

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

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Purchases, Bids, Contracts

The Superintendent RECOMMENDED adoption of the following item:

Resolution 5260

Director Anthony moved and Director Knowles seconded the motion to adopt the above numbered item. The motion was put to a voice vote and passed unanimously (7-yes, 0-no), with Student Representative Davidson voting yes, unofficial.

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RESOLUTION No. 5260

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Experis US, Inc.	5/4/16 through 6/30/17 Option to renew annually through 4/30/2021	Personal Services PS 62873	District-wide: Temporary Staffing Services on an as needed basis. Maximum contract term through 6/30/2021. RFP 2015-1992	Original Term \$600,000 \$3,000,000 over maximum contract term	J. Klein Various based on usage
Roth Staffing dba Ultimate Staffing Companies	5/4/16 through 6/30/17 Option to renew annually through 4/30/2021	Personal Services PS 62876	District-wide: Temporary Staffing Services on an as needed basis. Maximum contract term through 6/30/2021. RFP 2015-1992	Original Term \$600,000 \$3,000,000 over maximum contract term	J. Klein Various based on usage
Micro Computer Systems, Inc. dba MicroK12	5/4/2016 through 12/31/2016 Option to renew annually through 5/3/2021	Cooperative Agreement COA 62787	District-wide Educational Technology including: Chromebooks, wireless devices, and related equipment (peripherals, accessories, carts and stands) with pre-delivery services on an as-needed basis. Maximum contract term through 5/3/2021. Lead Agency: Educational Service District 112, Vancouver, Washington	Original Term \$1,000,000 \$5,000,000 over maximum contract term	J. Klein Various based on usage
Keystone Contracting, Inc.	5/4/2016 through 4/30/2018 Option to renew annually through 4/30/2023	Services S 62853	District-wide Hazardous Materials Abatement Services on an as needed basis. Maximum contract term through 4/30/2023. RFPQ 2015-2047	Original Term \$200,000 \$700,000 over maximum contract term	T. Magliano Various based on usage Dept. 5597
Hydro-Temp Mechanical, Inc.	5/4/2016 through 12/31/2016	Construction Services C 62896	BESC: Replace critical HVAC component - cooling tower #3 ITB 2015-2049	\$284,400	T. Magliano Fund 438 & 404 Dept. 5597

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NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

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Other Matters Requiring Board Approval

The Superintendent RECOMMENDED adoption of the following items:

Resolutions 5261 through 5264

During the Committee of the Whole, Director Esparza Brown moved and Director Kohnstamm seconded the motion to adopt Resolution 5261. The motion was put to a voice vote and passed unanimously (7-yes, 0-no), with Student Representative Davidson voting yes, unofficial.

During the Committee of the Whole, Director Esparza Brown moved and Director Anthony seconded the motion to adopt Resolution 5262. The motion was put to a voice vote and passed unanimously (7-yes, 0-no), with Student Representative Davidson voting yes, unofficial.

Resolution 5263 was WITHDRAWN.

Director Anthony moved and Director Rosen seconded the motion to adopt Resolution 5264. The motion was put to a voice vote and passed by a vote of 6-0-1 (6-yes, 0-no, 1-abstain [Knowles]), with Student Representative Davidson voting yes, unofficial.

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RESOLUTION No. 5261

Resolution to Celebrate
Teacher and School Administrator Appreciation Week May 2 through 6, 2016

RECITALS

- A. Approximately 3,000 Portland Public Schools administrators, teachers and professional educators, through their expertise and passion, prepare the 48,000 students in Portland Public Schools to succeed in college and career and to become responsible members of our community.
- B. The Board of Education acknowledges the daily work of our administrators and teachers for their commitment to excellence in education for all students of Portland Public Schools.
- C. Every day, PPS administrators and teachers challenge students through engaging and rigorous curriculum and instruction that is relevant to their lives, sparks their interests and helps them to reach their potential.
- D. Every day, administrators and teachers build relationship with students and families to develop teamwork and collaboration that supports active, engaged learners in school and at home.
- E. Every day, administrators and teachers connect with colleagues and administrators to review and sharpen their practice and to find solutions that meet the needs of all students and learning challenges.
- F. Every day, administrators and teachers reach outside the classroom to build relationships with community partners that create vibrant and productive learning environments.

RESOLUTION

The Portland Board of Education declares May 2 through 6, 2016 Teacher and School Administrator Appreciation Week in recognition and appreciation of their dedicated efforts to ensure the success of students in Portland Public Schools.

S. Murray

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RESOLUTION No. 5262

Resolution to Develop an Implementation Plan for Ethnic Studies Curriculum

RECITALS

- A. Throughout this school year, the ALLY students from the Asian Pacific American Network of Oregon (APANO) have testified at Board Meetings regarding the importance of developing an ethnic studies curriculum within every high school in Portland Public Schools. On April 19, 2016, the ALLY students presented to the Board of Education's Teaching and Learning Committee and provided a resolution that is provided, in part, below:

Portland Public High Schools' overall student body was made up of 46% students of color in the 2014-2015 school year, while the student bodies of Benson, Franklin, Jefferson, Madison and Roosevelt High Schools were all half or more students of color. Yet the achievement gap persists for students of color in key outcomes connected to student engagement, including chronic absenteeism, suspension and expulsion rates, credit accumulation and graduation. In 2013-2014, the gap in graduation rates remained over 10%, from 64.1% for students of color compared to 75.5% for White students.

On June 13, 2011, in Resolution No. 4459, Portland Public Schools' Board unanimously adopted the PPS Racial Educational Equity Policy. This resolution lists closing the achievement gap between White students and students of color, while raising achievement for all students, as the top priority of the Board, Superintendent and all district staff. The policy explicitly locates the responsibility for changing these disparities with the district, not students, and commits to PPS "significantly chang[ing] its practices in order to achieve and maintain racial equity in education." This includes a commitment that:

- i. "The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.."¹*

As part of the adoption of the Racial Educational Equity Policy, the District identified four areas that require significant investment and attention in order to achieve racial equity. The first, Culturally Responsive Teaching & Learning, states, "we must provide students of color with rigorous, culturally responsive, and engaging learning environments which accelerate their academic achievement and personal growth." The second, Culturally Responsive Workforce, affirms that, "If our workforce mirrors the student & family population we serve, then our organization will be better able to provide role models for students of color, better understand the needs of our students and families of color, and make better decisions for our families and students of color. Increasing the racial, ethnic, and linguistic diversity of our organization increases the cultural responsiveness of our organization."²

Providing and expanding ethnic studies courses is promoted in a set of policy recommendations to eliminate racial disparities, developed by Dr. Ann Curry Stevens, Analucia Lopezrevorido and Dana Peters, prepared for the Eliminating Disparities Collaborative of the All Hands Raised Partnership, of which Portland Public Schools is a member. The following four policy solutions are explicitly recommended:

¹ "Portland Public Schools Racial Educational Equity Policy." Portland Public Schools. http://www.pps.k12.or.us/files/equity/PPS_Equity_Policy.pdf

² "PPS Equity Plan." Portland Public Schools. <http://www.pps.k12.or.us/equity-initiative/8558.htm>

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- i. Require curriculum to be available in all schools that affirms and centers the contributions of all students' heritage to the fabric of the USA.*
- ii. Provide curriculum and school climate that affirms the ethnic and cultural identity of students of color.*
- iii. Assign strong teachers to ethnic studies courses.*
- iv. Expand offerings of ethnic studies courses.³*

Research on the impact of ethnic studies curriculum has found that students of all races benefit academically and socially. A study based on Tucson's Mexican American Studies Program demonstrated improvement for enrolled students on homework completion and standardized test scores, as well as higher graduation rates compared to non-enrolled students. Other studies have demonstrated improved literacy skills and student engagement due to participation in ethnic studies programs.³

- B. As part of their resolution, the ALLY students requested the following:

Portland Public Schools...form an oversight committee made up of staff, students, teachers and community partners, which will be co-chaired by an APANO leader. The role of this committee [would] be to consult students, teachers and community members, in the development of an ethnic studies program to be implemented across all PPS high schools as an elective, that [would] (a) incorporate and prioritize proficiency-based learning; and (b) focus on history, culture, and US social movements of, people of color, emigrant, and LGBTQ communities.

This summer Portland Public Schools... form an ethnic studies student advisory council made up of 5 Portland Public High School students of color. A portion of students from the advisory council [would] support the development of an ethnic studies curriculum with assistance from school staff, teachers, and community members. These students [would] be compensated for their work for 10 hours/week each for 8 weeks during the summer.

Portland Public Schools will establish a timeline, as outlined below, for the development and implementation of the ethnic studies program:

- Year 1 creation of the ethnic studies oversight committee and student advisory council to work on and develop an ethnic studies curriculum and teacher training*
- Year 2 pilot at least 1 new ethnic studies classes as an elective in every Portland Public High School that doesn't already have an ethnic studies class*
- By Year 4 assess the need to update/revise other Social Studies curriculum and prepare a plan to extend this work to the Middle Schools.*

- C. At their April 19, 2016 meeting, the Teaching and Learning Committee voted 3-0 to support the concept of the development and implementation of ethnic studies curriculum within the social studies program in every Portland Public high school within four years and to direct staff to prepare an implementation plan.

³ Curry-Stevens, A., Lopezrevorido, A. & Peters, D. (2013). Policies to eliminate racial disparities in education: A literature review. Portland, OR: Center to Advance Racial Equity, Portland State University, 44-46.

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RESOLUTION

1. The Board of Education thanks the ALLY students from APANO for their advocacy on behalf of ethnic studies and their activism on behalf of students.
2. The Board of Education directs the Superintendent to develop an implementation plan to ensure ethnic studies courses are offered in every Portland Public High School by fall of 2018 in collaboration with ALLY students.
3. The Board of Education establishes an ethnic studies oversight committee and student advisory council with the purpose of design and implementation of expanded ethnic studies curriculum, teacher training, and budget recommendation

RESOLUTION No. 5263

WITHDRAWN

RESOLUTION No. 5264

Minutes

The following minutes are offered for adoption:

April 19, 2016