

Portland Public Schools Board of Education



2009-2010

Agenda

Regular Meeting
January 25, 2010

ADA Assessment • Ready, Set, Connect
• High School System Design •

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
January 25, 2010

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** 7:00 pm
 - Soloist - Cipriana Maebet, Lane Middle School
2. **STUDENT TESTIMONY** 7:10 pm
3. **STUDENT REPRESENTATIVE'S REPORT** 7:20 pm
4. **SUPERINTENDENT'S REPORT** 7:25 pm
5. **EXCELLENCE IN OPERATIONS AND SERVICES** 7:30 pm
 - Ready, Set, Connect – (information item)
 - District Performance Audit Plan - (action item)
 - Americans with Disabilities Act Assessment – (information item)
6. **EXCELLENCE IN TEACHING AND LEARNING** 8:00 pm
 - High School System Design – (information item)
7. **BUSINESS AGENDA** 9:00 pm
8. **OTHER BUSINESS** 9:05 pm
9. **CITIZEN COMMENT** 9:15 pm
10. **ADJOURN** 9:30 pm

The next regular meeting of the Board will be held on **February 8, 2010** at 7:00 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

Student Report to the School Board
Henry Johnson
January 25, 2010

In our last two meetings, held on January 14th and 19th, we talked more in-depth about the feasibility of the high school redesign and we began conversations about the focus option schools. We also talked about ways we can connect all of the foreign exchange students in Portland high schools and maybe see what their opinions are about PPS and our system of education. In May, there is the Global Education Week, sponsored by Mercy Corp, which we think would be a good time to get foreign exchange students together. On high school redesign, representatives in SuperSAC are optimistic about the result, but they gave some interesting caveats to keep in mind.

One representative fears the plan focuses too much on college preparatory courses while dismissing vocational courses that gear students up for non-college graduate required careers. The fact is, not every student wants or can go to college, so we must ensure that there are other options in addition to all the AP or IB classes that will be added to the community comprehensive schools.

Another representative is worried that the plan will increase PPS's deficit and fail to deliver the District's promises of budget neutrality.

My own fear is that when the community comprehensive schools are created and provided with uniform AP or IB course offerings, students won't necessarily want to enroll in them. Most Portland neighborhoods have concentrations of students who have rebellious cultures around schooling and just because they are suddenly given the opportunity to take advanced classes, they most likely won't.

I think all of these problems can still be worked out, but they require us to delve into the details of this plan.

Ready, Set, Connect to Portland Public Schools 2010

A campaign to increase awareness of school readiness and choice for students in transition years (entering kindergarten, middle school & high school)

Goals:

- Activate community-based and grassroots communications in support of District milestones
- Increase the number of students who
 - enter the next school level ready to learn
 - make informed school choice decisions early in the year

Features:

- Events at every PPS school
- Kindergarten Readiness events at Family Support Centers
- Targeted outreach in underrepresented communities
- Choice Fair for schools/programs with District-wide enrollment (Region 4)

Key Partners:

- PPS Funded Programs (VPSC and Title I)
- Multnomah County Library
- Head Start
- Multnomah County Commission on Children, Families and Communities
- Housing Authority of Portland

Highlights:

- Targeted Outreach
 - ⇒ 40+ School and Community Visits by ETC, FSC staff
- District-wide Choice Fair, February 9th, 4-8 pm, Young Women's Academy
- Kindergarten Readiness Fairs:
 - ⇒ February 24th, 3:30-6:30, Northside Family Support Center
 - ⇒ March 4th, 3:30-6:30, Southside Family Support Center
- Information packets to every transitioning student:
 - ⇒ 2,972 students transitioning to a new school for 9th grade
 - ⇒ 1,134 current 9-11 grade students eligible for NCLB-priority
 - ⇒ 1,409 students transitioning to a new school for 6th grade
 - ⇒ 1,715 current PK-7 grade students eligible for NCLB priority
 - ⇒ 797 current PK students who must transfer to remain at their current school (Headstart) or to attend a different school (PPS PK)
 - ⇒ 160 PK students on Headstart waiting lists
 - ⇒ 310 current students in transitioning grades of continuation programs (Immersion, Open Meadow)
 - ⇒ 8,497 packets, or about 20% of all PPS students

Preliminary 2010 Performance Audit Plan Portland Public Schools - District Performance Auditor

English Language Learners: An Assessment of Costs, Services, and Effectiveness

Potential Scope: Overall evaluation of the delivery of educational services to English language learners to assess the level of effort and the achievement of identified goals and objectives. Review state and local level coordination of program delivery. Identify opportunities to improve the efficiency of delivery and the effectiveness of PPS programs.

Special Education: Staffing, Scheduling, and Costs

Potential Scope: I will spend two weeks conducting a preliminary assessment of this broad topic to help clarify scope and to identify specific and discrete audit objectives that will compliment and supplement existing internal changes.

Professional Development: Systems and Practices for Managing Teacher and School Administrator Training

Potential Scope: Assess the efficiency and effectiveness of methods for planning, implementing, and evaluating professional development programs. Identify best practices in other school districts that might be applicable to PPS.

Additional products to be provided in 2010

A Comprehensive Update on the Status of Performance Audit Recommendations for all reports completed in 2007 through 2009.



PORTLAND PUBLIC SCHOOLS

501 North Dixon Street Portland, Oregon 97227
Telephone: (503) 916-3817 • FAX: (503) 916-3253

Office of School Modernization

STAFF REPORT TO BOARD OF EDUCATION

DATE: November 10, 2009
TO: Superintendent Smith
FROM: Constance J. Sylvester, Chief Operations Officer
John McCormick, Project Manager
Ned Nabeta, Project Manager
Jen Sohm, Project Manager
SUBJECT: Portland Public Schools Facility ADA Assessments

I. EXECUTIVE SUMMARY

In the summer of 2009, Ankrom Moisan Associated Architects (AMAA) was retained for an accessibility assessment of Portland Public Schools (PPS) buildings. The work included the preparation of preliminary construction cost estimates to correct the identified accessibility deficiencies and an update of the PPS accessibility standards. This assessment will inform the Long Range Facilities Plan and provide guidance for the implementation of upgrades. In the assessment, AMAA surveyed 28 representative school sites documenting existing conditions and identified accessibility upgrades. The assessment incorporated changes to the ADA accessibility guidelines that were included in the ADA Amendment Act of 2008 (ADAAA). This process was the basis for estimating the cost for ADA upgrades of the schools and other facilities.

While a number of ADA upgrades were implemented as part of the 1995 bond measure, major deficiencies still remain in many PPS schools. Among the most critical deficiencies are multi-story schools that lack elevators and main entries that lack ramps.

II. BACKGROUND

The disability rights movement began more than half a century ago; challenged societal barriers which excluded people with disabilities from their communities; and included parents fighting against the segregation of their children with disabilities. Although it gained momentum in the 1960s along with the Civil Rights Movement, it wasn't until Section 504 of the 1973 Rehabilitation Act took effect in 1977 that a historic shift in public policy was marked by addressing people with disabilities. Section 504 essentially banned discrimination on the basis of disability by recipients of federal funds as well as recognizing that the inferior social and economic status of people with disabilities was a result of societal barriers and prejudices.

In 1975 Congress passed the Education for All Handicapped Children Act, later renamed Individuals with Disabilities Education Act (IDEA), a law that requires all children with disabilities receive a free, appropriate public education in the least restrictive environment. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities.

The Americans with Disabilities Act (ADA) of 1990 applied standards and sought to eliminate barriers to disabled access in buildings, transportation and communication. To a large degree, the passage of the ADA supplants the employment provisions of Section 504, and reinforces the accessibility requirements of Section 504 with more specific regulations.

Following the enactment of the Americans with Disabilities Act, it was recognized that bringing all Portland Public School's facilities into compliance would require a considerable effort and financial investment. The building code requires that new work meet current accessibility requirement. For renovation work in a building with accessibility deficiencies, 25% of the renovation cost must be spent toward removing architectural barriers. PPS developed an ADA Transition Plan which established the initial goals for eliminating architectural barriers. The Transition Plan was the basis of an agreement between PPS and the City of Portland in 1994. It described and prioritized the accessibility improvements PPS would make as funding became available.

A \$196.7 million bond measure was passed by the voters in 1995. Of this, \$9 million was allocated to building accessibility to begin implementing the goals of the Transition Plan. PPS installed elevators at 15 schools and made various other accessibility improvements. There remain numerous facilities that are not fully accessible. A significant deficiency is the fact that 32 multi-story schools - including 20 K-8 and middle schools – still lack elevators.

The ADA Amendments Act of 2008 was signed in 2008 with the intention of being effective as of January 1, 2009. However, on January 21, 2009 the Executive Branch agencies have deferred publication of any new regulations until the rules are reviewed and approved by officials appointed by President Obama. The ADAAA responded to questions regarding the definition of disabilities requiring accommodation and the appropriateness of specific dimensions in some facilities.

III. FISCAL IMPACT

The total cost for making modifications for the removal of architectural barriers in all district buildings has been estimated at \$45.3 million.

The cost for only accessibility modifications (included within the total cost) according to the Department of Justice priorities 1-4 has been estimated at \$24.6 million.

Identified accessibility upgrades will update the Building Stabilization Projects referred to in Resolution No. 4032 (Resolution to Adopt Immediate Action Program Investments and Building Stabilization Projects and Authorizing Interim Funding). The updated Building Stabilization Project matrix will be brought forward to the Board's FAO Committee.

IV. RELEVANT POLICIES

Section 504 of the Rehabilitation Act of 1973 (effective 1977)

Individuals with Disabilities Education Act (IDEA) formerly Education for All Handicapped Children Act

1991 Americans with Disabilities Act (ADA)

1994 Transition Plan - PPS prepared the Transition Plan in response to the requirements of the ADA.

PPS Blanket Appeals have been issued/approved by the City of Portland for building code exceptions to allow for existing and alternate conditions.

V. BOARD COMMITTEE REVIEW

The ADA assessment is scheduled to be presented to the Finance, Audit & Operations Committee on November 25, 2009.

VI. STAFF RECOMMENDATION

Staff requests the Board acknowledge receipt of Portland Public Schools Facility ADA Assessments, which will serve to update the Building Stabilization Projects Matrix previously adopted and the pending Long-Range Facilities Plan.

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



November 17, 2009

**Carole Smith
Superintendent
Portland Public Schools**

Date



PORTLAND PUBLIC SCHOOLS

501 North Dixon Street
Portland, Oregon 97227
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Office of School Modernization

MEMORANDUM

To: Finance, Audit & Operations (FAO) Committee Members
From: Jen Sohm, Project Manager Office of School Modernization
Date: January 8, 2010
Subject: Additional Facility ADA Assessment Questions

The following questions and answers can be found at <http://www.ada.gov/q&aeng02.htm>

Q. What changes must a public entity make to its existing facilities to make them accessible?

A. A public entity must ensure that individuals with disabilities are not excluded from services, programs, and activities because existing buildings are inaccessible. A State or local government's programs, when viewed in their entirety, must be readily accessible to and usable by individuals with disabilities. This standard, known as "program accessibility," applies to facilities of a public entity that existed on January 26, 1992. Public entities do not necessarily have to make each of their existing facilities accessible. They may provide program accessibility by a number of methods including alteration of existing facilities, acquisition or construction of additional facilities, relocation of a service or program to an accessible facility, or provision of services at alternate accessible sites.

Q. Are there any limitations on the ADA's barrier removal requirements for existing facilities?

A. Yes. Barrier removal need be accomplished only when it is "readily achievable" to do so.

Q. What does the term "readily achievable" mean?

A. It means "easily accomplishable and able to be carried out without much difficulty or expense."

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

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REGULAR BUSINESS MEETING

January 25, 2010

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4209

RESOLUTION No. 4209

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

RECITAL

Board Policy 8.90.101-P, "Contracts," 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 reaches \$25,000 or more annually per contractor. 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	Fund, Department, Grant/Project	Contract Amount, Payment Total*	Responsible Administrator
Latino Network	11/15/09 through 06/30/09	Personal / Professional Services PS 57285	Ratification of contract to promote literacy for low-income Spanish-speaking families with children aged three to five years.	Fund 205 Dept. 5408 Grant G1008	\$30,000 \$17,972	X. Botana
Davis, Hibbitts & Midghall, Inc.	01/25/10 through 02/28/10	Personal / Professional Services PS 57XXX	Assess student and community interest for focus schools, programmatic themes and specific learning approaches on behalf of the high school design initiative.	Fund 205 Dept. 5407 Grant G0882	\$31,000 \$16,000	C. Brush
Funds for Learning	12/02/09 through 06/30/11	Personal / Professional Services PS 57254	Ratification of contract for eRate consulting services.	Fund 101 Dept. 5581	\$85,479 \$0	N. Jwayad

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Fund, Department, Grant/Project	Amendment Amount, Contract Total, Payment Total*	Responsible Administrator
Immigrant & Refugee Community Organization	01/01/10 through 05/30/10	Personal / Professional Services PS 56899 Amendment 1	Ratification of contract for additional funds for oral interpretation services on a requirements basis.	Fund 101 Dept. 5406	\$23,000 \$25,000 \$625	J. Brennan

Educational Services Group	01/01/10 through 06/30/10	Personal / Professional Services PS 56605 Amendment 2	Ratification of contract for additional funds for consulting and facilitation services for Special Education stakeholders meetings.	Fund 299 Dept. 5414 Grant S0085	\$6,000 \$34,500 \$22,694	J. Mabbott
Kenneth Jones and Associates LLC	01/01/10 through 06/30/10	Personal / Professional Services PS 56936 Amendment 2	Ratification of contract for additional funds to complete the Special Education stakeholders project, including the facilitation, planning and management of a designated stakeholders meeting.	Fund 299 Dept. 5414 Grant S0085	\$7,500 \$25,590 \$14,630	J. Mabbott
Archon, Inc.	12/01/09 through 12/31/09	Personal / Professional Services PS 56417 Amendment 1	Ratification of contract for extension of Roosevelt Field Improvements – Project management services.	Fund 191 Dept. 5597 Project F0106	\$7,040 \$22,040 \$247,675	T. Magliano
Richard C. Tracy	01/01/10 through 12/31/10	Personal / Professional Services PS 54879 Amendment 3	Ratification of one-year contract extension for performance auditing services.	Fund 101 Dept. 5401	\$120,000 \$480,000 \$57,859	J. Patterson

INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

Contractor	Contract Term	Contract Type	Description of Services	Fund, Department, Grant/Project	Contract Amount	Responsible Administrator
Portland State University	01/01/10 through 12/31/10	MSTR 54890 Amendment 2	District-wide Master Agreement: Ratification of one-year contract extension for research, policy analysis, professional and curriculum development, best practices education, and other related services.	Various Chartfields	\$150,000	D. Fajer
University of Oregon	12/01/09 through 07/31/10	IGA 57242	Ratification of contract for foreign language assistance program.	Fund 205 Dept. 5408 Grant G0964	\$25,000	D. Fernandez

* “Payment Total” is the total amount actually paid to the vendor since July 1, 2009, and thus may be more or less than the “Contract / Amendment Amount” or “Contract Total.” Payment Total is not included for IGAs.

M. Gunter

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4210 and 4211

RESOLUTION No. 4210

Adoption of 2010 District Performance Audit Plan

RECITALS

- A. The Board of Education for Portland Public Schools established the position of District Performance Auditor to help improve the accountability and performance of Portland Public Schools through independent auditing and reporting.
- B. The goals of the District Performance Auditor are:
- To improve program effectiveness and efficiency;
 - To provide useful, objective, and timely information; and
 - To strengthen administrative and management systems and controls.
- C. Per Board Policy 1.60.040, at the beginning of each calendar year, the auditor shall submit an annual audit plan to the Audit Committee for review and comment. The Audit Committee is made up of members of the Board of Education, along with members of the public who have expertise in auditing or management. The plan shall include the schools, offices, activities, functions, and programs proposed for audit during the year. The Audit Committee will recommend an annual audit plan to the full Board of Education for approval. This plan may be amended during the year after review with the Audit Committee.
- D. In consultation with the Audit Committee and senior PPS staff, the auditor selects topics based on potential for cost savings and service improvements; level of public and school board interest; evidence of problems or wrongdoing; risk of loss or abuse; and availability of audit staff.
- E. On January 13, 2010, the Audit Committee received an overview from the District Performance Auditor of his proposed audit plan for 2010. The Audit Committee recommends adoption of the plan by the Board of Education.

RESOLUTION

The Board of Education for Portland Public Schools approves the following Performance Audit Plan for 2010:

1. English Language Learners: An Assessment of Costs, Services, and Effectiveness

Potential Scope: Overall evaluation of the delivery of educational services to English language learners to assess the level of effort and the achievement of identified goals and objectives. Review state and local level coordination of program delivery. Identify opportunities to improve the efficiency of delivery and the effectiveness of PPS programs.

2. Special Education: Staffing, Scheduling, and Costs

Potential Scope: I will spend two weeks conducting a preliminary assessment of this broad topic to help clarify scope and to identify specific and discrete audit objectives that will compliment and supplement existing internal changes.

3. Professional Development: Systems and Practices for Managing Teacher and School Administrator Training

Potential Scope: Assess the efficiency and effectiveness of methods for planning, implementing, and evaluating professional development programs. Identify best practices in other school districts that might be applicable to PPS.

R. Tracy

RESOLUTION No. 4211

Appointment of Citizen Budget Review Committee Members

RECITALS

- A. The mission of the Citizen Budget Review Committee ("CBRC") is to review, evaluate, and make recommendations to the Board of Education ("Board") on the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board.
- B. In November 2006, voters of Portland Public Schools ("District") passed Local Option Levy, Measure 26-84.
- C. Measure 26-84 mandates independent citizen oversight to ensure that tax dollars are used for purposes approved by local voters, including for teachers, classrooms, learning materials, educational programs, and curriculum.
- D. Measure 26-84 further mandates that no funds will be used for District administration.
- E. The CBRC is composed of eight to twelve volunteer members. From an applicant pool, the Board appoints members to two-year terms.
- F. A student member(s) is appointed to a one-year term.
- G. The CBRC receives its charge from the Board. The Finance, Audit, and Operations ("FAO") Committee may assign additional projects to the CBRC, as well.
- H. The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest and their appearance, and exercise care in performing their duties and making recommendations from which they may personally benefit.
- I. The District engaged in outreach through advertisement in local publications, including *The Oregonian* and minority publications; informal outreach methods such as the use of District contact lists, personal contact by Board members and District employees; and, posting the vacant volunteer positions on the District web site.
- J. The District received applications from four citizens: Ralph Leftwich, Kathleen Taylor, Roger Kirchner and Phillip Johnson.
- K. Three current members will complete the second year of their terms, serving through June 30, 2010: Tim Wood, Ed Sloop and Will Fuller.

- L. Three members with expiring terms have indicated interest in serving an additional term: Adrienne Enriquez, Tom Fuller, Phyllis Snyder, and Richard Cherry.
- M. The FAO Committee has reviewed the applications and requests for continuing representation and recommends the following actions to the Board for approval.

RESOLUTION

- 1. The following persons be appointed to the CBRC for an additional one-year term, serving through June 30, 2010.

Tom Fuller
Richard Cherry
- 2. The following persons be appointed to the CBRC for two-year terms, serving through June 30, 2011.

Adrienne Enriquez
Phyllis Snyder
Ralph Leftwich
Kathleen Taylor
Roger Kirchner
Phillip Johnson
- 3. Adrienne Enriquez continues as chairperson through June 30, 2010.

M.W. Murray