

**PORTLAND PUBLIC SCHOOL DISTRICT**



**Report to the  
PORTLAND PUBLIC SCHOOLS  
PERFORMANCE AUDIT IMPLEMENTATION  
STEERING COMMITTEE**

**On the Current Status of  
Audit Implementation**

**January 2000**

## INDEX

-	<b>Executive Summary</b>	<b>1</b>
-	<b>Inventory</b>	<b>9</b>
-	<b>Facilities</b>	<b>11</b>
-	<b>Strategic Plan</b>	<b>19</b>
-	<b>Human Resources</b>	<b>22</b>
-	<b>Communications</b>	<b>28</b>
-	<b>Information Technology</b>	<b>33</b>
-	<b>Bond</b>	<b>37</b>
-	<b>Finance</b>	<b>42</b>
-	<b>Admin/Safety</b>	<b>46</b>
-	<b>Achievement</b>	<b>54</b>
-	<b>Cross-Index with KPMG and AISC Reports</b>	<b>69</b>



# PORTLAND PUBLIC SCHOOLS

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**Benjamin O. Canada, Ph.D.**  
Superintendent

## OFFICE OF THE SUPERINTENDENT

February 4, 2000

### MEMORANDUM

**TO:** Audit Implementation Steering Committee and  
Task Force Members

**FROM:** Benjamin O. Canada, Ph.D.

**RE:** **January 2000 Performance Audit Status Report**

Enclosed is the District's January 2000 Status Report on our implementation of the KPMG/AISC Performance Audit.

Thank you again for the time and the detailed attention you gave to each of the audit recommendations. As we mention in the Executive Summary, your work has led us in new and productive directions in managing the affairs of the District. Most importantly, what you have done will benefit children in this District for years to come.

The next status report will be in November 2000.

BC:jh

Enclosure

cc: School Board

**EXECUTIVE SUMMARY**  
**KPMG PERFORMANCE AUDIT**  
**January 31, 2000**

This document constitutes the January 2000 implementation update of the KPMG Performance Audit. Prior to full-scale implementation of the 233 recommendations in the audit, a twenty-six member citizen/staff Audit Implementation Steering Committee (AISC) was formed to review each recommendation and approve, reject or propose modifications to the KPMG recommendations. This Committee completed its work in May 1999.

This report is a single compilation of the approved and unmodified recommendations of KPMG and the approved alternative recommendations of the AISC as well as the recommendations rejected by the AISC. The total number of recommendations covered in this report is 240 instead of the original 233 because the AISC added 11 facilities recommendations and five of the information technology recommendations were consolidated into one response for a net addition of seven recommendations.

The report shows that the District has made significant progress over the past seven months in implementing the audit recommendations:

- ⌚ In May 1999, 51% of the recommendations had not begun to be implemented; now, in January, over 95% have begun to be implemented.
- ⌚ In May 1999, less than 5% of the recommendations were complete or partially complete; in January 2000 that percentage has grown to 50%.

A one-page compilation of the completed status of the recommendations in May and January is attached to this summary.

The following are highlights of the District's accomplishments under the audit since it was issued:

**Inventory:**

1. The Purchasing/Inventory Business Process Re-engineering is underway. This will lead to more cost-effective warehouse and inventory operations. (R.87, 92 – Inventory.)
2. Purchasing has shortened lead times and now schedules more frequent multiple deliveries thereby increasing turnover and not tying up as much cash in inventory. (R.88 – Inventory.)
3. New storage space will not be constructed as planned in 1998 because of more efficient use of warehouse space. (R.89 – Inventory.)

4. The District has marketed excess warehouse space to third parties and is pursuing opportunities to profitably share warehouse space with other government entities and other organizations. (R.87, 89 – Inventory.)
5. The warehouse now delivers requested goods to schools and offices the next day. (R.88 – Inventory.)

**Facilities:**

1. The Superintendent has set a goal of reducing ongoing facilities costs or increasing facility revenue by \$10 million over four years. The District is currently ahead of this objective. (R.19 – Facilities.)
2. The District has reorganized maintenance services, reducing its budget by \$2 million over the last two years. To provide this cost savings, the District has narrowed its facility services to provide only priority and safety related repairs and critical preventive maintenance. The maintenance services workforce was reduced by nearly 40% and management and support staff by 50%. The District has negotiated a contract with the District Council of Unions resulting in greater use of apprentices, cross-crafting of work, and a new classification of general workers at \$12 per hour (vs. \$20-25 per hour for journeymen craft). (R.175, 176, 177 – Facilities.)
3. The District will have reduced its maintenance fleet by 35%, from 171 vehicles to 110, by the close of 1999-00 (39 vehicles have been sold as of January 2000) and the District and Multnomah County are negotiating an agreement to outsource District fleet maintenance operations to the County. (R.177 – Facilities.)
4. The District will select and install a modern up-to-date computer Facilities Management Information System (FMIS) this year. The system is targeted to be operational in 2000-01 and will provide improvements in cost accounting and performance standards, work response times, scheduling, and inventory tracking and reduction. (R.175, 180 – Facilities.)
5. The District and Multnomah County have signed a Memorandum of Understanding outlining a joint use agreement for the District's central administrative and maintenance building, the Blanchard Education Service Center (BESC). The District will provide the County with approximately 48,000 square feet of office and maintenance shops for a \$3.5 million one-time payment. The County plans to relocate its facility maintenance operations to the BESC. (R. 19.4, 19.7, 19.9, 19.10 – Facilities.)
6. The District has sold all but one of its vacant property sites for approximately \$6 million. All sites except one were purchased by the City of Portland to hold as park land. The other was purchased by Metro as part of its Green Spaces

Program. The District anticipates additional sales of property worth approximately \$1 million in 2000-01. (R.19.4 – Facilities.)

7. The District's resource conservation efforts have reduced operating costs in school buildings by \$1.3 million over the last three years. Energy engineering and resource conservation staff have been reorganized into a consolidated team to manage these activities and seek savings or service improvements in energy management and environment, health and safety measures. (Not specifically recommended.)

**Strategic Plan:**

1. In September 1999, a Strategic Planning Core Team consisting of 32 Portland area business, community and religious leaders, parents, students, policy-makers, educators, and governmental officials met over several weeks and created a draft Strategic Plan. (R.1 – Strategic Plan.)
2. In November 1999, seven 20 – 40 member Action Teams were formed and are currently developing quality plans that will include desired results, specific means, and cost/benefit analyses in seven strategic action areas. (R.3, 5 – Strategic Plan.)
3. In all, over 300 community stakeholders and committee members have participated in “speak out” sessions, information presentations, committee involvement and activities, focus groups, surveys, website information and feedback, and individual and group meetings. This is truly a grass roots process. (R.3 – Strategic Plan.)
4. The Strategic Planning process will be completed in June 2000.

**Human Resources and Staffing:**

1. The District has reduced the Assistant Superintendent positions from three positions to two positions. (R.38 – Human Resources.)
2. The District has eliminated three Director positions and outsourced one Director position (Police Chief). (R.41 – Human Resources.)
3. The District has eliminated five supervisory positions in Bond management and cut maintenance workforce and management and support staff by nearly 40% and 50% respectively. (See Facilities, Item No. 2 above.) (R.41 – Human Resources.)

### **Communications:**

1. Based on the KPMG and AISC recommendations, the District has hired an Executive Director of Communications and Community Involvement who works closely with top management on strategic communications efforts in order to make communications to the public and staff a top District priority. (R.28 – Communications.)
2. A comprehensive communications and community involvement planning process will be completed in February 2000. The final plan will be developed in conjunction with the District's Strategic Plan in June 2000 and immediately implemented. (R.7, 29, 30, 31 – Communications.)
3. The District has developed new communication vehicles, including School Progress Reports, the internal newsletter "ConnectED," and several new brochures in order to develop an understanding across all District stakeholders on District issues and developments. Much of this effort is funded by a \$200,000 contribution from PGE. (R.8 – Communications.)
4. The District is taking greater advantage of electronic media: The website is continually updated and is being more aggressively promoted; a growing number of staff are receiving communication updates via e-mail; Channel 53 is more heavily utilized as a communications vehicle, again, so the District can be accountable and communicate with all its constituencies. (R.8 – Communications.)
5. Two-way communication opportunities have increased, including the continuing weekly 1 \_ hour student/Superintendent meeting called "SuperSAC," the Nike Youth Summit, staff breakfasts with the Superintendent and community feedback forums in connection with the Strategic Plan. (R.8 – Communications.)

### **Information Technology:**

1. The project to replace the current Financial and Human Resources/Payroll Systems was initiated in September 1999. The project "go-live" dates are July 2000 for the Financial System and January 2001 for the HR/Payroll System. (R.53 – Information Technology; R.58 – Finance.)
2. The District has reached 89% of its goals to place four computers in all classrooms across the District. Bond fund expenditures for the classrooms as of December 31, 1999 totaled \$15.92 million resulting in the purchase of 9,559 computers and related equipment. This is 89% of 10,772 computers needed to meet the District's four computers per classroom goal. (R.181 and Bond Measure Commitment.)

3. Sixty school building information networks were added to the PPS network during the period of January 1999 through September 1999. This completed the effort to install networks at all 98 PPS schools. A follow-up project is underway to connect individual classrooms missed in the original project. (R.181 and Bond Measure Commitment.)
4. Cable TV connections for distance learning were installed in 12 schools in 1999. This effort was partially funded through a grant from the Mt. Hood Cable Regulatory Commission. A project is underway to install Cable TV connections in all second grade classrooms by September 2000. (R.181 and Bond Measure Commitment.)

### **Bond Oversight:**

1. Bond construction oversight has been taken in-house. Bond oversight and management costs have been reduced by 75% from \$1.5 million per year to approximately \$300,000 per year. (R.181, 183, 184, 185 – Bond.)
2. Internal and external Bond Oversight Committees have been established with strong Board and Senior Executive involvement. (R.193, 194, 195 – Bond.)
3. A new capital improvement plan has been developed to prudently spend remaining bond funds on computers for the classrooms and priority building repairs. (R.187, 196, 201, 203, 205 – Bond.)

### **Finance:**

1. The District has changed carrier and coverage for unemployment insurance, reducing costs by \$200,000 annually. (R.97 – Finance.)
2. The District has provided each school with a new computer and printer for the secretary/bookkeeper and trained them on Windows and a new accounting software package for student body funds. (R.49 – Information Technology.)
3. The District has established monthly Principals' Financial Workshops to address not only financial matters, but also all business-related matters to assist and support school administrators. (R.49, 72 – Information Technology.)
4. The District has hired Jim Scherzinger as Chief Financial Officer. His analytical ability and thorough knowledge of the State School Funding Formula have proven invaluable in making the District's financial and business process more accountable. (R.15 – Finance.)
5. The District will begin publishing a condensed, easily readable budget document for the layperson for the 2000-01 school year budget. (R.71 – Finance.)

6. The District has improved its financial stability by reducing reliance on one-time local revenue sources, such as donations from the City of Portland and Multnomah County, by a 30% reduction in the current year and a projected 85% reduction next year. (R.16, 148 – Communications; R.65, 66, 67, 68 – Finance.)

**Administration/Safety:**

1. Enrollment forecasting has been improved. The latest forecast was within 1.02% of actual enrollment. (R.14 – Administration/Safety.)
2. Print Shop productivity (number of impressions) has increased 25% and its staff has been reduced 20%. (R.100, 102 – Administration/Safety.)
3. The District has implemented higher cleaning standards, closer inspections of school buses and increased supervision of bus driver performance. (R.211, 212, 213 – Administration/Safety.)
4. The District has contracted out the Chief of Police function to the City of Portland for an annual savings of more than \$100,000. (R.216 – Administration/Safety.)

**Achievement:**

1. The District has reorganized instructional support to schools to Grades K through 5, 6 through 8, and 9 through 12 to take better advantage of staff expertise, create more commonality of programs, and has realigned Special Instruction supervision/support to complement the new structure. (R.106, 108 – Achievement.)
2. The District has combined the school supervision and the instructional support (curriculum) function for improved communication and efficiency. (R.106, 108 – Achievement.)
3. The District has reorganized all school improvement efforts around School Improvement Plans with measurable goals for student achievement and developed and implemented a quarterly reporting system for school improvement progress. (R.6, 111 – Achievement.)
4. The District is implementing common program elements in all middle schools:
  - a. High school equivalent algebra offered in all middle schools.
  - b. Common mathematics adoptions (materials and professional development).
  - c. All language arts teachers trained in the use of CORE reading strategies. (R.114, 115, 119, 121, 122 – Achievement.)

5. The District has designed and implemented a professional development academy for administrators. (R.230 – Human Resources.)
6. The District has designed and implemented a pay-for-performance system for school based and special instruction administrators. (R.73 – Human Resources.)
7. The District has implemented a Kindergarten through Grade 5 literacy adoption and a Kindergarten through Grade 12 math adoption. (R.118, 120 – Achievement.)
8. The District has identified 25 lower achieving schools for intensive intervention under supervision of the Directors of Student Achievement. (Not required by Audit.)

As summarized above, significant progress has been made over the past seven months, but much more remains to be done. In some cases, such as in outsourcing custodial management and training, we have not begun to move forward because costs exceeded expectations. In other cases, such as making more efficient use of our facilities, we have begun to move forward, but we recognize that it is a large, sensitive and important task, so we want to take time to gather the appropriate data and do it right.

One additional bonus of this process has been that some of the KPMG and AISC recommendations have led us in entirely new and productive directions in managing the District's affairs. Particularly in areas such as facilities, inventory and bond management we are moving beyond the specific recommendations in the performance audit into new areas of reform and reorganization consistent with the tenor and spirit of the performance audit. The District is grateful to KPMG, to AISC Steering Committee and Task Force members and, particularly, to the City of Portland for helping fund this effort in 1998.

The next status report on the audit is scheduled for November 2000.

**PPS AUDIT IMPLEMENTATION STATUS**  
**1/31/00**

	<b>May 1999 Status</b>	<b>January 2000 Status</b>
<b>Not Begun</b>	<b>113</b>	<b>9</b>
<b>In Progress</b>	<b>93</b>	<b>100</b>
<b>Partially Completed</b>	<b>1</b>	<b>29</b>
<b>Completed</b>	<b>12</b>	<b>76</b>
<b>Strategic Plan Dependent</b>	<b>2</b>	<b>7</b>
	<hr/>	
<b>Total Viable Recommendations</b>	<b>221</b>	<b>221</b>
<b>Rejected</b>	<b>19</b>	<b>19</b>
	<hr/>	
<b>Total Recommendations Including Those Rejected</b>	<b>240</b>	<b>240</b>

<b>Inventory</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
87. (VI-13.1) PPS should allocate all warehousing costs (e.g. receiving, carrying, and shipping) to the end user. Once this is done, PPS should determine the optimal amount of inventory needed to enable a more effective and efficient operation of the material management function.	N	IP - With the procurement and implementation of PeopleSoft software, the District is in the process of developing Business Process Re-engineering. With new inventory management software, we will be able to determine the optimal amount of inventory needed and be able to provide a more effective and efficient material management function. Additionally, the PeopleSoft software should allow us to get a handle on all allocatable costs. The decision to allocate costs has not been made.
88. (VI-13.2) Implement a shortened lead-time for ordering and delivery wherever practical. PPS must balance the benefits of reduced time in storage with the increase in purchase and staff handling costs.	N	IP - The recommendation is being implemented. Procurement personnel have shortened lead time for warehouse items and have implemented more multiple deliveries.
89. (VI-13.3) Reconsider the need for constructing additional storage space across from the BESC.	N	C - Completed - none will be constructed.
90. (VI-14.1) While PPS currently has a written return (credit) policy, it should be rewritten to include all current return practice sand be more clearly presented. PPS should also consider recovering the cost of returns through one of two methods: 1. Charge a restocking fee (e.g., 10% of the item value for restocking), which is on par with the private sector for cost recovery and a penalty to discourage over-buying; or 2. Build return costs into the front-end price, like a retail store.	N	P & IP - The District has reviewed and clarified its written return for credit policy. We have looked at means and methods of recovery and the cost of returns for credit. Without a Business Process Re-Engineering recommendation, the District has not yet implemented a process to recover this cost. The value of the returns for credit continues to decline. Therefore, monetary return may not justify the effort particularly as we go through the process of implementing a new inventory management system.

**Legend of Status:**

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Final Recommendations	May 1999 Status	Current Status - January 2000
91. (VI-15.1) The District should consolidate off site storage and make it available for use by the school sties.	N	IP - This responsibility has been assumed by Facilities & Asset Management and will be part of their plan outlined in response in 19 above.
92. (VI-16.1) A. PPS should benchmark the materials management staff for efficiency, and establish a method for doing so that accurately gauges performance. B. PPS should evaluate purchasing procedures district-wide to determine what procedures can be changed now to increase efficiency and prepare staff for the business procedures required by the new system.	N	IP - With the implementation of the PeopleSoft software, the District has received a business process review of the material management function. The District is reviewing the Business Process Re-engineering for the efficiency changes inherent in PeopleSoft software and is considering the bench marking method recommended.

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<b>Facilities</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
19. (II-12.1) PPS should address the costs of operating excess facility capacity and explore options for either funding these operations or cutting costs, potentially through the closure of schools or multiple use consolidation of facilities.	N	IP - The District has begun the process of examining facility use and program needs and options for consolidation, multiple use, or closure of selected facilities. A draft "Proposed Process for Determining the Best Use of Facilities" was distributed to the Board January 24 <sup>th</sup> .
The Task Force recommends alternatives numbered 19.1 through 19.10 be viewed as a total package that, implemented in concert, will bring positive results.	N	IP -The District has begun the process of examining facility use and program needs and options for consolidation, multiple use, or closure of selected facilities. A draft "Proposed Process for Determining the Best Use of Facilities" was distributed to the Board January 24 <sup>th</sup> .
19.1 (II-12.1) Net cost savings by school building consolidation should only be pursued in concert with other recommendations to: 1) change the use of non-school buildings; and 2) promote ongoing community schools/multi-use programs.	N	IP - In addition to the "Best Use Process", the district has taken a number of related actions including: 1. SUN School Initiative: The district will have eight to ten SUN schools in operation by next year. The SUN school concept expands the scope of the community school program. It is modeled on the Lane middle school program. The SUN program is a partnership between state and local governments, community groups, businesses and the District. 2. The District will be evaluating the use of the non-school buildings as part of its "Best Use Process" in light of the program and support program needs of District students.

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Final Recommendations	May 1999 Status	Current Status - January 2000
<p>19.2 (II-12.1) Portland Public Schools formulate and implement a Building Utilization Plan with a goal of operating its current programs at a system-wide goal of 90% utilization.</p>	<p>N</p>	<p>IP - The District is examining building use through the "Best Use Process". Several factors under evaluation that will impact the current and future utilization levels for our schools include:</p> <ol style="list-style-type: none"> <li>1. Class Size Reduction Initiative (CSRI): adds teaching staff and increases the need for classroom space.</li> <li>2. Target average number of students per classroom (currently an average of 25).</li> <li>3. Civil Rights Agreement: requires additional classroom space for ESL staff.</li> <li>4. Need for additional standard classrooms to house special needs program.</li> <li>5. Local Option: if successful, additional classroom space for up to 200 new instructors will be required.</li> <li>6. Projected Enrollment and related trends (The District has commissioned new five-year individual school projections).</li> </ol>
<p>19.3 (II-12.1) PPS should develop plans to more fully use middle and high schools which are below 75% program capacity.</p>	<p>N</p>	<p>IP - The "Best Use Process" will look at high school and middle school use in terms of program needs and alternative use possibilities.</p>
<p>19.4 (II-12.1) The District should initiate negotiations with local government officials to draft a partnership agreement leading to an annual lump-sum payment to the District from each jurisdiction using District properties in recognition of the value provided these governments by the use of its facilities.</p>	<p>N</p>	<p>IP - The District has initiated exploratory discussions with the City and County. Neither have indicated interest in the lump-sum payment option at this time. Both are working with the District on funding options including:</p> <ol style="list-style-type: none"> <li>1. The City has purchased approximately \$5.3 million of vacant District property. The District is discussing the sale of approximately \$1.7 million of additional properties.</li> <li>2. The City has funded a number of programs including summer school and part of the new FMIS</li> </ol>

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Final Recommendations	May 1999 Status	Current Status - January 2000
		<p>system (\$2 to 3 million).  The District and the County are working to co-locate the County's Facilities Management Division at BESC. This intergovernmental agreement will include a \$3.5 million dollar lump-sum payment to the District for the use of part of BESC.</p>
<p>19.5 (II-12.1) The District should (re)affirm the importance of community schools (with co-located social and recreational services) to the mission of Portland Public Schools. This commitment should be communicated internally as a policy directive to District personnel at all levels to encourage receptivity and creativity in partnering with local government to expand/improve joint initiatives.</p>	<p>N</p>	<p>IP - The District is supporting a major community school partnership, the SUN School Initiative. The District will have eight to ten SUN schools in operation by next year. The SUN school concept expands the scope of the community school program. It is modeled on the Lane middle school program. The SUN program is a partnership between state and local governments, community groups, businesses and the District.</p>
<p>19.6 (II-12.1) Portland Public Schools (PPS) should rework their facility utilization data to more accurately reflect "usable program space" for prospective tenants, including local and state government and non-profits deemed eligible based on formal selection criteria. The District should encourage and recognize managers who take an innovative approach to creating usable space, whether or not listed as available, thereby promoting mixed-use models and scheduling strategies. Analysis of usable space should be a reflex action whenever a school has been identified as "under-enrolled" and at risk of closure so that alternative uses of the space, such as a new community school, might be considered. These functions are targeted to making operational a culture of cooperative planning/co-location</p>	<p>N</p>	<p>IP - The District will analyze its utilization of its school buildings as part of its "Best Use Process" in light of the program and support program needs of District students.  To support this effort, the District will conduct a classroom use survey this spring. The survey will identify both classroom use and non-education program use of District facilities as well as vacant classrooms. The District has also commissioned five-year projections for its schools as part of this analysis.  Part of the purpose of the survey will be to identify for the "Best Use Process" the extent and type of non-educational program or community uses in our facilities and allow an analysis of the current extent of community and partnership programs operating in our facilities.  In addition, the impact of several</p>

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Final Recommendations	May 1999 Status	Current Status - January 2000
<p>consistent with the partnership between the District and local government.</p>		<p>factors that may affect building use in the near future will also be addressed:</p> <ol style="list-style-type: none"> <li>1. Class Size Reduction Initiative (CSRI): adds teaching staff and increases the need for classroom space.</li> <li>2. Target average number of students per classroom (currently an average of 25).</li> <li>3. Civil Right Agreement: requires additional classroom space for ESL staff.</li> <li>4. Need for additional standard classrooms to house special needs programs.</li> <li>5. Local Option: if successful, additional classroom space for up to 200 new instructors will be required.</li> </ol>
<p>19.7 (II-12.1) PPS should actively market this space inventory to local government at least as often as the first of each calendar year so that prospective tenants may consider the possibilities as part of their budget cycle planning. This would facilitate joint planning for creation/expansion and could open negotiation of partnership agreements. creation/expansion and could open negotiation of partnership agreements.</p>	<p>N</p>	<p>IP - The classroom survey and the results of the "Best Use Process" will allow the District to identify and market any space available for other uses that is not now used for educational program support, or community activities. The District will seek opportunities to identify potential larger contiguous space in our facilities that are suitable for lease or use by other groups. Community access has increased at 20 school sites due to extended hours (6-8:30 p.m.) for which no extra custodial time is necessary. The additional time provides an opportunity to generate revenue - primarily from gym rental. Gym rental sessions have been developed at these sites for the entire school year to replicate the spring session at all elementary and middle schools. The fees for the 10-week sessions have increased significantly while being competitive and based on a rating system for the type of gym facility.</p>

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Final Recommendations	May 1999 Status	Current Status - January 2000
19.8 (II-12.1) Because BESC is designed for the unique needs of the school district, it should continue to house PPS offices, warehouses and other support services.	C	C - BESC will continue to house PPS support services. However, the District is working to co-locate Multnomah County's Facilities Management Division at BESC in space made available by the District's consolidation and reorganization of its facilities operation.
19.9 (II-12.1) Create revenue opportunities to transferring PPS support staff to BESC and divest or lease space made available by this transfer action.	N	P - The District has pursued a related opportunity by offering space at BESC to Multnomah County as an alternative to relocating District staff back to BESC from other locations. The District has taken a number of other steps to identify revenue opportunities including: 1. Transfer of selected administrative programs to BESC and the subsequent lease of vacated space (Terwilliger School). 2. Exploratory discussions with the Portland Development Commission on the redevelopment of part of the Child Service Center. 3. Negotiations for the sale or lease of Fulton Park, Foster, part of Whitaker Holding, Masonic Temple, part of Whitaker Middle School, and part of Green Thumb.
19.10 (II-12.1) Create revenue opportunities by divesting or leasing unused facilities, which include at least seven properties that the committee believes, are under utilized.	N	IP - The District has identified and is pursuing opportunities for non-school property use including: Sale or lease of Fulton Park, Foster, part of Whitaker Holding, Masonic Temple, part of Whitaker Middle School, part of Green Thumb, and redeveloped or alternative use of part of Child Services Center.
170. (VIII-7.1) Update Board policy to definitively state the process for renting facilities, establish charging policies and	IP	IP - The Board policy is in the final stages of revision to reflect current use of buildings practices. A draft of "The Proposed

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Final Recommendations	May 1999 Status	Current Status - January 2000
<p>rates that are equitable and consistent. PPS should produce policies with citizen involvement to increase the use of buildings and revenue generation. The committee supports the recommendations subject to the acknowledgement of the partnership and joint-use agreements to be negotiated with the City of Portland and Multnomah County.</p>		<p>Process for Determining Best Use of Facilities” was distributed to the Board January 24<sup>th</sup>. Further changes to “Civic Use of Buildings” procedures will be submitted to and approved by the Board.</p>
<p>173. (VIII-11.1) PPS should establish a leasing policy to meet the goals of the Task Force recommendations contained in the January 14<sup>th</sup> report. The goals are net cost savings by school building consolidation should only be pursued in concert with other recommendations to: 1) charge the use of non-school buildings; and 2) promote ongoing community schools/multi-use programs.</p>	IP	IP - Underway as part of response to recommendation 170 above.
<p>175. (VIII-12.1) As part of the new Facility Management Information System, implement policies and practices to increase the use of performance measures.</p>	IP	<p>IP - The Facilities and Asset Management Division is instituting performance measures for Maintenance Services and Custodial Services. The cost of contracting out management for Custodial Services was prohibitive in the last budget cycle because of a \$6 million deficit.</p> <p>Pending the new FMIS system, the Facilities and asset Management Division has made significant changes.</p>
<p>176. (VIII-13.1) PPS needs to reconsider its allocation of resources to ensure that the safety and cleanliness of its facilities are not compromised.</p>	IP	<p>IP - Maintenance Services has reduced its budget by \$6 million over the last five years. This has resulted in a major change in the way that we do business. We no longer do construction projects or major bond repairs. Next year the District has another \$6 million deficit which will affect Maintenance Services. However,</p>

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		<p>safety will always have top priority.</p> <p>The focus of the Maintenance Department is to provide the type of service that it was originally intended to provide, maintenance of District assets. Our main focus is on Preventive Maintenance, Emergency (Priority Repairs), and Requested Repairs through improved customer service.</p> <p>In order to accomplish these items we are also re-engineering the process by which we do business. We are in the process of union negotiations, which will allow us the opportunity to institute additional cost saving measures such as, the use of apprentices, the creation of a new classification called rover, and the use of the team concept, which allow the crossing of craft jurisdiction items. Maintenance Services is in the process of setting productivity standards and creating a means by which to check productivity, which will include an FMIS system, which will allow us to track the information better. We are also engaged in an outsourcing study that will help us to use the most cost effective means to accomplish the work of the District.</p>
<p>177. (VIII-14.1) Until the issue of inadequate financial resources is solved, Physical Plant should prioritize the types of services to be provided by in-house maintenance staff.</p>	<p>IP</p>	<p>IP - The District's Maintenance Department has prioritized its tasks to focus on Preventive Maintenance, Emergency or Priority repairs, and requested repairs. An outsourcing study has been commissioned to determine the most cost effective means to provide selected services, it will be completed in April 2000.</p>
<p>178. (VIII-15.1) PPS needs to review its delivery of and funding</p>	<p>IP</p>	<p>IP - The District is working on Custodial Training, improved</p>

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for custodial and janitorial services so cleanliness can be improved.		performance standards, labor contract changes, increased use of part-time custodians, and staggered custodial schedules to improve service delivery at reduced cost. Funding for increased custodial services is unclear given the District financial position.
179. (VIII-16.1) PPS should continue to contract for the management of the custodial staff. The contract should include performance measures.	IP	IP - Improved training is proceeding on several fronts; work has begun with product vendors to obtain training materials for use in-house, Change Management classes for head custodians are being scheduled and will be completed by mid February 2000. New full-time employees are given a one-week orientation at Cleveland High School. A focus group meeting is being planned to assist in developing district wide definitions of "clean" this will be the core component as we develop performance goals and objectives and standardize cleaning times. These initiatives are being begun without adding to the current three supervisors in the Custodial Service Department. Additional supervisors will be needed to carry these programs forward.
180. (VIII-17.1) The contract written for the management of custodial services should have established performance standards.	IP	IP - The Facilities and Asset Management division is finalizing the selection of facilities Management Information Software, which will allow benchmarking of cleaning times and tasks. This information, together with improved training, more efficient staffing, can result in improved cleaning and safety.

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<b>Strategic Plan</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
1. (II-1.1) Implement a strategic planning hierarchy that establishes a Board level strategic framework, develops operational level tactical plans, and provides for specialized planning needs of PPS.	N	C - A Core Team consisting of Portland area business, community and religious leaders, parents, students, policy makers, educators and government officials serving as Core Team members established a draft Strategic Plan. From this plan, seven Action Teams have been established. Each team is targeting one of seven specific strategies. Each Action Team will develop quality plans that will include results, specific means, and cost/benefit analyses.
2. (II-1.2) Conduct annual meetings between the Board, the Superintendent, and Assistant Superintendents to review and discuss major issues and update strategies and tactical plan activities.	N	IP - Regular meetings with the Board, Superintendent, Chief of Staff, and Assistant Superintendents will review and discuss major issues and progress with implementation. In the meantime, the Board is receiving routine updates at their regularly scheduled Board meetings and Board committee meetings along with Action Team minutes and materials, and other pertinent information.
3. (II-1.3) Ensure appropriate stakeholder participation in the strategic planning process.	N	C - Stakeholders have participated in speak out (input) sessions, strategic plan information presentations, committee involvement and activities, focus groups, surveys, website information and feedback, and individual and group meetings with internal coordinators, staff and Core Team and Action Team members. Implementation of this recommendation is complete.

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4. (II-1.4) Report on plan achievements.	N	IP - Timeline and activities for the completion of the planning process have been developed and are on schedule. At each Board meeting, reports to Board members and Superintendent are provided. In addition, minutes of each Action Team meeting are provided to the Board and general public.
5. (II-2.2) Develop a new tactical level strategic plan for PPS operations that is consistent with the recommended planning process.	N	IP - A Strategic Plan framework has been developed. At the present time, Action Teams are designing plans that will determine the District's future direction. The plans will be reviewed by Core Team members to be certain they comply with their original intent. The Core Team will present their plan recommendation to the Board of Education for adoption and implementation. Current timeline for adoption is late May or early June, 2000.
20. (III-1.1) Roles and responsibilities should be clarified to emphasize the policy making role of the Board of Education, the executive role of the Superintendent, and the administrative role of management.	N	C - The Board has discussed and clarified its policy role internally among Board members and with the Superintendent. The Board engaged a facilitator to assist in these discussions about the appropriate role of Board members among other matters. These discussions will be ongoing.
21. (III-1.2) Clarify policies and procedures to establish protocols for Board and Superintendent interactions, and governance and oversight responsibilities.	N	IP - All Board policies are under review including policies relating to governance oversight and interactions.
22. (III-1.3) The Board should develop performance measures for its adopted goals and communicate its achievement of these goals.	N	C - The Board had developed performance measures for the Superintendent and, in the process of the Strategic Plan, the Board will develop other long-term goals.

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<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
23. (III-2.1) PPS should formalize the Board of Education orientation process.	N	P - Each Board member has undergone an orientation process, but this has not been formalized in writing.
24. (III-2.2) Institute a program to have incumbent Board members provide newly elected members an overview of major issues from prior years.	N	C - This process occurs but also needs to be formalized in writing.
25. (III-3.1) Establish the policy advisory role of Board committees.	N	C - Board committees recognize their purpose is to advise the full Board and not "manage" these assigned areas.
26. (III-3.2) Adopt a limited number of standing committees to the Board, such as Curriculum and Instruction, Personnel and Communication, Finance, Operations, Audit, and Legislative Relations.	N	C - The Board has created the following standing committees: - Instructional Improvement - Budget & Finance - Legal
27. (III-4.1) Add an analyst position to Board staff to assist Board in making, tracking, and analyzing information requests at a cost of approximately \$42,000 plus benefits.	N	C - Staff has been given the analyst responsibility and provided with full time secretary.
104. (VII-1.1) Develop an accountability system that clearly defines Board, executive, and management and DOSA responsibilities throughout PPS for attaining student achievement goals.	N	C - Completed. The Board holds the Superintendent responsible for student achievement as part of his incentive compensation. Individual school principals set achievement goals as part the School Improvement Plan process and their annual evaluations consider achievement progress.

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<b>Human Resources</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
37. (IV-1.1) Eliminate the Assistant to the Superintendent position, but not the person	N	N - This recommendation has not been implemented because of the incumbents' value to the District, most recently in managing charter schools applications processing.
38. (IV-1.2) Distinguish the roles and responsibilities of the Academic Assistant Superintendents.	C	C - The two Academic Assistant Superintendents are responsible for the supervision of the schools in the District. The Assistant Superintendent for elementary supervises the 63 elementary schools and is responsible for implementation of elementary curricular initiatives, such as math adoption. She also manager major committees such as a reexamination the teacher evaluations systems.. The other Assistant Superintendent is responsible for 18 middle schools and ten high schools, alternative programs, vocational and technical education, 6-12 curriculum, and is also involved in other numerous activities.
40. (IV-1.4) Organize functions under a new divisional configuration by adding a Human Resources Assistant Superintendent to the organization.	IP	IP - The position of Executive Director of Human Resources was established and a nationwide search was conducted. To date, a new director has not been named.

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41. (IV-2.1) Re-examine narrow reporting relationships for the opportunity to consolidate functions and programs.	N	C - This examination has been completed. In examining the 40 non school related narrow reporting relationships tabulated in the KPMG Audit on p. VI-7, more than half of those narrow relationships are caused by three factors (1) necessarily small discrete operating units such Superintendent's Office, Budget Office, Athletics, Civic Use of Buildings, ESL/Bilingual etc. (2) a misunderstanding by KPMG of the organizational structure in Human Resources. In the Physical Plant (Facilities) unit, management layoff in Architecture, planning and engineering and custodial have significantly improved span of control and broadened reporting relationships.
42. IV-2.2) Implement procedures to regularly analyze span of control and narrow reporting relationships to leverage management resources.	N	IP - The District is continuing to analyze span of control and reporting relationships. A study is underway in Human Resources and is ongoing in the Facilities organization.
43. (IV-2.3) Continue to explore the number of and use of lead worker positions to ensure the appropriate management span of control over the Physical Plant operations.	IP	C - Maintenance work forces have been substantially reduced to a level not seen in the District in many years. Agreements with the unions have resulted in foremen who had previously spent most of their time on administrative and oversight responsibilities to now also "working with tools."
73. (VI-4.2) PPS should consider linking financial accountability to performance evaluations for administrators and central service operations and provide for regular briefing to the Board on budget status.	N	IP - This recommendation has been implemented for all building principals. For 1999/2000, assistants and vice principals and central office administrators were placed on a graded schedule. Plans are under review at this time to base future salary increases on job performance.

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83. (VI-9.1) Ensure proper hiring policies and procedures are followed.	N	IP - Human Resources Department being reorganized to fully take advantage of new system capabilities. Business Process Re-engineering efforts in the Human Resources and Payroll Departments are currently underway.
84. (VI-10.1) Implement employment disclosure requirements for substitute and part-time employees.	N	IP - While the District in cooperation with the appropriate unions does provide orientation workshops for substitutes and part-time employees under Portland Federation of Teachers and Classified Employees (PFTCE) contract, the full implications of this recommendation have yet to be implemented.
85. (VI-11.1) PPS should explore strategies to reduce its overall benefits burden through the introduction of cafeteria benefit plans or other flexible benefits approaches. Recommendation should not be taken as directive in collective bargaining.	N	IP - During the last round of negotiations with Portland Associations of Teachers (PAT), the District placed proposals on the table to fill the intent of this recommendation. The final tentative agreement included current language on maintenance of benefits.
98. (VI-21.1) It is suggested that PPS evaluate the possibility of reorganization of the Environmental Health & Safety Department and consider combining current staff responsibilities to determine the proper number of additional staff required. The Task Force makes the recommendation to review the job descriptions of the 2 FTE in Environment Health & Safety Department to determine if their time can be further allocated into other worker safety functions.	IP	C - Done. The District determined that no additional staff will be hired at this time.
151. (VII-23.1) The District needs to take steps to make forecasts for Spanish-speaking ESL/Bilingual staff positions early in the year and offer employment to those who are	IP	P & IP - Substantial progress has been made in this area. The District is a partner in the Pathways project at Portland State University, working with prospective teachers, of which 18

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<p>recruited in a more timely fashion. Any steps the District could take to negotiate contract language that could retain staff with those unique linguistic capabilities form layoff in staff reductions for any reason would be extremely helpful. Recommendation should not be taken as directive in collective bargaining.</p>		<p>will be placed in our schools this year. The Portland Teachers Program has approximately 15 students this year, of which the majority is Hispanic. Furthermore, the District successfully negotiated language in the PAT contract, which would provide additional protection for lay off in bilingual programs</p> <p>Last year the Superintendent authorized the Human Resources Department to hire 15 ESL/Bilingual teachers in January/February on Letters of Intent. This was accomplished.</p>
<p>228. (VIII-41.1) Explore strategies to recruit, develop, and retain minorities to key academic and administrative positions.</p>	N	<p>P &amp; IP - The Aspiring Administrators Program was initiated in September 1999 and will continue through April 2000. Although minority applicants were recruited, only two of the program's 16 participants are minorities. Activities include a two unit seminar offered by Kate Dickson of Lewis and Clark College, coaching, mentoring if appropriate, school visitations and all participants are expected to attend specially designed Academy sessions on "supervision and evaluation of staff" and "getting started in the administrative role." Next year, recruitment of minority candidates will begin earlier with better results anticipated.</p>
<p>229. (VIII-42.1) Explore using teachers during summer session to support recruitment, selection, and staff planning processes.</p>	R	R
<p>230. (VIII-43.1) Examine methods to make the teacher evaluation process more meaningful and address key areas of teacher performance and accomplishment. Recommendation should not be</p>	IP	<p>IP - PAT and the District successfully bargained a provision in the 1998-2002 contract, which shall provide for a joint labor management committee to review the entire teacher evaluation process and to</p>

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taken as directive in collective bargaining.		utilize best practices in the area of teacher evaluation. This evaluation process is also being shared at the Principals Academy.
231. (VIII-44.1) Explore methods to create structured selection processes that provide for objective and equitable assessment of applicant qualifications.	N	IP - Budget cuts over the last two years have resulted in only one remaining administrative position responsible for classified employment in the District. Historically some departments, such as, custodial, maintenance, and to a certain extent, student transportation, have done much of their own personnel work, including hiring and maintenance of personnel files. Recently, the Superintendent has asked Steve Goldschmidt, Professor at University of Oregon, to review the Human Resources functions and to make recommendations regarding structuring resource levels, etc. Concurrently, the business process reengineering effort under the implementation with the new PeopleSoft software for Human Resources, Payroll, Finance and Warehouse, will also result in recommendations regarding the restructuring of Human Resource functions within the District. The recommendation by KPMG will be addressed in these two efforts.
232. (VIII-44.2) Update the classification and compensation schedule.	IP	C - This recommendation has been implemented. A classification/compensation schedule was developed by a Human Resources advisory group with assistance from Watson Wyatt in Spring 1998 and was implemented for 1999 and then fully in the year 1999/2000.
233. (VIII-45.1) Explore the benefit of expanding training to include courses for aspiring principals.	N	IP - The Principals' Academy has offered an average of seven training sessions on a variety of topics each month since August 1999. Topics have included grievance handling, evaluation of staff, collective bargaining

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		agreements, the aspiring administrators have been invited to attend and working with the media.

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<b>Communications</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
<p>7. (II-4.1) PPS must be committed to the involvement of all stakeholders, both in and outside of PPS in the development and implementation of policies and practices that promote the educational excellence of our city's children. To facilitate this objective, a comprehensive research based community involvement/communications plan must be developed and implemented based on the District's Strategic Plan. This should be updated annually and approved by the Board annually. The communication must be adequately staffed and funded. Two-way involvement and outreach strategies should use all appropriate technology.</p>	N	<p>IP - The planning process for a preliminary communications plan is underway and will be completed in February. The plan will be revised for 2000-01 when a) additional research is completed this spring and b) the Strategic Plan is adopted.</p>
<p>8. (II4.2) As part of the community involvement/communications plan, develop materials to communicate the mission, capabilities, and accomplishments of PPS.</p>	N	<p>P - Some new materials have been produced, including the District Progress Report, individual school progress reports, several new brochures (including "Options in Portland Public Schools) and a staff newsletter, ConnectED. We also have redesigned the web page and keep it regularly updated, and we are utilizing the District's cable TV channel, Channel 53, for more communications efforts. Additional materials and a key communicators newsletter are in process. Further materials will be identified as part of the communications planning process.</p>

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9. (II-4.3) As part of community involvement/communications plan develop a systematic plan and technology for internal communication, including methods for transmitting information.	N	P - Partially complete. Will be completed as decided in item 7 above. Internal communications now include staff newsletter and all but three schools are connected to e-mail.
16. (II-9.1) <b>16A.</b> PPS should work with the State Department of Education and the Legislature to adopt a funding formula to provide equitable levels of service to all students statewide to reach state standards. It is paramount the PPS provide the legislature with accurate information and a thorough understanding of the service differentials around the state. <b>16B.</b> PPS should work with the Legislature to fund all schools at the level required to meet or exceed standards required under ORS 2191. PPS should define what resources are required to achieve or exceed that standards for all its students.	IP	IP - Several cabinet members are serving on various Task Forces for the Governor's Commission on the Quality Education Model. This commission's recommendations will influence the Governor's school funding recommendations for the next biennium. Staff also will develop PPS-specific cost estimates where needed.
28. (III-5.1) Add communication staff positions to raise the staffing of the communication department up to the peer level referred to in Exhibit III-2 in the KPMG report ASAP.	N	P - We have hired a new Executive Director of Communications and Community Involvement and will hire a publications manager by February. This will bring the total of professional staff to 3.
29. (III-6.1) In conjunction with the Superintendent, clearly document the roles and responsibilities and evaluate the performance of the Director of Public Information.	N	C - The newly appointed Executive Director of Communications and Community Involvement reported on her role and responsibilities to the Board on January 10, 2000.
30. (III-7.1) Protocol/procedures for Board information to the public should be incorporated in the community involvement plan.	N	IP - This will part of the planning process outlined in #7.
31. (III-7.2)Created detailed procedures making information requests of managers and school staff as part of the community involvement plan.	N	IP - To be included in planning process outlined in #7.

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32. (III-8.1) Continue with efforts to centralize all legal service, including Risk Management legal activities, to the Legal Unit.	N	P - Risk Management continues to report to Mike Hutchens with a matrix relationship with General Counsel on litigation management. This shift should be considered when General Counsel is relieved of Human Resources responsibilities.
33. (III-9.1) Hire a full-time general counsel for PPS.	C	C - Hired General Counsel August 1998.
34. (III-9.2) Give General Counsel the discretion to hire the type of support staff he needs.	C	C - General Counsel staff augmented to include both a paralegal and a secretary.
35. (III-10.1) The Legal Unit, Budget Unit and PIO should work together to establish and communicate electronic versions of PPS Policies and Regulations.	N	IP - Underway in connection with the review of all District policies.
36. (III-10.2) PPS should establish methods for communicating regulations and policy changes via electronic mail and other appropriate methods	.N	IP - See response 35 above.
69. (VI-2.4) PPS must create ongoing dialogue with the legislature and other public officials on the funding needs of PPS.	IP	IP - On-going - update to legislators, - participation in Leaders Roundtable - one-on-one meetings with public officials. - participation in Strategic Planning process and other Task Forces and committees - public officials will be included in development of key communication programs.
70. (VI-3.1) Consider alternative means to increase community participation in the budget process.	N	IP - CBRC is meeting with Board's Finance Committee to structure input for 2000-01. Subsequently years will be addressed in Strategic Plan.
145. (VII-19.1) Budgeting and expenditure control for special education functions should be maintained and consistently updated in the special education department.	IP	IP - Our budget office and student data services have created a data based system that increases our capacity to: share data among people and offices; integrate our staff and student data; keep accurate, up-to-date information;

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		and coordinate our system with the budget office at BESC.
146. (VII-20.1) Restructure programs and staff responsibilities along elementary, middle and high school levels.	IP	C - This realignment has been accomplished as suggested.
147. (VII-21.1) PPS should consider reviewing its eligibility criteria and evaluation procedures in the disability categories of mental retardation, emotional disturbance, and speech and language disabilities.	IP	IP - Criteria and evaluation procedures are set by Federal and State law and we have no power to change these; however our District procedures to implement the assessment process in these categories has been reviewed in depth by school psychologists, speech pathologists and administrators. Revisions are being made in light of the Reauthorization of IDEA and the in-process revision of the OARs. We have a first draft of our procedures manual to reflect policy and practice changes.
148. (VII-21.2) PPS should lobby the State Legislature to: 1. Raise the cap on special education students from 11% to 12%. 2. Provide full reimbursement for transportation required in the students Individual Education Program. 3. Allow the possibility of a local option to all programs, including Special Education. 4. Consider the development of a state fund to offset the costs of students with complex needs that can only be met in district with certain resources.	IP	IP - The legislature was lobbied on points 1, 3 and 4 with success on point 3, the local option.
149. (VII-22.1) Review current Student Learning Centers' program delivery model to ensure that self-contained classrooms are as close to where students reside as possible, even if the student is in a categorical classroom. PPS should also have a cost/benefits analysis on special education transportation costs.	IP	C - The District has reassigned some special education students to schools closer to their homes; however we have not, at this, point conducted a cost/benefit analysis of transportation savings from these assignments.

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150. (VII-22.2) PPS must achieve efficient use of resources under the new system and must ensure a smooth transition for special education students and their Individualized Education Plans tracking as they articulate between elementary, middle and high school levels.	IP	P - Special Education staff is meeting with General Education staff to provide all children with smooth transitions. It can be especially difficult for children with disabilities so we are having on-going dialogue with parents through our advisory group. We are also having discussions with assistant supervisory staff who do placement, and training for staff who are helping students to make these transitions.

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<b>Information Technology</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
12. (II-6.1) PPS should pursue an information technology strategic planning process that involves key users and managers.	SD	SD - Information Technology has developed interim IT plans pending completion of Strategic Plan.
13. (II-6.2) The information technology strategic plan should be based on the overall direction and priorities of PPS as stated in its own district-wide strategic plan.	SD	SD - The Information Technology Strategic Plan will be developed in line with the District-wide strategic planning process.
39. (IV-1.3) Consolidate technology responsibilities under a Chief Technology Officer. This title better reflects the breadth and complexity of the position and its responsibilities.	C	C - The Superintendent has appointed Manny Ovena as Chief Technology Officer.
44. (V-1.1) Continue with plans to replace aging systems.	IP	C - Information Technology, by means of the Odyssey Project, is implementing PeopleSoft applications that will result in a fully integrated Financial/Human Resources/Payroll system. Other legacy systems will be replaced over the next 3-5 years.
45. (V-1.2) In implementing new systems PPS should design its practices and processes around the capabilities of the system, rather than excessively customizing of-the-shelf software.	IP	IP - The District will implement PeopleSoft with minimal modifications.
46. (V-1.3) The District should avoid as much information loss as possible when converting the new system. Little of the District's information is in a convertible format or extends back more than a year.	IP	IP - This strategy is being developed as the system is being implemented. Information will be entered both manually and through a data conversion process.
47. (V-2.1) PPS should continue its plan to utilize project management systems and methodologies to support its major System Replacement Project effort.	IP	C - Information Technology has contracted with Carrera Consulting Group for system implementation. The CCG Project Manager works with the Project Managers for both Financial and Human

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		Resources/Payroll Systems using project management systems and methodologies.
48. (V-2.2) Information Services staff should adopt its systems development, operations, and project management methodologies and standards, and train its managers and key staff members on the application and utilization of these methodologies.	N	IP - The adoption of systems development, operations, and project management methodologies and standards is underway.
49. (V-2.3) Information Services should re-examine its organizational structure and allocate resources to critical oversight and support functions.	IP	C - Information Technology has undergone some comprehensive restructuring that includes the following: Combining network services and telecommunications services under one manager (yet to be hired) of Network Services: Voice, Data and Distance Learning; hiring a User Services Manager to oversee a division that includes 20+ Help Desk staff, an expanded desktop software training program, and enhanced web development services.
50. (V-3.1) Consider establishing technology coordinators to provide the necessary assistance to schools.	IP	C - While technology coordinators are funded at the local school level, Information Technology has instituted a fully staffed Help Desk that includes 13 technology support specialists whose job is to provide telephone and on-site technical support to the schools.
51. (V-4.1) PPS should continue its efforts to team with industry in technology development initiatives.	N	IP - Information Technology has developed partnerships with AT&T and the Mt. Hood Regulatory Commission to provide I-net WAN infrastructure in local schools. IT has partnered with Oregon Department of Education (ODE) and US West to provide V-Tel hookup at Jefferson for video conferencing. IT is also working with other organizations to implement Cyber School options within PPS.

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52. (V-4.2) PPS should continue its current relationships and explore options with other governmental agencies to share or partner in technology investments, training or technical support.	IP	IP - Information Technology is initiating a telecommunications plan for distance learning that will utilize resources from various public agencies in the Portland area. IT has partnered with ODE and US West to provide V-Tel hookup at Jefferson for video conferencing.
53. (V-5.1) Implement an updated Student Information System and integrated Human Resources, Payroll and Finance. This alternative recommendation also replaced KPMG recommendations 54, 55, 56 and 57.	IP	IP - Information Technology, by means of the Odyssey Project, is implementing PeopleSoft applications that will result in a fully integrated Financial/Human Resources/Payroll system. The Student Information System effort has just been undertaken and, when implemented, will interface with the PeopleSoft Financial/Human Resources/Payroll applications.
60. (V-12.1) Implement an integrated Risk Management System.	IP	C - Risk Management has purchased its new system and is currently engaged in data conversion prior to installation of the new system. Facilities and Asset Management is currently evaluating Facilities Management Information System proposals as a result of a recent RFP process.
61. (V-13.1) Implement an integrated Risk Management System. Nutrition Services should continue to consider a nutrition management system, such as School Nutrition Accountability Program (SNAP) or an alternative system. Install point-of-sales systems at all food services locations in schools. Physical Plant should continue the procurement process and select a new facility management information system. Transportation Services should	IP	IP - Even before the KPMG Audit, the Nutrition Services Department had been planning to include new management systems as part of the District system conversion project. The Odyssey Project includes funding for this project. The Department has hired a project manager to oversee this effort and to date, a schedule has been developed that will bring this on line immediately following the completion of the Peoplesoft Financial and HR components. The Nutrition Services IS system will include modules for point-of-

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<p>continue the implementation of updates systems to improve efficiency and allow for compatibility with the new financial system. Inventory and warehouse operations must be managed more efficiently and reduce excessive inventory.</p>		<p>sale accountability, nutrient analysis, food productions management, and fee &amp; reduced price meal application processing.</p>
<p>62. (V-14.1) Install point-of-sale systems at all food services locations in the schools.</p>	IP	IP- See response to 61 above.
<p>63. (V-15.1) Physical Plant should continue the procurement process and select a new facility management information system to be integrated with the soon-to-be-implemented financial system.</p>	IP	IP - Facilities and Asset Management is currently evaluating Facilities Management Systems and intends to install such a system in the near future.
<p>64. (V-16.1) Transportation Services should continue the implementation of updated systems to improve efficiency and allow for compatibility with the new financial system.</p>	IP	IP - Transportation is in process of implementing a new Edulog system.

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<b>Bond</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
181. (VIII-18.1) Establish a project management system that will provide for better control and oversight of the Bond Program.	IP	C - A Program Management Office (PMO) has been established to centrally plan and monitor all projects and their respective budgets. The PMO has a full-time Contracts Coordinator and a Document Control Specialist to assure contract compliance and change order administration for District consultants and contractors.
182. (VIII-18.2) Establish training to introduce best practices into PPS' management.	N	C - Training has been implemented for PMO staff and PPS project management personnel. "Best practices" Policies and Procedures Manuals are being developed and implemented through weekly meetings. Additionally a consultant team was retained to facilitate "Lessons Learned" meetings to review past management work and contrast it with proven industry practices.
183. (VIII-18.3) Establish Program Management team to provide oversight for all bond programs and projects within PPS.	IP	C - The Project Management (PMO) provides oversight to all projects. The PMO includes the Director of the Capital Improvement Program, who must review/approve all project budgets, schedules and scopes of work. It also includes a program Operations Manager and a Contracts Coordinator who monitor individual projects, their budgets, contract administration, and communication with the other PPS Departments.

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184. (VIII-19.1) A PPS level Program Management Plan should optimize the management of all aspects of the program.	IP	C - A new program management plan has been written which prioritizes the future projects for the Capital Improvement Program (CIP). The plan specifically uses the approved Bond criteria for which project components will be completed. The Program Management Plan was developed by the Bond Internal Oversight Committee which is made up of the PPS CIP Director, Chief Financial Officer, Facilities Director, IT Director, District General Counsel and District Controller.
185. (VIII-20.1) Establish a Program Management Office, the charter of which would be to ensure all project management tools and techniques are used uniformly across the Program.	R	R.
186. (VIII-21.1) The Program Manager should have the proper Delegation of Authority from the Board and Superintendent with appropriate monetary instructions and legal oversight.	IP	C - The CIP Director has been given a letter from the superintendent delegating authority to administer the program.
187. (VIII-21.2) If it is not within the Director, Physical Plant's responsibility to sign change orders on behalf of PPS, then a committee should be established to review all change orders signed to date.	R	R
188. (VIII-21.3) Freeze any further change orders unless there has been written agreement and the work has been done by the contractor or designer in good faith.	C	C - The Program Management Office has assumed control of all designer and contractor change orders, and has verified that extra work has been performed in good faith and that the District has received adequate value for the extra charges.
189. (VIII-22.1) All change orders and recommendations must be in compliance of state laws and PPS policies.	IP	C - The Program Management Office has been working closely with District legal counsel and purchasing department to assure that all change order recommendations comply with

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190. (VIII-22.2) Review the contracts that exceed the established limits.	R	state laws and District policies. R
191. (VIII-22.3) Board should view contracting policies and procedures vis-à-vis current state laws (OAR and ORS) to determine if changes are appropriate.	IP	IP - A subcommittee of the PPS Business Council is currently reviewing OAR and ORS statutes and reviewing District contracting procedures.
192. (VIII-23.1) Establish a Change Control Board chartered to provide the oversight needed to monitor and prevent inappropriate change-order "splitting".	R	R
193. (VIII-24.1) #183 establishes a Program Management team and an alternative structure will be provided by the Task Force	IP	C - Overall Program Management is accomplished through the following components of the Program Team. - Program Management Office - Supervised by the Director of the Capital Improvement Program. - Internal Oversight Committee - A subcommittee of the District Business Council, includes the CIP Director, the District General Counsel, Chief Financial Officer and Department Directors. - CIP Advisory Committee - Includes representatives from the community, industry, a school board member, CFO, General Counsel and CIP Director.
194. (VIII-24.2) - The School Board should assign a designee to serve on the Executive Committee.	N	C - A School Board member, Ms. Karla Wenzel serves on the CIP Advisory Committee.
195. (VIII-24.3) Establish an Executive Committee composed of a School Board Designee, CRO or CFO designee and two citizen representatives. The committee shall replace the Citizen Bond Advisory Committee.	IP	C - See no. 193 above. The new CIP Advisory Committee has replaced the former committee.
196. (VIII-25.1) Re-evaluate the CM/GL goals in seven years.	N	C - CM/GC contracts are being revised to improve cost, schedule and change order management. The re-evaluation of the CM/GC goals will be ongoing throughout the remainder of the program.

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197. (VIII-25.2) Establish an Executive Steering Committee, created as a component of the school Board.	IP	C - The CIP Advisory Committee described in 193 above, which includes Board membership, serves in this function.
198. (VIII-26.1) Transfer the Community Budget Advisory Committee (CBAC) responsibilities to the Executive Committee and eliminate the CBAC. If promotional/educational responsibilities become needed on Bond issues, a new CBAC should be reconstituted.	IP	C - CBAC has been discontinued. The CIP Advisory Committee now performs those functions.
199. (VIII-27.1) On large complex projects establish a Work Breakdown Structure (WBS) and institute a formal authorization process.	N	C - The Program Management Office has established a work breakdown structure and continues to refine roles and responsibilities of the participants.
200. (VIII-27.2) Proceed with the FMIS system purchase and installation.	IP	C - The District has proceeded with the purchase of a new FMIS system.
201. VIII-28.1) Program should be reorganized as illustrated in Exhibit VIII-14.	IP	P - The Program has been reorganized as shown in Exhibit VIII-14 with the exception of the implementation of the Internal Oversight Committee. The CIP Advisory Committee is reviewing the proposed roles and responsibilities of the Internal Oversight Committee.
202. (VIII-29.1) Project Manager is responsible for quality control.	IP	IP - The CIP Director and PMO are developing and implementing new projects policies and procedures, which include quality management guidelines and processes.
203. (VIII-30.1) A method to provide sound cost management must be developed.	IP	C - The PMO has designed and implemented a new project budgeting/tracking system where each project cost authorization (also revised budgets and change orders) is initiated/approved by the CIP Director and updated monthly. All projects have a monthly progress report written by the assigned project manager, which includes detailed cost

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204. (VIII-30.2) Map budget expenditures to actual expenditures.	N	information. C - Budget to Actual expenditures are monitored for all budgets on a monthly basis. This task will be fully automated when the new FMIS system is installed.
205. (VIII-30.3) Establish systems to ensure accountability of contingency funds.	IP	C - The CIP Director must approve use of individual project contingency funds in writing. Use of CIP program contingency funds must be recommended by the CIP Director and outlined to the CIP Advisory Committee.
206. (VIII-31.1) Reporting expectations for the new P.M. should be developed by the Executive Committee	IP	C - Currently the CIP Director provides an update to the CIP Advisory Committee at regular meetings and provides a formal quarterly report of program activities and status.
207. (VIII-31.2) Program Manager should provide a final report as directed by the Executive Committee.	N	IP - CIP Advisory Committee has not yet met on the issues of a final report.
208. (VIII-31.3) It is recommended that the statement, in the sixth paragraph, stating that” ...the work was successfully achieved” be considered based on the final agreed upon scope and budget and not in relation to the initial scope of the Facility Improvement Program described projects.	R	R

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<b>Finance</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
10. (II-5.1) PPS should develop a financial plan that is consistent with its new Strategic Plan.	IP	SD - When Strategic Plan is completed consistent financial plan will follow.
11. (II-5.2) The Strategic Plan, which should result in annual measurable goals and objectives should drive budget decisions.	N	SD - This principal will drive budget decisions after Strategic Plan is completed.
15. (II-8.1) Conduct additional training to ensure that PPS managers and key staff, specifically budget personnel, develop a better understanding of the State's funding formula.	IP	C - The key staff members in the Budget Office understand the state funding formula.
58. (V-10.1) Implement a new accounts payable system and modify the process flows. Specifically PPS should: 1) prepare a current accounts payable listing as soon as possible; 2) reconcile payables with the general ledger monthly; 3) strengthen internal controls; 4) begin design of accounts payable process system by March 1999.	IP	IP - The Finance modules of the PeopleSoft system are on target for go-live on July 5, 2000. In the meantime, an Access database has been built to track the non-financial aspects of the grant portfolio.
59. (V-11.1) PPS needs to implement an automated grants accounting and management system.	IP	IP - This will be completed as described in 58 above.
65. (VI-1.1) PPS should phase in a build up of the reserve account over time ie: build reserves to 1% of the general operating budget in 1999, 2% in 2000, and 3% in all subsequent years. A 66 - 2/3 vote of the School Board would be required to access the reserves.	IP	C - General Fund balance at 6/30/99 was \$6.6 million, which is 1.95% of revenues. The Board will decide in the budget process for 2000-2001 if they want to build reserves to the 3% level. Currently the Superintendent must approve access to reserves.
66. (VI-2.1) The PPS Board should ensure its budgeted expenditures do not exceed available revenues.	IP	C - See 65 above.

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67. (VI-2.2) The PPS Board should establish a 3 to 5 year budget planning horizon that is driven by the Strategic Plan. It should examine the impacts of the changing financial, operational and funding conditions on district-wide and individual program budgets.	IP	P & SD - This recommendation has been partially implemented in that the District current planning horizon is at least two years out. These Strategic Plan and the new information system should facilitate a longer planning horizon.
68. (VI-2.3) As part of the Strategic Plan the Board should develop short and long-term strategies for addressing declining revenues.	IP	SD - The Strategic Plan should address District spending priorities which should be used to trim programs in the event of declining revenues.
71. (VI-3.2) Improve the budget document as a communication device. The budget is a reflection of financial resources needed to achieve the goals and objectives set forth in the Strategic Plan. The budget is the culmination of the budget process.	N	IP - The budget document will be modified so as to be easier to understand and consistent with the Strategic Plan.
72. (VI-4.1) Improve the level of oversight and accountability over PPS' established budget.	N	IP - Some improvements made, primarily through Jim Scherzinger's efforts. Additional oversight planned once new system is fully implemented.
74. (VI-5.1) Consider reassigning certain duties within the Finance Department to improve financial management and oversight capacity.	IP	P/IP - As much as could be accomplished before the new system comes on-line has been done. Further reassignments will occur after the system goes live. Current job classifications within bargaining units pose some limitations.
75. (VI-5.2) Perform timely bank reconciliation on a monthly basis.	C	C - Done at May 1999.
76. (VI-5.3) Implement a process that requires the Controller or other qualified employee to initiate the investment transactions utilizing a confidential code system.	IP	P - Partially done. Controller now initiates wire process. Confidential code system is still in process.
77. (VI-5.4) Implement a system to monitor bank fees and interest earned on its various cash and investment accounts.	C	C - Done at May 1999.
78. (VI-5.5) Conduct training on accounting basics for accounting	N	P - Partially done. More needed. Lack of adequately trained and

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staff.		qualified staff noted in the management letter presented to Board on January 24, 2000 by Pauly, Rogers and Co., P.C.
79. (VI-6.1) Implement a policy whereby all fixed assets must be tagged and recorded on the fixed assets system prior to being put into use in the schools and PPS offices.	N	IP - Low priority given current fiscal constraints. Planning to improve system to coincide with GASB's new reporting requirements within next two years.
80. (VI-6.2) Perform a cost-benefit analysis to determine the most economical and efficient method for properly tracking and accounting for fixed assets, including, but not limited to, consideration of outsourcing, doing it in-house, or a combination of both.	N	IP - See 79 above.
81. (VI-7.1) Establish internal audit function and related long-term audit plans to test various aspects of PPS administration compliance and operations.	N	N/ID - Need acknowledged, but low priority in light of fiscal constraints. Hopeful that new accounting system will allow current staff to assume more of these responsibilities.
82. (VI-8.1) The Task force recommends that the Payroll Department focus its effort on the design of anew system rather than changing the current process. Grant administrators should be provided with copies of time sheets of time charged to various grants.	IP	IP - Payroll and Human Resources modules of new system on target for go-live on January 2, 2001.
86. (VI-12.1) Reduce the number of purchase orders processed by the Purchasing Department in addition to reducing supply inventory. Expand the use of procurement cards to travel and entertainment if feasible. Continue to require all vendors to give PPS established discounts to all users.	IP	IP - Business Process Re-engineering efforts in the Purchasing Department are currently underway.
93. (VI-17.1) PPS should rebuild and maintain segregated insurance reserves for expected outstanding liabilities including know claim liabilities and IBNR (Incurred But Not Reported) estimates as	IP	C - In the management letter issued by Pauly, Rogers and Co., P.C., the District's independent auditors, and presented to the Board on January 24, 2000, it was suggested that the fund balance of

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opposed to KPMG valuation based on 1-2 years of claims liability. These reserves should be rebuilt over time (4-5 years and reviewed annually by the PPS Board).		approximately \$2 million could be transferred to the General Fund. The actuarially determined liabilities are fully funded, so additional reserves are not required.
94. (VI-17.2) Assess the adequacy of current excess coverage limits.	N	IP - Still plan to implement
95. (VI-18.1) Develop a system for recording an estimated liability for all claims throughout the year.	R	Rejected in May 1999 by the AISC
96. (VI-19.1) PPS should conduct an analysis of the quality of claims administration of both the public liability and workers' compensation self-administration programs. Work with a qualified independent third party, to assess quality of current administration program, including a comprehensive analysis of whether the current program results in effective management of claims costs.	N	IP - Still further District review pending
97. (VI-20.1) Develop a system for recording an estimated liability for all claims throughout the year.	N	C - Done. New claims administrator selected for a savings of \$200,000 per year.
99. (VI-21.2) Increase responsibility of Working School Safety Committees.	N	N - Still pending further District review.
103. (VI-25:1) PPS should perform an analysis to determine the possibilities of either outsourcing records management archiving activities or acquiring a facility to store and manage PPS' records.	N	N - Still pending further District review.

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<b>Admin/Safety</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
14. (II-7) PPS should improve its enrollment forecasting approach.	IP	C - The District forecasting is accomplished through an independent contractor with the final forecast, for budgeting purposes, adjusted by the CFO. The most recent enrollment forecast was accurate within 1.02%. The District is also conducting a demographic analysis of the entire District to better determine enrollment changes on a school-by-school basis.
17. (II-10.1) PPS should transfer the tracking of Residential Contingency Students to the school level where interaction with the students occurs on a day-to-day basis.	IP	C - Introduced Residential Contingency form for parent to complete and sign at the school if parent has no proof of address. School staff contact parent if proof is not provided within the 10 day period.
18. (II-11.1) District should continue to work closely with Project Return and other programs to re-enroll students. PPS should focus on programs to retain these students once re-enrolled. PPS should explore providing services to home school students, including encouraging participation at underenrolled schools and in afterschool programs. PPS should explore offering an Internet school to support home school students or other special needs students.	N	IP - PPS cannot recruit nonresident students, but provides information about programs and interdistrict transfers to those who inquire. According to District policy, interdistrict transfers for PPS students to nonresident districts are not granted. Enrollment Services assists families to find a program within the District.  Enrollment Services works closely with Project Return and other District programs to ensure immediate enrollment for students who live in the District. Several district departments including Enrollment Services with Alternative Education and Information Technology are working to develop Distance Learning options that may be used by home schooler among others.

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100. (VI-22.1) Maximize the volume of impressions produced in-house.	IP	C - Completed. The most recent tabulation of the number of impressions showed an increase of 25% year-over-year.
101. (VI-23.1) Dispose of obsolete equipment as soon as possible to maximize the amount of proceeds that may be obtained.	N	IP - Responsibility for disposal of all surplus/obsolete equipment has been turned over to Facilities and Asset Management. In addition, schools have been given clear instruction on how to dispose of broken materials and to give to students computers no longer needed for instruction.
102. (VI-24.1) Consider further staff reductions in the former Word Processing Department.	C	C - Completed. Word Processing reduced one staff position and increased staff productivity by approximately 20%.
161. ((VII-31.2) The Task Force recommends increased support to oversee early childhood initiatives (Head Start, Title I pre-kindergarten, Early Childhood Education Centers) and therefore central District resources, such as grant writing, need to be fully utilized. The Task Force believes effort needs to be made to support a central District Early Childhood Education Specialist to oversee Head Start, Title I pre-kindergarten and Early Childhood Education Centers. This person must have substantial experience in early child development and programs.	N	N - Due to budget cuts, it was not possible to fund a position for an Early Childhood Education Specialist. Jeanne Pace has been selected to assist the Elementary Superintendent's office with early childhood initiatives and community outreach.
163. (VIII-1.1) Improve merchandising of Nutrition Services at the middle schools and high schools.	R	R
164. (VIII-2.1) Disallow or strictly limit competitive food sales on school grounds. Do not impose any limitations on the conduct of food sales or the operation and use of external vending machines, until comprehensive in-depth analysis is completed which definitively and factually establishes: 1) what the fiscal impact would be on	N	IP - Competitive food sales on school grounds have not been limited at this time because an in-depth analysis of the fiscal impact and the impact on existing food service infrastructure and capacity has not completed. These studies will be conducted over the next six months as part a study of vending machine operators and profits

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those groups and organizations that now profit from competitive food sales, and 2) if the existing food service infrastructure and staffing compliment can serve any significant increase in patrons. Seek to improve vending programs through higher commissions or more effective contract administration.		implemented by the Superintendent to maximize profits to the District from existing vending machine operations.
165. (VIII-3.1) PPS should investigate the feasibility of closing campuses at lunch.	N	C - PPS staff have examined the feasibility and desirability of closing campuses at lunch and concluded that at this time it is neither feasible or desirable because most school have very limited cafeteria seating (for example, Franklin High School has 1500 students and cafeteria seating for 350); therefore, closing the campus at lunch would require major schedule disruptions and have adverse budget impacts. In addition, this would constitute a change in philosophy at most of our schools concerning students' role in the local community. High school students are valuable and valued community members. They develop in these roles as they mature and gain experience in the community. The vast majority honor their responsibilities as community members and deserve to be treated as responsible citizens.
166. (VIII-4.1) Conduct a thorough assessment of the extent to which there are potential dangers of poor equipment usage.	N	C - The poor equipment has been identified and is being phased out over this year and next year at a cost to the District of approximately \$40,000.
167. (VIII-5.1) Continue practices to leverage staff productivity.	IP	IP - On-going: Staff productivity is a continuing management priority.
168. (VIII-6.1) Consider hiring an industrial psychologist to determine the best use of the central kitchen.	R	R

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169. (VIII-6.2) Identify potential outside customers to expand the utilization of central kitchen resources.	R	R
171. (VIII-8.1) The issue of marketing school facilities should be part of overall facilities use review by District. Additional advertising should not be done until rental policies and procedures, and rental rates are set by District.	IP	IP - Additional marketing of school facilities is contingent on Board resolution of rental policy issues, the identification of available space by Spring 2000 Classroom Survey, the results of the "Best Use Process", as well as the results of several potential sale or lease negotiations. Currently, the District's Civic Use of Buildings Department issues an average of 15,000 permits annually for the use of District facilities.
172. (VIII-9.1) Policies related to custodial charges should be included in the updated Board policy referred to in alternative Recommendation 170 regarding facility rental.	IP	IP - The District fee for space rental includes custodial charges for community use of buildings. Facilities will recommend to the Board that custodial overtime charges be paid by those renting the space.  Facilities has worked to provide custodial coverage for as wide a time period as possible at the least cost by using more part-time custodians.
209. (VIII-32.1) Student Transportation should continue to compare overall maintenance costs to internal PPS costs.	R	R
210. (VIII-33.1) PPS may continue to consider the use of moveable vehicle lifts in the Transportation Garage.	R	R
211. (VIII-34.1) PPS should implement higher cleaning standards for its buses.	C	C - The District has implemented higher cleaning standards for its buses.
212. (VIII-35.1) Increase the use of field supervisors to monitor the actions of bus drivers and increase supervision of the operations.	C	C - The District has hired a full-time Field Supervisor to monitor bus drivers performance and to inspect Laidlaw facilities.
213. (VIII-36.1) PPS should hire a full-time equivalent staff and	IP	C - Included in the activities of the Field Supervisor described in

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establish formal procedures for routine inspections of Laidlaw facilities and audits of their time reporting and billings.		21 above.
214. (VIII-37.1) Conduct a cost benefit analysis in conjunction with the current costing analysis that PPS produces to determine the savings associated with transferring transportation responsibilities to an alternative contractor.	R	R.
215. (VIII-37.2) Explore restructuring the provision of transportation service and consider the potential to maintain title to the Laidlaw buses.	R	R
216. (VIII-38.1) The Task Force recommends that the two departments continue to aggressively pursue the “leveraging of services” that will directly benefit the School District and reduce the cost of police service to the District whenever possible. The Task Force believes the Portland School Police and the Portland Police Bureau are actively exploring every opportunity to “leverage services” which would result in cost savings to the District. There seems to be no “turf issues” between the two departments. Instead it appears that the two agencies, while having distinctly different missions, have found a way to maximize each other’s strengths. This results in the enhanced safety of both the school district and the community as a whole.	IP	C - The District entered into an agreement with the City of Portland to provide a Chief of Police for the District. Chief Cliff Madison is a veteran of the City of Portland Police Department. Because of his knowledge and experience, he has been able to improve coordination with the city and “leverage” services.
217. (VIII-38.2) Develop an agreement with City of Portland to provide school police functions, specifying level of service required and ensuring dedicated school police patrol support.	IP	C - See response to Recommendation 216 above.

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<p>218. (VIII-39.1) PPS should allow sponsorship of capital projects, such as scoreboards. District should recognize that this would benefit individual schools and not general Athletics operations at the District level. PPS should examine their policy against advertising and determine if there is adequate costs/benefits for hiring staff to pursue advertising revenues.</p>	N	<p>P - The District staff reviewed its advertising policy and concluded that the advertising prohibition in the policy applies only to “advertising of merchandise in school buildings or on school grounds”; therefore, instructional advertising that simply displays the name of a business on a stadium banner or scoreboard is not prohibited. The study of possible advertising revenue called for will be a part of the vending machine study in response no. 164 above.</p>
<p>219. (VIII-39.2) The Athletics Department should work with the PPS Foundation to develop a plan and specific goals for fundraising.</p>	N	<p>IP - Incomplete. The District has had preliminary contact with the Portland Public School Foundation about funding athletic needs. The response of the Executive Director was that their Foundation would be open to such requests; however athletics is not one of the Foundation educational priorities. Further exploration of this possibility will be pursued by the District in the next year.</p>
<p>220. (VIII-39.3) Develop an aggressive plan to seek funding sources.</p>	N	<p>C - Proposed, written and submitted grant requests for participation fees for students, facility improvement (Nike, etc.) for several different projects and operating expenses. Fall 1999. Awaiting decision on proposal. Individual schools have developed fundraising plans for athletics.</p>
<p>221. (VIII-39.4) Establish a strategy to form ongoing coalitions with local soccer, baseball, and basketball organizations.</p>	N	<p>P - Contacts have been made with local professional baseball team with some success. Contacts with professional basketball team have not resulted in any financial support. There are no local professional soccer teams in the Portland area.</p>

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222. (VIII-40.1) Conduct preliminary research into the cost-benefits of beginning a district-run middle school athletic program.	N	C - Preliminary research shows start up costs for a middle school athletic program approximately \$2.0 million. Annual operating costs approximately \$2.2 million. Income from participation is approximately \$400,000.
223. (VIII-40.2) Initiate an aggressive campaign to recruit more freshmen and sophomores to athletic program.	N	IP- Goals for 1999/00 included increasing the number of freshman involved in athletics at each high school. High schools have worked with middle schools to encourage participation in high school athletics. High school coaches have worked with youth athletic programs to develop a closer relationship to the high school and encourage participation at the high school level.
224. (VIII-40.3) Evaluate the effectiveness of the new academic recruitment policy on an ongoing basis.	N	C - Quarterly report compiled by the District Athletic Department provides data for all schools including number of students on academic probation, number of ineligible students, and the number who successfully complete probation.
225. (VIII-40.4) The District should provide clear guidelines and resources for tutoring programs at the high school level district-wide. Ensure successful compliance with the revised academic requirement policy by increasing the oversight of teachers, coaches, and probationary and/or ineligible students by central District staff.	N	C - The district has provided tutors for students on probation. Support has been provided to track students on probation. Each school has a well-defined academic support program to help students on probation. This program is reviewed, evaluated and adjusted if necessary annually.
226. (VIII-40.5) Carefully monitor student attendance at tutoring sessions.	N	C - Every student on probation is tracked for attendance on a weekly basis. Students who fail to attend tutoring are not allowed to participate in athletic competition for the next week.

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227. (VIII-40.6) Explore the possibility of a “no pass, no play” provision which renders any student who fails a class automatically ineligible to participate.	C	C - The present 2.0 and no F requirement is very similar to a “no pass, no play” rule. Current requirement seems to be working.

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<b>Achievement</b>		
<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
6. (II-3.1) Develop School Improvement Plans that are consistent with PPS' strategic direction.	SD	SD - School Improvement Plans will be aligned with the Strategic Plan when the Strategic Plan is completed. Current plans all stress academic achievement.
105. (VII-1.2) Clearly define management level accountability to track program accomplishments and student performance.	IP	C - We have completely restructured since the audit. Curriculum is under two Assistant Superintendents. DOSAs who are responsible to the Assistant Superintendents. Principals are on pay for performance stressing implementation of their School Improvement Plan.
106. (VII-2.1) Explore options to develop a matrix organization structure that meets both the grade level and feeder system needs.	N	IP - We currently have Cabinet, Extended Cabinet, and DOSA meetings with the supervising Assistant Superintendent and a joint DOSA meeting with all DOSAs and the two Assistant Superintendents. Special Education Director and/or Supervisor attend these meetings.
107. (VII-2.2) Consider setting up regular meetings for feeder schools and grade levels to address common community concerns and to facilitate Pre K-12 curriculum awareness.	N	P - Beginning December 1999 the District added articulation meetings to monthly Principal Conference meetings in an effort to have the needs of high school, middle and elementary feeder schools meet frequently to have their needs addressed.
108. (VII-2.3) PPS should also consider expanding the use of matrix organization and management techniques to other major school activities.	N	P - Not fully accomplished, but programs such as special education and ESL rely heavily on matrix management..
109. (VII-3.1) Consider establishing a Hearing and Appeals Group to deal exclusively with disciplinary issues.	R	R - Rejected by AISC.

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<b>Final Recommendations</b>	<b>May 1999 Status</b>	<b>Current Status - January 2000</b>
110. (VII-3.2) Reevaluate/define DOSAs roles more clearly.	IP	IP - The DOSA job description has been revised and was used during the last DOSA interview process.
111. (VII-4.1) Formulate an instructional strategic plan that is consistent with PPS' Strategic direction and plan and provides a framework for school improvement planning process.	SD	SD - The instructional strategic plan will be aligned with the Strategic Plan when the Strategic Plan is completed.
112. (VII-4.2) The Task Force supports the need for closer linkages of Educational Media and Instructional Technology departments with staff development, classroom instruction, and community outreach activities. While KPMG recommends working groups, we are not certain that the development of working groups is the most appropriate strategy for ensuring that incorporation occurs.	P	C - Two staff members have been hired to provide instructional technology support to schools. This staff works with Instructional Specialists and the Educational Media staff in supporting schools' staff development activities and classroom instruction. The Educational Media Specialist will provide a presentation to the Extended Cabinet next month.
113. (VII-4.3) Develop an "academic" loop communication network that keeps administrators informed of the various projects underway in other departments.	N	P - The Instructional Council, which is comprised of all Directors of Student Achievement, Educational Media Director, Director of Research and Evaluation and the two Assistant Superintendents, is held each month to discuss and make decisions regarding district-wide curriculum issues. Minutes of these meetings are sent to other Directors. In addition, Directors are invited to these meetings when appropriate.  The District newsletter, ConnectEd, is also another tool that is useful in sharing information about academic projects.
114. (VII-5.1). The District has developed Curriculum Frameworks. We recommend that the Content Standards Design Teams continue their work on the	IP	IP - During the 1999/2000 school year, five Design Teams completed drafts of content standards in second language, health, physical education, fine &

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<p>remaining content standards which were developed from these Frameworks; and that those standards already developed be utilized by District staff with appropriate Staff Development activities. The District should explore developing Frameworks and Content Standards outside benchmark grades.</p>		<p>performing arts, and social studies. A master schedule has been prepared and is included in the Professional Development Handbook, Appendix A18 and A19.</p>
<p>115. (VII-5.2) Every schools should create a way to systematically implement curriculum. The District should explore ways to promote a more grassroots, but coordinated approach to curriculum implementation. The District should re-explore the role of Department Chairs to support curriculum coordination. Any staff Development activities developed by the Central District staff should interface with each school's individual curriculum implementation efforts.</p>	IP	<p>IP - In implementing both the math and literacy adoptions, key staff has been identified to become experts and build capacity in each school building. This grassroots effort is being accomplished through each school's School Improvement Plan. Department chairs were asked for in the 1999/2000 budget, but was not funded, accomplished through School Improvement Plan and the CIM days which are well coordinated.</p>
<p>116. (VII-5.3) Continue the Curriculum Design Team efforts at the district level.</p>	IP	<p>IP - The Curriculum Design Team will work through the 1999/2000 school year. Work beyond this school year will require funding from a source other than the PEW Charitable Trust, which has funded the Design Teams' work for the past three years.</p>
<p>117. (VII-5.4) To serve the overall goal of student achievement across the District, PPS should continue to work towards consistency between the alignment of course offerings (curriculum mapping) and the course offerings provided at individual schools. Students must reach benchmark knowledge levels at the correct time and that knowledge must be presented in the correct sequence. Students should have equal access to</p>	IP	<p>IP - The curriculum mapping process has continued during the 1999/2000 school year, with emphasis placed in social studies, arts, health, physical education and second languages.</p>

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course offerings throughout the District. The District must support curriculum alignment between schools and within schools.		
118. (VII-5.5) Develop a strategy to implement these initiatives with existing resources where reasonable (by cross utilizing teachers), and seek additional funding for both grassroots and district design team curriculum development.	IP	P - As a result of previously completed curriculum efforts, a new mathematics adoption with teaching materials is being implemented during the 1999/2000 school year. As a result of this work, all PPS high schools will be using the same textbooks for the algebra and geometry sequence, with common instructional materials also being used at the middle school and elementary school levels.
119. (VII-6.1) Train all appropriate language arts teachers in the research based early reading strategies to ensure that all students have the benefit of this teacher expertise.	N	P - The Pre-Kindergarten through 2 <sup>nd</sup> grade Initiative has been revised and will be presented at staff meetings. Facilitators will be trained for each building. Coaching will be provided and key teachers will facilitate grade level meetings.
120. (VII-6.2) PPS should expand the literacy project as a Pre K-12 initiative (Pre K-3, 4-8, 9-12) and develop a comprehensive implementation and training plan to ensure that quality and continuity in literacy programs is maintained across all levels.	IP	<p>P - During the 1999/2000 school year, additional literacy support was provided to grades 4 and 5. During the summer of 1999, thirty-seven high school language arts teachers met for a week during the summer to teach each other successful reading strategies. They also developed curriculum units for ten novels that embedded reading, writing, and speaking work samples. This work was supported through district funds as well as a grant from PPS Foundation. Each of the high schools received 200 copies of new books to help implement the curriculum</p> <p>In addition, a number of the high school language arts teachers who developed the curriculum during the summer have led workshops</p>

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		<p>sharing reading, writing, and speaking strategies to their colleagues during the 1999/2000 CIM Planning days.</p> <p>Teachers from the summer literacy project will meet during the 1999/2000 year to discuss successes, and problems with the implementation of the curriculum units. They will revise the units, adding new materials developed by teachers from around the district, and deleting sections that proved unsuccessful.</p> <p>Three High School language arts/content area teachers will meet again this summer for another week of sharing reading strategies and writing new curriculum units with colleagues from around the district. In addition to district funds, a Goals 2000 grant and a PPS Foundation grant is being sought.</p>
<p>121. (VII-7.1) Continue to conduct the High School and Middle School Studies.</p>	<p>N</p>	<p>IP - Even though the Strategic Plan may give us new guidelines and directions, we still have graduation standards and State CIM requirements which drive our middle school and high school programs. Examples of current initiatives to meet the equity goals are:</p> <ul style="list-style-type: none"> <li>⌚ Each high school requires 4 years of language arts; the common mathematics textbook adoption (see #118) is combined with a district-wide movement to the expectation that all high school students successfully participate in high school level mathematics (algebra or above; and instruction in the arts is receiving extensive emphasis.</li> <li>⌚ A common middle school</li> </ul>

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		<p>math program including the implementation of new Board policy on high school equivalent courses (e.g. Algebra, Second Language).</p> <ul style="list-style-type: none"> <li>Ⓟ All middle schools are teaching CORE reading strategies to address achievement needs of students below grade level benchmarks.</li> <li>Ⓟ The district is creating a new 6-10 social studies sequence to align with CIM standards.</li> </ul> <p><i>Middle School and High School studies are in progress.</i></p>
<p>122. (VII-7.2) Develop and adopt specific recommendations to ensure continuity and equitable access for all students.</p>	<p>IP</p>	<p>IP - The activities described above (#117, 118 and 121) are designed to provide access to quality programs in all PPS middle and high schools. In addition, CIM days have been used to provide teachers inservice, which is common throughout the district. The excellent work of our Curriculum Specialists has made this possible.</p> <p>Two upcoming district initiatives will further program continuity and equitable access for all students. A new science adoption and Goals 2000 grants provide consistent rigorous science programs in all schools. The Strategic Plan will guide the further development and implementation of a Standard Program to ensure that all students will achieve “rigorous system-wide academic expectations.</p>
<p>123. (VII-8.1) Explore the possibility of shifting to a fall testing cycle in order to better integrate students achievement</p>	<p>R</p>	<p>R - Preliminary review of the proposal led staff to conclude it would be cost prohibitive. Voluntary fall testing has been</p>

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data into School Improvement Plans and to provide a midyear checkpoint for student assessment.		offered by Research & Evaluation.
124. (VII-9.1) PPS should explore the possibility of either phasing out PALT administration altogether, or at least reducing its usage to 4 <sup>th</sup> , 6 <sup>th</sup> , and 7 <sup>th</sup> grade levels to alternate with state tests (at 3,5,8).	IP	C - The District uses PALT for 4 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> and occasionally 9 <sup>th</sup> grade.
125. (VII-10.1) Depending upon PALT testing frequency, PPS should examine utility of administering a standardized achievement test at 4 <sup>th</sup> , 6 <sup>th</sup> , and 9 <sup>th</sup> grade levels.	R	R - There has been no expression of interest from parents and others constituents to do this. The PALT/State tests are adequate.
126. (VII-10.2) PPS should continue to explore and use methods to link its testing instruments with norm referenced tests in order to provide a benchmark comparison of student performance relative to other districts.	R	R - Norm reference tests are unnecessary; state scores provide us with data that compares schools' achievement with other districts.
127. (VI-11.1) PPS needs to explore reliable methods to develop a process to set a baseline and then track the progress of students entering PPS Head Start and pre-kindergarten programs.	N	N - Not accomplished. This has not been done because of budgetary priorities.
128. (VII-11.2) Develop a comprehensive system integrating state benchmarks and curriculum goals.	IP	C - This District has integrated state benchmarks into the curriculum goals.
129. (VII-11.3) PPS should leverage its PALT and other assessment data and expand it to examine performance at other grade levels to develop a comprehensive longitudinal analysis capability.	R	R - We are waiting on the state to set requirements for CAM. The District will not make separate plans.
130. (VII-11.4) Explore methods to use existing testing instruments to examine the effectiveness of specific curriculum initiatives and instructional approaches.	N	IP - Plans are underway. We are reinstating program evaluation capabilities.

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131. (VII-11.5) Explore strategies for testing and tracking PPS graduates and students who prematurely exit from the system.	N	N - Not accomplished - funds not available.
132. (VII-11.6) Develop strategies to ensure the utility and input to the post-secondary database to track student achievements in higher education and high school graduate success in college/university endeavors.	N	N - Not accomplished – funds not available.
133. (VII-11.7) In concert with K-3 literacy initiative, identify a developmentally appropriate reading test for all second grade students in the spring.	IP	IP - The PreK-2 Literacy Assessment Committee has designed an assessment package. The package will be piloted in the spring and implemented in 2000/2001.
134. (VII-12.1) Continue and expand relationship with Curriculum & Instructional Support personnel, as well as Educational Media for more advanced collaboration.	N	IP - Administrator of Educational Media meets monthly with the District Instructional Council.
135. (VII-13.1) Reevaluate site-based decision-making with regard to library funding.	N	IP - The KMPG Library Audit Committee studied school library operations and recommended a return to centralized funding for school library materials and support. The recommendations are being considered.
136. (VII-14.1) Ensure the Instructional Technology course offerings directly support school improvement plans and respond to needs of teachers and school administrators.	IP	IP - This proposal relates to staff training and is in process.
137. (VII-14.2) Continue to aggressively pursue outside sources of funding for technology projects and staffing if necessary.	N	IP - Educational Media has pursued six different grants for a total of \$594,000

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138. (VII-15.1) Work with the City of Portland Library or local universities to develop a cooperative arrangement. PPS' staff would benefit from these additional professional development opportunities.	N	<p>IP - Multnomah County Library librarians attend elementary, middle, and high school library monthly meetings. Multnomah County School Corp librarians cooperate and develop curriculum support for PPS teachers. Multnomah County Library administration collaborated on the Oregon State Library LSTA Grant.</p> <p>Professional Library staff are meeting with PSU Education Library staff targeting cooperative ventures.</p>
139. (VII-16.1) Make Television Services an integral component of professional development plan, curriculum efforts, internal/external communication strategy network, any information technology blueprint, and PPS strategic direction.	N	<p>P - The planning for internal/external communication is in progress. Television Services provides resources for staff development and curriculum resources. All School Board meetings are televised live. Television Services is working with a consortium of video delivery institutions in higher education to address the issue of PPS staff development opportunities. A pilot high school distance learning project using Channel 53 is being explored.</p>
140. (VII-16.2) PPS should explore possibilities for various modes of internal communication that take full advantage of Television Services infrastructure.	N	<p>P - Not fully accomplished. Cable Channel 53 broadcasts District Information and programs. Classrooms and administrative offices need to be wired for cable to receive District television information. Cost is a prohibited factor in developing a video delivery infrastructure.</p> <p>The Director of Information Technology has designed a BESC telecommunication studio to provide one-way and two-way video interaction, which would include production capacity.</p>

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<p>141. (VII-17.1) Develop a plan to aggressively identify, track, and enroll minority students in TAG.</p>	<p>N</p>	<p>IP - TAG office regularly conducts a series of meetings with teachers, TAG Coordinators, and principals throughout the year to address topics such as nomination, identification, and programs and services.</p> <p>Bi-monthly parent meetings are held to discuss issues of nomination, parent advocacy, inspiring achievement, social and emotional needs of gifted students, acceleration options, academic competitions, etc. Meetings are open to the public.</p> <p>Parent and public meetings have been held by feeder school at PPS neighborhood high schools to discuss issues of gifted education. Meetings were held at every high school in 1998/99, and in five representative areas of the city this school year, 1999/2000. Where requested, TAG staff have attended school advisory meetings discuss the status of gifted education in PPS.</p> <p>The TAG office staff has made pre-arranged monthly visits this school year to every PPS school to work with parents and school staff on issues of gifted education; test students; aid staff in programs and services.</p> <p>The TAG nomination form was placed on the PPS TAG web page, to make it more easily available to the general public.</p>
<p>142. (VII-17.2) Expand outreach efforts to increase enrollment in TAG by under-represented groups using a variety of strategies</p>	<p>N</p>	<p>P &amp; IP - The TAG staff met with ESL/Bilingual aides in a special workshop to discuss nomination and identification of under-represented groups.</p> <p>The TAG staff used Rigler</p>

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		<p>Elementary, one of the PPS schools with the highest number of ESL/Bilingual students, as a testing ground to nominate and identify more gifted students. Teachers were asked to select 2-3 of their highest achieving students. The TAG staff using a variety of testing measurements, some of which were offered in the student's native language, tested those students.</p> <p>Testing conducted in the student's native language.</p> <p>There is an on-going search to find appropriate tests in student's native language.</p> <p>A national research study was conducted by the PPS TAG school psychologist to find out best practices of other districts in identifying under-represented minorities. This research resulted in additional identification tests used in nomination.</p>
<p>143. (VII-18.1) Institute a centralized approach to the TAG program, with the Administrator having primary responsibility for managing the program.</p>	<p>N</p>	<p>C - Beginning with the 1998/99 school year, the TAG office assumed responsibility for individual school TAG budgets thus coordinating TAG Plans and Budgets as well as centralizing identification procedures and parent notification.</p>
<p>144. (VII-18.2) The TAG Administrator, Directors of Student Achievement, teachers and parents should form a committee to develop a long-term strategic plan for the program, including specific role and responsibilities of various stakeholders.</p>	<p>N</p>	<p>P &amp; IP - A group of parents, administrators, board members, Directors, teachers, and TAG staff created a basic framework for gifted education beliefs, policies and procedures for the district. This framework was adopted by the Board and is made available to the public through a variety of avenues including the PPS TAG web page and in written form.</p> <p>It is anticipated that a similar</p>

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<p>152. (VI-24.1) ESL/Bilingual program administrators should work with TAG program administrators to develop a plan that aggressively identifies students within the ESL/Bilingual Education program who could potentially be eligible to enroll in the TAG program.</p>	<p>N</p>	<p>group will reconvene next year to re-evaluate the framework.</p> <p>IP - The TAG staff met with ESL/Bilingual aides in a special workshop to discuss nomination and identification of under-represented groups.</p> <p>The TAG staff used Rigler Elementary, one of the PPS schools with the highest number of ESL/Bilingual students, as a testing ground to nominate and identify more gifted students. Teachers were asked to select 2-3 of their highest achieving students. The TAG staff using a variety of testing measurements, some of which were offered in the student's native language, tested those students.</p> <p>Testing conducted in the student's native language.</p> <p>There is an on-going search to find appropriate tests in student's native language.</p> <p>A national research study was conducted by the PPS TAG school psychologist to find out best practices of other districts in identifying under-represented minorities. This research resulted in additional identification tests used in nomination.</p>
<p>153. (VII-25.1) Create a standardized tracking tool that requires all 25 in-District AEPs to report enrollment, staffing, and attendance data.</p>	<p>N</p>	<p>C - District is using PPS Student Database to report student enrollment and attendance data in District-operated alternative programs supported centrally by Alternative Education Services. Staff tracking is an on-going responsibility of Alternative Education Services.</p>

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154. (VII-26.1) Develop a documented District-wide methodology to evaluate AEPs.	N	IP - Alternative Education Services is working in collaboration with the District's Research and Evaluation Department to fully develop evaluation methodology for District-operated alternative programs, using data gathered per 153. Alternative Education Services is also working with the Northwest Regional Education Lab to evaluate effectiveness of community based alternative programs, see 155.
155. (VII-27.1) PPS should analyze community based alternative education program data to determine the effectiveness of 23 programs.	N	IP - Alternative Education Services and the Northwest Regional Education Lab have developed methodology to collect, analyze and report student attendance, retention, conduct, and academic achievement data from, currently, 18 community based alternative programs. Reports on the first half of 1999-2000 FY should be available in March.

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<p>156. (VII-28.1) Develop a plan, in coordination with community groups such as the Hispanic Parent Association, to aggressively keep Latino students enrolled in school.</p>	<p>IP</p>	<p>P &amp; IP - The ESL/Bilingual Program has hired a second Hispanic Resource Specialist. Both Hispanic Resource Specialists and the Dropout Prevention Coordinator are engaged in monitoring and tracking the attendance of Hispanic students.</p> <p>Hispanic Resource Specialists are responsible for hosting parent meetings at individual school sites to promote parent involvement and as well as student attendance/achievement and graduation.</p> <p>The Dropout Prevention Coordinator meets regularly with the Leadership Roundtable's Caring Community Groups. Resource Specialists meet with the Hispanic Parents for Portland Schools.</p>
<p>157. (VII-28.2) Utilize ESL/Bilingual Education resources to provide bilingual services to parents and increase community involvement.</p>	<p>N</p>	<p>P &amp; IP - Steps have been taken to establish the ESL/Bilingual Parent Advisory Committee in a format that involves representation from various language groups. The Rules of Operation have been reviewed by General Counsel. Recruitment of parents representing different language groups is currently in process.</p> <p>Equipment necessary to broadcast simultaneous translations of meetings (in students' home languages) using translators has been purchased and is currently available for check out.</p> <p>Training on equipment is provided by Educational Media. The department is keeping records of the equipment use.</p>

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		Parent involvement is being tracked as one of the measures of success when evaluating the ESL/Bilingual Program.
158. (VII-29.1) Explore expanded opportunities to provide scholarships to students who cannot afford to attend summer school, such as students in the free or reduced lunch programs.	IP	P - With assistance of the City of Portland, 400 students eligible for free or reduced price lunch were given scholarships in the form of tuition waivers to attend summer high school. All middle school students were able to attend a CIM Academy for free.
159. (VII-30.1) PPS should develop a comprehensive plan to expand its summer school enrollment.	IP	P - With assistance of the City of Portland, a middle school CIM Academy has been implemented, nearly doubling the number of students able to attend summer school programs. Support was also provided to 10 elementary summer school programs and scholarships provided to 400 high school students.
160. (VII-31.1) Conduct a longitudinal study to compare the quality and cost of Head Start program delivery capabilities.	IP	IP - Staff member has been assigned to conduct a longitudinal study of Head Start beginning with the class of 1994/95 who are now third graders.
162. (VII-32.1) Form an independent committee of administrators, teachers, parents, and community agents to develop a five year plan for the Head Start program that is consistent with the overall strategic direction of PPS.	N	IP - Jeanne Pace, Director of Portland Head Start is in the process of forming a committee to draft a five-year plan. This plan will also consider recommendations made by the District's Strategic Plan.

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**Cross-Index of Recommendations**

Recommendation Numbers	KPMG Numbers	Task Force Assignment
- 1.	(II-1.1)	Strategic Plan
- 2.	(II-1.2)	Strategic Plan
- 3.	(II-1.3)	Strategic Plan
- 4.	(II-1.4)	Strategic Plan
- 5.	(II-2.1)	Strategic Plan
- 6.	(II-3.1)	Achievement
- 7.	(II-4.1)	Communications
- 8.	(II-4.2)	Communications
- 9.	(II-4.2)	Communications
- 10.	(II-5.1)	Finance
- 11.	(II-5.2)	Finance
- 12.	(II-6.1)	Information Technology
- 13.	(II-6.2)	Information Technology
- 14.	(II-7)	Admin/Safety
- 15.	(II-8.1)	Finance
- 16.	(II-9.1)	Communications
- 17.	(II-10.1)	Admin/Safety
- 18.	(II-11.1)	Admin/Safety
- 19.	(II-12.1)	Facilities
- 19.0	(II-12.1)	Facilities
- 19.1	(II-12.1)	Facilities
- 19.2	(II-12.1)	Facilities
- 19.3	(II-12.1)	Facilities
- 19.4	(II-12.1)	Facilities
- 19.5	(II-12.1)	Facilities
- 19.6	(II-12.1)	Facilities
- 19.7	(II-12.1)	Facilities
- 19.8	(II-12.1)	Facilities
- 19.9	(II-12.1)	Facilities
- 19.10	(II-12.1)	Facilities
- 20.	(III-1.1)	Strategic Plan
- 21.	(III-1.2)	Strategic Plan

Portland Public Schools  
Performance Audit Status Report - January 21, 2000

Recommendation Numbers	KPMG Numbers	Task Force Assignment
- 22.	(III-1.3)	Strategic Plan
- 23.	(III-2.1)	Strategic Plan
- 24.	(III-2.2)	Strategic Plan
- 25.	(III-3.1)	Strategic Plan
- 26.	(III-3.2)	Strategic Plan
- 27.	(III-4.1)	Strategic Plan
- 28.	(III-5.1)	Communications
- 29.	(III-6.1)	Communications
- 30.	(III-7.1)	Communications
- 31.	(III-7.2)	Communications
- 32.	(III-8.1)	Communications
- 33.	(III-9.1)	Communications
- 34.	(III-9.2)	Communications
- 35.	(III-10.1)	Communications
- 36.	(III-10.2)	Communications
- 37.	(IV-1.1)	Human Resources
- 38.	(IV-1.2)	Human Resources
- 39.	((IV-1.3)	Information Technology
- 40.	(IV-1.4)	Human Resources
- 41.	(IV-2.1)	Human Resources
- 42.	(IV-2.2)	Human Resources
- 43.	(IV2.3)	Human Resources
- 44.	(V-1.1)	Information Technology
- 45.	(V-1.2)	Information Technology
- 46.	(V-1.3)	Information Technology
- 47.	(V-2.1)	Information Technology
- 48.	(V-2.2)	Information Technology
- 49.	(V-2.3)	Information Technology
- 50.	(V-3.1)	Information Technology
- 51.	(V-4.1)	Information Technology
- 52.	(V-4.2)	Information Technology
- 53.	(V-5.1)	Information Technology
- 54.	(V-6.1)	Information Technology
- 55.	(V-7.1)	Information Technology
- 56.	(V-8.1)	Information Technology
- 57.	(V-9.1)	Information Technology

Portland Public Schools  
Performance Audit Status Report - January 21, 2000

Recommendation Numbers	KPMG Numbers	Task Force Assignment
- 58.	(V-10.1)	Finance
- 59.	(V-11.1)	Finance
- 60.	(V-12.1)	Information Technology
- 61.	(V-13.1)	Information Technology
- 62.	(V-14.1)	Information Technology
- 63.	(V-15.1)	Information Technology
- 64.	(V-16.1)	Information Technology
- 65.	(VI-1.1)	Finance
- 66.	(VI-2.1)	Finance
- 67.	(VI-2.2)	Finance
- 68.	(VI-2.3)	Finance
- 69.	(VI-2.4)	Communications
- 70.	(VI-3.1)	Communications
- 71.	(VI-3.2)	Finance
- 72.	(VI-4.1)	Finance
- 73.	(VI-4.2)	Finance
- 74.	(VI-5.1)	Finance
- 75.	(VI-5.2)	Finance
- 76.	(VI-5.3)	Finance
- 77.	(VI-5.4)	Finance
- 78.	(VI-5.5)	Finance
- 79.	(VI-6.1)	Finance
- 80.	(VI-6.2)	Finance
- 81.	(VI-7.1)	Finance
- 82.	(VI-8.1)	Finance
- 83.	(VI-9.1)	Human Resources
- 84.	(VI-10.1)	Human Resources
- 85.	(VI-11.1)	Human Resources
- 86.	(VI-12.1)	Finance
- 87.	(VI-13.1)	Inventory
- 88.	(VI-13.2)	Inventory
- 89.	(VI-13.3)	Inventory
- 90.	(VI-14.1)	Inventory
- 91.	(VI-15.1)	Inventory
- 92.	(VI-16.1)	Inventory
- 93.	(VI-17.1)	Finance

Portland Public Schools  
Performance Audit Status Report - January 21, 2000

Recommendation Numbers	KPMG Numbers	Task Force Assignment
- 94.	(VI-17.2)	Finance
- 95.	(VI-18.1)	Finance
- 96.	(VI-19.1)	Finance
- 97.	(VI-20.1)	Finance
- 98.	(VI-21.1)	Human Resources
- 99.	(VI-21.2)	Finance
- 100.	(VI-22.1)	Admin/Safety
- 101.	(VI-23.1)	Admin/Safety
- 102.	(VI-24.1)	Admin/Safety
- 103.	(VI-25.1)	Finance
- 104.	(VII-1.1)	Strategic Plan
- 105.	(VII-1.2)	Achievement
- 106.	(VII-2.1)	Achievement
- 107.	(VII-2.2)	Achievement
- 108.	(VII-2.3)	Achievement
- 109.	(VII-3.1)	Achievement
- 110.	(VII-3.2)	Achievement
- 111.	(VII-4.1)	Achievement
- 112.	(VII-4.2)	Achievement
- 113.	(VII-4.3)	Achievement
- 114.	(VII-5.1)	Achievement
- 115.	(VII-5.2)	Achievement
- 116.	(VII-5.3)	Achievement
- 117.	(VII-5.4)	Achievement
- 118.	(VII-5.5)	Achievement
- 119.	(VII-6.1)	Achievement
- 120.	(VII-6.2)	Achievement
- 121.	(VII-7.1)	Achievement
- 122.	(VII-7.2)	Achievement
- 123.	(VII-8.1)	Achievement
- 124.	(VII-9.1)	Achievement
- 125.	(VII-10.1)	Achievement
- 126.	(VII-10.2)	Achievement
- 127.	(VII-11.1)	Achievement
- 128.	(VII-11.2)	Achievement
- 129.	(VII-11.3)	Achievement

Portland Public Schools  
Performance Audit Status Report - January 21, 2000

Recommendation Numbers	KPMG Numbers	Task Force Assignment
- 130.	(VII-11.4)	Achievement
- 131.	(VII-11.5)	Achievement
- 132.	(VII-11.6)	Achievement
- 133.	(VII-11.7)	Achievement
- 134.	(VII-12.1)	Achievement
- 135.	(VII-13.1)	Achievement
- 136.	(VII-14.1)	Achievement
- 137.	(VII-14.2)	Achievement
- 138.	(VII-15.1)	Achievement
- 139.	(VII-16.1)	Achievement
- 140.	(VII-16.2)	Achievement
- 141.	(VII-17.1)	Achievement
- 142.	(VII-17.2)	Achievement
- 143.	(VII-18.1)	Achievement
- 144.	(VII-18.2)	Achievement
- 145.	(VII-19.1)	Communications
- 146.	(VII-20.1)	Communications
- 147.	(VII-21.1)	Communications
- 148.	(VII-22.1)	Communications
- 149.	(VII-22.1)	Communications
- 150.	(VII-22.2)	Communications
- 151.	(VII-23.1)	Human Resources
- 152.	(VII-24.1)	Achievement
- 153.	(VII-25.1)	Achievement
- 154.	(VII-26.1)	Achievement
- 155.	(VII-27.1)	Achievement
- 156.	(VII-28.1)	Achievement
- 157.	(VII-28.2)	Achievement
- 158.	(VII-29.1)	Achievement
- 159.	(VII-30.1)	Achievement
- 160.	(VII-31.1)	Achievement
- 161.	(VII-31.2)	Admin/Safety
- 162.	(VII-32.1)	Achievement
- 163.	(VIII-1.1)	Admin/Safety
- 164.	(VIII-2.1)	Admin/Safety
- 165.	(VIII-3.1)	Admin/Safety

Portland Public Schools  
Performance Audit Status Report - January 21, 2000

Recommendation Numbers	KPMG Numbers	Task Force Assignment
- 166.	(VIII-4.1)	Admin/Safety
- 167.	(VIII-5.1)	Admin/Safety
- 168.	(VIII-6.1)	Admin/Safety
- 169.	(VIII-6.2)	Admin/Safety
- 170.	(VIII-7.1)	Facilities
- 171.	(VIII-8.1)	Admin/Safety
- 172.	(VIII-9.1)	Admin/Safety
- 173.	(VIII-10.1)	Facilities
- 174.	(VIII-11.1)	Facilities
- 175.	(VIII-12.1)	Facilities
- 176.	(VIII-13.1)	Facilities
- 177.	(VIII-14.1)	Facilities
- 178.	(VIII-15.1)	Facilities
- 179.	(VIII-16.1)	Facilities
- 180.	(VIII-17.1)	Facilities
- 181.	(VIII-18.1)	Bond
- 182.	(VIII-18.2)	Bond
- 183.	(VIII-18.3)	Bond
- 184.	(VIII-19.1)	Bond
- 185.	(VIII-20.1)	Bond
- 186.	(VIII-21.1)	Bond
- 187.	(VIII-21.2)	Bond
- 188.	(VIII-21.3)	Bond
- 189.	(VIII-22.1)	Bond
- 190.	(VIII-22.2)	Bond
- 191.	(VIII-22.3)	Bond
- 192.	(VIII-23.1)	Bond
- 193.	(VIII-24.1)	Bond
- 194.	(VIII-24.2)	Bond
- 195.	(VIII-24.3)	Bond
- 196.	(VIII-25.1)	Bond
- 197.	(VIII-25.2)	Bond
- 198.	(VIII-26.1)	Bond
- 199.	(VIII-27.1)	Bond
- 200.	(VIII-27.2)	Bond
- 201.	(VIII-28.1)	Bond

Portland Public Schools  
Performance Audit Status Report - January 21, 2000

Recommendation Numbers	KPMG Numbers	Task Force Assignment
- 202.	(VIII-29.1)	Bond
- 203.	(VIII-30.1)	Bond
- 204.	(VIII-30.2)	Bond
- 205.	(VIII-30.3)	Bond
- 206.	(VIII-31.1)	Bond
- 207.	(VIII-31.2)	Bond
- 208.	(VIII-31.3)	Bond
- 209.	(VIII-32.1)	Admin/Safety
- 210.	(VIII-33.1)	Admin/Safety
- 211.	(VIII-34.1)	Admin/Safety
- 212.	(VIII-35.1)	Admin/Safety
- 213.	(VIII-36.1)	Admin/Safety
- 214.	(VIII-37.1)	Admin/Safety
- 215.	(VIII-37.2)	Admin/Safety
- 216.	(VIII-38.1)	Admin/Safety
- 217.	(VIII-38.2)	Admin/Safety
- 218.	(VIII-39.1)	Admin/Safety
- 219.	(VIII-39.2)	Admin/Safety
- 220.	(VIII-39.3)	Admin/Safety
- 221.	(VIII-39.4)	Admin/Safety
- 222.	(VIII-40.1)	Admin/Safety
- 223.	(VIII-40.2)	Admin/Safety
- 224.	(VIII-40.3)	Admin/Safety
- 225.	(VIII-40.4)	Admin/Safety
- 226.	(VIII-40.5)	Admin/Safety
- 227.	(VIII-40.6)	Admin/Safety
- 228.	(VIII-41.1)	Human Resources
- 229.	(VIII-42.1)	Human Resources
- 230.	(VIII-43.1)	Human Resources
- 231.	(VIII-44.1)	Human Resources
- 232.	(VIII-44.2)	Human Resources
- 233.	(VIII-45.1)	Human Resources