

**BOARD OF EDUCATION**

Portland Public Schools  
**STUDY SESSION**  
May 5, 2015

**Board Auditorium**

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

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

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

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

**AGENDA**

1. **PUBLIC COMMENT** 6:00 pm
2. **BOND ACCOUNTABILITY COMMITTEE QUARTERLY REPORT** 6:20 pm
3. **FOSTER SITE AGREEMENT WITH NAYA** – *action item* 6:45 pm
4. **QUARTERLY CAPITAL BOND UPDATE** 7:30 pm
5. **ENGLISH LANGUAGE ARTS ADOPTION** 7:45 pm
6. **DISCUSSION: 2015-16 BUDGET** 8:15 pm
7. **AUDIT COMMITTEE RECOMMENDATION** – *action item* 9:15 pm
8. **BUSINESS AGENDA** 9:30 pm
9. **ADJOURN** 9:45 pm

**Portland Public Schools Nondiscrimination Statement**

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

## **MEMORANDUM**

**Date:** May 5, 2015

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

**From:** Bond Accountability Committee (BAC)

**Subject:** 9th BAC Report to the Board

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### **Background**

In the November 2012 election, voters approved a \$482M capital improvement bond for Portland Public Schools. The PPS Board appointed a Citizen Bond Accountability Committee to monitor the planning and progress of the bond program relative to voter-approved work scope, schedule and budget objectives.

### **Recent Activities**

The BAC met on April 15 at Tubman School, and we were pleased to be joined by Directors Belisle, Buel and Koehler. As is the case with all meetings, it was publicly noticed and open to the public. OSM staff continues to be very helpful and supportive of the process, and demonstrates a consistent commitment to transparency and clarity in all dealings with the BAC.

Public comment was received from Ted Wolf on behalf of Community & Parents for Public Schools. Ted urged the BAC to ask the District for a “lessons learned” report on the design process at the Franklin, Roosevelt, and Faubion projects, and to gain a clear understanding of the Design Advisory Group charter for the Grant project.

At the meeting, the Committee received updates from staff that included the Balanced Scorecard report with supporting data on budget and other metrics, and each of the bond projects of which there are now many. We also received written reports on how accessibility and seismic work has been incorporated into each of the bond projects.

There is an extraordinary amount of activity underway in the bond program and it’s safe to say that there has never been as much active design and construction work in the history of PPS. As this report is written, PPS staff is managing the following work:

- Closeout of work at Marshall High School.
- Closeout of work in Improvement Project (IP) 2014 (6 contracts, 12 schools).
- Bidding and award of IP 2015 (4 construction contracts, 8 schools).
- Bidding and award of IP 2015 – Science (2 construction contracts, 18 schools).
- Bidding and award of IP 2015 – Maplewood (1 construction contract, 1 school)
- Bidding and award of Tubman Campus Improvements.
- Selection of a design team for IP 2016 (11 schools).
- Completion of design and start of construction at Roosevelt High School.
- Completion of design for Franklin High School.
- Completion of design for Faubion PK-8 School.
- Selection of a design team for Grant High School.
- Preparation for master planning of Benson, Lincoln, and Madison High Schools.

All of the summer work to date (IP13 and IP14) has been completed on time and managed within budget, returning some funds for future projects. The challenge for the 2015 work at 27 schools is even greater since only 65 calendar days are available. However, staff has taken to heart lessons learned from the prior years by completing the designs earlier and making awards sooner to allow for preconstruction activities such as registering for the Owner-Controlled Insurance Program, the submittal process, and mobilizing to the sites.

The projects at Roosevelt and Franklin High Schools have reached a major milestone. A Guaranteed Maximum Price for the construction work has been reached with each of the CM/GC firms for a total of over \$150 million, representing a significant transfer of risk from the District to the contractors. Much remains to be done, of course, as the designs are completed and the subcontract work bid out, and we should expect that there will be surprises as the construction work itself gets underway. However, each project budget still contains contingency funding to mitigate as needed.

The design team at Faubion is completing the Design Development phase and moving promptly into Construction Documents. The goal is to complete these in late summer to allow for selection of a contractor. Demolition of the existing school is expected to start this fall, well ahead of the original baseline schedule.

The second report from your performance auditors has been delivered, and the BAC expects to receive a briefing on the findings as well as the District's response shortly.

## **Current Issues**

*Program Budget.* Staff has continued to provide budget information to us in a transparent format.

The total program budget has increased to \$525 million as funds from various sources have been incorporated into the bond program. The largest additions, of course, have been \$15.5 million from Concordia University for the Faubion collaboration and the \$13.9 million bond premium from the first bond sale.

This bond premium has now been largely allocated to projects. The second, and largest, bond sale closed last week and we are hopeful that it will produce a significant premium as well. The Board reserve of \$10 million remains intact.

*Project Budgets.* The Committee continues to have concerns about market conditions causing price increases. All of the escalation reserve has been distributed to the projects so there is no remaining pot to draw from in the event of increased prices. Committee members have observed some significant recent price pressure in the industry. However, the District's project contingencies on the IP work have held up very well through construction so far, and will return some savings to the program.

As noted above, Guaranteed Maximum Prices have been agreed for both Franklin and Roosevelt, so that market risk has transferred to the CM/GCs. Of course, the process involved in reaching these agreements was long and challenging. During our meeting, a lively discussion among members took place about the reconciliation process and value engineering that was necessary to bring each school back within budget.

Several committee members have extensive and ongoing experience with public and private sector development, design, and construction challenges. They expressed familiarity with the inevitable tension between budget and scope at this stage of the projects. The design and pricing of projects as complex as Franklin and Roosevelt can be difficult to reconcile, especially in a rising market. The magnitude of the variances was certainly greater than we would have expected, but the fact that there were challenging gaps was not a surprise.

The teams are to be commended for working collaboratively to reconcile scope and price at both schools, and being able to maintain the required educational program. Project contingencies at both schools have remained at a combined 12%. The committee noted that, while this process was difficult, its resolution was possible because of the CM/GC process that the District had chosen. Traditional design/bid/build does not permit this early identification of budget/scope conflict.

The fact that this process is common does not, however, mean that it couldn't have been handled better, particularly in terms of public and stakeholder involvement. Some stakeholders, at least, feel that the District had "promised" some aspects of the project that have now been removed for budget reasons. The extensive nature of the District's public outreach during the design phase requires, in our view, some education about the process and the inevitable tensions between scope and budget. We recognize that few want to hear this message at the outset but, had it been given and heard, there might have been less disappointment at this point.

*Schedules.* Staff has continued to provide detail and transparency on each of the project schedules, and the format used has proved to be very helpful to us. Again, we appreciate staff's responsiveness to our requests in this regard.

The IP15 work, as noted above, must be completed in 65 calendar days. This is a significant challenge and staff will need to engage all the lessons learned from prior years to achieve this.

Both Roosevelt and Franklin designs remain behind the Baseline Schedule, as reflected by the "red" report at design levels in staff's Balanced Scorecard (although overall they are both "yellow"). These delays have many causes, including changes in school capacity requirements, the extensive public outreach and involvement processes, and discussions over the "additional criteria".

Land use approvals at both schools are complete, and staff is working closely with the City on the building permit approvals. We are concerned about delays that can occur because of development activity overloading City resources, and we know that staff is working hard to ensure no delays.

Bids have been received for the Tubman Campus Improvements, and the work necessary to receive Faubion students next term will be completed on time.

*Equity.* Staff reports on student involvement remain encouraging. The new reporting metric for student involvement in the Balanced Scorecard makes more sense to the Committee. Instead of trying to report by project, it will now report by year since many activities are not directly project-based. The District's consultants and contractors have been fully engaged, and we are particularly interested in student involvement at Roosevelt where construction and learning will be happening side by side. We will continue to monitor and encourage student involvement.

The employment of apprentices through the Workforce Hiring program exceeded expectations on IP14 and the work at Marshall. We expect similar results from IP15.

Contractors still lag behind the aspirational goal for MWESB involvement, a result of the fact that all work to date has been awarded on a low bid basis with only aspirational goals applied. We are now getting close to the point where the high school CM/GCs will be engaging subcontractors and we continue to expect this percentage to rise. Since the District reports MWESB involvement based on payments made, however, any improvement will take some time to show up on the Balanced Scorecard. We have asked for informal reports on MWESB contracts from the CM/GCs so that the likely outcome can be observed.

In total, consultants are meeting the District's 18% goal. However, a drill-down continues to show that there remains room for further improvement. All of the IP work has exceeded the goal, but the other individual projects are falling short. We will continue to remind staff that each of those consultant teams were evaluated and partly selected on their commitment to meeting the goals, so we expect improved performance.

*Other.* The BAC has worked hard to report on areas that have seemed to be most important to the Board. Inevitably, those have largely been focused on work scope, schedule, and budget objectives.

Staff is now also including reports on other criteria that were established during the bond development period. Prior to this meeting, we received reports on how accessibility and seismic requirements have been incorporated into the bond program work. We recommend that the District post these reports on the Bond website.

## **Summary**

It has been an intense quarter for your bond program staff, but the level of activity will ramp up further during the summer. Portland taxpayers will have many opportunities to see their money at work as the District's teams will be onsite at 31 schools, including Franklin and Roosevelt.

We remain impressed by the quality and professionalism of OSM staff as well as the design and construction teams, and thank the Board for this opportunity to serve and play a part in what we still expect will be a very successful bond program.



## Board of Education Informational Report

### MEMORANDUM

**Date:** April 24, 2015

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

**From:** Sara King, Director of Planning and Asset Management  
Tony Magliano, Chief Operating Officer

**Subject:** Regional Early Learning Academy/Generations Longhouse at Foster School Site

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Enclosed please find an informational report answering questions asked by the Board during the April 20, 2015 presentation regarding the subject project.

Also enclosed is an updated resolution regarding the subject project. The resolution provided earlier contained a reference to an exhibit that was not attached. That reference has been eliminated and other exhibit references amended for accuracy.

It has come to staff's attention that the housing developer's lender may want to see changes to the ground lease and sublease document. Since these would only affect the housing component of the document, we are proposing that those amendments would not need to come before the Board. Therefore, a fifth resolve has been added to allow the Superintendent's Designee to execute any future amendments to the ground lease needed to satisfy the housing developer's lender so long as they don't affect the rent, the 99-year term, or overall intent of the ground lease.



# Board of Education Informational Report

## MEMORANDUM

**Date:** April 28, 2015

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

**From:** Sara King, Director of Planning and Asset Management  
Tony Magliano, Chief Operating Officer

**Subject:** Regional Early Learning Academy/Generations Longhouse at Foster School Site

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On April 20, 2015, staff and NAYA presented to the Board three actions necessary to move forward the proposed Regional Early Learning Academy (RELA) and Generations Longhouse:

- ground lease amendment;
- dedication of land and approval of a local improvement district for public street improvements; and
- pre-development agreement between PPS and NAYA outlining roles, responsibilities and formulas for sharing of site and building costs.

The purpose of this memo is to answer questions asked by the Board on April 20, 2015. This memo also outlines the history of staff briefings to the Board regarding this project.

### **History of briefings to Board:**

- In June 2012, PPS signed a Memorandum of Understanding (MOU) with the City of Portland establishing a \$500,000 payment for a ground lease for housing as part of support to balance the district budget. That MOU also outlined the intention to repurpose the Foster school site into an early learner education center. Later that year, an Intergovernmental Agreement (IGA) was signed that implemented the MOU.
- On March 8, 2013, staff presented information regarding PPS' Early Learners Agenda and the creation of Early Learners education centers, including one at the Foster site.
- On March 11, 2013, the Board approved the lease terms for a ground lease and sublease between PPS, the City of Portland and NAYA for approximately two acres for the development of affordable intergenerational housing. The motion was put to a voice vote and passed by a unanimous vote of 4-0 with Director Morton abstaining and Directors Knowles and Martinez absent. The lease agreement also contemplated the development of an early learning center to be jointly administered by PPS and NAYA.



- On March 5, 2014, the Board received an Informational Report on Early Learners, which included the Regional Early Learning Academy at Foster/NAYA as one of several "next steps for investment" by the District.
- On April 21, 2014 and June 23, 2014, staff presented information in an executive session.
- On July 7, 2014, the Oregon Solutions Declaration of Cooperation was signed by 17 contributing partners, including but not limited to PPS, NAYA, the City of Portland, Oregon Housing and Community Services, Oregon Governor's office, Oregon Child Development Coalition and the Oregon Department of Human Services.
- On April 8, 2015, staff presented information in an executive session.

### **How did we come to the \$4.5M estimate for our contribution?**

Joint development of the Regional Early Learning Academy ("RELA")/Longhouse ("LH") allows leveraging public and private resources to deliver a \$12.5 million early learning center with wrap around services for an investment of \$4.5 million of PPS funds. The pre-development agreement sets out a formula for cost sharing based on square footage of space controlled in the building. Right now, we are estimating that the cost split will be approximately 60% PPS and 40% NAYA, but it may change as we continue through the design process.

The REL/LH is approximately 33,000 sq. ft. The Longhouse is approximately 12,000 sq. ft. and classrooms are approximately 1100-1200 sq. ft each. PPS and NAYA will share the use of the lobby, kitchen and community room in the Longhouse and activity rooms, offices and outdoor covered play area in the Regional Early Learning Academy.

The estimated budget, based on conceptual designs, includes hard costs, soft costs, the value of the land (which is not out of pocket for PPS) and contingencies. See the enclosed budget. The value of the land counts toward PPS' share of funding. Construction costs are estimates only and will be referenced for information but will not be binding in the pre-development agreement. Approval of construction costs will occur in a future development agreement and will be presented to the board for approval.

- Soft costs include: (based on actual expenses to date and estimates for professional service and permits based on industry standards)
  - Architectural, engineering and other related professional services
  - Municipal land use and building permitting fees and systems development charges
  - Professional services needed if New Market Tax Credits are sought
  - Contingency
- Hard costs include:
  - Furniture, fixtures and equipment (FFE) (based on educational specifications and design standards.)

- o Construction cost at \$230/sq. ft. (based on new Faubion school estimates)
- o Contingency (based on industry standards – 15% for soft costs, 3% of hard costs for estimating and 5% for owners course of construction)
- o Cost escalation for 2 years (based on historical average of 4%)

Total estimated project cost for PPS:

a. ELA/LH costs	\$4,500,000
b. LID share	\$328,000 (max, could be less & further shared w/ NAYA)
c. School demo share	<u>\$ 47,500</u>
Total	\$4,875,500

**FOSTER ELA/LH PROJECT  
DEVELOPMENT BUDGET - PRELIMINARY ESTIMATE**

**USES OF FUNDING**

LAND VALUE	780,000	
SOFT COSTS	1,582,171	
HARD COSTS	8,480,000	
CONTINGENCY	1,657,829	
<b>TOTAL PROJECT USES</b>	<b>12,500,000</b>	

**SOURCES OF FUNDING:**

<b>NAYA/PPS SHARED FUNDING:</b>		
PPS CAPITAL	4,500,000	
PPS LAND CONTRIBUTION	780,000	
	5,280,000	60%
NAYA CAPITAL CONTRIBUTION	3,070,000	40.00%
<b>TOTAL SHARED</b>	<b>8,350,000</b>	<b>100%</b>
<b>LEVERAGED FUNDING:</b>		
NEW MARKET TAX CREDIT BENEFIT	2,900,000	
OTHER PUBLIC INVESTMENT	1,250,000	
<b>TOTAL LEVERAGED</b>	<b>4,150,000</b>	
<b>TOTAL PROJECT SOURCES</b>	<b>12,500,000</b>	

**Notes/Assumptions**

This is a PRELIMINARY ESTIMATE and numbers will change. For concept only at this time.  
Estimate to be refined with the build team as project is designed and construction budget is established

**USES:**

LAND - placeholder; new appraisal underway; contributes to PPS 60% share  
HARD Costs are rough per SF estimate based on \$230/SF Faubian cost and conceptual design project SF; Includes \$200K FFE  
SOFT Costs include master planning, CUP, full ELA/LH architecture/design, permitting, financing and other dev costs  
CONTINGENCY include: Soft Cost Contingency (15%), Estimating (3% of HARD), Owners Course of Construction (5% of HARD); Escalating Contingency 4% of HARD per year for two years).  
LEVERAGE FUNDING Estimated funding from other public agencies - city, county, state

**SOURCES:**

PPS and NAYA final contribution sare to be based on 60/40 OF SHARED FUNDING COSTS. Final contributions to reflect the share of SF leased by NAYA in the final architectural program.  
Other public investment TBD. PDC Liveability Grants, CoP funding, County and State to be pursued.

For comparison purposes, below are the estimates per square foot for recent projects:

- Foster Regional Early Learning Academy/Longhouse building is estimated to cost \$328/sq. ft., including hard and soft costs.
- New Fabuion school building will cost \$338/sq. ft.
- The modular at Sitton school will cost \$257/sq. ft.
- The Clarendon RELA, a remodel of an existing school, cost \$267/ sq. ft.

**How/where are we using general fund dollars to support early learning?**

Since the early 1970's, PPS has been dedicated to providing early learning services to students as a key strategy to closing the achievement gap for low-income students and students of color. The general fund has \$935,568 budgeted in the general fund for FY 14/15 for early learning. The type of uses supported by these dollars include 1) per the collective bargaining agreement, providing additional itinerant teaching support to Head Start programs so that teachers have planning time 2) funding for 2.1 FTE – A full time Administrator to oversee the Early Learning Academies, .6 for a project manager and .5 for a EKT/Pre-K manager; 3) Expansion of Early Kindergarten Transition Program to all focus and priority schools and a small amount for Ramona classroom supplies.

**Total PreK & Early Learning Programs Funding FY 14/15**

General Fund	935,568
Federal and State Grants	7,285,472
Dedicated Revenue	<u>794,468</u>
	9,015,508



# Board of Education Informational Report

## MEMORANDUM

**Date:** April 20, 2015

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

**From:** Sara King, Director of Planning and Asset Management  
Tony Magliano, Chief Operating Officer

**Subject:** Regional Early Learning Academy/Generations Longhouse at Foster School Site

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This memo provides background information related to the Regional Early Learning Academy and Generations Longhouse project requests that will come before the board for a vote on April 28, 2015. These include:

- Amendment to ground lease with City of Portland and sublease with NAYA
- Dedication of land and local improvement district for public street improvements
- Pre-development agreement terms

### **Project Background:**

PPS understands that effective learning environments that start at the earliest years help promote success at the critical 3<sup>rd</sup> grade level and beyond. To support these strategies, PPS has embarked on a Regional Early Learning Academy model, with three being or having been established: Clarendon, Faubion, Ramona, Lane and Foster School site.

The Regional Early Learning Academy project is part of a larger, integrated development that arose from discussions between the City of Portland and PPS surrounding a \$5M City of Portland contribution to PPS in 2012. In return for this contribution, PPS gave the City a 99-year ground lease on 2.16 acres of the Foster School site. The City subleased that interest to NAYA for intergenerational housing, modelled on the successful Bridge Meadows project on the former PPS Ball School site. An early learning center was also planned, to be jointly managed by PPS and NAYA. Both uses would be integrated as a community and be culturally appropriate. For more information on this lease agreement, see Exhibit A: Project Background Material.

**Project Concept:** Phase I of the Foster site development, called Generations, will consist of 40 units of affordable, intergenerational housing built and owned by NAYA, focused on Native seniors and families fostering Native American children. This phase is 95% funded and construction is planned to start in fall, 2015.

The second phase is a Regional Early Learning Academy (RELA) and attached Longhouse community center (Longhouse). The RELA will consist of:

- 3 classrooms of PPS kindergarten;
- 3 classrooms of PPS Head Start; and

- 2 classrooms of NAYA-run daycare for ages 0-3.

The Longhouse will be the front door to the RELA and will consist of a large community room, a commercial kitchen, and a community health clinic. PPS will build the RELA/Longhouse and manage the RELA. NAYA will manage the Longhouse through a lease with PPS.

The project site plan is included in Exhibit B.

**Ground lease amendment:** The ground lease language will be amended in order to place the housing tract on the west side of the site, where the present school is located, and the school tract on the east side of the site as shown in Exhibit C. Originally, the tracts were reversed, but the site plan was changed to accommodate traffic concerns from the neighborhood. Exhibit B will also be adopted as Exhibit A-1 of the ground lease. The City Council adopted these lease amendments on April 15, 2015.

**Pre-development agreement:**

To date, there are two agreements between NAYA and PPS for the development of the RELA. The first is the ground lease, a binding agreement and the second is the Oregon Solutions Declaration of Cooperation signed by all parties last summer. That agreement is non-binding.

PPS and NAYA have made decisions regarding the roles, responsibilities, anticipated budget and schedule for the RELA/Longhouse, and felt a binding pre-development agreement was needed to memorialize them. Exhibit D outlines the proposed terms covered in the pre-development agreement. Most notable is the cost sharing between parties for design and construction. There are two cost sharing calculations proposed.

The first calculation is for the site-related costs, including site planning, school building demolition and the cost of the local improvement district (LID) to pay for street improvements (see below). Site-related costs will be split based on square footage of the site allocated to NAYA's housing and PPS' Early Learning Academy, with 55% of those costs allocated to NAYA and 45% allocated to PPS.

The second calculation is for the design and construction cost of the RELA/Longhouse, based on the square footage that will be controlled by each party. Hence, PPS will be responsible for 60% and NAYA will be responsible for 40% of the costs for this phase. Because the LID costs associated with PPS support the RELA/Longhouse, PPS will negotiate with NAYA to split these costs at the same percentages.

The other notable term in the pre-development agreement involves the demolition of Foster School. The agreement states that the Board shall approve demolition at the time the parties adopt a cost sharing agreement for pre-development costs such as the design. The cost-sharing agreement is anticipated to come to the Board by the end of June.

The preliminary budget for the RELA/Longhouse is \$12,500,000 and is mentioned in the pre-development agreement as a reference, not as a final construction number. The final construction number will be included in the forthcoming Development Agreement between the parties, anticipated to come to the Board in December, 2015. The table below illustrates the sources of project funding. These costs will be split between PPS and NAYA on a 60/40% basis as stated above.

### Preliminary Project Budget

Source	Amount
New Market Tax Credits	2,900,000
NAYA contribution	3,070,000
PPS contribution	4,500,000
PPS land contribution	780,000
Other public investment	1,250,000
<i>Total</i>	<i>12,500,000</i>

The project milestones outlined below will also be included in the predevelopment agreement. They may be amended by mutual agreement of the parties.

### Project Milestones

Date	Milestone
April 28, 2015	PPS/City of Portland ground lease amendment approval
April 28, 2015	LID Petition and ROW conveyance
April 28, 2015	Pre-development agreement approval
May 26, 2015	PPS to hire architect; design cost sharing agreement with NAYA and demolition of Foster school approval
August 2015	Foster school demolition
August 2015	Conditional use approval by City of Portland
December 2015	Development agreement approval
July 2016	RELA/Longhouse design/permitting completion
August 2016	RELA/Longhouse construction commencement
July 2017	RELA/Longhouse construction completion
August 2017	RELA/Longhouse opens

**Street improvements:** A condition of approval by the City of Portland for the new housing and the RELA/Longhouse is the construction of new public street improvements. Those required improvements include a new SE Steele Street and a widened and improved SE 86<sup>th</sup> Court. See Exhibit D: Tract Plan for location of these improvements. PPS and NAYA have determined that the best way to construct these improvements is through the formation of a local improvement district (LID). The LID allows the parties to request that the City construct the street improvements and assess PPS. It allows payment for those improvements over time, which may be advantageous to both NAYA and PPS.

These street improvements require dedication of 25,700 sq. ft. of property from PPS. A dedication of property is also required from an adjacent owner to the west in order to get an adequate connection from proposed SE Steele St to SE 85th Ave. Since the adjacent property owner has rebuffed NAYA's request to purchase an easement, NAYA and PPS have turned to the provision of an LID to gain access since the City can purchase it through eminent domain as part of the LID process.

The total cost of the required street improvements is estimated by the City of Portland at \$729,500. These costs will be allocated between PPS/NAYA and the neighbor to the west. The PPS/NAYA share of costs will be allocated between the parties with 55% of the cost being paid by NAYA and 45% being paid by PPS, per the pre-development agreement. The adjacent property owner has been assessed \$120,000 of the \$729,500, but PBOT has relayed that the adjacent property owner is contesting any and all assessment and as a result, the City Council

may choose to reduce the neighbor's obligation. Any reduction in the neighbor's assessment will mean more allocated to PPS/NAYA.

The LID process is as follows: 1) PPS staff has requested the formation of the LID petition; 2) the petition must be approved by the PPS Board, scheduled for April 28, 2015 at which time the Board agrees to an estimated assessment by the City of Portland for improvements; 3) the City Council holds a public hearing, tentatively scheduled for June, 2015 at which time it will determine the amount of assessment between PPS and its neighbor to the west. The timing of the LID process is such that PPS must sign off on the LID petition in order to get it started, but PPS and NAYA won't know exactly how much the assessment will be until the City Council hearing in June.

The LID allows PPS/NAYA to finance the cost of construction: 5 years, 10 years or 20 years at 5.5% interests. PPS/NAYA would start payments once the construction is completed, estimated to be September 2016.

**Next Steps:**

On April 28, 2015 the Board will be asked to approve three project-related actions:

- amendments to the ground lease with the City of Portland and sublease with NAYA;
- dedication by PPS of property and approval for the City of Portland form a LID; and
- approval of a pre-development agreement with NAYA that lays out general agreements about ownership and management roles, design and LID cost sharing, and schedule and funding structure for construction of the RELA/Longhouse.

By end of June 2015, staff will request of the Board approval to demolish Foster School as part of the cost sharing agreement with NAYA for payment of architectural services to complete design of the RELA/Longhouse.

In December 2015, PPS staff will return to the Board for approval of a binding development agreement, which outline a final project schedule, an updated project budget, including commitments and guarantees by both parties, general terms for agreements such as shared space/lease and operating and obligations of parties to each other should the RELA/Longhouse construction be delayed or terminated.



## **Exhibit A: Project Background Material**

The following project-related materials were previously brought before the Board:

- Intergovernmental Agreement between Portland Public Schools and the City of Portland for One-Time Funds and ongoing Partnerships
- Authorization to enter into Agreements for the Lease of the Foster School Housing Tract to the City of Portland and Sub-lease to Native American Youth and Family Center (NAYA)

**INTERGOVERNMENTAL AGREEMENT  
BETWEEN PORTLAND PUBLIC SCHOOLS AND THE CITY OF PORTLAND FOR  
ONE-TIME FUNDS AND ONGOING PARTNERSHIPS**

This Intergovernmental Agreement ("IGA"), authorized pursuant to ORS 190.110 et seq., is entered into by and between Portland Public School District ("PPS") and the City of Portland ("City").

**RECITALS**

- A. Education is one of the top four overarching goals of the City's Portland Plan; and,
- B. The City has partnered with the PPS and PAT to provide a total of \$5,000,000.00 to Portland Public Schools in the 2012-13 school year, contingent on certain actions to be undertaken by the City, PPS and the Portland Association of Teachers (PAT); and,
- C. In general, the City agreed to adopt a budget that would free up \$5,000,000.00 in resources in order to make a contribution and donation to PPS. PPS agreed to take certain budgetary actions, which are described in Paragraph G below and to resolve certain outstanding issues with PAT. PAT agreed to make a monetary contribution in the form of delayed salary increases and to resolve certain outstanding issues it had with PPS, which are outlined in a Tentative Agreement dated May, 2012; and,
- D. Of the \$5,000,000.00 total, the City agreed to provide \$4,500,000.00 from non-property tax resources within the City General Fund, specifically Business License Fee dollars, directly to PPS and \$500,000.00 in Tax Increment Financing (TIF) resources to be used for a real property transaction; and,
- E. Of the \$5,000,000.00 total, the City agreed to provide \$500,000.00 in TIF resources, specifically Housing Set Aside dollars within the Lents Urban Renewal Area (URA), to be spent in accordance with a Memorandum of Understanding (MOU) executed between City and PPS dated June 6, 2012. That MOU concerns the lease by the City of the PPS Foster Elementary School Property site, located at 5205 S.E. 86<sup>th</sup> Avenue, Portland, Oregon for the purpose of pursuing an Early Learner Education Center (EC) and a Native American Youth Family Center (NAYA) Intergenerational Community (IGC) for adoptive families of foster children. PPS, NAYA and the City intend to execute an IGA and grant agreement consistent with the MOU for the Foster Elementary School site; and,
- F. The \$4,500,000.00 in non-property tax resources will be used by PPS to pay for facilities related expenses, such as cleaning, repairs and maintenance that will then free up PPS resources and allow PPS to direct its own funds to the hiring and retention of teachers; and,
- G. On May 14, 2012, the Portland Public Schools Board of Directors passed Resolution No. 4598 overcoming a \$27.5 million gap between resources and requirements. In closing this gap, the Board approved the reduction of general fund reserves by \$7.5 million and reducing administration and centrally allocated educational supports by \$9.5 million. On June 25, 2012,

the PPS Board took action on additional reductions to administration and centrally allocated supports by \$2.65 million more, in accord with this agreement between the City, PAT, and PPS; and,

H. PPS and the City also agree to continue to pursue existing and ongoing partnerships as outlined in Exhibit A of City Resolution No. 36929 adopted on June 6, 2012 for Marshall High School Field, Community Gardens, the Whitaker School site, and the Southeast corner of the Washington Monroe High School site; and,

I. In light of these common objectives, the City adopted Ordinance No. 185367 on May 30, 2012 and Resolution No. 36929 on June 6, 2012; PPS School Board voted on its budget in Resolution No. 4598 on May 14, 2012 and School Board approval of this Agreement is anticipated on August 20, 2012. PAT completed its required actions in May of 2012.

### AGREEMENT

1. **Recitals.** The recitals above are hereby incorporated by reference.
2. **Effective Date/Term.** This IGA is effective from the date that all parties have executed this agreement. The term of this IGA is one year from the date that all parties have signed it.
3. **Foster Elementary School Site.** PPS agrees to enter into a separate IGA and lease in fiscal year 2012-2013 in regard to the Foster Elementary School Site. The lease term will be for a period of 65 to 99 years at a cost of \$500,000.00, which will come from Housing Set Aside dollars within the Lents URA. The terms of the IGA and lease will be consistent with the MOU previously adopted between the parties. The IGA and lease are anticipated to be executed no later than January 31, 2013. The IGA and lease will be approved as to form by the City Attorney's office. Provided it is approved as to form, Commissioner Dan Saltzman, or his designee, is authorized to accept or reject that IGA and lease on behalf of the City.
4. **Financing.** City agrees to provide funding to PPS in the sum of \$4,500,000.00 contingent upon the actions of PPS and PAT, as set forth in the above recitals, and acknowledges its and PPS's commitment to existing and ongoing partnerships regarding Marshall High School Field, Community Gardens, the Whitaker School site, and the Southeast corner of the Washington Monroe High School site. Following the execution of this agreement, the City will make payment on fifty-percent of funds due to PPS within 45 days and the remaining payment will be made to PPS no later than January 18, 2013.
5. **Amendments.** The terms of this IGA shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by both parties. The Mayor of the City of Portland, or his designee, is authorized to amend this IGA provided it does not increase the cost to the City.
6. **Captions.** The captions or headings in this IGA are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this IGA.

**7. Law/Choice of Venue.** Oregon law, without reference to its conflict of laws provisions, shall govern this IGA and all rights, obligations and disputes arising out of the IGA. Venue for all disputes and Litigation shall be in Multnomah County, Oregon. Before commencing any actions under this agreement, the parties agree to enter into mediation if a dispute arises that cannot otherwise be resolved by the parties.

**8. Use of Funds/Indemnification.** PPS will use the funds received from the City in accordance with this IGA and shall not use the funds for any other purpose whatsoever. PPS shall hold harmless, indemnify and pay back the City for any expenditure of funds that is not in accordance with the requirements of this IGA. This paragraph shall survive the expiration or termination of this agreement.

**9. Severability/Survival.** If any of the provisions contained in this IGA are held unconstitutional or unenforceable, the enforceability of the remaining provisions shall not be impaired. All provisions concerning the limitation of liability, indemnity and conflicts of interest shall survive the termination of this IGA for any cause.

**10. No Third Party Beneficiary.** City and PPS are the only parties to this IGA and as such, are the only parties entitled to enforce its terms. Nothing contained in this IGA gives or shall be construed to give or provide any benefit, direct, indirect, or otherwise to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.

**11. Merger Clause.** This IGA constitutes the entire agreement between the parties. No waiver, consent, modification or change of terms of this IGA shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this IGA.

**12. Counterparts: Electronic Signatures.** This Agreement may be executed in any number of counterparts, all of which when taken together shall constitute one agreement binding on all Parties, notwithstanding that all Parties are not signatories to the same counterpart. The Parties agree that they may conduct this transaction, including any amendments or extension, by electronic means including the use of electronic signatures.

**13. Assignment.** No Party shall assign or transfer any interest in this Agreement, nor assign any claims for money due or to become due under this Agreement, without the prior written approval of the other Parties. This Agreement shall bind and inure to the benefit of, and be enforceable by, the Parties hereto and their respective successors and permitted assigns.

**14. Termination.** This IGA may be mutually terminated at any time by written consent of the parties. The City may unilaterally terminate this IGA if PPS fails to use the Net Revenues in accordance with this IGA.

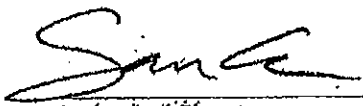
**15. Dispute Resolution.** In the event a dispute arises regarding the use of the Net Revenues by PPS or any other matter covered by this IGA, the parties agree to have high-level representatives of City and PPS to engage in discussions before taking any legal action. If

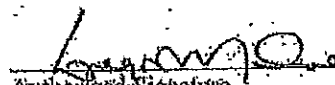
discussions fail to resolve the issue the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter either party may take any legal action permitted to it under the law of the State of Oregon.

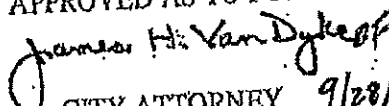
IN WITNESS WHEREOF, the duly authorized representatives of PPS and City have executed this Contract in duplicate as of the date and year first above written.

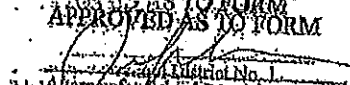
CITY OF PORTLAND

PORTLAND PUBLIC SCHOOL DISTRICT

  
Authorized Signature      10/1/12  
Date

  
Authorized Signature      SEP 24 2012  
Date  
Gregory C. MacCrone  
Deputy Clerk

APPROVED AS TO FORM  
  
CITY ATTORNEY      9/28/12

APPROVED AS TO FORM  
  
District No. 1  
Multnomah County, Oregon

BY  Valade by DB  
AUDITOR

CORRECT LEGAL NAME

School District No. 1J,  
Multnomah County, Oregon

discussions fail to resolve the issue the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter either party may take any legal action permitted to it under the law of the State of Oregon.


IN WITNESS WHEREOF, the duly authorized representatives of PPS and City have executed this Contract in duplicate as of the date and year first above written.

CITY OF PORTLAND

PORTLAND PUBLIC SCHOOL  
DISTRICT

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

  
Authorized Signature

SEP 24 2012

\_\_\_\_\_  
Date

Gregory C. MacCrone  
Deputy Clerk

APPROVED AS TO FORM  
APPROVED AS TO FORM

  
\_\_\_\_\_  
Multnomah County School District No. 1  
Multnomah County, Oregon

CORRECT LEGAL NAME

School District No. 1J,  
Multnomah County, Oregon



# Board of Education Superintendent's Recommendation to the Board

Board Meeting Date: March 11, 2013

Executive Committee Lead: C. J. Sylvester  
Chief Operating Officer

Department: Facilities and Asset Management

Presenter/Staff Lead: Bob Alexander  
Program Director, Planning and  
Asset Management

Agenda Action:  Resolution  Policy

**SUBJECT: Foster School Site Lease to City of Portland and sublease to Native American Youth and Family Center (NAYA) for purpose of constructing intergenerational housing**

## BRIEF SUMMARY AND RECOMMENDATION

Native American Youth and Family Center (NAYA) approached Portland Public Schools (PPS) staff with the idea of constructing intergenerational housing to benefit former foster children and adoptive families at the Foster School site. PPS and NAYA have identified the need for an Early Learning Center which would meet the growing needs of children and parents in the southeast part of the district.

These two objectives are being met through two leases. First, a lease for a portion of the Foster School site which could address the needs of the intergenerational housing. The second is a long term lease for the remaining site, including the school, the proceeds of which could be used for improvements to the existing Foster school or be used as leverage to construct a new facility. The accompanying resolution is in support of the first lease for a 2.16 acre portion of the Foster site to construct housing.

## BACKGROUND

In May 30, 2012, the City Council authorized a Memorandum of Understanding (MOU) with PPS which would grant a long-term lease on a portion of the Foster School site for development of an intergenerational community by NAYA through a sub-lease, comprising approximately 2.16 acres referred to as the "Housing Tract". The MOU projected an overall contribution of \$5,000,000 to PPS to help with budget shortfalls, \$500,000 of which would be as payment for this Housing Tract lease.

The MOU contemplates that PPS would enter into separate agreements with NAYA to jointly operate the existing school building and school grounds (or a replacement school and grounds) as an early childhood education center. These other agreements will consist of a lease of approximately 40 percent of the Foster School site (Site), the "School Lease", and a "Joint Operating Agreement." The school is located on approximately 1.41 acres comprising the western portion of the Site which is referred to

Reviewed and Approved by  
Superintendent

by the Parties as the "School Tract." A map of the Site, delineating the Housing Tract and School Tract is provided as Attachment B to this staff report.

On October 1, 2012, the City and PPS executed an intergovernmental agreement (City contract no. 30002964/PPS contract no. 59403) regarding the City's commitment to provide \$500,000 in funding in exchange for leasing the Housing Tract so that the Housing Tract may be in turn subleased to NAYA.

The Housing Tract Lease has become a three party agreement with PPS leasing the Housing Tract to the City, and the City subleasing the Housing Tract to NAYA in order for NAYA to construct, operate, and maintain a planned intergenerational housing community. It will be comprised of residences for Native American and other former foster children from the Oregon Foster Care system and their adoptive families, group living units for senior and mentor households, an intergenerational community center, gardens, landscaped areas, a play area, a courtyard and plaza, and a parking lot, subject to the design being approved through local land use review.

A similar intergenerational housing community was developed by Bridge Meadows on the former Ball Elementary School site in the Portsmouth Neighborhood. It was developed by Guardian Management, who is also working with NAYA as developer of this project.

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#### **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

The PPS Long Range Facility Plan, adopted by the Board in May, 2012, identified a goal of leveraging public and private dollars to achieve multiple goals. This was exemplified in the example of Rosa Parks School which included "not-for-profit, private for-profit investors and public dollars to support housing and community development goals while simultaneously moving forward on the educational mission of the school district."

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#### **PROCESS / COMMUNITY ENGAGEMENT**

NAYA was referred to PPS after discussions with the Lents Urban Renewal District Advisory Committee which is comprised of community-based individuals. City of Portland officials, through Commissioner Saltzman's office, have discussed this proposal with the leadership of the Lent Neighborhood Association. The lease also calls for the establishment of a Good Neighbor Agreement, dealing with the design, construction and use of the housing facility.

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#### **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

The purpose of this housing development and subsequent operation of an Early Learning Center at the Foster School site would benefit Native American youth, which are underrepresented in our educational system and over represented in the foster program.

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Reviewed and Approved by Superintendent
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**BUDGET / RESOURCE IMPLICATIONS**

The acceptance of this lease would generate \$500,000 to be used as part of a \$5,000,000 commitment by the City of Portland to support Portland Public Schools general fund. Ongoing operation of housing at the site would not incur any PPS financial obligations.

The subsequent school tract lease and joint operating agreement for the Early Learning Center contemplated as the next step of this process is intended to leverage funds to improve the school and aid in its operation.

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**NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

The lease will allow NAYA to begin a capital campaign for the housing project which will likely include applying for state tax credits. Those competitive applications are available annually and it could take several years to receive an award. The lease allows up to 48 months for financing and then construction within 24 months following successful application for financing.

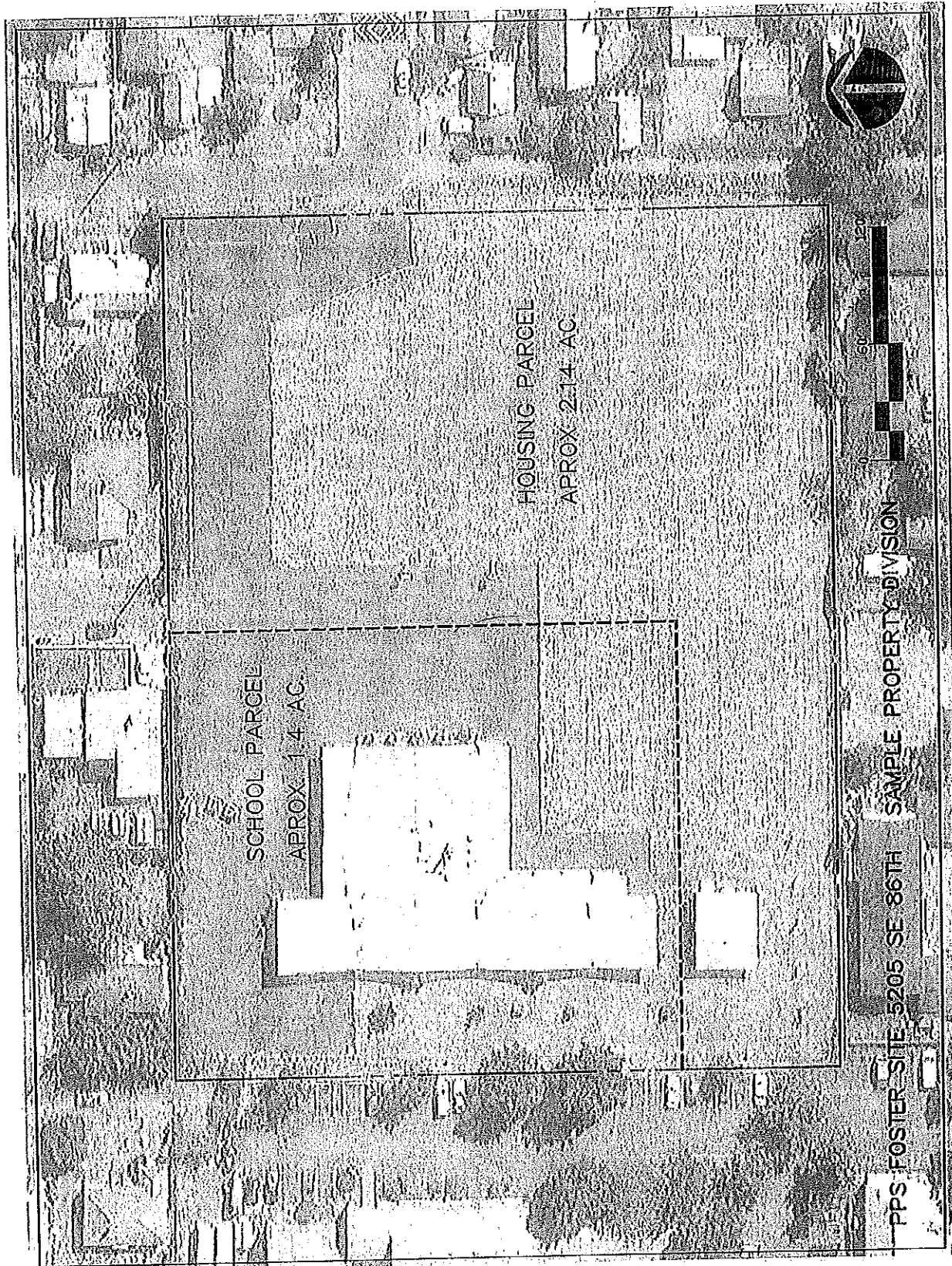
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**ATTACHMENTS**

- A. Resolution and Exhibit
- B. Map of the Foster site

Reviewed and Approved by  
Superintendent

Also included in this packet was the report entitled, "The Native American Community in Multnomah County: An Unsettling Report". The link to that report is here: [http://www.coalitioncommunitiescolor.org/docs/NATIVE\\_AMERICAN\\_REPORT.pdf](http://www.coalitioncommunitiescolor.org/docs/NATIVE_AMERICAN_REPORT.pdf)



**RESOLUTION No. 4737**

Authorization to enter into Agreements for the Lease of the Foster School Housing Tract to the City of Portland and Sub-lease to Native American Youth and Family Center (NAYA).

**RECITALS**

- A. There is a shortage of appropriate facilities to house and mentor foster children and adoptive families in the greater Portland area. Native American children in particular are overrepresented in the foster care program and are less likely to succeed if they remain in a foster setting.
- B. As a condition of this housing, parents either adopt or bring into permanent guardianship hard-to-place children who are in foster care as identified by the Oregon Department of Human Services.
- C. Intergenerational housing is a way to increase a child's success, utilizing seniors as mentors for children.
- D. Bridge Meadows, at the former Ball Elementary School site, is an intergenerational housing model that has been extremely successful in providing a stable platform for children's growth with a community that has developed and sustained an intergenerational neighborhood for adoptive families of foster children.
- E. The Native American Youth and Family Center (NAYA) is seeking to develop this intergenerational housing model at the Foster School site.
- F. The Portland City Council authorized a memorandum of understanding (MOU) in May 30, 2012, with PPS which provided for a long-term lease on the eastern portion of the Foster School Site for development of an intergenerational community by NAYA, comprising approximately 2.16 acres of unimproved land referred to as the "Housing Tract".
- G. The MOU projected an overall contribution of \$5,000,000 to PPS to help with budget shortfalls, \$500,000 of which would be as payment for this Housing Tract lease.
- H. On October 1, 2012, the City and PPS executed an intergovernmental agreement (City contract no. 30002964/PPS contract no. 59403) regarding the City's commitment to provide \$500,000 in funding in exchange for leasing of the Housing Tract so that the City may in turn sublease the Housing Tract to NAYA.
- I. The MOU contemplates that PPS would also enter into separate agreements with NAYA to jointly operate the existing school building and school grounds (or a replacement school and grounds) as an early childhood education center. These other agreements will consist of a lease of approximately 40 percent of the Foster School site, the "School Lease", and a "Joint Operating Agreement" which will be considered at a later date.

## RESOLUTION

The Board hereby authorizes the following:

1. The District Contracting Officer shall execute the Lease to the City of Portland and City's Sublease to the Native American Youth and Family Center (NAYA) of the Housing Tract described above located at the Foster School site for the purpose of providing intergenerational housing in support of adoptive parents of foster children on the terms and conditions described in the Summary of Terms of the Foster Site Ground Lease and Sublease Agreement attached hereto as Exhibit A or on such other substantially similar terms as the Superintendent may determine to be in the best interest of the District.
2. The District Contracting Officer shall execute any other documents required in conjunction with this transaction for the purposes of fulfilling the lease terms.

*C. Sylvester / B. Alexander*

### Exhibits

- A. Foster Lease Summary

**SUMMARY OF TERMS  
OF  
FOSTER SITE GROUND LEASE AND SUBLEASE AGREEMENT**

<b>J.</b>	<b>K. Description</b>
<b>L. Landlord:</b>	<b>M.</b> School District No. 1J Multnomah County, Oregon ("PPS")
<b>N. Tenant:</b>	<b>O.</b> City of Portland (the "City")
<b>P. Subtenant:</b>	<b>Q.</b> Native American Youth and Family Center ("NAYA")
<b>R. Nature of Transaction:</b>	<b>S.</b> Long-term lease of land to the City and simultaneous sublease to NAYA, with option to purchase. NAYA to construct housing and enter into joint operating agreement for Foster School.
<b>T. Leased Premises:</b>	<b>U.</b> 2.16 acres of vacant land located immediately east of Foster Elementary School at 5205 S.E. 86 <sup>th</sup> Avenue, Portland, Oregon.
<b>V. Due Diligence:</b>	<b>W.</b> NAYA to have up to four years to perform due diligence and obtain financing and building permits.
<b>X. Lease Term:</b>	<b>Y.</b> 65 years, with an option to renew for an additional 34 years (99 years in total).
<b>Z. Base Rent:</b>	<b>AA.</b> \$500,000 to be paid by the City upon signing of Lease; no monthly base rent during initial term or renewal term.
<b>BB. Additional Rent:</b>	<b>CC.</b> During the term of the Lease, NAYA is solely responsible to bear all costs for repair, maintenance, utilities, insurance, and taxes (if any).
<b>DD. Option to Purchase:</b>	<b>EE.</b> NAYA shall have the right to purchase the leased premises for one dollar (which is the estimated reversionary value of PPS's fee title interest) at any time after the 15 <sup>th</sup> year of the Lease, subject to the following conditions: (1) NAYA is not in default under the Lease; (2) PPS has determined that the Project is successfully operating; (3) PPS has declared the land to be surplus and no longer needed for school district purposes; and (4) NAYA has completed a partition such that the Housing Tract is a separate legal lot. PPS will retain the right to use any community center if the leased premises are sold to NAYA.
<b>FF. Improvements:</b>	<b>GG.</b> NAYA to construct an intergenerational housing community, including 9 to 15 residences for foster children and 25 to 40 living units for senior and mentor households. Construction must commence within four years of signing of Lease and be completed within two years thereafter. If sufficient financing is available, the Project will include a community center that will be available for use by PPS. PPS to have pre-approval rights over site plan for Project and plans for community center.
<b>HH. Leasehold Financing:</b>	<b>II.</b> To obtain funds for building the Project, NAYA may mortgage its leasehold interest, but such mortgage shall not encumber PPS's fee title to the land.
<b>JJ. Low-Income Housing Tax Credits:</b>	<b>KK.</b> Although not required by the Lease, it is anticipated that low-income housing tax credits may be used to finance in part the Project. If so, the Project will be subject to a 60-year covenant that it be used exclusively for low-income housing.
<b>LL. City's Responsibilities:</b>	<b>MM.</b> Other than payment of the \$500,000 prepaid rent, the City is not responsible for performing the tenant's obligation under the Lease.
<b>NN. Default by NAYA:</b>	<b>OO.</b> Lease includes standard remedies for a default by a tenant.
<b>PP. City's Rights Upon Termination of NAYA's Lease Rights.</b>	<b>QQ.</b> In the event NAYA's rights under the Lease are terminated due to NAYA's default or its election to terminate following a major casualty or condemnation, the City shall retain its leasehold interest. The City and PPS have agreed to cooperatively work together to attempt to find another operator to replace NAYA. Until such replacement operator is secured, the City and PPS shall share costs related to the Project.
<b>RR. School Lease and Joint Operating Agreement Contingency:</b>	<b>SS.</b> PPS and NAYA agree to attempt to negotiate by June 30, 2013, the terms of agreements whereby NAYA will lease a portion of the Foster School and jointly operate the Foster School as an Early Learning Center with PPS. If these agreements cannot be reached within 12 months after signing of the Lease, either party may terminate the Lease.



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** May 5, 2015

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

**From:** Jim Owens, Senior Director, Office of School Modernization

**Subject:** Bond Program Status – May 2015

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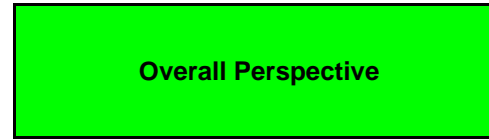
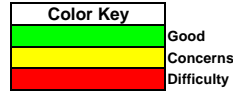
In the November 2012 election, the voters approved a \$482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attached is the BSC for the month of April 2015 which was previously provided in Board packets. OSM staff will provide another quarterly update on the Bond Program using the April 2015 information.

Attachment 1: Balanced Scorecard Report – April 2015  
Attachment 2: Project Management Cost Report – April 2015

**Narrative Comments:**

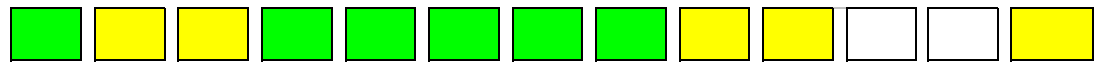
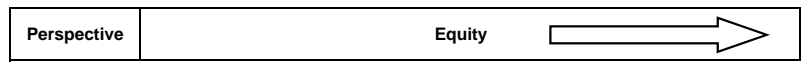
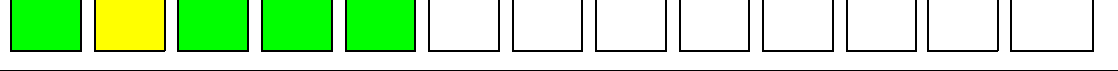
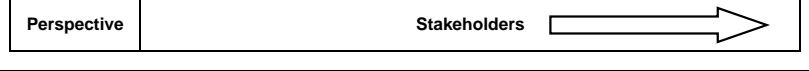
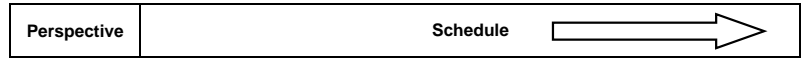
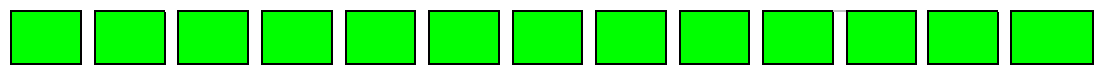
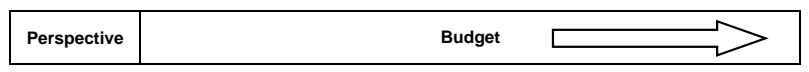
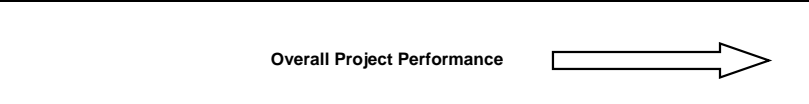
1. Staff is continuing discussions with appropriate stakeholders for master plan development at Lincoln, Madison and Benson High Schools. Milestones and project schedules in progress.
2. Franklin High School and Roosevelt High School Guaranteed Maximum Price (GMP) amendments have been established.
3. Faubion School replacement completed schematic design and is making progress in design development. Budget depicts Concordia contribution.
4. Construction solicitation packages for Summer 2015 work were issued on schedule. Progressing with award recommendations. Planning to start work when students depart in mid June.
5. Swing site improvements at Marshall and Tubman are on track. Expect both will be ready to accomodate students and staff in August 2015.



Perspective	Perform
Budget	
Schedule	
Stakeholders	
Equity	
Average	

**2012 Bond Projects**

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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**Narrative Comments:**

1. Franklin and Roosevelt are progressing thru construction documents phase. Although design completion will be late relative to original baseline, expect to makeup time during construction phase.
2. Faubion School design is on schedule. Expecting to begin demolition phase work in the Fall and new building construction in Feb 2016.
3. Improvement Project 2014 work is complete less the elevator installation at Beach. Expect completion late May 2015.
4. Improvement Project 2015 and 2015-SCI are on schedule in bid phase. Expecting timely awards and construction start.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

**2012 Bond Projects**

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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<b>Objective A</b> Establish Schedule Target & Strategy	1	Occupancy Date Goal Established	
	2	Project Execution Strategy Developed	
	3	Overall Project Schedule Established	

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<b>Objective B</b> Planning, Permitting & Design Phases on Schedule	4	Design Contract Award	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks
	5	Schematic Design Completed	
	6	Design Development Completed	
	7	Land Use Permit Approved	
	8	Construction Contract Documents	
9	Building Permit Approved		

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<b>Objective C</b> Construction on Schedule	10	Prime Contract Notice to Proceed	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks
	11	Construction Started	
	12	Substantial Completion Date	

--	--	--	--	--	--	--	--	--	--	--	--	--

<b>Objective D</b> Meet Occupancy / Completion Schedule Target	13	FF&E Ordered	Same as Objective C
	14	FF&E Delivered and Installed	
	15	Projected Occupancy Date	

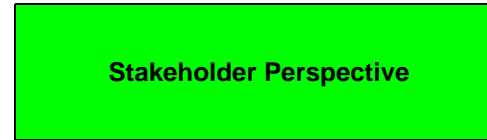
09/13	09/17	09/17	09/14	09/17	09/15	09/15	09/19	12/14	09/15	08/15		

Projected Occupancy Dates

**Narrative Comments:**

1. OSM continues to soliciate and receive stakeholder data as project process through phases. No recent marked change in data.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
Average	

**2012 Bond Projects**

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Educational Needs	ID	Measure	Scale
	1	Project Scope Meets Educational Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	2	Design Meets Educational Needs	Yellow: 3.0 - 4.0
	3	Construction Meets Educational Needs	Red: < 3.0

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Objective B Meets Maintenance / Facility Needs	ID	Measure	Scale
	4	Project Scope Meets Maint. / Facility Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	5	Design Meets Maint. / Facility Needs	Yellow: 3.0 - 4.0
	6	Construction Meets Maint. / Facility Needs	Red: < 3.0

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Objective C Design Advisory Group (DAG) Needs	ID	Measure	Scale
	7	Master Planning: Scope Meets DAG Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	8	Design Meets DAG Needs	Yellow: 3.0 - 4.0;
	9	Construction Meets DAG Needs	Red: < 3.0

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**Narrative Comments:**

1. MWESB be continues to hold largely constant. Overall our consultants are exceeding the 18% aspirational goal (18.5%) while the contractors continue to track at a little over 5%. To date OSM has paid over \$4.5M to certified MWESB firms.

2. All projects continue to acheive the 20% apprenticable trade goal; contractors for this summers work along with FHS and RHS will be enrolling in the workforce training and hiring program soon.

3. Student engagement continues to go very strong. In March 8 OSM consultants and contractors participated in the Portland Career Youth Expo. Ove the last month students also help lead tours of the Marshall campus, participated in a spring break "Build It" Camp with Lease Crutcher Lewis and attended a CTE lecture series hosted by Skanska and DOWA.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
Average	

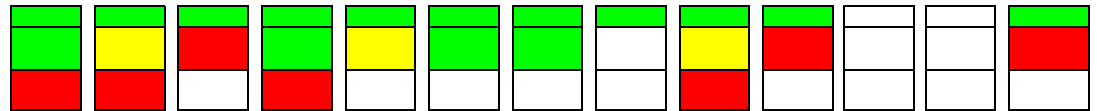
Strategic Objectives	Performance Measures	Performance Targets
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**2012 Bond Projects**

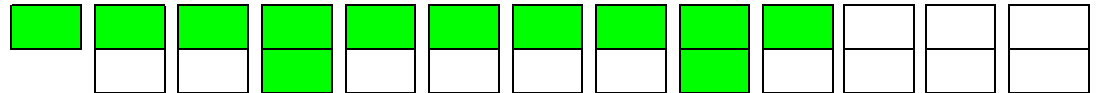
Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		Program Mgmt
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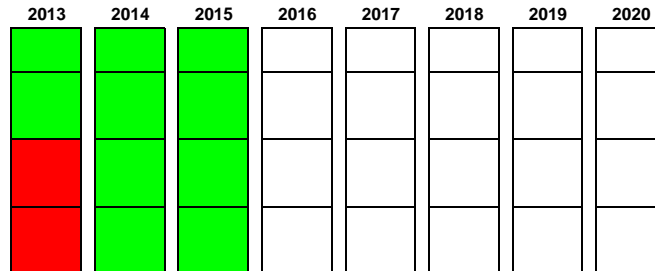
Objective A Meets Aspirational MWESB	Project objectives established	Green: MWESB >18% Yellow: MWESB >10% Red: MWESB <10%
1	Project objectives established	
2	Consultants - % of payments made to MWESB owned	
3	Contractors - % of payments made to MWESB owned	



Objective B apprenticable trade participation	Project objectives established >\$200k contracts	Green: participation >20% Yellow: participation >10% Red: participation <10%
4	Project objectives established >\$200k contracts	
5	Contractors % of labor hours/apprenticable trade	



Objective C Meets student participation	Project objectives established >\$100k contracts	Per AD
6	Project objectives established >\$100k contracts	
7	Tier 1 - Group Activities EG: career fairs, guest speakers	Green: students > 500 Yellow: students > 100 Red: students < 100
8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	Green: students > 50 Yellow: students > 20 Red: students < 20
9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	Green: students > 10 Yellow: students > 5 Red: students < 5





# Board of Education Informational Report

## **MEMORANDUM**

**Date:** May 5, 2015

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

**From:** Jim Owens, Senior Director, Office of School Modernization

**Subject:** Bond Program Status – May 2015

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In the November 2012 election, the voters approved a \$482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attached is the BSC for the month of April 2015 which was previously provided in Board packets. OSM staff will provide another quarterly update on the Bond Program using the April 2015 information.

Attachment 1: Balanced Scorecard Report – April 2015  
Attachment 2: Project Management Cost Report – April 2015



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** May 5, 2015  
**To:** Members of the Board of Education  
**From:** Ewan Brawley, Sr. Director, Instruction, Curriculum & Assessment  
**Subject:** PK-12 Literacy/Language Arts Update

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### **Background**

This memorandum provides information related to the work of two committees sponsored by the department of Instruction, Curriculum and Assessment: a 6-12 Curriculum Materials Adoption Advisory Committee (CMAAC) for Language Arts/English Language Development and a PK-5 Literacy Advisory Committee. These purposes of these work groups are vital to supporting our priorities of 3<sup>rd</sup> grade reading and increasing graduation and completion rates. Their work is foundational to providing equitable access to a guaranteed, viable, and relevant curriculum.

Members of each committee are composed of classroom teachers, building administrators, parents, and staff from the Office of Teaching and Learning. (Rosters attached) The work of each group reflects the unique needs of students and teachers in the respective grade range. The work also takes into account the evolving landscape of materials and resources in this digital age.

### **PK-5 Literacy Advisory: A Solid Foundation for Future Investment**

This advisory group began its work in January 2015. This is a collaborative effort led by the Instruction, Curriculum & Assessment department in the Office of Teaching and Learning. The origin for the committee comes as a product of the lessons learned since the last elementary reading adoption in 2007. It is evident that a clear vision and instructional model is needed in order to successfully identify and implement core resources and design professional development that will support all students becoming proficient readers. This group will support the development of this vision and help identify an instructional design for reading classrooms in PPS. This model will be flexible enough to engage all students in challenging, relevant instruction through authentic, standards-aligned materials *and* support students through research-supported learning progressions that are personalized to meet varied learning needs and styles.

The work of this committee is ongoing and will evolve into a resource adoption during SY15-16. It includes expert testimony, shared reading and research on best practices, and the incorporation of the best ideas in literacy instruction from across the district. The committee will ultimately form the nucleus of a PK-5 CMAAC responsible for identifying resources for future adoptions

and investments. We have an important partnership supporting our next steps with this group. The Mount Hood Cable Regulatory Commission (MHCRC) is deeply engaged in learning about this process in order to significantly partner with PPS to impact our 3<sup>rd</sup> grade milestone.

### **6-12 Language Arts/English Language Development CMAAC: Resources to Meet a Variety of Student Needs**

In the fall of this year, ICA also began the adoption process for MS and HS Language Arts and ELD curriculum materials. This is also a cross-departmental, collaborative effort supported by a team from the Instruction, Curriculum & Assessment, ESL and Dual Language Immersion departments. The team is working with a committee of over 30 teachers and other stakeholders from across the district that represent a range of schools, clusters, and assignments.

Teachers need materials that will help them prepare students for the demands of college and career, including engaging, up-to-date informational texts, more complex texts, (both literary and informational), and resources that support the teaching of writing. In addition, in order to support improved outcomes, we need materials that are culturally relevant and that offer instructional supports for varied student needs, including emerging bilinguals and students of color. Finally, we also need materials for our Dual Language programs, so we will be developing a plan for the purchase or development of materials for Language Arts classes in languages other than English.

Comprehensive print programs are no longer the only type of materials available to us. This CMAAC is evaluating digital materials, sources of informational texts and instructional units for teaching specific skills, and Open Educational Resources (OERs) if they meet our instructional needs. Ultimately, our adoption may look more like an interlocking set of resources that meet both the state criteria and the diverse needs of all of our programs.

The plan for this adoption spans two-years in order to maximize teacher and public input, as well as to incorporate a pilot in the fall of 2015. (Timeline attached) In February, the committee finalized the prioritization of the 6-12 ELA standards to inform the selection process, and they have completed mission and vision statements, as well as a “beliefs about instruction” document to guide the work. All of these materials are available for review on the adoption website. Since February, the team has begun the process of examining and evaluating materials. Parent representatives are also engaged in the review of materials and we are gathering their input.

In May, teachers, students and the public will have the opportunity to examine the materials and provide input, and by June the committee will make a recommendation about which materials will be piloted in the fall. Following the pilot, the committee will make a recommendation for purchase and in June of 2016, we will begin distribution of the new materials and professional development for teachers.

## LA and ELD CMAAC Calendar

Date and Time	Tasks	Notes
12/11/14	Write: <ul style="list-style-type: none"> <li>● Mission statement for Language Arts and ELD instruction</li> <li>● Beliefs about LA/ELD/DLI Instruction, Curriculum, and Assessment</li> </ul>	
Thursday, January 15th 8:00-3:30 <b>FULL DAY</b>	<ul style="list-style-type: none"> <li>● Prioritize the standards &amp; vertically align.</li> </ul>	Review grade-level CCSS standards
Wednesday, 2/11/15 8:30-4:00 <b>FULL DAY</b>	<ul style="list-style-type: none"> <li>● Review needs assessment</li> <li>● Mini-presentations of top Open Educational Resources (OERs)</li> <li>● Examine available materials &amp; select publications for presentations</li> </ul>	OER video & review of materials
Thursday, 3/12/15 <b>FULL DAY</b>  Wednesday, 4/1/15 <b>FULL DAY</b>  Wednesday, 5/6/15 <b>FULL DAY</b>	<ul style="list-style-type: none"> <li>● Attend publisher presentations of materials; committee uses an abbreviated list of criteria</li> <li>● Committee members evaluate materials using criteria and present to whole team</li> <li>● Subcommittees evaluate materials using specific criteria, such as equity, instructional approaches, etc., and present to whole team</li> </ul>	Presenters come first half; evaluate 2nd half video tape lessons by presenters
Saturday, 4/11/15, 9-12	Parent/Community Members review and provide input on materials (meeting 1 of 2)	
Thursday, 5/7/15, 4-7 Jackson MS  Wednesday, 5/13, 3-6:30 BESC Foyer	Open House Materials Viewings: PPS Teachers and the public can review and provide input on materials  On 5/7 at Leadership Academy, administrators can view materials	
Thursday, 5/14/15 5:00-7:00, BESC Foyer	Student Committee Members Review and provide input on materials	
Saturday, 5/16/15, 9-12 BESC Foyer	Parent/Community Members review and provide input on materials (meeting 2 of 2)	



<p>Wednesday, 5/20/15 12:00-3:30</p>	<ul style="list-style-type: none"> <li>● Community input shared</li> <li>● Summary of evaluation data on publisher presententations</li> <li>● Discussion with protocol</li> <li>● Determine materials to pilot</li> <li>● Next Steps - calendar</li> </ul>	
<p>FALL 2015</p>	<p>Teachers pilot top evaluated materials/curricula/texts and provide feedback; committee reconvenes to determine recommendation for purchase</p>	
<p>2015-16</p>	<ul style="list-style-type: none"> <li>● Create suggested scope &amp; sequence using priority standards. Begin creating rubrics for each.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Create plan for development of DLI curricula in the LCTL (Less Commonly Taught Languages: Russian, Vietnamese, Chinese, Japanese)</li> <li>● Recommend materials</li> </ul>	

## ELA/DLI/ESL Curriculum Materials Adoption Advisory Committee

<b>Grades 6-8</b>	
DLI Spanish, Sylvan	Emily Grant-Molina
DLI Chinese, Hosford	Chiung-Chen Yu
ESL, Hosford	Zsuzsa Nemeth
ESL, Cesar Chavez	Linea King
Librarian, Lane	Emily Boldman
Adminstrator, Lane	Brenda Fox
ELA Gr 6, Vestal	Jenny Finke
ELA Gr 6, Beverly Cleary	Lindsay Deacon
ELA Gr 6-7, Sylvan	Anne Larsen
ELA Gr 7, Sellwood	Kate Moore
ELA Gr 7-8, Boise Eliot Humboldt	Rebecca Berry
ELA Gr 6-8, Creative Science	Brandan McClain
ELA, ESL 6-8 Lane	Shaunice Silas
<b>High School</b>	
Librarian, Wilson	Linda Campillo
Vice Principal, Wilson	Maude Lamont
Instructional Specialist, Madison	Santha Cassell
ELA, Grant	Mary Rodeback
ELA, Cleveland	Jamie Incorvia
ELA Gr 9, Wilson	Morgan McFadden
ELA Gr 9, Franklin	Shawnte Hines/Irene Montano
ELA Gr 9-10, Lincoln	Barbara Brown
ELA Gr 9, 11-12, Benson	Ilsa Bruer
ELA Gr 10, Roosevelt	Keri Troehler/Catherine Theriault
ELA, Jefferson	Andy Kulak
ELA Gr 9-12, Virtual Scholars	Elizabeth Ellis
ESL, Madison	Jennifer Edelson
ESL, Roosevelt	Cindy Radler-Okby
<b>Assistive Technology/Augmentative and Alternative Communication</b>	
Program Director	Robert Cantwell
Teacher	William Macklin
<b>Higher Education</b>	
Portland State University	Susan Lenski
Lewis and Clark College	Kimberly Campbell
<b>Facilitators</b>	
DLI TOSA (6-12)	Marisol Kreuzer
ESL TOSA (6-8)	Anne Flores
ESL TOSA (9-12)	Katie Grone
ELA TECH TOSA	Matthew Marchyok
Equity TOSA	Tai Said-Hall
ELA TOSA (9-12)	Duncan Carranza
ELA TOSA (9-12)	Beverly Daggett
<b>OTL Administrators</b>	
Instruction, Curriculum and Assessment - Senior Director	Ewan Brawley
Dual Language Immersion - Senior Director	Debbie Armendariz
ESL - Assistant Director	Tonya Mjelde
Instruction, Curriculum and Assessment - Assistant Director	Susan Payne



# Language Arts/ELD Grades 6-12 CMAAC Curriculum Materials Adoption Advisory Committee

  
Search this site[Announcements](#)[Overview](#)[Meeting Schedule](#)[Committee Members](#)[Vision, Mission Statement, and Beliefs about Instruction](#)[Priority Standards](#)[Meeting #1](#)[Meeting #2](#)[Meeting #3](#)[Meeting #4](#)[Meeting #5](#)[Meeting #6](#)[Meeting #7](#)[Meeting #8](#)

## Overview

### What is an adoption?

An adoption is a process for selecting a set of materials used to support standards, instruction, and assessment. The state of Oregon requires a seven-year cycle for adopting materials and the Oregon Department of Education provides a list of materials that have been evaluated with a short list of criteria. Districts may select materials not on the state list, but that meet the state criteria, through district board approval. Districts may also expand the criteria.

Portland Public Schools is beginning an adoption review process of instructional materials in the area of *Grades 6-12 Language Arts, including English Language Arts, Dual Language Immersion, and English as a Second Language*. The purpose of the process is to review a broad range of possible curriculum materials, hard copy and

electronic, in order to make a recommendation to the Superintendent and the Board of Education for use in district schools. Professional development would then be provided for teachers to support the use of the curricula.

### Who reviews the materials?

A Curriculum Materials Adoption Advisory Committee (CMAAC) includes teachers, administrators, students, and members of the community. Teachers on Special Assignment (TOSAs) from ICA, ESL and DLI are facilitating the process, but do not hold voting privileges. The process of selecting teachers and administrators began with an open invitation to apply. Diversity and inclusion of all areas of the district was the focus of the Office of Teaching and Learning's CMAAC facilitation team as they selected teachers for the committee. Before the work of materials review actually begins, a public meeting will be held, and community members and students will be selected to join the team. More information about opportunities for public participation will be posted on this page.

### Steps in the adoption process

- Invite teachers to apply for Curriculum Materials Adoption Advisory Committee
- Send teachers needs assessment and invitation to submit specific ideas for materials
- Develop criteria for review
- Collect materials for review
- Hold public meeting and invite parents/community members to join the CMAAC
- Hold publisher presentations
- Evaluate materials using criteria
- Discuss materials using data collected
- Invite teachers and public to review materials and display of review data

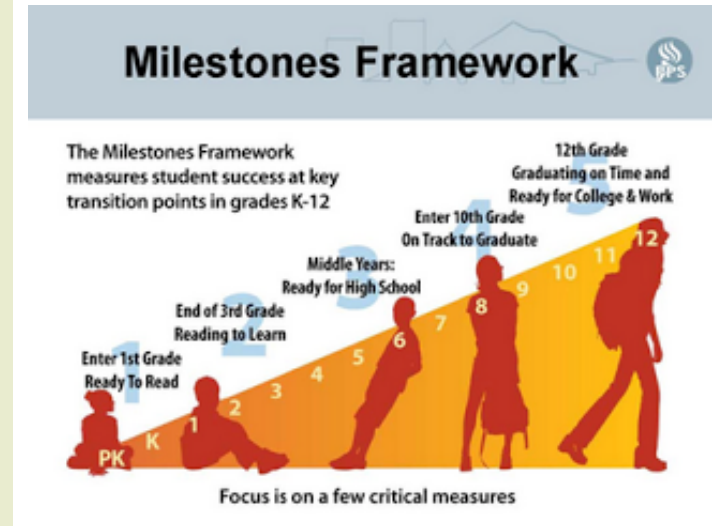


PPS Successful School's Framework

- Pilot materials
- Plan for development of DLI material in less commonly taught languages
- Make recommendation to Board
- Provide professional learning opportunities for teachers

### Steps related to adoption process

- We updated LA Vision and Mission Statements and Beliefs about Instruction
- We prioritized standards
- We still need to
  - create rubrics for standards
  - create suggested scope and sequence of priority standards



### Comments

You do not have permission to add comments.

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# Language Arts/ELD Grades 6-12 CMAAC Curriculum Materials Adoption Advisory Committee

  
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## Priority Standards

### What are priority standards?

Priority Standards are the essential outcomes for each grade level; they represent a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course. Based on the research of Robert Marzano (2001), this subset of standards typically represents approximately one-third of the total number of grade- or course-specific standards for a given content area. One of the greatest benefits to identifying essential, or prioritized, standards is that they counteract the long-standing "coverage" approach to teaching that persists when there are simply *too many learning outcomes*. Priority Standards provide educators with a sharp and consistent focus for *in-depth* instruction and related assessment.

They provide *students* with multiple opportunities to learn those standards as opposed to a one-time instructional exposure to them. (Adapted from *Rigorous Curriculum Design* by Larry Ainsworth.) Read more here: [The Rationale for Priority Standards](#)

The PPS Priority Standards below are in *DRAFT* form until October 1. This extended time frame has been provided so that teachers have opportunities to use the Priority and Supporting Standards in their planning and/or instruction before providing feedback. Click on the links below the standards for each grade band to provide feedback.

### ***DRAFT Language Arts Priority Standards Grades 6-8***

- [Reading Standards for Literature Grades 6-8](#)
- [Reading Standards for Informational Text Grades 6-8](#)
- [Writing Standards Grades 6-8](#)
- [Speaking and Listening Standards Grades 6-8](#)
- [Language Standards Grades 6-8](#)

***Provide feedback for the Priority Standards Grades 6-8*** [HERE](#)

### ***DRAFT Language Arts Priority Standards Grades 9-12***

- [Reading Standards for Literature Grades 9-12](#)
- [Reading Standards for Informational Text Grades 9-12](#)
- [Writing Standards Grades 9-12](#)
- [Speaking and Listening Standards Grades 9-12](#)
- [Language Standards Grades 9-12](#)



*Provide feedback for the Priority Standards Grades 9-12 [HERE](#)*

### Comments

You do not have permission to add comments.



# Language Arts/ELD Grades 6-12 CMAAC Curriculum Materials Adoption Advisory Committee

  
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## Vision, Mission Statement, and Beliefs about Instruction

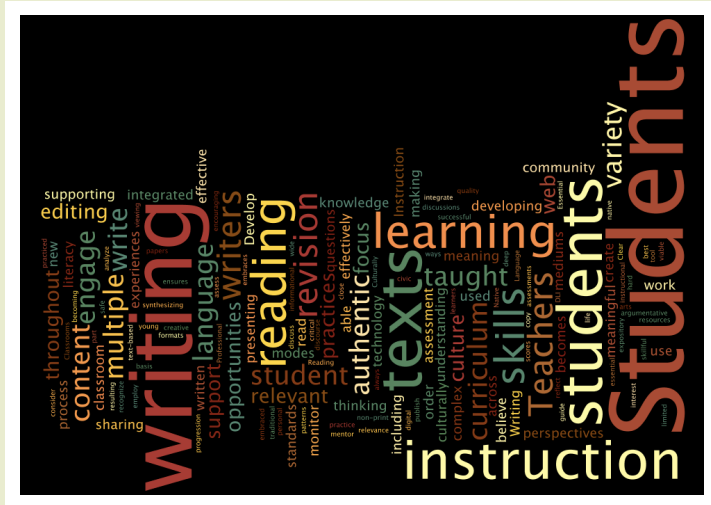
### Vision

Engage. Think. Reflect. Connect.

### Mission

Our mission is to provide all students with culturally relevant, engaging and challenging learning opportunities that prepare them to be critical thinkers, lifelong learners, and active global citizens.

[Beliefs about Curriculum and Instruction](#)



## Comments

You do not have permission to add comments.

**PPS PK-5 Literacy Advisory Committee**

<b>Name</b>	<b>Role/School</b>
Aleta Alongi	TOSA – Dual Language Immersion
Alma Velasquez	TOSA – Dual Language Immersion
Amy Collinge	TOSA – New Teacher Mentor
Amy Newton-Ernst	PPS Parent
Angela Hubbs	Asst. Director – Instruction, Curriculum & Assessment
Anna Davis	TOSA – English as a Second Language
Anne Hopfensperger	SPED ; Whitman K-5
Anne Williamson	Teacher : Woodlawn K-8
Aubrey Pagenstecher	Teacher : Woodlawn K-8
Christina Lane	PPS Parent
Christina Self	Teacher : Glencoe Elementary
Dana Nerenberg	Principal : Sitton Elementary
Daniel Cogan	TOSA – Office of School Performance
Deborah Nass	Teacher : Sunnyside K-8
Ewan Brawley	Sr. Director – Instruction, Curriculum & Assessment
Franki Dennison	Teacher : Arleta K-8
Gretchen Ganey	Teacher : Boise-Eliot Humboldt K-8
Jennifer Buchanan	TOSA – Instruction, Curriculum & Assessment
Jenny Gapp	Media Specialist : Peninsula K-8
Jill Bryant	Clarendon Head Start
Joe Ferguson	TOSA – Instruction, Curriculum & Assessment
Kehaulani Haupu	Asst. Director – English as a Second Language
Mark Hansen	Teacher : Lewis Elementary
Matthew Marchyok	TOSA – Instruction, Curriculum & Assessment
Meghan Coleman	SWIFT Program
Meghan Kirsch	Teacher : Creative Science K-8
Meredith Caldwell	Teacher : Faubion K-8
Michelle Lloyd	Teacher : Jason Lee K-8
Shannon Baker	Teacher : James John K-5
Sheila Hallinan	Teacher : Jason Lee K-8

✎ 📄 ⚙️ Share



# Literacy Advisory Committee

- Home
- Committee Members
- 01.21.15
- 02.26.15
- 04.01.15
- 05.06.15
- Contact Us

## Home

Welcome to the PPS Literacy Advisory Committee, comprised of teachers, parents, and central office staff from across Portland Public Schools. Our task is to collaboratively develop a cohesive vision around PK–5 literacy instruction for our District. This vision will inform future investments in resources and professional development for teachers and administrators.





# Board of Education Informational Report

## MEMORANDUM

**Date:** 4/30/15  
**To:** Members of the Board of Education  
**From:** Carole Smith  
**Subject:** Statement Regarding the Performance Audit of Compensation

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Below is the statement that I provided at the April 28<sup>th</sup> meeting:

I believe that a third party performance review or performance audit of our compensation procedures and practices would be of value at this moment in time.

In particular, I am interested in having a third party provide guidance regarding the aspects of job classification and compensation processes that are part of the ongoing management responsibility of the Superintendent and her staff, and the aspects that should be part of the governance and oversight responsibility of the Board.

In my role as Superintendent, I am charged with management of the district. I believe that individual compensation offers, compensation adjustments and job re-classifications are part of the ongoing management of the district, and are as such, the responsibility of the Superintendent and Human Resources staff.

I welcome the guidance of a third party on this matter.

Since conducting a third party performance review or performance audit will take some time to complete, I also wanted to provide my perspective as well as let you know what documents are, and have been, available online regarding this issue.

Two years ago, as we were preparing to hire a new Chief Human Resources Officer, we conducted a third party review of our Human Resources functions to inform our onboarding of the new Chief, and provide him with a foundation for building a strategic plan for the department.

One of the areas identified in that review as needing immediate attention was employee classification and compensation. Eighteen months ago, we hired a Classification and Compensation specialist. She has been charged with bringing internal alignment to our compensation system as well as improving the market comparability for our positions.

During the recession, our constrained budget had a differential impact on each of our employee groups, exacerbating the issues in our compensation structure. We have collective bargaining agreements with six different employee groups, as well as a group of non-represented employees. We have posted on our website the salary adjustments for all of our represented employee groups, district leadership and non-represented employees dating back to the 2008-09 fiscal year. Over this 7-year period, some of our represented groups received either steps, cost of living increases or both steps and COLA's throughout this time. During this same time period, our non-represented employees and district leaders received far more conservative salary adjustments as opportunity allowed, and up to 10 furlough days.

During this time, while we were cutting our budget and laying off staff, I prioritized students and teachers. I made a decision as Superintendent to not accept salary increases. I also froze the salaries of my executive team. In a year with our most dramatic budget reductions, our building administrators, central office staff and executive team all took between 3-10 furlough days, and the corresponding 1.3 – 3.85 percent reduction in compensation, in order to prioritize direct services to students. The board was well aware of this. It was publicly visible in the budget and was highly publicized. I am proud of this decision. Not a single student lost a day of instruction. Not a single teacher lost a day of salary.

In budget after budget, as we made significant reductions to current service levels, the Superintendent and Board expressed appreciation and gratitude to the groups of employees who sacrificed to maintain services to students and reduce the need for layoffs of our staff. We were one of the only districts in the state that was able to maintain a full school year for students during this period. It was not the intention of the superintendent, nor do I believe that it was the intention of the board, that these employees would continue to be under-compensated on an ongoing basis as the economy began to recover.

As the local unemployment rate has fallen and the economy has improved, the disparities between our salaries and those of our market competitors have only exacerbated our challenges to attract and retain a high quality workforce. We have lost top talent to surrounding private companies – (e.g. Nike, Cambia Health, Northwest Education Associates), non-profits, governments (e.g. Oregon Department of Education, Multnomah County), and other school districts (Vancouver, WA), who are able to offer attractively higher compensation for similar positions. We have offered positions to candidates that require them to take a significant pay cut in order to accept a position with PPS (e.g. TriMet, City of Portland)– some of them have been able to take the cut and say yes, others were unable to do so and we have lost the opportunity to add top talent to our organization. We have also had posted positions remain open for long periods of time due to compensation that is too low to attract the skill level and experience necessary for the position.

We are also experiencing compression in the compensation system, with salary ranges for job classifications that should be aligned for supervisory and career path purposes colliding. In some cases accepting a promotion with more responsibility would result in only a minimal increase, reducing our ability to create a pipeline for progressive leadership opportunity within our own system.

Over the past two years, and represented in the last two budgets, were changes to the building administrator salary structure that began to improve our market comparability, and address the compression issues with teacher compensation (due to the fact that teachers received steps and

COLA's during a period that administrators did not.) The salary proposal for licensed administrators included in this year's budget would bring our licensed administrators to the 75<sup>th</sup> percentile of our comparison market. (Included in Superintendent's Budget Proposal; posted on line)

As adjustments were made to licensed administrator positions, we needed to address the compression for Senior Directors, who supervise principals. This is a progressive leadership position, with an increased scope of responsibility that we want our building leaders to aspire to. The compensation needs to reflect that.

Executive level positions that had been frozen for most of the recession, were adjusted this past year to re-gain internal alignment.

All of these adjustments have been within established ranges for those job classifications (posted on line), and within the compensation roll up costs identified in the budget. One new hire was offered compensation outside the established range for the job classification.

Finally, the key to the success of any organization is in the people who are part of it. At Portland Public Schools we are fortunate to have extraordinary staff who work in all parts of our organization – both in our schools and supporting our schools. Our compensation must value both of those groups. We have people who have been extremely loyal in their service to our students and our district, through thick and thin, throughout their professional careers. I want to again express gratitude and appreciation to our staff who, through years of budget reductions, sacrificed to maintain our services to students, maintain a full school year, and reduce layoffs.

We still have significant work ahead of us to establish a compensation system that does what we need it to do – attract and retain high quality staff in all parts of our district. I welcome a third party performance review or performance audit as one of the tools that helps to direct our efforts as well as bring clarity to the governance role of the board and management role of the Superintendent and her staff in this area.





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

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May 5, 2015

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 5082

**RESOLUTION No. 5082**

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

**RECITAL**

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

**RESOLUTION**

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

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Cedar Mill Construction Company	5/14/2015 through 12/30/2015	Construction C 6XXXX	Window replacement at Glencoe. ITB-C 2015-1910	\$874,000	T. Magliano Fund 404 Dept. 5597 Project X0113
2KG Contractors, Inc.	5/14/2015 through 12/30/2015	Construction C 6XXXX	Roof replacement and seismic upgrade at Maplewood. ITB-C 2014-1884	Not-to-exceed \$1,500,000	C. Sylvester Fund 451 Dept. 1172 Project DC207

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

No New IGAs

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5083 through 5085

## RESOLUTION No. 5083

Authorization to enter into agreements with the City of Portland and the Native American Youth and Family Center (NAYA) for developing a Regional Early Learning Academy and Longhouse Community Center at the Foster School Site.

### RECITALS

- A. There is a shortage of appropriate facilities to house and mentor foster children and adoptive families in the greater Portland area. Native American children in particular are overrepresented in the foster care program and are less likely to succeed if they remain in a foster setting.
- B. Intergenerational housing is a way to increase a child's success, utilizing seniors as mentors for children. This model has been extremely successful in providing a stable platform for children's growth with a community that has developed and sustained an intergenerational neighborhood for adoptive families of foster children.
- C. The Native American Youth and Family Center (NAYA) is seeking to develop this intergenerational housing model and partner with Portland Public Schools (PPS) to develop a Regional Early Learning Academy and Longhouse Community Center at the Foster School Site.
- D. One May 30, 2012, the Portland City Council authorized a memorandum of understanding (MOU) with PPS that provided for a long-term lease on a portion of the Foster School site for development of an intergenerational community by NAYA, referred to as the "Housing Tract."
- E. On October 1, 2012, the City and PPS executed an intergovernmental agreement regarding the City's commitment to provide \$500,000 in funding in exchange for leasing the Housing Tract so that the City could in turn sublease the Housing Tract to NAYA.
- F. The MOU contemplates that PPS would also enter into separate agreements with NAYA to jointly operate the existing school building and school grounds (or a replacement school and grounds) as an early childhood education center.
- G. On March 11, 2013, the Board approved resolution 4737 authorizing PPS to enter into Agreements for the Lease of the Foster Housing Tract to the City of Portland and to sublease to NAYA for intergenerational housing. In July 2013, that lease was amended to obligate NAYA to develop a Good Neighbor Agreement with the Lents Neighborhood Association.
- H. PPS and NAYA have developed a final site plan that contemplates intergenerational housing on the west half of the site and a regional early learning academy and "longhouse" community center, with new and improved public streets, based in part on input from the Lents community.
- I. NAYA has amassed the funding required to begin construction of the intergenerational housing in fall, 2015.

### RESOLUTION

The Board hereby authorizes the following:

- 1. The Superintendent's Designee shall execute the second amendment to the ground lease to place the Housing Tract on the western side of the site and add the obligation of PPS to dedicate land for public street improvements and for the costs of land dedication and street construction to be shared by PPS and NAYA as set forth in the pre-development agreement.
- 2. The Superintendent's Designee shall dedicate land and sign a petition for a local improvement district for public street improvements in the location shown in Exhibit A as "PPS Dedication."

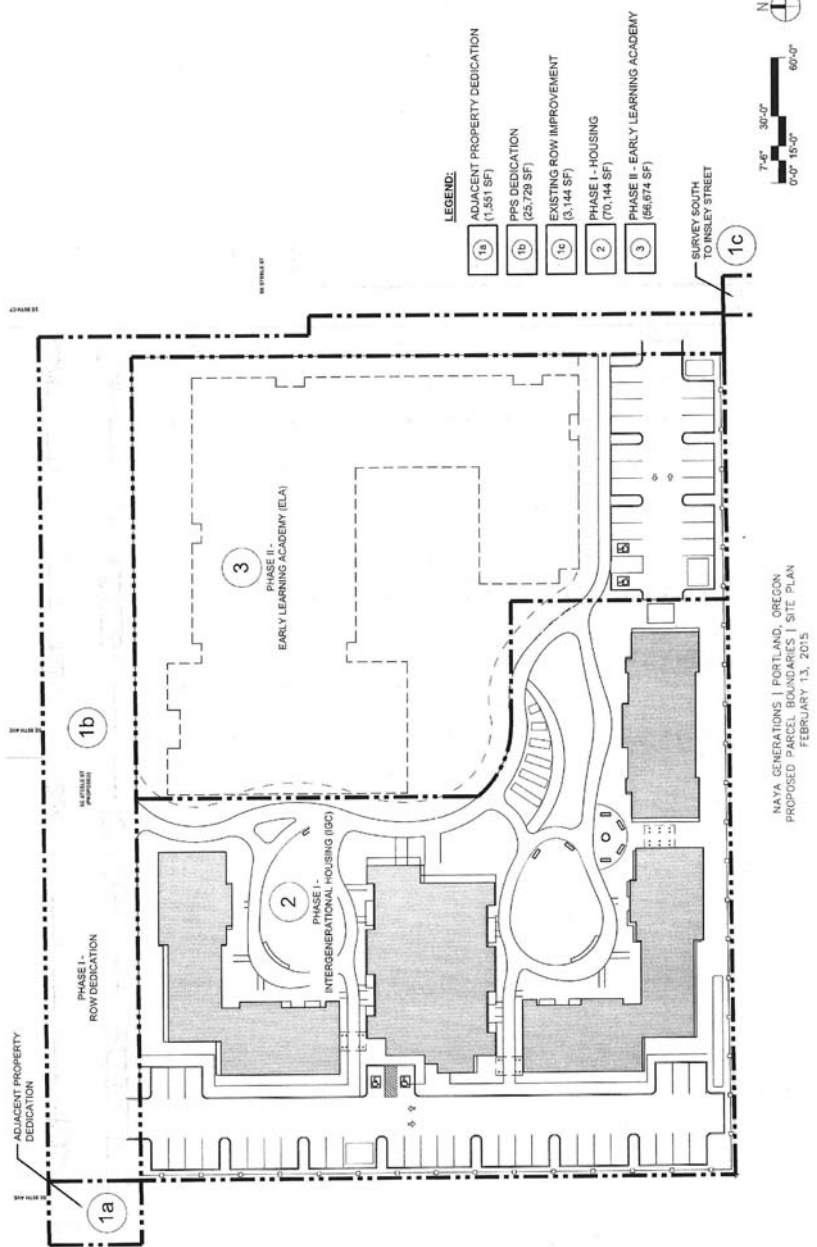
3. The Superintendent's Designee shall execute a pre-development agreement with NAYA for the purpose of defining roles, responsibilities, anticipated budget and schedule for developing the regional early learning academy and longhouse community center on the terms described in Exhibit B Summary of Pre-development Terms.
4. The Superintendent's Designee shall execute any other documents required in conjunction with these transactions for the purposes of fulfilling the obligations of the ground lease, land dedication, local improvement district and the pre-development agreement terms.
5. The Superintendent's Designee shall execute any other amendments to the ground lease necessary for the approval of the housing site development as long as they do not affect rent, the 99-year term, or overall intent of the ground lease.

Exhibits:

- A. Tract Plan
- B. Summary of Pre-development Terms

*S. King*

# EXHIBIT A





## EXHIBIT B

Topic	Term
<b>Program</b>	33,000 sq. ft. Early Learning Academy – 8 classrooms + support space: <ul style="list-style-type: none"> <li>• 3 classrooms Kindergarten</li> <li>• 3 classrooms of PPS Head Start</li> <li>• 2 classrooms of day care</li> </ul> 12,00 sq. ft. Longhouse/community center and kitchen
<b>RELA/LH Owner, manager</b>	PPS to own building, SE parking lot for 20 spaces; NAYA to use 2 classrooms for day care via long term lease; PPS to use Longhouse community space and kitchen via shared space agreement; Both parties agree to share site parking and to develop operating agreement.
<b>RELA/LH Developer</b>	PPS to develop building; is responsible for building design and permitting, selection of architect and contractor, coordination of financing and completion of project per schedule.
<b>RELA/LH Design Cost Sharing</b>	Site master planning split 55%/45% between NAYA and PPS, respectively, including LID; Building design cost split 60%/40% between PPS and NAYA, respectively.
<b>Preliminary RELA/LH Construction Funding</b>	Preliminary building cost estimated at \$12,500,000; <ul style="list-style-type: none"> <li>• PPS share @\$4,500,000 (60%); @\$780,000 land;</li> <li>• NAYA share @\$3,070,000 (40%);</li> <li>• Other funding @\$4,150,000 (public sources + New Market Tax Credits).</li> <li>• Agreement will NOT authorize construction spending</li> </ul>
<b>RELA/LH Operations</b>	PPS to operate the RELA; NAYA to operate the Longhouse; Shared spaces per Lease agreement.
<b>Demolition of Foster School</b>	To be demolished during housing phase by NAYA; Parties to share cost of demo.
<b>Creation of Local Improvement District (LID)</b>	Requires initial petition approval by PPS; Requires agreement to dedicate land – 25,729 sq. ft.; Requires financial commitment – between \$610,000 and \$730,000; Costs to be shared between PPS and NAYA 45%/55% based on final costs and appraisal.
<b>Negotiate a Development Agreement</b>	Includes: <ul style="list-style-type: none"> <li>• Project schedule</li> <li>• Funding commitments by both parties</li> <li>• Direction for lease, draft operating and share use agreements</li> <li>• Shared use of parking lots</li> <li>• Construction cost and cost sharing</li> <li>• Provision of wrap-around services</li> </ul>

## **RESOLUTION No. 5084**

### Audit of Administrative Compensation

#### **RECITALS**

- A. Given PPS's mission to serve Portland students, the district's funds must be focused primarily on the classroom and school-based supports for students, teachers, principals and other critical staff.
- B. The Portland School Board has a fiduciary duty to review, approve and adopt an annual budget that supports and bolsters the district goal of helping students progress through academic milestones and successfully graduate all students ready for college, the workforce and their future.
- C. Given that employee salaries and other compensation is the largest expense of the school district, as part of its responsibilities related to the budget, the Board will review and approve general compensation levels, parameters for salaries, and the overall budget level for central office staff.
- D. It is the intent of PPS to provide competitive compensation -- as the budget allows -- for its employees in order to recruit and retain the best employees possible.
- E. The Board in its governance role, and to ensure fiscal responsibility, sets parameters for the Superintendent to follow and approves the budget.
- F. The Board is interested in obtaining a performance audit to determine whether PPS has adequate processes and procedures in place to guide the Superintendent in determining compensation for all employees while meeting the above provisions, and to review whether the processes and procedures are being followed.
- G. The public and the Board would be well served to have an independent performance auditor review and analyze the supporting documentation, comps, processes and procedures relating to administrative compensation.
- H. The Board Audit Committee requests Board approval for a performance audit to be completed by an independent auditor of the transactions, approvals, justifications, and all relevant materials and communications related to new central office positions earning over \$70,000 or any raise of more than 3% percent and to inventory the year over year change in the number of senior administrators. In addition, the audit will review the effectiveness of the current processes and procedures for setting compensation for employees of PPS.

#### **RESOLUTION**

- 1. The Board of Education approves the recommendation of the Audit Committee and directs the incoming PPS Performance Auditor (or another independent performance auditor approved by the audit committee if the PPS Performance Auditor position is not filled by June 15, 2015) to complete an audit that covers, at a minimum, these topics:
  - a) The number of new central office administrative positions at PPS with salaries over \$70,000 and those positions that had an increase of more than 3%.
  - b) For any salary increase of more than 3%, review and report on the employment documentation that was created prior to the positions being added or raises being granted, including market comps, performance evaluations, job descriptions, authorization for all the new positions, and communications to employees.
  - c) Where PPS ranks in terms of central office, non-represented position salaries and compensation versus other Oregon districts as agreed upon with the Audit Committee.
  - d) The ratio of central office administrators per student compared to other large Oregon school districts.

- e) The effectiveness of the current processes and procedures for setting compensation for PPS employees, including appropriate Board oversight.
  - f) The Independent Performance Auditor will develop the scope of the audit in consultation with the Audit Committee. The Board asks that the audit be completed within four to six months and submitted to the Board Audit Committee for review. The summary of the initial findings should be shared as early as possible with the Board Audit Committee to help inform the Board's work on the budget and in the development of parameters and policies in this area.
2. The Board directs the Superintendent to freeze any further "market adjustments" until the Board has had a chance to review the information and an independent auditor's analysis is completed and the Board has set parameters for any future increases.
  3. In addition, the Board will consider any recommendations from the auditor for creating a formal policy regarding Board review and approval of central office administrative pay, including the differentiation between school administrators (Principals, Assistant Principals, Vice Principals) and central office certified administrators and non-educator administrators and an analysis of market competitive positions and compression.

## **RESOLUTION No. 508**

### Minutes

The following minutes are offered for adoption:

April 28, 2015



# Board of Education Informational Report

## MEMORANDUM

**Date:** April 30, 2015

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

**From:** Patrick LeBoeuf, Project Manager

**Via:** James Owens - Executive Director OSM  
C.J. Sylvester – Chief, School Modernization  
Emily Courtnage – Program Director, Purchasing & Contracting

**Subject:** Public Improvement contract award recommendation – Improvement Project 2015 – Maplewood Schools >\$1M

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1. Description of procurement for Maplewood School Improvement Project:
  - The Base Bid scope of work includes roof replacement and seismic strengthening.
  - Alternate #1 scope includes bowstring truss strengthening.
  - Alternate #2 scope includes bowstring truss strengthening and roof diaphragm strengthening over gym.

2. Source selection method: Invitation to Bid (ITB)

3. Bids Received and Opened: April 28, 2015

4. Received offers from:

	<u>Base Bid</u>	<u>Alternate #1</u>	<u>Alternate #2</u>
2KG Contractors	\$1,184,500	\$111,500	\$126,300
District/Engineer Estimate	\$865,000	N/A	N/A

5. Bid concerns: none
6. Budget amount for this item <\$1,500,000
7. Recommendation from Project Manager: Award contract to 2KG Contractors for a total amount of <\$1,500,000. See purchasing & contracting consent agenda.
8. Remarks: Alternates are under review.