

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 5265

Director Kohnstamm moved and Director Anthony seconded the motion to adopt the above numbered item. The motion was put to a voice vote and passed by a vote of 6-0 (Yes-6, No-0) with Director Knowles absent and Student Representative Davidson voting yes, unofficial.

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RESOLUTION No. 5265

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
Corp, Inc.	5/18/2016 through 12/30/2016	Construction C 62913	Cleveland re-roofing, seismic improvements and ADA improvements as part of the 2016 improvement projects. ITB-C 2016-2074 Bond 2012	\$4,650,000	J. Vincent Fund 451 Dept. 3213 Projects DC208 & DC408
2KG Contractors, Inc.	5/18/2016 through 3/30/2018	Construction C 62915	Cesar Chavez and Scott ADA improvements elevators and science room upgrades as part of the 2016 improvement projects. ITB-C 2016-2075 Bond 2012	\$2,657,000	J. Vincent Fund 451 Depts. 1150 & 1282 Projects DB108 & DC408
Skyward Construction, Inc.	5/18/2016 through 12/30/2016	Construction C 62923	Sellwood roof, seismic and ADA improvements, and MLC seismic and ADA improvements as part of the 2016 improvement projects. ITB-C 2016-2076 Bond 2012	\$2,553,483	J. Vincent Fund 451 Depts. 2283 & 4154 Projects DB108, DC208, DC308 & DC408
2KG Contractors, Inc.	5/18/2016 through 12/30/2016	Construction C 62932	Abernethy re-roofing and seismic improvements, and Jefferson ADA improvements as part of the 2016 improvement projects. ITB-C 2016-2077 Bond 2012	\$2,110,400	J. Vincent Fund 451 Depts. 1131 & 3118 Projects DC208, DC308 & DC408

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

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Other Matters Requiring Board Approval

The Superintendent RECOMMENDED adoption of the following items:

Resolutions 5266 through 5272

Director Kohnstamm moved and Director Anthony seconded the motion to adopt Resolutions 5266 through 5271. The motion was put to a voice vote and passed by a vote of 6-0 (Yes-6, No-0) with Director Knowles absent and Student Representative Davidson voting yes, unofficial.

During the Committee of the Whole, Director Rosen moved and Director Anthony seconded the motion to adopted Resolution 5272. The motion was put to a voice vote and passed unanimously (Yes-7, No-0) with Student Representative Davidson voting yes, unofficial.

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RESOLUTION No. 5266

Attendance Area Changes for Lincoln and Wilson Cluster Schools

RECITALS

- A. Portland Public Schools has experienced seven straight years of student enrollment growth. When coupled with improved state and local funding, the district has seen an annual rise in the number of schools insufficient classroom and common spaces for teachers and students.
- B. At the same time, many schools continue to have insufficient enrollment to sustainably provide core program offerings to all students. This includes 18 schools reconfigured into K-8 structures in the mid-2000s.
- C. In February 2013, the PPS Board of Education unanimously approved resolution 4718, the PK-8 Jefferson Enrollment Balancing Resolution, directing staff to develop and recommend a process for a comprehensive review of school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.
- D. In November 2014, PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide advice to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues.
- E. In September 2015 the PPS Board of Education approved an Enrollment Balancing Values Framework, developed by D-BRAC, as guidance for future enrollment balancing decisions.
- F. Between October 2015 and March 2016, PPS convened 22 community meetings to gather feedback on staff-generated proposals to balance enrollment across the district. Several issues emerged during this process regarding schools in the Lincoln and Wilson clusters, including the need for:
 - 1. Immediate enrollment relief at Chapman Elementary School, and a long-term plan to address future expected residential growth in the Chapman boundary.
 - 2. A plan to address overcrowding at Hayhurst school, including both the growing neighborhood K-5 program and the Odyssey K-8 focus option, that would not result in under-enrollment for the neighborhood program.
 - 3. Enrollment relief for Lincoln High School, with a desire to avoid splitting up students who attend one middle school into two high schools, or who attend one elementary school into two middle schools.
 - 4. Enrollment relief for Capitol Hill and Maplewood schools that would allow both schools to avoid overcrowding for several years.
- G. D-BRAC members attended the community events, held dozens of separate meetings to consider options and provided advice on Westside Boundary changes to the Superintendent on February 9, 2016.
- H. Superintendent Smith conducted additional listening sessions in March 2016 to inform her final recommendation.
- I. This recommendation results in overcrowding relief for Chapman Elementary School through:
 - 1. Assignment of Chapman Kindergarten students to classrooms at the PPS Ramona campus, 1545 NW 13th Street.

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2. Assigning portion of the Chapman attendance area to other schools as follows:
 - a) The area located north of West Burnside Road and west of Hilltop Drive to Forest Park Elementary School.
 - b) The area located south of West Burnside Road and west of Skyline Boulevard to Bridlemile Elementary School.
 - c) The area located south of West Burnside Road and west of Washington Park and the area located south of SW Market Street to Ainsworth Elementary School.
 - d) All proposed changes impact grades K-5 only, with grades 6-8 remaining assigned to West Sylvan Middle School and grades 9-12 remaining assigned to Lincoln High School.

- J. Lincoln High School overcrowding will be relieved through a boundary change between Lincoln and Wilson High School, which will begin with incoming 9th grade students in fall 2017.
 1. Most of Bridlemile Elementary will be assigned to Robert Gray Middle School and Wilson High School beginning in fall 2017.
 2. Due to proximity and transportation concerns, students in the areas described below in J.2.a) through d) will continue to be assigned to West Sylvan Middle School and Lincoln High School, and receive district provided transportation to these schools from this catchment, where warranted. This catchment is:
 - a) The area of the Bridlemile boundary that is west of Scholls Ferry Road and north of Scholls Ferry Court (West Slope),
 - b) The area north of Highway 26 (Sylvan Highlands), and
 - c) The area bound on the north by Hwy 26 and on the west and south by the south side of SW Hewett Blvd and adjacent dead-end streets (SW 50th Ave, SW 54th Ave, extension of SW Hewett Blvd).
 - d) Students from these areas would have a transfer guarantee to attend Wilson, as well.
 3. Current West Sylvan 6th and 7th graders from the Bridlemile catchment area will have guaranteed right to transfer into Lincoln, without any transfer guarantee for younger siblings.
 4. Current Bridlemile 5th graders (high school class of 2023) will feed to West Sylvan in the fall of 2016 but have guaranteed right to transfer to Robert Gray. High school assignment for this class will be Wilson.
 5. Students interested in attending a different neighborhood school may complete a petition transfer. The Board policy on Student Enrollment and Transfer states, "requests to transfer to a different neighborhood school will be considered through the petition process. Petitions will be considered on an individual basis based on a standard set of criteria, taking into consideration available space at the requested school." (4.10.051-P)

- K. As recommended by DBRAC, Maplewood students will be assigned to Jackson Middle School beginning in 2017.

- L. Hayhurst Elementary School overcrowding will be addressed through multiple actions:
 1. The Odyssey K-8 focus option program will move in August 2016 to East Sylvan School, which is currently empty.
 2. To ensure that the remaining neighborhood program has sufficient enrollment to sustainably provide core programs, the following boundary changes are recommended:
 - a) The area south of Beaverton-Hillsdale Highway and west of SW 58th Avenue be assigned to Hayhurst from Bridlemile Elementary School. To provide a consistent feeder pattern, the same area will be assigned from West Sylvan

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Middle School to Gray Middle School, and from Lincoln High School to Wilson High School.

- b) The area south and west of SW Dosch Rd be assigned to Hayhurst from Rieke Elementary School.
 - c) The area east of SW 35th Avenue and south of SW North Carolina St, and the area east of SW 31st Ave. and south of SW Nevada Ct. be assigned to Hayhurst from Maplewood Elementary School. Current students attending Maplewood would be guaranteed transfer to Jackson Middle School.
 - d) Maplewood students would have priority to transfer to Hayhurst.
- M. Additional overcrowding relief for Maplewood school would be achieved through the assignment of the area located south of SW Caldew St. and east of SW 25th Ave to Rieke Elementary School. This area is less than one mile from Rieke, allowing students who are currently bused to school to become walkers and bike-riders instead. Current students attending Maplewood would be guaranteed transfer to Jackson Middle School.
- N. Overcrowding at Capitol Hill Elementary School will be addressed by assigning the area south of SW Maplecrest Ct/SW Terwilliger Blvd and east of SW 25th Ave to Stephenson Elementary School.
- O. All elementary school boundary changes would follow the implementation practice described in policy 4.10.045-P, and would begin in August 2016, middle and high school change which would begin in 2017.
- P. In addition to these immediate actions, the following possibilities will be pursued to ensure adequate capacity for growing enrollment in the Lincoln and Wilson clusters
1. Prepare to re-open Smith School as a K-5 school, with a projected launch of fall, 2019.
 2. Consider a possible new K-5 or middle school site to be incorporated in the Lincoln HS Master Plan.
 3. Work with the City of Portland to allocate enough square footage in the old Post Office re-development plan to be the location of possible new K-5 or Middle School.
 4. Consider through the educational options review process changes to the MLC campus, including shifting it from a K-12 to a K-8 focus option that prioritizes access for neighborhood children and moving MLC's K-12 program to a new site (possibly as part of the Post Office redevelopment) and repurposing the Couch Elementary building now occupied by MLC.

RESOLUTION

1. The Board of Education adopts the above recommendations for attendance area changes to schools in the Lincoln and Wilson Clusters.
2. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing and other operational adjustments to support effective implementation of these attendance area changes
3. The Board acknowledges and appreciates the participation of D-BRAC, and of thousands of community members, throughout the District-wide enrollment balancing process.

T Magliano

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RESOLUTION No. 5267

2016-17 Standard Inter-District Student Transfers

RECITALS

- A. State law requires district school boards to decide each year whether to participate in the standard interdistrict transfer process, including:
 - 1. The maximum number of resident students, if any, who will be released to schools in other district,
 - 2. The maximum number of non-resident students, if any, who will be accepted for enrollment in district schools,
 - 3. The priorities that will apply in a random lottery, in the event that there are more requests than maximum number of slots for releases or approvals, and
 - 4. The length of time that agreements will be in effect for non-resident students who transfer into district school.
- B. Of the nearly 1,000 non-resident students attending PPS schools this year who are subject to standard interdistrict transfer rules, approximately 450 will need to obtain permission from their resident districts and PPS in order to remain enrolled in 2016-17. The remaining students received permission in prior years, so do not need to seek it again.
- C. For the 2016-17 school year, Superintendent Smith recommends the School Board set an initial level of 450 standard interdistrict transfer slots for new approvals of non-resident students. In accordance with state law, that number may be revised at a later time so long as there are no pending applications.
- D. If there are more applicants than slots into PPS, lottery priority will be given to students requesting schools where they are currently enrolled and for students with an older brother or sister who will attend that school next year. Random lottery numbers will be used as tie-breakers as needed.
- E. Standard interdistrict lottery approvals into PPS will remain in effect through the highest grade of the approved school. Once a student reaches the highest grade, he/she will have to apply to attend a different PPS school the following year.
- F. Over the past four years, more than 650 PPS resident students have transferred to other school districts, either through the Open Enrollment procedure or through the standard interdistrict procedure. Those students do not have to seek permission from PPS to remain enrolled in other districts.
- G. The superintendent recommends that all resident students currently enrolled in their requested non-resident schools, as well as any of their incoming siblings, be approved through interdistrict transfer to their requested districts, so long as they apply by September 1, 2016. Releases to other districts remain in effect through 12th grade. Approximately 60-70 students are expected to meet criteria for release to other districts this year.
- H. Superintendent Smith directs staff to develop timelines and procedures to assist families with successfully participating in the standard interdistrict transfer request process.

RESOLUTION

- 1. The Board of Directors for Portland Public Schools accepts the Superintendent's recommendation to open 450 slots for non-resident students to transfer into PPS.

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2. The Board directs the Superintendent and her delegates to allocate PPS slots by school and grade level, and to follow these priorities in the event of more applicants than space:
 - Prioritize students currently enrolled in a school over new students
 - Prioritize new students with co-enrolled siblings over new students without co-enrolled siblings
 - Use random numbers as tie-breakers if needed
3. The Board accepts the Superintendent's recommendation for interdistrict transfer agreements into PPS to remain in effect through the highest grade of the approved school.
4. The Board further directs that all resident students currently enrolled in their requested non-resident schools, as well as any of their incoming siblings, be approved through interdistrict transfer to their requested districts, so long as they apply by September 1, 2016.

T. Magliano

May 17, 2016

RESOLUTION No. 5268

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. In response to the approval of the Board Resolution No. 5237, the Head Start Policy Council Program Planning Committee recommends applying for Federal Dosage and Duration funds to transition 10 double session classrooms to 17 extended day classrooms. If approved, this increase in extended day will require 7 additional classrooms, staff and materials. The Policy Council committee recommends applying for Federal Dosage and Duration funds to support the additional classrooms. These funds would be awarded in December 2016, to support the classrooms which would start in September of 2017. PPS Head Start Policy Council approved the committee's recommendation on May 10, 2016.
- D. In response to the Board's approval of a reduction of 40 slots for the 2016-2017 Fiscal Year, the Policy Council Program Planning Committee recommends closing the Ramona site (20) and a classroom at Applegate (20), for a reduction of 40 total slots. PPS Head Start Policy Council approved the committee's recommendation on May 10, 2016.
- E. Portland Public Schools Policy Council recommends submitting the application for the increased cost-of-living adjustment (COLA) of 1.8 percent. The total COLA amount increase is \$68,329 for the Fiscal Year 2016.
- F. The 2016 Oregon Legislature allocated \$2.65 million to be used in the 2016-2017 school year for one time investments for OPK program capacity. PPS Head Start is eligible \$156,031.00 based on \$337.00 allocated per each of 463 OPK funded enrollment slots. Policy Council recommends expenditures included in the attached documents.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

H. Adair

May 17, 2016

RESOLUTION No. 5269

Student Requesting Exemption from PE State Requirement

RECITALS

- A. In accordance with OAR 581-022-1910, Portland Public Schools may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:
- B. Approval of the exemption shall be based upon and shall include:
 - 1) A written request from the student's parent or guardian or the student, if that student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;
 - 2) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).
- C. Following approval by Portland Public Schools Board of Education, and upon completion of the alternative, credit shall be granted to the student.

RESOLUTION

- 1. The Board of Education approves one Portland Public Schools high school student to be granted exemption from the state PE requirement.
- 2. In accordance with OAR 581-022-1910, the student has a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written statement of agreement from their parent/guardian. The student will replace the PE credit requirement with alternative coursework as required .

A. Lopez

May 17, 2016

RESOLUTION No. 5270

A Resolution of School District No. 1-J, Multnomah County OR (Portland Public Schools) (The District) Stating that the Application for Allocation of QZABs to the Oregon State Department of Education is Approved and Authorizing the Entering into of a Purchase Agreement for Sale of the Board's QZABs

RECITALS

- A. School District No.1-J Multnomah County OR (the "District") has needs for certain capital improvements that would qualify for treatment as Qualified Zone Academy Bonds ("QZABs or "QZAB Bonds") under federal tax law (the "Project"); and
- B. The Board has previously submitted to the State of Oregon an application for allocation of state volume of QZABs for the Project; and
- C. The Oregon State Department of Education has allocated such volume through an application process in the amount of \$4,000,000.00 for the Project; and
- D. The term of QZABs and the tax credit allowance rate to the investor are subject to change so long as the Board has not entered into a purchase contract with an investor for the QZABs; and
- E. It would be advantageous for the Board to lock in the tax credit allowance rate and term for the QZABs rather than waiting until the time of closing for the QZABs; and

RESOLUTION

- 1. The Board of the District hereby authorizes the Superintendent, Chief Financial Officer, or their designee, to enter into and execute a purchase contract with a qualified buyer for the purchase of the QZABs or other tax-credit bonds after the Oregon Department of Education has granted the District an allocation.
- 2. Final documents for the QZABs, including forms of a lease, installment purchase agreement or other debt instrument, shall be presented to the Board for approval prior to closing for the QZABs or other tax-credit bonds.
- 3. The Superintendent or Chief Financial Officer are authorized to take such other actions necessary or convenient for proceeding with the Project and the issuance of the QZAB Bonds or other tax-credit bonds.
- 4. This resolution shall take effect and be in full force and effect from and after its passage and approval.

Y. Awwad

RESOLUTION No. 5271

Minutes

The following minutes are offered for adoption:

May 3, 2016

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RESOLUTION No. 5272

Resolution to Develop an Implementation Plan for Climate Literacy

RECITALS

- A. On the April 19, 2016, several community members, including representatives from 350PDX, presented to the Board of Education's Teaching and Learning Committee a resolution that provided, in part, below:

At a time when the science of global warming has prompted governments around the world to begin redefining our economies and to call for an end to the fossil fuel era, it is time for school districts to redefine what it means to educate students for a future of certain climate change. Climate literacy is essential for the success of Portland Public Schools students, both as members of their communities and citizens of the world.

Climate change is already having an enormous negative impact on nature and people around the world—which will only become worse—including present and future Portland Public Schools students.

There is overwhelming consensus in the scientific community that the climate crisis is created by human beings releasing greenhouse gases by mining and burning fossil fuels (coal, oil, and natural gas); through deforestation; and with environmentally damaging agricultural practices.

It is essential that in their classes and other school activities students probe the causes and consequences of the climate crisis—as well as possible solutions—in developmentally appropriate ways, and, from pre-K through 12th grade, become “climate literate”...

All Portland Public Schools students should develop confidence and passion when it comes to making a positive difference in society, and come to see themselves as activists and leaders for social and environmental justice—especially through seeing the diversity of people around the world who are fighting the root causes of climate change; and it is vital that students reflect on local impacts of the climate crisis, and recognize how their own communities and lives are implicated...

Portland Public Schools does not currently have a strategy for helping district educators to develop or to implement curriculum on the climate crisis...

Portland Public Schools' oft-stated commitment to equity requires us to investigate the unequal effects of climate change and to consistently apply an equity lens as we shape our response to this crisis...

In implementing its commitment to prepare students for college and careers, Portland Public Schools recognizes that as our society moves rapidly and definitively away from fossil fuels, we will need to prepare our students for robust job opportunities in green technologies, construction, and restoration efforts...

- B. As part of the resolution presented at the April 19, 2016 Board of Education's Teaching and Learning Committee, there was a request for the following:

Portland Public Schools commits itself to providing teachers, administrators, and other school personnel with professional development, curricular materials, and outdoor and field studies that explore the breadth of causes and consequences of the climate crisis as well as potential solutions that address the root causes of the crisis; and do so in ways that are participatory, imaginative, and respectful of students' and teachers' creativity and eagerness to be part of addressing global problems, and that build a sense of personal efficacy and empowerment...

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Portland Public Schools commits itself to drawing on local resources to build climate justice curriculum—especially inviting the participation of people from “frontline” communities, which have been the first and hardest hit by climate change—and people who are here, in part, as climate refugees...

Portland Public Schools recognizes that our schools must play a leadership role in modeling for students climate- and environmentally friendly practices when it comes to building design, energy use (including the use of solar panels), land use, waste disposal, and composting and recycling...

PPS curriculum will make students aware of training opportunities and living-wage jobs in the just transition away from fossil fuels—e.g., retrofitting old buildings to make them more energy efficient, the installation of solar panels, and more sustainable agricultural practices...

On a regular basis Portland Public Schools will sponsor activities that bring together teachers, students, and members of the community who are working for a future free of fossil fuels and for just solutions to the climate crisis, to share knowledge, resources, curriculum, and opportunities for students to become active in responding positively to the climate crisis, including learning job skills that will be needed in the transition away from fossil fuels; and ...that in developing a climate action plan for the school district, planners be mindful of proceeding in a way that reflects the ethnic and racial diversity of our student population; and that Portland Public Schools will support each school as it endeavors to effect this policy in response to the climate crisis...

- C. At their April 19, 2016 meeting, the Teaching and Learning Committee voted 3-0 to support the concept of the development and implementation plan for integrating climate change curriculum into instruction.

RESOLUTION

1. The Board of Education would like to thank the organizations and community partners that endorsed the resolution that was presented to the Teaching and Learning Committee, and for their activism on climate literacy.
2. Guided by the above recitals, the Board of Education directs the Superintendent in collaboration with PPS students, teachers, and community members to develop an implementation plan so that there is curriculum and educational opportunities that address climate change and climate justice in all Portland Public Schools.
3. The implementation plan should include a review of current textbooks for accuracy around the severity of the climate crisis and the impact of human activities. PPS will abandon the use of any adopted text material that is found to express doubt about the severity of the climate crisis or its root in human activities.