

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
January 10, 2017

**Board Auditorium**

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

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

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

*This meeting may be taped and televised by the media.*

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**AGENDA**

1.     **STUDENT PERFORMANCE: LINCOLN HIGH SCHOOL**                             6:00 pm
  
2.     **STUDENT TESTIMONY**   6:15 pm
  
3.     **PUBLIC COMMENT**   6:30 pm
  
4.     **UPDATE: MAKERSPACE**   6:50 pm
  
5.     **FIRST READING: RESERVE POLICY**   7:30 pm
  
6.     **REPORT: DIVISION 22**   8:15 pm
  
7.     **AUDIT COMMITTEE RECOMMENDATIONS** – *action item*                     8:45 pm
  
8.     **BUSINESS AGENDA**   9:00 pm
  
9.     **ADJOURN**   9:15 pm

**Portland Public Schools Nondiscrimination Statement**

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



# Office of Teaching & Learning

Chris Russo, Assistant Superintendent

**To:** Portland Public Schools Board of Directors  
**From:** Glennon T. Stratton  
**Sponsor:** Vân Truong  
**Date:** 12/7/16  
**Subject:** MakerSpace

## **SUMMARY:**

### **Current Status of Bond MakerSpaces:**

There are three bond funded makerspaces that are currently operating at PPS schools. **Faubion School** is operating in the Tubman Campus, **Franklin High School** is operating in the Marshall Campus, and **Roosevelt High School** in the new building. To support the system wide STEAM curriculum, each makerspace has been equipped with tools and technology that are not found in a typical classroom. Examples of this equipment are Computer Numeric Coding Machines, Laser Cutters, 3-D Printers, Vinyl Cutters, computing devices with software, hand tools, and more.

The new makerspaces at the **Faubion School** and **Franklin High School** are on track to open on time at the beginning of the 2017-18. Additionally, the **Grant High School** Makerspace and the **District MakerSpace Hub at Roosevelt High School** projects are currently on schedule.

The goals for the **District MakerSpace Hub** are to serve as a hub for all PPS MakerSpaces, to serve as a location for the 7th Grade Maker Experience, to provide district-wide makerspace training, and to support the local community.

The three existing makerspaces are currently serving Pre-K through 12th grade students with immersive hands on learning experiences that are tied to the standards of their core classrooms while infusing STEAM concepts. Each makerspace is led by an Industrial Technical Assistant and supported by a Project Manager.

### **MakerSpace Professional Development:**

Three Industrial Technical Assistants were hired during the 2015-16 school year and each have received introductory equipment training, guidance on the implementation of makerspace theories, practices, and culture that enable students to have STEAM hands on learning experiences that infuse the design cycle and processes.

The MakerSpace Project Manager has coordinated several training opportunities for a variety of staff members including the Industrial Technical Assistants, Teachers, Teachers on Special Assignment, and Administrators during the fall of 2016. These trainings have included an introduction to the Roosevelt High School MakerSpace for all RHS staff, equipment specific training for the Industrial Technical Assistants, and a MakerSpace Professional Development cohort that is focused pedagogy for 24 teachers, six from each of the four makerspace campuses. Due to the importance of these trainings, the Project Manager has collaborated with staff from the offices of Teaching and Learning, Instruction, Curriculum, and Assessment and Career and Technical Education to ensure that all trainings align to the vision and instructional needs of the district staff. Additionally, there are online resources for all PPS staff to share, collaborate, and learn from each other via Google+. Lastly, senior staff and board members are participating in site visits of makerspaces to learn best practices, make contacts, and to improve our spaces.



# Office of Teaching & Learning

Chris Russo, Assistant Superintendent

## **BACKGROUND INFO:**

The Board of Directors adopted the PPS MakerSpace Vision: MakerSpace is a place for students to experiment, model, discover, construct, and design with the support of tools and technology not found in a typical classroom. Additionally, the Board of Directors approved the creation of four school site makerspaces and one District Hub Makerspace as part of the 2012 Bond.

The MakerSpace Vision was designed to support the implementation of the district wide STEAM Vision: PPS believes dynamic problem-solving and contextualized learning experiences that require a deep level of thinking will optimize student engagement and be a catalyst critical for closing the racial, linguistic, and economic opportunity gaps. Integrative STEAM emphasizes a transformative approach to instruction that provides hands-on, experiential, and cross-curricular teaching and learning opportunities for all students. The PPS STEAM Framework was created by the STEAM Advisory Committee. The beauty of the makerspaces is that the spaces are being used to infuse STEAM practices into non-traditional STEAM classes including language arts, foreign languages, Special Education, AVID, culinary arts, ceramics, history, theater and others. Additionally, these hands-on design projects are giving the students an opportunity to explore potential career paths that could be supported by Career and Technical Education.

As a point of clarity, the MakerSpaces discussed in this report are not directly associated with the 7th Grade Maker Experience which is an initiative being led by the Office of Career and Technical Education.

## **Financial Implications:**

Based on the information above and the data gathered, we recommend the following to continue the success of the makerspaces that were supported by the 2012 bond:

1. Continued MakerSpace Professional Development
2. Hiring a MakerSpace TOSA
3. Creating a cohesive strategy to incorporate supplemental makerspace uses (summer, after-school)
4. Develop an Advisory Committee to further develop the plans and vision for the MakerSpace Hub



# Office of Teaching & Learning

Chris Russo, Assistant Superintendent

| Comprehensive MakerSpace Budget Summary           | 2016/17          | 2017/18            | 2018/19            | Assumptions   |
|---|------------------|--------------------|--------------------|---|
| <b>Grand Total</b>                                | <b>\$369,490</b> | <b>\$1,384,587</b> | <b>\$1,453,180</b> |   |
| <b>Funding Source: Bond</b>                       |                  |                    |                    |   |
| Budget ITEM Summary                               | 2016/17          | 2017/18            | 2018/19            |   |
| Staff   | \$12,500         | \$12,500           | \$12,500           |   |
| Facilities  | \$0              | \$465,325          | \$89,817           | Assumes MakerSpace Hub in 2017/18 and Grant HS in 2018/19               |
| <b>Bond Total</b>                                 | <b>\$12,500</b>  | <b>\$477,825</b>   | <b>\$102,317</b>   |   |
| <b>Funding Source: General Fund</b>               |                  |                    |                    |   |
| Budget ITEM Summary                               | 2016/17          | 2017/18            | 2018/19            |   |
| Staff (Project Managers, TOSAs, and ITAs)         | \$261,243        | \$639,515          | \$1,062,532        | Assumes increased staffing to support MakerSpaces                       |
| PD Subs/Hrs (sub-total)                           | \$25,747         | \$72,247           | \$69,997           |   |
| Professional Development Facilitation (sub-total) | \$18,000         | \$32,000           | \$32,000           |   |
| Travel (site visits)                              | \$40,000         | \$40,000           | \$83,333           |   |
| Other (sub-total)                                 | \$12,000         | \$43,000           | \$103,000          |   |
| Supplemental MakerSpace Uses                      | \$0              | \$80,000           | \$100,000          | Assumes 4 summer/after-school programs in 17/18 and 5 programs in 18/19 |
| <b>General Fund Total</b>                         | <b>\$356,990</b> | <b>\$906,762</b>   | <b>\$1,350,863</b> |   |

# Portland Public School District 1<sup>st</sup> Reading

DATE: January 10, 2017

## Public Comment for: REVISED POICY 8.10.025-P: CONTINGENCIES AND RESERVES POLICY

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

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

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**1<sup>st</sup> Reading by: Tom Koehler, Chair**, Portland Public School Board  
**Summary:** Revised Policy 8.10.025-P: Contingencies and Reserves Policy

**Draft Policy Web Site:** <http://www.pps.net/Page/1807>  
(click on blue "draft policy" box)

**Recommended for 1st Reading by:** Board of Education  
**Policy Contact:** Rosanne Powell, Board Office Manager  
**Last Date for Comment:** January 31, 2017  
**Address:** P.O. Box 3107, Portland, OR 97208-3107  
**Telephone:** 503-916-3741  
**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

**Last Date for Comment: January 31, 2017**



# Board of Education Informational Report

## MEMORANDUM

**Date:** January 10, 2017  
**To:** Members of the Board of Education  
**From:** Yousef Awwad, Deputy Chief Executive Officer  
**Subject:** **8.10.025-P Contingencies and Reserves Policy**

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

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

This policy revision was presented to the Business and Operations committee on November 7, 2016. The Business and Operations moved the policy to the Board for considerations.

**COMMUNITY BUDGET REVIEW COMMITTEE**  
**Contingency and Reserves Policy Recommendations for PPS Board of Education Revised**  
**by Staff on 11-07-2016**

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

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

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

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

**COMMUNITY BUDGET REVIEW COMMITTEE**  
**Contingency and Reserves Policy Recommendations for PPS Board of Education Revised**  
**by Staff on 11-07-2016**

**8.10.025-P Contingencies and Reserves Portland Public Schools - REVISION**

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

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

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

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

(4) Unassigned contingency will be established pursuant to ORS 294.352. Subsequent intrafund transfers from contingency will be made in accordance with ORS 294.450. Requests for use of contingency amounts up to a combined total of 15% of the total appropriations authorized in the fund are within the authority of the Board to authorize. Transfers that exceed 15% may be made only after Board approval and adoption of a supplemental budget for that purpose.

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

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



## Board of Education Informational Report

### MEMORANDUM

**Date:** January 5, 2017

**To:** Members of the Board of Education

**From:** Amanda Whalen, Chief of Staff  
Rudy Rudolph, Administrator on Special Assignment

**CC:** Bob McKean, Interim Superintendent

**Subject:** Division 22 Report to the Community

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As part of compliance with Division 22 standards, Oregon school districts are required to make a report to the community by January 15<sup>th</sup>.

For the 2016-17 school year, PPS is in compliance with all Oregon Division 22 Administrative Rules except for 581-022-1330: Programs and Services for Talented and Gifted Students. The Office of Teaching and Learning is currently updating a complete K-12 TAG Continuum of Program and Services. This first rendition should be prepared by March 1, 2017. It will include a recommendation to bring ACCESS under the TAG umbrella and have 3 iterations of possible expansion of ACCESS and/or a model at the middle school level. This Continuum will encompass best practice, research, and specific tools and guidance on how best to meet student needs. OTL does not have a comprehensive, standardized understanding nor the complete tools to say that PPS is currently in compliance with meeting TAG students' rate and level.

With the four snow days and loss of instructional time so far this school year, staff will also be closely monitoring instructional hours. At the time of this report to the community, the Board has approved two additional instructional days at the end of the year. Throughout the winter, staff will continue to monitor instructional hours and will make further recommendations to the Board, if necessary.

Staff will also continue to monitor PPS' Auxiliary Services (OAR 581-022-1530). PPS is in the process of completing health and safety assessments that will provide additional information into the condition of our assets.

Finally, as part of this year's Division 22 report to the State, districts were asked to provide their method for ensuring compliance with the administrative rules. For each Division 22 section, we contacted individuals in the departments whose responsibilities include carrying out the requirements of the section. When any section overlapped departments, all of those were asked to respond regarding compliance. We also asked for confirmation by the supervisors.



**Division 22**  
**Standards for Public Elementary and Secondary Schools**  
**2016-2017 Assurances**  
**REPORT TO COMMUNITY**

This list is provided to assist you in your report to your community as required by OAR 581-022-1610.  
 Please ***do not*** submit this form to the Oregon Department of Education.

- ✓ Determine your district's compliance with the Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review the Secretary of State's webpage at [http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_581/581\\_022.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_022.html).
- ✓ Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below. Districts should report to their communities on each of the standards listed below.
- ✓ Report your district's compliance or non-compliance to the Division 22 Standards for Public Elementary and Secondary Schools to your local district school board by **January 15, 2017**.

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

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

**Districts must report their status with regards to the Division 22 Standards to their communities**  
**by**  
**January 15, 2017**



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** January 6, 2017

**To:** Board of Education

**From:** Yousef Awwad, Deputy Chief Executive Officer

**Subject:** Audit Committee Recommendation to Audit Transportation and Student Activity Fees

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**On December 20, 2016, the Board of Education's Audit Committee voted unanimously to recommend independent audits of district transportation and Student Activity Fees.**

**The committee reviewed a scope of work prepared by Talbot, Korvola and Warwick (TKW) for a transportation audit as well as a scope of work for an audit of Student Activity Fees. The committee agreed to move forward with TKW to audit Student Activity Fees at a fee of \$48,950. Due to the much larger scale of a transportation audit and the cost estimate to exceed \$100,000, the committee decided to do an informal RFP for this.**



## Student Activity Fees

### **Background**

Specific concerns have been identified relating to the equity of student activity offerings and associated *fees* in Portland Public Schools. The initial belief is that an inconsistency of the type and number of activities exist and fees are a barrier at certain schools limiting participation.

### **Questions to Answer**

1. Are the number of extracurricular activities being equitably offered at each PPS school?
2. What is the number of students participating in activities by various groups (e.g.: ethnicity, English learners, etc.)
3. What is the total cost by school?
4. What is the cost by activity, per student?
5. What percent of fees pay actual costs?
6. What is the impact of parent involvement/fundraising?
7. Are participation rates impacted by social-economic conditions of schools?
8. What is the number of students participating in individual activities, multiple activities?
9. What is the number of sports seasons completed for every 100 students by school?
10. Is there a correlation of students participating in extracurricular activities with graduation rates?
11. How do other districts administer student activity fees?

### **Potential Work Plan**

- Through initial interviews with key personnel and a review of available information, obtain information for the past three years associated with:
  - number of extracurricular activities by school
  - total cost by school
  - cost by activity, per student by school
  - number of students participating in individual activities, multiple activities by school
  - percent of fees paying actual costs by school
  - percent of costs raised by parent involvement/fundraising by school
  - number of sports seasons completed for every 100 students by school
  - graduation rates of students participating in extracurricular activities as compared to total student body by school
- Summarize information obtained for the past three years.
- Obtain comparative information from other Oregon and national school districts.
- Formulate conclusions and recommendations and communicate preliminary results with appropriate District personnel.
- Organize and consolidate major findings.
- Prepare findings and recommendations as appropriate.
- Prepare draft report.
- Present draft report to Audit Committee and appropriate District representatives for review and comments.
- Clarify and discuss findings, conclusions, and recommendations as necessary.
- Obtain input and corrections as necessary from Audit Committee and District representatives.
- Revise draft report based on input and corrections.



- Prepare final report.
- Present final report as appropriate.

**Potential Timeframe**

| ID | Task Name    | Start     | Finish    | Jan 2017 |      |      |      | Feb 2017 |      |      |      | Mar 2017 |      |      |      | Apr 2017 |     |      |
|----|--------------|-----------|-----------|----------|------|------|------|----------|------|------|------|----------|------|------|------|----------|-----|------|
|    |              |           |           | 1/8      | 1/15 | 1/22 | 1/29 | 2/5      | 2/12 | 2/19 | 2/26 | 3/5      | 3/12 | 3/19 | 3/26 | 4/2      | 4/9 | 4/16 |
| 1  | Review       | 1/11/2017 | 3/13/2017 |          |      |      |      |          |      |      |      |          |      |      |      |          |     |      |
| 2  | Draft Report | 3/13/2017 | 3/24/2017 |          |      |      |      |          |      |      |      |          |      |      |      |          |     |      |
| 3  | Final Report | 4/10/2017 | 4/21/2017 |          |      |      |      |          |      |      |      |          |      |      |      |          |     |      |

**Potential Budget**

| Tasks               | Hours           |                 |                   |               |                 |
|---------------------|-----------------|-----------------|-------------------|---------------|-----------------|
|                     | Brad Rafish     | Anne Nottingham | Danielle Bertrand | Admin Support | Total           |
| Review and Analysis | 72              | 62              | 62                |               | 196             |
| Draft Report        | 24              | 16              | 16                | 11            | 56              |
| Final Report        | 14              | 5               | 5                 | 2             | 24              |
| <b>Total Hours</b>  | <b>110</b>      | <b>81</b>       | <b>81</b>         | <b>13</b>     | <b>283</b>      |
| <b>Rate</b>         | \$195           | \$175           | \$150             | 60            |                 |
| <b>Total Cost</b>   | <b>\$21,450</b> | <b>\$14,175</b> | <b>\$12,155</b>   | <b>\$780</b>  | <b>\$48,960</b> |



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** January 6, 2017  
**To:** Board of Education  
**From:** Antonio Lopez, Assistant Superintendent of School Performance  
**Subject:** Resolution to Extended the Second Quarter Due to Inclement Weather

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The last day of the second quarter for the 2016-2017 school year, is January 26<sup>th</sup>, with January 27<sup>th</sup> as a teacher planning day. Due to inclement weather, school was closed December 8<sup>th</sup>, 9<sup>th</sup>, 15<sup>th</sup> and 16<sup>th</sup>.

In order to make up lost instruction as a result of school closures, staff recommends extending the quarter by one week. This would make the last day of instruction February 2<sup>nd</sup> and February 3<sup>rd</sup> as a teacher planning day.

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

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Other Matters Requiring Board Approval

The Interim Superintendent RECOMMENDS adoption of the following items:

Resolutions 5377 through 5379

**RESOLUTION No. 5377**

Audit of Transportation and Student Activity Fees

**RESOLUTION**

1. On December 20, 2016, the Board Audit Committee met and unanimously approved audits of student activity fees and transportation.
2. The Board of Education approves the recommendation of the Board Audit Committee to direct independent audits of transportation and student activity fees.

*A. Whalen*

**RESOLUTION No. 5378**

Resolution to Extend the Second Quarter Due to Inclement Weather

**RESOLUTION**

1. Due to inclement weather, school was closed on December 8, 9, 15 and 16, 2016.
2. The Board directs the Superintendent to extend the second quarter of the 2016-2017 school calendar and to make the last day of instruction February 2, 2017 and to make February 3, 2017 a teacher planning day.

*A. Lopez*

**RESOLUTION No. 5379**

Minutes

The following minutes are offered for adoption:

December 6 and 13, 2016