

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
July 22, 2014

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. **PRESENTATION: EQUITY UPDATE** 6:20 pm
3. **SMARTER BALANCED ASSESSMENT RESOLUTION** (action item) 7:20 pm
4. **CAPITAL BOND BORROWING** (action item) 7:35 pm
5. **BOARD LEADERSHIP VOTE** (action item) 8:05 pm
6. **BUSINESS AGENDA** 8:20 pm
7. **ADJOURN** 8:30 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.



Board of Education Informational Report

MEMORANDUM

Date: July 22, 2014
To: Members of the Board of Education
From: Lorenzo Poe, Chief Equity Officer & Partnership Director
Subject: Equity Update

This Memorandum provides an informational update on implementation of the Racial Educational Equity Policy. The Board presentation will be comprised of the following components:

AFFIRMATIVE ACTION PLAN UPDATE

On June 17, 2013, the Portland School Board unanimously adopted the Portland Public Schools Affirmative Action Policy (5.10.025-P). This policy requires the school district to make meaningful efforts to recruit, employ, support and retain a qualified work force that reflects the diversity of PPS' student body.

The policy directs the Superintendent to create and implement an Affirmative Action/Equal Employment Opportunity (AA/EEO) Plan with the following expectations:

"The Board expects the AA/EEO Plan to include affirmative measures designed to ensure equal employment opportunities. The AA/EEO Plan shall identify job groups that show the underutilization of staff based on race or gender within the District; set reasonable employment goals and timetables for increasing the diversity of our staff; and establish a plan of action to enable the District to reach these employment goals.

The goals articulated in this policy and the AA/EEO Plan are not rigid, inflexible quotas that must be met, but rather targets reasonably attainable by implementing best practices and applying good faith efforts. Neither this policy, nor the AA/EEO Plan, permit discrimination against any individual or group of individuals with respect to any employment opportunity for which the individual is qualified. Nothing herein is intended to sanction the discriminatory treatment of any person based on their protected status.

The Board further directs that all District employment policies, practices, and procedures will be examined periodically to ensure they are nondiscriminatory. These policies, practices and

procedures are to be implemented by all administrative personnel, directors, personnel officers and anyone else who has responsibility for personnel functions. Equal employment opportunity and affirmative action are the responsibility of the entire District's workforce.

The Board also directs the Superintendent to report annually on the implementation of this policy and the progress of the AA/EEO Plan."

Attached is the PPS Affirmative Action Plan for 2014-2016.

RACIAL EQUITY PLAN UPDATE

Equity Plan Progress Report through January 2014

On June 13, 2011, Portland Public Schools Racial Educational Equity Policy (2.10.010-P) was adopted by Resolution No. 4459. This Policy directs the Superintendent to develop action plans with clear accountability and metrics, including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the policy's stated goals. These action plans must identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent was directed to present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent is to report progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

While the Superintendent and her Executive Leadership team are responsible for execution of the Equity Plan, the Office of Equity was tasked with leading the development and implementation of the Racial Equity Plan and monitoring District progress towards equity outcomes.

Attached is the 2013-2014 Annual Equity Work Plan indicating progress through January 2014. Year-end progress will be available in Fall 2014.

Equity Key Performance Indicators

Portland Public Schools has committed to significantly changing its practice in order to achieve and maintain racial equity in education. Progress towards racial equity is ultimately measured by the District's ability to eliminate the racial predictability in student achievement across the Milestones Framework.

The PPS Equity Key Performance Indicators were developed to provide another system-level measure of progress towards racial equity in Portland Public Schools. The seven KPIs identify racial opportunity gaps in our system that we believe contribute to disparities in student achievement.

The seven indicators measure:

- 1) Underrepresentation of students of color who do not *meet benchmark or advance at least one tier in K-3 reading*
- 2) Overrepresentation of students of color in *Special Education*
- 3) Overrepresentation of students of color experiencing *exclusionary discipline*

- 4) Underrepresentation of students of color in *Talented & Gifted (TAG)*
- 5) Underrepresentation of students of color in *AP, IB & dual credit courses*
- 6) Underrepresentation of *teachers of color* compared to the student population
- 7) *% of contract dollars* paid to minority-owned businesses

Attached is a more detailed description of the KPIs along with graphic representation of KPI #2, #3, #4, #5, and #6. For each of the KPIs, the graphs visualize over- and under-representation of students by race/ethnicity over a period of time.

KPI #1 and #7 are still in progress. KPI #1 is based on K-3 DIBELS assessment data. 2013-2014 is the first year that the DIBELS assessment was used district-wide. Thus, baseline data for this KPI will be available in Fall 2014. In regards to KPI #7, we are working towards building a system which allows us to track contract dollars paid to minority-owned businesses.

PSU-PPS Equity Research Partnership

Portland Public Schools Office of Equity and the Research, Evaluation and Assessment department have formed an Equity Research Partnership with Portland State University professors Drs. Moti Hara and Esperanza De La Vega to study the relationship between culturally responsive strategies and student achievement outcomes.

Drs. De La Vega and Hara are experts in qualitative and quantitative research methods respectively. They bring to the partnership the tools and skillsets to identify the connections between equitable and culturally responsive practices and student outcomes at the school-wide level. They have used their talents to inform individual schools, districts and the state of the contextual elements that contribute to improved student performance.

In a previous collaboration, the PSU Funded 'Closing the Achievement Gap' (CTAG) study, De La Vega and Hara provided the Oregon Department of Education (ODE) with valuable contextual data on 13 schools across the state credited with successfully improving student assessment results. That work is the foundation of the PSU-PPS Equity Research Partnership.

Using longitudinal data collected by PPS in annual Equity and Safe & Civil Schools surveys along with district-wide student- and school level longitudinal data, Hara, De La Vega and PPS staff will begin to study the role of culturally responsive pedagogy and practice in closing the achievement gap at selected PPS schools. Schools will be selected and work will begin in earnest in Fall 2014. PSU will also work with PPS to revise and update its annual districtwide Equity Survey.

The partnership was one of nine recipients of the Oregon Department of Education's Culturally Responsive Pedagogy and Practices Grant. The partnership was awarded a grant of \$128,049 to support the collaborative work between PSU and PPS, including funding two doctoral students and support for data gathering and analysis.



Portland Public Schools
Affirmative Action Plan
2014-2016

Office of Equity & Partnerships
July 16, 2014

INTRODUCTION

Portland Public Schools serves approximately 48,000 students, all of whom bring their unique identities, experiences and abilities to create the rich fabric of our school communities. At Portland Public Schools, this is our goal: By the end of elementary, middle and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions.

PPS recognizes the existence of systemic barriers in employment and education, and is committed to eliminating those barriers. The District is implementing a number of strategies to create an inclusive work environment that recognizes the diversity of all of its employees. Every District employee deserves a work environment that values and utilizes the unique perspectives, skills and knowledge of each member of its workforce, and a workplace that is free from unlawful harassment, discrimination, or retaliation based on race, color, ethnicity, or other protected class status. This voluntary affirmative action plan is one strategy that is meant to promote inclusion, by ensuring that our applicant pools are diverse, that we scrutinize our hiring policies and procedures to identify and to eliminate barriers, and to ensure that applicants for employment are provided full consideration.

For decades, the shortage of teachers of color has been a pressing issue for our nation's elementary and secondary schools (Ingersoll & May, 2011). It has become an increasing concern nationwide. At the national level, students of color make up more than 40 percent of the public school population. In contrast, teachers of color—teachers who are not non-Hispanic white—are only 17 percent of the teaching force. Teachers of color serve as role models for students, giving them a clear and concrete sense of what diversity in education—and in our society—looks like. (Ulrich Boser, November 2011) A recent review of empirical studies also shows that students of color do better on a variety of academic outcomes if they're taught by teachers of color. (Villegas & Irvine, 2010).

On June 13, 2011 the Portland School Board unanimously adopted the Portland Public Schools Racial Educational Equity Policy (2.10.010-P). The policy calls out race-based disparities in schools, identifies the district's role in erasing them and holds up high expectations to ensure that all students reach their academic potential. The Racial Educational Equity Policy states:

“The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement.”

Thus, on June 17, 2013, the Portland School Board unanimously adopted the Portland Public Schools Affirmative Action Policy (5.10.025-P). This policy requires the school

district to make meaningful efforts to recruit, employ, support and retain a work force that reflects the diversity of PPS' student body with the ultimate goal of enhanced student performance and elimination of the achievement gap.

The rationale for the policy is laid out in the District's Equity Plan:

“If our workforce mirrors the student & family population we serve, then our organization will be better able to provide role models for students of color, better understand the needs of our students and families of color, and make better decisions for our families and students of color. Increasing the racial, ethnic, and linguistic diversity of our organization increases the cultural responsiveness of our organization.”

The State of Oregon has also recognized the need to expand opportunities for inclusion and diversity. The Oregon Minority Teacher Act, ORS 342.433-342.449, describes the state's commitment to equity, and sets a goal of increasing the number of minority teachers and administrators employed by school districts and the number of minority students enrolled in public teacher education programs. In the Oregon Minority Teacher Act, the term “minority” includes five state law categories: (a) A person having origins of the Black racial groups of Africa; (b) A person of Hispanic culture or origin; (c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; (d) An American Indian or Alaskan Native having origins in any of the original peoples of North America; or (e) A person whose first language is not English. The Oregon Minority Teacher's Act establishes the goal that districts should increase the percentage of minority teachers and administrators by 10% on July 1, 2015 as compared to July 1, 2012.

The District also remains committed to continuing to provide opportunities for inclusion in its workplace for veterans, disabled veterans and individuals with disabilities.

CLARIFICATIONS

Because of resource limitations, the PPS Affirmative Action Plan—including data collection, analysis, and targeted implementation of specific affirmative action strategies—is currently focused on race and gender.

The Office of Equity & Partnerships is responsible for the implementation of the Portland Public Schools Affirmative Action Policy (5.10.025-P) and Plan. Human Resources continues to be responsible for implementation of the District's Non-Discrimination Policy (1.80.020-P) and Equal Employment Opportunity compliance.

For purposes of this Affirmative Action Plan (AAP), the District uses the terms “people of color” and “employees of color”. This AAP also contains terminology originating from federal executive orders, which has general acceptance and common understanding in the human resources field.

The use of such terms as “underutilized,” “deficiency,” “minorities,” “concentration,” “affected class,” “goal,” “problem area,” etc. should not be construed as an admission by the District, in whole or in part, that any problem area exists or that any group is

presently underutilized, concentrated or discriminated against in any way by the district in violation of any federal, state or local fair employment practice laws.

Furthermore, nothing contained in this AAP or its supporting data should be construed as an admission by the District, in whole or in part, that it has contravened any federal, state or local employment practice laws. Any placement goals that the District has established herein are not intended as rigid, inflexible quotas that must be met, but rather as targets reasonably attainable by applying every good faith effort in implementing this AAP. The use of placement goals in this AAP is not intended, nor is the effect of such placement goals intended, to discriminate against any individual or group of individuals with respect to any employment opportunities for which he, she, or they are qualified on the grounds that he, she, or they are not the beneficiaries of affirmative action themselves. Nothing herein is intended to sanction the discriminatory treatment of any person; all employment decisions at the District are made based on job related criteria.

Reports that contain specific data such as names of employees and salary information are not an official part of this AAP. The information is on file at the District as documentation and supporting data for the AAP and is available for review only as required by law.

This AAP does not constitute an express or implied contract between the District and its employees, job applicants, or any other person. Nothing in this AAP provides any individual or group with a right of action against the District.

STATEMENT OF POLICY

On June 17, 2013, the Portland School Board unanimously adopted the Portland Public Schools Affirmative Action Policy (5.10.025-P). The policy requires the school district to make meaningful efforts to recruit, employ, support and retain a work force that reflects the diversity of PPS' student body. The policy states:

In order to close the racial achievement gap and better serve all students, Portland Public Schools staff must reflect the diversity of the students we serve. The Board of Education's Racial Educational Equity Policy, 2.10.010-P, requires the school district to "recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel." Oregon state law, as articulated in the Minority Teachers Act, states that "the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state." ORS § 342.437. This Affirmative Action Policy sets forth the Portland Public School District's prohibition against discrimination, directs the Superintendent to create and implement an Affirmative Action/Equal Employment Opportunity Plan (AA/EEO Plan), and establishes the goal that the District will come into compliance with the goals established by the Oregon Minority Teachers Act.

Equal Employment Opportunity

The District shall provide equal employment opportunity for all applicants and staff in recruitment, hiring, assignment, training, retention, transfer and promotion. All employment actions shall be in accordance with the Board Policy of Non-Discrimination, 1.80.020. The District shall comply with all federal, state and local laws relevant to equal employment and non-discrimination.

The District will not tolerate retaliation against any individual who reports discrimination or harassment; or testifies, assists or participates in any manner in an investigation, proceeding or hearing, regardless of the outcome of the complaint. Conduct that would likely deter an individual from reporting or supporting a claim may constitute retaliation. Making a complaint of harassment or discrimination, even if the complaint is not substantiated, is protected conduct, and retaliation because of protected conduct is prohibited.

The Superintendent shall designate the Chief Human Resources Officer to oversee compliance with equal employment and non-discrimination.

Affirmative Action – Employment

In order to comply with the Racial Educational Equity Policy and the Oregon Minority Teachers Act, the District will make meaningful efforts to recruit, employ, support and retain a qualified work force that reflects the diversity of our student body. The Board expects to see measurable progress every year in reaching the goal established by the Oregon Minority Teachers Act. This goal will both help ensure a work and school environment free from discrimination, and will contribute to enhanced student performance and the elimination of the achievement gap. To this end, the Board directs the Superintendent to develop and implement an AA/EEO Plan. The Board further directs the Superintendent to designate an Affirmative Action Officer to oversee the implementation of, and compliance with, the AA/EEO Plan.

The Board expects the AA/EEO Plan to include affirmative measures designed to ensure equal employment opportunities. The AA/EEO Plan shall identify job groups that show the underutilization of staff based on race or gender within the District; set reasonable employment goals and timetables for increasing the diversity of our staff; and establish a plan of action to enable the District to reach these employment goals.

The goals articulated in this policy and the AA/EEO Plan are not rigid, inflexible quotas that must be met, but rather targets reasonably attainable by implementing best practices and applying good faith efforts. Neither this policy, nor the AA/EEO Plan, permit discrimination against any individual or group of individuals with respect to any employment opportunity for which the individual is qualified. Nothing herein is intended to sanction the discriminatory treatment of any person based on their race or other protected status.

The Board further directs that all District employment policies, practices, and procedures will be examined periodically to ensure they are nondiscriminatory. These policies, practices and procedures are to be implemented by all administrative personnel, directors, personnel officers and anyone else who has responsibility for personnel functions. Equal employment opportunity and affirmative action are the responsibility of the entire District's workforce.

The Board directs the Superintendent to report annually on the implementation of this policy and the progress of the AA/EEO Plan.

To assure compliance with the Affirmative Action Plan, Lorenzo T. Poe Jr., Chief Equity Officer, has been designated as the Affirmative Action Officer to administer and monitor the District's affirmative action practices and make reports to the Superintendent.

Legal References: Oregon Minority Teacher Act, ORS 342.433 to 342.449; federal, state and local laws prohibiting discrimination in employment, including, Title VII of the Civil Rights Act of 1964 (as amended), the Uniformed Services Employment and Reemployment Rights Act, the Americans with Disabilities Act, the Age Discrimination in Employment Act, ORS Chapter 659A (non-discrimination in employment) and ORS 408.225-408.290 (veterans preference in public employment); No Child Left Behind Act of 2001, Pub. Law. 107-110 (2002).

PLAN OVERVIEW

This Affirmative Action Plan has been prepared, in part, using principles and methods adapted from implementing regulations for affirmative action from the Office of Federal Compliance Programs (OFCCP), and requirements of the Oregon Minority Teacher Act. As directed by the PPS Affirmative Action Policy, the District will apply the goals of the Oregon Minority Teacher Act to include affirmative action strategies for minorities and women in all positions. The District believes that affirmative action is an effective business tool to achieve educational equity, as defined in the Racial Educational Equity Policy (2.10.010-P). This AAP is designed to provide guidance to management with respect to the District's commitment to full implementation of its affirmative action policy. In order to implement the Racial Educational Equity Policy and the Affirmative Action Policy, the district is committed to the following actions:

1. To continue to provide equal opportunity to all qualified persons, and to recruit, hire, train, promote and compensate persons in all jobs without regard to race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran status, national or ethnic origin, or any other characteristic protected by applicable law.
2. To identify and analyze all areas of its employment process so as to further the principles of equal employment opportunity. Access to employment opportunities

and employment decisions in all of their forms are made to further the objective of equal employment.

- A. *Recruitment and Selection.* In conformity with applicable law, the recruitment, testing and hiring of all staff will continue to be conducted without discrimination against any individual with regard to race, color, sex, age, disability, sexual orientation, gender identity, veteran status, national or ethnic origin or other characteristic protected by law. All employee selection criteria used by the District are based solely on job-related criteria. Known sources of potential female applicants and potential applicants of color will be contacted regularly so as to maximize the participation of such applicants.
 - B. *Retention.* The District will monitor and compare the length of service of employees of color and female employees to ensure that there is no disparity in the retention of those groups. The District will maintain an environment where diverse employees can fully utilize their knowledge, skill and abilities to accomplish its educational mission.
 - C. *Promotion.* Individuals will continue to be considered for promotion on the basis of their abilities, skills, and experience. The District ensures that employees of color and female employees, who are qualified, including those who become qualified through on the job training, are considered for promotion. In making promotion decisions, the supervisors directly involved and other appropriate staff ensures that promotions are based solely on job-related criteria.
 - D. *Transfers.* When vacancies occur, the supervisor directly involved and appropriate staff will continue positive efforts to affect transfers of employees of color and female employees whenever such transfers will increase the likelihood of greater job opportunity in areas where employees of color and female employees may have been or may now be underutilized.
 - E. *Layoffs.* If reductions in the District's workforce become necessary, they will be based on non-discriminatory policies. The District will review those persons affected by the reductions to assure compliance with this policy and to ensure that employees of color and women are treated in a non-discriminatory manner with respect to layoff and recall.
3. The District will periodically review personnel actions and collect data on a continual basis for the purpose of monitoring progress under the AAP.

Dissemination of Policy: Internal

- A. The District's Affirmative Action Policy and Non-Discrimination Policy are available to all employees and are published on the District's website.
- B. Supervisors and managers are responsible for affirmative action compliance and implementation. The District will continue to train supervisors and managers in equal employment opportunity and fair labor practices.
- C. Equal employment opportunity and affirmative action will be discussed in new employee and supervisor orientation.
- D. Management will make known to all employees the existence of our AAP, and will make available such elements of the plan to enable employees to know of and avail themselves of its benefits.

Dissemination of Policy: External

- A. The District will continue to inform recruitment sources of its commitment to EEO and affirmative action. In doing so, the District makes clear that all applicants will be treated without regard to race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran status, national or ethnic origin, or any other characteristic protected by applicable law. Furthermore, these recruitment sources will be informed that the District actively seeks qualified women and people of color for employment.
- B. The District communicates with appropriate minority and women's organizations, community agencies, guidance and placement personnel of local high schools, colleges and other potential sources of applicants of color and female applicants, apprising them of the District's EEO and affirmative action policy and encouraging them to refer candidates of color and female candidates for employment.
- C. The District will continue to inform prospective employees of the existence of our AAP, make them aware of the elements of the plan and enable them to avail themselves of its benefits.
- D. The District will continue to incorporate the equal employment opportunity clause in all purchase orders, leases, contracts, etc.
- E. The District will continue to refer employment opportunities that are not expected to be filled from within, to the State Employment Department and relevant recruitment sources.

Responsibility for Implementation

Lorenzo T. Poe Jr., Chief Equity Officer, has overall responsibility for implementation of the AAP. He has the primary management responsibility and accountability for ensuring compliance with the AAP. As the designated Affirmative Action Officer for the District, Mr. Poe has the authority, resources, support of and access to top management necessary to ensure implementation of the AAP. He will make managers and supervisors aware of the program and request their cooperation and assistance. The name of the Affirmative Action Officer appears on internal and external communications on the District's AAP.

1. The duties of the Affirmative Action Officer include:
 - A. Develop policy statements, AAP methods, and internal and external communication techniques. Affirmative action policies and procedures will continue to be developed to ensure an efficient yet positive interaction between the Affirmative Action Officer and the managers charged with employment responsibility.
 - B. Assist in the identification of barriers to implementation, and develop strategies to eliminate barriers identified.
 - C. Assist line management and supervisors in devising solutions to equal employment problems, to ensure full understanding of affirmative action and EEO policies and procedures.
 - D. Design and implement monitoring and reporting methods that will:
 - Measure the effectiveness of the AAP
 - Indicate any need for remedial action
 - Determine the degree to which placement goals are met
 - Provide management with an understanding of the AAP placement goals and objectives.
 - E. Meet with managers, supervisors and employees to assure that the AAP policy is followed.
 - F. Ensure that supervisors understand their work performance is being evaluated in part on the basis of their demonstrated commitment to affirmative action and EEO, and their responsibility to prevent discrimination and harassment.
 - G. Serve as a liaison between the District and organizations and community action groups concerned with employment opportunities for people of color and women.

- H. Keep management informed of developments in the equal employment opportunity and affirmative action areas.
2. The District recognizes that the cooperation of department supervisors and line managers is required to reach the full potential of this AAP. Therefore, supervisors and managers are expected to:
- A. Assist the Affirmative Action Officer with the identification of any barriers to implementation and eliminating any barriers to equal employment opportunity.
 - B. Whenever possible, become involved in local racial/ethnic organizations, women's organizations, community action groups and community service programs.
 - C. Work with the Affirmative Action Officer to periodically review hiring and promotion patterns and training programs to isolate impediments to the attainment of placement goals and objectives. Communicate AAP results in management meetings.
 - D. Review the qualifications of employees to ensure that people of color and women are given full opportunities for promotions and transfers.
 - E. Adhere to the District's policies of affirmative action and equal opportunity and ensure that they are understood and adhered to by the employees they supervise.
 - F. Take action to prevent discrimination or harassment of employees for any reason prohibited by federal, state or local EEO law or the District's policies.

BASELINE JOB GROUP ANALYSIS

The quantitative analyses that are included in the AAP were used in the development of affirmative action strategies. For the sake of clarity, we have selected only a limited number of key analyses to include in the supporting documents. Other data and analyses are on file in the Equity and Partnerships Office. Copies are available upon written request.

The following charts present a baseline analysis of districtwide employees by job group based on SY 2012-2013 data. The first breaks down each job group by % of women and % of employees of color while the second chart looks at the % of specific racial/ethnic groups.

For each chart:

1. Avail% equals the percent availability for the identified subgroup for each job group within the reasonable hiring area.
2. Actual% equals the percent employed for the identified subgroup for each job group within PPS.
3. Goal% equals the percent represented for the identified subgroup within the District's student population. These reflect the goals set by the Oregon Minority Teachers Act and the District's Affirmative Action Policy.

Job Group Analysis by Women and Total Staff of Color

Job Group		# of Employees			Women			Staff of Color		
		Total	Female	Staff of Color	Avail%	Actual%	Goal%	Avail%	Actual%	Goal%
OM-1	Officials, Administrators, Mgrs	158	82	24	52.30%	51.90%	49%	28.30%	22.80%	44.40%
LIB-AV	Librarian/Audiovisual*	32	29	4	76.50%	90.60%	49%	13.30%	12.50%	44.40%
TEACH AID	Teacher Aides	879	671	267	63.40%	76.30%	49%	10.80%	30.40%	44.40%
OC	Clerical/Secretaries	388	349	85	82.50%	89.90%	49%	16.00%	21.90%	44.40%
SUB SEC	Substitute Secretaries	25	25	1	73.60%	100.00%	49%	11.30%	4.00%	44.40%
TECH	Technicians	9	5	1	29.60%	55.60%	49%	9.90%	11.10%	44.40%
CR-1	Craft Workers (Skilled)	69	3	8	7.90%	4.30%	49%	15.90%	11.60%	44.40%
LAB	Laborers (Unskilled)	13	1	2	7.30%	7.70%	49%	16.60%	15.40%	44.40%
SER	Service Workers	672	356	239	37.60%	53.00%	49%	19.50%	35.60%	44.40%
SUB NS	Substitute Nutrition Services	29	27	9	69.50%	93.10%	49%	25.40%	31.00%	44.40%
PRIN	Principals*	84	59	23	62.90%	70.20%	49%	27.00%	27.40%	44.40%
ASST PRIN	Asst. Principals-Nonteaching*	63	42	24	64.20%	66.70%	49%	13.90%	38.10%	44.40%
T1 HS	Secondary Classroom Teachers*	481	249	79	56.30%	51.80%	49%	20.00%	16.40%	44.40%
SUB T	Substitute Teachers*	726	511	80	76.90%	70.40%	49%	6.40%	11.00%	44.40%
T3 ES	Elementary Classroom Teachers*	1530	1158	279	67.40%	75.70%	49%	20.90%	18.20%	44.40%
T2 OTH	Other Classroom Teachers*	752	577	98	75.00%	76.70%	49%	14.00%	13.00%	44.40%
PSY	Psychological*	84	75	5	67.80%	89.30%	49%	17.90%	6.00%	44.40%
PROF	Other Professional Staff	435	280	111	62.40%	64.40%	49%	18.90%	25.50%	44.40%
SUB PARA	Substitute Paras	99	63	13	67.90%	63.60%	49%	14.80%	13.10%	44.40%
GUID	Guidance*	99	75	9	66.00%	75.80%	49%	35.40%	9.10%	44.40%

*Oregon Minority Teacher Act job groups

2012-2013 Job Group Analysis by Race/Ethnicity

		Employees		Black/African American			Hispanic/Latino			Asian			American Indian/ Alaskan Native			Hawaiian/Pacific Islander			Multi-Racial		
Job Group		Total	Min	Avail%	Actual%	Goal%	Avail%	Actual%	Goal%	Avail%	Actual%	Goal%	Avail%	Actual%	Goal%	Avail%	Actual%	Goal%	Avail%	Actual%	Goal%
OM-1	Officials, Admin, Managers	158	36	6.4%	8.9%	11.4%	9.2%	2.5%	16.1%	6.1%	5.1%	8.1%	0.6%	1.9%	1.2%	0.3%	1.3%	0.9%	2.2%	3.2%	6.6%
LIB-AV	Librarian/ Audiovisual	32	4	2.5%	0.0%	11.4%	3.0%	0.0%	16.1%	5.6%	6.3%	8.1%	0.4%	3.1%	1.2%	0.0%	0.0%	0.9%	1.2%	3.1%	6.6%
TEACH AID	Teacher Aides	879	267	2.2%	10.5%	11.4%	3.5%	10.6%	16.1%	2.1%	5.1%	8.1%	0.6%	0.7%	1.2%	0.1%	0.1%	0.9%	2.3%	3.4%	6.6%
OC	Clerical/ Secretarial	388	85	4.4%	8.2%	11.4%	5.0%	5.2%	16.1%	3.3%	3.9%	8.1%	0.8%	1.0%	1.2%	0.3%	0.3%	0.9%	2.3%	3.4%	6.6%
SUB SEC	Substitute Secretaries	25	1	2.5%	0.0%	11.4%	3.4%	0.0%	16.1%	2.6%	0.0%	8.1%	0.7%	0.0%	1.2%	0.1%	0.0%	0.9%	2.1%	4.0%	6.6%
TECH	Technicians	9	1	3.4%	0.0%	11.4%	1.9%	0.0%	16.1%	1.2%	11.1%	8.1%	0.8%	0.0%	1.2%	0.1%	0.0%	0.9%	2.3%	0.0%	6.6%
CR-1	Craft Workers (Skilled)	69	8	1.4%	4.3%	11.4%	8.3%	1.4%	16.1%	3.3%	2.9%	8.1%	0.7%	0.0%	1.2%	0.4%	0.0%	0.9%	1.8%	2.9%	6.6%
LAB	Laborers (Unskilled)	13	2	2.6%	7.7%	11.4%	8.0%	0.0%	16.1%	2.6%	0.0%	8.1%	0.8%	0.0%	1.2%	0.2%	0.0%	0.9%	2.3%	7.7%	6.6%
SER	Service Workers	672	239	3.1%	15.9%	11.4%	10.1%	8.9%	16.1%	2.6%	6.1%	8.1%	0.9%	1.3%	1.2%	0.2%	0.4%	0.9%	2.5%	2.8%	6.6%
SUB NS	Substitute Nutrition Services	29	9	2.8%	10.3%	11.4%	13.7%	0.0%	16.1%	3.5%	10.3%	8.1%	1.2%	0.0%	1.2%	0.0%	0.0%	0.9%	4.0%	10.3%	6.6%
PRIN	Principals	84	23	7.4%	17.9%	11.4%	10.6%	4.8%	16.1%	5.7%	1.2%	8.1%	0.7%	0.0%	1.2%	0.3%	0.0%	0.9%	2.3%	3.6%	6.6%
ASST PRIN	Asst. Principals- Nonteaching	63	24	2.6%	15.9%	11.4%	4.7%	19.0%	16.1%	3.2%	1.6%	8.1%	0.7%	0.0%	1.2%	0.1%	0.0%	0.9%	2.6%	1.6%	6.6%
T1 HS	Secondary Classrm Teachers	481	79	4.2%	2.1%	11.4%	8.8%	6.4%	16.1%	4.2%	4.8%	8.1%	0.5%	0.4%	1.2%	0.1%	0.0%	0.9%	2.2%	2.7%	6.6%
SUB T	Substitute Teachers	726	80	0.8%	5.5%	11.4%	2.4%	0.6%	16.1%	1.5%	3.4%	8.1%	0.4%	0.7%	1.2%	0.0%	0.0%	0.9%	1.3%	0.8%	6.6%
T3 ES	Elementary Classrm Teachers	1530	279	4.6%	3.9%	11.4%	9.6%	6.1%	16.1%	4.2%	4.0%	8.1%	0.4%	0.6%	1.2%	0.1%	0.1%	0.9%	1.9%	3.6%	6.6%
T2 OTH	Other Classroom Teachers	752	98	3.5%	2.8%	11.4%	5.3%	4.4%	16.1%	2.7%	2.7%	8.1%	0.5%	0.1%	1.2%	0.1%	0.1%	0.9%	1.9%	2.9%	6.6%
PSY	Psychological	84	5	4.2%	0.0%	11.4%	7.2%	2.4%	16.1%	3.7%	0.0%	8.1%	0.6%	0.0%	1.2%	0.1%	0.0%	0.9%	2.1%	3.6%	6.6%
PROF	Other Professional Staff	435	111	3.2%	6.9%	11.4%	6.6%	8.0%	16.1%	5.6%	6.7%	8.1%	0.6%	0.9%	1.2%	0.2%	0.5%	0.9%	2.4%	2.5%	6.6%
SUB PARA	Substitute Paras	99	13	2.1%	4.0%	11.4%	4.8%	0.0%	16.1%	3.9%	1.0%	8.1%	0.7%	1.0%	1.2%	0.4%	0.0%	0.9%	2.7%	7.1%	6.6%
GUID	Guidance	99	9	11.0%	3.0%	11.4%	14.6%	1.0%	16.1%	5.5%	1.0%	8.1%	1.3%	0.0%	1.2%	0.2%	0.0%	0.9%	2.7%	4.0%	6.6%

Division Affirmative Action Strategies



Portland Public Schools
2014/15 Organizational Structure

PPS Board of Education

Superintendent of Schools
Carole Smith

Board Secretary & General Counsel
Julie Patterson

Chief of Staff
Amanda Whalen

Human Resources Counsel
Stephanie Harper, Director
Special Education Counsel
Suzy Harris, Director

- Board Office
Vacant, Board Manager
- Data & Policy Analysis
Shawn Helm, Sr. Manager
- Research, Evaluation & Assessment
Joe Suggs, Director
- System Planning & Performance
Vacant, Sr. Director

Asst. Superintendent of Student, Family & School Support Svcs.
Harriet Adair

Asst. Superintendent of Teaching & Learning
Melissa Goff

Asst. Superintendent of School Performance
Antonio Lopez

Chief of Communications & Public Affairs
Jon Isaacs

Chief Equity & Diversity Officer
Lorenzo Poe

Chief Financial Officer
Ryan Dutcher, Interim

Chief Human Resources Officer
Sean Murray

Chief Operating Officer
Tony Magliano

Chief of School Modernization
C.J. Sylvester

PK-12 School Operational Support
- College & Career Readiness, AVID/Gear-Up/Int'l. Baccalaureate
Bonnie Hobson, Program Director

- Columbia Regional Programs
Lisa McConachie, Director
Brad Hendershott, Program Admin.
Gayle Robbins, Program Admin.

- Early Learning
Deborah Berry, Principal - Head Start
Nancy Hauin, Program Manager
Eileen Isham, Principal - Head Start

- Enrollment & Transfer Center
Judy Brennan, Director

- Family Engagement
Vacant, Director

- Funded Programs
Joe LaFountain, Director
Leslie O'Dell, Program Director
Angela Sandino, Program Director
Vacant, Program Director

- Translation & Interpretation Svcs.
Vacant, Sr. Manager

Office of Teaching & Learning
Van Truong, Executive Director

- Dual Language Immersion
Debbie Armendariz, Director
Michael Bacon, Asst. Director
Kim Nguyen, Sr. Manager

- ESL
Vacant, Director
Lisa Blount, Asst. Director
Veronica Magallanes, Asst. Director
Francisco Garcia, Sr. Manager

- Instruction, Curriculum & Assessment
Vacant, Director
- Curriculum & Instruction
Angela Hubbs, Asst. Director
Susan Payne, Asst. Director
- Instructional Resource Center

Special Education
Mary Pearson, Director
Ed Krankowski, Asst. Director
Jeff Brown, Program Admin.
Lornie Harris, Program Admin.
David Lizaola, Program Admin.
Lauretta Manning, Program Admin.
Linda Moon, Program Admin.
Chrystal Watros, Program Admin.

Student Services
Tammy Jackson, Director
Vacant, Program Admin.

Teaching Innovation
Erika Gillis, Director
- Talented and Gifted

Textbook Services

PK-12 School Administration
- Benson / Roosevelt Schools
Charlene Williams, Sr. Director

- Cleveland / Wilson Schools
Larry Dashiell, Sr. Director

- Franklin Schools
Shay James, Sr. Director

- Grant / Jefferson Schools
Karl Logan, Sr. Director

- Lincoln / Madison Schools
Lisa McCall, Sr. Director

PK-12 Programs
Sascha Perrins, Sr. Director
Greg Walleck, Program Director

- Athletics
Marshall Haskins, Program Director

- Career Pathways & Career Technical Education
Jeanne Yerkovich, Sr. Manager

Multiple Pathways to Graduation
Korinna Wolfe, Sr. Director
Diane Barthoin-Hernandez, Asst. Director
Joeylyn Bigay, Program Director
Carla Gay, Program Director
Cheryl James, Program Director
Kristen Miles, Program Director
Mark VanHooissen, Principal
Vacant, Program Director

- Alliance High School
- Charter Schools
- Community-Based Organizations
- DART Schools
- Learning Credit Options
- Portland Evening Scholars
- Reconnection Center
- Summer Scholars
- Teen Parent

PK-12 School Performance Office
Sarah Singer, Director

Capital Communications
Kimm Fox-Middleton, Manager
David Mayne, Manager

Communications
Larry Bingham, Manager

Educational Media Services
Terry Proctor, Manager

Employee & Family Communications
Erin Barnett,
Communications Officer

Government Relations
David Williams, Program Director

Parent & Family Ombudsman
Judi Martin, Program Manager

Public Information
Christine Miles,
Public Information Officer

Affirmative Action
Bonnie Gray, Asst. Director

District Equity Initiatives
Jeanine Fukuda, Asst. Director

Equity Professional Development
Cynthia MacLeod, Asst. Director
Vacant, Asst. Director

Equity Programs
Hector Roche, Sr. Manager

Partnership Development
Andre Jackson, Sr. Manager

Supplemental Educational Services
Dunya Minoo, Sr. Manager

Department of Finance
David Wynde, Deputy CFO & Budget Director

- Budget
Sara Bottomley, Asst. Director

- Grant Development
Susan Jordan, Sr. Manager

- Purchasing & Contracting
Emily Courtnage,
Program Director

Accounting & Payroll
Sharie Lewis, Director

- Accounts Payable
Harriet Deary, Sr. Manager

- General Ledger
Cheryl Anselone, Sr. Manager

- Grant Accounting
Dave Shick, Sr. Manager

- Payroll Services
Ondra Mathews, Asst. Director

- Treasury
Barbara Gibbs, Sr. Manager

Records Management
Melinda Boomgarden,
Interim Manager

Risk Management
Benson Meyers,
Program Director

Administration & Operations
Michelle Riddell,
Deputy Chief HR Officer

Benefits
Terri Burton, Program Director

Classification & Compensation
Lisa Gardner, Sr. Manager

Employee & Labor Relations
Brock Logan, Sr. Director
Frank Scott, Program Director
Mary-Elizabeth Harper,
Sr. Manager
Ross Hume, Sr. Manager

Equity & Workforce Diversity
Vacant, Program Director

Talent Management
Loretta Benjamin-Samuels,
Program Director
Keith Hathorne, Manager

Technology & Support Services
Patty Blanchard, Program Director

Training & Development
Sue Ann Higgins, Sr. Director

- New Teacher Mentor Program
Lynne Shlom Ferguson,
Asst. Director

Facilities & Asset Management
Vacant, Director

- Facilities Operations / Warehouse, Delivery, & Mail Services
Tom Adams, Program Director

- Planning & Asset Management / Civic Use of Buildings
Sara King, Program Director

- Project Management
Randy Miller, Program Director

Information Technology
Josh Klein, Chief Information Officer

- Client Services
Marita Ingalsbo, Program Director

- IT Project Management
Sajal Maheshwari, Sr. Manager

- Systems Development & Integration
Brett Luelling, Program Director
Niku Schreiner, Sr. Manager
Alicia Fecker, Supervisor

- Technical Operations
Ryan Whitman-Morales,
Program Director
Stacey Partin, Sr. Manager
Kathryn Rosson, Sr. Manager
Ramzi Adas, Manager

Nutrition Services
Gitta Grether-Sweeney, Director
Whitney Eilersick, Asst. Director

Security Services
George Weatheray, Program Director

Student Transportation
Teri Brady, Director
Vacant, Asst. Director

School Modernization
Jim Owens, Executive Director
Erik Gerding, Program Director
Dan Jung, Asst. Director
Debra Pearson, Program Director
Michelle Platter, Program Director
Jen Sohm, Sr. Manager

COMMUNITY INVOLVEMENT & PUBLIC AFFAIRS

I. Introduction

PPS Community Involvement & Public Affairs is composed of the Communications Office, including Educational Media Services, and Governmental Affairs.

The Communications staff focuses on media relations, communications support for the Superintendent and Leadership, family and employee communication, community engagement and outreach, partnership support and strategic and governmental communications. The Office communicates via development and maintenance of web, social media, print and video/television pathways. The Director of Governmental Affairs is the PPS liaison with elected officials and advocates for the needs of the district in the Legislature on budget and myriad other matters.

In 2014-15, CIPA will add an Ombudsman to its staff to be a liaison between families, schools and the school district to resolve disputes.

The following Affirmative Action Strategies for CIPA are being written in reliance upon the PPS Affirmative Action Plan and all applicable rules therein.

Departmental commitment to Affirmative Action

As a department, we are committed to the ideals of Affirmative Action. Each day our department engages in the district's racial equity work. We, for example, pitch stories to the media and otherwise represent in the media and through our communication pathways our belief in and examples of all students reaching their potential and application of an equity lens to district policies and practices. We also communicate key school district information to families in multiple languages and are increasing our outreach to diverse communities through partnerships with Univision, partners and diverse parent groups.

Our goal is to inform and engage all employees, families, partners and community members to advocate for and support students to reach their highest academic achievement and to support and contribute to our schools and our school district in a manner that strengthens the learning environment for students.

To effectively achieve this goal and to reflect the racial equity goals of our organization, it is imperative that our department seeks out and reflects multiple perspectives. One vehicle for accomplishing this is to have a racially and culturally diverse staff.

For these reasons, CIPA will utilize selection procedures to recruit applicants who reflect the diversity of our school communities, including ethnic groups, women, veterans, and persons with disabilities who historically have been underutilized in the workforce. This office will not discriminate in terms and conditions of employment on any basis prohibited by law,

ordinance, rules, or regulations, as contained in the attached memorandum to all employees, which will be updated and distributed annually.

II. Assessment of Current Affirmative Action Strategies

As of April 2014, the PPS Community Involvement & Public Affairs staff is primarily White. Our breakdown is as follows:

# of White Full-Time Staff Members	9
# of Full-Time Staff Members of Color	3 (25%)
# of Men	8
# of Women	4 (33%)
# of Total Staff	12 (includes bond Comms staff, but not community outreach coordinator)

In the last four years of hiring interns and staff in CIPA, we have had some success in hiring staff and interns of color when we intentionally recruited professionals of color whom we knew through our professional networks and when we worked with diverse partners to help us in recruiting. Our department can, however, improve in casting a wider net for diverse applicants. We have also lacked a formal structure for tracking and setting goals around diverse hiring until now.

III. Placement Objectives

Community Involvement & Public Affairs plans to further diversify the racial and ethnic makeup of its staff while increasing the number of female employees.

For the current plan years (2014-2016), CIPA's affirmative action objectives are:

- Increase proportion of full-time staff members and full-time managers of color
- Become aware of and make any needed improvements to office culture/environment to be supportive of colleagues of color.
- Formalize and institutionalize our hiring practices in compliance with the Affirmative Action Policy, including a check list of requirements for each hire.
- Require and track attendance at key equity trainings of all full-time staff

IV. Affirmative Action Strategies

Having established placement objectives identified in section III, we will implement the following strategies to achieve our objectives:

Fiscal Years 2014-2016 Community Involvement & Public Affairs Affirmative Action Strategies
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Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Increase proportion of staff and managers of color.	Diverse outreach team; diverse interview panel; Equity questions in interviews; Inclusive job description. <i>(Steps to be taken for every full-time hire forward.)</i>	Create task list for hiring and maintain log of actions taken for each full-time hire. <i>(Immediately)</i>	To build a team that brings the multiple perspectives needed to best empower all students, families and staff to support student achievement.	Erin Barnett Jon Isaacs	Immediately and ongoing.
Become aware of and make any needed improvements to office culture/environment to be supportive of colleagues of color.	Seek out expertise, get staff input and create a survey for staff. <i>(By December 2014)</i>	Analyze and report back findings on the survey, discuss next steps. <i>(By March 2015)</i>	Create and/or maintain supportive environment for diverse team.	Erin Barnett Jon Isaacs	Completed by March 31, 2015

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Require and track attendance of full-time staff members at key equity trainings.	Communicate requirement; set up tracking and follow up to support attendance. (Begin Fall 2014)	By March 2015, all full-time staff have had key foundational trainings and attended key ongoing training events.	Gives our team a shared understanding of the equity work and ability to do the personal work to further our equity goals.	Jon Isaacs Pauline Celino (helps with tracking)	March 2015

EQUITY & PARTNERSHIPS

I. Introduction

The Office of Equity & Partnerships leads district work in the areas of organizational equity, corporate partnership & development, and district-level educational partnerships.

The Chief Equity Officer serves as the Affirmative Action Officer for the district, responsible for leading the development, implementation and monitoring of the PPS Affirmative Action Plan. He is also responsible for leading the development, implementation and monitoring of the PPS Equity Plan.

The Office of Equity & Partnerships is fully committed to the ideals of equal employment opportunity and affirmative action. In order for the district to achieve racial educational equity, we must recruit, hire, promote and retain racially conscious and culturally responsive employees at every level across the organization.

We believe:

- A. If every employee is racially conscious and culturally responsive, then every staff member will exhibit the knowledge, attitudes, skills and practice to interrupt institutionalized racism and better meet the unique needs of students, families and staff of color.

- B. If our workforce mirrors the student & family population we serve, then our organization will be better able to provide role models for students of color, better understand the needs of our students and families of color, and make better decisions for our families and students of color. Increasing the racial, ethnic, and linguistic diversity of our organization increases the cultural responsiveness of our organization.

The PPS Affirmative Action Strategies are being written in reliance upon the PPS Affirmative Action Plan and all applicable rules therein.

The Office of Equity & Partnerships consists of 16 employees with the following racial/ethnic & gender demographics:

Race & Ethnicity	Office of Equity & Partnerships	2013-2014 PPS Students
Black/African American	48.0%	10.7%
White	27.7%	55.8%
Asian	9.6%	7.9%
Native Hawaiian/Pacific Islander	7.4%	0.9%
Hispanic/Latino	7.4%	16.2%
Multi-Racial	0%	7.4%
Native American/Alaskan Native	0%	1.1%

Gender	Office of Equity & Partnerships	2013-2014 PPS Students
Male	29.5%	51.0%
Female	70.5%	49.0%

While the division employs a disproportionate number of employees of color (72%), we believe this diversity brings strength to the office that is charged with leading our racial equity work.

II. Assessment of Current Affirmative Action Strategies

The following affirmative action practices are in place for the division:

- A. Utilizing a Racial Equity Lens to critically analyze job descriptions, recruiting and hiring processes to identify barriers that might be limiting our ability to find, interview and hire staff of color. For example, the office scrutinizes minimum qualifications and prioritized competencies for positions to ensure that they are indeed required to effectively carry out responsibilities.
- B. Actively seeking out candidates who, if selected, would increase the diversity of our department.
- C. Utilizing personal and professional networks that cater to underrepresented groups to expand our recruitment pool.
- D. Prioritizing diversity and multiple perspectives on our interview committees and in the decision-making process.

- E. Convening equity team meetings which include all of our staff as well as those in the Superintendent's Office. These bi-monthly meetings provide an opportunity for staff to engage in inter-racial conversations about race, deepen their understanding of the personal, professional and organizational bias in our system and share strategies for interrupting racism and other biases.

For the 2014-2016 school years, the division will strive to:

- A. Maintain our current affirmative action practices.
- B. Review job descriptions and classifications to ensure that they accurately describe functions and duties.
- C. Support development of career paths for employees.
- D. Lead implementation and support of the District's Affirmative Action Plan.

III. Placement Objectives

The Office of Equity plans to further diversify the racial and ethnic makeup of its staff while increasing the number of male employees.

IV. Affirmative Action Strategies

Having established placement objectives identified in section III, we will implement the following strategies to achieve our objectives:

Fiscal Years 2014-2016 Office of Equity & Partnerships Affirmative Action Strategies

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Further diversifying staff through hiring.	Utilize a Racial Equity Lens to critically analyze job descriptions, recruiting and hiring processes to identify barriers that might be limiting our ability to find, interview and hire underrepresented employees.	<ol style="list-style-type: none"> 1) Critically analyze each job description to ensure minimum qualifications and competencies are. 2) Reach out to new networks and community organizations to diversify recruiting pools. 3) Work with Human Resources to critically analyze interview process to remove subjectivity and improve 	Remove organizational barriers that might be hindering our ability to hire underrepresented employees.	Jeanine Fukuda Bonnie Gray Hiring Managers	In process and ongoing.

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
		assessment of core competencies for positions. 4) Continue to require diverse interview panels. 5) Work with HR to identify and provide multi-cultural interview training.			
Improve employee retention	Review job descriptions and classifications to ensure that they accurately reflect responsibilities and duties	1) Each employee review and if necessary, revise their job description with their supervisor. 2) When applicable, HR to review job descriptions for reclassification.	Ensure that job descriptions accurately reflect responsibilities and duties and ultimately, that employees are being fairly compensated.	Lorenzo Poe All managers	8/14 – 12/14

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Improve employee retention	Work with employees to create career development plans.	<ol style="list-style-type: none"> 1) Each manager to work with their direct reports to identify possible career paths and development opportunities to build skills and experience. 2) Quarterly manager-employee check-ins. 	Intentional development of career paths and career development plans for all staff.	Jeanine Fukuda All Managers	8/14 – 6/15

Finance

I. Introduction

The Finance division provides internal support services that help the schools and programs fulfill the Milestones Targets, using the Milestones Framework and supports the annual work plan of the District's Board of Directors and the Superintendent.

The Finance Division has the following departments and functions:

- Accounting Services
- Budget
- Data/Policy Analysis
- Grants Development and Compliance
- Payroll Services
- Purchasing and Contracting
- Records Management
- Risk Management

The leaders of the Finance Department have developed and are developing written strategies that are in support of the PPS Equal Affirmative Action Plan. The sections below identify strategies to achieve the first year's objectives to aspire to the goals of the PPS Equal Affirmative Action Plan.

The Finance Division is committed to the ideals of affirmative action. Core values of the Finance Division reflect dedication to ensuring equal employment opportunities. *Our values are...*

- Accountability – We are committed to personal and organizational integrity.
- Collaboration – We value internal and external partnerships.
- Equity – We value diversity and provide inclusive opportunities.
- Innovation – We are committed to fostering new ideas and encouraging creativity.
- Service – We are committed to understanding and exceeding customer expectations.
- Sustainability – We are committed to stewardship of our financial, physical and environmental resources.

II. Assessment of Current Affirmative Action Strategies

The Division of Finance will continue to build on our current practices that support our Affirmative Action policy. Below are current practices in various areas of focus that we employ.

Business Equity

- Inclusion of State certified Minority, Women, and Emerging Small Businesses (MWESBs) in subcontractor construction contracts.
- Development and inclusion of evaluation criteria of proposer's diversity and equity plans for the utilization of State certified MWESB firms in formal Requests for Proposals that support District MWESB participation aspirational goals.
- Development of Good Faith Effort processes, requiring prime contractors to make a concerted effort to provide and report monthly on subcontracting opportunities to State certified MWESB firms in support of District participation aspirational goals for formal Invitation to Bid contracts.
- Professional Services Marketing & Outreach Program, designed to increase awareness of MWESB firms of purchasing and contracting opportunities with the District and provide guidance, consultation, and advocacy to promote participation in those opportunities, while addressing barriers and recommendations to improve participation of State certified MWESB firms.

Contractor Workforce Equity

- The District has contracted with the City of Portland to administer this program through the Workforce Training & Hiring Program (WTHP), implementing this Policy objective. The WTHP Checklist is a part of all prime contracts over \$200,000 and subcontracts over \$100,000.

Career Learning Equity

- Inform PPS students of color about a variety of trade oriented professional jobs within PPS.

Participation with Community Organizations and External Stakeholders

- Partner with the business and community support organizations that represent and promote diversity in the business and labor community.
- Inform the business and community support organizations of the variety of employment opportunities the school district offer, as a recruitment tool.

Work in Coordination with HR

- Collaborate with the HR department staff in all hiring, promoting, and retention practices.

III. Placement Objectives

The table below shows areas of underutilization of specific groups by job group within the Finance Division. The objectives we will use to guide our recruitment, hiring, and promotion efforts are described in the strategies section of this report.

Division-specific baseline data is not yet available and are based on district-wide goals. The following table identifies the job groups represented in the Finance division along with the district goals for each job group.

Job Group	# of Employees			Women			Staff of Color		
	Total	Female	Staff of Color	Avail%	Actual %	Goal%	Avail%	Actual %	Goal%
Clerical/ Secretaries	388	349	85	82.5%	89.90%	49%	16.00%	21.90%	44.40%
Officials, Administrators, Mgrs	158	82	24	52.30%	51.90%	49%	28.30%	22.80%	44.40%
Other Professional Staff	435	280	111	62.40%	64.40%	49%	18.90%	25.50%	44.40%

For each job group, the table identifies the number of employees underutilized based on (a) the district's Availability Goal as well as (b) the district's Student Demographic Goal (Goal%). The Oregon Minority Teacher's Act establishes the goal that districts should increase the percentage of minority teachers and administrators by 10% on July 1, 2015 as compared to July 1, 2012.

Job Group	Women		Staff of Color	
	Underutilization based on Avail%	Underutilization based on Goal%	Underutilization based on Avail%	Underutilization based on Goal%
Clerical/ Secretaries	Meets availability	Meets goal	Meets availability	12 Black/African American 42 Hispanic/Latino 16 Asian 1 American Indian/ Alaskan Native 2 Hawaiian/Pacific Islander 12 Multi-Racial
Officials, Administrators, Mgrs	Meets availability	Meets goal	11 Hispanic/Latino 2 Asian	22 Hispanic/Latino 5 Asian
Other Professional Staff	Meets availability	Meets goal	Meets availability	20 Black/African American 35 Hispanic/Latino 6 Asian 1 American Indian/ Alaskan Native

IV. Affirmative Action Strategies

Having established placement objectives identified in section III, we will implement the following strategies to achieve our objectives:

Fiscal Years 2014-2016
Finance
Affirmative Action Strategies

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Participation in HR Recruitment Activities	Work in coordination with HR recruiting.	<ul style="list-style-type: none"> • Request inclusion of specific communities / professional organizations when recruiting. • Ensure all interview teams include at least one member of color. • Deliberate outreach to communities of color (reference list of communities we currently actively network with is above). • Specify where to post / advertise open positions; be very intentional about posting in ways visible in communities of color. • Train our own (Finance) 	Accomplish an increased visibility in specific communities with the goal of significantly increasing the number of candidate applications from people of color who are employed and retained by the District.	Finance Division Managers and Directors over their own individual departments.	Start July 2014 - Ongoing

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
		<p>hiring staff to specifically request assistance from HR for posting jobs to community organizations.</p>			
<p>Market PPS as an employer of choice for non-teaching positions.</p>	<p>Work in coordination with HR Recruiting.</p>	<ul style="list-style-type: none"> • Finance team members schedule visits to PPS high school business classes, publicize career paths. • Visit undergrad / community college classes, guest or outreach speaking. • Have greater presence / relationships with college and trade school placement offices. • Internships • Partner with other operational departments when we visit schools. 	<p>The goal is for Finance Division Managers and Directors to proactively act to educate students and the community to the job opportunities that PPS offers outside of the teaching profession.</p>	<p>Finance Division Managers and Directors over their own individual departments.</p>	<p>Start July 2014 – Ongoing</p>
<p>Network with professional associations as partners to recruit for Finance Division positions.</p>	<p>Communicate to OASBO and other professional associations the range of professional</p>	<ul style="list-style-type: none"> • Interact with professional organizations that include people of color as potential job applicants, i.e. OASBO, local faith communities. 	<p>The goal is to employ and retain people of color in Finance Division positions.</p>	<p>Finance Division Managers and Directors over their own individual departments, with annual assessment</p>	<p>Start July 2014 - Ongoing</p>

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	Finance jobs within PPS.			by Finance Division Executive Group.	
Equity Teams	E-Teams will review Affirmative Active strategies and goals.	Incorporate Affirmative Action training program into E-Teams work.	Keep our Affirmative Action strategies and goals in focus amongst the Division's staff members.	Equity Team Leaders	Start July 2014 - Ongoing

GENERAL COUNSEL

I. Introduction

The General Counsel's Office provides key leadership and guidance to the District in the implementation of the Racial Educational Equity Policy. We are committed to a similar leadership role in the development and implementation of the PPS Affirmative Action Plan, both in terms of implementing the plan within our department, as well as providing legal guidance to the entire District. The General Counsel's Office supports the ideals of equal employment opportunity and affirmative action. This plan is being written in accordance with the District's Affirmative Action Plan and all applicable rules therein.

In order to retain and increase the diversity in our department, we will implement the strategies listed below regarding recruitment, retention and promotion of employees of color. We are committed to making our department an excellent working environment for all our employees. We will also actively engage with the larger legal community and act as leaders in encouraging the diversification of the Oregon State Bar. Finally, we will continue our own professional development in order to ensure that we are continuing to provide legal guidance that allows the full implementation of the Racial Educational Equity Policy.

II. Assessment of Current Affirmative Action Strategies

The General Counsel's Office is a small department, currently consisting of 3 attorneys (General Counsel, Special Education Counsel, Labor and Employment Counsel), two paralegals and one confidential executive administrative assistant. Of these employees, five are white and one is African American. All six are women. We expect to hire one additional attorney in the next fiscal year that will specialize in the labor and employment field.

We are committed to maintaining a department that supports a diverse group of employees in which all employees can contribute to the District's equity work. To that end, we are currently committed to the following strategies:

1. All employees will have participated in Beyond Diversity I by the end of summer 2014. Several employees have completed Beyond Diversity II.
2. Our department equity team meets regularly and uses the Courageous Conversations compass and tools to engage in discussion and learning about our equity work.
3. The attorneys in the General Counsel's Office are currently members of a number of professional organizations, including the Oregon State Bar's Diversity Section, the

Oregon State Bar's Disability Law Section, the Oregon State Bar's Civil Rights Section, and Oregon Women Lawyers.

4. Ensuring a diverse candidate pool for all hiring opportunities. The office recruited a pool of candidates that included candidates of color in its most recent recruitment processes for an attorney position, a confidential executive administrative assistant position, and a paralegal position.

Moving forward, we will increase our focus on recruitment, career development and contracting to further the goals of the AAP as outlined in the following section.

III. Placement Objectives

As indicated, the General Counsel's department is committed to the goals of the AAP. For the last several hires, we have attracted a diverse pool of applicants. As we have openings in the future, we will continue to seek diverse applicant pools. In addition, we are committed to supporting all employees in our department by providing opportunities for professional and career development. Finally, we will increase our activities and leadership in the broader legal community so that PPS is seen as a role model in this area.

IV. Affirmative Action Strategies

Having established placement objectives identified in section III, we will implement the following strategies to achieve our objectives:

Fiscal Years 2014-2016 General Counsel Affirmative Action Strategies

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Recruitment: <i>Because there are relatively few attorneys of color in Oregon, it is essential that our recruitment strategies focus on ensuring a diverse pool for any openings.</i>	Participate in bar association sections for minorities and women	By September 2014, each attorney in the department will identify one bar association to participate in.	Increase visibility of PPS in legal community especially for candidates of color, which will have the effect of increasing the diversity of our hiring pool.	Jollee Patterson Suzy Harris Stephanie Harper	September 2014
	Review and revise job descriptions to reflect the requirements of a strong equity lens and ability to use the law as an accelerator for legal work.	General Counsel will work with HR Comp and Class specialist and Equity Department to review job descriptions before job is posted.			Jollee Patterson

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Recruitment: <i>Because there are relatively few attorneys of color in Oregon, it is essential that our recruitment strategies focus on ensuring a diverse pool for any openings.</i>	Ensure that hiring interview panels are diverse and have been trained in multicultural interview techniques.	General Counsel will work with HR to identify diverse hiring pool before interviews take place, and ensure panel is trained in multicultural interview techniques.		Jollee Patterson	Before interviews are held
	Understand the informal “fit in” issues that exist and determine if any of them create barriers to inclusion; create steps to reduce and eliminate those barriers.	General Counsel will work with Equity Department and other recommended parties to understand what additional “fit” issues may be a barrier to inclusion, and take steps to reduce those barriers.		Jollee Patterson	Begin review by Sept. 2014
	Identify current employees with legal education from diverse backgrounds			Jollee Patterson Suzy Harris Stephanie Harper	Ongoing

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	to provide informal mentoring and to support access to professional development opportunities that would prepare them for increased opportunities to use their legal education within PPS.				
<p>Career Development:</p> <p><i>Because the General Counsel's Office is relatively small, with few opportunities for internal promotion, we have looked to general "career development" strategies to ensure that we retain and develop high performing, diverse</i></p>	Develop list of opportunities and expectations of team members to actively participate in leadership opportunities.	Each member of department will create a list of leadership and development opportunities.	Ensure all staff members have opportunity for career growth both internally and in the greater community, and to be equity and legal leaders.	All staff	Sept. 2014
	Attorneys within department are required to obtain 45 CLE credits in a 3-year period including ethics and diversity.	Complete required continuing legal education		Jollee Patterson Suzy Harris Stephanie Harper	Completed by Oregon State Bar mandated reporting dates.

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
<i>employees who have multiple opportunities for enriching and challenging career opportunities.</i>	Staff will participate in Courageous Conversations.	Ongoing		All staff	Ongoing
<p>Contracting:</p> <p><i>While the General Counsel's office is small, our outside legal firms with which we contract employ a large number of attorneys and have a significant amount of influence in the legal profession. We will work with these contractors to further our Affirmative Action goals.</i></p>	Work with outside legal firms to ensure they understand and can apply PPS equity goals and provide legal service and direction to the district.	Provide continued guidance and expectations to all firms.	Outside law firms share and advance PPS' equity lens and affirmative action goals.	Jollee Patterson Suzy Harris Stephanie Harper	Work has already started and is ongoing
	Work with outside legal firms to encourage them to act as diversity leaders in their hiring, retention and promotion practices.	Engage in discussions with outside firms and obtain commitment to diversity principles		Jollee Patterson Suzy Harris Stephanie Harper	Work has started and is ongoing

HUMAN RESOURCES DEPARTMENT

I. Introduction

The Human Resources department provides HR services to more than 6,000 employees as well as applicants aspiring to join Portland Public Schools. Our mission is to partner with District leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.

The Chief Human Resources Officer for Portland Public Schools supports the ideals of equal employment opportunity and affirmative action and is being written in reliance upon the District's Affirmative Action Plan, and all applicable rules therein. The strategies cover the time period from July 1, 2014 through June 30, 2016. PPS has a workforce of 6,400 + employee. In 2008, our total workforce was 17% employees of color and 83% white. Our current racial diversity of our total workforce is 23% employees of color and 77% white.

PPS Human Resources office continues to align efforts and resources with our values and goals. We have expanded our recruitment efforts to include recruiting out-of-state, redesigning the HR web page for easier navigation and using social networking, such as Facebook to post and advertise for recruitment. Our current affirmative action practices include partnering with employees to attend local and out-of-state recruitment fairs. We have also entered into strategic diversity-focused partnerships with universities and surrounding school districts.

In these past couple of years, we have built a foundation centered on changing our historical practices that address diversity and equity. Since the passing of the Racial Educational Equity Policy, we were able to build processes that can be institutionalized. In these past two years, we have provided training sessions for applicants, principals and human resources staff.

To achieve the goals outlined in the AA/EEO plan, the human resources leadership team will lead in the following areas:

- A. Each HR sub-department will be in compliance with EEO laws/policies and the District's Affirmative Action Plan;
- B. Each HR sub-department will review practices to determine what, if any, barriers exist to increasing the diversity of the workforce, and create steps to reduce and eliminate those barriers.
- C. PPS will hold managers and supervisors accountable for increasing workforce diversity, improving the work environment and reducing the effects of bias-based behavior in the workplace. And, at least in part, will evaluate manager and supervisor performance on these issues.

- D. PPS will ensure that all employees understand the administrative rules governing workplace harassment, including sexual harassment.

II. Assessment of Current Affirmative Action Strategies

Our current affirmative action practices include partnering with our administrators on out-of-state recruitment, partnering with higher education on diversity-focused programs such as the American Indian Urban Teaching Program at PSU (AIUTP), Bilingual Teacher Pathway (BTP), PCC Paraeducator Program Internships, Portland Teachers Program (PTP) at PCC/PSU and Teaching and Learning Coalition which is partnership that includes PSU, North Clackamas SD and David Douglas SD. Our focus is to build a diverse teacher pipeline and address institutional barriers for students of color and applicants of color.

In addition to partnerships, we have participated in various community events such as PCC Portland Metropolitan Workforce Training Center, Insight (Night of Networking Events), SEI (Worklandia Job Fair), “Say Hey” Networking Events & Partners in Diversity, Portland Metro Diversity Employment Network and sharing postings with community partners (i.e. APANO, NAYA, Latino Network, Urban League).

Current strategies that the Human Resources employ include the following:

- A. Each department member will be engaged in equity discussion both professionally and personally
- B. Ensuring that all new HR employees participate in Beyond Diversity training.
- C. Utilizing the Courageous Conversations compass as a protocol for facilitating meetings and discussions
- D. Include equity and diversity focused questions when interviewing new job applicants
- E. Utilizing diverse interview panels to interview candidates
- F. Develop a process to strategically advertise job announcements in diverse publications
- G. Develop reports that will assist managers in developing diversity focused recruitment plans

III. Placement Objectives

In alignment with the Human Resources department affirmative action strategies, HR will adhere to the goal of increasing employment within the EEO job groups identified as currently underutilized available populations. Based on the reports sent out to the divisions and departments, the report contains a comparison of EEO job groups in the District.

Division-specific baseline data is not yet available and are based on district-wide goals. The following table identifies the job groups represented in the Human Resources division along with the district goals for each job group.

Job Group	# of Employees			Women			Staff of Color		
	Total	Female	Staff of Color	Avail%	Actual %	Goal%	Avail%	Actual %	Goal%
Clerical/ Secretaries	388	349	85	82.5%	89.90%	49%	16.00%	21.90%	44.40%
Officials, Administrators, Mgrs	158	82	24	52.30%	51.90%	49%	28.30%	22.80%	44.40%
Other Professional Staff	435	280	111	62.40%	64.40%	49%	18.90%	25.50%	44.40%

For each job group, the table identifies the number of employees underutilized based on (a) the district's Availability Goal as well as (b) the district's Student Demographic Goal (Goal%). The Oregon Minority Teacher's Act establishes the goal that districts should increase the percentage of minority teachers and administrators by 10% on July 1, 2015 as compared to July 1, 2012.

Job Group	Women		Staff of Color	
	Underutilization based on Avail%	Underutilization based on Goal%	Underutilization based on Avail%	Underutilization based on Goal%
Clerical/ Secretaries	Meets availability	Meets goal	Meets availability	12 Black/African American 42 Hispanic/Latino 16 Asian 1 American Indian/ Alaskan Native 2 Hawaiian/Pacific Islander 12 Multi-Racial
Officials, Administrators, Mgrs	Meets availability	Meets goal	11 Hispanic/Latino 2 Asian	22 Hispanic/Latino 5 Asian
Other Professional Staff	Meets availability	Meets goal	Meets availability	20 Black/African American 35 Hispanic/Latino 6 Asian 1 American Indian/ Alaskan Native

IV. Affirmative Action Strategies

Having established placement objectives identified in section III, we will implement the following strategies to achieve our objectives:

Fiscal Years 2014-2016 Human Resources Department Affirmative Action Strategies
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Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Focused outreach	Implement focused outreach strategies.	Recruit diverse job seekers to the PPS.		Director of Talent Management	Ongoing
		Work one-on-one with diverse candidates interested in pursuing employment with PPS.		Director of Talent Management	Ongoing
		Maintain resume data bank of diverse candidates.		Director of Talent Management	Ongoing
		Out-of-state recruitment and diversity-focused recruitment metrics.	Recruit from diverse cities and communities; evaluate strategies that meet the goals of the District.	Director of Talent Management, Chief HR Officer and Asst Chief HR Officer	Ongoing

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Focused outreach	Implement focused outreach strategies.	Network with and speak to diverse community & workforce development organizations regarding PPS as an employer of choice.		Director of Talent Management, Chief Human Resources Officer and Assistant Chief HR Officer	Ongoing
Training	Training on prevention of Harassment, Discrimination and Hostile Work Environment	Trainings will be provided to all management and non-management employees.	Provide employees with the knowledge and tools to create a respectful and safe workplace; and to identify and deal with inappropriate workplace behavior, including procedures for addressing and reporting.	Director of Labor Relations	September 2014 – October 2014
	Training on District's application process	Trainings provided to applicants on District's Equity initiative and applications process	Provide applicants with information on the District's hiring processes.	Director of Talent Management	Ongoing

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	Equity-focused Interviews	Trainings for supervisors and hiring managers on cultural responsive interviews and addressing bias	Determine if there are any barriers that exist as it relates to the interviewing process. The purpose is to listen for competency that serves a diverse community.	Assistant Chief HR Officer, Director of Talent Management	September 2014 – March 2015
Grants focused on retention of teachers of color	Creation of a Teacher of Color Advisory committee will focus on culturally relevant pedagogy within schools that raise expectations of all educators for students of color, and provide diverse faculty with opportunities to recruit and support diverse faculty. Meetings	<p>Analysis of conditions that impact teacher of color retention, which will include baseline survey of teachers of color related to job satisfaction, engagement and barriers.</p> <p>Human resources will have a team to review research-based best practices to retain a diverse teaching staff and track retention efforts.</p>	To increase retention of teachers of color.	Assistant Chief HR Officer	May 2014 – June 2015

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	will take place for a week during the summer of 2014 and throughout the 2014-15 school year.				
Affirmative Action Reporting	<p>Development of PPS Affirmative Action Reporting Template.</p> <p>Preparation and filing of biannual EEO-4.</p>	<p>Affirmative Action data report will be distributed at minimum on an annual basis, with the goal of generating quarterly reports, to all department managers.</p> <p>Reports will monitor various personnel actions including promotions, demotions, performance management, compensation/classification, recruitment and selection.</p>	<p>Department and divisions use reports as tools to assist in recruiting and hiring processes. Focus on increasing diversity and inclusion in the PPS workforce to reflect community experience and needs. Comply with Equal Employment Opportunity Commission (EEOC).</p>	<p>Director of HRIS/HRIS team, Assistant Chief of Human Resources</p>	<p>Sept 2014 – January 2015</p>

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Workforce Data Reporting Expanded	Identify/create workforce planning reports that includes racial and linguistic diversity and metrics for schools and departments.	In addition to the data required for affirmative action, we will begin to capture the linguistic diversity of our workforce.	The data will be used as a metric to meet the Oregon Minority Teacher Act.	Director of HRIS	September 2014 – January 2015
Classification and Compensation	Track reclassification requests by race to be better informed on retention of employees of color.	Collect requests over a period of time and make recommendations to compensation, equity, promotion and advancement to any barriers that may exist to the retention and recruitment of diverse workforce.		Sr. Manager of Classification and Compensation	Ongoing
Exit Surveys	HR currently sends exit surveys to certified employees; we will expand the exit survey to all employee groups to better inform	Exit surveys will be sent to all employees who leave the district.	All employees who exit the district will be provided an exit survey for completion. Information will be processed and	Sr. Director of Training and Development	June 2014 – Jun 2015

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	our recruitment and retention strategies.		disaggregated by race to inform our retention strategy.		
Health Benefits	Ensure benefit plan changes will not unintentionally negatively impact the District’s employees of color, thereby preserving workforce diversity.	Any proposed changes to benefit design or eligibility are consistently examined using the District Equity Lens tool.	PPS benefit plans should be attractive to diverse candidates and encourage retention of all employees specifically our racially diverse employees.	Director of Benefits	Ongoing
Contract Negotiations	Continue to utilize an equity lens in contract decisions to support the recruitment and retention strategies that enhance the racial and linguistic diversity of our workforce.	We will have documented language on how the equity lens was used in our contract proposals and decisions.	Contract proposals and agreements will protect and add language that supports the goals of the District's Racial Educational Equity Policy.	Director of Employee Relations and Labor Relations	Ongoing

OPERATIONS

I. Introduction

The Chief Operating Officer for Portland Public Schools supports the ideals of equal employment opportunity and affirmative action and is being written in reliance upon the District's Affirmative Action Plan, and all applicable rules therein. The Strategy covers the time period from July 1, 2014 through June 30, 2016.

This Division is committed to maintaining policies and taking action through the adoption and monitoring of business practices and rules which will ensure equality of opportunity and access to all employment and services provided by this Division. This Division is comprised of the following departments: the Office of the Chief Operating Officer, Facilities and Asset Management, Information Technology, Nutrition Services, Security and Transportation.

Our staff will work with other departments, the Office of Human Resources and the Office of Equity and Partnerships to maintain or revise district policies as necessary to prohibit job discrimination in the workplace and promote more equitable practices leading to measurably improved outcomes.

Further, to achieve the goals of Equal Employment Opportunity and Affirmative Action, leadership in the Division will ensure that:

- A. Each department is in compliance with EEO laws/policies and the District's Affirmative Action Plan;
- B. All employment selection decisions are monitored to ensure that good faith efforts are made toward affirmative action goals and progress;
- C. Responsibility is delegated to each manager and supervisor for equal opportunity and affirmative action compliance;
- D. All employees are fully aware of and support the Division's commitment and responsibility to assist in implementation of this plan, emphasizing that all employees must fulfill their responsibility as defined in the District Plan;
- E. Identify and eliminate any alleged harassment and/or discriminatory practices within the organization;
- F. Appropriate disciplinary action is administered to those employees found engaging in discriminatory practices;
- G. Departmental goals and objectives are established.

II. Assessment of Current Affirmative Action Strategies

Current strategies that the Operations Division employs include the following:

- A. Creating a work environment that empowers employees to tell their stories and share their experiences through regular meetings of the Operations Equity Team.
- B. Each department reflects the importance of equity and diversity in department mission statements.
- C. Ensuring that all Operations employees participate in Beyond Diversity training.
- D. Utilizing the Courageous Conversations compass as a protocol for facilitating meetings and discussions.
- E. Utilizing diverse interview panels to hire employees.
- F. Including equity and diversity questions when interviewing new job applicants.
- G. Focusing on contracting with certified Minority, Women and Emerging Small Businesses (MWESB).
- H. Advertising job announcements in publications directed at specific communities of color.
- I. Chief Operating Officer attending monthly meetings with Communities of Color Representatives to discuss current issues.
- J. Initiating an Owner Controlled Insurance Program (OCIP) to reduce or eliminate barriers to construction contracting for MWESBs.
- K. Participating in the Worksystems Program, which helps low-income and youths of color get the skills, training and education they need to go to work or advance their careers.
- L. Offering free job skills training for employees through the PPS Learning Campus which enhances competitiveness for promotion.
- M. Offering professional conflict management training to interested employees.
- N. Sponsoring events and programs that promote discussion and reflection around race through regular department-level Equity Team meetings.
- O. On a case by case basis, consider participation in H-1B Visa Sponsorship, where the employment visa (if awarded) is valid for a limited duration requiring periodic review and reapplication.

III. Placement Objectives

Over the last few years, the Operations Division has been committed to increasing staff diversity.

Division-specific baseline data is not yet available and are based on district-wide goals. The following table identifies the job groups represented in the Operations division along with the district goals for each job group.

Job Group	# of Employees			Women			Staff of Color		
	Total	Female	Staff of Color	Avail%	Actual%	Goal%	Avail%	Actual%	Goal%
Clerical/ Secretaries	388	349	85	82.5%	89.90%	49%	16.00%	21.90%	44.40%
Craft Workers	69	3	8	7.90%	4.30%	49%	15.90%	11.60%	44.40%
Officials, Administrators, Mgrs	158	82	24	52.30%	51.90%	49%	28.30%	22.80%	44.40%
Laborers (Unskilled)	13	1	2	7.30%	7.70%	49%	16.60%	15.40%	44.40%
Other Professional Staff	435	280	111	62.40%	64.40%	49%	18.90%	25.50%	44.40%
Service Workers	672	356	239	37.60%	53.00%	49%	19.50%	35.60%	44.40%
Substitute Nutrition Services	29	27	9	69.50%	93.10%	49%	25.40%	31.00%	44.40%

For each job group, the table identifies the number of employees underutilized based on (a) the district's Availability Goal as well as (b) the district's Student Demographic Goal (Goal%). The Oregon Minority Teacher's Act establishes the goal that districts should increase the percentage of minority teachers and administrators by 10% on July 1, 2015 as compared to July 1, 2012.

Job Group	Women		Staff of Color	
	Underutilization based on Avail%	Underutilization based on Goal%	Underutilization based on Avail%	Underutilization based on Goal%
Clerical/ Secretaries	Meets availability	Meets goal	Meets availability	12 Black/African American 42 Hispanic/Latino 16 Asian 1 American Indian/ Alaskan Native 2 Hawaiian/Pacific Islander 12 Multi-Racial

Job Group	Women		Staff of Color	
	Underutilization based on Avail%	Underutilization based on Goal%	Underutilization based on Avail%	Underutilization based on Goal%
Craft Workers (Skilled)	3 Females	31 Females	5 Hispanic/Latino	5 Black/African American 7 Hispanic/Latino 4 Asian 1 American Indian/ Alaskan Native 1 Hawaiian/Pacific Islander 3 Multi-Racial
Laborers (Unskilled)	Meets availability	5 Females	1 Hispanic/Latino	1 Asian 2 Hispanic/Latino
Officials, Administrators, Mgrs	Meets availability	Meets goal	11 Hispanic/Latino 2 Asian	22 Hispanic/Latino 5 Asian
Other Professional Staff	Meets availability	Meets goal	Meets availability	20 Black/African American 35 Hispanic/Latino 6 Asian 1 American Indian/ Alaskan Native
Service Workers	Meets availability	Meets goal	8 Hispanic/Latino	48 Hispanic/Latino 13 Asian 3 Hawaiian/Pacific Islander 28 Multi-Racial
Substitute Nutrition Services	Meets availability	Meets goal	4 Hispanic/Latino	5 Hispanic/Latino

The Operations Division acknowledges the work necessary over the next four years to develop a staff that reflects the diversity of our community. The Division will focus on increasing our utilization of affirmative action strategies to develop a more diverse staff by focusing on the following areas:

- Initiating Job Postings with required competencies consistent with defined job standards.
- Broadening recruitment notices to include community organizations likely to refer women, minorities and individuals with disabilities.
 - Advertising in publications or websites whose readership includes the underutilized groups identified with affirmative action recruitment goals for open positions.
 - Advertising position vacancies in minority media.
- Reviewing applications, conducting interviews, and selecting the individual to be hired in accordance with District policy.
 - Utilizing interview teams for all positions using only job-related questions.
- Completing a review of the hiring process to include annotating reasons for both selection and non-selection of all applicants interviewed.
- Implementing an exit interview program

- Developing work schedules where feasible which include part-time employment opportunities to encourage the employment of persons for whom full-time employment is difficult.
- Committing to recruit and appoint women, minorities and individuals with disabilities for vacancies in the same percentages as they are available in the labor market when the vendor has turnover or a need to expand its work force.

IV. Affirmative Action Strategies

Having established placement objectives identified in paragraph III, we will implement the following strategies to achieve our objectives:

Fiscal Years 2014-2016 Operations Affirmative Action Strategies
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Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Work Force Planning (Data & Metrics)	Define exit interview process and roles. Query transitioning (exiting) staff on equity and diversity topics.	Hiring managers conduct exit interviews to capture relevant information. Share data with executive leadership annually.	To evaluate and track reasons for employee departure and its impact on affirmative action/diversity goals.	Department Directors Hiring Managers Human Resources Liaisons	Start immediately / ongoing.

**Fiscal Years 2014-2016
Operations
Affirmative Action Strategies**

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Work Force Planning (Data & Metrics)(cont.)	Implement succession planning and leadership transition.	<p>Identify employees transitioning with the year.</p> <p>Review job description to ensure relevancy.</p> <p>Post position and target minorities in underutilized job categories</p>	To increase and retain diverse workforce.	Department Directors and Hiring Managers	Ongoing
	Utilize Placement objectives when hiring	<p>Review placement objectives quarterly with direct reports.</p> <p>Ensure information is passed along to all hiring managers.</p> <p>Track reports.</p>	To ensure progress is being made toward placement objectives.	Chief Operating Officer and Department Directors	Ongoing

**Fiscal Years 2014-2016
Operations
Affirmative Action Strategies**

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Recruitment (Outreach & Hiring)	Hire students/interns.	Create student/intern job descriptions. Identify funding availability. Identify student/intern supervisor.	To increase work opportunities for students/interns with diverse backgrounds.	Operations Directors	Immediately / September 2014
	Increase employee and manager community involvement with diverse groups.	Identify groups and activities. Distribute opportunities for staff involvement.	To Increase relationships with diverse groups and become more active in the community.	Operations Directors	Ongoing
	Utilize women and minorities to screen applications and to participate on interview panels.	As required, identify departmental women and minorities to act as application screeners and interview panelists. Share list between departments to	To increase utilization through new hires by ensuring diverse perspectives in our applicant screening and interview processes.	Department Directors and Hiring managers.	Ongoing

**Fiscal Years 2014-2016
Operations
Affirmative Action Strategies**

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Recruitment (Outreach & Hiring) (cont.)		<p>maximize availability.</p> <p>Include at least one woman and one minority on all interview panels, particularly those noted as underutilized.</p>			
	Work with HR to identify organizations that work with veterans and people with disabilities.	<p>Create relationships with agencies that can refer individuals for positions.</p> <p>Post job openings at the organizations/ agencies who work with veterans or people with disabilities.</p>	To increase outreach for veterans and people with disabilities in an effort to create a workforce that represents this population.	Department Directors and HR Liaisons.	FY 14-15 - Ongoing
	Work with HR to more actively recruit for diversity.	Coordinate with HR to maximize the use of best practices and	To broaden applicant base by attracting	Department Directors, Hiring Managers and HR	Ongoing.

**Fiscal Years 2014-2016
Operations
Affirmative Action Strategies**

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Recruitment (Outreach & Hiring) (cont.)		<p>innovation in recruiting outreach efforts.</p> <p>Ensure interview questions are inclusive and don't further disadvantage women and minorities.</p> <p>Participate in job fairs with HR to target underutilized job categories.</p>	<p>candidates with varied skill sets and life experiences.</p> <p>To increase hiring and promotion opportunities for women and minorities.</p> <p>To promote PPS as a diverse organization that is a great place to work.</p>	liaisons.	
Retention (Education & Career Development)	Administer online employee training system.	<p>Confirm appropriate courses are available.</p> <p>Advertise availability of online learning opportunities.</p>	To increase promotion opportunities for persons of color in an effort to ensure all employees have skills necessary for advancement.	CIO, Department Directors and Managers.	Now-Ongoing

**Fiscal Years 2014-2016
Operations
Affirmative Action Strategies**

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
		Monitor data to determine value of the system and solicit feedback as necessary.			
	Offer regular professional learning opportunities related to equity and race.	Advertise availability of learning opportunities. Monitor evaluations and feedback to determine value of offerings.	Continuing education for all staff.	Directors, managers	Ongoing
	Develop individual training plans reflecting cultural differences.	Development of culturally based competencies.	Provide training which enhances the ability of different cultures to grow and excel in our work environment.	Supervisors ,Managers and Directors	FY 14-15
Veterans	Recruit, hire, retain and promote veterans.	Identify current veterans employed.	To increase pool of veteran applicants.	Department Directors and HR liaisons.	Ongoing

**Fiscal Years 2014-2016
Operations
Affirmative Action Strategies**

Area Of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
		Determine appropriate veteran organizations to post open positions in order to recruit veterans.	To maximize employment opportunities for eligible veterans.		
Individuals with Disabilities	Recruit, hire, retain and promote individuals with disabilities.	Identify current individuals with disabilities employed. Determine appropriate organizations to post open positions in order to recruit individuals with disabilities.	To increase pool of veteran applicants. To maximize employment opportunities for individuals with disabilities.	Department Directors and HR liaisons.	Ongoing

OFFICE OF SCHOOLS

I. Introduction

The Office of Schools supports the ideals of equal employment opportunity and affirmative action. This plan is being written in accordance with the District's Affirmative Action Plan and all applicable rules therein.

This division is comprised of the following departments: the Office of School Performance, Office of Teaching and Learning and Office of School Supports.

The Office of Schools believes the following:

- race must cease to be a predictor of student achievement and success
- a diverse workforce that mirrors the student and family population that we serve will lead to better understanding of the needs of our students and families of color, more role models for students of color, and better decisions for our families and students of color
- a racially conscious and culturally responsive workforce will lead to staff that exhibit the knowledge, attitudes, skills and practice to interrupt institutionalized racism and better meet the unique needs of students, families and staff of color.

The Office of Schools fully commits to the ideals of Affirmative Action; as these are critical to translating our beliefs and values to real and measurable positive impact for our students and families. Our staff will work with other departments, Human Resources and the Office of Equity and Partnerships to maintain or revise district policies as necessary to implement an Affirmative Action plan.

To achieve the goals of Equal Employment Opportunity and Affirmative Action, leadership in the Division will ensure that:

- A. Each department is in compliance with EEO laws/policies and the District's Affirmative Action Plan;
- B. All employment selection decisions are monitored to ensure that good faith efforts are made toward affirmative action goals and progress;
- C. Responsibility is delegated to each manager and supervisor for equal opportunity and affirmative action compliance;
- D. All employees are fully aware of and support the Division's commitment and responsibility to assist in implementation of this plan, emphasizing that all employees must fulfill their responsibility as defined in the District Plan;
- E. Departmental goals and objectives are established.
- F. Monitoring of these goals is conducted at defined intervals

II. Assessment of Current Affirmative Action Strategies

We will continue to build on current practices that support our affirmative action policy. Below are practices the Office of Schools currently employs.

Practices to increase cultural competence

Courageous Conversations About Race professional development has been provided to educators, classified, central office and other staff.

- Sent more than 100 school administrators, school based staff and central office staff to Beyond Diversity National Conference
- Office of Schools central office directors participate in equity teams on a monthly basis
- Utilization of the Courageous Conversations compass as a protocol for facilitating meetings and discussions.
- Use of equity lens tool in decision-making
- Assistant Superintendent and other Directors attend meetings with the Coalition of Communities of Color to discuss current issues.
- All schools participate in progressive strands of school based racial equity training and cultural responsiveness. This ranges from equity teams, CARE action research teams on culturally responsive instruction and PASS Teams, which includes parent and student engagement. In all PPS schools, groups of teachers meet in Equity Teams to support their colleagues in disaggregating data, tailoring lesson plans, and expanding curriculum materials and discussions to reflect the diverse cultural experiences of students, so all students are fully engaged in learning.

Practices promoting hiring, promotion and retention of staff of color

- Include equity and diversity questions when interviewing new job applicants.
- Look for culturally respectful and responsive answers to interview questions for all levels: classified staff, school based educators and central office support staff, central office leadership and school leadership.
- Advertise job announcements in publications directed at specific communities of color.
- Allocate additional school based staffing on number of historically underserved students.
- Support our Human Resource Department at hiring fairs. These fairs emphasize recruiting candidates of color. Candidates of color are given an interview on the spot, if possible.
- Administrators of color have created affinity groups. The purpose of these groups is to create collaboration and to support each other. These affinity groups have been able to

articulate their specific needs and challenges with PPS, build a support system and advocate for specific needs.

III. Placement Objectives

By examining the baseline data provided by the Office of Equity, the Office of Schools has identified two primary areas in need of improvement:

1. **Recruitment, retention, hiring, and promotion of people of color in leadership positions, including principals, assistant principal and officials, administrators and manager job groups.** Office of Schools believes this is a high priority because we have significant influence over the hiring, promotion and retention of these job groups. We also believe it is critical that our students and families experience leaders of color. Below is a summary of our current progress within this job group:
 - A. While PPS meets the available pools for minority principals, our representation does not mirror the racial and ethnic make-up of student body and therefore we do not meet the goals set forth by the Oregon Minority Teacher Act. We also are under-utilized within the Hispanic, Asian and American Indian populations in this job group.
 - B. Within the Assistant Principal job category, PPS meets the available pool for minority assistant principals, but again does not meet the goals set forth within the Oregon Minority Teacher Act.
 - C. Within the Officials, Administrators and Managers job group, minorities are under-utilized. This is especially the case with Hispanic population.
2. **Recruitment, retention, and hiring of staff of color, including teachers and other critical school-based staff such as counselors and school psychologists.** Office of Schools believes this is a high priority because teachers and similar licensed positions are large in number and often spend the greatest amount of time with our students.

Division-specific baseline data is not yet available and are based on district-wide goals. The following table identifies the job groups represented in the Office of Schools division along with the district goals for each job group.

Job Group	# of Employees			Women			Staff of Color		
	Total	Female	Staff of Color	Avail%	Actual %	Goal%	Avail%	Actual %	Goal%
Assistant Principals*	63	42	24	64.20%	66.70%	49%	13.90%	38.10%	44.40%
Clerical/ Secretaries	388	349	85	82.5%	89.90%	49%	16.00%	21.90%	44.40%
Elementary Classroom Teachers*	1530	1158	279	67.40%	75.70%	49%	20.90%	18.20%	44.40%
Guidance*	99	75	9	66.00%	75.80%	49%	35.40%	9.10%	44.40%
Officials, Administrators, Mgrs	158	82	24	52.30%	51.90%	49%	28.30%	22.80%	44.40%
Other classroom teachers*	752	577	98	75.00%	76.70%	49%	14.00%	13.00%	44.40%
Principals*	84	59	23	62.90%	70.20%	49%	27.00%	27.40%	44.40%
Psychological*	84	75	5	67.80%	89.30%	49%	17.90%	6.00%	44.40%
Secondary Classroom Teachers*	481	249	79	56.30%	51.80%	49%	20.00%	16.40%	44.40%

*Oregon Minority Teacher Act Job Group

For each job group, the table identifies the number of employees underutilized based on (a) the district's Availability Goal as well as (b) the district's Student Demographic Goal (Goal%). The Oregon Minority Teacher's Act establishes the goal that districts should increase the percentage of minority teachers and administrators by 10% on July 1, 2015 as compared to July 1, 2012.

Job Group	Women		Staff of Color	
	Underutilization based on Avail%	Underutilization based on Goal%	Underutilization based on Avail%	Underutilization based on Goal%
Assistant Principals*	Meets availability	Meets goal	1 Asian 1 Multi-Racial	4 Asian 1 American Indian/ Alaskan Native 1 Hawaiian/Pacific Islander 3 Multi-Racial
Clerical/ Secretaries	Meets availability	Meets goal	Meets availability	12 Black/African American 42 Hispanic/Latino 16 Asian 1 American Indian/ Alaskan Native 2 Hawaiian/Pacific Islander 12 Multi-Racial

Job Group	Women		Staff of Color	
	Underutilization based on Avail%	Underutilization based on Goal%	Underutilization based on Avail%	Underutilization based on Goal%
Elementary Classroom Teachers*	Meets availability	Meets goal	11 Black/African American 54 Hispanic/Latino	115 Black/African American 153 Hispanic/Latino 63 Asian 9 American Indian/ Alaskan Native 12 Hawaiian/Pacific Islander 46 Multi-Racial
Guidance*	Meets availability	Meets goal	8 Black/African American 13 Hispanic/Latino 4 Asian 1 American Indian/ Alaskan Native	8 Black/African American 14 Hispanic/Latino 7 Asian 1 American Indian/ Alaskan Native 1 Hawaiian/Pacific Islander 3 Multi-Racial
Officials, Administrators, Mgrs	Meets availability	Meets goal	11 Hispanic/Latino 2 Asian	22 Hispanic/Latino 5 Asian
Other classroom teachers*	Meets availability	Meets goal	5 Black/African American 7 Hispanic/Latino	65 Black/African American 88 Hispanic/Latino 41 Asian 8 American Indian/ Alaskan Native 6 Hawaiian/Pacific Islander 28 Multi-Racial
Principals*	Meets availability	Meets goal	5 Hispanic/Latino 4 Asian 1 American Indian/ Alaskan Native 1 Multi-Racial	9 Hispanic/Latino 6 Asian 1 American Indian/ Alaskan Native 1 Hawaiian/Pacific Islander 3 Multi-Racial
Psychological*	Meets availability	Meets goal	4 Black/African American 4 Hispanic/Latino 3 Asian 1 American Indian/ Alaskan Native 1 Multi-Racial	10 Black/African American 12 Hispanic/Latino 7 Asian 1 American Indian/ Alaskan Native 1 Hawaiian/ Pacific Islander 3 Multi-Racial
Secondary Classroom Teachers*	22 Females	Meets goal	10 Black/African American 12 Hispanic/Latino	45 Black/African American 47 Hispanic/Latino 16 Asian 4 American Indian/ Alaskan Native 4 Hawaiian/ Pacific Islander 19 Multi-Racial

IV. Affirmative Action Strategies

Having established placement objectives identified in section III, we will implement the following strategies to achieve our objectives:

Fiscal Years 2014-2016 Office of Schools Affirmative Action Strategies

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Recruitment, promotion and hiring of leadership positions (includes central office administrative / managerial staff and principals/assistant principals)	Promote PPS as an employer that values equity as a key cultural value.	<p>Include links to promotional materials within job descriptions and on website.</p> <p>Ensure all Office of Schools employees are aware of promotional materials and where to find them.</p>	Build PPS reputation or brand as a welcoming environment for people of color.	Hiring managers District directors	Start immediately/ Ongoing
	Eliminate cost barriers to post employment opportunities in culturally specific channels.	Budget and fund amount needed to post all positions in culturally specific channels.	Recruit leaders of color with more intention.	Chief Human Resources Office and Assistant Superintendent, Budget Leadership Team	October 2014-December 2014 (budgeting process)

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	Develop succession plans for leadership that facilitate recruitment and promotion of staff of color.	<p>Identify employees transitioning with the year.</p> <p>Review job descriptions to remove non-job related requirements for employment or advancement.</p> <p>Post position and target minorities in underutilized job categories.</p>	<p>To increase and retain diverse workforce.</p> <p>Ensure job qualifications do not prohibit qualified candidates from applying.</p>	<p>Hiring managers</p> <p>Administrative hiring team</p>	Ongoing
	Brainstorm ways to improve Aspiring Administrators program.	Brainstorm ways to improve Aspiring Administrators of Color program. Use Asst Supt, Senior Directors and Directors, Office of Equity and AOC members as thought partners.	Increase promotion opportunities for staff of color.	Senior Directors	2014

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	Communicate goals of affirmative action plan and provide training on critical components.	<p>Ensure all Office of Schools staff are aware of this Division's Affirmative Action plan.</p> <p>Conduct three Affirmative Action progress updates per year.</p> <p>Ensure hiring interview panels are diverse and have been trained in multicultural interview techniques.</p>	<p>All Office of Schools must be aware of goal within affirmative action plan, if they are to be met.</p> <p>Consistent monitoring of goals is critical component of accountability.</p> <p>Basic training empowers staff to actualize goals.</p>	<p>Department heads District directors Hiring managers Affirmative Action Liaisons</p>	<p>May/June 2014</p> <p>Winter 2014</p> <p>Spring 2015</p>
Retention of leadership staff	Query exiting staff on their experience of PPS and strategies to change in order to maintain staff of color.	<p>Gather information from PPS.</p> <p>Review summary information during annual progress meeting with Office of Schools.</p>	Gather a better understanding of how Office of Schools and our organization as a whole can support staff of color.	<p>Human Resources Office of Schools Affirmative Action Liaisons</p>	<p>Spring 2015</p> <p>Spring 2016</p>

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	Develop onboarding procedures.	These procedures should include explicit strategies to support staff of color. Do intentional introductions across the organization including to affinity group members; set up process to do so.	Ease transition to new role for all staff, but particularly staff of color. Create a welcoming environment for staff of color.	Human Resources Office of Schools Project Manager	2014
	Provide networking support to staff of color.	Intentionally connect staff of color to “Say Hey” community events.	Create a welcoming environment for staff of color.	Department heads	Two weeks prior to the “Four Say Heys” per year.
	Continue to support racial affinity groups.	Respect this time – do not schedule meetings or other events over Administrator of Color meetings.	Create a welcoming environment for staff of color.	Assistant Superintendents Department heads	Ongoing
Recruitment, hiring, promotion and retention of school-based staff	Promote PPS as an employer that values equity as key cultural value.	Include links to promotional materials within job descriptions and on website.	Build PPS reputation or brand as a welcoming environment for people of color.	Hiring managers	Ongoing

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	Hire as early as possible.	<p>Expedite budgeting and staffing process.</p> <p>Do research on timelines of other districts timelines; redesign our process so we can hire as early or earlier than surrounding districts.</p> <p>Provide letters of intent to qualified bilingual candidates.</p>	Better compete for qualified candidates, especially candidates of color or who are bilingual.	<p>Assistant Superintendents</p> <p>Budget Director</p>	<p>September 2014-April 2015 & September 2015-April 2016</p>
	Provide incentives to new hires who are bi-lingual.	<p>Provide incentives to bi-lingual candidates: moving expenses, letters of intent.</p> <p>Research if we can provide signing bonus based on language ability.</p>	Better compete for qualified candidates, especially candidates of color or who are bilingual.	<p>Legal department</p> <p>Human Resources</p> <p>Assistant Superintendents</p>	2014
	Work with universities, particularly schools of education to	Partner with Portland Teacher Program to research expanding program	Build long term pipeline to increase the available pool of candidates of color.	<p>Senior Director</p> <p>Office of Teaching and Learning</p>	Ongoing

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	partner on candidate recruitment.	to counselors and school psychologists. Partner with university school of education programs to implement strategies to retain and recruit students of color.			
	Build a stronger long term pipeline of educators.	Work with high schools to create internships or CTE programs around education. Work with universities and TSPC to provide clearer pathways for mid-career shifts from another industry into education.	Build long term pipeline to increase the available pool of candidates of color.	Senior Director Human Resources	2014-2016
	Provide pathways for mid-career shifts and career ladders within PPS.	Create more transparent career ladders for educators – begin by researching what		Human Resources Assistant Superintendents	2014-16

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
		other districts around the nation are doing.			
Retention of school based staff	Develop or refine onboarding process to better support new hires of color.	Work with HR to determine what currently exists. Refine process to better supports new hires of color.	Create a welcoming environment for staff of color. Retain higher percentages of staff of color.	Senior Directors	2015
	Continue to refine teacher mentoring program to better support staff of color.	Review current practices to determine if improvements can be made to better support staff of color.	Retain higher percentages of staff of color.	Assistant Superintendent of Teaching and Learning	2014
	Creating a welcoming and safe culture for staff of color.	Research / pilot affinity groups within schools.		Senior Directors	2014

OFFICE OF THE SUPERINTENDENT

I. Introduction

The Office of the Superintendent is fully committed to leading the effort to support the goals of the District's Affirmative Action Plan. This plan is being written in accordance with the District's Affirmative Action Plan and all applicable rules therein.

This Division is comprised of the Office of the Superintendent and also includes all of her direct reports:

- Assistant Superintendent of School Performance
- Assistant Superintendent of School Operational Support
- Assistant Superintendent of Teaching and Learning
- Chief Equity Officer and Partnership Director
- Chief Financial Officer
- Chief of Communications and Public Affairs
- Chief of Human Resources
- Chief of School Modernization
- Chief of Staff
- Chief Operating Officer
- General Counsel
- Confidential Executive Assistants

The Office of the Superintendent is committed to the following:

- “In order to close the racial achievement gap and better serve all students, Portland Public Schools staff must reflect the diversity of the students we serve.” (Affirmative Action Policy 5.10.025-P)
- “The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees’ knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.” (Racial Educational Equity Policy 2.10.010-P)

The Office of the Superintendent consists of 15 employees. The Office of the Superintendent consists of employees with the following racial/ethnic and gender demographics:

Race & Ethnicity	Office of the Superintendent	2013-2014 PPS Students
Black/African American	33.3%	10.7%
White	60.0 %	55.8%
Asian	0%	7.9%
Native Hawaiian/Pacific Islander	0%	0.9%
Hispanic/Latino	6.7 %	16.2%
Multi-Racial	0%	7.4%
Native American/Alaskan Native	0%	1.1%

Gender	Office of Superintendent	2013-2014 PPS Students
Male	47.0%	51.0%
Female	53.0%	49.0%

II. Assessment of Current Affirmative Action Strategies

The following affirmative action practices are in place for the division:

- A. Actively seeking out candidates to increase the diversity and multiple perspectives in our department.
- B. Utilizing a Racial Equity Lens to analyze job descriptions and recruiting and hiring practices.

- C. Prioritizing diversity and multiple perspectives on interview committees and in the selection process.
- D. Engaging in regular equity team meetings both as a team and within our own departments to engage in conversations about race, and deepen our understanding of the personal, professional and organizational bias in our system.

III. Placement Objectives

The Office of the Superintendent plans to identify additional opportunities to diversify its staff to better reflect the racial and ethnic makeup of PPS students. The Office of the Superintendent is underutilized in the following areas: Hispanic/Latino, Asian, Native American/Alaskan Native, and Native Hawaiian/Pacific Islander.

The Office of the Superintendent also will identify succession and retention plans to ensure that there are additional opportunities and clear career paths for leaders of color.

IV. Affirmative Action Strategies

Having established placement objectives identified in section III, we will implement the following strategies to achieve our objectives:

<p>Fiscal Years 2014-2016 Office of the Superintendent Affirmative Action Strategies</p>

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Recruitment for leadership positions to reflect PPS student population	Promote PPS as an employer that values equity as a key cultural value.	Include links to equity policy within job descriptions and on website.	Build PPS reputation or brand as a welcoming environment for people of color.	Hiring managers	Ongoing

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
	Develop succession plans for leadership that facilitate recruitment and promotion of staff of color.	<p>Identify employees transitioning within the year.</p> <p>Review job descriptions to remove non-job related requirements for employment or advancement.</p> <p>Post position and target people of color in underutilized job categories.</p>	<p>To increase and retain diverse workforce.</p> <p>Ensure job qualifications do not prohibit qualified candidates from applying.</p>	<p>Hiring managers</p> <p>Administrative hiring team</p>	Ongoing
	Develop relationships with racial and cultural organizations to network and promote PPS as an employer.	Identify organizations and develop data base.	To expand recruitment and provide easy access to hiring managers.	<p>Human Resources</p> <p>Office of Superintendent</p>	Spring 2015

Area of Focus	Planned Actions	Benchmark Activities	Intended Purpose	Person(s) Responsible	Projected Start/End Date(s)
Retention and career path planning for PPS employees.	Develop onboarding procedures.	<p>These procedures should include explicit strategies to support staff of color.</p> <p>Do intentional introductions across the organization including to affinity group members and to the Portland community.</p>	<p>Ease transition to new role for all staff, but particularly staff of color.</p> <p>Create a welcoming environment for staff of color.</p>	Human Resources	2014
	Continue to support racial affinity groups.	Continue current support and identify as a priority for 2015-16 budget.	Create a welcoming environment for staff of color.	Office of Equity	Ongoing

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Progress Key

	Indicates "On track"
	Indicates "Generally on track with considerations"
	Indicates "Behind schedule"
	Indicates "n/a"

2013-2014 Annual Equity Plan
January 2014 Progress Update

	Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Jan 2014 Progress Indicator(s)	Jan 2014 Progress	Lead	Sponsor
Teaching & Learning	1 Ensure students of color have both access to and success in the core program: eliminate over-identification of students of color for special education and remedial classes, and under-identification of students of color for talented and gifted services and college credit bearing courses.	(1) Implement the Successful Schools Framework (SSF) to operationalize research-based strategies to close achievement gaps for students of color.	Establish an overarching framework with common vocabulary & methodology across the District. Ensure schools effectively plan for and assess progress towards racial equity.	The Successful Schools Framework was developed by Academic Cabinet and shared with District leadership.	Principal & regional administrator accountability metrics aligned to SSF.	Redesigned administrator evaluation tool and currently working on calibration across the district.	Kimberly Matier Greg Wolleck Willa Campbell	Sue Ann Higgins
		(2) Review with counselors racialized enrollment data in college credit bearing courses by high school.	Fall 2014 course enrollment reflects 1:1 relative rate of enrollment. First progress grades of 2013-2014 show 1:1 relative rate of passing college credit bearing courses.	2013-2014 college credit bearing course enrollment data (racially disaggregated)	High school counselors have reviewed enrollment data, analyzed process for forecasting, and figured out how it might be adapted to racially represent students of color.	Counselors reviewed student enrollment data to plan for fall forecasting. Topic discussed at monthly job alike. Priority given to emerging bilingual students.	Tammy Jackson	Sue Ann Higgins
		(3) Redesign the instructional professional development model in order to provide integrated supports so teachers can provide all students with rigorous instruction that is culturally and linguistically responsive. Eliminate departmental silos in order to provide a more integrated approach.	Newly developed, integrated professional development model ready for implementation in 2014-2015 school year.	Surveys indicated dissatisfaction with current professional development model.	Feedback collected from various stakeholders and draft plan created.	Worked with departments within Teaching & Learning and with the Office of Equity. Met with PAPSA leadership and other stakeholders to solicit input. Draft plan created.	Kimberly Matier	Sue Ann Higgins
		(4) Intervention Resource Team (IRT)-ensuring supports are in place prior to moving to a more restrictive setting.	Decrease in students of color moving to restrictive settings.	Number of students of color referred to IRT	Baseline data suggests 70% of students referred to IRT are students of color.	The baseline data was so alarming that we decided to restructure the entire Special Education department in order to mobilize services and supports to buildings in a more effective and responsive way.	Ed Krankowski	Sue Ann Higgins
		(5) Special Education to work with ESL to complete revision of pre-referral process.	Pilot implementation begins and IT begins specs for incorporating process as part of Synergy.	Research best practices to develop and implement a standard process used district-wide to match students to appropriate level of tiered instruction and intervention.	Forms are created reflecting a clearly defined process for assigning appropriate level of instruction and interventions to accelerate student learning.	Forms and process developed. Vetting with key stakeholders in progress.	Van Truong Mary Pearson	Sue Ann Higgins

2013-2014 Annual Equity Plan
January 2014 Progress Update

	Priority Strategy	2013-2014 Action	Year-End Intended Outcome	Sept 2013 Baseline Metric(s)	Jan 2014 Progress Indicator(s)	Jan 2014 Progress	Lead	Sponsor
Teaching & Learning	2 Partner with culturally-specific community organizations to provide culturally-responsive supports for students and families of color.	(1) Contract with five culturally specific organizations (SEI, BPI, Latino Network, NAYA and IRCO) to provide appropriate family engagement supports aimed at increasing home-to-school and school-to-home communication as well as fostering learning at home.	Increased home-to-school and school-to-home communication & learning at home for students in target schools.	Schools identified to receive services.	All contractors fully implementing program components.		Dunya Minoo	Lorenzo Poe
		(2) Provide culturally appropriate services to increase school connectedness and improve school climate for target populations who have historically been over represented in discipline data through the Student Assistance Coordinator (SAC) and The I AM Academy.	Increased school connectedness and improved school climate for program participants.	Schools identified to receive services.	Student Assistance Coordinator fully implementing program components.		Dunya Minoo	Lorenzo Poe
		(3) Partner with Native American Youth and Family Center (NAYA) to bring culturally specific services through joint development of Foster school site to include low income housing and an early childhood center	Capital and operating programmatic details have been finalized.	N/A	Oregon Solutions project begins. Conceptual design begins.		Tony Magliano	CJ Sylvester
	3 Implement high leverage ESL instructional strategies district-wide in all K-12 core content classrooms.	(1) Implement classroom-based Content-based English Language Development (CBELD) in 9 schools in K-2 science.	Provide authentic language and content area knowledge learning for emerging bilingual students.	1 CBELD pilot school in 2012-2013.	Implementation with fidelity in 9 schools.	Materials arrived, teachers all completed initial training, and schedules established. Students were actively using academic vocabulary and content knowledge.	Van Truong	Sue Ann Higgins
		(2) Successfully open Portland International Scholars Academy (PISA)--a newcomers' academy for students in grades 9-12.	Provide newcomers with accelerated English language development & academic supports to access to core content.		Increased enrollment and students on track to earn 8 credits by year-end.	All enrolled students earned 4 or more credits.	Van Truong	Sue Ann Higgins
	4 Provide instruction for emerging bilingual (EB) students in their native language through dual language programs where we have a critical mass of native speakers.	(1) Define role of dual language programs and identify barriers to enrollment for native and heritage language speakers in our established dual language programs.	EB enrollment in dual language program increased by 70 students	October 2012 ESL student enrollment in each dual language program.	Develop a plan to expand dual language programs. Plan should include a strategy for setting aside slots for native language students.	New programs will start in the fall of 2014. These include Spanish at St. Johns, Mandarin at King & Vietnamese at Roseway Heights.	Debbie Armendariz	Sue Ann Higgins

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Teaching & Learning	5 Define, identify and build capacity for culturally relevant instruction.	(1) Strand 3 Schools will receive professional development on culturally relevant teaching.	Each teacher has participated in at least one classroom observation using the CARE protocols.	Strand 3 CARE teams have engaged in introductory seminars on culturally relevant teaching and are identifying focal students currently not being successful academically.	Expansion of the CARE process using CARE protocols, the selection of focal students and classroom observations .	Each Strand 3 CARE team designed and implemented an expansion model in 2013-14. The content of monthly late opening professional development focused on culturally relevant instruction. The expansion and deepening of the CARE process will continue in 2014-15.	Cynthia MacLeod	Lorenzo Poe
		(2) Strand 3 School PASS teams will receive professional development on parental advocacy for student success.	PASS Schools have families engaged in advocacy for student success.	Strand 3 schools will form PASS Teams in January 2013.	Strand 3 PASS Schools will have PASS Teams that attend the parent advocacy seminars.	Most Strand 3 schools had PASS teams consisting of two teachers and an administrator for Seminars 1-3 in all day training. Some teams had family and community participation in the evening seminar training. Teams will complete PASS Seminars 4-6 in 2014-15.	Cynthia MacLeod	Lorenzo Poe
	6 Provide school leaders and central support staff with school-based professional development on implementing culturally responsive positive behavior support systems.	(1) Provide calendared professional development for school staff and leaders to move the next step forward in implementation of positive behavior intervention and supports (PBIS), recognizing the need for culturally responsive strategies in coaching for teacher success with students.	2013-2014 exclusionary discipline data indicates reduction of exclusionary practices for all students of color and measurable progress toward 1:1 relative rate of exclusion.	K-12th grade relative rate of exclusionary practices in response to student behavior (SY 2013-2014)	Relative rate of disciplinary exclusion for K-12th grade (through January 2014)	Culturally Responsive PBIS (CR-PIBS) being implemented at 40 PK-12 schools. Competing district priorities limited access to district and building leaders for more expansive professional development. Preliminary year-end disciplinary data indicate exclusionary rates continue to drop for all students yet the RRI is holding at unacceptable levels particularly for Black students.	Tammy Jackson	Sue Ann Higgins

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Teaching & Learning	6 Provide school leaders and central support staff with school-based professional development on implementing culturally responsive positive behavior support systems.	(2) Collaborate with the Office of High Schools to develop instructional leader professional development in areas of PBIS and restorative justice (RJ), expanding on practices we have seen to impact disciplinary data by decreasing the disproportionate over-representation of students of color while simultaneously decreasing exclusionary discipline for all students.	2013-2014 exclusionary discipline data indicates reduction of exclusionary practices for all students of color and measurable progress toward 1:1 relative rate of exclusion.	K-12th grade relative rate of exclusionary practices in response to student behavior (SY 2013-2014)	Relative rate of disciplinary exclusion for K-12th grade (through January 2014)	Hired new CR-PBIS coach who was dedicated to HS for the 2013-2014 SY to assess readiness and explore implementation strategies for PBIS and RJ. Two high schools participated in exploratory PD in PBIS. Both plan to continue their work in the 2014-2015 SY. Preliminary year-end disciplinary data indicate exclusionary rates continue to drop for all students yet the RRI is at unacceptable levels particularly for Black students.	Tammy Jackson	Sue Ann Higgens
Workforce Development	7 Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(1) Enhance current onboarding process, ensuring our employees of color feel welcomed and included.	All new employees will have an introduction to our District's equity mission and goals set forth by the Board. All new employees will also have information that will help them at the start of their new positions. We will disaggregate by race to ensure that all new hires have the tools to successfully start in their positions.	HR revised their onboarding program based on a new hire survey report conducted 2011-12 and 2012-13. We expect 2013-2014 new hires to have a more satisfactory onboarding experience. We will gather feedback from the survey to enhance our revised onboarding process.	Send onboarding satisfaction survey to all new hires (after 7/1/13).	A survey was not sent out to 2013-14 new hires yet; we plan to send a survey out in Sept. to capture data from the 2013-14 and the 2014-15 new hires.	Loretta Benjamin-Samuels	Sean Murray

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Workforce Development	7 Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(2) Expand exit survey to all employee groups sent within 30 days of final work day.	All employees who exit the district will be provided an exit survey for completion. Information will be disaggregated by race to inform our retention strategy for employees of color.	HR currently sends exit surveys to certified employees; we will expand the exit survey to all employee groups to better inform our recruitment and retention strategies.	HR E-team will have reviewed exit surveys to ensure relevant and useful information is collected for all employee groups.	The surveys have been reviewed for certified, non-represented and administrators and we have created one survey for all employees. We are reviewing the survey with the HR Equity team and will be making the recommended changes and automating the process so all exiting employees receive a survey.	Ross Hume	Sean Murray
		(3) Identify and create workforce diversity planning reports that include metrics for schools and departments	As we continue to increase our partnerships with targeted universities/organizations we will see an increase in the diversity of our applicant pool.	Meet with internal stakeholders to develop workforce planning reports.	Reports and metrics will be identified and communication will start with HRIS on a timeline to deliver reports for the following school year.	We plan to include linguistic diversity in our HRIS by this Fall; we have identified diversity metrics for managers to address areas of recruitment and retention.	Bonnie Gray	Sean Murray
		(4) Human Resources will identify and develop partnerships with universities/organizations to increase the diversity of our applicant pool for all positions	As we continue to increase our partnerships with targeted universities/organizations we will see an increase in the diversity of our applicant pool.	Identify and create partnerships with three new universities/organizations to increase the diversity of our current applicant pool. Develop a recruitment budget.	Will have created partnerships that support our ability to recruit from the targeted universities/organizations.	Creation of 5 new relationships with the following universities helped increase the number of diverse, culturally responsive and bilingual candidates in the applicant pools and hired for the 2014-2105 hiring year: University of Texas at El Paso, New Mexico State University, University of New Mexico, California State University at Fullerton, California State University at Chico, Heritage University.	Loretta Benjamin-Samuels	Sean Murray

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Workforce Development	7 Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(5) New employees of color will be invited to community organizations such as Say Hey!, Oregon Association of Latino Association, Oregon Association of Black Educators events to get connected to local communities of color in Portland.	We will have documented the number of new hires who have been informed of local community of color networks and tracked the success of this method.	New administrators of color from 13-14 school year were recognized at the Say Hey! event; we will have an identified method that connects our new hires of color to local communities.	A process to identify and communicate with new hires will be developed.	Still working on an automated process to better capture out-of-state candidates; will continue to build a process that will be integrated into onboarding process.	Bonnie Gray & Loretta Benjamin Samuels	Sean Murray
		(6) Expand our recruitment efforts to solicit referrals for racially and/or linguistically diverse applicants from PPS employees.	5% percent of new hires will come from employee referrals.	There is no formal strategy in place to solicit employee referrals.	Identify strategies and a process for tracking referrals.	Announced at Leadership Academy and at "Meet with Carole" that we were hiring and asked employees to make referrals; we have received many more referrals this year. We are still in the process of formalizing strategies and a way to track referrals.	Loretta Benjamin-Samuels	Sean Murray
		(7) Continue early letters of intent for high need areas including immersion, special education, elementary, etc. and PTP/BTP partnerships	Early hires will be increased by 15%.	Identify the hiring needs for the 2014-15 school from resignation and retirement data, schools and departments. Applicant pools for high need areas will be posted in November. Monthly recruitment events that contribute to early hiring strategies will be held.	Will have analyzed our 2014-15 recruitment strategies and documented strategies that were effective.	Data was used to identify all of the applicant pools; we began posting in November; HR/Building & Central administrators participated in 8 new out of state recruitment events; we attended numerous in-state recruitment events/career fairs: PPS Career Day Event, Student Mock Interviews, attended National Conferences, Student Teacher Interview support, etc.	Loretta Benjamin-Samuels	Sean Murray

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Workforce Development	7 Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(8) Enter into strategic partnerships that will develop a diverse educator pipeline and retain staff of color after hire.	We will have documented Year 1 progress towards developing a bridge program for diverse students to enter into the field of teaching.	Awarded grant from TeachOregon to partner with N.Clackamas, David Douglas & PSU to recruit diverse future educators and support them for successful completion of their BA and MA and licensure; Employ rigorous, meaningful clinical practice collaboratively designed by both university and districts; Provide support for new hires to ensure long-term retention and success in the schools.	Documented strategies for Year 1 implementation of project. We will start on building communication about the TeachOregon project.	District reps from David Douglas, Portland Public Schools and North Clackamas School District shared best practices for equitable hiring practices. We identified an inventory of policies and practices that aligned with diversifying the teacher workforce. We have promotional materials and website established about the TeachOregon bridge program.	Bonnie Gray	Sean Murray
		(9) Create a system using PeopleSoft (HRMS) to identify the linguistic diversity of staff.	We will be able to report on linguistic abilities of our workforce.	Have a module that will hold linguistic ability for all staff.	Stakeholders would have met and determine if current module will work or if a custom page needs to be created.	Have created a linguistic tracking module that allows employees to self-identify; in addition a PPS will be able to track employees who are fluency tested and native speakers.	Patty Blanchard	Sean Murray
		(10) Create an employee survey to collect information on language abilities of our workforce	We will have data on the linguistic ability of our current workforce to create the baseline data for our Racial Equity Plan and Affirmative Action Plan.	We currently do not collect language abilities of our workforce.	A survey will be created to collect information from current workforce on linguistic ability.	A new linguistic tracking module was created that will allow PPS employees to update their linguistic ability and if they are a native speaker through our Employee Self Service (ESS) system. We will be emailing employees letting them know how to update their information.	Bonnie Gray	Sean Murray

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Workforce Development	7 Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	(11) Focus on diversifying the substitute hiring pool	Current racial and linguistic diversity of substitutes hired into the substitute pool.	Increase the racial and linguistic diversity of substitutes hired into the substitute pool.	Strategies identified to increase the racial and linguistic diversity of the substitute hiring pool.	Surveyed and fluency screened majority of current substitute teachers. Currently fluency testing those who have stated they speak a language other than english. Connecting with current teacher applicants who are racially and/or linguistically diverse that are not offered positions for 2014-2015 SY to recruit as substitutes.	Patty Blanchard	Sean Murray
		(12) Ensure benefit plan changes will not unintentionally negatively impact the District's employees of color, thereby preserving workforce diversity.	PPS benefit plans should be attractive to diverse candidates and encourage retention of all employees specifically our racially diverse employees.	Any proposed changes to benefit design or eligibility are consistently examined using the District's Racial Equity Lens.	A process is developed to review benefit plan changes, designs or enrollment and to identify the impact on the racial diversity of our workforce.	A query has been developed to access the necessary data; the process for identifying changes and analyzing the potential impact is in progress.	Terri Burton	Sean Murray
		(13) Continue to utilize an equity lens in contract decisions to support the recruitment and retention strategies that enhance the racial and linguistic diversity of our workforce	We will have documented language on how the Racial Equity Lens was used in our contract proposals and decisions.	Contract proposals and agreements will protect and add language that supports the goals of the District's Racial Educational Equity Policy.	Language and proposals supporting and expanding the role of equity in negotiations will move forward in the negotiations process with the PAT.	We successfully added the bi-lingual exception and streamlined the staffing process which allows us to recruit and hire earlier.	Brock Logan	Sean Murray
	8 Redesign hiring processes to include cultural responsiveness as a criterion for staff positions at every level in the organization.	(1) To gain a greater understanding of the district's core business: educating our students. We will observe and identify how HR processes align with and impact the District's equity work.	Completed comparative analysis of the school visits that identify indicators for recruiting, hiring, and retaining educators that can successfully perform equity work.	Identify selection criteria, teams and schools that are successfully performing equity work in assisting with closing the achievement gap.	Teams are organized, schools identified and contacted, HR has scheduled schools that will be visited.	We are in process, will confirm schools and set up visits in September/October.	Sean Murray	Sean Murray

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Workforce Development	8 Redesign hiring processes to include cultural responsiveness as a criterion for staff positions at every level in the organization.	(2) Create, review and implemented an administrator evaluation to include cultural responsiveness as an evaluation competent.	We will have documented a preliminary assessment of cultural responsiveness of our administration and received feedback on the evaluation tool to enhance the tool and its effectiveness.	A draft of the revised administrator evaluation has been created. RA's and HR will gather additional feedback from building administrators, Administrators of Color (AOC) and PAPSA in this pilot year.	RA's will be meeting with principals, AP's and VP's for mid-year check ins and discussing areas of growth.	The new evaluation tool was rolled out to administrators in cluster meetings; RA's completed mid-year check ins.	Michelle Riddell	Sean Murray
		(3) Offer Beyond Diversity trainings to all substitutes.	We will have an increase in the number of substitutes who have taken Beyond Diversity for current school year compared to last year.	All substitutes will be offered to take Beyond Diversity training to enhance their candidacy for employment with the District.	Will have connected with Equity office on schedule for Beyond Diversity trainings.	Beyond Diversity training was offered to all substitutes in June 2014 with 70+ attendees.	Patty Blanchard	Sean Murray
	9 Facilitate development, adoption and implementation of an affirmative action policy.	(1) Develop affirmative action plan	District-wide Affirmative Action Plan developed and ready for implementation with the goal of increasing workforce diversity.	Affirmative Action Policy adopted.	Affirmative action consultant selected and hired.		Jeanine Fukuda	Lorenzo Poe
	10 Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	(1) Schools will receive differentiated equity focused professional development.	Feedback from the school staff indicate the use of an Equity lens for decision making.	Self reported capacity to utilize the Courageous Conversations (CCAR) protocols to facilitate monthly equity focused professional development.	School-based Equity teams facilitate CCAR using resources such as their school discipline and achievement data, community programs, book studies.	Equity teams used CCAR systems thinking protocols to recognize trends in district and site specific discipline referral and exclusion data as it relates to the educational experience for students of color.	Cynthia MacLeod	Lorenzo Poe
		(2) School-based Equity Teams will facilitate equity-focused monthly professional development with their buildings.	School-based staff responses to annual Equity survey will indicate the positive impact of equity professional development and engagement in CCAR.	Site based professional development plans will reflect monthly equity professional development modeled at Leadership Academy sessions.	School based Equity Teams facilitate monthly professional development to engage building staff in CCAR.	School and site based Equity Teams led monthly professional development that is related to the Leadership PLC work in at least 50% of the sessions. The remaining professional development sessions addressed equity issues/topics determined by the Equity team.	Cynthia MacLeod	Lorenzo Poe

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Workforce Development	10 Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	(3) Schools will receive differentiated equity focused professional development.	Feedback from the school staff indicate the use of an Equity lens for decision making.	Self reported capacity to utilize the Courageous Conversations (CCAR) protocols to facilitate monthly equity focused professional development.	School-based Equity teams facilitate CCAR using resources such as their school discipline and achievement data, community programs, book studies.	School and site based Equity Teams use CCAR systems thinking models to lead staff analysis and discussion of site specific trends in referral and exclusion data and the impact on the achievement of students of color.	Cynthia MacLeod	Lorenzo Poe
		(4) School-based Equity Teams will facilitate equity-focused monthly professional development with their buildings.	School-based staff responses to annual Equity survey will indicate the positive impact of equity professional development and engagement in CCAR.	Site based professional development plans will reflect monthly equity professional development modeled at Leadership Academy sessions.	School based Equity Teams facilitate monthly professional development to engage building staff in CCAR.	School and site based Equity Teams facilitated monthly equity professional development based on Leadership PLC work such as CRT, culturally relevant pedagogy, systems thinking, CCAR and other racial equity topics that relate to specific needs at the school or site.	Cynthia MacLeod	Lorenzo Poe
		(5) Operational support e-teams will build capacity for staff to facilitate department e-team work	Feedback from department staff indicate that they have (a) deepened their personal and collective racial consciousness in order to disrupt institutional and structural racism and (b) increased their confidence in their ability to facilitate/lead CCAR activities.	(a) Self reported readiness of department staff to utilize the Courageous Conversations About Race (CCAR) protocols to facilitate monthly equity focused professional development, and (b) department leaders' willingness to mentor staff to build capacity.	Department staff will be actively engaged in deepening their own development in the CCAR Protocol and in their facilitation skills.	While leadership and staff changes in several departments and divisions have resulted in reorganizing and regrouping of the e-teams, the e-team leaders continue to engage their teams in the deepening of the work using the CCAR Protocol.	Hector Roche	Lorenzo Poe

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Workforce Development	10 Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	(6) Operational support department leaders will receive coaching support on how to build on their CCAR leadership, while sequencing to introducing Critical Race Theory (CRT) to the equity work.	Leaders will exhibit increased racial consciousness and equity leadership behaviors, and increased use of CRT in department practices and policy.	Self reported readiness of leaders to build on the Courageous Conversations (CCAR) protocols with CRT in providing leadership to their Equity Teams and staff.	Leaders will exhibit increased confidence in leading discussions using the CCAR Protocol, in preparation for introducing CRT.	Continue to meet with division and department leaders, providing coaching on leadership skills and supporting their e-teams. All leaders participate in the Central Office Equity Leadership seminars. There continues to be varying levels of engagement in personal equity growth.	Hector Roche	Lorenzo Poe
		(7) Central office leadership to engage in SPELL (Special Education/ESL) equity training.	Central office leadership team will gain a deeper understanding of how to better support our buildings in this work. Professional development will help District develop internal capacity to lead SPELL Equity Walkthroughs in following years.	Special Education, ESL Department and Equity Office worked with Pacific Educational Group to plan 3 Professional Development days related to SPELL.	Complete first PD session. Planning for March Equity Walkthroughs at target schools.	Completed two of three PD sessions. Still to occur are the final PD session, Equity Walkthrough and SPELL session for district leadership.	Mary Pearson Van Truong	Sue Ann Higgins
		(8) Develop Equity@PPS website to facilitate communication of racial equity work.			Equity@PPS website completed and launched.	Equity @PPS site updated in April 2014; Now working on plan for better sharing equity work with the public.	Erin Barnett	Jon Isaacs
Cultural & Organizational Transformation	14 Apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas with a focus on differentiating resources to better support students of color.	(1) Practice use of Equity Lens Tool with operational and instructional leadership.	Increased capacity and confidence of leadership to use the Equity Lens Tool. Increased use of the Equity Lens Tool in major departmental decisions.	Evidence from first attempts in using the Equity Lens Tool documents.	Evidence from Equity Lens Tool documents indicates increased consideration of race in decision-making.	Equity teams have begun using the Racial Equity Lens tool and Critical Race Theory to analyze their work and modify their practice.	Hector Roche	Lorenzo Poe
		(2) Apply Equity Lens Tool in budget development and adoption process for SY 2013-2014 budget.	Increased consideration of race in decision-making during the budget development and adoption process and ultimately, more equitable funding allocation.		Board, district staffing team, and budget leadership team trained on Equity Lens Tool. Key points of lens tool application in budget process identified.	Budget development participants trained. Budget submission documents included equity questions; and Equity Lens Tool was part of instruction package.	David Wynde	Neil Sullivan

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Cultural & Organizational Transformation	15	Outcomes at every level in the organization are disaggregated by race and ethnicity	(1) Work with Student Services and IT to have real-time access to data on use of exclusionary discipline for special education students by race/ethnicity.			Report not yet available. Dashboard Report due to be available by the start of the 2014-15 school year.	Suzy Harris	Jollee Patterson
	16	Adopt culturally relevant data and research practices.	(1) Research & Evaluation and Data Policy & Analysis will develop a new race/ethnicity section of the student registration form.	More detailed and accurate data collection of student race/ethnicity will result in more accurate analyses and the ability to provide better support and services to underrepresented communities of color.	Existing data collection method & recommendations from the Coalition of Communities of Color.	First draft of new data collection form ready to vet with other PPS departments and culturally specific community agencies.	Joseph Suggs	Sue Ann Higgins
	17	Balance enrollment through boundary changes, grade reconfigurations, policy updates, etc. to ensure that every student of color has access to a strong core program.	(1) Provide equity professional development and staff support for SACET (Superintendent's Action Committee on Enrollment & Transfer) to help the committee apply a Racial Equity Lens to its analysis of enrollment & transfer policies.	SACET has built the knowledge, will and skill to apply the Racial Equity Lens tool to its analyses and ultimately recommendations to the Superintendent regarding recommended changes to align the District's enrollment & transfer policies to the Racial Educational Equity Policy.	SACET members have varying and mostly limited exposure to racial equity training and use of a Racial Equity Lens tool.	SACET has received foundational Courageous Conversations and Racial Equity Lens training, and has begun practicing application of a racial equity lens.	Jon Isaacs Judy Brennan Hector Roche Jeanine Fukuda	Jon Isaacs
	18	Establish and implement an Equity in Public Purchasing & Contracting (EPPC) policy.	(1) Develop Administrative Directives (ADs) to support policy.	EPPC Policy & ADs in place.	EPPC Policy adopted.	ADs approved.	Business Equity AD approved 9/23/13. Workforce Equity AD approved 9/23/13 Career Learning Equity AD approved 10/23/13.	David Wynde
	(2) Review systems and processes to support implementation and identify additional actions necessary.		Impact of EPPC visible across business, workforce and career learning equity fields.		Action steps for system improvements identified.	Next steps include: establish OCIP to improve MWESB contractor access; revise solicitation documents; establish MWESB reporting system and add budget; contract for workforce equity with City; increase career learning opportunities.	David Wynde	Neil Sullivan

PPS Equity Key Performance Indicators (KPIs)

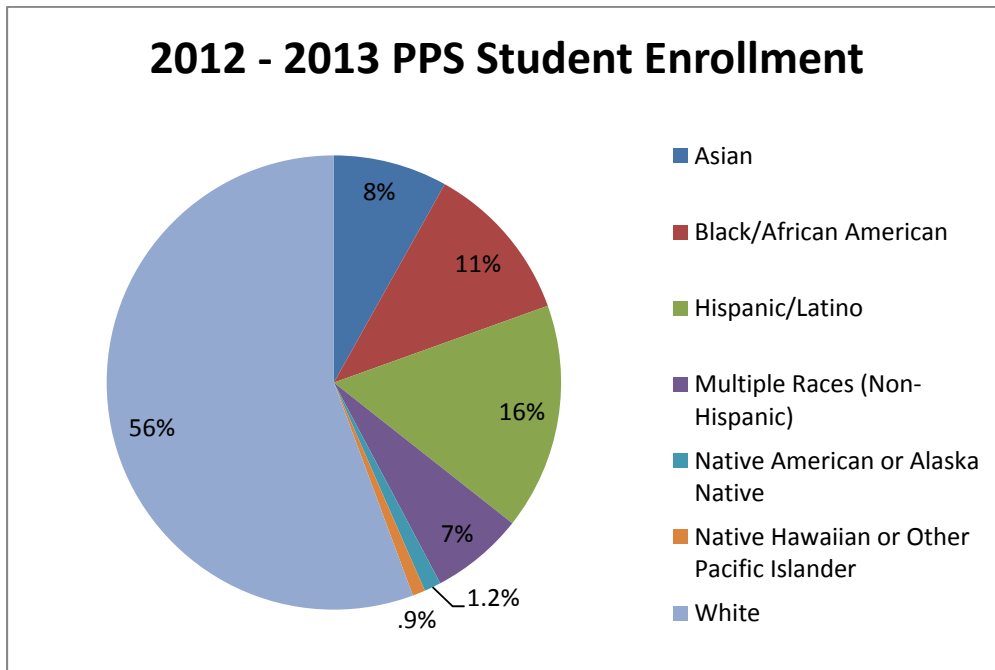
The Equity Key Performance Indicators provide a system-level measure of progress towards racial equity in Portland Public Schools. The 7 KPIs identify racial opportunity gaps in our system that we believe contribute to disparities in student achievement.

The seven indicators measure:

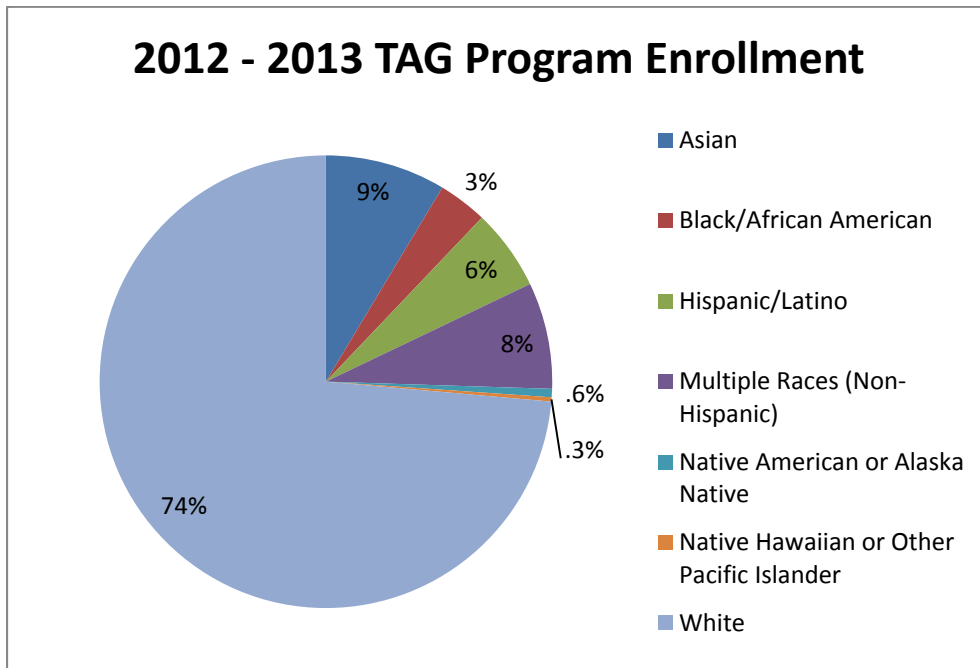
- 1) Underrepresentation of students of color who **met benchmark or advanced at least one tier in K-3 reading**
- 2) Overrepresentation of students of color in **Special Education**
- 3) Overrepresentation of students of color experiencing **exclusionary discipline**
- 4) Underrepresentation of students of color in **Talented & Gifted (TAG)**
- 5) Underrepresentation of students of color in **AP, IB & dual credit courses**
- 6) Underrepresentation of **teachers of color** compared to the student population
- 7) **% of contract dollars** paid to minority-owned businesses

Explanation of Over- and Under-representation: Talented & Gifted Program Example

Ideally, with no racial bias in our system, TAG Program enrollment would mirror total PPS Student Enrollment by race/ethnicity. For example, in 2012-2013, where 11% of students identify as Black/African-American, approximately 11% of students enrolled in TAG would identify as Black/African-American.



In reality, however, only 3% of students enrolled in TAG are Black/African-American. The difference between these two percentages represents the underrepresentation of Black/African-American students enrolled in TAG. (3% minus 11% equals -8%.) Thus, Black/African-American students are underrepresented in TAG by 8%.



Using similar calculations, Hispanic/Latino students are 10% underrepresented, Native American or Alaska Native students are 1% underrepresented, and Native Hawaiian and other Pacific Islander students are 1% underrepresented. Multiple Race students are 1% overrepresented, Asian students are 1% overrepresented and White students are 18% overrepresented in TAG.

The following table highlights the underlying TAG program enrollment and PPS student enrollment data along with the calculation of over- or underrepresentation for each racial/ethnic group.

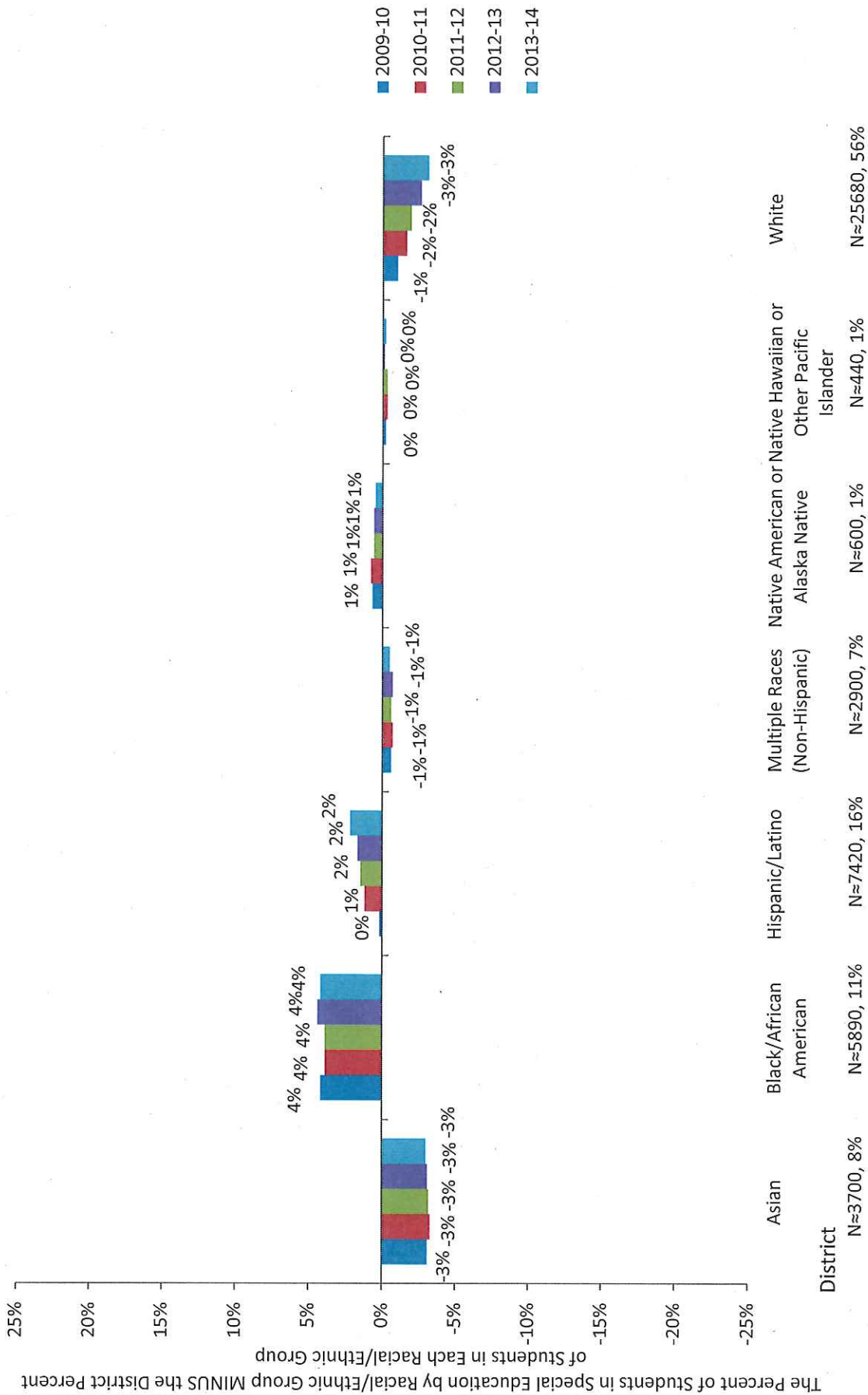
2012-2013 TAG Program KPI Data					
	TAG Program Demographics		District Student Enrollment Demographics		Over or Underrepresentation of Students in TAG by Race/Ethnicity
	A	B	C	D	E
Race/Ethnicity	# of TAG Students by Race/Ethnicity N=5,793	% TAG Students by Race/Ethnicity N=5,793	# of Students in the District by Race/Ethnicity N=47,523	% of Students in the District by Race/Ethnicity N=47,523	% TAG Students Minus % of Students in District (Column B – Column D)
Asian	501	8.6%	3850	8.1%	+5%
Black/African American	204	3.5%	5436	11.4%	-8%
Hispanic/Latino	334	5.8%	7668	16.1%	-10%
Multiple Races (Non-Hispanic)	441	7.6%	3155	6.6%	+1%
Native American or Alaska Native	33	0.6%	550	1.2%	-1%
Native Hawaiian or Other Pacific Islander	15	0.3%	427	0.9%	-1%
White	4265	73.6%	26437	55.6%	+18%
TOTAL	5793		47,523		

The KPI charts that follow illustrate the over- and under-representation of different racial/ethnic groups in different areas over multiple years.

Longer bars above and below the x-axis indicate greater racial disparities.

*Note: KPI #1 & #7 are still in progress and currently unavailable.

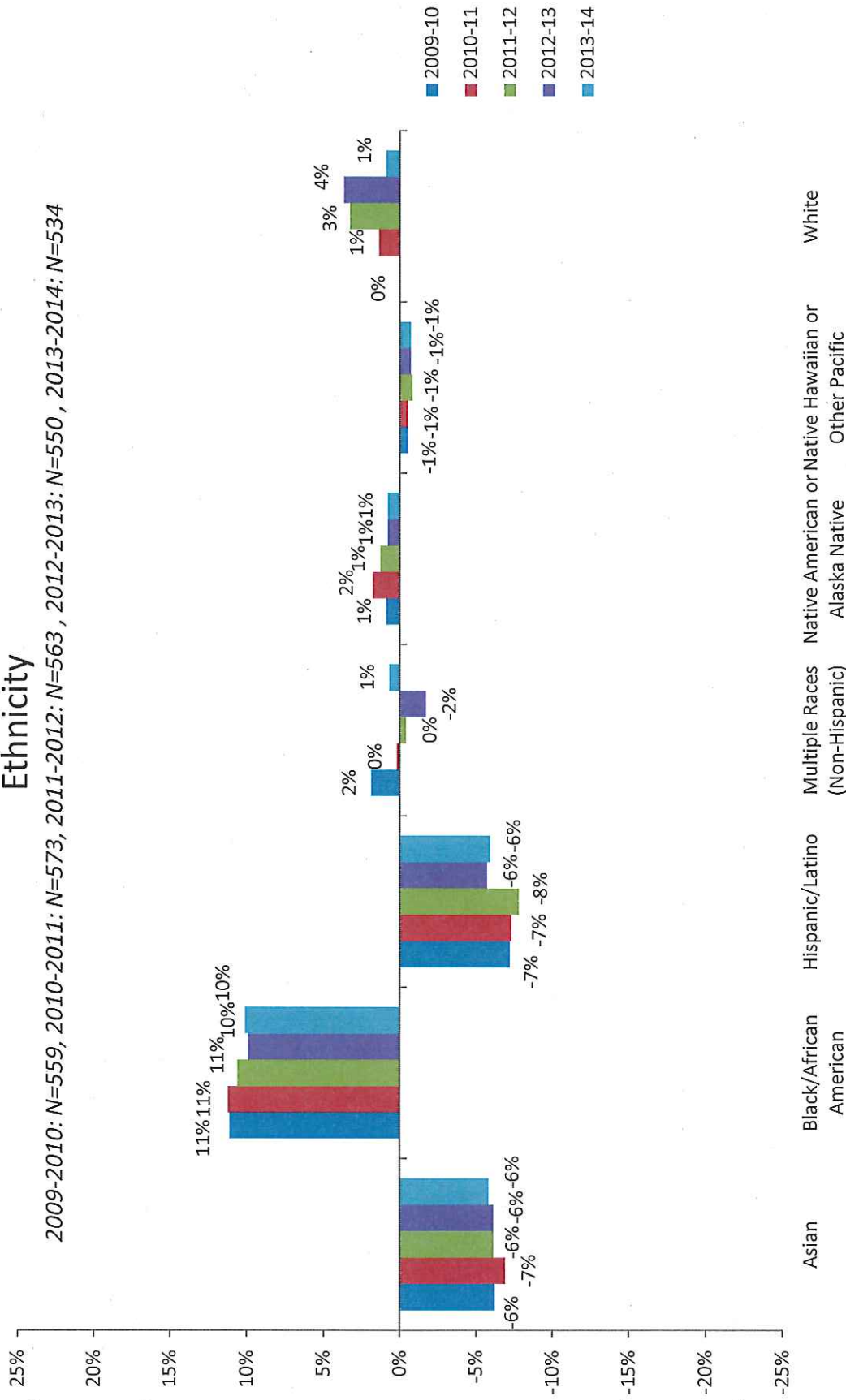
KPI #2: The Over or Under Representation of Students in Special Education by Race/ Ethnicity



KPI #2: Special Education: The Over Or Under Representation Of Students With "Emotional Disturbance" As Their Primary Disability By Race/ Ethnicity

The Percent of Students With "Emotional Disturbance" As Their Primary Disability by Racial/Ethnic Group MINUS the District Percent of Students in Each Racial/Ethnic Group

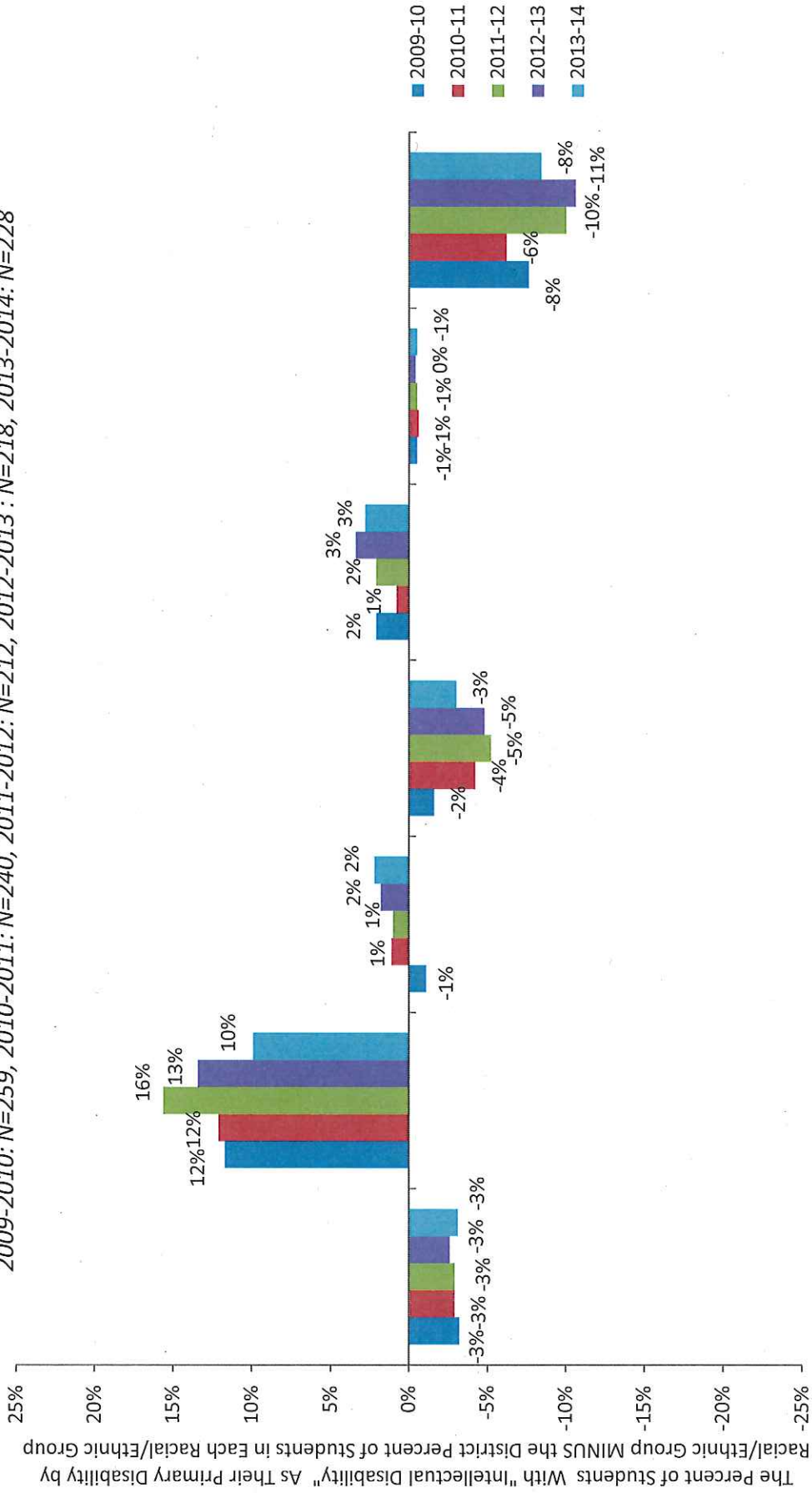
2009-2010: N=559, 2010-2011: N=573, 2011-2012: N=563, 2012-2013: N=550, 2013-2014: N=534



District	N	%
Asian	N≈3700	8%
Black/African American	N≈5890	11%
Hispanic/Latino	N≈7420	16%
Multiple Races (Non-Hispanic)	N≈2900	7%
Native American or Alaska Native	N≈600	1%
Native American or Native Hawaiian or Other Pacific Islander	N≈440	1%
White	N≈25680	56%

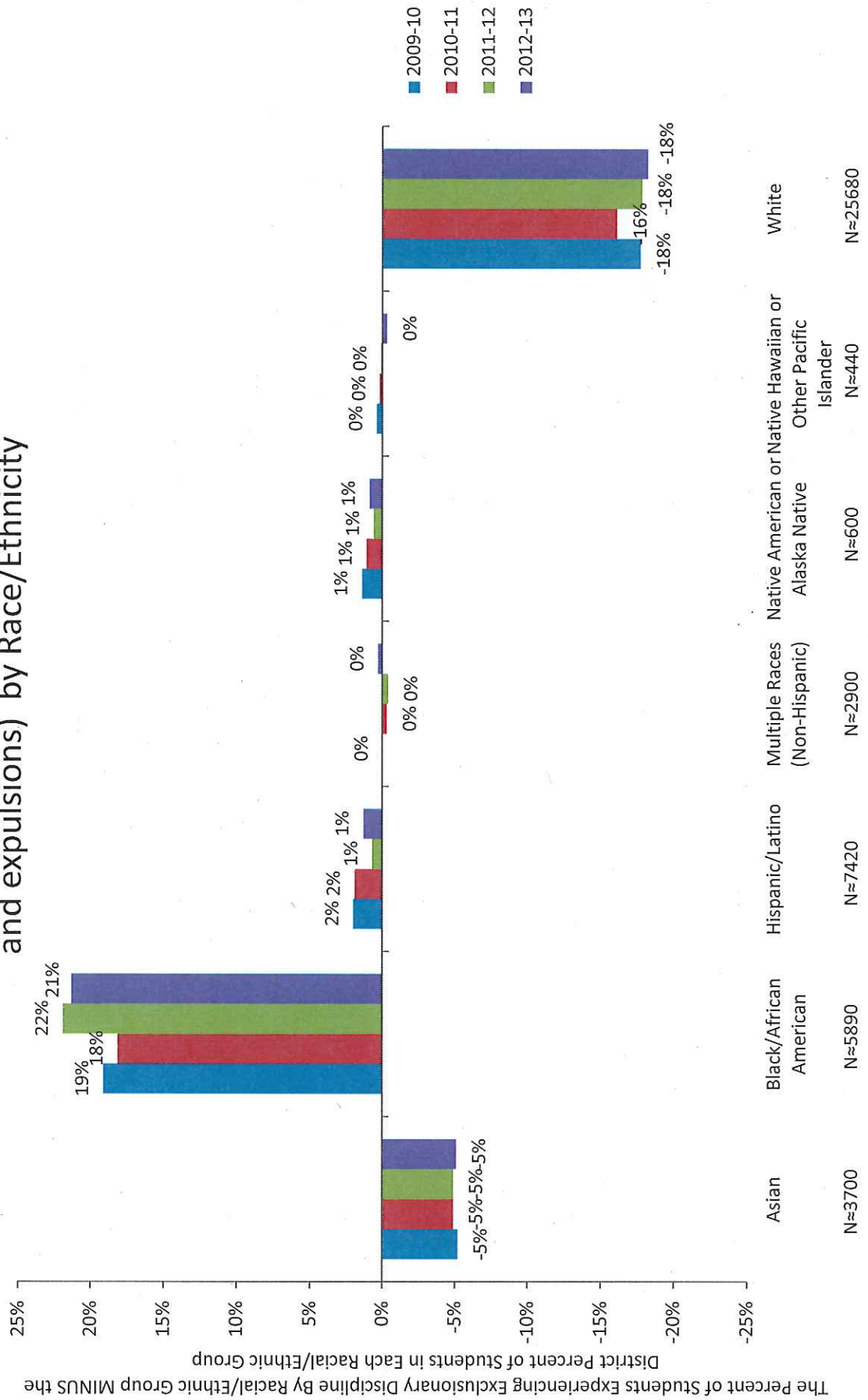
KPI #2: Special Education: The Over Or Under Representation Of Students With "Intellectual Disability" As Their Primary Disability By Race/ Ethnicity

2009-2010: N=259, 2010-2011: N=240, 2011-2012: N=212, 2012-2013 : N=218, 2013-2014: N=228

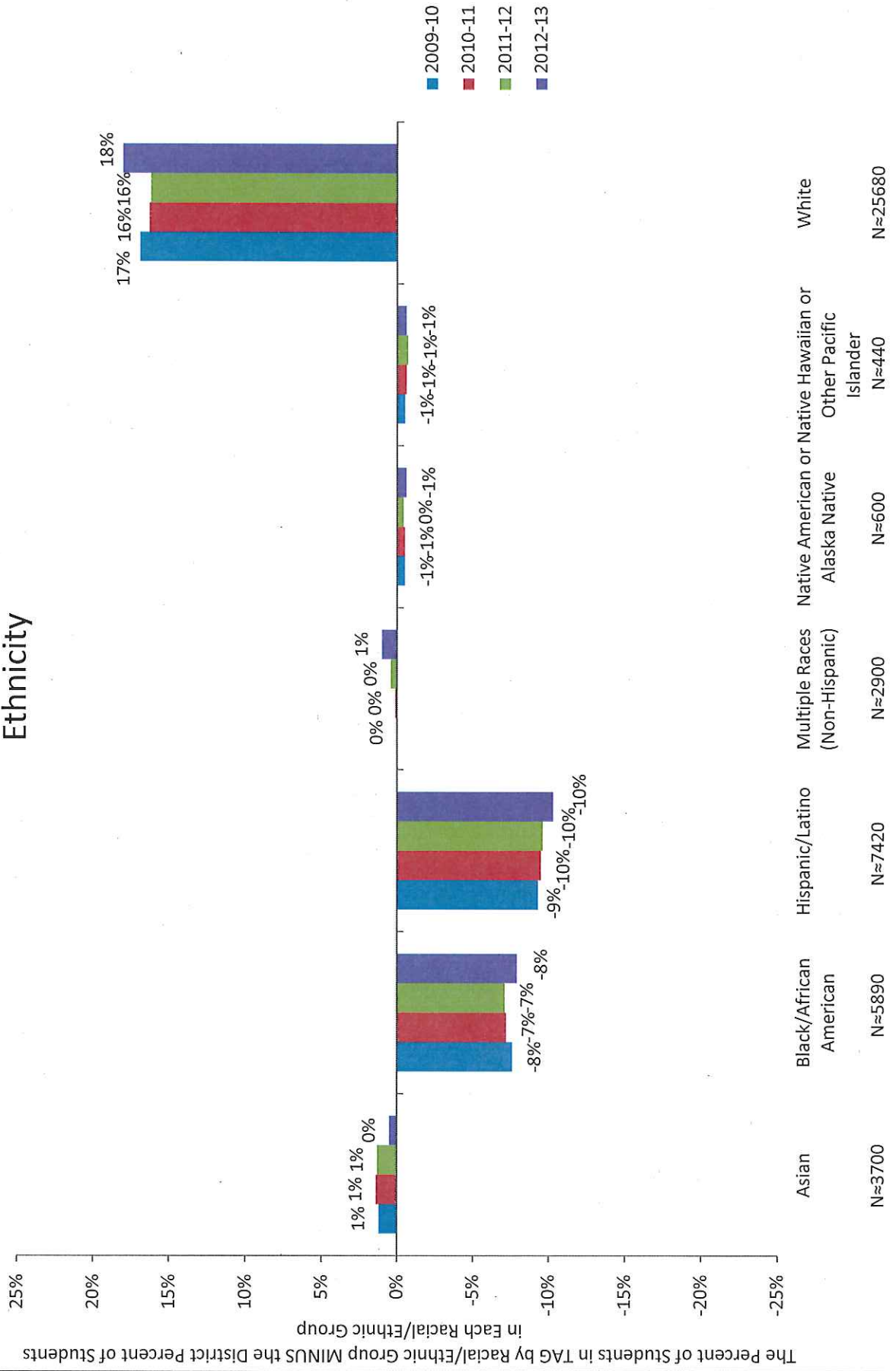


District	Asian	Black/African American	Hispanic/Latino	Multiple Races (Non-Hispanic)	Native American or Alaska Native	Native American or Native Hawaiian or Other Pacific Islander	White
N=3700, 8%	N=5890, 11%	N=7420, 16%	N=2900, 7%	N=600, 1%	N=440, 1%	N=25680, 56%	

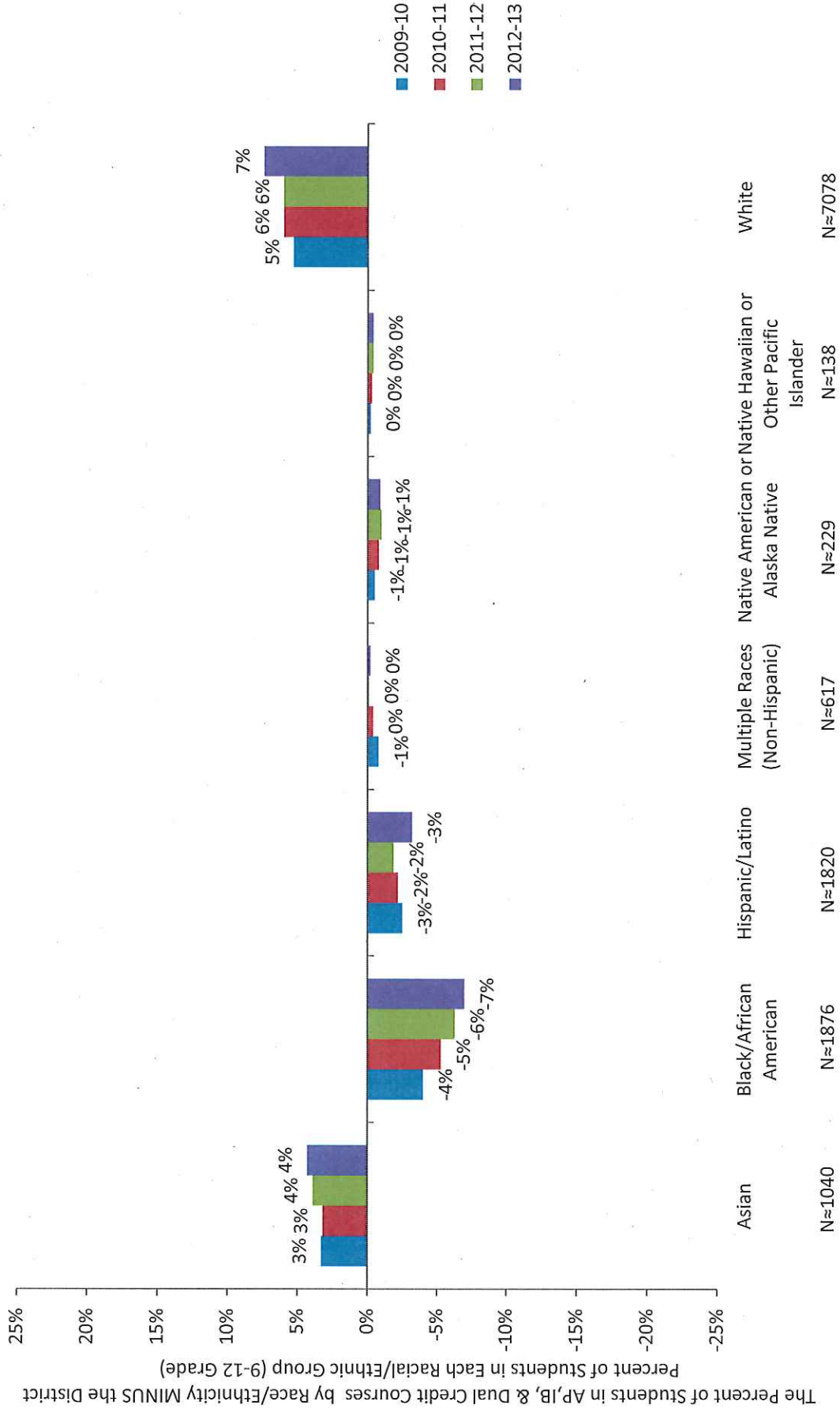
KPI #3: The Over or Under Representation of Students Experiencing Exclusionary Discipline (in-school suspensions, out-of-school suspensions, and expulsions) by Race/Ethnicity



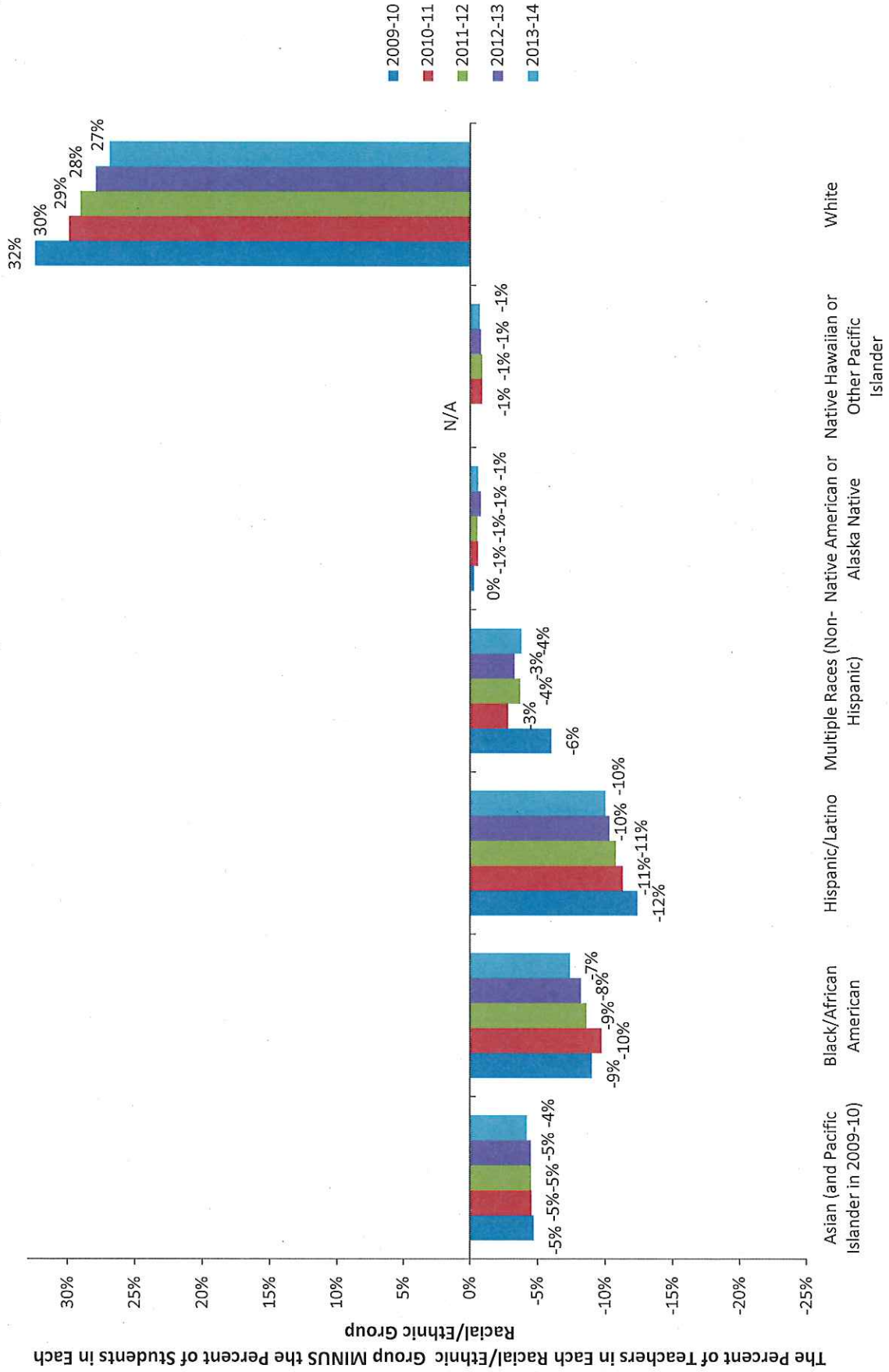
KPI #4: The Over or Under Representation of Students in TAG by Race/ Ethnicity



KPI #5: The Over or Under Representation of Students in AP, IB, and Dual Credit Courses by Race/ Ethnicity



KPI #6: The Over or Under Representation of Teachers Compared to the Student Population by Race/Ethnicity





Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date:
June 23, 2014

Executive Committee Lead:
Ryan Dutcher, Interim Chief Financial Officer

Department:
Finance

Presenter/Staff Lead:
David Wynde, Deputy Chief Financial Officer

Agenda Action:
Resolution

SUBJECT: Authorization to borrow funds in support of capital program

BRIEF SUMMARY AND RECOMMENDATION

Full modernization of Roosevelt and Franklin High Schools are projects explicitly named for funding under Portland Public Schools' ("PPS" or "the District") \$482 million capital bond authorization that was approved by voters in November 2012.

As master planning and schematic design for these two schools has been completed the budget for the projects has increased – in part because of decisions to increase the number of students that the schools should be expected to serve, that have increased the number of teachers and reduce teacher:student loads, that increase expectations for the number of classes that students will take during their high school careers, and to link related classroom usage and teacher planning periods where feasible – all of which increase the number of classrooms and related support spaces needed in schools and, therefore, the cost of renovation.

It is possible that additional funds, over and above the \$482 million bond authorization, will be needed in order to complete these high school projects.

The attached resolution authorizes additional funding in an aggregate amount not to exceed \$8 million to complete the financing. It also authorizes interfund loans to provide the financing and establishes the ability for the District to use bond proceeds to repay this additional interim financing.

BACKGROUND

On August 12, 2012, the Board adopted Resolution No. 4640, to submit the authorization of \$482 million of general obligation bonds to the voters of PPS on November 6, 2012.

**Reviewed and Approved by
Superintendent**

The explanatory statement for the ballot measure indicated that the bonds would fund capital projects for school and classroom renovation, construction and upgrades, including projects that:

- Replace leaking, worn or deteriorating school roofs,
- Renovate or replace schools,
- Strengthen schools against earthquakes,
- Repay loans for capital costs including 9 roof replacements, 47 boiler conversions, and the Rosa Parks School,
- Increase access to schools for students, teachers and visitors with disabilities, and
- Upgrade science classrooms at middle schools.

The explanatory statement also stated that the bond would renovate Franklin High School, Grant High School and Roosevelt High School, and would replace Faubion preK-8 school.

On November 6, 2012 more than 66% of the voters of PPS approved Measure 26-144 authorizing the District to issue up to \$482 million of capital bonds.

On May 1, 2013 PPS issued \$144.8 million of bonds. On May 2, 2013 the District paid off a \$45 million line of credit that had funded roof replacements, boiler conversions and the acquisition of Rosa Parks School, as provided under the bond authorization.

In the summer of 2013 PPS successfully completed improvement projects at five schools including Alameda K-5 (seismic improvement and roof replacement), Bridlemile K-5 (roof replacement and seismic strengthening), Laurelhurst K-8 (roof replacement and seismic strengthening and upgrade science labs), Lewis K-5 (roof replacement and seismic strengthening) and Wilson High School (roof replacement and seismic improvements, and accessibility improvements).

In the summer of 2014 the District will be completing improvement projects at 12 schools including Arleta (K-8), Beach (PK-8), Boise- Eliot/Humboldt (PK-8), Chief Joseph (K-3), Creston (K-8), Grout (K-5), Hosford (6-8), James John (K-5), King (PK-8), Lane (6-8), Vernon (K-8) and Woodlawn (PK-8).

Work on the renovation of Roosevelt and Franklin High Schools is well underway. The Board has adopted Master Plans and Schematic Designs for both schools.

As this planning and design work on renovation of the high schools has taken place decisions have been made that increase the number of students that the schools should be expected to serve, that have increased the number of teachers and reduce teacher:student loads, that increase expectations for the number of classes that students will take during their high school careers, and to link related classroom usage

and teacher planning periods where feasible – all of which increase the number of classrooms and related support spaces needed in schools and, therefore, the cost of renovation.

Some of the increased costs have been met by allocation of funds from within the overall budget for the bond program. There are about \$8 million of additional costs still to be funded to meet these new standards. Some consideration was given to postponing some of the proposed summer improvement projects; that alternative was rejected by the Board.

PPS has almost \$14 million of bond proceeds that were bond premium generated when the first bonds were issued. It is not certain, at this date, that these funds can be made available in addition to the \$482 million already budgeted if the District is going to maintain the tax rate at no more than \$1.10/\$1,000 as indicated during the campaign to approve the bond authorization.

Staff has reviewed additional financing options. PPS could simply issue long-term (20- to 30-year maturity) full faith and credit debt. The burden of repayment (estimated to be about \$450,000 each year for 25 years) would fall upon the general fund unless another repayment source could be identified. This would direct resources away from the educational mission of the district and is not recommended.

An alternative is to establish an interim borrowing mechanism (for three to five years) that would ensure funds are available for the capital program. This allows time for the determination of use of bond premium with the recommended additional interim financing expected to be repaid from bond proceeds, while still maintaining the District's ability to meet the promise to voters of a tax rate for the \$482 million authorization that does not exceed \$1.10/\$1,000.

This recommended interim additional financing would initially be funded through interfund borrowing, which further reduces the cost.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

This recommended action most closely supports the Board's priority to provide sound fiscal oversight on District budget and assets.

In particular it aligns with the goals to adopt a budget aligned with the educational vision and prioritizing the allocation of resources to improve student achievement and provide a core curriculum to all students; and to support the need to maintain and upgrade District assets.

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

PROCESS / COMMUNITY ENGAGEMENT

The Board has been reviewing and discussing the underlying issues – relating to school capacity, student to teacher workload and the number of classes our students should have access to – for the past 18 months. There has been much public comment at community workshops and Board meetings; the bond accountability committee has discussed and commented on these issues.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Both Franklin and Roosevelt serve significant populations of historically underserved students. Ensuring adequate financing for the renovation of these two high schools such that they can offer robust and challenging programs for all their students is very much in alignment with PPS' Racial Education Equity policy.

BUDGET / RESOURCE IMPLICATIONS

The bond premium of \$13.87 million was generated as a result of market pricing conditions in May 2013 when the first \$144 million of bonds were issued under the \$482 million authorization. One feature of this issue that results in bond premium is a higher interest rate than would otherwise have been the case – that's what creates the premium. PPS has committed to voters that it intends to try to maintain the tax rate for the bonds at no more than \$1.10/\$1,000.

It is entirely possible that circumstances will unfold to confirm that these funds (the bond premium) can be used to supplement the \$482 million authorization. Further history of tax assessed value growth in subsequent years, the pricing on the next issue of bonds under this authorization (tentatively scheduled for spring of 2015), and more than one year of tax collections history will all help inform this determination.

PPS has sufficient contingency and cash on hand that the financing could be funded through interfund loan(s). In addition it is important to note that the cash is not needed immediately because of the current design status of the two high school projects. The decisions outlined in the resolution need to be made now to assure that funds will be available when needed, during construction.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If approved by the Board this action would allow the Franklin and Roosevelt projects to proceed with an additional seven classrooms and one science laboratory at Franklin and three classrooms at Roosevelt. No immediate action is needed on the financing front. The loan(s) would be put in place at the time that funds are required.

ATTACHMENTS

1. Resolution Authorizing Borrowing to Finance and Refinance Capital Projects, Interfund Loans and Reimbursement

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

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

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July 22, 2014

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4941 and 4942

RESOLUTION No. 4941

Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

RESOLUTION

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

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Kaiser Permanente Foundation	7/1/2014 through 12/31/2015	Revenue R 6XXXX	Benson: One-time award of funds to support the School Based Health Center Full Implementation Planning Project.	\$40,000	C. Williams Fund 299 Dept. 3115 Grant S0289
Northeast United Soccer Club	7/15/2014 through 7/15/2024	Revenue R 6XXXX	Madison: Contribution of funds towards field renovations and shared use agreement for fields.	\$50,000	T. Magliano Fund 438 Dept. 5597
Foothills Soccer Club	7/15/2014 through 7/15/2024	Revenue R 6XXXX	Wilson: Contribution of funds towards field renovations and shared use agreement for fields.	\$50,000	T. Magliano Fund 438 Dept. 5597
107st Independent Trust	7/15/2014 through 7/15/2024	Revenue R 6XXXX	Jefferson: Contribution of funds towards field renovations and shared use agreement for fields.	\$50,000	T. Magliano Fund 438 Dept. 5597

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

No New IGA/Rs

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

LIMITED SCOPE REAL PROPERTY REVENUE AGREEMENTS AND AMENDMENTS

No Limited Scope Real Property Revenue Agreements or Amendments

R. Dutcher

RESOLUTION No. 4942

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
In Line Commercial Construction	7/23/2014 through 9/30/2014	Construction Services C 6XXXX	Alameda: Repaint designated exterior areas, including repair, prep, and lead paint abatement. ITB 2014-1818	\$157,310	T. Magliano Fund 404 Dept. 5597 Project X0109
Funds for Learning	7/1/2014 through 6/30/2019	Personal Services PS 60872	District-wide: E-rate consulting services. RFP 2014-1792	\$247,500	J. Klein Fund 101 Dept. 5581
Catapult Learning West, LLC	9/1/2014 through 6/30/2015	Personal Services PS 60925	Various: Provide tutoring services in math and literacy for Title I eligible students at private schools. RFP 2012-1497	\$184,471	J. LaFontaine Fund 205 Depts. 6937, 6981, 6984, 6938, 6903, 6917, 6914, 6920, 6953, 6924, & 5407 Grant G1411

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Land O’ Lakes	7/1/2014 through 6/30/2015	Requirements MR 58844 Amendment 2	District-wide: Provide commodity processed products on a requirements basis as part of the District’s Nutrition Program. RFP 2010-1318	\$155,000 \$285,000	G. Grether-Sweeney Fund 202 Dept. 5570
JTM Food Group	7/1/2014 through 6/30/2015	Requirements MR 58856 Amendment 3	District-wide: Provide commodity processed products on a requirements basis as part of the District’s Nutrition Program. RFP 2010-1318	\$65,000 \$184,000	G. Grether-Sweeney Fund 202 Dept. 5570

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4943 through 4947

RESOLUTION No. 4943

Resolution on Implementation of Smarter Balanced Assessment

RECITALS

- A. At Portland Public Schools our goal is that every student, by name, meets or exceeds academic standards and is fully prepared for college, career and participation as an active community member, regardless of race, class or zip code. The Board of Directors is committed to educating a populace of critical and creative thinkers who are capable of shaping a just and equitable society, to lead good and purpose-filled lives ready to participate in a global economy.
- B. As a School Board, we have high expectations for our students and staff. We believe that all PPS students can succeed academically and we do not shy away from being held accountable for student success. Because of these high expectations, we want to ensure that any accountability measure for our students and schools is reliable, valid and has been adopted with a culturally responsive lens.
- C. The PPS School Board does not support "teaching to the test." We believe in teaching the whole child and in the ability of skilled educators to creatively instill a lifelong love of learning. In accordance with State law and our own values, standardized testing is only one of many tools to be used in the assessment of student growth and in the evaluation of teachers. Testing should not dominate the culture or instructional time in our schools. As a School Board, we believe the ultimate role of assessment is to improve instruction, not to demean teachers or principals or to label students or schools.
- D. In addition, we recognize that no single assessment gives us the ability to accurately determine our impact on student learning. Classroom formative assessments designed by teachers, student work product reflecting proficiency and generalization of learning, and in-program assessments found within curricular resources are but three other critical indicators of student achievement and teacher, principal, school, and district efficacy.
- E. A new assessment system aligned with Oregon's current math and English language arts standards is scheduled to begin in the 2014-15 school year. Along with over 20 other states, Oregon is a member of the Smarter Balanced Assessment Consortium, formed to create the new Smarter Balanced Assessment (SBA), which will replace the Oregon Assessment of Knowledge and Skills (OAKS) test. The intent of SBA is to more authentically assess students by embedding both constructed response and performance tasks within the assessment.
- F. 24 PPS schools helped pilot the SBA in the spring. It is our understanding that the results from the 2014 field test will not be available until late November or early December of 2014 with the expectation that statewide testing will begin in spring of 2015.
- G. Given this timeline, we are knowingly entering a school year expecting all students to demonstrate their understanding in math and English language arts (ELA) without first having seen evidence that the assessment is reliable, valid and free from cultural, linguistic, and socioeconomic bias.
- H. Based on the history of No Child Left Behind and its waiver that designates Focus and Priority schools, the United States Department of Education is anticipated to continue its practice of using assessment results to hold states, districts and schools accountable through the use of report cards, labels and sanctions.
- I. Oregon has just begun to re-invest in K-12 education after nearly 20 years of budget cuts following the passage of Measures 5 and 47/50, the state-wide property tax limitation initiatives. Oregon's school funding is still nearly \$2 billion short of the state's Quality Education Model, which outlines the funding necessary to ensure all students are successful. Adding new, unfunded mandates jeopardizes school districts' fragile ability to reinvest resources to better serve students and to meet the State's 40-40-20 goals. We know that other school districts in Oregon face similar challenges.

- J. The Oregon Education Investment Board's Equity Lens states: "Speaking a language other than English is an asset and ... our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language....students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets.... that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments...[and that an] equitable education system requires providing teachers with the tools and support to meet the needs of each student."
- K. Many national organizations have called for a moratorium of at least one year on any sanctions based on new assessments, including the Bill and Melinda Gates Foundation, the American Association of School Administrators, the American School Counselor Association, the International Society for Technology in Education, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association and the American Federation of Teachers, the National School Boards Association and the National Parent Teacher Association.
- L. The PPS School Board identifies the following challenges and concerns around the State's implementation of the Smarter Balanced Assessment:
- Lack of established reliability and validity of Smarter Balanced Assessments across all racial groups, socioeconomic groups, and learner types.
 - Insufficient accommodations in the SBA for English Language Learners and students with disabilities, which creates new barriers to student success and will disproportionately impact those students.
 - The computer skills (keyboarding and drag-and-drop) necessary for 3rd graders to successfully take the test will rely on access to technology and training as early as kindergarten, which is not consistently available in all schools or in all student homes.
 - The resource impact of implementing the Smarter Balanced Assessment extends beyond the standards-based professional development of teachers.
 - The State will need to identify cut scores for SBA without having received field test results, creating challenges for linking to previous achievement data and providing students with expectations in a timely manner. In addition, there are concerns about whether correlation of SBA results with previous achievement data can be accurately accomplished.
 - As the State testing window is dramatically narrowed, during the 12-weeks to complete both math and ELA SBA, Portland Public Schools students in grades 3-8 and 11 will be engaged in approximately 7 to 8 ½ hours of testing.
 - The current OAKS science assessment remains a multiple choice test, is not built so students may demonstrate their skills in scientific inquiry, and is not used as an active part of the existing State of Oregon Report Card.
 - Technology purchases to upgrade student digital devices will minimally cost Portland Public Schools \$1.2 million of our general fund budget.

RESOLUTION

1. The PPS School Board directs the Superintendent to ensure that teaching and learning in PPS are focused on education of the whole child and not on "teaching to the test"; that pedagogy is designed to meet the needs of all students while achieving educational standards; that educational standards are incorporated into teaching and learning in a balanced manner along with other educational objectives supporting education of the whole child; that testing does not dominate the culture or instructional time in our schools; that assessments are used to improve instruction, not to penalize teachers or principals or to label students or schools; and that assessments are

implemented to maximize the intended flexibility, collaboration, learning and creativity in the classroom.

2. The Board calls upon the State to provide the funding necessary to carry out any of the State's educational mandates. Specifically, the Board calls upon the State to provide the funding necessary to implement the Smarter Balanced Assessment effectively, including funding and time for both professional development and technology resource implementation.
3. The Board requests that the State not use the Smarter Balanced Assessment for punitive labeling or sanctioning of students, teachers, schools or districts. There must be assurances on the reliability and validity of the assessment. Use of an unreliable or invalid Smarter Balanced Assessment could undermine student enthusiasm for learning, could create devastating outcomes for schools, and could set schools and communities back years if not managed well at the state and local levels.
4. The Board calls upon the State to establish a transitional or pilot status for the Smarter Balanced Assessment starting with its initial implementation in 2015, to provide sufficient time to ensure the reliability of the test, to provide additional teacher professional development, and to provide students and families the opportunity to understand and learn from the results of the new assessment without the high-stakes consequences that may have the unintended outcome of undermining student success.
5. The Board encourages the state and federal Departments of Education to continue to provide students with opportunities to demonstrate essential skills for graduation through additional summative assessments such as work samples.
6. The Board asks the Federal Department of Education to grant the State's request to delay the use of SBA in the teacher evaluation system for the student data portion, given that there is not baseline data to use for effective goal-setting.
7. The Board requests that the State eliminate current OAKS science testing to reduce the amount of standardized assessments, allowing for a laser focus on implementation of the Smarter Balanced Assessment and for alternative forms of assessment that allow students to demonstrate their skills in scientific inquiry.
8. The Board directs the Superintendent to submit these requests to the Oregon Department of Education and the United States Department of Education, and to share this resolution with our state and Congressional representatives.
9. In the meantime, the Board asks the Superintendent, the State and other partners to continue and expand their efforts to inform and engage parents and community during the transition to the Smarter Balanced Assessment.
10. The Board directs the Superintendent to provide regular reports to the Board on the preparation and implementation of the Smarter Balanced Assessment.
11. Finally, the Board thanks the Superintendent, staff and teachers of PPS for their shared commitment to providing a quality, well-rounded education with high expectations for all students.

RESOLUTION No. 4944

Resolution Authorizing Borrowing to Finance and Refinance Capital Projects, Interfund Loans and Reimbursement

RECITALS

- A. On July 9, 2012, the Board of Education (“Board”) of Portland Public Schools (“PPS” or “District”) adopted Resolution No. 4624, authorizing the development of a capital bond ballot measure and explanatory statement for the November 6, 2012 general election.
- B. On August 12, 2012, the Board adopted Resolution No. 4640, to submit the authorization of \$482 million of general obligation bonds to the voters of PPS on November 6, 2012.
- C. The explanatory statement for the ballot measure indicated that the bonds would fund capital projects for school and classroom renovation, construction and upgrades, including projects that:
- Replace leaking, worn or deteriorating school roofs,
 - Renovate or replace schools,
 - Strengthen schools against earthquakes,
 - Repay loans for capital costs, including 9 roof replacements, 47 boiler conversions, and the Rosa Parks School,
 - Increase access to schools for students, teachers and visitors with disabilities, and
 - Upgrade science classrooms at middle grade schools.

The explanatory statement also stated that the bond would renovate Franklin High School, Grant High School and Roosevelt High School, and would replace Faubion preK-8 school.

- D. On November 6, 2012 more than 66% of the voters of PPS approved Measure 26-144 authorizing the District to issue up to \$482 million of capital bonds.
- E. On May 1, 2013 PPS issued \$144.8 million of bonds. On May 2, 2013 the District repaid a \$45 million line of credit that had funded roof replacements, boiler conversions and the acquisition of Rosa Parks School.
- F. In the summer of 2013 PPS successfully completed improvement projects at five schools including Alameda K-5 (seismic improvement and roof replacement), Bridlemile K-5 (roof replacement and seismic strengthening), Laurelhurst K-8 (roof replacement and seismic strengthening and upgrade science labs), Lewis K-5 (roof replacement and seismic strengthening) and Wilson High School (roof replacement and seismic improvements, and accessibility improvements).
- G. In the summer of 2014 the District will be completing improvement projects at 12 schools including Arleta (K-8), Beach (PK-8), Boise- Eliot/Humboldt (PK-8), Chief Joseph (K-3), Creston (K-8), Grout (K-5), Hosford (6-8), James John (K-5), King (PK-8), Lane (6-8), Vernon (K-8) and Woodlawn (PK-8).
- H. Work on the renovation of Roosevelt and Franklin High Schools is well underway. The Board has adopted Master Plans and Schematic Designs for both schools.
- I. As this planning and design work on renovation of the high schools has taken place decisions have been made that increase the number of students that the schools should be expected to accommodate, that have increased the number of teachers and reduce teacher:student loads, that increase

expectations for the number of classes that students will take during their high school careers, and to link related classroom usage and teacher planning periods where feasible – all of which increase the number of classrooms and related support spaces needed in schools and, therefore, the cost of renovation.

- J. It is desirable to enter into a line of credit or loan(s) in an estimated principal amount of up to \$8 million to provide interim financing for some of the costs of renovating Roosevelt and Franklin High Schools to these new standards.
- K. ORS 287A.180 authorizes the District to obtain interim financing for capital projects for a term of not more than five years.
- L. It is desirable to use District funds to pay for costs of modernizing Roosevelt and Franklin high schools, before the District obtains externally-funded interim financing for those costs. It is therefore desirable to authorize interfund loans to finance those costs.
- M. Section 1.150-2 of the Federal Income Tax Regulations requires the District to declare its intent if the District wishes to use the proceeds of tax-exempt obligations to reimburse the District for expenditures that the District pays from its revenues.

RESOLUTION

1. The District is hereby authorized to obtain one or more lines of credit or other interim financings pursuant to ORS 287A.180 for the additional costs of the renovation of Roosevelt and Franklin High Schools, both of which projects are financed with proceeds from capital bonds issued under the \$482 million authorization approved by voters in November 2012. This interim financing may also be used to pay costs relating to the interim financings authorized by this resolution, including capitalized interest. Interim financings may be issued under this resolution to refinance interim financings that were issued under this resolution; however, the maximum principal amount of all interim financings that are authorized by this resolution and that are outstanding at any time shall not exceed \$8 million, and the final maturity date of any interim financing authorized by this resolution shall not exceed four and one half years from the date of this resolution.
2. Each interim financing authorized by this resolution (an “Interim Financing”) shall be secured by a pledge of the District’s full faith and credit, and shall be payable from all legally available funds of the District.
3. The Chief Financial Officer of the District or the person designated by the Chief Financial Officer of the District to act under this resolution (each of whom is referred to in this resolution as a “District Official”) may, on behalf of the District and without further action by the Board:
 - a. select one or more commercial banks or other entities to provide any Interim Financing;
 - b. participate in the preparation of, authorize the distribution of, and deem final any disclosure documents that are desirable for any Interim Financing;
 - c. establish the final principal amounts, maturity dates, interest rates, sale prices, redemption terms, payment terms and dates, and other terms of any Interim Financing, subject to the limitations of this resolution;

- d. enter into covenants to secure any Interim Financing, including covenants to issue obligations to refinance any Interim Financing;
 - e. issue, sell and deliver any Interim Financing;
 - f. provide that any Interim Financing will bear interest that is excludable from, or includable in, gross income under the United States Internal Revenue Code of 1986, as amended, and enter into related covenants; and,
 - g. execute and deliver any certificates or other legal documents that are desired to obtain any Interim Financing, and take any other action in connection with any Interim Financing that the District Official determines will be advantageous to the District.
4. The Board hereby authorizes interfund Capital Loans to finance the costs of renovating Roosevelt and Franklin High Schools in an aggregate amount of not more than \$8 million. The interfund Capital Loans authorized by this Section 4 shall be made from the General Fund (101) to the GO Bonds Fund (450), shall bear interest at a variable rate of interest equal to the interest rate paid by the Oregon Short Term Fund (LGIP), and shall be repaid no later than December 31, 2018.
5. The District hereby declares its official intent pursuant to Section 1.150-2 of the Federal Income Tax Regulations to use the proceeds of any current or future tax-exempt borrowing, including financings authorized by this resolution, and proceeds of general obligation bonds that the voters of the District have approved or may subsequently approve, to reimburse the District for costs of renovating Roosevelt and Franklin High Schools.

R. Dutcher/D. Wynde

RESOLUTION No. 4945

Election of Board Chairperson

_____ is hereby elected Chairperson of the Board for the period July 23, 2014, until the first regular meeting of the Board in January 2015, and until, respectively, his/or her successor is elected.

RESOLUTION No. 4946

Election of Board Vice-Chairperson

_____ is hereby elected Vice-Chairperson of the Board for the period July 23, 2014, until the first regular meeting of the Board in January 2015, and until, respectively, his/or her successor is elected.

RESOLUTION No. 4947

Settlement Agreement

RESOLUTION

1. The authority to pay \$170,000 is granted in a settlement agreement for employee G.D. to resolve claims brought under Workers' Compensation and BOLI.
2. This expenditure will be charged to the District's self-insurance fund 601.

J. Patterson / B. Meyers