

2011-2012 Agenda

**Regular Meeting
May 29, 2012**

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
May 29, 2012

Board Auditorium

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

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

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

This meeting may be taped and televised by the media.

Background materials for this meeting may be found on the Board's website under "Public Notices".

AGENDA

1. **VALEDICTORIAN RECOGNITION** 5:00 pm
2. **BOARD REPORT** 5:45 pm
3. **SUPERINTENDENT'S REPORT** 5:50 pm
4. **STUDENT TESTIMONY** 6:20 pm
5. **STUDENT REPRESENTATIVE'S REPORT** 6:35 pm
6. **CITIZEN COMMENT** 6:40 pm
7. **ROOSEVELT TRANSITION TO COMMUNITY COMPREHENSIVE HIGH SCHOOL** (action item) 7:00 pm
8. **ADOPTION OF LONG RANGE FACILITIES PLAN** (action item) 7:10 pm
9. **BUSINESS AGENDA** 7:30 pm
10. **REMAINING CITIZEN COMMENT** 7:35 pm
11. **ADJOURN** 8:00 pm

The next meeting of the Board will be a Study Session held on **June 11, 2012**, at 5:00pm in the Board Auditorium at the Blanchard Education Service Center.

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. Board of Education Policy 1.80.020-P

2011-2012 VALEDICTORIANS

BENSON

Jorge Parra-Duarte

CLEVELAND

Lydia Anderson
Elizabeth Ankeney
Megan Barnes
Isabel Dammann
Kiera Degener-O'Brien
Sam Donohue
Peter Elgee
Emilie Fisher
Eric George
Mira Hanfling
Trevor Houghton
Emma Ivie
Keegan Livermore
Andres Maldonado-Liu
Sam Nichols
John Niman
Henry Romero
Violet Trachtenberg
Duncan Tuomi

FRANKLIN

Jazzmine Alcala
Zhong Bin Chen
Nhuyen Hoang
Robin Liu
Charmaine Martinez
Huy Nguyen
Daniel Scott
Rachana Son
Tim Taylor
Nhu Mai N. Vo
Estella Wilmarth

GRANT

Savannah Alford
Jacob Chickadonz
Julia Comnes
Max Conlon
Roxana Daliana
Isabel Jones
Emma Koenig
Meryl Kruskopf
Kathryn Lovett

GRANT CONTINUED

Josh Miller
Clara Olson
Lauren Orr
Monica Pengshung
Lily Robbins
Sandra Seppalainen

HARRIET TUBMAN LEADERSHIP ACADEMY FOR YOUNG WOMEN

Medha Pulla
Shradha Pulla

JEFFERSON

Yen Vu

LINCOLN

Ceara Adamson
Ansen Burr
Claire DeVoe
Dylan Gattety
Lauren Hall
Nicholas Hall
Brittani Ivan
Clarence Johns
Fiona Lane
Maya Lewinsohn
Rebecca Lewinsohn
Mairin Peck
Hanna Seminario
Lucia Webb
Carolyn Wheatley
Jiahui Zhang
Ben Zusman

MADISON

Justin Loveland
Van Anh Vu
Tony Huynh
Phu Nguyen

METRO LEARNING CENTER

Karlee Bacastow
Layla Buffalo-Mike
Olivia Clark
Violet Lane-Ruckman
Orianna O'Neill
Cecilia Saith
Natalie Smith
Xiaochun Li

ROOSEVELT/ACT

Kristin Acker

ROOSEVELT/POWER

Erin Addi

ROOSEVELT/SEIS

Jesenia Hernandez

WILSON

Kianoush Aghai
Anna Breuer
Max Calcagno
Kristin Chesnutt
John Drennan
Elizabeth Fennell
Zlata Golberg
Greta Holter
Henry Li
Victoria Medvedeva
Gabrial Penk
Scout Smythe
Andrea Turel
Elena Wadsworth
Ian Wyse



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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: ROOSEVELT TRANSFORMATION TO A SINGLE COMMUNITY COMPREHENSIVE

Board Work Session Meeting Date: May 21, 2012

Board Meeting Date: May 29, 2012

Executive Committee Lead: Carla Randall

Department: Office of High Schools

Staff Lead: Charlene Williams, Trip Goodall, Greg Wolleck

I. ISSUE STATEMENT

As we enter our third year of the School Improvement grants (SIG), we are completing our transition from three small schools on the Roosevelt Campus (Arts, Communication and Technology (ACT), Pursuit of Wellness Education (POWER), and Spanish English Immersion School (SEIS)), to a single community comprehensive high school as was envisioned as part of High School System Redesign and the SIG application. The resolution outlines that we discontinue use of the three school identification numbers for the small schools and return to the former Roosevelt High School identification number.

II. BACKGROUND

In February 2010, we learned that all three of the small schools on the Roosevelt Campus had been identified as part of the state-identified "persistently-lowest achieving schools" in Oregon. This designation made them all eligible for School Improvement Grants, a new federally funded school turnaround program. In parallel, PPS was in the process of completing a 2- year process examining our high schools that identified a strong desire from the community to return to comprehensive high schools away from the small school model.

As part of the SIG applications for the Roosevelt campus, we identified a path to move from the three small schools to a community comprehensive high school over the three-year life of the grant. Please see attached School Improvement Grant application district abstract. At the time, in 2010, the schools were completely separate: students did not cross-enroll in classes, staff from these schools had not met altogether in years; like-departments from the different schools did not even share professional development.

Over the last two years, the three small schools have been transitioning to a single community comprehensive on the Roosevelt Campus. Students across the schools have been enrolled in 9th grade academies, and have been able to cross-enroll in order to get access to electives. Staff across schools and departments meet and collaborate as a team as professional development has been a major focus over the last two years (please see attached professional development descriptions from the Roosevelt Campus SIG quarterly report from 12/31/11).

We have also seen a tremendous transformation on the campus. There were double digit gains in math (ACT: +16% POWER: +11% and SEIS: +13%), and graduation rates increased by almost 11% across the campus. As part of their School Improvement Grants, the Roosevelt Campus also was the leader in developing and piloting our new evaluation tool as part of a collaborative effort with the Portland Association of Teachers.

III. RELATED POLICIES/BEST PRACTICES

6.10.030-P School Initiation and Closure: School closure reports will be included with May 29th packet.

IV. FISCAL IMPACT

Currently, the schools on the RHS campus are funded separately both through district staffing and funding formulas, as well as through the School Improvement Grants (RHS had three grants for 2010-11 and 2011-12, and will only have one grant for 2012-13). This will result in the loss of funding for the campus for the 2012-13 school year and a larger funding cliff after the three year SIG is over in 2013-14.

The principal has already developed a sustainability team at the campus that is meeting regularly to develop strategies to maintain staff and services that the schools received as part of their SIGs. Please also see attached a sustainability plan that RHS provided to the Oregon Department of Education prior to the current tentative agreement with the PAT and City.

Roosevelt was staffed as a single community comprehensive for the 2012-13 school year. Attached please find the budget plan for next year's School Improvement Grant.

V. COMMUNITY ENGAGEMENT

The RHS community has been engaged in both the High School System Redesign and SIG process from the beginning. Through multiple meetings with students, parents, and community members, school administration has outlined the plan for the comprehensive high school. There will also be a celebration at the school in June.

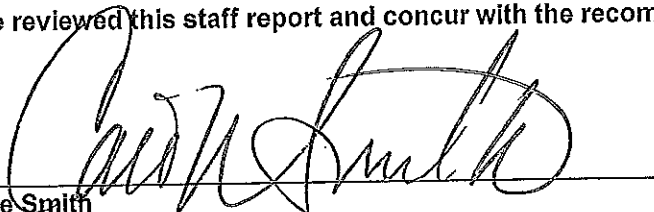
VII. STAFF RECOMMENDATION

Staff recommends that the Board of Education vote to close the three small schools on the Roosevelt Campus and transition to a single community comprehensive high school.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

May 29, 2012: Board of Education vote on transformation from three small schools to a single community comprehensive high school
2012-13 School Year: Roosevelt opens as a community comprehensive high school

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



Carole Smith
Superintendent
Portland Public Schools

5/17/2012
Date

ATTACHMENTS

Transformation Model School Budget Plan – Required Activities
Portland Public Schools – Roosevelt High School
Year 3 – Revised Budget

(LEAs implementing other models should modify this plan to meet the requirements of the other models.)

1. Replace Principal (except those hired previously as part of turnaround or transformation effort)			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: New instructional leadership model implemented</i>		<i>Implement instructional leadership development program for members of the administrative team in order to develop...</i>	
1. Sustained support of the new leadership staff & model		Maintain additional leadership support to implement leadership model.	
2. Retain consultant with Comprehensive School Reform Agency		Working with National Equity project – who coach leadership on planning, professional development.	
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below.	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees Please provide object code below	(Please indicate Yes or No below, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money is necessary to transform the school.) Federal funds are supplemental and should not supplant general fund activities
	111 Principal on Special Assignment	No - Replaced in Year 3 by OSDIN Coach.	
	310 BayCes-Comprehensive School Reform Agency	No	\$64,000
	Total		\$64,000

2. Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	
Proposed Activity	Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model
Note: If the desired activity does not fit into one of	

<p>the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p><i>Example: Develop faculty capacity to use data</i></p>		<p><i>Develop expertise among faculty for continuous use of data to ensure that instructional practices produce evidence of improved student outcomes</i></p>	
<p>1. Sustain Consultant with Comprehensive School Reform Agency</p>		<p>Work with National Equity Project – who coach leadership team and teachers on planning, professional development.</p>	
<p>2. Utilize Assessment Teacher on Special Assignment</p>		<p>Assess and monitor student performance on state assessments and courses throughout the curriculum; provide PD on effectively administering formative and summative assessments; provide test preparation courses prior to testing.</p>	
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
<p>Please indicate number of personnel below</p>	<p>111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Prof., & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees</p>	<p>(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)</p>	<p>(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities</p>
	<p>310 BayCes-Comprehensive School Reform Agency (National Equity Project)</p>	No	See Item #1
1.0 fte	111 - Assessment Support	Yes: Position / responsibilities will be gradually transferred to the District's General Fund budget as enrollment increases.	\$44,000
	310 Assessment for Learning Consultants (EnVoy)	No	\$27,000
	Total		\$71,000

3. Identify/reward effective personnel & remove ineffective personnel.			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Recognize school-wide and departmental achievements in improved student learning</i>		<i>Recognize departmental and school-wide achievements with rewards and incentives (Examples: gift certificates, school celebrations...)</i>	
1. Acknowledge school-wide and departmental achievements in improved student learning		Provide assemblies and activities to reward students as they meet achievement milestones in attendance and academics	
2. Acknowledge individual staff for increasing student achievement		Provide scholarships and other incentives for staff increasing student achievement	
3. Union and District collaboration to remove ineffective personnel		Work with HR and Union representatives to remove staff who are not a good fit for the school.	
4. Continued flexible work schedule		Increase FTE to allow flexibility in teacher schedules. Students will be able to recover credits, receive additional academic support and work to support themselves and/or families.	
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)
	112 Classified Salaries		
	12x Substitute Salaries		
	130 Additional Salaries		
	2xx Benefits		
	310 Instructional, Professional, & Tech. services		
	350 Communication		
	4xx Instructional Supplies and Materials		
	640 Dues and Fees		
	310 Scholarships / tuition / prep-time / rewards / materials / stipends	No	\$53,000
	Total		\$53,000

4. High-quality, job-embedded, instructionally aligned professional development	
Proposed Activity	Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>	
<i>Example: Professional Learning Communities</i>	<i>Use student-learning data to inform instruction and teacher planning in a Professional Learning Communities structure.</i>
1. Maintain grade-level teams	In light of recent budget cuts which have caused higher student/teacher ratios, create a schedule that supports continued teacher collaboration and

		planning time to examine student data to inform instruction.	
2. Evaluate high-leverage instructional strategies.		Utilizing consultants from Marzano Research Lab (Debra Pickering) and Paragon Education Network, continue to improve teacher instruction in order to close the achievement gap.	
FTE Please indicate number of personnel below	Object Code 111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	Will this activity be sustainable after the grant expires? (Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	\$ Amount Requested from SIG Grant Funds (When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities
	4XX Professional development texts, resources, supplemental classroom materials required for implementing high leverage strategies, incentives, food	Yes, through training, it will be supported in-house.	\$152,000
	Total		\$152,000

5. Financial incentives, career opportunities and flexible work conditions	
Proposed Activity Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.	Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model
<i>Example: Flexible work schedule</i>	<i>Implement extended hours of operation which will allow teachers to work days or evenings. This will allow our students to work jobs and attend school at...</i>
1. Recognize individual staff for increasing student achievement	Provide staff incentives for increasing student achievement (National Board Certification, tuition reimbursement, extended responsibility pay, etc.)

		(See item 3)	
2. Continued flexible work schedule		Increase FTE to allow flexibility in teacher schedules. Students will be able to recover credits, receive additional academic support and work to support themselves and/or families. (See Item 3)	
FTE Please indicate number of personnel below	Object Code 111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	Will this activity be sustainable after the grant expires? (Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	\$ Amount Requested from SIG Grant Funds (When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities
	130 Extended Responsibility	Yes, Partially	\$54,000
	111 & 112 Summer School Staff	Yes, Title IA	\$12,000
	310 Tuition & Certification	Yes, Partially	See item #3
	Total		\$66,000

6. Instructional reform	
Proposed Activity Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.	Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model
<i>Example: Literacy Support</i>	<i>Provide literacy and writing-help resource similar to college labs staffed with a literacy teacher and an instructional literacy coach....</i>
1. Literacy Support	Provide literacy coach, reading intervention teacher and tutors and access to a library staffed with a licensed media specialist.
2. Mathematics Support	Maintain additional math intervention teacher and tutors to increase student access to math support
3. Instructional Coaching	In light of recent budget cuts which have caused higher student/teacher ratios, create a schedule that supports continued teacher collaboration and planning time to examine student data to inform instruction.
4. Technology Reform	Provide technology resources and FTE coaching and support to transform instruction.
5. Increase rigorous course offerings	Continue to increase additional opportunities for students to access post-secondary credits through AP courses, test preparation, college courses, etc.,

		which have proven to increase college enrollment and persistence.	
FTE	Object Code 111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	Will this activity be sustainable after the grant expires? (Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	\$ Amount Requested from SIG Grant Funds (When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities
1.0 fte	111 Technology Coach	No, but there is the potential for using other funds to hire consultants as needed.	\$84,000
1.0 fte	130 Technology Support	Yes: Position will be gradually transferred to the District's General Fund budget as enrollment increases.	\$56,000
1.95 fte	111 Reading Intervention Teachers	Partially: There may be the option for transferring to the District's General Fund budget as enrollment increases. At a minimum, this work can be embedded into instruction across content areas.	\$165,000
1.0 fte	111 Literacy Coach	Partially: the plan is to transfer .5 of this position to the general fund.	\$117,000
.5 fte	111 Instructional TOSA	Yes: The SIG allows us to make this a full-time position. It will be a part-time district-funded position at the end of the SIG.	\$57,000
.5 fte	111 Media Specialist	No: position will become a classified media assistant at the end of the SIG.	\$51,000
1.0 fte	111 Math Intervention Teacher	Yes: Position will be gradually transferred to the District's General	\$83,000

		Fund budget as enrollment increases.	
	4XX Technology Purchases	Yes: the needs are substantially reduced after the start-up purchases and regular updating and upkeep will be funded through refresh dollars.	\$50,000
	640 Tuition, books, etc.	No	\$10,000
.52 fte	130 College and Career Coordinator	Yes: We are engaged in conversations with partners about supporting this position. The other .48 is funded by the district.	\$50,000
	4XXX, College & Career activities, supplies, materials, as outlined above.	Partially, through District funding/Title I/other grants	\$115,000
	Total		\$838,000

7. Student data reform			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p><i>Example: Use multiple student level data to assess student learning improvements</i></p>		<p><i>Use multiple data sources to identify evidence of student growth (might include classroom assessments, classroom learning products)....</i></p>	
<p>1. Use multiple data points to assess and address student needs</p>		<p>Employ a data coordinator to identify evidence of student growth (might include classroom assessment, classroom learning products).</p>	
<p>2. Enhance technology resources</p>		<p>Continue to increase technology access and usage for students and teachers to capture data for program reform. (see item 4)</p>	
<p>FTE</p> <p>Please indicate number of personnel below</p>	<p>Object Code</p> <p>111 Licensed Salaries</p> <p>112 Classified Salaries</p> <p>12x Substitute Salaries</p> <p>130 Additional Salaries</p> <p>2xx Benefits</p> <p>310 Instructional, Professional, & Tech. services</p> <p>350 Communication</p> <p>4xx Instructional Supplies and Materials</p> <p>640 Dues and Fees</p>	<p>Will this activity be sustainable after the grant expires?</p> <p>(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)</p>	<p>\$ Amount Requested from SIG Grant Funds</p> <p>(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)</p> <p>Federal funds are supplemental</p>

			and should not supplant general fund activities
1.0 fte	130 RTI Case Manager	Yes: Position will be gradually transferred to the District's General Fund budget as enrollment	\$61,000
1.0 fte	111 Data Coordinator	Yes: Position will be gradually transferred to the District's General Fund budget as enrollment increases.	\$59,000
	Total		\$120,000

8. Increased learning time			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p> <p><i>Example: Saturday Academy</i></p>			
1. Saturday Academy		Implement a supplemental Saturday Academy focused on English Language Learners....	
2. Continued Extended School		Sustain the Saturday Academy program with emphasis on students not making AYP in mathematics and reading	
		Keep extended school days with an emphasis on student s needing credit recovery	
FTE	Object Code 111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	Will this activity be sustainable after the grant expires? (Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	\$ Amount Requested from SIG Grant Funds (When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities
	130 Extended hours/temp	Yes, Partially	See item #5
	111 & 112 Summer School Staff	Yes, Title I	See item #5
	Total		\$0 Costs in Item #5

9. Ongoing family and community engagement			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<i>Example: Improve parent involvement</i>		<i>Conduct parent education series via parent enrichment nights on topics such as 'how to create a learning culture at home....'</i>	
1. Increase and Sustain parent Involvement		Continued support family coordinator to facilitate workshops and create meaningful connections between the school and home.	
2. Maintain Increased Community partnerships		Maintain and develop relationships with key partners to provide additional academic and social supports for students. Work with community agents to ensure families receive communication and support in native language, i.e., housing, human services, faith-based communities, etc.	
3. Provide mental health support and referrals.		Utilize current services of social worker.	
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
Please indicate number of personnel below	111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities
1.0 fte	111 Parent and Family Involvement Coordinator	Yes: Position will be gradually transferred to other funding sources. We already have this commitment.	\$87,000
.5 fte	130 Social Services Program Manager	No: Transition staff members to provide continuous capacity then phase out of SIG	\$46,000
	130 Mental Health Services through Multnomah County	Yes: We will work with the county to identify other funding sources for this contract.	\$30,000
	4XXX Family & community resources, materials, incentives, activities.	Yes: these will also be supported through other funding sources.	\$38,000
1.0 fte	112 Parent and Community Agent	No: Transition staff members to provide	\$50,000

		continuous capacity then phase out of SIG	
	Total		\$251,000

10. Operational flexibility (calendar, time, budget, staffing)			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p><i>Example: Modify school day for students</i></p>		<p><i>Modify the school day schedule from current student start time of 7:40 a.m. to new start time of 8:15 a.m., to improve overall attendance for students....</i></p>	
<p>1. Maintain extended learning time for students</p>		<p>Use increased school day to provide additional opportunities for students to receive academic support and credit recovery.</p>	
<p>2. Maintain transition staff</p>		<p>Continue to employ staff that will be utilized to build capacity amongst staff and who will eventually be phased out over the life of the grant.</p>	
FTE	Object Code	Will this activity be sustainable after the grant expires?	\$ Amount Requested from SIG Grant Funds
<p>Please Indicate number of personnel below</p>	<p>111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees</p>	<p>(Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)</p>	<p>(When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.)</p> <p>Federal funds are supplemental and should not supplant general fund activities</p>
.5 fte	130 Business Manager	Yes: Position will be gradually transferred to district budget	\$55,000
1.0 fte	111 Counselor	No: Transition staff members to provide continuous capacity then phase out of SIG	\$85,000
.8 fte	112 Counseling Support	No: we do not anticipate maintaining this position when the SIG expires.	\$46,000
.5 fte	112 Bookkeeper	Yes: Position will be gradually transferred to district budget	\$30,000 - the remainder of her salary is through General Fund
	4XX, 640 Social Support Services, Tuition,	No	\$16,000

	multicultural center materials and resources, enrichment activities		
	Total		\$232,000

11. Ongoing intensive technical assistance from LEA, SEA or external partner			
Proposed Activity		Please describe <i>briefly</i> how each applicable activity aligns with a comprehensive vision for the Transformation Model	
<p>Note: If the desired activity does not fit into one of the below categories, it will not be allowable. Please align all of your proposed activities to one of the categories listed.</p>			
<p>1. Participation in the State System of Support School Coach and District Coach (REQUIRED expenditure each year)</p>		<p>ODE will hold \$50,000 per year from your grant to pay for the school and district coaches. This does not need to be included in your proposed budget.</p>	
<p>2.</p>			
Number	Object Code 111 Licensed Salaries 112 Classified Salaries 12x Substitute Salaries 130 Additional Salaries 2xx Benefits 310 Instructional, Professional, & Tech. services 350 Communication 4xx Instructional Supplies and Materials 640 Dues and Fees	Will this activity be sustainable after the grant expires? (Please indicate Yes or No, and identify other funding sources that may be used to sustain this activity after the SIG funds expire)	\$ Amount Requested from SIG Grant Funds (When planning, please consider how many students are enrolled in the school and how much money it will take to transform the school.) Federal funds are supplemental and should not supplant general fund activities
	310 – ODE required professional development	No	\$33,000
	Additional OSDIN Coach support	No	\$20,000
	310 BayCES-Comprehensive School Reform Agency	No	See item #1
	Total		\$53,000

Total Amount Requested for Required Activities	\$1,900,000
Year 3 Total (Including Coach)	\$1,950,000

Lesson Study

Lesson Study is a collaborative, teacher-led approach to learning from practice, developed and honed in Japan over the last couple of decades. Instead of working in isolation, a group of teachers come together to consider a shared long-term goal or compelling problem of practice (e.g., how to engage all students or how to sustain student efforts to master a difficult concept). The team then chooses the topic that will be the basis for the Lesson Study. The team thoroughly studies the topic for the lesson, considers typical student misconceptions, and determines the best ways to engage students in the topic. One team member teaches the lesson and the other teachers carefully observe students and collect data on how students responded to the lesson. After the observed lesson, the team discusses the collected data and explores how the lesson can be improved. The revised lesson is then taught by either another team member or the same person, but with another class. The team then repeats the process of observing and giving feedback. At the end of the cycle, the team considers what they have learned and the broader implications for teaching and learning. These collaboratively planned "research" lessons are a source of feedback and new techniques. The entire cycle of Lesson Study - posing questions, researching the topic, planning the lesson, observing and giving feedback - deepens teachers' pedagogical and content knowledge and builds the capacity for collegial learning. Unlike typical classroom observations, in Lesson Study the focus is on the students. Lesson Study's focus on students develops the "eyes to see students" – their learning, motivation and behavior, what works to engage them, and how their thinking changes over the course of a lesson.

At Roosevelt High School, the school's Non-Negotiables provide the shared long-term goals for Lesson Study. Each team of three to five teachers chooses a problem of practice related to the Non-Negotiables and designs research lessons that incorporate best practices in sharing and clarifying learning targets, involving students in tracking and assessing their own learning, and providing feedback. These research lessons also experiment with how to provide sufficient scaffolding so students can access complex text and critically write about and discuss what they read.

Strategy 4 - Professional Development: Provide staff ongoing, high quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

- Describe how the school's PD needs were determined.

The professional development foci for the 2011-2012 school year, Year 2 of the SIG, was determined in multiple ways. The focus for Year 1 of the grant was on Assessment for Learning (see Black & William, 1998; Marzano, 2009). Assessment for Learning, with its emphases on clear learning targets that are shared with students; involving students in the assessment process; providing timely, substantive feedback; and adapting instruction based on student understanding demands a major shift in teaching and learning. Given the many facets and complexity of assessment for learning, we wanted Year 2 to build on the groundwork laid in Year 1. Observations of classrooms (conducted by administrators, coaches and outside consultants) as well as interviews with students (conducted by the PEN consultant) let us know that while student friendly learning targets were up in most classrooms, routines for sharing and clarifying the learning targets needed improvement and that teachers needed a larger repertoire of strategies for involving students in assessment, providing feedback and adapting instruction. In addition, student results on Oakes, Reading Work Samples and the DRP led to the Year 2 professional development emphasis on the explicit teaching of reading to help students access complex text across the disciplines (see Reading Next, 2004). Debra Pickering came for the staff development day that occurred before the start of the academic year. With her help, the administrators, coaches and Barbara Waxman (PEN consultant) crafted the Non-Negotiables and what the administrators and coaches would look for as evidence that teachers were honoring these non-negotiables:

- I. Learning Targets will be the focus of the learning in the classroom; students will focus on the learning goals and will know the criteria for achieving proficiency.
- II. Feedback from assessments will be used to change actions of students and teachers so that students continue to progress toward increasingly higher levels of proficiency.
- III. Instruction will be scaffolded and delivered in a way that supports students' progress toward meeting Targets. (With an emphasis on key READING strategies)

We (teachers, leaders, coaches, etc.) will monitor the extent to which...

1. Learning Targets are clearly posted in student friendly language;
2. Learning Targets are referenced throughout a lesson to focus, and refocus, students on the Targets;
3. Activities clearly support the Learning Targets;
4. Students focus on, and "own," the Targets;
5. Students have multiple opportunities to achieve targets;
6. Results are used to plan instruction for individual students, groups, and whole class;
7. Feedback motivates and guides; and
8. Grading practices clearly reflect and support continued learning.

- List the PD that has been offered this quarter and who received it.

Curriculum Camp, August 24-26

In the summer, all staff were invited to attend a curriculum camp. This three-day camp involved all participating staff in designing high quality, rigorous and engaging curriculum units. The three days enabled the coaches and PEN consultant to provide professional development on embedding assessment for learning into units plans, on crafting clear targets, on designing summative assessments that match the learning targets, and on choosing engaging instructional practices to scaffold students towards meeting learning targets. In addition, the camp helped foster a collegial and collaborative learning community.

Book Study and Lesson Study, Ongoing throughout the Fall

There were two main PD structures used in the Fall. All the departments except for English engaged in Lesson Study (see attached). The English department chose to conduct a professional book club. The featured book was *So What Do They Really Know* by Cris Tovani. This book, by a nationally recognized literacy consultant and High School English teacher, documents an assessment for learning approach to using reader's workshops with struggling readers. The book relates well to each of the Non-Negotiables: Cris Tovani gave excellent examples of student-friendly learning targets based on the Common Core standards (NN1), showed how she confers with students as they read to give just in time feedback (NN2), and described how she uses reader's workshops to help students access complex text (NN3). Teachers took turns leading professional development on each chapter of the book, and began to try out practices described in the book such as having students annotate as they read. Student annotations were brought to the PD sessions for analysis and to determine next steps in helping students annotate as they read. (*also see Catherine's summary, in the dropbox folder*)

Support for Coaches, Ongoing throughout the Fall

Support for coaches has been provided throughout the summer and fall. This support takes several forms: First, formal bi-weekly instructional leadership meetings attended by all coaches, the instructional specialist, the admin team and the PEN consultant (see agendas and minutes of these meetings, attached). These meetings are devoted to developing the professional development for staff, determining patterns in observations of classes in order to adapt professional development and next steps, consideration of coaching techniques and issues, and how to provide substantive feedback to teachers who are being coached. The PEN Consultant has continued to provide coaching for the coaches – she observes coaches' teaching and meets with them to provide feedback on the goals that the coaches have articulated. The aim here is to ensure that coaches are improving their own teaching practice. The PEN consultant also advises on lesson and unit plans, and helps craft documents such as the English Department Vertical Alignment Map (*could include a copy if you need documentation*). Third, Debra Pickering visited the school for two days in early October to observe classes and meet with the coaches and administrators and to suggest ways to improve the implementation of the Non-Negotiables and the coaching.

Coaching, Ongoing throughout the Fall

Coaches have been observing in classes in their own departments and meeting with teachers to

give feedback and to plan lessons and units. Feedback centers on the Non-Negotiables. The PEN Consultant also visits classes with coaches and debriefs with coach and/or the classroom teacher.

- How did the recipients use what they learned to affect student growth or graduation rates (give one or more examples)?

Book Study Examples:

Many of the English teachers were inspired by Cris Tovani's book, *So What Do They Really Know*, to change the structure and instructional practices used in their classes. One ninth grade teacher decreased the amount of time used for SSR to make time and space for reader's workshops so he could model how he makes sense when he reads and to be able to confer with students or pull invitational groups during the independent reading portion of the reader's workshop. Because he is trying out new practices he has sought out the assistance of the PEN Consultant and other coaches to help him successfully implement these new practices. Another English teacher, also trying out these practices with her tenth graders, now regularly has her students annotate as they read. She, too, has invited in the consultant to demonstrate how she confers and provides immediate feedback to students.

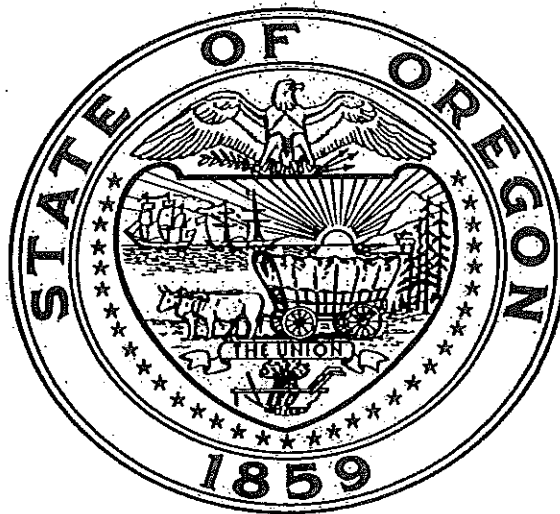
Lesson Study Examples:

Example 1: One of the 9th grade science teams focused on student engagement by implementing more kinesthetic and active student learning. The practices used included an engaging warm-up involving manipulatives and a hosted gallery walk of student-made graphs and explanations based on a recent science lab. The warm up involved placing pictures and words on the phase change graph. Students had time to get up and look at their neighbors' graphs to make corrections. Each student had to make a detailed description of a part of the graph from the lab and then everyone participated in a hosted gallery walk. The class generated the criteria for the graphs and for hosting the gallery walk, and each person was assigned a role for the group work. The take away was that students were significantly more engaged when active, when each student had a clear role, and when the teacher was not doing all the leading/teaching.

Example 2: The 9th grade Social Studies team had a lot of resistance at first. The instructional specialist (Keri Trolher) ended up designing the lesson for her team. For this team it was about trying different practices, practices that would get students involved and active. The most powerful part of this lesson study was looking at student work. Focusing solely on the student work changed the tone – the conversation was then focused on what students can and can't do and where to go with the material given the students' level of understanding. This is a group of teachers not used to looking at student work and what it shows them. The next lesson should burrow into teaching a specific thinking strategy such as asking questions or determining importance. It's amazing how much time you can spend planning something and it's still not going to be perfect! There were moments of intrigue for the students, and the observing teachers could see which practices yielded the most intrigue for teachers.

School Improvement Grant Application

Section 1003(g) of the
Elementary and Secondary Education Act



2010-13

Local Education Agency (LEA)

Section I: Grant Information	Error! Bookmark not defined.
Section II: Local Education Agency Application Template	Error! Bookmark not defined.
Section III: School Application Template	Error! Bookmark not defined.

School Improvement Grant Application

Primary Application for LEA Due to ODE no later than May 7, 2010

1. LEA Application Cover Sheet for School Improvement Grants

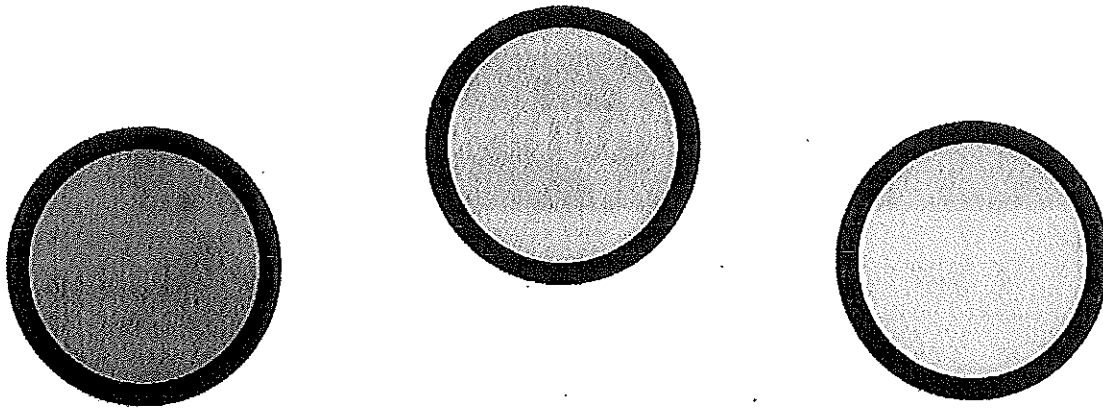
NOTE: This cover sheet is required as part of your overall application. Additional coversheets are needed for each school application (see page 15).

District Name: School District 1J, Portland School District	Mailing Address: 501 N. Dixon St. Portland, Oregon 97227
LEA Superintendent Name: Carole Smith	School Board Chair Name: Trudy Sargent
Position and Office: Superintendent	Position and Office: School Board Chair
Mailing Address: 501 N. Dixon St. Portland, OR 97227	Mailing Address: 501 N. Dixon St. Portland, OR 97227
Telephone: 503-916-3200	Telephone: 503-916-3741
Fax: 503-916-3110	Fax: 503-916-2724
Email address: csmith1@pps.k12.or.us	Email address: tsargent@pps.k12.or.us
LEA Superintendent (Printed Name): Carole Smith	Telephone: 503-916-3200
Signature of LEA Superintendent:	Date:
School Board Chair (Printed Name): Trudy Sargent	Telephone: 503-916-3741
Signature of School Board Chair:	Date:

The LEA, through its authorized representative, agrees to comply with all requirements applicable to this School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

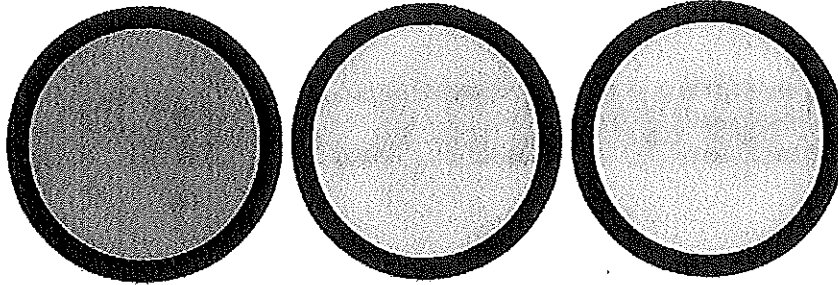
ROOSEVELT CAMPUS

2009-10



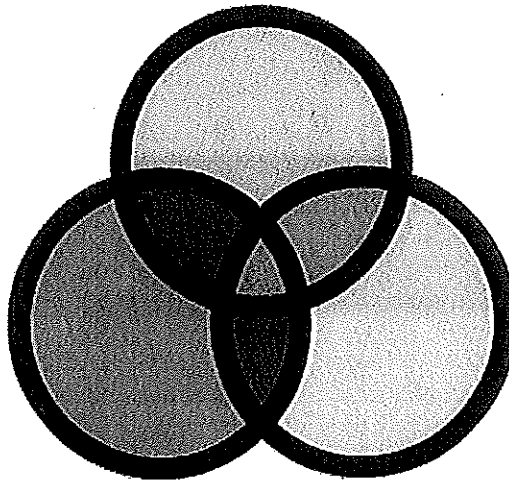
three totally separate schools

2010-11



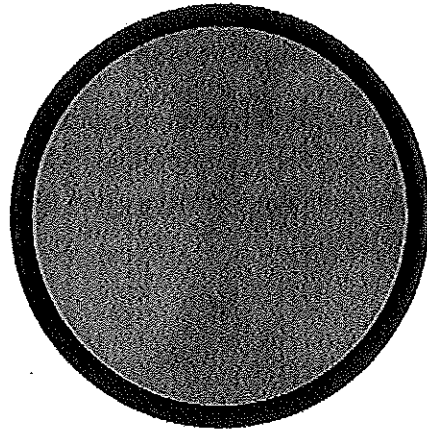
three separate aligned schools

2011-12



three overlapping schools

2012-13



one community comprehensive

2. LEA Grant Abstract

Describe the district's overall VISION for improvement over the three-year period of the grant. Address the LEA's vision for improvement for each school as the school implements the selected intervention. Describe district level activities and modifications in support of school implementation.

Over the last two years, Portland Public Schools [PPS] has been engaged in a High School System Design process to address the inequities across the system. Gaining feedback from students, staff, and community members over the course of 15 community meetings, the District created the following desired outcomes for High School System Design:

1. Increasing graduation rates
2. Closing of achievement gaps
3. Inspiring and engaging all students
4. Ensuring all schools are in high demand, and
5. Ensuring all students are prepared for success at the next level.

It became clear in the meetings across the city that families wanted their students to have access to a greater menu of offerings in all the schools. As a result of this work, PPS has identified a core comprehensive program for each community high school campus that assures every enrolled student has access to:

1. A core academic program: which includes the required and elective course offerings- including arts and music
2. Advanced Academic Options: highly rigorous college preparatory required and elective courses
3. Career Exploration Pathways: designed to explore personal interests in an extended series of courses
4. Personalization and student supports for students who have special needs whether they be special education or gifted and for students who are behind or fall behind.

Additionally, there will be student supports at every community comprehensive school campus including:

1. Supports for students with special needs
2. Academic support courses (i.e. AVID)
3. Online learning
4. Credit for proficiency
5. Community resources within and outside the traditional school day
6. Research-based practices that promote personalization and social/emotional/physical well-being.

In order to meet this vision of a full menu of options and services for students and their families, the Roosevelt Campus cannot continue to operate as three separate schools. Portland Public School proposes using the life of the School Improvement Grant to transition the three schools into a single comprehensive community school that can meet the needs of students and raise academic

achievement. Currently the schools on the Roosevelt Campus share few services, run different bell times, and generally do not cross-enroll students. For the fall of 2010, ACT, SEIS and POWER will implement the transformation model in each school and move toward aligning their programs so that by the fall of 2011, the Roosevelt High School Campus will be able to offer students the full core comprehensive program across the three schools; and by Fall of 2012, will become a single community high school with small academies. At this point, POWER is the small school with the highest student achievement. The attached application reflects keeping POWER open and closing SEIS and ACT, however that determination will be made based on student achievement at the time of the school closings. Please see the attached representation of the transition from small schools to a single comprehensive school.

The School Improvement Grants are a tremendous opportunity for the Roosevelt Campus. While there have been a number of successes on the campus in the current small school format, the graduation rate is still an unacceptable 37%. The Campus schools have engaged in an extremely collaborative process with staff, students, parents, and community members in choosing their model and developing the plans for implementation. Over the next two years, the schools will implement the transformation model as three separate schools working to align services for students, create a new centralized governance structure, provide opportunities for embedded personal development, and adopt a set of common agreements around the instructional model as they move toward becoming a single comprehensive high school. The School Improvement Grant will provide the schools the opportunity to implement this transition through a thoughtful, incremental process where student achievement and success is at the forefront. In the second year of the grant, the District will identify which two schools will be closed and by the third year all the students and staff will transition to a thriving single community high school while maintaining the strong student personalization from our small schools.

Currently, the Portland Public Schools has a very liberal transfer policy that allows students to apply to transfer from one neighborhood school to another. While there are over 1300 students in the Roosevelt Campus catchment area, only 46 % of those students attend a school on the Roosevelt Campus. As part of the High School System Design Process, the Superintendent has recommended that the Board revisit its policy to limit transfers to those that are statutorily required. Portland Public Schools estimates that between the changes to the policy and the reform from the School Improvement Grants and High School System Design, over 900 students will attend school on the Roosevelt Campus in 2013.

In addition to the High School System Design process, the Superintendent has identified an Academic Priority Zone that includes the schools on the Roosevelt Campus and some of its elementary and middle feeder schools. The Academic Priority Zone is a deeper support model to substantially change the achievement outcomes up through 8th grade, and to help students who arrive at high school behind to get back on track. The goals of the Academic Priority Zone are to :

- Provide a higher level of intervention and support to students and their families so that students are ready to learn and able to catch up quickly when they fall behind,
- Build teacher capacity to provide excellent instruction and work effectively with students from a

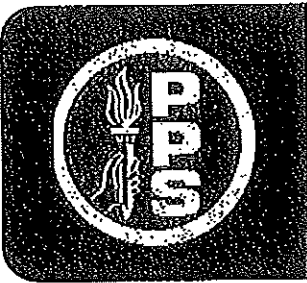
wide range of backgrounds, and to

- Enable principals to focus on building a culture of high expectations and a set of practices and operating norms that drive continuous improvement, and to ensure that school teams consist of educators who have chosen to, and are well prepared to, work with high needs students.

Key Elements of the Academic Priority Zone support model include:

- Placement of experienced and successful school leadership at each school
- A wrap-around support model for students and families to provide mentorship, case management, and intervention supports
- Extended learning opportunities integrated into the core school day, after school and during the summer
- School based instructional resources to manage a process to build the capacity of the instructional staff at each school to collaborate and use data to improve student outcomes
- An assurance that schools will be able to hire 100 percent of their staff through an interview and selection process resulting in mutual consent placements
- Resources to support in-school professional development time for staff to engage in capacity building.

As these goals and supports mirror many of the requirements of the transformation model, the District is developing a process K-12 to raise student achievement results, especially for students of color and those from low-income families so that they can reach benchmarks and arrive at high school ready to succeed.



PORTLAND PUBLIC SCHOOLS

P.O. Box 3107 / Portland, Oregon 97208-3107
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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

LONG RANGE FACILITY PLAN

Board Meeting Date: May 14, 2012

Executive Committee Lead: C.J. Sylvester, COO

Department: Facilities & Asset Management

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

I. ISSUE STATEMENT

A Long Range Facility Plan (Plan) update is critical to help guide decisions relating to the District's facilities and potential financing mechanisms, including any potential capital bond measures for voter-approval. Additionally, Oregon Revised Statutes (ORS) require school districts to have and update a 10-year facility Plan.

II. BACKGROUND

The Superintendent in December, 2011 convened a 39-member committee to recommend updates to the District's Long Range Facility Plan (Plan) for possible consideration by the Board of Education. The Long Range Facility Advisory Committee (Committee) represents a broad cross section of the PPS community including students, parents, teachers, PTA members, unions, business interests, architects and neighborhood associations. The Plan identifies goals and guiding principles for capital investments to District facilities. While the Plan is not a specific bond proposal, it does recommend plan options for a capital plan and will be an important source document for future capital proposals. The Plan also meets the requirements of ORS 195.110 requiring an updated Plan.

The Committee met from December 2011 through April 2012 nine times in full session, with five additional smaller sub-committee sessions. Committee members reviewed wide-ranging materials from enrollment forecasts to historic preservation to capital financing options which informed the development of the Plan. On April 10, 2012, the Committee reviewed funding options and refined capital investment priorities. The final meeting held on April 24, 2012 helped the Committee further refine the Plan's guiding principles and capital planning options to address the long-term needs of the district. The Goals, Guiding Principles, Recommendations and Plan Options reflect the work of the Advisory Committee and establish a framework for capital investment priorities. The Advisory Committee and Plan also recommends a series of next steps to be pursued which would supplement the Plan.

III. RELATED POLICIES/BEST PRACTICES

The following Board policies informed and directed the Plan creation:

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

IV. FISCAL IMPACT

Adoption of the Long Range Facility Plan update will assist the Board in developing future capital program alternatives to support future facility capital investments. The Plan will provide a framework for efficient and effective ways to allocate capital resources with a sustainable investment strategy.

V. COMMUNITY ENGAGEMENT

The Committee worked to maximize public engagement through use of a project website that includes video summaries, as well as public comment periods during each meeting. Principals of each high school cluster that hosted a committee meeting were invited and asked to notify their teachers and parents of the event. Committee meetings were also publicized through a series of outreach events District staff held on key topics which relate to the Plan as well as the facilities. The Committee meetings were held in schools throughout the district.

Separate outreach events have included an **Advanced Learning Symposium** which was held February 22, 2012. Many Committee members attended this all-day session on the importance of facility design in student achievement primarily attended by teachers. In addition, a session on **Accessibility & Universal Design** was held on March 8, 2012, to discuss accessibility to key programs throughout the district by all learners. **Earthquakes and Schools** was held March 14, 2012, which discussed seismic activity in our region, implications for older buildings, seismic retrofits and additional work that need to be completed. A **Historic Schools** symposium was held on reuse of historic schools on April 5, 2012, to discuss the benefits of adapting buildings for modern uses. Summaries of these sessions are posted on PPS.net along with the Long Range Facility Plan materials.

VI. BOARD OPTIONS

Deny, amend or adopt the Superintendent's recommended Long Range Facility Plan update.

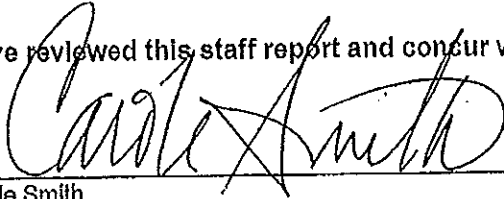
VII. STAFF RECOMMENDATION

Staff recommends the Superintendent present the draft Long Range Facility Plan update to the Board of Education for public hearing on May 21 followed by adoption on May 29. Staff also recommends the authorizing resolution for adoption of the Long Range Facility Plan also supercedes prior Resolution 3987 - Adopting Guiding Principles to Use for Developing and Implementing a 21st Century School Facilities Plan as the guiding principles of the Long Range Facility Plan will supersede those of Resolution 3987.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

Staff plans to begin work on follow up/action items immediately. Staff will continue to work with Committee members to identify key metrics that will measure the success of facility capital spending.

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



Carole Smith
Superintendent
Portland Public Schools

5/10/2012

Date

AN ASSET-BASED VISION FOR PORTLAND PUBLIC SCHOOLS

Report of the Long-Range Facilities Plan Ad Hoc Committee - May 29, 2012

BACKGROUND

As the Long-Range Facilities Plan (LRFP) Advisory Committee's work came to a close last month, several members of that committee formed an LRFP Ad Hoc Committee to identify next steps informed by the Goals, Guiding Principles, and Methodologies outlined in the Plan. Shane Endicott and Nancy Hamilton have led six work sessions since May 1, with drop-in participation from other members of the committee and creative support from Jeff Johansen of Dull Olson Weekes – IBI Group Architects.

RELATIONSHIP TO THE LONG-RANGE FACILITIES PLAN

The Ad Hoc Committee's work derives directly from the Long-Range Facilities Plan, particularly from its Goals, Guiding Principles, and Methodologies. Key themes of the Plan that are touchstones in the Committee's work include:

- A central focus on every student's success
- A belief that all citizens of Portland are stakeholders in the success of our students and our schools
- A determination to connect school and city assets through partnerships of mutual benefit

The committee's aim is to launch a strategy for the long haul. For the 24 to 40+ year timeframe, our District will need to enact a multi-phase capital strategy for facilities renewal, creating assets that are owned and valued by all citizens of Portland.

STATEMENT OF PURPOSE

Members of the Ad Hoc Committee believe that the renovation and replacement of our existing school buildings provides our District a unique opportunity to merge the creation of modern learning environments with relevant, real world learning opportunities that provide an unsurpassed 21st Century education for every student that attends Portland Public Schools.

We seek ways to shift the public discussion around improving our schools from a deficit-based model focused on costs for needs to fix, to an asset-based model focused on opportunities to invest for achieving our greatest potential. In addition, we can secure sustainable funding/investment with deeper community ownership/support, launching us on the path to make Portland Public Schools the best schools in the world.

CORE IDEAS AND ACTIONS

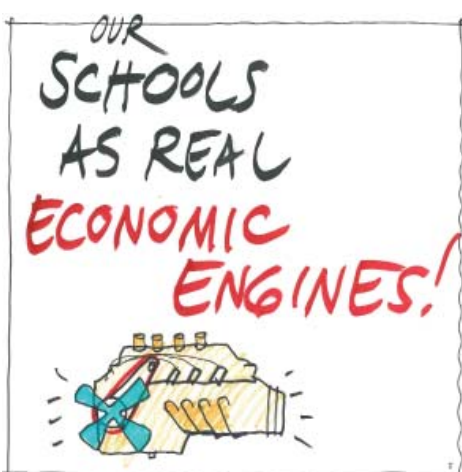
Three actions are the building blocks of the Ad Hoc Committee's efforts:

Effective Modern Learning is an operational concept relating the needs of students and teachers and the spaces where they work together – spotlighting the limitations of the standard classroom approaches that are literally built into our schools today.

Equity is a concept that can expand equality of opportunity and full accessibility to incorporate sustainability and embrace community ownership fully engaging students as responsible owners of their educational experience and the environments that support their learning.

Portland Public Schools is an **economic agent**, building Portland's economy through investments, capital renewal, operations and becoming a model of 21st Century Public Education, – and the greatest opportunity through which Portland's residents can invest in the future of their city's economic vitality and overall livability.

Through its commitment to effective modern learning, a broad notion of equity, and economic agency, Portland Public Schools strengthens the sinews of the city itself. Our District is an asset at the center of Portland's success.



AN ASSET-BASED VISION FOR PORTLAND PUBLIC SCHOOLS

Report of the Long-Range Facilities Plan Ad Hoc Committee - May 29, 2012

A THREE PHASE STRATEGY

Action Item One: Envision!

Timeframe: *From plan to bond*

Understand that contemporary learning environments are different than traditional school archetypes of the 19th and 20th centuries. School in the 21st Century is a learning place rather than a series of teaching spaces. Therefore, develop a process in which students, teachers, district staff, parents, businesses, community and Portland experts create a learning-centered, learner-guided vision of Modern Learning that takes into account student needs, learning styles, teaching methods, facilities, and 21st Century opportunities. Draw on the outcomes of the Modern Learning Environments Symposium held at Marshall High School in February 2012. Develop a strong, contemporary Learning Environment Vision as a basis for development of the Educational Specifications which will guide the master planning and facility-specific plans for any long-term capital strategy the District chooses to pursue.



Action Item Two: Implement!

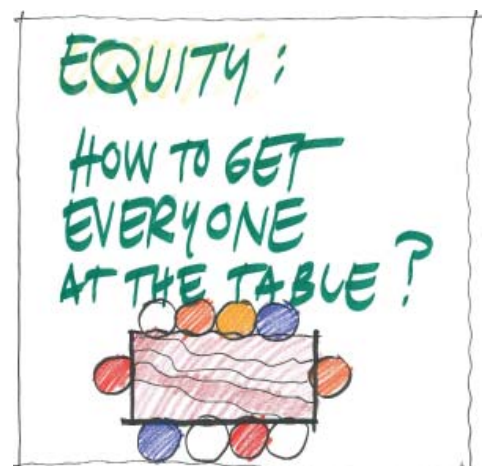
Timeframe: *From bond to buildings*

The Committee offers the “Educational Impact Statement” (EIS) as the centerpiece of Phase Two. The EIS is a contractual commitment between any contracting firms and the District to ensure that as stakeholders in the PPS renewal project, they are investing in students’ education.

All firms and vendors that bid on capital renewal and facilities work will be required to complete the EIS showing how they will integrate students comprehensively into work plans through a choice of paid internships, volunteer internships, job shadow, independent research, tours and inquiry projects, and/or integration with curriculum.

This could include connecting students with community engagement processes, zoning, permits, design, construction, project management, financial planning, and other aspects of real world projects. This establishes relationships between students and local professionals, and creating opportunities for students to experience a deep sense of ownership (“equity”) in the development of their own schools. The EIS will engage participants from across the entire district, providing opportunities for diverse representation of PPS’s entire student body to participate, no matter which school facility is being updated. This will allow for collaboration of students and teachers from across the district.

The Committee also considered other names for the EIS such as “Student Engagement Proposal,” “Apprenticeship Compact,” and “Life Equity Compact.”



AN ASSET-BASED VISION FOR PORTLAND PUBLIC SCHOOLS

Report of the Long-Range Facilities Plan Ad Hoc Committee - May 29, 2012

Action Item Three: Pay It Forward!

Timeframe: *throughout the 21st Century*

The Ad Hoc Committee recognized the value and need to create enduring bonds that connect students with “Portland expertise” in ways that advance learning and development central to the core mission of PPS. This provides members of the community tangible and visible opportunities to share their skills, knowledge, experience and vast networks directly with students and teachers, adding social capital and value to our schools. The partnerships would substantially increase community ownership in our schools and expand the stakeholders personally invested in the long term success of students and our District.

Further, we identified potential opportunities for three advisory groups to link students, staff and community around the Guiding Principles: Partnerships, Sustainability, Inclusivity, and Fiscal Responsibility. Beginning with a focus on facilities planning and implementation, and extending beyond the completion of facilities projects, we can create real equity (i.e., ownership) in facilities projects for both students and community. New curricula may be strategically developed and emerge naturally as networks of relationships form and mature.

These Advisory Groups include:

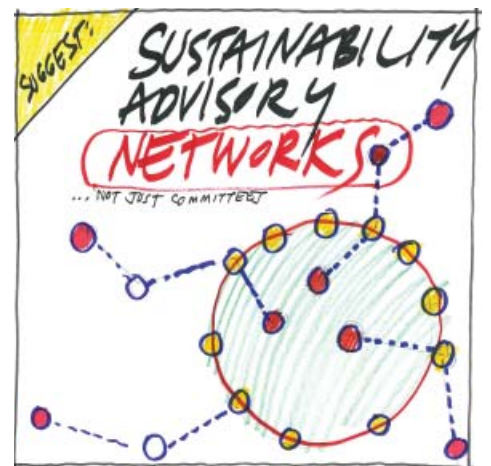
- **Sustainable Advisory Teams** in each school throughout the District would be made up of students representing all demographics of the PPS student body. Working in groups with teachers, students would use work sheets to investigate, research, explore and document every aspect of the most sustainable approach and choice to achieve the most cost effective sustainable school facilities and operations.

Each team would be facilitated by a teacher and focus on one or more areas of designing and building sustainable schools including facility design, materials, systems, landscape, etc. to measure their economic, social and environmental impact along with benefits as it relates to life-cycle energy costs, natural resources, and impacts on people.

Sustainability Advisory Teams can use the Pacific Northwest as a living classroom to learn firsthand from the vast inventory of sustainable buildings and landscapes throughout our region that achieve top performance through sustainable design, technology, materials, equipment and other features.

Sustainable Advisory Teams would directly inform the decisions and choices related to all aspects of PPS efforts to modernize and upgrade school facilities in the most cost saving sustainable manner.

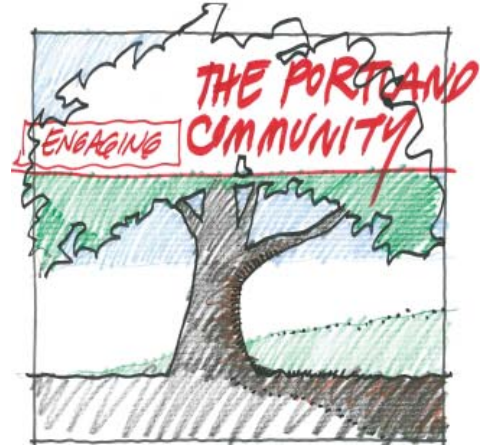
- **Sustainable Advisory Networks** made up of volunteers who, as working professionals and experts representing all aspects of sustainable architecture, design and development from planning and construction to completion, will be recruited from architectural, design and trade associations throughout our City. **Sustainable Advisory Network** volunteers will serve as the vital links between schools and the built community providing information, direction, mentorship, advice, access to networks and serving as connectors working directly with the Sustainable Advisory Teams.



AN ASSET-BASED VISION FOR PORTLAND PUBLIC SCHOOLS

Report of the Long-Range Facilities Plan Ad Hoc Committee - May 29, 2012

- **Sustainability Advisory Circle** is a body of volunteers who are recognized leaders each representing one or more disciplines that make up the Triple Bottom Line in sustainability. **Sustainable Advisory Circle** members serve as expert advisors to the District to develop worksheets, inform curriculum and serve as a trusted body to review and score the recommendations developed by student Sustainability Advisory Teams. The **Sustainability Advisory Circle's** role brings accountability and provides oversight to the objectives and outcomes for achieving the most cost effective sustainable schools in the world.



Portland is home to a wealth of experts in sustainability whose expertise is sought both nationally and internationally on some of the most visible and celebrated projects around the world. Having this local brain trust available to our District, and as mentors to students and teachers on how to achieve sustainable schools, would open doors of opportunities to students and our schools as nearly every industry, government and nation in the world, including the United States and our very own City of Portland, compete to become global leaders in sustainability.

FINAL THOUGHTS

A resilient student is flexible, adaptable, and self-directed – well equipped for success. A resilient school system can take shocks in stride – financial, social, or physical – and spring back quickly to serve its students and community. What ideas, practices, and community connections will make PPS resilient to the challenges and opportunities the 21st Century is certain to bring?

The LRFP Ad Hoc Committee recognizes a unique opportunity to shift the direction of Portland Public Schools. We can engage the whole community of Portland in helping to make our schools dynamic and relevant centers of learning and innovation. We believe that Portland Public Schools can become Portland's flagships, attracting people from around the world to learn from the example of creating schools that shape the neighborhoods they serve, public education that is the beating heart of a thriving city, and students recognized as the "leaders of today."





PORTLAND PUBLIC SCHOOLS

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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: ADOPTION OF MULTNOMAH ESD PROGRAMS AND SERVICES PROPOSAL

Board Meeting Date: May 29, 2012

District Priority: Stable Operating Model

Executive Committee Lead: Neil Sullivan

Department: Finance / Budget

Staff Lead: Zhai Logan

I. ISSUE STATEMENT

On an annual basis, the Multnomah Education Service District (MESD) develops a Local Service Plan (LSP) and processes this plan and details for review, modification, and approval by the MESD Superintendents' Council.

Attached is a recommendation to adopt the MESD Local Service Plan. The adoption does not imply the district is obligated to each of the services offered by the MESD Local Service Plan. Instead, the district will select services and manner of funding each of the selected services. The selection of each specific service for the District Service Plan is currently underway and will be included in the adopted budget for 2012-13.

This item will appear as part of the May 29, 2012 business agenda.

II. BACKGROUND

- On February 13, 2012, by way of a meeting of the MESD Superintendents' Council, a Local Service Plan draft was presented, reviewed, and then modified by this Council.
- On March 20, 2012 the MESD Superintendents' Council approved the MESD Local Service Plan as modified by the MESD staff.
- Signatures of the members of the MESD Superintendents' Council were obtained. The attachment has all signatures except for one Council Member.
- ORS 334.175 requires the Board of Directors to annually adopt the programs and services proposal, agreement and understandings as approved by the MESD Superintendents' Council.

III. RELATED POLICIES/BEST PRACTICES

It is the practice of the District to obtain appropriate available services from the list available from the MESD to attain efficiencies using the cooperative membership with other districts serviced by the MESD.

IV. FISCAL IMPACT

The District has the ability to utilize funds sent to the MESD for the purposes of providing cooperative services to the local component districts. The District consumes all available resources through the MESD as appropriate and in conjunction with the development of the 2012-13 budget.

V. COMMUNITY ENGAGEMENT

There was no community engagement in developing this recommendation.

VI. BOARD OPTIONS

The Board could choose to operate without participating in the MESD Local Service Plan. The risk is the potential loss of state funds passing through the MESD and utilized by the District and also possible additional costs by obtaining services outside of the cooperative programs offered.

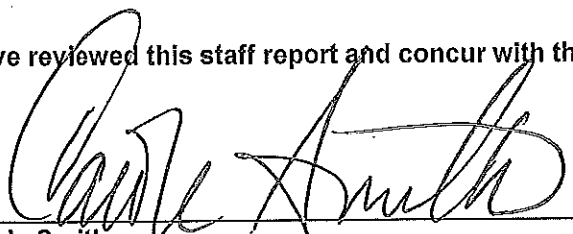
VII. STAFF RECOMMENDATION

Staff recommends adopting the Annual MESD Resolution, Process, Agreements and Understandings as approved by the Superintendents' Council of the MESD.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

This change would be effective for the fiscal year 2012/13 and Initial details are provided in 2012/13 Approved Budget.

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



Carole Smith
Superintendent
Portland Public Schools

5/17/2012
Date

ATTACHMENTS

(List all supporting documentation, including resolution, etc.)

- A. Resolution to Adopt the Annual Multnomah Education Service District Resolution Process
- B. MESD Superintendents' Council approved the MESD Local Service Plan

PPS District Priorities FY 2011-12

- 1. Improve milestone outcomes
- 2. Successful Implementation of High School System Design
- 3. Improve English Language Learners and Special Education Services
- 4. Increase cultural competence and diversity of staff
- 5. Build shared leadership and accountability for results
- 6. Measure and report on effectiveness of schools and programs
- 7. Design and implement Capital Improvement Plan
- 8. Deepen community and student engagement

7. A component district may reserve or over-expend a portion of its resolution apportionment, documented on the DSP as an unappropriated ending balance. A district's ending balance may be positive or negative and will be applied to the district's resolution apportionment the following year.

Contract Dollars

8. Contract dollars are funds from school districts' budgets to purchase MESD services
9. The cost for a contracted service will be the same as the resolution services cost.

Transit Dollars

10. Transit dollars are a percentage of districts' service dollars taken as cash in lieu of services. February 17, 2012 the Superintendents Council, by a majority vote (number 1 above), approved changing the transit dollar allocation up to 50% for all districts except Portland Public Schools which would be assessed on ADMW for the 2011-2012 year.
11. Transit dollars may be converted to service dollars but service dollars may not be converted to transit dollars in excess of the maximum allowed.

District Service Plan Process

12. MESD will provide service costs, in person with Business Managers and electronically via the DSP spreadsheet, to component districts in February, 2012. (The target date on an annual basis will be January 15.)
13. By March 15, 2012, districts will provide their initial requests for use of service dollars and contract dollars by submitting the DSP spreadsheet to: resolutionservices@mesd.k12.or.us (The target date on an annual basis will be March 15.)
14. Districts will request changes to their DSP by submitting the DSP spreadsheet to: resolutionservices@mesd.k12.or.us
MESD will acknowledge the request and confirm, clarify or deny the request by returning the adjusted spreadsheet to the person submitting the request.
15. District Service Plan costs are guaranteed through April 15, 2012. Program changes will be considered after April 15, 2012 if:
 - o There is a revenue change of 10% or more for component districts or MESD
 - o Capacity exists to meet additional district requests

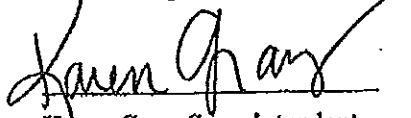
16. Costs on the DSP are annual amounts. Actual district charges may be adjusted or prorated based on usage, as described in an Intergovernmental Agreement (IGA).
17. Changes in use of resolution services that impact more than an individual district will be approved by the Superintendents using the same guidelines listed in Number 1.
18. Districts initiating DSP program changes in Maintenance of Effort related programs will bear full responsibility of those changes as it affects MESD's allocation of Maintenance of Effort costs, based on current ODE regulations.



Randy Trani, Superintendent Corbett
Corbett School District



Don Grotting, Superintendent
Dayid Douglas School District

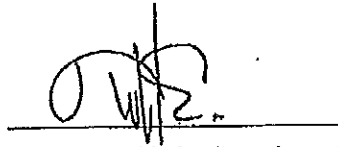


Karen Gray, Superintendent
Parkrose School District

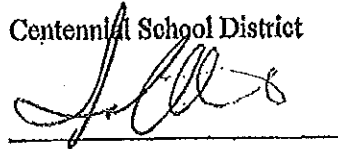
Joyce Henstrand, Superintendent
Reynolds School District



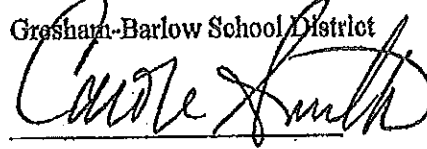
Barbara Jorgensen, Superintendent
Multnomah Education Service District



Theresa Baldwin, Superintendent
Centennial School District



Jim Schlachter, Superintendent
Gresham-Barlow School District



Carole Smith, Superintendent
Portland Public Schools



Brook MacNamara, Superintendent
Riverdale School District



PORTLAND PUBLIC SCHOOLS

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WORK SESSION STAFF REPORT TO THE BOARD

INTERGOVERNMENTAL AGREEMENT FOR THE TRIMET YOUTHPASS PROGRAM

Board Committee Meeting Date: 5/21/2012

Executive Committee Lead: C.J. Sylvester, COO

Department: Student Transportation

Staff Lead: Andy Leibenguth, Director, Student Transportation

District Priority: Improve Milestone Outcomes

I. ISSUE STATEMENT

Portland Public Schools (hereinafter "PPS") seeks to enter into an Intergovernmental Agreement for a student transit pass program commonly referred to as YouthPass with the City of Portland and TriMet retroactive to January 1, 2012 and through June 15, 2012. While this agreement does not cover an expansion into next school year we are in continuous conversations with our partners at the City of Portland, and TriMet to identify a sustainable alternative to the program for the school year beginning September 2012.

II. BACKGROUND

The YouthPass Program has been a collaborative partnership between TriMet, PPS, and the City of Portland, with support from the Multnomah Youth Commission. The YouthPass supports families by eliminating the cost of transportation, reduces traffic congestion around neighborhood schools, lowers carbon emissions in support of Portland's Climate Action Plan, and nurtures the next generation of transit users.

The YouthPass Program started in September 2008 as a pilot project to provide transit passes to students at Jefferson and Franklin High Schools, thanks in part to successful lobbying from the Multnomah Youth Commission. Since September 2009, the program has provided free TriMet Youth Passes to nearly 13,000 high school students in the PPS District. Eighty percent of PPS youth report using their pass on a regular basis. Prior to the YouthPass Program, PPS purchased monthly passes for approximately 3,500 students.

The Program has largely been funded through Oregon's Business Energy Tax Credit (BETC) program, which has provided \$2.55 million annually. Historically, PPS has contributed about \$800,000 gross per year to the program, 70 percent (approximately \$560,000) of which is reimbursed from the State, for a total district net expenditure of \$240,000.

Due to action by the State Legislature, BETC funding is no longer available for student passes. Approximately \$570,000 is available from remaining BETC funds, as well as the PPS contribution for the second half of the 11-12 school year (\$400,000). While implementation

of the program began in January 2012 some details of the IGA needed to be agreed upon between the City of Portland and TriMet. This led to a delay in bringing the agreement before the Board for approval.

III. **RELATED POLICIES/BEST PRACTICES**

PPS has an Oregon Department of Education (ODE) waiver from ORS 327.043(2). This waiver allows the district to provide school bus transportation to only those students who do not have a TriMet stop within 1 mile of their residence and/or students with transportation as a related service in their Individual Education Plan (IEP).

IV. **FISCAL IMPACT**

Loss of BETC funding in the 2011-12 Fiscal Year required PPS to identify \$675,000 in additional resources to maintain the program January – June 2012. TriMet provided \$375,000 of the \$675,000 through discounts retroactively applied to passes distributed in September 2011. The City of Portland and PPS contributed \$225,000 and \$75,000 in new resources, respectively. In total, PPS' gross contribution to the TriMet YouthPass program in 2011-12 is \$875,000 (\$800,000+\$75,000), 70 percent of which is reimbursable from the state netting a total program cost of \$262,500.

V. **COMMUNITY ENGAGEMENT**

District Administration continues to work with partners at the City of Portland, Multnomah Youth Commission, TriMet and state legislative stakeholders to identify a sustainable alternative to the program for the school year beginning September 2012.

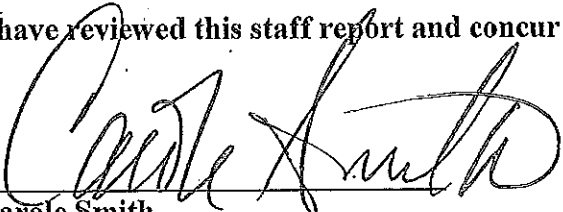
VI. **STAFF RECOMMENDATION**

Adopt resolution directing staff to establish, enter into, and execute an intergovernmental agreement between the City of Portland, TriMet, and the District in a form approved by General Counsel for the District setting forth the fareless public transportation student pass program for District students in the 9th through 12th grades at all District high schools and Education Options programs for the project period January 1 through June 15, 2012.

VII. **TIMELINE FOR IMPLEMENTATION**

Implementation began January 1, 2012. Mutual obligations are further defined in the IGA.

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


Carole Smith
Superintendent
Portland Public Schools

5/17/2012
Date

REPORT – May 14, 2012

Expenditure Contracts Exceeding \$25,000 and through \$150,000

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200(6) (Authority to Approve District Contracts; Delegation of Authority to Superintendent) requires the Superintendent to submit to the Board of Education (“Board”) at the “Board’s monthly business meeting a list of all contracts in amounts exceeding \$25,000 and through \$150,000 approved by the Superintendent or designees within the preceding 30-day period under the Superintendent’s delegated authority.” Contracts meeting this criterion are listed below.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Verde dba Verde Landscape	04/01/12 through 04/01/14	Services GS 59055	District-wide: Storm water management and landscape maintenance (including bioswales, planters, and rain gardens) services at 25 sites.	\$70,992	T. Magliano Fund 191 Dept. 5597 Project F0127
Beecher Carlson Insurance Agency, LLC	07/01/12 through 06/30/13	Personal Services PS 59065	District-wide: Insurance brokerage and risk management consultation services for FY 2012-13.	\$116,222	B. Meyers Funds 101 & 601 Dept. 5540
Mo'Mix Solutions	04/16/12 through 07/31/12	Personal Services PS 59066	District-wide: Consulting services related to Oracle PeopleSoft HRMS 8.9 to 9.1 upgrade.	\$38,050	D. Milberg Fund 407 Dept. 5581 Project A1010
Self Enhancement Inc.	03/01/12 through 06/30/12	Personal Services PS 59061	Boise-Eliot, Humboldt, Vernon, & Woodlawn PK-8; Ockley Green K-8: Support, advocacy, achievement, and on-time grade promotion services to matriculating 8th grade students.	\$73,000	L. Poe Funds 101 & 205 Depts. 5402 & 5406 Grants G0108 & 1181
Self Enhancement Inc.	03/01/12 through 06/30/12	Personal Services PS 59083	Jefferson HS: Support, advocacy, achievement, and on-time grade promotion services to 9th grade students.	\$147,000	L. Poe Fund 205 Dept. 5406 Grant G1181

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Youth Progress Association	04/20/12 through 06/30/12 Year 1 of Contract	Personal Services PS 58433 Amendment 2	District-wide: Additional funds for continued alternative education services; RFP 06-10-1407.	\$95,000 \$315,000	S. Higgins Fund 101 Dept. 5485
De Paul Treatment Centers, Inc.	04/20/12 through 06/30/12 Year 1 of Contract	Personal Services PS 58444 Amendment 2	District-wide: Additional funds for continued alternative education services; RFP 06-10-1407.	\$40,000 \$260,500	S. Higgins Fund 101 Dept. 5485

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
OpenSourcery LLC	04/16/12 through 06/30/13 Year 1 of Contract	Personal Services PS 58957 Amendment 1	Columbia Regional Program: Additional funds for continued Drupal Content Management System requirements assessment, programming, and associated professional training and consulting.	\$40,000 \$50,000	T. Hunter Fund 205 Depts. 5409, 5411, 5422 & 5433 Grant G1203
Wessinger, LLC dba Getaway Charters	07/01/12 through 06/30/13 Year 2 of Contract	Service Requirements SR 58293 Amendment 1	District-wide: One-year extension of contract for continued coach transportation services for activity trips, as needed; RFP 2010-1336.	\$150,000 \$250,000	A. Leibenguth Fund 101 Dept. 5560
SimplexGrinnell	07/01/12 through 06/30/13 Year 2 of Contract	Services GS 58570 Amendment 1	District-wide: One-year extension of contract for continued fire extinguisher inspection and replacement services for all maintenance vehicles, modular classrooms, and fire suppression systems; ITB 2010-094.	\$50,000 \$100,000	T. Magliano Fund 101 Dept. 5593
Mersereau Shannon LLP	07/01/12 through 06/30/13 Year 4 of Contract	Legal Services LS 55974 Amendment 4	District-wide: One-year extension of contract for legal services in a variety of areas, as needed and under supervision of General Counsel.	\$60,000 \$280,000	B. Meyers Fund 601 Dept. 5540
MacColl, Busch, Sato PC	04/01/12 through 06/30/12 Year 1 of Contract	Legal Services LS 58453 Amendment 1	District-wide: Additional funds for continued workers' compensation legal services, as needed.	\$30,000 \$100,000	B. Meyers Fund 601 Dept. 5540
City of Portland, Bureau of Technology Services	03/30/12 through 06/30/12 Year 10 of Contract	Intergovernmental Agreement IGA 55375 Amendment 2	District-wide: Additional funds for continued provision of high-bandwidth data transport services through the Integrated Regional Network Enterprise.	\$35,000 \$5,475,000	D. Milberg Fund 101 Dept. 5581

INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
City of Portland, Bureau of Parks and Recreation	03/26/12 through 09/30/12	IGA 59079	Grant HS: Construction of a community garden; \$50,000 in funds donated by State Farm Insurance Companies.	\$40,000	T. Magliano Fund 299 Dept. 3217 Project S0254

N. Sullivan

Report – May 29, 2012

Expenditure Contracts Exceeding \$25,000 and through \$150,000

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200(6) (Authority to Approve District Contracts; Delegation of Authority to Superintendent) requires the Superintendent to submit to the Board of Education (“Board”) at the “Board's monthly business meeting a list of all contracts in amounts exceeding \$25,000 and through \$150,000 approved by the Superintendent or designees within the preceding 30-day period under the Superintendent's delegated authority.” Contracts meeting this criterion are listed below.

NEW CONTRACTS

No New Contracts

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Reinisch MacKenzie, P.C.	07/01/12 through 06/30/13 Year 2 of Contract	Legal Services LS 58449 Amendment 1	District-wide: One-year extension of contract for continued workers' compensation legal services, as needed.	\$100,000 \$200,000	B. Meyers Fund 601 Dept. 5540
Radler, Bohy, Replogle & Conratt, LLP	07/01/12 through 06/30/13 Year 5 of Contract	Legal Services LS 55984 Amendment 4	District-wide: One-year extension of contract for continued workers' compensation legal services, as needed.	\$100,000 \$400,000	B. Meyers Fund 601 Dept. 5540

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs

N. Sullivan

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

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REGULAR MEETING

May 29, 2012

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4601 through 4604

RESOLUTION No. 4601

Election of Contract Teacher

RESOLUTION

Based on the recommendation of the Interim Executive Director of Human Resources and accepted by the Superintendent of Portland Public Schools, the following teacher who has been employed by the District as a regularly appointed teacher for three or more successive school years is elected as a contract teacher of the District for the 2012-2013 school year.

Last Name	First Name
Haskell	April

M. Riddell

RESOLUTION No. 4602

Election of First-Year Probationary Teachers (Full-Time)

RECITAL

The Superintendent recommends to the Board of Education ("Board") the following named persons for election as First-Year Probationary Teachers.

RESOLUTION

The Board accepts the recommendation and by this resolution hereby elects as First-Year Probationary Teachers for the school year 2011-12, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last	ID
Ting	Yi	020432

M. Riddell

RESOLUTION No. 4603

Election of Second-Year Probationary Teachers (Full-Time)

RECITAL

The Superintendent recommends to the Board of Education ("Board") the following named persons for election as Second-Year Probationary Teachers.

RESOLUTION

The Board accepts the recommendation and by this resolution hereby elects as Second-Year Probationary Teachers for the school year 2011-12, upon the terms and conditions for employment contained in the standard form contract approved by the legal counsel for the District, the following persons, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-Time

First	Last	ID
Karen	Kempster	019874
Cynthia	Radler-Okby	019989
Daniel	Aaker	020057

M. Riddell

RESOLUTION No. 4604

Appointment of Temporary Teachers and Notice of Nonrenewal

RESOLUTION

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

First	Last	Location	Job Title	FTE	Eff Date	Term Date
Jeremiah	Ballard	Lincoln HS	Teacher-HS Biology	1.00	4/16/2012	6/16/2012
Alison	Borosky	Lent K-8	Teacher-K8 ESL	1.00	3/6/2012	6/16/2012
Michael	Brantley	Columbia Site	Tchr-SPED LC Class Suppt Only	1.00	4/9/2012	6/16/2012
Treothe	Bullock	Young Women's Acad	Teacher-HS FPC/Bio Eng	0.75	4/16/2012	6/16/2012
Kristen	Caldwell	Grant HS	Teacher-HS Vocal Music	1.00	4/2/2012	6/16/2012
Carolyn	Fisher	Sellwood MS	Teacher-SPED Learn Ctr	1.00	4/9/2012	6/16/2012
Maria	Gianotti	Woodlawn PK-8	Teacher-SPED Learn Ctr	1.00	4/2/2012	6/16/2012
Diane	Harlan	Lincoln HS	Teacher-HS LA IB	1.00	3/19/2012	6/16/2012
Tonya	Hartwig	Columbia Site	Tchr-SPED Gr 9-12 LC Class Sup	1.00	4/9/2012	6/16/2012
Yomaira	Lampi	Beach PK-8	Teacher-K8 ESL	1.00	4/2/2012	6/16/2012
Della	Schiebold	Cleveland HS	Teacher-HS Chemistry IB	1.00	2/27/2012	6/16/2012
Ann Marie	Szok	Humboldt PK-8	Teacher-K8 Art/Reading	1.00	4/2/2012	6/16/2012
Lori	Thompson	Wilson HS	Teacher-HS-US/PSci/Econ	0.50	4/2/2012	6/16/2012
Mark	Viebrock	Madison HS	Teacher-SPED Learn Ctr SS	0.50	4/10/2012	6/16/2012
Britta	Winterowd	Buckman K-5	Teacher-ES Gr 3	1.00	3/5/2012	6/14/2012
Amanda	Wood	Peninsula K-8	Teacher-K8 Gr 3	1.00	4/2/2012	6/16/2012

M. Riddell

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4605 and 4606

RESOLUTION No. 4605

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 CONTRACTS

No New Contracts

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
State of Oregon, Department of Education	05/30/12 through 06/30/12	IGA/R 58466 Amendment 2	DART Schools: Additional funding for educational services at long-term care and treatment sites.	\$109,641 \$9,203,266	T. Hunter Fund 205 Dept. 9999 Grant G1204
Portland State University	05/31/12 through 05/31/13	IGA/R 58041 Amendment 2	Special Education: One-year extension of contract for “My Life Project” that facilitates the self-determination of youth with disabilities in foster care.	\$56,036 \$159,964	R. Ford Fund 205 Dept. 5414 Grant G1159

INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

No IGA/Rs

LIMITED SCOPE REAL PROPERTY AGREEMENTS

No Limited Scope Real Property Agreements

N. Sullivan

RESOLUTION No. 4606

Personal / Professional Services, Goods, and Services Expenditure Contracts
Exceeding \$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

No New Contracts

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
First Response, Inc.	07/01/12 through 06/30/14 Years 4-5 of Contract	Service Requirements SR 56841 Amendment 6	District-wide: Two-year extension of contract for nightly security patrols and response to District burglary and fire alarms; RFP 09-1130.	\$200,000 \$870,000	D. Tune Fund 101 Dept. 5530

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
City of Portland, Bureau of Technology Services	07/01/12 through 06/30/17	IGA 59100	District-wide: Provision of high-bandwidth data transport services through the Integrated Regional Network Enterprise.	\$4,525,000	D. Milberg Fund 101 Dept. 5581

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4607 through 4612

ROOSEVELT RESO 4607

Transformation of the Roosevelt Campus from Three Small Schools to a Single Community Comprehensive High School

RECITALS

- A. In 2004, the Board voted to convert Roosevelt High School into three small schools: Arts, Communication, and Technology (ACT), Spanish-English International School (SEIS), and Pursuit of Wellness (POWER).
- B. Beginning in 2008, under the leadership of the Board of Education ("Board"), Portland Public Schools ("PPS") engaged in an in-depth analysis of its high school system with the goal of improving its high schools to ensure better academic outcomes for all students. This process involved input from thousands of students, staff members, families, and citizens.
- C. The high school system design was guided by a set of goals identified by principals, teachers, parents and community leaders to increase the graduation rate, close the achievement gap, inspire and engage all students, ensure all schools are in high demand, and ensure all students are prepared for success at the next level.
- D. In resolution 4236, the Board endorsed the framework of the high school system design plan determining that the high school system would contain seven community comprehensive high schools with neighborhood attendance boundaries. This included returning the Roosevelt Campus to a single community comprehensive.
- E. In 2010, the three small schools on the Roosevelt Campus applied to the Oregon Department of Education for School Improvement Grants and were awarded \$7.7 million over the course of the three years. As part of the grant applications, PPS identified that the three small schools would transition to a single community comprehensive by the third year of the grant: 2012-13.
- F. The small schools taught us the importance of personalization in raising student achievement and high expectations for student of color. The original grants provided professional development opportunities for teachers, however many teachers and students felt isolated in their small schools. The new comprehensive model will maintain elements of personalization to ensure continued success for all students.
- G. For the past two years, the small schools have been transitioning back to a single community comprehensive high school. Students have been able to cross-enroll across schools, staff have engaged in campus-wide and subject matter professional development, and there has been a single administrative team.
- H. In the first year of the grant, there were double digit gains in math and reading scores, and graduation rates increased by almost 11% across the campus. As part of their School Improvement Grants, the Roosevelt Campus also was the leader in developing and piloting our new evaluation tool as part of a collaborative effort with the Portland Association of Teachers. The theater arts program won national recognition for their production of The Yellow Boat. There has been a dramatic increase in parental presence and involvement at the school. Community partners continue to play an integral role in the success of Roosevelt students.
- I. This culture of hope and high expectations is creating the momentum for further success and increased student achievement on the Roosevelt Campus as it returns to a single community comprehensive high school for the 2012-13 school year.

RESOLUTION

1. The Board directs the closure of the three small schools on the Roosevelt Campus—ACT, SEIS and POWER at the end of the 2011-12 school year. The Board has been presented with school closure reports in accordance with Board Policy 6.10.030.
2. The Board directs the establishment of a single community comprehensive, Roosevelt High School, on the campus beginning in the 2012-13 school year.
3. The Board commends the students, faculty, and staff of ACT, SEIS, and POWER for their achievements and expresses confidence in their continued success as a single community comprehensive high school.

C. Randall

RESOLUTION No. 4608

Resolution to Adopt the Superintendent's Recommended Update of the PPS Long Range Facility Plan and Supercede Resolution No. 3987

RECITALS

- A. In December 2011, the Superintendent convened a Long Range Facility Plan Advisory Committee (Committee) to make recommendations for the update of the District's Long Range Facility Plan (Plan). The Superintendent charged the Committee with the development of capital investment priorities for District facilities.
- B. The 36 member Committee represented a broad cross section of the PPS community including students, parents, teachers, PTA members, unions, business representatives, architects, and neighborhood associations. The Board recognizes the following individuals who devoted a great deal of time and effort in dedication to this process. Their efforts have created a Plan which will serve students now and into the future. Long Range Facility Plan Advisory Committee members include: Abbie Rankin, Andrew Colas, Angela Jarvis Holland, Angela Kirkman, Bill Hart, Bob Glascock, Brett Horner, Dick Spies, Edward Wolf, Jason Thompson, Jeff Hammond, John Mohlis, Kate Willis, Kevin Spellman, Kevin Truong, Lakeitha Elliott, Louis Fontenot, Lydia Poole (PAT), Matt Newstrom, Michael Verbout, Nancy Hamilton, Patrick Stupfel, Sally Kimsey, Scott Bailey, Scott Overton, Shane Endicott, Stuart Emmons, Ted Reid, Tim Carman (SEIU), and Willy Paul. Also serving on the committee were PPS staff members C.J. Sylvester, Larry Dashiell, Rudy Rudolph, Trip Goodall and PPS Board Members Bobbie Regan and Matt Morton.
- C. Starting in December 2011, the Committee met nine times. Subcommittees of the larger Committee met five times in April 2012. The Committee process was facilitated by Mahlum Architects with assistance from Carol Turner. Committee meetings concluded on April 24, 2012 producing a recommended draft of the Plan.
- D. Committee meetings were held at the Blanchard Educational Services Center (BESC) and eight different schools throughout the District. Outreach included notices of the meetings which were sent to principals and teachers of every school as well as being posted on the PPS website and emailed to an interested party list. Committee members received public testimony at every meeting. PPS staff maintained an on-line response log to questions heard during public testimony and from Committee members. Video recordings and summaries were posted on line for review by the public and Committee.
- E. Committee members considered a variety of materials to inform the goals, guiding principles, and capital plan options of the Plan. Committee members reviewed 13 different issue papers on topics ranging from student enrollment forecasts to historic preservation to capital plan options in addition to presentations on key topics by subject matter experts. Committee members also engaged in a number of exercises designed to refine capital investment priorities.
- F. Committee members were also encouraged to attend the District's "Buildings and Learning" series of presentations organized by the Office of School Modernization and Facilities and Asset Management during the winter of 2012. Topics included 21st Century school environments, historic preservation, capital financing and funding, universal access, earthquakes and seismic safety.
- G. The Plan provides the Board of Education with goals and guiding principles for use in capital investment decisions and is an important source document for future capital bond planning. The Plan also recommends a series of next steps to begin implementation of the plan.

- H. The Plan complies with Oregon Revised Statutes (ORS) 195.110 which requires “large” school districts (those with more than 2,500 students) to develop a long-term facility plan. Cities and/or counties that contain more than 10% of the population of a large school district must then adopt the facility plan as an element of their comprehensive plans. PPS will be involved with the update of the City of Portland Comprehensive Plan as part of the Portland Plan process and will work with City staff to incorporate the Plan into the City’s Comprehensive Plan.
- I. The Superintendent recommends adoption of the Plan by the Board of Education. The Superintendent also recommends their action supercede Resolution 3987 - Adopting Guiding Principles to Use for Developing and Implementing a 21st Century School Facilities Plan as the guiding principles of the Long Range Facility Plan will supersede those of Resolution 3987.

RESOLUTION

- 1. The Board affirms the premise of the Plan that the quality of educational environments contribute to success of students and teachers. The Board affirms the goals, guiding principles and methodologies of the Plan as the basis for capital investments in District facilities. The Board also affirms the next steps of the Plan to begin implementation of the Plan.
- 2. The Board commends the time and work of the Committee.
- 3. This resolution, when enacted, will supercede Resolution No. 3987.
- 4. The Board adopts the Long Range Facility Plan as recommended by the Superintendent.

C. Sylvester / B. Alexander

RESOLUTION No. 4609

Annual Multnomah Education Service District Resolution Process

RECITALS

- A. Annually, the Multnomah Education Service District (MESD) provides a list of resolution services in the Local Service Plan (LSP) to the MESD Superintendents' Council for the Council's review, modification(s), and approval.
- B. The services offered in the LSP require approval of the component districts' boards by March 1, annually. The Services offered in the LSP must be adopted by two thirds of component districts' boards.
- C. Attached is the signed, "Agreements and Understanding" of the Annual MESD Resolution Process as approved by the MESD Superintendents' Council.
- D. A separate list of the specific services for Portland Public Schools, or the District Service Plan, will be included in the 2012-13 budget development process.
- E. This particular resolution does not commit Portland Public Schools to each of the specific services offered by MESD. This resolution affirms the overall services offered to all of the local component districts and contains the terms of the LSP offered by the MESD.

RESOLUTION

- 1. Be it resolved that, according to ORS 334.175, the Board of Directors of Portland Public Schools, School District No. 1J, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2012-13 Local Service Plan – Multnomah Education Service District with no exceptions.
- 2. In the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

N. Sullivan

RESOLUTION No. 4610

Resolution to Continue Supporting and Approving a Fareless Public Transportation Student Pass Program for all High School and Education Options Students in Portland Public Schools Programs for the Period of January 1 through June 15, 2012.

RECITALS

- A. The Multnomah Youth Commission has determined that by following national and local models, a fareless public transportation student pass program could address many positive outcomes including:
 - 1. Reducing car traffic and related carbon emissions around schools;
 - 2. Increasing current and future ridership for TriMet;
 - 3. Reducing barriers to youth participation in schools;
 - 4. Increasing access to personal enrichment and employment opportunities;
 - 5. Increasing a school district's flexibility for academic programming; and
- B. The U.S. Department of Transportation estimates that 20-25% of morning traffic is directly related to cars transporting students to school; and
- C. Since many students attend schools and programs outside their neighborhood, a lack of transportation is cited as being a key barrier to youth attendance at school, after school activities, student support programs and work opportunities; and
- D. Due to limited funding, Portland Public Schools ("District") Transportation Services is unable to provide services to all students needing transportation to and from school; and
- E. District staff has worked closely with TriMet and the City of Portland Mayor's Office to develop a District-wide program. To date, these efforts have included the completion of a successful pilot project in the 2008-09 school year; full expansion to all High School and Education Options Students in the 2009-10 school year; the research and use of the Business Energy Tax Credit (BETC) as a funding source; and currently, development of an intergovernmental agreement defining each organization's role, financial responsibilities, and operational details for the period of January 1 through June 15, 2012; and
- F. Under the Youth Pass program, Portland Public Schools leverages its existing commitment to student transportation to offer universal transit access to all PPS high school students through monthly TriMet passes worth more than \$3.3 million a year.

RESOLUTION

- 1. The Board directs District staff to establish, enter into and execute an intergovernmental agreement between the City of Portland, TriMet and the District in a form approved by General Counsel for the District setting forth a fareless public transportation student pass program for District students in 9th through 12th grades at all District high schools and Education Options programs. This program will span the period from January 1, 2012, through June 15, 2012.

C. Sylvester / A. Leibenguth

RESOLUTION No. 4611

Calendar of Regular Board Meetings
School Year 2012-2013

RESOLUTION

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2012-2013 school year:

**Portland Public Schools
BOARD OF EDUCATION
Schedule of Regular Meetings
2012-2013 School Year**

July 16, 2012	February 4, 2013
August 6, 2012 (Noon Business Agenda)	February 11, 2013
August 20, 2012	February 25, 2013
September 10, 2012	March 4, 2013
September 24, 2012	March 11, 2013
October 15, 2012	March 18, 2013
October 22, 2012	April 15, 2013
October 29, 2012	April 22, 2013
November 5, 2012	April 29, 2013
November 19, 2012	May 6, 2013
November 26, 2012	May 13, 2013
December 3, 2012	May 20, 2013
December 17, 2012	June 10, 2013
January 14, 2013	June 17, 2013
January 21, 2013	June 24, 2013
January 28, 2013	

Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and begin at 5:00 p.m. unless otherwise noted.

J. Patterson

RESOLUTION No. 4612

Minutes

The following minutes are offered for adoption:
April 2, 9, 11, 16 and 23, 2012