

Portland Public Schools Board of Education



2011-2012 Agenda

Regular Meeting
February 27, 2012

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
February 27, 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. **CLASSIFIED EMPLOYEE RECOGNITION** – (action item) 5:00 pm
2. **BOARD REPORT** 5:20 pm
3. **SUPERINTENDENT'S REPORT** 5:25 pm
4. **STUDENT TESTIMONY** 6:25 pm
5. **STUDENT REPRESENTATIVE'S REPORT** 6:40 pm
6. **CITIZEN COMMENT** 6:45 pm
7. **BUSINESS AGENDA** 7:05 pm
8. **REMAINING CITIZEN COMMENT** 7:20 pm
9. **ADJOURN** 7:45 pm
10. **BREAK** 8:00 pm
11. **BUDGET WORK SESSION IMMEDIATELY FOLLOWING BREAK**

The next meeting of the Board will be a Work Session on **March 5, 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

**CLASSIFIED APPRECIATION HONOREES
2011-2012**

NAME	WORK SITE	JOB TITLE	HIRE DATE
(Beatrice) Kay Brown	Transportation	Bus Driver	11/08/2000
William (Bill) Delmatoff	da Vinci Arts Middle School	Paraeducator 2	01/27/2003
Hari Dhimal	Buckman	Custodian	09/20/2010
Kathy Gleason	Student Transportation	Transport Route Scheduler	10/30/1986
Mei Guan	Atkinson	Lead Food Service Assistant	01/14/1999
Gayle L. Huskey	Madison High School	Principal's Secretary	11/04/1996
Mary Margaret (Meg) Jacobson	Cleveland High School	Vice Principal's Secretary	01/04/2000
Julie McGalliard	Student Services - BESC	Chief Clerk II	04/09/1990
Sarah Mongue	Equity Office - BESC	Senior Clerk II	07/26/2000
Lindsay Wun	Maintenance – BESC	Instrument Repair- Foreman	07/01/1986
(Beatrice) Kay Brown	Transportation	Bus Driver	11/08/2000

CONGRATULATIONS!

Student Representative Report

This report comes in the middle of multiple SuperSAC efforts. By the time I deliver my report next month, I hope to have exciting news of changes advocated for by students becoming reality.

On one front, we are working with Chief Financial Officer Neil Sullivan and Chief Equity Officer Lorenzo Poe to implement a “social conscience” lens similar to the racial equity lens. Before the school district awards contracts to businesses, students hope several questions will be asked, questions like “Does this business employ sweatshops?” or “What is this business’ environmental record?” We hope to expand on the school district’s efforts that give preference to small businesses and businesses run by minority women.

On another front, students are meeting with district sustainability coordinator Nancy Bond and Nutrition Services staff to discuss student contributions in phasing out one-time-use Styrofoam plates from school cafeterias. We are also talking with Lincoln High’s anti-bullying leaders. In light of the recent hazing incident at Grant, SuperSAC members have submitted a letter-to-the-editor to *The Oregonian*, stressing that students condemn bullying or harassment in any shape or form – a point seemingly lost in the stream of media coverage of Grant.

Work with the PPS teacher evaluation committee has enjoyed the most progress. We have – after much deliberation – figured out exactly the changes we want to see occur are. These efforts are being undertaken as a SuperSAC group with a representative from the Multnomah Youth Commission’s education committee.

We have assembled a preliminary survey for students in community comprehensive high schools to take at the end of both semesters. These surveys are not putative in nature – high school administrators will not see them for the time being. Teachers would be required to give these surveys to every student in every class. The goal (as I’ve said before) is to help teachers improve. Teachers would be encouraged to use student feedback surveys as evidence and support when they conference with administrators.

The questions in the survey are modified forms of selected rubric standards found in the *Handbook for Professional Growth and Evaluation*. No one than the students themselves can answer standards such as “teacher is responsive to meeting individual needs of students” better.

Our next step is to take our survey to teachers at our schools to gather their responses in data form. We hope to emerge from the PAT/PPS evaluation committee meeting in March with a timeline for implementation.

At the Student Union meeting on February 16th, students welcomed guest speakers from Stand for Children and Rhys Scholes of the school district’s facilities department. Students heard about a potential new construction bond and Stand’s interviews of high school principals.

Students are in agreement (after discussing with Stand) that the school district’s policy for substitute teachers could use some changes. Especially in the lower grades, students would like to see getting rid of a poorly performing substitute become easier. This is especially a concern in struggling schools, whose teachers go to more professional development. For example, Caesar Chavez averages 30.2 days per teacher, while Rieke only 7.8. Students want the school district to make it less time consuming for a principal and/or teacher to exclude an ineffective substitute from his/her school. Students are concerned about the impact of ineffective substitutes in schools that have high substitute usage.

Henry Li
February 27, 2012



PORTLAND PUBLIC SCHOOLS

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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

***TITLE: RESOLUTION TERMINATING THE CONTRACT WITH GOLDEN LEAF PUBLIC CHARTER HIGH SCHOOL,
AND ESTABLISHING A NEW CONTRACT***

Board Committee Meeting Date: NA

**District Priority: Successful Implementation
of High School System Design**

Board Meeting Date: Feb 13, 2012

**Executive Committee Lead: Sue Ann
Higgins**

Department: Charter Schools

Staff Lead: Kristen Miles

I. ISSUE STATEMENT

Golden Leaf Public Charter High School (dba "Bridges") was awarded a Federal Charter School Incentive Grant in 2010. When the grant was defunded, grant funds upon which Bridges had based their budget were no longer available, and the likelihood of Bridges opening school in the current economic climate without a substantial additional source of funding (such as this grant) is low. However, given that the Board did approve this application, Staff recommends that the District enter into a new agreement with Bridges that terminates their current contract and reserves the Board's approval of Bridges' application for a period of two years, in anticipation of the refunding of the Federal Charter Schools Incentive Grant.

II. BACKGROUND

In 2010, Golden Leaf Public Charter School ("Bridges") was granted a Federal Charter School Incentive Grant of \$55,000 through a competitive process. The Portland Public Schools ("District") Board of Education ("Board") voted to approve Bridges' application on November 30, 2010, and District staff and Bridges entered into contract negotiations for the operation of a charter school. Upon execution of the contract, Bridges was scheduled to receive approximately \$500,000 in federal implementation grant funds in each year of its first two years of operation.

In spring 2011, the District and Bridges learned that Oregon lost access to the Federal Charter Schools Incentive Grant. As a result, any charter schools that had been awarded federal funds and were now between phases of the federal implementation grant would be allowed to finish out that current phase, but would not receive implementation funds for future phases. Bridges had received funds for the planning stage of this grant, but no implementation funds.

Given this situation, District staff recommends that the current contract with Bridges be terminated and a new agreement with Bridges be developed that would reserve the Board's approval of Bridges' charter school application for a period of two years (ending June 30, 2014), during which time Bridges would be required to submit certain deliverables and meet with District staff at regular intervals. If Oregon regains access to the Federal Charter School Incentive Grant and/or Bridges is able to secure other supplemental funding during this two-year period, then Bridges and the District will enter into good faith negotiations on a new three-year contract to operate a charter school. If, however, by June 30, 2014, Bridges does not regain access to state and/or federal grant money, or if it does not secure other comparable supplemental funding, the Board's approval of Bridges' application shall expire. After that point, Bridges may reapply for charter school status in any future application cycle.

(Specific requirements are included in the draft resolution.)

III. RELATED POLICIES/BEST PRACTICES

The loss of this federal grant created an unprecedented situation for Oregon charter schools and charter school applicants. When awarded, charter schools depend heavily on these funds in their first two years of operation. The District approved Bridges' application, which was predicated on a budget that included these funds. In good faith, the District wishes to recognize that the loss of the grant funds was not due to any action or inaction by Bridges, but also acknowledges that Bridges' organizational circumstances may have changed sufficiently enough after two years to warrant a new application, if it chooses to pursue charter school status.

IV. FISCAL IMPACT

If Bridges does not open, there will be no financial impact to the District, apart from the resources and time that have already been dedicated to this application.

V. COMMUNITY ENGAGEMENT

In good faith, District staff engaged Bridges' Board in this process and in developing this plan. Bridges has not received any applications for enrollment, nor have they marketed to the community, so there are currently no students planning to attend Bridges in September, 2012.

VI. BOARD OPTIONS

The attached resolution will be presented for the Board's vote on February 27, 2012. If the Board votes to approve the resolution, the contract with Bridges will be terminated immediately, and District staff will enter into a new agreement with Bridges that reflects the requirements outlined in the resolution. If the Board votes to deny the resolution, the contract with Bridges will continue, though Bridges will likely not be able to open school in September, 2012.

VII. STAFF RECOMMENDATION

Staff recommends that the Board vote to approve the resolution terminating the contract with Bridges, and to enter immediately into a new agreement that reflects the requirements outlined in the resolution.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

If the Board votes to approve the resolution, the contract with Bridges will be terminated after 60 days, as per Section K of the contract. Staff will enter into a new agreement with Bridges, which will be developed and executed within 60 days.

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



Carole Smith
Superintendent
Portland Public Schools

2/8/12
Date

ATTACHMENTS

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

A. Resolution Terminating the Contract with Golden Leaf Public Charter High School ("Bridges") and Establishing a New Agreement.



PORTLAND PUBLIC SCHOOLS

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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: RESOLUTION TERMINATING THE CONTRACT WITH REAL PREP PUBLIC CHARTER SCHOOL

Board Committee Meeting Date: NA

**District Priority: Measure and Report on
Effectiveness of Schools and Programs**

Board Meeting Date: Feb 13, 2012

**Executive Committee Lead: Sue Ann
Higgins**

Department: Charter Schools

Staff Lead: Kristen Miles

I. ISSUE STATEMENT

Recording Entertainment Arts Literacy Public Charter High School (REAL Prep) did not open for school in September, 2011, for reasons of: fiscal instability, the lack of a properly-permitted school site, the lack of evidence of a comprehensive curriculum, and other violations of the contract and relevant statutes. After notifying REAL Prep that the District intended to terminate the contract, REAL Prep provided no additional evidence that it was prepared to open its doors to students. Therefore, the District intends to terminate the contract, effective immediately.

II. BACKGROUND

On December 14, 2009, The Portland Public Schools Board ("Board") approved the application of High School for the Recording Arts Portland Public Charter School, which later changed its name to Recording Entertainment Arts Literacy Prep Public Charter School ("REAL Prep").

Subsequent to the Board's approval, District staff negotiated a contract with REAL Prep, which was executed on February 11, 2010. Section K of this contract included a process and criteria for termination of the contract.

On September 23, 2011, District staff sent a letter to the REAL Prep Board President with information that the District intended to pursue termination as per Section K of REAL Prep's contract with the District, ORS 338.105, and OAR 581-020-0380. The letter required a response within 30 days of the date of the letter.

On October 27, 2011, REAL Prep issued a response, but did not address the specific concerns outlined in past District written and verbal communications.

On November 22, 2011, District staff sent a letter to the REAL Prep Board President and its founder, informing REAL Prep of its legal right to request a hearing, and outlining specific items that would be addressed at the hearing. The letter required a response within 30 days of the date of the letter, and stated that the District would proceed with the termination process if REAL Prep did not request a hearing.

On December 20, 2011, REAL Prep issued a response stating that it would not request a hearing.

(All referenced written communications are attached.)

III. RELATED POLICIES/BEST PRACTICES

REAL Prep was found to be in violation of Section K of its contract, ORS 338.105, and OAR 581-020-0380. The District acted in good faith and, after visiting REAL Prep's school site, several in-person meetings between District staff and REAL Prep's Board of Directors, and requests made in writing for evidence that it was ready to operate a school, District staff determined that it would not be in students' and families' best interests to allow REAL Prep to open school and serve students.

IV. FISCAL IMPACT

Staff estimates that the State School Fund allocation to PPS for the 2011-12 school year would have been \$1,310,083.11. \$1,244,578.95 of this would have been paid to the school and the District would have retained \$65,504.16. These funds will be reallocated to other District programs. On August 24, 2011, PPS issued an advance payment to REAL Prep of \$27,273.70, which was equivalent to 10% of the projected annual payment, based on the number of students REAL Prep had enrolled in eSIS. Each charter school receives an advance payment in August for the upcoming school year. These funds have not been recovered from REAL Prep.

V. COMMUNITY ENGAGEMENT

In good faith, District staff engaged REAL Prep staff and Board at each stage of this process. Additionally, staff at the District's Reconnection Center met with students and families individually before the start of school to find best-fit placements for students, as it became evident that REAL Prep would not open.

VI. BOARD OPTIONS

The attached resolution will be presented for the Board's vote on February 27, 2012. If the Board votes to approve the resolution, the contract with REAL Prep will be terminated immediately. If the Board votes to deny the resolution, the contract with REAL Prep will continue, though REAL Prep will still not be operating a school.

VII. STAFF RECOMMENDATION

Staff recommends that the Board vote to approve the resolution terminating the contract with REAL Prep.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

If the Board votes to approve the resolution, the contract with REAL Prep will be immediately terminated.

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



**Carole Smith
Superintendent
Portland Public Schools**

**2/8/12
Date**

ATTACHMENTS

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

- A. Resolution Terminating the Contract with Recording Arts Entertainment Arts Literacy Prep Public Charter Academy ("REAL Prep").
- B. Letter to REAL Prep from PPS staff dated September 23, 2011
- C. Letter from REAL Prep dated October 27, 2011
- D. Letter to REAL Prep from PPS staff dated November 22, 2011
- E. Letter from REAL Prep dated December 20, 2011



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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: 2012-13 AND 2013-14 DISTRICT CALENDAR RECOMMENDATION

Board Meeting Date: February 27, 2012

Executive Committee Lead: Toni Hunter

Department: Office of Schools

Staff Lead: Rudy Rudolph

I. ISSUE STATEMENT

(Use this section to briefly explain the subject—2-3 sentences)

Each year the PPS Board of Education votes on the calendar(s) for all schools and central departments. The Board is being asked to consider a resolution adopting the district calendars for the 2012-13 and 2013-14 school years.

II. BACKGROUND

(Include information related to the history of the item and any relevant timing issues)

Each year a district Calendar Committee representing all employee groups, parents, Board members, and central departments reviews key elements of the district calendar and makes a recommendation to the Superintendent. Key elements include number of instructional days for students, employee contract dates and holidays, planning and professional development times, parent-teacher conferences, and vacations consistent with the Oregon University System.

Two areas receive special attention this year:

1. Can we be more responsive to the needs of staff and families, increase preparation by keeping the district office open on the Friday prior to Labor Day weekend?
2. By returning to our practice of having a planning day after Labor Day, will we provide teachers with a more timely preparation opportunity and schools the ability to register more students prior to the start of school?

III. RELATED POLICIES/BEST PRACTICES

(Explain how the item relates to the District's policies. Also describe any best practice research used to lead staff to their recommendation)

The number of instructional days for both proposed calendars and the continuation of the professional development practice of the current calendar ensure that the district remains within the compliance requirements of OAR 581-022-1620--Required Instructional Time. These calendars also follow the recommended model as stated in the 2009 PPS Audit report on instructional hours.

Numerous departments have indicated the challenges related to being responsive to families prior to the first day of school when the entire district is closed down on Friday. By being open, departments such as Enrollment and Transfer, ESL, Special Education and others can have additional time to test and/or place students. Each year there are last minute staff changes that occur. Having an additional day for Human Resources to do placements benefits everyone.

By having the district office open and custodians in all of our schools (although the schools themselves are closed) on Friday, any last minute repairs, cleaning, and room adjustments can be accomplished.

Because students are often registering at the last moment after Labor Day, schools can be better prepared to place students in their classrooms and have all materials ready for the first day of school on Wednesday. School staff response to having a planning day after Labor Day was overwhelmingly positive.

The Wednesday start day and Friday being open for district departments also gives the Transportation Department additional time for dry runs, and Nutrition Services can deliver food one day prior to students eating it as supposed to the Thursday prior to the beginning of school.

By approving calendars for two years, district staff, parents, and community members can not only do personal planning, but district planning with other organizations and school districts that are dependent on calendar items.

Although the calendars do not show a starting date for kindergarten (same practice as the present year), schools are aware that the latest date for kindergartners to begin will be the Friday of the first week of school.

IV. FISCAL IMPACT

(Use this section to outline the financial implications of the action requested.)

► One fiscal impact is a savings of overtime for district employees who have traditionally worked on the Friday prior to Labor Day weekend because of the need to accomplish their tasks as stated in section III. The proposed calendars maintain the same number of staff days by recommending the district be closed on December 24. This day was chosen because history has shown that many district employees take a vacation day on that day.

V. COMMUNITY ENGAGEMENT

(Review of all stakeholders, including students and union partners, involved in the development of the proposed policy or resolution)

The District Calendar Committee included representatives from PAT, PFSP, PTA, School Board, PAPSA, and numerous departments of the district.

VI. BOARD OPTIONS

(What action is requested? Outline options and acknowledge other perspectives. Financial costs associated with specific options should be included if relevant.)

The Board is being asked to approve the Superintendent's recommendations for the 2012-2013 calendar year and the 2013-2014 calendar year.

VII. STAFF RECOMMENDATION

(Convey the specific recommendation on any and all of the options listed or overall recommendation regarding the item.)

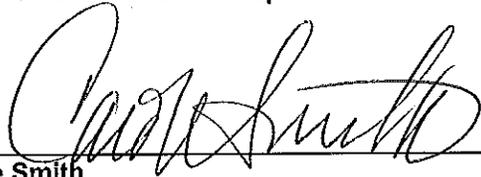
Following two District Calendar Committee meetings, informal discussions with district staff, and principal input, the Superintendent is recommending the attached Quarter Calendars for the 2012-13 and 2013-14 school years. Key elements include:

- 1 Planning Day/1 PD Day for teachers the week prior to Labor Day weekend
- 1 Planning Day the Tuesday following Labor Day
- Friday prior to Labor Day weekend, District office open, schools closed with custodians in buildings
- First day of school is Wednesday following Labor Day
- District closed December 24
- 2012-13: Parent-Teacher Conferences November 19-21, Winter Break December 17-January 1, Spring Break March 25-29
- 2013-14: Parent-Teacher Conferences November 25-27, Winter Break December 23-January 3, Spring Break March 24-28
- Late openings for professional development on the third Wednesday of each month, with the exception of November and June. (January 2014 is 4th Weds.)

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION
(What is the timeline? How will progress be measured?)

The district calendars will be in place for the 2012-13 and 2013-14 school years and will be reviewed at next year's calendar committee, based on feedback from school staff, central staff and community.

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



Carole Smith
Superintendent
Portland Public Schools

2-22-11
Date

ATTACHMENTS

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

- A. Proposed calendars
- B. Resolution
- C.

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



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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: 2012-13 AND 2013-14 INSTRUCTIONAL HOURS RESOLUTION

Board Meeting Date: February 27, 2012

Executive Committee Lead: Toni Hunter

Department: Office of Schools

Staff Lead: Rudy Rudolph

I. ISSUE STATEMENT

(Use this section to briefly explain the subject—2-3 sentences)

Each year the PPS Board of Education votes on the calendar(s) for all schools and central departments. The district calendar must be in compliance with OAR 581-022-1620--Required Instructional Time. This resolution confirms that the number of professional development hours is within the guidelines of ODE and maintains the required number of instructional hours for all schools.

II. BACKGROUND

(Include information related to the history of the item and any relevant timing issues)

Each year a district Calendar Committee representing all employee groups, parents, Board members, and central departments reviews key elements of the district calendar and makes a recommendation to the Superintendent. Key elements include number of instructional days for students, employee contracts, planning and professional development times, parent-teacher conferences, and vacations consistent with the Oregon University System.

III. RELATED POLICIES/BEST PRACTICES

(Explain how the item relates to the District's policies. Also describe any best practice research used to lead staff to their recommendation)

The calendar must be in compliance with OAR 581-022-1620--Required Instructional Time. The 16 hours for late opening professional development totals below the 30 hours allowed by ODE and ensures that the district calendars meet instructional hours requirements for all schools. This practice follows the recommendations of the 2009 Auditor's report on instructional time. Additional professional development (both optional and required) occurs for district staff prior to the start of classes in the fall, during staff meetings, after the school day, and during the summer. Because student instructional time is not affected by these additional sessions, they do not become part of the maximum 30 hours stated in the OAR.

IV. FISCAL IMPACT

(Use this section to outline the financial implications of the action requested.)

Because the professional development schedules are identical to the current year, the 2012-13 and 2013-14 calendars will see no increase or decrease in cost related to this plan.

V. COMMUNITY ENGAGEMENT

(Review of all stakeholders, including students and union partners, involved in the development of the proposed policy or resolution)

The District Calendar Committee included representatives from PAT, PFSP, PTA, School Board, PAPSA, and numerous departments of the district.

VI. BOARD OPTIONS

(What action is requested? Outline options and acknowledge other perspectives. Financial costs associated with specific options should be included if relevant.)

The School Board is being asked to vote on a resolution that provides 16 hours of professional development for all schools during eight two-hour late opening sessions for the 2012-13 and 2013-14 school years.

VII. STAFF RECOMMENDATION

(Convey the specific recommendation on any and all of the options listed or overall recommendation regarding the item.)

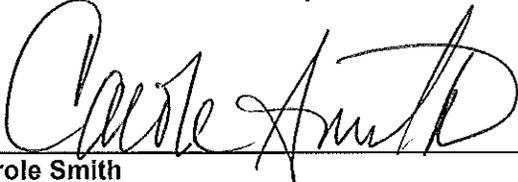
Following two District Calendar Committee meetings, informal discussions with district staff, and principal input, the Superintendent is recommending the adoption of Board Resolution XXX that provides for 16 hours of professional development for all schools during eight two-hour late opening sessions.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

(What is the timeline? How will progress be measured?)

This plan will become part of the district calendars that will be implemented for the 2012-13 and 2013-14 school years and evaluation will be included in the annual calendar review process.

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



Carole Smith
Superintendent
Portland Public Schools

2-22-11

Date

ATTACHMENTS

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

- A. Draft of 2012-13 and 2013-14 Calendars
- B. List of District Calendar Committee Members
- C. Resolution

SCHOOL QUARTER CALENDAR

QUARTER CALENDAR DATES FOR SCHOOL YEAR 2012-2013

Summer Scholars	First Semester: June __-July __ / Second Semester: July __-August __, 2012
Classified Connection Training Day	August __, 2012
Project Community Care Signature Day	August __, 2012
Professional Development Day or Teacher Planning Day* (school decision)	August 29, 2012
Professional Development Day or Teacher Planning Day* (school decision)	August 30, 2012
Labor Day Holiday (schools and all offices closed)	September 3, 2012
Teacher Planning Day	September 4, 2012
First Day of School for Students	September 5, 2012
(Kindergarten and PK classes will begin regular classroom instruction no later than September __. Schools may choose to use the __th, __th and __th for kindergarten assessment.)	
PSAT Testing for All High School Sophomores (during regular school hours)	October __, 2012
Statewide Inservice (No school - all 190, 200, 210, 225 & 230 employees off)	October 12, 2012
End of 1st Grading Period	November 8, 2012
Teacher Planning Day and Classified Connection Training Day (no school for students)	November 9, 2012
Holiday in Celebration of Veterans' Day (schools and all offices closed)	November 12, 2012
Conferences	
Morning, Afternoon and Optional Evening Conferences (no school for students)	November 19, 2012
Morning, Afternoon and Optional Evening Conferences (no school for students)	November 20, 2012
Morning Conferences (no school for students; no afternoon school for teachers)	November 21, 2012
Thanksgiving Holiday (schools and all offices closed)	November 22 & 23, 2012
Students' last day prior to Winter Break	December 14, 2012
Schools and Offices closed	December 24, 2012
Schools and Offices closed	December 25, 2012
Holiday in Celebration of New Year's Day (schools and all offices closed)	January 1, 2013
Students return following Winter Break	January 2, 2013
Martin Luther King Jr. Day Holiday Commemoration (schools and all offices closed)	January 21, 2013
High School Transfer - Opens	January __, 2013
Elementary/Middle School Transfer - Opens	January __, 2013
End of 2nd Grading Period	January 31, 2013
Teacher Planning Day (no school for students)	February 1, 2013
Presidents' Day Holiday (schools and all offices closed)	February 18, 2013
High School Transfer Deadline	February __, 2013
Elementary/Middle School Transfer Deadline	March __, 2013
Spring Break (no school for students)	March 25-29, 2013
ACT Testing for All High School Juniors (during regular school hours)	April __, 2013
End of 3rd Grading Period	April 11, 2013
Teacher Planning Day (no school for students)	April 12, 2013
Memorial Day Holiday (schools and all offices closed)	May 27, 2013
Last Day of School for Students	June 14, 2013
Teacher Planning Day (no school for students)	June 17 & 18, 2013
Snow Make-Up Days (END, GRD, PLAN days would be moved back accordingly)	June 17, 18 & 19, 2013
Summer Scholars	First Semester: June __-July __ / Second Semester: July __-August __, 2013
Graduation Dates	June __, __, __ & __, 2013

GRADING PERIOD SCHEDULE FOR 2012-2013 SCHOOL YEAR

Start of First Grading Period	September 5, 2012	Start of Third Grading Period	February 4, 2013
End of First Grading Period	November 8, 2012	End of Third Grading Period	April 11, 2013
Start of Second Grading Period	November 13, 2012	Start of Fourth Grading Period	April 15, 2013
End of Second Grading Period	January 31, 2013	End of Fourth Grading Period	June 14, 2013

EMPLOYEE WORK YEAR 2012-2013

190-Day Employees	August __ to June __	225-Day Employees*	August __ to June __
200-Day Employees	August __ to June __	230-Day Employees*	August __ to June __
210-Day Employees	August __ to June __	260-Day Employees	July 1 to June 30
215-Day Employees*	August __ to June __	*Refer to 2012-2013 Employee Work Year Schedule for July/Aug. work day details	

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Portland Public Schools

2013-2014

SCHOOL QUARTER CALENDAR



Calendars are on the district website: www.pps.k12.or.us; click on "Calendar" tab.

S M T W Th F S

JUNE — 2013

Calendar grid for June 2013 with dates 1-30 and special events like END GRD and PLAN.

JULY — 2013

Calendar grid for July 2013 with dates 1-31.

AUGUST — 2013

Calendar grid for August 2013 with dates 1-31 and special events like PROF PLAN.

SEPTEMBER — 2013

Calendar grid for September 2013 with dates 1-30 and special events like H, 3PLAN, 4START, 18LO.

OCTOBER — 2013

Calendar grid for October 2013 with dates 1-31 and special events like 11INS, 16LO.

NOVEMBER — 2013

Calendar grid for November 2013 with dates 1-30 and special events like 7GRD, 8PLAN, 25AM/PM EVE, 26AM/PM EVE, 27AM.

DECEMBER — 2013

Calendar grid for December 2013 with dates 1-31 and special events like 18LO, X, X.

S M T W Th F S

JANUARY — 2014

Calendar grid for January 2014 with dates 1-31 and special events like H, 19HC, 22LO, 24GRD, 27PLAN.

FEBRUARY — 2014

Calendar grid for February 2014 with dates 1-29 and special events like 19LO.

MARCH — 2014

Calendar grid for March 2014 with dates 1-31 and special events like 19LO.

APRIL — 2014

Calendar grid for April 2014 with dates 1-30 and special events like 10GRD, 11PLAN, 16LO.

MAY — 2014

Calendar grid for May 2014 with dates 1-31 and special events like 21LO, H.

JUNE — 2014

Calendar grid for June 2014 with dates 1-30 and special events like 11END GRD, 12PLAN, 13PLAN.

JULY — 2014

Calendar grid for July 2014 with dates 1-31 and special events like H.

Snow Make-Up Days will be added to the end of the first semester and/or the end of the school year.

PRELIMINARY

- SYMBOL EXPLANATION: Students Out of School, AM, AM/PM/EVE, CC, END, EVE, GRD, H, HC.

- INS, LO, MT, PLAN, PROF, START, TRF-H, TRF-EMS, X.

SCHOOL QUARTER CALENDAR

QUARTER CALENDAR DATES FOR SCHOOL YEAR 2013-2014

Summer Scholars	First Semester: June __-July __ / Second Semester: July __-August __, 2013
Classified Connection Training Day	August __, 2013
Project Community Care Signature Day	August __, 2013
Professional Development Day or Teacher Planning Day* (school decision)	August 28, 2013
Professional Development Day or Teacher Planning Day* (school decision)	August 29, 2013
Labor Day Holiday (schools and all offices closed)	September 2, 2013
Teacher Planning Day	September 3, 2013
First Day of School for Students	September 4, 2013
(Kindergarten and PK classes will begin regular classroom instruction no later than September __.	
Schools may choose to use the __th, __th and __th for kindergarten assessment.)	
PSAT Testing for All High School Sophomores (during regular school hours)	October __, 2013
Statewide Inservice (No school - all 190, 200, 210, 225 & 230 employees off)	October 11, 2013
End of 1st Grading Period	November 7, 2013
Teacher Planning Day and Classified Connection Training Day (no school for students)	November 8, 2013
Holiday in Celebration of Veterans' Day (schools and all offices closed)	November 11, 2013
Conferences	
Morning, Afternoon and Optional Evening Conferences (no school for students)	November 25, 2013
Morning, Afternoon and Optional Evening Conferences (no school for students)	November 26, 2013
Morning Conferences (no school for students; no afternoon school for teachers)	November 27, 2013
Thanksgiving Holiday (schools and all offices closed)	November 28 & 29, 2013
Students' last day prior to Winter Break	December 20, 2013
Schools and Offices closed	December 24, 2013
Schools and Offices closed	December 25, 2013
Holiday in Celebration of New Year's Day (schools and all offices closed)	January 1, 2014
Students return following Winter Break	January 6, 2014
Martin Luther King Jr. Day Holiday Commemoration (schools and all offices closed)	January 20, 2014
High School Transfer - Opens	January __, 2014
Elementary/Middle School Transfer - Opens	January __, 2014
End of 2nd Grading Period	January 24, 2014
Teacher Planning Day (no school for students)	January 27, 2014
Presidents' Day Holiday (schools and all offices closed)	February 17, 2014
High School Transfer Deadline	February __, 2014
Elementary/Middle School Transfer Deadline	March __, 2014
Spring Break (no school for students)	March 24-28, 2014
ACT Testing for All High School Juniors (during regular school hours)	April __, 2014
End of 3rd Grading Period	April 10, 2014
Teacher Planning Day (no school for students)	April 11, 2014
Memorial Day Holiday (schools and all offices closed)	May 26, 2014
Last Day of School for Students	June 11, 2014
Teacher Planning Day (no school for students)	June 12 & 13, 2014
Snow Make-Up Days (END, GRD, PLAN days would be moved back accordingly)	June 12, 13 & 16, 2014
Summer Scholars	First Semester: June __-July __ / Second Semester: July __-August __, 2014
Graduation Dates	June __, __, __ & __, 2014

GRADING PERIOD SCHEDULE FOR 2013-2014 SCHOOL YEAR

Start of First Grading Period	September 4, 2013	Start of Third Grading Period	January 28, 2014
End of First Grading Period	November 7, 2013	End of Third Grading Period	April 10, 2014
Start of Second Grading Period	November 12, 2013	Start of Fourth Grading Period	April 14, 2014
End of Second Grading Period	January 24, 2014	End of Fourth Grading Period	June 11, 2014

EMPLOYEE WORK YEAR 2013-2014

190-Day Employees	August __ to June __	225-Day Employees*	August __ to June __
200-Day Employees	August __ to June __	230-Day Employees*	August __ to June __
210-Day Employees	August __ to June __	260-Day Employees	July 1 to June 30
215-Day Employees*	August __ to June __	*Refer to 2012-2013 Employee Work Year Schedule for July/Aug. work day details	

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

CALENDAR COMMITTEE

<u>Group Represented</u>	<u>Name of Representative</u>
Communications	Katie Essick
Curriculum	Ewan Brawley
ESL	Ewa Chomka-Campbell
FAM	Marlys Mock
HR	Pam Mckinstry Ross Hume
IT	Stacey Partin
Nutrition Services	Shannon Stember
Office of Schools (Comm.Chair)	Rudy Rudolph
PAPSA HS	Paul Cook
PAPSA K-5	Pam Wilson
PAPSA K-8	Tina Acker
PAPSA MS	Kevin Bacon
Parent Voice	Reiko Williams
PAT	Gwen Sullivan Terri Harrington
Payroll	James Lacasa (Ondra Matthews)
PFSP	Belinda Reagan Michelle Batten
PTA	Beryl Morrison
Regional Administrators	Greg Wolleck
School Board	Bobbie Regan
Special Education	Jennifer Jackson
Transportation	Teri Brady Andy Leibenguth



PORTLAND PUBLIC SCHOOLS

501 N. Dixon Street • Portland, OR 97227
Mailing Address: P.O. Box 3107 • Portland, OR 97208-3107
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MEMO

From: Judy Brennan, Enrollment Planning Director
To: Carole Smith, Superintendent
Date: February 7, 2012
RE: Resolution errata regarding Alameda-Sabin transfer priority

On January 23, 2012, the School Board approved Resolution #4537, establishing a new attendance boundary between Alameda and Sabin schools. It was the intent of that resolution to rescind the lottery transfer preference from Alameda to Sabin that was offered for the 2011-12 school year as a short-term relief measure while long-term changes were being planned. Unfortunately, that resolution did not include the necessary language to end the preference.

Attached please find for your approval a draft of a new resolution to rescind the Alameda to Sabin lottery preference.

Thank you for your consideration.

I have reviewed this memorandum and concur with the recommendation.

Carole Smith

Superintendent

Portland Public School

2/8/12
Date

ATTACHMENTS

- A. Draft resolution rescinding temporary relief measures for Alameda

RESOLUTION No. 4406

Temporary Relief Measure for Alameda Elementary

RECITALS

- A. As part of the Portland Public Schools' annual capacity analysis, staff identified a severe over-crowding issue at Alameda Elementary where there are 775 students and projected growth in the neighborhood population. While staff has begun a public process with the community to change Alameda's neighborhood boundary, there is not enough time to identify and implement sustainable solutions for this neighborhood prior to the transfer cycle.
- B. As a temporary measure, staff recommends that the Board provide a lottery priority for Alameda students to attend Sabin PK-8 school. The Superintendent will determine the target enrollment change and set geographic and grade-level limits as warranted to maintain effective instructional practices at each impacted school, based on space availability and current enrollment patterns.
- C. Alameda Elementary is facing severe over-crowding and would benefit from this temporary relief measure. In addition, work will proceed on additional efforts to reduce over-crowding, including boundary changes, facility modifications and program adjustments.
- D. Sabin has smaller class sizes with space availability at most grades and is an International Baccalaureate candidate school. For the coming school year, current students and incoming kindergarten students living in the Alameda school boundary, will have an option of priority transfer to Sabin PK-8 school, if they apply on-time during the annual lottery transfer cycle.
- E. Communication regarding the transfer opportunity to attend Sabin will be provided through meetings at the schools, written information, and via phone calls in all the district's supported languages. Parents will be guided through the transfer request process by staff in the Enrollment & Transfer Center.
- F. At the end of the school choice lottery cycle, staff will analyze the effectiveness of this transfer provision and, if appropriate, propose a broader resolution to implement this strategy in other cases as needed.
- G. The Ad Hoc Committee on Student Assignment, Program Initiation, and Reconfiguration reviewed this proposal on February 3, 2011, and voted two to one to forward the recommendation to the full Board of Education for a decision.

RESOLUTION

- 1. The Board of Education for the Portland Public Schools accepts the recommendation of Superintendent Smith to grant current Alameda students and incoming Alameda neighborhood kindergarten students a transfer priority to attend Sabin as part of the 2011-12 school choice process. Transferring students will be allowed to remain at Sabin to the highest grade as per Board policy.
- 2. Following the coming enrollment and transfer process, the Board requests that the Superintendent or staff brief Board members on the impact of this relief strategy. If this practice has been found to be effective at temporarily reducing over-crowding, then the Board also requests that the Superintendent develop a broader recommendation for future use of this temporary mitigation strategy.
- 3. The Board requests that the staff continue the process with the community of identifying boundary and program changes for the 2012-13 school year in order to create long term solutions to the current enrollment challenges at multiple schools.

S. Allan

2/7/11



PORTLAND PUBLIC SCHOOLS

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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: PARTICIPATION IN HB 3681 OPEN ENROLLMENT

Board Work Session Date: February 13, 2012

District Priority: 8

Board Meeting Date: February 27, 2012

Executive Committee Lead: Zeke Smith

Department: Government Relations/Enrollment & Transfer Staff Lead: David Williams/Judy Brennan

I. ISSUE STATEMENT

(Use this section to briefly explain the subject—2-3 sentences)

In June 2011, the Oregon Legislature enacted a new option for districts to enroll students who live outside their boundaries. District staff has reviewed the requirements of the new option in comparison to the current process for enrolling or releasing students across district lines. Based on that review, staff recommends that PPS not participate in the enrollment option provided through HB 3681 for the 2012-13 school year, but continue our current year round process for enrolling or releasing students across district lines.

II. BACKGROUND

(Include information related to the history of the item and any relevant timing issues)

State law provides for enrollment of students across district lines, and the transfer of state school funds (TSSF) to support inter-district enrollment. In general, a TSSF:

- Requires the consent of both districts
- Is good for one school year only
- Requires a new application and consent of both districts for renewal for each school year
- Allows a resident district to deny a transfer to another district for any reason
- Allows a non-resident district to deny or revoke an agreement at any time based on attendance, behavior, academic progress or special program needs.

Each year, PPS responds to more than 1,200 requests for interdistrict transfers, both for students who live within the PPS boundary to attend schools in other districts and for students from other districts to attend schools here. Applications in to PPS come as part of the annual lottery, as well as other times during the year. For the 2011-12 school year, 1007 of 1290 students, or 78%, who applied to attend a PPS school from another district were allowed to transfer in, while 192 of 278 PPS resident students, or 70%, who applied to attend a school in another district were allowed to transfer out. The primary reason for requesting an interdistrict transfer is to allow a student to remain at their current school after moving to a residence outside of their current district.

In June 2011, the Oregon Legislature approved House Bill 3681, which offered a new option for enrolling students from other districts, commonly referred to as "Open Enrollment". The new option allows a district to accept non-resident students without consent of their resident district. It requires:

- A spring timeframe for announcing space, accepting applicants, running a lottery (if more applicants than space) and providing results
- Approval through 12th grade, without the need for annual renewal, that cannot be revoked by the non-resident or resident district
- Resident applicants must be accepted before non-resident applicants in the "Open Enrollment" lottery (in line with our current practice)
- No weighting, preference or denial can be given based on student demographics, including race, gender and family income level, or special program status, including disability, English language proficiency or athletic ability.

Under the bill, interdistrict transfer requests made outside of the above timeline will continue to follow the existing procedures, including the right of each district to review and approve or deny a transfer each year.

III. **RELATED POLICIES/BEST PRACTICES**

(Explain how the item relates to the District's policies. Also describe any best practice research used to lead staff to their recommendation)

PPS Policy 4.10.040-P, Admission of Noon-Resident Students

PPS Administrative Directive 4.10.090-AD, Interdistrict Agreements and Transfer of State School Funds

Oregon Revised Statutes 339.125, Admission of nonresident pupils; costs

Oregon Revised Statutes 339.133, Residency of student for school purposes; how determined

Oregon Revised Statutes 339.134, Residency of child with disabilities

IV. **FISCAL IMPACT**

(Use this section to outline the financial implications of the action requested.)

Currently, PPS receives state school funds for every non-resident student attending with an approved TSSF, and gives up state school funds for every student released to attend another district. The net difference between incoming and outgoing students for 2010-11 was about 520 students early in the year and rose to about 800 students by June as more families moved across district lines.

The rate of transfers in and out vary from year to year, and are determined more by family interests and needs than by district actions. Therefore, the fiscal impact of "Open Enrollment" remains unclear, as we do not have an estimate of:

- The number and location of participating neighboring districts, and how many spaces will be available for "Open Enrollment"
- The number of PPS students who will apply to attend schools in other districts during the "Open Enrollment" period
- The number of PPS students who will be accepted to attend schools in other districts through the required lotteries

Staff will monitor and report to leadership the results of any district participation in "Open Enrollment" this year,

V. **COMMUNITY ENGAGEMENT**

(Review of all stakeholders, including students and union partners, involved in the development of the proposed policy or resolution)

To date, there has been no direct community outreach regarding the "Open Enrollment" option. We will communicate the District's decision on "Open Enrollment" to all current families with interdistrict agreements, as well as prospective families.

VI. **BOARD OPTIONS**

(What action is requested? Outline options and acknowledge other perspectives. Financial costs associated with specific options should be included if relevant.)

By March 1, the School Board must announce whether or not PPS schools will participate in an "Open Enrollment" process. PPS can choose to participate at all schools, some schools, or no schools. If PPS does participate, the names of schools and spaces by grade level must be announced by that date, as well. Factors to consider:

- As enrollment has grown across the district, space for transfers has been reduced at most locations. Therefore, PPS is not in a position to allow open enrollment at all schools, because many schools fill their transfer slots with resident students and further increases would lead to overcrowding.
- Through high school system design and recent strategic planning efforts, district leaders have continued to affirm a commitment to equitable access to robust programs for all students. Transfer limits have been set across many schools to support this goal. "Open Enrollment" could lead to increases in transfers between PPS schools, as slots would have to be available for resident students first before non-resident students could be accepted. (sorry, maybe combine this with the bullet above?)

- Several schools that have ample space for transfers are also schools designated as academic priority zone schools. These schools have space available for TSSF students through our current process. .
- If we switched to the “Open Enrollment” process, the academic standing and program needs of “Open Enrollment” applicants cannot be considered as part of the transfer decision. There are often attendance challenges with TSSF students as they commute from other districts. Under the “Open Enrollment” bill, we would be unable to non-renew based on attendance which would affect schools’ report cards. Additionally, under our current process, we are able to refer students with high special needs back to their own districts for Special Education programming. Under the Open Enrollment system, a student that transferred in could stay through the highest grade and impact our already crowded Special Education program. The existing Board policy that governs the annual lottery includes weighting for gender and socio-economic status, as well as special education review to determine space availability. The policy would have to be revised and lottery logic modified in order to offer an “Open Enrollment” lottery.
- Once accepted, an “Open Enrollment” transfer student has considerably more rights than a student accepted through the standard TSSF process: The transfer cannot be revoked by either district, must be accommodated through 12th grade, and allows the non-resident student the same rights to transfers within the district as a resident student. Tracking students and providing accurate guidance to schools will be difficult, given the limited centralized staff available to support interdistrict transfers.

VII. STAFF RECOMMENDATION

(Convey the specific recommendation on any and all of the options listed or overall recommendation regarding the item.)

While “Open Enrollment” may offer some advantages to certain districts across the state, PPS already offers many of these benefits to our resident students and students from other districts through our current TSSF process. The benefits for PPS are not clear and there are potential negative impacts to enrollment at schools that we have been working to strengthen. As such, staff recommend that PPS opt-out of the HB3681 “Open Enrollment” option for the 2012-13 school year, and continue our existing practices.

Staff recommends that we monitor results from districts who participate in “Open Enrollment” this year. If we see clear benefits to offset the complexities and challenges related to “Open Enrollment”, we can re-evaluate this decision for the 2013-14 school year on a school by school basis.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

(What is the timeline? How will progress be measured?)

The School Board must announce “Open Enrollment” availability by March 1, 2012.

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



**Carole Smith
Superintendent
Portland Public School**

**2/8/12
Date**

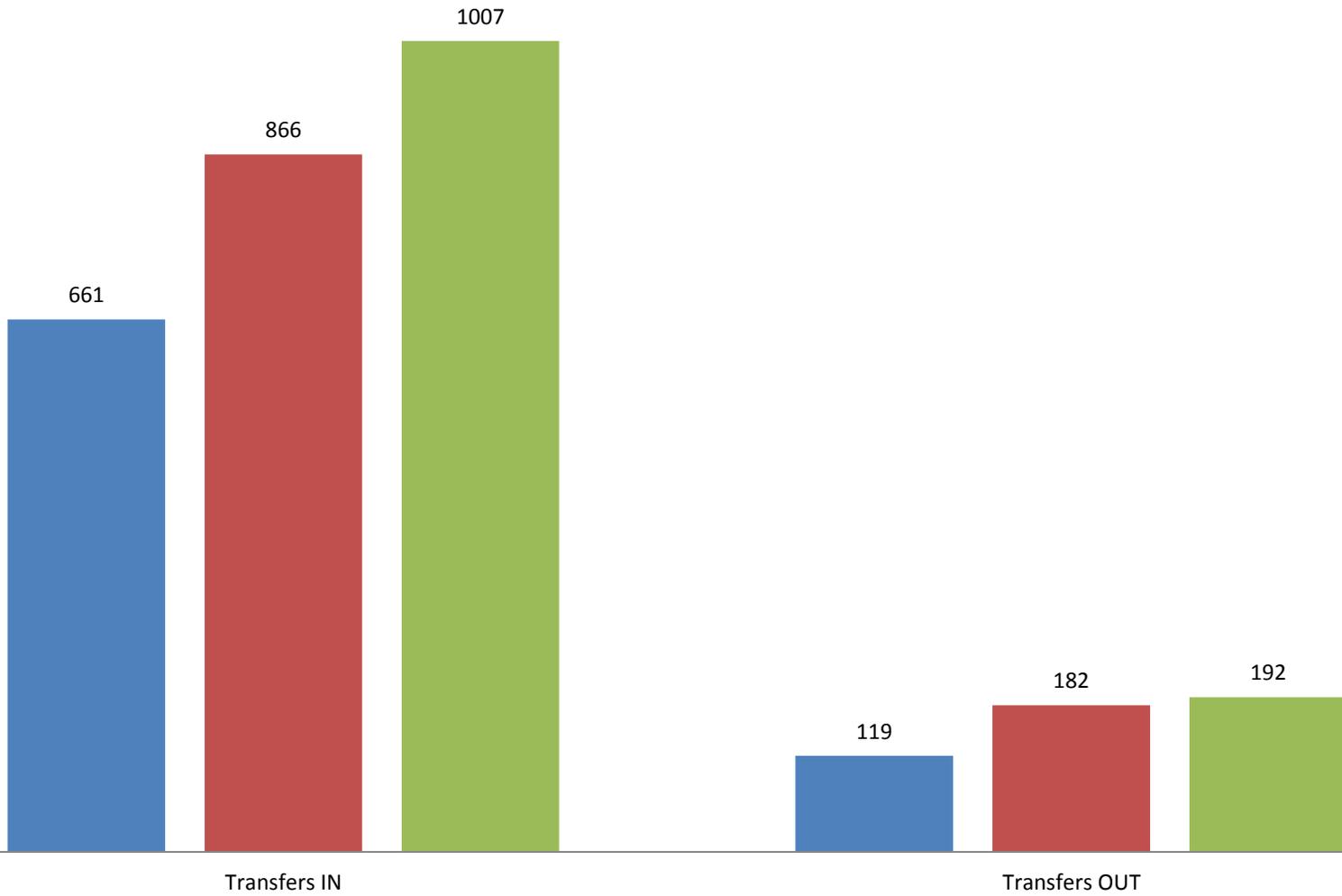
ATTACHMENTS

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

- A. PPS Interdistrict transfer rates

2010-11 PPS Interdistrict Transfers

■ 11/15/2010 ■ 4/22/2011 ■ 6/28/2011



Report – February 13, 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
Synergy Broadcast Systems	01/30/12	Purchase Order PO 106416	District-wide: Purchase of hardware and software maintenance upgrades; funded through a Mt. Hood Cable Regulatory Commission grant.	\$35,982	R. Cowie Fund 205 Dept. 4325 Grant G1173
Janus Youth Programs, Inc.	08/30/11 through 06/30/12	Personal / Professional Services PS 58925	Clinton School at Benson PHS: Vocational counseling and job tracking services for students.	\$33,000	S. Higgins Fund 205 Dept. 5413 Grant G1204
School Improvement Project	07/01/11 through 03/30/12	Personal / Professional Services PS 58870	Roosevelt Campus: Development services for a Youth Engagement Center for writing and publishing.	\$45,000	J. Villano Fund 205 Depts. 3330-32 Grants G1108-10
Open Meadow Alternative Schools, Inc.	11/01/11 through 06/30/12	Personal / Professional Services PS 58920	Roosevelt Campus: Step Up booster course, including additional after-school, in-depth social-emotional supports, expanded tutoring services, and further in-class supports.	\$60,000	J. Villano Fund 205 Depts. 3330-32 Grants G1108-10
LPB Energy Management	01/01/12 through 12/31/12	Personal / Professional Services PS 58910	District-wide: Purchase, set-up, configuration, implementation, and installation of energy management software.	\$35,000	N. Jwayad Fund 101 Dept. 5596
Right! Systems, Inc.	12/15/11 through 04/30/13	Personal / Professional Services PS 58927	District-wide: True-up of licenses and maintenance services costs for Oracle Foglight infrastructure, database, service level, and end-user application management solution.	\$44,849	N. Jwayad Fund 407 Dept. 5581 Project A1014
IBF Group	01/05/12 through 04/15/14	Personal / Professional Services PS 58924	District-wide: W-2 form printing and distribution services.	\$27,000	S. Lewis Fund 101 Dept. 5528
Mojo’s Transportation, Inc.	03/01/12 through 02/28/13	Personal / Professional Services PS 58939	District-wide: Transportation services for District special needs students with IEPs, as needed.	\$100,000	A. Leibenguth Fund 101 Dept. 5560
Glumac	01/02/12 through 04/01/12	Personal / Professional Services	District-wide: Boiler room surveying, reporting, and upgrade work planning	\$27,750	T. Magliano Fund 191 Dept. 5597

		PS 58911	services.		Project F0259
Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Heery International, Inc.	01/30/12 through 06/30/12	Personal / Professional Services PS 58947	District-wide: Program management services related to implementation support of the eBuilder capital program fiscal and project management software.	\$34,626	J. Owens Fund 405 Dept. 5511 Project C0100
Self Enhancement Inc.	12/01/11 through 06/30/12	Personal / Professional Services PS 58916	Humboldt PK-7 & Jefferson HS: Family engagement services through several SEI programs and in partnership with Black Parent Initiative.	\$150,000	L. Poe Fund 101 Dept. 5431
Immigrant and Refugee Community Organization	12/01/11 through 06/30/12	Personal / Professional Services PS 58917	Bridger K-7, Chavez K-8, George 6-8, Lent K-7, Marysville K-8, Rigler K-7, Rosa Parks K-5, Scott K-7, Vestal K-8, Whitman K-5 & Woodmere PK-7: Family engagement services through the IRCO's "Family and Community Engagement Services" program.	\$121,866	L. Poe Fund 101 Dept. 5431
Native American Youth and Family Center	12/01/11 through 06/30/12	Personal / Professional Services PS 58918	George 6-8, Kelly K-5, Ockley Green K-8, Peninsula PK-7, Rigler K-7, Rosa Parks K-5, Scott K-7, Sitton K-5, Vestal K-8, Woodlawn K-5 & Woodmere PK-7: Family engagement services through NAYA's Parent Involvement and Family Achievement program.	\$137,500	L. Poe Fund 101 Dept. 5431
Latino Network	12/01/11 through 06/30/12	Personal / Professional Services PS 58919	Chavez K-8, George 6-8, Lent K-7, Lane 6-8, Peninsula PK-7 and Jefferson HS and Roosevelt Campus: Family engagement services through <i>Conexiones</i> program	\$126,839	L. Poe Fund 101 Dept. 5431
Penelope Jordan	01/03/12 through 12/31/12	Personal / Professional Services PS 58950	Columbia Regional Program: Traumatic brain injury leadership training (in conjunction with Western Oregon University's Center on Brain Injury Research and Training) and CRP virtual access website development services.	\$78,000	C. Randall Fund 205 Dept. 5455 Grant G1201

AMENDMENTS TO EXISTING CONTRACTS

No amendments to existing contracts

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Northwest Regional Education Service District	07/01/11 through 06/30/15	IGA 58903	District-wide: Fifty percent subsidy of Learn360 streaming media service and associated support materials for web-based learning.	\$65,000	D. Fajer Fund 191 Dept. 5555 Project B2703
Multnomah Education Service District	08/15/11 through 08/14/12	IGA 58915	Special Education: MESD will provide 0.4 FTE licensed practical nursing services for 178 days during SY 2011-12 for a particular District student.	\$27,787	R. Ford Fund 101 Dept. 5414
Multnomah Education Service District	08/15/11 through 08/14/12	IGA 58935	Special Education: MESD will provide 1.0 FTE licensed practical nursing services for 181 days during SY 2011-12 for a particular District student.	\$58,562	R. Ford Fund 101 Dept. 5414
Multnomah County, Department of Human Services	07/01/11 through 06/30/12	IGA 58933	Bridger K-7, George 6-8, Kelly K-5, Ockley Green K-8, Sitton K-5: In partnership with SUN regional service providers (Impact NW, Neighborhood House, and Self Enhancement Inc.), County will provide 0.5 FTE at each school focusing on SUN attendance effort services, including program oversight, training, and family engagement, etc.	\$145,000	L. Poe Fund 205 Dept. 5406 Grant G1121

N. Sullivan

Report – February 27, 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
Ling’s	02/15/12 through 06/30/12	Material Requirements MR 58977	District-wide: Diverted commodity processing (Asian foods), as needed; other parties to contract are Beaverton and Hillsboro SDs.	\$135,000	G. Grether-Sweeney Fund 202 Dept. 5570

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
School-Link Technologies, Inc.	01/01/12 through 12/31/12	Personal / Professional Services PS 51799 Amendment 12	District-wide: One-year extension of maintenance contract for Nutrition Services information system.	\$65,592 \$1,313,724	G. Grether-Sweeney Fund 202 Dept. 5570
Pacific Education Group	01/01/12 through 06/30/12	Personal / Professional Services PS 58431 Amendment 1	District-wide: Three additional two-day trainings, including professional development, support, and coaching focused on building an infrastructure for systemic equity transformation.	\$29,100 \$309,100	C. Randall Fund 101 Dept. 5490
Club Z Tutoring, LLC	01/25/12 through 06/30/12	Personal / Professional Services PS 58726 Amendment 1	Bridger K-7, George 6-8, Kelly K-5, Jefferson HS & Roosevelt Campus: Additional funds for continued supplemental education services tutoring.	\$142,499 \$542,499	L. Poe Fund 205 Dept. 5407 Grant G1181

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District	10/17/11 through 08/14/12	IGA 58963	Special Education: MESD will provide 0.56 FTE 1:1 registered nursing services to a particular District student for 152 days during SY 2011-12 for a particular District student.	\$49,139	R. Ford Fund 101 Dept. 5414

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

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February 27, 2012

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4546

RESOLUTION No. 4546

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
LAB-AIDS, Inc.	11/01/11 through 06/01/18	Instructional Resources Adoption Contract IRAC 58958	District-wide: Middle school science curriculum adoption contract; purchase orders to be used for each curriculum purchase, as needed.	\$884,000	M. Goff Fund 191 Dept. 5555 Project B1202
Apple Computers, Inc.	02/28/12	Purchase Order PO 106738	Roosevelt Campus: Purchase of 600 iPad 2s; part of school's 1:1 Initiative.	\$299,400	N. Jwayad Fund 205 Dept. 5581 Grant G1172
SciQuest, Inc.	03/01/12 through 06/30/13	Personal / Professional Services PS 58993	District-wide: Implementation and support for vendor management and solicitations software.	\$160,000	D. Fajer Fund 101 Dept. 5552

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Number 4547 through 4555

RESOLUTION No. 4547

Resolution to Recognize Classified Employees
Appreciation Week March 5-9, 2012

RECITALS

- A. Portland Public Schools' Classified employees are essential members of our educational team. They are often our ambassadors to the public as well as caring, familiar people in the lives of our students. On the front lines and behind the scenes, they create a positive learning environment for our students by assisting them in the classroom; preparing and serving meals; caring for their physical needs; transporting them; keeping them safe, and aiding their families. They keep our administrative and school offices humming; attend to our buildings and grounds; help us communicate with each other and our community; shepherd supplies and equipment, and so much more. We are grateful for their support.
- B. The Board of Education for Portland Public Schools acknowledges and applauds Portland Public Schools' Assistive Tech Practitioners, Attendance Monitors, Book Clerks, Bookkeepers, Bus Drivers, Campus Monitors, Clerks, Community Agents, CNA's, Custodians, Educational Assistants (ESL, Headstart, Gen Ed), Food Service Assistants, Instructional Tech Assts., Library Assistants, Maintenance Workers, Nutrition Services, Orthopedic Equip Techs, Occupational and Physical Therapists, Para Educators (Special Ed), Secretaries, Security Techs, Sign Language Interpreters, and Transportation Route Schedulers.
- C. For their efforts on behalf of the 47,000 students in our Portland Public Schools, the classified employees deserve recognition and thanks.

RESOLUTION

- 1. The Board of Education declares March 5-9, 2012 Classified Employees Appreciation Week in recognition of the myriad of daily services provided toward enriching and ensuring student achievement in Portland Public Schools.

M. Riddell / T. Burton

RESOLUTION No. 4548

Resolution Terminating the Contract with Golden Leaf Public Charter High School ("Bridges"), and Establishing a New Agreement

RECITALS

- A. In 2010, Golden Leaf Public Charter School ("Bridges") was granted a Federal Charter School Incentive Grant of \$55,000 through a competitive process. The Portland Public Schools ("District") Board of Education ("Board") voted to approve Bridges' application on November 30, 2010, and District staff and Bridges entered into contract negotiations for the operation of a charter school. Upon execution of the contract, Bridges was scheduled to receive approximately \$500,000 in federal implementation grant funds in each year of its first two years of operation.
- B. In spring 2011, the District and Bridges learned that Oregon lost access to the Federal Charter Schools Incentive Grant. As a result, any charter schools that had been awarded federal funds and were now between phases of the federal implementation grant would be allowed to finish out that current phase, but would not receive implementation funds for future phases. Bridges had received funds for the planning stage of this grant, but no implementation funds.

RESOLUTION

- 1. Given this situation, the Board authorizes District staff to draft a new agreement on the following points:
 - a. The District will terminate the current contract with Bridges, but will acknowledge that the Board approved the application, and will reserve that approval of the application until June 30, 2014.
 - b. If by that time, Bridges regains access to state and/or federal grant money, or if it secures other comparable supplemental funding, the Board's approval shall apply, and the District and Bridges will enter into good faith negotiations on a new three-year contract.
 - c. If, however, by June 30, 2014, Bridges does not regain access to state and/or federal grant money, or if it does not secure other comparable supplemental funding, the Board's approval of the application shall expire. After that point, Bridges may reapply for charter school status in any future application cycle. Bridges may withdraw from the process at any point during the term of the new agreement. Withdrawing from the process will negate the Board's approval of the application, and Bridges would need to reapply during the District's regular application cycle if it wished to pursue charter school status.
- 2. During the term of this new agreement, Bridges will meet with District staff on a monthly basis, and will deliver and/or provide updates on the following:
 - a. School site search and/or acquisition of a building. In order to minimize the potential for adverse impact on other District schools and charter schools, Bridges will consult with District staff when determining a location for the school's site, before entering into any lease or purchase agreement for that location. An appropriate school site must be acquired no later than June 30 before September of the year in which Bridges intends to open. For example, if Bridges wishes to open in September 2013, it must secure a building location before June 30, 2013. All required inspections must be completed and appropriate permits must be obtained at least 30 days before Bridges' first day of school.
 - b. Acquisition and storage of curriculum, materials, furniture, and any other items needed to operate a school.

- c. Financial updates, including budget revisions, budget-to-actual reports, profit and loss statements, documentation of donated funds received, and any other financial information requested by District staff.
 - d. As part of its monthly reporting to the District, Bridges will submit a narrative with informal, brief comments on the following areas:
 - 1. Operational
 - 2. Financial
 - 3. Fundraising
 - 4. Any other issues affecting operational or financial components
3. Before negotiating a contract to operate its school, Bridges must provide evidence demonstrating to the District its fiscal stability, including:
 - a. That sources of donations and grants received by Bridges are reasonably assured, and that there is a plan in place for supplementing funds received from the State School Fund ("SSF"), and
 - b. That Bridges has a contingency plan in place and policy so stating, that if revenues are significantly less than projected, or expenses are significantly more than projected, or if there is a significant cut in its SSF distribution.
 4. If Bridges gains access to the Federal Charter School Incentive Grant, the District will be the fiscal agent for the grant and will oversee Bridges grant expenditures. All reimbursed funds will be subject to District staff approval, and all terms and conditions of the grant will apply.
 5. Bridges will update its Accountability Plan at least three months before opening and submit this plan for approval to the District's Charter Schools Manager and Research, Evaluation and Assessment staff.
 6. Bridges will update its marketing plan to include how it is seeking to attract its stated target population of students who are: underperforming in traditional classrooms, at-risk for dropping out of school, currently enrolled in private or alternative educational programs, currently home-schooled, and more successful in a small-group, individualized learning environment. Bridges shall provide updates on any letters of intent to enroll it receives.
 7. If, at any time during the term of this new agreement, Bridges fails to provide information required by District staff, fails to obtain required District approval, or otherwise violates the agreement in any way, the Board may terminate the agreement and rescind the approval of the application. Additionally, if, during the term of this new agreement, circumstances for Bridges change such that its educational program or organizational structure become significantly altered – as determined by the district -- from what was presented in the application, the Board may terminate the agreement and rescind the approval of the application. Furthermore, the Board could, if prevailing conditions in the District were significantly different than those during the approval, as determined by the District, the Board may terminate the agreement and rescind approval of the application. In any aforementioned case, Bridges would need to reapply during the District's regular application cycle if it wished to pursue charter school status.

S. A. Higgins / K. Miles

RESOLUTION No. 4549

Resolution Terminating the Contract with Recording Entertainment Arts Literacy Prep Public Charter Academy ("REAL Prep")

RECITALS

- A. On December 14, 2009, The Portland Public Schools Board ("Board") approved the application of High School for the Recording Arts Portland Public Charter School, which later changed its name to Recording Entertainment Arts Literacy Prep Public Charter School ("REAL Prep").
- B. Subsequent to the Board's approval, District staff negotiated a contract with REAL Prep, which was executed on February 11, 2010. Section K of this contract included a process and criteria for termination of the contract.
- C. On September 23, 2011, District staff sent a letter to the REAL Prep Board President with information that the District intended to pursue termination as per Section K of REAL Prep's contract with the District, ORS 338.105, and OAR 581-020-0380. The letter required a response within 30 days of the date of the letter.
- D. On October 27, 2011, REAL Prep issued a response, but did not address the specific concerns outlined in past District written and verbal communications.
- E. On November 22, 2011, District staff sent a letter to the REAL Prep Board President and its founder, informing REAL Prep of its legal right to request a hearing, and outlining specific items that would be addressed at the hearing. The letter required a response within 30 days of the date of the letter, and stated that the District would proceed with the termination process if REAL Prep did not request a hearing.
- F. On December 20, 2011, REAL Prep issued a response stating that it would not request a hearing.

RESOLUTION

- 1. Having acted in good faith, and in accordance with Section K of the contract and the termination processes outlined in ORS 338.105 and OAR 581-020-0380, the contract between PPS and REAL Prep Public Charter Academy is hereby terminated, effective immediately.

S.A. Higgens / K. Miles

RESOLUTION No. 4550

Adoption of 2012-2013 and 2013-2014 School Calendars

RECITALS

- A. In December of 2011, a calendar committee comprised of representatives from parent communities, school district departments, principals, teachers, classified employees, regional administrators, Board members, along with the administration for Portland Public Schools (District), commenced to develop quarterly calendars for the 2012-2013 and 2013-2014 school years.
- B. Educational considerations of balance, length of grading periods, spacing of down time, university schedules and operating cost impacts of the various calendars have been reviewed.
- C. After careful consideration of the previous Auditor's Report, feedback from the community, the Calendar Committee's report and input from school principals, the Superintendent is recommending quarter calendars covering the 2012-2013 and 2013-2014 school years. We are responding to the many requests from staff, parents and community members to make our calendar decisions known as early as possible.
- D. Two major changes to the school calendar for both years reflect the desire for increased preparation and responsiveness by the district to begin the school year. One recommendation is to no longer have the entire district closed down the Friday prior to Labor Day. Schools will not be in operation, but custodians will be working in the buildings. All district offices will be open. The second recommendation is to return to the long-time practice of students beginning on the Wednesday after Labor Day, with Tuesday as a planning day.

RESOLUTION

- 1. The Board extends its appreciation to the many representatives who participated in reviewing the 2012-2013 and 2013-2014 calendars.
- 2. The Board of Education adopts the 2012-2013 and 2013-2014 school year calendar as recommended.

T. Hunter

RESOLUTION No. 4551

Adoption of 2012-2013 School Calendar and 2013-2014 School Calendar Instructional Hours

RECITALS

- A. Performance Auditor Richard Tracy in a 2009 audit to the board titled "Benefits and Costs of Multiple School Calendars at the Portland Public School District," recommended the Board vote specifically on the reduction of school days for teacher professional development as defined in OAR 581-022-1620.
- B. By State regulation, the district must ensure that all schools have a minimum number of instructional hours each year in accordance with Oregon State requirements (Grades K: 405 hours; Grades 1-3: 810 hours; Grades 4-8: 900 hours; and Grades 9-12: 990 hours).
- C. In early 2012, a calendar committee comprised of representatives from parent communities, school district departments, principals, teachers, classified employees, area directors, Board members, along with the administration for Portland Public Schools (District), commenced to develop the calendars for the 2012-13 and 2013-2014 school year.
- D. The committee examined educational considerations of balance, length of grading periods, spacing of down time, and relationship to neighboring districts and university schedules.
- E. In addition, the committee considered instructional hours versus professional development time as part of calendar creation.
- F. After careful consideration and input from the Calendar Committee and district principals, the Superintendent is recommending one calendar, the quarter calendar, with a continuation of 16 hours of professional development delivered during 8 two-hour late opening sessions.

RESOLUTION

- 1. In accordance with OAR 581-022-1620, the Board of Education of School District No. 1J, Multnomah County, Oregon, agrees to the reduction of instructional time for students by 16 hours in order to conduct teacher professional development. .

J. Patterson

RESOLUTION No. 4552

Rescinding Resolution 4406: Temporary Relief Measures for Alameda Overcrowding

RECITALS

- A. In February 2011, the School Board approved Resolution 4406 to provide temporary relief to overcrowding at Alameda Elementary School by offering a priority lottery transfer for Alameda students to attend Sabin K-8 School.
- B. An enrollment balancing process took place during fall 2011 that resulted in a boundary change recommendation to provide long-term relief for Alameda and increase enrollment at Sabin, as well as Irvington. The boundary change plan was approved on January 23, 2012 as part of Resolution 4537.
- C. Because the boundary change provides a long-term solution to the overcrowding problem, the temporary lottery priority is no longer needed.
- D. Superintendent Smith recommends that Resolution 4406 be rescinded, providing Alameda students with equal access to transfer spaces at Sabin as students from other neighborhoods.

RESOLUTION

1. The Board accepts the recommendation forwarded by Superintendent Smith to rescind Resolution 4406 and end the temporary Alameda to Sabin lottery priority.

Z. Smith

RESOLUTION No. 4553

House Bill 3681 "Open Enrollment" Participation for 2012-13 School Year

RECITALS

- A. Each year, PPS responds to more than 1,200 requests for interdistrict transfers, both for students who live within the PPS boundary to attend schools in other districts and for students from other districts to attend schools here. During the 2010-11 school year, more than 1,000 non-resident students attended PPS schools with the approval of their resident district through the existing interdistrict transfer process.
- B. In June 2011, the Oregon Legislature approved House Bill 3681, which offered a new option for enrolling students from other districts, commonly referred to as "Open Enrollment". The new option allows a district to accept non-resident students without consent of their resident district. It requires:
- A spring timeframe for announcing space, accepting applicants, running a lottery (if more applicants than space) and providing results,
 - Approval through 12th grade, without the need for annual renewal, that cannot be revoked by the non-resident or resident district,
 - Resident applicants must be accepted before non-resident applicants in the "Open Enrollment" lottery,
 - No weighting, preference or denial can be given based on student demographics, including race, gender and family income level, or special program status, including disability, English language proficiency or athletic ability.
- C. By March 1, 2012, the School Board must determine whether PPS will participate in the "Open Enrollment" option for the 2012-13 school year. If the district chooses to participate, PPS must also announce the spaces available by school on that date.
- D. Staff has compared "Open Enrollment" requirements to current interdistrict transfer procedures and does not find significant benefits beyond what is available in our existing system. Concerns include:
- A lack of space at many schools to accept transfers, due to neighborhood enrollment growth or district limits intended to balance enrollment more equitably and to improve program access between schools,
 - The potential to decrease enrollment at some smaller schools, as resident students must be offered space in the "Open Enrollment" lottery before non-resident students,
 - Unknown impact of PPS students enrolling in other districts who choose to participate in "Open Enrollment", as this is the first year of the program,
 - Potential for increased animosity between PPS and neighboring districts due to lack of transfer agreement.
- E. Based on these and other concerns, Superintendent Smith recommends that PPS opt-out of the "Open Enrollment" program for the 2012-13 school year. Impact of the "Open Enrollment" program due to participation in other districts will be monitored and shared with the Board later in the year.

RESOLUTION

1. The Board accepts the recommendation forwarded by Superintendent Smith to continue to offer our existing system for non-resident students to opt-in to PPS schools and to opt out of the interdistrict transfer option known as "Open Enrollment" for the 2012-13 school year, as provided through House Bill 3681.

2. The Board requests that the Superintendent provide an impact analysis on the interdistrict transfers out of PPS due to the new "Open Enrollment" process no later than December 2012, and a new recommendation for participation for the 2013-14 school year no later than February 2013.

Z. Smith

RESOLUTION No. 4554

Settlement Agreement

RESOLUTION

1. The authority to pay \$225,000 is granted in a settlement agreement for employee M.J. to resolve claims brought under Workers' Compensation.
2. This expenditure will be charged to the District's self-insurance fund 601.

J. Patterson / B. Meyers

RESOLUTION No. 4555

Minutes

The following minutes are offered for adoption:

August 22, September 12, September 26, October 10, October 17, October 24, November 7,
November 29, December 5, and December 12, 2011