
STUDY SESSION AGENDA

1. CITIZEN COMMENT 5:00 pm
2. UPDATE: EQUITY POLICY IMPLEMENTATION PLAN 5:20 pm
3. UPDATE: ON-LINE LEARNING 6:00 pm
4. BUSINESS AGENDA 6:20 pm
5. UPCOMING AGENDA REVIEW 6:25 pm
6. ADJOURN STUDY SESSION 6:35 pm
7. BREAK
- 8.

Appendix A: PPS Racial Equity Plan
 3-5 Year Plan (2011-2016)
 Version 1.3.12

Strategic Priority	Intended Outcome	Executive Sponsor	Owner
All	1 Design and implement district-wide use of a Racial Equity Lens to provide a common vocabulary protocol for evaluating policies, programs, practices and decisions for racial equity.	Participate in more equitable outcomes for students and families of color.	Lorenzo Poe & Jeanine Fukuda
Rigorous, relevant programs for all	2 Integrate core instruction and differentiate supports for all students including students with disabilities, English Language Learners, and TAG.	Increase achievement in reading, writing, and math for all students while narrowing the racial achievement gap.	Carla Randall, Melissa Goff, Robert Ford, Ewa Chomka-Campbell
Effective educators	3 Develop the PPS Response to Intervention (RTI) model with a racial equity lens--with a primary focus on quality core instruction for every student.	Increased achievement in reading, writing and math for all students while narrowing the achievement gap.	Carla Randall, Melissa Goff & Ewan Brawley
Rigorous, relevant programs for all	4 Implement the common agreements in the High School System Redesign plan.	Equitable access to strong core programs differentiated supports for all students attending a comprehensive high school increases graduation rates for students of color.	Carla Randall, Trip Goodall
Individual student supports	5 Increase culturally responsive academic interventions in math and reading.	Increased achievement for all students with narrowing of the racial achievement gap in math and reading.	Carla Randall, Melissa Goff & Ewan Brawley, Indivnirams and

Appendix A: PPS Racial Equity Plan
 3-5 Year Plan (2011-2016)
 Version 1.3.12

Racial Equity Goal	Strategic Priority	Priority Strategy	Intended Outcome	Executive Sponsor	Owner
A Achieve equitable student access to high quality, culturally relevant instruction & resources	All	8 Establish a MWESB (Minorities, Women & Emerging Small Business) program.	MWESB program established with demonstrated annual growth in the number of contracts secured with minority-owned, women-owned and emerging small businesses.	Steve Sullivan	Dave Fajer
B Create multiple pathways to success & expect high achievement for every student	Rigorous, relevant programs for all	(See A4 above)	(See A4 above)	Carla Randall	Trip Goodall
	Rigorous, relevant programs for all	2 Provide equitable access to effective dual language programs for students in their first language.	Access to programs for students in their first language leads to student achievement growth for English Language Learners.	Carla Randall	Carla Randall & Antonio Lopez & Ewa Chomka-Campbell
C Develop a racially and linguistically diverse & culturally competent workforce	Effective educators	15 Facilitate development, adoption and implementation of an affirmative action policy.	Ability to implement the Oregon Minority Teacher Act so that our workforce will reflect the diversity of the students we serve.	Jollee Patterson & Lorenzo Poe	Jollee Patterson & Lorenzo Poe

Appendix A: PPS Racial Equity Plan
3-5 Year Plan (2011-2016)
Version 1.3.12

Strategic Priority	Intended Outcome	Executive Sponsor	Owner
Individual student supports	Increase the capacity in school leaders and central support staff to implement culturally responsive positive behavior support systems in the Academic Priority Zone Schools.		

Appendix A: PPS Racial Equity Plan
3-5 Year Plan (2011-2016)
Version 1.3.12

Strategic Priority	Intended Outcome	Executive Sponsor	Owner
Collaboration with families & communities	Develop and implement a framework for equitable, transparent & consistent stakeholder engagement which clarifies roles & responsibilities and reduces barriers to participation for underserved communities.		

Appendix B
PPS Racial Equity Plan
2011-2012 Annual Work Plan Update

2011-2012 Actions	Y	
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Appendix B
PPS Racial Equity Plan
2011-2012 Annual Work Plan Update

	Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Owner	Sponsor
A4	Implement the common agreements in the High School System Redesign plan	(2) Develop and implement the new middle college program at Jefferson High School	Middle college program has created growth in percentage students of color on track to graduate and with college credit	Freshman academies are implemented under new middle college model	Trip Goodall	Carla Randall
A5	Increase culturally responsive academic interventions in math and reading	(1) Conduct a needs assessment and gap analysis for core instruction's cultural responsiveness and alignment with the common core	Common core state standards implemented across schools phase 1 grades	Developing plan for evaluating PPS core curriculum's alignment with common core state standards	Ewan Brawley	Carla Randall
		(2) Evaluate current intervention and assessment systems	Alternative assessments are in place across the District	Alternatives to easy CBM are identified and being piloted in 5 schools	Ewan Brawley	
		(3) Support zone schools implement Response to Interventions	School Improvement Specialist support is embedded into zone school practices	School Improvement Specialist reach zone school implementing Rtl	Ewan Brawley	
A6	Balance enrollment (with racial equity lens) through boundary changes, grade reconfigurations, etc. to ensure that every student has access to a strong core program	(1) Involve community partners that serve students and families of color as part of enrollment balancing process	Greater involvement of families and community organizations support students of color in enrollment balancing process	Increased outreach through Somali PPS staff and Latino Network	Robb Cowie, Regional Administrators & Judy Brennan	Zeke Smith

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Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Owner	Sponsor	
A6	Balance enrollment (with racial equity lens) through boundary changes, grade reconfigurations, etc. to ensure that every student has access to a strong core program	(2) Analyze boundary changes & reconfiguration proposals using equity lens	Equity lens used regularly to shape process and decisions throughout enrollment balancing work	Analysis underway	Regional Administrators & Judy Brennan	Zeke Smith &
		(3) Commence policy change discussions in light of recent Federal guidance on student assignment	Impact of boundary and reconfiguration changes by race analyzed and reported on as part of enrollment balancing work	Schedule developed for public advisory committee (SACET) and Board review	Judy Brennan	
A7	Develop a long range facility plan with a racial equity lens	(1) Conduct series of public meetings and gather stakeholder input	Board Approved methodology for capital investment decisions that takes historically underrepresented stakeholders into account	Enrollment Forecasting and Facility Conditions components of the plan are developed	Bob Alexander	CJ Sylvester
		(2) Board Adoption of Long Range Facilities Plan	Board Approved methodology for capital investment decisions that takes historically underrepresented stakeholders into account	Process that utilized public involvement in regular Facility Planning Committee meetings	Bob Alexander	
A8	Establish a MWESB (Minorities, Women & Emerging Small Business) program	(1) Board adoption and implementation of MWESB Policy/Administrative Directive	Increased consideration of racial procurement decision-making in operational support department leadership	DRAFT Policy/Administrative Directive approved by the Superintendent	Dave Fajer	Neil Sullivan
B1	Implement the common agreements in the High School System Redesign plan	See A4 above	See A4 above	See A4 above	See A4 above	See A4 above

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B2 Provide equitable access to effective dual language programs for students in first language	(1) Establish a data-driven process for identifying needs and potential locations for additional dual language immersion programs	Strategic and systemic program in place for current dual language immersion programs and community process begins for additional locations	Immersion team has been identified including staff from: Teaching and Learning, ESL, and an RA. Data collection needs have been identified.	Carla Randall & Antonio Lopez	Carla Randall
C1 Facilitate development, adoption and implementation of an affirmative action policy	(1) Facilitate development and adoption of an affirmative action policy	Affirmative Action Policy adopted by the Board which reflects the goals and values of our Racial Educational Equity Policy and takes into account development, implementation, and evaluation			

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Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Owner	Sponsor	
C2 Employ recruitment and retention strategies to increase the number of culturally diverse teachers in our workforce	(3) Human Resources will purposefully track and support a pool of teacher applicants who are culturally competent through the application and hiring process	Determine if this strategy impacts hiring and selection processes and culturally and linguistically diverse teachers	Candidate tracking spreadsheet developed	Bonnie Gray & Regina Stanton	Michelle Riddell	
	(4) Increase the number of early letters of intent for elementary and immersion teachers who demonstrate strong understanding of cultural competency	Teachers will be more prepared for their new positions and satisfied with the hiring process	Before hire and resignation data for the last three years analyzed '12-'13 goals identified	Bonnie Gray & Regina Stanton		
	(1) Revise initial screening process so that all principal applicants respond and share their professional work experience related to the goals outlined under the Equity Policy.	Principals hired in '12-'13 will be able to identify how the district equity goals connect to building level equity initiatives	Track the number of candidates that successfully move forward through the hiring process		John Blanck & Bonnie Gray	Michelle Riddell
	(2) All Principal candidates must pass the Equity Focus assessment in order to move forward in the hiring process	We are hiring principals who can sustain and grow the school-based and district equity work			John Blanck & Bonnie Gray	

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Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Owner	Sponsor
C3 Redesign the recruitment and hiring processes to include cultural competence as a criteria for all staff positions	(3) HR to partner with the Regional Administrators to jointly screen and interview Principal candidates	RA's will have a higher level of involvement with the principal screening and interview process	RA's will be partners with HR in screening and interviewing all principal candidates	John Blanck & Bonnie Gray	Michelle Riddell
	(4) Develop value added equity components to the AP/VP interview and screening process	We will have hired AP/VP's who can engage and sustain in the equity work at their buildings	Will review and revise the AP/VP screening and selection process to compliment the principal hiring process	John Blanck & Bonnie Gray	
	(5) Develop and integrate cultural competency in the Non-Represented hiring processes	Hiring Managers will embrace and integrate cultural competency as a factor in the interview and selection process in all vacant positions	Begin to review Non-Represented job posting to ensure cultural competency is integrated and a factor in the interview and selection process	Patricia Diaz & Bonnie Gray	
	(6) HR will define a set of organizations and publications to post positions that reflect and represent diverse communities	Identified open positions will be posted consistently in diverse organizations and publications	HR will begin to work with the Equity and Partnership office to identify key organizations and publications we would like to advertise in on a consistent basis	Bonnie Gray & Regina Stanton	
	(7) HR will provide building administrators with training, support and resources for equity focused teacher interviews	Building Administrators will have sharpened their ability to identify culturally competent responses during interviews with teachers	Create training opportunities and resources for all building administrators	Michelle Riddell & Bonnie Gray	

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Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Owner	Sponsor
C6 Develop and implement standard conversations for Regional Administrators and Teaching & Learning staff to support principals to lead for equity and excellence	(2) Applying tools from Coaching for Equity	Schools are embedding coaching for equity tools in their coaching practices	Staff will have participated in PreK-12 meetings using the lens of inference and iceberg	Carla/PREK 12	Carla Randall
C7 Teams of teachers from the 12 Beacon Schools will develop their skills in implementing culturally relevant instructional strategies through engagement with Pacific Educational Group seminars, coaching, and action research	(1) Collaborative Action Research for Equity (CARE)	Beacon School CARE teams will have applied a lens of equity to their classroom instruction & look at culturally relevant instructional practice and learnings school-wide			

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D2	Special Education administrators will engage in seminars & coaching with consultant from Pacific Educational Group to establish a new focus on instruction with a racial equity lens and integration with teaching and learning rather than compliance.	(1) Special Education Staff and Regional Administrators participate in professional development together and form teams to support schools	SPED Program Administrators and Regional Administrators establish a team approach to support schools to improve services to students with disabilities	SPED Administrators engage in 3 days of Professional development with Pacific Educational Group Consultant. Regional Administrators and Special Education Program Administrators teamed with Teaching and Learning and ESL administrators to design an action plan for addressing SPED instructional issues for 2 schools	Carla Randall & Robert Ford	Carla Randall
D3	Each school will include an equity plan with their School Improvement Plan (SIP)	(1) Regional Administrators work with their schools to develop equity plans with their School Improvement Plans	Equity plans are implemented	First drafts of School Improvement Plans provided to Regional Administrators and schools and provided feedback on their equity plans	Tom Hume & Regional Administrators	Carla Randall
D4	Work with community partners around discipline data at specific schools to provide supports for students of color	(1) Develop a process to collaborate with CEP	Process with CEP has led to reduction in over-representation of students of color in 10 identified schools	First quarter of discipline data reviewed by staff in preparation of meeting with CEP	Melissa Goff & Tramy Jackson	Carla Randall
E1	Every staff member engaged in the Courageous Conversations work in a differentiated model	See C5, C6, C7	See C5, C6, C7	See C5, C6, C7	See C5, C6, C7	See C5, C6, C7

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2011-2012 Actions	Year-End Intended Outcome	Jan 2012	
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Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Owner	Sponsor
F2 All schools will develop and execute a parent engagement plan as part of their School Improvement Plan (SIP Plan) that includes culturally-specific strategies for their neighborhoods and partners, focusing on connecting parents to the instructional goals of the school	(1) Pilot schools develop action plans for partnerships that inform development of culturally responsive strategies for use in SIPs	All PPS schools have family engagement plans that show evidence of effective and culturally responsive practices	Pilot schools form Action Teams for Partnership to develop culturally responsive family engagement strategies	Reiko Williams	Carla Randall & Zeke Smith
	(2) Provide professional development in culturally responsive family engagement practices for principals and teachers	Provide training to school staff leadership regarding family culture including issues pertaining to language and race	Provide professional development for principals on culturally responsive family engagement practices. Work with PPS Professional Development Advisory Council (PDAC) to develop training options for teachers regarding Family Engagement	Reiko Williams	
	(3) Develop tools to support evaluation and improvement of family engagement components of SIPs	Rubric is used to evaluate SIPs		Reiko Williams	
F3 The ESL department will use the guidelines of Title III to establish supplemental supports to better engage families of ESL students	(1) Deliver & train CA resource across the district to meet the requirements of OCR VRA for SpEd/ELL	100% of ELL parents strategically targeted for learning and engagement opportunities at the school level	Review current PPS efforts and identify gaps in district- and school-based opportunities for Title III families. Develop strategy and sample opportunities for Title III families and identify HR resources and job specifications	Edwa Chomka-Campbell	Carla Randall
	(2) Support current school and district family engagement opportunities and identify gaps at the school level K-12				

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	Strategy	2011-2012 Actions	Year-End Intended Outcome	Jan 2012 Progress Indicator(s)	Owner	Sponsor
F3	The ESL department will follow the guidelines of Title III to establish supplemental supports to better engage families of ESL students	<p>(3) Identify fiscal and program resources to support supplemental opportunities for parents and communities at the school and district level</p> <p>(4) Identify and develop a responsive human resource structure based on school need</p>	100% of ELL parents strategically targeted for learning and engagement opportunities at school level	Review current PPS efforts and identify gaps in district- and school-based opportunities for Title III families. Develop strategy and sample opportunities for Title III families and identify HR resources and job specifications	Edwa Chomka-Campbell	Carla Randall
F4	Facilitate parent/family trainings with targeted outreach to underserved families	(1) Develop Parent Academy content in collaboration with families, staff, and community providers	Parent Academy program in place for 2012-2013 school year. Trainings designed to provide culturally responsive, Milestones related programs to 400 parents during 2012-2013 school year	Winter-Spring Parent Academy training schedule is finalized. Trainings reflect cultural responsiveness and strong connection to Milestones	Reiko Williams	Zeke Smith

PORTLAND PUBLIC SCHOOLS

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INFORMATIONAL REPORT TO THE BOARD

TITLE: ONLINE LEARNING

Study Session Meeting Date: January 9, 2011 Executive Committee Lead: Carla Randall,
Sue Ann Higgins
Department : Education Options Staff Lead: Marcia Arganbright
District Priorities: Individual Student Supports
Equitable Access to Rigorous Common Core Program

I. BACKGROUND

For the past four years, online learning at Portland Public Schools has focused on credit recovery as a strategy to meet the 10th grade milestone (on track to graduate) and to raise graduation rates . Online learning provided students with the opportunity to successfully complete over 1,000 courses in the 2010-11 school year using the online curriculum, PLATO. This year, we have expanded our support for credit recovery and already have students enrolled in over 800 courses. Of all course failures 24% were Black students while the African American population in PPS is only 12%. Online credit recovery is an equity strategy to close the achievement gap.

In addition to PLATO, Northwest Regional Education Service District (NWRES D) is providing online courses through Oregon Virtual Education (ORVED at www.orved.org) to districts either as digital content to be used by a local teacher or as a course taught by an ORVED highly qualified teacher. The cost to a district is \$100 per student per course for content or \$195 for a semester course with a teacher. PPS is using this option in a limited number of situations this year.

Looking forward, online learning can provide a number of different opportunities for students at PPS through blended learning : combining face to face and digital learning that enhance and customize the classroom experience through the use of information and communication technology. Blended learning can take a number of different forms from students taking entire courses online with certified teachers to the use of digital tools in the classroom to provide differentiated supports.

The attached documents present a number of tiered options for expanding online learning. They are in priority order based on the district milestones for 10th grade on-track and high school graduation.

- Tier 1) Expanded course recovery with additional costs for highly qualified teachers and hardware for staff and students.
- Tier 2) Meeting special population needs such as teen parents and students on home instruction. Could include district approved needs for acceleration (middle level math, advanced HS courses) to maximize staff for small numbers t individual schools. Includes original credit in addition to credit recovery.
- Tier 3) Customized learning for proficiency-based credit and content recovery
- Tier 4) District-sponsored virtual school
- Tier 5) Supplemental model with full staffing to provide original courses for students who want to take more than 7 courses per year

II. CURRENT WORK RELATED TO THIS ITEM:

Professional Development:

With the support of the Director of Learning Options and technical assistant, teachers who are supervising students taking PLATO credit recovery have learned how to use the tools available in the system to track learning to support students. In November, expert trainers from PLATO were in Portland to meet individually with every PLATO teacher and provide one-on-one professional development. As a part of the PLATO system every teacher in PPS can have access to digital learning tools, and some teachers received specialized training on how to access those tools.

Proficiency-Based Credit Recovery:

As a part of the Voluntary Public School Choice grant, we will implement a pilot project second semester in four schools (Benson, Franklin, Jefferson, and Roosevelt). The pilot will create and test the Tier Three option of credit recovery based on proficiency using online resources. We will seek out staff who is willing to be pioneers in creating this new option for students. Support will be provided to teachers who want to build out their courses to online courses using the Oregon Virtual School District tool, Moodle (ORVSD at www.orvsd.org). The Director of High Schools, Director of Learning Options, and high school administrators are collaborating on this pilot.

IV. FISCAL IMPACT:

See attached proposed tiered plan and budget.

V. NEXT STEPS FOR STAFF:

In addition to exploring the enhanced tiered options, staff is currently engaged in discussions around the following:

- 1) ORVSD (Oregon Virtual School District at www.orvsd.org) is very interested in collaborating more actively with Portland and with Hillsboro and Beaverton. The Director of Learning Options has had several collaborative meetings with ORVSD and Hillsboro to determine what might be purchased through ORVSD to benefit the most students. Currently there is a great deal of digital content available to all teachers at the ORVSD web site, and we will continue to build awareness.
- 2) As a district we are looking to adopt a quality system of digital materials for use beginning in Summer 2012. This work is being done in a collaborative project with IT, EdBox, Teaching and Learning, and High Schools. Hillsboro School District is working closely with PPS because of the potential for collaborative purchasing, professional development, and policy development. Learning Options has been in conversation with various vendors, and we look to purchase in the spring.
- 3) We know from national research that most students need adult support to successfully complete their online courses. By Fall of 2012, PPS must provide a highly qualified teacher to oversee all virtual coursework. Learning Options staff is preparing for implementation of this requirement. Five high schools are already staffing 12 online credit recovery sections with school-based FTE.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

Based on implementation of tiered options:

Winter 2012	Present budget for online learning plan
Winter 2012	Pilot online curriculum and get feedback from teachers and students
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ONLINE LEARNING HISTORY AND CURRENT STATUS

ENROLLMENT		
	2010-11	2011-12 (as of 12/19/11)
Number of online students	1554	408
Number of semester courses	2657	845
Number of successful course completions	1179 (45%)	118
Semester courses failures (approx.)	8004 (2009-10)	6837 (2010-11)

BUDGET			
	2010-11		2011-12
PLATO online learning curriculum	Title I	57,291	
	Special	35,000	
	Ed	38,509	
	Grant	50,760	78,900
	EdOptions	<u>\$181,291</u>	<u>\$78,900</u>

STAFFING		
	2010-11	2011-12
Administrator	1.0	1.0
Tech. Assistant	1.0	1.0
Teachers	(Unsure. This was a school based decision)	(There are 12 sections staffed by teachers from school level FTE)

COSTS FOR LEARNING OPTIONS*		
	2010-11	2011-12
administrator salary and benefits	\$147,371	\$144,800
tech. assistant	\$45,113	\$43,931
learning management system and curriculum	\$181,291	\$78,900
conference/ travel	\$1,772	\$1,980

ONLINE LEARNING ASSUMPTIONS FOR BUDGET PLANNING

	Tier1	Tier2	Tier3	Tier4	Tier5
	Course Credit Recovery	Emergency/ Special Options	Proficiency Content/ Present Time Credit Recovery	Return to District Full Time	Original Credit Supplemental
Current Status					

Potential Population Numbers 6837 failed sem. courses

TIERED BUDGET FOR ONLINE AND PROFICIENCY LEARNING

This chart shows the cost for each Tier beyond the cost of Tier 1. Each Tier calculation is independent of the others.

COSTS FOR LEARNING OPTIONS	2010-11	2011-12	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
director salary and benefits	\$147,371						

digital equip (printer, projector)			\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
supplies	\$313	\$360	\$ 1,000		\$ 1,000	\$ 1,000	\$ 1,000	
Phone	\$ -	\$ 360	\$ 2,160	\$ 1,440	\$ 2,520	\$ 3,960	\$ 2,160	\$30/month per staff
Membership			\$ 300					
mileage	\$ 152	\$ 260	\$ 2,160	\$ 1,440	\$ 2,520	\$ 3,960	\$ 2,160	\$30 / month / staff
Total	\$							

BACKGROUND INFORMATION AND ASSUMPTIONS

2010-11 Plato Contract was funded:		
Title I	\$	57,291
Special Ed	\$	35,000
Grant	\$	38,509
EdOptions	\$	50,760
	\$	181,560

2011-12 PLATO Contract was funded		
EdOptions	\$	78,900
	\$	78,900

Assumptions		
Teacher Av. Salary and benefits 2013	\$	93,000
30:1 Student/Teacher Ratio		
Full FTE is 180 students/sem. 360/year		
Cost per student (salary / 360 students)	\$	250
Teachers have 2 additional PD days		at \$50/hr
Teachers have 5 curriculum dev. days		at \$50/hr
5 people each year to iNACOL		at \$2000

Needed Staffing at School Sites
<p>In the current year (11-12) there are 12 sections of credit recovery staffed with licensed teachers at PPS HSs. In the models presented schools would not have to provide licensed staff, but would need to provide supervised labs for students to work and take tests. This could be done with classified staff. Nationally there are various kinds of staffing and compensation models used for virtual teachers and these could be explored. These models assume compensation similar to face-to-face instruction.</p>

Background Information

Online Learning for Portland Public School Students Fall 2011

There Are Needs That Could be Met by Online Learning in Portland

1. Credit and content recovery:
 - o Give High School students opportunity to recover credits
 - o Provide a tool to teachers who are using credit for proficiency
2. Personalization:
 - o Give students choice of online or face-to-face learning
 - o Provide tools for teachers and students to communicate and learn 24/7
 - o Address community demand for customization of learning
3. Serve a broad base of students, not currently enrolled:
 - o Provide a quality personalized education to entice students back to the Provide another option for students who have dropped out
 - o Engage home schooled students and families
4. Supplement curriculum:
 - o Give teachers tools to supplement their face-to-face class (blended learning)
 - o Provide Tier 2 and 3 supports and differentiation
 - o Provide options to advance learning
5. 21st Century Readiness:
 - o Prepare for college courses
 - o Teach skills for workplace learning
 - o Use life skills
6. Professional Development:
 - o Provide convenient/ cost effective support for teachers
 - o Create collaborative tools for teachers
7. Keep up with the rest of the nation:
 - o Increase number of students learning online
 - o Increase number of teachers using digital media

Data and Examples:

x Credit and content recovery:

In 2010-11 in PPS high schools there were 6837 semester course failures in 20 courses. 41% of all students have less than 6 credits starting their 10th grade year.

The courses that PPS students fail the most are:

- x Biology (808)
- x Geometry (676)
- x Modern World History (660)
- x Algebra I (600)
- x Language Arts 10 (568)
- x Language Arts 9 (538)
- x Foundations of Physics and Chemistry (497)

x Personalization
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Educator)¹

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Student Voice

At the recent iNACOL Virtual Schools Symposium (Nov. 2011) high school students who have experience learning online as well as teachers who have experience with these students shared some advice for making this type of learning even better.

1. Socialization is important

Teenagers value the ability to socialize and they don't want to lose that online. Provide opportunities for students to meet, get to know each other, work together, and connect deeply in your online classes. Teens want you to make it fun for them. While they certainly enjoy the benefits of working independently, they appreciate opportunities to work in pairs, groups, and with other class members. Help foster this by creating projects and online spaces for them to work this way.

2. Students Want to See Each Other

Students want to have a chance to get to know their classmates just as they can in a face-to-face environment. This means seeing one another so they can put a name and a personality with a face.

3. Students Want to See Their Teacher

Students want to get to know who their teacher is. Seeing them helps. They appreciate the ability to see their teacher speaking to them.

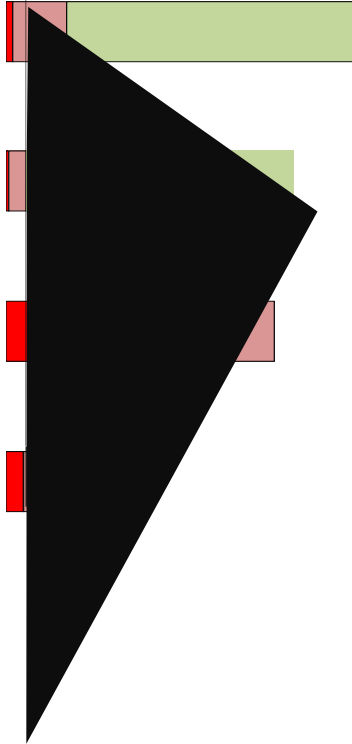
4. Students Want You to Know Them

It is important to online students that you know who they are. Provide opportunities in their work for them to include something personal. This might be pictures of them and their life or thoughts from members of their family or community. Set up times where you can engage in one-on-one chats. Reach out to your students via text to help make a personal connection using a tool they love.⁵

⁵ <http://theinnovativeeducator.blogspot.com/2011/11/fivethingsstudentswanttheir.html> TheInnovative Educator, Lisa Nielsen, Nov. 15, 2011

District Administrator Perspectives

6



⁶ Blackboard Education Week Survey of Online Learning Preparedness (2010n+1962

Various Online School Models

Full time and fully online – Students take all courses online. Teachers and students communicate electronically via online chat, online whiteboard, skype, telephone, etc.

Full time and fully online with a face-to-face component – Same as above, but there is an intentional and expected way for students and teachers to interact face-to-face. The school may have a common workspace or teachers and students may arrange meeting in convenient public spaces.

Online school with part time bricks and mortar – Students participate in online classes and take 1-3 classes at their local school. For example, a student might take core online and choir and PE at school.

Full time public school with online course supplement – Students are enrolled in regular district school and take an extra class for credit recovery or acceleration

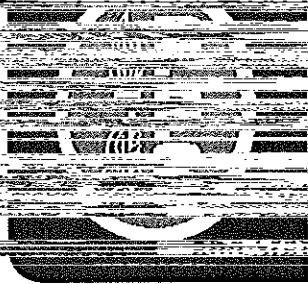
Full time public school with combination of online and face-to-face courses – Students are enrolled in regular district school and take the number of classes considered full time some classes are online and some face-to-face (and some may be blended).

What is Blended Learning? A definition

The integration of face-to-face and online learning to help enhance the classroom experience and extend learning through the innovative use of information and communications technology. Blended strategies enhance student engagement and learning through online activities to the course curriculum, and improve effectiveness and efficiencies by reducing lecture time.

“A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.” The Sloan Consortium defines blended courses as having between 30 percent and 79 percent of their content delivered online, with the remaining portion of the course content delivered by face-to-face instruction or other non web-based methods, such as paper textbooks.⁷

PORTLAND PUBLIC SCHOOLS



Staff Report

Title: State School Fund School Year Subaccount

Board Meeting Date:

January 9, 2012

District Priority: Stable Operating Model

Executive Committee Lead: Neil Sullivan

LEAD STATEMENT

16-18 education delivered in each of districts and Education Service Districts across the state. These

related to number of special education and ESL/ELL students, poverty rates as measured by the census

upon estimated factors for the SSE allocation formula is \$10,108,376.29.

PPS budget for 2011-12 was focused on ensuring the ability to offer the defined core program for students at all levels in the face of reduced state funding compared to the prior biennium.

The ability to do this was dependent upon passage of the new local option levy, which replaced and increased an existing levy. Fortunately the voters in PPS passed that levy in May 2011.

PPS was able to maintain the core program – albeit at a bare bones level – and to preserve a full school year, by making further reductions in central and school staffing. In addition, there were some one-time transfers of funds from other accounts and use of reserves to fill the funding gap.

The more than \$10 million received under the SYS is equivalent to 107 licensed FTE (\$94,407 average cost, fully loaded), or approximately twice as many classified staff.

The contingency for the local option not passing was to make further cuts to staffing in schools.

Applying consistent logic to the hypothetical absence of the SYS funding, PPS would have been forced to make similar cuts or to reconsider the ability to maintain the school year at the planned number of days. Most likely it would have required some combination of both licensed and classified positions. Many school districts in the metropolitan area and across the state were forced to cut days in 2011-12.

For purposes of this reporting requirement it is reasonable to say that the funds are equivalent to 107 licensed FTE and that the SYS funds allowed PPS to retain licensed and classified staff in schools equivalent to this licensed FTE number in 2011-12.

Related Policies/Fiscal Impact

It is important to note that the allocation formula by the legislature in the current biennium and between the two school years is greater in the first year than the second. Traditionally the funds have been allocated 50% to the first year and 50% to the second year. This approach makes sense because

in 2011-12, with the 3% into revenue to be required to be spent in the first year and the 2% and 3% in 2012-13. This is very likely to create more funding challenges in 2012-13 for districts all across the state.

Community Engagement

There has been no community engagement activity around this specific action: the reporting for SYS funds.

However, there was substantial community engagement associated with the development, approval and adoption of the budget for 2011-12 and the discussion of the local option levy and the budget impact of that funding or lack thereof.

The superintendent met regularly with representatives of all employees, in board and regular public meetings and discussions on key issues, the Citizen Budget Review Committee performed the usual

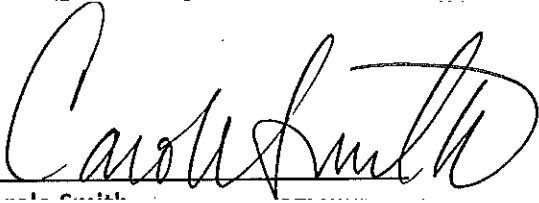
Board Options

PPS is required to report on the use of the SYS funds. The form of that report is at the discretion of the Board. A form of words for this report has been presented for the board's consideration.

Staff Recommendation

the SYS funds.

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



Carole Smith
Superintendent
Portland Public Schools

January 3, 2012
Date

ATTACHMENTS

1. 2011-12 State School Fund Estimates memorandum dated 10/27/11
2. PPS Resolution – Reporting the use of School Year Subaccount funds in 2011-12.

Date: 10/27/2011
 To: District Business Managers
 Re: 2011-12 State School Fund Estimates

2011-12 Budget Appropriation for School Districts - ESDs: \$2,857,830,890

2011-12 Budget Appropriation for School Districts - ESDs: \$2,857,830,890

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SUBDIRENTENT'S RECOMMENDATION TO THE BOARD

TITLE: 2011-12 BOUNDARY CHANGE AND GRADE RECONFIGURATION STAFF REPORT

Board Committee Meeting Date:

District Priority: 6 & 8

Board Meeting Date: January 23, 2012

Executive Committee Lead: Carla Randall/Zeke Smith

Department: Office of Schools/Enrollment & Transfer

Staff Lead: Karl Logan/Judy Brennan

I. ISSUE STATEMENT

outside of district target size ranges. The priority schools for change this year all had enrollment change procedures that began last year. After considering numerous options to balance enrollment between these schools and consulting with stakeholders, staff supports a set of interrelated boundary and grade configuration changes to begin in September 2012.

II. BACKGROUND

(Include information related to the history of the item and any relevant timing issues)

Enrollment balancing is a multi-year initiative to improve access to rigorous programs as well as to increase resource efficiency. Enrollment at about a third of schools at the K-5, K-8 or middle school level is either below program targets or above student capacity. The set of schools subject to enrollment balancing is primarily in the central and northern quadrants of PPS in subsequent years.

Two major enrollment change processes began for schools in Northeast Portland last year:

• The Boundary Advisory Committee (BAC) process for Alameda, Beaumont, Sabin and

ACCESS schools ran from November 2010 to January 2011, concerning a committee of

parents from each school, as well as from neighborhood associations, to consider possible adjustments to provide enrollment relief for Alameda, reduce dependency on

transfers at Beaumont, and increase and stabilize student population at Sabin while resolving location issues for ACCESS. The committee met several times and hosted a

public forum to deliberate on options. It then selected a plan that prioritized a boundary change area between Alameda and Sabin and recommended a transfer preference for

ACCESS for moving to quickly with the main priority area and for small adjustments key stakeholders. Superintendent Smith chose to temporarily halt the process until

community concerns could be addressed, enacting only the Alameda to Sabin priority. Pioneer School has experienced crowding for several years because of neighborhood

These two previous processes were merged this fall and considered in light of new school size targets. A new community engagement protocol has been used to guide interaction between

staff and parents. Staff helped students to form a school council. A community meeting was held in November across 10 northeast Portland schools to share information and gather

issues, including the parity and equity of middle-grade programs in K-8 and middle schools, the future of school district costs as enrollment continues to decline, and how to address issues that may not all be resolved through enrollment planning work. Dialogue around them is expected to

III. RELATED POLICIES/BEST PRACTICES

- Resolution xxx: Rigler

IV. FISCAL IMPACT

(Use this section to outline the financial implications of the action requested.)

No facility impacts are anticipated as a result of changes outlined in this plan. Current transportation routes for Rigler students, including two routes that serve Vernon, are expected to

Regional Administrator Kari Logan and Enrollment and Transfer Director Andy Brennan led more than two dozen meetings on this topic at 10 schools and involving several community partners

to large community forums with more than 150 attendees. Parents and principals also helped design, lead and facilitate school-based meetings.

summaries of community meetings, as well as e-mails and letters submitted by community

VI. BOARD OF TRUSTS

associated with specific options should be included if relevant.)

Based on current and forecast enrollment data and feedback received from staff and community members, the following scenarios were proposed to balance enrollment between schools:

Irvington and Sabin schools.

Beaumont MS or Vernon PK-8 (only in the case of Rigler).

- Addition of a feeder school to Beaumont, either Rigler or Sabin.

of to the west. The attached chart shows staff's assessment of these options when weighed against the minimal factors for consideration outlined in Policy 4.10.045-P and Administrative Directive 4.10.049-AD.

Programmatic features associated with the options include the continuation of Spanish Immersion from Rigler to either Beaumont or Vernon, adding par subjects to Vernon to maintain programs.

schools requested that 6th grade slots be better controlled through the annual lottery, that topic

Community feedback was collected on the staff proposals at information tables set up at each affected school during parent teacher conferences, and at three community forums held in late November-early December. Notice of the plans was communicated through fliers home to

website, PPS Pulse, social media site and information releases to media and community partner organizations.

In summary:

- While Rigler parents were reluctant to end the K-8 program at their school, they overwhelmingly supported Beaumont as the location for their middle-grade students, citing proximity, program variety and the equalizing factor of all students being new at 6th grade in a middle school.
- Sabin families spoke in support of remaining a PK-8 school and offering an IR program through 8th grade, while raising concern about the impact on the ACCESS program.

Many responses from Alameda families were neutral, with acknowledgment that change is necessary. Residents from the east end of the boundary were grateful that their students were not affected by change, whereas families from the proposed boundary change area were unhappy that their homes would no longer be assigned to Alameda.

current Alameda students in the boundary change area be allowed to continue on to Beaumont with their cohort.

The Alameda Neighborhood Association requested that the area east of the Alameda boundary be moved instead of the west end, that current Alameda students who do not live in the boundary be returned to their neighborhood school to avoid the rate of change at Alameda, and that current Alameda students affected by change be assured a place at Beaumont and Grant.

VII. STAFF RECOMMENDATION

(Convey the specific recommendation on any and all of the options listed or overall recommendation regarding the item.)

No single set of changes meets all criteria, and all options bring some level of change and loss to

- Conversion of Rigler to a K-5 school with middle-grade students assigned to Beaumont MS.
- Above-formula supports at Vernon next year to ease the phase-out of Rigler students.

Staff feels that this set of changes will provide relief to overcrowded schools (Alameda and

limiting the district's ability to make other changes as warranted to balance enrollment at other

enrollment targets with these proposed changes. Further, by adding Rigler as a feeder school, Beaumont will increase its diversity while reducing dependence on transfers, which should strengthen programs at other North and Northeast schools serving middle grades.

For the most part, homes in the Alameda boundary change zone are several blocks closer to Alameda than to Sobin or Livingston. However, there is space at these schools to easily absorb

edge of Alameda change at this time. Additional shifts in other parts of the Alameda boundary may be considered in future years if needed to manage unanticipated growth.

The proposed changes would cause a split middle-school feeder pattern as Rigler students would continue on to Madison after Beaumont, while Alameda students are assigned to Grant.

particularly for Rigler middle-grade students. As a result of closures and reconfigurations over the past 10 years, students in the Rigler boundary have had eight different middle-grade

assignments. Stability for these students was one of the most compelling criteria for staff during this process.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

(What is the timeline? How will progress be measured?)

4 10 045-P and Administrative Directive 4 10 040-AD

Boundary change from Alameda to Livingston and Sobin: Kindergarten and new students

boundary change area who are attending Alameda now may remain through 5th grade and, then, younger brothers and sisters have a guarantee to be served with them at Alameda.

• Boundary change from Rigler to Beaumont: Current 5th and 6th grade students at Rigler would be assigned to Beaumont including students in the Spanish Immersion program. Current 7th grade students who moved from Rigler to Vernon this year have the right to complete the 8th grade at Vernon. However, in recognition that this could result in some

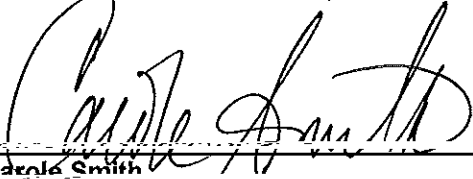
7th graders and, where possible, changes to different schools either for these students or for their younger siblings will be honored.

We acknowledge that this measure adds yet another layer of exemptions from the proposed boundary change, which slows the pace of change and requires additional attention for years to policy and make adjustments as necessary to ensure a clear, fair and consistent approach to implementation. In the absence of that additional guidance, however, we support maintaining K-8 consistency, especially for non-neighborhood Rigler students who have been affected by overcrowding and change at that school over the years, and should not be excluded from moving to Beaumont with their cohort.

If approved, staff and community members across all affected schools will begin planning for, among other needs:

- The smooth transition of students and teachers.
- The development and implementation of a Spanish Immersion program at Beaumont Rigler students.
- A timeline and location plan for ACCESS to move from Sabin to a larger space.
- Consideration of additional supports at affected schools as identified by an implementation team.

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



Carole Smith
Superintendent
Portland Public Schools

12.18.2011

Date

ATTACHMENTS

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

- A. Boundary map
- B. Enrollment change worksheet
- C. Analysis of factors for consideration

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 community and student engagement
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

TITLE: MIDDLE SCHOOL GUARANTEES STAFF REPORT

Board Committee Meeting Date: N/A

District Priority: 6 and 8

Board Chair: Dana Zappala

Executive Committee Lead: John Smith/
Carla Randall

Department: Office of Schools/Enrollment & Transfer

Staff Lead: Karl Logan/Sascha Perrins/Judy
Brennan

I. ISSUE STATEMENT

(Use this section to briefly explain the subject—2-3 sentences)

During the 2005-06 school year, the OSOE of school year 05-06 for students to attend West Sylan Middle School and Sabin students to attend Beaumont Middle School as part of the K-8 school conversions. The guarantees included transportation to the middle schools and communities.

II. BACKGROUND

The middle school guarantees began in the 2005-06 school year. Students who were transferring to their guaranteed middle schools have completed an on-time transfer application during the standard transfer cycle, and were approved to the middle schools without filling a lottery slot. Students have been provided transportation from areas near their homes to and from their middle schools.

Staff measured the effects of the guarantees by looking at the number of transfers, the

gathered community feedback through numerous meetings and a mail survey from Sabin over

for the guarantee to continue, as it provides access to a program they believe best serves their students.

III. RELATED POLICIES/BEST PRACTICES

(Explain how the item relates to the District's policies. Also describe any best practice research)

Resolution 2402 (December 10, 2005): Expansion of Skyline Elementary to K-8 School

Policy 4.10.0514, Student Enrollment & Transfer

Administrative Directive 4.10.0514 AD, Student Transfer

IV. FISCAL IMPACT

Total transportation funds related to the guarantee are estimated at \$550,000 per year, with the net PPS portion \$99,000 per year.

Modifying transportation from Skyline to West Sabin would reduce that cost by about \$24,750 each year until phased out, while ending transportation procedures for Sabin would reduce costs by an additional \$16,500.

Differences in student enrollment are expected to be cost neutral, as more FTE needed at one annual starting and budget procedures.

V. COMMUNITY ENGAGEMENT

(Review of all stakeholders including students and union partners involved in the development of the proposed policy or resolution)

Feedback has been gathered through public meetings at both schools, and through e-mails sent

Discussion of this issue began in the Sabin community as part of the Boundary Advisory Committee (BAC) process that occurred last school year, and was picked up again this fall. In addition to announced community meetings, district staff met numerous times with Sabin OTC Council, and attended a Principal's Coffee in November.

District staff attended a PTA meeting at Skyline November 4, and held a separate community meeting there December 1.

VI. BOARD OPTIONS

(What action is requested? Outline options and acknowledge other perspectives. Financial costs associated with specific options should be included if relevant.)

Based on the data and feedback available, staff has focused on the following two ways to proceed:

1. Continue with reduced transportation: Allow the transfer guarantee mechanism to continue, but reduce transportation down to centralized stops for Skyline and eliminate transportation completely for Sabin, trimming transportation costs by two-thirds.

stability for current students, possibly with the conversion to centralized slots for Skyline students.

VII. STAFF RECOMMENDATION

recommendation regarding the item.)

Because of the high cost of maintaining transportation and the goal of stabilizing enrollment at small K-8 schools, staff recommends that a middle school guarantee no longer be available for

Sabin students beginning in September 2012.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

(What is the timeline? How will progress be measured?)

Phase out of the guarantee, including changes in transportation, would begin for the coming

transfer cycle and 2012-13 school year. Families would be notified of the change prior to the

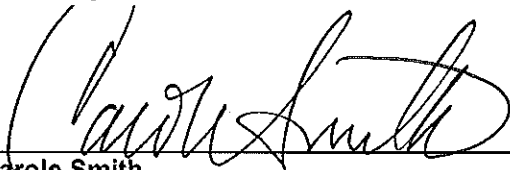
start of the coming transfer cycle. Lottery transfer remains an option for Sabin and Skyline

options, but within the slots available and under the same policies as other PPS applicants. Slots

at Document and West Ocean will be set in accordance with guidelines of the PPS middle

schools.

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



Carole Smith
Superintendent
Portland Public Schools

December 18, 2011

Date

ATTACHMENTS

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

- A. K-8 to Middle Schools transfer guarantees report
- B.
- C.

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

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Stable feeder pattern Allow as Diversity: Aim to reflect district-wide Compact boundaries: limit walking & bik
 many students as possible to diversity in language, culture and SE barriers; keep neighborhoods together;
 together to next school level; consider different learning needs minimize transport time/distance
 preferably feed one-two high schools.

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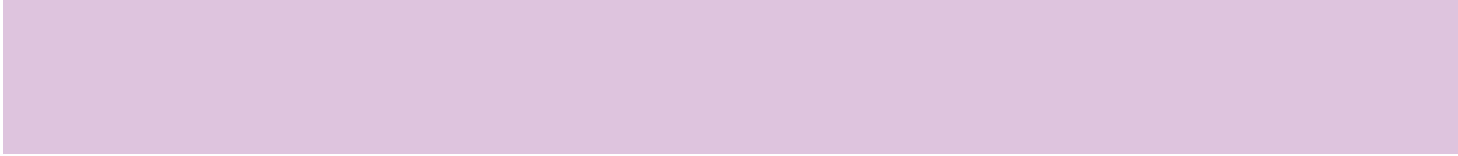
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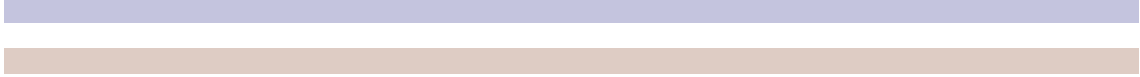
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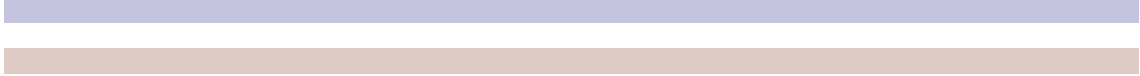
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**Comparison of OAKS Results for Transfer Guarantees and Other Students:
Sabin to Beaumont vs. Sabin to Sabin
Skyline to West Sylvan vs. Skyline to Skyline**

Subject: W n 7AKS. W nhepe W nypeiE

7	236.3	229.5	238.6	246.4
8	238.4	234.5	239.8	244.2

Percent Meeting

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

INDEX TO THE AGENDA

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4532 and 4533

RESOLUTION No. 4532

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

RECITAL

Portland Public Schools ("Di

RESOLUTION No. 4533

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 reaches \$150,000 or more 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
Western Bus Sales, Inc.	01/10/12	Purchase Order PO 105870	District-wide: Purchase of four 2012 Chevrolet, propane-powered, 18-passenger buses.	\$305,300	A. Leibenguth Fund 101 Dept. 5560
Quill Corporation	01/10/12 through 02/29/12 Includes all future extensions entered into by the parties.	Cooperative Agreement COA 58815	District-wide: School and classroom supplies and services, as needed; District will be using an existing InterMountain ESD (fka Umatilla-Morrow ESD) contract (start date: 10/12/10) on a cooperative basis as allowed in that contract’s terms.	Greater than \$250,000	D. Fajer Various funding sources
Waxie Sanitary Supply	01/10/12 through 07/30/12 Includes all future extensions entered into by the parties.	Cooperative Agreement COA 58880	District-wide: Sanitary maintenance supplies, tools, and equipment, as needed; District will be using an existing State of Oregon contract (start date: 07/31/07) on a cooperative basis as allowed in that contract’s terms.	Greater than \$250,000	D. Fajer Various funding sources
Mallory Safety & Supply, LLC	01/10/12 through 09/30/14 Includes all future extensions entered into by the parties.	Cooperative Agreement COA 58881	District-wide: Public safety, emergency preparedness, and related equipment and supplies, as needed; District will be using an existing InterMountain ESD (fka Umatilla-Morrow ESD) contract (start date: 09/01/11) on a cooperative basis as allowed in that contract’s terms.	Greater than \$250,000	D. Fajer Various funding sources
Independent Stationers	01/10/12 through 08/31/13 Includes all future extensions entered into by the parties.	Cooperative Agreement COA 58895	District-wide: Office supplies, as needed; District will be using an existing U.S. Communities contract (start date: 09/01/10) on a cooperative basis as allowed in that contract’s terms.	Greater than \$250,000	D. Fajer Various funding sources

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following item:

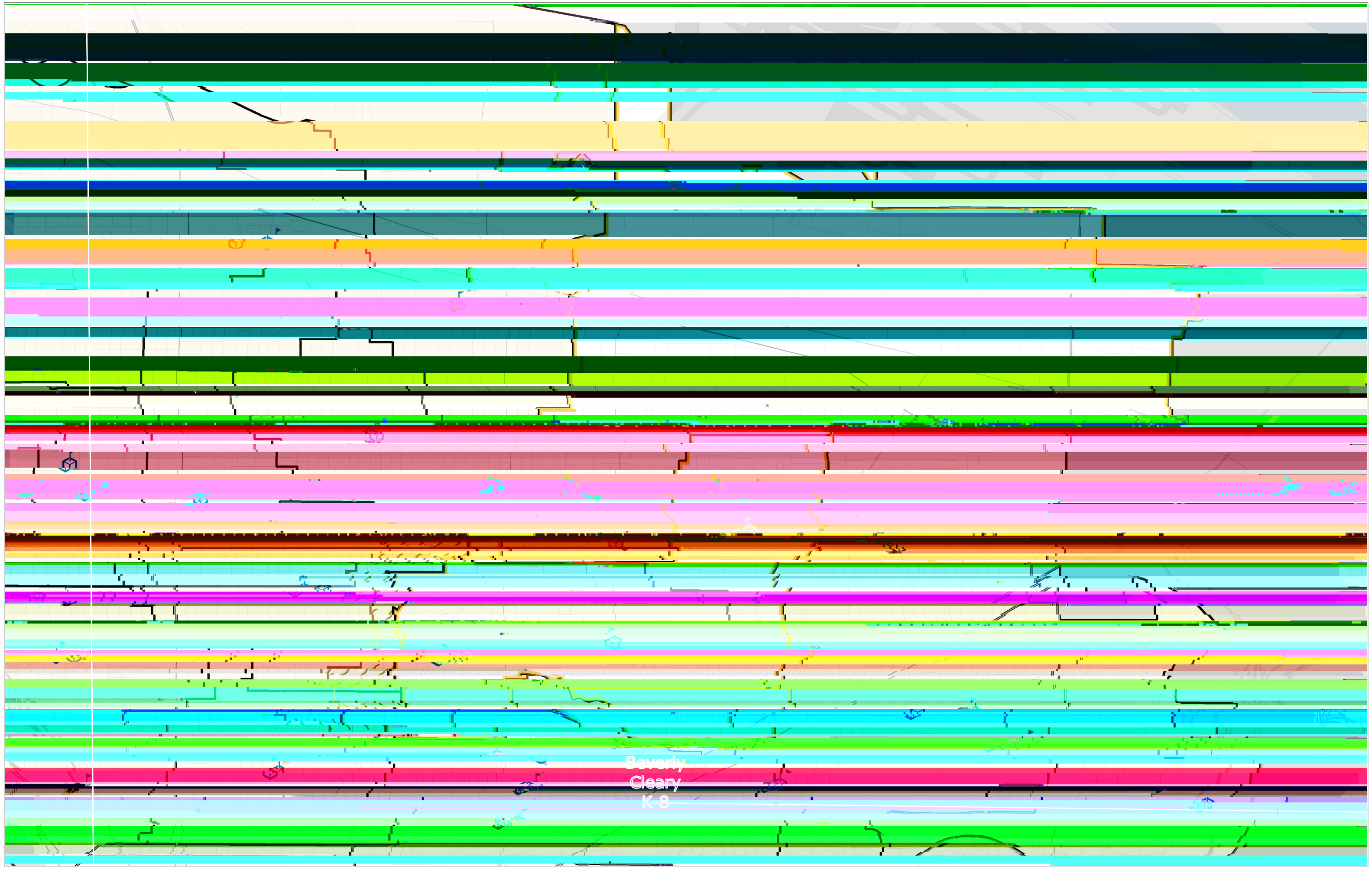
Number 4534

RESOLUTION No. 4534

Reporting the Use of School Year Subaccount Funds in 2011-12

RECITALS

- A. The state legislature included a School Year Subaccount as part of the funding for school districts in the 2011-12 school year.
- B. All of the funds allocated to school districts under this Subaccount must be spent in 2011-12 and school districts are required to submit a written accounting of the use of these funds.
- C.



Beverly
Cleary
K-8