

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
August 4, 2015

Board Auditorium

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

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

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

This meeting may be taped and televised by the media.

REVISED AGENDA

- | | | |
|----|--|---------|
| 1. | <u>SUPERINTENDENT'S REPORT</u> | 6:00 pm |
| 2. | <u>PUBLIC COMMENT</u> | 6:20 pm |
| 3. | <u>QUARTERLY BOND ACCOUNTABILITY COMMITTEE REPORT</u> | 6:40 pm |
| 4. | <u>QUARTERLY CAPITAL BOND UPDATE</u> | 7:15 pm |
| 5. | <u>ROOSEVELT HIGH SCHOOL DESIGN ALTERNATIVE</u> - action item | 7:30 pm |
| 6. | <u>UPDATE: CORRECTIVE ACTION PLAN</u> | 8:15 pm |
| 7. | <u>BUSINESS AGENDA</u> | 8:45 pm |
| 8. | <u>ADJOURN</u> | 9:00 pm |

Portland Public Schools Nondiscrimination Statement

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

MEMORANDUM

Date: August 4, 2015

To: Members of the Board of Education

From: Bond Accountability Committee (BAC)

Subject: 10th BAC Report to the Board

Background

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

Recent Activities

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

At the meeting, the Committee received updates from staff that included the Balanced Scorecard report with supporting data on budget and other metrics, and each of the bond projects of which there are now many.

The summer of 2016 is the busiest yet in the bond program, and probably in the history of PPS. As this report is written, PPS staff is managing the following work:

- Closeout of work at Marshall High School in preparation for Franklin students.
- Closeout of Improvement Project (IP) 2014 (6 contracts, 12 schools).
- Construction of IP 2015 (4 construction contracts, 8 schools).
- Construction of IP 2015 – Science (2 construction contracts, 18 schools).
- Construction at Maplewood.
- Construction at Tubman Campus in preparation for Faubion students.
- Start of construction at Roosevelt High School.
- Start of construction at Franklin High School.

- Completion of design and start of contractor selection for Faubion PK-8 School.
- Commencing design for IP 2016 (12 schools).
- Selection of a design team and appointment of a Design Advisory Group for Grant High School.
- Preparation for master planning of Benson, Lincoln, and Madison High Schools.

This is an extraordinary amount of work for a capital program, and requires intense management by OSM staff and the District's design firms and contractors. The major projects at the high schools involve an extraordinary amount of activity, particularly at Roosevelt where, in addition to the modernization work, temporary facilities are being prepared in time for students' return in a few weeks. In addition, the challenge for the 2015 summer work at 27 schools, the largest IP program to date, is even greater than prior years since only 65 calendar days are available. Lessons learned from prior years have helped greatly through completing designs earlier and making awards sooner to allow for preconstruction activities such as registering for the Owner-Controlled Insurance Program, the submittal process, and mobilizing to the sites.

Both "swing" sites (Marshall and Tubman) are on track to receive students this month from Franklin and Faubion respectively.

Since our last report, the District's performance auditors have delivered their second report. The BAC reviewed the report and endorsed its findings. We agree with the auditors' observation that program management has, after a strong start, continued to refine and enhance its systems and procedures, and continue to serve the program well.

Current Issues

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

The total program budget now stands at \$550 million as funds from various sources have been incorporated into the bond program. Since our last report, the bond premium from the second bond sale has been added to the program. This premium amounted to \$33 million. However, the program budget already included \$8 million that the Board had approved for the Additional Criteria at the high schools, when it was hoped that it could be covered by a future bond premium. That has now come to pass, so the net increase is approximately \$25 million.

This addition has now been largely allocated to projects, including bringing Grant

up to parity in terms of Additional Criteria and cost escalation. Approximately \$4 million remains as a program reserve, the Board reserve of \$10 million remains intact, and each project budget includes its own contingency reserve.

Project Budgets and Schedules. Staff's Balanced Scorecard will continue to show both Roosevelt and Franklin designs behind the Baseline Schedule, as reflected by the "red" report at the various design levels (although overall both schools show "yellow"). These delays have many causes, including changes during design in school capacity requirements, the extensive public outreach and involvement processes, and discussions over the "additional criteria". Crucially, though, construction in both cases is now underway generally as planned.

As construction work on the high schools begins, project budgets and schedules become more and more intertwined. This is particularly true at Roosevelt due to the phasing of the work that allows students to remain on campus throughout construction. After the rush to have the temporaries ready for school in a few weeks, the pressure will be squarely on the Phase 1 work, which includes construction of a new theater and a new gym. Very little float exists in the schedule that requires occupancy next August. The focus will then switch to Phase 2. This includes modernization of the existing main building, and has similarly little float in its schedule goal of an August 2017 completion.

To date, the BAC has been satisfied with schedule presentations that show only a few milestones. The critical nature of the high school work, however, causes us to ask for more detail on those schedules and we will work with OSM to develop an effective format.

As noted above, each project budget includes its own contingency. The BAC agrees with OSM staff that these contingency reserves should not be considered available for discretionary changes; modernizations of facilities like the high schools will inevitably include cost impact surprises, which will likely put pressure on those reserves.

The Committee continues to have concerns about market conditions causing price increases. Fortunately, the District's project contingencies on IP work have held up very well through construction so far, and each IP program to date has returned some savings to the program.

Equity. Staff reports on student involvement remain impressive. The new reporting metric for student involvement in the Balanced Scorecard shows the program to be exceeding the year's goals with the highlight being 12 interns currently working at various sites and projects over the summer.

The employment of apprentices through the Workforce Hiring program continues to exceed the 20% goal, with results coming in closer to 30%.

Contractors still lag behind the aspirational goal for MWESB involvement, a result of the fact that all work to date has been awarded on a low bid basis with only aspirational goals applied. By the time of our next report, we will have the results for IP15 and, crucially, will also have preliminary information from Franklin and Roosevelt. Both CM/GCs have aggressive programs and good histories of MWESB contracting so we remain hopeful that involvement will increase. Since the District reports MWESB involvement based on payments made, however, any improvement may take some time to show up on the Balanced Scorecard.

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

Safety. Given the dramatic increase in construction activity resulting from the work at Franklin and Roosevelt, we have asked staff to add a regular report on safety performance within the program. We will work with staff to develop the best appropriate measure.

Other. We understand that the Board has appointed a School Improvement Bond Committee with Director Kohnstamm serving as chair, and Directors Anthony and Knowles as members. Among other things, this committee is to serve as liaison to the BAC, and we look forward to working closely with it and doing our best to serve its needs.

Since the passage of the 2012 bond measure, the BAC has been pleased to work with C.J. Sylvester and Jim Owens in their leadership roles with OSM and we are extremely sorry to see them leaving in the near future. In our judgment, however, they have developed a highly qualified and effective bond team including OSM staff and outside consultants and contractors, which is professionally and successfully managing an extraordinary workload. This will be their legacy, and the voters and taxpayers within the PPS district have been well served.

We understand that the District intends to replace both C.J. and Jim with a single position. A successful recruitment is imperative for the continuation of an efficient and effective bond program, and we look forward to working closely with the new Chief of OSM.

Summary

The summer of 2015 gives Portland taxpayers the opportunity to see their money at work all over the District at 31 schools, including Franklin and Roosevelt. At this point in the bond program, that money is being well spent and effectively managed.

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



Board of Education Informational Report

MEMORANDUM

Date: July 31, 2015
To: Members of the Board of Education
From: Amanda Whalen
Subject: Update on Corrective Action Plan for Complaint Filed by the Parents Coalition

Attached please find the update that was provided to the Oregon Department of Education.



Amanda Whalen
Chief of Staff

PORTLAND PUBLIC SCHOOLS
501 North Dixon Street • Portland, OR 97227
Telephone: (503) 916-3354

July 31, 2015

Dear Deputy Superintendent Noor,

Per Deputy Superintendent Saxton's March 13, 2014 final order in the complaint filed by the Parents Coalition, Portland Public Schools developed a Corrective Action Plan [CAP] for the 2014-15 school year which was approved by the Oregon Department of Education ("ODE"). The CAP required PPS to submit to an audit of PPS' compliance with the CAP.

Corrective Action Plan

Attached please find a copy of the final CAP for Portland Public Schools (Attachment A), a Corrective Action Plan update (Attachment B) and all of the supporting documentation. We are pleased that the independent auditor did not find any exceptions as a result of their procedures.

This information should fulfill Portland Public Schools' obligation under the final order and corrective action plan.

In addition to the information required under the Corrective Action Plan, I wanted to provide you with some additional information on the items identified in the final order.

Additional Information Regarding High School Schedule:

- For the 2015-16 school year, PPS has developed a schedule that provides 126.1-127.6 hours per course. This schedule maintains the 8 period day for students in order to provide additional opportunities for acceleration, support, CTE and other elective courses. (Attachment K)
- PPS sent out a letter to all high school students encouraging them to take 8 courses and, for the second year, students who are not enrolling in 8 courses will be required to submit a signed waiver from their parent or guardian.

Additional Information Regarding the Complaint Policy and Procedures:

- As of July 2015, the Ombudsman reports directly to the Superintendent.
- Over the course of the year, information was disseminated to families and the public through a variety of means to ensure awareness of the ombudsman position and services.
 - In the beginning of the year, the ombudsman was included in the annual "What you need to know" publication that is sent to every family and translated into our major languages.
<http://www.pps.k12.or.us/files/back-to-school/What-you-need-to-know-2014-15-V05.pdf>

- The email newsletter “PPS Pulse” featured an additional article about the services of the Ombudsman in March 2015: <http://www.pps.k12.or.us/news/10529.htm>
- On every page of the PPS website, there is a drop down menu entitled “How do I?” The first option is “Resolve a school-based concern?” This selection takes viewers to the ombudsman web page.
- The ombudsman also regularly speaks with parent and community groups to increase awareness of the position and services offered.
- While the CAP only required an audit of the process for responding to formal complaints, it is important to note that the ombudsman responded to almost 300 concerns through the year. The vast majority of these were resolved informally.
- As noted in the audit report by Moss Adams, there were three mutually-agreed upon extensions of the complaint timeline, as allowed by the complaint process. Following are details of the extensions:
 - Extension #1: Response was due on Friday, January 9th. Extended to Tuesday January 13th. This complaint fell over the winter holidays and administrators requested two additional work days to complete the response.
 - Extension #2: Response was due Sunday, March 29th which was the Sunday at the end of Spring Break. Requested a one day extension and delivered response on Monday, March 30th.
 - Extension #3: Response was due on June 4th. A one week extension was requested due to the complexity and breadth of the complaint. There were three departments and two schools involved. In addition, the complainant’s primary language is Spanish so the provision of interpretation and translation services added time to the process.
- PPS has also retained Moss Adams to review the complaint process and make any recommendations for improvement. . At this point, the policy has been in place for just over 6 months. In this time, there has been only one complaint appealed to the PPS Board of Education and one appeal to the Oregon Department of Education. The Oregon Department of Education did not accept this appeal because it did not fall within the complaint procedure process. PPS will complete this process review once the policy has been in place for a year, at which point there may be additional complaints for review.

We would like to acknowledge the Parents Coalition’s advocacy on behalf of PPS students and thank them for their collaboration on the development of the Corrective Action Plan and audit review.

If you have any questions, please let me know.

Amanda Whalen
Chief of Staff

Cc: Carole Smith, Superintendent
PPS Board of Education
Parents Coalition

Portland Public Schools Corrective Action Audit Work Plan

CORRECTIVE ACTION PLAN

CORRECTIVE ACTION PLAN		ACTION AND AUDIT PLAN					
FINDING	ACTION	WHAT	WHEN	WHO	REVIEW	STATUS and COMMENTS	
"The District did not meet the minimum standards for instructional time per credit as required by OAR 582-022-1131."	As part of the District's Division 22 report, Portland Public Schools submitted an 8 period schedule to the Oregon Department of Education that meets the 130 hour course requirement. If PPS is required to change the schedule, PPS will provide a revised schedule to ODE and the Parents Coalition to revise this audit process, if necessary.	8 period schedule meeting 130 submitted to ODE	April 15, 2014	Amanda Whalen	Independent auditor will review 130 schedule on October 1, 2014.	Schedule submitted. Still to be reviewed by auditor.	
	Create Monitoring Documents for 130 Hour Compliance	Hour Monitoring: Weekly worksheet documents. Course minute tracker will be used to track minutes, track variances, why variances took place and how it will be/was remedied. Schools will report to families any changes in weekly schedule through regular school communication methods (this will vary depending on the school).	8/1/2014 develop document	Greg Wolleck & Senior Directors	Weekly audit reports by Senior Director and Director of School Operations. Monthly: by independent auditor	Document Completed. Any changes to monitoring document will be provided to Parents Coalition for agreement.	
			Post online by September 2, 2014	Greg Wolleck & Senior Directors	Post on line for public view	Posted	
			Hour Monitoring: Guidance for special cases document.	Draft by September 2, 2014, reviews complete by October 1, 2014	Greg Wolleck & Senior Directors	Parents Coalition, internal stakeholders (principals, site administrators)	Distributed
	Engage independent auditor	Identify independent and unbiased auditor	Individual identified and mutually once audit plan is approved	Amanda Whalen & Caroline Fenn	Parents Coalition, Board of Education, ODE	Will identify mutually agreeable auditor once have final audit plan	

Portland Public Schools Corrective Action Audit Work Plan

CORRECTIVE ACTION PLAN

FINDING	ACTION	WHAT	WHEN	WHO	REVIEW	STATUS	
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<p>"The District does not meet the minimum standards for a complaint process as required by OAR 581-022-1941."</p>	<p>Prioritize resources to hire an Ombudsman.</p>	<p>Hire Ombudsman; create an independent Office of the District Ombudman.</p>	<p>July 1, 2014</p>	<p>Jon Isaacs</p>		<p>Completed.</p>		
		<p>Draft policy to the Board of Education</p>	<p>July 31, 2014</p>	<p>Jollee Patterson/ Jon Isaacs/Judi Martin</p>		<p>Completed</p>		
		<p>Provide draft for review by stakeholders</p>	<p>Parents Coalition: August</p>	<p>Judi Martin</p>	<p>Parent Coalition reviewed</p>	<p>Provided by Parents Coalition. District will incorporate feedback into next draft of policy and administrative directive .</p>		
			<p>External Stakeholders: August</p>	<p>Judi Martin</p>	<p>Coalition of Communities of Color (and its individual member organizations); OPOS; Portland Parents Union; Portland Council PTA (will distribute to school PTAs) and school Site Councils; advocacy groups for ESL Students, Special Education, TAG; and best efforts will be made to contact individuals who filed formal complaints about PPS from Jan. 2013- July 2014 and potentially others</p>	<p>Feedback was incorporated into next draft of policy and administrative directive. Policy will be compliant with state law and regulations.</p>		
			<p>Internal Stakeholders: August</p>	<p>Judi Martin</p>	<p>Internal Stakeholder review</p>	<p>Provided</p>		

Revise the complaint policy to come into compliance.	Board Work Session: Staff report will explain that in order to be in compliance, policy must at least include appeal to the state and must comply with applicable law including state statutes and administrative rules. Goal is also to be a more user-friendly policy that does not deter individuals from filing complaints.	9/9/2014: opportunity for the board to provide feedback prior to first reading	Jollee Patterson/ Jon Isaacs / Judi Martin	Board review in Board Work Session	Completed		
	First Reading:	September 23, 2014	Jollee Patterson/ Jon Isaacs/ Judi Martin	First Reading/ public testimony/28 days for comment	Completed		
	Second Reading/Adoption ODE will determine if entire adopted policy is in compliance. If not, will provide feedback to board until ODE compliant policy is approved.	11/10/2014 (board meeting date was changed)	Jollee Patterson/ Jon Isaacs/ Judi Martin	Second Reading/ public testimony			
	Monitor success of policy revision: Ombudsman will monitor monthly and provide to independent and unbiased auditor/mutually approved by PPS and the Parents Coalition: 1) # of people accessing Ombudsman 2) # of formal complaints and percentage resolved satisfactorily. 3) # of formal complaints completed within 90 day time frame. Independent auditor will monitor: 4) # of complaints appealed to ODE for timeframe violations, and 5) % of individuals filing formal complaints reporting that they were informed of their rights under the complaint process and received written responses at every required level.	Year End Report: July 2015 including independent external audit findings. For subsequent years, PPS will report compliance as required by state law as part of Division 22 Report.	Judi Martin	Submitted to ODE, Board of Education, and the Parents Coalition. Annually, Division 22 compliance as part of public board meeting and report to ODE.			

The District must also submit to an audit process to ensure appropriate implementation of this Corrective Action Plan.	Once this Corrective Action Plan is approved by the Board of Education, staff will reach out to the Parents Coalition to develop the audit process.	Plan still in process on 11/10/14.	08/15/2014.	Amanda Whalen	Meetings July 24, August 4, August 11		Turn to green when we submit?	
Portland Public Schools Corrective Action Audit Work Plan		ACTION AND AUDIT PLAN						
CORRECTIVE ACTION PLAN								
FINDING	ACTION	WHAT	WHEN	WHO	REVIEW	STATUS		
ODE made no finding against the District Under OAR 581-022-1620		"The Department's analysis of bell schedules and school calendars for the District's nine comprehensive high schools shows a variety of configurations with each meeting the letter of the law by providing at least 990 hours per year of instructional time given an 8-period schedule."	Provided December 2013		In compliance	Provided		
		ODE directed PPS to include in the audit plan metrics regarding high school student enrollment in an eight-period day	Provided first semester enrollment data by October 17, 2014			Provided October 16, 2014		
			Provide forecasted data for second semester on January 30, 2015					
			Report Actual Enrollment for Second Semester on March 15, 2015					

CORRECTIVE ACTION PLAN UPDATE

Corrective Action Plan Item	Status/Comments
Instructional Hours	
8 period schedule meeting 130 submitted to ODE	<ul style="list-style-type: none"> Reviewed by auditor (Attachment J)
Hour Monitoring: Weekly worksheet documents. Course minute tracker will be used to track minutes, track variances, why variances took place and how it will be/was remedied. Schools will report to families any changes in weekly schedule through regular school communication methods (this will vary depending on the school).	<ul style="list-style-type: none"> Course hours were tracked on website: http://www.pps.k12.or.us/departments/hi-gh-school-system/9976.htm Auditor reviewed minute tracker (Auditor Report Attachment C)
Hour Monitoring: Guidance for special cases document.	<ul style="list-style-type: none"> Developed and distributed (Attachment D)
Identify independent and unbiased auditor	<ul style="list-style-type: none"> Moss Adams was retained to complete the audit. Report attached.
Complaint Policy	
Hire Ombudsman; create an independent Office of the District Ombudsman.	<ul style="list-style-type: none"> Completed in July 2014
Draft policy to the Board of Education	<ul style="list-style-type: none"> Completed July 2014
Provide draft for review by stakeholders	<ul style="list-style-type: none"> Parents Coalition (August 2014) External stakeholders identified in Corrective Action Plan (August 2014) Internal stakeholders (August 2014)
Board Work Session: Staff report will explain that in order to be in compliance, policy must at least include appeal to the state and must comply with	<ul style="list-style-type: none"> Completed September 2014

applicable law including	
First Reading of Complaint Policy	<ul style="list-style-type: none"> Completed September 23, 2014
Second Reading/Adoption ODE will determine if entire adopted policy is in compliance. If not, will provide feedback to board until ODE compliant policy is approved.	<ul style="list-style-type: none"> Second reading was November 10, 2014 Policy: http://www.pps.k12.or.us/files/board/4.50_030-P_Complaint_Policy.pdf Complaint Resolution Process: http://www.pps.k12.or.us/files/board/4.50_031-AD_Complaint_Resolution_Process.pdf ODE determined policy was in compliance on December 18, 2014
Monitor success of policy revision: Ombudsman will monitor monthly and provide to independent and unbiased auditor/mutually approved by PPS and the Parents Coalition: 1) # of people accessing Ombudsman 2) # of formal complaints and percentage resolved satisfactorily. 3) # of formal complaints completed within 90 day time frame. Independent auditor will monitor: 4) # of complaints appealed to ODE for timeframe violations, and 5) % of individuals filing formal complaints reporting that they were informed of their rights under the complaint process and received written responses at every required level.	<ul style="list-style-type: none"> Please see attached memo from the Ombudsman that provides by month, the number of people accessing Ombudsman, # of formal complaints and percentage resolved satisfactorily and # of formal complaints completed within the 90 day window. (Attachment E) Please also see attached report from independent auditor regarding # of complaints appealed to ODE for timeframe violations and % of individuals filing formal complaints reporting that they were informed of their rights under the complaint process and received written responses at every required level.
High School Student Enrollment in 8 Period Day	
ODE directed PPS to include in the audit plan metrics regarding high school student enrollment in an eight-period day	<p>Attached please find:</p> <ul style="list-style-type: none"> First semester enrollment data (Attachment F (data note) and G) Forecasted data for second semester (Attachment H) Actual enrollment for second semester (I)

Course Minute Tracker: Guidance for Building Administrators

The following events count as part of the 130 hours of course time and should not be deducted in the tracker:

- Courses continue during the following assessments
 - ACT/PSAT and curriculum embedded assessments including finals
 - AB/IB testing
- Weather closures count unless, in accordance with ODE guidance, make-up time is required and added to the calendar
- Curriculum embedded field experiences
- The last day for seniors is determined in accordance with ODE guidelines
- Safety drills during which students remain in their classrooms (Lock Down/Lock Out...)

The following events do not count as part of the 130 hours of course time and the minutes for each must be deducted in the CMT:

- General interest Assemblies and Tutorial time
- Student Orientation activities outside of course related skill development
- Non-curriculum embedded career exploration
- Safety Drills during which students leave their classrooms (Fire Drills...)
 - If at all possible, schedule these drills during A Day periods (Monday mornings, Tuesdays and Thursdays)
 - Record the official time of the Fire Drill in the CMT
 - For this first semester, we will just record the time lost and then add it back at the end of the semester by foregoing one Assembly/Tutorial period. More on this later.



MEMO

To: Superintendent Carole Smith

From: Judi Martin

Date: July 30, 2015

Re: Audit for Corrective Action Plan

Ombudsman will monitor monthly and provide to independent and unbiased auditor/mutually approved by PPS and the Parents Coalition:

1) # of people accessing Ombudsman

Aug14	Sept14	Oct14	Nov14	Dec14	Jan15	Feb15	Mar15	Apr15	May15	June15	July15	TOTAL
3	33	10	12	19	22	28	39	67	26	18	3	280

2) # of formal complaints and percentage resolved satisfactorily.

From August 2014-July 2015 there were **14 formal complaints** filed with the Office of the Ombudsman.

The term “resolved satisfactorily” is somewhat ambiguous. If it is interpreted to mean the number of complaints that were not appealed to the Oregon Department of Education and that were “satisfactorily resolved” at an earlier stage in the process, then 13 complaints (**93%**) were “satisfactorily resolved” at the district level (12 of the complaints were resolved satisfactorily at Step 1 and 1 complaint was resolved satisfactorily at Step 3).

As of this date, 1 complaint is pending at Step 2.

3) # of formal complaints completed within 90 day time frame.

13 formal complaints have been completed within the time frame and 1 is still pending within the time frame.



PORTLAND PUBLIC SCHOOLS

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Attached please find the data metrics identified by the Oregon Department of Education on October 8, 2014. I wanted to provide a bit of context to these data and where PPS is still identifying areas to improve our data collection so that it better reflects the work our students are doing outside of the “typical” 8 period day.

Definitions:

- We are only providing data for students on free meals instead of free and reduced. This is because three of our schools (Jefferson, Madison and Roosevelt) are using the Community Eligibility Provision to provide meals to students so that we are not tracking reduced-priced meal eligibility in those schools. In order to provide the same data for all schools, we are only providing free meal data.
- Historically Underserved (HU) students are defined as American Indian/Alaskan Native, or Black, or Hispanic, or Native Hawaiian/Pacific Islander.
- While ODE requested that we exclude teaching assistant data from these metrics, PPS is also including this information as a separate data draw because students receive a credit for their TA positions and each one has a job description and provides career learning opportunities.

Data Challenges to Capturing “True” Course Loads:

- These data still include a small number of students who are not enrolled in classes but are still showing up in Synergy. This is a data clean up that is still in process.
- These data also include a handful of students who are taking more than 8 courses because of Virtual Scholars (online) or Evening Scholars (night school). These students show up in the data provided as taking 8 courses.
- Jefferson’s data do not include student enrollment at Portland Community College as part of the Middle College Program.
- In some cases, courses taken at other institutions are not yet entered into Synergy (e.g. approximately 20 Lincoln freshman are taking a French course in partnership with another school that does not show up as a course; students who take courses online through BYU or take courses through the PSU Link Program or Reed College Young Scholars Program).

school	SY	Group	# of periods that students are signed up for as a percentage of total students in Group								Average	INCLUDES TA	Group	# of periods that students are signed up for as a percentage of total students in Group								Average				
			1	2	3	4	5	6	7	8				1	2	3	4	5	6	7	8					
Benson	2014-2015	9						0%	21%	79%	7.8		9							0%	19%	80%	7.8			
Benson	2014-2015	10							13%	47%	41%	7.3		10						7%	45%	48%	7.4			
Benson	2014-2015	11					1%	5%	23%	41%	30%	7.0		11					1%	4%	24%	36%	36%	7.0		
Benson	2014-2015	12					4%	26%	31%	23%	16%	6.2		12					4%	18%	35%	26%	17%	6.3		
Benson	2014-2015	HU					1%	8%	17%	37%	37%	7.0		HU					1%	6%	18%	36%	40%	7.1		
Benson	2014-2015	Free						0%	8%	17%	31%	44%	7.1		Free						0%	6%	16%	30%	47%	7.2
Benson	2014-2015	Overall						1%	7%	15%	32%	45%	7.1		Overall						1%	5%	15%	31%	49%	7.2
Cleveland	2014-2015	9							1%	57%	42%	7.4		9						1%	57%	42%	7.4			
Cleveland	2014-2015	10	0%						1%	9%	41%	48%	7.4		10	0%					0%	7%	38%	54%	7.4	
Cleveland	2014-2015	11		0%			1%	4%	26%	44%	24%	6.8		11		0%			1%	3%	21%	46%	29%	7.0		
Cleveland	2014-2015	12	0%	0%	1%	10%	19%	34%	26%	11%	6.1		12	0%	0%	1%	6%	18%	33%	29%	13%	6.2				
Cleveland	2014-2015	HU		0%			3%	6%	17%	38%	35%	7.0		HU		0%			2%	6%	13%	39%	39%	7.1		
Cleveland	2014-2015	Free		0%	0%		2%	4%	16%	39%	38%	7.0		Free		0%	0%		1%	4%	14%	40%	41%	7.1		
Cleveland	2014-2015	Overall	0%	0%	0%	3%	6%	16%	43%	32%	7.0		Overall	0%	0%	0%	1%	5%	15%	43%	36%	7.1				
Franklin	2014-2015	9							0%	17%	83%	7.8		9								16%	84%	7.8		
Franklin	2014-2015	10							0%	33%	66%	7.6		10					0%				32%	67%	7.7	
Franklin	2014-2015	11						1%	12%	39%	47%	7.3		11					0%	1%	11%	38%	49%	7.3		
Franklin	2014-2015	12		1%	2%	8%	18%	31%	27%	14%	6.1		12		1%	2%	7%	15%	30%	29%	17%	6.3				
Franklin	2014-2015	HU					0%	1%	4%	10%	27%	58%	7.4		HU					0%	1%	4%	8%	27%	60%	7.4
Franklin	2014-2015	Free					1%	3%	3%	10%	25%	58%	7.3		Free					1%	2%	3%	10%	25%	60%	7.4
Franklin	2014-2015	Overall		0%	1%	2%	5%	11%	28%	54%	7.3		Overall		0%	1%	2%	4%	10%	28%	56%	7.3				
Grant	2014-2015	9								7%	93%	7.9		9								7%	93%	7.9		
Grant	2014-2015	10							4%	36%	60%	7.6		10							2%	34%	64%	7.6		
Grant	2014-2015	11					1%	6%	28%	44%	21%	6.8		11					0%	4%	23%	48%	24%	6.9		
Grant	2014-2015	12	0%	1%	2%	10%	35%	29%	17%	7%	5.7		12	0%	1%	0%	4%	24%	37%	24%	9%	6.1				
Grant	2014-2015	HU					0%	3%	11%	13%	24%	49%	7.0		HU					1%	8%	13%	28%	51%	7.2	
Grant	2014-2015	Free					1%	2%	9%	13%	23%	51%	7.1		Free					0%	1%	7%	13%	26%	52%	7.2
Grant	2014-2015	Overall	0%	0%	0%	3%	10%	15%	26%	46%	7.0		Overall	0%	0%	0%	1%	7%	16%	28%	48%	7.1				

Report excludes Lunch, Early Release, Late Arrival, Study Hall, and TA.		# of periods that students are signed up for as a percentage of total students in Group								Average	INCLUDES TA		# of periods that students are signed up for as a percentage of total students in Group								Average	
school	SY	Group	1	2	3	4	5	6	7	8		Group	1	2	3	4	5	6	7	8		
Jefferson	2014-2015	9						1%	3%	97%	8.0	9							1%	3%	97%	8.0
Jefferson	2014-2015	10						3%	29%	68%	7.7	10							3%	29%	68%	7.7
Jefferson	2014-2015	11		1%	1%	5%	15%	28%	27%	24%	6.4	11					3%	9%	27%	30%	30%	6.8
Jefferson	2014-2015	12	1%	1%	7%	15%	18%	22%	17%	18%	5.8	12	1%	1%	4%	12%	17%	24%	21%	20%	6.0	
Jefferson	2014-2015	HU	0%	1%	1%	4%	8%	13%	21%	52%	7.0	HU	0%	0%	1%	2%	7%	13%	22%	55%	7.2	
Jefferson	2014-2015	Free	0%	0%	1%	3%	7%	12%	23%	54%	7.1	Free	0%	0%	0%	1%	6%	11%	24%	56%	7.2	
Jefferson	2014-2015	Overall	0%	0%	2%	4%	8%	13%	20%	54%	7.0	Overall	0%	0%	1%	3%	6%	13%	21%	56%	7.2	
Lincoln	2014-2015	9						0%	3%	64%	7.3	9							3%	62%	35%	7.3
Lincoln	2014-2015	10						1%	4%	52%	7.4	10						1%	4%	48%	48%	7.4
Lincoln	2014-2015	11				1%	5%	21%	53%	21%	6.9	11					1%	3%	20%	53%	24%	7.0
Lincoln	2014-2015	12		0%	1%	6%	19%	37%	29%	8%	6.1	12		0%	1%	5%	15%	39%	32%	8%	6.2	
Lincoln	2014-2015	HU			1%	2%	4%	15%	45%	34%	7.0	HU				2%	2%	15%	42%	40%	7.2	
Lincoln	2014-2015	Free				2%	4%	10%	39%	45%	7.2	Free				2%	2%	9%	37%	51%	7.3	
Lincoln	2014-2015	Overall		0%	0%	2%	6%	16%	50%	27%	6.9	Overall		0%	0%	1%	4%	15%	49%	30%	7.0	
Madison	2014-2015	9				0%			1%	99%	8.0	9							1%	99%	8.0	
Madison	2014-2015	10						0%	8%	91%	7.9	10							7%	93%	7.9	
Madison	2014-2015	11				0%	0%	6%	25%	68%	7.6	11					0%	0%	4%	26%	69%	7.6
Madison	2014-2015	12	1%		1%	2%	11%	21%	30%	34%	6.8	12	1%		1%	2%	11%	21%	29%	36%	6.8	
Madison	2014-2015	HU	0%				2%	5%	12%	81%	7.7	HU	0%				2%	4%	12%	82%	7.7	
Madison	2014-2015	Free				0%	1%	2%	5%	80%	7.7	Free				0%	1%	2%	4%	12%	80%	7.7
Madison	2014-2015	Overall	0%		0%	1%	3%	6%	15%	75%	7.6	Overall	0%		0%	1%	3%	6%	14%	76%	7.6	
Roosevelt	2014-2015	9								100%	8.0	9									100%	8.0
Roosevelt	2014-2015	10							3%	97%	8.0	10								1%	99%	8.0
Roosevelt	2014-2015	11						2%	22%	76%	7.7	11							1%	18%	81%	7.8
Roosevelt	2014-2015	12	0%		1%	1%	8%	17%	24%	47%	7.0	12	0%		1%	2%	4%	17%	25%	50%	7.1	
Roosevelt	2014-2015	HU	0%			0%	2%	4%	10%	83%	7.7	HU	0%			0%	1%	3%	9%	86%	7.8	
Roosevelt	2014-2015	Free				0%	2%	3%	10%	85%	7.8	Free				0%	1%	2%	9%	87%	7.8	
Roosevelt	2014-2015	Overall	0%		0%	0%	2%	4%	12%	81%	7.7	Overall	0%		0%	0%	1%	4%	11%	83%	7.7	

school	SY	Group	# of periods that students are signed up for as a percentage of total students in Group								Average	INCLUDES TA	Group	# of periods that students are signed up for as a percentage of total students in Group								Average		
			1	2	3	4	5	6	7	8				1	2	3	4	5	6	7	8			
Wilson	2014-2015	9				1%				22%	78%	7.8		9				1%				21%	78%	7.8
Wilson	2014-2015	10				1%	0%	8%	44%	47%	7.4		10				1%	0%	5%	38%	56%	7.5		
Wilson	2014-2015	11		0%		1%	5%	24%	46%	24%	6.8		11		0%		0%	2%	16%	44%	37%	7.1		
Wilson	2014-2015	12	0%	1%	3%	9%	26%	29%	25%	7%	5.8		12	0%	0%	2%	6%	15%	33%	28%	15%	6.2		
Wilson	2014-2015	HU				1%	4%	7%	13%	30%	44%	7.0		HU				4%	4%	11%	30%	51%	7.2	
Wilson	2014-2015	Free		0%	1%	4%	7%	10%	32%	45%	7.0		Free		0%	0%	3%	4%	11%	28%	53%	7.2		
Wilson	2014-2015	Overall	0%	0%	1%	3%	7%	14%	34%	41%	7.0		Overall	0%	0%	0%	2%	4%	13%	33%	48%	7.2		
Overall	2014-2015	9				0%	0%	1%	25%	74%	7.7		9				0%		1%	24%	75%	7.7		
Overall	2014-2015	10	0%		0%	0%	0%	5%	35%	60%	7.5		10	0%		0%	0%	0%	3%	32%	64%	7.6		
Overall	2014-2015	11		0%	0%	1%	4%	19%	40%	36%	7.1		11		0%	0%	0%	3%	16%	40%	41%	7.2		
Overall	2014-2015	12	0%	0%	2%	7%	21%	29%	25%	16%	6.1		12	0%	0%	1%	5%	16%	31%	28%	19%	6.3		
Overall	2014-2015	HU	0%	0%	0%	2%	5%	11%	24%	58%	7.3		HU	0%	0%	0%	1%	4%	10%	24%	61%	7.4		
Overall	2014-2015	Free	0%	0%	0%	2%	5%	10%	24%	59%	7.3		Free	0%	0%	0%	1%	4%	10%	24%	61%	7.4		
Overall	2014-2015	Overall	0%	0%	0%	2%	6%	13%	31%	48%	7.15		Overall	0%	0%	0%	1%	4%	12%	31%	51%	7.25		

NOTES: PRELIMINARY DATA, as Schedule corrections and 10 Day drops will effect data.

This report excludes Lunch, Early Release, Late Arrival, Study Hall. The difference between the right and left hand side of the report is that the left excludes Teaching Assistance Classes and the right side includes Teaching Assistance. Students taking over 8 classes counted in the 8 classes column.

PORTLAND PUBLIC SCHOOLS

Preliminary Forecast of the number classes students are signed up for, effective March 15, 2015.

Extracted 2/10/2015, adjustments are being made to schedules, data are preliminary.

count of students by # of Periods scheduled									
School	1	2	3	4	5	6	7	8	Avg
Benson			1	15	49	121	233	442	7.2
Cleveland	4	4	15	26	108	217	649	459	6.9
Franklin	1	4	20	27	74	143	439	800	7.2
Grant		6	13	41	123	252	382	654	7.0
Jefferson		5	14	20	45	49	90	258	7.0
Lincoln		6	6	45	105	283	714	423	6.8
Madison	2	1	4	16	33	71	178	719	7.5
Roosevelt	4	3	2	11	22	52	103	727	7.6
Wilson	2	4	7	35	66	151	433	539	7.1
Grand Total	13	33	82	236	625	1339	3221	5021	7.1

count of students by # of Periods scheduled									
Grade	1	2	3	4	5	6	7	8	Avg
9				3	6	40	795	2090	7.7
10	3	2	1	3	14	113	897	1689	7.6
11	3	4	7	13	107	479	955	911	7.0
12	7	27	74	217	498	707	574	331	6.0
Grand Total	13	33	82	236	625	1339	3221	5021	7.1

NOTES: Students have the opportunity to take classes, and are taking classes not shown on this report. Jefferson number of students taking classes is under reported because of Dual Credit PCC classes which are not scheduled in Synergy. Lincoln has approximately 20 ninth grade students who take an international French DELF class off-campus during 1st period as part of a partnership with Gilkey Middle School and that course is not shown above. Other programs students take advantage of to take additional classes not shown are PSU Link Program, Reed College Young Scholars Program, BYU Credit recovery, Portland Evening Scholars Academy, PCC Dual Credit Program. Students with a very few number of of periods scheduled maybe attending elsewhere (Private, Homeschool).

This report excludes Lunch, Early Release, Late Arrival, Study Hall. Teaching Assistance classes are included. Students taking over 8 classes counted in the 8 classes column.

Per student count of classes include classes from both standard enrollment school and concurrently enrolled school if both school's classes are in Synergy (e.g., Portland Virtual Schoolers, Jefferson Dancers).

INCLUDES TA		# of periods that students are signed up for as a percentage of total students in Group								Average
school	Group	1	2	3	4	5	6	7	8	
Benson	9						1%	22%	77%	7.8
Benson	10						5%	32%	63%	7.6
Benson	11				1%	4%	26%	32%	37%	7.0
Benson	12			1%	9%	22%	31%	25%	11%	6.0
Benson	HU			0%	3%	7%	17%	30%	43%	7.0
Benson	Free				3%	7%	18%	29%	42%	7.0
Benson	Overall			0%	2%	6%	14%	28%	51%	7.2
Cleveland	9				0%	1%	2%	61%	36%	7.3
Cleveland	10	0%			0%	2%	10%	41%	46%	7.3
Cleveland	11	1%	1%	1%	1%	7%	21%	45%	24%	6.8
Cleveland	12	0%	2%	5%	8%	24%	29%	21%	10%	5.8
Cleveland	HU	0%	1%	2%	3%	9%	17%	40%	28%	6.7
Cleveland	Free		1%	2%	3%	6%	14%	43%	31%	6.8
Cleveland	Overall	0%	1%	1%	2%	8%	15%	43%	30%	6.8
Franklin	9					0%		19%	81%	7.8
Franklin	10						1%	35%	64%	7.6
Franklin	11			0%	1%	1%	11%	40%	47%	7.3
Franklin	12		1%	6%	9%	20%	31%	22%	12%	5.9
Franklin	HU			2%	1%	4%	8%	31%	54%	7.3
Franklin	Free		0%	3%	3%	6%	8%	24%	55%	7.1
Franklin	Overall		0%	1%	2%	5%	10%	28%	52%	7.2
Grant	9						1%	12%	88%	7.9
Grant	10						5%	37%	58%	7.5
Grant	11	0%	0%	1%		6%	34%	42%	16%	6.6
Grant	12	0%	2%	5%	11%	25%	30%	19%	6%	5.6
Grant	HU	0%	1%	3%	4%	7%	14%	28%	44%	6.9
Grant	Free			1%	6%	3%	22%	17%	51%	7.0
Grant	Overall	0%	0%	1%	3%	8%	17%	27%	43%	6.9
Jefferson	9							2%	98%	8.0
Jefferson	10					1%	1%	31%	67%	7.6
Jefferson	11			2%	2%	14%	31%	28%	23%	6.5
Jefferson	12		5%	10%	15%	25%	16%	13%	17%	5.4
Jefferson	HU		1%	2%	3%	10%	11%	19%	53%	7.0
Jefferson	Free				17%	17%			67%	6.8
Jefferson	Overall		1%	3%	4%	9%	11%	19%	53%	7.0

INCLUDES TA		# of periods that students are signed up for as a percentage of total students in Group								Average
school	Group	1	2	3	4	5	6	7	8	
Lincoln	9			0%		1%	5%	57%	37%	7.3
Lincoln	10		0%	0%	0%	0%	6%	51%	42%	7.3
Lincoln	11		0%		1%	5%	21%	48%	24%	6.9
Lincoln	12	0%	1%	2%	12%	25%	41%	14%	5%	5.7
Lincoln	HU				2%	6%	16%	33%	42%	7.1
Lincoln	Free				6%	4%	12%	32%	46%	7.1
Lincoln	Overall	0%	0%	1%	3%	7%	17%	44%	28%	6.8
Madison	9				0%		1%	5%	94%	7.9
Madison	10						0%	13%	87%	7.9
Madison	11			0%		1%	7%	31%	60%	7.5
Madison	12		1%	1%	9%	14%	25%	31%	20%	6.3
Madison	HU		0%	0%	2%	3%	6%	18%	71%	7.5
Madison	Free						17%	11%	72%	7.6
Madison	Overall		0%	0%	2%	3%	7%	18%	68%	7.5
Roosevelt	9						0%	1%	99%	8.0
Roosevelt	10						1%	2%	97%	8.0
Roosevelt	11					0%	4%	16%	79%	7.7
Roosevelt	12	1%	1%	1%	5%	11%	25%	28%	28%	6.5
Roosevelt	HU	0%			1%	3%	6%	9%	80%	7.6
Roosevelt	Free	4%				8%	8%	12%	69%	7.2
Roosevelt	Overall	0%	0%	0%	1%	3%	7%	11%	77%	7.6
Wilson	9			0%			1%	27%	71%	7.7
Wilson	10					0%	7%	43%	50%	7.4
Wilson	11		1%		1%	3%	22%	45%	29%	7.0
Wilson	12	0%	1%	3%	12%	21%	25%	25%	12%	5.9
Wilson	HU			2%	5%	3%	18%	34%	38%	6.9
Wilson	Free			2%		3%	19%	33%	44%	7.1
Wilson	Overall	0%	0%	1%	3%	6%	13%	35%	42%	7.0
Overall	9			0%	0%	0%	1%	27%	71%	7.7
Overall	10	0%	0%	0%	0%	0%	4%	34%	61%	7.5
Overall	11	0%	0%	0%	1%	4%	20%	39%	36%	7.0
Overall	12	0%	1%	4%	10%	21%	30%	22%	12%	5.9
Overall	HU	0%	0%	1%	2%	6%	11%	24%	55%	7.2
Overall	Free	0%	0%	1%	3%	6%	14%	27%	48%	7.0
Overall	Overall	0%	0%	1%	2%	6%	13%	30%	47%	7.1

school	Group	# of periods that students are signed up for as a percentage of total students in Group								Average
		1	2	3	4	5	6	7	8	

NOTES: PRELIMINARY DATA, 10 Day drops will effect data.
 Students have the opportunity to take classes , and are taking classes not shown on this report. Jefferson number of students taking classes is under reported because of Dual Credit PCC classes which are not scheduled in Synergy. Lincoln has approximately 20 ninth grade students who take an international French DELF class off campus during 1st period as part of a partnership with Gilkey Middle School and that course is not shown above. Other programs students take advantage of to take additional classes not shown are PSU Link Program, Reed College Young Scholars Program, BYU Credit recovery, Portland Evening Scholars Academy, PCC Dual Credit Program.

Cross enrolled courses in Virtual Scholars included for student at Standard Enrollment school.

HU is “Historically underserved” shall be defined as American Indian/Alaskan Native, or Black, or Hispanic, or Native Hawaiian/Pacific Islander.

Free are students who qualify for free price meals. Madison, Jefferson and Roosevelt are Community Eligibility Provision (CSP) schools and all students eat for free regardless of application result. Students identified at Madison, Jefferson and Roosevelt identified as Free are those who are directly Certified for free meal eligibility based on State of Oregon data (SNAP, TANF, Foster, etc.).

9,10,11,12 are students grouped by grade.

This report excludes Lunch, Early Release, Late Arrival, Study Hall and includes Teaching Assistance. Students taking over 8 classes counted in the 8 classes column.

PORTLAND PUBLIC SCHOOLS

Number classes students are signed up for, effective March 15, 2015.

Extracted on 3/15/2015, also includes earlier forecast run on 2/10/2015.

Row Labels	1	2	3	4	5	6	7	8 as of 3-15	Average		
									as of 3-15	as or 2-10	
Benson			2	17	47	120	235	431	852	7.2	7.2
Cleveland	5	9	17	34	115	218	642	439	1479	6.8	6.9
Franklin		3	22	33	76	153	427	788	1502	7.2	7.2
Grant	2	7	21	41	112	249	397	632	1461	6.9	7.0
Jefferson		5	11	18	44	54	90	254	476	7.0	7.0
Lincoln	1	6	9	48	116	275	688	439	1582	6.8	6.8
Madison	1	2	3	21	33	75	188	695	1018	7.5	7.5
Roosevelt	3	2	3	10	24	65	100	703	910	7.6	7.6
Wilson	1	5	9	37	69	159	431	518	1229	7.0	7.1
as of 3-15	13	39	97	259	636	1368	3198	4899	10509	7.1	
as of 2-10	13	33	82	236	625	1339	3221	5021	10570		7.1

Row Labels	1	2	3	4	5	6	7	8 as of 3-15	Average		
									as of 3-15	as or 2-10	
9			2	3	8	42	793	2081	2929	7.7	7.7
10	1	2	2	2	12	121	919	1633	2692	7.5	7.6
11	4	6	8	14	103	488	956	890	2469	7.0	7.0
12	8	31	85	240	513	717	530	295	2419	5.9	6.0
as of 3-15	13	39	97	259	636	1368	3198	4899	10509	7.1	
as of 2-10	13	33	82	236	625	1339	3221	5021	10570		7.1

NOTES: Students have the opportunity to take classes, and are taking classes not shown on this report. Jefferson number of students taking classes is under reported because of Dual Credit PCC classes. Lincoln has approximately 20 ninth grade students who take an international French DELF class off-campus during 1st period as part of a partnership with Gilkey Middle School and that course is not shown above. Other programs students take advantage of to take additional classes not shown are PSU Link Program, Reed College Young Scholars Program, BYU Credit recovery, Portland Evening Scholars Academy, PCC Dual Credit Program. Students with a very few number of periods scheduled maybe attending elsewhere (Private, Homeschool).

"Classes" listed as Lunch, Early Release, Late Arrival, Study Hall are excluded. Teaching Assistance classes are included. Students taking over 8 classes counted in the 8 classes column.

Per student count of classes include classes from both standard enrollment school and concurrently enrolled school if both school's classes are in Synergy (e.g., Portland Virtual Scholars, Jefferson Dancers).

There were 10570 students enrolled on 2/10 that were forecast for classes on 3/15. On 3/15, 10509 students were enrolled and taking classes.

8 Period Modified Block; Skinny Monday; Assembly/Tutorial (A/T); Embedded Dist PD

	M	Tu	W	Th	F
Week 1	Sk Mon 1-8	A	B	A	B
Week 2	Sk Mon 1-8	A	B	A	B
Week 3	Sk Mon 1-8	A	B	A	B
Week 4	Sk Mon 1-8	A	B	A	B
Etc.	Sk Mon 1-8	A	B	A	B
		A = 1,2,3,4	B = 5,6,7,8		

Conditions required to meet 130:

- 1) Wednesday, October 29, 2014 converted from conference day to B-block 5,6,7,8 (periods 5,6,7,8 gain 93 minutes each)
- 2) Monday, February 2, 2015 skinny day converted to B-block 5,6,7,8 (all periods lose 44 min; periods 5,6,7,8 become 93 minutes each-- net gain of 49 minutes each for periods 5,6,7,8)
- 3) District Late Openings reduced to 7

*Assembly/Tutorial hours were not calculated into the instructional hour total

Enter variable

# of Days SY 2014-15*	
Monday	33
Tuesday	37
Wednesday	38
Thursday	36
Friday	32
Total Days	176

Total Instructional Hours Per Period Per Year*	
1	130.02
2	130.02
3	130.02
4	130.02
5	130.02
6	130.02
7	130.02
8	130.02
Total	1040.13

Conf Hours Toward 990	
Monday	0.0
Tuesday	0.0
Wednesday	0.0
Thursday	5.5
Friday	0.0
Total	5.5

Total Instructional Hours	
Class Hours	1040.1
Conf. Hours	5.5
A/T Hours	0*
Total	1045.6

District Late Openings
7

Skinny Monday--8 Periods						
Monday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
1	8:15	8:59	44	5	1452	24.2
2	9:04	9:48	44	5	1452	24.2
3	9:53	10:37	44	5	1452	24.2
4	10:42	11:26	44		1452	24.2
Lunch	11:26	11:59	33	5		
5	12:04	12:48	44	5	1452	24.2
6	12:53	1:37	44	5	1452	24.2
7	1:42	2:26	44	5	1452	24.2
8	2:31	3:15	44		1452	24.2
			Inst Min/Day	352		
			Inst Hrs/Day	5.87		

Tuesday--4 Periods						
Tuesday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
1	8:15	9:48	93	5	3441	57.4
2	9:53	11:26	93		3441	57.4
Lunch	11:26	11:59	33	5		
3	12:04	1:37	93	5	3441	57.4
4	1:42	3:15	93		3441	57.4
			Inst Min/Day	372		
			Inst Hrs/Day	6.20		

Regular Wednesday--4 Periods						
Wednesday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
5	8:15	9:48	93	5	2883	48.1
6	9:53	11:26	93		2883	48.1
Lunch	11:26	11:59	33	5		
7	12:04	1:37	93	5	2883	48.1
8	1:42	3:15	93		2883	48.1
			Inst Min/Day	372		
			Inst Hrs/Day	6.20		

PD Wednesday--4 Periods						
Wednesday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
PD	8:00	10:00				
5	10:15	11:18	63	5	441	7.4
6	11:23	12:26	63		441	7.4
Lunch	12:26	12:59	33	5		
7	1:04	2:07	63	5	441	7.4
8	2:12	3:15	63		441	7.4
			Inst Min/Day	252		
			Inst Hrs/Day	4.20		

Assembly/Tutorial Thursday--4 Periods						
Thursday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
1	8:15	9:37	82	5	2952	49.2
2	9:42	11:04	82		2952	49.2
Lunch	11:04	12:34	30	5		
3	11:39	1:01	82	5	2952	49.2
4	1:06	2:28	82	5	2952	49.2
A/T	2:33	3:15	0		0	0.0
			Inst Min/Day	328		
			Inst Hrs/Day	5.47		

Friday--4 Periods						
Friday	Start	End	Minutes	Passing	Inst Min/Yr	Inst Hr/Yr
5	8:15	9:48	93	5	2976	49.6
6	9:53	11:26	93		2976	49.6
Lunch	11:26	11:59	33	5		
7	12:04	1:37	93	5	2976	49.6
8	1:42	3:15	93		2976	49.6
			Inst Min/Day	372		
			Inst Hrs/Day	6.20		

Bell Schedule 2015-16

A/B			
Period	Start	End	Minutes
1/5	8:15	9:48	93
2/6	9:53	11:26	93
Lunch	11:26	11:59	33
3/7	12:04	1:37	93
4/8	1:42	3:15	93

Flex			
Period	Start	End	Minutes
1/5	8:15	9:30	75
2/6	9:35	10:50	75
3/7	10:55	12:10	75
Lunch	12:10	12:46	36
4/8	12:51	2:06	75
Flex	2:11	3:15	64

District PD			
Period	Start	End	Minutes
1/5	8:15	9:18	63
2/6	9:23	10:26	63
3/7	10:31	11:34	63
Lunch	11:34	12:07	33
4/8	12:12	1:15	63
District PD	1:15	3:15	120

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

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August 4, 2015

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5129 and 5130

RESOLUTION No. 5129

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

No New Intergovernmental Agreements/Revenue

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Amendment Term	Contract Type Amendment #	Description of Services	Amendment Amount Contract Amount	Responsible Administrator, Funding Source
State of Oregon	07/01/15 through 06/30/17	Intergovernmental Agreement/Revenue IGA/R 60136 Amendment 4	Funds to provide child care for children of students in ODE’s Teen Parent Targeted Populations Subsidy Program.	\$147,000 \$294,000	A. Lopez Fund 205 Dept. 9999 Grant G1377

Y. Awwad

RESOLUTION No. 5130

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Catapult Learning West, LLC	9/1/2015 through 6/30/2016	Personal Services PS 62054	Provide tutoring services in math and literacy for Title I eligible students at private schools. RFP 2012-1497	\$185,875	H. Adair Fund 205 Depts. 6937, 6924, 6938, 6903, 6932, 6981, 6917, 6914, 6920 & 6930 Grant G1501
NAYA	7/1/2015 through 6/30/2016	Personal Services PS 62042	Provide culturally specific wrap-around services to the District’s Native students and families.	\$237,500	L. Poe Fund 101 Dept. 5431

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County Department of County Human Services	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 62028	Provide Multnomah County’s School Based Mental Health program to students.	\$177,000	H. Adair Fund 101 Dept. 5424

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Teachscape	7/1/2015 through 6/30/2016	Personal Services PS 60278 Amendment 5	Annual software agreement for 90 teacher evaluation tool licenses.	\$45,000 \$165,997	S. Murray Fund 101 Dept. 5448

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5131 and 5132

RESOLUTION No. 5131

Authorizing Analysis of an Alternative to the Approved Master Plan and Schematic Design of Roosevelt High School as Regards Potential Re-Use of the Existing 1970 Shop Building

RECITALS

- A. Board of Education (“Board”) Resolution No. 4852 authorized the Roosevelt High School (“RHS”) Full Modernization Master Plan as part of the 2012 Capital Bond Program.
- B. Board Resolution No. 4936 approved the RHS Schematic Design, the commitment of additional funds, and initiating the Design Development phase of work.
- C. Board Resolution No. 4871 adopted District Education Specifications (“Ed Specs”) for Comprehensive High Schools.
- D. The Board acknowledges the extensive community engagement and public input that developed the PPS Education Facilities Vision, and preferred RHS Master Plan and Schematic Design.
- E. The Board seeks to expand available Science, Technology, Engineering and Math (“STEM”) as well as hands-on Career Technical Education (“CTE”) work spaces for the full modernization of RHS, which has entered its construction phase. These spaces are currently identified in the adopted Ed Specs as Career Preparation/CTE program areas.
- F. The Board seeks to understand the viability of converting the existing 1970 Shop Building into an additional 11,000 square feet for STEM and hands-on CTE work spaces.

RESOLUTION

- 1. The Board authorizes staff to proceed with appropriate due diligence as regards the 1970 Shop Building and its relationship to the previously approved RHS design documents. Such due diligence shall include an existing building evaluation including architectural; civil, structural, mechanical and electrical engineering; an energy analysis; site civil and landscape architectural impacts; tenant improvements, etc. The Board authorizes use of the 2012 Capital Bond Program reserve to fund this work effort.
- 2. The Board authorizes staff to immediately execute documentation as required to plan, design and construct the full range of public utility improvements at and adjacent to the new Performing Arts Building, currently under construction, appropriate to serve the 1970 Shop Building should its renovation be approved by subsequent Board action. The Board authorizes use of the 2012 Capital Bond Program reserve to fund this work effort.
- 3. The Board directs staff to identify the nature and extent of improvements to the 1970 Shop Building and its relationship to other site elements that can be accomplished for \$2 million, not including furniture, fixtures and equipment. This information shall be provided in the context of the Shop Building’s intended future use as expanded STEM and hands-on CTE work spaces.
- 4. The Board acknowledges that if it pursues renovation of the existing RHS 1970 Shop Building following receipt of the requested due diligence and related cost estimates, the Board will be required to amend the RHS Master Plan adopted Resolution No. 4852.
- 5. The Board further acknowledges that any future renovation of the 1970 Shop Building will require amendment to our existing Land Use, Building and Utility Permits.

RESOLUTION No. 5132

Minutes

The following minutes are offered for adoption:

July 28, 2015