

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
April 1, 2013

Board Auditorium

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

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

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

This meeting may be taped and televised by the media.

STUDY SESSION AGENDA

1. **PARTNERSHIP RECOGNITION** 6:00 pm
2. **PUBLIC COMMENT** 6:15 pm
3. **LEGISLATIVE UPDATE** 6:35 pm
4. **IMPROVING DISCIPLINE EQUITY** 7:05 pm
5. **2013-2014 BUDGET – PROGRAM OVERVIEW** 7:50 pm
 - Teacher Professional Development
6. **SECOND READING: POST BOND ISSUANCE POLICY** (*action item*) 8:35 pm
7. **CAPITAL BOND ISSUANCE** (*action item*) 8:40 pm
8. **2012-2013 BUDGET AMENDMENT No. 2** (*action item*) 8:50 pm
9. **CAPITAL BOND OVERVIEW: DESIGN AND CONSTRUCTION** 9:00 pm
10. **BUSINESS AGENDA** 9:25 pm
11. **ADJOURN** 9:30 pm

The next meeting of the Board will be a Study Session held on **Monday, April 15, 2013**, at **6:00pm** in the Board Auditorium

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 Informational Report

MEMORANDUM

Date: March 20, 2013

To: Members of the Board of Education

From: Melissa Goff, Executive Director of the Office of Teaching and Learning
Tammy Jackson, Director of Student Services

Subject: Equitable practices in student conduct and discipline

This Memorandum provides an update on our progress in implementing Board policy in Student Conduct and Discipline and Educational Equity. Over the past three years, Portland Public Schools have been implementing Positive Behavior Intervention and Supports in schools and working on strategic alignment between behavior and academic supports for students. The fidelity of implementation has been growing with the addition last year of additional coaching personnel. The Board presentation will share data regarding school participation in PBIS, and our efforts toward achieving equity in student disciplinary practices. In addition, the presentation will share three-year trend data regarding student discipline data by race and will highlight the strategies used to support Board policies to achieve racial equity in disciplinary outcomes. We will provide a high level overview of our work at the Board meeting. To ensure you have a more complete picture, including data, we have included some background material in this packet. Also included is a link to a website that provides background data.

Materials included in this packet are:

1. Discipline Incidents as a Percentage of Enrollment and Total Days:
 - Discipline days are days excluded from regular classroom instruction by office referral;
 - Data disaggregated by race; and
 - Suspension and expulsion are included together in the total number of incident days.
2. Slide presentation summarizing discipline data.
3. PPS August 2012 response to the Multnomah County Commission on Children, Families, and Community report, "Exclusionary Discipline in Multnomah County Schools: How suspensions and expulsions impact students of color."

Website addresses where additional information can be found:

- Three-Year Disciplinary Exclusion Data, sorted by cluster, expressing the relative rate of exclusion of students of color to white students:
<http://www.pps.k12.or.us/departments/research-evaluation/5287.htm>
 - Includes overall percentage and numbers of excluded students
 - Includes exclusion percentages and numbers by racial group
 - Includes exclusionary rates by each group of students of color against white students
 - UNDUPLICATED count

- A summary of PPS Disciplinary Incidents 2011-12 by Primary Offense and Grade Level (See same web site mentioned above)
 - Includes exclusionary data by incident type
 - Grade level break down
 - Given small numbers in primary offense categories, this report is not disaggregated by race (numbers are reflected in 3-Year Exclusion Data)

- Current student district intervention programs can be found on the Student Services web site: <http://www.pps.k12.or.us/departments/student-services/index.htm>

Portland Public Schools

Discipline Incidents - 2011-12 - by Grade, Primary Offense and Action

Primary Offense	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Grand Total
Fighting		6	17	41	47	93	133	138	109	125	117	76	56	24	982
Disorderly Conduct	2	42	55	53	54	58	91	93	74	114	66	48	16	11	777
Threat/Intimidation	1	47	59	65	69	72	59	69	84	72	51	40	28	10	726
Insubordination		23	39	23	29	45	35	51	77	130	40	56	30	10	588
Battery		67	45	59	54	43	37	64	41	39	15	7	5	2	478
Violation of School Rules	1	6	9	15	18	27	26	29	41	53	20	22	11	9	287
Harassment, Nonsexual	1	10	3	12	22	22	20	40	19	35	15	9	14	3	225
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Theft		2	1	5	6	10	10	12	25	17	19	17	10	7	141
Drugs*									15	11	40	32	28	13	139
Harassment, Sexual		3			2	5	5	12	18	20	13	4	2	2	86
Vandalism				2		1	2	1	6	7	7	9	3		38
Arson		1			1	1		4	5	8	3	1			24
Trespassing								3			3	5	2	5	18
Other Offenses							2		1		3	4	6	2	18
Weapons Possession			1			2	1	3	2		2	5	1		17
Alcohol							1			1	5	1	3	6	17
Sexual Offenses, Other		2	4	4		2				2				1	15
Physical Altercation, Minor					2			1	3	4	1	1			12
Tobacco						2			2		1	1	1	2	9
School Threat							1	1	1			2			5
Burglary/Breaking and Entering								5							5
Sexual Battery				1	1										2
Inappropriate Use of Medication													1		1
Grand Total	6	213	242	288	309	393	442	569	573	730	480	393	265	125	5,028

Out-of-School Suspension	6	175	202	222	251	334	358	453	475	575	369	300	208	91	4,019
In-School Suspension		38	40	66	58	58	83	114	94	146	90	71	37	23	918
Expulsion						1	1	2	3	9	20	22	20	11	89
Removal to an Alternative Educational Setting									1		1				2
Grand Total	6	213	242	288	309	393	442	569	573	730	480	393	265	125	5,028

This data matches what was reported to the Oregon Department of Education.

This is a summary of Office Discipline Referrals resulting in a suspension, expulsion, or removal to a Special Education alternative setting.

Each incident is counted once by the primary offense. Counts are of each incident and students may contribute to more than one count. Multiple offenses can be indicated on each incident, but only the primary is shown.

"Drugs" does not include alcohol or tobacco-related incidents.

Student Discipline in Portland Public Schools 2012

The following is a Portland Public Schools (PPS) response to a 2012 report published by Multnomah County Commission on Children, Families and Community entitled “Exclusionary Discipline in Multnomah County Schools: How suspensions and expulsions impact students of color.” The purpose of the report was to generate a community response aimed at reducing exclusionary discipline in our schools and eliminating over-representation, particularly of students of color, in disciplinary outcomes. Portland Public Schools embraces this call to action and is taking steps to address these barriers to academic success.

What actions are we taking?

Presented below are tables that outline current strategies employed by PPS that correspond with the recommendations outlined in the Multnomah County Commission’s report. Also embedded in the table are recommended next steps for PPS.

Recommendation 1	
Support shared countywide goals to keep students on track to graduate by reducing and if possible eliminating all non-statutorily mandated exclusions.	
Recommended Strategy	Current Status in PPS
<p>Short-term strategy Commit to annual bench line data review of exclusionary discipline facilitated by MOU Operations Team that incorporates deeper analysis of data disaggregated to include Special Education, Free and Reduced Lunch, English Language Learners, and Gender, as well as Race/Ethnicity. Seek to include the Corbett and Riverdale school districts as well as the Multnomah Education Service District and alternative schools into future analysis. Integrate the data and review into the Cradle to Career Report to the Community.</p>	<ul style="list-style-type: none"> • PPS remains active with the MOU Operations Team and will welcome participation in future community-wide analysis of disciplinary data. • During the 2011-2012 school year central office leadership examined disciplinary data disaggregated to include Special Education and English Language Learners for the purpose of oversight and internal decision-making. • PPS is active in the Oregon Leadership Network (OLN) discipline subcommittee aimed at reducing disparities in disciplinary outcomes. The group is considering how to reduce discipline data quality issues. <p>RECOMMENDATION-Continue active participation in the MOU Operations and Leadership Teams, OLN discipline sub committee, and other stakeholder</p>

	groups focused on effectively implementing best practices that reduce or inhibit academic success.
<p>Mid-term strategy Increase accountability for disparities in exclusions locally. Encourage districts to establish increased outcomes around discipline and equity for example by integrating data analysis and written commitment to eliminating exclusions into School Improvement Plans.</p>	<ul style="list-style-type: none"> • PPS has a written commitment in its Student Conduct and Discipline policy (4.30.010-P) to eliminate over-representation and decrease the use of exclusionary discipline practices. • PPS Superintendent Carole Smith has established Administrative Directives that support the implementation of the Student conduct and Discipline policy. • Beginning September 2012 each school will have at least one goal aimed at improving equity in their School Improvement Plan. <p>RECOMMENDATION-Monitor achievement and behavioral data for changes in achievement and discipline gaps. Identify effective practices and showcase to other schools.</p>
<p>Long-term strategy Discuss an alert notification and response system for district discipline over-representation.</p>	<ul style="list-style-type: none"> • No action to date <p>RECOMMENDATION-Explore option in migration to Synergy (new Student Information System projected to come online 2013).</p>

Recommendation 2	
Reduce or eliminate exclusions through efforts to support culture at the school building level that proactively address conflict and prevent behaviors that could lead to enhanced discipline methods	
Recommended Strategy	Current Status in PPS
<p>Short-term strategy Prioritize Countywide, full implementation of PBIS with fidelity in all schools and all levels.</p>	<ul style="list-style-type: none"> • PPS actively supported 28 of 81 schools in the implementation of PBIS during the 2011-2012 school year. All schools in the cohort were PK-8 Schools. • Each school was assessed to ensure fidelity of PBIS implementation. • A team of 7 PBIS coaches supported the PBIS cohort.

	<p>Coaches supported central training and were onsite support to PBIS teams and teachers in classroom management.</p> <ul style="list-style-type: none"> • PBIS coaches provided training in Evidenced-Based Classroom Management courses open to all schools followed by classroom coaching upon teacher request. <p>RECOMMENDATION-2012-2013 continue PBIS implementation expanding the number of schools. Expand school counselor’s role in PBIS implementation. Focus on integration of services and supports cross departmentally within the Office of Teaching and Learning using a Response to Intervention framework to establish priorities and a multi-year timeline aimed at sustaining focus and momentum.</p>
<p>Mid-term strategy Support integration of Restorative Justice elements in conjunction with PBIS. Focus coaching supports at the classroom level to support school culture that relies on shared accountability not just punishment.</p>	<ul style="list-style-type: none"> • Currently PPS has 3 schools and 1 alternative school working with Resolutions NW to implement Restorative Justice. • Resolutions NW has also participated in monthly district Student Conduct meetings with district personnel. The monthly meeting is optional for district staff that is responsible for student discipline in schools. One of the goals of the meeting is to increase the use of restorative practices in the context of PBIS in all schools. • School personnel from various schools have voluntarily attended training in Restorative Justice as provided by Resolutions NW. <p>RECOMMENDATION-Explore expansion of Restorative Justice training for all district personnel involved in student discipline work.</p>
<p>Long-term strategy</p>	<ul style="list-style-type: none"> • PPS is actively engaged in

<p>Support Courageous Conversations and equity training at all levels of administration and instruction, including boards and engage community partners to assist with these conversations systems. Support awareness of classroom level instructors and mechanisms to ask for assistance, support and review when making disciplinary referrals.</p>	<p>Courageous Conversations equity training in all schools and in the central office.</p> <ul style="list-style-type: none"> • PPS is hiring an Equity coordinator to support ongoing equity work with district central department staff and community partners. • Community partners are active in a few schools. <p>RECOMMENDATION-Continue to deepen district equity work through use of district-wide teacher coaching model.</p>
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<p align="center">Recommendation 3</p>	
<p align="center">Create authentic opportunities for student and families to engage in the discipline process that focus not on punishment but problem solving and provision of support.</p>	
<p align="center">Recommended Strategy</p>	<p align="center">Current Status in PPS</p>
<p>Short-term strategy Develop a tool (document, video, process) to inform families of their rights in discipline hearings. Support a district-specific video featuring the Superintendent to be shown at the beginning of every disciplinary hearing that outlines rights and responsibilities/</p>	<ul style="list-style-type: none"> • No action to date <p>RECOMMENDATION-PPS Student Services to work with Communications department, school personnel, families, and community partners to develop tools during the 2012-2013 school year. Review Discipline Procedures (4.30.020-AD) with all administration.</p>
<p>Mid-term strategy Partner with culturally specific organizations to target outreach to families and youth.</p>	<ul style="list-style-type: none"> • Partners are assisting schools in engaging and supporting families of color. Activities include: Providing critical voices to school equity work, sometimes serving as family advocates in disciplinary situations, and providing outreach to families of color that have not been engaging with the school. <p>RECOMMENDATION-Inventory or map resources to ensure service gaps and over-laps are minimized.</p>
<p>Long-term strategy Establish advocates for youth and families in disciplinary hearings, identify a cohort of community partners to serve as external advocates in pilot schools. Target middle school and early high</p>	<ul style="list-style-type: none"> • PPS has partnered with Community Education Partners (CEP) on a pilot project aimed at supporting 10 schools with significant over-representation and/or exclusionary rates. The

<p>school transitions (similar to priority staffing model of foster care). Support advocates for youth at the building level (providing social-emotional supports)</p>	<p>purpose is to keep students in school and learning. RECOMMENDATION-Review data and progress with partners and participating school administrators in Fall 2012.</p>
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What do the data tell us?

Attached is an updated table that also includes 2010-2011 exclusionary discipline data. Data for 2011-2012 is not available at the time this report is being submitted. Worth noting is a decrease in exclusionary discipline between the 2009-2010 school year and 2010-2011 school year and the increase in the Relative Rate of exclusion for African American and Native American youth.

When examining the data for over-representation it is important to note that the data on the attached table represents a duplicated count of students. There are two ways people look at discipline data using the Relative Rate Index. One way is to use an unduplicated count of students. Unduplicated reports count students with one incident of exclusion. Unduplicated counts give a sense of students being over-identified for exclusion by race. Another way to look at the data is to use a duplicated count of students. Duplicated counts, on the other hand, provide information about students who are excluded for one or more incidents. This measure provides some information about how much students are excluded from school by race.

PPS commonly uses unduplicated counts of students to assess over-representation and another report to identify students who are repeatedly being excluded. The reason for the two reports is to help district staff better identify where interventions need to take place in the behavior system, to help identify racial bias, and to help identify what type individual student interventions are needed.

The Commission’s report places emphasis on time spent at school learning and making connections. What is missing from how we are looking at discipline data is the actual time of lost instruction. Just counting exclusions does not take into account the actual time lost from class. To do this one needs to have accurate length recorded for each exclusion from school. To keep the focus on instructional time it would be very beneficial to examine the barriers to recording and reporting this type of information.

Lastly, the Commissions report does not include schools grades PK-5 or alternative schools and special programs. Districts are reporting an increase in exclusions in younger grades. It is important monitor all schools and all grades.

In Conclusion

As stated in the Commission's report "Academic success is tied to many factors including quality instruction, culturally responsive practices, relationship building, and a commitment to learning." (p. iv) Keeping ALL students in school and learning is the shared goal of school, families, and community.

Exclusionary discipline is declining in PPS allowing for more time to be spent on instruction and learning for some students. Yet our African American and Native students carry the highest rates of exclusion further contributing to their academic failure, school disengagement, antisocial behaviors, and risk for dropping out of school.

Works Cited

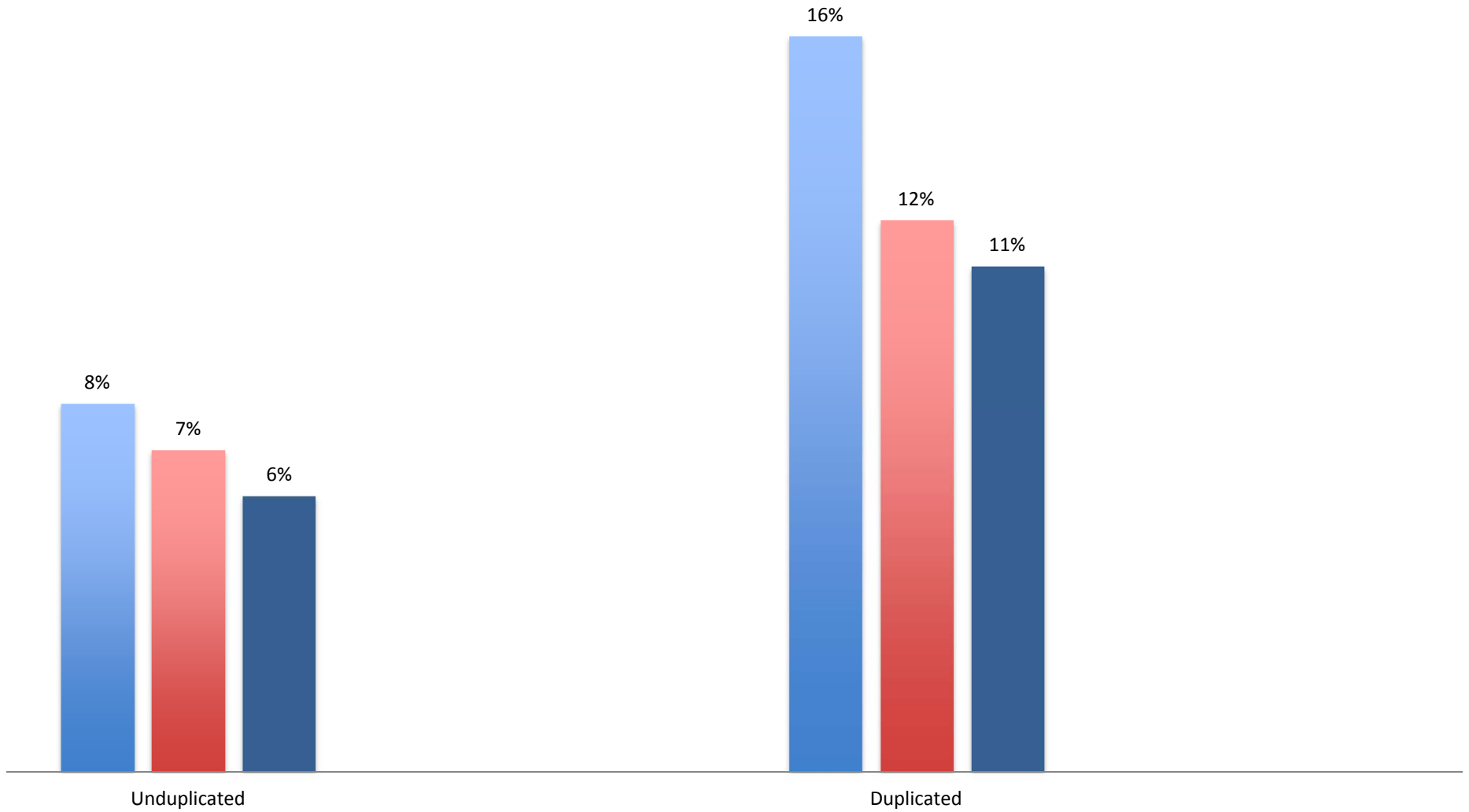
Stavenjord, Rebecca. (2012). "Exclusionary Discipline in Multnomah County Schools: How suspensions and expulsions impact students of color." Multnomah County Commission on Children, Families and Community. Portland, Oregon.
<http://web.multco.us/news/schools-community-focused-keeping-students-color-school>

Exclusionary Discipline

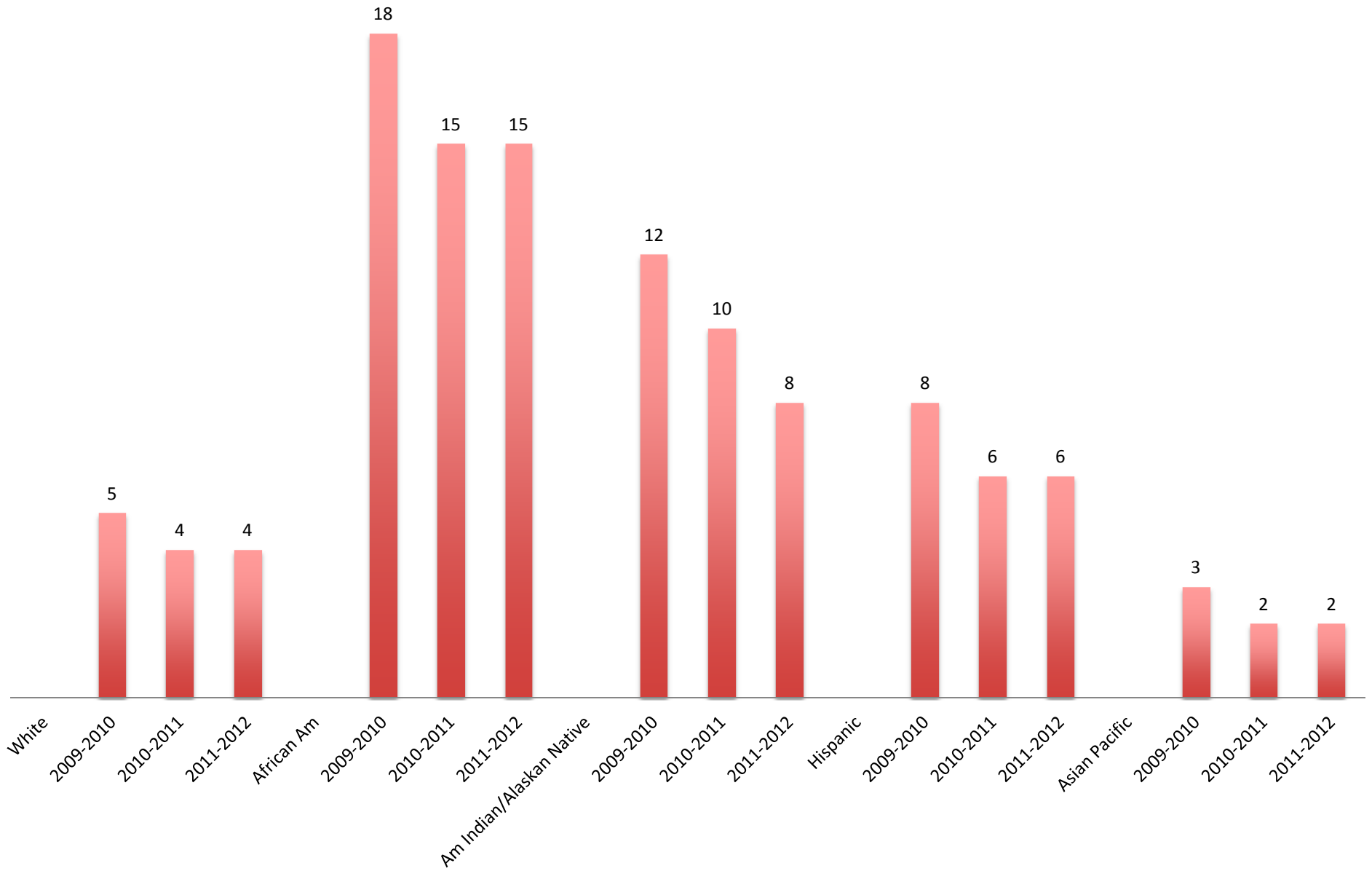
A multi year snapshot

Suspensions, Expulsions, and Removals (Percent of Enrolment)

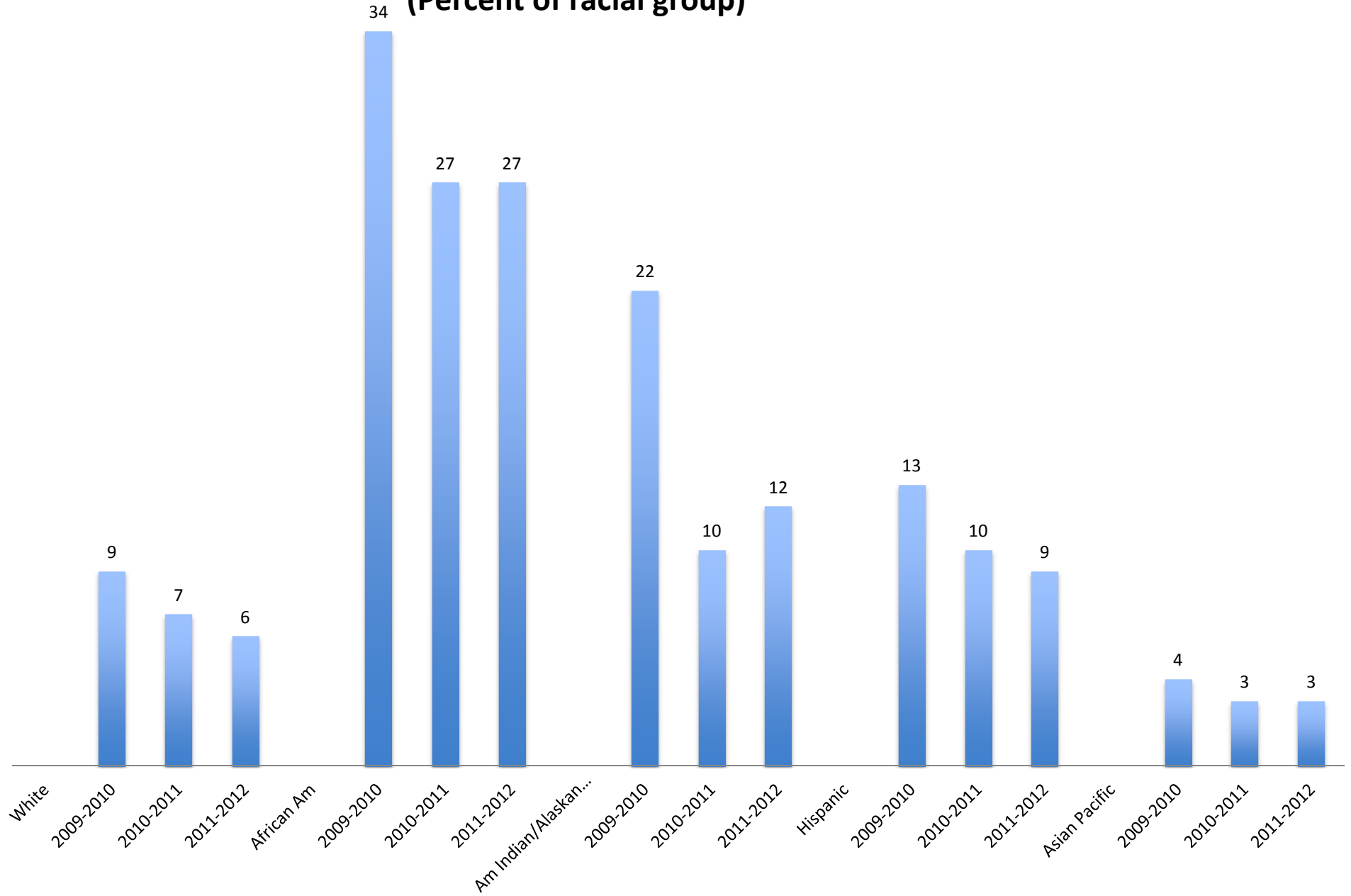
■ 2009-2010 ■ 2010-2011 ■ 2011-2012



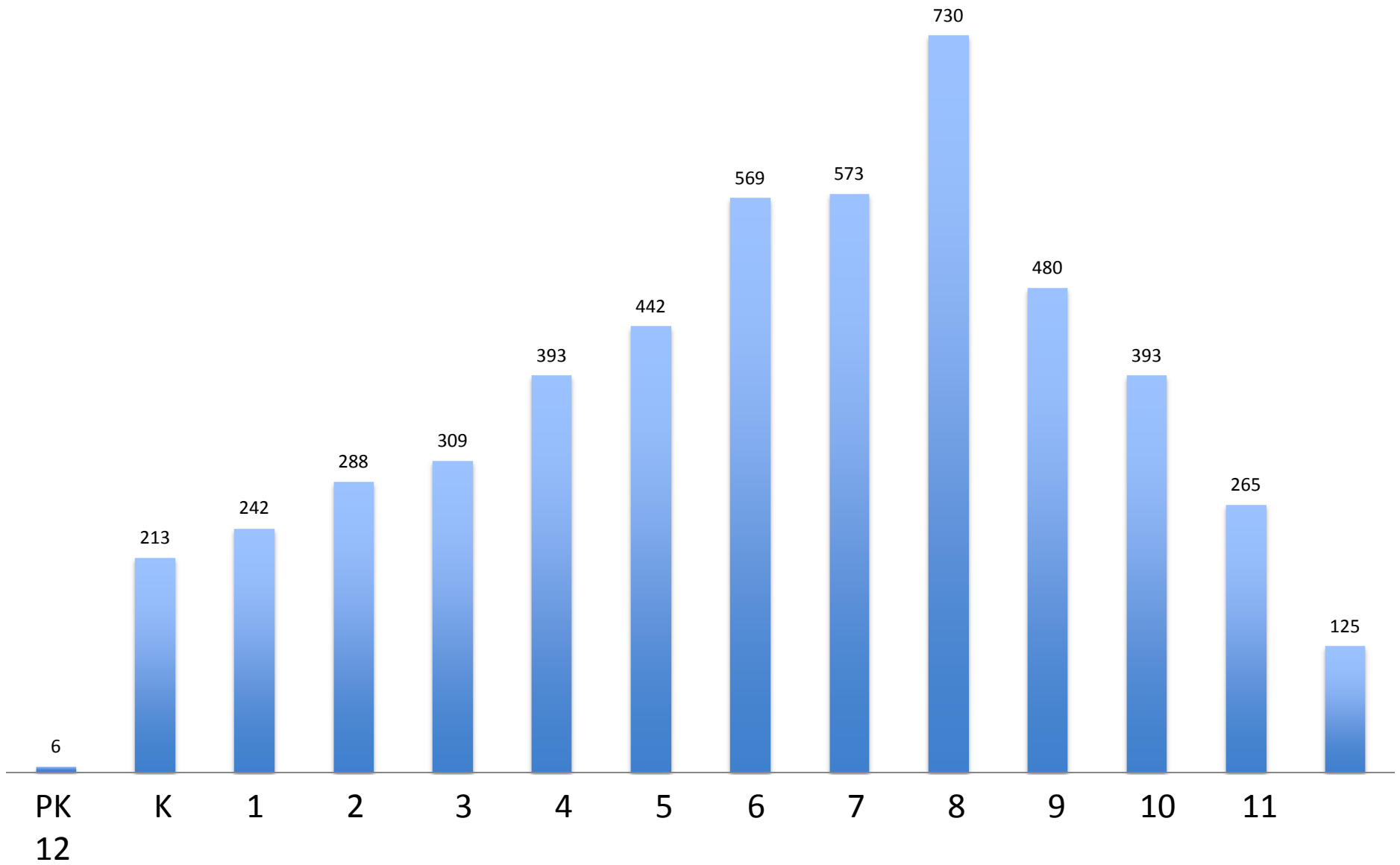
Unduplicated Exclusions by Ethnicity (Percent of racial group)



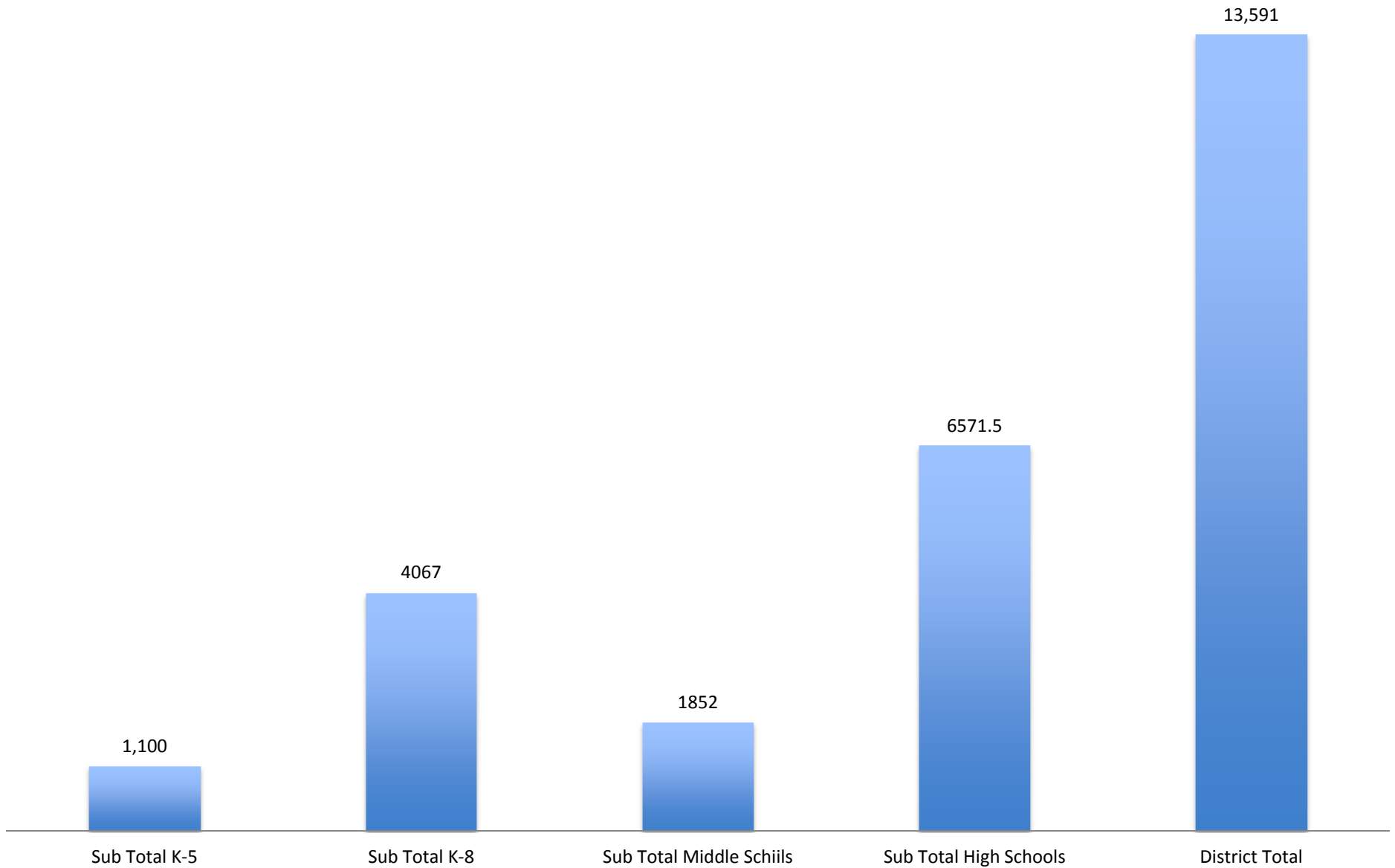
Duplicated Exclusions by Ethnicity (Percent of racial group)



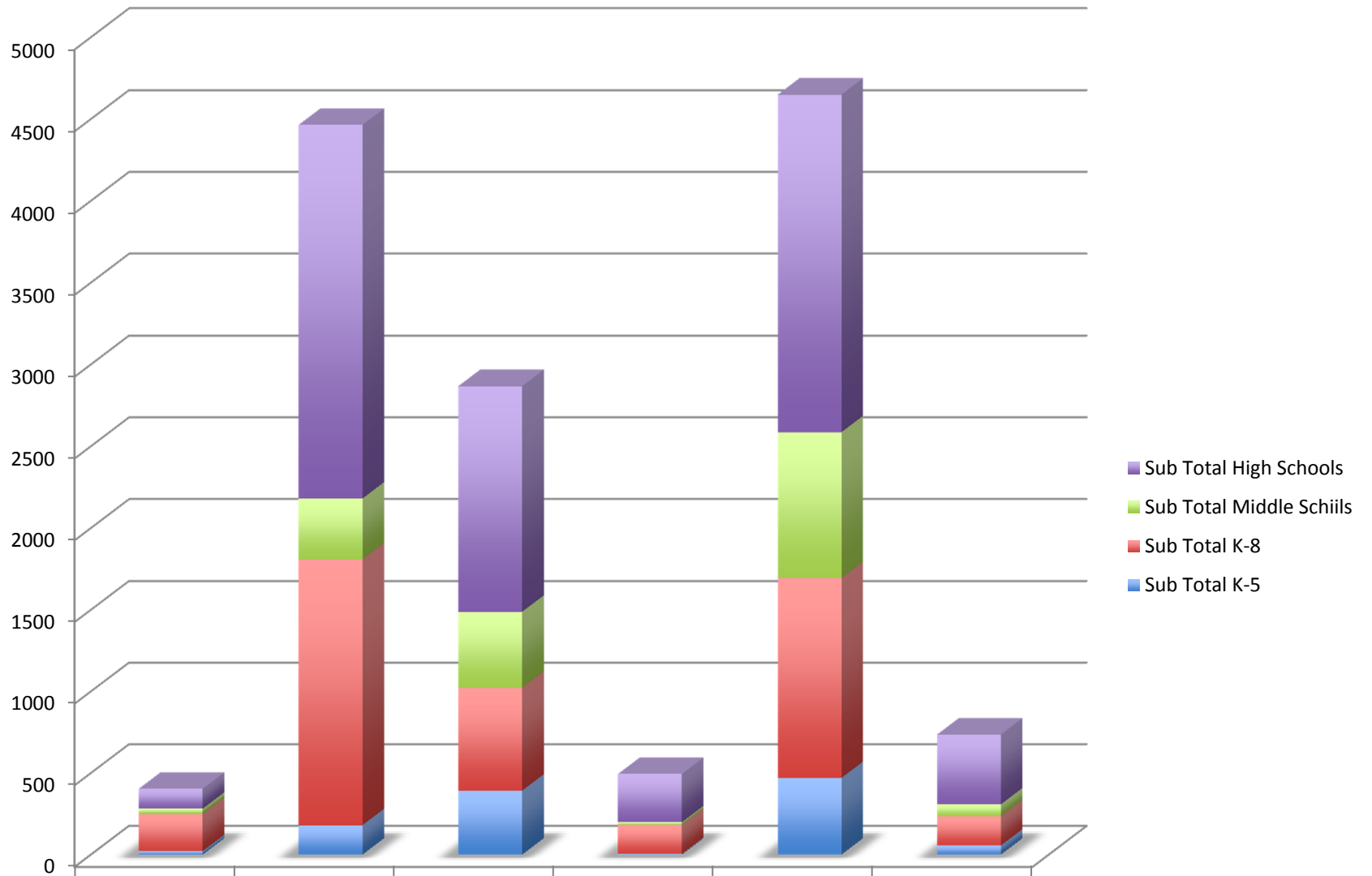
2011-2012 Total Exclusions by Grade



2011-2012 Lost Instructional Days Due to Discipline



2011-2012 Lost Instructional Days by Race

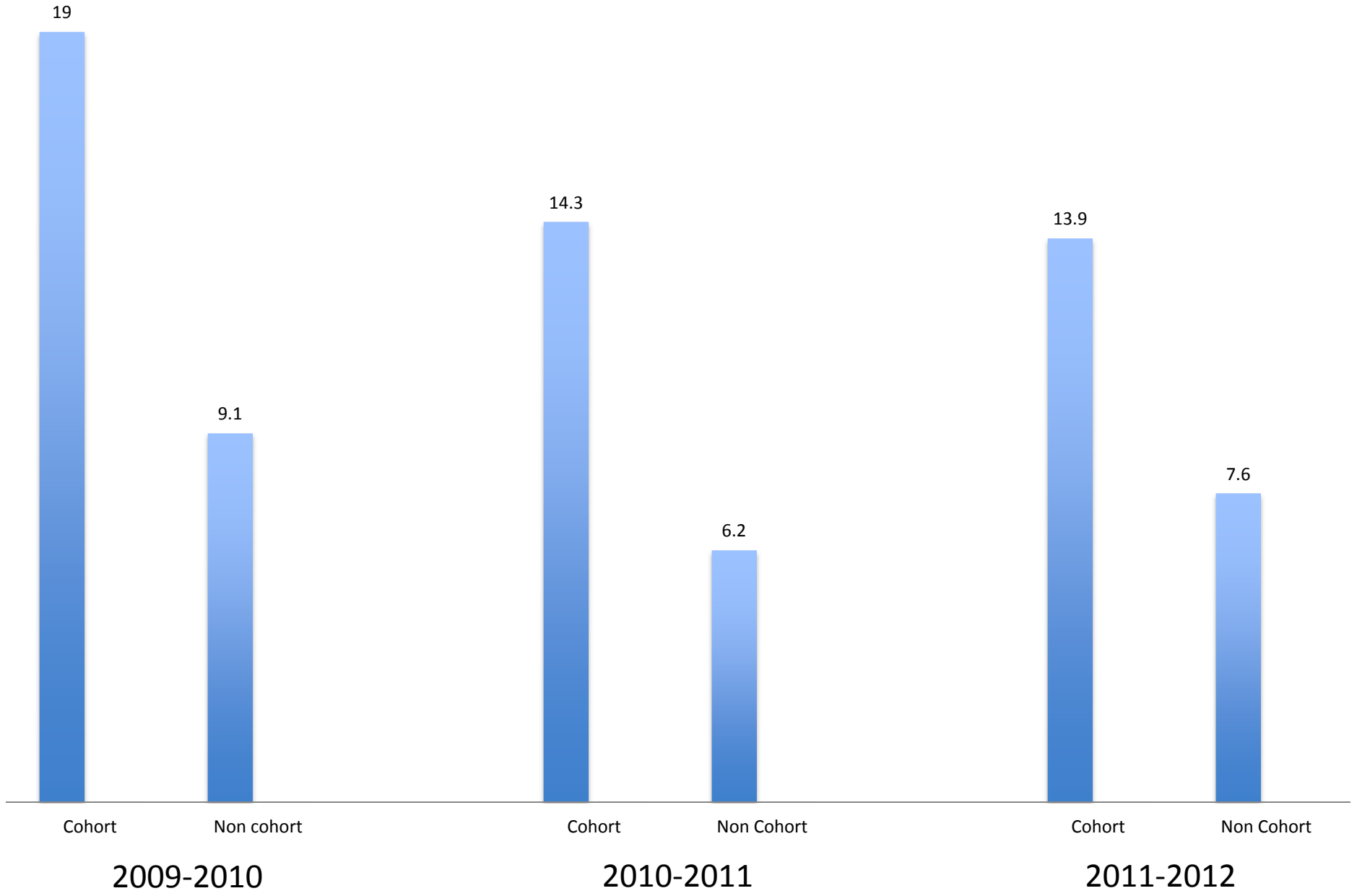


	Asian and Pacific Islander	African American	Hispanic	Native American	White	Multiple
Sub Total High Schools	122.5	2283.5	1379	295.5	2063	428
Sub Total Middle Schiils	31.5	372	465.5	17	892	73
Sub Total K-8	228	1628	630.5	177.5	1224	179
Sub Total K-5	22	180.5	392.5	4.5	470	56

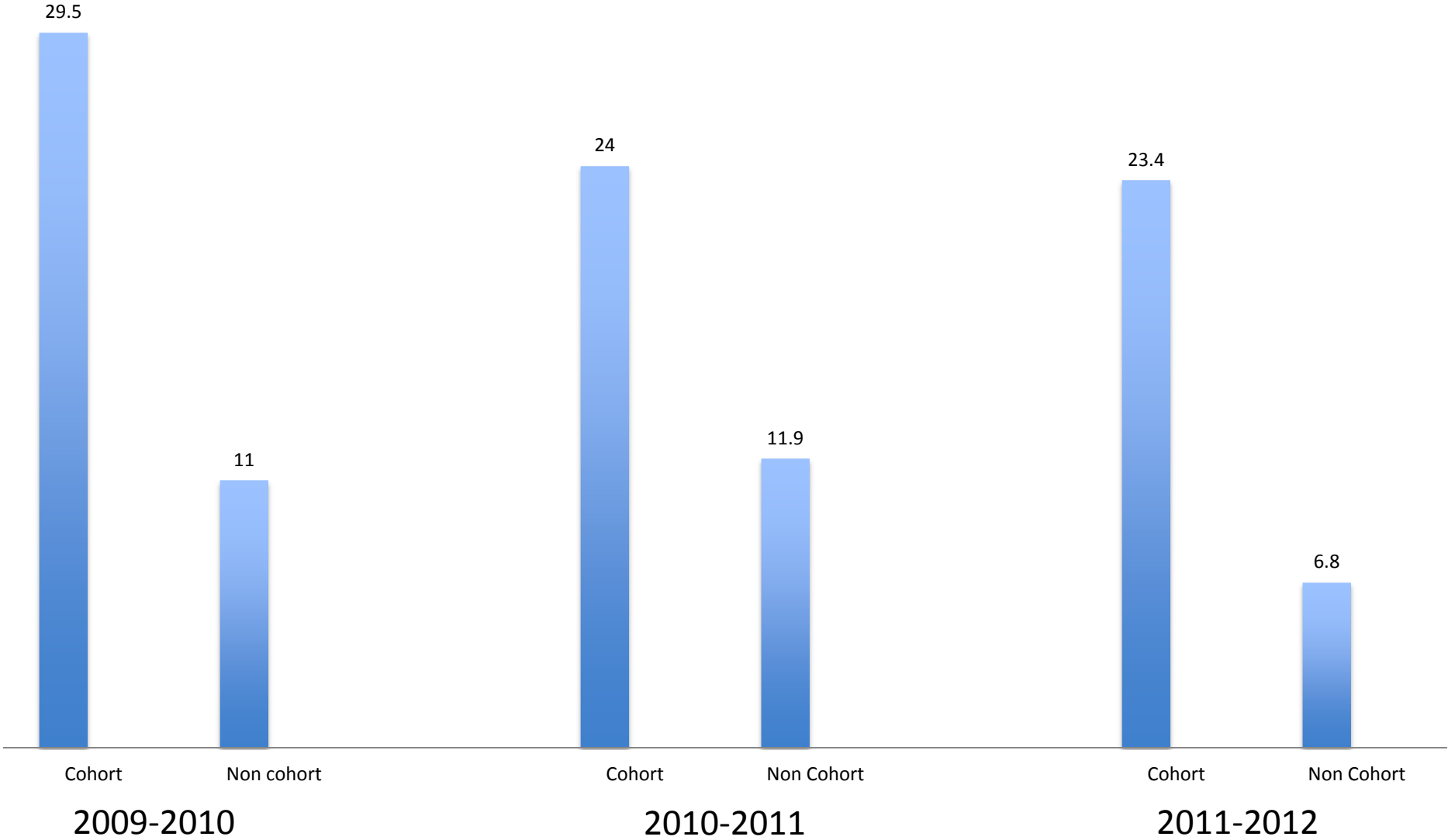
PBIS in PPS (currently implemented in PK-8 schools)

How does the data look in schools that are beginning to implement PBIS compared to schools that are not?

PBIS PK-8 % of Suspensions



PBIS MS % of Suspensions

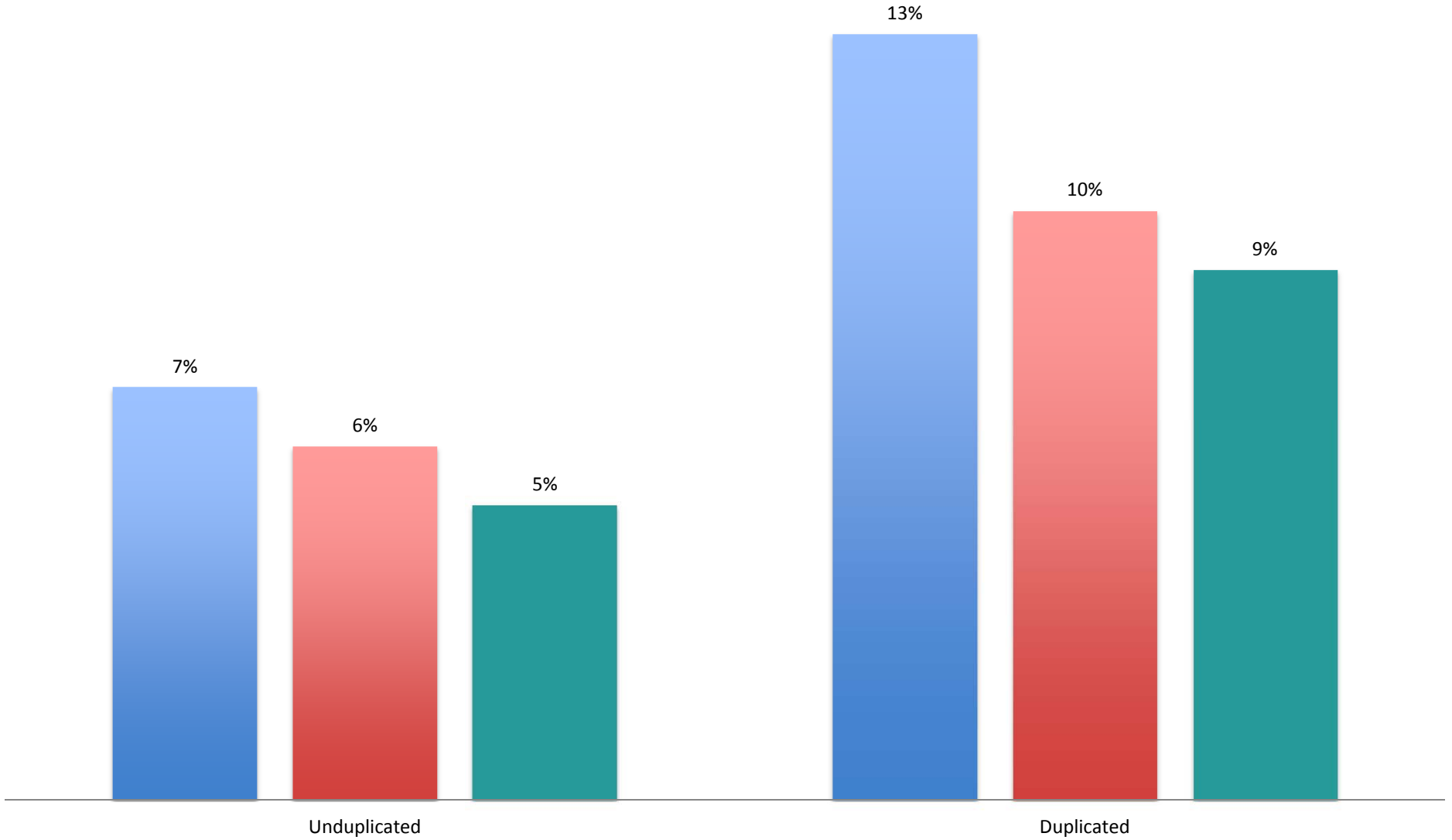


Restorative Justice in PPS

How does the data look in schools that are beginning to implement Restorative Justice compared to schools that are not?

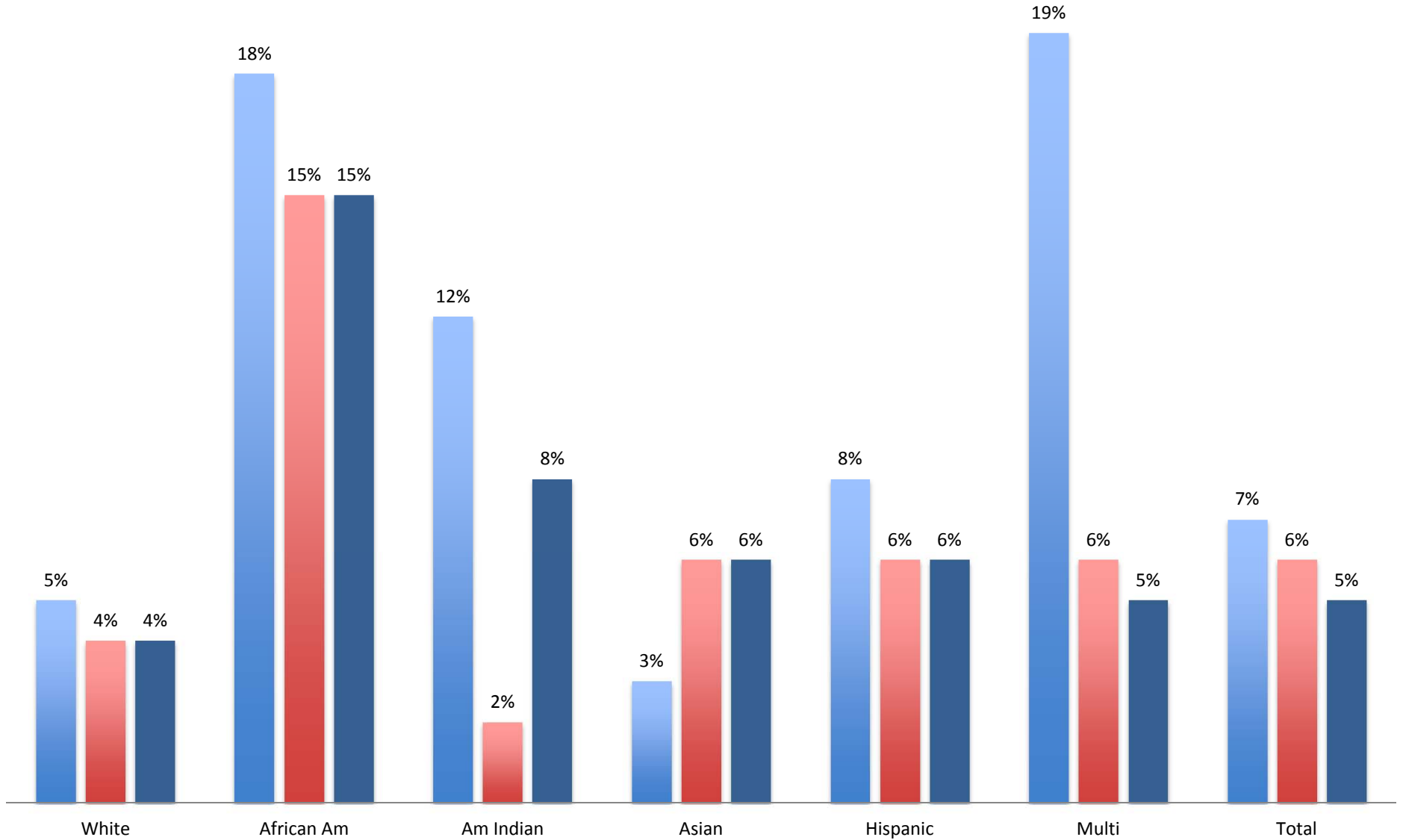
District Total Percent of Exclusions

■ 2009-2010 ■ 2010-2011 ■ 2011-2012



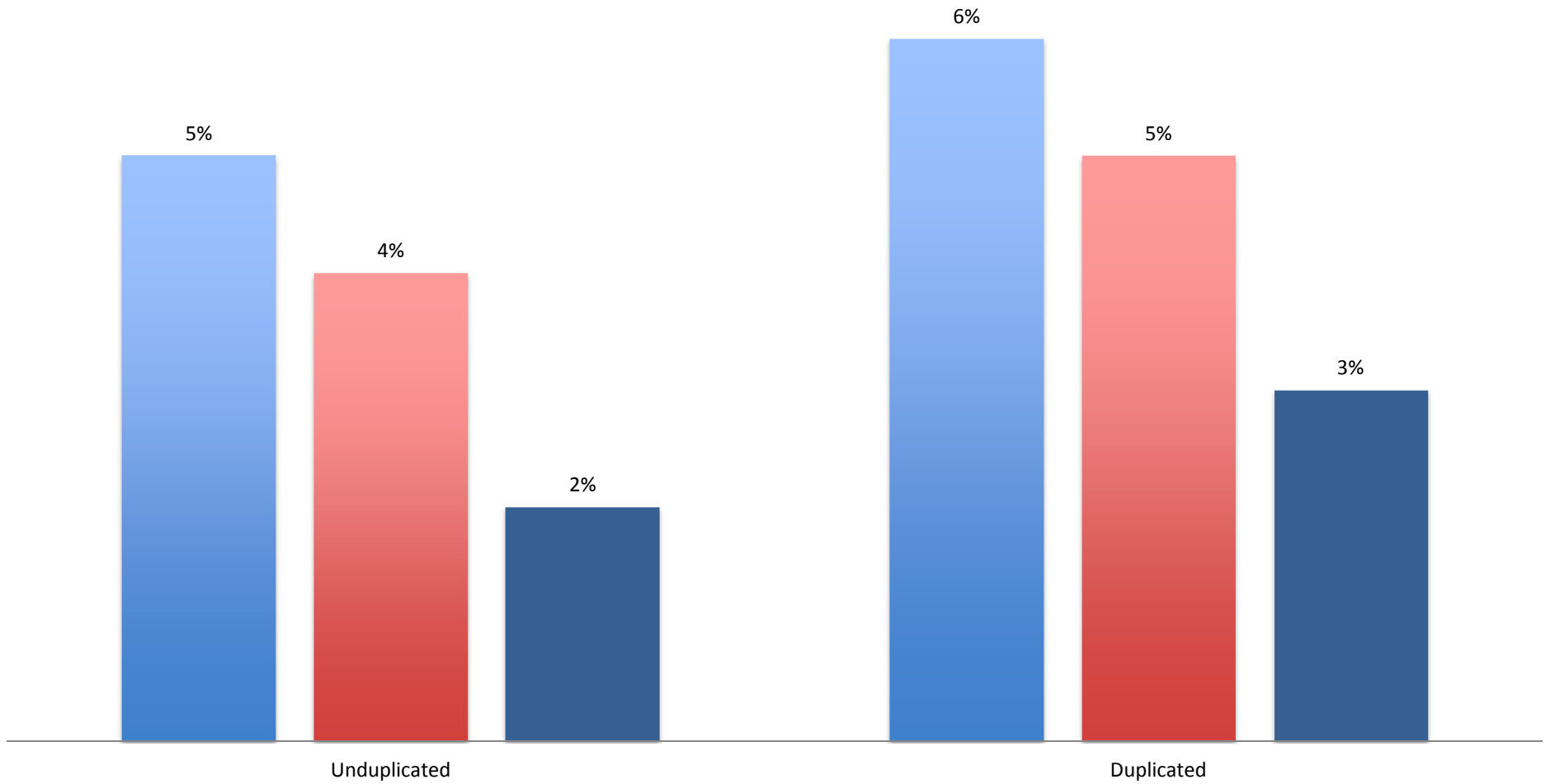
District Total Exclusions Rates by Race

■ 2009-2010 ■ 2010-2011 ■ 2011-2012



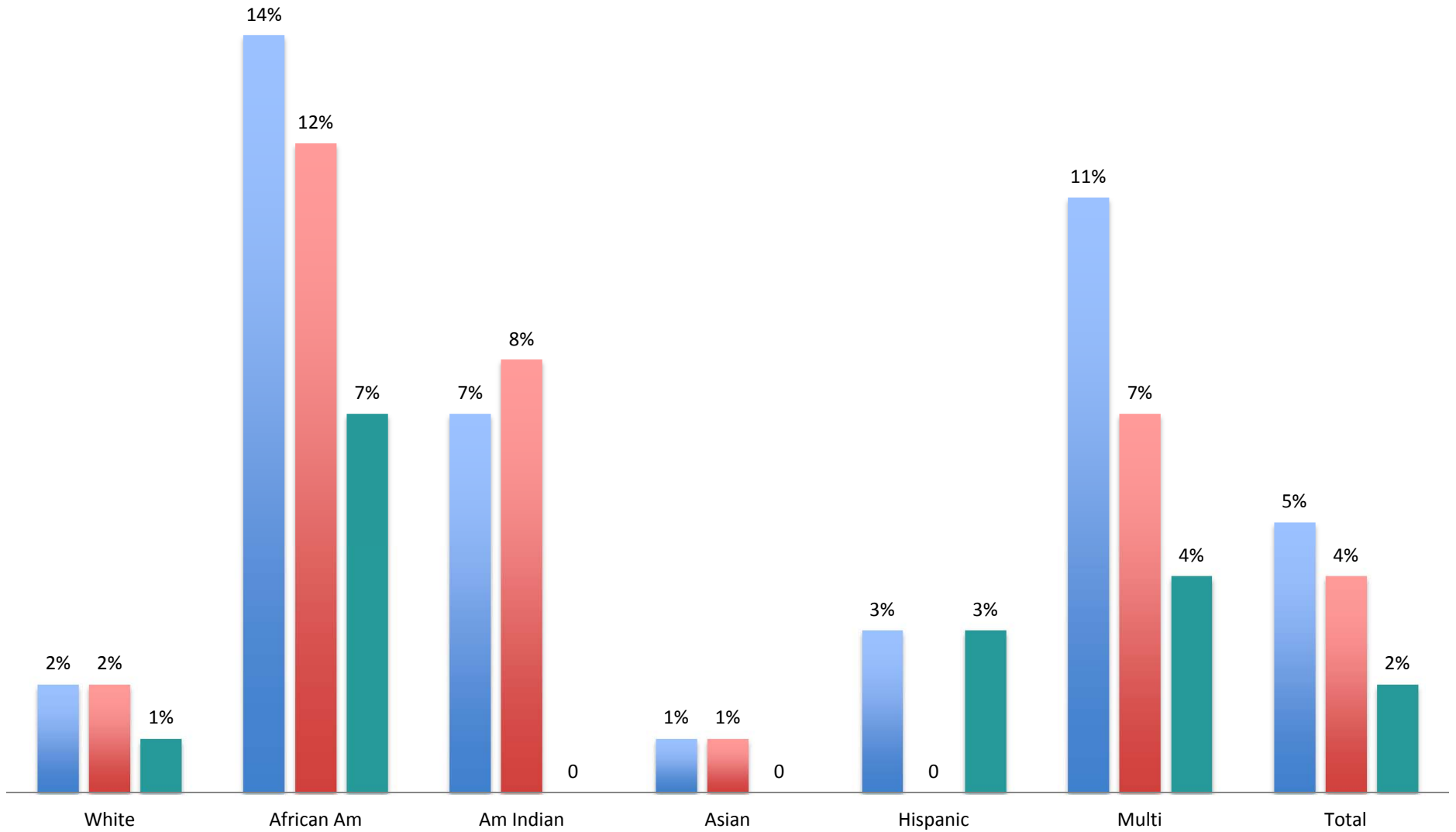
Grant HS Percent of Exclusions

■ 2009-2010 ■ 2010-2011 ■ 2011-2012



Grant HS Exclusions Rates by Race

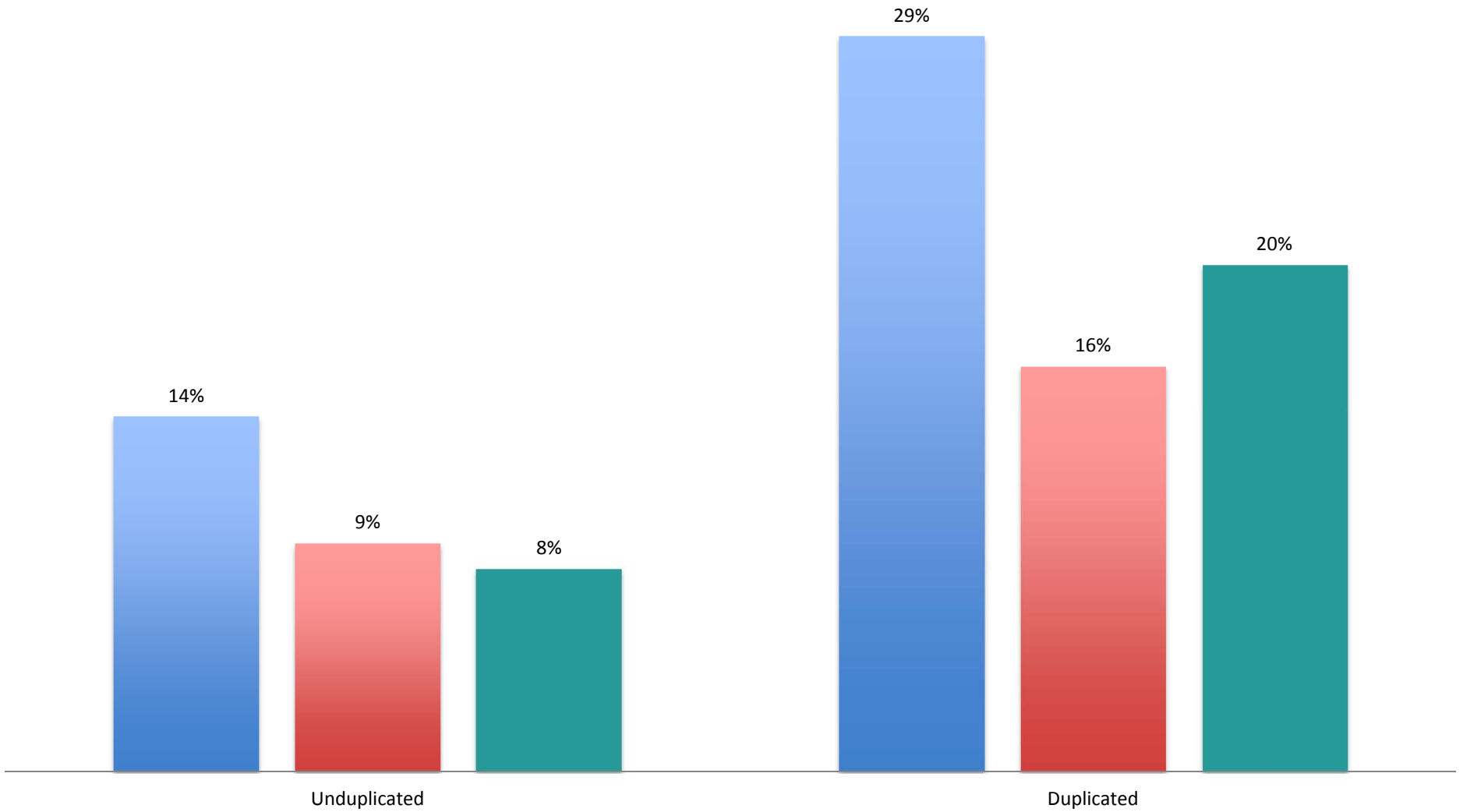
■ 2009-2010 ■ 2010-2011 ■ 2011-2012



Rigler

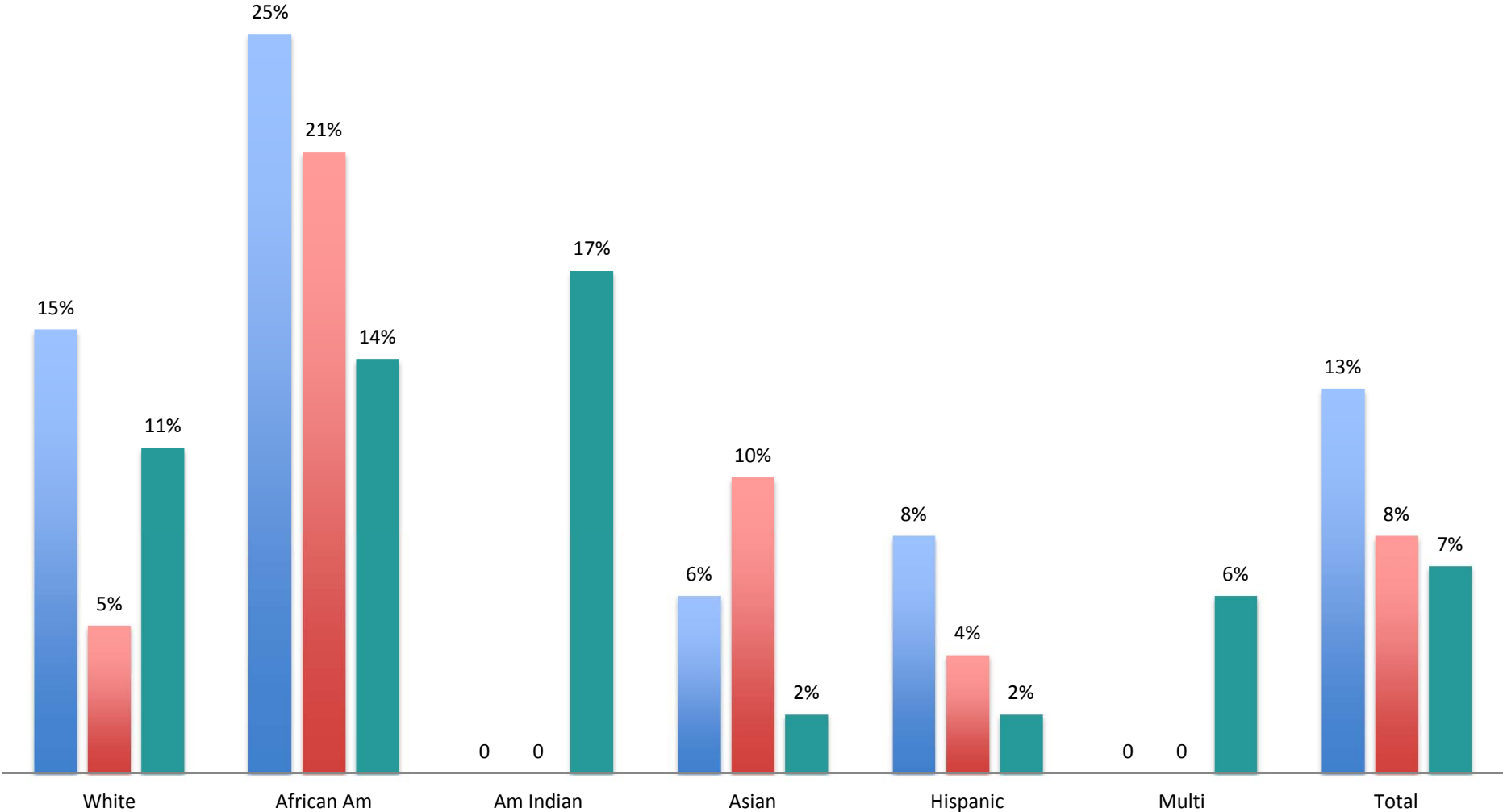
Percent of Exclusions

■ 2009-2010 ■ 2010-2011 ■ 2011-2012

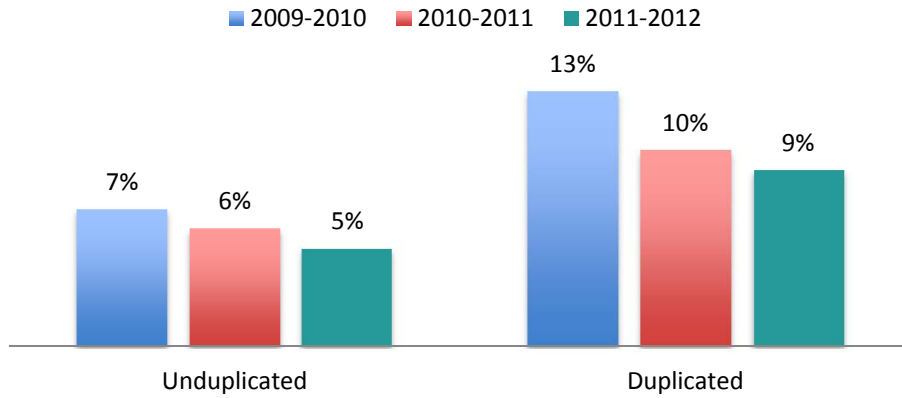


Rigler Exclusions Rates by Race

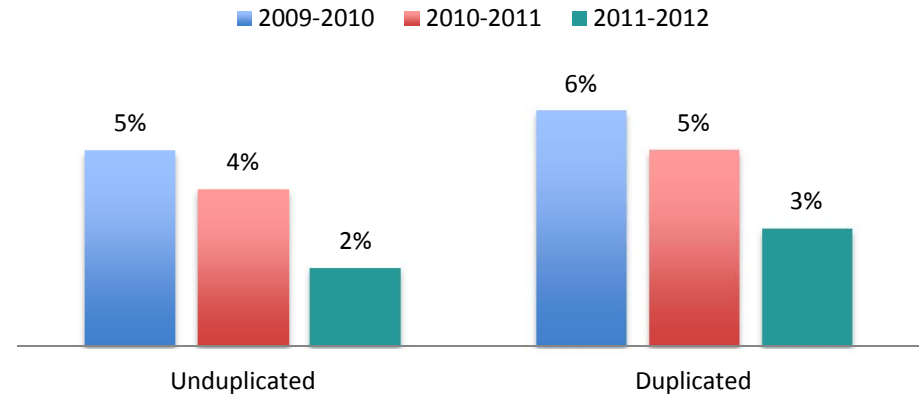
■ 2009-2010 ■ 2010-2011 ■ 2011-2012



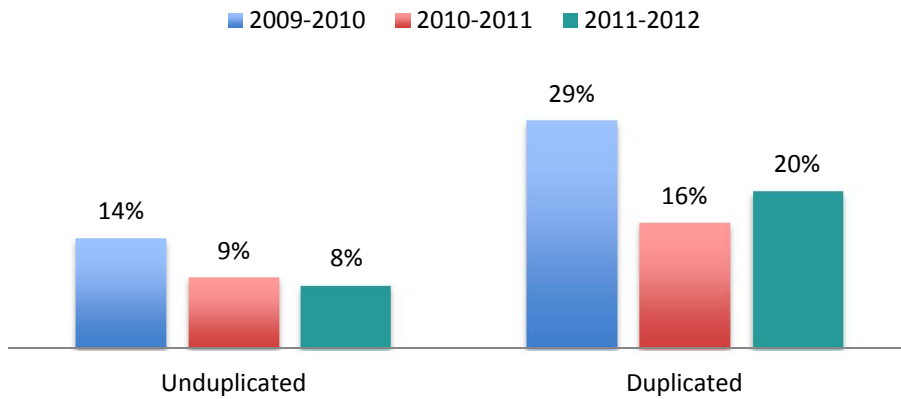
District Total Percent of Exclusions



Grant HS Percent of Exclusions



Rigler Percent of Exclusions



Thank You



Board of Education Informational Report

MEMORANDUM

Date: April 1, 2013
To: Members of the Board of Education
From: Melissa Goff, Executive Director of the Office of Teaching and Learning
Subject: Professional Development for Teachers, 2012/13 and 2013/14

This report to the Board addresses district-sponsored organizational learning for teachers. As part of our commitment to high leverage practices, we believe it is important to invest in the growth of our teachers and to differentiate based upon their roles, subject areas, and grade levels. Professional development is funded through multiple budgetary sources, with significant investment stemming from federal dollars in Title IIA. The goals of professional development are the goals of the district: to close the racial achievement gap while raising achievement for all students. The measurement of effectiveness is two fold. First, effectiveness is monitored via observable behavior changes in instruction. This is documented through multiple data points, including classroom observations and evaluation. Second, effectiveness is monitored via student outcomes. These outcomes include all of our Milestone data, student grades, and student behavior data. Our professional learning should be culturally relevant *for* our teachers and should support teachers in creating more culturally relevant classrooms. Site-based professional development is beyond the scope of this report. Included in the report, however, is information regarding best practice for teacher learning regardless of location. Finally, teacher professional development is overseen by multiple departments within the Office of Teaching and Learning: Instruction, Curriculum and Assessment; Special Education; English as a Second

Language; Dual Language; Student Services; and New Teacher Mentoring. Directors from each of these departments have been essential in shaping this presentation.

Materials included with this report are:

- December 2012 Professional Development Survey
 - Teacher Results*
 - Administrator Results*

*Note: Racial self-identification of respondents not included in survey
- Learning Forward (formerly the National Staff Development Council) Standards
- Edutopia: What Works in Education “Core Strategies for Innovation and Reform in Learning”
- Oregon Department of Education “Plan for Professional Development: Essential Skills”
- Framing Document for Office of Teaching and Learning Directors to consider Instructional Coaching 2013-17

Portland Public Schools

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Physical Altercation, Minor					2			1	3	4	1	1			12
Tobacco						2			2		1	1	1	2	9
School Threat							1	1	1			2			5
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This data matches what was reported to the Oregon Department of Education.

This is a summary of Office Discipline Referrals resulting in a suspension, expulsion, or removal to a Special Education alternative setting.

Each incident is counted once by the primary offense. Counts are of each incident and students may contribute to more than one count. Multiple offenses can be indicated on each incident, but only the primary is shown.

"Drugs" does not include alcohol or tobacco-related incidents.

Student Discipline in Portland Public Schools 2012

The following is a Portland Public Schools (PPS) response to a 2012 report published by Multnomah County Commission on Children, Families and Community entitled “Exclusionary Discipline in Multnomah County Schools: How suspensions and expulsions impact students of color.” The purpose of the report was to generate a community response aimed at reducing exclusionary discipline in our schools and eliminating over-representation, particularly of students of color, in disciplinary outcomes. Portland Public Schools embraces this call to action and is taking steps to address these barriers to academic success.

What actions are we taking?

Presented below are tables that outline current strategies employed by PPS that correspond with the recommendations outlined in the Multnomah County Commission’s report. Also embedded in the table are recommended next steps for PPS.

Recommendation 1	
Support shared countywide goals to keep students on track to graduate by reducing and if possible eliminating all non-statutorily mandated exclusions.	
Recommended Strategy	Current Status in PPS
<p>Short-term strategy Commit to annual bench line data review of exclusionary discipline facilitated by MOU Operations Team that incorporates deeper analysis of data disaggregated to include Special Education, Free and Reduced Lunch, English Language Learners, and Gender, as well as Race/Ethnicity. Seek to include the Corbett and Riverdale school districts as well as the Multnomah Education Service District and alternative schools into future analysis. Integrate the data and review into the Cradle to Career Report to the Community.</p>	<ul style="list-style-type: none"> • PPS remains active with the MOU Operations Team and will welcome participation in future community-wide analysis of disciplinary data. • During the 2011-2012 school year central office leadership examined disciplinary data disaggregated to include Special Education and English Language Learners for the purpose of oversight and internal decision-making. • PPS is active in the Oregon Leadership Network (OLN) discipline subcommittee aimed at reducing disparities in disciplinary outcomes. The group is considering how to reduce discipline data quality issues. <p>RECOMMENDATION-Continue active participation in the MOU Operations and Leadership Teams, OLN discipline sub committee, and other stakeholder</p>

	groups focused on effectively implementing best practices that reduce or inhibit academic success.
<p>Mid-term strategy Increase accountability for disparities in exclusions locally. Encourage districts to establish increased outcomes around discipline and equity for example by integrating data analysis and written commitment to eliminating exclusions into School Improvement Plans.</p>	<ul style="list-style-type: none"> • PPS has a written commitment in its Student Conduct and Discipline policy (4.30.010-P) to eliminate over-representation and decrease the use of exclusionary discipline practices. • PPS Superintendent Carole Smith has established Administrative Directives that support the implementation of the Student conduct and Discipline policy. • Beginning September 2012 each school will have at least one goal aimed at improving equity in their School Improvement Plan. <p>RECOMMENDATION-Monitor achievement and behavioral data for changes in achievement and discipline gaps. Identify effective practices and showcase to other schools.</p>
<p>Long-term strategy Discuss an alert notification and response system for district discipline over-representation.</p>	<ul style="list-style-type: none"> • No action to date <p>RECOMMENDATION-Explore option in migration to Synergy (new Student Information System projected to come online 2013).</p>

Recommendation 2	
Reduce or eliminate exclusions through efforts to support culture at the school building level that proactively address conflict and prevent behaviors that could lead to enhanced discipline methods	
Recommended Strategy	Current Status in PPS
<p>Short-term strategy Prioritize Countywide, full implementation of PBIS with fidelity in all schools and all levels.</p>	<ul style="list-style-type: none"> • PPS actively supported 28 of 81 schools in the implementation of PBIS during the 2011-2012 school year. All schools in the cohort were PK-8 Schools. • Each school was assessed to ensure fidelity of PBIS implementation. • A team of 7 PBIS coaches supported the PBIS cohort.

	<p>Coaches supported central training and were onsite support to PBIS teams and teachers in classroom management.</p> <ul style="list-style-type: none"> • PBIS coaches provided training in Evidenced-Based Classroom Management courses open to all schools followed by classroom coaching upon teacher request. <p>RECOMMENDATION-2012-2013 continue PBIS implementation expanding the number of schools. Expand school counselor’s role in PBIS implementation. Focus on integration of services and supports cross departmentally within the Office of Teaching and Learning using a Response to Intervention framework to establish priorities and a multi-year timeline aimed at sustaining focus and momentum.</p>
<p>Mid-term strategy Support integration of Restorative Justice elements in conjunction with PBIS. Focus coaching supports at the classroom level to support school culture that relies on shared accountability not just punishment.</p>	<ul style="list-style-type: none"> • Currently PPS has 3 schools and 1 alternative school working with Resolutions NW to implement Restorative Justice. • Resolutions NW has also participated in monthly district Student Conduct meetings with district personnel. The monthly meeting is optional for district staff that is responsible for student discipline in schools. One of the goals of the meeting is to increase the use of restorative practices in the context of PBIS in all schools. • School personnel from various schools have voluntarily attended training in Restorative Justice as provided by Resolutions NW. <p>RECOMMENDATION-Explore expansion of Restorative Justice training for all district personnel involved in student discipline work.</p>
<p>Long-term strategy</p>	<ul style="list-style-type: none"> • PPS is actively engaged in

<p>Support Courageous Conversations and equity training at all levels of administration and instruction, including boards and engage community partners to assist with these conversations systems. Support awareness of classroom level instructors and mechanisms to ask for assistance, support and review when making disciplinary referrals.</p>	<p>Courageous Conversations equity training in all schools and in the central office.</p> <ul style="list-style-type: none"> • PPS is hiring an Equity coordinator to support ongoing equity work with district central department staff and community partners. • Community partners are active in a few schools. <p>RECOMMENDATION-Continue to deepen district equity work through use of district-wide teacher coaching model.</p>
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Recommendation 3	
Create authentic opportunities for student and families to engage in the discipline process that focus not on punishment but problem solving and provision of support.	
Recommended Strategy	Current Status in PPS
<p>Short-term strategy Develop a tool (document, video, process) to inform families of their rights in discipline hearings. Support a district-specific video featuring the Superintendent to be shown at the beginning of every disciplinary hearing that outlines rights and responsibilities/</p>	<ul style="list-style-type: none"> • No action to date <p>RECOMMENDATION-PPS Student Services to work with Communications department, school personnel, families, and community partners to develop tools during the 2012-2013 school year. Review Discipline Procedures (4.30.020-AD) with all administration.</p>
<p>Mid-term strategy Partner with culturally specific organizations to target outreach to families and youth.</p>	<ul style="list-style-type: none"> • Partners are assisting schools in engaging and supporting families of color. Activities include: Providing critical voices to school equity work, sometimes serving as family advocates in disciplinary situations, and providing outreach to families of color that have not been engaging with the school. <p>RECOMMENDATION-Inventory or map resources to ensure service gaps and over-laps are minimized.</p>
<p>Long-term strategy Establish advocates for youth and families in disciplinary hearings, identify a cohort of community partners to serve as external advocates in pilot schools. Target middle school and early high</p>	<ul style="list-style-type: none"> • PPS has partnered with Community Education Partners (CEP) on a pilot project aimed at supporting 10 schools with significant over-representation and/or exclusionary rates. The

<p>school transitions (similar to priority staffing model of foster care). Support advocates for youth at the building level (providing social-emotional supports)</p>	<p>purpose is to keep students in school and learning. RECOMMENDATION-Review data and progress with partners and participating school administrators in Fall 2012.</p>
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What do the data tell us?

Attached is an updated table that also includes 2010-2011 exclusionary discipline data. Data for 2011-2012 is not available at the time this report is being submitted. Worth noting is a decrease in exclusionary discipline between the 2009-2010 school year and 2010-2011 school year and the increase in the Relative Rate of exclusion for African American and Native American youth.

When examining the data for over-representation it is important to note that the data on the attached table represents a duplicated count of students. There are two ways people look at discipline data using the Relative Rate Index. One way is to use an unduplicated count of students. Unduplicated reports count students with one incident of exclusion. Unduplicated counts give a sense of students being over-identified for exclusion by race. Another way to look at the data is to use a duplicated count of students. Duplicated counts, on the other hand, provide information about students who are excluded for one or more incidents. This measure provides some information about how much students are excluded from school by race.

PPS commonly uses unduplicated counts of students to assess over-representation and another report to identify students who are repeatedly being excluded. The reason for the two reports is to help district staff better identify where interventions need to take place in the behavior system, to help identify racial bias, and to help identify what type individual student interventions are needed.

The Commission’s report places emphasis on time spent at school learning and making connections. What is missing from how we are looking at discipline data is the actual time of lost instruction. Just counting exclusions does not take into account the actual time lost from class. To do this one needs to have accurate length recorded for each exclusion from school. To keep the focus on instructional time it would be very beneficial to examine the barriers to recording and reporting this type of information.

Lastly, the Commissions report does not include schools grades PK-5 or alternative schools and special programs. Districts are reporting an increase in exclusions in younger grades. It is important monitor all schools and all grades.

In Conclusion

As stated in the Commission's report "Academic success is tied to many factors including quality instruction, culturally responsive practices, relationship building, and a commitment to learning." (p. iv) Keeping ALL students in school and learning is the shared goal of school, families, and community.

Exclusionary discipline is declining in PPS allowing for more time to be spent on instruction and learning for some students. Yet our African American and Native students carry the highest rates of exclusion further contributing to their academic failure, school disengagement, antisocial behaviors, and risk for dropping out of school.

Works Cited

Stavenjord, Rebecca. (2012). "Exclusionary Discipline in Multnomah County Schools: How suspensions and expulsions impact students of color." Multnomah County Commission on Children, Families and Community. Portland, Oregon.
<http://web.multco.us/news/schools-community-focused-keeping-students-color-school>



Board of Education Informational Report

MEMORANDUM

Date: April 1, 2013
To: Members of the Board of Education
From: Melissa Goff, Executive Director of the Office of Teaching and Learning
Subject: Professional Development for Teachers, 2012/13 and 2013/14

This report to the Board addresses district-sponsored organizational learning for teachers. As part of our commitment to high leverage practices, we believe it is important to invest in the growth of our teachers and to differentiate based upon their roles, subject areas, and grade levels. Professional development is funded through multiple budgetary sources, with significant investment stemming from federal dollars in Title IIA. The goals of professional development are the goals of the district: to close the racial achievement gap while raising achievement for all students. The measurement of effectiveness is two fold. First, effectiveness is monitored via observable behavior changes in instruction. This is documented through multiple data points, including classroom observations and evaluation. Second, effectiveness is monitored via student outcomes. These outcomes include all of our Milestone data, student grades, and student behavior data. Our professional learning should be culturally relevant *for* our teachers and should support teachers in creating more culturally relevant classrooms. Site-based professional development is beyond the scope of this report. Included in the report, however, is information regarding best practice for teacher learning regardless of location. Finally, teacher professional development is overseen by multiple departments within the Office of Teaching and Learning: Instruction, Curriculum and Assessment; Special Education; English as a Second

Language; Dual Language; Student Services; and New Teacher Mentoring. Directors from each of these departments have been essential in shaping this presentation.

Materials included with this report are:

- December 2012 Professional Development Survey
 - Teacher Results*
 - Administrator Results*

*Note: Racial self-identification of respondents not included in survey
- Learning Forward (formerly the National Staff Development Council) Standards
- Edutopia: What Works in Education “Core Strategies for Innovation and Reform in Learning”
- Oregon Department of Education “Plan for Professional Development: Essential Skills”
- Framing Document for Office of Teaching and Learning Directors to consider Instructional Coaching 2013-17

Administrator Survey – Teacher Professional Development – December 2012

Last Modified: 03/27/2013








1. My school's grade configuration is:

#	Answer	Response	%
1	PK-8	1	3%
2	K-8	10	28%
3	K-5	15	42%
4	6-8	5	14%
5	9-12	3	8%
6	K-12	0	0%
7	Other	2	6%

2. My teachers have been attending jobalike professional development this year.

#	Answer	Response	%
1	Yes	35	97%
2	No	1	3%
	Total	36	100%

3. My staff is attending jobalike professional development because: (select all that apply)

#	Answer		Response	%
1	they feel it positively impacts learning and teaching		9	26%
2	they feel it is culturally relevant and responsive		3	9%
3	they feel it is differentiated to meet adult learning needs		2	6%
4	they feel it is aligned to Common Core State Standards		15	44%
5	they find it easier to attend due to regional location		11	32%
6	it is mandated		31	91%
7	Other		2	6%





4. My staff is NOT attending jobalike professional development because: (select all that apply)

#	Answer		Response	%
1	they do not see a connection to learning and teaching		0	0%
2	they do not feel it is culturally relevant or responsive		0	0%
3	they do not feel it is differentiated to meet adult learning needs		0	0%
4	they do not feel it is aligned to Common Core State Standards		0	0%
5	they find the location inconvenient		0	0%
6	Other		1	100%

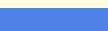



5. 2 hours per month is set aside for facilitated professional development for certified staff, currently delivered through "jobalikes". Is this model positively impacting instruction in your school?

#	Answer		Response	%
1	Yes		16	48%
2	No		17	52%
	Total		33	100%

6. How do you know joblike professional development time has a positive impact on instruction and, ultimately, student learning in your school? (select all that apply)

#	Answer		Response	%
1	Student data		1	7%
2	Observational data		6	40%
3	Informal teacher feedback		14	93%
4	Other		3	20%

7. How do you know joblike professional development time does NOT have a positive impact on instruction and, ultimately, student learning in your school? (select all that apply)

#	Answer		Response	%
1	Student data		4	24%
2	Observational data		4	24%
3	Informal teacher feedback		15	88%
4	Other		7	41%

Core Strategies for Innovation and Reform in Learning

Edutopia is dedicated to transforming the learning process by helping educators implement the strategies below. These strategies -- and the educators who implement them -- are empowering students to think critically, access and analyze information, creatively problem solve, work collaboratively, and communicate with clarity and impact. Discover the resources, research, experts, and fellow Edutopia members who are changing our schools. Join us in reinventing the learning process!

To find out more about *Edutopia* and The George Lucas Educational Foundation, visit the "About Us" (1) section.

Comprehensive Assessment (2)

Effective assessment should measure the full range of student ability -- social, emotional, and academic achievement. Through various measures, including portfolios, presentations, and tests, multiple learning styles are supported.

Schools That Work: Authentic Assessment at New York City's School of the Future (Video) (3)
Guide: Top Ten Tips for Assessing Project-Based Learning (4)

Integrated Studies (5)

To increase engagement and retention, academic subjects are presented in an interdisciplinary fashion that reflects modern knowledge and society. For instance history, literature, and art can be interwoven and taught through text, images, and sound.

An Introduction to Integration Studies (Video) (6)
Schools That Work: Integrating Art and Politics to Improve High School Engagement (7)

Project-Based Learning (8)

Long term and student centered, project learning is a rigorous hands-on approach to learning core subject matter and basic skills with meaningful activities that examine complex, real-world issues. Project learning helps students develop and retain useful, working knowledge of subjects that are often taught in isolation and abstraction.

An Introduction to Project-Based Learning (Video) (9)
Schools That Work: Replicating Project-Based Learning Success (10)
Research Review: Best Practices and Components of Success (11)

Social and Emotional Learning (12)

When students work together on project teams, they learn to collaborate, communicate, and

resolve conflicts. Cooperative learning and character development supports the social and emotional development of students and prepares them for success in the modern workplace.

How to Teach Math as a Social Activity (Video) **(13)**

Schools That Work: Social and Emotional Learning in Louisville **(14)**

Research Review: Learning Outcomes and Evidence-Based Programs **(15)**

Teacher Development (16)

The human touch is the most valuable element in education. Teachers, administrators, and parents play critical roles in coaching and guiding students through the learning process, nurturing students' interests and confidence as learners.

Schools That Work: Teacher Excellence Narrows the Achievement Gap **(17)**

20 Tidbits for New Teachers **(18)**

Technology Integration (19)

Through the intelligent use of technology, combined with new approaches to education, a more personalized style of learning can be realized.

Guide: Top Ten Tips for Teaching with New Media **(20)**

30 Great Tech Makeovers for the Classroom **(21)**

Research Review: Program Recommendations and Tips for Successful Integration **(22)**

Source: www.edutopia.org/core-concepts

Links

- 1 www.edutopia.org/mission-vision
- 2 www.edutopia.org/assessment
- 3 www.edutopia.org/stw-assessment-school-of-the-future-introduction-video
- 4 www.edutopia.org/10-tips-assessment-project-based-learning-resource-guide
- 5 www.edutopia.org/integrated-studies
- 6 www.edutopia.org/integrated-studies-introduction-video
- 7 www.edutopia.org/blog/stw-integrated-studies-video-york-high-school-teachers
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Plan for Professional Development



High-quality professional development is an integral component of a system to assess student progress on the Essential Skills.

District/school staff, including administrators, classroom teachers and other certificated personnel (special program teachers, counselors, and others) must be well-versed in three key areas:

1. Knowledge about the Essential Skills and their connection to other new diploma requirements
2. Best practices for administering assessments as well as targeted coaching and remedial interventions
3. Methods to connect essential skills work with existing Data Teams or Professional Learning Community (PLC) efforts

Several tools and accompanying resources are provided here to help you analyze your staff development needs and plan an immediate and sustainable training system directed to your district/school's particular structure.

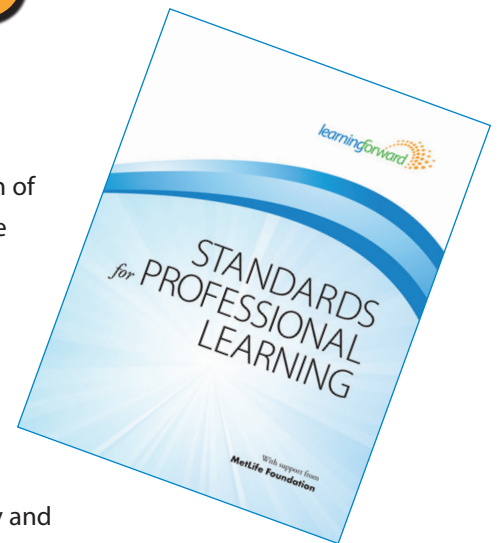
STANDARDS *for* PROFESSIONAL LEARNING

Quick reference guide

About the standards

This is the third version of standards that outline the characteristics of effective professional learning. This edition, drawn from research and based on evidence-based practice, describes a set of expectations for effective professional learning to ensure equity and excellence in educator learning. The standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.

As with earlier versions of the standards, including the last revision in 2001, Learning Forward invited representatives from leading education associations and organizations to contribute to the development of the standards. Together, these representatives reviewed research and best practice literature to contribute to the standards revision with consideration of their own constituencies, including teachers, principals, superintendents, and local and state school board members.



STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



4 prerequisites for effective professional learning

The seven new standards focus attention on educator learning that relates to successful student learning. Implicit in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics.

Professional learning is not the answer to all the challenges educators face, but it can significantly increase their capacities to succeed. When school systems, schools, and education leaders organize professional learning aligned with the standards, and when educators engage in professional learning to increase their effectiveness, student learning will increase.

1 Educators' commitment to students, *all* students, is the foundation of effective professional learning.

Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices, always striving to increase each student's performance. If adults responsible for student learning do not continuously seek new learning, it is not only their knowledge, skills, and practices that erode over time. They also become less able to adapt to change, less self-confident, and less able to make a positive difference in the lives of their colleagues and students.

2 Each educator involved in professional learning comes to the experience ready to learn.

Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions. However, it cannot be effective if educators resist learning. Educators want and deserve high-quality professional learning that is relevant and useful. They are more likely to fully engage in learning with receptive hearts and minds when their school systems, schools, and colleagues align professional learning with the standards.

3 Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.

This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results. Professional accountability for individual and peer results strengthens the profession and results for students.

4 Like all learners, educators learn in different ways and at different rates.

Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs. Some may benefit from more time than others, different types of learning experiences, or more support as they seek to translate new learning into more productive practices. For some educators, this requires courage to acknowledge their learning needs, and determination and patience to continue learning until the practices are effective and comfortable.

SUGGESTIONS FOR USE

Standards for Professional Learning are designed to set policies and shape practice in professional learning. Improvement is a continuous process without a beginning or end. Because professional learning is at the core of every effort to increase educator effectiveness and results for all students, its quality and effectiveness cannot be left to chance. The standards will guide the efforts of individuals, teams, school and school system staff, public agencies and officials, and nonprofit and for-profit associations or organizations engaged in setting policy, organizing, providing, facilitating, managing, participating in, monitoring, or measuring professional learning to increase educator effectiveness and results for all students.

These standards stimulate dialogue, discussion, and analysis that lead to increased effectiveness in professional learning regardless of the state of current practice. Here are several suggestions for how various types of educators may use the standards to deepen their understanding of effective professional learning and how to strengthen professional learning for all educators. The book *Standards for Professional Learning* (Learning Forward, 2011; see ordering information at right) offers a more comprehensive list.

INDIVIDUALS CAN:

- Study the standards to develop a foundational knowledge about effective professional learning.
- Use the standards to request improvements in professional learning in which they participate.
- Apply the standards to the planning, design, facilitation, and evaluation of professional learning they lead.

SCHOOL STAFF CAN:

- Share the standards with external assistance providers who facilitate professional learning with school staff.
- Share the standards with parents, guardians, and community members to foster their support for professional learning as a means to increase student learning.
- Bring the standards into all program implementation or improvement discussions.

SCHOOL SYSTEM STAFF CAN:

- Post the standards on or link to the standards from the school system's website.
- Use the standards as criteria for evaluating the effectiveness of all professional learning.
- Prepare a resolution that the school trustees adopt the standards as expectations for all professional learning.

MORE TO COME



Learning Forward, with continuing support from MetLife Foundation, will develop additional tools to support the implementation and evaluation of the standards.

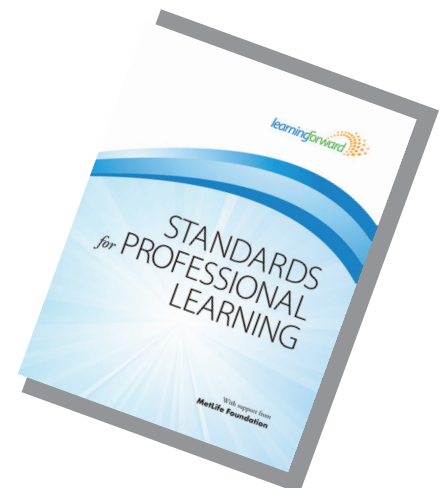
“Using the standards to shape more effective professional learning will require study, thought, discussion, and planning.”

— *Standards for Professional Learning*

ORDER THE STANDARDS TODAY

Have at your fingertips the full text of the standards, including in-depth elaborations for all seven standards, related research citations, a comprehensive introduction, crosswalk between the previous and current versions, and more complete suggestions for use.

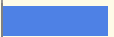

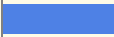

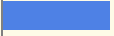



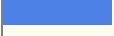





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

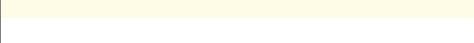

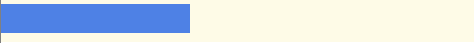







Teacher Professional Development – December 2012 Survey Results

Last Modified: 03/27/2013

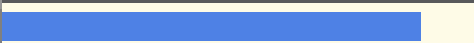

1. The grade(s) I teach: (select all that apply)

#	Answer		Response	%
1	K		158	22%
2	1		160	22%
3	2		170	24%
4	3		170	24%
5	4		160	22%
6	5		162	23%
7	6		169	24%
8	7		174	24%
9	8		163	23%
10	9		98	14%
11	10		109	15%
12	11		110	15%
13	12		109	15%
14	Other		63	9%



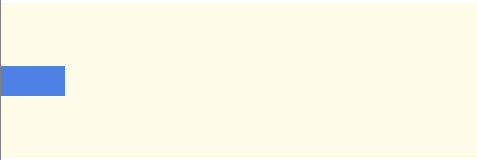

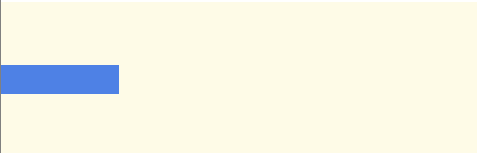
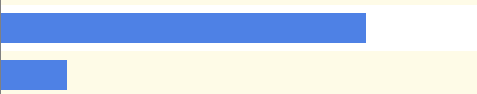
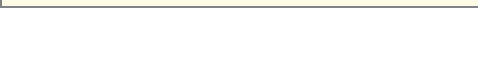
2. The content area(s) I teach are: (select all that apply)

#	Answer		Response	%
1	Art		170	24%
2	Counseling		66	9%
3	English as a Second Language		74	11%
4	English/Language Arts		288	41%
5	Literacy		276	39%
6	Mathematics		332	47%
7	Music		44	6%
8	PE/Health		64	9%
9	Science		289	41%
10	Social Studies		295	42%
11	Special Education		117	17%
12	World Language		49	7%
13	Other		77	11%







3. Do you attend jobalike professional development?

#	Answer		Response	%
1	Yes		627	88%
2	No		86	12%
	Total		713	100%



4. I attend joblike professional development because: (select all that apply)

#	Answer		Response	%
1	I feel it positively impacts learning and teaching		245	40%
2	I feel it is culturally relevant and responsive		109	18%
3	I feel it is differentiated to meet adult learning needs		83	14%
4	I feel it is aligned to Common Core State Standards		203	33%
5	I find it easy to attend due to regional location		152	25%
6	it is mandated		470	77%
7	Other		85	14%

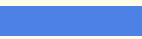

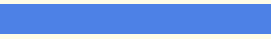

**5. I do NOT attend jobalike professional development because:
(select all that apply)**

#	Answer		Response	%
1	I do not see a connection to learning and teaching		12	15%
2	I do not feel it is culturally relevant or responsive		5	6%
3	I do not feel it is differentiated to meet adult learning needs		4	5%
4	I do not feel it is aligned to Common Core State Standards		2	3%
5	I find the location inconvenient		17	22%
6	Other		68	87%



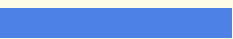

6. 2 hours per month is set aside for facilitated professional development for certified staff, currently delivered through "jobalikes". Is this model positively impacting instruction in your classroom?

#	Answer		Response	%
1	Yes		283	41%
2	No		402	59%
	Total		685	100%

7. How do you know jobalike professional development time has a positive impact on instruction and, ultimately, student learning in your classroom? (select all that apply)

#	Answer		Response	%
1	Student data		80	30%
2	Observational data		152	58%
3	Informal teacher feedback		152	58%
4	Other		63	24%

8. How do you know jobalike professional development time does NOT have a positive impact on instruction and, ultimately, student learning in your classroom? (select all that apply)

#	Answer		Response	%
1	Student data		68	20%
2	Observational data		123	37%
3	Informal teacher feedback		164	49%
4	Other		165	49%



Board of Education Informational Report

MEMORANDUM

Date: April 1, 2013
To: Members of the Board of Education
From: Melissa Goff, Executive Director of the Office of Teaching and Learning
Subject: Professional Development for Teachers, 2012/13 and 2013/14

This report to the Board addresses district-sponsored organizational learning for teachers. As part of our commitment to high leverage practices, we believe it is important to invest in the growth of our teachers and to differentiate based upon their roles, subject areas, and grade levels. Professional development is funded through multiple budgetary sources, with significant investment stemming from federal dollars in Title IIA. The goals of professional development are the goals of the district: to close the racial achievement gap while raising achievement for all students. The measurement of effectiveness is two fold. First, effectiveness is monitored via observable behavior changes in instruction. This is documented through multiple data points, including classroom observations and evaluation. Second, effectiveness is monitored via student outcomes. These outcomes include all of our Milestone data, student grades, and student behavior data. Our professional learning should be culturally relevant *for* our teachers and should support teachers in creating more culturally relevant classrooms. Site-based professional development is beyond the scope of this report. Included in the report, however, is information regarding best practice for teacher learning regardless of location. Finally, teacher professional development is overseen by multiple departments within the Office of Teaching and Learning: Instruction, Curriculum and Assessment; Special Education; English as a Second

Language; Dual Language; Student Services; and New Teacher Mentoring. Directors from each of these departments have been essential in shaping this presentation.

Materials included with this report are:

- December 2012 Professional Development Survey
 - Teacher Results*
 - Administrator Results*

*Note: Racial self-identification of respondents not included in survey
- Learning Forward (formerly the National Staff Development Council) Standards
- Edutopia: What Works in Education "Core Strategies for Innovation and Reform in Learning"
- Oregon Department of Education "Plan for Professional Development: Essential Skills"
- Framing Document for Office of Teaching and Learning Directors to consider Instructional Coaching 2013-17

Plan for Professional Development



High-quality professional development is an integral component of a system to assess student progress on the Essential Skills.

District/school staff, including administrators, classroom teachers and other certificated personnel (special program teachers, counselors, and others) must be well-versed in three key areas:


1. Knowledge about the Essential Skills and their connection to other new diploma requirements
2. Best practices for administering assessments as well as targeted coaching and remedial interventions
3. Methods to connect essential skills work with existing Data Teams or Professional Learning Community (PLC) efforts

Several tools and accompanying resources are provided here to help you analyze your staff development needs and plan an immediate and sustainable training system directed to your district/school's particular structure.

Teacher Professional Development – December 2012 Survey Results

Last Modified: 03/27/2013

1. The grade(s) I teach: (select all that apply)

#	Answer		Response	%
1	K		158	22%
2	1		160	22%
3	2		170	24%
4	3		170	24%
5	4		160	22%
6	5		162	23%
7	6		169	24%
8	7		174	24%
9	8		163	23%
10	9		98	14%
11	10		109	15%
12	11		110	15%
13	12		109	15%
14	Other		63	9%

2. The content area(s) I teach are: (select all that apply)

#	Answer	Response	%
1	Art	170	24%
2	Counseling	66	9%
3	English as a Second Language	74	11%
4	English/Language Arts	288	41%
5	Literacy	276	39%
6	Mathematics	332	47%
7	Music	44	6%
8	PE/Health	64	9%
9	Science	289	41%
10	Social Studies	295	42%
11	Special Education	117	17%
12	World Language	49	7%
13	Other	77	11%







3. Do you attend jobalike professional development?

#	Answer	Response	%
1	Yes	627	88%
2	No	86	12%
	Total	713	100%



4. I attend joblike professional development because: (select all that apply)

#	Answer	Response	%
1	I feel it positively impacts learning and teaching	245	40%
2	I feel it is culturally relevant and responsive	109	18%
3	I feel it is differentiated to meet adult learning needs	83	14%
4	I feel it is aligned to Common Core State Standards	203	33%
5	I find it easy to attend due to regional location	152	25%
6	it is mandated	470	77%
7	Other	85	14%





**5. I do NOT attend jobalike professional development because:
(select all that apply)**

#	Answer		Response	%
1	I do not see a connection to learning and teaching		12	15%
2	I do not feel it is culturally relevant or responsive		5	6%
3	I do not feel it is differentiated to meet adult learning needs		4	5%
4	I do not feel it is aligned to Common Core State Standards		2	3%
5	I find the location inconvenient		17	22%
6	Other		68	87%





6. 2 hours per month is set aside for facilitated professional development for certified staff, currently delivered through "jobalikes". Is this model positively impacting instruction in your classroom?

#	Answer		Response	%
1	Yes		283	41%
2	No		402	59%
	Total		685	100%

7. How do you know joblike professional development time has a positive impact on instruction and, ultimately, student learning in your classroom? (select all that apply)

#	Answer		Response	%
1	Student data		80	30%
2	Observational data		152	58%
3	Informal teacher feedback		152	58%
4	Other		63	24%

8. How do you know joblike professional development time does NOT have a positive impact on instruction and, ultimately, student learning in your classroom? (select all that apply)

#	Answer		Response	%
1	Student data		68	20%
2	Observational data		123	37%
3	Informal teacher feedback		164	49%
4	Other		165	49%



WHAT WORKS IN EDUCATION
THE GEORGE LUCAS EDUCATIONAL FOUNDATION

Core Strategies for Innovation and Reform in Learning

Edutopia is dedicated to transforming the learning process by helping educators implement the strategies below. These strategies -- and the educators who implement them -- are empowering students to think critically, access and analyze information, creatively problem solve, work collaboratively, and communicate with clarity and impact. Discover the resources, research, experts, and fellow Edutopia members who are changing our schools. Join us in reinventing the learning process!

To find out more about *Edutopia* and The George Lucas Educational Foundation, visit the "About Us" (1) section.

Comprehensive Assessment (2)

Effective assessment should measure the full range of student ability -- social, emotional, and academic achievement. Through various measures, including portfolios, presentations, and tests, multiple learning styles are supported.

Schools That Work: Authentic Assessment at New York City's School of the Future (Video) (3)
Guide: Top Ten Tips for Assessing Project-Based Learning (4)

Integrated Studies (5)

To increase engagement and retention, academic subjects are presented in an interdisciplinary fashion that reflects modern knowledge and society. For instance history, literature, and art can be interwoven and taught through text, images, and sound.

An Introduction to Integration Studies (Video) (6)
Schools That Work: Integrating Art and Politics to Improve High School Engagement (7)

Project-Based Learning (8)

Long term and student centered, project learning is a rigorous hands-on approach to learning core subject matter and basic skills with meaningful activities that examine complex, real-world issues. Project learning helps students develop and retain useful, working knowledge of subjects that are often taught in isolation and abstraction.

An Introduction to Project-Based Learning (Video) (9)
Schools That Work: Replicating Project-Based Learning Success (10)
Research Review: Best Practices and Components of Success (11)

Social and Emotional Learning (12)

When students work together on project teams, they learn to collaborate, communicate, and

Administrator Survey – Teacher Professional Development – December 2012

Last Modified: 03/27/2013

1. My school's grade configuration is:

#	Answer	Response	%
1	PK-8	1	3%
2	K-8	10	28%
3	K-5	15	42%
4	6-8	5	14%
5	9-12	3	8%
6	K-12	0	0%
7	Other	2	6%

2. My teachers have been attending jobalike professional development this year.

#	Answer	Response	%
1	Yes	35	97%
2	No	1	3%
	Total	36	100%

3. My staff is attending jobalike professional development because: (select all that apply)

#	Answer	Response	%
1	they feel it positively impacts learning and teaching	9	26%
2	they feel it is culturally relevant and responsive	3	9%
3	they feel it is differentiated to meet adult learning needs	2	6%
4	they feel it is aligned to Common Core State Standards	15	44%
5	they find it easier to attend due to regional location	11	32%
6	it is mandated	31	91%
7	Other	2	6%

4. My staff is NOT attending joblike professional development because: (select all that apply)

#	Answer	Response	%
1	they do not see a connection to learning and teaching	0	0%
2	they do not feel it is culturally relevant or responsive	0	0%
3	they do not feel it is differentiated to meet adult learning needs	0	0%
4	they do not feel it is aligned to Common Core State Standards	0	0%
5	they find the location inconvenient	0	0%
6	Other	1	100%

5. 2 hours per month is set aside for facilitated professional development for certified staff, currently delivered through "joblikes". Is this model positively impacting instruction in your school?

#	Answer	Response	%
1	Yes	16	48%
2	No	17	52%
	Total	33	100%

6. How do you know jobalike professional development time has a positive impact on instruction and, ultimately, student learning in your school? (select all that apply)

#	Answer	Response	%
1	Student data	1	7%
2	Observational data	6	40%
3	Informal teacher feedback	14	93%
4	Other	3	20%

7. How do you know jobalike professional development time does NOT have a positive impact on instruction and, ultimately, student learning in your school? (select all that apply)

#	Answer	Response	%
1	Student data	4	24%
2	Observational data	4	24%
3	Informal teacher feedback	15	88%
4	Other	7	41%

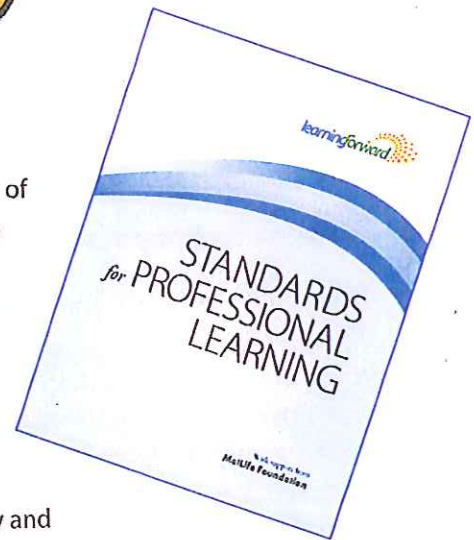
STANDARDS *for* PROFESSIONAL LEARNING

Quick reference guide

About the standards

This is the third version of standards that outline the characteristics of effective professional learning. This edition, drawn from research and based on evidence-based practice, describes a set of expectations for effective professional learning to ensure equity and excellence in educator learning. The standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.

As with earlier versions of the standards, including the last revision in 2001, Learning Forward invited representatives from leading education associations and organizations to contribute to the development of the standards. Together, these representatives reviewed research and best practice literature to contribute to the standards revision with consideration of their own constituencies, including teachers, principals, superintendents, and local and state school board members.

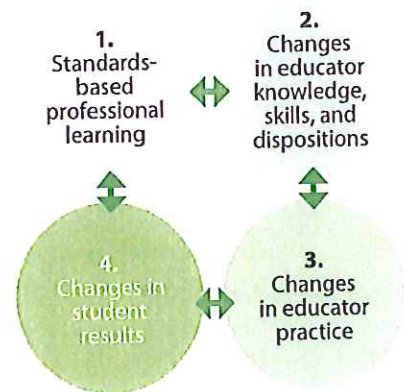


STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



4 prerequisites for effective professional learning

The seven new standards focus attention on educator learning that relates to successful student learning. Implicit in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics.

Professional learning is not the answer to all the challenges educators face, but it can significantly increase their capacities to succeed. When school systems, schools, and education leaders organize professional learning aligned with the standards, and when educators engage in professional learning to increase their effectiveness, student learning will increase.

1 Educators' commitment to students, all students, is the foundation of effective professional learning. Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices, always striving to increase each student's performance. If adults responsible for student learning do not continuously seek new learning, it is not only their knowledge, skills, and practices that erode over time. They also become less able to adapt to change, less self-confident, and less able to make a positive difference in the lives of their colleagues and students.

2 Each educator involved in professional learning comes to the experience ready to learn. Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions. However, it cannot be effective if educators resist learning. Educators want and deserve high-quality professional learning that is relevant and useful. They are more likely to fully engage in learning with receptive hearts and minds when their school systems, schools, and colleagues align professional learning with the standards.

3 Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance. This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results. Professional accountability for individual and peer results strengthens the profession and results for students.

4 Like all learners, educators learn in different ways and at different rates. Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs. Some may benefit from more time than others, different types of learning experiences, or more support as they seek to translate new learning into more productive practices. For some educators, this requires courage to acknowledge their learning needs, and determination and patience to continue learning until the practices are effective and comfortable.

SUGGESTIONS FOR USE

Standards for Professional Learning are designed to set policies and shape practice in professional learning. Improvement is a continuous process without a beginning or end. Because professional learning is at the core of every effort to increase educator effectiveness and results for all students, its quality and effectiveness cannot be left to chance. The standards will guide the efforts of individuals, teams, school and school system staff, public agencies and officials, and nonprofit and for-profit associations or organizations engaged in setting policy, organizing, providing, facilitating, managing, participating in, monitoring, or measuring professional learning to increase educator effectiveness and results for all students.

These standards stimulate dialogue, discussion, and analysis that lead to increased effectiveness in professional learning regardless of the state of current practice. Here are several suggestions for how various types of educators may use the standards to deepen their understanding of effective professional learning and how to strengthen professional learning for all educators. The book *Standards for Professional Learning* (Learning Forward, 2011; see ordering information at right) offers a more comprehensive list.

INDIVIDUALS CAN:

- Study the standards to develop a foundational knowledge about effective professional learning.
- Use the standards to request improvements in professional learning in which they participate.
- Apply the standards to the planning, design, facilitation, and evaluation of professional learning they lead.

SCHOOL STAFF CAN:

- Share the standards with external assistance providers who facilitate professional learning with school staff.
- Share the standards with parents, guardians, and community members to foster their support for professional learning as a means to increase student learning.
- Bring the standards into all program implementation or improvement discussions.

SCHOOL SYSTEM STAFF CAN:

- Post the standards on or link to the standards from the school system's website.
- Use the standards as criteria for evaluating the effectiveness of all professional learning.
- Prepare a resolution that the school trustees adopt the standards as expectations for all professional learning.

MORE TO COME



Learning Forward, with continuing support from MetLife Foundation, will develop additional tools to support the implementation and evaluation of the standards.

“Using the standards to shape more effective professional learning will require study, thought, discussion, and planning.”

— *Standards for Professional Learning*

ORDER THE STANDARDS TODAY

Have at your fingertips the full text of the standards, including in-depth elaborations for all seven standards, related research citations, a comprehensive introduction, crosswalk between the previous and current versions, and more complete suggestions for use.

Item #B512

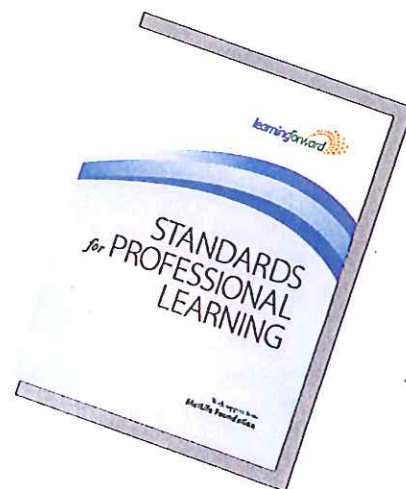
\$16 for members

\$20 for nonmembers

Order at

www.learningforwardstore.org

or call 800-727-7288.





Board of Education
Superintendent's Recommendation to the Board

Board Meeting Date: April 1, 2013

Executive Committee Lead: Neil Sullivan

Department: Finance Administration

Presenter/Staff Lead: Neil Sullivan

Agenda Action: Resolution Policy

SUBJECT: To ensure that the District complies with applicable requirements of Federal tax law necessary to preserve the tax status of interest on tax-exempt obligations issued by the District.

BRIEF SUMMARY AND RECOMMENDATION

To comply with applicable Federal tax requirements, the District must confirm that these procedures are followed at the time each Bond is issued and throughout the term of each Bond (until maturity or redemption).

Generally, compliance should include retention of records relating to the expenditure of the proceeds of each Bond issue and the investment of the proceeds of each Bond issue.

Compliance should also include a record of any allocations made with respect to the use of the proceeds of each Bond issue, sufficient to establish compliance with applicable Federal tax requirements, including records related to periods before the Bonds are issued (e.g., in the case of reimbursement of prior expenditures) until six (6) years after the final maturity or redemption date of any issue of Bonds.

It is recommended the District should establish compliance procedures to ensure that (1) the District utilizes the proceeds of all issues of bonds, certificates of participation, bond anticipation notes, and tax and revenue anticipation notes (collectively referred to as "Bonds") in accordance with applicable Federal tax requirements, and (2) complies with all other applicable Federal requirements with respect to outstanding Bonds.

BACKGROUND

In November 2012, voters of the District authorized Portland Public Schools to issue up to \$482 million of general obligation bonds to create effective, accessible and inclusive learning environments that help all students achieve through renovating/replacing facilities.

Reference is made to Section 103(a) of the Internal Revenue Code and Part I, §148 and 1.148-3 of IRS Income Tax Regulations.

On March 11, 2013, staff presented the first reading to the Board of the attached Board Policy and the draft Administrative Directive.

Reviewed and Approved by Superintendent

RELATED POLICIES / BOARD GOALS AND PRIORITIES

PROCESS / COMMUNITY ENGAGEMENT

We engaged the services of outside counsel at Hawkins Delafield & Wood LLP, and consulted with accounting firm Talbot Korvola & Warwick LLP ("TKW") to ensure compliance with IRS regulations.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Compliance with applicable Federal tax requirements will allow the District to conform to Goal A of its Racial Educational Equity policy, which commits to equitable student access to high-quality facilities and other educational resources.

BUDGET / RESOURCE IMPLICATIONS

Adoption of this new Board policy will protect the District from legal consequences arising from non-compliance with applicable Federal tax requirements.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board considers adoption of proposed new Board Policy X.XX.XXX-P, Tax-Exempt Bond Post-Issuance Compliance Policy.

ATTACHMENTS

- Board Resolution
- Board Policy X.XX.XXXP, Tax-Exempt Bond Post-Issuance Compliance Policy
- Draft Administrative Directive X.XX.XXX-AD, Tax-Exempt Bond Post-Issuance Compliance Procedures

<p>Reviewed and Approved by Superintendent</p>
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BOARD POLICY

X.XX.XXX-P

Tax-Exempt Bond Post-Issuance Compliance Policy

It is the policy of the Portland Public School District (“the District”) to comply with applicable requirements of Federal tax law necessary to preserve the tax status of interest on tax-exempt obligations issued by the District. This Policy is designed to set forth compliance procedures so that the District utilizes the proceeds of all tax-exempt issues of bonds, certificates of participation, bond anticipation notes, and tax and revenue anticipation notes (collectively referred to as “Bonds”) in accordance with applicable Federal tax requirements, and complies with all other applicable Federal requirements with respect to outstanding Bonds.

To comply with applicable Federal tax requirements, the District must confirm that the requirements are met at the time each Bond issue is issued and throughout the term of the Bonds (until maturity or redemption). Generally, compliance should include retention of records relating to the expenditure of the proceeds of each Bond issue, the investment of the proceeds of each Bond issue, and any allocations made with respect to the use of the proceeds of each Bond issue, sufficient to establish compliance with applicable Federal tax requirements, including records related to periods before the Bonds are issued (e.g., in the case of reimbursement of prior expenditures) until six (6) years after the final maturity or redemption date of any issue of Bonds.

The Board directs the Superintendent to establish written procedures on the requirements to monitor compliance with the arbitrage, yield restriction, and rebate requirements of Internal Revenue Code Section 148.



ADMINISTRATIVE DIRECTIVE

X.XX.XXX-AD

Tax-Exempt Bond Post-Issuance Compliance Procedures

A. PURPOSE

This Administrative Directive implements Policy X.XX.XXX, which establishes compliance requirements so that the District utilizes the proceeds of all issues of bonds, certificates of participation, bond anticipation notes, and tax and revenue anticipation notes (collectively referred to as “Bonds”) in accordance with applicable Federal tax requirements, and complies with all other ongoing applicable Federal requirements with respect to outstanding Bonds.

B. PROCEDURES

1. **Responsible Official.** The Superintendent will hold the Chief Financial Officer (“CFO”) responsible for each of the procedures listed below, will notify the current CFO of these responsibilities, and will provide the CFO a copy of these procedures. Upon employee transitions, the Superintendent will advise any newly-designated CFO of his/her responsibilities under these procedures and will ensure the CFO understands the importance of these procedures. If employee positions are restructured or eliminated, the Superintendent will reassign responsibilities as necessary.

2. Issuance of Bonds

a. **Bond Counsel.** The District will retain a nationally-recognized bond counsel law firm (“Bond Counsel”) to assist the District in issuing Bonds. In connection with any tax-exempt Bond issue, Bond Counsel will deliver a legal opinion which will be based in part on covenants and representations set forth in the District’s Tax Certificate (or other closing documents containing the tax representation) (the “Tax Certificate”) and other certificates relating to the Bonds, including covenants and representations concerning compliance with post-issuance Federal tax law requirements that must be satisfied to preserve the tax-exempt status of tax-exempt Bonds. As described more fully below, the CFO or designee will also consult with Bond Counsel and other legal counsel and advisors, as needed, following issuance of each Bond issue to ensure that applicable post-issuance requirements in fact are met, so that tax-exempt status of interest will be

maintained for Federal income tax purposes so long as any Bonds remain outstanding.

The CFO and/or other designated District personnel will consult with Bond Counsel and other legal counsel and advisors, as needed, throughout the Bond issuance process to identify requirements and to establish procedures necessary or appropriate so that that tax-exempt status of interest will be maintained. Those requirements and procedures shall be documented in a Tax Certificate and other certificates and/or other documents finalized at or before issuance of the Bonds. If there is no document in the transcript titled "Tax Certificate," the CFO and/or other designated District personnel will consult with Bond Counsel prior to the closing of the financing to understand which document(s) in the transcript contain the tax representations and covenants. The requirements and procedures in the Tax Certificate shall include future compliance with applicable arbitrage rebate requirements and all other applicable post-issuance requirements of Federal tax law throughout (and in some cases beyond) the term of the Bonds.

- b. **Documentation of Tax Requirements.** The Federal tax requirements relating to each Bond issue will be set forth in the Tax Certificate executed in connection with the Bond issue, which will be included in the closing transcript. The certifications, representations, expectations, covenants and factual statements in the Tax Certificate relate primarily to the restriction on use of the Bond-financed facilities by persons or entities other than the District, changes in use of assets financed or refinanced with Bond proceeds, restrictions applicable to the investment of Bond proceeds and other moneys relating to the Bonds, arbitrage rebate requirements, and economic life of the Bond-financed assets.
- c. **Information Reporting.** The CFO and/or other designated District personnel will assure filing of information returns on IRS Form 8038-G no later than the 15th day of the second calendar month in the calendar quarter following the calendar quarter in which an issue of Bonds is issued. The CFO will confirm that the IRS Form 8038-G is accurate and is filed in a timely manner with respect to all Bond issues, including any required schedules and attachments. The IRS Form 8038-G filed with the IRS, together with an acknowledgement copy (if available) of IRS Notice CP152, will be included as part of the closing transcript for each Bond issue, or kept in the records related to the appropriate issue of Bonds.

3. **Application of Bond Proceeds:**

- a. **Use of Bond Proceeds.**

The CFO and/or other designated District staff shall:

- 1) monitor the use of Bond proceeds and the use of the Bond-financed assets (e.g., facilities, furnishings or equipment) throughout the term of the Bonds (and in some cases beyond the term of the Bonds) to ensure compliance with covenants and restrictions set forth in the applicable Tax Certificate;
- 2) maintain records identifying the assets or portion of assets that were financed or refinanced with proceeds of each issue of Bonds;
- 3) consult with Bond Counsel and other legal counsel as needed in the review of any contracts or arrangements involving use of Bond-financed facilities to ensure compliance with all covenants and restrictions set forth in the applicable Tax Certificate;
- 4) maintain records for any contracts or arrangements involving the use of Bond-financed facilities as might be necessary or appropriate to document compliance with all covenants and restrictions set forth in the applicable Tax Certificate; and
- 5) communicate as necessary and appropriate with personnel responsible for the Bond-financed assets to identify and discuss any existing or planned use of the Bond-financed assets, to ensure that those uses are consistent with all covenants and restrictions set forth in the applicable Tax Certificate.

Timely Expenditure of Bond Proceeds. At the time of issuance of any Bonds issued to fund original expenditures, the District must reasonably expect to spend at least 85% of all proceeds expected to be used to finance such expenditures (which proceeds would exclude proceeds in a reasonably required reserve fund) within three (3) years after issuance of such Bonds.¹ In addition, for such Bonds, the District must have incurred or expect to incur within six months after issuance original expenditures of not less than 5% of such amount of proceeds, and must expect to complete the Bond-financed project

¹ In the case of short-term working capital financings (e.g., TRANs), the District's actual maximum cumulative cash flow deficit as of the close of the six-month period commencing on the issue date must be at least equal to 100% of the issue price of the notes (under the six-month rebate exception, excluding the reasonable working capital reserve) or 90% of the issue price of the notes (under the statutory safe harbor exception) in order for the notes to be exempt from the rebate requirements.

(the “Project”) and allocate Bond proceeds to costs with due diligence.² Satisfaction of these requirements allows Project-related Bond proceeds to be invested at an unrestricted yield for three (3) years.³ Bonds issued to refinance outstanding obligations are subject to separate expenditure requirements, which shall be outlined in the Tax Certificate relating to such Bonds. The CFO or designee will monitor the appropriate capital project accounts (and, to the extent applicable, working capital expenditures and/or refunding escrow accounts) and ensure that Bond proceeds are spent within the applicable time period(s) required under Federal tax law.

Capital Expenditures. In general, proceeds (including earnings on original sale proceeds) of tax-exempt Bonds issued to fund original expenditures, other than proceeds deposited in a reasonably required reserve fund or used to pay costs of issuance, should be spent on capital expenditures.⁴ For this purpose, capital expenditures generally mean costs to acquire, construct, or improve property (land, buildings and equipment), or to adapt the property to a new or different use. The property financed or refinanced must have a useful life longer than one (1) year. Capital Expenditures include design and planning costs related to the Project, and include architectural, engineering, surveying, soil testing, environmental, and other similar costs incurred in the process of acquiring, constructing, improving or adapting the property. Although not detailed within this policy, any expenditure of the proceeds of any District borrowing must also comply with all State law limitations on the uses of such proceeds. For example, the proceeds of general obligation bonds may only be used for “capital costs” as defined in the Oregon Constitution. Other types of borrowings may have different restrictions.

4. Use of Bond-Financed Assets:

a. Ownership and Use of Project. For the life of a Bond issue, the Project must be owned and operated by the District (or another state or local governmental entity).

² These requirements do not apply to short-term working capital financings (e.g., TRANs).

³ These requirements do not apply to short-term working capital financings (e.g., TRANs).

⁴ These requirements do not apply to short-term working capital financings (e.g., TRANs).

At all times while the Bond issue is outstanding, no more than 10% (or \$15,000,000, if less) of the Bond proceeds or the Project may be used, directly or indirectly, in a trade or business carried on by a person other than a state or local governmental unit (“Private Use”).⁵ In addition, not more than 5% (or \$5 million, if less) of the proceeds of any Bond issue may be used, directly or indirectly, to make a loan to any person other than governmental persons. Generally, Private Use consists of any contract or other arrangement, including leases, management contracts, operating agreements, guarantee contracts, take or pay contracts, output contracts or research contracts, which provides for use by a person who is not a state or local government on a basis different than the general public. The Project may be used by any person or entity, including any person or entity carrying on any trade or business, if such use constitutes “General Public Use.” General Public Use is any arrangement providing for use that is available to the general public at either no charge or on the basis of rates that are generally applicable and uniformly applied.

- b. Management or Operating Agreements.** Any management, operating or service contracts whereby a non-exempt entity is using assets financed or refinanced with Bond proceeds (such as bookstore, cafeteria or dining facility, externally-managed parking facilities, gift shops, etc.) must relate to portions of the Project that fit within the allowable private use limitations or the contracts must meet the IRS safe harbor requirements for management contracts. Any replacements of or changes to such contracts relating to Bond-financed assets or facilities, or leases of such assets or facilities, should be reviewed by Bond Counsel. The CFO shall contact Bond Counsel if there may be a lease, sale, disposition or other change in use of assets financed or refinanced with Bond proceeds.
- c. Useful Life Limitation.** The weighted average maturity of the Bond issue cannot exceed 120% of the weighted average economic life of the Bond-financed assets. Additional state law limitations may apply as well.

5. Investment Restrictions; Arbitrage Yield Calculations; Rebate.

- a. Investment Restrictions.** Investment restrictions relating to Bond proceeds and other moneys relating to the Bonds are set forth in the Tax Certificate. The CFO or designee will monitor the investment of Bond proceeds to ensure compliance with applicable yield restriction rules.

⁵ These requirements do not apply to short-term working capital financings (*e.g.*, TRANs).

- b. Use and Control of Bond Proceeds.** Unexpended Bond proceeds (including reserves) may be held directly by the District or by the trustee for the Bond issue under an indenture or trust agreement. The investment of Bond proceeds shall be managed by the District. The CFO or designee shall maintain appropriate records regarding investments and transactions involving Bond proceeds. The trustee, if appropriate, shall provide regular statements to the District regarding investments and transactions involving Bond proceeds.
- c. Arbitrage Yield Calculations.** Investment earnings on Bond proceeds should be tracked and monitored to comply with applicable yield restrictions and/or rebate requirements. Any funds of the District set aside or otherwise pledged or earmarked to pay debt service on Bonds should be analyzed to assure compliance with the tax law rules on arbitrage, invested sinking funds, and pledged funds (including gifts or donations linked or earmarked to the Bond-financed assets).
- d. Rebate.** The CFO or designee is responsible for calculating (or causing the calculation of) rebate liability for each Bond issue, and for making any required rebate payments. Unless Bond Counsel has advised the District that the Bonds are exempt from the rebate requirements described in this section, the CFO or designee will retain an arbitrage rebate consultant to perform rebate calculations that may be required to be made from time to time with respect to any Bond issue. The CFO or designee is responsible for providing the arbitrage rebate consultant with requested documents and information on a prompt basis, reviewing applicable rebate reports and other calculations and generally interacting with the arbitrage rebate consultant to ensure the timely preparation of rebate reports and payment of any rebate.
- 1) The reports and calculations provided by the arbitrage rebate consultant are intended to assure compliance with rebate requirements, which require the District to make rebate payments, if any, no later than the fifth (5th) anniversary date and each fifth (5th) anniversary date thereafter through the final maturity or redemption date of a Bond issue. A final rebate payment must be made within sixty (60) days of the final maturity or redemption date of a Bond issue.

- 2) The CFO or designee will confer and consult with the arbitrage rebate consultant to determine whether any rebate spending exceptions may be met. Rebate spending exceptions are available for periods of 6 months, 18 months and 2 years. The CFO or designee will review the Tax Certificate and/or consult with the arbitrage rebate consultant or Bond Counsel for more details regarding the rebate spending exceptions.
- 3) In the case of short-term working capital financings, such as tax and revenue anticipation notes, if there is concern as to whether or not the District has met its requisite maximum cumulative cash flow deficit with respect to its short-term working capital notes, the services of a rebate analyst should be engaged to determine whether either the six-month spending exception or the statutory safe harbor exception to the rebate rules is met (in which case no rebate would be owed) or whether the proceeds of the notes are subject, in whole or in part, to rebate.
- 4) Copies of all arbitrage rebate reports, related return filings with the IRS (i.e., IRS Form 8038-T), copies of cancelled checks with respect to any rebate payments, and information statements must be retained as described below. The responsible official of the District described in Subsection A of this Part II will follow the procedures set forth in the Tax Certificate entered into with respect to any Bond issue that relate to compliance with the rebate requirements.

6. Record Retention:

- a. **Allocation of Bond Proceeds to Expenditures.** The District shall allocate Bond proceeds to expenditures for assets, and shall trace and keep track of the use of Bond proceeds and property financed or refinanced therewith.
- b. **Record Keeping Requirements.** Copies of all relevant documents and records sufficient to support an assertion that the tax requirements relating to a Bond issue have been satisfied will be maintained by the District for the term of a Bond issue

(including refunding Bonds, if any) plus six (6) years, including the following documents and records:

- 1) Bond closing transcripts;
- 2) Copies of records of investments, investment agreements, credit enhancement transactions, financial derivatives (e.g., an interest rate swap), arbitrage reports and underlying documents, including trustee statements;
- 3) Copies of material documents relating to capital expenditures financed or refinanced by Bond proceeds, including (without limitation) purchase orders, invoices, trustee requisitions and payment records, as well as documents relating to costs reimbursed with Bond proceeds and records identifying the assets or portion of assets that are financed or refinanced with Bond proceeds;
- 4) All contracts and arrangements involving private use, or changes in use, of the Bond-financed property;
- 5) All reports and documents relating to the allocation of Bond proceeds and private use of Bond-financed property; and
- 6) Itemization of property financed with Bond proceeds, including placed in service dates.
- 7) In the case of short-term working capital financings, such as tax and revenue anticipation notes, information regarding the District's revenue, expenditures and available balances sufficient to support the District's maximum cumulative cash flow deficit.

C. POST-ISSUANCE COMPLIANCE.

1. In General.

- a. The CFO or designee will conduct periodic reviews of compliance with these procedures to determine whether any violations have occurred so that such violations can be remedied through the "remedial action" regulations (Treas. Reg.

Section 1.141-12) or the Voluntary Closing Agreement Program (VCAP) described in IRS Notice 2008-31 (or successor guidance). If any changes or modifications to the terms or provisions of a Bond issue are contemplated, the CFO or designee will consult Bond Counsel. The District recognizes and acknowledges that such modifications could result in a “reissuance” of the Bonds for Federal tax purposes (i.e., a deemed refunding) and thereby jeopardize the tax-exempt status of the Bonds after the modifications.

- b. The CFO or designee will consult with Bond Counsel and other legal counsel and advisors, as needed, following issuance of each issue of the Bonds to ensure that all applicable post-issuance requirements in fact are met, so that interest on the Bonds will be excluded from gross income for Federal income tax purposes so long as any Bonds remain outstanding. This will include, without limitation, consultation in connection with future contracts with respect to the use of Bond-financed assets and future contracts with respect to the use of output or throughput of Bond-financed assets.
- c. Whenever necessary or appropriate, the CFO or designee will engage an expert advisor as arbitrage rebate consultant to assist in the calculation of arbitrage rebate payable in respect of the investment of Bond proceeds.

2. Monitoring Private or Other Use of Financed Assets.

- a. The CFO or designee will maintain records identifying the assets or portion of assets that are financed or refinanced with proceeds of a Bond issue, including the uses and the users thereof (including terms of use and type of use). Such records may be kept in any combination of paper or electronic form. In the event the use of Bond proceeds or the assets financed or refinanced with Bond proceeds is different from the covenants, representations or factual statements in the Tax Certificate, the CFO or designee will promptly contact and consult with Bond Counsel to ensure that there is no adverse effect on the tax-exempt status of the Bonds and, where appropriate, will remedy any violations through the “remedial action” regulations

(Treas. Reg. Section 1.141-12), the Voluntary Closing Agreement Program (VCAP) described in IRS Notice 2008-31 (or successor guidance), or as otherwise prescribed by Bond Counsel.

3. Ongoing Training.

- a. Training shall be made available to the CFO to support the CFO's understanding of the tax requirements applicable to the Bonds. Such training may include, but would not be limited to, attending training sessions at local conferences such as OMFOA and/or OASBO, participation in IRS teleconferences, reading technical guidance materials provided by educational organizations, the IRS, and/or Bond Counsel, and discussing questions and issues with the District's Bond Counsel and/or arbitrage rebate consultant.

4. Annual Checklist of Tax-Exempt Bond Compliance Checklist.

- a. The CFO will complete the attached "Annual Tax-Exempt Bond Compliance Checklist" with respect to all outstanding Bonds on or before [insert date] of each annual period. The CFO will retain a copy of each completed and signed checklist in a file that is retained in accordance with the document retention requirements described in Section B.6.b., above.

Form of Annual Tax-Exempt Bond Compliance Checklist

(to be completed by the “CFO” as described in the Tax-Exempt Bond Post-Issuance Compliance Policy)

Date Completed: _____

	Yes	No
Has there been a sale of all or any portion of a facility financed with tax-exempt bonds (a “Project”)?		
Has there been a lease of all or any portion of a Project to any party other than a state or local government?		
Has the District entered into a new, or amended an already existing, management or service contract related to a Project?		
Has the District entered into a naming rights agreement relating to all or any portion of a Project?		
Has the District entered into any other arrangement with an entity, other than a state or local government, which agreement provided legal rights to that entity with respect to a Project?		
Will there be a rebate/yield restriction arbitrage computation date during the upcoming annual period?		
Is the District in compliance with the record retention requirements as described in Section II.F. of the Tax-Exempt Bond Post-Issuance Compliance Policy?		

If an answer to any question above is “Yes,” or the answer is unclear, the CFO shall consult with the District’s bond counsel to determine (i) if the event could adversely impact the tax-exempt status of the District’s outstanding tax-exempt bonds and/or (ii) whether any action needs to be taken during the upcoming annual period to ensure compliance with the tax-exempt bond restrictions.

The undersigned is the Chief Financial Officer as described in the Tax-Exempt Bond Post-Issuance Compliance Policy and has completed the above checklist to the best of the his / her knowledge.

Signature of _____, CFO (Bond Compliance Officer)
 (print name)



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: April 1, 2013

Executive Committee Lead: Neil Sullivan

Department: Finance

Presenter/Staff Lead: David Wynde

Agenda Action: Resolution Policy

SUBJECT: Issuance of bonds to begin to finance the capital improvement work in schools, approved in November, 2012 when voters authorized \$482 million in general obligation bonds.

BRIEF SUMMARY AND RECOMMENDATION

After reviewing a number of possible scenarios, staff recommend that PPS issue up to \$165 million of bonds in spring 2013; the exact amount of the issuance will be determined at closing and the primary variable impacting the amount, is the interest rates at time of issue.

BACKGROUND

In November 2012 PPS voters authorized the school district to issue up to \$482 million in general obligation bonds to fund a capital program that will include the full modernization of four schools, significant improvements at 63 schools, repayment of \$45 million of capital debt and the master planning of six more high school campuses. In the campaign PPS estimated that this new capital debt, which will be repaid via property taxes, would involve a rate of \$1.10/\$1,000 of assessed value for 8 years and \$0.30/\$1,000 of assessed value thereafter for a total payment period of 20 years.

PPS staff has been working to develop plans for issuance of bonds. The Office of School Modernization staff has developed a timeline for capital projects and a related schedule of funding needs that shows when PPS will need funds to pay for the capital projects. Finance staff has worked with PPS' financial advisors to identify an appropriate level of debt to be issued in this first round of funding and a provisional schedule and structure for the whole funding.

Decision criteria: There are three major criteria that we are using to evaluate financing options:

- The total amount of debt is limited to \$482 million
- It is our goal that the tax rates to repay the debt should be no more than \$1.10/\$1,000 and then \$0.30/\$1,000
- The amount raised from bond proceeds at any one time should be that which the district can reasonably expect to spend within three years

In addition, we are looking for a structure that allows the maximum ability to utilize the funding authority we've been given, including efforts to keep interest expenses low and the flexibility to respond to changes in tax assessed value and interest rates, and allows us to respond to any changes in the spending plans.

Reviewed and Approved by Superintendent

As currently envisioned PPS would issue a second round of bonds in 2015 and again in 2017 with a similar structure to the funding contemplated this spring, with a smaller short-term issue in 2018 to complete the \$482 million funding.

This is the optimum strategy for PPS. Under the current interest rate outlook, this scenario keeps overall interest costs relatively low by delaying the issue of a portion of the long-term debt until 2015 and 2017. The structure of these subsequent issues will allow PPS to adjust plans to closely match changes in tax assessed value and to more closely match the \$1.10/\$1,000 tax rate for the first eight years.

The attached spreadsheet ("Base Case") illustrates an issue of \$156 million with repayment of \$39.4 million in year 1 and \$42.5 million in year 2, with the remaining \$73 million repaid in years 3 – 20.

Staff evaluated a structure that locked in long-term rates by issuing all of the 20-year debt now ("Lock-in Long Term"). This scenario is not recommended because it increases interest costs by \$16 million and, more importantly, because it violates the arbitrage rules that govern tax-free bond issuance. That consideration is the third structuring criterion, namely "the amount raised at any one time should be that which the district can reasonably expect to spend within three years."

Staff also evaluated a number of alternative funding scenarios for this first bond issue. Information on two other scenarios is attached to this report and was reviewed at the Board's March 11 study session. A summary of the four scenarios is also attached.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

One of the Board's goals for 2012/13 is to provide "safe, up-to-date learning environments for all students"; this bond issue is a critical step in implementing this vision and achieving the objectives of the PPS Long Range Facilities Plan.

PROCESS / COMMUNITY ENGAGEMENT

This financing is putting into effect the will of voters who approved the capital bond program, which was developed after extensive community engagement. PPS staff is working closely with its financial adviser (Seattle-Northwest Securities) and its bond counsel (Hawkins Delafield & Wood LLP) to complete this financing.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Work funded by this bond issue will be contracted under the PPS Equity in Public Purchasing & Contracting policy, which is in accord with a goal of the equity policy implementation plan.

BUDGET / RESOURCE IMPLICATIONS

This bond issue will provide up to \$165 million in bond funds to support the first phase of the capital improvement work outlined in the bond proposal. The Board will be considering an amendment to the 2012/13 budget to reflect this activity in the current year and subsequent annual budgets will also include next steps in this funding and activity.

Reviewed and Approved by Superintendent
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NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board will vote on the resolution authorizing this action at its April 1, 2013 meeting. A calendar of activity related to the bond issuance is attached.

ATTACHMENTS

1. Board Resolution No. XXXX, authorizing the sale of general obligation bonds and related matters
2. Draft schedule of events for bond issuance
3. Summary of bond issuance scenarios
4. Illustration of four issuance scenarios, included recommended base case

Reviewed and Approved by Superintendent
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Portland Public Schools General Obligation Bonds, Series 2013

Preliminary Schedule of Events; as of March 13, 2013

Financing Team		
Issuer:	Portland Public Schools	PPS
Bond Counsel:	Hawkins Delafield & Wood LLP	BC
Registrar/Paying Agent:	<i>To be determined</i>	PA
Financial Advisor:	Seattle-Northwest Securities Corporation	SNW

February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

<input checked="" type="checkbox"/>	Due Date	Event	Parties
<input checked="" type="checkbox"/>	Fri., Feb. 8	Circulate preliminary schedule of events	SNW
<input checked="" type="checkbox"/>	Tues., Feb. 12	Draft Authorizing Resolution circulated	BC
<input checked="" type="checkbox"/>	Fri., Feb. 22	Sizing sensitivity analysis delivered to District	SNW
<input checked="" type="checkbox"/>	Thurs., Feb. 28	First draft Preliminary Official Statement and Notice of Sale circulated	SNW
<input checked="" type="checkbox"/>		Final Comments due on Authorizing Resolution	Fin. Team
<input checked="" type="checkbox"/>	Fri., Mar. 1	Authorizing Resolution to District for Board Packet	BC
<input checked="" type="checkbox"/>	Tues., Mar. 5	District to apply for Oregon School Bond Guaranty	PPS
<input checked="" type="checkbox"/>	Mon., Mar. 11	Board work session	PPS Board
<input checked="" type="checkbox"/>	Tues., Mar. 12	Comments due on first draft POS and NOS	Fin. Team
<input checked="" type="checkbox"/>	Wed., Mar. 13	Second draft POS/NOS circulated	SNW
<input checked="" type="checkbox"/>		Information to Moody's	SNW
		MDAC 1 filed with Treasury	SNW
	Fri., Mar. 15	District to receive qualification for Oregon School Bond Guaranty	PPS
	Mon., Mar. 18	Clean copy of draft POS to PPS Board	PPS
	Mar. 20 - 22	Rating prep call	PPS; SNW
	Fri., Mar. 22	Conference call with Moody's	PPS; SNW
	Fri., Mar. 22	Comments due on second draft POS	Fin. Team
	Wed., Mar. 27	Substantially complete draft POS and "Deemed Final" letter circulated	SNW
	Mon., Apr. 1	Board Adopts Authorizing Resolution	PPS Board
	Tues., Apr. 2	Receive Moody's rating	SNW
	Wed., Apr. 3	Final comments on POS due	Fin. Team
		End of two-week Board review of POS	PPS Board
	Thur., Apr. 4	"Deemed Final" letter due to SNW	PPS
	Fri., Apr. 5	Printing and posting of POS & NOS Parity and lpreo	SNW
	Fri., Apr. 12	Financial Advisor to contact potential bidders	SNW
	Wed., Apr. 17	Bid Openings at 9:00 a.m. and 9:30 a.m.	PPS; SNW
	Fri., Apr. 19	Final Official Statement posted; File MDAC 2	SNW
	Wk. of Apr. 22	Draft closing documents circulated	BC
		Closing Memorandum circulated	SNW
	Wed., May 1	Closing; funds delivered to District	Fin. Team



PPS Capital Bond Scenarios

	<u>Recommended</u>	<u>Lock-in Long-Term</u>	<u>Increasing Rates</u>	<u>Lock-In in 2015</u>
2013 Bonds Amount	\$156 million	\$294 million	\$156 million	\$156 million
2015 Bonds Amount	\$148 million	\$67 million	\$144 million	\$204 million
2017 Bonds Amount	\$140 million	\$70 million	\$131 million	\$70 million
2019 Bonds Amount	\$38 million	\$52 million	\$51 million	\$52 million
2013 Bonds Interest Rates	Current Market + 0.5%	Current Market + 0.5%	Current Market + 0.5%	Current Market + 0.5%
2015 Bonds Interest Rates	Current Market + 1%	Current Market + 1%	Current Market + 1.5%	Current Market + 1.5%
2017 Bonds Interest Rates	Current Market + 1%	Current Market + 1%	Current Market + 2.5%	Current Market + 2.5%
2019 Bonds Interest Rates	Current Market + 1%	Current Market + 1%	Current Market + 2.5%	Current Market + 2.5%
Total Interest Expense	\$83 million	\$103 million	\$101 million	\$102 million
Bond Rate Year 8	\$0.00	\$0.33	\$0.29	\$0.31

Portland School District 1J

General Obligation Bonds - Levy Rate Analysis (02-22-13)

\$482.0 million General Obligation Bonds

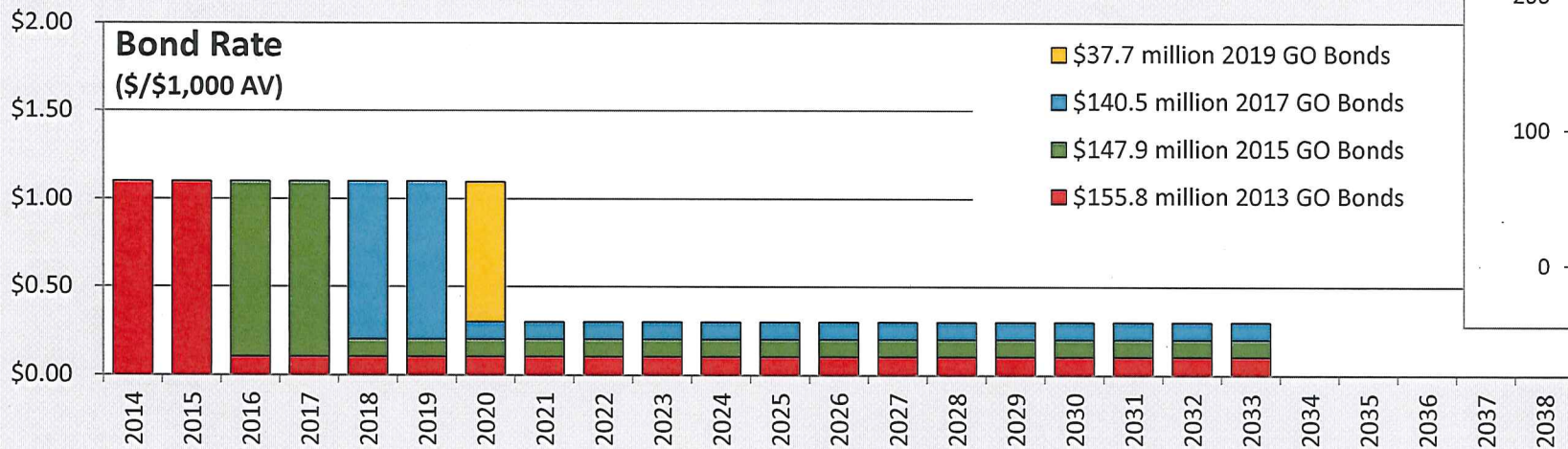
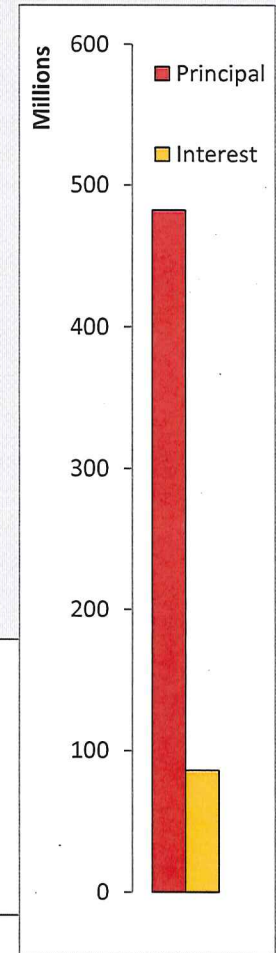
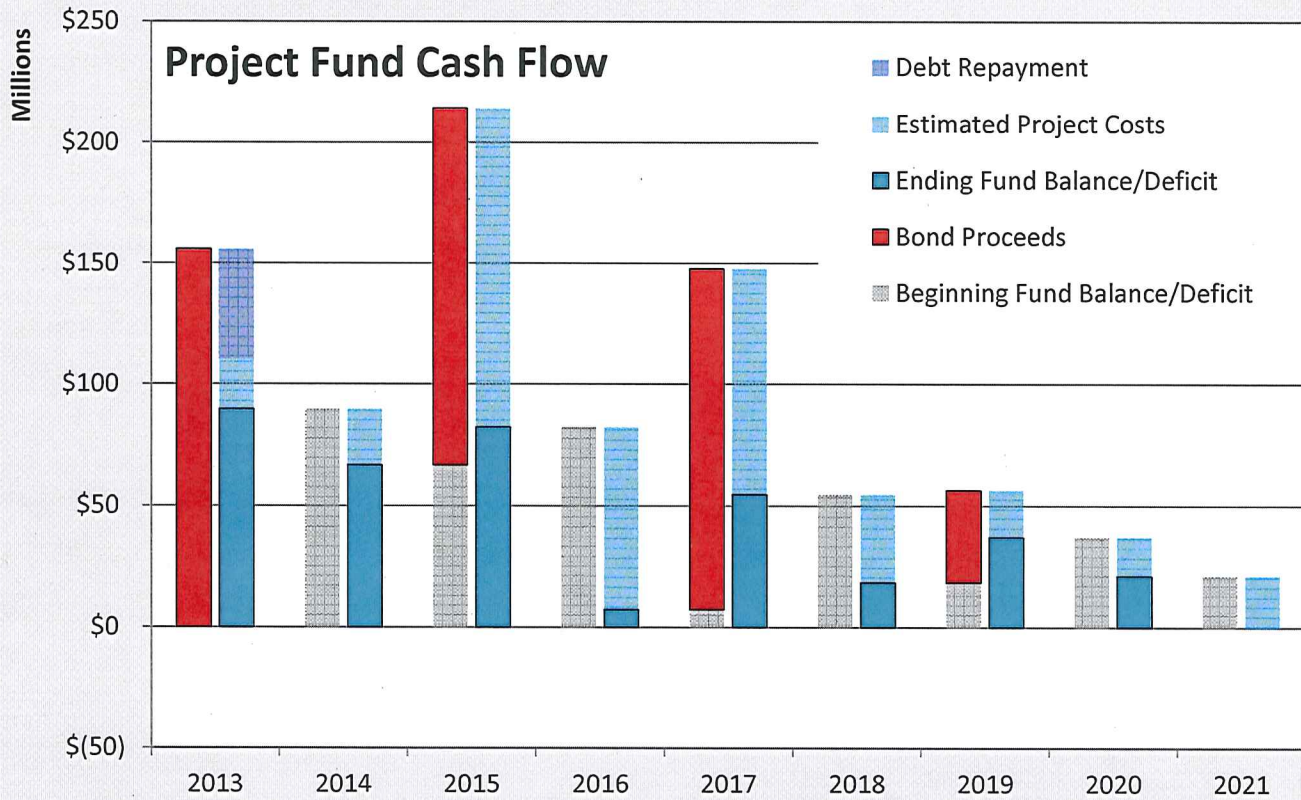
BASE CASE

Fiscal Year	Assessed Value (000)	AV Growth	Percent Collected	\$155.8 million 2013 GO Bonds			\$147.9 million 2015 GO Bonds			\$140.5 million 2017 GO Bonds			\$37.7 million 2019 GO Bonds			Principal Issued
				Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	
0 2013	\$ 40,720,094															\$ 155,815,000
1 2014	41,839,896	2.75%	94.0%	\$ 39,455,000	\$ 3,802,474	\$ 1.10										-
2 2015	43,095,093	3.00%	95.0%	42,515,000	2,516,488	1.10										147,905,000
3 2016	44,387,946	3.00%	96.0%	2,145,000	2,112,596	0.10	\$ 39,290,000	\$ 3,321,050	\$ 1.00							-
4 2017	45,719,584	3.00%	96.0%	2,305,000	2,082,566	0.10	41,100,000	2,790,635	1.00							140,540,000
5 2018	47,091,172	3.00%	96.0%	2,470,000	2,047,991	0.10	2,325,000	2,194,685	0.10	\$ 37,630,000	\$ 3,055,304	\$ 0.90				-
6 2019	48,503,907	3.00%	96.0%	2,650,000	2,005,507	0.10	2,505,000	2,150,510	0.10	39,360,000	2,547,299	0.90				37,740,000
7 2020	49,959,024	3.00%	96.0%	2,840,000	1,955,157	0.10	2,695,000	2,100,410	0.10	2,815,000	1,976,579	0.10	\$ 37,740,000	\$ 509,490	\$ 0.80	
8 2021	51,457,795	3.00%	96.0%	3,040,000	1,895,517	0.10	2,895,000	2,040,581	0.10	3,015,000	1,923,094	0.10				
9 2022	53,001,529	3.00%	96.0%	3,260,000	1,824,077	0.10	3,115,000	1,971,101	0.10	3,225,000	1,862,794	0.10				
10 2023	54,591,575	3.00%	96.0%	3,500,000	1,739,317	0.10	3,350,000	1,890,111	0.10	3,445,000	1,791,199	0.10				
11 2024	56,229,322	3.00%	96.0%	3,750,000	1,644,817	0.10	3,600,000	1,794,636	0.10	3,685,000	1,708,519	0.10				
12 2025	57,916,201	3.00%	96.0%	4,020,000	1,539,817	0.10	3,875,000	1,683,036	0.10	3,945,000	1,612,709	0.10				
13 2026	59,653,688	3.00%	96.0%	4,300,000	1,425,247	0.10	4,165,000	1,559,036	0.10	4,225,000	1,500,276	0.10				
14 2027	61,443,298	3.00%	96.0%	4,600,000	1,296,247	0.10	4,475,000	1,421,591	0.10	4,525,000	1,369,301	0.10				
15 2028	63,286,597	3.00%	96.0%	4,920,000	1,154,567	0.10	4,800,000	1,271,679	0.10	4,850,000	1,224,501	0.10				
16 2029	65,185,195	3.00%	96.0%	5,255,000	999,587	0.10	5,150,000	1,103,679	0.10	5,190,000	1,064,451	0.10				
17 2030	67,140,751	3.00%	96.0%	5,610,000	830,901	0.10	5,525,000	919,309	0.10	5,550,000	890,586	0.10				
18 2031	69,154,973	3.00%	96.0%	5,990,000	647,454	0.10	5,920,000	717,646	0.10	5,940,000	696,336	0.10				
19 2032	71,229,623	3.00%	96.0%	6,385,000	448,586	0.10	6,340,000	498,014	0.10	6,350,000	483,684	0.10				
20 2033	73,366,511	3.00%	96.0%	6,805,000	233,412	0.10	6,780,000	258,996	0.10	6,790,000	251,909	0.10				
21 2034	75,567,507	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
22 2035	77,834,532	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
23 2036	80,169,568	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
24 2037	82,574,655	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
25 2038	85,051,894	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
				\$ 155,815,000	\$ 32,202,318		\$ 147,905,000	\$ 29,686,704		\$ 140,540,000	\$ 23,958,537		\$ 37,740,000	\$ 509,490		
															Total Principal	\$ 482,000,000
															Total Interest	\$ 86,357,048
																17.9%

Interest Rate Assumptions	
Current Market Rates +	
2013 GO Bond Issue	0.50%
2015 GO Bond Issue	1.00%
2017 GO Bond Issue	1.00%
2019 GO Bond Issue	1.00%

Recommended

Base Case - Three Long-Term Financings



Portland School District 1J

General Obligation Bonds - Levy Rate Analysis (01-23-13)
 \$482.0 million General Obligation Bonds
 LOCK-IN LONG-TERM

Fiscal Year	Assessed Value (000)	AV Growth	Percent Collected	\$293.9 million 2013 GO Bonds(1)			\$66.8 million 2015 GO Bonds			\$69.8 million 2017 GO Bonds			\$51.6 million 2019 GO Bonds			Principal Issued
				Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	
0 2013	\$ 40,720,094															\$ 293,870,000
1 2014	41,839,896	2.75%	94.0%	\$ 33,935,000	\$ 9,323,119	\$ 1.10										-
2 2015	43,095,093	3.00%	95.0%	38,330,000	6,703,892	1.10										66,755,000
3 2016	44,387,946	3.00%	96.0%	6,440,000	6,339,757	0.30	\$ 32,485,000	\$ 1,603,013	\$ 0.80							-
4 2017	45,719,584	3.00%	96.0%	6,915,000	6,249,597	0.30	34,270,000	839,615	0.80							69,795,000
5 2018	47,091,172	3.00%	96.0%	7,415,000	6,145,872	0.30				\$ 33,790,000	\$ 2,374,138	\$ 0.80				-
6 2019	48,503,907	3.00%	96.0%	7,950,000	6,018,334	0.30				36,005,000	1,242,173	0.80				51,580,000
7 2020	49,959,024	3.00%	96.0%	8,520,000	5,867,284	0.30							\$ 36,105,000	\$ 2,259,205	\$ 0.80	
8 2021	51,457,795	3.00%	96.0%	9,130,000	5,688,364	0.30							15,475,000	688,638	0.33	
9 2022	53,001,529	3.00%	96.0%	9,790,000	5,473,809	0.30										
10 2023	54,591,575	3.00%	96.0%	10,500,000	5,219,269	0.30										
11 2024	56,229,322	3.00%	96.0%	11,255,000	4,935,769	0.30										
12 2025	57,916,201	3.00%	96.0%	12,055,000	4,620,629	0.30										
13 2026	59,653,688	3.00%	96.0%	12,900,000	4,277,061	0.30										
14 2027	61,443,298	3.00%	96.0%	13,805,000	3,890,061	0.30										
15 2028	63,286,597	3.00%	96.0%	14,760,000	3,464,867	0.30										
16 2029	65,185,195	3.00%	96.0%	15,770,000	2,999,927	0.30										
17 2030	67,140,751	3.00%	96.0%	16,840,000	2,493,710	0.30										
18 2031	69,154,973	3.00%	96.0%	17,970,000	1,943,042	0.30										
19 2032	71,229,623	3.00%	96.0%	19,165,000	1,346,438	0.30										
20 2033	73,366,511	3.00%	96.0%	20,425,000	700,578	0.30										
21 2034	75,567,507	3.00%	96.0%	-	-	-										
22 2035	77,834,532	3.00%	96.0%	-	-	-										
23 2036	80,169,568	3.00%	96.0%	-	-	-										
24 2037	82,574,655	3.00%	96.0%	-	-	-										
25 2038	85,051,894	3.00%	96.0%	-	-	-										
				\$ 293,870,000	\$ 93,701,373		\$ 66,755,000	\$ 2,442,628		\$ 69,795,000	\$ 3,616,310		\$ 51,580,000	\$ 2,947,843		

Interest Rate Assumptions	
Current Market Rates +	
2013 GO Bond Issue	0.50%
2015 GO Bond Issue	2.00%
2017 GO Bond Issue	3.00%
2019 GO Bond Issue	4.00%

(1) Note that this amount exceeds the District's anticipated three-year project costs and could not be issued within federal tax law.

Total Principal	\$ 482,000,000
Total Interest	\$ 102,708,153
	21.3%

Portland School District 1J

General Obligation Bonds - Levy Rate Analysis (01-23-13)

\$482.0 million General Obligation Bonds

CURRENT MARKET + 1.5-2.5%

Fiscal Year	Assessed Value (000)	AV Growth	Percent Collected	\$155.8 million 2013 GO Bonds			\$144.1 million 2015 GO Bonds			\$131.1 million 2017 GO Bonds			\$50.9 million 2019 GO Bonds			Principal Issued
				Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	
0 2013	\$ 40,720,094															\$ 155,815,000
1 2014	41,839,896	2.75%	94.0%	\$ 39,455,000	\$ 3,802,474	\$ 1.10										-
2 2015	43,095,093	3.00%	95.0%	42,515,000	2,516,488	1.10										144,130,000
3 2016	44,387,946	3.00%	96.0%	2,145,000	2,112,596	0.10	\$ 38,660,000	\$ 3,950,026	\$ 1.00							-
4 2017	45,719,584	3.00%	96.0%	2,305,000	2,082,566	0.10	40,655,000	3,234,816	1.00							131,130,000
5 2018	47,091,172	3.00%	96.0%	2,470,000	2,047,991	0.10	2,075,000	2,442,044	0.10	\$ 35,880,000	\$ 4,804,745	\$ 0.90				-
6 2019	48,503,907	3.00%	96.0%	2,650,000	2,005,507	0.10	2,260,000	2,392,244	0.10	38,125,000	3,782,165	0.90				50,925,000
7 2020	49,959,024	3.00%	96.0%	2,840,000	1,955,157	0.10	2,460,000	2,335,744	0.10	2,135,000	2,657,478	0.10	\$ 36,900,000	\$ 1,465,388	\$ 0.80	
8 2021	51,457,795	3.00%	96.0%	3,040,000	1,895,517	0.10	2,670,000	2,268,832	0.10	2,355,000	2,584,888	0.10	14,025,000	413,738	0.29	
9 2022	53,001,529	3.00%	96.0%	3,260,000	1,824,077	0.10	2,895,000	2,191,402	0.10	2,585,000	2,502,463	0.10				
10 2023	54,591,575	3.00%	96.0%	3,500,000	1,739,317	0.10	3,135,000	2,101,657	0.10	2,830,000	2,406,301	0.10				
11 2024	56,229,322	3.00%	96.0%	3,750,000	1,644,817	0.10	3,400,000	1,996,634	0.10	3,100,000	2,295,931	0.10				
12 2025	57,916,201	3.00%	96.0%	4,020,000	1,539,817	0.10	3,685,000	1,874,234	0.10	3,390,000	2,168,831	0.10				
13 2026	59,653,688	3.00%	96.0%	4,300,000	1,425,247	0.10	3,985,000	1,737,889	0.10	3,705,000	2,021,366	0.10				
14 2027	61,443,298	3.00%	96.0%	4,600,000	1,296,247	0.10	4,310,000	1,586,459	0.10	4,045,000	1,850,936	0.10				
15 2028	63,286,597	3.00%	96.0%	4,920,000	1,154,567	0.10	4,650,000	1,420,524	0.10	4,410,000	1,660,821	0.10				
16 2029	65,185,195	3.00%	96.0%	5,255,000	999,587	0.10	5,020,000	1,234,524	0.10	4,805,000	1,449,141	0.10				
17 2030	67,140,751	3.00%	96.0%	5,610,000	830,901	0.10	5,415,000	1,029,708	0.10	5,225,000	1,216,098	0.10				
18 2031	69,154,973	3.00%	96.0%	5,990,000	647,454	0.10	5,830,000	804,986	0.10	5,680,000	954,848	0.10				
19 2032	71,229,623	3.00%	96.0%	6,385,000	448,586	0.10	6,275,000	559,543	0.10	6,170,000	666,304	0.10				
20 2033	73,366,511	3.00%	96.0%	6,805,000	233,412	0.10	6,750,000	291,600	0.10	6,690,000	348,549	0.10				
21 2034	75,567,507	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
22 2035	77,834,532	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
23 2036	80,169,568	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
24 2037	82,574,655	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
25 2038	85,051,894	3.00%	96.0%	-	-	-	-	-	-	-	-	-				
				\$ 155,815,000	\$ 32,202,318		\$ 144,130,000	\$ 33,452,862		\$ 131,130,000	\$ 33,370,860		\$ 50,925,000	\$ 1,879,125		

Interest Rate Assumptions	
Current Market Rates +	
2013 GO Bond Issue	0.50%
2015 GO Bond Issue	1.50%
2017 GO Bond Issue	2.50%
2019 GO Bond Issue	2.50%

Total Principal	\$ 482,000,000
Total Interest	\$ 100,905,165
	20.9%

Portland School District 1J

General Obligation Bonds - Levy Rate Analysis (01-25-13)

\$482.0 million General Obligation Bonds

LONG-TERM IN 2013 & 2015 (CURRENT MARKET + 1.5-2.5%)

Fiscal Year	Assessed Value (000)	AV Growth	Percent Collected	\$155.8 million 2013 GO Bonds			\$204.2 million 2015 GO Bonds			\$70.3 million 2017 GO Bonds			\$51.7 million 2019 GO Bonds			Principal Issued
				Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	Principal Payment	Interest Payment	Levy Rate	
0 2013	\$ 40,720,094															\$ 155,815,000
1 2014	41,839,896	2.75%	94.0%	\$ 39,455,000	\$ 3,802,474	\$ 1.10										-
2 2015	43,095,093	3.00%	95.0%	42,515,000	2,516,488	1.10										204,225,000
3 2016	44,387,946	3.00%	96.0%	2,145,000	2,112,596	0.10	\$ 36,305,000	\$ 6,302,997	\$ 1.00							-
4 2017	45,719,584	3.00%	96.0%	2,305,000	2,082,566	0.10	38,255,000	5,631,354	1.00							-
5 2018	47,091,172	3.00%	96.0%	2,470,000	2,047,991	0.10	4,155,000	4,885,382	0.20	\$ 34,125,000	\$ 2,039,873	\$ 0.80				70,305,000
6 2019	48,503,907	3.00%	96.0%	2,650,000	2,005,507	0.10	4,525,000	4,785,662	0.20	36,180,000	1,067,310	0.80				-
7 2020	49,959,024	3.00%	96.0%	2,840,000	1,955,157	0.10	4,915,000	4,672,537	0.20				\$ 36,880,000	\$ 1,486,943	\$ 0.80	51,655,000
8 2021	51,457,795	3.00%	96.0%	3,040,000	1,895,517	0.10	5,340,000	4,538,849	0.20				14,775,000	435,863	0.31	
9 2022	53,001,529	3.00%	96.0%	3,260,000	1,824,077	0.10	5,790,000	4,383,989	0.20							
10 2023	54,591,575	3.00%	96.0%	3,500,000	1,739,317	0.10	6,275,000	4,204,499	0.20							
11 2024	56,229,322	3.00%	96.0%	3,750,000	1,644,817	0.10	6,800,000	3,994,286	0.20							
12 2025	57,916,201	3.00%	96.0%	4,020,000	1,539,817	0.10	7,370,000	3,749,486	0.20							
13 2026	59,653,688	3.00%	96.0%	4,300,000	1,425,247	0.10	7,975,000	3,476,796	0.20							
14 2027	61,443,298	3.00%	96.0%	4,600,000	1,296,247	0.10	8,620,000	3,173,746	0.20							
15 2028	63,286,597	3.00%	96.0%	4,920,000	1,154,567	0.10	9,305,000	2,841,876	0.20							
16 2029	65,185,195	3.00%	96.0%	5,255,000	999,587	0.10	10,045,000	2,469,676	0.20							
17 2030	67,140,751	3.00%	96.0%	5,610,000	830,901	0.10	10,830,000	2,059,840	0.20							
18 2031	69,154,973	3.00%	96.0%	5,990,000	647,454	0.10	11,665,000	1,610,395	0.20							
19 2032	71,229,623	3.00%	96.0%	6,385,000	448,586	0.10	12,555,000	1,119,299	0.20							
20 2033	73,366,511	3.00%	96.0%	6,805,000	233,412	0.10	13,500,000	583,200	0.20							
21 2034	75,567,507	3.00%	96.0%	-	-	-	-	-	-							
22 2035	77,834,532	3.00%	96.0%	-	-	-	-	-	-							
23 2036	80,169,568	3.00%	96.0%	-	-	-	-	-	-							
24 2037	82,574,655	3.00%	96.0%	-	-	-	-	-	-							
25 2038	85,051,894	3.00%	96.0%	-	-	-	-	-	-							
				\$ 155,815,000	\$ 32,202,318		\$ 204,225,000	\$ 64,483,865		\$ 70,305,000	\$ 3,107,183		\$ 51,655,000	\$ 1,922,805		

Interest Rate Assumptions	
Current Market Rates +	
2013 GO Bond Issue	0.50%
2015 GO Bond Issue	1.50%
2017 GO Bond Issue	2.50%
2019 GO Bond Issue	2.50%

Total Principal	\$ 482,000,000
Total Interest	\$ 101,716,170
	21.1%



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: April 1, 2013

Executive Committee Lead: Neil Sullivan

Department: Finance

Presenter/Staff Lead: David Wynde / Sara Bottomley

Agenda Action: Resolution Policy

SUBJECT: Amendment #2 to PPS 2012/13 Budget

BRIEF SUMMARY AND RECOMMENDATION

Staff recommends that the Board amend the 2012/13 budget to provide for the issuance of capital bonds and repayment of existing debt as summarized in the attached resolution.

BACKGROUND

This amendment to the current-year budget reflects the first bond issuance under the recently approved PPS capital bond, and the first use of bond proceeds in the period up to June 30, 2013. This includes repayment of the \$45 million line of credit that has been used to provide interim financing for the acquisition of Rosa Parks school, boiler burner replacements, and an extensive portfolio of capital improvement work in anticipation of this bond.

Four years of facility assessment, community-wide work sessions, and the Board's adoption of criteria established the basis for decisions to identify schools for capital improvement.

In May, 2012 the Board adopted an update to the PPS Long Range Facilities Plan, which was the culmination of five months of work by PPS staff and an advisory committee that provided a community voice for the planning process. The updated plan evaluates the adequacy of existing educational facilities, plans for future capital facilities spending and addresses how the student population will be housed over the next 10 years.

In June, 2012 a proposal to rebuild schools and update learning environments for students was developed and refined by community input.

At meetings in June and August, 2012, the Board determined that it would be appropriate to seek voter approval in November, 2012, for general obligation bonds to finance a program of capital investments in PPS schools that includes:

- the full modernization or replacement of three high schools identified using high seismic risk and the need for major access upgrades as priority criteria;
- the full modernization or replacement of Faubion School in partnership with Concordia University;
- seismic and other building improvements: including seismic strengthening, replacement and seismically bracing roofs, roof replacements and accessibility improvements at a number of district schools;

Reviewed and Approved by Superintendent

Carole Smith

- educational facility improvements to improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 39 schools;
- repayment of \$45 million of existing capital debt; and
- master planning the high school campuses not impacted by the major investment described above.

In November of 2012 the voters authorized Portland Public Schools to issue up to \$482 million of general obligation bonds to improve schools, with 67% of voters supporting this capital investment program.

We are planning to issue up to \$165 million of capital bonds to begin to fund this capital improvement work in PPS schools.

The first reading of this report was held March 11, 2013 and a Public Notice will have been published on March 27, 2013.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board of Education.

Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.

PROCESS / COMMUNITY ENGAGEMENT

As indicated, there was substantial community engagement in the development of the capital bond proposal that was placed on the ballot in November and that was approved by a majority of voters.

Under budget law the board is required to hold a public hearing before voting to approve the budget amendment on April 1, 2013.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Work funded by this bond issue will be contracted under the PPS Equity in Public Purchasing & Contracting policy, which is in accord with a goal of the equity policy implementation plan.

BUDGET / RESOURCE IMPLICATIONS

Bond proceeds will be used to fund the debt repayment (\$45,000,000) which is paid through Fund 305, School Modernization Debt Service Funds for \$25,750,000; and Fund 338, Facilities Capital Debt Service Funds for \$19,250,000 via a transfer from Fund 450 (GO Bonds).

In addition, \$10 million is appropriated to fund the following projects and uses:

- Beginning planning work for Roosevelt, Franklin and Faubion schools, facilities visioning and educational specifications,
- 2013 Summer Improvement Projects (this work will be completed in the summer that spans the 2012/13 and 2013/14 fiscal years),
- Bond issuance costs, and

<p>Reviewed and Approved by Superintendent</p>
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- Program administration costs for project management and planning.

The amount of the bond proceeds will be determined at date of issuance based in part upon market conditions. PPS plans to issue up to \$165 million of bonds and so the budget amendment includes this upper limit. The actual amount may be less. Similarly, the actual expenditures on the various projects are expected to be less than \$10 million, but this amount is appropriated in order to provide adequate authority for expenditures should work proceed at a faster pace than anticipated.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board is asked to approve this amendment after a public hearing on April 1st, and to approve a resolution authorizing the bond sale on the same date.

ATTACHMENTS

1. Board resolution: Amendment No. 2 to the 2012/13 Budget for School District No. 1J, Multnomah County, Oregon
2. Attachment "A" to Resolution XXXX

Reviewed and Approved by
Superintendent



Board of Education Informational Report

MEMORANDUM


Date: April 1, 2013
To: Members of the Board of Education
From: Jim Owens, Executive Director, Office of School Modernization
Thru: C.J. Sylvester, Chief Operating Officer
Subject: Bond Program 101 – Design & Construction Overview

Staff has been requested to develop a series of presentations designed to inform the Board about 2012 Capital Improvement Bond topics. These topics include:

- Capital Project Teams - Completed
- Procurement – Completed
- Engagement - Completed
- Bond Budgeting & Financing Engagement - Completed
- Design & Construction

The attached PowerPoint document entitled “Design & Construction” will be presented at the April 1st Board meeting. Following the presentation, staff is happy to answer any questions on this topic.

Attachment: Design & Construction Overview



PORTLAND PUBLIC SCHOOLS 2012 CAPITAL IMPROVEMENT BOND

Design & Construction Overview

April 1, 2013



BOND PROGRAM OVERVIEW

	COMPLETION DATE
<i>Capital Project Teams</i>	<i>January 28</i>
<i>Procurement</i>	<i>February 4</i>
<i>Engagement</i>	<i>February 25</i>
<i>Bond Budgeting & Financing</i>	<i>March 4</i>
Design & Construction	April 1 (Tonight)
Regular bond updates to Board	Monthly -- Starting April 29

DESIGN & CONSTRUCTION TOPICS



1. Program level Activities (Pre-Design)

- Educational Specifications
- Construction Design Guidelines
- Master Planning (All High Schools & Faubion)

2. Design phases

3. Construction phase

4. Post-Occupancy phase

PROGRAM LEVEL ACTIVITIES



Facilities Visioning Process: Community Conversations

Community conversations to date:

- Migrant Parent Advisory Committee
- Black Parent Initiative
- Special Education Parent Advisory Committee
- Native American Youth and Family Center
- Latino Equippo

Upcoming conversations:

- Immigrant and Refugee Community Organization
- Latino Network
- Futurists/systems thinkers in educational best practices
- Financial/Business Community
- PPS: Teachers, Principals, Administrators of Color, Operations, Family Engagement
- Parents and early childhood advocates

PROGRAM LEVEL ACTIVITIES



Educational Specifications (August 2013)

- District wide – all school configurations
- Includes wrap-around services
- Key source document for design teams
- Aligned with delivery of school programs

Construction Design Guidelines (December 2013)

- Specific narrative direction to design teams
- Update existing PPS documents

SITE MASTER PLANNING



A site-specific document that includes:

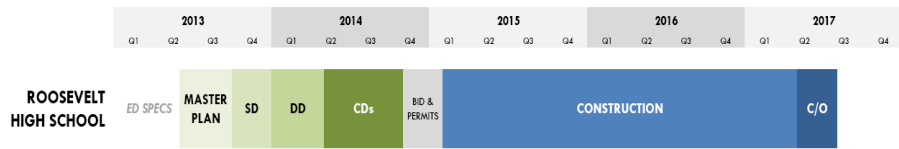
- Student, staff & community voice applied to site
- Narrative & maps including neighborhood context
- Numbers and placements of buildings and other important site features
- Identifies overall project needs

✓ **Board Action:** Master Plans approved by the Board before proceeding to Schematic Design for the H.S. full mods and Faubion replacement.

SITE MASTER PLANNING



DESIGN PHASES



- SD** = Schematic Design
- DD** = Design Development
- CDs** = Construction Documents
- C/O** = Close-out

SCHEMATIC DESIGN PHASE



Initial project design where conceptual diagrams are developed giving a general view of the individual components and scale of the project. Connects scope, budget, & schedule.

- Informed by community and PPS staff involvement
 - Public design charrettes
 - Design Advisory Groups on H.S. full mods/Faubion
- ✓ **Board Action:** Schematic designs approved by the Board before proceeding to Design Development Phase for the H.S. full mods and Faubion replacement.

PUBLIC CHARRETTES



SCHEMATIC DESIGN PHASE



DESIGN DEVELOPMENT PHASE



Drawings and other documents synthesize the schematic design concept and describe it in terms of architectural and other building systems.

- Community Open Houses to review design progress
- Identify procurement strategy for construction
 - *Design-Bid-Build or Alternative (e.g. CM/GC)*
 - *Alternative requires specific Board approval*

DESIGN DEVELOPMENT PHASE



CONSTRUCTION DOCUMENT PHASE

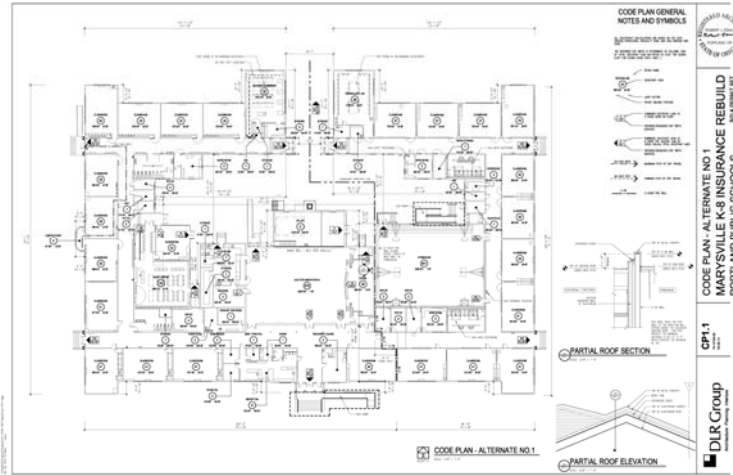


Complete drawings, specifications and other documents required to fully permit & construct the final project design.

- Bid documents
- Equity in Public Purchasing & Contracting outreach

✓ **Board Action:** Board approves award recommendations for construction

CONSTRUCTION DOCUMENT PHASE



CONSTRUCTION PHASE



- Contract describes relationship between PPS, builder, & architect
- Scope/specified quality, budget & schedule
- “Substantial completion” defines District ability to use facilities
- District orders furniture, fixtures & equipment during final months
- Complete & Usable Facility



POST-OCCUPANCY PHASE



- Begins with substantial completion
- 'Punchlist' completion & contract closeout
- Warranty management for 12+ months
- Staff training provided as specified
- Seamless handoff to Operations & Maintenance

NEXT STEPS



- **Staff presents *monthly* reports to Board (4/29)**
- **Bond Advisory Committee (B.A.C.) presents *quarterly* reports to Board (4/29)**
- ✓ **Board Action: Improvement Projects Summer 2013**
Board approves award recommendations for construction (April/May 2013)
- ✓ **Board Action: Franklin & Roosevelt H.S.**
Board approves design professional services contracts for design teams (Summer 2013)

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

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Personnel

The Superintendent RECOMMENDS adoption of the following item:

Number 4743

RESOLUTION No. 4743

Election of Second Year Probationary Administrator

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends the following person serving in an administrative position is elected as a Second Year Probationary Administrator.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as a Second Year Probationary Administrator for the school year 2013-14 the following person, according to the employment terms and conditions set out in the standard District contract.

First	Last	ID
Korinna	Wolfe	017743

S. Murray

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4744 through 4746

RESOLUTION No. 4744

Tax-Exempt Bond Post-Issuance Compliance Policy and Procedure

RECITALS

- A. In November 2012, voters authorized Portland Public Schools (“the District”) to issue up to \$482 million of general obligation bonds to create effective, accessible and inclusive learning environments that help all students achieve through renovating/replacing facilities.
- B. To preserve the tax status of interest on tax-exempt obligations and to comply with applicable requirements of Federal tax law, the District should establish a policy requiring that appropriate procedures are followed at the time each Bond is issued and throughout the term of each Bond (until maturity or redemption).
- C. To ensure compliance with said policy, the District should also establish compliance procedures to ensure that:
 - 1) the District utilizes the proceeds of all issues of bonds, certificates of participation, bond anticipation notes, and tax and revenue anticipation notes (collectively referred to as “Bonds”) in accordance with applicable Federal tax requirements, and
 - 2) complies with all other applicable Federal requirements with respect to outstanding Bonds.
- D. On March 11, 2013, staff presented the first reading to the Board of the attached Board Policy and the draft Administrative Directive.

RESOLUTION

- 1. Be it therefore resolved that the Board of Education hereby adopts the Tax-Exempt Bond Post-Issuance Compliance Policy to comply with applicable requirements of Federal tax law.
- 2. Under the direction of the Superintendent, the Chief Financial Officer or designee is responsible for implementing the Tax-Exempt Bond Post-Issuance Compliance Policy and appropriate claim procedures consistent with Oregon law.

Policy and Legal References: 103(a) of the Internal Revenue Code and Part I, §148 and 1.148-3 of IRS Income Tax Regulations

N. Sullivan

RESOLUTION No. 4745

Resolution Authorizing the Sale of General Obligation Bonds and Related Matters

RECITALS

- A. The Board of Directors of Portland Public Schools, Multnomah County, Oregon also known as Multnomah County School District 1J ("PPS") is committed to maintaining and preserving the useful life of its school buildings.
- B. PPS understands that its schools are the property and pride of all citizens of Portland, and are strong anchors needed for livable neighborhoods.
- C. The average age of PPS school buildings is 65 years old and they have received only minimal updates over time.
- D. PPS recognizes that the condition of its facilities has a direct impact on the ability of teachers to teach and students to learn and succeed.
- E. PPS is committed to all students having the same up-to-date technology, equipment and teaching approaches as students in schools with newer buildings so our students can compete for college and in the workplace.
- F. Due to inadequate state funding for schools, PPS has prioritized use of General Fund money for its core educational mission, resulting in deferral of major maintenance on its facilities, leading to secondary damage and increased facility costs.
- G. Capital dollars last made available in 1995 were fully expended years ago and that debt has been retired.
- H. In May, 2012 the Board adopted (by Resolution No. 4608) an update to the PPS Long Range Facilities Plan, which was the culmination of five months of work by PPS staff and an advisory committee that provided a community voice for the planning process. The updated plan evaluates the adequacy of existing educational facilities, plans for future capital facilities spending and addresses how the student population will be housed over the next 10 years.
- I. In June, 2012 a proposal to rebuild schools and update learning environments for students was developed and refined by community input.
- J. At meetings in June and August, 2012, the Board determined that it would be appropriate to seek voter approval in November, 2012, for general obligation bonds to finance a program of capital investments in PPS schools that includes:
 - the full modernization or replacement of three high schools identified using high seismic risk and the need for major access upgrades as priority criteria;
 - the full modernization or replacement of Faubion School in partnership with Concordia University;
 - seismic and other building improvements: including seismic strengthening, replacement and seismically bracing roofs, roof replacements and accessibility improvements at a number of district schools;
 - educational facility improvements to improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 39 schools;
 - repayment of \$45 million of existing capital debt; and
 - master planning the high school campuses not impacted by the major investment described above.

- K. In November of 2012 the voters of Portland Public Schools authorized Portland Public Schools (the "District") to issue up to \$482 million of general obligation bonds to improve schools with 67% of voters supporting this capital investment program.
- L. It is now desirable to authorize the sale of up to \$165 million of the general obligation bonds that were approved by the voters in November of 2012 to begin to fund this capital improvement work in PPS schools.

RESOLUTION

1. The Board of Education (the "Board") of the District hereby authorizes the issuance and sale of up to \$165 million in principal amount of general obligation bonds to pay for capital costs that are described in the ballot measure approved by the District's voters in November, 2012 (the "Capital Costs") and costs related to the general obligation bonds authorized by this resolution (the "Bonds").
2. The District's Chief Financial Officer or the person designated by the Chief Financial Officer to act under this resolution (each of whom is referred to in this resolution as a "District Official") may, on behalf of the District and without further action by the Board:
 - a. Sell and issue the Bonds in one or more series.
 - b. Participate in the preparation of, authorize the distribution of, and deem final any official statement or other disclosure documents relating to each series of the Bonds.
 - c. Establish the form, final principal amount, maturity schedule, interest rates, sale prices and discount, prepayment terms, payment terms and dates, and other terms of each series of Bonds.
 - d. Execute and deliver a bond declaration for each series of Bonds. The bond declaration for each series may specify the terms under which the series is issued, and may contain covenants for the benefit of Bond owners and any providers of credit enhancement for the Bonds.
 - e. Publish a notice of sale, receive bids and award the sale of each series of Bonds to the bidder complying with the notice and offering the most favorable terms to the District, or select one or more underwriters, commercial banks or other investors and negotiate the sale of any series of the Bonds with those underwriters, commercial banks or investors.
 - f. Undertake to provide continuing disclosure for each series of Bonds in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.
 - g. Apply for ratings for each series of Bonds, determine whether to purchase municipal bond insurance or obtain other forms of credit enhancement (such as the Oregon School Bond Guaranty Program) for each series of Bonds, enter into agreements with the providers of credit enhancement, and execute and deliver related documents.
 - h. Appoint paying agents and other service providers for the Bonds and negotiate the terms of and execute agreements with those service providers.
 - i. Determine whether each series of Bonds will bear interest that is excludable from gross income under the Internal Revenue Code of 1986, as amended, or is includable in gross income under that code. If a series bears interest that is excludable from gross income

under that code, the District Official may enter into covenants to maintain the excludability of interest on that series of the Bonds from gross income.

- j. If permitted by federal law, issue any series of Bonds as taxable bonds that are eligible for federal interest subsidies or tax credits, and enter into related covenants.
 - k. Sell and issue one or more series of the Bonds to provide interim financing for Capital Costs, enter into lines of credit or similar documents which permit the District to draw Bond proceeds over time, and issue Bonds to refund the Bonds that provide interim financing for the Capital Costs. Refunding Bonds described in this Section 2.0 to refund Bonds shall not be subject to the limit in Section 1 on the principal amount of Bonds that are issued to pay for Capital Costs.
 - l. To the extent permitted by the November, 2012 ballot measure, issue Bonds to refund previously issued obligations of the District, and take any related actions.
 - m. Execute any documents and take any other action in connection with the Bonds which the District Official finds will be advantageous to the District.
3. The District hereby declares its official intent pursuant to Section 1.150-2 of the Federal Income Tax Regulations to use the proceeds of the Bonds to reimburse the District for Capital Costs that the District pays from its revenues. The District Official is hereby authorized to make additional reimbursement declarations on behalf of the District.

N. Sullivan / D. Wynde

RESOLUTION No. 4746

Amendment No. 2 to the 2012/13 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 25, 2012 the Board, by way of Resolution No. 4619, voted to adopt an annual budget for the Fiscal Year 2012/13 as required under Local Budget Law.
- B. Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board of Education ("Board").
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines, which includes the provision that the budget may be amended at a regular meeting of the governing body.
- D. On January 28, 2013, by way of Resolution No. 4708, the Board amended the FY 2012/13 budget.
- E. Amendment No. 2 adjusts program allocations for funds to more accurately reflect intended expenditures, particularly in connection with the issuance of up to \$165 million of bonds under the recently voter-approved Portland Public Schools ("PPS") capital bond.
- F. In May, 2012 the Board adopted (by Resolution No. 4608) an update to the PPS Long Range Facilities Plan, which was the culmination of five months of work by PPS staff and an advisory committee that provided a community voice for the planning process. The updated plan evaluates the adequacy of existing educational facilities, plans for future capital facilities spending and addresses how the student population will be housed over the next 10 years.
- G. In June, 2012 a proposal to rebuild schools and update learning environments for students was developed and refined by community input.
- H. At meetings in June and August, 2012, the Board determined that it would be appropriate to seek voter approval in November, 2012, for general obligation bonds to finance a program of capital investments in PPS schools that includes:
 - 1) the full modernization or replacement of three high schools identified using high seismic risk and the need for major access upgrades as priority criteria;
 - 2) the full modernization or replacement of Faubion School in partnership with Concordia University;
 - 3) seismic and other building improvements: including seismic strengthening, replacement and seismically bracing roofs, roof replacements and accessibility improvements at a number of district schools;
 - 4) educational facility improvements to improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 39 schools;
 - 5) repayment of \$45 million of existing capital debt; and
 - 6) master planning the high school campuses not impacted by the major investment described above.
- I. In November of 2012 the voters of Portland Public Schools authorized Portland Public Schools (the "District") to issue up to \$482 million of general obligation bonds to improve schools with 67% of voters supporting this capital investment program.

- J. On February 28, 2011 by way of Resolution No. 4416, The Board established Fund 450 – GO Bonds and Fund 350 – GO Bonds Debt Service Funds.
- K. Expenditures in three funds (Fund 450 – GO Bonds; Fund 305 – School Modernization Debt Service Fund; Fund 338 Facilities Capital Debt Service Fund) will be changed by more than 10% under this amendment. Local budget law requires a public hearing on these changes.

RESOLUTION

- 1. Having held a public hearing on this amendment as required under local budget law, the Board hereby amends budgeted revenues and expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2012.

N. Sullivan / D. Wynde

ATTACHMENT "A" TO RESOLUTION No. XXXX

Fund 450 - GO Bonds	Adopted Budget	Amendment #1	This Amendment	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	-	-	165,000,000	165,000,000
Total	-	-	165,000,000	165,000,000
Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	10,000,000	10,000,000
Debt Service & Transfers Out	-	-	45,000,000	45,000,000
Contingency	-	-	110,000,000	110,000,000
Ending Fund Balance	-	-	-	-
Total	-	-	165,000,000	165,000,000

Fund 305 School Modernization Debt Service Fund	Adopted Budget	Amendment #1	This Amendment	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	143,588	-	25,750,000	25,893,588
Total	143,588	-	25,750,000	25,893,588

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	143,588	-	25,750,000	25,893,588
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	143,588	-	25,750,000	25,893,588

Fund 338 Facilities Capital Debt Service Fund	Adopted Budget	Amendment #1	This Amendment	Amendment #2
Resources				
Beginning Fund Balance	-	-	-	-
Local Sources	-	-	-	-
Intermediate Sources	-	-	-	-
State Sources	-	-	-	-
Federal Sources	-	-	-	-
Other Sources	87,632	-	19,250,000	19,337,632
Total	87,632	-	19,250,000	19,337,632

Requirements				
Instruction	-	-	-	-
Support Services	-	-	-	-
Enterprise & Community Services	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-
Debt Service & Transfers Out	87,632	-	19,250,000	19,337,632
Contingency	-	-	-	-
Ending Fund Balance	-	-	-	-
Total	87,632	-	19,250,000	19,337,632