

Portland Public Schools Board of Education



2010-2011

Agenda

Regular Meeting
April 11, 2011

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
April 11, 2011

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.

AGENDA

1. **STUDENT PERFORMANCE** 6:00 pm
 - *ClevelanDAIRES*
2. **RECOGNITION OF PORTLAND PUBLIC SCHOOL PARTNERS** 6:15 pm
3. **STUDENT TESTIMONY** 6:30 pm
4. **SUPERINTENDENT'S REPORT** 6:45 pm
5. **EXCELLENCE IN TEACHING AND LEARNING** 6:50 pm
 - High School System Design Update: Core Curriculum
(*information item*)
 - English Language Learners Update – (*information item*)
6. **BOARD COMMITTEE REPORTS** 7:45 pm
7. **BUSINESS AGENDA** 7:55 pm
8. **OTHER BUSINESS** 8:00 pm
9. **CITIZEN COMMENT** 8:10 pm
10. **ADJOURN** 8:40 pm

The next regular meeting of the Board will be held on **April 25, 2011**, at 5:30 pm at the Blanchard Education Service Center.

NOTE: The Board's agendas are focused on the five strategic operatives of the District as found in the 2005-2010 Strategic Plan: *Excellence in Teaching and Learning; Excellence in Operations and Services; Strong Partnerships with Families and Community; Leadership for Results; and Continuous Learning Ethic.*

Portland Public Schools Nondiscrimination Statement

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

Board of Education Policy 1.80.020-P



Core Program Update

April 5, 2011

OVERVIEW OF CORE PROGRAM

What is the core program?

- The purpose of the core program at the high school level is to ensure that all students have equal opportunity to access rigorous and engaging course work.

Core Program	
Category	Description
Core Academic Program	All PPS and Oregon Diploma Requirements (24 credits)
	Media Center With Licensed Media Specialist
Advanced Academic Options	At least 10 Advanced Placement (AP) or International Baccalaureate (IB) courses or rigorous dual credit courses (i.e. Senior Inquiry)
	At least two world languages, of which one is Spanish, through the fifth year level or beyond
Career and Personal Interest	Arts and Music (choir and band; theatre or dance; visual arts)
	At least one career related program <ul style="list-style-type: none"> – Career awareness courses in grades 9-10 – in-depth, year-long exploratory and preparatory courses in grades 11-12 culminating in college credit or a certificate
Student Support	Peer and adult student mentoring; student to student mentoring
	Online learning for credit recovery (short term); in the longer term, initial credit
	Proficiency based credit recovery (short term)
	Academies or other personalized structures for ninth graders
	Scheduled math and literacy supports
	Advancement Via Individual Determination (AVID) or similar program
	Academic priority zone continuation
	A lower student-to-counselor ratio (from the current 400 students to 1 counselor to 300:1)

IMPLEMENTATION OF THE CORE PROGRAM

How close are we to offering the core program today?

- See the attached sheet for more detail
- Many components of the core program already available in community schools
- Decision to consolidate schools (i.e. closing Marshall and decreasing the size of Benson) will assist PPS in providing the core program in community schools

What factors affect full implementation of the core program?

- *Budget:* The core program was initially predicated on the 2010-11 budget. Because the budget is projected to decline next year, principals are being asked to prioritize which elements of the core program are most crucial. Supports for ninth graders, however, will be provided (this is non-negotiable per CAO and Superintendent direction).
- *Teacher Schedule:* Teachers teaching six periods (as opposed to five) enables more sections/classes to be offered throughout the day.
- *Enrollment of school:* all community schools, with the exception of Roosevelt, are projected to be above 1250 students. The larger size of the schools increases the number of classes offered throughout the day. Roosevelt is receiving additional funding through the school improvement grant, which helps offset their smaller enrollment.

What is the timeline for implementation?

- The focus is on implementing the core program for ninth graders next year so that by the time these students graduate they have access to the full core program.
- Some programs require a critical mass of students that will not necessarily be achieved next year (i.e. fifth year of world language).

DETAILS REGARDING SPECIFIC COMPONENTS OF CORE PROGRAM

What aspect of the core program is in jeopardy?

- It is unlikely that PPS will be in the position to fund a 300 to 1 student counselor ratio.

Advanced options

- Schools are on track to implement 10 Advanced Placement, IB or Senior Inquiry courses by the time next year's freshman graduate.
- Currently, principals have been focusing on how to avoid tracking by race and/or ethnicity. Franklin's Advanced Scholar program has been held up as the premier example of a non-tracked AP program.

Career related learning

- High School principals have agreed that all buildings should have a career coordinator, even if it means slightly higher class sizes. This addition will increase the number of career learning opportunities for students. The new schedule next year (block) will also facilitate project-based learning and off-site learning opportunities because there will be more time per period.
- Biz Connect pilot is underway at six campuses. This is a database, developed and managed by Work Systems, to connect students with employer and community opportunities. The piloting at Benson, Grant, MLC, Wilson, Marshall campus and Roosevelt.

AVID

- PPS is seeking to expand AVID to two more schools next year. Schools who have indicated interest for AVID by attending an awareness session include Cleveland, Franklin, Jefferson and Wilson. (Roosevelt and Madison already have AVID). PPS will determine which schools will be selected to implement the program by the end of April.

Other Supports

- The formula that provides additional funding to schools with higher poverty students will likely be modified. Historically, only schools with above 43.5% free and reduced lunch received additional funding for its higher poverty students. The new formula will ensure that funding follows those students designated as free and reduced lunch, regardless of the school they attend.
- Madison High School has applied for School Improvement Grant. Results regarding the application are expected to be announced in June.

CORE PROGRAM 2010-11

Core Program Components		Cleveland	Franklin	Grant	Lincoln	Madison	Roosevelt	Wilson	Benson	Jefferson	YWA (Jefferson)
Career Related Learning (arts not included)											
	Preparatory (college credit and/or additional credentials/certification)	Business	Business, Industrial and Engineering	No	No	Health	Health	Business	Communications, Health and Industrial and Engineering	have strong extended application; work with industry and comm. partners.	None
The Arts	Visual	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
	Chorus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	None	Yes
	Band	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
	Theatre or Dance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
World Language	Spanish to fifth year or beyond	Yes	Yes	No	Yes	No	Yes	Yes	No	No	No
	World Language #2	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Media	Media Center w/ Licensed Specialist	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Advanced	At least 10 AP, IB or PSU Senior Inquiry courses	Yes (IB and Sr. Inquiry)	Yes (AP)	Yes (AP)	Yes (IB)	Yes (AP)	No 7 AP courses 1 Sr. Inquiry course	Yes (AP)	No 6 AP courses	No 1 AP course 1 Sr. Inquiry course	No 1 AP course
In School Supports	AVID or similar	No	Advanced Scholars Program	No	No	Yes	Yes	No	No	No	Yes
	9th gr academies	Yes	Yes	Yes	Pilot	Yes	Yes	Yes	Yes	Yes	Yes
	Online learning	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

* Career Learning is divided into career awareness, exploration and preparation. A career learning program should have all three aspects and all schools are expected to have at least one program. A career preparation experience culminates in college credit or certification.



PORTLAND PUBLIC SCHOOLS

Office of the Chief Academic Officer

Carla Randall

501 N. Dixon, Portland, OR 97227

Phone: (503) 916-3202; Fax: (503) 916-3404

April 11, 2011

MEMORANDUM

To: PPS School Board

From: Carla Randall

Subject: English Language Learners Update

Progress has been made since the last update to the School Board on improving services to ELL students.

I. Community Partners Meeting for ESL Students & Families - March 11, 2011

Representatives from several community organizations met with Carla Randall, Carole Smith, Zeke Smith, and Lorenzo Poe to discuss how to move forward together to support ELL students and families. At the committee's recommendation, an ESL Oversight Committee will be formed with six (6) representatives from community organizations, six (6) representatives from ESL parents, six (6) representatives from PPS, and two (2) representatives from universities or other organizations of higher learning. This ESL Oversight Committee will receive recommendations from the ESL Redesign teams that have been meeting since January. The oversight committee members will provide input, participate in the hiring process for the Director of ESL in much the same way that a school community is involved in hiring their principal, and establish oversight for the continual improvement process for ESL.

Carmen Rubio from Latino Network, and Thach Nguyen from APANO will be the liaisons between Carla and the community organizations as we move forward. The first meeting was intended to be scheduled prior to April 8, 2011, but the ESL PAC is meeting April 13 to select the parent representatives to the committee.

II. ODE Audit Exit Visit – Tuesday, March 9, 2011

ODE conducted their exit visit for Title III on Tuesday, March 9, 2011. The formal report has not been received, but there were findings in three (3) program-compliance areas and one fiscal finding. A more detailed report will be provided in SAC once staff receives the written report from ODE expected mid-April. During the exit visit for Title III, Carmen West, ODE Education Specialist for ELL/Bilingual Education, reported the following findings:

1. ODE observed improvements in the use of sheltered instructional strategies, particularly in 18 schools, but there are still schools in which they saw little evidence of the use of these strategies to support ELL students, providing access to core content.

2. There is still evidence that some students are missing core content for ELD instruction but like many students, ESL students are now missing core content for reading intervention instruction.
3. A third finding, which was new this year, is that the district does not demonstrate consistency in the registration process that requires a home language survey for every student.
4. The fiscal finding indicated that some Title III funds were spent on non-allowable expenditures last year.

Representatives from ODE were positive about the changes they have seen, and they want to provide PPS with whatever technical assistance it takes for us to reach compliance. They will be returning next year since we had two continuing findings. There are teams of PPS staff working to establish the systems that will allow us to reach compliance with ODE.

III. ESL Redesign Work Team Meeting Update – March 10, 2011

Teams met on March 10, 2011 with the following highlights/recommendations:

Team 1: Intake

1. eSIS can be modified where a student cannot be enrolled until the Language Survey box is checked.
2. There needs to be a differentiated enrollment process for students who do not live near a Family Support Center.
3. The Intake model should include at least one Family Support Center for 2011-12 even though there is general consensus that we need to provide school-based enrollment. Central support is still needed for families with multiple students and summer entries.
4. Schools with larger ESL populations should have bi-lingual support staff.
5. Having an enrollment process that is different for ELL students from a general population is problematic.
6. The Family Support Center(s) should focus on ESL services.

Team 2: Program Models

Group members completed school visitations. There will not be a change in program model prior to September 2012, but support a phase-in model. Models being looked at for recommendation: New Comer Centers/supports, Cluster Model, Summer School Opportunity.

Team 3: Instruction

A top priority for this group is to implement the current Title III plan which indicates PPS will be bringing together ESL teachers to focus on aligning instruction to English Language Development standards. This group's deliverables include recommendations for teacher and administrative professional development, identifying a scope and sequence for English Language Development that increases student success in increasing English levels by one level per year, integrating and monitoring the English Language Development and Sheltered Instructional Strategies goals and implementation plans into school improvement plans.

Team 4: Assessment

This group has focused on identifying appropriate assessments that will provide more progress monitoring data for ESL students in terms of their English language development. The current system provides an ELPA assessment once per year. There will be a focus on aligning this progress monitoring work with other RTI processes.

Team 5: Family Engagement

CIPA and ESL and Title 1 are collaborating to establish a systemic plan for parent engagement. This group has focused on indentifying appropriate interpretation and translation services for ESL families.

Team 6: System Integration

At the K-8 level, 12 schools have the largest majority of ELL students. There are 43 schools that have fewer than 20 ESL students each. This group is organizing conversations with principals and HR about differentiated models to support these schools with high ESL populations.

IV. ESL Redesign Parent Advisory – March 14, 2011

Members of this group provided the following input/recommendations:

1. Parent representatives are invited to attend the ESL Redesign Work Team meetings.
2. Improve the communication from individual schools to their ESL parents.
3. There was a lengthy discussion with Judy Brennan about the effectiveness of the Language Line that will support improvements in that service. Specific parent experiences were expressed. Parents recommended that PPS:
 - Add interpreters
 - Better train people who work on the language line
 - Create a system for parents to give feedback to PPS when the system is not working for them
 - Improve on how parents learn about things like the Family Support Centers
 - Send e-mails in native language
4. Members requested more Educational Assistant (EAs) time in the classroom and more connection with both the teachers and the students. More EAs could provide better communication between the classroom teacher and parents.
5. Parent suggestions for the Family Support Centers:
 - Expand current Family Support Centers
 - Many families cannot get to the Family Support Centers, so they don't work for some families
 - If we are going to invest money, it should be in the schools where students and parents are and can get to rather than in a center
 - Be sure that all school staff members are aware of the Family Support Center resources that are available to families and know how and when to share this information.

V. Next Steps

1. April 13, 2011 – ESL PAC selects 6 parents to represent ESL families on the ESL Oversight Community Committee
2. April 14, 2011 – ESL Redesign Work Teams meet to report out. Representatives from the Parent Advisory and Community Oversight Team are invited to attend.
3. April 18, 2011 – ESL Redesign Parent Advisory meeting
4. The ESL Oversight Committee meeting will be scheduled after April 13, 2011.

Attachments for this report:

1. Letter from Community Partners Meeting March 11, 2011
2. Response to Community Partners letter March 14, 2011

ATTACHMENT 1**Joint Statement to Portland Public Schools
Regarding ESL Redesign Process
March 11, 2011****OUR GOAL AND VALUES**

Our collective goal is that 100% of PPS ESL students graduate on time with a regular high school diploma, fully prepared for success in post-secondary education and/or a family wage career.

We value the right of ELL parents and community organizations with a track record of advocating for ELL students to participate in District-level planning and decision-making processes. This value is in alignment with the PPS draft "Education Policy for Racial Equity:"

The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be in English) as essential partners in their student's education, school planning and District decision-making. In addition, the District will include other partners who have demonstrated culturally-specific expertise – including government agencies, non-profit organizations, businesses, and the community in general – in meeting our educational outcomes.

COMMUNITY PARTICIPATION IN ESL REDESIGN

We request the PPS District take leadership to create an ESL Redesign process that requires ELL parents and community organizations to jointly oversee the Process with Portland Public Schools, and rooted in the values of power-sharing, parent/community involvement and inclusion. To accomplish this we request the creation of an inclusive and representative oversight body that has shared decision-making authority over the ESL Redesign, shall be comprised of the following:

- 30% parents with ELL children
- 30% representatives of culturally-specific community partners serving and advocating for ELL students
- 30% of District staff (i.e. successful ESL staff with a history of successful practice)
- 10% outside expertise (higher education, ODE, etc.)

The functions of this oversight body shall include the 1) recruitment and hire of the ESL Director; 2) oversight of the composition and work plans of work teams; and 3) development, implementation and participation of an accountability and parent involvement plan. Further, we recommend the District schedule meeting times during reasonable and accessible hours for parents with interpretation and translated materials available for those requiring it.

SUPPORT FOR THIS STATEMENT

This statement is supported by the following organizations:

APANO

Eastern European Coalition

ESL PAC

Latino Network

Oregon Latino Agenda for Action

Parent Union

ATTACHMENT 2

**PORTLAND PUBLIC SCHOOLS**

501 North Dixon Street / Portland, OR 97227

Mailing Address: P. O. Box 3107/97208-3107

Email: superintendent@pps.k12.or.us

OFFICE OF THE SUPERINTENDENT

Carole Smith
Superintendent

March 14, 2011

Supporters of ELL students and their families,

We wanted to send a brief response from the meeting we had last Friday. I am hoping PPS can improve quickly in our responsiveness, and feel it important to acknowledge what we heard and what we agreed to do coming out of this meeting.

First, we want to thank you again for organizing this meeting, and for approaching it in the collaborative manner that you did. We know that parents and families of our non-Native English speaking students want to feel that district and school staff respect them and believe they have a contribution to make, and we felt that you modeled this behavior for us in this meeting. You were clear in your advocacy, deliberate in your approach, and thoughtful in your tone. In particular, we want to thank June Schuman for the excellent facilitation.

Second, we want to be very clear that we are both deeply concerned about our current state of services to our non-Native English speaking students and to the poor outcomes we are achieving with these students in our schools. It is unacceptable that our system is not getting better results, we believe these students can achieve better in a system that is working effectively, and we know that we must improve these results in our near future.

Third, we greatly appreciated receiving your joint statement ahead of this meeting. It was clear in what you are hoping to accomplish in relation to PPS, and we were able to come to this meeting prepared to respond to your requests. This joint statement identified a value of shared decision-making, and put it in collaborative terms by referencing the proposed Education Policy on Racial Equity.

We believe we have a commitment to work together moving forward and specifically, we made some commitments about next steps that included:

1. To establish an oversight committee to assist Carla in developing and implementing an improvement plan for ELL services in the district. We agree to ensure this committee is in alignment with your recommendation and reflective of the desired composition.
2. To identify an initial meeting of this committee to occur no later than April 8, if possible.
Items to discuss at this first meeting include:
 - a. A presentation from HR regarding the recruitment and hiring plan for the ELL Director position, including opportunity for involvement from community members and ELL families and an intended hiring date. The committee will provide guidance on whether

- this plan adequately reflects the necessary community and family involvement in this process.
- b. A presentation of the recommendations coming from the ELL Redesign Work Teams. The committee will provide feedback on recommendations and input on how to proceed (including whether additional work teams should meet and what composition should look like).
 3. To provide recruitment information for ELL Director position to Carmen Rubio, who will distribute to communities of color networks. *This was completed Friday afternoon.*
 4. To work with the oversight committee to develop a mechanism for progress reporting on identified goals and action plans for improvements in the ELL Program.

In alignment with these next steps, we understood that you would be identifying people whom you would recommend for the oversight committee. Additionally, we are interested in having one or two liaisons who we can work with to develop a consistent proposal for oversight committee membership. We look forward to hearing back from you on these issues.

Please let us know if there were other things that you identified as next steps in this meeting. It is very important to us that we have a common understanding of agreements and commitments that we make, and we are eager to deepen our capacity to partner with you all in this endeavor.

Again, thank you for your honesty, clarity, and thoughtfulness and for remaining so committed to making a difference for each and every one of our non-Native English speaking students.

Respectfully,

Carole Smith
Superintendent

Carla Randall
Chief Academic Officer

Lorenzo Poe
Chief Equity Officer



PORTLAND PUBLIC SCHOOLS

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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

TITLE: ADOPTION OF THE SHARED SERVICES COOPERATIVE MODEL

Board Committee Meeting Date: April 6, 2011

District Priority:

Board Meeting Date: April 11, 2011

Executive Committee Lead:

Department: Finance

Staff Lead: Neil Sullivan

I. ISSUE STATEMENT

It is recommended that Portland Public Schools approve the Shared Services Cooperative Model with the below named Education School Districts:

Clackamas Education Service District
Columbia Gorge Education Service District
Multnomah Education Service District
Northwest Regional Education Service District
Willamette Education Service District

II. BACKGROUND

A planning team has been developing a shared services cooperative since May of 2010. After several meetings and draft proposals, the committee has issued the attached interim report dated February 10, 2011.

The mission of the Shared Services Cooperative is to develop and sustain a viable approach to service provision that both responds to our economic environment and delivers on the fundamental promises of the education service district concept: to reduce cost, to enhance services and to support program equity across school districts.

The cooperative will offer services that our district may elect to participate as appropriate and as determined as a cost savings and a cost effective basis without losing quality control over the services delivered to our district. The end goal is to achieve economies of scale and efficiencies through the consolidation of various operational services.

III. RELATED POLICIES/BEST PRACTICES

The current Strategic Plan policy number 0.10.010 includes:

- We will create a system-wide culture that reflects an ethic of service, excellence and respect.

- We will create partnerships with stakeholders to achieve our strategic objectives and mission.

The district participation will likely provide opportunities in alignment with the above strategies.

IV. FISCAL IMPACT

There is no direct fiscal impact associated with this resolution.

V. COMMUNITY ENGAGEMENT

VI. BOARD OPTIONS

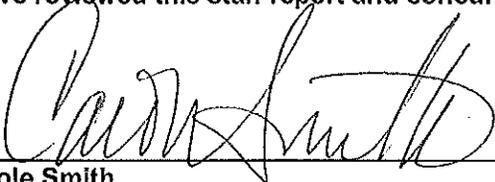
VII. STAFF RECOMMENDATION

I recommend the board adopt the attached resolution for Portland Public Schools to become a participant in the Shared Services Cooperative

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

The board is meeting the requested timeline of choosing to become a participant of the Shared Services Cooperative.

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



Carole Smith
Superintendent
Portland Public Schools

4. 1. 2011

Date

ATTACHMENTS

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

A. Interim Report to Stakeholders, SHARED SERVICES COOPERATIVE, dated February 10, 2011

PPS District Priorities FY 2011-12

1. Improve milestone outcomes
2. Successful Implementation of High School System Design
3. Improve English Language Learners and Special Education Services
4. Increase cultural competence and diversity of staff
5. Build shared leadership and accountability for results
6. Measure and report on effectiveness of schools and programs
7. Design and Implement Capital Improvement Plan
8. Deepen community and student engagement

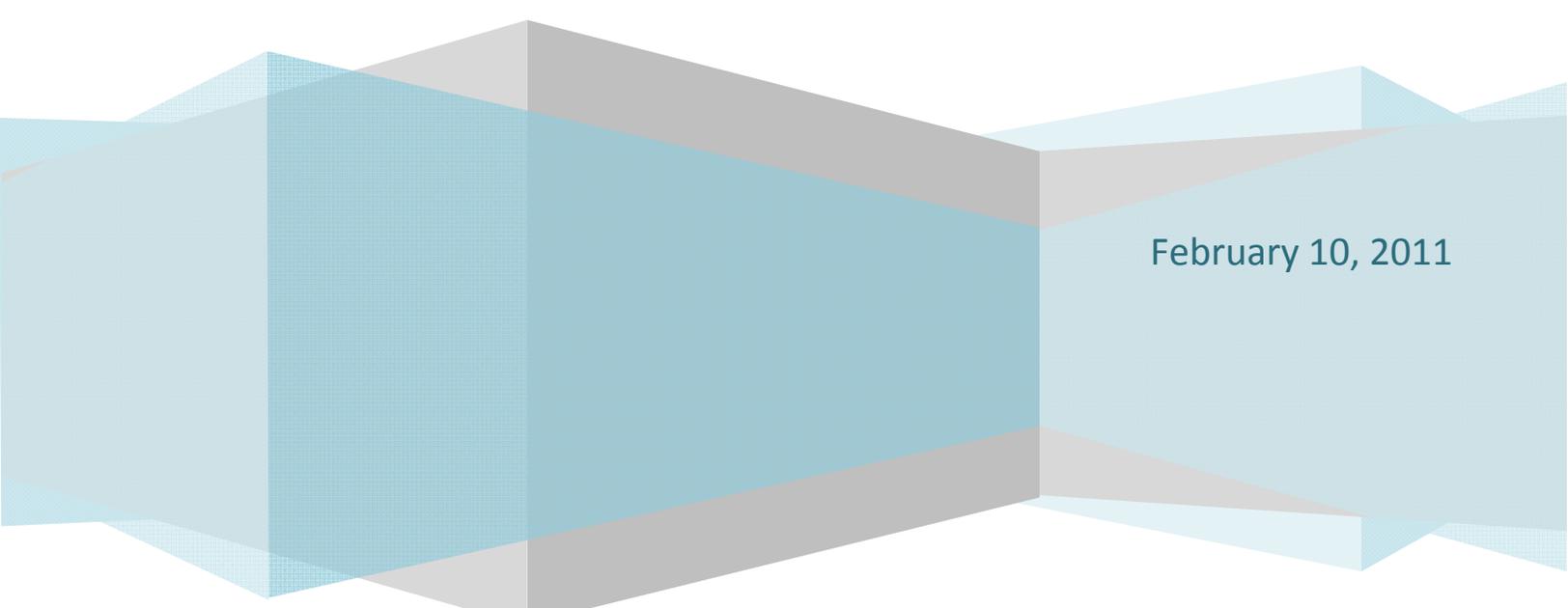
Withycombe Scotten & Associates | Portland, Oregon

**Clackamas Education Service District
Columbia Gorge Education Service District
Multnomah Education Service District
Northwest Regional Education Service District
Willamette Education Service District**

SHARED SERVICES COOPERATIVE

Interim Report to Stakeholders

February 10, 2011



PARTNERS IN THE DEVELOPMENT OF THE SHARED SERVICES COOPERATIVE

SUPERINTENDENTS FOCUS GROUP

A representative group of school district superintendents who provide input at critical decision points

Charlie Beck, Superintendent, Hood River School District
Jerry Colonna, Superintendent, Beaverton School District
Doug Dougherty, Superintendent, Seaside School District
Howard Fetz, Superintendent, Estacada School District
Karen Gray, Superintendent, Parkrose School District
Jack Henderson, Superintendent, Dufur School District
Wayne Kostur, Superintendent, Molalla River School District
Paula Radich, Superintendent, Newberg School District
Rob Saxton, Superintendent, Tigard-Tualatin School District
Randy Schild, Superintendent, Tillamook School District
Carole Smith, Superintendent, Portland Public Schools
Bob Stewart, Superintendent, Gladstone School District

PLANNING TEAM

ESD superintendents who have assumed primary responsibility for development of the cooperative

Milt Dennison, Superintendent, Clackamas ESD
Pat Evenson-Brady, Superintendent, Willamette ESD
Ron Hitchcock, Superintendent, Multnomah ESD
Barbara Jorgensen, Chief Program Officer, Multnomah ESD
Jim Mabbott, Superintendent, Northwest Regional ESD
Dave Novotney, Deputy Superintendent, Willamette ESD
Gary Peterson, Superintendent, Columbia Gorge ESD

TECHNOLOGY TEAM

ESD administrators who are developing technology collaborations

Joe Austin, Chief Information Officer of Network and Information Services, Clackamas ESD
Jim Rose, Director of Technology Services, Multnomah ESD
Rick Wahlstrom, Chief Technology Officer, Northwest Regional ESD
Don Wolff, Director of Technology, Willamette ESD

SPECIAL ACKNOWLEDGEMENT

Advisor and adjunct Planning Team member

Ozzie Rose, Director of Government Relations, Oregon Association of Education Service Districts

FACILITATION & DOCUMENTATION

Dick Withycombe, President, Withycombe Scotten & Associates
Kathryn Scotten, Vice President, Withycombe Scotten & Associates

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EXECUTIVE SUMMARY

The purposes of this Interim Report to Stakeholders are to report the accomplishments of the Shared Services Cooperative Phase I planning, to describe the implementation of shared services in Phase II and to identify the developmental tasks involved in sustaining the cooperative, Phase III.

MISSION The mission of the Shared Services Cooperative is to develop and sustain a viable approach to service provision that both responds to our economic environment and delivers on the fundamental promises of the education service district concept: to reduce cost, to enhance services and to support program equity across school districts.

IMPACT A collaboration of Clackamas ESD, Columbia Gorge ESD, Multnomah ESD, Northwest Regional ESD and Willamette ESD, the Shared Services Cooperative will directly impact 63 school districts, indirectly benefiting approximately 70% of the K-12 students in Oregon.

MODEL The primary purpose of the Shared Services Cooperative is to achieve economies of scale with the highest possible quality at the lowest possible cost. However, the cooperative is meant to link, rather than merge, collaborating ESDs. Nothing in its implementation should diminish either the collegiality within individual ESDs or ESDs' responsiveness to their component school districts.

The agreements established among these ESDs will enable their component school districts to access the local service plans of all five ESDs, to contact them directly to arrange for services, to pay the same price their component districts pay for those services and to use resolution funds to purchase them (subject to pre-existing agreements within individual ESDs). The Shared Services Cooperative will also develop joint efforts among ESDs that will reduce the costs of services through collaboration and consolidation, as in the case of information system support services, and make available new and expanded services, as in the case of school nursing and legal services.

PHASE I The primary accomplishment of the planning year has been to establish the shared commitment that is the necessary foundation for implementing and growing the Shared Services Cooperative. Other critical accomplishments were the development of the mission and values framework and the collaborative identification and study of potential shared services.

PHASE II Eight shared service areas are currently in development for implementation, some as soon as the first quarter of 2011, none later than the 2013-2014 school year: enhanced choice, student information systems, fiscal and human resources information systems, student data warehouse and dashboard services, consolidated helpdesk, printing services, school nursing services and legal services. This document reports goals, anticipated benefits, progress to date and implementation timelines in each of these areas.

PHASE III Even as these five ESDs organize themselves to launch these shared services, the Planning Team must look forward, addressing issues critical to growing and sustaining the Shared Services Cooperative. Four thematic summaries highlight issues to be resolved in the next phase: communication and engagement, net zero administration, operating agreements and sustainability.

A NEW WAY FORWARD The Planning Team does not view the Shared Services Cooperative as a make-do accommodation to a short-term financial crisis. They see it as a new way forward that, whatever the level of resources available, will ensure that ESD funds will have the greatest possible impact on the intended beneficiaries—kids in classrooms. Based on 2009-2010 statewide data, on average every \$83,000 the cooperative saves a school district funds a classroom teacher; and the state's educational budget will never reach a point where saving a teacher is unimportant.

The mission of the Shared Services Cooperative is to develop and sustain a viable approach to service provision that both responds to our economic environment and delivers on the fundamental promises of the education service district concept: to reduce cost, to enhance services and to support program equity across school districts.

MEETING THE CHALLENGE OF A NEW REALITY

THE NEW NORMAL When he ordered across-the-board budget cuts in June 2010, then-Governor Ted Kulongoski, acknowledging the impacts they would have on the lives of thousands of Oregonians, said ruefully: we have to operate with the reality of today.

The budget crisis did not arrive in June; it was a long time coming, and will be a long time going. Governor John Kitzhaber must tackle a \$3.5 billion shortfall in the next biennium. School districts that have struggled for two years to protect the classroom—and are running out of options—undoubtedly face another wave of cuts.

ONE REGION'S RESPONSE The Shared Services Cooperative is an effort, not only to operate within today's reality, but also to look ahead to an educational funding environment that may never be the same again. The collaborative venture of five education service districts, the cooperative seeks to help school districts safeguard the classroom by reducing the cost of administrative and support services.

Toward that end, the cooperative finds a supportive framework in the mandate established in state law for education service districts:

to work cooperatively with component school districts... to achieve economies and efficiencies through the consolidation of various operations... [including] transportation, payroll, student records, auditing, legal services, printing, investment and other similar services (ORS 334.125(9)) [and] technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services (ORS 334.175(2)).

ANTICIPATED IMPACT A collaboration of Clackamas ESD, Columbia Gorge ESD, Multnomah ESD, Northwest Regional ESD and Willamette ESD, the Shared Services Cooperative will directly impact 63 school districts, indirectly benefiting approximately 70% of the K-12 students in Oregon.

PHASE I: THE PLANNING YEAR

A SHARED COMMITMENT The primary accomplishment of Phase I has been to establish the shared commitment that is the necessary foundation for implementing and growing the Shared Services Cooperative. This critical outcome is the result of more than a year of dialog, collaboration, planning and engagement.

The cooperative has its earliest origins in the summer of 2009, when discussions of a possible merger brought together the superintendents of Multnomah ESD and Columbia Gorge ESD. The prospect of merger waned, but the dialog about what ESDs could do together to benefit school districts did not. That fall, the conversation was broadened to involve the superintendents of Clackamas ESD and Northwest Regional ESD and shifted from discussion to targeted planning; and in April, the four ESDs hired Withycombe Scotten & Associates to provide planning, facilitation and report writing support. In summer 2010, Willamette ESD joined the emerging cooperative. The superintendents of these five ESDs constitute the Planning Team that has moved this initiative forward.

However this has been, and will continue to be, a collaborative and iterative planning process. The Planning Team has established a pattern of developing proposals, convening stakeholders, regrouping to develop the model further and then taking it out again for review. This approach was chosen because it respects both the value of stakeholder input, and the value of stakeholder time.

This has been, and will continue to be, a collaborative and iterative process.

In May 2010, a Superintendents Focus Group, made up of three school district superintendents each from Clackamas ESD, Columbia Gorge ESD, Multnomah ESD and Northwest Regional ESD, was created to provide ongoing guidance. This group met in May to review and revise the first draft of the mission statement and to identify the study topics that form the core of the initial set of shared services. In August, increased in number by school district superintendents from Willamette ESD, they reconvened to review the revised mission statement, as well as proposed guiding principles and the results of a preliminary cost survey for the service areas identified in May.

Cabinet members from four ESDs met twice in the spring of 2010 to discuss how their services could be provided more collaboratively and efficiently. The directors of fiscal services and of technology services of four ESDs worked together to complete the preliminary cost survey that was key to the development of the first set of shared services.

The ESD superintendents have kept their board members apprised of the Shared Services Cooperative process as it evolved, and in October they presented a common update to their boards and solicited their feedback. Also in October, ESD superintendents presented updates at meetings of their component district superintendents, seeking their input as well.

By the end of October 2010, the Planning Team felt they had preliminary support from their respective board members and superintendents to proceed with the further development of the Shared Services Cooperative.

MISSION AND GUIDING PRINCIPLES The second key accomplishment of Phase I has been the development of the Shared Services Cooperative mission and values framework. The mission statement below reflects changes the Superintendents Focus Group suggested in May 2010.

The mission of the Shared Services Cooperative is to develop and sustain a viable approach to service provision that both responds to our economic environment and delivers on the fundamental promises of the education service district concept: to reduce cost, to enhance services and to support program equity across school districts.

To achieve this mission, the partnering education service districts (ESDs) will collaborate to create a comprehensive, integrated cooperative that offers school districts an expanded set of service options at a lower cost. The benefits for school districts will be greater choice and greater value. For the ESDs, the benefits will be the flexibility and capacity to adapt programs and services as district needs and state funding evolve over time.

The cooperative has been further shaped by a set of guiding principles that reflect the input of ESD board members as well as that of the Superintendents Focus Group.

- 1) The primary purpose of the Shared Services Cooperative is to achieve economies of scale with the highest possible quality at the lowest possible cost.
- 2) It will also expand the choices available to school districts by making services accessible across ESD boundaries, within the cooperative.
- 3) The Shared Services Cooperative is meant to link, rather than merge, partnering ESDs. Nothing in the implementation of the cooperative should diminish either the collegiality established within individual ESDs or the responsiveness of individual ESDs to the needs and interests of their component school districts.
- 4) The design and implementation of an effective Shared Services Cooperative will require a commitment to partnership, meaningful school district engagement, creative thinking, collaboration and transparency.
- 5) This must be a developmental process, starting with a designated set of high-interest services that evolves over time—shaped by experience, district needs, resources and opportunity.
- 6) Guiding this process will require ongoing evaluation and a framework for collaborative decision-making.
- 7) The Shared Services Cooperative will promote equitable programming and benefit school districts of all sizes, in all partner ESDs.
- 8) The benefits, costs and responsibilities of the Shared Services Cooperative will be distributed equitably across all partner ESDs and school districts.
- 9) The Shared Services Cooperative will encourage the development of ESD-coordinated school district consortiums, within and across ESD boundaries, as another means of enhancing the programs and services available to schools and school districts.
- 10) School districts will access designated shared services through their own ESDs, and the partner ESDs will assume responsibility for accounting for the exchange of services among them, subject to pre-existing agreements between individual ESDs and their component school districts.

- 11) Shared services may be made available, upon request, to school districts outside the cooperative, preferably through an agreement with their ESD, as well as to private and charter schools, provided this does not diminish in any way the benefits to component school districts of the five participating ESDs.

IDENTIFICATION OF SHARED SERVICE AREAS The third major accomplishment of Phase I has been the identification and study of potential shared services. The May 2010 Superintendents Focus Group meeting served to identify a set of “study areas,” service areas the people assembled believed had the most to offer in a shared services model. That list included: student information systems, fiscal and human resources information systems, printing services, school nursing services and legal services.

By December 2010, eight shared service areas had been identified: enhanced choice, student information systems, fiscal and human resources information systems, student data warehouse and dashboard services, consolidated helpdesk services, printing services, school nursing services and legal services.

Over the summer, the Planning Team explored the feasibility of collaborating in these areas and conducted an initial cost survey to identify the potential for savings. Following a report of preliminary findings to the Superintendents Focus Group in August, they embarked on a more rigorous investigation of estimated costs, completed in December 2010.

In the course of this work, the ESD superintendents and their boards recognized the potential value of making all of their services available to all school districts within the Shared Services Cooperative, creating a sixth shared service area: enhanced choice.

The Planning Team convened a Technology Team, made up of the technology directors of Clackamas ESD, Multnomah ESD, Northwest Regional ESD and Willamette ESD, to analyze information system costs and to propose implementation steps and timelines. In the course of their work, the Technology Team suggested the addition of two shared service areas: student data warehouse services and consolidated helpdesk services.

PHASE II: IMPLEMENTATION OF SHARED SERVICES

OVERVIEW Eight service areas are currently in different stages of development for implementation. Some will be implemented as soon as the first quarter of 2011, none later than the 2013-2014 school year.

- 1) **Enhanced choice** will expand the range of services available to school districts, schools and students by making the services of all five ESDs available to all school districts within the five ESD service areas.
- 2) **Student information systems** will reduce student information system costs by consolidating services, while maintaining or enhancing quality.
- 3) **Fiscal and human resources information systems** will reduce fiscal and human resources information system costs by consolidating services, while maintaining or enhancing quality.
- 4) **Student data warehouse and dashboard services** will achieve efficiencies and reduce cost by consolidating into a single data warehouse database with customizable teacher and administrative dashboards, regardless of the school district's student information system.
- 5) **Consolidated helpdesk** will share technology resources and expertise in order to better and more efficiently serve schools and school districts across the five-ESD region.
- 6) **Printing services** will reduce the cost of printing services through consolidation, while maintaining or enhancing product quality and customer service.
- 7) **School nursing services** will reduce the cost of school nursing services by consolidating system and support functions and enhance the quality of school nursing services by providing training and supplemental services.
- 8) **Legal services** will provide quality basic legal services at a significantly lower cost than school districts are currently paying for comparable services in the region.

These eight service areas appear on the following pages, with summaries of anticipated benefits and progress to date, as well as implementation timelines.

ENHANCED CHOICE

Anticipated Benefits School districts will have immediate access to a broader array of services. Combining demand may serve to ensure the availability of services that are important to some districts, but not needed by all districts.

The goal is to expand the range of services available to school districts, schools and students by making the services of all five ESDs available to all school districts within the five ESD service areas.

Progress to Date All ESD boards have agreed to make their services available to the component districts of the other ESDs in the Shared Services Cooperative at the same price their own component districts pay.

Implementation Timeline Beginning in January 2011, as they post their local service plans on their websites, the five ESDs will incorporate the following announcement of the availability of services from partnering ESDs, with links to the service catalogs of the other ESDs.

[This ESD] is a member of a Shared Services Cooperative whose five member ESDs have agreed to make their services available to all school districts within their combined service area at the same cost, beginning with their 2011-2012 local service plans.

These ESDs have agreed in principle that school districts may purchase shared services within the cooperative using resolution funds, which the ESDs will account for. In practice, this will vary across ESDs depending upon existing agreements with their component school districts. For more information about how this will be implemented in [this ESD], contact [\[link\]](#).

School districts may also use general fund resources to purchase services within the Shared Services Cooperative. In either case, districts may now contact cooperating ESDs directly to arrange for services.

The other ESDs in this cooperative are [Clackamas ESD, Columbia Gorge ESD, Multnomah ESD, Northwest Regional ESD and Willamette ESD]. The initiation date of shared services is a local decision and may vary by ESD; and the availability of shared services may depend upon the development of additional capacity as this collaboration grows.

Follow the links below to access additional information about the services available within the Shared Services Cooperative.

[\[ESD service plan links\]](#)

STUDENT INFORMATION SYSTEMS

Anticipated Benefits While actual implementation of an electronic student information service may vary, the backend support is fairly uniform; and this work can be centralized to reduce needed resources. For example, the testing and installation of patches is repeated multiple times at each eSIS installation across Oregon, requiring that six different groups know and repeat the process. A single group could repeat this work for each installation more efficiently.

Unlike eSIS, Pentamation is not hosted by an ESD and thus does not require infrastructure changes to be shared across the larger region. The goal of cross-training ESD staff across these two systems over the next 24 months is to achieve streamlined, high quality, efficient support for districts.

Clackamas ESD, Multnomah ESD and Northwest Regional ESD currently provide eSIS services; Willamette ESD is currently the only provider of Pentamation eSchool services. The costs of these services range from \$12.30/ADMw to \$15.71/ADMw. If all of the services these ESDs now provide were consolidated in a shared service model, the estimated savings in student information system support costs could be as great as 20% within two years of consolidation.

Background In Oregon, student information systems have been supported primarily through local and regional consortia. Although adopted by school districts representing about two-thirds of the state's K-12 students, eSIS continues to be a local/regional implementation through six installations: the Beaverton School District; the Bend-La Pine School District; Eugene School District 4J; the High Desert ESD/Redmond School District consortium; the Portland Public Schools/Multnomah ESD/Clackamas ESD consortium; and Northwest Regional ESD.

The goal is to reduce student information system costs by consolidating services, while maintaining or enhancing quality.

Northwest Regional ESD and its component districts have supported an eSIS installation since November 2005, which currently supports 19 districts (75,106 ADMw).

The Multnomah ESD/Portland Public Schools partnership moved to eSIS in 2002 and was joined in 2004 by Clackamas ESD. This partnership, which currently serves 16 districts (161,866 ADMw), created the SISNet group to maintain backend hardware and software. Because of its success in providing a more stable and supported system, SISNet has recently expanded to include the customer-facing helpdesk.

In November 2010, Pearson acquired The Administrative Assistants Ltd., provider of eSIS, and it has since announced that it will not support eSIS after June 2012. Because the vast majority of Oregon school districts use eSIS, a statewide consortium has been formed to identify and evaluate alternatives, including both private and open-source systems.

Willamette ESD has provided Pentamation services since 2003 and now serves 40 districts outside its service area, as well as 10 of its component districts. These 50 districts (73,215 ADMw) use one or more of the three available Pentamation applications (student information system, business information system and special education).

All of these installations provide multiple levels of customer support, including basic user interface issues, report writing, yearend processing and assistance with state and federal collections and reporting.

Progress to Date At the direction of their superintendents, the technology directors of the five ESDs in the Shared Services Cooperative have collaborated to expand upon the existing technology support structure as the Cascade Technology Alliance.

Implementation Timeline The primary tasks of Phase I (December 2010 through June 2011) will be to develop the logistics of combining student information services over the long term and to develop service level agreements for student information systems.

The objectives of Phase II (July 2011 through June 2012) are to cross-train staff for student information system support; to develop a combined student information system service level agreement; and to consolidate support.

FISCAL AND HUMAN RESOURCES INFORMATION SYSTEMS

Anticipated Benefits Northwest Regional ESD currently provides Infinite Visions services to 17 school districts (34,517 ADMw); Multnomah ESD provides Integrated Financial and Administrative Solution (IFAS) services to seven districts (55,218 ADMw); Clackamas ESD provides Lawson services to 10 districts (65,906 ADMw); and Willamette ESD provides Pentamation eFinance services to seven districts (16,383 ADMw). These different fiscal and human resources information systems range in cost from \$8.33/ADMw to \$19.91/ADMw.

Information system costs are driven by software vendors, who have demonstrated a willingness to decrease quotes when the number of ADMw increases. Preliminary data indicate that, if all districts in the five-ESD region received IFAS services from a single provider, the cost per ADMw could be reduced by as much as 31.5%, compared to current cost (assuming 400,000 ADMw). If they all received Pentamation eFinance services from a single provider, the cost could be lowered by as much as 49.4%,

compared to current cost (assuming 400,000 ADMw).

Comparable data are not yet available for Infinite Visions or Lawson; however those projections are expected to conform to the pattern: the more ADMw served, the lower the cost per ADMw.

The goal is to reduce fiscal and human resources information system costs by consolidating services, while maintaining or enhancing quality.

Some systems are more appropriate for some districts than other systems are, and local considerations may affect the feasibility of moving to another system. While the Shared Services Cooperative will continue to work toward

consolidation when it both provides needed services and reduces cost, it will also preserve choices that meet the diverse needs of individual school districts.

Districts that change systems will incur significant transition costs for the first two years, primarily for data migration and staff training.

Progress to Date The Technology Team has completed an analysis of the costs of these services to ensure that current and projected prices are accurate and comparable; and they will continue to work with their respective software vendors to develop cost projections at varying levels of participation.

Consolidation has begun, with work underway to move several school districts to another fiscal and human resources information system, the first steps in the movement toward an economy of scale and lower costs.

Implementation Timeline Fiscal and human resources information system services will be available across ESD service areas beginning in the 2011-2012 school year. The initiation date of shared fiscal and human resources services is a local decision and may vary by ESD, depending upon available capacity.

STUDENT DATA WAREHOUSE AND DASHBOARD SERVICES

Anticipated Benefits The consolidation of data warehouse services will allow developers and report-writers to focus on improving the user experience and on limiting redundant development. By ensuring customizable environments for teachers and administrators, a single system will provide the flexibility to meet the needs of the smallest and largest districts in the state.

Willamette ESD is the only regional data warehouse installation currently providing services within a cost-recovery model. The Multnomah ESD, Clackamas ESD and Northwest Regional ESD installations are in the process of transitioning from school district-managed environments to regionally managed environments, so cannot yet provide definitive cost estimates for their data warehouse services.

The goal is to achieve efficiencies and reduce cost by consolidating into a single student data warehouse database with customizable teacher and administrative dashboards, regardless of the school district's student information system.

Progress to Date The technology directors of Clackamas ESD, Multnomah ESD, Northwest Regional ESD and Willamette ESD have collaborated to develop a plan to reform the current regional warehouse structure. By partnering in data warehousing, they expect to:

- ∂ bring the most evolved warehouse tools and training to all districts in the region;
- ∂ create and support equitable access to those tools and to training at the regional level; and
- ∂ move to a single regional warehouse system that will quickly realize significant efficiencies and cost savings for providers and participants, through a phased 24-month plan.

Background There are currently six K-12 data warehouses in Oregon, five of them regional providers that warehouse and process data for numerous school districts. Three regional providers are based in the combined service area of the Shared Services Cooperative. Two of them originated at the school district level (Portland Public Schools and the Hillsboro School District) and expanded to regional installations through ESD partnerships (with Clackamas ESD/Multnomah ESD and Northwest Regional ESD, respectively). The third, based at Willamette ESD, provides warehousing services to approximately 100 school districts statewide, importing data from all student information systems currently used by Oregon districts. The total ADMw supported through the three regional warehouses within the Shared Services Cooperative is 550,038, which represents approximately 83% of the state total.

Several challenges have emerged for participants in school district-based regional warehouses. The expansion from school district to regional service provision requires a significant shift in service focus

and resources that is unwieldy for school district hosts, even in partnership with an ESD. Current and long-term economic challenges for K-12 education further hinder successful deployment of warehouse tools and functions to multiple districts, given the need to accomplish this equitably.

Implementation Timeline Phase I in the implementation of shared student data warehouse and dashboard services will address data warehouse consolidation, Phase II the consolidation of support services.

Phase I: Data warehouse consolidation

- ∂ September 2010: investigate and report the feasibility of creating a single student data warehouse environment
- ∂ October 2010: develop and present a consolidation plan
- ∂ December 2010: transfer the Northwest Partnership data warehouse from the Hillsboro School District to Northwest Regional ESD
- ∂ March 2011: complete data set comparisons between the Multnomah ESD/Clackamas ESD/Portland Public Schools and Northwest Regional ESD data warehouses
- ∂ March 2011: complete data set comparisons between the Northwest Regional ESD (North) and Willamette ESD (South) data warehouses
- ∂ April 2011: data warehouse developers from North and South commence working as a comprehensive virtual team
- ∂ August 2011: complete North, merging data from Clackamas ESD, Multnomah ESD and Northwest Regional ESD
- ∂ August 2011: complete the implementation of the South dashboard on the North installation

Phase II: Support consolidation

- ∂ July 2011 to June 2012: consolidate support services

CONSOLIDATED HELPDESK

Anticipated Benefits Currently each ESD provides hardware and software desktop support to teachers, classroom labs, schools and districts within its service area; and the staff resources to provide these services varies considerably across the region.

A consolidated helpdesk will electronically route all work orders from schools and districts in participating ESDs to one integrated list. Work orders will then be processed by category and priority within the consolidated technology specialist pool, based on availability, personnel and expertise. This coordination will provide a larger pool of cross-trained support staff with greater expertise than currently exists in the separate entities.

The goal is to share technology resources and expertise in order to better and more efficiently serve schools and school districts across the five-ESD region.

Progress to Date Works orders from Columbia Gorge ESD are currently shared with the wide area network administrators at Multnomah ESD, who handle those related to network function and operation through an interagency agreement. More local functions, such as server administration and other levels of desktop support, are handled by Columbia Gorge ESD personnel.

Timeline A consolidated helpdesk for participating ESDs will be available for network and server support beginning in the 2011-12 school year. A consolidated helpdesk for other services, such as software, hardware and printer support, can be in place by January 2012.

PRINTING SERVICES

Anticipated Benefits All school districts will have access to the services of one or more specialized print shops that have focused exclusively on meeting educational needs, at prices that are significantly lower than those of private service providers in the region.

The goal is to reduce the cost of printing services through consolidation, while maintaining or enhancing product quality and customer service.

Progress to Date A preliminary cost study conducted in the fall of 2010 compared actual 2009-2010 costs at Clackamas ESD, Multnomah ESD, Northwest Regional ESD and Willamette ESD with the costs of similar printing services in the Clackamas County market. That market included Office Max/Impress, FedEx/Kinkos, DocuCopies

(online) and DocuMart (online). For almost all services, the average ESD cost was less than the average private provider cost, usually by at least 25%, sometimes by more than 50%.

- ∂ The average ESD costs of letter-size digital copies were 29.5% to 35.4% less than average market costs, varying by paper (white or color) and number of sides printed.
- ∂ ESD costs for letter-size color digital copies, both single-sided and double-sided, were about 16% less expensive; and the mean ESD charge for wide-format color printing was 43.3% less than the market average.
- ∂ The costs of comb binding, coil binding and tape binding were 75.6%, 62.7% and 70.5% less expensive, respectively, when provided by ESD print shops.
- ∂ On average, the ESDs printed offset business cards (black with one spot color, 80# cover stock) less expensively than the market (by 61.0%); but their average cost for digital business cards with the same specifications was greater by 37.4%.
- ∂ The ESDs' average cost for two-part carbonless forms (black ink, standard colors) was 37.7% less than the average market price; however the ESD advantage increased for three-part and four part forms, both nearly 50.0% less expensive on average at ESD print shops.
- ∂ The average hourly cost of art and graphics services at ESD print shops was 58.4% less than the average market price of those services.

A focused follow-up study is currently underway, which will factor in service volume data and assume fewer ESD providers of printing services, as well as addressing customer service, including an electronic ordering interface and product delivery.

Implementation Timeline Consolidated printing services will be available across the five ESD service areas beginning in the 2011-2012 school year.

SCHOOL NURSING SERVICES

Anticipated Benefits All school districts will be able to draw upon the experience and system support of an established school nursing program, choosing different service levels according to local need. Option I is to contract with the providing ESD for the services of a full-time school nurse. The ESD hires the nurse as an ESD employee, and the school district directs services and provides supervision, equipment and supplies.

Option II is to purchase a comprehensive school health program. The school district contracts with the ESD, which hires the nurse as an ESD employee. The school district directs services and provides equipment and supplies. The ESD provides supervision, assures compliance with state and national school nursing standards and provides supplemental services that support a comprehensive school health program.

School districts may also purchase health program support to supplement their own school nursing services. In Option III, the school district hires the nurse as a district employee; directs services; and provides employee supervision, equipment and supplies. The district contracts with the

ESD to provide nursing supervision, to assure compliance with state and national school nurse standards and to provide supplemental services that support a comprehensive school health program. Option IV allows school districts to purchase selected health program support services at an hourly rate.

The goals are to reduce the cost of school nursing services by consolidating system and support functions and to enhance the quality of school nursing services by providing training and supplemental services.

Progress to Date The elements of the system and support services at the heart of this shared service have been described and their cost estimated. Available with Options II, III and IV, those services will include:

- 1) the supervision of nursing practice by an ESD qualified school nurse;
- 2) access to immediate consultation with an experienced school nurse;
- 3) management of students with chronic health conditions, through the development of School Health Management Plans and instruction/delegation of nursing tasks to school staff;
- 4) coordination of communicable disease outbreaks and public health events with an ESD nurse consultant and the local health department;
- 5) referrals to community health resources for students and families;

- 6) coordination of acute dental interventions, including dental vans parked at school sites and Give Kids a Smile activities;
- 7) a screening team for coordinating and conducting vision, dental and immunization screenings (typically one day per school), including screening reports for parents and school staff;
- 8) coordination and participation in community and/or district immunization clinics;
- 9) direct referral and coordination with the ESD Child Health Insurance Program to identify and potentially enroll uninsured students in qualifying health insurance programs;
- 10) consultation with a special needs nurse specialist in the management of students with complex health conditions;
- 11) compliance with pertinent state and federal requirements (e.g., IFSP/IEP, 504 plans, HIPAA, FERPA, HB 2693);
- 12) participation in the Health and Social Services Advisory Committee, including input in the development of departmental goals;
- 13) participation in Medicaid billing with the potential for reimbursement for school districts (with a signed agreement); and
- 14) health education conducted by a registered nurse, including initial and update BBP, medication administration for school employees, severe allergic reaction, first aid/CPR and Glucagon (with a signed agreement).

Implementation Timeline School nursing services will be available across ESD service areas beginning in the 2011-2012 school year.

LEGAL SERVICES

Anticipated Benefits All school districts will be able to draw upon the services of an experienced, ESD-based legal staff capable of providing timely legal advice, consultation, representation and long-term guidance. Available services will comprise both customized and general assistance, including telephone calls and conferences, in the following areas.

o **General legal assistance and support:** Staff attorneys will provide assistance to, and serve as a sounding board for, district staff on general issues in school law, including public records and meetings, labor and employment law, student and employee discipline, harassment and discrimination issues and board policy questions, as well as the wide spectrum of issues that arise in school districts on a daily basis.

The goal is to provide quality basic legal services at a significantly lower cost than school districts are currently paying for comparable services in the region.

o **Labor relations:** Staff attorneys will provide assistance before, during and after contract negotiations. They will have expertise in conducting reviews of current bargaining contracts and in preparing and reviewing bargaining proposals and are qualified to represent districts at the

bargaining table and during mediation. Other labor relations services will include assistance in processing grievances and unfair labor practice charges; representation in grievance arbitrations and before the Employment Relations Board; and advice and guidance regarding contract interpretation and administration.

- ∂ **Customized workshops:** Staff attorneys will offer workshops on a variety of labor and employment topics, including employee discipline and dismissal, evaluation, layoff and recall and leave administration. They will also facilitate focused staff discussions of topics of interest to a particular district, related to labor and employment issues, collective bargaining strategies or recent federal and state legislation.
- ∂ **Risk management:** Staff attorneys will help districts assess their risk-management needs, reviewing insurance coverage, including liability policies, and procedures in the areas of safety committee operations, workplace accident investigation and motor vehicle accidents.
- ∂ **Workplace mediation:** Staff attorneys will provide a process for alternative dispute resolution when there are unresolved issues between a supervisor and employee, among coworkers or within a workgroup.
- ∂ **Contracting, purchasing and procurement:** Staff attorneys will assist districts with a review of their current public contracting and purchasing processes and provide training in the areas of policy and contract development, agency credit card use, ethics and contract management.

Progress to Date The legal expertise to deliver these services is already in place at Multnomah ESD; and this legal staff constitutes a foundation on which expanded services to both education service districts and school districts can be developed.

Implementation Timeline Pricing for the 2011-2012 Local Service Plan will be developed and published following the completion of an interest survey across the five-ESD service area. Services will be available within the Shared Services Cooperative service region beginning July 1, 2011.

PHASE III: GROWING AND SUSTAINING THE COOPERATIVE

Even as these five ESDs organize to launch these shared services, the Planning Team must look forward, addressing issues critical to growing and sustaining the Shared Services Cooperative. The thematic summaries below highlight some of the issues to be resolved in the next phase of developing the Shared Services Cooperative.

COMMUNICATION AND ENGAGEMENT It will be necessary to develop ways to ensure that all stakeholder groups, particularly school district superintendents and ESD board members, have timely and convenient access to information that enables them to make thoughtful decisions on behalf of their agencies. In addition, further development of the model will require opportunities for meaningful stakeholder input in order to ensure that shared services planning continues to track district needs and interests. To avoid encroaching on the time of busy policy makers and school leaders, those process and progress reviews must be incorporated as much as possible into existing communication and meeting structures. The Planning Team will continue to convene the Superintendents Focus Group at key points in the planning process, but will not ask those school leaders to commit to a regular meeting schedule.

NET ZERO ADMINISTRATION One of the cooperative's guiding principles is to maximize capacity and expertise. As the Planning Team addresses the practical implications of shared services, such as stakeholder communications and service accounting, and puts in place provisions to guide, evaluate and improve the model itself, they must strive to make use of existing functions wherever possible and to seek offsetting efficiencies where new tasks are genuinely required.

This is not a make-do accommodation to a short-term financial crisis. This is a new way forward that will ensure that ESD funds will have the greatest possible impact on the intended beneficiaries—kids in classrooms.

OPERATING AGREEMENTS The Planning Team has maintained a working set of operating agreements since the summer of 2010, amending them as the development of the model progressed. As the implementation of shared services reveals additional operational topics, the Planning Team will expand and refine those agreements. Fundamental to this work is a commitment to ensuring that, as it evolves, the provision of shared services continues to support the varying business models and service agreements individual ESDs have developed over time in partnership with their component school districts.

SUSTAINABILITY The Planning Team does not view the Shared Services Cooperative as a make-do accommodation to a short-term financial crisis. They see it as a new way forward that, whatever the level of resources available, will ensure that ESD funds will have the greatest possible impact on the intended beneficiaries—kids in classrooms. Based on 2009-2010 statewide data, on average every \$83,000 the cooperative saves a school district funds a classroom teacher; and the state's educational budget will never reach a point where saving a teacher is unimportant. Primary among the sustainability topics the Planning Team will address as they work to further develop this model are strategies for maximizing and

maintaining economies of scale and for identifying and developing additional shared services. The latter may include services ESDs have not typically provided, but through collaboration could deliver at a much lower cost than the private sector. One area to be explored is specialized services school districts need for particular, fixed-term purposes, such as construction management.



PORTLAND PUBLIC SCHOOLS

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STAFF REPORT SUPERINTENDENT RECOMMENDATION TO FAO

To: Superintendent Smith

Thru: C.J. Sylvester, Chief Operations Officer

From: Sarah Lynn Schoening, Executive Director of Office of School Modernization
Michelle Platter, Interim Assistant Director of Office of School Modernization

Date: April 6, 2011

Subject: Marysville K-8 School – Renovation Project

Issue Statement

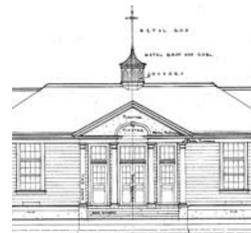
In December 2010 the Board approved a conceptual design and budget for the rebuilding of the Marysville K-8 school which was devastated by a fire in November 2009. The Board also authorized staff to proceed with Design Development, Construction Documents, permitting and bid packages for a design identified as Option 3. In accordance with Board direction from Resolution No. 4381, staff is now returning to FAO and the Board with Design Development floor plans, elevations and material board for review and approval prior to proceeding into the Construction Document project phase.

Background

Summary

The site, including the 3.35 acre playground, totals 5.20 acres.

The original school housed approximately 430 students in 53,490 s.f. The new facility will house at least 500 students in 68,500 s.f. The design approved in Board Resolution 4381 provided for a facility fully renovated to modern teaching and learning standards as well as safety, structural and security standards. The approved total project budget for that work was \$21,632,160. The total project estimate is currently \$21,229,519. The program for the learning environment has not changed from the original approved program. The anticipated schedule for opening continues to be Fall 2012.



Program

The Marysville program, through coordination with the Office of School Modernization and in conjunction with the design team, was originally developed through interviews and design charrettes with Marysville faculty, PPS departments, the Marysville PTA, parents, and students.

The qualitative and quantitative information assembled from these meetings and interviews was combined with school curriculum prerequisites to establish minimum program requirements, critical adjacencies, patterns and standards for the redesigned facility. The final approved program includes:

- 2 Pre-K classrooms
- Maintaining 19 general education classrooms
- Specialized classrooms for science, art, music and exploratory lab
- Pull out instructional spaces for ESL, resource and individualized instruction
- 2 Computer Labs
- Full development of Special Education
- Full regulation gymnasium
- New dining and kitchen services
- Outdoor learning and science spaces
- Right sized media center and production spaces
- Vehicular turn-out to facilitate and increase safety for student drop-off and pick-up
- Side entrance for service deliveries to minimize student interaction with vehicles

In addition, the new design:

- Responds to the original architecture of the building; maintaining similar design and massing within the neighborhood; and retaining architecturally significant features within the interior spaces
- Maintains a visual and functional connection with the new park
- Incorporates green building systems that can be used as educational tools
- Is targeting a LEED certification level of Silver or better

Schedule

The project is currently in the Design Development phase. Marysville Staff and District Departments have been kept informed on the progress of the work and have participated in the design review process. Meetings conducted with both the design team and staff have resulted in comments which are continuing to inform the Marysville design.

Construction Documents are scheduled to be complete in May and, pending approval of the capital bond ballot measure on May 17, 2011, these documents will be submitted for building permits. Concurrent with that permitting process, selective demolition on the existing building will take place. Bidding for the project will conform to all currently established procedures for the District and it is anticipated that construction will commence July 2011 assuming passage of the ballot measure. Project completion and occupancy is scheduled for Fall 2012.

Related Policies/Fiscal Impact

The Marysville Project is a part of the Capital Improvement Bond and is scheduled to be the first full rebuild project constructed within the program. The budget for this work has been included in the overall budget for the bond. Initial design costs incurred prior to bond approval are funded out of insurance proceeds from the fire. Actual design costs are within the original project budget.

As a part of the contract for services, the Project Architect is required to provide periodic estimates of cost for the work of this project. The Project Architect has retained an estimator,

Rider Levett Bucknall, who performed an estimate on the Design Development package that was completed February 21, 2011. The District has retained an additional estimator, Architectural Cost Consultants, who performed an independent estimate of the same design package. The District’s budget was built on a construction cost of \$204/s.f. for the primary construction contract. The estimates from the cost consultants are \$196 and 198/s.f. for the primary construction contract. These estimates are under the project budget and within 2% of each other.

The current project budget is outlined below:

Budget	
Project Total Budget:	\$ 21,229,519*
Planning & Design	\$ 2,875,584
Construction Total**	\$ 16,986,733
GC Bid Day Construction Budget***	\$ 13,973,949
Compliance & Permitting:	\$ 796,515
Contingency & Escalation:	\$ 570,688
Transportation & Moving:	<i>Under separate budget</i>
*Costs as shown include rounding	
**includes primary Construction Contract, FF&E, Construction Contingency, solar panels, data and tech equipment and other District direct contract items.	
*** includes Demolition and Hazardous Materials Abatement	

Board Options

Proceeding with Design Development and Construction Documents will continue the process previously approved by the Board and will allow the Marysville project to commence construction as the first full rebuild project subsequent to bond approval. Under this plan and schedule, the plans will have been developed to a reasonable stopping point by May 17, 2011. Should the bond not be approved, all work will be suspended while the team returns to FAO and the Board to present options for review and receive further instructions.

Next Steps

Subsequent to Board approval of these Marysville Design Development documents, work will continue through the Construction Documents phase. Phase I of construction shall be the demolition component of the work which shall be bid prior to the bond election in order to commence work immediately upon bond approval. The bidding process and subsequent construction work for the rebuilding component of the work will commence immediately upon bond approval for a Fall 2012 occupancy.

Staff Recommendation

Staff recommends the Board approve current Design Development drawings and materials selection and allow continuation of the current design process for the following reasons:

1. **Program.** The current program is consistent with the original approved plan.
2. **Schedule.** The current schedule is consistent with the original approved schedule.
3. **Cost.** The current estimated cost is consistent with the original budget.

Board Committee Review

The Board's Finance, Audit and Operations Committee will review this material at their regular meeting on April 6, 2011, and forward their recommendation to the full Board.

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

Carole Smith
Superintendent
Portland Public Schools

Date

ATTACHMENTS

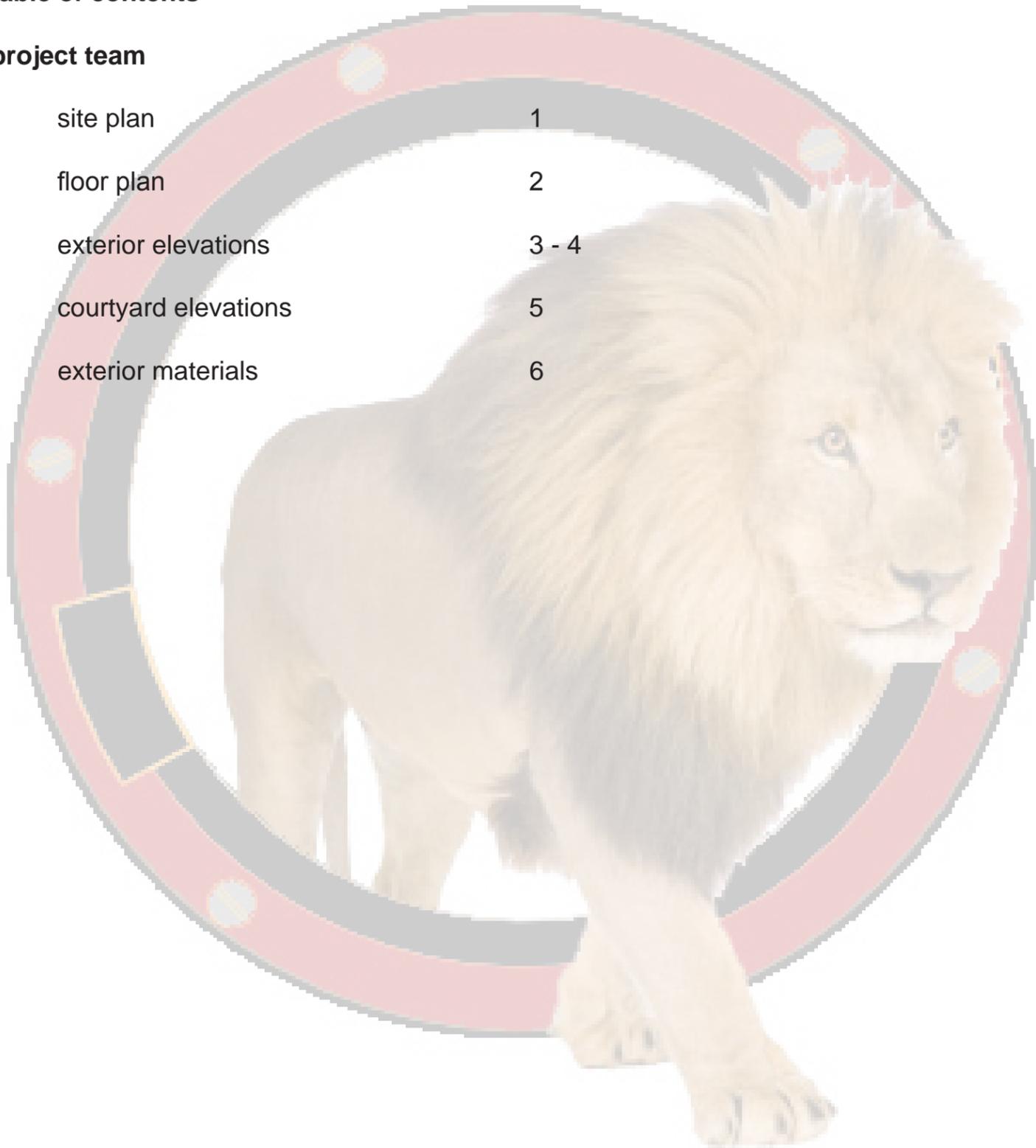
- A. Marysville Floor Plans and Elevations
- B. Project Materials Board
- C. Project Development Schedule
- D. Cost Estimate



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project team

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floor plan	2
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“Respect, Relationships, Results”





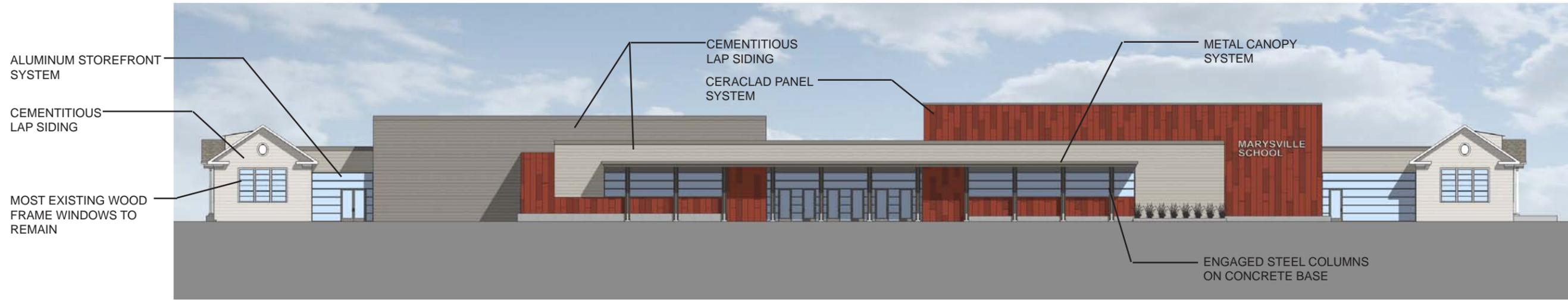


- ADMINISTRATION
- HEALTH
- STAFF
- CLASSROOMS
- LEARNING RESOURCE CENTER
- SPECIALIZED INSTRUCTION
- CAFETERIA/MULTI-PURPOSE
- KITCHEN
- GYMNASIUM
- APPLIED LEARNING (BAND, ART, AND SCIENCE LAB)
- SMALL GROUP LEARNING/GATHERING
- COMMUNITY SPACE
- SERVICE CORE



FLOOR PLAN





A NORTH EXTERIOR ELEVATION - FACES PARK



B SOUTH EXTERIOR ELEVATION - FRONT ENTRANCE AT STREET





C WEST EXTERIOR ELEVATION - FACES STREET

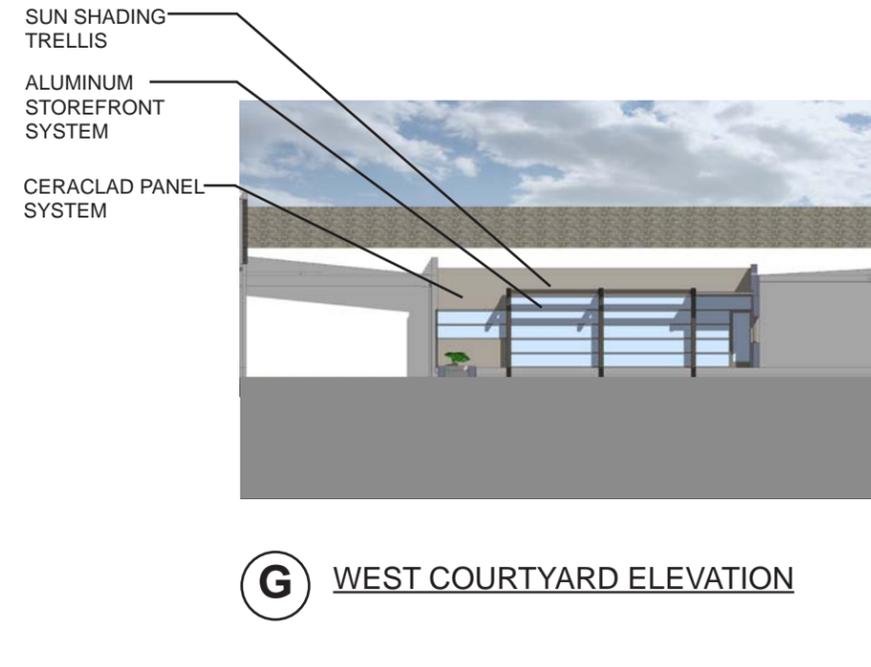


D EAST EXTERIOR ELEVATION - FACES RESIDENTIAL

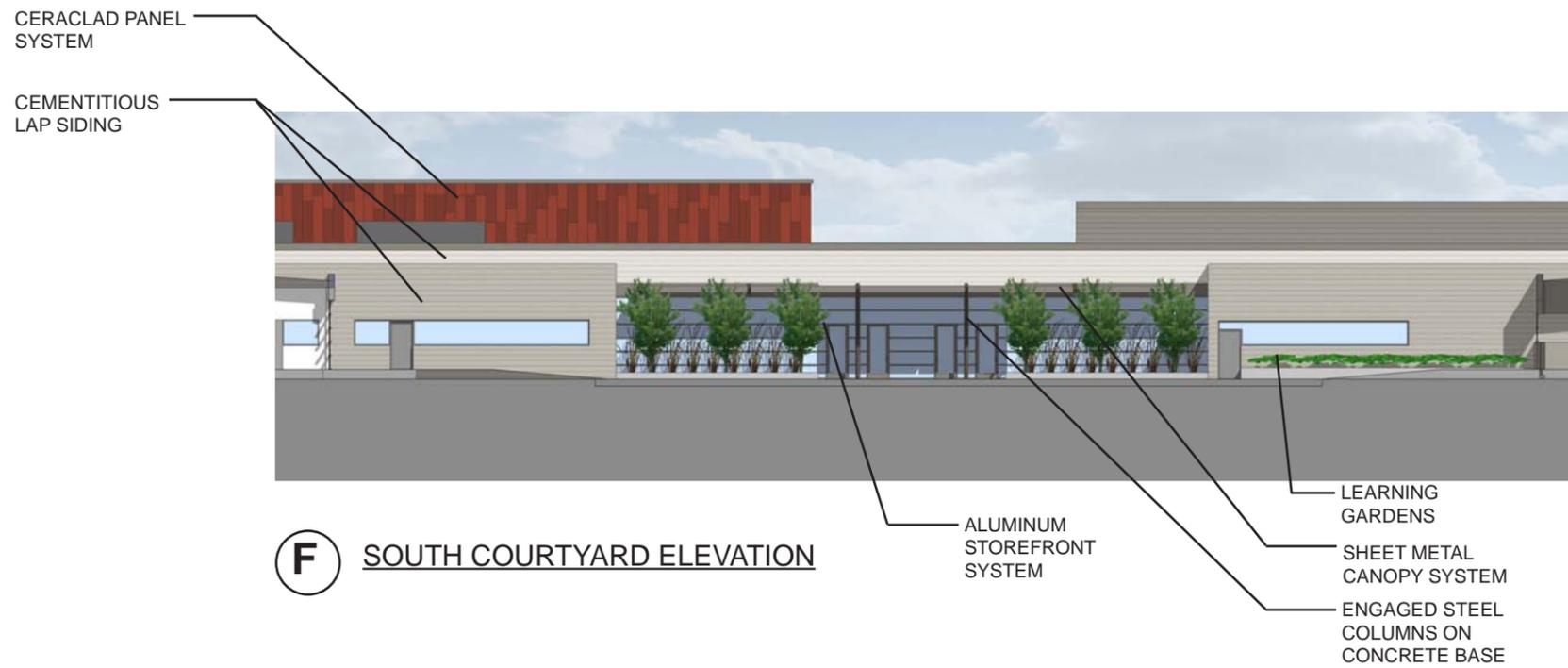




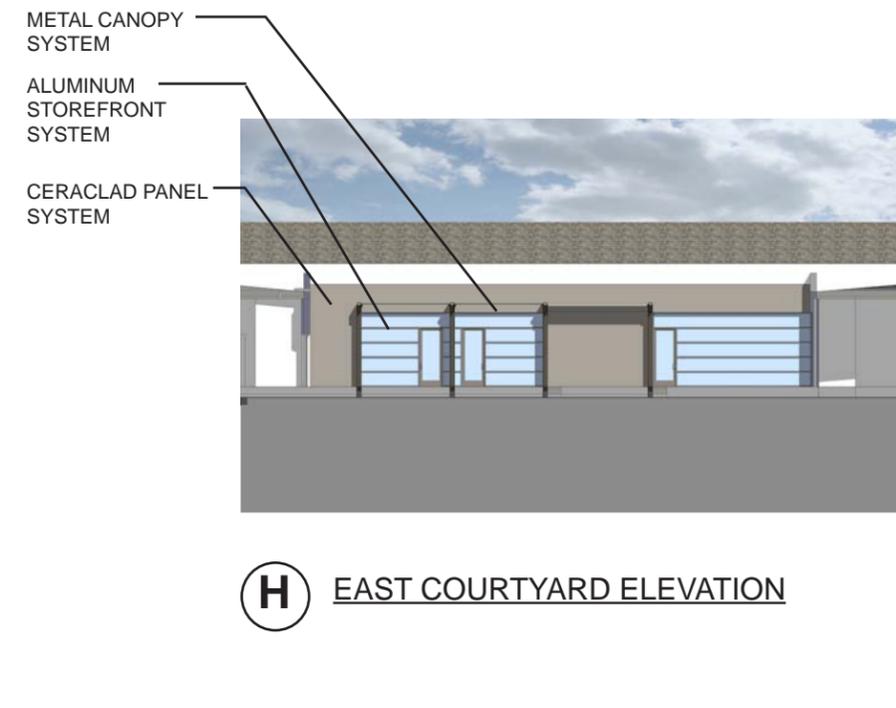
E NORTH COURTYARD ELEVATION



G WEST COURTYARD ELEVATION



F SOUTH COURTYARD ELEVATION



H EAST COURTYARD ELEVATION





pt-1



pt-2



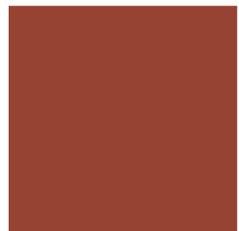
pt-3



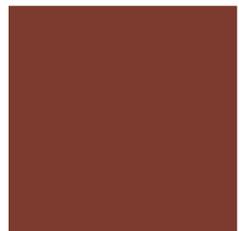
pt-4



pt-5



pt-6



pt-7



metal canopy system - pt-4

exposed steel structure - pt-5

lap siding - pt-1

ceraclad panel system - pt-3

storefront framing - pt-4



lap siding - pt-3

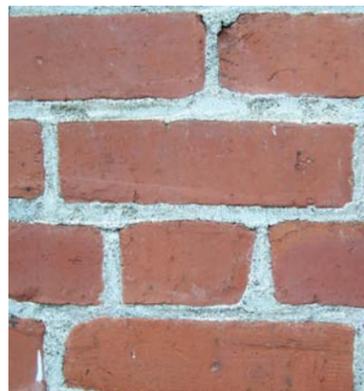
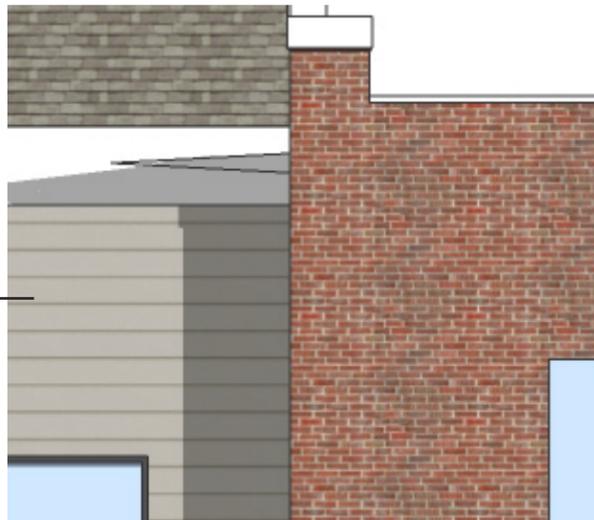
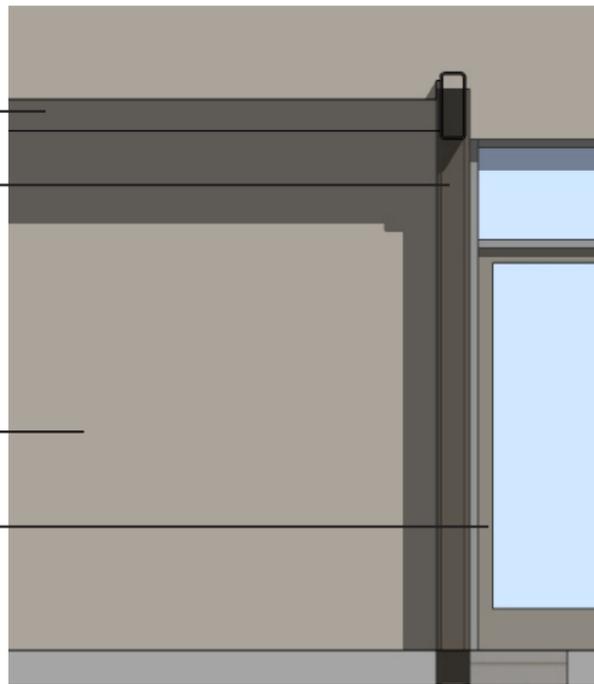
lap siding - pt-2

metal canopy system - pt-4

lap siding - pt-2

exposed steel structure - pt-5

ceraclad panel system - pt-6 & pt-7



existing brick



ceraclad panel system
contemporary smooth



polymeric shake tile roof



cementitious lap siding corner condition



polymeric shake tile roof
driftwood



Marysville Elementary School
 Portland, OR
 DLR Group
 Portland, OR
 DRAFT DESIGN DEVELOPMENT ESTIMATE

Architectural Cost Consultants, LLC

James A. Jerde, AIA - Stanley J. Pszczolkowski, AIA
 8060 SW Pfaffle Street, Suite 110
 Tigard, Oregon 97223-8489
 Phone (503) 718-0075 Fax (503) 718-0077

Estimate Date: 07-Mar-11
 Document Date: 21-Feb-11
 Print Date: 07-Mar-11
 Print Time: 10:52 AM
 Constr. Start: summer 2011

DIRECT CONSTRUCTION COST SUMMARY

Component	Area		\$ / SF	Total
BASE BUILDING	67,930 sf		\$189.98 /sf	\$12,905,160
BASE SITE WORK	30,000 sf		19.62 /sf of site \$8.67 /sf of bldg.	\$588,675
TOTAL DIRECT CONSTRUCTION COST	67,930 sf		\$198.64 /sf	\$13,493,835

The above estimates are for direct construction cost only. They do not include furnishings & equipment, architect and engineer design fees, consultant fees, inspection and testing fees, plan check fees, hazardous material testing and removal, financing costs, nor any other normally associated development costs.

The above estimates assume a competitively bid project, with at least three qualified bidders in each of the major sub-trades as well as the general contractors.

The above estimates assume a construction start date of: **summer 2011** If the start of construction is delayed beyond the date above, the estimates must be indexed at a rate of 2 to 4% per year compounded.

This is a probable cost estimate based on in-progress documentation provided by the architect. The actual bid documents will vary from this estimate due to document completion, detailing, specification, addendum, etc. The estimator has no control over the cost or availability of labor, equipment, materials, over market conditions or contractor's method of pricing, contractor's construction logistics and scheduling. This estimate is formulated on the estimator's professional judgment and experience. The estimate makes no warranty, expressed or implied, that the quantities, bids or the negotiated cost of the work will not vary from the estimator's opinion of probable construction cost.

Marysville Elementary School

Design Development Estimate

March 3, 2011

Prepared for

DLR Group



RLB | Rider Levett Bucknall

Marysville Elementary School

Design Development Estimate

March 3, 2011

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MARYSVILLE ES - DD ESTIMATE

Project Summary

BASIS OF ESTIMATE

This Design Development cost estimate has been prepared at the request of DLR.

The project comprises the construction of:

The renovation and addition of the Marysville Elementary School located in Portland, OR.

This estimate provides an opinion of probable construction costs based upon measured quantities and built-up rates from the drawings dated February 21, 2011.

We have utilized our experience with similar projects, our cost data and information from suppliers and sub-contractors, taking into consideration the local construction market for the type and size of similar projects.

Where information was lacking, assumptions and allowances have been made, based where possible on discussion and information obtained from the design team.

Pricing is based on March 2011 costs.

PROJECT SCHEDULE:

Start : June, 2011
End : September, 2012
Duration : 15 (MONTHS)

An allowance of estimating contingency has been included to account for the level of the design and the complexity of the project.

It is assumed that the contractor will have free access to the work areas.

The costs used in this estimate are based on the assumption that competitive bids for all trades will be received, unless noted otherwise, and that the contractor will be required to pay state prevailing wages for the areas including travel and associated fringe benefits.

COMMENTARY ON THE ESTIMATE DETAILS:

Measured items represented by standard units. Example; lf, sy, cy, item, each etc.

Unless otherwise noted in the cost report, quantities are measured net as fixed in position. There is no allowance for waste in the quantity.

UNIT RATES INCLUDE FOR:

Materials, goods and all costs in connection therewith including materials required for lapping, jointing and the like and all costs in connections therewith such as conveyance, delivery, unloading, storing, returning, packings, handling, hoisting and lowering, square and raking straight cutting, circular cutting and splay cutting, waste of materials, protection, progressive and final cleaning, samples, guarantees and warranties, labor and all costs in connection therewith, shop fabrication work, shop drawings, as built drawings, manuals, testing, establishment costs, overhead costs & profit, plant & equipment, and site allowances.

MARYSVILLE ES - DD ESTIMATE

Project Summary

ITEMS SPECIFICALLY INCLUDED

- . 6.50% - General Conditions
- . 1.80% - Bonds + Insurances
- . 2.50% - Contractor's Fee

ITEMS SPECIFICALLY EXCLUDED

- . Escalation beyond December 2011
- . Piled foundation system
- . Rock excavation
- . Building permit
- . Phasing
- . Compression of schedule, out of hours work
- . Site investigations and owners testing
- . Owner supplied and installed furniture, fixtures and equipment
- . Loose furniture, fixtures and equipment
- . Work outside site boundaries unless noted otherwise
- . Design contingency
- . Owner's contingency
- . Work to existing buildings unless otherwise noted
- . Land purchase and legal costs
- . Design fees
- . Owner management costs
- . Items marked as "Excl." in the estimate

DOCUMENTS

Estimate is based upon the Design Development drawings dated February 21, 2011.

MARYSVILLE ES - DD ESTIMATE

CSI DIVISION FLAG REPORT

Estimated rates
Cost/SF of Gross Floor Area

Flag		SF	Cost \$	Cost/SF
E	Existing Building	33,296	5,108,496	153
N	New Building	32,486	5,627,827	173
S	Sitework		881,762	
D	Demolition		388,053	
	Sub-total \$	65,782	12,006,137	183
	<u>Margins & Adjustments</u>			
	GENERAL CONDITIONS		729,243	11
	OVERHEAD AND PROFIT		298,709	5
	INSURANCE + BONDS		220,447	3
	Grand Total \$	65,782	13,254,537	201

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

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REGULAR BUSINESS MEETING

April 11, 2011

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4438 and 4439

RESOLUTION No. 4438

Election of Temporary Administrators

RECITAL

The following persons have served or will serve in administrative positions with the District, and the Superintendent recommends them to the Board of Education ("Board") for election as Temporary Administrators.

RESOLUTION

The Board accepts the Superintendent's recommendation and by this resolution hereby elects as Temporary Administrators for the school year 2009-10 the following persons, according to the employment terms and conditions set out in the standard District contract, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full Name

Danielson, John M
Flowers, Evelyn Y
Krambule, Dar C
Meksavanh, Tou S
Newcomer, Stephanie

H. Harris

RESOLUTION No. 4439

Appointment of Temporary Teachers and Notice of Nonrenewal

RESOLUTION

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

Full Name	Location	Job Title	FTE	Start Date	End Date
Aylward,Justine M	Boise-Eliot PK-8	Teacher-K8 Gr 1	1.000000	3/28/2011	6/16/2011
Ball,Joseph Stephan	Franklin HS	Teacher-HS Physics	1.000000	2/14/2011	5/7/2011
Beadle,Brian T	Boise-Eliot PK-8	Teacher-ES ESL	1.000000	3/7/2011	6/17/2011
Benns Scott,Jo A	Ockley Green K-8	SPED Coordinator	1.000000	2/8/2011	6/17/2011
Bernat,Allison R	Kelly K-5	Teacher-SPED Gr K-5 Learn Ctr	0.250000	3/9/2011	6/17/2011
Bieze,Patricia E	Rosa Parks PK-5	Teacher-ES Gr K-5 Reading Teacher-SPED Learning	0.375000	2/18/2011	6/4/2011
Brock,Michael Chase	Wilson HS	Center Teacher-SPED Gr 6-8 Learn Ctr	0.500000	1/18/2011	6/17/2011
Bryson,Ronette	Laurelhurst K-8	Teacher-SPED Gr 6-8 Learn Ctr	0.500000	2/7/2011	6/17/2011
Campos,Heather R	Lincoln HS	Teacher-HS Health Teacher-SPED Gr K-8 Learn Ctr	1.000000	1/18/2011	4/30/2011
Carter,Jonetta M	BESC	Teacher-SPED Gr K-8 Learn Ctr	1.000000	3/7/2011	6/17/2011
Chaya,Katherine L	Wilcox	Autism Specialist	1.000000	3/14/2011	6/17/2011
Christie,Elizabeth	Grout K-5	Counselor ES	1.000000	2/14/2011	6/17/2011
Diepenbrock,Bernadette	Rigler K-8	Teacher-K8 Technology	0.300000	1/18/2011	6/17/2011
Dixon,Pamela	BESC	SPED Itinerant- School Psychologist	0.200000	2/28/2011	4/30/2011
Douglass,Martin R	Wilson HS	Teacher-HS Graphic Art	0.500000	2/22/2011	6/17/2011
Foxley,Shannon L	Skyline K-8	Counselor-K8	0.400000	2/1/2011	6/23/2011
Hammond,Melenie A	Lee K-8	Teacher-K8 Gr 2	1.000000	12/13/2010	6/17/2011
Haroun,Deborah T	SPED Itinerant- BESC	Speech Language Pathologist	0.400000	1/3/2011	3/15/2011
Hawkins,Colin T	Scott K-8	Teacher-K8 Gr 7-8 Science	1.000000	11/15/2010	6/17/2011
Hicks,Gregor	Cleveland HS	Teacher-HS Spanish Teacher-CRP BI/Vis Im/O&M Itin	0.500000	2/1/2011	6/17/2011
Hoback,Dixie L	Wilcox	Teacher-SPED Adapted PE	1.000000	3/14/2011	6/17/2011
Holm,Claire C	Laurelhurst K-8	Teacher-K8 Gr 1	1.000000	1/24/2011	6/17/2011
Hubbard,Jane W	SPED Itinerant- BESC	Teacher-K8 Gr 4	0.500000	1/3/2011	6/17/2011
Kempster,Karen Q	Harrison Park K-8	Teacher-SPED CB-Academic	1.000000	1/5/2011	6/17/2011
LaMontagne,Gail C	Llewellyn K-5	Teacher-SPED CB-Academic	1.000000	2/7/2011	6/17/2011
Leben,Cathryn M	Ainsworth K-5	Teacher-ES Gr 1	1.000000	10/11/2010	4/2/2011
Lossner,Christi Anne	Hosford MS	Teacher-MS Gr 8 SS	1.000000	1/18/2011	5/2/2011
Mechling,Michael	Wilson HS	Teacher-HS Advanced Math Teacher-K8 K-5 Rdg/6-8 Xtm Rdg	1.000000	2/14/2011	6/17/2011
Radow,Helen K	Scott K-8	Teacher-K8 K-5 Rdg/6-8 Xtm Rdg	1.000000	12/6/2010	6/17/2011
Renfro,Jared C	Mt. Tabor MS	Teacher-MS Gr 7 Science	1.000000	2/24/2011	5/23/2011

Full Name	Location	Job Title	FTE	Start Date	End Date
Rossiter, Mike E	Scott K-8	Teacher-K8 PE	0.500000	1/3/2011	6/17/2011
Serkland, Kari E	Grout K-5	Teacher-ES Gr 1	1.000000	11/29/2010	6/17/2011
Solomon, Carl H	Madison HS	Counselor-HS	0.200000	2/1/2011	5/31/2011
Speer, Natalie L	Lent K-8	Teacher-K8 Gr K-5 Reading	0.700000	2/7/2011	6/17/2011
Stemler, Michele L	Jefferson HS	Teacher-HS LA	0.500000	2/23/2011	6/17/2011
Thompson, Mark R	Rigler K-8	Teacher-K8 Gr 5	1.000000	3/7/2011	6/17/2011
Weiner, Adam	Sellwood MS	Teacher-MS Gr 6 Math/Music	1.000000	1/31/2011	4/24/2011
Wilcox, Suzanna J	James John K-5	Teacher-ES Gr 1	1.000000	1/3/2011	4/14/2011
Williams, Jamie E	Boise-Eliot PK-8	Teacher-K8 Gr 1	1.000000	3/28/2011	6/17/2011
Wizeman, Marguerite M	Columbia Site	TOSA-SPED	1.000000	2/10/2011	6/17/2011
Wood, Carolyn V	Jefferson HS	Teacher-HS LA	0.500000	2/23/2011	6/17/2011

H. Harris

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4440 and 4441

RESOLUTION No. 4440

Personal / Professional Services, Goods, and Services Expenditure Contracts
Exceeding \$150,000 for Delegation of Authority

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Math Learning Center	04/06/2011	Purchase Order PO 101138	District-wide: Adoption Materials for K-5 Math.	\$185,000	M. Arganbright Fund 191 Dept. 5555 Project B1801
Open Meadow Alternative Schools, Inc.	01/03/2011 through 09/30/2011	Personal/ Professional Services PS 58XXX	District-wide: Continued Step Up services at District High Schools.	\$351,000	S. Higgins Fund 205 Dept. 5485 Grant G1166
RMC Research Corporation	04/15/2011 through 09/30/2012	Personal/ Professional Services PS 58XXX	District-wide: Conduct evaluation of the High School Graduation Initiative Grant.	\$375,000	S. Higgins Fund 205 Dept. 5485 Grant G1116
TBD – based on lowest responsible bidder	04/12/11 through 12/31/11	Construction C 58275	District-wide: Construction services for the repair/replacement of existing skylights.	Not to Exceed: \$520,010	T. Magliano Fund 191 Dept 5597 Project F0192

AMENDMENTS TO EXISTING CONTRACTS

No Amendments

INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

No IGAs

N. Sullivan

RESOLUTION No. 4441

Personal / Professional Services, Goods, and Services Expenditure Contracts
Exceeding \$150,000 for Delegation of Authority Office of School Modernization Projects Fund

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

Modular Classrooms 2011 Total Budget: \$1,200,000						
Contractor	Contract Term	Contract Type	Project Number(s)	Description of Contract / Amendment	Contract Amount	Responsible Administrator / Funding Source
Modern Building Systems (MBS)	5/2011 through 5/2016	Construction C-58279	C0413 (Ainsworth) C0414 (Lent)	Fabrication and installation of modular classrooms at Ainsworth (1) and Lent (2) excluding site improvements and installation of floor finishes. Includes a 5 year price agreement with fixed prices for the first 3 years should the district require additional modulars.	\$373,260	S. Schoening Fund 405 Dept 5511
					Project Budget OSM Funded	\$1,200,000
					Total Project Budget	\$1,200,000
					This Resolution Request	\$ 373,260
					Previously Committed Amount	\$ 65,414
					Remaining Budget	\$ 761,326

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

No IGAs

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4442 and 4443

RESOLUTION No. 4442

Adoption of Cooperative Agreement between ESDs for Services 2011-2012

RECITALS

- A. A collaboration of Clackamas ESD, Columbia Gorge ESD, Multnomah ESD, Northwest Regional ESD and Willamette ESD, the Shared Services Cooperative will directly impact 63 school districts, indirectly benefiting approximately 70% of the K-12 students in Oregon.
- B. The mission of the shared Services Cooperative is to develop and sustain a viable, innovative approach to service provisions that both responds to our economic environment and delivers on the fundamental promises of the education service district concept: to reduce cost, to enhance services and to support program equity across school districts.
- C. The five ESDs will make all of their services available to any school district in their combined service area enabling school districts to access the local service plans of all five ESDs, to contact them directly to arrange for services, to pay the same price their component districts pay for those services and to use resolution funds to purchase them (subject to pre-existing agreements within the individual ESDs).
- D. The Planning Team has maintained a working set of operating agreements since the summer of 2010, amending them as the development of the model progressed, and as the implementation of shared services reveal additional operational topics, the Planning Team will expand and refine those agreements, and is committed to ensuring that, as it evolves, the provision of shared services continues to support the varying business models and service agreements individual ESDs have developed over time in partnership with their component school districts.
- E. The Finance, Audit and Operations Committee reviewed the agreement and this resolution on April 6, 2011, and unanimously recommends its approval to the Board.

RESOLUTION

The Board of Directors of Portland Public School District No. 1J, Multnomah County, Oregon, approves the Shared Services Cooperative Model.

N. Sullivan

RESOLUTION No. 4443

Approving Design,
Authorizing Construction Documents to be completed,
Bid Documents to be issued, and Approval of
Hazardous Materials Abatement and Demolition in preparation
for Rebuilding Marysville K-8 School

RECITALS

- A. On November 10, 2009, a fire occurred at Marysville K-8 School, destroying one-third of the structure, with additional areas of the school damaged by water.
- B. On April 5, 2010, the Board of Education (“Board”) authorized District staff to identify a design team to initiate redesign work through the Schematic Design phase, and to determine options and approximate costs for repair and rebuilding Marysville.
- C. In the Spring of 2010, the District, with Board authorization, directed DLR, a multidisciplinary design group, to proceed with the development of schematic options and cost estimates for the rebuilding of Marysville. The District directed design work to proceed through Schematic Design only, pending the Board’s direction to proceed further.
- D. A series of interviews and design charrettes subsequently took place with PPS departments and the Marysville faculty, PTA, parents, and students. This process allowed for multiple options for rebuilding Marysville K-8 to be identified and further explored.
- E. One of the options, “Rebuild Option 3: Marysville Future Revival” was determined to best serve the Marysville community and Portland Public Schools, and the Board’s Finance, Audit and Operations Committee, in reviewing the options, recommended that the Board approve the use of insurance claim proceeds to continue with Design Development, Construction Documents, permitting and bid packages for option 3.
- F. The Board adopted Resolution No. 4381, which gave approval to proceed with these recommended steps, but not to complete Construction Documents or to move into the construction phase before final review and approval by the Board.
- G. The project is nearing the completion of the Design Development phase, with significant progress made in designing a renovated school that will meet the District’s program and design standards, and address critical space and adjacencies needs identified by the Marysville School community.
- H. The Marysville design provides for such features as pre-K classrooms, restoring 19 general education classrooms, providing specialized classrooms for science, art, music and an exploratory lab, “pull out” spaces for individualized instruction, a full size gymnasium, new dining and kitchen areas, and grounds improvements that increase accessibility, safety, and outdoor learning opportunities.
- I. The Marysville overall design responds to the original historic architecture of the building, retains architecturally significant features within the interior spaces, and maintains a visual and functional connection with the new school park recently completed with funding from the Lents Urban Renewal funds. The planned construction also incorporates green building systems, with a goal of LEED Certification of “Silver” or better. When complete, the renovated school will meet current fire and life safety, seismic, accessibility, and other applicable building codes.
- J. The District budget for the main construction contract was initially established at \$204 per square foot, for a 68,750 s.f. facility; producing a target “bid day” estimate of approximately \$14 million. This target estimate included hazardous materials abatement and demolition. Recent estimates have been conducted by two independent local professional cost consultants, producing estimates of \$198

and \$196 per square foot, including demolition but not hazardous materials. Estimates for hazardous materials abatement provided by the project architect and the abatement consultant are in the range of \$100 - \$150,000, or \$1.5 – \$2.2/s.f. Thus, the construction costs for this project appear to be within budget.

- K. Construction work will proceed in two distinct steps: 1) removal and abatement of hazardous materials and demolition of damaged areas of the school; and, 2) main construction to include both reconstruction and new work. In order to meet the construction schedule, bidding for the hazardous materials abatement and demolition work must proceed soon. This will also give general contractors better access to view site conditions prior to preparing bids for the new construction work.
- L. If approved by the Board, and subject to passage of the ballot measure by voters on May 17, 2011, selective demolition of the damaged portion of the building and hazardous materials abatement may begin immediately after May 17, 2011.
- M. Also subject to passage of the ballot measure and during the demolition and abatement phase, Construction Documents for the main construction will be completed, the project will be submitted for building permits, and construction bidding will commence.
- N. If the ballot measure is not approved by the voters on May 17, 2011, all work will be suspended, and staff will return to the Board to present project options, and to receive further instructions.
- O. The Finance, Audit, and Operations Committee reviewed the site plan, floor plan, elevations and materials specifications developed in the design phase, and has also reviewed this Resolution on April 6, 2011, and unanimously recommends its approval to the Board.

RESOLUTION

1. The Board authorizes completion of Construction Documents for the rebuilding work effort for Design Option 3, "Marysville Future Revival". Subject to voter approval of the ballot measure on May 17, 2011, the Board further authorizes proceeding with submitting plans to local permitting authorities, preparation of construction bid solicitation documents, and soliciting bids for this work.
2. The Board authorizes preparing and soliciting bids for a contract to conduct hazardous materials abatement and demolition in an amount not to exceed \$500,000, with funding to be provided from insurance proceeds.

CJ. Sylvester / S. Schoening