

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
December 9, 2014

Board Auditorium

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

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

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

This meeting may be taped and televised by the media.

AGENDA

1. **PUBLIC COMMENT** 6:30 pm
2. **DISCUSSION: MALES OF COLOR PLEDGE** 6:50 pm
3. **COMPREHENSIVE ANNUAL FINANCIAL REPORT** 7:10 pm
action item
4. **DISCUSSION: ENROLLMENT AND TRANSFER POLICY** 7:30 pm
5. **UPDATE: WORKLOAD COMMITTEE** 8:30 pm
6. **BOARD MEMBER CONFERENCE REPORTS** 9:00 pm
7. **BUSINESS AGENDA** 9:15 pm
8. **ADJOURN** 9:30 pm

Portland Public Schools Nondiscrimination Statement Portland Public Schools recognizes the diversit



Board of Education Informational Report

MEMORANDUM

Date: December 11, 2014
To: Members of the Board of Education
From: Carole Smith
Subject: Portland Public Schools Males of Color Pledge

Attached please find the following:

- 1) Information on Great City Schools Back White House My Brother's Keeper Initiative
- 2) Statement from Council of Great City Schools Reaffirming Pledge on Males of Color in the Wake of the Ferguson Tragedy
- 3) Draft Resolution for Portland Public Schools Males of Color Pledge

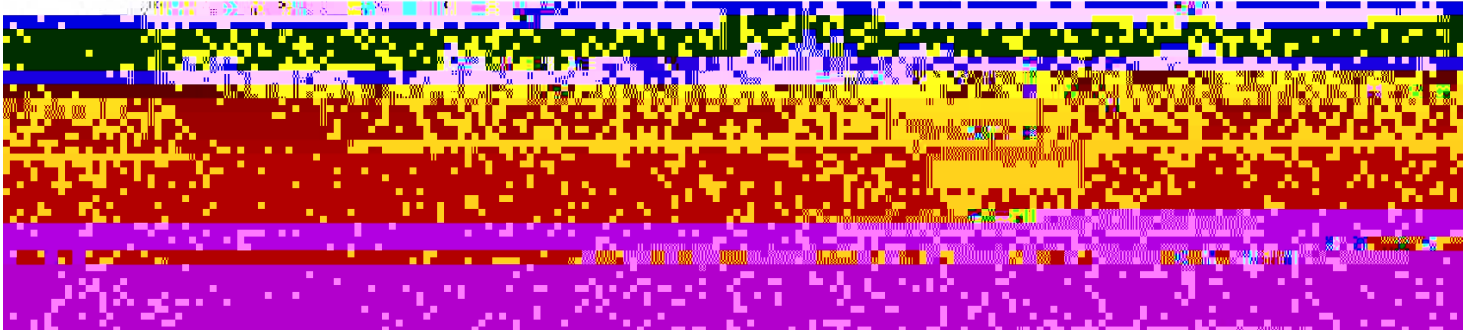
RESOLUTION No. xxxx

Portland Public Schools Males of Color Pledge

RECITALS

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AFT



EMBARGOED FOR RELEASE
July 21, 2014 (12:30 p.m., Eastern)

CONTACT: Henry Duvall
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W -based strategies that range from early childhood to graduation, the
at City Schools announced today at a White House event with President Obama

Collectively, the school systems educate a third or more of America's African American and Latino students and nearly forty percent of low-income boys and young men of color.

In a call to action by the Council of the Great City Schools, the primary coalition of the nation's urban schools, each of the school systems support boosting efforts to prepare males of color for college and careers, to reduce the disproportionate number who drop out of school or who are suspended, and to help them succeed.

With such a large portion of the country's school-age African American males and Hispanic males enrolled in big-city public schools, urban-school leaders agree that they have an obligation to teach all students to the highest academic standards and prepare them for today's global society.

"Our job as urban educators is not to reflect or perpetuate the inequities that too many of our males of color face; our job is to eliminate those inequities—and that is what we pledge to do," stressed Council Executive Director Michael Casserly. "We are pleased to join forces today with the White House, the U.S. Department of Education, and our other partners in an unprecedented shared commitment to improve the educational and social opportunities of our young men of color," he added.

In "A Pledge by America's Great City Schools," each of the 60 urban school systems committed to carrying out 11 specific actions, which include:

- Ensuring that pre-school efforts better serve males of color and their academic and social development;
- Adopting and implementing elementary and middle school efforts to increase "the pipeline" of males of color who are on track to succeed in high school, and increasing the numbers participating in advanced placement, honors, and gifted and talented programs;
- Keeping data and establishing protocols to monitor the progress of males of color and intervene at the earliest warning signs of problems;

- Reducing the disproportionate number of males of color who are absent, suspended, expelled, or placed inappropriately in special education classes; and
- Working to transform high schools with low graduation rates among males of color and striving to increase the numbers of males of color and others who complete the FAFSA forms for college aid.

The Council is also announcing a partnership with the College Board to work jointly to increase the numbers of males of color participating and succeeding in Advanced Placement (AP) classes in our urban public schools.



A Pledge by America's Great City Schools

- Whereas, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems; and
- Whereas, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers; and
- Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates; and
- Whereas, Males of Color disproportionately attend under-resourced schools and are taught by the least-effective teachers; and
- Whereas, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:
- Be It Therefore Resolved that, the Great City Schools pledge to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and
- That the Great City Schools will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and
- That the Great City Schools will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately

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	District	Los Angeles Unified School District
	Schools	Milwaukee Public Schools
		Nashville Public Schools
		Norfolk Public Schools
	istrict	Oklahoma City Public Schools
		Orange County (Orlando) Public Schools
		Philadelphia School District
		Portland Public Schools
	s	Richmond Public Schools
	Rochester City School District	Sacramento City Unified School District
	Saint Paul Public Schools	San Diego Unified School District
	San Francisco Public Schools	Seattle Public Schools

Shelby County (M217c(cy)11()-4(M217)13(c)

FOR RELEASE
December 3, 2014

CONTACT: Henry Duvall
(202) 393-2427

**Statement by Michael Casserly
Executive Director
Council of the Great City Schools**

Reaffirming Pledge on Males of Color in the Wake of the Ferguson Tragedy

WASHINGTON --



Board of Education

Superintendent Recommendation to the Board

Board Meeting Date: December 9, 2014 **Executive Committee Lead:** Yousef Awwad, CFO

Department: Accounting & Payroll **Presenter/Staff Lead:** Sharie Lewis, Director & TKW – External Auditor

SUBJECT:
2013-14 COMPREHENSIVE ANNUAL FINANCIAL REPORT (CAFR) AND SINGLE AUDIT

BACKGROUND

The District Auditor, Talbot, Korvola & Warwick, LLP, has issued an unmodified opinion on our financial reports for the year ended June 30, 2014 (see pages 1-3). An unmodified opinion is the technical term used to indicate a “clean audit” and is the highest level of opinion. It is the outcome that we expected.

CAFR AND SINGLE (A-133) AUDIT HIGHLIGHTS

During the year, the District implemented one new accounting standard: GASB Statement 70. The implementation of this standard resulted in additional disclosures regarding the District's participation in the Oregon School Bond Guaranty Program (ORS328.321 to 328.356, which guarantees payment on the 2013 GO Bond debt. This additional disclosure can be found on page 44 in the Notes to the Basic Financial Statements.

Total net position, which is an indicator of economic condition for the year, increased by \$65.5 million as shown in the Analysis of Activities on page 7. The overall increase in net position is the result of a \$15.9 million increase in assets, which includes cash & investments, fixed assets net of depreciation and Unfunded Actuarial Liability (UAL) investment; a \$48.8 million decrease in liabilities, which includes accounts payable, accrued wages payable, claims and judgments payable, outstanding debt, and UAL liability; and an \$819 thousand decrease in deferred inflows of resources for the receipt of the final insurance payment on the Marysville School fire claim. The \$15.9 million increase in assets combined with the \$49.6 million decrease in liabilities and deferred inflows results in a \$65.5 million overall increase in net position. This increase represents a positive economic condition for the District. The increase in Total Assets is primarily a result of increases in capital assets, as described on page 11. The relatively large decrease in liabilities resulted mainly from the repayment of \$36.0 million of GO Bond debt and \$11.5 million of pension debt, also shown on page 11.

Government-wide activities are summarized and analyzed on pages 7-9 and presented on page 17. These reports use a “full accrual” economic basis, e.g. depreciation is added, transfers between funds are eliminated, capital asset and debt principal payments are removed from expenses, and the change in unfunded PERS and post-employment benefits liabilities is added to expenses. Total District revenues, when compared to the prior year, increased \$84.1 million from \$542.9 million to \$627.0 million, while total District expenses increased \$22.7 million from \$538.8 million to \$561.5 million. These changes resulted in a fully-accrued net increase of \$61.4 million in total net position. Major changes in revenues were from a \$33.3 million increase in State School Fund revenues, and \$44.8 million in new GO Bond tax revenues, \$11.8 million increased General Fund property and local option taxes, offset by a \$9.7 million

**Reviewed and Approved by
Superintendent**

decrease in grant revenues (primarily School Improvement/Priority Focus, and Title 1). Major increases in expenditures were from increases in General Fund instructional wages and benefits (\$11.8 million) and support services wages and benefits (\$8.7 million).

The operational result for the General Fund was a net gain of \$14.2 million (page 18), which increased fund balance to \$51.7 million. The District's final supplemental budget had planned a net loss of \$4.2 million (excluding contingency), therefore the overall increase to the beginning fund balance in the General Fund for next year will be \$18.4 million more than planned.

Capital Bond fund work touched 30 schools and expended \$19.0 million. Bond proceeds were spent on the 2013 to 2015 summer improvement projects, the Marshall swing site, and master planning for Roosevelt, Franklin, and Faubion. Unspent bond proceeds at June 30, 2014 were \$90.5 million.

The Statistical Section is on pages 114-142. The four parts of the statistical section are intended to provide the reader with a more complete context for the financial information presented in the CAFR. The 16 schedules presented show financial trends, revenue and debt capacity analysis, demographic and economic information and District operations.

The Independent Auditor's Report on pages 143-145 is provided by the auditors and presents audit comments and disclosures required by state regulations. In this report the auditors explain the District's compliance in specific areas, and they explain their consideration of internal controls and any District control deficiencies they have found.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

This audit report is indicative of a high level of fiscal accountability by PPS Finance staff. A clean audit and one item to be raised in a management letter are evidence of excellent performance. Last year the Association of School Business Officials and the Government Finance Officers Association awarded PPS their certificates of excellence and achievement in financial reporting.

PROCESS / COMMUNITY ENGAGEMENT

The CAFR will be published on the district website, shared with the Citizens Budget Review Committee, and various interest parties, mainly financial institutions, are issued copies. These reports are also required to be reported to various Federal entities.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

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Board of Education Informational Report

MEMORANDUM

Date: December 4, 2014

To:

From:

Subject

Section I: MOVING TO A SINGLE MECHANISM FOR NEIGHBORHOOD SCHOOL TRANSFERS

SchoolYear	Number of K-12 Petition Transfer Requests

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Enhancementopportunities

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Section II: SCENARIOS FOR ESTIMATING IMPACT OF FOCUS OPTION LOTTERY CHANGES

THREE YEAR SUMMARY OF PETITION REASONS

Petition Reason Category	Reason Description	2013/14	2012/13	2011/12
Sibling	Controlled sibling	213	274	227
	Special Education placement	6	4	3
Subtotal		219	278	230
School Location	Transportation	189	223	295
	Transportation relatives	14	10	11
Subtotal		203	233	306
Childcare	Closer provider	84	95	96
	Noon sited daycare @ school	8	4	7
Subtotal		92	99	103
Student Safety	Physical risk to child	141	87	123
	Health/safety concerns	78	72	64
Subtotal		219	159	187
Student Continuity	Remain with peer group	116	92	80
Subtotal		116	92	80
Student Programmatic Interest	Program interest	439	417	360
	Different Learning Environment	58	102	58
Subtotal		497	519	418
History with requested school	Prior process	9	12	6
Subtotal		175	349	210

Total Petition Reasons	1569	1784	1580
Total Petition Requests (Resident only)	1159	1414	1169
Note:			

Resolution transfers for the 2012/13 were substantially higher due to school/WA closure & Humboldt consolidation.

PETITION TRANSFER PROCESS SEASONS AND FOLLOW UP

REASON PROVIDED		SUPPORTING EVIDENCE/FOLLOW UP		
Petition Reason Category	Petition Reason Description	ETC	Requested school	Neighborhood/Current school
6	A A o r d g w h b e b k g b e	y o r d g b b w y p	h r e g n b d e g n	w p s g p n n g n
6 b e	A h e h	b s		
6 a				
	w n a d p k o y n d h s p a h g b	y k d b e o g e p p b h p o b h	h w p s b y b k w e g n a b b	e n b g p p e o g k

o o r e
p k

PETITION TRANSFER PROCESS SEASONS AND FOLLOWUP

<p>6 5</p>	<p>B M d a a p b o f d b b b m a o g b</p>	<p>f b b o b p b o f d</p>	<p>m w p s b f b m p d d b m</p>	<p>f b m p d d b b m</p>
<p>6 5</p>	<p>M d w b b o m w a p g a b d b w s m o b d m w r g</p>	<p>f b m m o m w r g s m o a p g o p</p>	<p>m w p s b f b m w b b o m w p</p>	<p>m m b m p p w p g</p>
<p>6 m b o d m m r o g d e</p>	<p>A M d a a p m b g o m o b g m p</p>	<p>f b m m p</p>	<p>m w p s b f b m w b b o e d b</p>	<p>m m b m p m</p>
<p>m w d b</p>	<p>A l a p p w b d b b e m o b m d w b m b</p>	<p>f p p d g o p m m w b g e</p>	<p>m w p s b f p p</p>	<p>m m b m p p</p>
<p>6 6 p</p>	<p>A d s o m o b g b w m a a m b f</p>	<p>m</p>	<p>m w p s b m o m g p</p>	<p>m m b m p p</p>
	<p>B p m p f</p>	<p>m</p>	<p>m w p s b m o m g p</p>	<p></p>
	<p>C f o b m p f</p>	<p>p m</p>	<p>m w p s b m o m g p</p>	<p>m m b m p p</p>

2012-13 Petition Summary

		TOTAL PETITION POPULATION N = 1171*		PETITION APPROVALS N = 728 (62% of all requests)		PETITION DENIALS** N = 443 (38% of all applicants)	
Race/Ethnicity		Count	%	Count	%	Count	%
	White	513	44%	321	44%	192	41%
	Student of Color	658	56%	407	56%	251	59%
SocioEconomicStatus		Count	%	Count	%	Count	%
	Qualified for F/R Meals	742	63%	457	63%	285	66%
	Did not qualify for F/R Meals	429	37%	271	37%	158	34%

		TOTAL APPEALS POPULATION N = 72***		APPEAL APPROVALS N = 16 (22% of all appeals)		APPEAL DENIALS N = 56 (78% of all appeals)	
Race/Ethnicity		Count	%	Count	%	Count	%
	White	42	58%	9	56%	33	41%
	Student of Color	30	42%	7	44%	23	59%
SocioEconomicStatus		Count	%	Count	%	Count	%
	Qualified for F/R Meals	41	57%	11	69%	30	66%
	Did not qualify for F/R Meals	31	43%	5	31%	26	34%

*1414 petitions on file, but demographic matches for 1171 students

**includes waitlisted and approved lower choices

***16% of all denials, 6% of all petition requests

PROCES

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ETC

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SeniorDi

OUTCO

Transf

Scenario PREFERENCE

POSSIBLE RESULTS FOR APPLICANTS
WITH SIBLING PREFERENCE OR PREFERENCE

Scenario B: Estimated impact of proposed lottery preferences, based on applicants with in each preference category equal to 60% of slots

Version I Order of preference: Low Income @ 45% first, then siblings

School	SLOT AND APPLICANTS	POSSIBLE RESULTS FOR APPLICANTS
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Version II Order of preference: Siblings first, then low income @ 45% maximum

Board of Education Informational Report

MEMORANDUM

Date: December 4, 2014

To: Members of the Board of Education

From: Jon Isaacs, Chief of Communication & Public Affairs
Richard Gilliam, Director of School Family Partnerships

Subject: Marketing and Grassroots Outreach support for Focus Option Schools

Currently, marketing of focus option schools is currently focused on Benson Polytechnic and Jefferson Middle College as part of high school system design starting in 2011. District level marketing of focus option schools at the K-8 level is currently limited to a brochure that promotes open house dates for all schools district wide and focus option schools are not encouraged to engage in their own marketing. Limited marketing is certainly one – though not the only – contributor to the general lack of racial, geographic and economic diversity in focus option schools. PPS through the Community Involvement & Public Affairs (CIPA) Department and School Family Partnerships staff, have built and implemented successful marketing and grassroots outreach campaigns for many of Portland's high schools and neighborhood schools in response to board approved changes such as high school system design and enrollment balancing. We envision providing similar support to focus options if the Superintendent's recommendations are approved. This memo outlines the elements of these marketing and outreach efforts.

We have provided you several examples of marketing material that we have strategically produced for PPS schools. These materials are translated into supported languages and printed. It should be noted that, for the most part, these marketing campaigns were designed for neighborhood schools to attract students from their catchment area that may be considering transferring to another school. We envision that we will be able to re-direct some of these resources to support focus option schools as neighborhood to neighborhood transfers slowly decline.

Step 1 – Creative Collaboration to Building the School Story

The first step of any school marketing campaign developed by CIPA and Office of School Family Partnerships is to hold workshops with the school leadership, teachers, and parents/leaders to draw out what they appreciate most about their school, and what they believe families should know about it. This may include specific programs, overall academic success, specific high quality teachers, school culture, or annual school events. For focus options, the academic focus of the school will obviously be a big part of the story.

Following this collaborative work, CIPA will work to arrange school

This specific measurable goal is to recruit a minimum of 100 families to provide their information on interest forms. The interest forms, a classic community organizing tool, have proven to be highly successful in the work the PPS Dual Language Immersion (DLI) staff and community agents do to build the enrollments for the recently launched DLI programs. It allows one on one follow up and conversation following the group events.

We develop the outreach plans using a similar collaborative process. School Family Partnerships will work with the parent community and school administration to recruit spokespeople from the families and school staff that effectively connect with

Additional Communication for Enrollment & Transfer Office

The Enrollment & Transfer Department has worked closely with the Community Involvement & Public Affairs (CIPA) Department to produce and distribute detailed information about school options, available choices, and how to access them each year leading up to the open enrollment period. These materials are for current and incoming families and are translated in all supported PPS languages. We plan on working with CIPA to review and improve communications materials, increase the frequency and accessibility of information – particularly about the lottery – and add modern preferred communication tools such as informational videos and an active presence on social media.

Needed Additional Staff

The Community Involvement & Public Affairs Department currently has only one writing and production staff for family and community communications. The increase in marketing and family communications in support of these efforts will require the addition of a writing and production coordinator. The full cost for this position is approximately \$72,000.



Board of Education Informational Report

MEMORANDUM

Date: 12.5.14

To: Members of the Board of Education

Subject : 2014-15 Budget Requests Based on Proposed Enrollment and Transfer Policy

Below, please find the requests for the January budget amendment in order to implement the proposed changes to the Enrollment and Transfer Policy in order to align with the Racial Educational Equity Policy.

Budget Request	2014-15 Budget (6 months)	Notes
<u>Focus Option Review Process</u> See attached Educational Options Policy	\$50,000	Coordination of regular review of focus options, including option for replication.
<u>Enrollment and Transfer Center Staff Support</u> 1.0 Clerk .5 Specialist	\$50,000	Support enhanced petition process
<u>Training and Coaching for Staff in Enrollment and Transfer Center</u>	\$10,000	<u>To Improve Cultural Awareness and Skill in the Petition Transfer Process</u>

Marketing and Grassroots Outreach Support for tion.



Board of Education Informational Report

MEMORANDUM

Date: 12/9/2014

To: Members of the Board of Education

From: Sean L. Murray, Chief Human Resources Officer

Subject: Portland Association of Teachers (PAT) Workload Committee Quarterly Update

As previously discussed at the September 2, 2014 Board Retreat, the following is provided as a quarterly update of the PAT Workload Committee.

Background:

As part of the 2013-16 Collective Bargaining Agreement (Article 5, section 10) between the District and PAT, a workload committee has been established to consider options for eliminating aspects of the current workload for professional educators. The Workload Committee is comprised of PAT members and district administrators that meet to review workload concerns and forward recommendations to the Assistant Superintendent for School Performance for relief consideration.

Meetings:

The committee meets twice a month, generally the Wednesday of each month from 8:00 – 11:00 AM and the third Thursday of each month from 4:00 – 7:00 PM

While the Committee has yet reached the point of making formal recommendations, it supports the following concepts for consideration:

1. When projects, such as major system or IT requests submitted for approval, the project should be required to include a plan for both implementation and ongoing support. Along these lines, the



ReEmploymentof Retirees

Memorandumof Understandingbetween Multnomah CountySchoolDistrict #1J(District) and TheAmalgamatedTransitUnion (ATU)

Thepurposeof this Memorandumof Understandings to setforth the termsandconditionsof employmentfor bargainingunit members(“Retirees”)who retire underthe OregonPublicEmployee RetirementSystem(“PERS”)on or after January1, 2015andwho are membersof the bargainingunit representedby ATUon the workdayimmediatelyprior to the Retiree’sPERSretirement date, andwho the Districtre employsbetweenthe Retiree’sPERSretirement date and June30, 2015.

1. TheRetiree:

- a. Must havea PERSretirement date on or after January1, 2015andno later than June1, 2015;
- b. Must havesubmitteda written DistrictResignationFormendingDistrictemployment prior to the Retiree’sPERSretirement date; (Note: UnderPERSrules the PERSretirement date is the first dayof the monthafter an employeendsDistrictemployment.For example,if youendemploymenton the last contractday beforeWinter break,your PERS retirementdate wouldbe January1st. If youendemploymenton January1st, yourPERS retirementdate wouldbe February1st.) and

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- a. A Retiree is expected to demonstrate reliable and regular attendance at work and meet all expectations of the assignment.
- b. Pay and benefits for re-employed Retirees are set forth below.
 - i. Insurance coverage under the District's medical/dental insurance for active employee insurance coverage will continue through July 31, 2015, if permitted by the terms of such insurance.
 - ii. Retiree to be paid at his/her pre retirement rate of pay, less the 6% PERS pickup.
 - iii. Retiree will retain a day of sick leave for each month worked, beginning the first month after his/her retirement date, until the end of the is

ReEmploymentof Retirees

Memorandumof Understandingbetween Multnomah CountySchoolDistrict #1J(District) and TheDistrict Councilof Unions(DCU)

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1. TheRetiree:

- a. Must have a PERSretirement date on or after January1, 2015and no later than June1, 2015;
- b. Must have submitted a written District Resignation Form ending District employment prior to the Retiree’s PERSretirement date; (Note: Under PERS rules the PERSretirement date is the first day of the month after an employee ends District employment. For example, if you end employment on the last contract day before Winter break, your PERS retirement date would be January1st. If you end employment on January1st, your PERS retirement date would be February1st.) and
- c. Must declare in writing his/her request to begin a new employment relationship with the District as a Retiree in the Retiree’s prior ~~year~~ year or June30, 2015, whichever first occurs. This written notice must be submitted to the District as part of the District Resignation Form no later than thirty (30) calendar days before the PERSretirement date.

2. Payroll will report all earned sick leave to PERS.

3. A Retiree will be re employed by the District in the position that the Retiree held on the Retiree’s date of resignation only if all of the following conditions are met:

- a. The employee elects to retire between January1, 2015 and the end of the work year; and
- b. The District decides

- a. A Retiree is expected to demonstrate reliable and regular attendance at work and meet all expectations of the assignment.
- b. Pay and benefits for re-employed Retirees are set forth below.
 - i. Insurance coverage under the District's medical/dental insurance for active employee insurance coverage will continue through July 31, 2015, if permitted by the terms of such insurance.
 - ii. Retiree to be paid at his/her pre retirement rate of pay, less the 6% PERS pickup.
 - iii. Retiree will retain a day of sick leave for each month worked, beginning the first month after his/her retirement date, until the end of the work year or June 30, 2015 (whichever comes first), but not be eligible for any other paid leaves.
- 5. The new employment relationship will end on the last day of the work year in June 2015. In no event will the Retiree's re-employment extend beyond June 30, 2015.
- 6. Promise of employment as a Retiree after the end of the 2014-15 school year is neither stated nor implied.

For the District

For the DCU

By: _____
Sean L. Murray, CHRO

By: _____
Pat Christensen, President

ReEmploymentof Retirees

Memorandumof Understandingbetween Multnomah CountySchoolDistrict #1J(District) and

ServiceEmployeesInternational Union Local503

SchoolEmployeesUnion School Employees Union

terms and conditionsof
employmentfor bargainingunit members("Retirees")who retire underthe OregonPublicEmployee
RetirementSystem("PERS")on or after January1, 2015andwho are membersof the bargainingunit
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the Districtre r

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- b.

ReEmploymentof Retirees

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- a. A Retiree is expected to demonstrate reliable and regular attendance at work and meet all expectations of the assignment.
- b. Pay and benefits for re-employed Retirees are set r

Memorandum

The purpose of this memorandum is to provide information regarding the proposed changes to the Retirement Plan effective 3/30/2015.

1. The proposed changes to the Retirement Plan are as follows:

a. The proposed changes to the Retirement Plan are as follows:

b. The proposed changes to the Retirement Plan are as follows:

c. The proposed changes to the Retirement Plan are as follows:

d. The proposed changes to the Retirement Plan are as follows:

2. Payroll deductions for the Retirement Plan will be as follows:

3. A Retirement Plan will be established for the Retirement Plan as follows:

a. The proposed changes to the Retirement Plan are as follows:

b. The proposed changes to the Retirement Plan are as follows:

c. The proposed changes to the Retirement Plan are as follows:

d. The proposed changes to the Retirement Plan are as follows:

e. The proposed changes to the Retirement Plan are as follows:

f. The proposed changes to the Retirement Plan are as follows:

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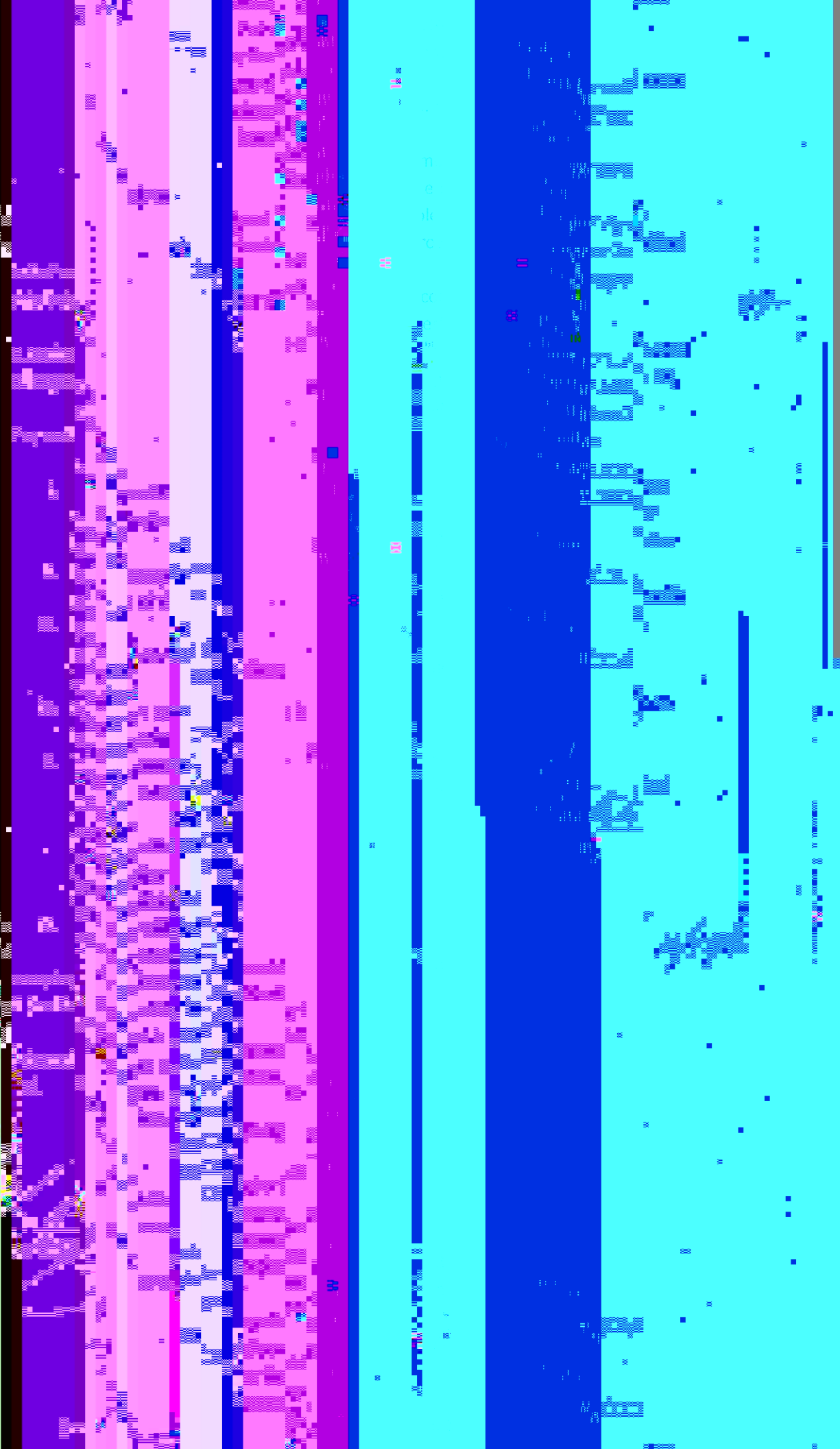
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BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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December 9, 2014

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Other Items Requiring Board Action

4995 Acceptance and Approval of the Comprehensive Annual Financial Report, Reports

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4995 and 4996

RESOLUTION No. 4995

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