name of the District. Sufficient evidence to title shall be consistent with modern investment and commercial practices.

3. Collateralization

All bank deposits, time deposits, certificates of deposit, and savings accounts shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreements be limited in maturity to three years and priced according to the written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board. On March 12, 1996, the OSTF Board adopted the following margins:

- US Treasuries: 102%.
- US Agency discount and coupon securities: 102%.
- Mortgage-backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

Prior to entering into any repurchase agreement, a signed Master Repurchase Agreement must be in place between the District and the securities dealer. At a minimum, the District will monitor the collateral requirements weekly for guaranteed investment contracts.

4. Pooling of Funds

Except for cash in certain restricted and special funds, the District will consolidate cash balances from all funds to maximize investment earnings. Investment income will be



BOARD POLICY CASH MANAGEMENT

8.20.010-P

allocated to the various funds based on their respective participation and in accordance with GAAP.

VI. Suitable and Authorized Investments

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.046, ORS 294.052, ORS 294.805 and 294.810:

1. US. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government.
2. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions.
3. Time deposit open accounts, certificates of deposit, share accounts and savings accounts.
4. Banker's acceptances.
5. Corporate indebtedness.
6. Repurchase Agreements.
7. Oregon Short-term Fund, also known as Local Government Investment Pool ("LGIP").
8. The District may invest up to 100% of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.
9. Demand checking accounts are excluded from this policy scope.

VII. Investment Parameters

1. Diversification

Investments shall be diversified by:

- Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- Investing in securities that have high credit quality;
- Limiting investments in securities with high interest-rate risk, such as variable-rate securities;
- Investing in securities with varying maturities; and
- Continuously investing a portion of the portfolio in readily-available funds such as the Oregon Short-Term Fund (or LGIP).

2. Maximum Maturities and Percentage of Investments by Type

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types, and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the District's bond sales. All bond fund reserves will be considered to



BOARD POLICY
CASH MANAGEMENT

8.20.010-P

be capital project funds. With Board approval, the District may designate other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

Per subsection 4 of this section, Credit Ratings, minimum ratings are required on certain investments pursuant to ORS 294.035.

Security	Maximum % Of Total Portfolio	Maximum Maturity
US Treasury Bills, Notes and Bonds, and Obligations secured by the US Treasury	100%	18 months for operating funds; 5 years for capital project funds
US Government Agencies and Instrumentalities, including Government-Sponsored Enterprises	100%	18 months for operating funds; 5 years for capital project funds
State and Local Government Securities	30%	18 months for operating funds; 5 years for capital project funds
Time Certificates of Deposit	50%	18 months
Repurchase Agreements	25%	30 days
Bankers Acceptances	25%	6 months
Corporate Indebtedness (commercial paper and bonds)	35%	18 months
OSTF – Local Government Investment Pool	Pool Limit	Pool Maximum

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- There shall be a limit of 50% of the portfolio held in securities issued by any single US government agency.
- Time certificates of deposit and bankers acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10% for overall holdings in one institution.



**BOARD POLICY
CASH MANAGEMENT**

8.20.010-P

In addition to this policy, ORS 294.035 limits investments in corporate indebtedness to 35% of the total investment portfolio, with no more than 5% of total funds invested in a single corporate entity and its affiliates or subsidiaries.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio; however, consideration should be given to this matter when future purchases are made.

3. Liquidity of Funds

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as OSTF or overnight repurchase agreements, or held in bank balances to ensure sufficient liquidity to meet ongoing obligations.

Maturity limitations will depend upon whether the funds being invested are considered short- or long-term funds. Surplus funds will be considered operating funds, except those reserved for capital projects. Except for special situations, as directed by the Investment Officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10%
Under 90 days	25%
Under 365 days	90%75%
Under 18 months	100%

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. However, subsequent investments must not be made to longer maturity dates until the limits will be met.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the parameters of this policy, the applicable bond covenants or applicable tax laws, whichever are most restrictive.

This investment policy was submitted to and approved by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).



BOARD POLICY CASH MANAGEMENT

8.20.010-P

4. Credit Ratings

Minimum credit rating levels for permissible investments are set out in ORS 294.035. The District will only recognize ratings of Moody's, S&P, and Fitch of the available Nationally-Recognized Statistical Rating Organizations (NRSROs). These credit rating levels apply to the security at the transaction settlement date. If a security's credit rating is subsequently

downgraded below the minimum rating level for a new investment of that security, the Investment Officer shall evaluate, on a case-by-case basis, in order to determine if the security should be held or sold. The Investment Officer shall notify the CFO or his/her designee about the credit rating downgrade and whether the decision was made to sell or hold the security.

5. Securities Lending and Reverse Repurchase Agreements

The District shall not lend securities nor directly participate in a securities lending or reverse repurchase program.

6. Bids and Offers

Before any security purchase or sale is initiated, the Investment Officer shall determine the appropriateness of seeking competitive bids or offers. Information about current market interest rate levels can be obtained from various sources, including investment dealers, financial websites and publications, and other sources. Factors to consider include where the securities are held, the size of the transaction, and the term to maturity.

In the event competitive bids or offers are not considered, the decision not to do so shall be documented. When required by applicable tax laws or bond covenants, competitive bids and offers shall be sought for security purchases and sales of bond funds.

VIII. Reporting

1. Methods

The Investment Officer shall prepare a quarterly report, including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last period. This management summary will be prepared in a manner which will allow the District to ascertain whether investment activities during the reporting period have conformed to this policy. The report shall be provided to the Board at least annually in accordance with ORS 294.155 and more frequently as the Board requests. The report will include the following:

- List of transactions occurring during the reporting period.
- List of individual securities held at the end of the reporting period.
- Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s).
- List of investments by maturity date (or call date, as appropriate).
- Percentage of the total portfolio that each type of investment represents along with the percentages authorized in this policy.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

- Performance relative to benchmark(s).

2. Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The performance of the District's portfolio shall be measured against the performance of the Oregon Short-Term Fund, 90-day agencies, and 90-day treasuries. The average monthly net yield of the District's portfolio shall be used for such comparison or evaluation. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in the interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.

3. Mark to Market

The market value of the portfolio shall be calculated, and a statement of the market value of the portfolio issued, at least monthly. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed consistent with the GFOA Recommended Practice on "Mark to Market Practices for State and Local Government Investment Portfolios and Investment Pools". This "Mark to Market" analysis is provided by the District's third-party investment custodial safekeeping agent.

IX. Administration of Cash Management Program

1. Objectives.

The District's objectives are to comply both with the letter and the spirit of Board policy in a manner that permits efficient use of District resources and effective management control.

2. Deposits.

All District monies from all sources, however small in amount, are to be deposited daily into the designated bank account.

Arrangements shall be made to have large amounts of money, such as bond settlements and recurring receipts, received via wire / ACH transfers.

3. Payments.

All payments shall be made when approved and due, but not before they are due. Cash discounts will be analyzed to determine the cost/benefit of payment terms in relation to investment opportunities. No payments of any kind will be made from un-deposited cash.

4. Commitments.

Purchase commitments shall be made so that the time between receipt of items and services and the need for these items and services is minimized and monies are therefore not prematurely removed from investment availability.

5. Cash Flow.



**BOARD POLICY
CASH MANAGEMENT**

8.20.010-P

A cash flow projection is to be prepared at the start of each fiscal year, indicating planned cash receipts and disbursements by month. This projection shall be approved by the CFO.

6. Daily Cash Control.

The District's staff is to account for cash balances daily, by financial institution.

X. Administration of Cash Management Program

Banking services will be engaged by the District based on considerations of availability of required services, cost of those services, and any applicable legal requirements. Banking services will be engaged based on an open bidding process conducted at least once every ten (10) years and reviewed annually for continuing validity. The District will use one bank as its primary depository institution. The District may use different banks or financial institutions for investment purposes than those used for depository purposes.

XI. District Bank Account Administration

The CFO is the only officer with authority to direct a bank to open or close an account.

All District bank accounts will have at least two authorized signers at all times. Student Body Accounts will require two original physical signatures on all checks, while disbursements from the District's primary accounts (Accounts Payable, Payroll, Risk Management) may be issued with electronic signature (ORS 294.129).

XII. Policy Adoption and Re-Adoption

This investment policy shall be reviewed on an annual basis by the Investment Officer, who shall submit the policy and proposed revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Portland Public Schools Board of Education, which will review and approve the investment policy, and any revisions, annually.

END OF POLICY

Legal References:

ORS Chapters 244, 294 and 295



BOARD POLICY CASH MANAGEMENT

8.20.010-P

I. Scope and Pooling of Funds

This cash management policy applies to all cash activities and funds under the control of Multnomah County School District No. 1J ("the District"). This policy applies to the investment of operating funds, capital funds including bond proceeds, and bond reserve funds held by Portland Public Schools. This policy excludes petty cash activities.

The average size of the District's investment portfolio approximates \$125,000,000, with an approximate seasonal high and low of \$200,000,000 and \$30,000,000 respectively. Average ranges do not include proceeds of General Long-Term Obligation Bonds, notes etc., if any.

II. General Objectives

It is the District's policy to invest public funds not required for immediate expenditure in a manner which will provide safety of principal, maintenance of a liquid position, and the maximum return on cash invested while meeting daily cash flow demands and conforming to Oregon Revised Statutes (ORS).

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield, with each objective discussed below.

1. Safety

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The object will be to mitigate both credit and interest rate risks.

(a) Credit Risk

The District will minimize the risk of loss due to the financial failure of the security issuer or backer, by:

- Concentrating its investments in the safest types of securities.
- Pre-qualifying the financial institutions, brokers/dealers, intermediaries, and advisers with which the District will do business.
- Diversifying the investment portfolio to minimize potential losses.
- Actively monitoring the investment portfolio holdings for changes in credit ratings and economic / market conditions.

(b) Interest Rate Risk

The District will minimize the risk of market value decline by:

- Structuring the investment portfolio so that maturing securities meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
- Investing operating funds primarily in shorter-term securities or short-term investment pools.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

2. Liquidity

The investment portfolio shall be kept sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Since all possible cash demands cannot be anticipated, the portfolio shall consist of securities with active secondary or resale markets (dynamic liquidity). A portion of the portfolio may be placed in the Oregon Short-Term Fund, or similar investment offering next-day liquidity.

3. Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. High returns on investments are of secondary importance compared to the safety and liquidity objectives described above. The majority of the portfolio is limited to highly-rated / low-risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity, unless:

- A security with a declining credit rating may be sold early to prevent or minimize loss of principal.
- An unanticipated cash demand requires that the security be sold.
- A security swap would improve the quality, yield, or target duration of the portfolio.
 - Security swaps will be made only with specific approval of the CFO or, if absent, the CFO's designee.

III. Standards of Care

1. Prudence

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy, and exercising due diligence, shall be relieved of personal responsibility.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probably income to be derived.

2. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or that could impair their ability to disclose any material interest in financial institutions that conduct business with the District. They shall further disclose any personal / financial / investment positions that could be related to the performance of the investment portfolio.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

Employees, officers and their families shall refrain from undertaking personal business transactions with the same individual with whom business is conducted on behalf of the District. Officers and employees shall, at all times, comply with the State of Oregon Government Standards and Practices code of ethics set forth in ORS Chapter 244.

3. Responsibility

The District's Board delegates, through the Superintendent to the chief financial officer (CFO), the responsibility for implementing this policy.

Day-to-day administration of this investment policy shall be managed by the CFO and delegated to his / her designee. The CFO or designee, hereinafter referred to as Investment Officer, shall act in accordance with established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures should include references to: safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements and collateral/depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the Investment Officer. The Investment Officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate activities of subordinate officials.

IV. Safekeeping and Custody

1. Authorized Financial Dealers and Institutions

A list will be maintained of approved financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security brokers / dealers selected by creditworthiness and other factors considered relevant by the District. These may include "primary" dealers or regional dealers that qualify under the Securities and Exchange Commission (SEC) rule 15d3-1 (uniform net capital rule). Qualified dealers and brokers will be required to maintain an office in the states of Oregon or Washington. The District will limit all security purchases to institutions on these approved lists. All financial institutions and broker / dealers who wish to qualify for District investment transactions must supply the following, as appropriate:

- Audited financial statements.
- Proof of Financial Industry Regulatory Authority (FINRA) certification.
- Proof of state registration.
- Certification of having read and understood the District's investment policy.
- Certification of agreement to comply with the District's investment policy.

The Investment Officer will conduct an annual review of the financial condition and registration of qualified financial institutions and broker / dealers.

V. Internal Controls

The Investment Officer is responsible for establishing and maintaining an adequate internal control structure designed to reasonably protect the assets of the District from loss, theft or misuse.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits requires estimates and judgments by management.

Accordingly, the Investment Officer shall establish a process for an annual independent review by an external auditor to assure compliance with policies and procedures. The internal controls shall address the following points:

1. Accounting Method

The District shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. These accounting principles are contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

2. Delivery and Safekeeping

The purchase and sale of securities, repurchase agreements and guaranteed investment contract transactions shall be settled on a delivery-versus-payment basis (DVP) in accordance with ORS 294.145(4), ORS 294.145(5) and GFOA recommended practices. It is the District's intent that all purchased securities shall be delivered to the District's third-party custodian in the account name of the District. Sufficient evidence to title shall be consistent with modern investment and commercial practices.

3. Collateralization

All bank deposits, time deposits, certificates of deposit, and savings accounts shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreements be limited in maturity to three years and priced according to the written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board. On March 12, 1996, the OSTF Board adopted the following margins:

- US Treasuries: 102%.
- US Agency discount and coupon securities: 102%.
- Mortgage-backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

Prior to entering into any repurchase agreement, a signed Master Repurchase Agreement must be in place between the District and the securities dealer. At a minimum, the District will monitor the collateral requirements weekly for guaranteed investment contracts.

4. Pooling of Funds

Except for cash in certain restricted and special funds, the District will consolidate cash balances from all funds to maximize investment earnings. Investment income will be



BOARD POLICY CASH MANAGEMENT

8.20.010-P

allocated to the various funds based on their respective participation and in accordance with GAAP.

VI. Suitable and Authorized Investments

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.046, ORS 294.052, ORS 294.805 and 294.810:

1. US. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government.
2. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions.
3. Time deposit open accounts, certificates of deposit, share accounts and savings accounts.
4. Banker's acceptances.
5. Corporate indebtedness.
6. Repurchase Agreements.
7. Oregon Short-term Fund, also known as Local Government Investment Pool ("LGIP").
8. The District may invest up to 100% of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.
9. Demand checking accounts are excluded from this policy scope.

VII. Investment Parameters

1. Diversification

Investments shall be diversified by:

- Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- Investing in securities that have high credit quality;
- Limiting investments in securities with high interest-rate risk, such as variable-rate securities;
- Investing in securities with varying maturities; and
- Continuously investing a portion of the portfolio in readily-available funds such as the Oregon Short-Term Fund (or LGIP).

2. Maximum Maturities and Percentage of Investments by Type

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types, and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the District's bond sales. All bond fund reserves will be considered to



BOARD POLICY CASH MANAGEMENT

8.20.010-P

be capital project funds. With Board approval, the District may designate other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

Per subsection 4 of this section, Credit Ratings, minimum ratings are required on certain investments pursuant to ORS 294.035.

Security	Maximum % Of Total Portfolio	Maximum Maturity
US Treasury Bills, Notes and Bonds, and Obligations secured by the US Treasury	100%	18 months for operating funds; 5 years for capital project funds
US Government Agencies and Instrumentalities, including Government-Sponsored Enterprises	100%	18 months for operating funds; 5 years for capital project funds
State and Local Government Securities	30%	18 months for operating funds; 5 years for capital project funds
Time Certificates of Deposit	50%	18 months
Repurchase Agreements	25%	30 days
Bankers Acceptances	25%	6 months
Corporate Indebtedness (commercial paper and bonds)	35%	18 months
OSTF – Local Government Investment Pool	Pool Limit	Pool Maximum

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- There shall be a limit of 50% of the portfolio held in securities issued by any single US government agency.
- Time certificates of deposit and bankers acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10% for overall holdings in one institution.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

In addition to this policy, ORS 294.035 limits investments in corporate indebtedness to 35% of the total investment portfolio, with no more than 5% of total funds invested in a single corporate entity and its affiliates or subsidiaries.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio; however, consideration should be given to this matter when future purchases are made.

3. Liquidity of Funds

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as OSTF or overnight repurchase agreements, or held in bank balances to ensure sufficient liquidity to meet ongoing obligations.

Maturity limitations will depend upon whether the funds being invested are considered short- or long-term funds. Surplus funds will be considered operating funds, except those reserved for capital projects. Except for special situations, as directed by the Investment Officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10%
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If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. However, subsequent investments must not be made to longer maturity dates until the limits will be met.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the parameters of this policy, the applicable bond covenants or applicable tax laws, whichever are most restrictive.

This investment policy was submitted to and approved by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).



BOARD POLICY CASH MANAGEMENT

8.20.010-P

4. Credit Ratings

Minimum credit rating levels for permissible investments are set out in ORS 294.035. The District will only recognize ratings of Moody's, S&P, and Fitch of the available Nationally-Recognized Statistical Rating Organizations (NRSROs). These credit rating levels apply to the security at the transaction settlement date. If a security's credit rating is subsequently

downgraded below the minimum rating level for a new investment of that security, the Investment Officer shall evaluate, on a case-by-case basis, in order to determine if the security should be held or sold. The Investment Officer shall notify the CFO or his/her designee about the credit rating downgrade and whether the decision was made to sell or hold the security.

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The Investment Officer shall prepare a quarterly report, including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last period. This management summary will be prepared in a manner which will allow the District to ascertain whether investment activities during the reporting period have conformed to this policy. The report shall be provided to the Board at least annually in accordance with ORS 294.155 and more frequently as the Board requests. The report will include the following:

- List of transactions occurring during the reporting period.
- List of individual securities held at the end of the reporting period.
- Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s).
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BOARD POLICY CASH MANAGEMENT

8.20.010-P

- Performance relative to benchmark(s).

2. Performance Standards

The investment portfolio will be managed in accordance with the parameters specified within this policy. The performance of the District's portfolio shall be measured against the performance of the Oregon Short-Term Fund, 90-day agencies, and 90-day treasuries. The average monthly net yield of the District's portfolio shall be used for such comparison or evaluation. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in the interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.

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IX. Administration of Cash Management Program

1. Objectives.

The District's objectives are to comply both with the letter and the spirit of Board policy in a manner that permits efficient use of District resources and effective management control.

2. Deposits.

All District monies from all sources, however small in amount, are to be deposited daily into the designated bank account.

Arrangements shall be made to have large amounts of money, such as bond settlements and recurring receipts, received via wire / ACH transfers.

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5. Cash Flow.



BOARD POLICY CASH MANAGEMENT

8.20.010-P

A cash flow projection is to be prepared at the start of each fiscal year, indicating planned cash receipts and disbursements by month. This projection shall be approved by the CFO.

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X. Administration of Cash Management Program

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All District bank accounts will have at least two authorized signers at all times. Student Body Accounts will require two original physical signatures on all checks, while disbursements from the District's primary accounts (Accounts Payable, Payroll, Risk Management) may be issued with electronic signature (ORS 294.129).

XII. Policy Adoption and Re-Adoption

This investment policy shall be reviewed on an annual basis by the Investment Officer, who shall submit the policy and proposed revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Portland Public Schools Board of Education, which will review and approve the investment policy, and any revisions, annually.

END OF POLICY

Legal References:

ORS Chapters 244, 294 and 295



Board of Education

Staff Report to the Board

Board Meeting Date: 12/15/2015

Executive Committee Lead:

Department: School Supports

Presenter/Staff Lead: Harriet Adair

SUBJECT: 4.50.051-P Reporting of Suspected Abuse of a Child (New Policy)

BACKGROUND

Oregon Department of Education administrative rules (OAR 281-022-0711) require school boards to adopt policies related to reporting suspected child abuse. Portland Public Schools already has an administrative directive, written procedures, annual training and processes required within state law.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Administrative Directive 4.50.050-AD Child Abuse Reporting is attached. All language in the policy was reviewed for compliance, and reflects current practice.

PROCESS / COMMUNITY ENGAGEMENT

Adoption of the policy will not change existing procedures or practices. PPS is compliant with legal requirements of child abuse reporting.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

BUDGET / RESOURCE IMPLICATIONS

There are no additional budget or resource implications.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

QUESTIONS FOR BOARD DISCUSSION

ATTACHMENTS Draft policy 4.50.051-P; Administrative Directive 4.50.050-AD

Reviewed and Approved by
Executive Committee Lead



Board Policy

4.50.051-P

Reporting of Suspected Abuse of a Child

The safety and welfare of all children is the District's highest priority. Any District employee, who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse or neglect, as defined in state law, will immediately notify the Oregon Department of Human Services or the local law enforcement agency. The District employee shall also immediately inform his/her supervisor. All district employees are subject to this policy and state law for mandatory reporting of suspected child abuse. Abuse of a child by district employees or by students will not be tolerated.

Any District employee participating in good faith in the making of a report, pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected abuse of a child may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected abuse of a child by a district employee or a student, in good faith, the student will not be disciplined. No District employee, student or Board member may engage in retaliation against any person who reports suspected abuse of a child. Any employee or student, who engages in any form of retaliation for reporting suspected child abuse, or for participation in an investigation, will be subject to disciplinary action up to and including dismissal.

The district shall have written procedures to provide annual training for district staff in the prevention and identification of abuse of a child and on the obligations of district employees. The district shall provide access to training for parents and legal guardians of students on the prevention, identification of abuse of a child and the obligation of district employees to report suspected abuse of a child.



Child Abuse Reporting

ORS 419.005 – 419B.045 requires that if school personnel have reasonable cause to believe that child abuse has occurred, it shall be reported.

(1) Mandatory Requirement to Report

- (a) Personnel shall immediately report the information to the principal or principal's designee and call the Child Abuse Hotline. Employees may choose to call the hotline with or without the principal but must notify the principal or principal's designee immediately
- (b) Each school building must have a posting that includes the name and contact information for the principal or the principal's designee as the person designated for the school building to receive reports of suspected child abuse by school employees and the procedures the person will follow upon the receipt of a report. If a person suspected of abusing a child is an employee of Portland Public Schools, then the principal or the principal's designee shall also inform a Human Resources' Performance Management Administrator in addition to the Child Abuse Hotline.
 - (i) If there is reasonable cause to support the report that an employee has abused a child, that employee will be placed on paid administrative leave pending investigation, as required by ORS 339.375(3).
 - (ii) Students will not be disciplined for the initiation of a report made in good faith about suspected child abuse by a school employee.
 - (iii) The principal or the principal's designee must provide notification to the person who made the report about the actions taken by the education provider based on the report. This notification shall not reveal confidential information about the student, the student's family or the investigation process.
- (c) The initiation of a report made in good faith about suspected child abuse will not adversely affect any terms or conditions of employment or the work environment of the complainant.

(2) Investigation at School

- (a) On request, the principal will permit a law enforcement investigator, including a Department of Human Services investigator, to interview a child. The school administrator or a designee may at the discretion of the law enforcement investigator be present at the investigation.



Child Abuse Reporting

Nothing that transpires in either the investigation, nor the fact of an investigation, may be noted in student education records or revealed to anyone. Special requests for disclosure may be discussed with the District's General Counsel.

- (b) Prior to an interview of a child by a law enforcement investigator, the principal shall first verify the identity of the person by official ID Card, or badge, and record the person's name, agency, business address, phone number, time and date of interview on the Child Abuse Report Log. The principal shall retain this information in a file kept by the principal's secretary or in the principal's office.
- (c) If a police officer plans to take custody of the child, ask the police officer to sign your prepared custody record which should read substantially as follows. The principal shall retain this receipt.

EXAMPLE:

Custody of John Smith has been received January 5, 2000, at
2:00 p.m.
Officer Blake Smith
Portland Police Department
Badge #111

(3) Parent Notification

- (a) In the event the child is taken into custody, school employees shall not notify the parent or guardian. Notification should be done only by the law enforcement investigator.
- (b) In the event of an interview only, the school shall not notify the parent unless the law enforcement investigator approves the notification. The principal should discuss parent notification with the officer and urge that it occur promptly.
- (c) If a parent calls and asks for the whereabouts of his/her child, the principal should simply report that the child is in custody but not the reason and suggest that the parent phone the Child Abuse Hotline.

(4) Sources for Detailed Procedures

- (a) The Student Services Memo on Child Abuse Reporting – Procedures and Resource Materials is available from Student Services, and is on the website.

(5) Trainings

- (a) Employees: The district shall provide training each school year to school employees on the prevention and identification of child abuse



ADMINISTRATIVE DIRECTIVE

4.50.050-AD

Child Abuse Reporting

and on the reporting obligations.

- (b) Parents and Legal Guardians: The district shall make training on identification and prevention of child abuse available to parents and legal guardians of students attending a Portland Public School. The training shall be provided separately from the training provided to school employees.
- (c) Students: The district shall make training that is designed to prevent child abuse available each school year to students attending a Portland Public School.

History: Adopted 6/71; Amended 8/74; Amd. 11/79; Amd. 2/82; Amd. 4/82; Amd. 11/82; Amd. 12/85; Amd. 4/87; Rnmd. 5/0 (from 4.50.21 to 4.50.50); Amd. 1/94 ed.; Amd. 9/01/02; Amd. 4/28/2004, Amd.5/08/08; Amd. 4/2015



Board of Education Informational Report

MEMORANDUM

Date: January 8, 2016
To: Members of the Board of Education
From: Amanda Whalen, Chief of Staff
Subject: Division 22 Report

Every year districts are required to report their compliance with Division 22 Standards for Public Elementary and Secondary Schools to the Oregon Department of Education and to the community.

Attached please find the current report to the community. This report must be provided prior to January 15, 2016 but may be updated prior to its required submission to the Oregon Department of Education on February 15, 2016.

There are currently four areas where the district is in progress of coming into compliance:

- 1) The board is scheduled to vote on the policy regarding reporting child abuse at the January 12, 2016 meeting. Passing of this policy will bring us into compliance with this OAR.
- 2) District Curriculum: the District's curriculum has not been aligned to meet current standards in English/Language Arts, Science or Social Studies. Generally, our alignment to current standards occurs at the same moment of new curriculum adoptions. Due to budget cuts, these adoptions have been postponed for a number of years.
 - English/Language Arts: K-5 standards are aligned. We are in the process of adopting curriculum for K-12 which will bring all grades into alignment.
 - Science: 6th grade is aligned, 7th grade will be completed by June 2016 and 8th grade by 2017.
 - Social Studies: the most recent alignment was done in 2008-09. There will be a Social Studies TOSA hired for 2016-17 and alignment will occur no later than 2018.

Attached please also find additional information regarding Portland Public Schools' compliance with the instructional hours provision.



Division 22
Standards for Public Elementary and Secondary Schools
2015-2016 Assurances
REPORT TO COMMUNITY

This list is provided to assist you in your report to your community as required by OAR581-022-1610.
 Please do not submit this form to the Oregon Department of Education.

- Determine your District's compliance with the Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review the Secretary of State's webpage at http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_022.html.
- Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below. Districts should report to their communities on each of the standards listed below.
- Report your District's compliance or non-compliance to the Division 22 Standards for Public Elementary and Secondary Schools to your local district school board by **January 15, 2016**.

OAR Number	Title	Compliance Status	
		Yes, in compliance	No, not in compliance
0405	Career Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0413	Prevention Education Programs in Drugs and Alcohol	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0416	Anabolic Steroids and Performance Enhancing Substances	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0421	Safety of School Sports -- Concussions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0606	District Improvement Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0610	Administration of State Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0612	Exception of Students with Disabilities from State Assessment Testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0615	Assessment of Essential Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0617	Essential Skill Assessments for English Language Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0705	Health Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0711	Policies on Reporting Child Abuse	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0807	Standardization	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1030	Local District Goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1060	School and District Performance Report Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1130	Diploma Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1131	Credit Options	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1133	Extended Diploma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1134	Modified Diploma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1135	Alternative Certificate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1140	Equal Education Opportunity (includes Harassment, Intimidation, Bullying and Cyberbullying)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1210	District Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1215	Literacy Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1310	Identification of Academically Talented and Intellectually Gifted Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1320	Rights of Parents of Talented and Gifted Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1330	Programs and Services for Talented and Gifted Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1340	Special Education for Children with Disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1350	Alternative Education Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1360	Expanded Options Annual Notice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1364	Expanded Options - Requirements for Oregon Public School Districts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1366	Expanded Options Program Annual Credit Hour Cap	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1420	Emergency Plans and Safety Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1430	Asbestos Management Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1440	Human Sexuality Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1510	Comprehensive Guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1512	Child Development Specialist Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1520	Media Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1530	Auxiliary Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1610	Operating Policies and Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1620	Required Instructional Time	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1622	Independent Adoptions of Instructional Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1630	Daily Class Size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1640	Instructional Materials Adoption	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1650	Postponement of Purchase of State-Adopted Instructional Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1660	Records and Reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1661	Report on Physical Education Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1670	Individual Student Assessment, Recordkeeping, and Reporting	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1710	Personnel	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1720	Personnel Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1723	Teacher and Administrator Evaluation and Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1724	Core Teaching Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1725	Educational Leadership—Administrator Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1730	Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1910	Exemptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1941	Complaint Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2130	Kindergarten Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Districts must report their status with regards to the Division 22 Standards to their communities
by

January 15, 2016

Portland Public Schools
Instructional Time Survey 2015

School	Fulltime					Fulltime Total	less than Full					less than Full Total	Total
	KG	Grades 1-5	Grades 6-8	Grades 9-11	Grade 12		KG	Grades 1-5	Grades 6-8	Grades 9-11	Grade 12		
1 Abernethy E.S.	91	422				513						513	100%
Ainsworth E.S.	95	503				598						598	100%
Alameda E.S.	109	621				730						730	100%
Arlata K-8	54	273		129		456						456	100%
Astor K-8	61	289		143		493						493	100%
Atkinson E.S.	72	363				435						435	100%
Beach PK-8	93	388		149		630						630	100%
Beverly Cleary K-8	91	515		253		859						859	100%
Boise-Eliot/Humboldt PK-8	70	326		125		521						521	100%
Bridger K-8	79	282		115		476						476	100%
Bridlemile E.S.	87	392				479						479	100%
Buckman E.S.	77	404				481						481	100%
Capitol Hill E.S.	77	360				437						437	100%
Cesar Chavez K-8	62	299		159		520						520	100%
Chapman E.S.	96	547				643						643	100%
Chief Joseph/Ockley Green K-8	71	378		155		604						604	100%
Creative Science K-8	46	281		149		476						476	100%
Creston K-8	58	225		107		390						390	100%
Duniway E.S.	69	425				494						494	100%
Faubion PK-8	53	293		113		459						459	100%
Forest Park E.S.	53	396				449						449	100%
Glencoe E.S.	79	421				500						500	100%
Grout E.S.	75	301				376						376	100%
Harrison Park K-8	72	414		240		726						726	100%
Hayhurst E.S.	62	215				277						277	100%
Ivington K-8	63	276		154		493						493	100%
James John E.S.	66	363				429						429	100%
Kelly E.S.	93	516				609						609	100%
King PK-8	50	263		66		379						379	100%
Laurelhurst K-8	75	404		212		691						691	100%
Lee K-8	56	279		121		456						456	100%
Lent K-8	50	334		180		564						564	100%
Lewis E.S.	66	316				382						382	100%

Portland Public Schools
Instructional Time Survey 2015

School	Fulltime					Fulltime Total	less than Full					less than Full Total	Total	
	100%	100%	100%	86%	49%		95%	KG	1-5	6-8	9-11			Grade 12
Llewellyn E.S.	84	447				531							531	100%
Maplewood E.S.	70	289				359							359	100%
Markham E.S.	66	310				376							376	100%
Marysville K-8	55	216	118			389							389	100%
Odyssey Program K-8	24	126	71			221							221	100%
Peninsula K-8	48	175	106			329							329	100%
Richmond E.S.	111	518				629							629	100%
Rieke E.S.	60	341				401							401	100%
Rigler E.S.	74	374				448							448	100%
Rosa Parks E.S.	41	288				329							329	100%
Roseway Heights K-8	88	382	227			697							697	100%
Sabin K-8	77	389	102			568							568	100%
Scott K-8	68	292	112			472							472	100%
Sitton E.S.	78	312				390							390	100%
Skyline K-8	27	171	102			300							300	100%
Stephenson E.S.	54	267				321							321	100%
Sunnyside Environmental K-8	48	334	192			574							574	100%
Vernon K-8	70	273	64			407							407	100%
Vestal K-8	44	233	134			411							411	100%
Whitman E.S.	44	227				271							271	100%
Winterhaven K-8	24	140	186			350							350	100%
Woodlawn PK-8	55	279	72			406							406	100%
Woodmere E.S.	57	255				312							312	100%
Woodstock E.S.	87	409				496							496	100%
2 Beaumont M.S.			570			570							570	100%
DaVinci Arts M.S.			458			458							458	100%
George M.S.			368			368							368	100%
Hosford M.S.			640			640							640	100%
Jackson M.S.			606			606							606	100%
Lane M.S.			481			481							481	100%
Mt Tabor M.S.			694			694							694	100%
Robert Gray M.S.			566			566							566	100%
Sellwood M.S.			560			560							560	100%

Portland Public Schools
Instructional Time Survey 2015

School	Fulltime					Fulltime Total	less than Full					less than Full Total	Total						
	100%	100%	100%	86%	49%		95%	KG	1-5	6-8	9-11			12	KG	1-5	6-8	9-11	12
2 West Sylvan M.S.						966												966	100%
3 Benson Polytechnic H.S.						770												770	84%
Cleveland H.S.						1093												1093	68%
Franklin H.S.						1173												1173	75%
Grant H.S.						1023												1023	69%
Jefferson H.S.						363												363	69%
Lincoln H.S.						1510												1510	89%
Madison H.S.						970												970	86%
Roosevelt H.S.						873												873	93%
Wilson H.S.						872												872	93%
4 Access						157												157	66%
Ed Options Reconnection Center						21												21	100%
Metropolitan Learning Ctr HS						90												90	100%
Metropolitan Learning Ctr K-8						30												30	100%
Portland International Scholars Academy						22												22	100%
Portland International Scholars Academy						21												21	100%
Teen Parent Services						1												1	100%
7 Arthur Academy Charter						164												164	100%
KairosPDX						67												67	100%
Le Monde French Immersion						226												226	100%
Opal Charter School						88												88	100%
Portland Village School						416												416	100%
Self Enhancement Inc.						119												119	100%
The Emerson School						144												144	100%
Trillium Public Charter K-12						356												356	100%
Grand Total	4087	20176	10607	7671	1239	43780	1217	1312	2529										

Portland Public Schools
Instructional Time Survey 2015

	100%	100%	100%	86%	49%	95%	less than Full Total	less than Full Total			
school	Fulltime	Grades 1-5	Grades 6-8	Grades 9-11	Grade 12	Fulltime Total	less than Full	less than Full Total			
School	KG	1-5	6-8	9-11	12	KG	1-5	6-8	Grades 9-11	Grade 12	Total

NOTES: Students have the opportunity to take classes, and are taking classes now includes Dual Credit PCC classes which were not scheduled in Synergy in 2014-2015. Students with a very few number of periods scheduled maybe attending elsewhere (Private, Homeschool), however students with non-standard enrollment for Homeschool are excluded from this report, if we can identify them.

High School students may take additional classes not shown are PSU Link Program, Reed College Young Scholars Program, BYU Credit recovery, Portland Evening Scholars Academy, PCC Dual Credit Program. Lincoln (starting this school year) shows a placeholder class for students called 'Alt Ed Options 308HS', this is a way that Lincoln has identified classes that students are taking off campus as listed above.

This report excludes Lunch, Early Release, Late Arrival, Study Hall, Teaching Assistance classes are included. If this report were to include Study Hall, many additional students of Grant H.S. and Franklin H.S. would appear to be attending at least 8 periods.

Per student count of classes include classes from both standard enrollment school and concurrently enrolled school if both school's classes are in Synergy (e.g., Portland Virtual Scholars, Jefferson Dancers).

Elementary, Middle, Charter and Pioneer are shown as full time.

CBOs, CTC, and DART are excluded.

PORTLAND PUBLIC SCHOOLS

Number classes students are signed up for, effective October 23rd, 2015. Adjustments are being made to schedules, data are preliminary.

Row Labels	# of periods signed up for classes 10-23-2015								Avg
	1	2	3	4	5	6	7	8+	Avg
Overall									
9	1%	0%	1%	0%	1%	5%		93%	7.9
10	1%	0%	1%	0%	2%	10%		86%	7.8
11	1%	0%	0%	1%	1%	8%	25%	65%	7.5
12	1%	1%	1%	3%	7%	19%	27%	42%	6.9
Free	1%	0%	0%	2%	1%	5%	17%	73%	7.5
HU	1%	0%	0%	1%	2%	7%	12%	76%	7.5
Overall	1%	0%	0%	1%	2%	7%	16%	72%	7.5
Benson									
9								100%	8.0
10							3%	97%	8.0
11					1%	5%	17%	78%	7.7
12				1%	3%	9%	25%	62%	7.4
Free				1%		3%	11%	85%	7.8
HU					0%	3%	11%	86%	7.8
Overall				0%	1%	3%	10%	87%	7.8
Cleveland									
9							1%	99%	8.0
10						2%	19%	79%	7.8
11					1%	5%	33%	61%	7.5
12	0%	1%	1%	3%	11%	28%	34%	23%	6.6
Free					1%	5%	22%	72%	7.6
HU				0%	1%	9%	20%	70%	7.6
Overall	0%	0%	0%	1%	2%	8%	20%	68%	7.5
Franklin									
9							10%	90%	7.9
10							12%	88%	7.9
11					1%	2%	24%	73%	7.7
12			1%	2%	7%	22%	32%	36%	6.9
Free					1%	4%	23%	72%	7.6
HU			0%	0%	2%	4%	14%	79%	7.7
Overall			0%	1%	2%	5%	18%	75%	7.6
Grant									
9						0%	10%	90%	7.9
10	0%	0%				1%	15%	83%	7.8
11				1%	1%	10%	44%	45%	7.3
12			0%	1%	10%	24%	33%	31%	6.8
Free				1%		10%	25%	63%	7.5
HU				0%	2%	7%	24%	67%	7.5
Overall	0%	0%	0%	3%	8%	24%		64%	7.5

PORTLAND PUBLIC SCHOOLS

Number classes students are signed up for, effective October 23rd, 2015. Adjustments are being made to schedules, data are preliminary.

Row Labels	# of periods signed up for classes 10-23-2015								Avg	
	1	2	3	4	5	6	7	8+	Avg	
Jefferson										
9								1%	99%	8.0
10								9%	91%	7.9
11				2%	4%	21%	30%		44%	7.1
12		1%	1%	7%	21%	19%	18%		32%	6.4
Free									100%	8.0
HU		0%	0%	2%	6%	10%	14%		68%	7.4
Overall		0%	0%	2%	5%	9%	14%		69%	7.4
Lincoln										
9						0%	2%		97%	8.0
10	0%					0%	4%		95%	7.9
11				0%	0%	1%	8%		91%	7.9
12	0%	0%	1%	1%	2%	6%	35%		56%	7.4
Free							2%		98%	8.0
HU					1%	2%	8%		89%	7.8
Overall	0%	0%	0%	0%	1%	2%	12%		85%	7.8
Madison										
9								1%	99%	8.0
10						1%	3%		97%	8.0
11						3%	28%		69%	7.7
12	0%			2%	3%	15%	22%		59%	7.3
Free							33%		67%	7.7
HU				0%		3%	10%		87%	7.8
Overall	0%			0%	1%	4%	12%		83%	7.8
Roosevelt										
9									100%	8.0
10								1%	99%	8.0
11						2%	6%		92%	7.9
12			0%	1%	0%	13%	18%		66%	7.5
Free									100%	8.0
HU			0%	0%		2%	5%		93%	7.9
Overall			0%	0%	0%	4%	6%		90%	7.8
Wilson										
9	0%				0%			9%	90%	7.9
10						1%	13%		86%	7.9
11				0%	1%	13%	38%		48%	7.3
12			1%	3%	7%	24%	34%		30%	6.8
Free			2%			4%	14%		80%	7.7
HU			0%	0%	2%	4%	20%		73%	7.6
Overall	0%		0%	1%	2%	9%	23%		65%	7.5

PORTLAND PUBLIC SCHOOLS

Number classes students are signed up for, effective October 23rd, 2015. Adjustments are being made to schedules, data are preliminary.

	# of periods signed up for classes 10-23-2015								Avg
Row Labels	1	2	3	4	5	6	7	8+	Avg
<p>NOTES: Students have the opportunity to take classes , and are taking classes <u>now includes</u> Dual Credit PCC classes which were not scheduled in Synergy in 2014-2015. Students with a very few number of of periods scheduled maybe attending elsewhere (Private, Homeschool), however students with non-standard enrollment for Homeschool are excluded from this report, if we can identify them.</p> <p>High School students may take additional classes not shown are PSU Link Program, Reed College Young Scholars Program, BYU Credit recovery, Portland Evening Scholars Academy, PCC Dual Credit Program. Lincoln (starting this school year) shows a placeholder class for students called 'Alt Ed Options 308HS', this is a way that Lincoln has identified classes that students are taking off campus as listed above.</p> <p>Students who are either direct certification or have a sibling that applied at a non-CEP school are flagged as Free. This is not completely comparable across schools, but is one of many proxies for economic disadvantage.</p> <p>This report excludes Lunch, Early Release, Late Arrival, Study Hall. Teaching Assistance classes are included. Students taking over 8 classes counted in the 8 classes column.</p> <p>Per student count of classes include classes from both standard enrollment school and concurrently enrolled school if both school's classes are in Synergy (e.g., Portland Virtual Scholars, Jefferson Dancers).</p> <p>Grant HS has students attending all 8 periods if one includes Study Hall.</p>									



PORTLAND PUBLIC SCHOOLS

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3200 / Fax: (503) 916-3110
Mailing Address: P. O. Box 3107/97208-3107

Attached please find the data metrics identified by the Oregon Department of Education on October 8, 2014. I wanted to provide a bit of context to these data and where PPS is still identifying areas to improve our data collection so that it better reflects the work our students are doing outside of the “typical” 8 period day.

Definitions:

- We are only providing data for students on free meals instead of free and reduced. This is because three of our schools (Jefferson, Madison and Roosevelt) are using the Community Eligibility Provision to provide meals to students so that we are not tracking reduced-priced meal eligibility in those schools. In order to provide the same data for all schools, we are only providing free meal data.
- Historically Underserved (HU) students are defined as American Indian/Alaskan Native, or Black, or Hispanic, or Native Hawaiian/Pacific Islander.
- While ODE requested that we exclude teaching assistant data from these metrics, PPS is also including this information as a separate data draw because students receive a credit for their TA positions and each one has a job description and provides career learning opportunities.

Data Challenges to Capturing “True” Course Loads:

- These data still include a small number of students who are not enrolled in classes but are still showing up in Synergy. This is a data clean up that is still in process.
- These data also include a handful of students who are taking more than 8 courses because of Virtual Scholars (online) or Evening Scholars (night school). These students show up in the data provided as taking 8 courses.
- Jefferson’s data do not include student enrollment at Portland Community College as part of the Middle College Program.
- In some cases, courses taken at other institutions are not yet entered into Synergy (e.g. approximately 20 Lincoln freshman are taking a French course in partnership with another school that does not show up as a course; students who take courses online through BYU or take courses through the PSU Link Program or Reed College Young Scholars Program).

School	SY	Group	# of periods that students are signed up for as a percentage of total students in Group								Average	INCLUDES TA	Group	# of periods that students are signed up for as a percentage of total students in Group								Average
			1	2	3	4	5	6	7	8				1	2	3	4	5	6	7	8	
Benson	2014-2015	9	0%	21%	79%	7.8	9	0%	19%	80%	7.8	9	0%	19%	80%	7.8						
Benson	2014-2015	10	13%	47%	41%	7.3	10	7%	45%	48%	7.4	10	7%	45%	48%	7.4						
Benson	2014-2015	11	1%	23%	41%	30%	7.0	11	1%	24%	36%	36%	7.0	11	4%	24%	36%	36%	7.0			
Benson	2014-2015	12	4%	26%	31%	23%	6.2	12	4%	18%	35%	26%	17%	6.3	12	4%	18%	35%	26%	17%	6.3	
Benson	2014-2015	HU	1%	8%	17%	37%	7.0	HU	1%	6%	18%	36%	40%	7.1	HU	1%	6%	18%	36%	40%	7.1	
Benson	2014-2015	Free	0%	8%	17%	31%	7.1	Free	0%	6%	16%	30%	47%	7.2	Free	0%	6%	16%	30%	47%	7.2	
Benson	2014-2015	Overall	1%	7%	15%	32%	7.1	Overall	1%	5%	15%	31%	49%	7.2	Overall	1%	5%	15%	31%	49%	7.2	
Cleveland	2014-2015	9	1%	57%	42%	7.4	9	1%	57%	42%	7.4	9	1%	57%	42%	7.4						
Cleveland	2014-2015	10	0%	9%	41%	48%	7.4	10	0%	7%	38%	54%	7.4	10	0%	7%	38%	54%	7.4			
Cleveland	2014-2015	11	0%	4%	26%	44%	6.8	11	0%	3%	21%	46%	29%	7.0	11	0%	3%	21%	46%	29%	7.0	
Cleveland	2014-2015	12	0%	1%	10%	19%	34%	26%	11%	6.1	12	0%	1%	6%	18%	33%	29%	13%	6.2			
Cleveland	2014-2015	HU	0%	3%	6%	17%	38%	35%	7.0	HU	0%	2%	6%	13%	39%	39%	7.1					
Cleveland	2014-2015	Free	0%	2%	4%	16%	39%	38%	7.0	Free	0%	1%	4%	14%	40%	41%	7.1					
Cleveland	2014-2015	Overall	0%	2%	4%	16%	39%	38%	7.0	Overall	0%	1%	4%	14%	40%	41%	7.1					
Cleveland	2014-2015	Overall	0%	3%	6%	16%	43%	32%	7.0	Overall	0%	1%	5%	15%	43%	36%	7.1					
Franklin	2014-2015	9	0%	17%	83%	7.8	9	0%	16%	84%	7.8	9	0%	16%	84%	7.8						
Franklin	2014-2015	10	0%	1%	33%	66%	7.6	10	0%	32%	67%	7.7	10	0%	32%	67%	7.7					
Franklin	2014-2015	11	0%	1%	12%	39%	47%	7.3	11	0%	1%	11%	38%	49%	7.3	11	0%	1%	11%	38%	49%	7.3
Franklin	2014-2015	12	1%	2%	8%	18%	31%	27%	14%	6.1	12	1%	2%	7%	15%	30%	29%	17%	6.3			
Franklin	2014-2015	HU	0%	1%	4%	10%	27%	58%	7.4	HU	0%	1%	4%	8%	27%	60%	7.4					
Franklin	2014-2015	Free	1%	3%	3%	10%	25%	58%	7.3	Free	1%	2%	3%	10%	25%	60%	7.4					
Franklin	2014-2015	Overall	0%	1%	2%	5%	11%	28%	7.3	Overall	0%	1%	2%	4%	10%	28%	7.3					
Grant	2014-2015	9	7%	93%	7.9	9	7%	93%	7.9	9	7%	93%	7.9	9	7%	93%	7.9					
Grant	2014-2015	10	4%	36%	60%	7.6	10	2%	34%	64%	7.6	10	2%	34%	64%	7.6						
Grant	2014-2015	11	1%	6%	28%	44%	21%	6.8	11	0%	4%	23%	48%	24%	6.9	11	0%	4%	23%	48%	24%	6.9
Grant	2014-2015	12	0%	2%	10%	35%	29%	17%	7%	5.7	12	0%	1%	4%	24%	37%	24%	9%	6.1			
Grant	2014-2015	HU	0%	3%	11%	13%	24%	49%	7.0	HU	1%	8%	13%	28%	51%	7.2						
Grant	2014-2015	Free	1%	2%	9%	13%	23%	51%	7.1	Free	0%	1%	7%	13%	26%	52%	7.2					
Grant	2014-2015	Overall	0%	2%	9%	13%	23%	51%	7.1	Overall	0%	1%	7%	13%	26%	52%	7.2					
Grant	2014-2015	Overall	0%	3%	10%	15%	26%	46%	7.0	Overall	0%	1%	7%	16%	28%	48%	7.1					

School	SY	Group	# of periods that students are signed up for as a percentage of total students in Group								Average	INCLUDES TA	Group	# of periods that students are signed up for as a percentage of total students in Group								Average		
			1	2	3	4	5	6	7	8				1	2	3	4	5	6	7	8			
			Report excludes Lunch, Early Release, Late Arrival, Study Hall, and TA.																					
Jefferson	2014-2015	9	1%	3%	97%							8.0	9	1%	3%	97%								8.0
Jefferson	2014-2015	10	3%	29%	68%							7.7	10	3%	29%	68%								7.7
Jefferson	2014-2015	11	1%	1%	5%	15%	28%	27%	24%			6.4	11	3%	9%	27%	30%	30%						6.8
Jefferson	2014-2015	12	1%	1%	7%	15%	18%	22%	17%	18%		5.8	12	1%	1%	4%	12%	17%	24%	21%	20%			6.0
Jefferson	2014-2015	HU	0%	1%	1%	4%	8%	13%	21%	52%		7.0	HU	0%	0%	1%	2%	7%	13%	22%	55%			7.2
Jefferson	2014-2015	Free	0%	0%	1%	3%	7%	12%	23%	54%		7.1	Free	0%	0%	0%	1%	6%	11%	24%	56%			7.2
Jefferson	2014-2015	Overall	0%	0%	2%	4%	8%	13%	20%	54%		7.0	Overall	0%	0%	1%	3%	6%	13%	21%	56%			7.2
Lincoln	2014-2015	9	0%	3%	64%							7.3	9	3%	3%	62%								7.3
Lincoln	2014-2015	10	1%	4%	52%							7.4	10	1%	4%	48%								7.4
Lincoln	2014-2015	11	1%	5%	53%							6.9	11	1%	3%	20%	53%	24%						7.0
Lincoln	2014-2015	12	0%	1%	6%	19%	37%	29%	8%			6.1	12	0%	1%	5%	15%	39%	32%	8%				6.2
Lincoln	2014-2015	HU	1%	2%	4%	15%	45%	34%				7.0	HU	2%	2%	15%	42%	40%						7.2
Lincoln	2014-2015	Free	2%	4%	10%	39%	45%					7.2	Free	2%	2%	9%	37%	51%						7.3
Lincoln	2014-2015	Overall	0%	0%	2%	6%	16%	50%	27%			6.9	Overall	0%	0%	1%	4%	15%	49%	30%				7.0
Madison	2014-2015	9	0%	1%	99%							8.0	9	0%	0%	1%	99%							8.0
Madison	2014-2015	10	0%	8%	91%							7.9	10	7%	7%	93%								7.9
Madison	2014-2015	11	0%	0%	6%	25%	68%					7.6	11	0%	0%	4%	26%	69%						7.6
Madison	2014-2015	12	1%	1%	2%	11%	21%	30%	34%			6.8	12	1%	2%	11%	21%	29%	36%					6.8
Madison	2014-2015	HU	0%	0%	2%	5%	12%	81%				7.7	HU	0%	0%	2%	4%	12%	82%					7.7
Madison	2014-2015	Free	0%	1%	2%	5%	12%	80%				7.7	Free	0%	1%	2%	4%	12%	80%					7.7
Madison	2014-2015	Overall	0%	1%	3%	6%	15%	75%				7.6	Overall	0%	0%	1%	3%	6%	14%	76%				7.6
Roosevelt	2014-2015	9			100%							8.0	9			100%								8.0
Roosevelt	2014-2015	10			3%							8.0	10			1%								8.0
Roosevelt	2014-2015	11			2%	22%	76%					7.7	11			1%	18%	81%						7.8
Roosevelt	2014-2015	12	0%	1%	1%	8%	17%	24%	47%			7.0	12	0%	2%	4%	17%	25%	50%					7.1
Roosevelt	2014-2015	HU	0%	0%	2%	4%	10%	83%				7.7	HU	0%	0%	1%	3%	9%	86%					7.8
Roosevelt	2014-2015	Free	0%	0%	2%	3%	10%	85%				7.8	Free	0%	0%	1%	2%	9%	87%					7.8
Roosevelt	2014-2015	Overall	0%	0%	2%	4%	12%	81%				7.7	Overall	0%	0%	1%	4%	11%	83%					7.7

School	SY	Group	# of periods that students are signed up for as a percentage of total students in Group								Average	INCLUDES TA	Group	# of periods that students are signed up for as a percentage of total students in Group								Average
			1	2	3	4	5	6	7	8				1	2	3	4	5	6	7	8	
Wilson	2014-2015	9				1%			22%	78%	7.8	9				1%			21%	78%	7.8	
Wilson	2014-2015	10				1%	0%	8%	44%	47%	7.4	10			1%	0%	5%	38%	56%	7.5		
Wilson	2014-2015	11				1%	5%	24%	46%	24%	6.8	11			0%	2%	16%	44%	37%	7.1		
Wilson	2014-2015	12		0%	1%	3%	9%	26%	29%	25%	5.8	12		0%	2%	6%	15%	33%	28%	15%	6.2	
Wilson	2014-2015	Free				1%	4%	7%	13%	30%	7.0	Free			4%	4%	11%	30%	51%	7.2		
Wilson	2014-2015	Free				1%	4%	7%	10%	32%	7.0	Free			3%	4%	11%	28%	53%	7.2		
Wilson	2014-2015	Overall	0%	0%	1%	3%	7%	14%	34%	41%	7.0	Overall	0%	0%	2%	4%	13%	33%	48%	7.2		
Overall	2014-2015	9				0%	0%	1%	25%	74%	7.7	9			0%	1%	24%	75%	7.7			
Overall	2014-2015	10				0%	0%	5%	35%	60%	7.5	10			0%	3%	32%	64%	7.6			
Overall	2014-2015	11				0%	1%	4%	19%	40%	7.1	11			0%	3%	16%	40%	41%	7.2		
Overall	2014-2015	12		0%	2%	7%	21%	29%	25%	16%	6.1	12		0%	1%	5%	16%	31%	28%	6.3		
Overall	2014-2015	HU		0%	0%	2%	5%	11%	24%	58%	7.3	HU		0%	0%	1%	4%	10%	24%	61%	7.4	
Overall	2014-2015	Free		0%	0%	2%	5%	10%	24%	59%	7.3	Free		0%	0%	1%	4%	10%	24%	61%	7.4	
Overall	2014-2015	Overall	0%	0%	0%	2%	6%	13%	31%	48%	7.15	Overall	0%	0%	0%	1%	4%	12%	31%	51%	7.25	

NOTES: PRELIMINARY DATA, as Schedule corrections and 10 Day drops will effect data.

This report excludes Lunch, Early Release, Late Arrival, Study Hall. The difference between the right and left hand side of the report is that the left excludes Teaching Assistance Classes and the right side includes Teaching Assistance. Students taking over 8 classes counted in the 8 classes column.

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

INDEX TO THE AGENDA

January 12, 2016

Board Action Number	Page
---------------------------	------

Personnel

5190	Dismissal	3
------	-----------------	---

Purchases, Bids, Contracts

5191	Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority	5
5192	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	6

Other Matters Requiring Board Approval

5193	Grant High School Modernization Public Improvement Project: Exemption from Competitive Bidding and Authorization for Use of the Construction Manager/General Contractor (CM/CG) Alternative Contract Method	9
5194	Resolution to Adopt Revised Cash Management Policy 8.20.010-P	10
5195	Resolution to Adopt Board Policy 4.50.051-P, Reporting of Suspected Abuse of a Child	10
5196	Authorizing Addition of Two Instructional Days	11
5197	Minutes	11

Personnel

The Superintendent RECOMMENDS adoption of the following item:

Number 5190

RESOLUTION No. 5190

Dismissal

RESOLUTION

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the employee listed below be dismissed from employment.

The Board of Education accepts the Superintendent's recommendation and by this resolution dismisses Kenneth Polson, under the provisions of ORS 342.865(1)(c), (1)(d) and 1(g). The Human Resources Department is instructed to notify this individual of the dismissal.

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5191 and 5192

RESOLUTION No. 5191

Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon Department of Administrative Services	12/30/2015 through 6/30/2017	Intergovernmental Agreement/Revenue IGA/R 62583	State of Oregon will fund All Hands Raised Regional Achievement Collaborative and PPS will serve as the lead agency.	\$42,300	Y. Awwad Fund 299 Grant S0283

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

Y. Awwad

RESOLUTION No. 5192

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Fisher Science Education	1/6/2016 through 6/30/2020	Cooperative Agreement COA 62485	Provide science supplies to District schools and departments on an as-needed basis. Administering Contracting Agency: Harford County Public Schools Cooperative Procurement Group: US Communities	In excess of \$250,000	Y. Awwad Various
Loomis Armored	1/6/2016 through 6/30/2023	Cooperative Agreement COA 62546	Provide armored vehicle service to Accounting Department and high schools on an as-needed basis. Administering Contracting Agency: State of Oregon Cooperative Procurement Group: Oregon Cooperative Procurement Program	Not to exceed \$272,000	Y. Awwad Fund 101 Dept. 5528
Independent Stationers	1/6/2016 through 2/28/2020	Cooperative Agreement COA 62587	Provide office supplies, related products, and office services to District schools and departments on an as-needed basis. Administering Contracting Agency: Region 4 Education Service Center Cooperative Procurement Group: The Cooperative Procurement Network	In excess of \$250,000	Y. Awwad Various
PBS Engineering	1/6/2016 through 11/30/2020	Cooperative Agreement COA 62593	Environmental consulting services on an as-needed basis. Lead Contracting Agency: Multnomah County Cooperative Procurement Group: n/a	Not to exceed \$1,000,000	T. Magliano Fund 101 Dept.5597

Todd Construction	1/8/2016 through 8/31/2017	Construction C 62571	Construction services on the new Faubion PK-8, a joint project with Concordia University College of Education. Bond 2012 ITB-C 2015-2020	\$37,226,000	J. Vincent Funds 453, 471 Depts. 1248, 5511 Projects DA004, M0177
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NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5193 through 5197

RESOLUTION No. 5193

Grant High School Modernization Public Improvement Project:
Exemption from Competitive Bidding and Authorization
for Use of the Construction Manager/General Contractor (CM/GC) Alternative Contract Method

RECITALS

- A. The Board of Directors of Portland Public Schools ("District") is the Local Public Contract Review Board ("Board") pursuant to ORS 279A.060.
- B. ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Code and Rules upon certain findings.
- C. The District intends to complete the Grant High School Modernization Public Improvement Project ("Grant Modernization Project") as part of the 2012 Capital Improvement Bond work. The Grant Modernization Project has a budget of \$81,000,000.
- D. Staff has determined that use of the Construction Manager/General Contractor ("CM/GC") alternative contracting method is the preferred method of delivery for the complex Grant Modernization Project. This determination is supported by draft Findings of Fact ("Findings") presented to the Board pursuant to ORS 279C.335.
- E. These Findings specify the cost savings and design, scheduling, operational, safety, and logistical advantages gained through use of the CM/GC process.
- F. On December 16, 2015, the District issued a public notice in the Daily Journal of Commerce announcing the District's intent to utilize the CM/GC Alternative Contracting Method for the Grant Modernization Project. The notice was issued in compliance with ORS 279C.335 and the PPS Public Contracting Rules. The Findings were made available for public review and comment on the date of publication.
- G. The Board held a public hearing on the draft findings on January 5, 2016.
- H. Staff recommends approval of the exemption from Competitive Bidding and approval of the CM/GC alternative contracting method for solicitation and completion of the Grant Modernization Project.

RESOLUTION

- 1. The Board hereby exempts the Grant Modernization Project from competitive bidding requirements as provided in ORS 279C.335 and PPS Public Contracting Rules PPS-49-0145. The Board approves utilization of the CM/GC Alternative Contracting Method as described in the Draft Findings.
- 2. The exemption granted in Section 1 of this Resolution is based upon the Findings pursuant to ORS 279C.335(2), which the Board adopts and incorporates by reference into this resolution.
- 3. Pursuant to these findings and decision, the Superintendent or her designee is hereby authorized to conduct a CM/GC alternative contracting process for the Grant High School Modernization Project.

Y. Awwad

RESOLUTION No. 5194

Resolution to Adopt Revised Cash Management Policy 8.20.010-P

RECITALS

On December 15, 2015, staff presented the first reading to the Board of the revised Cash Management Policy. Per District Policy, the public comment period was open for 21 days.

RESOLUTION

The Board of Education hereby adopts the revised Cash Management Policy, Policy 8-20-010-P.

Y. Awwad

RESOLUTION No. 5195

Resolution to Adopt Board Policy 4.50.051-P, Reporting of Suspected Abuse of a Child

RECITALS

On December 15, 2015, staff presented the first reading to the Board of the Policy 4.50.051-P, Reporting of Suspected Abuse of a Child. Per District Policy, the public comment period was open for 21 days.

RESOLUTION

The Board of Education hereby adopts Policy 4.50.051-P, Reporting of Suspected Abuse of a Child.

H. Adair

RESOLUTION No. 5196

Authorizing Addition of Two Instructional Days

RESOLUTION

1. Due to inclement weather, school was closed on January 4 and 5, 2016.
2. The Board directs the Superintendent to add two additional days to the end of the 2015-16 school calendar, specifically June 8 and June 9, 2016.
3. If there are additional inclement weather days, the Board of Education will consider those on a case by case basis.

A. Whalen

RESOLUTION No. 5197

Minutes

The following minutes are offered for adoption:

December 15, 2015