

# Portland Public Schools Board of Education



2010-2011

# Agenda

Regular Meeting  
December 13, 2010

**BOARD OF EDUCATION**

Portland Public Schools  
Regular Meeting  
December 13, 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** 5:30 pm  
*Panache - Gray Middle School*
2. **STUDENT TESTIMONY** 5:45 pm
3. **STUDENT REPRESENTATIVE'S REPORT** 6:00 pm
4. **SUPERINTENDENT'S REPORT** 6:10 pm
5. **EXCELLENCE IN OPERATIONS AND SERVICES** 6:15 pm  
*Capital Improvement Bond Referral (action item)*  
*Marysville Plan (action item)*  
*Annual Audit of PPS Financial Statement/Comprehensive Annual Financial Report -- (action item)*
6. **EXCELLENCE IN TEACHING AND LEARNING** 7:45 pm  
*Spanish Immersion Feeder Patterns (action item)*  
*Madison, Franklin and Cleveland Boundaries (action item)*
7. **BUSINESS AGENDA** 8:45 pm
8. **OTHER BUSINESS**

The next regular meeting of the Board will be held on **January 10, 2011**, at 5:30 pm at the Blanchard Education Service Center.

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

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs

## ***Student Representative's Report***

Last time I gave my student report a month ago, I said the Student Advisory Committee had the most diverse group of students and rich conversa

than for a student living in a wealthier neighborhood. Students typically make as much money as their parents do, and for low-income students, this leads into a cycle of poverty.

And for individual experiences with race, we talked about how teachers assume their students know certain things that are usually what the majority of students would know—but these things, including the Bible, where I as a Muslim for example, know little about Genesis, or any of the stories. In social science classes, I'm expected to know. I'm expected to pinpoint biblical allusions in a poem, or talk about the biblical significance of a painting. I get confused, and I get embarrassed when I have to ask questions that are obvious for all the other students in the class. Teachers need to be more cultural competent, because it makes minorities uncomfortable in classrooms. This is why we take comfort in going to the minority student unions or groups, or segregate ourselves from other students. We shouldn't feel this way in our own schools, which are meant to be a mixing pot of cultures and students.

Two students from Benson and Marshall pointed out, that this doesn't happen at their schools. Benson High School, and the three Marshall schools, have achieved what no other school has—closing the achievement gap, and graduating minority and low-income students at larger rates than the other schools. Yet these two schools are being closed, and downsized.

At SuperSAC, we also discussed how important effective teachers are. Effective teachers, who we agreed, are the ones who teach us subjects that we'll actually remember beyond the final exam, that give us homework meant to help us, and help us when we need help. What was really unique, and important, about this discussion, was that we did not just talk about ineffective teachers but effective teachers—and how the ineffective teachers can learn from them. A few students brought up the idea of schools having more meetings, maybe once a month, where teachers can meet and share ideas that have been working in their classrooms. Or even a district-wide sharing of effective ideas.

We're also keeping our word about talking to Marshall students about ideas to make the transition between this year and next school year as smooth as possible. This Thursday SuperSAC will be meeting at Marshall to talk to students, student-to-student, where we'll transfer their recommendations and input to the transition team, and the school board. Although our discussion ended on race and the achievement gap, courageous conversations continue everyday among brave students. It's these conversations, like the one last Monday, that are going to change how our schools function because in the long run it'll change hearts and minds, lead to societal change, to more diverse, and equal schools. Our schools are meant to be a place where students can walk in and drop all their baggage from home. I encourage students, teachers, administrators, parents, to have these real courageous conversations. SuperSAC won't stop having them. We've decided to start organizing for a minority student conference in

## Explanatory Statement:

Portland Public Schools is the largest public school district in Oregon, with 95 school buildings and over 47,000 students.

PPS buildings average 65 years in age; most were built in the 1920's, 40's and 50's. Only two schools have been built in the last 30 years. A dozen schools have been built in the last ten years.

Years of tight budgets have deferred major school repairs in order to direct funds to teachers and learning materials.

As a result, the schools face multiple issues:

- Schools need updated plumbing, electrical wiring, heating and ventilation, fire alarms, lighting, and more;

- Classrooms, science labs and libraries are outdated and cannot support modern educational programs;

- Buildings need additional earthquake safety, handicapped accessibility, and safety in stage areas;

- School grounds, fields and exteriors need repair or replacement.

The proposed bond measure funds capital projects for school and classroom needs to extend their use, including:

- Increasing school safety;

- Renovating and updating school buildings, systems, classrooms and grounds;

- Rebuilding or comprehensively renovating schools located across Portland for which it's more cost effective to do so;

- Retiring existing school projects debt; and

Increase school safety:

- Safety updates such as fire and security systems, replacing electrical wiring, plumbing and lighting; replacing deteriorated floor play areas; installing exterior security; replacing unsafe school stage rigging.

Renovate and update school facilities buildings, classrooms, grounds, including:

- Modernize heating systems with more efficient and lower-maintenance fuel source;

- Replace leaking roofing;

- Upgrade or create some science labs grades 6-12 needed to support a modern science program including equipment, sinks, tables, lab benches, burners and more;

- Provide up-to-date classroom technology for every school;

- Refurbish school grounds, exteriors, and fields to reduce injury and increase security and safety.

Rebuild schools not cost-effective

Establish Middle College Program open to PHS students, with Portland Community College, at rebuilt Jefferson High

Debt retirement and oversight for bond expenditures

Pay off approximately \$33 million in school projects debt including Rosa Parks School;

Citizen oversight and annual audits to review bond projects and expenditures are required.

Bonds funded through a 'pay-as-you-go' system

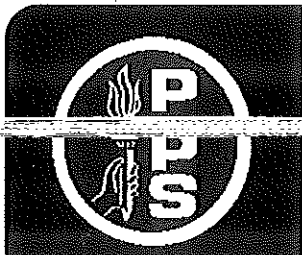
Bonds would mature primarily in 1,2 or 3 years paying interest payments of over \$200 million.

Remaining bonds would be issued over 20 years or less.

The bonds' principal amount cannot exceed \$548 million.

Bond cost for six years is estimated at approximately \$2.00 per \$1,000 of assessed property value, reduced to an estimated fifteen cents \$1,000 for not to exceed 20 years.

The median assessed home value in the school district is \$147,000. Median homeowner would pay approximately \$300 annually for 6 years then reduced to \$22 per year.



# PORTLAND PUBLIC SCHOOLS

Mailing Address: P.O. Box 3107, Portland, Oregon 97208-3107

Telephone: (503) 916-3741 • FAX: (503) 916-2724

## STAFF REPORT

CURRENT PENDING REGULATION ACTION TO P.A.C.

To: Superintendent, Staff

From: Sarah Lynn Schoening, Director of Office of School Modernization

Date: November 16, 2010

Subject: Rebuilding Marvsville K-8 School

### Issue Statement

The 2009 Marvsville K-8 school fire requires that programmatic and financial decisions be made

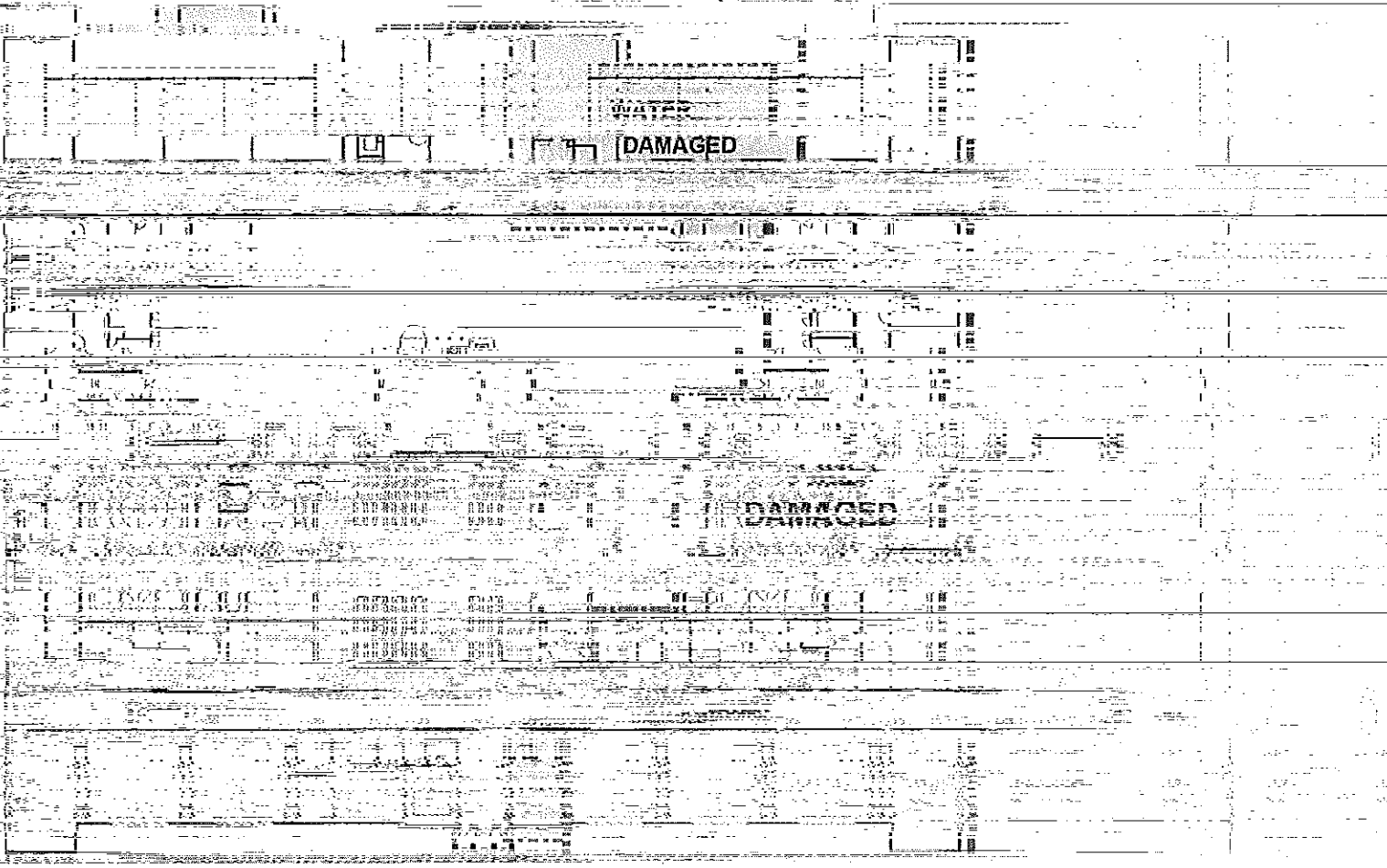
### Background

The original Marvsville (1021, 1025, 1050) functioned as a K-5 school until

The well-documented, three-alarm fire broke out on Tuesday, November 10, 2009 in the old Girls Gym turned "Discovery Zone". Approximately one-third of the structure modernized to accommodate 500 students, grades Pre-K through 8, while maintaining the historic integrity, neighborhood scale, and intimacy of the original building.

The site, including the 2.25-acre playground, totals 5.20 acres.





architects, engineers, and consultants were selected to provide design services for rebuilding  
the original structure to bring the facility up to 21st century standards.

Programming & Schematic Design Phases

Successful May 2010 DDG Off of School Modernization in conjunction with the design  
team has conducted a series of interviews and design charrettes with McCombville Faculty DDG  
and students. Both personnel and faculty's wishes were

minimum program requirements, critical agencies, patients, and standards for the redesigned  
facility.

Single and two story options were explored as well as consolidated and expansion plans  
Single and two story options were explored as well as consolidated and expansion plans

**Option 1: Rebuild only the destroyed or damaged spaces and systems of the building explicitly covered by the insurance claim. Existing undamaged spaces would not be modernized or upgraded. (Minimum option)**

**Option 2: Rebuild destroyed or damaged spaces to match the original building AND upgrade undamaged spaces to meet current code standards. (Intermediate minimum option)**

**Option 3: Fully rebuild destroyed or damaged spaces to meet current code standards AND upgrade program spaces required to meet current code standards. This option maximizes educational program efficiency, includes incorporation of the central courtyard and reconfiguration of interior spaces to support 21st-century learning and teaching models. It provides new fire/life safety and HVAC equipment for a healthier and more energy efficient environment. It improves site access and security, minimizing pedestrian/vehicular interfaces and provides full compliance with ADA, seismic, and applicable building codes.**

Option	Cost	Timeline	Notes
Option 1	\$8,000,000	18 Months	Minimum option
Option 2	\$12,000,000	24 Months	Intermediate minimum option
Option 3	\$25,000,000	36 Months	Maximum option

**Related Policies/Fiscal Impact**

The 500 student capacity estimate for Marysville is consistent with the latest (2009/10)

...capacities of neighboring schools to determine which locations could best accommodate additional students. Schools with ample off-street parking, concrete bus and parent loading

Major City											
1	Yes	1	1	1	1	1	1	1	1	1	1
2	Yes	1	1	1	1	1	1	1	1	1	1
3	Yes	1	1	1	1	1	1	1	1	1	1
4	Yes	1	1	1	1	1	1	1	1	1	1
5	Yes	1	1	1	1	1	1	1	1	1	1
6	Yes	1	1	1	1	1	1	1	1	1	1
7	Yes	1	1	1	1	1	1	1	1	1	1
8	Yes	1	1	1	1	1	1	1	1	1	1
9	Yes	1	1	1	1	1	1	1	1	1	1
10	Yes	1	1	1	1	1	1	1	1	1	1
11	Yes	1	1	1	1	1	1	1	1	1	1
12	Yes	1	1	1	1	1	1	1	1	1	1
13	Yes	1	1	1	1	1	1	1	1	1	1
14	Yes	1	1	1	1	1	1	1	1	1	1
15	Yes	1	1	1	1	1	1	1	1	1	1
16	Yes	1	1	1	1	1	1	1	1	1	1
17	Yes	1	1	1	1	1	1	1	1	1	1
18	Yes	1	1	1	1	1	1	1	1	1	1
19	Yes	1	1	1	1	1	1	1	1	1	1
20	Yes	1	1	1	1	1	1	1	1	1	1
21	Yes	1	1	1	1	1	1	1	1	1	1
22	Yes	1	1	1	1	1	1	1	1	1	1
23	Yes	1	1	1	1	1	1	1	1	1	1
24	Yes	1	1	1	1	1	1	1	1	1	1
25	Yes	1	1	1	1	1	1	1	1	1	1
26	Yes	1	1	1	1	1	1	1	1	1	1
27	Yes	1	1	1	1	1	1	1	1	1	1
28	Yes	1	1	1	1	1	1	1	1	1	1
29	Yes	1	1	1	1	1	1	1	1	1	1
30	Yes	1	1	1	1	1	1	1	1	1	1
31	Yes	1	1	1	1	1	1	1	1	1	1
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33	Yes	1	1	1	1	1	1	1	1	1	1
34	Yes	1	1	1	1	1	1	1	1	1	1
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36	Yes	1	1	1	1	1	1	1	1	1	1
37	Yes	1	1	1	1	1	1	1	1	1	1
38	Yes	1	1	1	1	1	1	1	1	1	1
39	Yes	1	1	1	1	1	1	1	1	1	1
40	Yes	1	1	1	1	1	1	1	1	1	1
41	Yes	1	1	1	1	1	1	1	1	1	1
42	Yes	1	1	1	1	1	1	1	1	1	1
43	Yes	1	1	1	1	1	1	1	1	1	1
44	Yes	1	1	1	1	1	1	1	1	1	1
45	Yes	1	1	1	1	1	1	1	1	1	1
46	Yes	1	1	1	1	1	1	1	1	1	1
47	Yes	1	1	1	1	1	1	1	1	1	1
48	Yes	1	1	1	1	1	1	1	1	1	1
49	Yes	1	1	1	1	1	1	1	1	1	1
50	Yes	1	1	1	1	1	1	1	1	1	1

**Board Options**

**Board Comments**

update.

**Staff Recommendation**

1. Program: The proposed plan accounts for current K-8 program needs as determined by district staff, school faculty, the public, and design professionals. The program has been amplified to improve SFIN School programs, community access, and public when originally converted to include grades 6-8

4. Context - The proposed plan maintains the historic appearance of the facility. The monthly rental rates also maintain the intimate scale of the site and neighborhood.

5. Future - Increases in student populations beyond 500 will need to be accommodated through boundary adjustments with neighboring publicly owned facilities as necessary.

Underutilized - No additional accommodations will be needed for this facility until the

Upon Board approval, staff will use insurance proceeds to fund next year's Asian Development

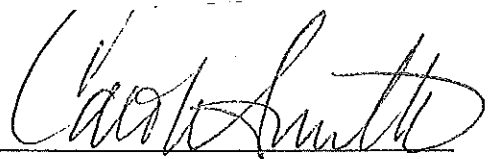
It is anticipated construction will start in Summer 2011 with school in session in the new

Asian Development

Board Committee Review

The Board's Planning Committee will review this proposal at their meeting on 11/16/10

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



Carole Smith  
Superintendent

11-16-10  
Date



To: Superintendent Smith  
From: Marcia Arganbright  
Date: December 6, 2010 IPDATED

Subject: Immersion in English Language Learners

Issue Statement

DDC staff is recommending that the community immersion high schools...  
patterns for the various programs.

Background

The K-12 alignment of immersion programming is part of the Superintendent's...  
available in every quadrant.

During Spring 2009 PPS staff held a series of work sessions with principals and then with...  
community groups. A national immersion consultant came to D.C. to assist in these...  
conversations.

As the system design and boundary recommendations were developed during the summer...  
and because we will...  
have a high school in the area...

Throughout the spring and fall principals have met with parents to hear their questions and...  
concerns.

summary from all high school principals for the recommendation. The Board will continue to be concerned about the change and a special communication went out to those families November 9<sup>th</sup>.

#### Related Policies/Fiscal Impact

The growth of immersion and transition of the programs to new high schools will require

reading materials and writing resources this year. A part of the K-5 math adoption will be

materials for immersion classes. All of the... ..

Critical. The middle and high school... ..

been translating some material and purchasing other resources for core instruction. There are

curriculum specialists and achievement specialists who facilitate and

We have estimated that the cost of additional Spanish immersion materials at the high schools over the next four years would be approximately \$20,000 per year. Materials that we have been using at Hazelwood and Cleveland will be moved to M. Taylor and... .. the transition from Hazelwood to Mt. Taylor the District will need to purchase additional materials since the program will be in both schools.

Critical to the long term success of the program is identifying skilled immersion teachers and

providing them with supports to observe the Lincoln program, time to align the curriculum framework to instruction and materials, support for the teachers in the programs at current

schools to coordinate with the schools receiving new programs. Since we are looking to create a district aligned program all Spanish immersion teachers will need to have time to

... .. as new teachers are hired there is a cost for additional professional development.

Immersion principals and staff have developed a draft set of guidelines for high school programs continuing the advanced level and online learning... ..

#### Board Options

This revised Action Plan of September 27, 2010 does not significantly change the

immersion recommendations wrapped in the June 2, 2010 memo. In the recommended plan six of the seven community comprehensive schools will have the 0-12 component of K-12

Regional HS

Lincoln	Lincoln, Wilson	Ainsworth/Mt. Sylvan	
Madison	Madison, Grant, Jefferson/Grant, Jefferson/Madison Dual Assignment Zone	Rigler, Bridger*	Madison, Grant
Franklin	Franklin, Cleveland	Atkinson/Mt. Tabor, Rigler, Bridger	

part of the HS boundary decision Dec 13

Beginning in September 2014, students who have been enrolled in a Spanish immersion program outside of their region through 8<sup>th</sup> grade will be assigned to the high school program in their region through high school. Currently, all students in an immersion program are assigned to the high school in their region through high school. Currently, all students in an immersion program are assigned to the high school in their region through high school. Currently, all students in an immersion program are assigned to the high school in their region through high school.

These recommendations involve the shifting of the Cleveland Spanish program to Franklin to

- Rigler and Bridger\* to Madison
- Cesar Chavez and Beach to Roosevelt
- Atkinson to Mt. Tabor to Franklin

Franklin/Cleveland Spanish Immersion Transition

	2010-11	2011-12	2012-13	2013-14	2014-15	2013-15
Hosford 8th graders		9th Franklin	10th - Franklin	11th Franklin	12th Franklin	
Hosford 7th graders		8th Hosford	9th Franklin	10th Franklin	11th Franklin	12th Franklin

SPANISH IMMERSION

- Continues at Woodstock to Hosford to Cleveland.

Russian Immersion

- Kelly to Lane to Franklin

In the future we may continue to explore the location of the high school Japanese immersion program at Grant because of school population size.

Staff Recommendation

Submitted to the Action Plan of October 07, 2010

Board Committee Review

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

(MIAA, VIK)

12-7-10

Conita Smith

Superintendent



DATE: December 7, 2010

TO: Board of Education Ad Hoc Committee on Student Assignment,  
Program Initiation and Reconfiguration (SAPIR)

FROM: Superintendent Carole Smith

SUBJECT: Marshall Boundary Changes

Having reviewed the updated Staff Report of December 6, 2010, as well as the initial recommendation from staff, I am comfortable forwarding Option 3A (Whitman to Cleveland, Woodmere to Franklin) for Board approval. This has been a difficult decision, given the tension of trying to balance the different criteria by which this decision was to be made. At the same time, I believe this is the option which provides the best path for meeting the needs of the students who will be transitioning.

Some of the benefits of this option include:

- x It is projected to increase socio-economic balance between Cleveland and Franklin high schools beyond our current state,
- x Fewer students are impacted by this move, given that existing feeders outside of the current Marshall cluster are not changed. (Creston would remain a Franklin feeder and Woodstock a Cleveland feeder),
- x While one of the criteria had been to keep the school feeder pattern whole, parents in the Marshall community have not expressed this as a particular concern,
- x Both schools have shown positive results in m

available in all three schools. Mission has all three services already in place. In conversations with our partners, we are advocating for Marshall SUN School, the STEP Up program and Health Clinic to be relocated to Franklin. Cleveland will continue to house a high quality health clinic but not a SUN School program.

More information is required regarding the specific needs of the incoming students at Cleveland, both from Marshall and its existing feeders, to specifying the exact nature of enhanced supports required at that campus. I am directing staff to investigate this in more depth prior to making a recommendation about additional service requirements at Cleveland.

I hope the Board will concur with this recommendation, and will have staff available at the Student Assignment, Program Initiation, and Reconfiguration Ad Hoc Committee to answer any ongoing questions you may have.

Sincerely,

---

Carole Smith  
Superintendent  
Portland Public Schools

## I. SUMMARY

After initial review of the three boundary options that were defined for reassigning the Marshall feeder pattern, staff analyzed an additional option and a variation on an existing one, on the request of the Superintendent. This report summarizes the impacts of all of the options, in order to provide sufficient information for the board and superintendent to make a final decision.

## II. OPTIONS OVERVIEW

Table I

Option	Enrollment Stability (Est. 2014 Enrollment)	Proximity (Geographic distance Trimet travel time/)	Student Impact	Economic Diversity (estimated)
1. Lane to Franklin, Creston to Cleveland	Cleveland: 1315 Franklin: 1452 Madison: 1308 Maximum Difference: 144 students	<p><b>Shortest commute times for Lane students:</b></p> <p>Whitman to/from Franklin: 3.2 mi, 25-29 minutes by bus (#71) (10 minutes walk)</p> <p>Woodmere to/from Franklin: 2.5 miles, 33-36 minutes by bus (#71) (16 minutes walk/wait)</p> <p>Creston to/from Cleveland: 1.5 mi, 12-14 minutes by bus (#9) (6 minutes walk)</p> <p>Woodstock to/from Cleveland: 2.5 mi, 12-15 minutes by bus (#10)</p> <p>Bridger N. to Franklin: 36 minutes (#72,9) (25 minutes walk/wait)</p>	No split feeder patterns Creston shifts from current HS assignment.	Cleveland: 30% FRL Franklin: 55% FRL Madison: 61% FRL

Option	Enrollment Stability (Est. 2014 Enrollment)	Proximity (Geographic distance Trimet travel time/)	Student Impact	Economic Diversity (estimated)
2. Whitman/ Woodmere to Cleveland, Woodstock to Franklin	x Cleveland: 1361 x			

Option	Enrollment Stability (Est. 2014 Enrollment)	Proximity (Geographic distance Trimet travel time/)	Student Impact	Economic Diversity (estimated)
<p>3A. Whitman to Cleveland, Woodmere to Franklin. Creston stays at Franklin. Woodstock stays at Cleveland.</p>	<p>Cleveland: 1345 Franklin: 1423 Madison: 1308 Difference: 115 students</p>	<p>Whitman to/from Cleveland: 4.3 mi, 30-43 minutes by bus (#9 or 10, 71) (11-24 minutes walk/wait)</p> <p>Woodmere to/from Franklin: 2.5 miles, 33-36 minutes by bus (#71) (16 minutes walk/wait)</p> <p>Creston to/from Franklin: 0.6 mi, 12 minutes by bus (#71) (10 minutes walk)</p> <p>Woodstock to/from Cleveland: 2.5 mi, 12-15 minutes by bus (#10)</p> <p>Bridger N. to Franklin: 36 minutes (#72,9) (25 minutes walk/wait)</p>	<p>Lane becomes split feeder pattern. Only Marshall students are impacted by a change.</p>	<p>Cleveland: 33% FRL Franklin: 53% FRL Madison: 61% FRL</p>

3B. Whitman to Cleveland, Woodmere to Franklin. Creston stays at Franklin. Woodstock stays at Cleveland. Bridger (north section) to Madison.

Option	Enrollment Stability (Est. 2014 Enrollment)	Proximity (Geographic distance Trimet travel time/)	Student Impact	Economic Diversity (estimated)
<p>4. Whitman, Woodmere to Franklin. Creston stays at Franklin. Woodstock stays at Cleveland. Bridger (north section) to Madison.</p>	<p><b>Largest enrollment imbalance :</b></p> <ul style="list-style-type: none"> <li>x Cleveland: 1215</li> <li>x Franklin: 1499</li> <li>x Madison: 1343</li> <li>x Difference: 284 students</li> </ul>	<p><b>Shortest commute times for Lane and Bridger students:</b></p> <p>Whitman to/from Franklin: 3.2 mi, 25-29 minutes by bus (#71) (10 minutes walk)</p> <p>Woodmere to/from Franklin: 2.5 miles, 33-36 minutes by bus (#71) (16 minutes walk/wait)</p> <p>Bridger N. to Madison: 23 minutes( #72) (10 minutes walk/wait)</p>	<p><b>Smallest student impact:</b></p> <ul style="list-style-type: none"> <li>x Only Marshall students impacted by a change.</li> <li>x Bridger remains a split feeder pattern.</li> <li>x Lane moves together</li> </ul>	<p><b>Largest difference in economic diversity:</b></p> <ul style="list-style-type: none"> <li>x Cleveland: 29% FRL</li> <li>x Franklin: 55% FRL</li> <li>x Madison: 60% FRL</li> </ul>

x Step-Up 9<sup>th</sup> grade transition services: Marshall has benefited from a set



will rely on public transportation as their means of getting to and from school, as they do not have access to rides from parents or others.

Over the past week, staff telephoned families in the Whitman and Woodmere neighborhoods to hear their questions and concerns about the options that are under consideration. Staff called 132 families with 8<sup>th</sup> grade students who live in the Whitman or Woodmere portion of the Lane boundary. We talked with 90 families, or 68%. About half of the families in both neighborhoods prefer Franklin over Cleveland, because of distance, siblings and general familiarity with the school. 25%-33% of families prefer Cleveland, for similar reasons. A summary of preferences is below:

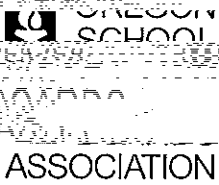
Whitman

11 Cleveland  
20 Franklin  
8 Undecided or No Preference  
2 Benson  
1 Private  
42 Total

Woodmere

16 Cleveland  
25 Franklin  
5 Undecided or No Preference  
1 Benson  
1 Sp Ed  
48 Total

Last week, over 500 families Bridger neighborhood and immersion families received a letter and auto-dialer with information about the new proposal. A drop-in information session occurred on Monday, December 6<sup>th</sup>, from 2-6 pm in the Bridger library. About 20 parents attended, while others provided feedback via e-mail. No Bridger neighborhood families were in support of the change. The most frequent reasons given were: Franklin is a closer school, they have older students at Franklin now, they would like all Bridger st



Membership Dues and Assessments

WHEREAS the dues income has fallen behind the cost of association operating expenditures

WHEREAS in November 2006 the board of directors adopted a resolution to increase dues for 1998-99

increase for 1998-99. Dues have not increased since then. Consequently the percentage of dues revenue as a proportion of total association revenue has fallen from 25.9% in 1998-99 to 14.66% in 2010-11

NOW THEREFORE BE IT RESOLVED THAT

be amended as follows:

The dues of this association shall be increased to \$100 per year effective 1/1/11.

It is further resolved that a motion and second shall be required for any business an extension is requested and granted by the board of directors.

Submitted by: OSBA Board of Directors

**NOMINATION FORM**

**OSBA BOARD OF DIRECTORS  
REGIONAL MEMBER**

Date August 23, 2010

Bobbie Regan, OSBA President-Elect  
Oregon School Boards Association  
P.O. BOX 1008  
Salem, OR 97308  
Fax: 503-588-2813  
E-mail: OSBAelections@osba.org

Return this form, all candidate information forms and your photo to the OSBA office.  
Fax to 503-588-2813  
E-mail to osbaelections@osba.org  
Mail to Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308.

Dear Bobbie Regan:

With this letter, our board nominates the candidate named below to the OSBA Board of Directors position # \_\_\_\_\_

**CANDIDATE INFORMATION**

Name: James Woods  
District/ESD/Community College: Parkrose School District #2  
City: Portland Oregon ZIP 97220  
E-mail: james\_woods@parrkrose.k12.or.us Phone: 503-408-0487

This nomination was approved by an official action of our board of directors at a duly called meeting on 8/23/10,  
(date)

Sincerely, Edward Gransal, Jr.  
(Board chair)

Name: Ed Gransal, Board Chair  
District: Parkrose School District  
Address: 10636 NE Prescott Street  
City: Portland, OR ZIP 97220

## Candidate Questionnaire

Name: Barbara S. ...

State Representative: ...

Address: ...

City: ...

I certify that if elected, I will faithfully serve as a member of the OSBA board of directors. My nomination form has been submitted by OSBA (links attached to this document) as evidence.

Do not fill in this section unless you are over 50.

school boards.

Dist. County Boarding Council (BCDC): Influences the necessary changes in state funding formulas and cost

3. What leadership skills do you believe you bring to the board of directors? Give an example of

demand management, D&D funding portfolios and evaluation design. I served as school board vice chairman for

4. What do you see as the two most challenging issues faced by OSBA?

Funding of K-12 education could be drastically reduced, as the way funds are allocated will change on both. In the last

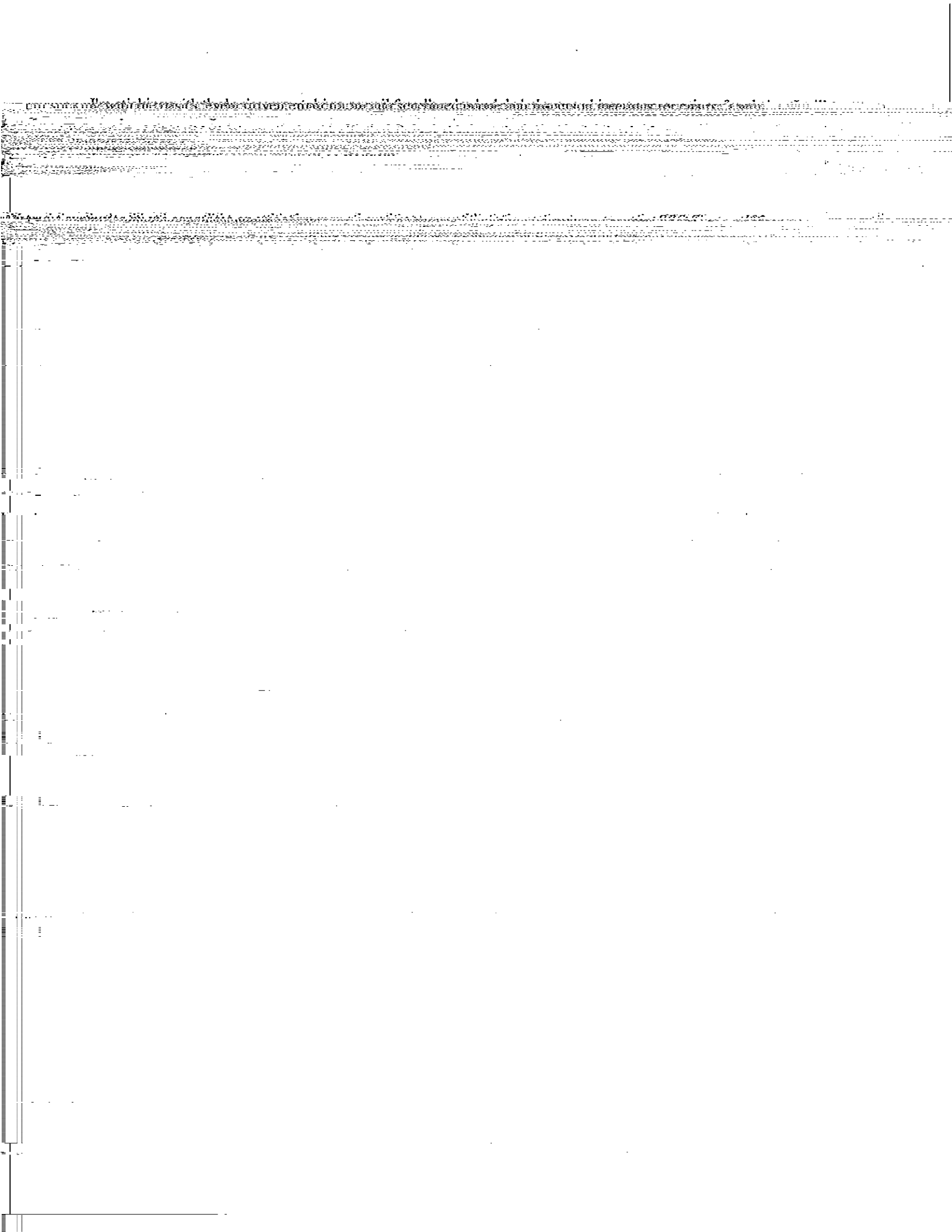
15 years we have found only funding uncertainty... the ADMU formula has not changed. We need to figure out how

across than "more money" and "give out this out of the budget."

5. What do you see as the two most challenging issues faced by your region?

My region is a county. Our school districts' greatest challenge is unequal treatment by local governments. Our students

don't have equal access to city and county services, transportation or even our college and university partners.



# Candidate personal/professional resume

## OSBA Board of Directors

OSBA Board of Directors

Phone: 503.455.4000

Please send your picture (head shot, labeled with your name) as a high resolution digital photo to:

[OSBAelections@osba.org](mailto:OSBAelections@osba.org) or mail to:

P.O. Box 1068, Salem, OR 97308

District: S01, C. Parkrose School District

Term expires: 2013 Years on board: 0

Chairman, 2001 - 2010

Vice Chairman, 2005 - 2007

Parkrose School District Budget Committee

Ex Officio Member, 2005 - Current

Position #3, 2005

### Other education board positions held/dates:

Education Council, City of Portland and Multnomah County, 2008 - Present

Programs and Services Committee, Multnomah County, 2005 - Present

Member, 2006 - 2007

Organization of the last five years: "Economic Progress"

**Employers:**

Portland State University, Assistant Professor, 2000-Current

Behavioral Economics, Owner, 2001-Current

**Schools attended (Include official name of school, where and when):**

Woodlawn High School, 1995

College: University of California - Davis, 2003

Degrees earned: Ph.D.

Education honors and awards: None

Other applicable training or education: OSBA Leadership Oregon, 2007

**Activities, other state and local community services:**

Parkrose Farmers Market, Volunteer, 2008 - Current

Multnomah County Central Citizen Budget Advisory Committee, Member, 2006 - 2008

Multnomah County Human Services Citizen Budget Advisory Committee, Member, 2007 - 2008

"The Better Business Bureau - Oregon and Southwest Washington, Business of the Month", Editor Business

Bureau, Judge, November

2007

Behavioral Economics, Energy Conservation, Cooking, Soccer

American Economic Association

Western Economic Association

**Additional comments:**

See attached CV for additional details.

# REPORT

Expenditure Contracts Exceeding \$25,000 and through \$150,000

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent")





BOARD OF EDUCATION

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4378 and 4379

RESOLUTION No. 4378

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 for \$25,000 or more 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.

RESOLUTION No. 4379

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
Mountain States Networking	12/02/10	Purchase Order PO 98269	District-wide: One-year contract for Smartnet subscription for support and maintenance for District’s network, VoIP, and wireless infrastructure.	\$166,031	N. Jwayad  Fund 101 Dept. 5581
Oracle America Inc.	12/3/10	Purchase Order PO 98337	District-wide: One-year contract for PeopleSoft modules licenses and support.	\$339,281	N. Jwayad  Fund 101 Dept. 5581
Playworks	08/30/10 through 06/30/11	Personal / Professional Services PS 57966	Various: Recess and after-school student management and behavior supports at 12 District grade schools.	\$285,000	S. Kosmala  Fund 205 Various Depts. Grant G0987
Open Meadow Alternative Schools	10/01/10 through 05/27/10	Personal / Professional Services PS 58027	George 6-8, BizTech HS, and Roosevelt Campus: SES after-school tutoring services.	\$275,000	S. Kosmala  Fund 205 Dept. 5407 Grant G1121

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
TEKsystems Inc.	11/13/10 through 11/12/11	Personal / Professional Services  PS 54675 Amendment 4	District-wide: Final one-year extension of a five-year contract for temporary IT staffing services.		

INTERGOVERNMENTAL AGREEMENTS ("IGAS")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County Department of Human Services	10/01/10 through 06/30/11	IGA 57973	District-wide: Attendance support at Tier I Academic Priority Zone schools.	\$196,000	L. Poe Fund 205 Dept. 5406 Grant G0987 -23.3.47998 .1(1re b

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4380 through 4384

RESOLUTION No. 4380

A Resolution of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon, Calling a Measure Election to Submit to the Electors of the District the Question of Updating,



- M. The costs of the Project and issuance costs are estimated not to exceed \$548,000,000; and
- N. ORS 328.205, as amended, subject to voter approval, authorizes the District to contract bonded indebtedness to provide funds to finance the costs of

EXHIBIT A  
NOTICE OF BOND ELECTION

Most bonds mature in 1 - 3 years to minimize interest expense. Cost estimated to be approximately \$2 per \$1,000 assessed property value for six years, then reduced. Median homeowner pays \$300 annually for six years, reduced to approximately \$22 annually.

The following authorized District Election Authority hereby certifies the above ballot title is true and complete.

\_\_\_\_\_  
Signature of authorized District Election Authority

\_\_\_\_\_  
Date signed

\_\_\_\_\_  
Printed name of authorized District Election Authority

\_\_\_\_\_  
Title

RESOLUTION No. 4381

Authorizing Staff to proceed with Design Development, Construction Documents, Permitting, and Bid Package for Rebuilding Marysville K-8 School Using Proceeds from the Insurance Claim

RECITAL

- A. On November 10, 2009, a fire occurred at Marysville K-8 School destroying one-third of the structure with additional areas being damaged by water.
- B. On April 5, 2010, the Board of Education (BOE) authorized staff to identify a design team in order to initiate redesign work, through the Schematic Design phase, to determine options for repair and rebuilding Marysville.
- C. In spring 2009 a competitive procurement process resulted in a contract with DLR Group, a multi-disciplinary design team, to provide full architectural and engineering services for the Marysville rebuilding effort. The District, per BOE authorization, directed DLR to proceed with development of schematic options and cost estimates. The District directed design work to proceed through Schematic Design only, pending BOE direction to proceed further.
- D. A series of interviews and design charrettes subsequently took place with Marysville faculty, PPS departments, and Marysville PTA, parents, and students.
- E. Multiple options for rebuilding Marysville K-8 were explored and identified.
- F. Rebuild Option 3 titled "Marysville Future Revival" has been determined to best serve the Marysville community and Portland Public Schools.
- G. The Finance, Audit, and Operations Committee reviewed this resolution on November 16, 2010, and unanimously recommended its approval to the Board.

RESOLUTION

- 1. The Board accepts the staff recommendation to rebuild Marysville K-8, identified as Option 3 "Marysville Future Revival" in Attachment A to the related staff report.
- 2. The Board authorizes staff to proceed with Design Development, Construction Documents, permitting, and bid package for the "Marysville Future Revival" Option 3 solely using proceeds from the insurance claim.
- 3. The Board directs staff to return to its Finance, Audit and Operations Committee and subsequently the full BOE with Design Development site plan, floor plan, elevations, and materials board for review and approval prior to proceeding into the Construction Document project phase.
- 4. The Board acknowledges that the bidding and construction phases of the Marysville project are dependent upon PPS identifying additional capital funding, with a current strategy of voter approval of a capital bond measure in May 2011. If the capital bond does not pass, the Board reserves the right to reconsider all Marysville design and funding options.

C.J. Sylvester/S. Schoening

RESOLUTION No. 4382

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

RECITALS

- A. The Board of Education is committed to accountability for how Portland Public Schools spends its tax dollars and other resources, and recognizes that transparency, accuracy, and timeliness in financial reporting are important components of financial accountability.
- B. The District Auditor, Talbot, Korvola & Warwick, LLP, has completed their independent audit of the financial reporting for the year ended June 30, 2010, and provides assurance that the District's accounting and reporting is in compliance with generally accepted accounting principles.
- C. The District has received awards in Excellence in Financial Reporting for 30 consecutive years from both the Government Finance Officers Association (GFOA) and the Association of School Business Officials (ASBO) and plans to submit the current financial reports for similar award consideration.
- D. The Finance, Audit and Operations Committee has reviewed this report and unanimously recommended that it be moved to the full Board for consideration and approval.

RESOLUTION

The Board of Education accepts and approves the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act and OMB Circular A-133 of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2010, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.

N. Sullivan / C.A. Kirby

RESOLUTION No. 4383

Language Immersion Feeder Patterns  
High School System Design

RECITALS

- A. As a part of High School System Design, the K-



speakers, along with non-native speakers from within each region. Expansion and location decisions for future Spanish Immersion and other language immersion programs will be closely aligned with the needs of native-speaking populations throughout the district. The staff report summarizing the recommendation has been reviewed and approved by the Student Achievement Committee and forwarded to the full Board of Education for a decision.

#### RESOLUTION

1. The Board approves the Superintendent's recommendation for feeder patterns for immersion programs as a part of High School System Design. Specifically, beginning in September 2011 the feeder patterns for Spanish immersion will be as follows:
  - x Ainsworth (K-5) to West Sylvan (6-8) to Lincoln;
  - x Rigler (K-8) to Madison;
  - x César Chávez (K-8) and Beach (K-8) to Roosevelt;
  - x Atkinson (K-5) to Mt. Tabor (6-8), and Lent (K-8) to Franklin;
  - x The high school assignment for Bridger K-8 immersion will follow the Bridger neighborhood boundary assignment pattern as decided by the Board
2. In addition, the feeder pattern for Russian Immersion will be Kelly (K-5) to Lane (6-8) to Franklin High School.
3. The transition of the Hosford and Cleveland Spanish Immersion programs to Mt. Tabor and Franklin will begin in September 2011, with 6<sup>th</sup> grade at Mt. Tabor and 9<sup>th</sup> grade at Franklin, and will grow one grade per year thereafter until the highest grade of the program is reached.
4. To support a regional program for Spanish Immersion, program applicants at the K-8 level will be given priority to attend the immersion program within their region beginning with the Spring 2011 lottery.
5. Beginning in September 2014, students who have been enrolled in a Spanish Immersion program outside of their region through 8<sup>th</sup> grade will not be assigned to the high school immersion program in that region, and will have the right to attend the high school immersion program in the region where they live.

C. Randall /M. Arganbright

#### RESOLUTION No. 4384

##### Feeder Pattern Reconfigurations Due to Closure of Schools on Marshall Campus

#### \_RECITALS

- A. Over the last two years, under the leadership of the Board of Education ("Board") and the

which has dropped by over 2,500 students since 2001. PPS could not afford to maintain the current portfolio of schools given the severe and continuing decline in funding for public education. PPS faced the need to deliver academic services in a fiscally sustainable manner that also provided greater equity and consistency in access to a core program and in future reduces the achievement gap that currently exists in every high school. The high school system design of community comprehensive schools with comparable and robust core programs was based on an assumption of relative parity of enrollment across schools.

- C. By Resolution 4236, on March 8, 2010, the Board directed the Superintendent to recommend a high school system design plan that would: 1) reduce the number of current high school campuses with neighborhood attendance boundaries, 2) guarantee a common core program for each of the community comprehensive schools, and 3) establish enrollment parity across the community comprehensive schools.
- D. On October 12 in Resolution #4359 the Board directed the Superintendent to implement the closure of the three small schools on the Marshall High School Campus -- BizTech High School, Linus Pauling Integrated Arts Academy and the Renaissance Arts Academy – at the end of the 2010-11 school year. The resolution also stated that boundaries would be determined within 90 days of the process.
- E. At the direction of the Board, District staff, community members, parents and students engaged in a meaningful manner over the last 60 days in the analysis of potential boundary options. Families at all of the impacted K8 and middle schools were contacted throughout this process using multiple communication mechanisms; administrators and staff provided input; and the High School Parent Advisory Committee, a group of parents representing all geographic clusters in the district on 10/28/10 also gave a significant amount of feedback on potential boundary options.
- F. In order to make decisions in a reasonable timeframe, and minimize impact on students from K to 12, the scope of this analysis was based on using K5 and K8 boundaries as the building blocks for new assignments.
- G. As per board policy and administrative directives, staff used the following criteria to judge various boundary options:
  - x Enrollment stability: Projected enrollment at receiving schools must be above 1300 and the difference in enrollment between schools must not be more than 300 students. Facility capacity should be considered to ensure that assigned enrollment is not greater than capacity.
  - x Proximity: Students should be assigned whenever feasible to the closest school to their home, and must be able to access their assigned school using Trimet in a reasonable amount of time that allows students to fully participate in their school program.
  - x Student impact: Boundary decisions should minimize the total number of students reassigned, and keep students together after 8<sup>th</sup> grade to the extent possible.
  - x Economic Diversity: Boundary decisions should strive to establish a mix of students with different socioeconomic backgrounds across schools to the extent possible. Some research shows that economic diversity can be correlated with higher academic performance of all students at a school.
- H. Arriving at a recommendation requires prioritizing the above criteria relative to one another. Throughout the high school system design process, the Superintendent has held enrollment balance as the highest priority in order to achieve the explicit goal of ensuring access to all students to an equivalent, high quality core program in each school, which requires schools to have enrollment that falls within a similar range. Feedback from the community throughout this



process has indicated that proximity is held as an extremely high value by parents and students system-wide. Balancing economic diversity also emerged as a high priority among community members. The board has in the past worked to eliminate split feeder patterns and minimize the impact of boundary changes on existing students. In line with community feedback regarding

5. The Board of Education encourages the superintendent and staff to continue to support families to maximize the opportunity for a successful student transition within the parameters available in the enrollment and transfer process.
6. Given the importance of access to Tri-Met for students, the Board of Education encourages the superintendent and staff to continue to work with intergovernmental partners to sustain current transportation options for high school students.

S. Allan / S. Singer