

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
December 3, 2012

Board Auditorium

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

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

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

This meeting may be taped and televised by the media.

STUDY SESSION AGENDA

1. **PRESENTATION: CENTER FOR WOMEN POLICY AND POLITICS** 6:00 pm
2. **PUBLIC COMMENT** 6:15 pm
3. **ROOSEVELT CLUSTER PRESENTATION** 6:35 pm
4. **COMPREHENSIVE ANNUAL FINANCIAL REPORT** – (action item) 7:35 pm
5. **ENROLLMENT BALANCING UPDATE – Jefferson PK-8** 7:50 pm
6. **DISCUSSION: CREATIVE ADVOCACY NETWORK INTERGOVERNMENTAL AGREEMENT** 8:50 pm
7. **PORTLAND VILLAGE SCHOOL** – (action item) 9:20 pm
8. **BUSINESS AGENDA** 9:40 pm
9. **ADJOURN** 9:45 pm

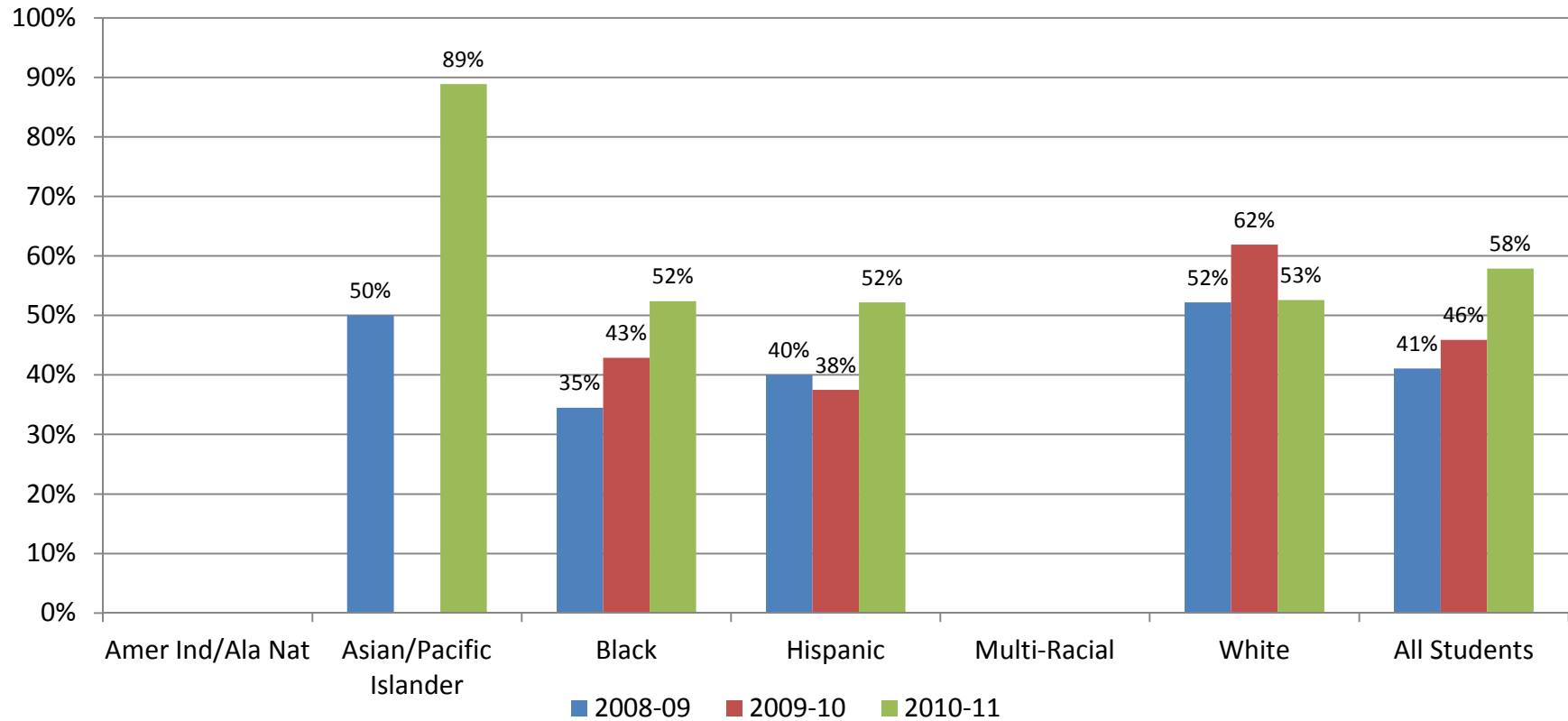
The next meeting of the Board will be a Board Retreat held on **December 10, 2012, at 6:00 pm** in the Mazama Conference Room at the Blanchard Education Service Center.

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Roosevelt - POWER

4-Year Cohort Graduation Rate Milestone

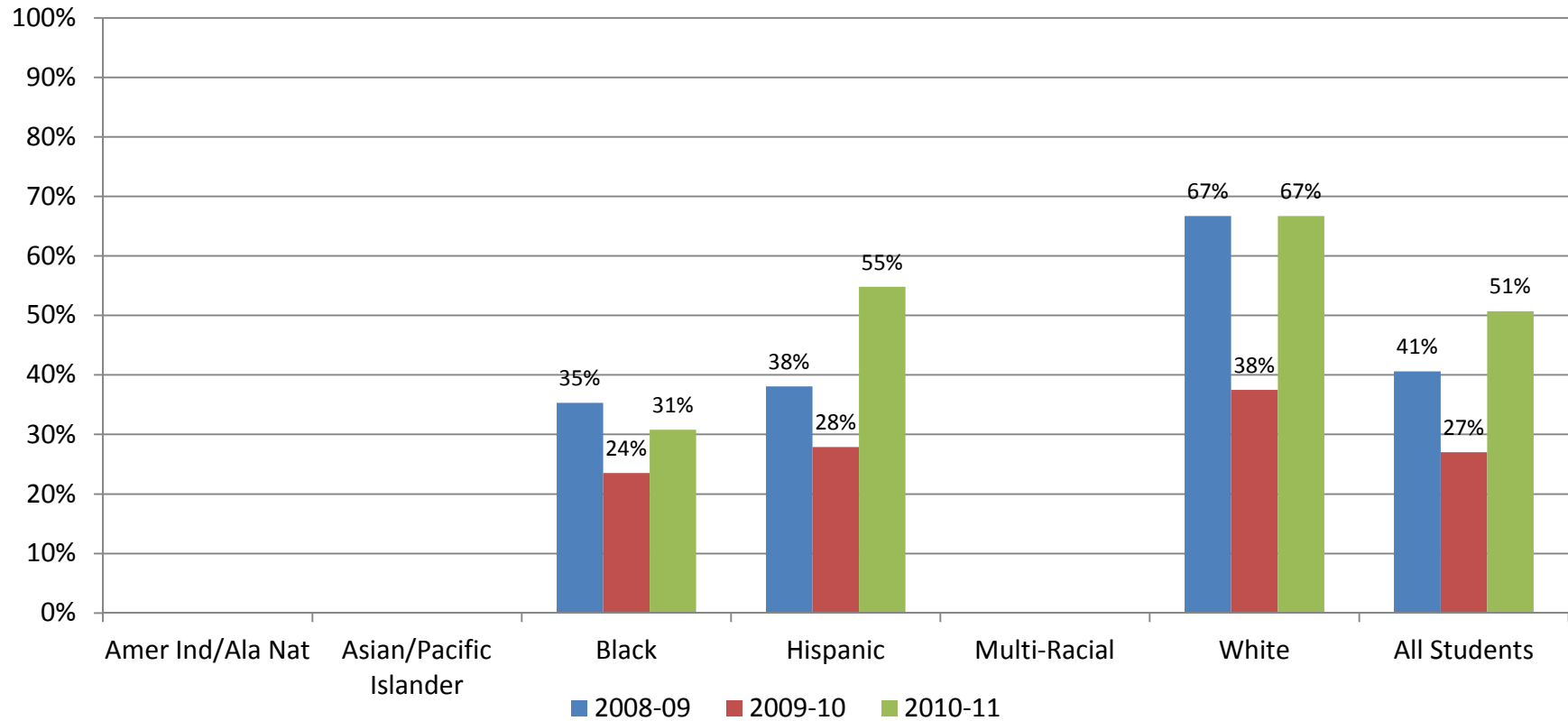


*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year.

Roosevelt - SEIS

4-Year Cohort Graduation Rate Milestone

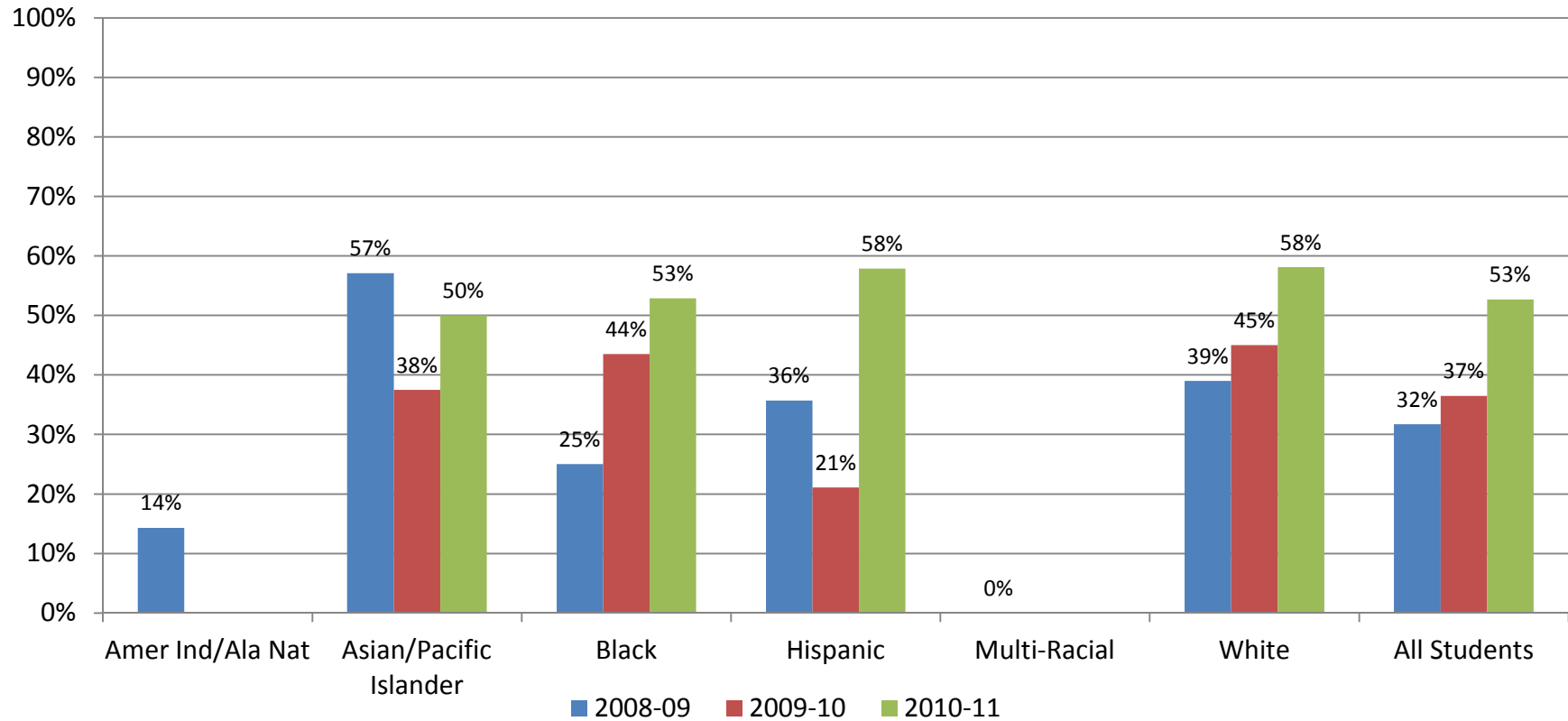


*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year.

Roosevelt - ACT

4-Year Cohort Graduation Rate Milestone

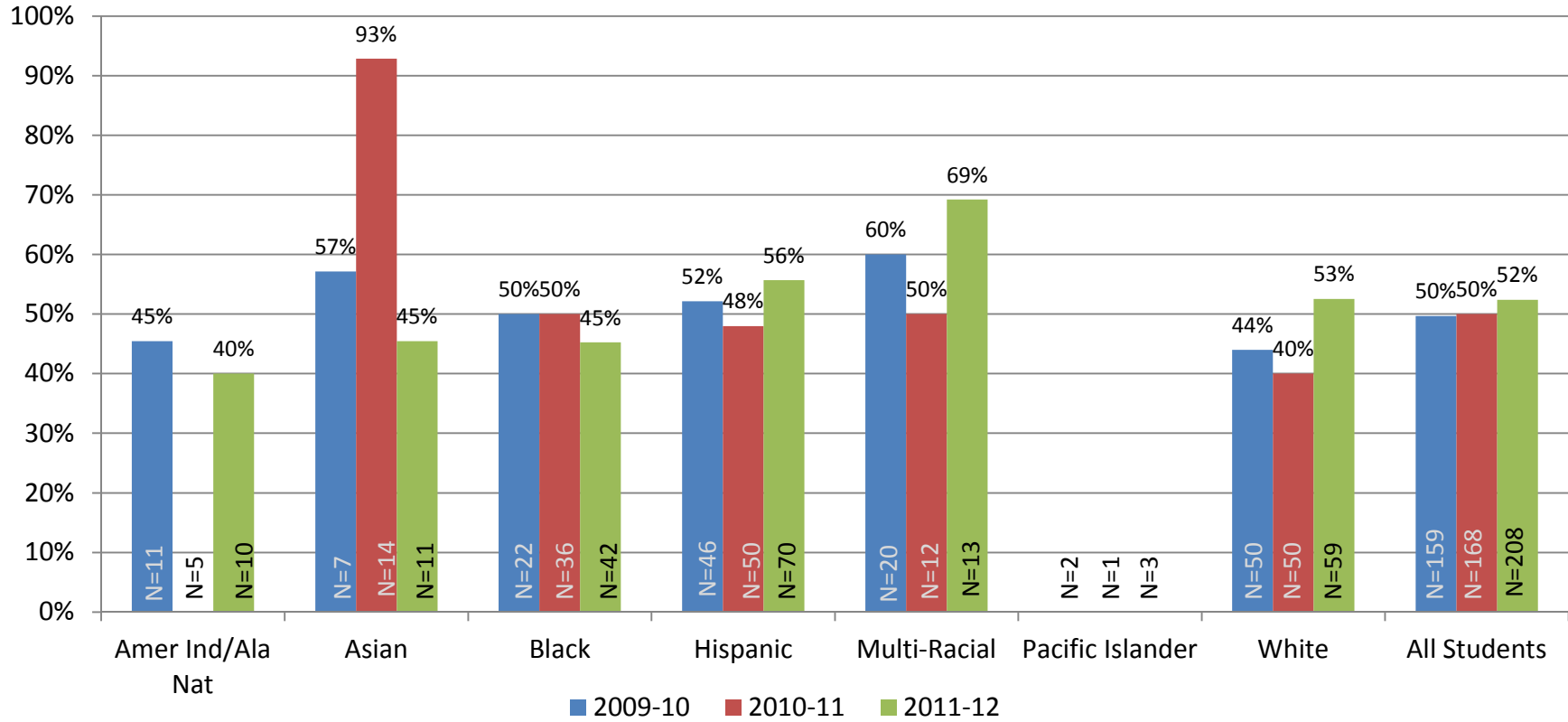


*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year.

Roosevelt

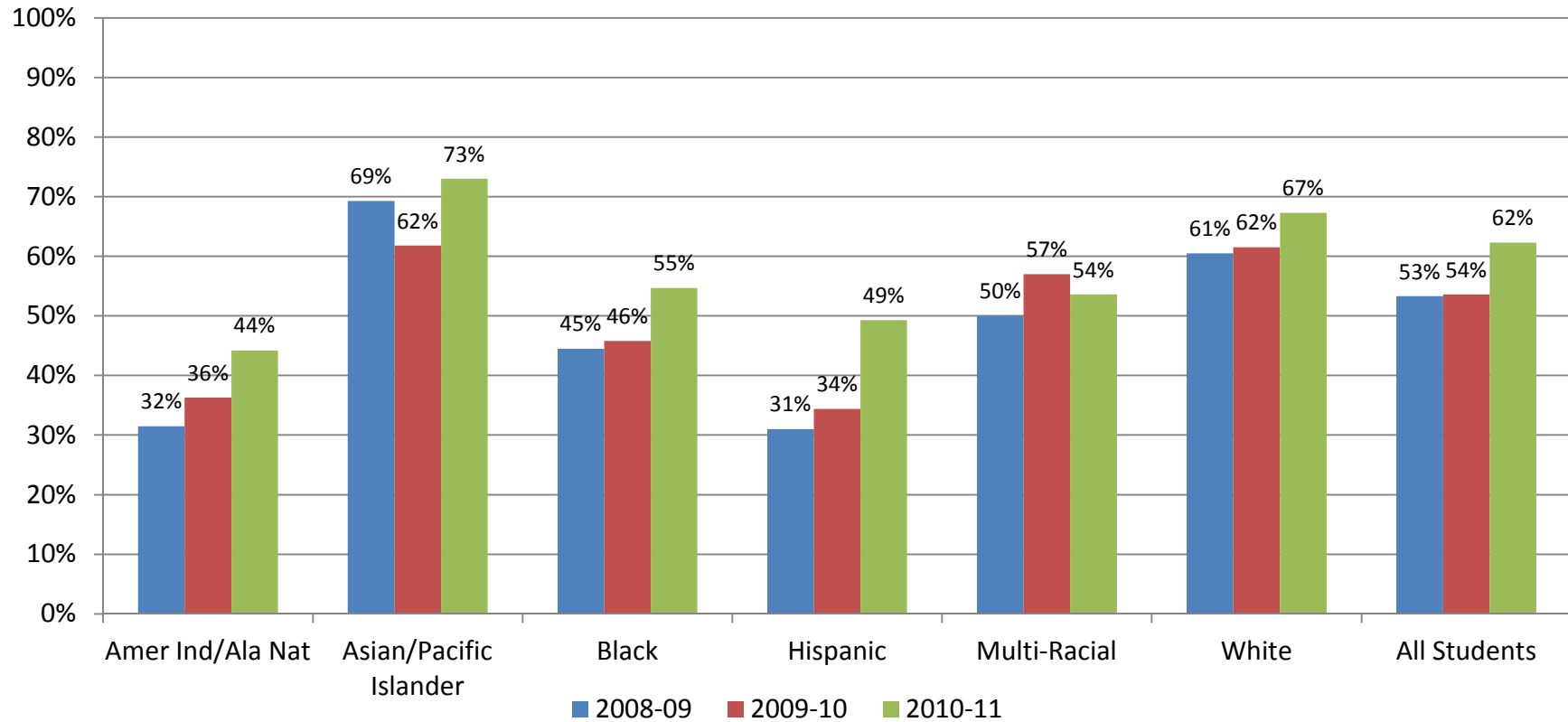
10th Grade Milestone (6+ Credits and 90%+ Attendance)



*Missing data means there were fewer than 6 students in the group.

District

4-Year Cohort Graduation Rate Milestone

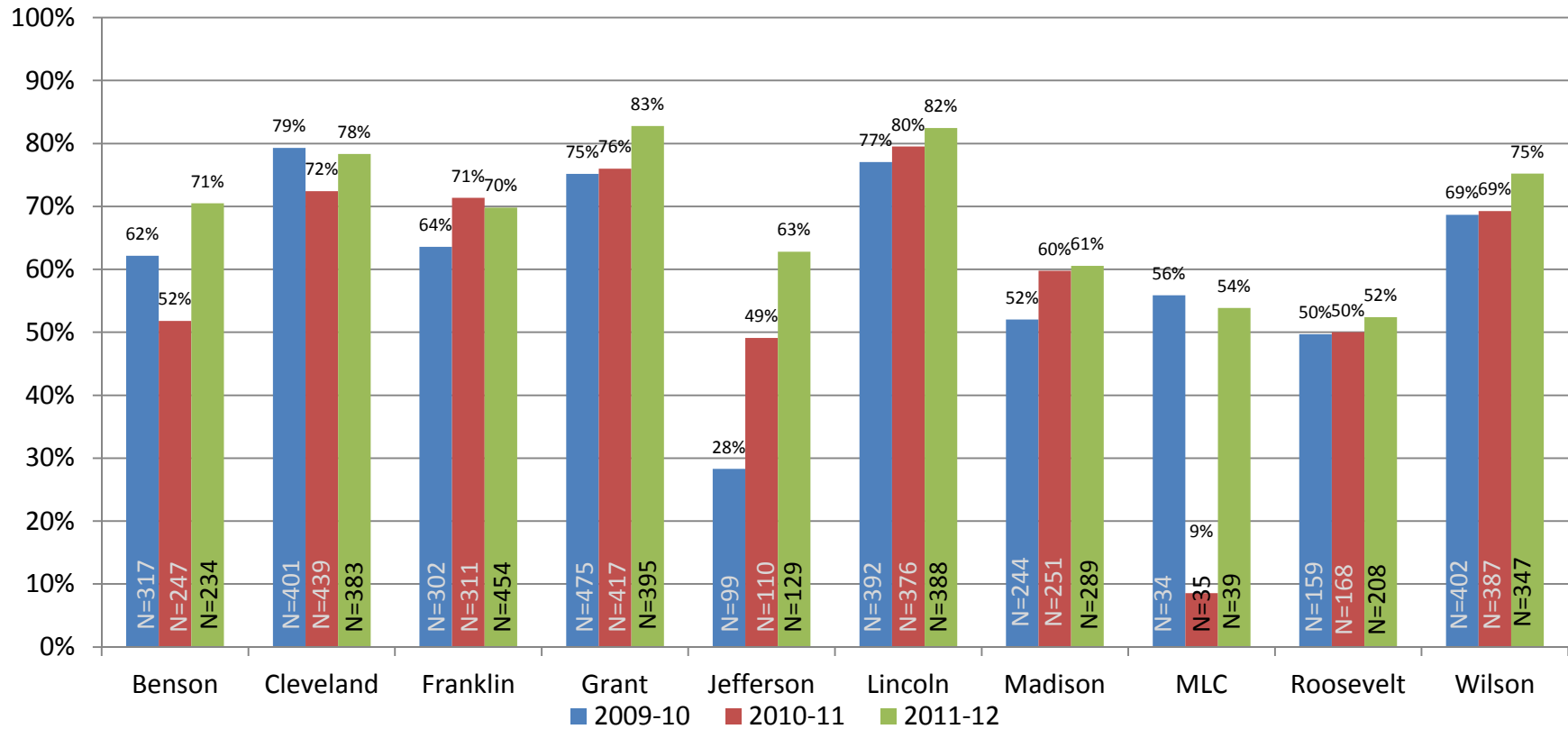


*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year.

District

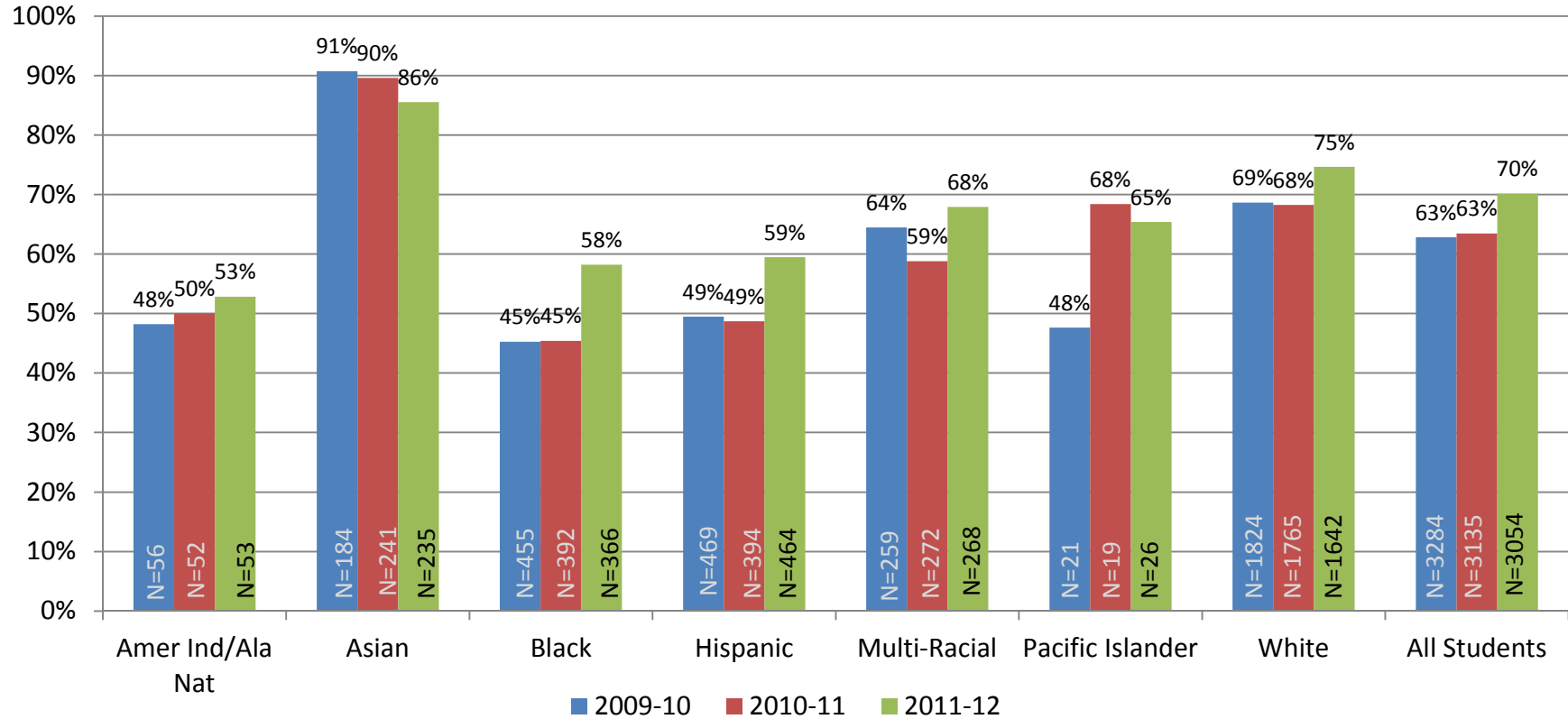
10th Grade Milestone (6+ Credits and 90%+ Attendance)



*Missing data means there were fewer than 6 students in the group.

District

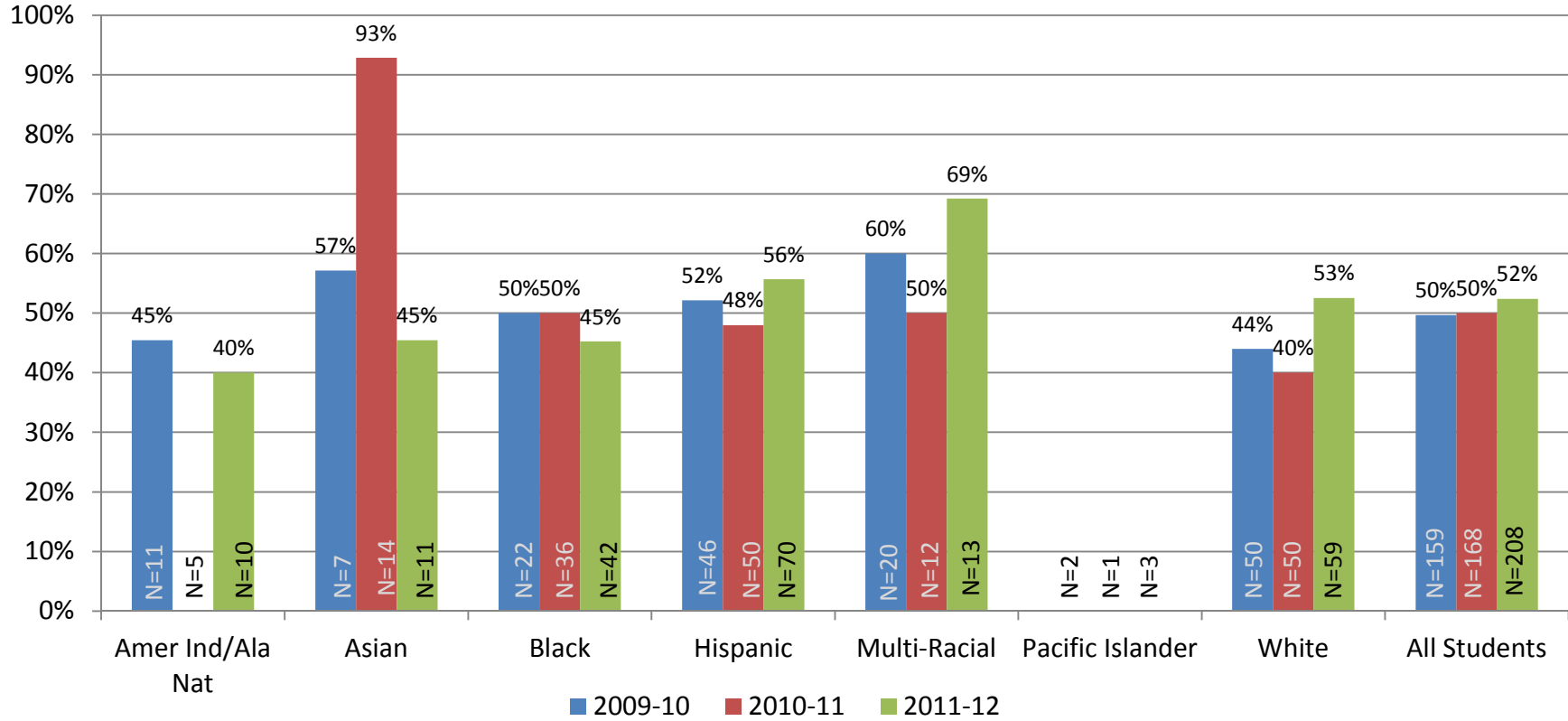
10th Grade Milestone (6+ Credits and 90%+ Attendance)



*Missing data means there were fewer than 6 students in the group.

Roosevelt

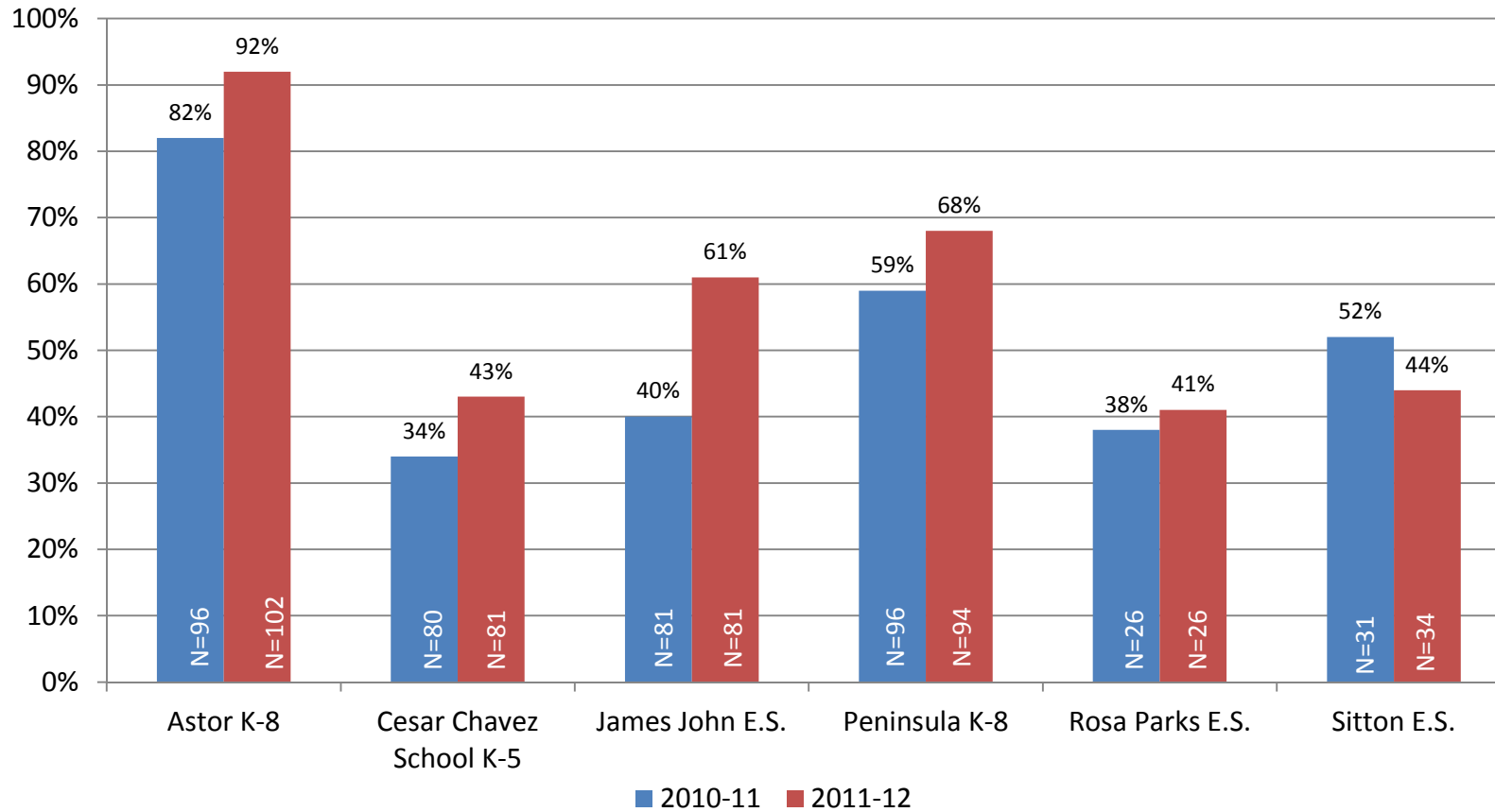
10th Grade Milestone (6+ Credits and 90%+ Attendance)



*Missing data means there were fewer than 6 students in the group.

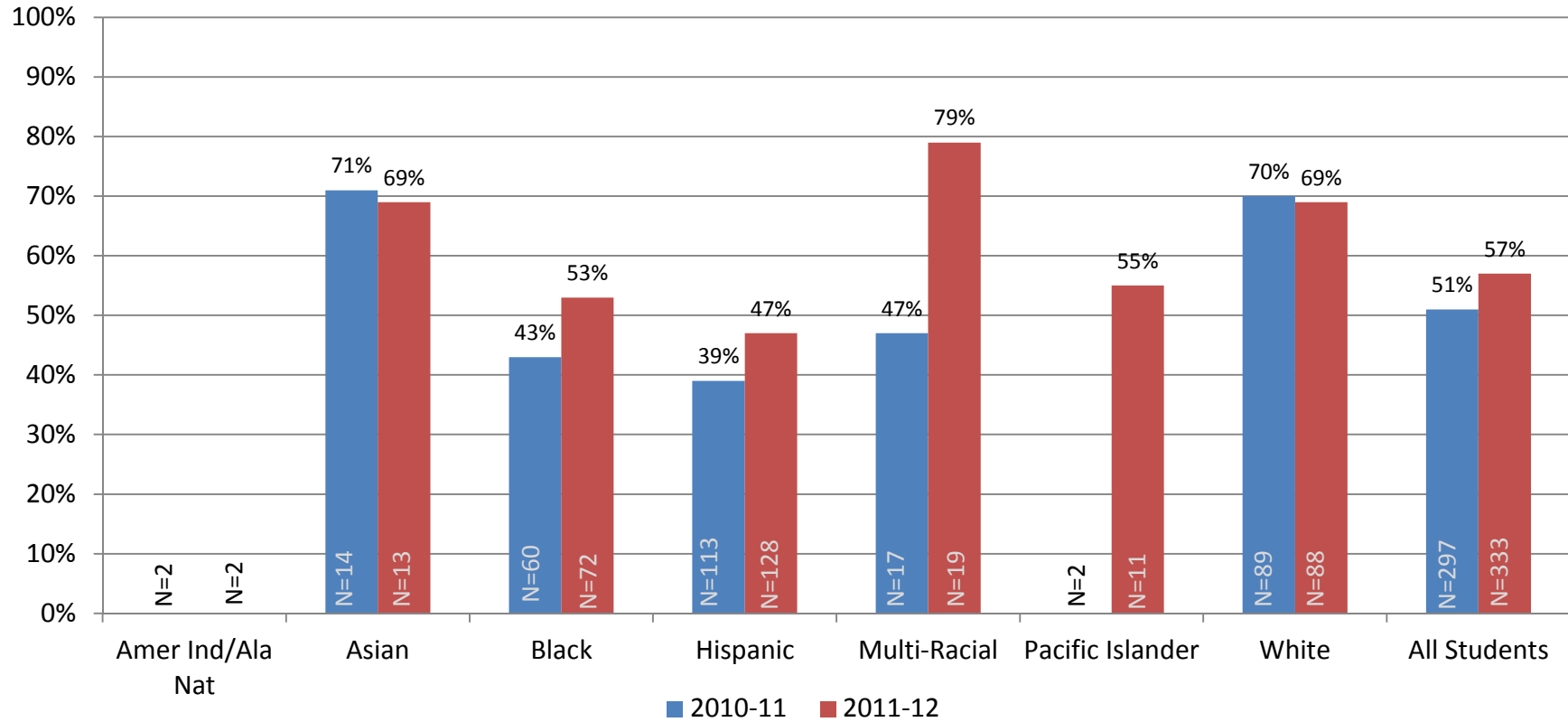
Roosevelt Cluster

3rd Grade Milestone (Meets/Exceeds)



Roosevelt Cluster

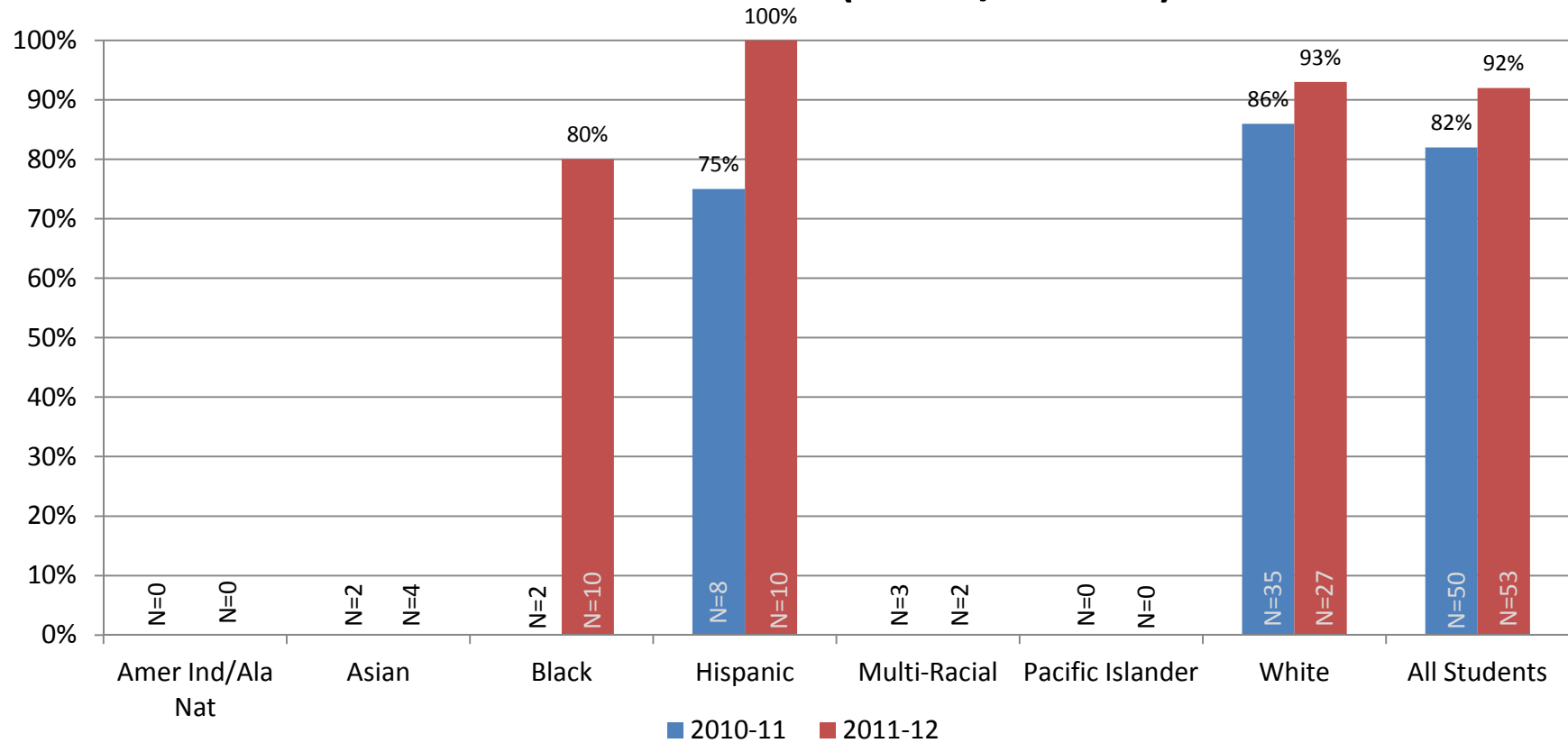
3rd Grade Milestone (Meets/Exceeds)



*Missing data means there were fewer than 6 students in the group.

Astor K-8

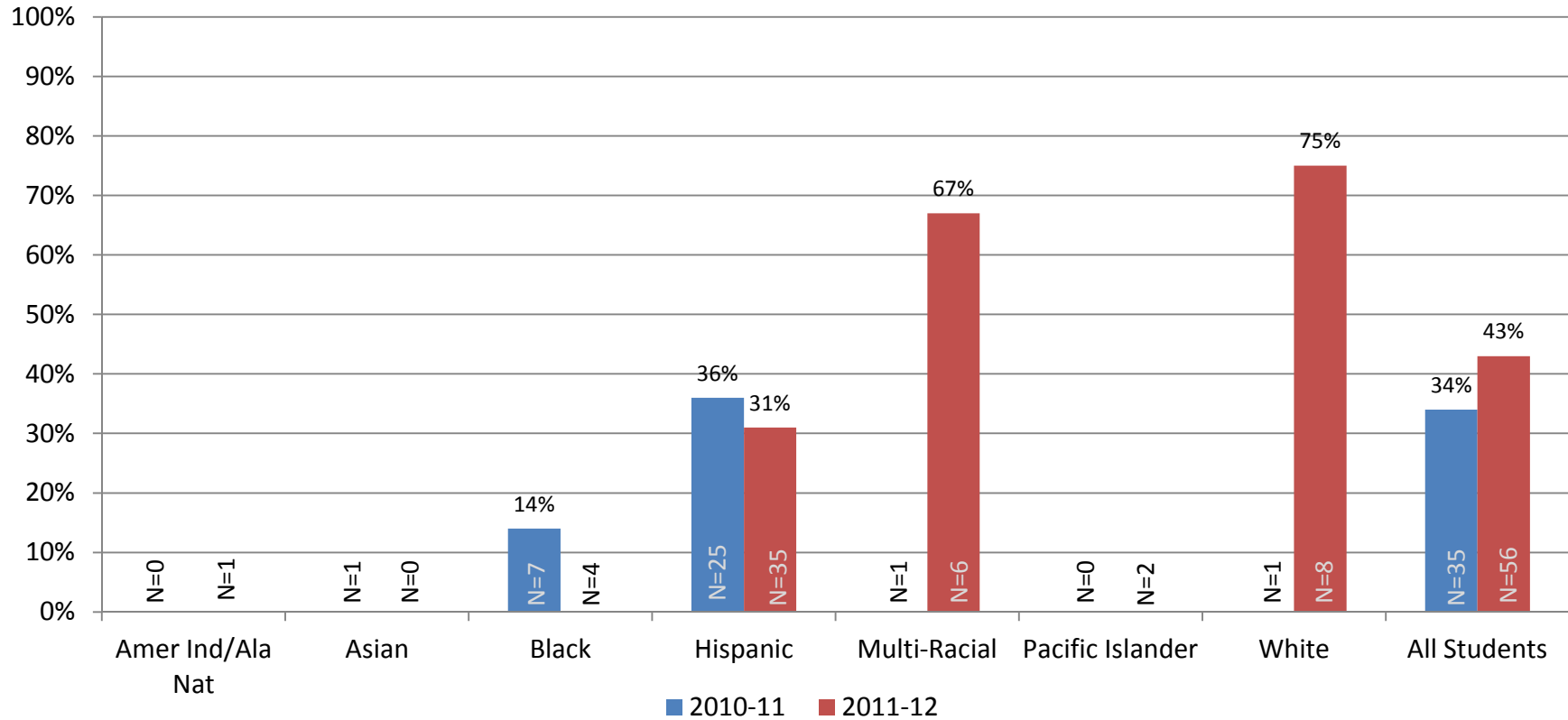
3rd Grade Milestone (Meets/Exceeds)



*Missing data means there were fewer than 6 students in the group.

Cesar Chavez School K-5

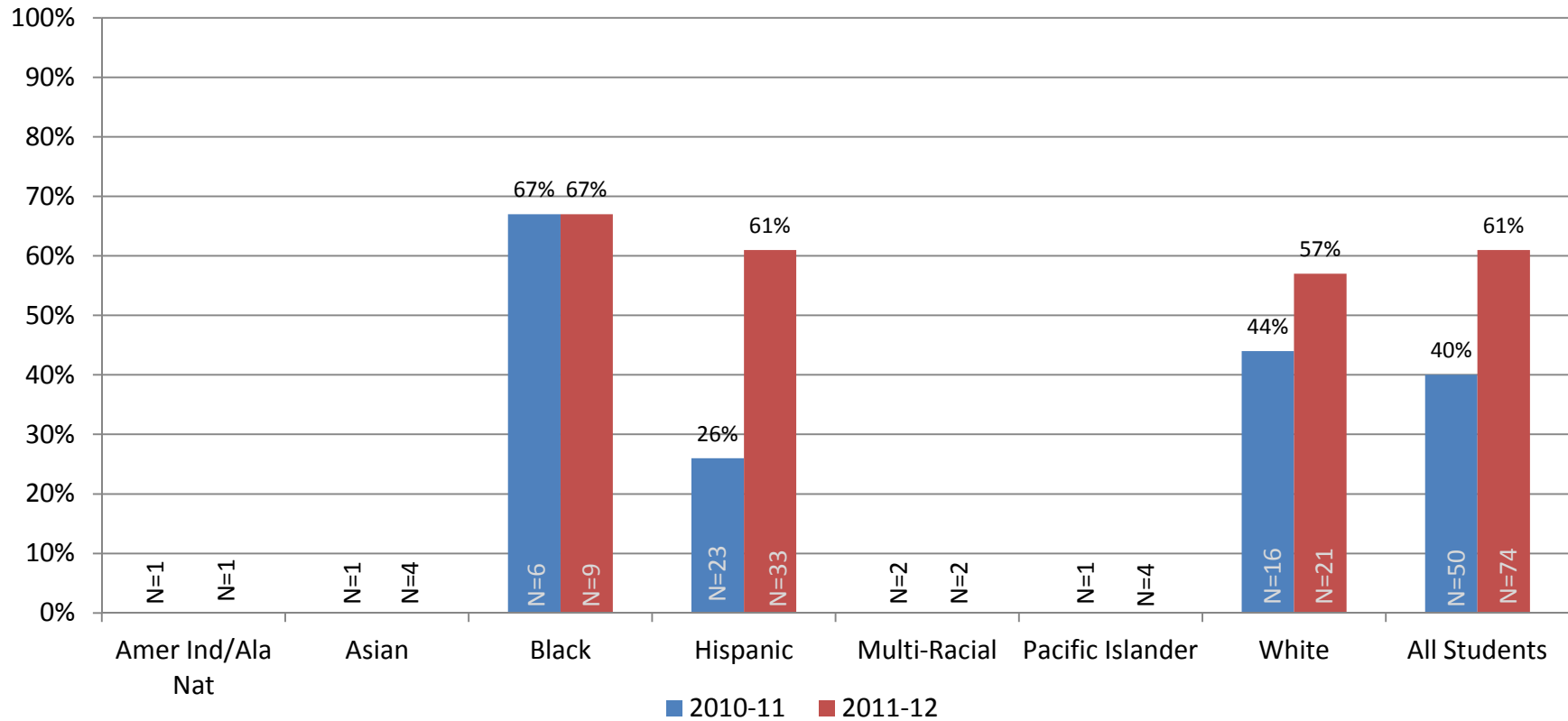
3rd Grade Milestone (Meets/Exceeds)



*Missing data means there were fewer than 6 students in the group.

James John E.S.

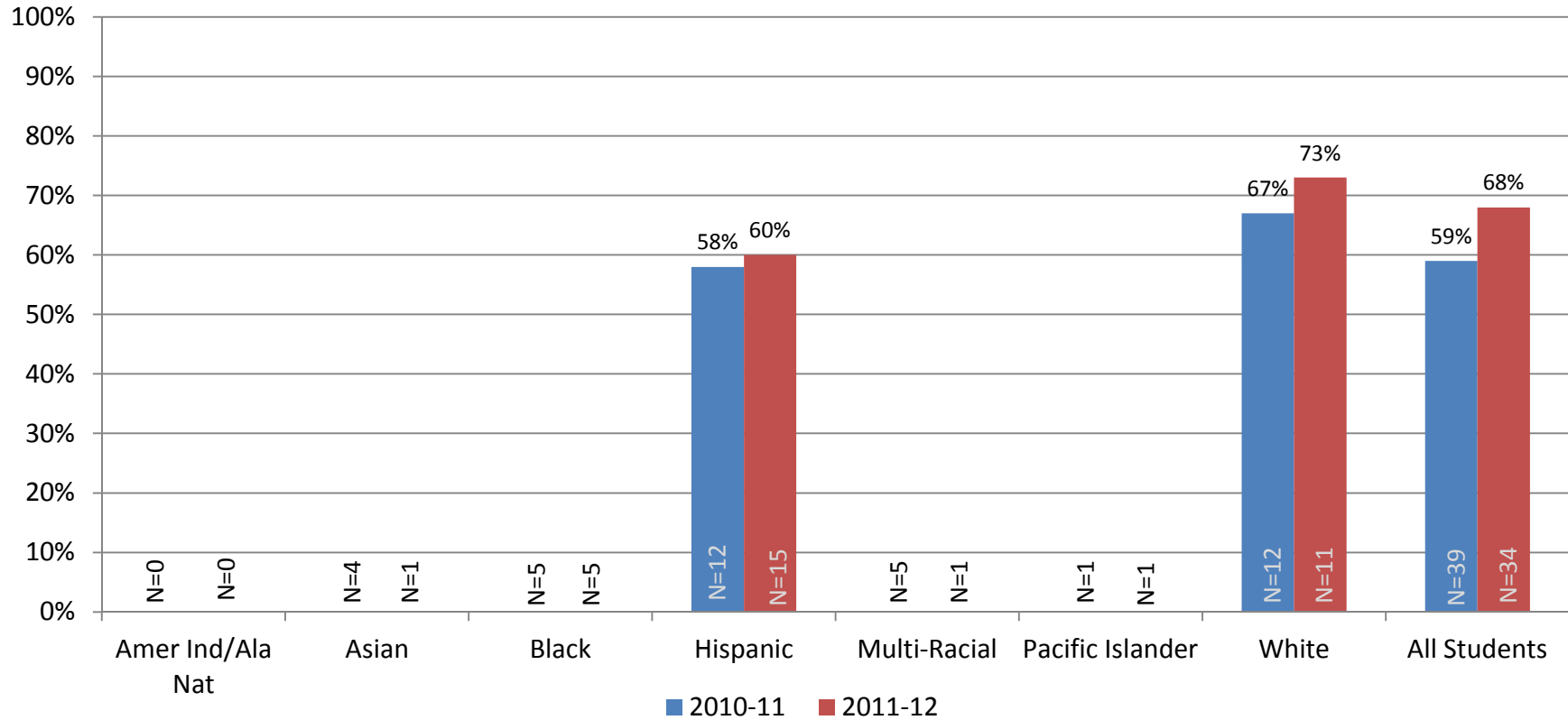
3rd Grade Milestone (Meets/Exceeds)



*Missing data means there were fewer than 6 students in the group.

Peninsula K-8

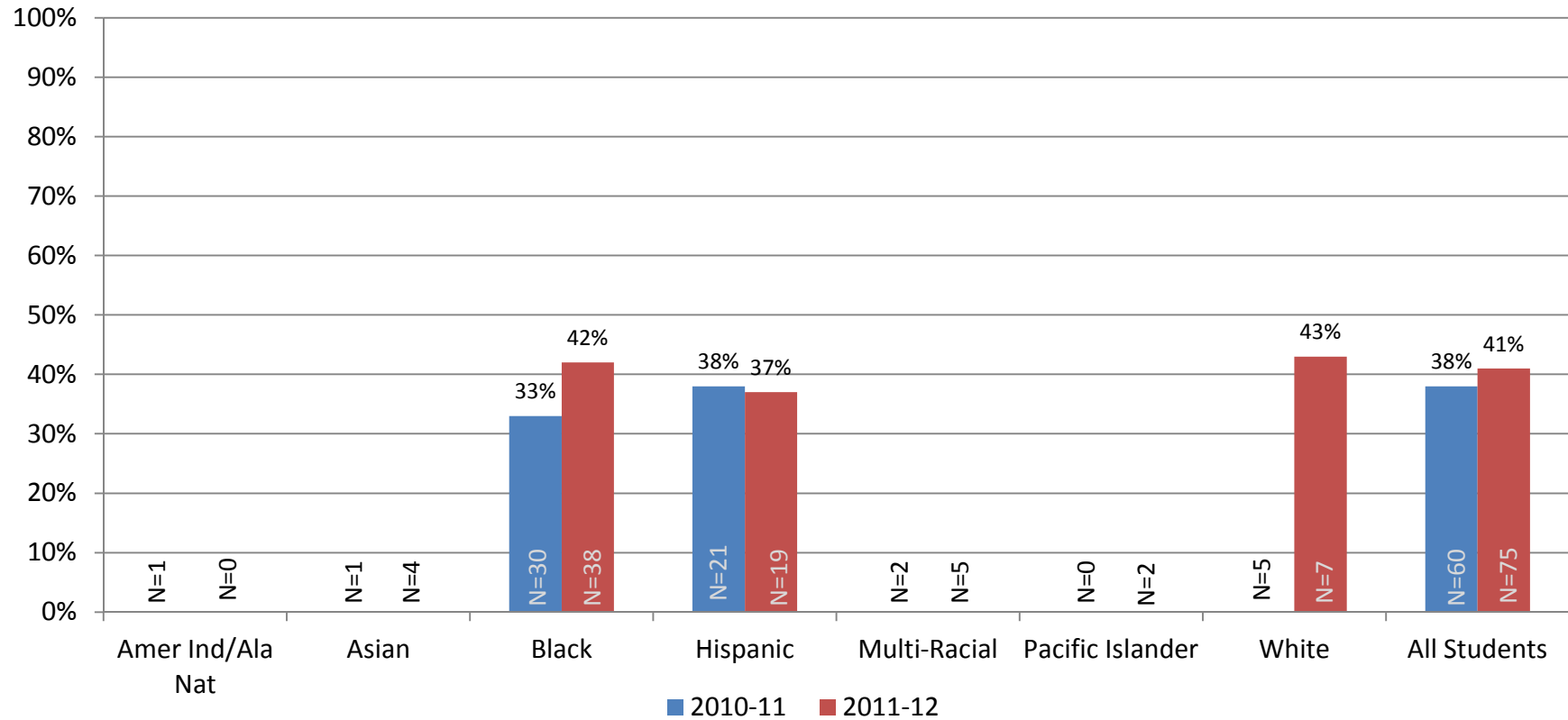
3rd Grade Milestone (Meets/Exceeds)



*Missing data means there were fewer than 6 students in the group.

Rosa Parks E.S.

3rd Grade Milestone (Meets/Exceeds)



*Missing data means there were fewer than 6 students in the group.

ACT - Roosevelt Campus

Updated 05/29/2012

Address 6941 N Central St		Phone 503-916-5260
Cluster Roosevelt	Feeders Astor, César Chávez, George, Peninsula	

1. BUDGET AND STAFFING

School Budget Per Student	\$7739
Budget Rank (1-12)	2
Free & Reduced	68.1%
School Receives Title I Funds?	Yes
Special Education	22.7%
English Language Learners	6.8%
Talented and Gifted	7.2%

Licensed FTE Allocation

Admin Support	3.25
Ratio FTE	8.35
SES FTE	0.90
One Time Adjustments	0.17
Title I	1.00
Foundation/Fee for Service K	0.00
Other Grants	4.59
TOTAL	18.26

2. ENROLLMENT CHARACTERISTICS

Year	9	10	11	12	TOTAL
2007	81	64	60	74	279
2008	61	82	60	54	257
2009	66	59	83	65	273
2010	56	74	60	75	265
2011	68	60	64	59	251

Neighborhood students	227
Students from dual assignment area	12
Students from other neighborhoods	12

Change in Enrollment from 2010 to 2011	-14
Change in Enrollment from 2007 to 2011	-28
Projected Enrollment in 2016 (K-12)	882

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
17.5%	7.6%	20.3%	4.0%	2.4%	45.4%	2.8%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

	Roosevelt campus		Dual assignment area	
Neighborhood PPS Student Population	1310		768	
Attending Roosevelt campus	675	52%	47	6%
Other PPS Neighborhood Schools	121	9%	304	40%
Special Programs/Focus Options	283	22%	246	32%
PPS Charter Schools	31	2%	47	6%
Special Services	18	1%	22	3%
Community Based Alternatives	182	14%	102	13%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	10th Grade		11th Grade	
	Reading	Math	Reading	Math
2008-2009	56.3%	50.0%		
2009-2010	44.9%	34.7%		
2010-2011			71.4%	47.6%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	98.5%	96.9%
Teacher Experience (Average in years)	8.5	14.6
Substitute Usage (Average in days)	15.2	13.2
Average Daily Attendance	83.7%	89.8%
Average Class Size	14.3	25.0
Stability Index	82.4%	89.0%
Student Expulsions	1.9%	0.5%
Student Suspensions	16.2%	7.5%

October 2011 Enrollment	Number of Classrooms	Density Index
748	64	12

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Roosevelt campus below 55%?	Yes
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

2010-11 was the fifth year of not making Adequate Yearly Progress. School is in Restructuring.

As of 2011-12, Woodlawn, Chief Joseph and Beach and parts of Faubion are Dual Assignment neighborhoods whose ninth-graders can attend either Jefferson Middle College or Roosevelt.

Address 5601 N Yale St		Phone 503-916-6244
Cluster Roosevelt	Feeds To Roosevelt Campus (ACT, POWER, SEIS)	

1. BUDGET AND STAFFING

School Budget Per Student	\$5186
Budget Rank (1-33)	20
Free & Reduced	55.6%
School Receives Title I Funds?	Yes
Special Education	19.7%
English Language Learners	3.5%
Talented and Gifted	9.1%

Licensed FTE Allocation

Admin Support	3.50
Ratio FTE	18.33
SES FTE	1.09
One Time Adjustments	0.08
Title I	2.50
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	25.50

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	59	47	45	54	51	41	37	47	0	381
2008	51	61	52	43	52	48	45	41	45	438
2009	56	57	59	53	43	52	51	43	44	458
2010	48	58	56	53	50	43	51	51	35	445
2011	62	54	50	56	54	54	50	53	49	482

Neighborhood students	318
Students from other neighborhoods	164

Change in Enrollment from 2010 to 2011	+37
Change in Enrollment from 2007 to 2011	+101
Projected Enrollment in 2016 (K-12)	530

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
8.1%	2.7%	18.5%	0.6%	1.9%	61.0%	7.3%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	461	
Attending Astor	318	69%
Other PPS Neighborhood Schools	74	16%
Special Programs/Focus Options	42	9%
PPS Charter Schools	25	5%
Special Services	1	<1%
Community Based Alternatives	1	<1%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	>95%	>95%	>95%	>95%	87.2%	87.2%
2009-2010	>95%	>95%	>95%	>95%	85.0%	70.0%
2010-2011	>95%	>95%	>95%	>95%	>95%	79.4%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	95.1%
Teacher Experience (Average in years)	15.7	13.2
Substitute Usage (Average in days)	9.7	15.5
Average Daily Attendance	94.7%	94.2%
Average Class Size	24.8	22.7
Stability Index	94.2%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	3.1%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
482	22	22

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Astor below 55%?	No
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Transitioned from a K-5 to a K-8 configuration between 2006-07 and 2008-09.

Address 5103 N Willis Blvd		Phone 503-916-5666
Cluster Roosevelt	Feeds To Roosevelt Campus (ACT, POWER, SEIS)	

1. BUDGET AND STAFFING

School Budget Per Student	\$5926
Budget Rank (1-33)	10
Free & Reduced	90.1%
School Receives Title I Funds?	Yes
Special Education	14.1%
English Language Learners	44.4%
Talented and Gifted	4.2%

Licensed FTE Allocation

Admin Support	3.50
Ratio FTE	17.87
SES FTE	1.83
One Time Adjustments	0.35
Title I	1.38
Foundation/Fee for Service K	0.00
Other Grants	0.25
TOTAL	25.18

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	44	50	54	58	49	68	54	81	129	587
2008	59	41	53	49	52	48	67	56	74	499
2009	60	67	38	49	53	55	55	60	47	484
2010	69	59	61	38	46	51	51	47	55	477
2011	50	63	52	55	32	44	58	50	49	453

Neighborhood students	276
Students from other neighborhoods	177

Change in Enrollment from 2010 to 2011	-24
Change in Enrollment from 2007 to 2011	-134
Projected Enrollment in 2016 (K-12)	487

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
14.8%	2.2%	61.4%	0.7%	2.9%	13.9%	4.2%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	468	
Attending César Chávez	276	59%
Other PPS Neighborhood Schools	154	33%
Special Programs/Focus Options	30	6%
PPS Charter Schools	5	1%
Special Services	1	<1%
Community Based Alternatives	2	<1%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	64.6%	56.3%	48.9%	53.3%	46.0%	55.6%
2009-2010	76.6%	85.1%	48.0%	66.0%	51.3%	76.9%
2010-2011	62.5%	40.6%	65.2%	50.0%	69.8%	50.9%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	95.1%
Teacher Experience (Average in years)	12.8	13.2
Substitute Usage (Average in days)	26.4	15.5
Average Daily Attendance	93.2%	94.2%
Average Class Size	21.0	22.7
Stability Index	90.3%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	13.2%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
453	27	17

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending César Chávez below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. It will move to School Improvement status if Adequate Yearly Progress is not met in 2011-12.

Address 10000 N Burr Ave		Phone 503-916-6262
Cluster Roosevelt	Feeds To Roosevelt Campus (ACT, POWER, SEIS)	

1. BUDGET AND STAFFING

School Budget Per Student	\$6044
Budget Rank (1-10)	1
Free & Reduced	87.8%
School Receives Title I Funds?	Yes
Special Education	26.1%
English Language Learners	15.0%
Talented and Gifted	3.9%

Licensed FTE Allocation

Admin Support	2.50
Ratio FTE	15.76
SES FTE	1.54
One Time Adjustments	1.70
Title I	1.17
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	22.67

2. ENROLLMENT CHARACTERISTICS

Year	6	7	8	TOTAL
2007	103	111	114	328
2008	125	141	109	375
2009	136	121	131	388
2010	131	126	107	364
2011	116	123	121	360

Neighborhood students	338
Students from other neighborhoods	22

Change in Enrollment from 2010 to 2011	-4
Change in Enrollment from 2007 to 2011	+32
Projected Enrollment in 2016 (K-12)	385

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
26.1%	7.5%	36.1%	2.8%	2.2%	22.5%	2.8%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	691	
Attending George	338	49%
Other PPS Neighborhood Schools	243	35%
Special Programs/Focus Options	48	7%
PPS Charter Schools	39	6%
Special Services	2	<1%
Community Based Alternatives	21	3%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	8th Grade	
	Reading	Math
2008-2009	66.0%	70.9%
2009-2010	55.3%	75.7%
2010-2011	61.9%	55.7%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	98.6%
Teacher Experience (Average in years)	11.7	14.2
Substitute Usage (Average in days)	18.4	16.4
Average Daily Attendance	92.2%	94.4%
Average Class Size	22.7	26.4
Stability Index	89.5%	95.3%
Student Expulsions	0.3%	0.1%
Student Suspensions	27.2%	7.4%

October 2011 Enrollment	Number of Classrooms	Density Index
360	27	13

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending George below 55%?	Yes
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

2010-11 was the fifth year of restructuring and ninth year of not making Adequate Yearly Progress (transportation for transfer, tutoring services, and one or more other prescribed changes required).

A boundary change occurred during the 2008-09 school year. Rosa Parks sixth grade students now attend George.

Address 7439 N Charleston Ave	Phone 503-916-6266
Cluster Roosevelt	Feeds To George

1. BUDGET AND STAFFING

School Budget Per Student	\$5457
Budget Rank (1-27)	3
Free & Reduced	86.1%
School Receives Title I Funds?	Yes
Special Education	14.9%
English Language Learners	26.4%
Talented and Gifted	3.7%

Licensed FTE Allocation

Admin Support	2.25
Ratio FTE	14.74
SES FTE	1.41
One Time Adjustments	0.00
Title I	3.03
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	21.43

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	TOTAL
2007	56	74	79	86	67	68	430
2008	75	49	65	72	75	68	404
2009	70	73	48	64	61	68	384
2010	69	74	76	51	64	60	394
2011	77	64	70	73	53	65	402

Neighborhood students	307
Students from other neighborhoods	95

Change in Enrollment from 2010 to 2011	+8
Change in Enrollment from 2007 to 2011	-28
Projected Enrollment in 2016 (K-12)	462

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
11.7%	5.5%	43.8%	0.5%	3.0%	32.1%	3.5%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	507	
Attending James John	307	61%
Other PPS Neighborhood Schools	122	24%
Special Programs/Focus Options	38	7%
PPS Charter Schools	38	7%
Special Services	2	<1%
Community Based Alternatives		0%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2008-2009	70.8%	79.2%	68.2%	71.2%
2009-2010	68.3%	66.7%	55.7%	68.6%
2010-2011	87.5%	56.3%	60.4%	52.8%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	96.9%
Teacher Experience (Average in years)	14.5	14.1
Substitute Usage (Average in days)	12.9	15.9
Average Daily Attendance	93.5%	94.5%
Average Class Size	24.1	24.6
Stability Index	92.9%	95.2%
Student Expulsions	0.0%	0.0%
Student Suspensions	4.6%	2.3%

October 2011 Enrollment	Number of Classrooms	Density Index
402	26	15

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending James John below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Address 8125 N Emerald St		Phone 503-916-6275
Cluster Roosevelt	Feeds To Roosevelt Campus (ACT, POWER, SEIS)	

1. BUDGET AND STAFFING

School Budget Per Student	\$5803
Budget Rank (1-33)	11
Free & Reduced	79.6%
School Receives Title I Funds?	Yes
Special Education	19.6%
English Language Learners	19.0%
Talented and Gifted	7.5%

Licensed FTE Allocation

Admin Support	2.25
Ratio FTE	14.45
SES FTE	1.32
One Time Adjustments	2.25
Title I	2.17
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	22.44

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	49	49	41	36	39	34	45	33	0	326
2008	45	42	48	42	34	40	40	47	32	370
2009	48	48	39	50	34	34	44	32	46	375
2010	37	39	39	42	51	32	42	41	38	361
2011	44	33	38	37	41	52	39	41	33	358

Neighborhood students	205
Students from other neighborhoods	153

Change in Enrollment from 2010 to 2011	-3
Change in Enrollment from 2007 to 2011	+32
Projected Enrollment in 2016 (K-12)	378

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
16.8%	5.6%	39.1%	1.4%	2.0%	28.5%	6.7%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	390	
Attending Peninsula	205	53%
Other PPS Neighborhood Schools	97	25%
Special Programs/Focus Options	62	16%
PPS Charter Schools	24	6%
Special Services	2	1%
Community Based Alternatives		0%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	80.0%	72.5%	66.7%	66.7%	70.0%	53.3%
2009-2010	76.1%	87.0%	61.8%	79.4%	68.9%	>95%
2010-2011	90.3%	54.8%	71.4%	67.9%	77.1%	>95%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	95.1%
Teacher Experience (Average in years)	15.0	13.2
Substitute Usage (Average in days)	20.0	15.5
Average Daily Attendance	94.3%	94.2%
Average Class Size	19.9	22.7
Stability Index	91.4%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	6.4%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
358	28	13

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Peninsula below 55%?	Yes
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Transitioned from a K-5 to a K-8 configuration between 2006-07 and 2008-09.

POWER - Roosevelt Campus

Updated 01/31/2012

Address 6941 N Central St		Phone 503-916-5260
Cluster Roosevelt	Feeders Astor, César Chávez, George, Peninsula	

1. BUDGET AND STAFFING

School Budget Per Student	\$7448
Budget Rank (1-12)	4
Free & Reduced	76.2%
School Receives Title I Funds?	Yes
Special Education	15.1%
English Language Learners	8.3%
Talented and Gifted	8.7%

Licensed FTE Allocation

Admin Support	3.25
Ratio FTE	8.35
SES FTE	1.12
One Time Adjustments	0.97
Title I	0.88
Foundation/Fee for Service K	0.00
Other Grants	9.03
TOTAL	23.60

2. ENROLLMENT CHARACTERISTICS

Year	9	10	11	12	TOTAL
2007	53	56	48	72	229
2008	64	55	49	53	221
2009	52	55	51	51	209
2010	68	55	58	56	237
2011	69	77	47	59	252

Neighborhood students	230
Students from dual assignment area	16
Students from other neighborhoods	6

Change in Enrollment from 2010 to 2011	+15
Change in Enrollment from 2007 to 2011	+23
Projected Enrollment in 2016 (K-12)	882

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
35.3%	7.9%	23.0%	4.0%	4.0%	23.4%	2.4%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

	Roosevelt campus		Dual assignment area	
Neighborhood PPS Student Population	1310		768	
Attending Roosevelt campus	675	52%	47	6%
Other PPS Neighborhood Schools	121	9%	304	40%
Special Programs/Focus Options	283	22%	246	32%
PPS Charter Schools	31	2%	47	6%
Special Services	18	1%	22	3%
Community Based Alternatives	182	14%	102	13%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	10th Grade		11th Grade	
	Reading	Math	Reading	Math
2008-2009	48.9%	46.8%		
2009-2010	41.3%	39.1%		
2010-2011			57.4%	53.2%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	97.7%	96.9%
Teacher Experience (Average in years)	7.7	14.6
Substitute Usage (Average in days)	15.2	13.2
Average Daily Attendance	86.0%	89.8%
Average Class Size	14.3	25.0
Stability Index	82.4%	89.0%
Student Expulsions	1.7%	0.5%
Student Suspensions	22.4%	7.5%

October 2011 Enrollment	Number of Classrooms	Density Index
748	64	12

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Roosevelt campus below 55%?	Yes
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

2010-11 was the fourth year of School Improvement status and fifth year of not making Adequate Yearly Progress. School is in Restructuring.

As of 2011-12, Beach, Chief Joseph, Ockley Green, Woodlawn and parts of Faubion are Dual Assignment neighborhoods whose ninth-graders can attend either Jefferson Middle College or Roosevelt.

Rosa Parks

Updated 01/31/2012

Address 8960 N Woolsey Ave		Phone 503-916-6250
Cluster Roosevelt	Feeds To George	

1. BUDGET AND STAFFING

School Budget Per Student	\$5478
Budget Rank (1-27)	2
Free & Reduced	95.2%
School Receives Title I Funds?	Yes
Special Education	16.2%
English Language Learners	33.4%
Talented and Gifted	3.4%

Licensed FTE Allocation

Admin Support	2.25
Ratio FTE	14.90
SES FTE	1.63
One Time Adjustments	0.10
Title I	3.99
Foundation/Fee for Service K	0.00
Other Grants	1.44
TOTAL	24.31

2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	6	TOTAL
2007	0	77	84	99	85	72	69	76	562
2008	0	89	82	80	95	82	75	0	503
2009	0	71	80	75	72	92	73	0	463
2010	20	62	65	78	63	68	78	0	434
2011	20	61	61	68	77	61	59	0	407

Neighborhood students	332
Students from other neighborhoods	75

Change in Enrollment from 2010 to 2011	-27
Change in Enrollment from 2007 to 2011	-155
Projected Enrollment in 2016 (K-12)	358

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
46.9%	2.0%	31.0%	1.2%	1.7%	10.6%	6.6%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	492	
Attending Rosa Parks	332	67%
Other PPS Neighborhood Schools	100	20%
Special Programs/Focus Options	48	10%
PPS Charter Schools	12	2%
Special Services		0%
Community Based Alternatives		0%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2008-2009	65.9%	67.0%	47.3%	64.9%
2009-2010	80.6%	74.2%	58.5%	72.3%
2010-2011	67.2%	46.6%	47.0%	31.8%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	94.7%	96.9%
Teacher Experience (Average in years)	13.8	14.1
Substitute Usage (Average in days)	17.6	15.9
Average Daily Attendance	93.1%	94.5%
Average Class Size	21.8	24.6
Stability Index	88.2%	95.2%
Student Expulsions	0.0%	0.0%
Student Suspensions	2.3%	2.3%

October 2011 Enrollment	Number of Classrooms	Density Index
407	25	16

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Rosa Parks below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

SEIS - Roosevelt Campus

Updated 01/31/2012

Address 6941 N Central St		Phone 503-916-5260
Cluster Roosevelt	Feeders Astor, César Chávez, George, Peninsula	

1. BUDGET AND STAFFING

School Budget Per Student	\$7693
Budget Rank (1-12)	3
Free & Reduced	80.0%
School Receives Title I Funds?	Yes
Special Education	18.0%
English Language Learners	22.0%
Talented and Gifted	4.9%

Licensed FTE Allocation

Admin Support	3.25
Ratio FTE	8.35
SES FTE	1.14
One Time Adjustments	0.17
Title I	0.50
Foundation/Fee for Service K	0.00
Other Grants	5.50
TOTAL	18.91

2. ENROLLMENT CHARACTERISTICS

Year	9	10	11	12	TOTAL
2007	74	57	50	41	222
2008	68	68	46	43	225
2009	46	54	54	45	199
2010	40	40	49	52	181
2011	72	50	54	69	245

Neighborhood students	218
Students from dual assignment area	19
Students from other neighborhoods	8

Change in Enrollment from 2010 to 2011	+64
Change in Enrollment from 2007 to 2011	+23
Projected Enrollment in 2016 (K-12)	882

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
19.6%	2.4%	50.2%	3.7%	2.0%	20.0%	2.0%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

	Roosevelt campus		Dual assignment area	
Neighborhood PPS Student Population	1310		768	
Attending Roosevelt campus	675	52%	47	6%
Other PPS Neighborhood Schools	121	9%	304	40%
Special Programs/Focus Options	283	22%	246	32%
PPS Charter Schools	31	2%	47	6%
Special Services	18	1%	22	3%
Community Based Alternatives	182	14%	102	13%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	10th Grade		11th Grade	
	Reading	Math	Reading	Math
2008-2009	35.7%	37.5%		
2009-2010	27.3%	22.2%		
2010-2011			47.5%	35.7%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	97.6%	96.9%
Teacher Experience (Average in years)	8.4	14.6
Substitute Usage (Average in days)	15.2	13.2
Average Daily Attendance	85.5%	89.8%
Average Class Size	14.3	25.0
Stability Index	82.4%	89.0%
Student Expulsions	0.6%	0.5%
Student Suspensions	16.6%	7.5%

October 2011 Enrollment	Number of Classrooms	Density Index
748	64	12

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Roosevelt campus below 55%?	Yes
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

2010-11 was the fifth year of School Improvement status and sixth year of not making Adequate Yearly Progress. School is in Restructuring.

As of 2011-12, Woodlawn, Chief Joseph and Beach and parts of Faubion are Dual Assignment neighborhoods whose ninth-graders can attend either Jefferson Middle College or Roosevelt.

Address 9930 N Smith St		Phone 503-916-6277
Cluster Roosevelt	Feeds To George	

1. BUDGET AND STAFFING

School Budget Per Student	\$5210
Budget Rank (1-27)	10
Free & Reduced	85.3%
School Receives Title I Funds?	Yes
Special Education	26.7%
English Language Learners	32.1%
Talented and Gifted	5.1%

Licensed FTE Allocation

Admin Support	1.75
Ratio FTE	11.90
SES FTE	1.14
One Time Adjustments	0.50
Title I	2.63
Foundation/Fee for Service K	0.17
Other Grants	0.00
TOTAL	18.09

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	TOTAL
2007	61	61	54	48	40	51	315
2008	67	64	51	51	45	31	309
2009	51	52	54	54	38	42	291
2010	64	50	45	59	47	42	307
2011	76	63	49	44	56	45	333

Neighborhood students	302
Students from other neighborhoods	31

Change in Enrollment from 2010 to 2011	+26
Change in Enrollment from 2007 to 2011	+18
Projected Enrollment in 2016 (K-12)	362

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
15.0%	3.3%	42.3%	1.2%	3.0%	27.9%	7.2%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	521	
Attending Sitton	302	58%
Other PPS Neighborhood Schools	160	31%
Special Programs/Focus Options	39	7%
PPS Charter Schools	18	3%
Special Services	2	<1%
Community Based Alternatives		0%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2008-2009	50.0%	45.5%	51.7%	48.3%
2009-2010	81.6%	65.3%	61.0%	46.3%
2010-2011	82.7%	42.3%	48.6%	22.9%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	96.9%
Teacher Experience (Average in years)	10.7	14.1
Substitute Usage (Average in days)	17.5	15.9
Average Daily Attendance	92.4%	94.5%
Average Class Size	23.1	24.6
Stability Index	83.0%	95.2%
Student Expulsions	0.0%	0.0%
Student Suspensions	4.2%	2.3%

October 2011 Enrollment	Number of Classrooms	Density Index
333	22	15

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Sitton below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. It will move to School Improvement status if Adequate Yearly Progress is not met in 2011-12.



Board of Education

Superintendent Recommendation to the Board

Board Meeting Date: December 3, 2012 **Executive Committee Lead:** Neil Sullivan, CFO

Department: Accounting & Payroll **Presenter/Staff Lead:** Sharie Lewis, Director & TKW – External Auditor

SUBJECT:
2011-12 COMPREHENSIVE ANNUAL FINANCIAL REPORT (CAFR) AND SINGLE AUDIT

BACKGROUND

The District Auditor, Talbot, Korvola & Warwick, LLP, has issued an unqualified opinion on our financial reports for the year ended June 30, 2012 (see pages 1-2). An unqualified opinion is accountant-speak for a "clean audit" and the highest level of opinion. It is the outcome that we expected.

CAFR AND SINGLE (A-133) AUDIT HIGHLIGHTS

- ◆ Total net assets, which is an indicator of economic condition for the year, decreased by \$4.7 million as shown in the Analysis of Activities on page 6. The overall decrease in net assets is the result of a \$9.6 million decrease in assets, which includes cash & investments, fixed assets net of depreciation and UAL investment, and a \$4.9 million decline in liabilities, which includes accounts payable & accrued wages payable, claims & judgments payable, outstanding debt, and UAL liability. The \$9.2 million decrease in assets is offset by the \$4.9 million decrease in liabilities, resulting in a \$4.7 million net decrease in net assets. This decrease represents a negative economic condition for the District.
- ◆ Government-wide Activities, analyzed on pages 6-7 and shown on page 15. Total District revenues, when compared to the prior year, increased \$17.2 million from \$527.9 million to \$545.1 million, while total District expenses decreased \$3.8 million from \$553.6 million to \$549.8 million for a net increase of \$13.4 million. When these are converted to full accrual economic basis, e.g. depreciation is factored in, the total fully-accrued expenses exceeded the total fully-accrued resources resulting in a net decrease of \$4.7 million in Total Net Assets.
- ◆ The operation for the General Fund was a net loss of \$0.6 million (page 20), which reduced fund balance to \$30.9 million. The final supplemental budget the District had originally planned a net loss of \$4.9 million therefore the overall increase the beginning fund balance in the General Fund for next year will be \$4.3 million more than planned.
- ◆ In February 2012 the District entered into a two year \$45 million line of credit agreement to finance: 1) repayment of \$25.75 million of short term debt; 2) purchase of Rosa Parks School in Oct 2012 for \$9.0 million; and 3) replacement of over 40 school boiler burners for \$9.1 million. Capital expenditures and debt are further explained on pages 9-10.
- ◆ In January 2012 the District refinanced \$14.0 million of the PERS limited tax pension bonds with \$14.4 million of new debt to take advantage of lower interest rates. The interest rate of the retired debt was 5.50%, while the new debt is at 2.75%. This refinancing resulted in an interest savings of \$156 thousand in the current year, and is expected to save approximately \$375 thousand per year in future years.

Reviewed and Approved by
Superintendent

- ◆ The District implemented several policy changes to improve transparency and accountability for debt-related transactions, capital projects, and self-insurance. Five new funds were created or reopened to account for debt service and capital projects separately from the General Fund.
- ◆ Self-insurance activity related to general liability and property claims was moved from the Self Insurance Fund (a proprietary fund) to the General Fund, leaving only Workers Compensation Program activities in the Self Insurance Fund. In FY 12/13 budget book page 63 the District has designated \$1.5 million for self-insurance reserve in the General Fund. With this clarification the District will be required to report a final adjusted committed fund balance similar to the Great Fields project as shown on page 51 of the CAFR.
- ◆ The District had one Financial Statement Significant Deficiency, no questioned costs and no material weaknesses for the year ended June 30, 2012 (see Single Audit pages 16-18). The one finding has to do with a weakness in the processes of approval/review controls for procurement card transactions. A management response to the significant deficiency finding is reported in the A-133 report. For context, while we take every finding seriously and strive for perfection, only one finding is indicative of sound financial management. In the audit of 2010-11 statements there was one material weakness finding that was corrected with a journal entry and fiscal monitoring.

WHERE THINGS ARE IN THIS YEAR'S CAFR

Here are some of the major sections of the CAFR where your assessment of the report would be greatly appreciated:

- ◆ Transmittal Letter, pages i-viii. This communication from the Superintendent, CFO and Accounting & Payroll Services Director explains the 4 major sections of the CAFR, the District's profile, PPS's Service Efforts and Achievements, the state and local economies, and the District's long-range planning.
- ◆ Management's Discussion and Analysis, pages 3-11. District management provides an overview narrative of balances and activities at the District-wide level, changes from the prior year, analysis of the District's major funds, budgetary highlights, capital and debt administration, and economic factors and next year's budget.
- ◆ Financial Reporting, The District is required to use two different accounting methods in the CAFR; one method is used for government-wide and "business" type activities, and another is used for governmental "fund type" activities.
- ◆ Government-wide statements (found on pages 14-15), and proprietary fund statements (on pages 24-26, and page 97) must measure and report all assets, liabilities, revenues, expenses, gains and losses using the economic resources measurement focus and accrual basis of accounting (also known as full-accrual). The economic resources focus includes significant differences from fund financial accounting such as reporting historical capital asset costs and long-term debt.
- ◆ Governmental fund statements found on pages 16-22, and the budgetary fund schedules on pages 56-96, uses the financial resources measurement focus and modified-accrual basis of accounting.
- ◆ The differences between these two methods of accounting are reported in the CAFR reconciliations on pages 19 and 23.

- ◆ The footnotes on pages 27-52 disclose the summary of significant accounting policies of the District and provide additional details for such things as cash and investments, capital assets, debt, risk management, commitment and contingencies and subsequent events.
- ◆ Budget versus Actual Variance schedules on pages 56-96 are summarized at the budgetary appropriation level, and report how each fund has complied with the Board's budgetary appropriations. The reports show both the original budget and final budget.
- ◆ The Statistical Section is on pages 107-136. The four parts of the statistical section are intended to provide the reader with a more complete context for the financial information presented in the CAFR. The 16 schedules presented present financial trends, revenue and debt capacity analysis, demographic and economic information and District operations.
- ◆ The Independent Auditor's Report on pages 137-139 is provided by the auditors and presents audit comments and disclosures required by state regulations. In this report the auditors explain the District's compliance in specific areas, and they explain their consideration of internal controls and any District control deficiencies they have found.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

This audit report is indicative of a high level of fiscal accountability by PPS Finance staff. A clean audit, only one finding, and no issues to be raised in a management letter are evidence of excellent performance. Last year the Association of School Business Officials and the Government Finance Officers Association awarded PPS their certificates of excellence and achievement in financial reporting.

PROCESS / COMMUNITY ENGAGEMENT

The CAFR will be published on the district website, shared with the Citizens Budget Review Committee, and various interest parties, mainly financial institutions, are issued copies. These reports are also required to be reported to various Federal entities.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

BUDGET / RESOURCE IMPLICATIONS

There is no direct fiscal / budget impact as a result of this audit. If the outcome had been less positive, it could have had a negative impact on PPS fiscal outlook including the District's ability to secure grant funding its ability to borrow funds and/or the cost of that debt would likely be impacted negatively. Additionally, in the case of adverse audit findings/issues, the State Office of the Department of Education has the authority to withhold State School Fund payments until audit findings and/or issues are resolved by the District.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

We recommend that the Board of Education accept and approve the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act and OMB Circular A-133 of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2012 at the December 3, 2012 board meeting.

In order for PPS to meet the requirements of state and federal government the Board is asked to approve and accept these statements and reports. Finance staff will be happy to answer board members' questions; and any comments and suggestions for improvement are valuable to us.

QUESTIONS FOR BOARD DISCUSSION

Do you have any changes to the draft resolution?

ATTACHMENTS

- a. CAFR – draft
- b. A-133/Single Audit – draft
- c. Resolution - draft



Board of Education Informational Report

MEMORANDUM

Date: November 29, 2012
To: Members of the Board of Education
From: Harriet Adair, Judy Brennan, Antonio Lopez
Subject: Jefferson Enrollment Balancing

Attached please find a copy of the following documents regarding the Jefferson enrollment balancing process in the PK8 cluster schools:

- 1) Family Advisories in English and Spanish
- 2) The 6 scenarios that PPS released on Wednesday, November 28, 2012
- 3) A Scenarios Feedback Sheet

These six scenarios are designed to help the community and our staff and leadership envision the pros and cons of various approaches. Staff will use this feedback to shape recommendations.

There will be two community input forums:

- December 4th at Beach School Gym from 6-7:30 pm. The presentation will be in Spanish with English translation)
- December 5th at Faubion School Cafeteria from 6-7:30 pm.

Questions for Board Discussion:

- What do you want to be sure staff is considering as we move through this next phase of the process?
- Anything striking about the scenarios that you want to call out at this time?



Balancing enrollment in Jefferson PK8 Cluster schools

PPS has developed six scenarios – based on community input and staff analysis – to balance enrollment and improve offerings for students. Scenarios range from no changes to a shift from K-8s to middle schools. Staff will use your feedback to shape recommendations. View the scenarios at pps.net, in the office of your child's school or at a December meeting.

School specific changes could include:

ACCESS: Move to the King facility (adjoining King School) or join the merged Chief Joseph/Ockley Green School. (ACCESS is an alternative program currently housed at Sabin PK-8 School.)

Beach: Remain a K-8 school, change to a K-5 or combine with another school to form a combined campus school. There is also a potential for Spanish Immersion to move to a separate site.

Boise-Eliot-Humboldt: Remain a K-8, possibly merging with Beach as a combined campus school and/or relocating to the Tubman campus; or change to a K-5.

Chief Joseph: Remain a K-5, or combine with Ockley Green into a K-8. If ACCESS is added to the K-8, the school could operate on both campuses. There is also the potential to combine with Beach K-5, with one campus serving as the neighborhood school and one as an all-Immersion school.

Faubion: Temporarily change to a K-5, join Woodlawn to form a single K-8 on two campuses, or be a 1-8 with K students at the new Humboldt Early Learning Center. Final structure for Faubion would be determined as part of the school modernization plan.

Humboldt: Reopens as an Early Childhood Center, providing a pre-kindergarten program for the entire cluster.

King: Remain a K-8, possibly adding the ACCESS program or merging with Beach as a combined campus school, or change to a K-5.

Ockley Green: Change to a middle school or merge with Chief Joseph into a K-8 program on one or (with ACCESS) two campuses. End the all-choice K-5 Arts & Technology option.

Tubman: Reopen as a middle school or will be considered as the new site for the Boise-Eliot/Humboldt K-8 program.

Vernon: Remain a K-8, merge with King into a combined K-8 IB school operating on two campuses or convert to a K-5.

Woodlawn: Remain a K-8, merge with Faubion into a combined K-8 school operating on two campuses or convert to a K-5.

Community input forums

Childcare and interpretation will be provided. Call 503-916-3205 to sign up for childcare. Presentation will be the same at both meetings.

- Dec. 4, 6-7:30 pm, Beach School Gym, 1710 N. Humboldt St. (Presentation in Spanish; English translation)
- Dec. 5, 6-7:30 pm, Faubion School Cafeteria, 3039 NE Rosa Parks Way.

Feedback forms

Forms are available in Jefferson Cluster school offices and at www.pps.net, under "Enrollment Balancing."

Next Steps

Mid-Winter: Staff uses feedback to refer several concrete options to Superintendent Carole Smith. Superintendent makes a final recommendation to the school board, which will vote on the plan.

Fall 2013: Begin implementing changes. With a boundary change, current students and younger siblings can stay at their current school. With a closure, students are assigned to another school.

Stay informed: Go to www.pps.net, scroll down and click on the "Enrollment Balancing" button. PPS Enrollment & Transfer Center, 503-916-3205, can answer questions.



Balanceando la inscripción en las escuelas PK8 de la zona de Jefferson

PPS ha desarrollado seis posibilidades – basado en la contribución de la comunidad e investigación conducida por el personal – para balancear la inscripción en las escuelas de la zona de Jefferson y mejorar lo que ofrecemos a los estudiantes. Las posibilidades varían entre no hacer cambios hasta un cambio de K-8 o a un modelo de secundaria. El personal usará sus comentarios para formar las recomendaciones. Vea las posibilidades en pps.net, en la oficina de la escuela de su niño/a o una de las juntas en diciembre.

Cambios específicos a la escuela puede incluir:

ACCESS: Moverse al edificio de King (contiguo con King) junto a Chief Joseph/Ockley Green cuales serían unidas. (El programa de ACCESS en un programa alternativo actualmente ubicado en la escuela Sabin PK-8.)

Beach: Permanece como escuela de K-8, cambia a escuela de K-5 o se junta con otra escuela para formar una escuela en dos edificios. También hay la posibilidad de que el Programa de Inmersión sea separado a otra escuela.

Boise-Eliot/Humboldt: Permanece como escuela de K-8, posiblemente se juntaría con Beach para formar una escuela en dos edificios y/o moverse al edificio de Tubman, o cambiar a K-5.

Chief Joseph: Permanece como escuela de K-5, o se juntaría con Ockley para ser una escuela de K-8. Si ACCESS es agregado al programa de K-8, la escuela podría permanecer en los dos edificios. También hay la posibilidad de juntarse con Beach K-5, con un edificio sirviendo como la escuela del vecindario y otro como una escuela de inmersión.

Faubion: Temporalmente cambiaría a una escuela de K-5, se juntaría con Woodlawn para ser una escuela de K-8 en dos edificios, o sería una escuela de 1-8 con los niños de kinder asignados al nuevo Centro de Educación a Temprana Edad en Humboldt. La estructura de Faubion sería determinada como parte del plan de modernización de la escuela

Humboldt: Se abrirá como el Centro de Educación a Temprana Edad, proveyendo un programa de PK para toda la zona.

King: Permanece como escuela de K-8; posiblemente agregarían el programa de ACCESS o se juntaría con Beach como una escuela en dos edificios, o cambiaría a ser K-5.

Foros para la Comunidad

Cuidado de niños e interpretación serán proveídos en los dos foros.

Llame al 503-916-3205 para reservar su espacio en el cuidado de niños. La misma información será compartida en las dos juntas.

- 4 de dic., 6-7:30 pm, en el Gimnasio de la Escuela Beach, 1710 N. Humboldt St. (presentación en Español)
- 5 de dic., 6-7:30 pm, en la Cafetería de la Escuela Faubion, 3039 NE Rosa Parks Way.

Formulario para Comentario

Formularios estarán disponibles en las oficinas de las escuelas de la zona de Jefferson, y en www.pps.net, bajo "Enrollment Balancing."

Próximos Pasos

Mediados de Invierno: El personal usa opiniones de la comunidad para referir algunas opciones concretas a la Superintendente Carole Smith. La Superintendente hará su recomendación final a la meza directiva, quienes votaran en el plan.

Otoño 2013: Comenzando a implementar los cambios. Con un cambio de zona, estudiantes presentes y hermanos/as pueden quedarse en su escuela presente. Si se cierra la escuela, los estudiantes serán asignados a otra escuela.

Manténgase Informado

Visite la página www.pps.net, baje y haga clic en botón de "Enrollment Balancing". Si tiene preguntas, llame al Centro de Inscripción y Traslado de PPS al 503-916-3205.

Ockley Green: Cambiaría a escuela secundaria o se juntaría con Chief Joseph para ser una escuela de K-8 en una escuela o dos con ACCESS. Terminaría el programa de enfoque de Arte y Tecnología en los grados de K-5.

Tubman: Abrir de nuevo como una secundaria o se consideraría como el nuevo sitio para el programa de Boise-Eliot/Humboldt K-8.

Vernon: Permanece como escuela de K-8, se juntaría con King como una escuela IB de K-8 serían una escuela en dos edificios o se convertiría en K-5.

Woodlawn: Permanece como escuela de K-8, se junta con Faubion para ser una escuela de K-8 en dos edificios o se convertiría en K-5.



Finding balance in the Jefferson Cluster

Across the Jefferson PK-8 Cluster, our schools face a variety of enrollment challenges. As enrollment grows, some schools are overcrowded. Yet other schools have too few students to support a well-rounded educational program. In addition, Boise-Eliot and Humboldt schools were recently consolidated and Harriet Tubman Leadership Academy program closed.

Options to fix these issues could include boundary changes, grade reconfigurations, program changes and even school consolidations or closures. The goal of any change is to balance enrollment – making sure each school has enough students and teachers to offer a strong educational program. As parents and members of the Jefferson school community, you have a say in these options.

Identifying goals

In the past few months, hundreds of parents, students, school staff and community members have shared their hopes, their concerns and their ideas to improve offerings for all students in the cluster. And those voices have been heard. We know our community believes:

- ▶ Every school deserves quality leadership and effective instruction.
- ▶ Students should be encouraged and/or enabled to attend their neighborhood schools.
- ▶ School boundaries should support strong programs and ensure schools are not overcrowded.
- ▶ Regardless of the grade configuration, all middle grade students deserve access to high quality programs and qualified teachers.
- ▶ Dual language and other specialized programs should be available at more schools and early education programs and community partnerships should remain available.

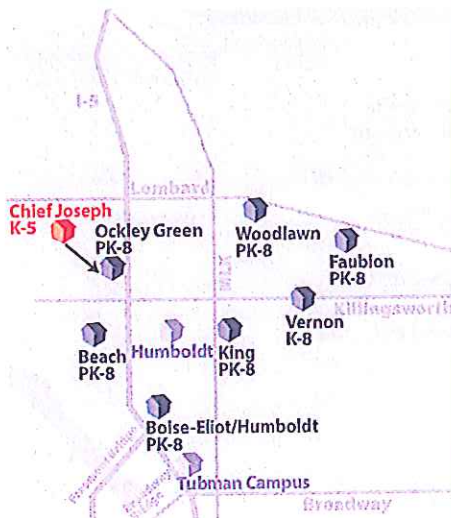
At the same time, district staff have researched various school types, particularly K-8s and middle schools, and looked at enrollment patterns and projections.

Developing solutions

Based on the input and the research, the district has developed a set of scenarios. The scenarios only include structural changes to Jefferson Cluster schools. Each scenario has pros and cons and we want to hear what you think about them so we can narrow down the possibilities. Come and speak or turn in a comment card at a community forum. Presentation is the same at both meetings, attend the location that is most convenient for you. Interpretation will be provided. Call 503-916-3205 to sign up for childcare.

- **December 4, 6-7:30 pm**, Beach School Gymnasium, 1710 N. Humboldt St. (Presentation in Spanish)
- **December 5, 6-7:30 pm**, Faubion School Cafeteria, 3039 NE Rosa Parks Way.
- ▶ If you can't make the meeting, feedback forms are available in the office of every Jefferson cluster school, and at www.pps.net, under "enrollment balancing".

The starting point



School	Neighborhood students	School enrollment*	School enrollment with transfer changes
Beach	558	646	646
Boise-Eliot/Humboldt	615	529	484
Chief Joseph	561	461	474
Faubion	586	451	459
King	310	285	277
Ockley Green	239	374	374
Vernon	688	433	465
Woodlawn	764	426	487
Harriet Tubman	0	0	0

*Based on current transfer and attendance rates

In all options:

- ▶ Pre-K students are not counted in the scenario. Humboldt is under consideration as a possible early learner site.
- ▶ Faubion changes would be temporary, with the long-term program determined by the PPS/Concordia "3 to PhD" partnership
- ▶ Boundary and building changes (including modular classrooms) will be considered as a next step,
- ▶ Ockley Green reconfigures to a neighborhood program and the focus option portion of the school closes.
- ▶ Options to place the ACCESS program require input from ACCESS, as well as the potential host school communities

Add one or more middle schools

A: Ockley Green and Tubman become middle schools

School	Effect on each school	Possible 2015 enrollment		
		Neighborhood students	School/program enrollment**	School/program enrollment with transfer changes
Beach	Convert to K-5 feeding to Ockley Green MS; neighborhood merges with Chief Joseph; neighborhood students attend Beach; Span. Imm. to Chief Joseph building	980	612	612
Boise-Eliot/Humboldt	Converts to K-5 feeding Tubman MS	457	419	374
Chief Joseph	Neighborhood merges with Beach K-5, feeds Ockley Green MS; Neighborhood students attend Beach, Span. Imm. moves to Chief Joseph building	0	327	327
Faubion	Temporarily convert to a K-5; 6-8 grade students feed Ockley Green or Tubman, depending on HS assignment options	409	320	328
King	Convert to a K-5 feeding Tubman MS	237	226	218
Ockley Green	Convert to a middle school with Beach (Neighborhood), Chief Joseph (Spanish Immersion), part of Faubion and Woodlawn as feeder schools	664	522	494
Vernon	Convert to a K-5 feeding Tubman MS	493	326	358
Woodlawn	Convert to a K-5 feeding Ockley Green MS	567	328	389
Harriet Tubman	Re-open as a middle school with Boise-Eliot/Humboldt, King and Vernon as feeder schools	515	342	390
ACCESS	Not included, as no K-8 structures available	n/a		

Potential Impacts:

Pros: Consistent structure across cluster, repurposes Tubman, potential to grow Spanish Immersion, potential for IB at Tubman

Cons: High degree of changes/moves, significant transportation impacts, splits Faubion students, eight of nine schools remain below program size targets, Beach will be overcrowded.

To strengthen this scenario: Additional feeder schools need to be added from outside the cluster to middle schools; boundary changes from outside the cluster could help increase K-5 enrollment; K-5 consolidations may be needed, such as closing King and dividing between Boise/Eliot-Humboldt and Vernon

B: Ockley Green becomes a middle school

School	Effect on each school	Possible 2015 enrollment		
		Neighborhood students	School/program enrollment**	School/program enrollment with transfer changes
Beach	Convert to K-5 feeding to Ockley Green MS; both neighborhood and Spanish Immersion programs continue at Beach	419	478	478
Boise-Eliot/Humboldt	No reconfiguration, possibility of relocating to Tubman campus	615	529	484
Chief Joseph	Remains a K-5 school feeding Ockley Green, remains overcrowded	561	461	474
Faubion	Temporarily convert to a K-5 feeding Ockley Green	409	320	328
King	Remains a K-8, ACCESS 1-8 program joins the campus	310	535	474
Ockley Green	Convert to a middle school with Beach (Neighborhood and Immersion), Chief Joseph, Faubion and Woodlawn as feeder schools	752	587	556
Vernon	No reconfiguration	688	433	465
Woodlawn	Convert to a K-5 feeding Ockley Green MS	567	328	389
Harriet Tubman	Could become new location for Boise-Eliot/Humboldt	n/a		
ACCESS	Moves to King campus	0	250	250

Potential Impacts:

Pros: Adds a middle school into the cluster; most Ockley Green MS students have same HS choices, most schools are at/near size targets

Cons: King dependent upon ACCESS decision, no assured plan for Tubman building, Woodlawn a small K-5 without other changes, does not clearly strengthen remaining K-8s, no space relief for Chief Joseph, Boise-Eliot/Humboldt

To strengthen this scenario: Consider boundary changes (within and outside of cluster) to increase enrollment at Woodlawn, King and Vernon

C: Tubman becomes a middle school

School	Effect on each school	Possible 2015 enrollment		
		Neighborhood students	School/program enrollment**	School/program enrollment with transfer changes
Beach	Convert to K-5 feeding to Tubman MS; neighborhood merges with Chief Joseph; neighborhood students attend King; Beach will be Spanish Immersion-only school	0	327	327
Boise-Eliot/Humboldt	Converts to K-5 feeding Tubman MS	457	419	374
Chief Joseph	Combine with Ockley Green and ACCESS, using two campuses as a single school.		See Ockley Green	
Faubion	Temporarily convert to a K-5 feeding Tubman	409	320	328
King	Convert to a K-5 and merge neighborhoods with Beach. Beach/King neighborhood students attend King, Spanish Immersion-only at Beach	656	377	354
Ockley Green	Combine with Chief Joseph and ACCESS, using two campuses as a single school.	800	958	918
Vernon	Convert to a K-5 feeding Tubman MS	493	326	328
Woodlawn	No reconfiguration	764	426	487
Harriet Tubman	Re-open as a middle school with Beach (neighborhood and Spanish Immersion), Boise-Eliot/Humboldt, Faubion, King and Vernon as feeder schools	663	575	565

Potential Impacts:

Pros: Adds a middle school & repurposes Tubman, potential for IBMYP at Tubman, potential to grow Spanish Immersion, no buildings are overcrowded

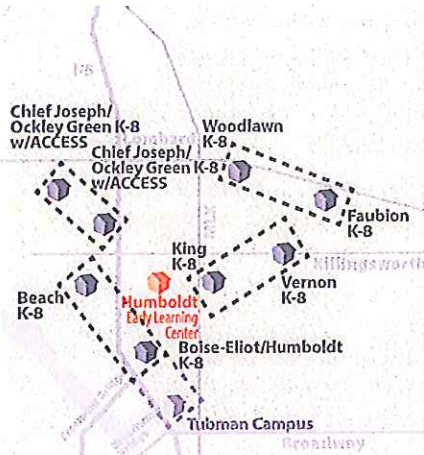
Cons: Dual campus model may be inefficient and is dependent on ACCESS, five K-5 schools are smaller than enrollment targets

To strengthen this scenario: Consider boundary changes (within and outside of cluster) and/or consolidations to increase enrollment at Boise/Eliot-Humboldt, King Vernon and Woodlawn

*Based on current transfer and attendance rates

Keep mostly K-8 schools

D: All schools become dual K-8 campuses



School	Effect on each school	Possible 2015 enrollment		
		Neighborhood students	School/program enrollment*	School/program enrollment with transfer changes
Beach combines with Boise-Eliot/Humboldt	Schools share a K-8 neighborhood and Spanish Immersion program; grade levels at each campus to be determined	1173	1175	1115
Chief Joseph combines with Ockley Green	Schools share a K-8 neighborhood and join with ACCESS; grade levels at each campus to be determined	800	958	918
Faubion combines with Woodlawn	Schools temporarily share a K-8 neighborhood; grade levels at each campus to be determined	1350	877	931
King combines with Vernon	Schools share a K-8 neighborhood as a combined IB school; grade levels at each campus to be determined	998	718	727
Harriet Tubman	Could become new location for portion of Beach/Boise-Eliot/Humboldt	n/a		
ACCESS	Moves to Chief Joseph/Ockley Green combined school	0	250	250

Potential Impacts:

Pros: Consistent structure across cluster, potential for stronger, shared programs, potential for expanding Immersion, most combined schools are near target enrollment (1000) and none would be overcrowded
Cons: High degree of changes/moves, more students attend further schools, does not provide a MS option in the cluster, dual campus model may be inefficient, no assured plan for Tubman building; may not be sustainable at Woodlawn if Faubion modernization results in a different configuration

To strengthen this scenario: Consider boundary changes within/outside cluster to increase enrollment at King/Vernon combined school

E: Most schools are K-8s, version I



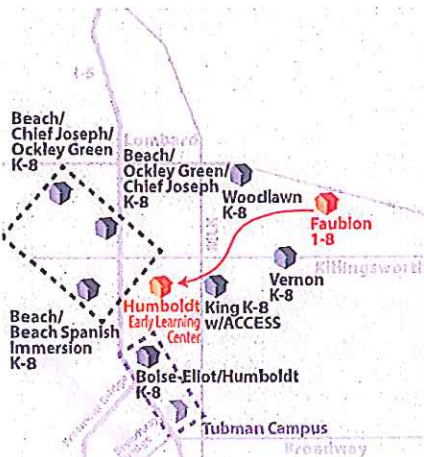
School	Effect on each school	Possible 2015 enrollment		
		Neighborhood students	School/program enrollment*	School/program enrollment with transfer changes
Beach	No reconfiguration; will be overcrowded	558	646	661
Boise-Eliot/Humboldt	No reconfiguration, possibility of relocating to Tubman campus	615	529	484
Chief Joseph	Combine with Ockley Green, may operate only on the Ockley Green campus	See Ockley Green		
Faubion	Temporarily convert to a K-5, assign 6-8 students to Woodlawn K-8 or Vernon K-8, depending on HS assignment choices	409	320	328
King	Remains a K-8, ACCESS 1-8 program joins the campus	310	535	479
Ockley Green	Combine with Chief Joseph, may operate only on the Ockley Green campus	800	708	708
Vernon	No reconfiguration; receive portion of Faubion 6-8 students	777	499	530
Woodlawn	No reconfiguration; receive portion of Faubion 6-8 students	853	492	537
Harriet Tubman	Could become new location for Boise-Eliot/Humboldt	n/a		

Potential Impacts:

Pros: Builds on mostly existing structures, limited amount of change, Faubion is temporarily smaller than program size target
Cons: Dual campus model may be inefficient, Beach remains overcrowded, King dependent upon ACCESS decision, splits Faubion students, no assured plan for Tubman building

To strengthen this scenario: Consider boundary changes within and outside of cluster to relieve Beach and to improve enrollment at King, Vernon and Woodlawn

F: Most schools are K-8s, version II



School	Effect on each school	Possible 2015 enrollment		
		Neighborhood students	School/program enrollment*	School/program enrollment with transfer changes
Beach	Become Spanish Immersion-only K-8 school, neighborhood students move to Chief Joseph/Ockley Green	0	367	367
Boise-Eliot/Humboldt	No reconfiguration, possibility of relocating to Tubman campus	615	529	484
Chief Joseph	Combines neighborhoods with Beach and operates as a K-8 neighborhood school on the Chief Joseph and Ockley Green campuses	See Ockley Green		
Faubion	Temporarily convert to a 1-8 school, hold K at the new Humboldt Early Learner Center	520	397	405
King	Remains a K-8, ACCESS 1-8 program joins the campus	310	535	479
Ockley Green	Combines neighborhoods with Beach and operates as a K-8 neighborhood school on the Chief Joseph and Ockley Green campuses	1358	1027	1040
Vernon	No reconfiguration	688	433	465
Woodlawn	No reconfiguration	764	426	487
Harriet Tubman	Could become new location for Boise-Eliot/Humboldt	n/a		

Potential Impacts:

Pros: Builds on mostly existing structures, most of Faubion remains intact, potential for expanding Immersion
Cons: Dual campus model may be inefficient, King dependent upon ACCESS decision, no assured plan for Tubman building

To strengthen this scenario: Consider boundary changes within and outside of cluster to improve enrollment at King, Vernon and Woodlawn

Program size targets: K-5 = 450 students, at least two classrooms per grade level • K-8 = 500 students, at least two classrooms per grade level • 6-8 = 600 students, at least 3 feeder K-5 schools

Reviewing school structure

PPS staff studied data on how grade configuration affects student achievement. The research presented arguments *“that the number of students in a grade is more important than school size (Offenberg, 2001)... [and the] philosophy and practices of the school are what is most important. Students can succeed in any grade arrangement if the curriculum, programs, and instructional delivery system is appropriate. This opinion is consistent with the views of the National Middle School Association (2005) which claims that it is the implementation of effective programs and practices, not grade configuration, which determines the quality of schools.”*

Each scenario, regardless of grade reconfiguration, aims to provide the enrollment foundation needed to adequately resource improved student achievement outcomes, enhanced curriculum offerings, bi-lingual language development and multiple avenues to expand parent and community engagement..

Transfer changes

A key factor in school enrollment is the portion of students who attend their neighborhood school, or neighborhood “capture rate”. Across the district, about 68 percent of K-8 students attend their neighborhood school. However, the rate in the Jefferson PK-8 cluster is 51 percent. Many community members in the cluster have asked us to help improve capture rates as a way to strengthen their schools -- including reducing the number of transfer slots in neighborhood schools, tightening up on petition, or hardship transfers, and changing transfer procedures so that focus schools and programs enroll students from a large region, not just a few schools. The potential impact of capture rates and transfer changes is shown in the “enrollment with transfer changes” column of each scenario.

PPS will work through the volunteer Superintendent’s Advisory Committee on Enrollment and Transfer for policy changes that would have to be approved by our School Board. Local support can make a big difference, as well. Neighborhood associations and PTAs can help spread the word about what’s working well in schools and build stronger ties with neighbors, so that more families make informed choices, and choose their neighborhood school.

Next Steps

- ▶ Come and speak or turn in a comment card at a community forum. Presentation is the same at both meetings, attend the location that is most convenient for you. Interpretation will be provided. Call 503-916-3205 to sign up for childcare.
 - **December 4, 6-7:30 pm**, Beach School Gymnasium, 1710 N. Humboldt St.
 - **December 5, 6-7:30 pm**, Faubion School Cafeteria, 3039 NE Portland Blvd.

Mid-Winter: Staff uses feedback to refer several concrete options to Superintendent Carole Smith. Superintendent will make a final recommendation to the school board, which will vote on the plan.

Fall 2013: Begin implementing changes.. Board policy says that in the event of a boundary change, current students and younger siblings can stay at their current school. In the event of a closure, students are assigned to another school.

Stay informed

To read notes from the community meetings and keep up on what’s next, go to www.pps.net, scroll down and click on the “Enrollment Balancing” button on the left. If you have questions, please call the PPS Enrollment & Transfer Center at 503-916-3205.

Si necesita ayuda con la comprensión de esta información, favor de llamar a Elizabeth o Patricia al 503-916-3205

Если вам нужна помощь с переводом этой информации на родной язык, пожалуйста обратитесь к Ольге Бобровник по телефону 503-916-3205

若閣下需要明白這資訊，請以潘老師聯絡 503-916-3585

Nếu quý vị cần sự giúp đỡ để hiểu rõ các thông tin này, xin vui lòng gọi điện thoại cho ông số 503-916-3584

Hadli aad u baahato caawinaad si aad u fahamto macluumaadkaa fadlan wac 503-916-3586

Portland Public Schools is an equal opportunity educator and employer.



Jefferson PK-8 Cluster Enrollment Balancing *Scenarios Feedback Sheet*

After hearing from hundreds of community members and researching grade structures and enrollment trends, PPS has developed six scenarios for potential changes to the grade levels and programs at Jefferson PK-8 cluster schools. Each scenario has pros and cons, and is not a finished product. We are seeking community feedback upon the proposals through December 12. Soon after, a smaller set of options will be sent to Superintendent, who will make a recommendation to the School Board. A vote on final changes is expected by February 2013.

You can comment on the proposals by attending a community forum December 4 or December 5 (details below), by e-mailing enrollment-office@pps.net, or by completing this form and returning it to the front office at Beach, Boise-Eliot/Humboldt, Chief Joseph, Faubion, King, Ockley Green, Vernon and Woodlawn schools, or the Enrollment & Transfer Center, 501 N Dixon, Portland 97227, fax 503-916-3699.

Community forum schedule:

- Dec. 4, 6-7:30 p.m., Beach School, 1710 N. Humboldt St. (presentation in Spanish with English translation)
- Dec. 5, 6-7:30 p.m., Faubion School, 3039 NE Rosa Parks Way

Questions for your response:

What strengths do you find in these scenarios, and why?

What challenges concern you, and why?

What suggestions do you have for recombining elements to make a stronger scenario?

For more information, call 503-916-3205 or go to www.pps.net and click on "enrollment balancing"



Board of Education

Staff Report to the Board

Board Meeting Date: December 3, 2012

Executive Committee Lead: Neil Sullivan

Department: Finance

Presenter/Staff Lead: David Wynde

SUBJECT: City of Portland Arts Education and Access Fund - Intergovernmental Agreement

BACKGROUND

In the recent election, City of Portland voters approved Measure 26-146 which creates a \$35 limited income tax that will be used to increase arts education and access to the arts in the City, with almost 62% of the vote.

This City of Portland initiative creates an Arts Education and Access Fund to distribute the proceeds from the limited income tax. There are four primary uses to which the Fund will support.

1. The first is to pay for certified arts education teachers in the six school districts in the City with the goal that every student in grades K-5 has access to arts education in their school. [For the purposes of this agreement every reference to an arts teacher encompasses art, music, dance and drama.]
2. The second is to award grants to arts organizations and schools to provide access to high-quality arts experiences for students in grades K-12.
3. The third is to fund four positions at RACC focused on multi-district arts education coordination. These coordinators' work will be similar to the work of our district teachers on special assignment (TOSA's).
4. The fourth is to fund grants to arts organizations to provide arts experiences to underserved communities and improve access to the arts for low-income families.

This Intergovernmental Agreement ("IGA") will be executed with each of the six school districts and will govern the administration of the fund for pass through funding of certified arts teachers for K-5 students. The IGA will be executed by the City with each of the six school districts, and it is hoped that the form of the agreement will be the same for all districts.

Following the Board's discussion at the November 19th work session, staff worked with the City to revise the IGA based on the Board's concerns. Attached are two documents:

- 1) Draft from November 27th that reflects the most up-to-date language that was agreed upon by the City.
- 2) A draft IGA from November 29th that reflects proposed language to take to the city as we continue to finalize this agreement.

Reviewed and Approved by Executive Committee Lead

Neil Sullivan, CFO

RELATED POLICIES / BOARD GOALS AND PRIORITIES

The Board goals for 2012/13 (as adopted by resolution 4641 on August 20, 2012) include the following:

*Portland Public Schools advocates effectively for stable and adequate funding.
The Board adopts a budget aligned with the educational vision and prioritizes the allocation of resources to improve student achievement and provide a core curriculum to all students.*

The Arts Education and Access Fund improves the stability and adequacy of funding for PPS because it increases funding and it is a steady source of funds for arts teachers that is not going to fluctuate from year-to-year. The funding of arts teachers is prioritized and will be the first use of the Arts Education and Access Fund before funds are allocated for any of the other purposes.

PPS' ability to provide a core curriculum to all students is improved to the extent that the Fund significantly supports PPS ability to offer arts education to all K-5 students.

PROCESS / COMMUNITY ENGAGEMENT

The Arts Education and Access Fund was approved by a vote of the people. Over the past several years there was significant community engagement by the City and the arts community in the development of the proposal.

PPS decisions over the exact use of the funds and the level of arts education staffing that can be supported in schools serving students in grades K-5 will be part of the annual budget process.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Research shows that art and music are an essential part of a core curriculum for students, especially in the elementary school years. Studies link access to arts education to improved attendance, increased participation in math and science, higher test scores, increased graduation rates and college admittance. The impact is even greater among low-income students and students of color.

This Fund will increase the equitable provision of arts education in all schools and will help support access by all students to arts experiences in school and in the broader community.

BUDGET / RESOURCE IMPLICATIONS

The Arts Education and Access Fund will provide PPS with funds to pay the total compensation cost of one teacher for every 500 K-5 students. The IGA includes the aspirational goal of at least one FTE at each school serving students in grades K-5.

PPS has 58 such schools and our estimate is that the Arts Education and Access Fund will support 44/45 positions. In order to meet the minimum goal of 1 FTE in each school we will have to fund 13/14 positions from our general fund.

For context, in the 2012/13 school year we have 32.5 arts FTE in these schools, of which 14.4 FTE are funded with one-time money as part of the deal among PPS, PAT and the City, and 18.1 FTE that were in the budget before the one-time funds were secured. The 13/14 FTE that PPS will be required to fund to meet the aspirational goal is less than the amount of FTE we had funded in the budget for the current school year before the one-time deal with the City and PAT.

Given the uncertainty surrounding funding for K-12 in Oregon and the budget for 2013/14 the IGA includes language designed to avoid unnecessary fiscal hardship. [Section 13 includes: *“This agreement regarding the use of the Arts Education & Access Fund has been developed collaboratively between the two signatories to this agreement. In that spirit of partnership, and to ensure flexibility to respond to an ever-changing fiscal environment and any unforeseeable hardships, both parties (City and District) agree to develop any amendment necessary to this agreement to preserve the ability of the District to deliver maximal arts education services to students without causing undue difficulties for either party.”*]

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board will discuss this draft IGA at the December 3 work session. If the board approves this draft language, staff will work with the city to finalize the IGA for a vote by the Board of Education on December 17th.

QUESTIONS FOR BOARD DISCUSSION

Does the language from the November 29th draft IGA address your concerns?

ATTACHMENTS

1. Draft intergovernmental agreement from November 27th
2. Draft IGA from November 29th

**INTERGOVERNMENTAL AGREEMENT
BETWEEN SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON, AND
THE CITY OF PORTLAND FOR ONE-TIME FUNDS AND ONGOING
PARTNERSHIPS**

This Intergovernmental Agreement (“IGA”), authorized pursuant to ORS 190.110, is entered into between School District No. 1J, Multnomah County, Oregon (“Portland Public Schools” or “District”) and the City of Portland (“City”). District and City may be referred to individually as a “party” and collectively as “the parties.”

RECITALS

- A. Education is one of the top four overarching goals of the City’s Portland Plan.
- B. Arts and music are essential to a high quality, well-rounded education.
- C. National research links access to arts and music education to improved test scores, graduation rates and college admittance, particularly for lower-income students and students at risk. And, as of 2010, 44% of Portland’s high school students did not graduate with their class.
- D. Budget cuts have resulted in a steep decline in arts and music education in Portland schools leaving over 11,500 students in 26 schools with no access to certified instruction in art, music, dance or drama as of 2012.
- E. Portland schools have fallen well behind the national average with only 18% of our elementary schools offering art instruction (compared to 83% nationally) and 58% of our elementary schools offering music (compared to 94% nationally).
- F. Certified in-school arts and music instruction is the cornerstone of a complete arts education, providing students with the opportunity to develop skills in creative and critical thinking, collaborating, and communicating.
- G. A complete arts and music education includes instruction by in-school teachers, arts experiences such as field trips and artist residencies, and arts integration in core subject areas that helps teachers utilize creativity to help children learn.
- H. Providing arts and music education for all students at the elementary school level ensures each student, regardless of means and background, is given equal opportunity to develop skills and grow, and that some students are not disadvantaged in this area as they enter middle school and high school.
- I. Elementary school is the most strategic point in the public education continuum to invest in arts education in order to ensure equal access and opportunity to develop skills and

grow for all students from the beginning of student experience and prevent early disparities in access.

J. Cities with thriving arts and culture communities attract businesses, develop a creative workforce and create economic development opportunities across multiple sectors.

K. This IGA will assist in restoring arts and music education to our schools by providing stable, long-term funding for certified arts and music teachers – ensuring access to the arts for every Portland elementary school student.

L. The City’s Revenue Bureau is authorized to receive gross revenues collected as a result of the Arts Education and Access Income Tax and distribute a portion of the Net Revenues to the District.

M. District has agreed to spend the money to ensure that funds are used to pay for the costs of providing certified arts teachers and music teachers to students in elementary schools within the District.

AGREEMENT

1. Recitals. The recitals above are hereby incorporated by reference.

2. Effective Date/Term. This IGA is effective from the date that all parties have executed this IGA. The term of this IGA is until June 30, 2014. It shall automatically renew each year for a period of three years thereafter so long as the Arts Education and Income Tax is in effect.

3. Definitions:

a. “Average teacher salary” means the average of all certified K-5 teachers’ salaries within the District who are actually teaching school and not in full time administrative positions, calculated on the teachers’ base pay, including associated employer-paid payroll costs, such as taxes, insurance and PERS, but excluding premium or differential pay, or any other sums that may be paid for the performance of duties outside of teaching classes during regular school hours. “Average teacher salary” does not include income imputed to, but not actually received by, a teacher as a result of the receipt of a taxable benefit, such as domestic partner insurance or long term disability insurance provided by the employer.

b. “Bureau” means the Revenue Bureau of the City of Portland.

c. “Catchment” means the geographical area from which an elementary school within a District draws its students.

d. “Gross Revenues” means the total of all revenue received by the City of Portland from the Arts Education and Access Income Tax without regard to collection, administrative or other costs.

e. "K-5 students" means District students in grades Kindergarten through 5th. "Portland K-5" students means students that reside within the geographical boundary of the City of Portland.

f. "Net Revenues" means the revenue remaining after collection, administrative and other costs and refunds are deducted from Gross Revenues.

g. "Schools" means those educational institutions defined as schools by the Oregon Department of Education, but do not include on-line schools.

4. Payment Calculation and Distribution of Funds: The City's Revenue Bureau will receive the money collected under the Arts Education and Access Income Tax and distribute a portion of Net Revenues to District as follows:

a. On or before October 15, 2013, District shall provide to the Bureau the number of K-5 students from schools within the District's Catchment and the current teacher salaries of certified K-5 teachers. In the case of charter schools, the number shall include only Portland K-5 students attending charter schools within District that have a Portland Catchment and no other charter school students. The number shall not include (i) students attending elementary schools within the School District that have no Portland K-5 students; and (ii) students attending elementary schools, including Portland K-5 students, if the school's catchment does not overlap with the City of Portland's geographical boundaries. In any event, distribution shall be made in conformance with City Code Section 5.73.030.

b. Based on the correct number provided by District, the Bureau will calculate the amount of Net Revenues owed to District as follows:

Average teacher salary X (the correct number of students provided by the District) ÷ 500 (hereafter "the Calculation.")

c. Bureau shall then promptly pay 50% of the Net Revenues determined by the Calculation to District.

d. On or before January 31, 2014, the parties anticipate the Oregon Department of Education (ODE) will provide the Bureau with an updated and revised number of students, calculated in the same manner as specified in paragraph (a) above (hereafter referenced as "the revised number").

e. Based on the revised number provided by ODE, the Bureau will recalculate the amount of Net Revenues owed to District (hereafter "the Revised Calculation").

f. On or about March 15, 2014, the Bureau shall subtract the money already paid to District from the Revised Calculation and pay District the remaining Net Revenues owed to District.

g. In the event ODE fails to provide a revised number in order for the Bureau to pay the District the remaining Net Revenues owed by March 15, 2014, the parties agree to mutually discuss an acceptable alternative method of determining the revised number.

5. Provision of Services. District shall provide arts and/or music education through certified arts and/or music teachers to all K-5 students in each of its elementary schools.

6. Supplemental Funding. It is the intention of this IGA to add to the number of existing certified arts and music teachers without creating financial problems for District. To that end, District will ensure there will be a least one full time equivalent (FTE) of certified arts and/or music instruction at each non-charter school within the district that educates K-5 students and whose catchment overlaps with the City of Portland's geographical boundaries.

7. Audit. District will provide its Comprehensive Annual Financial Report (CAFR) each year to the Bureau for the purpose of tracking compliance with this IGA. The CAFR shall specifically identify the funds received and expended pursuant to this program.

8. Sequential Curriculum. District must maintain an articulated, sequential course of study in arts and/or music education for students from Kindergarten through 12th grade.

9. Minority Teacher Act. In accordance with Oregon's Minority Teacher Act, the District will strive, within the bounds of the law, to ensure that hired teachers reflect the student population.

10. Coordination with RACC. District will coordinate with the Regional Arts and Culture Council (RACC) to ensure that District is providing high-quality arts and music education based on the resources available including those provided by the Arts Education and Access Fund. In the event that RACC notifies the City that District is not meeting the expectations of this provision, the parties will consider this to be a "dispute" under this IGA and the City and District shall engage in dispute resolution as required by Paragraph 23.

11. Arts Education Coordination Meetings. The District agrees its superintendent shall attend an annual meeting convened by City Commissioner-in-Charge of arts and culture to discuss the state of arts education in Portland schools, the effects of Arts Education & Access Fund investments and any plans for continuous improvement. The meeting shall take place at minimum on an annual basis. District also agrees to provide high-level staff to attend quarterly meetings on arts education convened by RACC to monitor progress and plan for continuous improvement.

12. Use of Funds/Indemnification. District will use the Net Revenues it receives from the City in accordance with this IGA and shall not use the funds for any other purpose whatsoever. District shall hold harmless, indemnify and pay back the City for any expenditure of funds that is not in accordance with the requirements of this IGA.

13. Amendments. The terms of this IGA shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by both parties. The Mayor of the City of Portland, or designee, is authorized to amend this IGA provided it does not increase the cost to the City. This agreement regarding the use of the Arts

Education & Access Fund has been developed collaboratively between the two signatories to this agreement. In that spirit of partnership, and to ensure flexibility to respond to an ever-changing fiscal environment and any unforeseeable hardships, both parties (City and District) agree to develop any amendment necessary to this agreement to preserve the ability of the District to deliver maximal arts education services to students without causing undue difficulties for either party. The current term of the IGA is one-year in order to formalize the goal of continuous improvement around the use of these funds and the delivery of arts and music education in schools, and this provision is intended to further document that intent.

14. Captions. The captions or headings in this IGA are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this IGA.

15. Law/Choice of Venue. Oregon law, without reference to its conflict of laws provisions, shall govern this IGA and all rights, obligations and disputes arising out of the IGA. Venue for all disputes and Litigation shall be in Multnomah County, Oregon.

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

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

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

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

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

21. Subsequent Years. After the school year 2013/2014, the parties shall take the actions required above by the same dates in subsequent school years so long as the Arts Education and Access Income Tax remains in effect.

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

23. Dispute Resolution. In the event a dispute arises regarding the use of the Net Revenues by District or any other matter covered by this IGA, the parties agree to have high level representatives of City and District engage in discussions before taking any legal action. If discussions fail to resolve the issue, the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation, the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter, either party may take any legal action permitted to it under the law of the State of Oregon.

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

DATED this _____ day of _____, 2012.

CITY

DISTRICT

City of Portland

**School District No. 1J,
Multnomah County, Oregon**

By: _____
Name: _____
Title: _____
Date: _____

By: _____
Name: Carole Smith
Title: Superintendent
Date: _____

By: _____
Name: Gregory C. MacCrone
Title: Deputy Clerk
Date: _____

APPROVED AS TO FORM:

APPROVED AS TO FORM:

Name: _____
Title: City Attorney
Date: _____

Name: Jollee F. Patterson
Title: General Counsel
Date: _____

11.2915.12 DRAFT

**INTERGOVERNMENTAL AGREEMENT
BETWEEN SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON, AND
THE CITY OF PORTLAND FOR ONE-TIME FUNDS AND ONGOING
PARTNERSHIPS**

This Intergovernmental Agreement (“IGA”), authorized pursuant to ORS 190.110, is entered into between School District No. 1J, Multnomah County, Oregon (“Portland Public Schools” or “District”) and the City of Portland (“City”). District and City may be referred to individually as a “party” and collectively as “the parties.”

RECITALS

A. Education is one of the top four overarching goals of the City’s Portland Plan.

B. Arts and music are essential to a high quality, well-rounded education.

C. National research links access to arts and music education to improved test scores, graduation rates and college admittance, particularly for lower-income students and students at risk. And, as of 2010, 44% of Portland’s high school students did not graduate with their class.

D. Budget cuts have resulted in a steep decline in arts and music education in Portland schools leaving over 11,500 students in 26 schools with no access to certified instruction in art, music, dance or drama as of 2012.

E. Portland schools have fallen well behind the national average with only 18% of our elementary schools offering art instruction (compared to 83% nationally) and 58% of our elementary schools offering music (compared to 94% nationally).

F. Certified in-school arts and music instruction is the cornerstone of a complete arts education, providing students with the opportunity to develop skills in creative and critical thinking, collaborating, and communicating.

G. A complete arts and music education includes instruction by in-school teachers, arts experiences such as field trips and artist residencies, and arts integration in core subject areas that helps teachers utilize creativity to help children learn.

H. Providing arts and music education for all students at the elementary school level ensures each student, regardless of means and background, is given equal opportunity to develop skills and grow, and that some students are not disadvantaged in this area as they enter middle school and high school.

I. Elementary school is the most strategic point in the public education continuum to invest in arts education in order to ensure equal access and opportunity to develop skills and

grow for all students from the beginning of student experience and prevent early disparities in access.

J. Cities with thriving arts and culture communities attract businesses, develop a creative workforce and create economic development opportunities across multiple sectors.

K. This IGA will assist in restoring arts and music education to our schools by providing stable, long-term funding for certified arts and music teachers – ensuring access to the arts for every Portland elementary school student.

L. The City’s Revenue Bureau is authorized to receive gross revenues collected as a result of the Arts Education and Access Income Tax and distribute a portion of the Net Revenues to the District.

M. District has agreed to spend the money to ensure that funds are used to pay for the costs of providing certified arts teachers and music teachers to students in elementary schools within the District.

AGREEMENT

1. Recitals. The recitals above are hereby incorporated by reference.

1. **2. Effective Date/Term.** This IGA is effective from the date that all parties have executed this IGA. The term of this IGA is until June 30, 2014. It shall automatically renew each year for a period of three years thereafter so long as the Arts Education and Income Tax is in effect.

3. Definitions:

a. “Average teacher salary” means the average of all certified K-5 teachers’ salaries within the District who are actually teaching school and not in full time administrative positions, calculated on the teachers’ base pay, including associated employer-paid payroll costs, such as taxes, insurance and PERS, but excluding premium or differential pay, or any other sums that may be paid for the performance of duties outside of teaching classes during regular school hours. “Average teacher salary” does not include income imputed to, but not actually received by, a teacher as a result of the receipt of a taxable benefit, such as domestic partner insurance or long term disability insurance provided by the employer.

b. “Bureau” means the Revenue Bureau of the City of Portland.

c. “Catchment” means the geographical area from which an elementary school within a District draws its students.

d. “Gross Revenues” means the total of all revenue received by the City of Portland from the Arts Education and Access Income Tax without regard to collection, administrative or other costs.

e. "K-5 students" means District students in grades Kindergarten through 5th. "Portland K-5" students means students that reside within the geographical boundary of the City of Portland.

f. "Net Revenues" means the revenue remaining after collection, administrative and other costs and refunds are deducted from Gross Revenues.

g. "Schools" means those educational institutions defined as schools by the Oregon Department of Education, but do not include on-line schools.

4. Payment Calculation and Distribution of Funds: The City's Revenue Bureau will receive the money collected under the Arts Education and Access Income Tax and distribute a portion of Net Revenues to District as follows:

a. On or before October 15, 2013, District shall provide to the Bureau the number of K-5 students from schools within the District's Catchment and the current teacher salaries of certified K-5 teachers. In the case of charter schools, the number shall include only Portland K-5 students attending charter schools within District that have a Portland Catchment and no other charter school students. The number shall not include (i) students attending elementary schools within the School District that have no Portland K-5 students; and (ii) students attending elementary schools, including Portland K-5 students, if the school's catchment does not overlap with the City of Portland's geographical boundaries. In any event, distribution shall be made in conformance with City Code Section 5.73.030.

b. Based on the correct number provided by District, the Bureau will calculate the amount of Net Revenues owed to District as follows:

Average teacher salary X (the correct number of students provided by the District) ÷ 500 (hereafter "the Calculation.")

c. Bureau shall then promptly pay 50% of the Net Revenues determined by the Calculation to District.

d. On or before January 31, 2014, the parties anticipate the Oregon Department of Education (ODE) will provide the Bureau with an updated and revised number of students, calculated in the same manner as specified in paragraph (a) above (hereafter referenced as "the revised number").

e. Based on the revised number provided by ODE, the Bureau will recalculate the amount of Net Revenues owed to District (hereafter "the Revised Calculation").

f. On or about March 15, 2014, the Bureau shall subtract the money already paid to District from the Revised Calculation and pay District the remaining Net Revenues owed to District.

g. In the event ODE fails to provide a revised number in order for the Bureau to pay the District the remaining Net Revenues owed by March 15, 2014, the parties agree to mutually discuss an acceptable alternative method of determining the revised number.

5. Provision of Services. District shall provide access to arts and/or music education through certified arts and/or music teachers to all K-5 students ~~in each of its elementary schools.~~

6. Supplemental Funding. It is the intention of this IGA to add to the number of existing certified arts and music teachers without creating financial problems for District. Funds from the Arts Education and Access Fund will be used to meet the voter-approved ratio of 1-500 for a certified arts or music teacher at each non-charter school within the district that educates K-5 students and whose catchment overlaps with the City of Portland's geographical boundaries. The District will aspire to provide one full time equivalent of certified arts and/or music instruction at each qualifying school considering the District's financial outlook, strategic plan and related policies. It is the intention of this IGA to add to the number of existing certified arts and music teachers without creating financial problems for District. To that end, District will ensure aspire to provide there will be at least one full time equivalent (FTE) of certified arts and/or music instruction at each non-charter school within the district that educates K-5 students and whose catchment overlaps with the City of Portland's geographical boundaries to supplement the funded arts/music teachers at the voter approved ratio of 1 to 500.

7. Audit. District will provide its Comprehensive Annual Financial Report (CAFR) each year to the Bureau for the purpose of tracking compliance with this IGA. The CAFR shall specifically identify the funds received and expended pursuant to this program.

8. Sequential Course of Study Curriculum. The District will work with RACC staff liaisons (not sure their title) to align a course of study for students Kindergarten through 12th grade. This course of study shall take into account the District's current courses, budgetary considerations and align with each school community's values. As funding for teachers/staff from the Arts Education and Access Fund is restricted to schools serving students in grades K-5, the District will attempt to maintain the articulated course of study unless it compromises other academic priorities or budget considerations. If there are financial resources available after the required distribution of funds, the District will work with RACC to identify a process to develop and implement must maintain an articulated, sequential course of study in arts and/or music education for students from Kindergarten through 12th grade that will be reported back to the District's Board of Education for the 2014-15 school year.

9. Minority Teacher Act. In accordance with Oregon's Minority Teacher Act, the District will strive, within the bounds of the law, to ensure that hired teachers reflect the student population.

10. Coordination with RACC. District will coordinate with the Regional Arts and Culture Council (RACC) to ensure that District is providing high-quality arts and music education based on the resources available including those provided by the Arts Education and Access Fund. In the event that RACC notifies the City that District is not meeting the expectations of this provision, the parties will consider this to be a "dispute" under this IGA and the City and District shall engage in dispute resolution as required by Paragraph 23.

Formatted: Superscript

11. Arts Education Coordination Meetings. The District agrees its superintendent shall attend an annual meeting convened by City Commissioner-in-Charge of arts and culture to discuss the state of arts education in Portland schools, the effects of Arts Education & Access Fund investments and any plans for continuous improvement. The meeting shall take place at minimum on an annual basis. District also agrees to provide high-level staff to attend quarterly meetings on arts education convened by RACC to monitor progress and plan for continuous improvement.

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13. Amendments. The terms of this IGA shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by both parties. The Mayor of the City of Portland, or designee, is authorized to amend this IGA provided it does not increase the cost to the City. This agreement regarding the use of the Arts Education & Access Fund has been developed collaboratively between the two signatories to this agreement. In that spirit of partnership, and to ensure flexibility to respond to an ever-changing fiscal environment and any unforeseeable hardships, both parties (City and District) agree to develop any amendment necessary to this agreement to preserve the ability of the District to deliver maximal arts education services to students without causing undue difficulties for either party. The current term of the IGA is one-year in order to formalize the goal of continuous improvement around the use of these funds and the delivery of arts and music education in schools, and this provision is intended to further document that intent.

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

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

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

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

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

21. Subsequent Years. After the school year 2013/2014, the parties shall take the actions required above by the same dates in subsequent school years so long as the Arts Education and Access Income Tax remains in effect.

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23. Dispute Resolution. In the event a dispute arises regarding the use of the Net Revenues by District or any other matter covered by this IGA, the parties agree to have high level representatives of City and District engage in discussions before taking any legal action. If discussions fail to resolve the issue, the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation, the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter, either party may take any legal action permitted to it under the law of the State of Oregon.

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

DATED this _____ day of _____, 2012.

CITY

DISTRICT

City of Portland

**School District No. 1J,
Multnomah County, Oregon**

By: _____

By: _____

Name: _____
Title: _____
Date: _____

Name: Carole Smith
Title: Superintendent
Date: _____

By: _____
Name: Gregory C. MacCrone
Title: Deputy Clerk
Date: _____

APPROVED AS TO FORM:

APPROVED AS TO FORM:

Name: _____
Title: City Attorney
Date: _____

Name: Jollee F. Patterson
Title: General Counsel
Date: _____



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: December 3, 2012

Executive Committee Lead: Korinna Wolfe

Department: Charter Schools

Presenter/Staff Lead: Kristen Miles

Agenda Action: Resolution Policy

SUBJECT: Portland Village Public Charter School (PVS) and PPS have been unable to reach mutually-agreeable terms on a contract, which, according to statute, places them in nonrenewal. The only remaining contested item in the contract is the enrollment cap. This recommendation provides a growth model structure over the term of the new contract and beyond.

BRIEF SUMMARY AND RECOMMENDATION

As part of its charter renewal process, the Board of Education ("Board") approved an enrollment cap for Portland Village School ("PVS") of 400 students. Portland Village requested that its enrollment cap be increased from 400 to 419 in the 2013-14 school year, and 444 in the 2014-15 school year. Portland Village is building out to become a two-track K-8 school, but because it increased its class sizes beyond its projected growth model, it is currently two tracks through 6th grade and one track each in 7th and 8th grade, and is nearing its enrollment capacity.

If the Board denies the enrollment cap increase and the parties enter into a new charter agreement that contains a 400 student enrollment limit, PVS will either need to lottery students into its one 7th grade class from its two 6th grade classes, or eliminate its Kindergarten program entirely and use those slots to add second classes to 7th and 8th grade to remain within the current enrollment cap. This would inconvenience families and would potentially cause students to have to transfer to another school. However, PVS has provided no compelling academic, programmatic, financial, or other reason that the Board should permanently grant the requested increase. Therefore, the Superintendent recommends the following option:

Portland Village's charter renewal request should again be granted but Portland Village's request for a permanent enrollment cap increase should be denied. Instead, we recommend that Portland Village be allowed to exceed its current cap in order to build out through two tracks to the 8th grade at its current rate of 25 students per classroom, capping at 413 students in the 2013-14 school year and 432 students the following year. Portland Village will be expected to reduce its class size back to a maximum of 22 students per classroom beginning with entering kindergartners and first graders in the 2013-14 school year. Assuming full classes, this model would bring PVS to its Board-approved cap of 400 students -- while maintaining classes of 22 students -- by the 2020-21 school year. When the new PVS contract is executed, it will be for a flexible 5-year period, with renewal tentatively scheduled for June 2017, if deemed necessary at the time. By that year, assuming full classes, PVS would be at 420 students.

Reviewed and Approved by
Superintendent

As per the flexible 5-year renewal agreement, the District will determine whether a renewal process is deemed necessary during the fifth year of the contract. If the Board and/or the school determine that a renewal process is not necessary, then the term of the contract shall be extended by one year. This process described above may repeat annually until the 10th year of the contract, when the renewal process will be required. However, at any point between the fifth and 10th year of the contract, either party (PVS or the District) may request that the renewal process be initiated.

BACKGROUND

On January 2, 2012, PVS submitted a request for charter renewal, including a request that the District agree to increase PVS's enrollment capacity to 500 students.

On February 28, 2012, the Board held a public hearing in consideration of PVS's renewal request.

On March 21, 2012, the Board adopted Resolution No. 4570 approving PVS's request to renew its charter. Resolution No. 4570 also included a number of conditions to be included in the renewal charter agreement, including a condition that the enrollment of PVS not exceed 400 students. This was recommended by staff for several reasons:

- o PVS's initial application was for a two-track K-8 and enrolling a maximum of 396 students.
- o There is precedent for a 400 student cap, as the first renewal contract was also capped at 400 students.
- o Not including the amount withheld by the district, the allocation to PVS next year would have resulted in a projected net increase of \$454,446.98.
- o Because of the impact that this financial loss would have had on the district during a severe funding shortfall, the staff recommended that the Board approve the renewal of Portland Village, and include a continuing cap of 400 students. In the staff recommendation, PVS was also invited to return with its request during the term of its contract in a better budget situation.

Throughout the spring and summer, the District and PVS worked to negotiate the renewal charter, and extended the length of the current contract four times to accommodate these discussions. All issues were resolved with the exception of the enrollment cap.

At the time of PVS's initial request, the question that was presented was whether or not a district has a right to negotiate any enrollment cap into a charter contract, and PVS's request at this time was to remove the enrollment cap language from the contract in its entirety. Portland Village now acknowledges the enrollment cap language in the contract, but requests that it be increased.

Even though the District granted PVS's renewal request, OAR 581-020-0359(7)(b) provides that if a sponsor and a charter school fail to enter into a new charter agreement within the timeline agreed by the parties, the sponsor will be treated as having not renewed the charter and the sponsor must send the charter school a notice of nonrenewal. The District sent this required notice of nonrenewal on September 5, 2012. PVS submitted a revised renewal request on October 5, 2012, stating that its sole request was that the District agree to increase PVS's enrollment capacity to 492 students. It has since modified that request and asks that the Board consider a maximum enrollment of 444 students.

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

Following receipt of the revised renewal request, the District has 45 days to hold a public hearing regarding the revised renewal request, which it did on November 7, 2012. Within 10 days after the public hearing, the District must notify PVS of the District's intent to renew or not renew the charter and, within 20 days of the hearing, the District must either renew the charter or state in writing the reasons for denying the renewal of the charter. PVS agreed to join the District in a waiver request to ODE for extension of this timeline to accommodate already-scheduled Board meetings, and this waiver was granted.

PVS is currently open and operating under the Existing Charter and will remain open and operating under the Existing Charter during any appeal to the State Board of Education by PVS.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

This process is aligned with Board Policy 6.70.010-P, and the Board priority of supporting student success.

PROCESS / COMMUNITY ENGAGEMENT

There have been opportunities for public comment at both the public hearing and the Board work session discussion. Public comment is also heard before the Board vote.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The charter school renewal review process aligns specifically with the following District equity goals: A.) Achieve equitable student access to high quality, culturally relevant instruction and resources; B.) Create multiple pathways to success and expect high achievement for every student.

Reviewed and Approved by Superintendent
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BUDGET / RESOURCE IMPLICATIONS

The budget projection for this request is as follows:

Year	Total Students			ADMr	ESL	ADMw	SSF Alloc @	Alloc to School	Alloc to PPS		
	K	1-8	9-12	K-8	K	K-8	K-8	K-8	K-8		
2012-13	44	350	-	394	372.0	-	2	388.4	2,278,141	1,822,513	455,628
2013-14	44	369	-	413	391.0	-	2	408.1	2,394,198	1,915,358	478,840
2014-15	44	388		432	410.0	-	2	427.9	2,510,255	2,008,204	502,051
2015-16	44	382	-	426	404.0	-	2	421.7	2,473,605	1,978,884	494,721
2016-17	44	376		420	398.0		2	415.4	2,436,956	1,949,565	487,391
2017-18	44	370		414	392.0		2	409.2	2,400,306	1,920,245	480,061
2018-19	44	364		408	386.0		2	402.9	2,363,657	1,890,925	472,731
2019-20	44	358		402	380.0		2	396.7	2,327,007	1,861,606	465,401
2020-21	44	352		396	374.0		2	390.4	2,290,357	1,832,286	458,071

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

If the Board grants the revised renewal request, the parties will have 90 days to execute a new charter agreement. If the parties fail to execute a new charter agreement within the 90-day period, the District will again be considered to have denied the charter renewal request.

If the District denies the revised renewal request (whether by Board vote or by failure to execute a new charter agreement within 90 days) PVS will have 30 days to appeal the decision to the State Board of Education. The State Board of Education will review the District's decision to deny PVS's renewal request to determine whether the District used the process required by ORS 338.065.

ATTACHMENTS

- Portland Village proposed growth model

Reviewed and Approved by
Superintendent

PVS growth model under modified enrollment cap option

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	44	44	44	44	44	44	44	44	44
1 st grade	50	44	44	44	44	44	44	44	44
2 nd grade	50	44	44	44	44	44	44	44	44
3 rd grade	50	50	44	44	44	44	44	44	44
4 th grade	50	50	50	44	44	44	44	44	44
5 th grade	50	50	50	50	50	44	44	44	44
6 th grade	50	50	50	50	50	50	44	44	44
7 th grade	25	50	50	50	50	50	50	44	44
8 th grade	25	25	50	50	50	50	50	50	44
TOTAL	394	413	432	426	420	414	408	402	396



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date:
December 3, 2012

Executive Committee Lead:
C.J. Sylvester, COO

Department:
Office of School Modernization

Presenter/Staff Lead:
Paul Cathcart, Project Manager

Agenda Action: Resolution

SUBJECT: Intergovernmental Agreement with City of Portland regarding transportation improvements required by City regulations

BRIEF SUMMARY AND RECOMMENDATION

At its November 19, 2012 meeting, the Board considered a draft intergovernmental agreement (IGA) with the City of Portland regarding transportation improvements related to capital bond work. The attached IGA revises the November 19th draft to reflect refinements for clarity with City staff. The Superintendent recommends the Board adopt the attached IGA.

BACKGROUND

As noted in the November 19th staff report, the IGA:

- Limits the District's required off-site transportation improvements to \$5 million dollars for the life of the 2012 eight-year bond program;
- Directs funding priority to:
 - transportation projects associated with school sites receiving full modernization in the 2012 voter-approved capital bond program;
 - middle schools that added younger grades (K-5) through the District's K-8 conversion process; and
 - transportation projects that would improve the most significant transportation deficiencies throughout the District;
- Requires the development of a process to establish a master list of all known transportation improvement projects at District schools

RELATED POLICIES / BOARD GOALS AND PRIORITIES

8.90.010-P Contracts

8.80.15-P Capital Improvements

Long Range Facility Plan: Goal 2; Guiding Principles A & C

Reviewed and Approved by
Superintendent

PROCESS / COMMUNITY ENGAGEMENT

The IGA implements the intent of the MOU previously adopted by the Board and City Council through their respective public hearing processes. The IGA specifies that a process will be developed and approved by the Board and the City's Planning and Sustainability Commission on how the master project list will be established and updated.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

This agreement with the City of Portland will prioritize investment of limited District capital resources in transportation projects that improve the most significant transportation deficiencies within the District first. Addressing higher priority deficiencies first will begin to provide more schools with local transportation systems that better ensure the safety of all students, staff and parents. This work effort is consistent with the Long Range Facility Plan.

BUDGET / RESOURCE IMPLICATIONS

The IGA obligates the District to a maximum of \$5 million of transportation-related improvements required by the City of Portland for the District's 2012 voter-approved capital bond work. Funding priority will be given to improvements to schools receiving full modernization in the capital bond program, transportation projects that have the greatest need relative to all District schools, and to schools involved in the Districts' K-8 conversion process that added elementary school grades (K-5) to middle schools.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Adoption of the attached Intergovernmental Agreement Between the Portland Public Schools, School District No. 1J and the City of Portland.

ATTACHMENTS

- A. Intergovernmental Agreement

Reviewed and Approved by Superintendent
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INTERGOVERNMENTAL AGREEMENT

BETWEEN

PORTLAND PUBLIC SCHOOLS, SCHOOL DISTRICT NO. 1J

AND

THE CITY OF PORTLAND

This INTERGOVERNMENTAL AGREEMENT ("Agreement") is made and entered into as of _____, 2012, by and between PORTLAND PUBLIC SCHOOLS, SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON ("District") and THE CITY OF PORTLAND, PORTLAND ("City"), pursuant to ORS Chapter 190 (Intergovernmental Cooperation).

PURPOSE

This Agreement identifies how the City and the District will review, prioritize and implement transportation safety improvements required at District schools.

RECITALS

- A. On February 23, 2011, City Council adopted Ordinance 184443 improving land use regulations related to schools as part of the Schools and Parks Conditional Use Code Refinement Package. The City and District entered into a Memorandum of Understanding on May 13, 2011 with preliminary agreement to use the City's Safe Routes to School (SRTS) program as the primary mechanism to address student transportation safety concerns throughout the District. This Intergovernmental Agreement ("IGA") is intended to formalize that Agreement.

Transportation Safety Goals

- B. The District and City will identify and address impediments and barriers to transportation safety that occurs in the public-right-of way to ensure the safety of District students and the surrounding community. Barriers to safe transportation may include the need for physical improvements to eliminate safety hazards as well as lack of knowledge of alternative transportation options or routes.
- C. School administration, teachers, parents, and students are well positioned to identify transportation barriers because they live with the consequences of the barriers every day. Portland Bureau of Transportation staff possesses expertise related to the tools available to remove those barriers. The District and the City desire to utilize these resources to develop the program.
- D. Reducing the number of students brought to school in private vehicles mutually benefits the City, the District, and the community by decreasing traffic and parking congestion, reducing traffic and parking complaints, increasing efficiencies, reducing environmental impacts and creating safer traffic flow around schools.

District Wide Assessment of Transportation Safety

- E. Most schools in Portland are in residential zones and are therefore subject to the City Zoning Code's Conditional Use Review process. Through the Review, the applicant must demonstrate that the transportation system can support the school uses, in addition to the existing uses in the area.
- F. The Conditional Use Review process provides a prescriptive approach to transportation safety improvements that can impose requirements through conditions of approval that are difficult for a resource-constrained public school district to meet. The evaluation of transportation adequacy on a case-by-case basis and solely through the City's Conditional Use Review process does not capture the relative need of transportation safety throughout the District. The District and City desire to create assessment of needed transportation improvements for all District schools that allows a prioritization of the relative need of improvements throughout the District, not just on a school-by-school basis provided by the conditional use review process.

Safe Routes to School Program

- G. The Portland Safe Routes to School ("SRTS") Program is a partnership of the City of Portland, schools, neighborhoods, community organizations and agencies that advocates for and implements programs that make walking and biking around our neighborhoods and schools fun, easy, safe and healthy for all students and families while reducing our reliance on cars.
- H. SRTS has a proven track record of providing school communities with educational resources for improving the safety of commutes to and from school, as well as access to resources to make needed infrastructure improvements to the public right-of-way to improve safety. Use of the SRTS program to evaluate transportation and traffic safety for all District schools would provide a consistent assessment of where funding for transportation safety improvements should be targeted within the District.

Proposal

- I. This IGA affirms the District's and the City's intent to use the City's existing SRTS program to prioritize needed transportation improvements District-wide. This proposal allows decisions of when and where to devote limited capital resources to transportation safety improvements to be based on an evaluation and prioritization of needed transportation improvements District-wide. This IGA does not replace any adopted Conditional Use Review requirements in the Zoning Code or any conditional use proposals, including conditions of approval that have been approved and are currently effective.

AGREEMENT

1. DEFINITIONS. As used in this intergovernmental agreement:
 - a. *Safe Routes to School (SRTS)*: Portland Safe Routes to School is a partnership of the City of Portland, schools, neighborhoods, community organizations and agencies that advocates for and implements programs that make walking and biking around our neighborhoods and schools fun, easy, safe and healthy for all students and families while reducing our reliance

on cars. SRTS program elements include equity, education, engineering, enforcement, encouragement and evaluation.

- b. *Continuous Service Plan (CSP)*: A plan developed by and with schools participating in the SRTS program that contains information about each school, SRTS initiatives carried out at each school, and elements of the program each school has identified interest in continuing in the future.
 - c. *Engineering Strategy Report (ESR)*: An engineering study produced by the SRTS program in conjunction with participating schools identifying engineering projects in school catchment areas that will improve school related transportation safety concerns. Projects identified in ESRs are identified and ranked by each school's SRTS Team and a SRTS transportation traffic engineer. Local neighborhood associations are given the opportunity to review issues identified in each ESR.
2. The City and District intend to use the City's SRTS program as the primary mechanism to address student transportation safety concerns throughout the District. This approach will include:
 - a. Seeking full funding and implementation of the City's SRTS program at all District schools containing any combination of grades K through 8 and the development of Safe Routes Engineering Strategy Reports ("ESRs") and Continuous Service Plans ("CSPs") or project lists at District high schools. More specifically:
 - b. Developing a Master Project List that annually prioritizes, on a District-wide basis, schools with the most needed transportation/traffic issues and identify funding for projects that would address these issues at those schools.
 3. District and Bureau of Transportation staff will propose a process for developing the Master Project List to be presented to the Planning and Sustainability Commission for approval and/or amendment. The process for developing a Master Project List will include the following steps:
 - a. District and City staff conducting a non-ranked assessment of known, needed transportation improvement projects. This assessment would identify improvements identified in Safe Routes ESRs, as well as other projects known to the District and the City.
 - b. A joint District/Bureau of Transportation Advisory Committee made up of key staff from each party will establish criteria by which to determine the most significant transportation improvements within the District.
 - c. District/City staff will use the criteria to develop a ranked/prioritized Master Project List of improvements for all District schools. The Master Project List will identify the order in which the most significant infrastructure projects within the District would be completed as funding is available. The Master Project List may include projects from existing ESRs as well as projects at schools awaiting reports. As additional ESRs are completed for schools in the District, the Master Project List may be updated and reprioritized to reflect the further refinement of district-wide projects. At a minimum, the City and District intend the Master Project List will be reviewed once a year and

updated, as appropriate. Evaluation of transportation impacts by the City during the Conditional use Review process may identify projects not on the list. The Master Project List may need to be amended to incorporate the additional project.

4. The City and the District will use the ESRs and CSPs as the initial mechanism by which the transportation criteria of the City's zoning code applicable to school uses that require zoning code review are addressed. The District may include the ESR and/or CSP as primary evidence to demonstrate compliance with the transportation criteria of City's zoning code. The District and City will use the ESRs as the primary resource for determining whether the transportation system in the area of District schools is capable of supporting any District improvement that requires review under the City's zoning code. The City will use the CSP as the primary resource to satisfy transportation demand management requirements generated by any District improvement requiring City review.
5. The District and City intend that projects identified in ESRs and/or CSPs for individual schools may be imposed through conditions of approval to meet all or part of the transportation approval criteria in the City's zoning code applicable to school uses that trigger zoning code review. The District and City agree that funding to address transportation infrastructure improvements is a limited resource and should be devoted to addressing the most significant transportation infrastructure improvement needs District-wide, and the timing for construction of improvements required by a condition of approval shall take this into consideration.
6. The District and City agree to prioritize capital bond funding for transportation improvements solely through the Master Project List.
7. Funding of projects by the District requires the projects to be eligible for authorized capital bond funding. Projects on the Master Project List may be used to satisfy transportation criteria of Conditional Use Reviews or other transportation related zoning code requirements at individual schools. However, the City and District intend that the installation of the Master Project List project(s) to meet Conditional Use Review requirements will be based on the relative priority of the project within the District's overall list and funding availability. Projects will be funded on the basis of mutually agreed upon priorities district-wide.
8. The District and the City intend to lobby existing funding sources, including Oregon Department of Transportation (ODOT) and the Federal Highway Administration (FHWA) to increase the share of funding from the national program for Oregon/Portland and explore additional funding for the program through (but not limited to) Metro's Regional Transportation Plan and Metropolitan Transportation Improvement Program.
9. The City and District intend to fund infrastructure improvements identified in the Master Project List through funding available to the SRTS program, District contributions from future voter-approved capital bond programs and other available District funding as well as any available City resources, including urban renewal financing.
10. The District will engage in a master planning process for each school undergoing full modernization or replacement as part of any voter-approved capital bond work. The master planning process will occur prior to City land use review and will serve as an opportunity to engage the local community in the design process, issues and concerns relative to the local transportation system, and the Master Project List process.

Rationale

11. The development of the Master Project List through a partnership of the City and District using the City's SRTS program provides a comprehensive evaluation of transportation and traffic safety at all District schools.
12. A mutually agreed upon prioritization of transportation/traffic safety issues and projects throughout the District allows the District and City to better target and leverage funding for these priority projects.
13. Transportation safety should be addressed at all schools, not just when grades K-5 are added to a school. The evaluation of transportation safety at District schools will be addressed collaboratively by the District and City.
14. Maximizing the benefits of the SRTS program is intended to provide resources to address many of the transportation/traffic safety issues typically required as part of a Conditional Use Review, including many of the elements found in transportation demand management plans.
15. Joint Obligations:
 - a. The City and the District will establish a joint City/District advisory committee comprised of at least two (2) representatives from each organization with responsibilities pursuant to Section 5 of this IGA.
 - b. Use the City's SRTS program to jointly evaluate transportation and traffic safety at District schools.
 - c. The City and the District agree that the District's funding of transportation improvements, ESRs, and CSPs will come solely from voter-approved capital bond programs.
 - d. District/City staff will place a priority for the funding and development of ESRs and CSPs to be developed as part of this Agreement on schools that receive full modernization improvements through the District's voter approved capital bond program as well as the five schools involved in the District's K-8 school conversion process that added some combination of grades K-5.
 - e. District and City will pursue obtaining and leveraging additional stable funding for the SRTS program.
 - f. District and City will propose a process for developing a District-wide ranked Master Project List. The process will be presented to the Planning and Sustainability Commission for review and approval. Once approved, the Master Project List will inform District and City decisions regarding the priority, timing, and adequacy of proposed transportation solutions.

- g. District and City understand that future capital bond work conducted by the District will involve the modernization and rebuilding of some schools. Modernization of schools will involve existing buildings. Depending on the site characteristics, this may preclude the installation of transportation infrastructure improvements adjacent to existing buildings.
- h. The term of this IGA runs from its effective date through November 10, 2020, the duration of the District's voter approved capital bond program. The IGA may be extended provided both parties agree in writing.
- i. District and City recognize that the City and the SRTS program have obligations to all of Portland's school districts. Outside of the District's capital bond funds, District and City intend that this agreement will not prioritize SRTS funding to Portland Public Schools to the detriment of service to Portland's other school districts.

16. City obligations:

- a. Evaluate the components of existing CSPs and ESRs to determine how they could be modified to better address the transportation criteria of the Conditional Use Review requirements.
- b. Agree that the City's Bureau of Transportation will use SRTS program CSPs and ESRs (and modified based on evaluation in Section 18a) as the primary basis for addressing the transportation criteria of the City's zoning code applicable to City land use and permit review of District schools. The City agrees to prioritize projects (both infrastructure and educational) within the CSPs that would meet transportation demand management and other transportation criteria of the City's zoning code applicable to District schools. Prioritization of transportation improvement projects in the Master Project List is a joint obligation.
- c. Prioritize District capital bond transportation funding identified under District Obligations in this IGA to meet applicable zoning code requirements for changes to District schools through implementation of prioritized Master Project List projects.
- d. Identify opportunities to leverage City resources, including urban renewal funding, to match contributions from District voter approved capital bonds as part of this IGA related to transportation improvements.
- e. Actively seek additional funding for SRTS program through regional, state and federal sources of transportation funding.
- f. Design, construct and manage projects identified in the Master Project List subject to available funding.
- g. Contingent upon voter approval of a capital bond for the District, develop ESRs for five (5) mutually agreed upon, top priority District schools.

17. District Obligations:

- a. Contingent upon voter approval of a capital bond for the District on November 6, 2012, the District intends to provide \$5 million between December 2012 and

November 2020 to fund transportation improvement projects identified in the Master Project List. District funding of the projects is contingent on project eligibility for capitalization as identified in the voter-approved capital bond. This \$5 million is intended to represent the District's financial obligation for all transportation improvements over the life of the 8-year capital bond program

- b. District financial contributions to these projects will be administered by the District on a reimbursement basis to the City of Portland.
 - c. Support individual schools in the implementation of ESRs and/or CSPs and the creation of the Master Project List.
 - d. Pursue the development and adoption of District policy promoting walking and biking to school.
 - e. Support SRTS education and encouragement efforts including the walk and bike to school day designed to encourage and raise awareness of students and families to use safe, active transportation to get to and from school.
 - f. Allow voluntary classroom time for bicycle and pedestrian safety training through the SRTS program.
 - g. Promote SRTS educational programming via PPS Pulse, or equivalent, and school newsletters.
 - h. Contribute a maximum of \$5,000 per school identified in 15d. of this Agreement toward the development of ESRs and CSPs.
18. The District and the City recognize this IGA is of mutual benefit to each party, and the safety of PPS students. By executing this IGA, District and City intend to negotiate, in good faith, a complete master program of prioritized transportation projects.
19. Effective Date/Term. This agreement is effective from the date that all parties have executed this agreement. The term of this agreement is from the date that all parties have signed it through November 10, 2020.
20. Amendments. The terms of this agreement shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by both parties. The Mayor of the City of Portland, or his designee, is authorized to amend this agreement provided it does not increase the cost to the City.
21. Captions. The captions or headings in this agreement are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this agreement.
22. Law/Choice of Venue. Oregon law, without reference to its conflict of laws provisions, shall govern this agreement and all rights, obligations and disputes arising out of the agreement. Venue for all disputes and litigation shall be in Multnomah County, Oregon. Before commencing any actions under this agreement, the parties agree to enter into mediation if a dispute arises that cannot otherwise be resolved by the parties.

23. Severability/Survival. If any of the provisions contained in this agreement are held unconstitutional or unenforceable, the enforceability of the remaining provisions shall not be impaired. All provisions concerning the limitation of liability, indemnity and conflicts of interest shall survive the termination of this agreement for any cause.
24. No Third Party Beneficiary. City and PPS are the only parties to this agreement and as such, are the only parties entitled to enforce its terms. Nothing contained in this agreement gives or shall be construed to give or provide any benefit, direct, indirect, or otherwise to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.
25. Merger Clause. This agreement constitutes the entire agreement between the parties regarding the substantive matters addressed in this agreement. No waiver, consent, modification or change of terms of this agreement shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this agreement.
26. Counterparts: Electronic Signatures. This agreement may be executed in any number of counterparts, all of which when taken together shall constitute one agreement binding on all Parties, notwithstanding that all Parties are not signatories to the same counterpart. The Parties agree that they may conduct this transaction, including any amendments or extension, by electronic means including the use of electronic signatures.
27. Assignment. No Party shall assign or transfer any interest in this agreement, nor assign any claims for money due or to become due under this agreement, without the prior written approval of the other Parties. This agreement shall bind and inure to the benefit of, and be enforceable by, the Parties hereto and their respective successors and permitted assigns.
28. Termination: This agreement may be mutually terminated at any time by written consent of the parties. Either the City or PPS may terminate this agreement upon 180 days prior written notice to the other party.
29. Dispute Resolution: In the event a dispute arises regarding this agreement, the parties agree to have high-level representatives of City and PPS to engage in discussions before taking any legal action. If discussions fail to resolve the issue the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter either party may take any legal action permitted to it under the law of the State of Oregon.

BY:

Sam Adams
Mayor
City of Portland

Carole Smith
Superintendent
Portland Public Schools

INTERGOVERNMENTAL AGREEMENT

BETWEEN

PORTLAND PUBLIC SCHOOLS, SCHOOL DISTRICT NO. 1J

AND

THE CITY OF PORTLAND

This INTERGOVERNMENTAL AGREEMENT ("Agreement") is made and entered into as of _____, 2012, by and between PORTLAND PUBLIC SCHOOLS, SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON ("District") and THE CITY OF PORTLAND, PORTLAND ("City") pursuant to ORS Chapter 190 (Intergovernmental Cooperation).

PURPOSE

This Agreement identifies how the City and the District will review, prioritize and implement transportation safety improvements required at District schools.

RECITALS

A. On February 23, 2011, City Council adopted Ordinance 184443 improving land use regulations related to schools as part of the Schools and Parks Conditional Use Code Refinement Package. The City and District entered into a Memorandum of Understanding on May 13, 2011 with preliminary agreement to use the City's Safe Routes to School (SRTS) program as the primary mechanism to address student transportation safety concerns throughout the District. This Intergovernmental Agreement ("IGA") is intended to formalize that Agreement.

Transportation Safety Goals

- B. The District and City will identify and address impediments and barriers to transportation safety that occurs in the public-right-of way to ensure the safety of District students and the surrounding community. Barriers to safe transportation may include the need for physical improvements to eliminate safety hazards as well as lack of knowledge of alternative transportation options or routes.
- C. School administration, teachers, parents, and students are well positioned to identify transportation barriers because they live with the consequences of the barriers every day. Portland Bureau of Transportation staff possesses expertise related to the tools available to remove those barriers. The District and the City desire to utilize these resources to develop the program.
- D. Reducing the number of students brought to school in private vehicles mutually benefits the City, the District, and the community by decreasing traffic and parking congestion, reducing traffic and parking complaints, increasing efficiencies, reducing environmental impacts and creating safer traffic flow around schools.

District Wide Assessment of Transportation Safety

- E. Most schools in Portland are in residential zones and are therefore subject to the City Zoning Code's Conditional Use Review process. Through the Review, the applicant must demonstrate that the transportation system can support the school uses, in addition to the existing uses in the area.
- F. The Conditional Use Review process provides a prescriptive approach to transportation safety improvements that can impose requirements through conditions of approval that are difficult for a resource-constrained public school district to meet. The evaluation of transportation adequacy on a case-by-case basis and solely through the City's Conditional Use Review process does not capture the relative need of transportation safety throughout the District. The District and City desire to create assessment of needed transportation improvements for all District schools that allows a prioritization of the relative need of improvements throughout the District, not just on a school-by-school basis provided by the conditional use review process.

Safe Routes to School Program

- G. The Portland Safe Routes to School ("SRTS") Program is a partnership of the City of Portland, schools, neighborhoods, community organizations and agencies that advocates for and implements programs that make walking and biking around our neighborhoods and schools fun, easy, safe and healthy for all students and families while reducing our reliance on cars.
- H. SRTS has a proven track record of providing school communities with educational resources for improving the safety of commutes to and from school, as well as access to resources to make needed infrastructure improvements to the public right-of-way to improve safety. Use of the SRTS program to evaluate transportation and traffic safety for all District schools would provide a consistent assessment of where funding for transportation safety improvements should be targeted within the District.

Proposal

- I. This IGA affirms the District's and the City's intent to use the City's existing SRTS program to prioritize needed transportation improvements District-wide. This proposal allows decisions of when and where to devote limited capital resources to transportation safety improvements to be based on an evaluation and prioritization of needed transportation improvements District-wide. This IGA does not replace any adopted Conditional Use Review requirements in the Zoning Code or any conditional use proposals, including conditions of approval that have been approved and are currently effective.

AGREEMENT

1. DEFINITIONS. As used in this intergovernmental agreement:
 - a. *Safe Routes to School (SRTS)*: Portland Safe Routes to School is a partnership of the City of Portland, schools, neighborhoods, community organizations and agencies that advocates for and implements programs that make walking and biking around our neighborhoods and schools fun, easy, safe and healthy for all students and families while reducing our reliance

on cars. SRTS program elements include equity, education, engineering, enforcement, encouragement and evaluation.

- b. *Continuous Service Plan (CSP)*: A plan developed by and with schools participating in the SRTS program that contains information about each school, SRTS initiatives carried out at each school, and elements of the program each school has identified interest in continuing in the future.
 - c. *Engineering Strategy Report (ESR)*: An engineering study produced by the SRTS program in conjunction with participating schools identifying engineering projects in school catchment areas that will improve school related transportation safety concerns. Projects identified in ESRs are identified and ranked by each school's SRTS Team and a SRTS transportation traffic engineer. Local neighborhood associations are given the opportunity to review issues identified in each ESR.
2. The City and District intend to use the City's SRTS program as the primary mechanism to address student transportation safety concerns throughout the District. This approach will include:
 - a. Seeking full funding and implementation of the City's SRTS program at all District schools containing any combination of grades K through 8 and the development of Safe Routes Engineering Strategy Reports ("ESRs") and Continuous Service Plans ("CSPs") or project lists at District high schools. More specifically:
 - b. Developing a Master Project List that annually prioritizes, on a District-wide basis, schools with the most needed transportation/traffic issues and identify funding for projects that would address these issues at those schools.
 3. District and Bureau of Transportation staff will propose a process for developing the Master Project List to be presented to the Planning and Sustainability Commission for approval and/or amendment. The process for developing a Master Project List will include the following steps:
 - a. District and City staff conducting a non-ranked assessment of known, needed transportation improvement projects. This assessment would identify improvements identified in Safe Routes ESRs, as well as other projects known to the District and the City.
 - b. A joint District/Bureau of Transportation Advisory Committee made up of key staff from each party will establish criteria by which to determine the most significant transportation improvements within the District.
 - c. District/City staff will use the criteria to develop a ranked/prioritized Master Project List of improvements for all District schools. The Master Project List will identify the order in which the most significant infrastructure projects within the District would be completed as funding is available. The Master Project List may include projects from existing ESRs as well as projects at schools awaiting reports. As additional ESRs are completed for schools in the District, the Master Project List may be updated and reprioritized to reflect the further refinement of district-wide projects. At a minimum, the City and District intend the Master Project List will be reviewed once a year and

updated, as appropriate. Evaluation of transportation impacts by the City during the Conditional use Review process may identify projects not on the list. The Master Project List may need to be amended to incorporate the additional project.

4. The City and the District will use the ESRs and CSPs as the initial mechanism by which the transportation criteria of the City's zoning code applicable to school uses that require zoning code review are addressed. The District may include the ESR and/or CSP as primary evidence to demonstrate compliance with the transportation criteria of City's zoning code. The District and City will use the ESRs as the primary resource for determining whether the transportation system in the area of District schools is capable of supporting any District improvement that requires review under the City's zoning code. The City will use the CSP as the primary resource to satisfy transportation demand management requirements generated by any District improvement requiring City review.
5. The District and City intend that projects identified in ESRs and/or CSPs for individual schools may be imposed through conditions of approval to meet all or part of the transportation approval criteria in the City's zoning code applicable to school uses that trigger zoning code review. The District and City agree that funding to address transportation infrastructure improvements is a limited resource and should be devoted to addressing the most significant transportation infrastructure improvement needs District-wide, and the timing for construction of improvements required by a condition of approval shall take this into consideration.
6. The District and City agree to prioritize capital bond funding for transportation improvements solely through the Master Project List.
7. Funding of projects by the District requires the projects to be eligible for authorized capital bond funding. Projects on the Master Project List may be used to satisfy transportation criteria of Conditional Use Reviews or other transportation related zoning code requirements at individual schools. However, the City and District intend that the installation of the Master Project List project(s) to meet Conditional Use Review requirements will be based on the relative priority of the project within the District's overall list and funding availability. Projects will be funded on the basis of mutually agreed upon priorities district-wide.
8. The District and the City intend to lobby existing funding sources, including Oregon Department of Transportation (ODOT) and the Federal Highway Administration (FHWA) to increase the share of funding from the national program for Oregon/Portland and explore additional funding for the program through (but not limited to) Metro's Regional Transportation Plan and Metropolitan Transportation Improvement Program.
9. The City and District intend to fund infrastructure improvements identified in the Master Project List through funding available to the SRTS program, District contributions from future voter-approved capital bond programs and other available District funding as well as any available City resources, including urban renewal financing.
10. The District will engage in a master planning process for each school undergoing full modernization or replacement as part of any voter-approved capital bond work. The master planning process will occur prior to City land use review and will serve as an opportunity to engage the local community in the design process, issues and concerns relative to the local transportation system, and the Master Project List process.

Rationale

11. The development of the Master Project List through a partnership of the City and District using the City's SRTS program provides a comprehensive evaluation of transportation and traffic safety at all District schools.
12. A mutually agreed upon prioritization of transportation/traffic safety issues and projects throughout the District allows the District and City to better target and leverage funding for these priority projects.
13. Transportation safety should be addressed at all schools, not just when grades K-5 are added to a school. The evaluation of transportation safety at District schools will be addressed collaboratively by the District and City.
14. Maximizing the benefits of the SRTS program is intended to provide resources to address many of the transportation/traffic safety issues typically required as part of a Conditional Use Review, including many of the elements found in transportation demand management plans.
15. Joint Obligations:
 - a. The City and the District will establish a joint City/District advisory committee comprised of at least two (2) representatives from each organization with responsibilities pursuant to Section 5 of this IGA.
 - b. Use the City's SRTS program to jointly evaluate transportation and traffic safety at District schools.
 - c. The City and the District agree that the District's funding of transportation improvements, ESRs, and CSPs will come solely from voter-approved capital bond programs.
 - d. District/City staff will place a priority for the funding and development of ESRs and CSPs to be developed as part of this Agreement on schools that receive full modernization improvements through the District's voter approved capital bond program as well as the five schools involved in the District's K-8 school conversion process that added some combination of grades K-5.
 - e. District and City will pursue obtaining and leveraging additional stable funding for the SRTS program.
 - f. District and City will propose a process for developing a District-wide ranked Master Project List. The process will be presented to the Planning and Sustainability Commission for review and approval. Once approved, the Master Project List will inform District and City decisions regarding the priority, timing, and adequacy of proposed transportation solutions.

- g. District and City understand that future capital bond work conducted by the District will involve the modernization and rebuilding of some schools. Modernization of schools will involve existing buildings. Depending on the site characteristics, this may preclude the installation of transportation infrastructure improvements adjacent to existing buildings.
- h. The term of this IGA runs from its effective date through November 10, 2020, the duration of the District's voter approved capital bond program. The IGA may be extended provided both parties agree in writing.
- i. District and City recognize that the City and the SRTS program have obligations to all of Portland's school districts. Outside of the District's capital bond funds, District and City intend that this agreement will not prioritize SRTS funding to Portland Public Schools to the detriment of service to Portland's other school districts.

16. City obligations:

- a. Evaluate the components of existing CSPs and ESRs to determine how they could be modified to better address the transportation criteria of the Conditional Use Review requirements.
- b. Agree that the City's Bureau of Transportation will use SRTS program CSPs and ESRs (and modified based on evaluation in Section 18a) as the primary basis for addressing the transportation criteria of the City's zoning code applicable to City land use and permit review of District schools. The City agrees to prioritize projects (both infrastructure and educational) within the CSPs that would meet transportation demand management and other transportation criteria of the City's zoning code applicable to District schools. Prioritization of transportation improvement projects in the Master Project List is a joint obligation.
- c. Prioritize District capital bond transportation funding identified under District Obligations in this IGA to meet applicable zoning code requirements for changes to District schools through implementation of prioritized Master Project List projects.
- d. Identify opportunities to leverage City resources, including urban renewal funding, to match contributions from District voter approved capital bonds as part of this IGA related to transportation improvements.
- e. Actively seek additional funding for SRTS program through regional, state and federal sources of transportation funding.
- f. Design, construct and manage projects identified in the Master Project List subject to available funding.
- g. Contingent upon voter approval of a capital bond for the District, develop ESRs for five (5) mutually agreed upon, top priority District schools.

17. District Obligations:

- a. Contingent upon voter approval of a capital bond for the District on November 6, 2012, the District intends to provide \$5 million between December 2012 and

November 2020 to fund transportation improvement projects identified in the Master Project List. District funding of the projects is contingent on project eligibility for capitalization as identified in the voter-approved capital bond. This \$5 million is intended to represent the District's financial obligation for all transportation improvements over the life of the 8-year capital bond program

- b. District financial contributions to these projects will be administered by the District on a reimbursement basis to the City of Portland.
 - c. Support individual schools in the implementation of ESRs and/or CSPs and the creation of the Master Project List.
 - d. Pursue the development and adoption of District policy promoting walking and biking to school.
 - e. Support SRTS education and encouragement efforts including the walk and bike to school day designed to encourage and raise awareness of students and families to use safe, active transportation to get to and from school.
 - f. Allow voluntary classroom time for bicycle and pedestrian safety training through the SRTS program.
 - g. Promote SRTS educational programming via PPS Pulse, or equivalent, and school newsletters.
 - h. Contribute a maximum of \$5,000 per school identified in 15d. of this Agreement toward the development of ESRs and CSPs.
18. The District and the City recognize this IGA is of mutual benefit to each party, and the safety of PPS students. By executing this IGA, District and City intend to negotiate, in good faith, a complete master program of prioritized transportation projects.
19. Effective Date/Term. This agreement is effective from the date that all parties have executed this agreement. The term of this agreement is from the date that all parties have signed it through November 10, 2020.
20. Amendments. The terms of this agreement shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by both parties. The Mayor of the City of Portland, or his designee, is authorized to amend this agreement provided it does not increase the cost to the City.
21. Captions. The captions or headings in this agreement are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this agreement.
22. Law/Choice of Venue. Oregon law, without reference to its conflict of laws provisions, shall govern this agreement and all rights, obligations and disputes arising out of the agreement. Venue for all disputes and litigation shall be in Multnomah County, Oregon. Before commencing any actions under this agreement, the parties agree to enter into mediation if a dispute arises that cannot otherwise be resolved by the parties.

23. Severability/Survival. If any of the provisions contained in this agreement are held unconstitutional or unenforceable, the enforceability of the remaining provisions shall not be impaired. All provisions concerning the limitation of liability, indemnity and conflicts of interest shall survive the termination of this agreement for any cause.
24. No Third Party Beneficiary. City and PPS are the only parties to this agreement and as such, are the only parties entitled to enforce its terms. Nothing contained in this agreement gives or shall be construed to give or provide any benefit, direct, indirect, or otherwise to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.
25. Merger Clause. This agreement constitutes the entire agreement between the parties regarding the substantive matters addressed in this agreement. No waiver, consent, modification or change of terms of this agreement shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this agreement.
26. Counterparts: Electronic Signatures. This agreement may be executed in any number of counterparts, all of which when taken together shall constitute one agreement binding on all Parties, notwithstanding that all Parties are not signatories to the same counterpart. The Parties agree that they may conduct this transaction, including any amendments or extension, by electronic means including the use of electronic signatures.
27. Assignment. No Party shall assign or transfer any interest in this agreement, nor assign any claims for money due or to become due under this agreement, without the prior written approval of the other Parties. This agreement shall bind and inure to the benefit of, and be enforceable by, the Parties hereto and their respective successors and permitted assigns.
28. Termination: This agreement may be mutually terminated at any time by written consent of the parties. Either the City or PPS may terminate this agreement upon 180 days prior written notice to the other party.
29. Dispute Resolution: In the event a dispute arises regarding this agreement, the parties agree to have high-level representatives of City and PPS to engage in discussions before taking any legal action. If discussions fail to resolve the issue the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter either party may take any legal action permitted to it under the law of the State of Oregon.

BY:

Sam Adams
Mayor
City of Portland

Carole Smith
Superintendent
Portland Public Schools

11-26-12 DRAFT



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date:
December 3, 2012

Executive Committee Lead:
C. J. Sylvester, COO

Department:
Operations

Presenter/Staff Lead:
C.J. Sylvester, COO

Agenda Action: Resolution

SUBJECT: Resolution Accepting Certification from Multnomah, Clackamas and Washington Counties For November 6, 2012 Voter Approval Authorizing Portland Public Schools to Issue up to \$482 Million of General Obligation Bonds to Improve Schools

BRIEF SUMMARY AND RECOMMENDATION

Pursuant to ORS 255.295, the Board of Education must publicly accept the certification of the election results from Multnomah, Clackamas and Washington Counties for the November 6, 2012 General Election. The attached resolution will serve as District adoption of election certification in the counties Portland Public Schools' serve.

BACKGROUND

On November 6, 2012, Portland Public Schools asked voters to authorize the District to issue up to \$482 million of general obligation bonds to improve schools. The bonds are payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

The election results impact the Board goals and priorities by making it possible to:

- Begin implementation of the Long Range Facilities Plan
- Modernize infrastructure
- Provide sound financial oversight on District budget and assets

PROCESS / COMMUNITY ENGAGEMENT

An election was held and voters were given the opportunity to support or reject the request for Portland Public Schools District 1J to authorize up to \$482 million of general obligation bonds to improve schools. Community outreach and engagement was the top priority of the district, and community members were involved in planning and decision-making for bond priorities.

Reviewed and Approved by
Superintendent

BUDGET / RESOURCE IMPLICATIONS

Voters have authorized Portland Public Schools to issue up to \$482 million dollars in general obligation bonds to improve schools.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

This resolution is a requirement of ORS 255.295. No further action is required.

ATTACHMENTS

- A. Certification of Votes from Multnomah County
- B. Certification of Votes from Clackamas County
- C. Certification of Votes from Washington County
- D. Board resolution for Superintendent approval.

Reviewed and Approved by
Superintendent

MULTNOMAH COUNTY

TIM SCOTT
DIRECTOR OF ELECTIONS



ELECTIONS DIVISION

1040 SE MORRISON ST
PORTLAND, OR 97214
(503) 988-3720
WWW.MCELECTIONS.ORG

MEMORANDUM

Date: November 26, 2012

To: Jolee Paterson, Portland School District

From: Eric Sample, Multnomah County Elections Division

Subject: Abstract of Votes – November 6, 2012 General Election

Please find attached the abstract of votes for the November 6, 2012 General Election. Original documents are in the mail.

If you have any questions, please contact me directly at 503-988-6850.

RUN DATE:11/26/12 01:07 PM

VOTES PERCENT

26-144 PORTLAND SCHOOL DISTRICT #1JT (M)

Vote For 1

01 = Yes

02 = No

160,495 66.25
81,756 33.75

	01	02
2701	315	225
2702	406	330
3101	480	564
3102	625	687
3301	2566	898
3302	2764	1110
3303	1557	1465
3304	188	141
3501	408	361
3502	2162	1862
3601	784	558
3602	2540	599
3603	1496	457
3604	2974	1271
3605	1246	803
3606	2537	1478
3607	1445	672
3608	2062	1016
3609	295	184
3610	2202	1242
3611	2411	1581
3612	3145	1065
3801	1978	1574
3802	1641	1241
3803	2379	1099
3804	1443	871
3805	1072	727
3806	705	757
4101	2167	1029
4102	1940	1536
4103	2038	1246
4104	2652	1118
4201	2739	634
4203	2639	543
4204	3116	848
4205	3014	955
4206	2947	957
4207	2971	734
4208	2552	841
4209	2656	1031
4210	2451	1187
4211	2430	1419
4301	2599	1178
4302	2853	868
4303	2790	767
4304	2775	1041
4305	2636	1157
4306	2841	877
4307	2375	1416
4308	2803	1017
4310	2957	733
4311	2200	689
4401	1724	1269
4402	2130	1421
4403	1936	1155

RUN DATE:11/26/12 01:07 PM

VOTES PERCENT

26-144 PORTLAND SCHOOL DISTRICT #1JT (M)

Vote For 1

01 = Yes

02 = No

160,495 66.25
81,756 33.75

(CONTINUED FROM PREVIOUS PAGE)

	01	02
4404	2098	1333
4405	2303	1372
4406	2190	1424
4407	1881	806
4408	2132	1547
4409	354	336
4501	2622	1397
4502	2100	1402
4503	2523	949
4504	2735	1288
4505	1400	1030
4506	1203	1030
4507	2528	1138
4508	1892	1119
4601	2552	1281
4602	2102	1132
4603	2724	1286
4604	1680	1372
4605	2281	1458
4606	2091	1391
4608	960	772
4609	2360	1391
4801	256	265
4802	1452	1418
4803	830	779
4804	489	536

Certificate

I certify that the votes recorded on this abstract correctly summarize the tally of votes cast at the election indicated.



Tim Scott, Director of Elections
Multnomah County, Oregon

Canvass Report — Total Voters — Official
 Clackamas County, Oregon — General Election — November 06, 2012

Total Number of Voters: 191,126 of 229,236 = 83.38%

11/20/2012 10:40 AM
 Precincts Reporting 118 of 118 = 100.00%

26-144 Portland Public School District: Bonds To Improve Schools

Precinct	Blank Ballots Cast	Over Votes	Under Votes	Total Ballots Cast	Registered Voters	Percent Turnout	YES	NO	Totals
071	0	0	8	147	160	91.88%	77	62	139
159	0	0	6	37	42	88.10%	14	17	31
Totals	0	0	14	184	202		91	79	170

CELESTINE COPY OF THE ORIGINAL
 BERNARD HALL, COUNTY CLERK
 BY *Sherry Hall*

NUMBERED KEY CANVASS

RUN DATE:11/26/12 12:58 PM

Washington County, Oregon
 General Election
 November 6, 2012

Official Final

REPORT-EL52 PAGE 0143

26-144 PORTLAND SCHOOL

Vote for 1

01 = Yes

02 = No

VOTES PERCENT

1,017 62.01
 623 37.99

03 = OVER VOTES
 04 = UNDER VOTES

VOTES PERCENT

0
 131

	01	02	03	04
0366 366	293	119	0	45
0375 375	128	109	0	15
0378 378	497	329	0	57
0386 386	99	62	0	14
0392 392	0	4	0	0



NUMBERED KEY CANVASS

RUN DATE:11/26/12 12:58 PM

Washington County, Oregon
General Election
November 6, 2012

Official Final

REPORT-EL52 PAGE 0001

01 = REGISTERED VOTERS - TOTAL
02 = BALLOTS CAST - TOTAL

TOTAL PERCENT
291,646
238,969

03 = VOTER TURNOUT - TOTAL

TOTAL PERCENT
81.94

	01	02	03
0301 301	1679	1437	85.59
0302 302	2150	1679	78.09
0303 303	945	743	78.62
0304 304	2861	2297	80.29
0305 305	913	716	78.42
0306 306	605	487	80.50
0307 307	1670	1354	81.08
0308 308	201	165	82.09
0309 309	4400	3648	82.91
0310 310	1611	1376	85.41
0311 311	653	535	81.93
0312 312	763	656	85.98
0313 313	53	42	79.25
0314 314	345	303	87.83
0315 315	957	824	86.10
0316 316	788	688	87.31
0317 317	960	820	85.42
0318 318	2496	2014	80.69
0319 319	1117	876	78.42
0320 320	2700	2143	79.37
0321 321	301	216	71.76
0322 322	368	293	79.62
0323 323	2986	2344	78.50
0324 324	454	357	78.63
0325 325	3	2	66.67
0326 326	1730	1487	85.95
0327 327	3333	2624	78.73
0328 328	1269	1057	83.29
0329 329	3623	2939	81.12
0330 330	1198	955	79.72
0331 331	2269	1814	79.95
0332 332	2128	1762	82.80
0333 333	3474	2504	72.08
0334 334	123	116	94.31
0335 335	4531	3801	83.89
0336 336	2791	2250	80.62
0337 337	3900	2956	75.79
0338 338	4393	3301	75.14
0339 339	2115	1462	69.13
0340 340	3022	2452	81.14
0341 341	323	282	87.31
0342 342	116	100	86.21
0343 343	4442	3563	80.21
0344 344	4139	3168	76.54
0345 345	28	24	85.71
0346 346	292	246	84.25
0347 347	62	49	79.03
0348 348	30	28	93.33
0349 349	2620	1991	75.99
0350 350	3148	2438	77.45
0351 351	2507	1866	74.43
0352 352	872	600	68.81
0353 353	2020	1673	82.82
0354 354	3891	3305	84.94
0355 355	3106	2487	80.07
0356 356	1908	1502	78.72

NUMBERED KEY CANVASS
RUN DATE:11/26/12 12:58 PM

Washington County, Oregon
General Election
November 6, 2012

Official Final
REPORT-EL52 PAGE 0002

01 = REGISTERED VOTERS - TOTAL
02 = BALLOTS CAST - TOTAL

TOTAL PERCENT
291,646
238,969

03 = VOTER TURNOUT - TOTAL

TOTAL PERCENT
81.94

(CONTINUED FROM PREVIOUS PAGE)

	01	02	03
0357 357	1569	1185	75.53
0358 358	1896	1508	79.54
0359 359	2073	1600	77.18
0360 360	2816	2232	79.26
0361 361	1801	1285	71.35
0362 362	3684	3168	85.99
0363 363	3387	2837	83.76
0364 364	4407	3859	87.57
0365 365	2838	2545	89.68
0366 366	2117	1770	83.61
0367 367	3755	3152	83.94
0368 368	3974	3296	82.94
0369 369	1873	1557	83.13
0370 370	2249	1930	85.82
0371 371	2297	1945	84.68
0372 372	1731	1522	87.93
0373 373	324	283	87.35
0374 374	11	10	90.91
0375 375	276	252	91.30
0376 376	1979	1668	84.28
0377 377	2338	2030	86.83
0378 378	1725	1458	84.52
0379 379	3569	2852	79.91
0380 380	2300	1985	86.30
0381 381	764	590	77.23
0382 382	3221	2497	77.52
0383 383	1441	1224	84.94
0384 384	2399	2100	87.54
0385 385	3042	2609	85.77
0386 386	2896	2536	87.57
0387 387	698	585	83.81
0388 388	276	200	72.46
0389 389	2423	2015	83.16
0390 390	3811	3179	83.42
0391 391	354	276	77.97
0392 392	195	160	82.05
0393 393	623	546	87.64
0394 394	146	112	76.71
0395 395	2581	2105	81.56
0396 396	793	668	84.24
0397 397	2479	2130	85.92
0398 398	841	725	86.21
0399 399	2264	1879	82.99
0400 400	2854	2322	81.36
0401 401	1760	1531	86.99
0402 402	1046	884	84.51
0403 403	3955	3368	85.16
0404 404	2656	2270	85.47
0405 405	4643	3831	82.51
0406 406	3236	2508	77.50
0407 407	1661	1469	88.44
0408 408	4455	3808	85.48
0409 409	2626	2147	81.76
0410 410	2953	2480	83.98
0411 411	2721	2114	77.69
0412 412	1889	1636	86.61
0413 413	719	593	82.48

01 = REGISTERED VOTERS - TOTAL 291,646
02 = BALLOTS CAST - TOTAL 238,969

03 = VOTER TURNOUT - TOTAL 81.94

(CONTINUED FROM PREVIOUS PAGE)

	01	02	03
0414 414	585	490	83.76
0415 415	471	432	91.72
0416 416	1729	1430	82.71
0417 417	1285	1010	78.60
0418 418	1955	1642	83.99
0419 419	1653	1406	84.90
0420 420	3312	2800	84.54
0421 421	294	253	86.05
0422 422	116	89	76.72
0423 423	3180	2491	78.33
0424 424	4258	3584	84.17
0425 425	1004	869	86.55
0426 426	317	281	88.64
0427 427	26	21	80.77
0428 428	1463	1150	78.61
0429 429	1943	1543	79.41
0430 430	2045	1758	85.97
0431 431	1294	1148	88.72
0432 432	327	237	72.48
0433 433	2233	1903	85.22
0434 434	3632	2992	82.38
0435 435	3741	3161	84.50
0436 436	2110	1850	87.68
0437 437	62	55	88.71
0438 438	245	206	84.08
0439 439	235	195	82.98
0440 440	1386	1059	76.41
0441 441	71	60	84.51
0442 442	839	711	84.74
0443 443	20	18	90.00
0444 444	1334	1143	85.68
0445 445	703	603	85.78
0446 446	3786	3146	83.10
0447 447	2156	1810	83.95
0448 448	438	328	74.89
0449 449	109	73	66.97
0450 450	31	28	90.32
0451 451	800	627	78.38
0452 452	2189	1627	74.33
0453 453	50	33	66.00
0454 454	624	518	83.01
0455 455	20	17	85.00
0457 457	2177	1827	83.92
0458 458	2540	2204	86.77
0459 459	2817	2228	79.09
0460 460	2373	1711	72.10
0461 461	2876	2279	79.24



CERTIFIED TO BE A TRUE AND
CORRECT COPY OF THE ORIGINAL

Date Nov 26, 2012

WASHINGTON COUNTY
ELECTIONS DIVISION

BY [Signature]

RESOLUTION No. _____

Resolution Accepting Certification from Multnomah, Clackamas and Washington Counties
For November 6, 2012 Voter Approval of Authorizing Portland Public Schools to Issue up to \$482 million
of General Obligation Bonds to Improve Schools

RECITALS

- A. WHEREAS, The Deputy Clerk has canvased results of the Election held November 6, 2012, received from Tim Scott, Director of Elections, Multnomah County; Sherry Hall, County Clerk, Clackamas County Elections Division, and the Board of Commissioners, Washington County Elections Division,

Which read as follows:

26-144 Portland Public Schools Bond Measure	Yes	No	Over Votes	Blank Votes
Multnomah County	160,495	81,756	27	19,736
Clackamas County	91	79	0	14
Washington County	1,017	623	0	131
Total	161,603	82,458	27	19,881

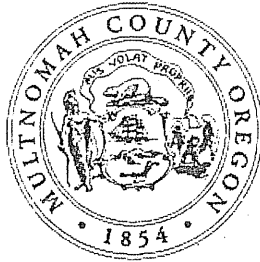
RESOLUTION

1. THEREFORE, pursuant to ORS 255.295, the Board of Education for Portland Public Schools District 1J accepts the certification from the abstract of votes prepared and furnished by the Elections Offices of Multnomah, Clackamas and Washington Counties, and hereby determines that the voters of the District authorized Portland Public Schools to issue up to \$482 million of general obligation bonds to improve schools.

C. Sylvester

MULTNOMAH COUNTY

TIM SCOTT
DIRECTOR OF ELECTIONS



ELECTIONS DIVISION

1040 SE MORRISON ST
PORTLAND, OR 97214
(503) 988-3720
WWW.MCELECTIONS.ORG

MEMORANDUM

Date: November 26, 2012

To: Jolee Paterson, Portland School District

From: Eric Sample, Multnomah County Elections Division

Subject: Abstract of Votes – November 6, 2012 General Election

Please find attached the abstract of votes for the November 6, 2012 General Election. Original documents are in the mail.

If you have any questions, please contact me directly at 503-988-6850.

RUN DATE:11/26/12 01:07 PM

VOTES PERCENT

26-144 PORTLAND SCHOOL DISTRICT #1JT (M)

Vote For 1

01 = Yes

02 = No

160,495 66.25
 81,756 33.75

	01	02
2701	315	225
2702	406	330
3101	480	564
3102	625	687
3301	2566	898
3302	2764	1110
3303	1557	1465
3304	188	141
3501	408	361
3502	2162	1862
3601	784	558
3602	2540	599
3603	1496	457
3604	2974	1271
3605	1246	803
3606	2537	1478
3607	1445	672
3608	2062	1016
3609	295	184
3610	2202	1242
3611	2411	1581
3612	3145	1065
3801	1978	1574
3802	1641	1241
3803	2379	1099
3804	1443	871
3805	1072	727
3806	705	757
4101	2167	1029
4102	1940	1536
4103	2038	1246
4104	2652	1118
4201	2739	634
4203	2639	543
4204	3116	848
4205	3014	955
4206	2947	957
4207	2971	734
4208	2552	841
4209	2656	1031
4210	2451	1187
4211	2430	1419
4301	2599	1178
4302	2853	868
4303	2790	767
4304	2775	1041
4305	2636	1157
4306	2841	877
4307	2375	1416
4308	2803	1017
4310	2957	733
4311	2200	689
4401	1724	1269
4402	2130	1421
4403	1936	1155

26-144 PORTLAND SCHOOL DISTRICT #1JT (M)

VOTES PERCENT

Vote For 1

01 = Yes

02 = No

160,495 66.25
 81,756 33.75

(CONTINUED FROM PREVIOUS PAGE)

	01	02
4404	2098	1333
4405	2303	1372
4406	2190	1424
4407	1881	806
4408	2132	1547
4409	354	336
4501	2622	1397
4502	2100	1402
4503	2523	949
4504	2735	1288
4505	1400	1030
4506	1203	1030
4507	2528	1138
4508	1892	1119
4601	2552	1281
4602	2102	1132
4603	2724	1286
4604	1680	1372
4605	2281	1458
4606	2091	1391
4608	960	772
4609	2360	1391
4801	256	265
4802	1452	1418
4803	830	779
4804	489	536

Certificate

I certify that the votes recorded on this abstract correctly summarize the tally of votes cast at the election indicated.



 Tim Scott, Director of Elections
 Multnomah County, Oregon

**Canvass Report — Total Voters — Official
Clackamas County, Oregon — General Election — November 06, 2012**

11/20/2012 10:40 AM

Precincts Reporting 118 of 118 = 100.00%

Total Number of Voters: 191,126 of 229,236 = 83.38%

26-144 Portland Public School District: Bonds To Improve Schools

GENERATED COPY OF THE ORIGINAL
SHERMAN HALL, COUNTY CLERK
BY: *Shermy Hall*

Precinct	Blank Ballots Cast	Over Votes	Under Votes	Total Ballots Cast	Registered Voters	Percent Turnout	YES	NO	Totals
071	0	0	8	147	160	91.88%	77	62	139
159	0	0	6	37	42	88.10%	14	17	31
Totals:	0	0	14	184	202		91	79	170

NUMBERED KEY CANVASS

Washington County, Oregon
General Election
November 6, 2012

Official Final

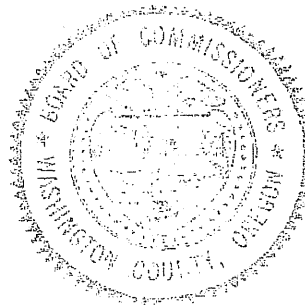
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REPORT-EL52 PAGE 0143

		VOTES	PERCENT			VOTES	PERCENT
26-144 PORTLAND SCHOOL							
Vote for 1							
01 = Yes		1,017	62.01	03 = OVER VOTES		0	
02 = No		623	37.99	04 = UNDER VOTES		131	

	01 .. 02	03	04				

0366	366	293	119	0	45		
0375	375	128	109	0	15		
0378	378	497	329	0	57		
0386	386	99	62	0	14		
0392	392	0	4	0	0		



NUMBERED KEY CANVASS

RUN DATE:11/26/12 12:58 PM

Washington County, Oregon
General Election
November 6, 2012

Official Final

REPORT-EL52

PAGE 0001

01 = REGISTERED VOTERS - TOTAL	TOTAL	PERCENT	03 = VOTER TURNOUT - TOTAL
02 = BALLOTS CAST - TOTAL	291,646		81.94
	238,969		

	01	02	03
0301 301	1679	1437	85.59
0302 302	2150	1679	78.09
0303 303	945	743	78.62
0304 304	2861	2297	80.29
0305 305	913	716	78.42
0306 306	605	487	80.50
0307 307	1670	1354	81.08
0308 308	201	165	82.09
0309 309	4400	3648	82.91
0310 310	1611	1376	85.41
0311 311	653	535	81.93
0312 312	763	656	85.98
0313 313	53	42	79.25
0314 314	345	303	87.83
0315 315	957	824	86.10
0316 316	788	688	87.31
0317 317	960	820	85.42
0318 318	2496	2014	80.69
0319 319	1117	876	78.42
0320 320	2700	2143	79.37
0321 321	301	216	71.76
0322 322	368	293	79.62
0323 323	2986	2344	78.50
0324 324	454	357	78.63
0325 325	3	2	66.67
0326 326	1730	1487	85.95
0327 327	3333	2624	78.73
0328 328	1269	1057	83.29
0329 329	3623	2939	81.12
0330 330	1198	955	79.72
0331 331	2269	1814	79.95
0332 332	2128	1762	82.80
0333 333	3474	2504	72.08
0334 334	123	116	94.31
0335 335	4531	3801	83.89
0336 336	2791	2250	80.62
0337 337	3900	2956	75.79
0338 338	4393	3301	75.14
0339 339	2115	1462	69.13
0340 340	3022	2452	81.14
0341 341	323	282	87.31
0342 342	116	100	86.21
0343 343	4442	3563	80.21
0344 344	4139	3168	76.54
0345 345	28	24	85.71
0346 346	292	246	84.25
0347 347	62	49	79.03
0348 348	30	28	93.33
0349 349	2620	1991	75.99
0350 350	3148	2438	77.45
0351 351	2507	1866	74.43
0352 352	872	600	68.81
0353 353	2020	1673	82.82
0354 354	3891	3305	84.94
0355 355	3106	2487	80.07
0356 356	1908	1502	78.72

NUMBERED KEY CANVASS

RUN DATE:11/26/12 12:58 PM

Washington County, Oregon
General Election
November 6, 2012

Official Final

REPORT-EL52

PAGE 0002

01 = REGISTERED VOTERS - TOTAL
02 = BALLOTS CAST - TOTAL

TOTAL PERCENT
291,646
238,969

03 = VOTER TURNOUT - TOTAL

TOTAL PERCENT
81.94

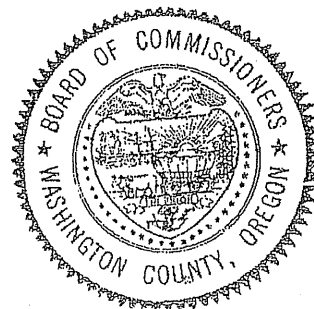
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	01	02	03
0357 357	1569	1185	75.53
0358 358	1896	1508	79.54
0359 359	2073	1600	77.18
0360 360	2816	2232	79.26
0361 361	1801	1285	71.35
0362 362	3684	3168	85.99
0363 363	3387	2837	83.76
0364 364	4407	3859	87.57
0365 365	2838	2545	89.68
0366 366	2117	1770	83.61
0367 367	3755	3152	83.94
0368 368	3974	3296	82.94
0369 369	1873	1557	83.13
0370 370	2249	1930	85.82
0371 371	2297	1945	84.68
0372 372	1731	1522	87.93
0373 373	324	283	87.35
0374 374	11	10	90.91
0375 375	276	252	91.30
0376 376	1979	1668	84.28
0377 377	2338	2030	86.83
0378 378	1725	1458	84.52
0379 379	3569	2852	79.91
0380 380	2300	1985	86.30
0381 381	764	590	77.23
0382 382	3221	2497	77.52
0383 383	1441	1224	84.94
0384 384	2399	2100	87.54
0385 385	3042	2609	85.77
0386 386	2896	2536	87.57
0387 387	698	585	83.81
0388 388	276	200	72.46
0389 389	2423	2015	83.16
0390 390	3811	3179	83.42
0391 391	354	276	77.97
0392 392	195	160	82.05
0393 393	623	546	87.64
0394 394	146	112	76.71
0395 395	2581	2105	81.56
0396 396	793	668	84.24
0397 397	2479	2130	85.92
0398 398	841	725	86.21
0399 399	2264	1879	82.99
0400 400	2854	2322	81.36
0401 401	1760	1531	86.99
0402 402	1046	884	84.51
0403 403	3955	3368	85.16
0404 404	2656	2270	85.47
0405 405	4643	3831	82.51
0406 406	3236	2508	77.50
0407 407	1661	1469	88.44
0408 408	4455	3808	85.48
0409 409	2626	2147	81.76
0410 410	2953	2480	83.98
0411 411	2721	2114	77.69
0412 412	1889	1636	86.61
0413 413	719	593	82.48

01 = REGISTERED VOTERS - TOTAL	TOTAL	PERCENT	03 = VOTER TURNOUT - TOTAL	TOTAL	PERCENT
02 = BALLOTS CAST - TOTAL	291,646				81.94
	238,969				

(CONTINUED FROM PREVIOUS PAGE)

	01	02	03
0414 414	585	490	83.76
0415 415	471	432	91.72
0416 416	1729	1430	82.71
0417 417	1285	1010	78.60
0418 418	1955	1642	83.99
0419 419	1653	1486	89.90
0420 420	3312	2800	84.54
0421 421	294	253	86.05
0422 422	116	89	76.72
0423 423	3180	2491	78.33
0424 424	4258	3584	84.17
0425 425	1004	869	86.55
0426 426	317	281	88.64
0427 427	26	21	80.77
0428 428	1463	1150	78.61
0429 429	1943	1543	79.41
0430 430	2045	1758	85.97
0431 431	1294	1148	88.72
0432 432	327	237	72.48
0433 433	2233	1903	85.22
0434 434	3632	2992	82.38
0435 435	3741	3161	84.50
0436 436	2110	1850	87.68
0437 437	62	55	88.71
0438 438	245	206	84.08
0439 439	235	195	82.98
0440 440	1386	1059	76.41
0441 441	71	60	84.51
0442 442	839	711	84.74
0443 443	20	18	90.00
0444 444	1334	1143	85.68
0445 445	703	603	85.78
0446 446	3786	3146	83.10
0447 447	2156	1810	83.95
0448 448	438	328	74.89
0449 449	109	73	66.97
0450 450	31	28	90.32
0451 451	800	627	78.38
0452 452	2189	1627	74.33
0453 453	50	33	66.00
0454 454	624	518	83.01
0455 455	20	17	85.00
0457 457	2177	1827	83.92
0458 458	2540	2204	86.77
0459 459	2817	2228	79.09
0460 460	2373	1711	72.10
0461 461	2876	2279	79.24



CERTIFIED TO BE A TRUE AND
CORRECT COPY OF THE ORIGINAL

Date Nov 26, 2012

WASHINGTON COUNTY
ELECTIONS DIVISION

BY U. Kawai



Board of Education Informational Report

MEMORANDUM

Date: December 3, 2012

To: Members of the Board of Education

Thru: C.J. Sylvester, Chief Operating Officer

From: Jim Owens, Director Capital Operations, Office of School Modernization
Paul Cathcart, Project Manager, Facilities and Asset Management

Subject: Consultant selection for Envision the Future of Educational Facilities
and Develop Educational Standards and Specifications

This report provides a recommendation to award a Consultant Services Contract on the business agenda to provide facilities visioning and educational specifications appropriate for district-wide application.

District-wide Educational Specifications, or Ed Specs, are a set of facilities guidelines that establish the ways facilities support program and curriculum, and establish baseline facilities standards across the District. As a specific school site approaches significant modernization, the Ed Specs are tailored through a master planning process to suit the individual school, program and community through staff, student and community engagement with design professionals. Ed Specs will also inform regularly occurring program changes and space planning considerations in schools not undergoing full modernization.

On August 10th, 2012, PPS issued a Request for Proposals (RFP) to Envision the Future of Educational Facilities and Develop Educational Standards and Specifications.

The RFP described the work under this contract as being conducted in two coordinated and overlapping phases:

Phase I Envision the future of educational facilities
 Reflect and calibrate aspirations

Phase II Recommend standards and specifications

Phase I will engage internal and external stakeholders in a collaborative process that listens to and reflects stakeholders' interests and process desires for the development of Ed Specs. Additionally, in Phase I the consultant will bring to all stakeholders a broad awareness of exemplary facilities from around the world that support current learning and teaching. Phase I will calibrate expectations, catalyze imaginations, and raise aspirations. The process for community engagement for both phases of the project will be designed collaboratively with a steering committee

that will be representative of the District's learning, teaching, parental, and neighborhood communities.

In Phase II, the consultant will, through organized stakeholder engagement, produce a set of facilities recommendations that follow from the Phase I visioning work and are suitable for district-wide application. These Ed Specs will serve as broad guidelines and standards that will be individually tailored to school sites as the capital program progresses.

On August 28, 2012, PPS received six proposals, all from qualified consultants including:

- DLR Group Architects + Brain Spaces
- Dull Olson Weekes - IBI Group Architects + Nancy Hamilton Consulting + Withycombe Scotten & Associates (DOWA IBI Architects)
- Frank Locker Educational Planning + Bassetti Architects
- MGT of America
- Opsis Architecture + NAC Architecture
- WLC Architects + Michael Willis Architects

A PPS staff evaluation committee was empanelled to include academic leadership and facilities representation. The evaluation committee reviewed, scored and ranked the proposals according to the criteria in the RFP. Four respondents were interviewed on November 2nd and November 5th 2012. The team lead by DOWA IBI Architects was ranked highest by the evaluation committee. Staff negotiated an award amount not to exceed \$91,000 for Phase I of the project and \$109,000 for Phase II (development of Ed Specs). The terms and amount negotiated for Phase I preserve the ability to adapt the community engagement process to the parameters established by the steering committee.

DOWA / IBI Group is prepared to commence work immediately upon execution of a contract and is committed to adapting the contract's schedule to meet District needs.

The work contemplated under this contract has been planned as part of the Bond Program, and will be funded through Fund 405. The negotiated amounts fall within the Fund 405 budgeted amounts.

Staff recommends contract award as part of the December 3, 2012 business agenda of the Envision the Future of Educational Facilities and Develop Educations Standards and Specifications in the amount of \$200,000, with provisions for reimbursables.

Upon Board authorized contract execution, project work will proceed immediately.

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

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REGULAR MEETING

December 3, 2012

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4683 and 4684

RESOLUTION No. 4683

Recommended Grievance Decision Regarding Employee #017754

RECITAL

A Step 2 grievance hearing was held pursuant to the grievance provisions of the PPS/PAT 2011-2013 Agreement and the hearing officer has issued a decision, and the Superintendent recommends adoption of that decision.

RESOLUTION

The decision dated November 2, 2012 in the PAT Employee #017754 grievance is hereby adopted as the decision of the Board.

S. Murray

RESOLUTION No. 4684

Recommended Grievance Decision Regarding Employees #017754, 003907, #007317, and #002998

RECITAL

A Step 2 grievance hearing was held pursuant to the grievance provisions of the PPS/PAT 2011-2013 Agreement and the hearing officer has issued a decision, and the Superintendent recommends adoption of that decision.

RESOLUTION

The decision dated October 31, 2012 in the PAT Employee #017754, #003907, #007317, and #002998 grievance is hereby adopted as the decision of the Board.

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4685 and 4686

RESOLUTION No. 4685

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 CONTRACTS

No New Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
United States Department of Agriculture	07/01/12 through 06/30/13	IGA/R 59536	District-wide: Ratification of contract expanding District’s purchasing and promotion of regionally sourced foods; funded by the Fresh Start Farm-to-School Breakfast grant.	\$99,961	G. Grether-Sweeney Fund 205 Dept. 9999 Grant G1297
North Clackamas School District	07/01/12 through 06/30/13	IGA/R 59538	Columbia Regional Program will provide classroom services for regionally eligible deaf-hard of hearing NCSD students.	\$263,150	H. Adair Fund 299 Dept. 9999 Grant S0031

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

LIMITED SCOPE REAL PROPERTY AGREEMENTS AND AMENDMENTS

No Limited Scope Real Property Agreements and Amendments

N. Sullivan

RESOLUTION No. 4686

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
Organization for Educational Technology and Curriculum	12/04/12	Purchase Order PO 111105	District-wide: Purchase (renewal) of Microsoft 2010 Office enterprise, Windows operating system, Visual Studio Pro, and SharePoint licenses.	\$598,044	J. Keuter Fund 101 Dept. 5581
DOWA-IBI Group	11/19/12 through 06/30/13	Personal Services PS 59xxx	District-wide: Future visioning of District educational facilities and development of educational specifications.	NTE \$200,000	J. Owens Fund 405 Dept. 5511 Project C0200

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
BBL Architects	12/04/12 through 11/22/13	Architectural Services ARCH 59387 Amendment 1	Alameda PK-5, Bridlemile, K-5, Laurelhurst K-8, Lewis K-5 & Wilson HS: Additional seismic and non-seismic architectural design services at all five schools.	\$460,850 \$714,610	J. Owens Fund 405 Dept. 5511 Projects C0606-C0610

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4687 through 4690

RESOLUTION No. 4687

Acceptance and Approval of the Comprehensive Annual Financial Report, Reports to Management and Report on Requirements of the Single Audit Act and OMB Circular A-133

RECITALS

- A. The Board of Education is committed to accountability for how Portland Public Schools spends its tax dollars and other resources, and recognizes that transparency, accuracy, and timeliness in financial reporting are important components of financial accountability.
- B. The District Auditor, Talbot, Korvola & Warwick, LLP, has completed their independent audit of the financial reporting for the year ended June 30, 2012, and provides assurance that the District's accounting and reporting is in compliance with generally accepted accounting principles.
- C. The District has received awards in Excellence in Financial Reporting for 32 consecutive years from both the Government Finance Officers Association (GFOA) and the Association of School Business Officials (ASBO) and plans to submit the current financial reports for similar award consideration.

RESOLUTION

The Board of Education accepts and approves the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act and OMB Circular A-133 of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2012, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.

N. Sullivan / S.Lewis

RESOLUTION No. 4688

Resolution Approving a Growth Model Under a Modified Enrollment Cap for Portland Village Public Charter School

RECITALS

- A. January 2, 2012, Portland Village Public Charter School ("Portland Village" or "PVS") submitted a request for charter renewal, including a request that the District agree to increase PVS's enrollment capacity to 500 students.
- B. On February 28, 2012, the Portland Public Schools Board of Education ("Board") held a public hearing in consideration of PVS's renewal request.
- C. On March 21, 2012, the Board adopted Resolution No. 4570 approving PVS's request to renew its charter. Resolution No. 4570 also included a number of conditions to be included in the renewal charter agreement, including a condition that the enrollment of PVS not exceed 400 students. This was recommended by staff for several reasons:
 - i. PVS's initial application was for a two-track K-8 and enrolling a maximum of 396 students.
 - ii. There is precedent for a 400 student cap, as the first renewal contract was also capped at 400 students.
 - iii. Not including the amount withheld by the district, the allocation to PVS next year would have resulted in a projected net increase of \$454,446.98.
 - iv. Because of the impact that this financial loss would have had on the district during a severe funding shortfall, the staff recommended that the Board approve the renewal of Portland Village, and include a continuing cap of 400 students. In the staff recommendation, PVS was also invited to return with its request during the term of its contract in a better budget situation.
- D. Throughout the spring and summer, the District and PVS worked to negotiate the renewal charter, and extended the length of the current contract four times to accommodate these discussions. All issues were resolved with the exception of the enrollment cap. Portland Village is building out to become a two-track K-8 school, but because it increased its class sizes beyond its projected growth model, it is currently two tracks through 6th grade and one track each in 7th and 8th grade, and is nearing its enrollment capacity.
- E. At the time of PVS's initial request, the question that was presented was whether or not a district has a right to negotiate any enrollment cap into a charter contract, and PVS's request at that time was to remove the enrollment cap language from the contract in its entirety. Portland Village now acknowledges the enrollment cap language in the contract, but requests that it be increased.
- F. Even though the District granted PVS's renewal request, OAR 581-020-0359(7)(b) provides that if a sponsor and a charter school fail to enter into a new charter agreement within the timeline agreed by the parties, the sponsor will be treated as having not renewed the charter and the sponsor must send the charter school a notice of nonrenewal. The District sent this required notice of nonrenewal on September 5, 2012. PVS submitted a revised renewal request on October 5, 2012, stating that its sole request was that the District agree to increase PVS's enrollment capacity to 492 students.
- G. Portland Village then modified the enrollment cap request and asks that the Board consider a maximum enrollment of 444 students (419 students in 2013-14 and 444 students in 2014-15).
- H. Following receipt of the revised renewal request, the District has 45 days to hold a public hearing regarding the revised renewal request, which it did on November 7, 2012. Within 10 days after the public hearing, the District must notify PVS of the District's intent to renew or not renew the charter and, within 20 days of the hearing, the District must either renew the charter

or state in writing the reasons for denying the renewal of the charter. PVS agreed to join the District in a waiver request to the Oregon Department of Education ("ODE") for an extension of this timeline to accommodate already-scheduled Board meetings. This waiver was granted by ODE on November 16, 2012.

- I. Portland Village is currently open and operating under the existing charter and will remain open and operating under the existing charter during any appeal to the State Board of Education by PVS.
- J. If the Board grants the revised renewal request, the parties will have 90 days to execute a new charter agreement. If the parties fail to execute a new charter agreement within the 90-day period, the District will again be considered to have denied the charter renewal request.
- K. If the Board grants the revised renewal request but does not agree to increase Portland Village's existing enrollment cap and the parties execute a new charter agreement that includes a 400 student enrollment limit, PVS will either need to lottery students into its one 7th grade class from its two 6th grade classes, or eliminate its Kindergarten program entirely and use those slots to add second classes to 7th and 8th grade. This would inconvenience families and would potentially cause students to have to transfer to another school. However, the Board acknowledges that PVS has provided no compelling academic, programmatic, financial, or other reason that the Board should grant the requested increase.
- L. If the District denies the revised renewal request (whether by Board vote or by failure to execute a new charter agreement within 90 days) PVS will have 30 days to appeal the decision to the State Board of Education. The State Board of Education will review the District's decision to deny PVS's renewal request to determine whether the District used the process required by ORS 338.065.
- M. Therefore, as per the Superintendent's recommendation, the resolutions are adopted:

RESOLUTION

- 1. Portland Village's charter renewal request is again granted, but the request for a permanent increase in Portland Village's enrollment capacity is denied.
- 2. Portland Village will be allowed to exceed its current cap in order to continue to build out through two tracks to the 8th grade at its current rate of 25 students per classroom, capping at 413 students in the 2013-14 school year and 432 students the following year.
- 3. Portland Village will be expected to reduce its class size back to a maximum of 22 students per classroom beginning with entering kindergartners and first graders in the 2013-14 school year. Assuming full classes, this model would bring PVS down to its Board-approved cap of 400 students -- while maintaining classes of 22 students -- by the 2020-21 school year. The full model is attached to the Superintendent's recommendation.
- 4. When the new PVS contract is executed, it will be for a flexible 5-year period, as described and approved in Board Resolution 4570 on March 21, 2012, with renewal tentatively scheduled for June 2017, if deemed necessary at the time. By that year, assuming full classes, PVS would be at 420 students.
- 5. The Board of Education for Portland Public Schools directs staff to negotiate a charter agreement between the District and PVS that is consistent with ORS Chapter 338 and with District policies, is in a form approved by the District's General Counsel, and that includes the enrollment growth model as described above. All other terms and conditions of Resolution 4570 remain the same.

S. Higgens / K. Miles

RESOLUTION No. 4689

Resolution to Adopt Intergovernmental Agreement with the City of Portland Regarding Funding of Transportation Safety Improvements

RECITALS

- A. In May 2011, Portland Public Schools (District) and the City of Portland (City) signed a memorandum of understanding (MOU) outlining a process by which transportation improvements required by City regulations at District schools would be evaluated, prioritized and funded. The Board of Education (Board) adopted Resolution 4414, *Resolution to Adopt Memorandum of Understanding with the City of Portland Regarding Funding Transportation Safety Improvements* on February 28, 2011. The resolution authorized the Superintendent or her designee to develop a draft intergovernmental agreement and return to the Board for its approval.
- B. District and City staff collaborated to develop a draft intergovernmental agreement (IGA) implementing the direction provided by the MOU and the resolutions adopting the MOU by the Board and City Council including:
- i. Directing funding priority for transportation improvements to be paid for by the District's voter-approved capital bond to schools receiving full modernization; middle schools that added younger grades during the District's K-8 process; and projects that would improve significant transportation deficiencies at other district schools;
 - ii. Commits a maximum of \$5 million of District capital bond funding to required transportation improvements;
 - iii. Development of a master project list of known needed transportation improvement using projects identified in the City's Safe Routes to School (SRTS) continuous service plans; and
 - iv. Use of SRTS continuous service plans to demonstrate compliance with City's land use review transportation criteria.

RESOLUTION

1. The Board of Education reaffirms its commitment to providing safe and secure routes to and from school for every student, parent, and staff member in the District at every school within the District. The Board also reaffirms its obligation to meet the City's Land Use Review requirements to ensure the District's school facilities can be supported by the transportation system in the vicinity of each school.
2. The Board affirms the need to prioritize transportation safety improvements throughout the District. The Board affirms the development of a process (also to be affirmed by the City of Portland's Planning and Sustainability Commission) to establish criteria by which to evaluate and prioritize known transportation safety improvement projects around District school sites. The Board also affirms the development of, and the District's participation in, an advisory committee to establish a Master Project List of transportation safety improvement projects. The Board understands the intent of developing the Master Project List is to prioritize transportation safety projects for funding by the District capital funds and the City's Safe Routes to School program. The Board understands priority for funding of projects on the Master Project List will be given to school facilities to receive full modernization as proposed by the District's capital bond campaign, schools integrating grades K-5 as part of the District's K-8 conversion process and schools with the greatest unmet need for transportation safety.
3. The Board affirms its intent to fund up to \$5 million in transportation improvement projects identified in the Master Project List to be developed jointly between the District and City. This \$5 million is intended to represent the District's financial obligation for transportation

improvements over the life of the 2012 voter-approved eight-year capital bond program and intergovernmental agreement to be signed by the District and the City.

4. The Board authorizes the Superintendent to enter into the attached intergovernmental agreement with the City of Portland (as may be amended with City staff for clarification).

C. Sylvester / P. Cathcart

RESOLUTION No. 4690

Resolution Accepting Certification from Multnomah, Clackamas and Washington Counties for November 6, 2012 Voter Approval of Authorizing Portland Public Schools to Issue up to \$482 million of General Obligation Bonds to Improve Schools

RECITAL

The Deputy Clerk has canvassed results of the Election held November 6, 2012, received from Tim Scott, Director of Elections, Multnomah County; Sherry Hall, County Clerk, Clackamas County Elections Division, and Board of Commissioners, Washington County Elections Division,

Which read as follows:

26-144 Portland Public Schools Bond Measure	Yes	No	Over Votes	Blank Votes
Multnomah County	160,495	81,756	27	19,736
Clackamas County	91	79	0	14
Washington County	1,017	623	0	131
Total	161,603	82,458	27	19,881

RESOLUTION

Pursuant to ORS 255.295, the Board of Education for Portland Public Schools District 1J accepts the certification from the abstract of votes prepared and furnished by the Elections Offices of Multnomah, Clackamas and Washington Counties, and hereby determines that the voters of the District authorized Portland Public Schools to issue up to \$482 million of general obligation bonds to improve schools.

C. Sylvester