

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
March 31, 2014

**Board Auditorium**

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

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

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

*This meeting may be taped and televised by the media.*

**AGENDA**

1. **TEN GREAT FIELDS PROJECT PLAN AND FINANCING PROGRAM** 6:00 pm  
*(action item)*
2. **SUPERINTENDENT'S BUDGET MESSAGE** 6:20 pm
3. **STUDENT TESTIMONY** 7:00 pm
4. **STUDENT REPRESENTATIVE REPORT** 7:15 pm
5. **PUBLIC COMMENT** 7:25 pm
6. **DISCUSSION: FAUBION MASTER PLAN** 7:45 pm
7. **ADOPTION OF SCHOOL CALENDARS** – *(action item)* 8:30 pm
8. **SECOND READING: CONTRACTING RULES** *(action item)* 8:50 pm
9. **BUSINESS AGENDA** 9:00 pm
10. **ADJOURN** 9:15 pm

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.



# Board of Education

## Superintendent's Recommendation to the Board

**Board Meeting Date:** 3/31/14

**Executive Committee Lead:** Tony Magliano

**Department:** Facilities and Asset Management: **Presenter/Staff Lead:** Tony Magliano

**Agenda Action:**  Resolution  Policy

**SUBJECT: Great Fields Funding Completion Plan**

### BRIEF SUMMARY AND RECOMMENDATION

Portland Public Schools is committed to student wellness. PPS supports providing our high school communities and our community partners, both public and private, with equitable facilities for all students. All Portland Public Schools high school students deserve the same access to safe and functional synthetic fields and tracks.

I recommend the Board support this resolution to complete the remaining high school synthetic fields and tracks.

### BACKGROUND

On March 10, 2014, the Board of Education discussed the proposal to complete four of the five remaining high school fields and tracks and convert each field to synthetic turf. In 2008, the Board of Education for PPS approved Resolution 3896 which committed \$2 million dollars from the General Fund to support the ten PPS high schools. These funds were intended to leverage community and corporate dollars to upgrade each school's track and field from grass and dilapidated running surfaces to year-round synthetic turf and resurfaced tracks.

Knowing that some high schools would be better able to leverage funds necessary to complete their athletic facilities, the Board of Education and Superintendent Smith called for an equitable way in which to divide the \$2 million among the ten high schools, which prompted the division of funds based upon each high school's free and reduced lunch population. The higher the percentage of free and reduced lunch student population, the more money that school would receive out of the \$2 million.

Since that time, PPS has partnered with NIKE, Portland Parks and Recreation, the City of Portland, Portland City United, St. Mary's Academy, Theodore Roosevelt Athletic Complex, Ndamukong Suh Family Foundation, Friends of Grant Athletics and a myriad

**Reviewed and Approved by  
Superintendent**

of community, corporate, local, and national foundations and grant makers to complete the following projects:

- Replace the track and field at Grant High School
- Replace the track and field at Roosevelt High School
- Replace the field at Lincoln High School
- Resurface the Track at Madison High School
- Convert one field into two fields at Benson High School

There are still several projects to be completed including some of our schools with high populations of historically underserved students. PPS staff has worked vigilantly to develop community partners for the remaining tracks and fields and has commitments from NIKE, Foothills Soccer Club, Portland Timbers Army, private foundations, Wilson High School community, Northeast United Soccer Club and several other groups and individuals who want to see the fields completed for all students and communities throughout the city to enjoy.

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## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

The Great Fields project directly relates to policy 3.60.060-P Student Wellness through nutrition and physical activity. PPS is committed to providing school environments that use a holistic approach to promote and protect children's health, wellness and ability to learn by supporting behaviors that include healthy eating and physical activity.

Each student embracing and meeting high standards of wellness is one of seven vital signs of student progress identified in the 2005-2010 PPS Strategic Plan. Obesity rates have doubled among young children and tripled among adolescents over the past twenty years, becoming a local and national epidemic. Sedentary lifestyle, lack of physical activity and excessive caloric intake are the dominant causes of childhood obesity. Schools and the school system are a pragmatic means to partner with students, their families and the community to decrease and prevent obesity and other eating disorders by making the healthy choice the easy choice on school campuses. By doing so, school environments can help prevent obesity-related diseases in both children and adults. Physical fitness classes on a daily basis use every high school's track and field.

By ensuring each high school has appropriate athletic facilities available to all students PPS is supporting and providing equitable access to one of the guidelines for student wellness: safe facilities for physical fitness.

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## **PROCESS / COMMUNITY ENGAGEMENT**

Numerous fundraisers, community meetings, community led fundraising committees' web presences, as well as other fundraising efforts have been successfully developed and implemented. The fundraising efforts have been advertised throughout each school community, as well as receiving media attention through the Oregonian, local news stations, and national media attention for Ndamukong Suh's generous contributions to Grant High School.

<p><b>Reviewed and Approved by Superintendent</b></p>
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## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

All field and track work will be accomplished in accordance with the District's Equity in Public Purchasing and Contracting policy. All PPS high school students deserve the same access to safe and functional fields and tracks. At present, several of the lowest socio-economic schools in the district lack appropriate facilities for students.

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## **BUDGET / RESOURCE IMPLICATIONS**

The following work remains to be done under the proposed construction timeline for the summer of 2014:

- Wilson High School field
- Marshall High School field
- Jefferson High School track and field
- Madison High School field

PPS staff is currently working with the City of Portland and has asked for their continued financial support for our remaining projects, just as we have previously collaborated with joint financial commitments to past projects where both the high school and the community park could benefit (e.g. Grant High School).

The cost to complete the remaining four fields and one track is approximately \$7.2 million. In the absence of any financial support from the City of Portland, financial partners have contributed nearly \$2 million leaving a funding gap of about \$5.2 million.

A proposed financing strategy to meet this need using the Construction Excise Tax (CET) is outlined below:

	Proposed 2013/14 use of CET balance earmarked for CAR		Funds used 2013/19 from uncommitted CET Fund balance
2013-14	\$3,500,000		\$1,700,000
2014-15	\$2,800,000		\$700,000
2015-16	\$2,100,000		\$700,000
2016-17	\$1,400,000		\$700,000
2017-18	\$700,000		\$700,000
2018-19	\$0		\$700,000

In effect, \$3.5 million of the funding gap would be drawn from the CET balance earmarked for the Capital Asset Renewal plan, which are funds not needed in the next five years. The CAR set aside balance would be refunded each year with \$700,000 of the annual collections from the CET. Currently \$1.5 million of CET proceeds is added to this earmarked balance each year. This plan for financing the Great Fields work would effectively increase the annual set aside to \$2.2 million each year.

<b>Reviewed and Approved by Superintendent</b>
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The remaining \$1.7 million to close the funding gap would be drawn against the uncommitted CET balance, leaving about \$1.15 million uncommitted CET balance forecast for June 30,2014 and any annual excess above the \$2.2 million set aside available to support continuing capital requirements. For example, in 2014/15 the replacement of the fire alarm system at Madison High School is expected to cost \$1.7 million. There will be adequate funds to pay for this project.

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## **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

Commence permit application and construction bids for these remaining four fields to be converted from grass to synthetic turf and one track renovation to be completed in fall 2014.

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## **ATTACHMENTS**

### **RESOLUTION**

<p><b>Reviewed and Approved by Superintendent</b></p>
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# Board of Education

## Staff Report to the Board

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**Board Meeting Date:**

March 31, 2014

**Executive Committee Lead:**

C.J. Sylvester, Chief, School Modernization

**Department:**

Office of School Modernization

**Presenter/Staff Lead:**

Jim Owens, Executive Director, OSM  
Erik Gerding, Project Manager, OSM

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<b>SUBJECT: Staff Recommendation for Faubion Pre-K-8 Master Plan</b>
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**BRIEF SUMMARY AND RECOMMENDATION**

In accordance with the BOE Information Report – Bond Program 101 Presentation on 25, February 2013, staff is proposing the Board accept the preferred Master Plan for Faubion PK-8 School as the initial design-related action for the Faubion Replacement Project.

Staff is proposing the district:

- Approve this Master Plan to replace the existing Faubion Pre-K-8 school and construct a new Pre-K-8 school on the same site. In addition, in partnership with Concordia University, construct a new Concordia University College of Education facility and various associated wrap-around services including an Early Childhood Education Center. A portion of the combined building and access will be on contiguous Concordia property.
- Utilize the current Draft P-K-8 Area Program as a guide to construct the new Faubion PK-8 School to an approximate size of 83,300 square feet, which is funded by the 2012 Bond, and an additional approximate area of 47,400 square feet for partner spaces funded by Concordia University for a total of 130,700 square feet.

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**BACKGROUND**

Portland Public Schools (PPS) and Concordia University (Concordia) have an ongoing partnership that brings the resources of Concordia and its Student Service Corps to Faubion students. The partnership enhances the academic success of Faubion students and provides an opportunity for in-classroom experience for Concordia's College of Education students and volunteers. Additionally, the partnership provides assistance with the Schools Uniting Neighborhoods (SUN) program, nursing students support school nurse services, volunteers for the SMART program, and a shared use of facilities including the recently completed library at Concordia.

PPS and Concordia entered into a Pre-development agreement in September 2013 that created the framework for a joint master planning process. The Faubion Design Advisory Group (DAG), District & Concordia staff, Faubion families, potential wrap around service providers, neighboring St. Michael's church, and community members were involved in developing the plan.

<b>Reviewed and Approved by Executive Committee Lead</b>
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## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

1. Resolution No. 4608 (May 29, 2012) Resolution to Adopt the Superintendent's Recommended Update of the PPS Long Range Facilities Plan
2. Resolution No. 4800 (September 9, 2013) Resolution to Adopt the Educational Facility Vision as part of the District-wide Educational Specifications.
3. BOE Informational Report (February 25, 2013) – Bond Program 101 – Engagement
4. Resolution No. 4650 – Memorandum of Understanding with Concordia University for Master Planning and replacement of Faubion K-8 School
5. Resolution No. 4807 – Authorizing the Superintendent to Enter into a Predevelopment Agreement with Concordia University for Master Planning and Replacement of Faubion K-8 School

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## **PROCESS / COMMUNITY ENGAGEMENT**

The Master Planning process was a community centered effort that helped define the vision and goals of the project. A number of possibilities were explored in a series of public meetings, stakeholder engagement sessions, and design workshops. The Master Plan has defined an exciting opportunity for innovation in a new kind of partnership. The combination of a college of education and an elementary school has created opportunities for enriched flexible learning environments and community support services.

The DAG held a number of public meetings over a six month period to provide input and discussion about various issues and priorities related to the school, the project site, and the community. Two Public Design Workshops were held with extensive community attendance and thoughtful input from students, teachers, families and neighbors.

Students and their families were engaged in various meetings and presentations at the school. The work culminated in an Open House presentation of the preferred master plan option in February 2014.

The design team leader, BOORA Architects, have volunteered at Faubion this spring as part of the Architects in Schools program, administered by the Architecture Foundation of Oregon. At the end of the 6-week curriculum, student projects will be on display showcasing their thoughts about building spaces and a new school.

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## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

Policy Goal A: "The District shall provide every student with equitable access to high quality and culturally relevant facilities even when this means differentiating resources to accomplish this goal."

Policy Goal F: “The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally specific expertise—including governmental agencies, non-profit organizations, businesses, and the community in general—in meeting our educational outcomes.”

The preferred Master Plan offers flexibility in programming and provides opportunity for individuality in student learning styles and recognizes the ethnic, cultural and social diversity of our students.

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#### **BUDGET / RESOURCE IMPLICATIONS**

As set forth in the Pre-development Agreement between PPS and Concordia, the overall project budget is \$27,500,000 (PPS’s 2012 School Building Bond Program) combined with funding from Concordia University between \$7,000,000 and \$15,000,000.

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#### **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

Following approval of the preferred Master Plan, the Design Team will commence the Schematic Design phase of the work. Public meetings with the DAG, PPS and Concordia staff will continue to develop project details.

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#### **ATTACHMENTS**

- A. Draft Resolution “Authorizing Faubion Pre-K-8 School Master Plan as part of the 2012 Capital Bond Program”
- B. “The new Faubion PK-8 School with Concordia University Master Plan”

## **RESOLUTION No.**

### Authorizing Faubion PK-8 Master Plan with Concordia University College of Education as Part of the 2012 Capital Bond Program

#### **RECITAL**

1. Concordia University and Portland Public Schools have a long-standing relationship which has mutually benefited students of each institution, with ongoing tutoring and mentoring at several schools and specifically at Faubion PK-8 school.
2. Portland Public Schools and Concordia University have jointly used each other's facilities to expand and enrich the program offerings of each institution including PPS' play fields as well as Concordia's new library and sports complex.
3. Concordia University students, particularly through their Student Service Corps, have donated hours of assistance to Faubion students to improve their academic success, while allowing Concordia students to receive valuable hands-on teaching experience.
4. Concordia University's campus and Faubion K-8 school are adjacent but not currently laid out to take advantage of potential synergy between them.
5. There are significant needs within the Cully-Concordia neighborhoods which a replaced Faubion PreK-8 school could help address including a health clinic, early learner center, family resource center, and other wrap-around services.
6. Concordia University and Portland Public Schools entered into a Predevelopment Agreement in September 2013 establishing the framework for Master Planning of the project.

#### **RESOLUTION**

1. The Board of Education directs staff to utilize the current Draft PK-8 Area Program as a guide to construct the new Faubion PK-8 School to approximately 83,300 square feet as part of a larger project of approximately 130,700 square feet in partnership with Concordia University.
2. The Board of Education approves the preferred Master Plan dated March 17<sup>th</sup>, 2014 and directs staff to proceed with Schematic Design, Land Use Planning, and the drafting of a Development and Disposition Agreement between Portland Public Schools and Concordia University for the entire project.

*C. Sylvester/J. Owens*

# THE NEW FAUBION PK-8 SCHOOL WITH CONCORDIA UNIVERSITY MASTER PLAN

MARCH 17, 2014

**boora architects**







“Faubion/Concordia will be a community-centered campus modeling a holistic approach to education. We will inspire excellence in teaching and learning and provide for the needs of our children, families and community.”

**NEW FAUBION PK-8 DESIGN ADVISORY GROUP**  
FALL 2013



# **EXECUTIVE SUMMARY**

**PAGE 7**

# **MASTER PLAN VISION**

**PAGE 13**

# **MASTER PLAN COMPONENTS**

**PAGE 31**



# EXECUTIVE SUMMARY

# EXECUTIVE SUMMARY

## Vision

The new Faubion PK-8 School (with Concordia University College of Education) will transform the learning environment in Northeast Portland and be a new model for Portland Public Schools (PPS) as well as for academic institutions across the country. Serving learners in this NE Portland neighborhood from early childhood through doctoral candidates, the school will utilize its unique partnership to encourage meaningful new interactions between faculty, staff, and students from both institutions.

The school building will unite early childhood education, K-8, the Concordia University College of Education (CU COE), health and wellness, and community programs. This is a school where students will walk proudly and know that they are part of a strong community. They will grow up with the support of their parents, teachers, administrators, health care professionals, college mentors, and neighbors. This Master Plan outlines the critical components required in the campus and building environment that will encourage students to pursue their highest dreams.

The vision for this project was developed over several years. It builds on Portland Public Schools' Long Range Facility Plan (LRFP), the November 2012 Bond, the 2013 Education Facilities Visioning (PPS Vision), and the Concordia University 3 to PhD™ initiative. Working within this context, the new Faubion PK-8 Design Advisory Group (DAG) crafted a vision statement and goals specific to this project:

*“Faubion/Concordia will be a community-centered campus modeling a holistic approach to education. We will inspire excellence in teaching and learning and provide for the needs of our children, families and community.”*

This vision provides a solid foundation on which to design a school that is centered around the learning, health, and communal needs of Faubion’s families, CU’s COE, and the surrounding neighbors.

## Partnership

The new Faubion PK-8 school rebuild became a PPS priority in the November 2012 bond because of the significant partnership opportunities that are provided by CU. The bond provides \$27.5 million and CU has committed to raising between \$7.5 and \$15 million.

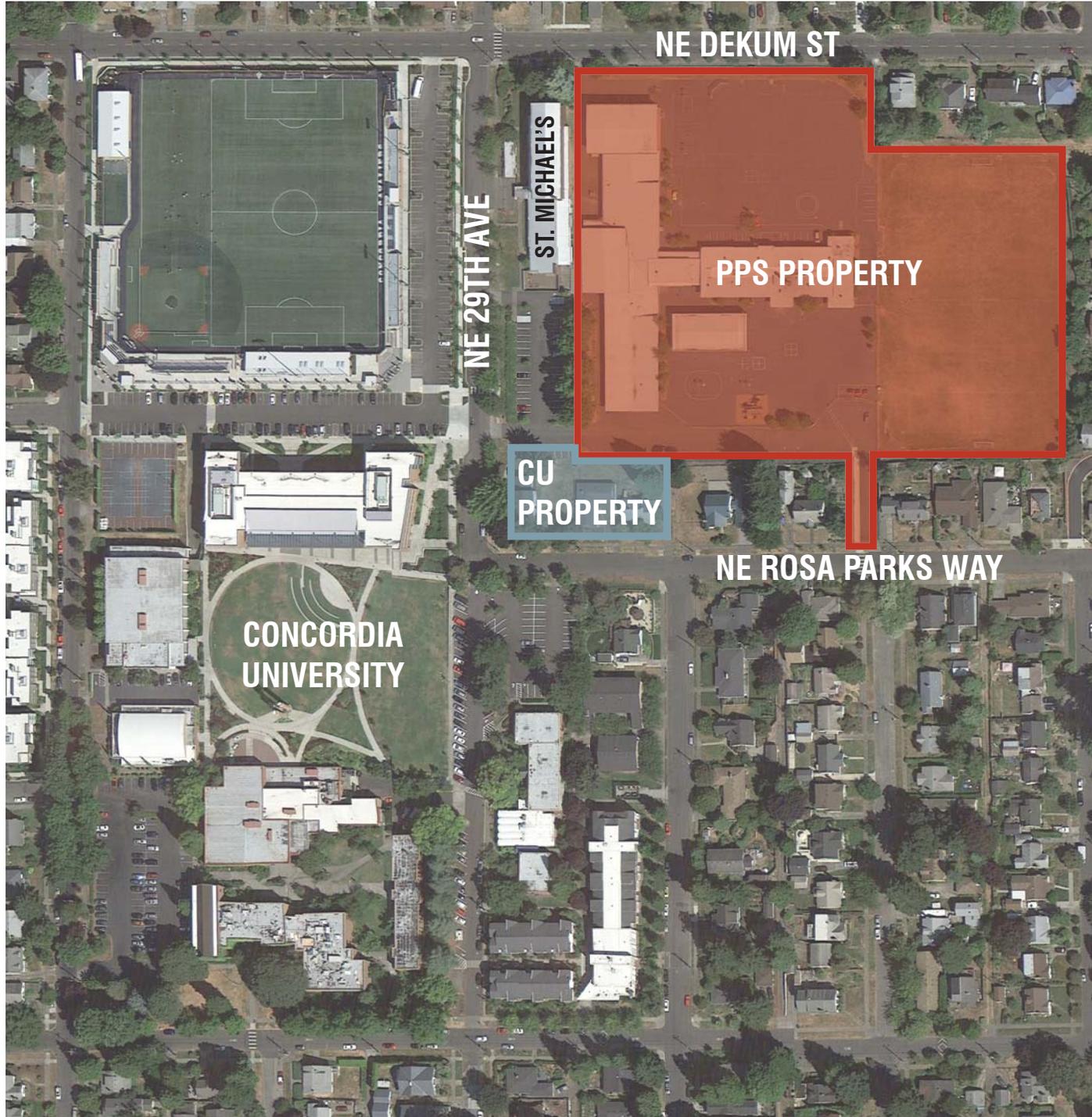
The centerpiece of this partnership is Faubion and Concordia’s 3 to PhD™ initiative. It aspires to close the opportunity gap by bringing together the people, services, and opportunities that students and families need to succeed. Together, Faubion and CU will create a network of programs focused on learning environments, health and wellness, community, and teacher preparation and development.

## Process

The Master Plan was created with input from a PPS/CU Executive Committee, Boora Architects and their consultant team, and the Design Advisory Group (DAG). The public provided input and feedback at two public workshops and an open house.

## Program

The project will encourage flexibility, collaboration, and connections. It will do this by incorporating the spaces called for in the PPS Education Specification plus additional learning, health and wellness, and community elements provided by the Concordia partnership, and spaces dedicated to the CU COE.



**SITE CONTEXT.** The existing Faubion PK-8 school is shown in red. The portion of the CU campus that will be incorporated into the new site plan is shown in blue.

### **Site Design**

Input from the DAG and the neighborhood helped shape a plan that ties together the new Faubion PK-8 school, the Concordia campus, and the neighborhood. The school will be accessed from the north (NE Dekum) and the south/west (NE 29th Street and NE Rosa Parks Way). The major school site functions - parking, playgrounds, and fields - are arranged across the north of the site. The south plaza creates a direct link to the CU campus. The site design will accommodate safe pedestrian and bike access. There are three options for bus drop off; refer to Landscape and Transportation narratives for details.

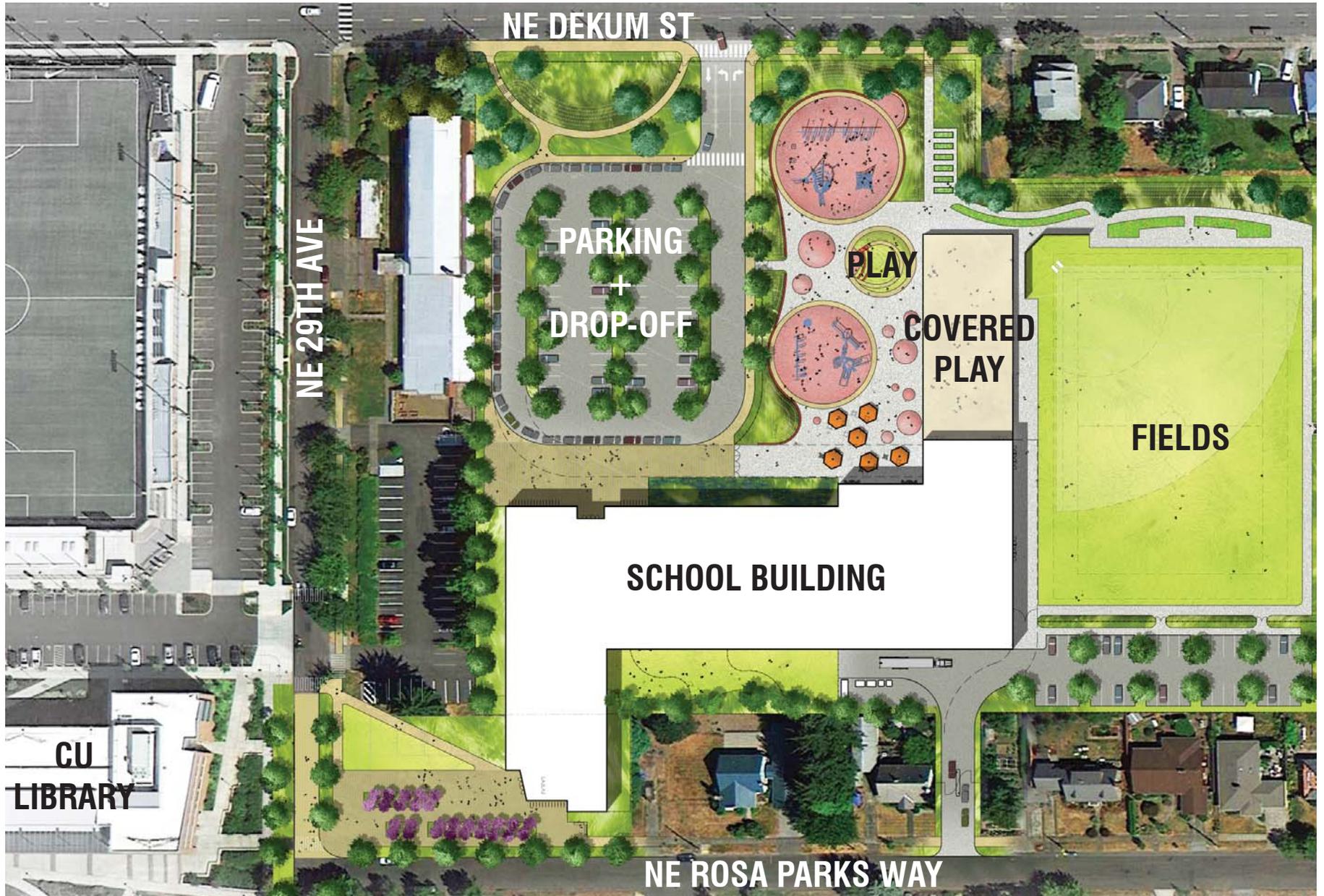
The school building is oriented in the east-west direction to optimize daylighting in the classrooms. Most of the building is 3 stories tall. This configuration maximizes the available site area, allows for an efficient interior organization, and makes the upper floors of the building visible from NE Dekum Street.

### **Building Concept**

In order to capture the excitement of this vibrant school, the building needs to have a strong exterior expression and a dynamic interior organization. From outside, the main entry plazas and the cafeteria/commons will provide welcoming entries/windows to the building. Inside, each community, wrap-around service, and learning space will have an entrance on a continuous “street”, known as the collaborative core. This clear organization will facilitate connections between partner organizations and families seeking services outside the traditional PK-8 programming. Portions of this space will be open to the public, while the PK-8 school itself will only be open to adults who have passed security controls.

### **What Next?**

The Master Plan sets the framework for the programmatic, site, and building components. This foundation, rooted in the thoughtful ideas of all the stakeholders, is critical. The next step is to begin schematic design and the City of Portland land use review process. The community will continue to be involved in the schematic design through the DAG process.



*Proposed Site Plan*



# MASTER PLAN VISION

INTRODUCTION

SITE

BUILDING CONCEPT

# INTRODUCTION

## Project Background

In May 2012, Portland Public Schools (PPS) issued an updated Long Range Facility Plan (LRFP). One of the foundations of this plan calls for modernized infrastructure in order to meet the individual needs of students and promote collaboration with families and communities. The LRFP led to the successful November 2012 bond measure, which included the rebuilding of Faubion PK-8 school in partnership with Concordia University (CU). The project budget is \$27.5 million in bond funding and up to \$15 million in CU funding.

A Memorandum of Understanding and a Predevelopment Agreement between PPS and CU outline the specifics of the partnership, process, and basic program elements. This master plan is the first step of the site and building design process. The Master Plan scope includes:

- Site organization options
- Building program elements
- Preliminary exterior design concepts
- Analysis of existing conditions
- Community engagement through Design Advisory Group (DAG) meetings
- Public workshops

## Faubion

Faubion is a PK-8 school that was built in 1950. Faubion is a Title 1 school, with nearly 80% of students qualifying for free or reduced lunch. It has the largest catchment area for any PPS elementary school and it has one of the most ethnically diverse populations in the District. While improving, Faubion does not meet benchmarks in key areas. According to Faubion Principal LaShawn Lee, “The facility is described as poor. But our children are not poor in spirit. They’re not poor in motivation. And they’re not poor in creativity.”

## Concordia University

Concordia University is a Lutheran institution, founded in 1905. Since 2006 CU students have modeled “servant leadership” through a Student Service Corps. In the current academic year, over 300 CU students have participated at Faubion in the Teacher Corps, Health Corps, Green Corps, Performing Arts Corps, and Athlete Corps. The goal of these programs is to “encourage scholastic success through positive relationships and development of life skills to enable young students to succeed in the classroom and beyond” (CU Community Engagement Report).

Having these next door neighbors—a University willing to serve, and a public school ready to help and inspire its students and community—has led to a unique partnership.



**3 to PhD™ INITIATIVE.** “The 3 to PhD™ Initiative is an innovative approach to transforming learning, specifically designed to close the opportunity gap. Once fully realized, the initiative will include focused mentoring, collaborative spaces, and optimal uses of technology and creativity, along with a practical focus on “STREAM” – science, technology, reading, engineering, arts, and math” (CU website).

# THE PARTNERSHIP

The Faubion PK-8 school rebuild is possible due to the partnership opportunities provided by CU. Working closely with Faubion, CU has developed an initiative called “3 to PhD™”. The goals are to:

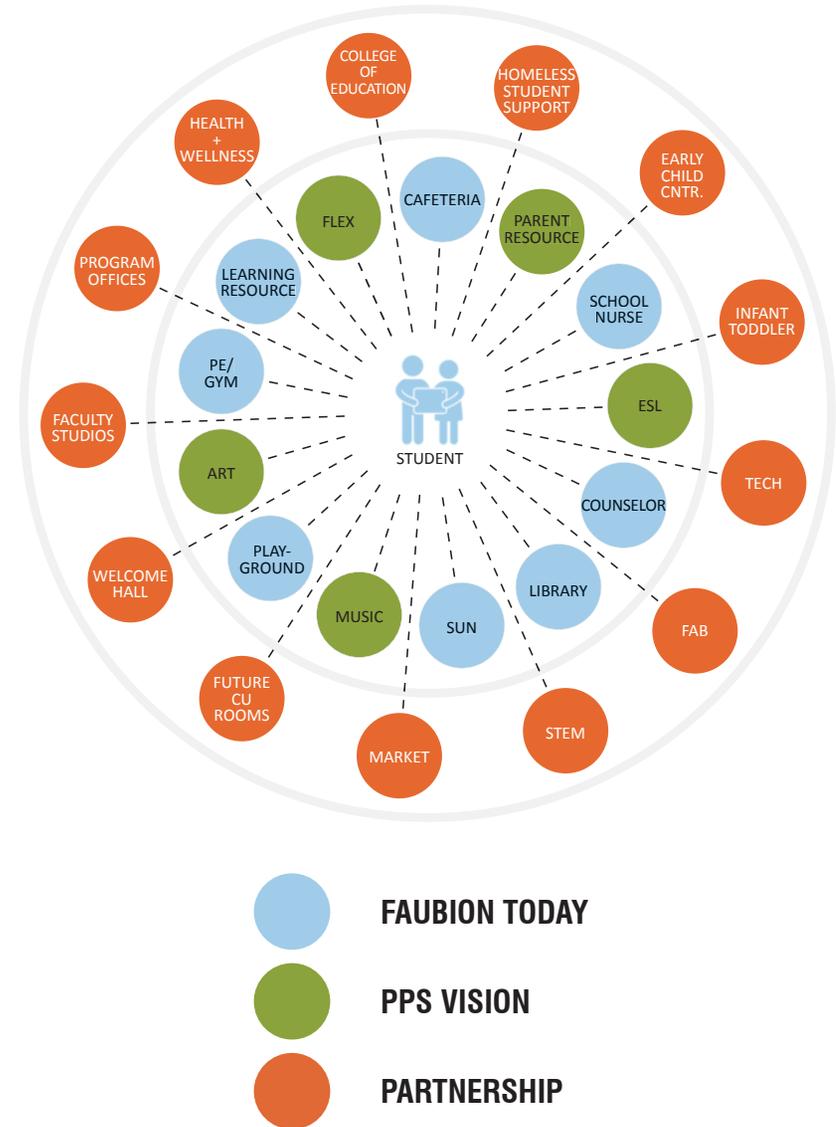
- Improve overall academic performance
- Close the opportunity gap
- Leverage community partnerships
- Provide focused mentoring
- Establish collaborative spaces
- Optimize technology, creativity, and STREAM (science, technology, reading, engineering, arts, and math)
- Prepare extraordinary urban educators

## The Project

By dedicating its people, through the Student Service Corps, and its financial support, CU will help transform Faubion PK-8 into an institution that is unique in this entire country. This support will expand on PPS’s capacity to build its vision for the future of schools. Together, CU and Faubion will create the infrastructure for a whole array of programs focused on learning environments, health and wellness, community, and teacher preparation and development.

## The Process

The Master Plan was organized by PPS and included an executive team from both PPS and CU. The design team was led by Boora Architects, with input from professional consultants. Community involvement was provided by the Design Advisory Group (DAG), made up of parents, teachers, PPS administration, university members, students, St. Michael’s Lutheran Church, and neighbors. This group met seven times, hosted two design workshops, and one open house.



**PARTNERSHIP DIAGRAM.** This diagram depicts the space program for the new Faubion PK-8 school. The inner ring represents the PPS Vision for new K-8 schools. The outer ring represents the additional services available to Faubion through the partnership with Concordia.

## VISION AND GOALS

The Long Range Facilities Plan Advisory Committee recommended that all future facilities improvements that PPS undertakes must be guided by the following four Guiding Principles:

- A. Develop partnerships
- B. Embrace sustainability
- C. Demonstrate fiscal responsibility
- D. Practice inclusivity

Further, the Portland Public Schools Educations Facilities Visioning (PPS Vision) articulates the role that school buildings should play in the Portland community. It notes that 21st century learning happens everywhere and calls for:

- Inspiring learning spaces for all students
- Safe, healthy, accessible buildings, and
- An environment that fosters community between students, families, staff, and partner organizations.

After reviewing these guiding principles and this vision, the DAG for the new Faubion PK-8 school developed a statement and goals for the PPS Master Plan. It is rooted in the PPS Vision and articulates the specific needs of this project (see sidebar). This statement formed the basis for evaluation throughout the DAG process. It focuses on aspects of space and place as they relate to the themes of learning, health and wellness, and community. The DAG input served as a centerpiece for the design team as the plan evolved. The design team also referenced the PPS Vision for a full understanding of the District's priorities related to facilities support.

**DAG PROCESS.** DAG participants work to refine the vision and goals statements that were produced in the first few weeks of the Master Plan process.

## Design Advisory Group VISION AND GOALS

Faubion/Concordia will be a community-centered campus modeling a holistic approach to education. We will inspire excellence in teaching and learning and provide for the needs of our children, families and community.

### LEARNING

- Provide classrooms that accommodate a variety of teaching and learning styles
- Provide informal and flexible spaces for social interaction and collaborative learning outside the classroom

### COMMUNITY

- Be a community hub that is welcoming and comfortable for all
- Promote collaboration between Faubion and Concordia, while respecting the individual needs of each
- Celebrate diversity
- Provide services to the community in support of the teaching and learning goals

### HEALTH + WELLNESS

- Encourage healthy choices related to food and transportation
- Provide healthy spaces and infrastructure that can be adapted in the future



## LEARNING



## COMMUNITY



## HEALTH + WELLNESS



## PROGRAM COMPONENTS

The PPS Vision for schools calls for much more than classrooms and support spaces. This vision recognizes that, in order to educate a child, a host of services and opportunities needs to be provided. By providing spaces for parent volunteers, age 0-5 learners, health services, and community activities, children and their families can be more fully supported throughout the educational process.

The space program for the new Faubion PK-8 school is based on the PPS Education Specifications (draft). It includes additional learning, health and wellness, and community elements provided by the Concordia partnership and spaces dedicated to the Concordia University College of Education for teacher preparation and development. The school will serve 675 K-8 students, up to 127 children through the early childhood program, and the staff and faculty of the CU COE.

photos courtesy of Boora Architects

## PROCESS

The new Faubion PK-8 school will be unique. To this team's knowledge, no single building in this country combines an early childhood program, a K-8 school, a College of Education, and community programming. In order to understand the project needs at the master plan level, the process has involved research, travel, looking, and listening.

### Precedents

While there is no model or match for a program or building as comprehensive as the new Faubion PK-8 school, there are precedents for individual aspects of the project. The design team conducted research and toured innovative buildings and programs locally and in California. Key insights include:

- Flexible space directly outside the classroom provides additional opportunities for small and large-group learning
- Flexible classroom elements (furniture, storage, wide doors, power) allow a variety of uses and adaptation over time
- Provisions should be made for early childhood education to be offered alongside adult education opportunities
- Multi-story spaces can create a sense of connection and excitement
- Transparent walls encourage collaboration and are key for distributing natural light
- Display spaces for student work create a sense of engagement
- Exhibits about shared history create a sense of common purpose
- Security is more easily addressed in a compact building than in a complex of separate structures

### Immersion at School

The design team has observed the full cycle of a day at Faubion, from bus drop-off and breakfast through SUN programs and supper service. The Boora team is also undertaking Career Learning opportunities for 4th and 5th grade students by volunteering as teachers in Faubion classrooms. The program is a six week residency with the Architects in Schools curriculum administered by the Architecture Foundation of Oregon, culminating in May with a gallery show of student work.

These extended periods on site have provided the team with the following additional insights:

- Separating bus and parent drop by so much distance (and different doors) challenges the sense of unity
- Display space on the walls is key – the school breathes its spirit here
- There is no good place for parents to wait (except in the hallway) or volunteer (except in the classrooms)
- The hallways are very active, especially during morning breakfast service
- It is disruptive when students line up for lunch outside of classrooms
- Hallways with lots of corners make it hard to navigate – and to see who is in the building
- Supplies can crowd up classrooms
- Many teachers leave the window blinds down
- The older students are more likely to play when they have their own exterior zone

## Listening

The DAG process, the public workshops, and the open house provided numerous chances for the design team to share design ideas and get feedback. This included small-group discussions, prioritization exercises, and large-group sharing. Some of the specific comments that influenced the master plan were:

- Include families with infants/toddlers; Include children with special needs
- Target LEED Gold and increased seismic safety per code
- We will spend more time in the school with all these additional programs
- Make it welcoming
- Make it healthy
- We want outdoor learning spaces and enhanced learning gardens
- We access this site from all directions and via many modes of transportation
- The site needs to connect to Concordia's campus
- Keep major traffic off Rosa Parks
- Younger and older kids need to have some separation
- Outdoor spaces must be highly accessible for Faubion students
- Family members like to socialize at drop-off and pick-up
- Faubion needs to be integrated with Concordia's College of Education
- We like the idea of a taller building
- We like the idea of an entrance facing Dekum
- We want the whole school to fit in the gym
- This site and school need to accommodate many modes of learning
- The world is changing; make sure the building can adapt over time



**EARLY FEEDBACK.** The first DAG meeting produced ideas and insights for the building and the partnership.



**PUBLIC PARTICIPATION.** At later DAG meetings, public participation increased, providing the design team with valuable perspective and feedback.

# SITE BACKGROUND

## Context

The majority of the catchment area for Faubion is north and west of the school stretching out to the Columbia River along Marine Drive and Lombard Street. Any students living in these areas need to arrive by private vehicle, public buses or District buses. There is also a large population that surrounds the school and is within walking and biking distance.

The Faubion Elementary School is located adjacent to St. Michael's Lutheran Church to the west, Concordia University to the southwest and single family residential properties to the south, east, and north.

## Transportation

NE Dekum Street acts as the neighborhood collector street, and contains several TriMet bus stops. Bus route 75 is the primary public bus access for the site and contains a scheduled stop on NE Dekum Street directly north of St. Michael's. School buses currently stop along NE Dekum Street, parent drop-off traffic is routed one way through the site from NE Rosa Parks Way to NE 29th Avenue. Public transportation is also available with access to bus route 17 farther west along NE 27th Avenue.

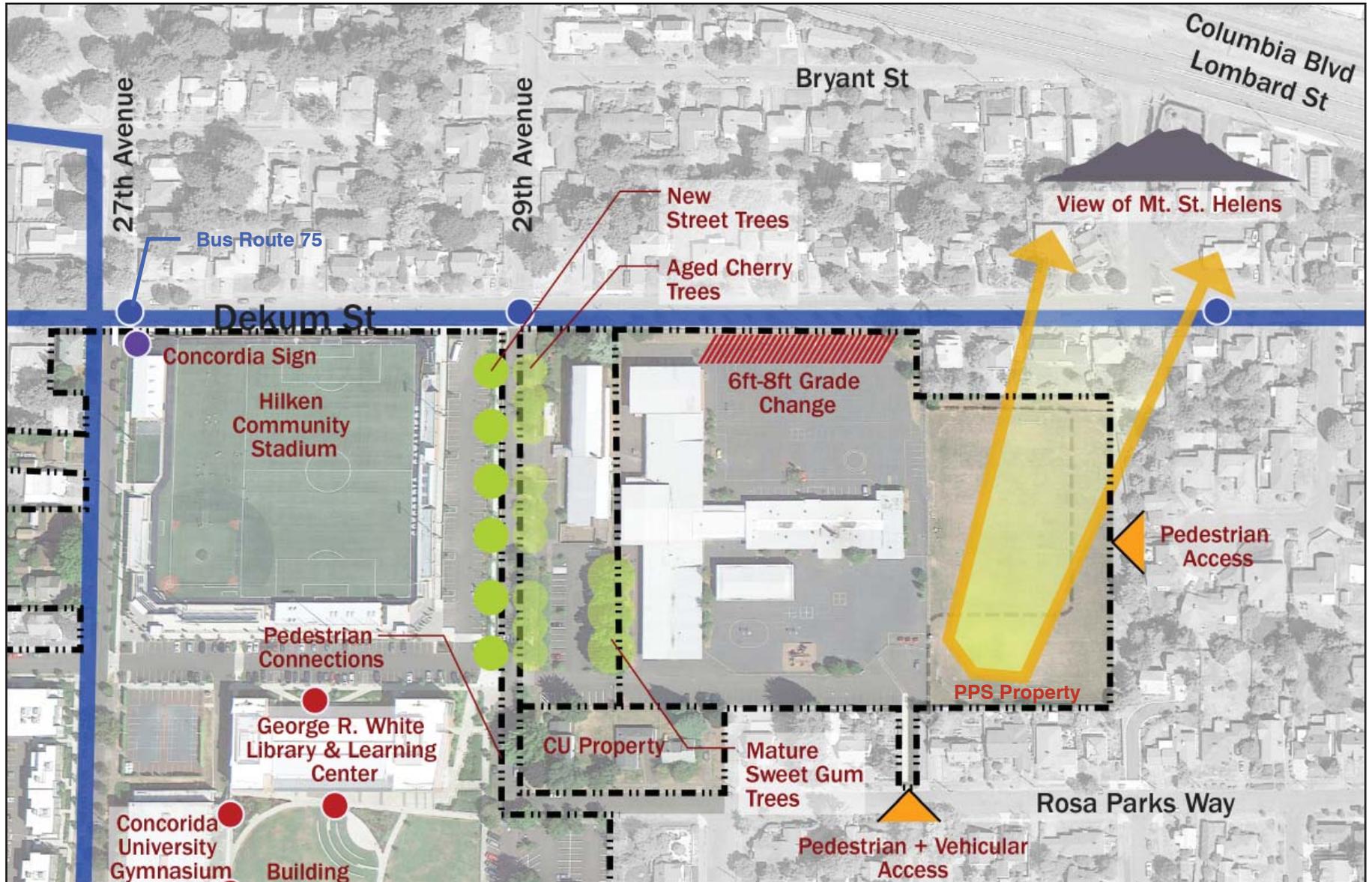
## Site Features

There are several destinations surrounding the Faubion site that organize how pedestrians circulate. Concordia students will be coming from the library, the gymnasium and the other academic buildings to the southwest. Currently there is pedestrian access to Faubion School along NE Rosa Parks Way at the driveway entrance, from the East at NE 32nd Place, from the West through the St. Michael's parking lot, and from the North along Dekum Street. Concordia University provides several community amenities including the Concordia Library to the southwest and the athletic complex to the west.

NE 29th Avenue has undergone multiple changes within the past decade with the construction of the athletic complex. The street contains on-street parking with two-way vehicular traffic and is flanked by tree-lined sidewalks that lead into the Concordia campus. Multiple pedestrian connections have been added along the western edge of NE 29th Avenue to encourage crossing into the Faubion property. The eastern edge of NE 29th Avenue is less manicured and lacks appropriate design to welcome this connection.

Views within the site are primarily best to the north, with a visual connection to Mount St. Helens from the grassy play fields.





**SITE ANALYSIS.** The site is located in the Cully-Concordia neighborhood, adjacent to Concordia University. This diagram shows some of the key features of the site, including TriMet bus stops, prominent trees, and a view of Mount St. Helens from the southern edge of the grassy field.

## SITE DESIGN

The new Faubion PK-8 School site design is rooted in input from school leadership, the DAG, and the public. The design nestles into the neighborhood and creates a strong connection between the PPS site and Concordia's campus.

### Site Access

The majority of vehicles will now access the site from NE Dekum Street, utilizing improved street frontage and a new driveway that brings attention to the school and clearly marks the school's north entrance. It is intended that traffic-calming measures will also be taken near the intersection of NE 29th Avenue and NE Rosa Parks Way in order to ease pedestrian traffic flow to and from the Concordia campus. The building includes a north entry and a south entry, each with its own outdoor plaza. These entries are clearly visible from the surrounding streets, giving the school a strong, welcoming neighborhood presence.

### Exterior Program Elements

Parents and teachers provided feedback that pick-up and drop-off times have become social opportunities that allow them to visit with each other while their children play. To address this pattern, the parking lot sits adjacent to the north entry and adjacent to the playgrounds and grassy fields, creating an easy line of sight for a parent or supervisor. These spaces are also easily accessed from the cafeteria and gymnasium.



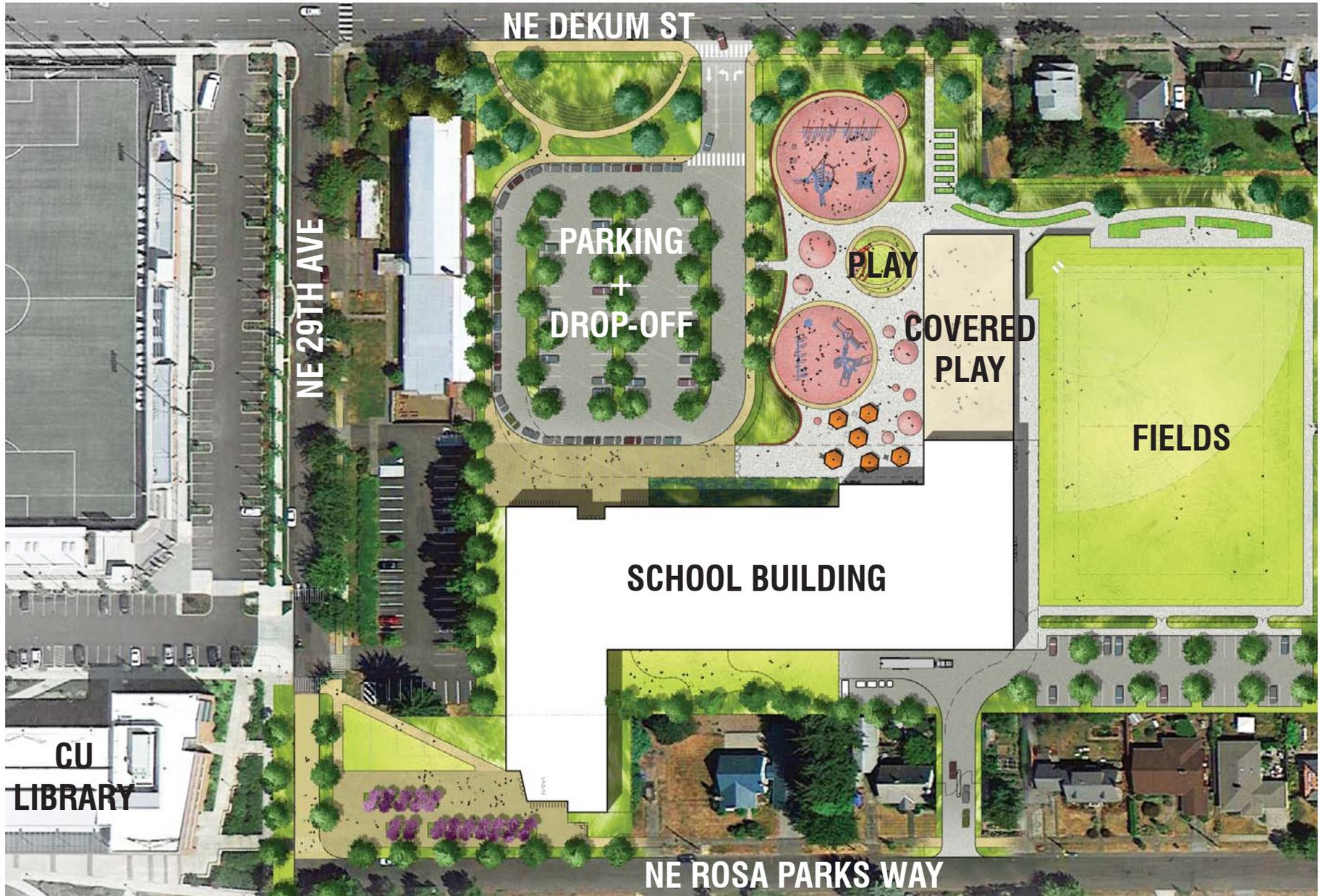
### Building Orientation and Massing

The school building is primarily oriented on the east-west axis of the site. This pattern follows the orientation of key Concordia campus buildings and the nearby houses. The majority of the classrooms will face north or south, which allows for ample, easily-controlled daylight. In order to fit the entire bond-funded program (K-8 school and site components) on PPS property, this portion of the school will be three stories tall. This massing will allow the north entry to be clearly visible from Dekum, will concentrate interior program elements around the welcome hall and atria, and will establish vertical separations between community spaces, lower grades, and upper grades.



**INITIAL MASSING DIAGRAM.** This diagram shows basic relationships between the site and building. The collaborative core is shown in yellow.

**CONNECTIONS AND PRESENCE.** The diagrams to the left highlight Faubion's potential visual and physical connections to the surrounding neighborhood.



**SITE PLAN.** Vehicular approach is from NE Dekum Street, creating better pedestrian and bike flow at the south end of the site. The main entries to the school each have their own plaza and tie into the welcome hall. Parking is near the north entry and adjacent to playgrounds and fields.

## BUILDING CONCEPT

The new Faubion PK-8 school will be a building that invites the surrounding neighborhood inside and that prepares students to step out into the community. The program spaces will provide the range of services and spaces that will attract partners and support each student. The vibrancy of this programmatic diversity has inspired the building concept design.

### The Collaborative Core

Each community space, wrap-around service, and learning space will have an “address” on a continuous interior “street”: the collaborative core. This space will be a vibrant place, one that captures the excitement and pride that every student, family and community partner should feel when he or she enters the school. This clear interior organization will also facilitate connections between partner organizations and families seeking services outside the traditional PK-8 programming. Portions of this space will be open to the public, while the PK-8 school itself will only be open to adults who have passed security controls. Potential program and design components of the collaborative core are:

- A central welcome hall for daily and special event use
- Way finding signage
- Displays of student work
- Vertical openings for visual connections between floors
- Stairways
- Skylights
- Flexible learning spaces
- Concordia faculty studios
- Cafeteria/Commons

### The Neighborhood Beacon

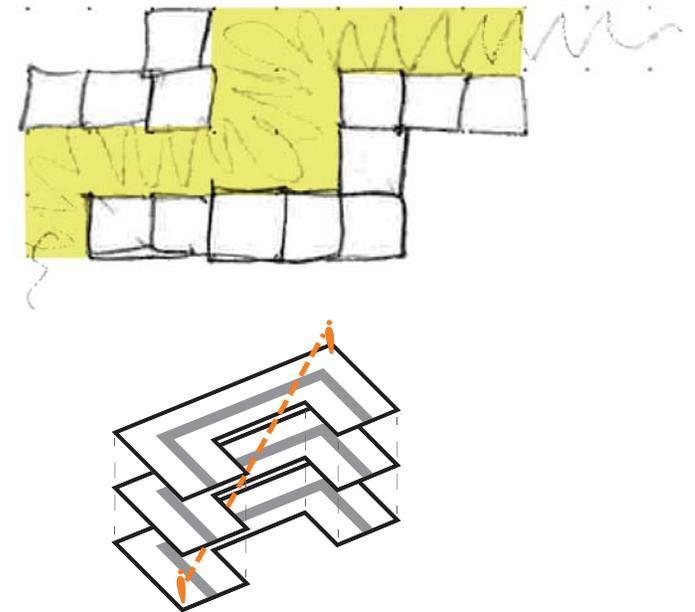
For a building that has been shaped by its interior program and organization, it is important that its exterior expression also convey a strong message to the surrounding community. The collaborative

core elements will be expressed on the exterior of the building as large “windows,” acting as beacons to the neighborhood. These opportunities occur in three key spaces:

- The north plaza, which will be the main PK-8 school door
- The south plaza, in line with the Concordia library
- The cafeteria/commons plaza, with connections to the play yards and fields

These three elements need to be distinct and welcoming. These will be opportune locations for glass, signage, art, and covered areas.

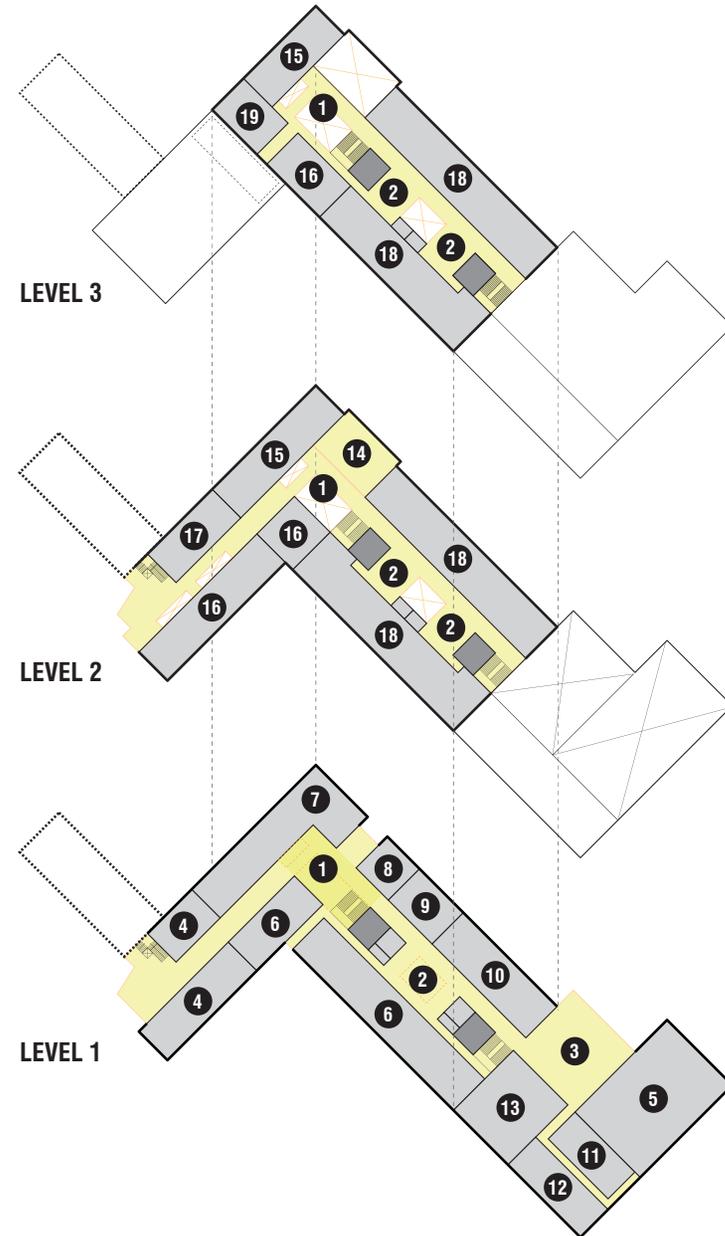
The collaborative core and neighborhood beacon concepts inform the initial organization and massing of the building for the Master Plan. The appearance and configuration will be developed during subsequent design phases of the project.



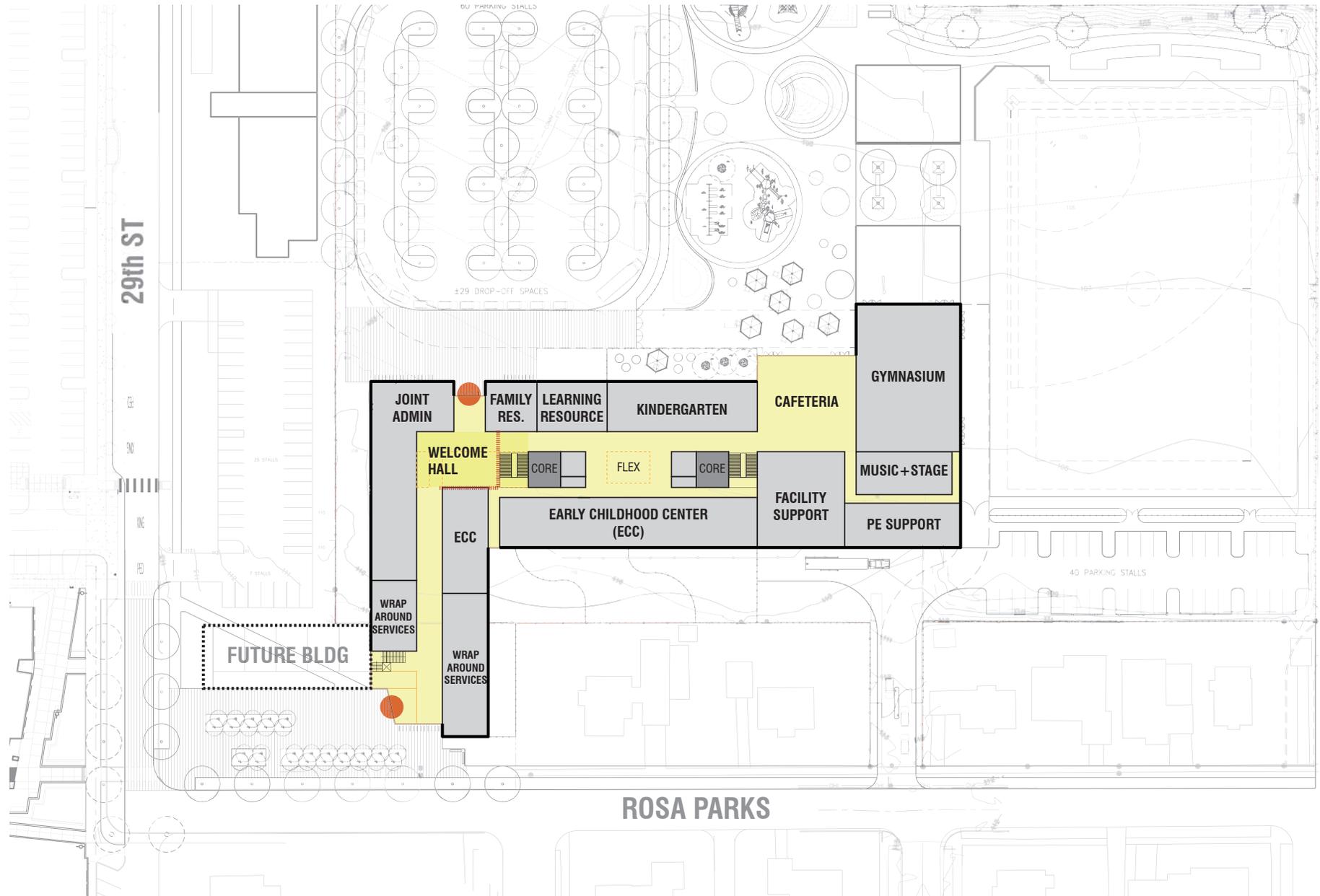
**CONCEPT SKETCHES.** These early concepts show the collaborative core and the initial three story diagram.

# BUILDING PLANS

1. Welcome hall
2. Flex space and faculty studios
3. Cafeteria
4. Wrap-around services
5. Gymnasium
6. Early childhood center
7. Joint administration
8. Family resource room
9. Learning resource rooms
10. Kindergarten
11. Music and stage
12. PE support
13. Facilities support
14. Media center
15. Exploratory maker spaces
16. Concordia University classrooms
17. College of Education faculty
18. Faubion classrooms
19. Science room

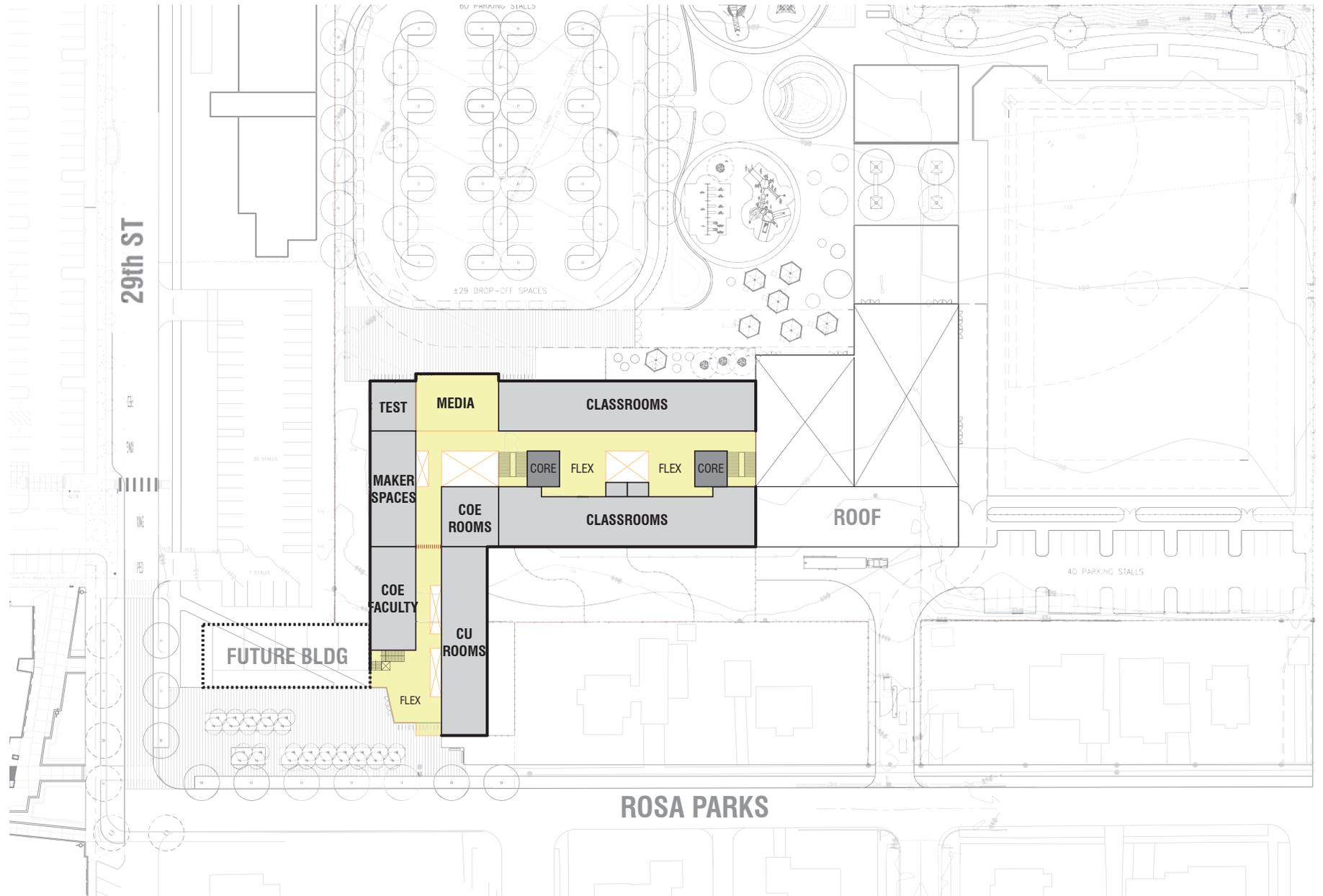


**FLOOR PLANS.** The upper floors are also organized around the collaborative core, offering students and teachers flexible spaces that foster new types of activities and interactions.



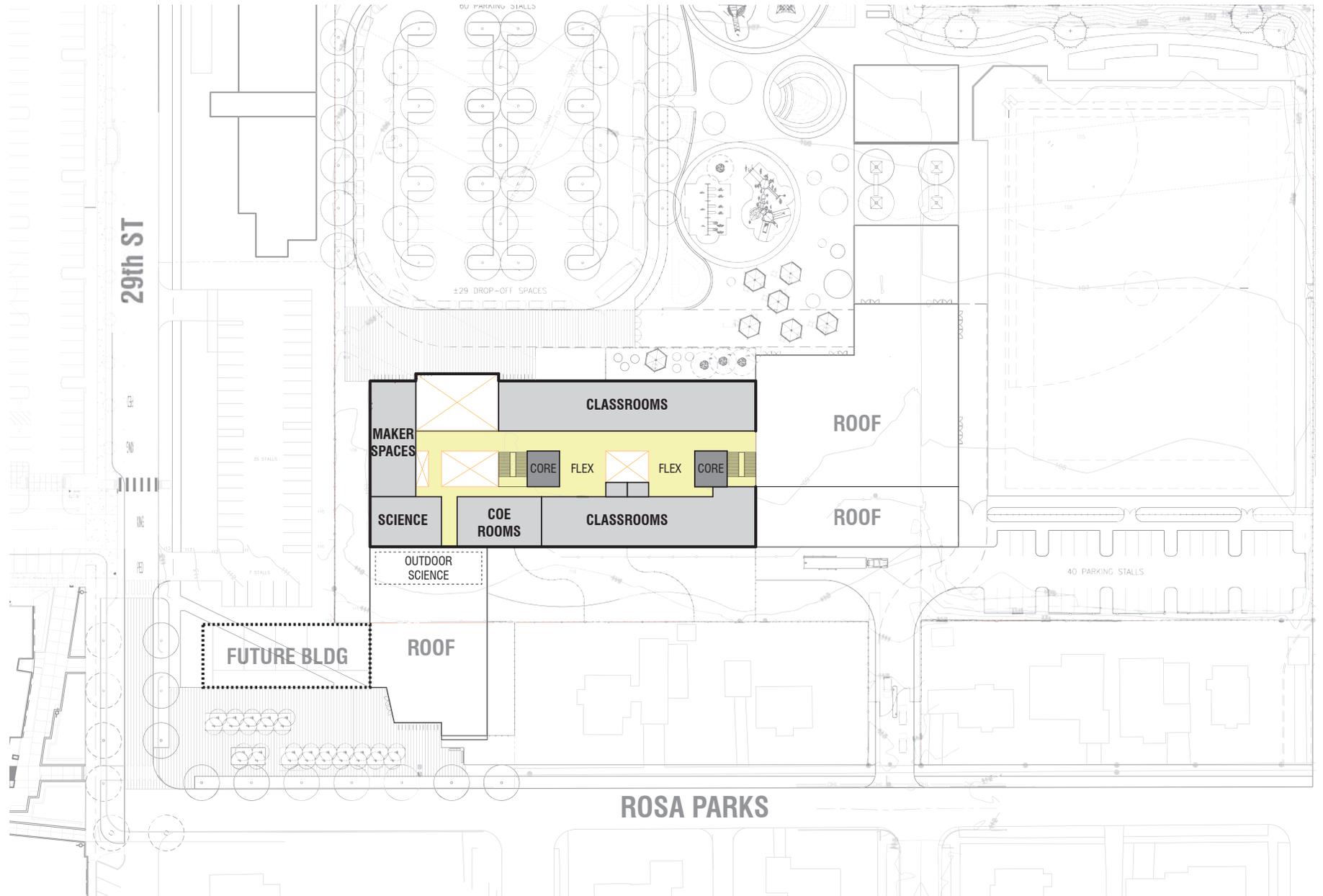
**GROUND FLOOR PLAN.** The ground floor is organized around a collaborative core (highlighted in yellow) which is visible from the exterior at the north, south, and cafeteria. The entries are all linked to a central welcome hall where many of the administrative, community, and wrap-around functions will be concentrated.

**SECURITY LINE.** The proposed security line is shown in red. In order to access the K-8 school and early childhood center, approval will be needed.



**SECOND FLOOR PLAN.** The second floor is also organized around the collaborative core and includes flexible space and classroom space for Concordia and the College of Education.

**SECURITY LINE.** The proposed security line is shown in red.



**THIRD FLOOR PLAN.** The third floor is for the highest grades and continues with the collaborative core as the organizing principle.

**SECURITY LINE.** The entire third floor is considered a proposed secure zone.





# MASTER PLAN COMPONENTS

**SPACE PROGRAM**

**ARCHITECTURE NARRATIVE**

**LANDSCAPE NARRATIVE**

**CIVIL NARRATIVE**

**TRANSPORTATION NARRATIVE**

**LAND USE NARRATIVE**

# SPACE PROGRAM

## Overview

The new Faubion PK-8 School with CU COE will be approximately 130,000 sf. This area will be organized into two and three-story wings. The school will serve 675 K-8 students, up to 127 0-5 year olds, and the staff, faculty, and students of the COE.

The following pages show the space program for the new Faubion PK-8 school. The list below provides a brief functional description of each space, organized by the project vision themes:

## Learning Environments

- **Early childhood center:** Classrooms, exploratory, and support spaces for age 0-5 programming
- **Classrooms:** Flexibly-furnished learning spaces for K-8 and Concordia University
- **Science lab:** Middle school science room with equipment
- **Flexible common areas:** Shared work spaces adjacent to the classrooms
- **Faculty studios:** Shared work areas for Concordia faculty adjacent to classrooms
- **Exploratory spaces:** Fab lab, Technology lab, STEM room, Art room for hands-on work
- **Music room:** Full-sized music room that can also function as a performance stage
- **Media center:** Shared resource space, library, computer testing lab, meeting and study space
- **Learning Resource Rooms (SPED):** Learning resource rooms and offices for specialists
- **ESL:** Small classrooms for English learners
- **Gymnasium:** Full-sized gym with locker rooms

## Community

- **Welcome hall:** A central gathering space
- **Family resource room:** Gathering space with dedicated office and volunteer room

- **Cafeteria/commons:** Central room with access to play, garden, and gym
- **SUN program office:** For partner program providing after school programs
- **Partner offices:** Touch-down spaces for other community program organizers
- **Food pantry:** For Faubion families
- **Infant/toddler room:** An early childhood education space for community programming

## Health and Wellness

- **Food market:** Small grocery store with fresh, organic food at reduced prices for the Faubion and Concordia community. A kitchen could be incorporated
- **Health and wellness center:** A school-based health clinic
- **Homeless student resources:** Laundry and shower facilities for Faubion students in transition

## Building Support

- **Administration:** Shared between Faubion and Concordia
- **Kitchen:** For PPS cafeteria
- Custodial offices, rooms, storage,
- Mechanical, electrical, and data rooms

## Additional CU program

The original project description included the possibility for an auditorium for CU and Faubion use. As the program for this space developed, it became apparent that it would need to be a very specialized space to meet the needs of the CU choral music programs. The design team has concluded that this program will not fit on the site, will not fit the project budget, and is not a fundamental part of the new Faubion PK-8 school vision. In its place, the master plan includes an outline for future classroom and health and wellness spaces for CU use. It is possible that the social work or nursing programs could be located here. These are a more natural fit with the project vision. To compensate for the lack of a dedicated performance space, the gym has been sized and arranged to accommodate the Faubion student population for music, drama, and special events.

		QTY	NET SF	BOND FUNDED	PARTNER FUNDED
<b>EARLY CHILDHOOD CENTER</b>					
	0-36 month rooms (16 students/pod)	1	1,500		1,500
	3-year-old rooms (17 students per room)	3	1,150		3,450
	4-year-old rooms (20 students per room)	3	1,150		3,450
	Pre-K Project/Exploratory Rooms	2	300		600
	Storage	1	200		200
	Flexible/Meeting/Observation Room	3	80		240
	Early Childhood Education Center Lobby/Waiting	1	400		400
	Pre-K Director's Office	1	120		120
	Pre-K Support Staff	3	80		240
	Pre-K Staff Area	1	300		300
	<b>Subtotal</b>				<b>10,500</b>
<b>CLASSROOMS</b>					
	Kindergarten Classrooms	3	1,200	3,600	
	Classrooms (grades 1 - 8)	23	980	22,540	
	Science Labs	1	1,300	1,300	
	Science Prep	1	150	150	
	Science Storage (no chemicals)	1	64	64	
	Teacher Prep/Office Space	0	200	-	
	Commons	3	1,500	4,500	
	Conference Room	0	200	-	
	Student Lockers (grades 6, 7, + 8) 225 students	1	190	190	
	<b>Subtotal</b>			<b>32,344</b>	
<b>EXPLORATORY SPACES</b>					
	Music (Band + Choir) Room (co-locate as stage)	1	1,400	1,400	
	Music Office	1	120	120	
	STEM Classroom	1	1,200		1,200
	Technology Classroom	1	1,200		1,200
	Fab Lab	1	1,200		1,200
	Art	1	1,200	1,200	
	Art Storage	1	120	120	
	Kiln Room	0	100	-	
	Music storage, instrument storage, uniform storage	1	120	120	
	<b>Subtotal</b>			<b>2,960</b>	<b>3,600</b>

		QTY	NET SF	BOND FUNDED	PARTNER FUNDED
<b>MEDIA/TECHNOLOGY</b>					
	Media Center	1	2,000	2,000	
	Computer Lab	1	980	980	
	CU Curriculum Resource Library	1	300		300
	Media Office	1	120	120	
	Conference/Small Group Study	1	200	200	
	<b>Subtotal</b>			<b>3,300</b>	<b>300</b>
<b>PHYSICAL EDUCATION/ ATHLETICS</b>					
	Gym (main) seating 750 for assembly	1	7,000	7,000	
	PE Storage	1	400	400	
	PE Office (no shower)	1	120	120	
	Boy's Locker Room	1	800	800	
	Girl's Locker Room	1	800	800	
	Club Storage	3	80	240	
	<b>Subtotal</b>			<b>9,360</b>	
<b>ADMINISTRATION / COUNSELING</b>					
	Reception/Secretary	1	450	450	
	Health Room/Toilet	1	200	200	
	Principal's Office	1	200	200	
	Assistant Principal's Office	1	120	120	
	Flex Office	0	120	-	
	Counselor's Office	1	120	120	
	Workroom/Mail	1	350	350	
	Staff Room	1	500	500	
	Mediation/Tutorial Room	0	120	-	
	Conference Room	1	200	200	
	Staff Toilet - men	1	45	45	
	Staff Toilet - women	1	45	45	
	Lost and Found	1	50	50	
	<b>Subtotal</b>			<b>2,280</b>	

		QTY	NET SF	BOND FUNDED	PARTNER FUNDED
<b>LEARNING RESOURCE</b>					
	Learning Resource Rooms (SPED)	2	600	1,200	
	ESL Specialist Classrooms	2	300	600	
	Itinerant Offices (Psych/Speech Path/Flex Office)	3	80	240	
	Special Needs Toilet (w/ shower)	1	120	120	
	<b>Subtotal</b>			<b>2,160</b>	
<b>COMMUNITY SUPPORT</b>					
	Volunteer Room	1	200	200	
	Family Resource Room	1	800	800	
	Family Resource Offices	1	120	120	
	<b>Subtotal</b>			<b>1,120</b>	
<b>CAFETERIA/COMMONS</b>					
	Cafeteria (two lunch periods)	1	4,250	4,250	
	Stage (move Music Room to this location)	0	1,000	-	
	Stage Storage	0	200	-	
	Kitchen	1	1,050	800	
	Dish washing (included in kitchen)	0	250	-	
	Dry Storage	1	150	150	
	Kitchen Freezer/Cooler (included in kitchen)	0	140	-	
	Kitchen Office Alcove	1	60	60	
	Servery	1	900	900	
	Kitchen Staff Lockers (alcove)	1	20	20	
	Kitchen Staff Toilet	1	45	45	
	Table/Chair Storage	1	200	200	
	<b>Subtotal</b>			<b>6,675</b>	

		QTY	NET SF	BOND FUNDED	PARTNER FUNDED
<b>BUILDING SUPPORT</b>					
	Staff Toilets	8	45	270	90
	Toilets - Boys	3	200	600	
	Toilets - Girls	3	200	600	
	Custodial Rooms	4	100	400	
	Custodial Office/Lockers	1	150	150	
	Materials Storage	1	350	350	
	Custodial Storage (Just-in-Time)	1	350	350	
	Building Storage/Receiving	1	650	650	
	MDF Room	2	160	160	160
	IDF Rooms	4	80	240	80
	Electrical Room	1	180	180	
	Central Mechanical Room	1	600	600	
	Electrical Generator Room - locate in yard	0	200	-	
	<b>Subtotal</b>			<b>4,550</b>	<b>330</b>
<b>COMMUNITY + PARTNER USES</b>					
	SUN Program Office	1	150	150	
	Pantry	1	200	200	
	Part Time Program Offices (SMART, PRF, PYS) plus conference room	1	700		700
	Market	1	1,250		1,250
	Homeless Student Resources - Laundry	1	150		150
	Homeless Student Resources - Restroom + Shower	2	100		200
	Health and Wellness				
	exam rooms	3	120		360
	provider offices	3	120		360
	conference room (6 person)	1	150		150
	restrooms	2	64		128
	lobby	1	250		250
	storage	1	150		150
	Infant / Toddler Program Room	1	980		980
	<b>Subtotal</b>			<b>350</b>	<b>4,678</b>

		QTY	NET SF	BOND FUNDED	PARTNER FUNDED
<b>CONCORDIA UNIVERSITY COLLEGE OF EDUCATION</b>					
	Classrooms				
	40 seat flexible classrooms	1	980		980
	25 seat flexible classrooms	8	650		5,200
	12 seat seminar room	1	340		340
	Offices				
	Dean	1	225		225
	Program Director	10	150		1,500
	Faculty	15	135		2,025
	Part-time Faculty	5	70		350
	Support Staff	15	70		1,050
	Support Spaces				
	Small Conference	3	200		600
	Large Conference	1	600		600
	Faculty and Staff Lounge	1	300		300
	Faculty Resource Room	1	150		150
	Welcome Hall	1	4,000		4,000
	Restrooms	2	150		300
	<b>Subtotal</b>				<b>17,620</b>

<b>TOTALS</b>			
NET PROGRAM SUBTOTAL AREA		65,099	37,028
GROSS PROGRAM TOTAL AREA		83,327	47,396
<b>TOTAL AREA</b>		<b>130,723</b>	

# ARCHITECTURE

## Unique Learning Environments

The new Faubion PK-8 school will stand out for many reasons. Two of the most unique are the inclusion of very young learners and the CU College of Education. The following section highlights some of the key components of these spaces:

### Early Childhood Education Center

An optimal learning environment for child development is one that allows teachers to teach and children to learn. It is a safe place, where children can explore and self-direct their play. When children are appropriately engaged, teachers are facilitators, not enforcers or babysitters. The design features that contribute to this learning environment are:

- An entry sequence where every child can be greeted, signed in, and transitioned to his or her classroom
- Clean, organized spaces that allow children to focus, thereby extending their learning
- A variety of age-appropriate equipment arranged in activity zones, each encouraging exploration and play
- Exploratory spaces to encourage art and making
- A mix of high-quality child-sized commercial furniture and softer residential pieces
- Visual access to the exterior, and places for natural sunlight to fall across the floor where children play
- Exterior spaces directly adjacent to the classroom; a design that allows classroom activities, such as snack and art, to occur outside
- Natural materials that limit the emissions of harmful contaminants and materials that can be easily and completely cleaned
- High-quality ventilation that brings fresh, clean air into the classroom
- Non-institutional lights that can be dimmed and switched to

accommodate a variety of activities.

- Child-height sinks to encourage proper sanitation. Separate sinks for adults in food prep and diapering areas
- Child-height toilets with direct supervision (Pre-K) or passive supervision (Kindergarten) that allow teachers to monitor without losing focus on the rest of the students
- Storage and prep space for teachers

### Concordia College of Education

More than 300 Concordia student volunteers serve each term supporting areas of student learning – from literacy and STREAM (science, technology, reading, engineering, arts, and math), to health and safety education. In turn, Concordia students gain valuable hands-on experience in the classroom. For many Concordia students, spending time in a Faubion classroom provides a new cultural experience and the opportunity to work closely with the great students and faculty at Faubion. This creates life-changing experiential learning for both Faubion and Concordia students. The new building will include several features to facilitate this interaction. See the next section for a listing by location.

### Appropriate Connections and Security

The CU COE will be integrated with the Faubion school building in a number of ways:

- Shared administration spaces
- Shared access to the exploratory spaces
- Meeting rooms where COE and Faubion faculty can collaborate
- Faculty studios located within the Collaborative Core, including the Early Childhood Center
- Dedicated CU COE classrooms sharing hallways with PK-8 classrooms
- Informal study spaces for CU COE students along circulation paths
- Shared teacher/faculty lounge

Certain aspects of the COE are more public in nature. They are used by people who are not part of the faculty and student background check program. In addition, some of the community and health and wellness components will be available to CU students and Faubion families. In order to ensure the security of the Faubion students, these components will be located outside the secure access points to the PK-8 portion of the school:

- CU classrooms that are not dedicated to COE use
- CU COE offices for program directors
- Food market
- Health and wellness center
- Partner program offices

### Program Adjacencies

The key program adjacencies that have been identified are:

- Direct access from welcome hall to administration, vertical circulation, and as many community and partner programs as possible
- Separate entrance within the school for the early childhood center
- Direct access from early childhood center to dedicated exterior play yards
- Kindergarten on the ground floor
- Cafeteria related to exterior eating/play/garden spaces
- Cafeteria located near gym and away from classrooms and administration
- Direct access from the gym to covered play structures and grassy fields

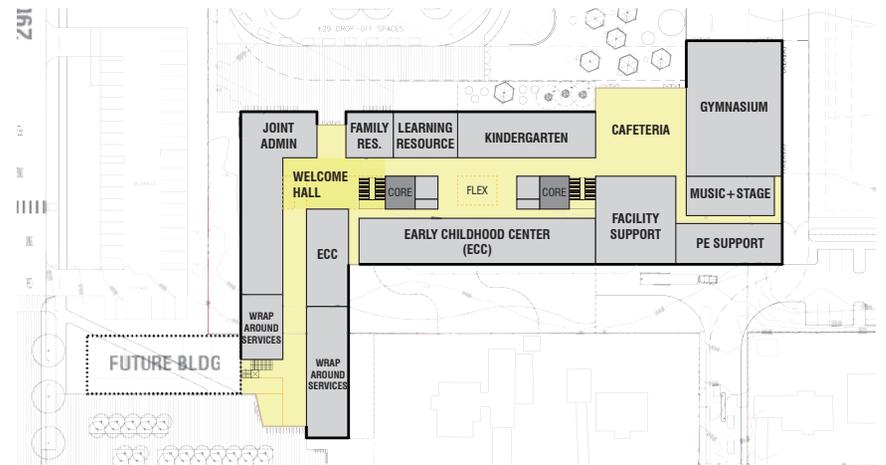
### Building Construction and Sustainability

The new Faubion PK-8 School will be designed to meet the PPS District Standards and the LEED for Schools level Gold. In order to enhance the learning environment, every classroom should feature optimal acoustics and daylighting. Other potential goals will be:

- A landscape that thrives without the use of potable water
- An efficient building envelope that greatly reduces energy use
- Excellent indoor air quality
- Energy performance that exceeds current Oregon school projects
- Opportunities to teach students about system functions + conservation

### St. Michael's (SM) Lutheran Church

During the Master Plan process, Concordia engaged the design team to review possible options for incorporating the church building or site into this project. After thorough review, it was determined that the SM parking lot needed to remain largely intact to meet the parking needs of all parties. A pedestrian easement through the SM parking lot remains a possibility depending on which school bus pick up and drop off scenario is selected. Future options for the renovation, addition or replacement of the SM fellowship hall were discussed and the potential for partnership between CU and SM remains on the table for future development that might support the overall mission of both parties.



**GROUND FLOOR PLAN.** The new Faubion PK-8 school will be an innovative building organized around a collaborative core, shown here in yellow.

## LANDSCAPE

### Site Development

The project site for the new Faubion PK-8 school (with Concordia College of Education) is located on the current site of Faubion Elementary School and contiguous with Concordia University property. The site is bounded by NE Dekum Street to the north, St. Michael's Lutheran Church to the west, Concordia University to the southwest, and residential to the southeast.

The building has been located to take advantage of a hinge point between Concordia and Faubion. There are two entrances, one to the south towards Concordia and one to the north towards NE Dekum Street.

Site planning will continue throughout the design process and specific elements will be continue to be developed as the design progresses.

### Open Space

The majority of open space is along the northeast portion of the site and has designated play areas for the Faubion students. A large open grassy area suitable for a U-11 field is located east of the building and provides a buffer between the school and the residential neighbors. The playgrounds with play equipment are located directly north of the Cafeteria and Gymnasium for seamless connection before and after lunch and during Physical Education classes. Additional open space at the southwest corner will provide a generous and inviting connection to Concordia University through a pedestrian plaza.

### Site Access + Service

The site is accessed from NE Dekum Street to the north and NE Rosa Parks Way to the south, refer to the Transportation section for more information.

### Pedestrian Access + Circulation

The site has good access from all directions via public sidewalks. From NE Dekum Street to the north, there are public sidewalks that connect to on-site sidewalks that lead to the main entry and into the play area.

There is pedestrian access provided to the school and playgrounds from the south, east, and northern neighborhoods along with two access points from the main parking lot, all of which are gated. The public plaza to the southwest encourages pedestrian connections to and from Concordia University's main campus while allowing a place to socialize and extend the campus experience. The site also permits circulation around the periphery of the playgrounds for physical activities. Pedestrian connections maintain and enhance existing connections as well as establish desired connections to Concordia University. Refer to the Transportation section for more information.

### Vehicular Parking

There are two parking lots located on-site, one to the north accessed from NE Dekum Street and one to the south accessed from NE Rosa Parks Way. Refer to the Transportation section for more information.

### Bike Parking

Bike parking for 75 bikes (as required by city code) has been accommodated with 12 racks at the southern entrance and 26 at the northern entrance. In both of these areas a portion of the bike parking will be covered with overhangs from the building.

### Right of Way Improvements

Large and continuous sidewalks improve the connectivity to the surrounding neighborhoods dramatically and encourage a safe and welcoming experience for students, teachers, and visitors alike. NE 29th Ave is envisioned to be narrowed and raised to provide seamless pedestrian crossing between the CU library area and the new College of Education. Enlarging the planting areas will establish this place as a substantial pedestrian zone and provide a welcoming passage to the facility.

### Site Planting + Irrigation

Planting types on the site could include:

- **Grassy Play Field:** located on the east side of the building, this could be a sandy loam top soil and hydroseeded play area lawn mix.

- **Buffer Planting Area:** located between the residential areas and the site. This area could consist of trees, shrubs and ground covers to meet the City code requirements.
- **Stormwater Quality Planting Area:** located across the site where stormwater can be directed by overland flow for treatment before overflowing to the storm system.
- **Plaza Planting Area:** located within and adjacent to both the northern and southern entry plazas. These areas could consist of drought-tolerant ornamental small trees, shrubs and groundcovers consistent with a collegiate atmosphere.
- **Learning Gardens:** Potentially located at the north end of the playground area. The Gardens will be designed with PPS Staff and may contain plant communities with themes to facilitate various learning objectives.
- **Rain Garden:** Placement of the adjacent rain garden to the school could provide on-site treatment of roof stormwater runoff as well as a learning amenity for the students.

### Play Areas

There are likely to be eight play areas or elements designated within the open space. Areas that are not designated playgrounds could be surfaced with asphalt. There may be a sinuous concrete seat wall that unifies the space and denotes the edge of planting areas.

- **Grassy Play Field:** this is a lawn area for open play that could be large enough to accommodate U-11 soccer. A backstop could be provided for softball.
- **K-4 Playground:** this would be a designated play area with equipment appropriate for 5-9 year old students. The play surfacing could be either poured-in-place or wood fiber contained with a concrete band.
- **5-8 Playground:** this would be a designated play area larger than the K-4 area with larger equipment appropriate for 10-14 year old students including swings. The play surfacing could be either poured-in-place or wood fiber contained with a concrete band.
- **Covered Play Structures:** there are three 4,000ft<sup>2</sup> covered play structures, one is an extension of the gymnasium attached

to the building and the other is free-standing. The free-standing structure will have a concrete play wall for ball games. The attached structure will use the exterior gymnasium wall for ball games. Both will have basketball hoops and striping for various games.

- **Slide Hill:** this could be a constructed mound approximately six feet tall with an integrated slide and possibly amphitheater seating. This structure could afford students the opportunity to climb and slide down as well as gather and socialize.
- **Play Mounds:** poured-in-place play surfacing or synthetic turf hillocks of various sizes and heights could be located throughout the playground zone. These are very popular non-designated play areas where students could have the opportunity to create their own games.
- **Gathering Area:** located directly adjacent to the cafeteria containing various tables with umbrellas and seating. This could be an area for socializing and hanging out. Students could wait to be picked-up and parents could visit with other parents while their children play in the nearby playgrounds.
- **Early Childhood Play Yards:** Located directly south of the building. These areas are designed appropriately for students under 5 years old and are secured and accessible only from the interior of the early childhood classrooms.

### Site Security

The entire PPS property has a fence surrounding it. There are pedestrian gates located at each of the sidewalk entrances. Vehicular access can be restricted with a post and chain at the NE Dekum entrance and by a vehicular gate at the NE Rosa Parks Way entrance.

1. **Northern Entry Plaza:** This space designates the main entry with concrete and generous dimensions. Bike parking is included on both sides of the door, some of it covered by the media center overhang.
2. **Main Parking Lot**
3. **Parent Drop-off**
4. **Western Edge Planting Area:** The space between the main parking lot and St. Michaels Church will be planted with shrubs and shade trees. This will buffer the church from the new parking lot and provide a distinct edge to the pedestrian path.
5. **Bus Drop-off on-site - option 1**
6. **Pedestrian Access from Dekum:** An accessible ramp and stairway form a landform arc that conveys to the pedestrian a sense of arrival into the campus.
7. **Vehicular Access from Dekum:** Two-way vehicular access from Dekum traverses the existing grade change into the main parking lot. This generous driveway width may allow for an entry lane as well as both right and left hand exit turning lanes.
8. **Northern Planting Area:** This planting area provides an opposing convex landform to the entry and expands the playground area within the site.
9. **Rain Garden:** Placement of the rain garden adjacent to the school provides on-site treatment of roof stormwater runoff as well as a learning amenity for the students.
10. **Gathering Area:** Located directly adjacent to the cafeteria containing various tables with umbrellas and seating. This is an area for socializing, and hanging out. Students can wait to be picked-up and parents can visit with other parents while their children play in the nearby playgrounds.
11. **K-4 Play Area:** This is a designated play area with equipment appropriate for 5-9 year old students. The play surfacing will be either poured-in-place or wood fiber contained with a concrete band.
12. **5-8 Play Area:** This is a designated play area larger than the K-4 area with larger equipment appropriate for 10-14 year old students. The play surfacing will be either poured-in-place or wood fiber contained with a concrete band.
13. **Play Mounds:** Poured-in-place play surfacing or synthetic turf hillocks of various sizes and heights are located throughout the playground zone. These are very popular non-designated play areas where students have the opportunity to create their own games.
14. **Slide Hill:** This is a constructed mound approximately six feet tall with an integrated slide and perhaps amphitheater seating.
15. **Raised Garden Beds:** Located on the northern portion of the site with maximum solar access, these raised garden beds will be operated by PPS Staff, students, and parents and will focus on learning about urban farming techniques. This provides an educational and community amenity.
16. **Stormwater Quality Planter:** Located across the site where stormwater can be directed by overland flow for treatment before overflowing to the storm system. These areas will consist of trees, shrubs, grasses and sedges selected with Portland Public Schools staff to meet the water quality requirements.
17. **Learning Garden:** The Gardens will be designed with PPS Staff and contain plant communities with themes to facilitate various learning objectives. For example, there could be a butterfly garden, medicinal plants garden, native plants garden, edible herbs garden, etc.
18. **Covered Play Structure:** There are three 4,000 ft<sup>2</sup> covered play structures, each with basketball goals and striping for various games.
19. **Backstop**
20. **Grassy Play Field:** This is a lawn area for open play that can accommodate U-11 soccer.
21. **Neighbor Access:** This existing access point is integrated into the proposed site design for its value to the surrounding neighborhoods.
22. **Walking Path:** This path follows the periphery of the playgrounds to frame the site and to allow for physical activities to circulate around the field.
23. **Eastern Fire Access**
24. **Northern Fire Access**
25. **Service Yard:** Service vehicles have access to the southern parking lot and can operate along the southeast corner of the building.
26. **Southern Parking Lot:** This parking lot is reserved for Faubion and Concordia Faculty and Staff and contains ~39 stalls.
27. **Secure Parking Access:** This is a controlled access to maintain security for the Faubion Campus.
28. **Early Childhood Play Area:** These areas are designed specifically for students under 5 years old and are secured and accessible only from the interior of the building.
29. **Southern Landscape Buffer:** This area consists of trees, shrubs, and ground covers to meet the City Code requirements between property and the residential areas adjacent to the site.
30. **Southern Entry Plaza:** This plaza extends the campus experience into the site while establishing an inviting public pedestrian zone to encourage circulation and socializing.
31. **NE 29th Ave. Right-of-Way Improvements:** The improvements along 29th include large and continuous sidewalks immediate to the site to encourage a safe and welcoming experience. The Southern Entry Plaza extends across onto Concordia University to identify for vehicular traffic they have entered a pedestrian priority zone.



**32. Lawn Area:** The lawn area directly north of the Southern Entry Plaza is reserved for social events as well as future development.

**33. Pedestrian Access from NE 29th Ave.:** The pedestrian access across 29th Avenue is enhanced through the connections established by the Southern Entry Plaza. This extension across the street raises the grade to alert vehicular traffic to pedestrians.

**34. Bus Drop-off on NE 29th Ave - option 3**

**35. Bus Drop-off on Dekum - option 2**

# CIVIL

## GRADING

The existing Faubion school site generally slopes from south to north between 1% and 2%. However, along the north edge of the property, the grade slopes at 33% to match the back of the public sidewalk. In the proposed master plan, the grades are kept generally the same in the play area north of the school. The grade in the grassy field area is raised from existing by about 18" and slopes at 1% from south to north. The proposed parking area north of the school is designed to sheet flow at about 2% towards the NE corner of the parking area and then the driveway will slope at about 8% to match back to existing. A pedestrian path north of the parking area combines steps to the west and an accessible ramp to the east. At the SW corner of the site, a raised pedestrian connection is proposed between the Concordia University Library and the proposed SW entry plaza to the new Faubion School. This raised connection will provide a safe crossing opportunity by calming traffic on NE 29th Avenue.

## UTILITIES

### Water + Sanitary Sewer

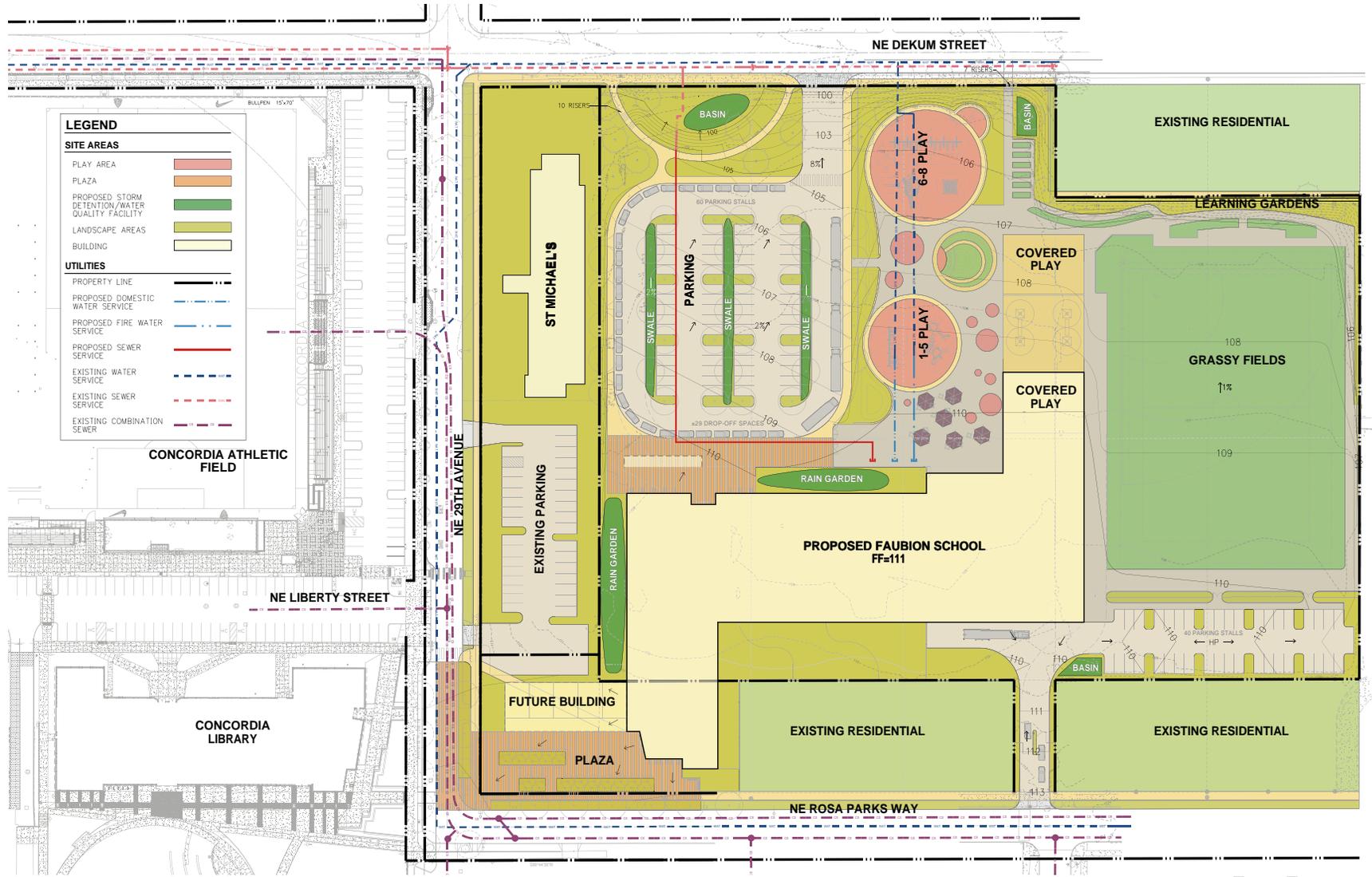
Existing 8" waterlines are available in the street in NE Rose Parks, NE 29th Avenue and NE Dekum Street. The master plan proposes to extend the existing domestic and fire water lines straight south to the new school building. Grading through the play areas will maintain the required 3' cover over the water lines.

Existing 8" sanitary sewer is available in NE Dekum Street and serves as the connection for the existing sanitary sewer. Sewer only pipes are not available to the west or south of the site; only large combination sewer lines run in these streets. The master plan proposes to extend the existing sanitary sewer service south to the new building and avoid connection to the large combination sewers. City records show the existing sewer at 11' deep in NE Dekum Street, allowing sufficient fall to gravity flow the sewer to the north.

## Stormwater

Geotechnical information from the Concordia Athletic Field, to the west, and tax lot 9900, to the south, and the Concordia Library site, to the southwest, was reviewed to predict stormwater infiltration potential on the site. The surface soils are primarily silt and have very poor infiltration rates. Silt and sand was found between 10-22 ft below ground surface with infiltration rates of about 2 in/hr, which is the minimum for infiltration facilities in the City of Portland. Gravel was found below 22 ft below ground surface. Infiltration rates in the gravel are very good (120 in/hr on tax lot 9900). Existing drywells surrounding the site take advantage of this deep gravel layer and are used for stormwater infiltration.

Based on this preliminary infiltration information, a variety of vegetated surface facilities, such as rain gardens and swales, have been proposed to provide stormwater water quality. Once the stormwater has been treated, it can then be infiltrated in drywells or infiltration trenches, taking advantage of the gravel layer below. This approach would avoid having to connect to the combination sewers located to the south and west. The City of Portland's stormwater hierarchy gives higher priority to underground injection (Category 2), with discharge to an off-site combined sewer being the least preferred option (Category 4). Depending on the design approach, an Underground Injection Control (UIC) may be needed from the Department of Environmental Quality (DEQ).



**LEGEND**

**SITE AREAS**

- PLAY AREA
- PLAZA
- PROPOSED STORM DETENTION/WATER QUALITY FACILITY
- LANDSCAPE AREAS
- BUILDING

**UTILITIES**

- PROPERTY LINE
- PROPOSED DOMESTIC WATER SERVICE
- PROPOSED FIRE WATER SERVICE
- PROPOSED SEWER SERVICE
- EXISTING WATER SERVICE
- EXISTING SEWER SERVICE
- EXISTING COMBINATION SEWER

GRADING AND UTILITY PLAN

SCALE: 1"=40'

M. Mackenzie  
 Portland 503.224.9560  
 Vancouver 604.687.7879  
 Seattle 206.419.9925  
 www.mackenzie.com  
 Architecture • Interiors  
 Planning • Engineering

# TRANSPORTATION

## Site Development

The proposed campus will access the transportation system differently than currently exists and overall traffic patterns will change. The campus takes advantage of the connection between Faubion and Concordia to allow pedestrians to easily cross between the campuses with minimal motor vehicle-pedestrian conflicts. The proposed site improvements also contemplate a traffic-calming, raised pedestrian crossing on NE 29th Avenue immediately north of its intersection with NE Rosa Parks Way.

## School Boundary and Safe Routes to School

The enrollment boundary covers a large geographic area with very low student density, except for the area immediately surrounding the school.

Located in a residential neighborhood adjacent to Concordia University, there are a number of safe pedestrian travel routes to the Faubion campus. All roadways immediately surrounding the school are recommended “safe routes” with the exception of NE 33rd Avenue to the east which is a high volume roadway. It should be noted that all students who can reasonably be expected to walk to school live within 1/2 mile of the school and do not have any access barriers with the exception of NE 33rd Avenue. There, adult supervision is recommended for students crossing the roadway.

## Site Access and Service

There are two ways to access the campus: NE Dekum Street and NE Rosa Parks Way. The NE Dekum Street access is open to the public and may be wide enough to accommodate three traffic lanes: an entrance lane, a left-turn exit lane and a right-turn exit lane. Service and some staff vehicles will enter from NE Rosa Parks Way via a controlled security gate restricted to authorized vehicles.

## Pedestrian Access and Circulation

Public sidewalks provide good access to the site from all directions. From NE Dekum Street, public sidewalks connect to on-site sidewalks leading to the main entry and into the play area. Pedestrian access is provided to the school and playgrounds from the south, east, and northern neighborhoods along with two access points from the main parking lot, all of which are gated and have the potential to be securely locked. The design maintains and enhances existing connections and also establishes the desired connections to Concordia University.

## Bus Circulation

School bus circulation at Faubion has changed over time. Currently, the three buses pick up and drop off students on NE Dekum Street. Smaller activity buses currently access the site from NE Rosa Parks Way. With the anticipated school enrollment growth, the District anticipates the need to accommodate five buses. For the proposed campus development, three circulation options are being considered and a preferred option will be selected after further design development. The three options include:

### Option 1 – On-Site

Bus loading and unloading would occur on-site and the bus circulation loop would access the campus from NE Dekum Street. Cars and buses would share an access lane from NE Dekum Street, separating once on-site with buses travelling closest to the school. Space for five buses to load and unload will be provided. This option requires more on-site asphalt.

### Option 2 – NE Dekum Street

The existing bus loading and unloading location on NE Dekum Street would be maintained. A pull-out could be constructed to accommodate five buses. This option provides a safe, on-site location for students (similar to the on-site bus circulation loop). This option requires students to walk a longer distance to the north school entry and may require additional staff supervision.

### Option 3 – NE 29th Avenue

The bus loading and unloading area would be located on NE 29th Avenue in front of St. Michael’s Lutheran Church. This option would require students to walk to the north entry and may require additional staff supervision. This option also requires the removal of on-street parking spaces and an access easement from St. Michael’s. This circulation pattern also requires buses to navigate narrow local roadways rather than higher classification roadways such as NE Dekum Street.

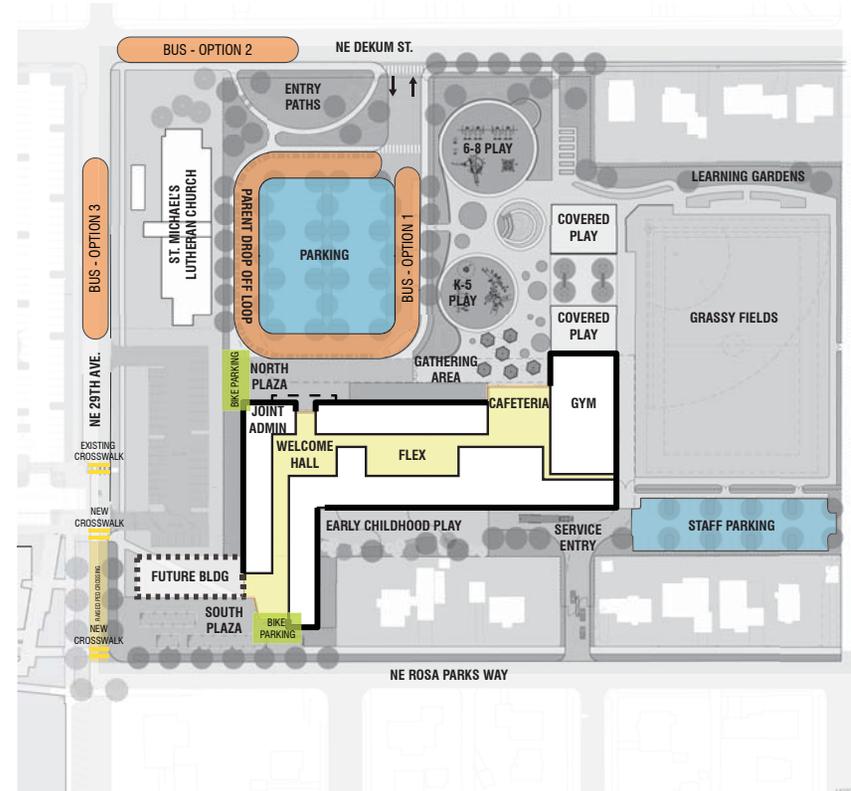
### Vehicular Parking

There are two on-site parking lots: one to the north, accessed from NE Dekum Street, and one to the south, accessed from NE Rosa Parks Way. The northern lot is the main parking lot, with approximately 60 parking spaces and room parent pick-up and drop-off. The southern parking lot is reserved for Faubion and Concordia faculty and staff and will be gated to maintain security.

The staff and service parking area will continue to access the campus from NE Rosa Parks Way to the south. While this school traffic remains on Rosa Parks, overall roadway traffic volumes will decrease because parent and bus access come from NE Dekum Street (and/or NE 29th Avenue).

### Bike Parking

Bicycle and pedestrian access to the campus will be from NE Dekum Street to the north, NE 29th Avenue to the west and NE Rosa Parks to the south. Total parking for 75 bikes is provided via 12 racks at the south school entrance and 26 at the north entrance. In both areas, a portion of the bike parking will be covered.



**CIRCULATION DIAGRAM.** This diagram shows basic circulation measures taken with the site design, including vehicular parking, bike parking, pedestrian crossings, and potential bus routing options.

## LAND USE

The following recommendations provide a framework to enact the Master Plan building and site design. The timeline for all of these processes, running concurrently, is approximately 6 months.

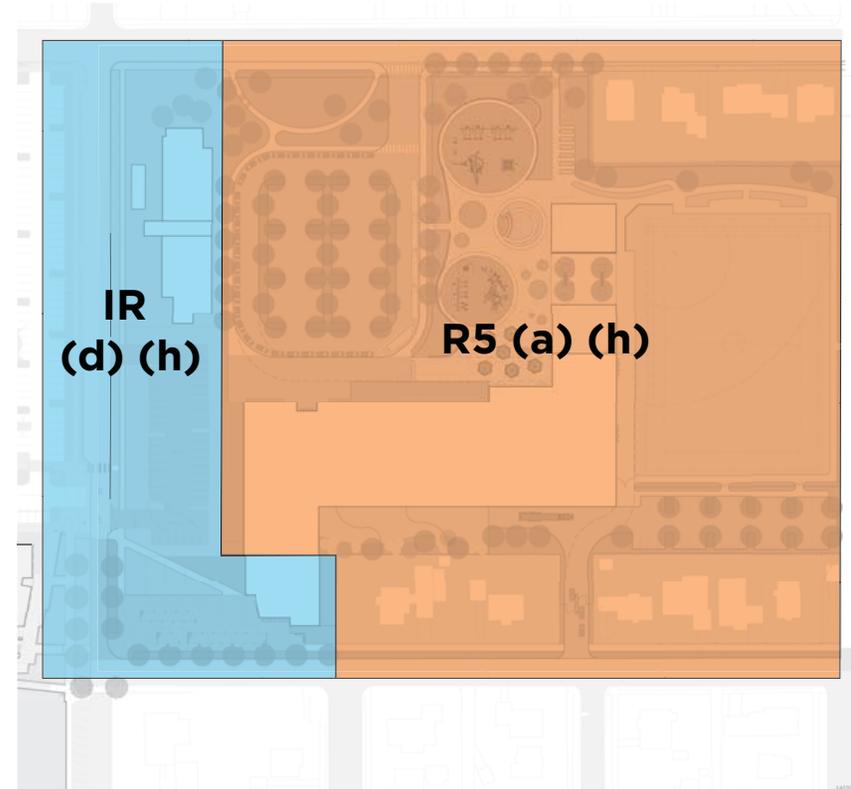
### ZONING

The proposed Faubion campus consists of property owned by Concordia University and Portland Public Schools. Each of the ownerships has a dissimilar zoning designation. The property owned by Concordia University (tax map/lots 1N1E13BD/9900 and 9500) is zoned Institutional Residential (IR) with a Design Overlay (d) and Aircraft Landing Overlay (h). The property owned by Portland Public Schools is zoned Residential 5000 (R5) with an Alternative Design Density Overlay (a) and Aircraft Landing Overlay (h). As a result the campus is “split zoned” which means portions of the development will need to conform to the development standards of the zone in which they are occurring in. Fortunately both the Residential 5000 (R5) zone and the Institutional Residential (IR) zone allow College and School uses through a conditional use process and permit, and contain development standards with which this project is able to comply.

### ENTITLEMENTS

#### Impact Mitigation Plan (IMP) Amendment

The portion of property owned by Concordia University is located within the University’s Impact Mitigation Plan (IMP) boundary. Concordia University’s Impact Mitigation Plan regulates future development within the university’s campus boundary. Any future development within the IMP boundary is required to be reviewed by the City of Portland. Development not identified in the University’s approved Impact Mitigation Plan, such as the proposed project, will be required to be reviewed by the City through an amendment. Because the IMP boundary overlaps with only a portion of the proposed project we recommend adjusting the IMP boundary in order for the proposed project to have its own campus and regulating plan (Conditional Use



**ZONING DIAGRAM.** This diagram provided by Mackenzie shows the zoning of the site and adjacent properties.

Zoning Summary	IR(d)(h)	R5(a)(h)	MASTER PLAN DESIGN
Floor Area Ratio (FAR)	2.0:1 max	0.5:1 max	0.35:1
Maximum Building Coverage	70%	50%	17.5%
Maximum Building Height	75 feet	50 feet	45-50 feet
Building Setbacks	varies	varies	in compliance

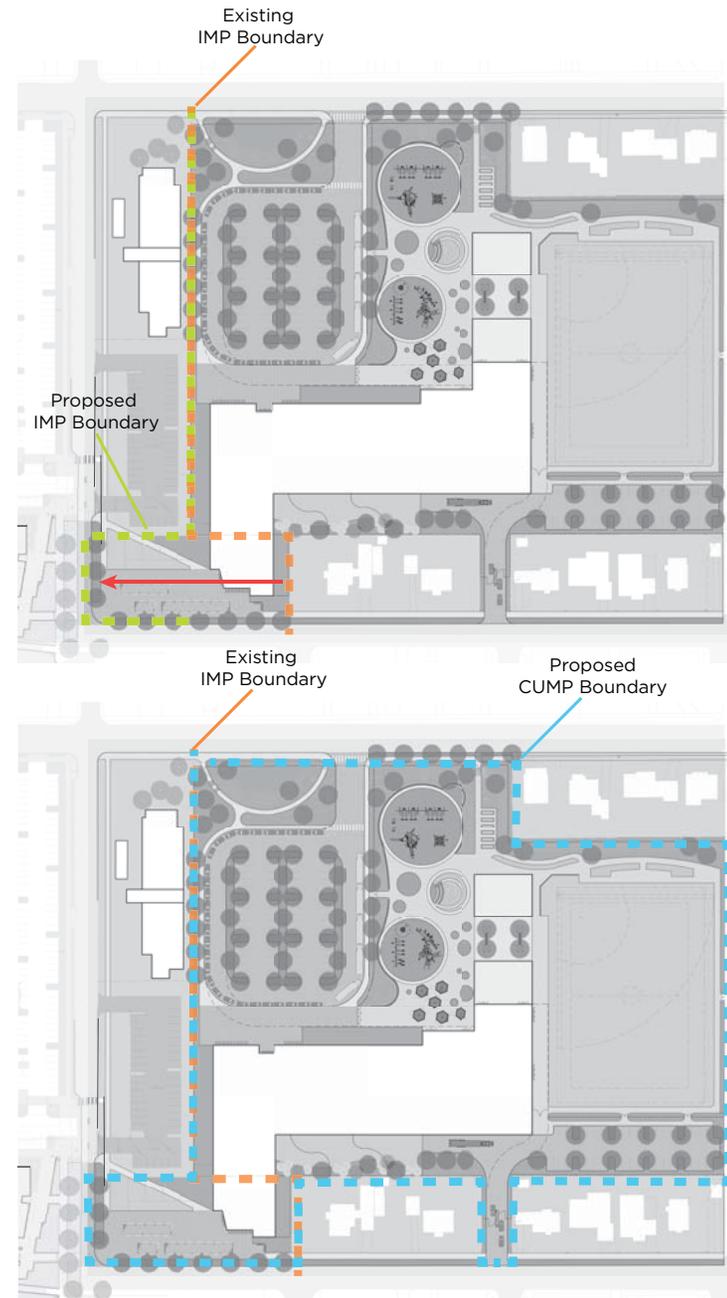
Master Plan) separate from the University's Impact Mitigation Plan. IMP boundary adjustments are reviewed by the City of Portland through a Type II review process. Type II reviews are administratively reviewed (staff level) and do not require a formal Neighborhood Meeting, Pre-Application Conference or a Public Hearing.

### Conditional Use Master Plan (CUMP)

Concurrent with or immediately following the IMP boundary adjustment, the proposed project will be required to obtain land use approval by the City of Portland prior to receiving building or public works permits. Both the Residential 5000 (R5) zone and the Institutional Residential (IR) zone require College and School uses to be reviewed and approved through a Conditional Use or Conditional Use Master Plan (CUMP). Because the project is proposed to be phased and design review is required for the portion located on Concordia's property, we are recommending the project be approved through the CUMP process at this time for the following reasons.

1. CUMP approvals vest proposed uses (Faubion School) and future identified uses (Concordia building) for up to a 10 year period. The plan remains in effect until development allowed by the plan has been completed or the plan is amended or superseded. This means CU will not be required to go back to the City for another Conditional Use approval for the Concordia building identified in the second phase.
2. Per section 33.420.045.K; development proposed or approved through a conditional use master plan in the IR zone is exempt from design review. Therefore, the portion of the project located in the Design Overlay zone (Concordia's property) will not be required to receive design review approval in addition to the CUMP approval.

Conditional Use Master Plans are reviewed by the City of Portland through a Type III review process. Type III reviews are a quasi-judicial review and require approval by a Hearings Officer. A formal Neighborhood Meeting is not required; however a Pre-Application Conference and a Public Hearing is required.



**IMP AND CUMP BOUNDARY DIAGRAMS.** These diagrams show the IMP boundary line adjustment and proposed Faubion CUMP campus boundary, prepared by Mackenzie.



## Board of Education

### Superintendent's Recommendation to the Board

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**Board Meeting Date:** March 31, 2014      **Executive Committee Lead:** Sue Ann Higgins

**Department:** Office of Schools      **Presenter/Staff Lead:** Amanda Whalen & Rudy Rudolph

**Agenda Action:**    \_Resolution    \_Policy

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<b>SUBJECT: 2013-14, 2014-15 and 2015-16 School Calendars</b>
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#### **BRIEF SUMMARY AND RECOMMENDATION**

Every two years the Board of Education approves the school calendar. Staff is putting forward a resolution that adds two additional snow days to the 2013-14 school year calendars and a resolution adopting school calendars for the 2014-15 school year.

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#### **BACKGROUND**

On February 6<sup>th</sup>, school was released two hours early because of inclement weather. Schools were closed on February 7<sup>th</sup> and 10<sup>th</sup> because of weather. In order to ensure that students have adequate instructional time, staff recommends the addition of two school days at the end of the 2013-14 school year. This aligns with the calendar that indicates that June 12<sup>th</sup> and 13<sup>th</sup> may be used for snow make up days.

Every two years the Board of Education approves the school calendars. While this process usually occurs in February, this year the development of the calendar was delayed until now while negotiations on the teachers' contract were completed. As part of the new contract, the District can add up to two additional instructional days per year for all students.

Previous Calendar Committees have proposed moving parent teacher conferences into October instead of following the previous practice of holding conferences the week of Thanksgiving, or the end of first term. We believe that having that formal meeting opportunity prior to the end of the term, not only helps parents have a greater understanding of what is to be expected before the first grades will be arriving, but it also assists teachers in gathering pertinent information to better inform them about the students.

Additionally, there has been a lot of discussion about when to add the two additional instructional days. The Calendar Committee overwhelmingly supports adding the two additional

<b>Reviewed and Approved by Superintendent</b>
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instructional days at the beginning of the school year. For the 2014-15 school year, Labor Day falls on September 1, 2014, the earliest possible day. As this is a big transition for families (in addition to the earlier conferences), community partners (e.g. Parks and Recreation) who plan around our school schedule, and our tight timelines on school bond summer work, we are recommending that school starts on September 2, 2014. However, for the 2015-16 school year, where Labor Day will be on September 7, 2015 (the latest possible date), we are recommending starting school on August 28, 2015. For comparison, school started on September 4, 2014.

Finally, based on the direction of the Board of Education, staff has amended our original recommendation to include instructional days on November 26, 2014 and November 25, 2015.

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### **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

**3.20.010-P Annual Calendar** The Board approves the school year calendar.

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### **PROCESS / COMMUNITY ENGAGEMENT**

Due to our expedited process, we had a single meeting of the calendar committee on March 5, 2014. List of attendees included with original staff recommendation.

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### **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

Additional school days equates to additional instructional time for all students to increase student achievement. The State of Oregon has one of the shortest school years in the nation and these two additional days are a step in the right direction. Additionally, for our students on free and reduced meals, this provides access to breakfast and lunch on two additional days.

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### **BUDGET / RESOURCE IMPLICATIONS**

It is approximately \$2.2 million to add two additional days of instruction.

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### **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

The draft calendars have been posted on the PPS website and we have received a handful of questions/comments from parents. Once the Board has finalized the calendars, we will post and include a story in a future Pulse newsletter.

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**Reviewed and Approved by  
Superintendent**



## ATTACHMENTS

- 1) **Resolution Authorizing a 14 hour Reduction in Instructional Hours Due to Adverse Weather and Facility Failures and the Addition of Two Instructional Days**
- 2) **Resolution Approving Calendars for 2014-15 and 2015-16 school years**
- 3) **REVISED 2014-15 and 2015-16 School Year Calendars**

**Reviewed and Approved by  
Superintendent**

Handwritten signature of Carrie Smith in cursive script.



# 2014-2015 SCHOOL QUARTER CALENDAR



(SUBJECT TO POSSIBLE REVISION)

Calendars are on the district website: [www.pps.net](http://www.pps.net); click on "Calendar" tab.

S M T W Th F S

**JUNE — 2014**

1	2	3	4	5	6	7
8	9	10	11 <sup>END GRD</sup>	12 <sup>PLAN</sup>	13 <sup>PLAN</sup>	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**JULY — 2014**

		1	2	3	H	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**AUGUST — 2014**

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26 <sup>PROF PLAN*</sup>	27 <sup>PROF PLAN*</sup>	28 <sup>PLAN</sup>	29	30
31						

**SEPTEMBER — 2014**

	H	2 <sup>START</sup>	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17 <sup>LO</sup>	18	19	20
21	22	23	24	25	26	27
28	29	30				

**OCTOBER — 2014**

			1	2	3	4
5	6	7	8	9	10 <sup>INS</sup>	11
12	13	14	15 <sup>LO</sup>	16	17	18
19	20	21	22	23	24	25
26	27	28	29 <sup>AM/PM/EVE°</sup>	30 <sup>AM/PM/EVE°</sup>	31 <sup>AM</sup>	

**NOVEMBER — 2014**

						1
2	3	4	5	6	7 <sup>GRD</sup>	8
9	10 <sup>PLAN</sup>	H	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	H	X	29
30						

**DECEMBER — 2014**

		1	2	3	4	5	6
7	8	9	10	11	12	13	
14	15	16	17 <sup>LO</sup>	18	19	20	
21	22	23	X	X	X	27	
28	29	30	31				

### SYMBOL EXPLANATION

- Students Out of School
- AM Morning Conferences, No PM School for Teachers (no school for students)
- AM/PM/EVE Morning/Afternoon/Evening Conferences (no school for students)
- CC Classified Connection (Prof. Dev. for classified employees)
- END End of School Year
- EVE° Optional Evening Conferences (school decision)
- GRD Grading Period Ends
- H Holiday (schools and all offices closed)
- HC Holiday Commemoration (schools and all offices closed)

S M T W Th F S

**JANUARY — 2015**

				H	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	HC	20	21 <sup>LO</sup>	22	23	24
25	26	27	28	29 <sup>GRD</sup>	30 <sup>PLAN</sup>	31

**FEBRUARY — 2015**

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18 <sup>LO</sup>	19	20	21
22	23	24	25	26	27	28

**MARCH — 2015**

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 <sup>LO</sup>	19	20	21
22	23	24	25	26	27	28
29	30	31				

**APRIL — 2015**

				1	2	3	4
5	6	7	8	9 <sup>GRD</sup>	10 <sup>PLAN</sup>	11	
12	13	14	15 <sup>LO</sup>	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

**MAY — 2015**

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20 <sup>LO</sup>	21	22	23
24	H	26	27	28	29	30
31						

**JUNE — 2015**

						1	2	3	4	5	6
7	8	9	10	11 <sup>END GRD</sup>	12 <sup>PLAN</sup>	13					
14	15 <sup>PLAN</sup>	16	17	18	19	20					
21	22	23	24	25	26	27					
28	29	30									

**JULY — 2015**

						1	2	H	4
5	6	7	8	9	10	11			
12	13	14	15	16	17	18			
19	20	21	22	23	24	25			
26	27	28	29	30	31				

❄  
Snow  
Make-Up  
Days will  
be added  
to the end  
of the first  
semester  
and/or the  
end of the  
school  
year.

# DRAFT 2

AFTER Labor Day

- INS Statewide Inservice (no school - all 190, 200, 210, 225 & 230 employees off)
- LO Late Opening - Professional Development Time (schools start 2 hours late)
- MT Mid-Term Progress Reports Entered into Student System
- PLAN Teacher Planning Day
- PROF Professional Development Day
- START Start of School Year
- TRF-H High School Transfer Application Deadline
- TRF-E/MS Elementary/Middle School Transfer Application Deadline
- X Schools and Offices Closed
- \* Prof. Dev. Day or Teacher Plan Day (school decision)
- Snow make-up days - this would move END, GRD, and PLAN days over accordingly

# SCHOOL QUARTER CALENDAR

## QUARTER CALENDAR DATES FOR SCHOOL YEAR 2014-2015

Summer Scholars	First Semester: June 23-July 11 / Second Semester: July 21-August 8, 2014
Project Community Care Signature Day	August __, 2014
Professional Development Day or Teacher Planning Day (school decision)	August 26, 2014
Professional Development Day or Teacher Planning Day (school decision)	August 27, 2014
Teacher Planning Day	August 28, 2014
Schools closed, District Offices open, all Custodians report	August 29, 2014
Labor Day Holiday (schools and all offices closed)	September 1, 2014
First Day of School for Students	September 2, 2014
(Kindergarten and PK classes will begin regular classroom instruction no later than September __.	
Schools may choose to use the __th, __th and __th for kindergarten assessment.)	
Statewide Inservice (No school - all 190, 200, 210, 225 & 230 employees off)	October 10, 2014
PSAT Testing for All High School Sophomores (during regular school hours)	October __, 2014
Conferences	
Morning, Afternoon and Optional Evening Conferences (no school for students)	October 29, 2014
Morning, Afternoon and Optional Evening Conferences (no school for students)	October 30, 2014
Morning Conferences (no school for students; no afternoon school for teachers; all PFSP 190, 200, 210 & 225 employees off)	October 31, 2014
End of 1st Grading Period	November 7, 2014
Teacher Planning Day (no school for students)	November 10, 2014
Holiday in Celebration of Veterans' Day (schools and all offices closed)	November 11, 2014
Thanksgiving Holiday (schools and all offices closed)	November 27 & 28, 2014
Students' last day prior to Winter Break	December 19, 2014
Schools and Offices closed (all 260 employees off)	December 24-26, 2014
Holiday in Celebration of New Year's Day (schools and all offices closed)	January 1, 2015
Students return following Winter Break	January 5, 2015
Martin Luther King Jr. Day Holiday Commemoration (schools and all offices closed)	January 19, 2015
End of 2nd Grading Period	January 29, 2015
High School Transfer - Opens	January __, 2015
Teacher Planning Day (no school for students)	January 30, 2015
Elementary/Middle School Transfer - Opens (tentative)	February __, 2015
High School Transfer Deadline	February __, 2015
Presidents' Day Holiday (schools and all offices closed)	February 16, 2015
Elementary/Middle School Transfer Deadline (tentative)	March __, 2015
Spring Break (no school for students)	March 23-27, 2015
End of 3rd Grading Period	April 9, 2015
Teacher Planning Day (no school for students)	April 10, 2015
ACT Testing for All High School Juniors (during regular school hours)	April __, 2015
Memorial Day Holiday (schools and all offices closed)	May 25, 2015
Last Day of School for Students	June 11, 2015
Teacher Planning Day (no school for students)	June 12 & 15, 2015
Snow Make-Up Days (END, GRD, PLAN days would be moved back accordingly)	June 12, 15 & 16, 2015
Summer Scholars	First Semester: June __-July __ / Second Semester: July __-August __, 2015
Graduation Dates	June __, __, __ & __, 2015

## GRADING PERIOD SCHEDULE FOR 2014-2015 SCHOOL YEAR

Start of <b>First</b> Grading Period	September 2, 2014	Start of <b>Third</b> Grading Period	February 2, 2015
End of <b>First</b> Grading Period	November 7, 2014	End of <b>Third</b> Grading Period	April 9, 2015
Start of <b>Second</b> Grading Period	November 12, 2014	Start of <b>Fourth</b> Grading Period	April 13, 2015
End of <b>Second</b> Grading Period	January 29, 2015	End of <b>Fourth</b> Grading Period	June 11, 2015

## EMPLOYEE WORK YEAR 2014-2015

<b>190-Day</b> Employees	August __ to June __	<b>225-Day</b> Employees**	August __ to June 30
<b>200-Day</b> Employees	August __ to June __	<b>230-Day</b> Employees**	August __ to June 30
<b>210-Day</b> Employees	August __ to June __	<b>260-Day</b> Employees	July __ to June 30
<b>215-Day</b> Employees**	August __ to June __		

\*\*Refer to 2014-2015 Employee Work Year Schedule for July/Aug. work day details

**Portland Public Schools Nondiscrimination Statement:** Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. — Board of Education Policy 1.80.020-P



# 2015-2016 SCHOOL QUARTER CALENDAR



(SUBJECT TO POSSIBLE REVISION)

Calendars are on the district website: [www.pps.net](http://www.pps.net); click on "Calendar" tab.

S M T W Th F S

**JUNE — 2015**

	1	2	3	4	5	6
7	8	9	10	11 <sup>END GRD</sup>	12 <sup>PLAN</sup>	13
14	15 <sup>PLAN</sup>	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**JULY — 2015**

		1	2	H	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**AUGUST — 2015**

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 <sup>PROF PLAN*</sup>	25 <sup>PROF PLAN*</sup>	26 <sup>PLAN</sup>	27 <sup>START</sup>	28	29
30	31					

**SEPTEMBER — 2015**

		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16 <sup>LO</sup>	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**OCTOBER — 2015**

			1	2	3	
4	5	6	7	8	9 <sup>INS</sup>	10
11	12	13	14 <sup>LO</sup>	15	16	17
18	19	20	21 <sup>AM/PM/EVE*</sup>	22 <sup>AM/PM/EVE*</sup>	23 <sup>AM</sup>	24
25	26	27	28	29 <sup>GRD</sup>	30 <sup>PLAN</sup>	31

**NOVEMBER — 2015**

1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	24	25	H	X	28
29	30					

**DECEMBER — 2015**

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16 <sup>LO</sup>	17	18	19
20	21	22	X	X	X	26
27	X	29	30	31		

### SYMBOL EXPLANATION

- Students Out of School
- AM** Morning Conferences, No PM School for Teachers (no school for students)
- AM/PM/EVE** Morning/Afternoon/Evening Conferences (no school for students)
- CC** Classified Connection (Prof. Dev. for classified employees)
- END** End of School Year
- EVE<sup>o</sup>** Optional Evening Conferences (school decision)
- GRD** Grading Period Ends
- H** Holiday (schools and all offices closed)
- HC** Holiday Commemoration (schools and all offices closed)

S M T W Th F S

**JANUARY — 2016**

					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	HC	19	20 <sup>LO</sup>	21	22 <sup>GRD</sup>	23
24	25 <sup>PLAN</sup>	26	27	28	29	30
31						

**FEBRUARY — 2016**

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17 <sup>LO</sup>	18	19	20
21	22	23	24	25	26	27
28	29					

**MARCH — 2016**

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16 <sup>LO</sup>	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**APRIL — 2016**

					1	2
3	4	5	6	7 <sup>GRD</sup>	8 <sup>PLAN</sup>	9
10	11	12	13	14	15	16
17	18	19	20 <sup>LO</sup>	21	22	23
24	25	26	27	28	29	30

**MAY — 2016**

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 <sup>LO</sup>	19	20	21
22	23	24	25	26	27	28
29	H	31				

**JUNE — 2016**

			1	2	3	4
5	6	7 <sup>END GRD</sup>	8 <sup>PLAN</sup>	9 <sup>PLAN</sup>	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**JULY — 2016**

					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Snow Make-Up Days will be added to the end of the first semester and/or the end of the school year.

# DRAFT 2

Before Labor Day  
Following the 2014-15 After Labor Day Start

- INS** Statewide Inservice (no school - all 190, 200, 210, 225 & 230 employees off)
- LO** Late Opening - Professional Development Time (schools start 2 hours late)
- MT** Mid-Term Progress Reports Entered into Student System
- PLAN** Teacher Planning Day
- PROF** Professional Development Day
- START** Start of School Year
- TRF-H** High School Transfer Application Deadline
- TRF-E/MS** Elementary/Middle School Transfer Application Deadline
- X** Schools and Offices Closed
- \*** Prof. Dev. Day or Teacher Plan Day (school decision)
- Snow make-up days - this would move END, GRD, and PLAN days over accordingly

# SCHOOL QUARTER CALENDAR

## QUARTER CALENDAR DATES FOR SCHOOL YEAR 2015-2016

Summer Scholars . . . . .	First Semester: June __-July __ / Second Semester: July __-August __, 2015
Project Community Care Signature Day . . . . .	August __, 2015
Professional Development Day or Teacher Planning Day (school decision) . . . . .	August 24, 2015
Professional Development Day or Teacher Planning Day (school decision) . . . . .	August 25, 2015
Schools closed, District Offices open, all Custodians report . . . . .	August 26, 2015
First Day of School for Students . . . . .	August 27, 2015
(Kindergarten and PK classes will begin regular classroom instruction no later than September __.	
Schools may choose to use the __th, __th and __st for kindergarten assessment.)	
Labor Day Holiday (schools and all offices closed) . . . . .	September 7, 2015
Statewide Inservice (No school - all 190, 200, 210, 225 & 230 employees off) . . . . .	October 9, 2015
PSAT Testing for All High School Sophomores (during regular school hours) . . . . .	October __, 2015
Conferences	
Morning, Afternoon and Optional Evening Conferences (no school for students) . . . . .	October 21, 2015
Morning, Afternoon and Optional Evening Conferences (no school for students) . . . . .	October 22, 2015
Morning Conferences (no school for students; no afternoon school for teachers; all PFSP 190, 200, 210 & 225 employees off) . . . . .	October 23, 2015
End of 1st Grading Period . . . . .	October 29, 2015
Teacher Planning Day (no school for students) . . . . .	October 30, 2015
Holiday in Celebration of Veterans' Day (schools and all offices closed) . . . . .	November 11, 2015
Thanksgiving Holiday (schools and all offices closed) . . . . .	November 26 & 27, 2015
Students' last day prior to Winter Break . . . . .	December 18, 2015
Schools and Offices closed (all 260 employees off) . . . . .	December 23-28, 2015
Holiday in Celebration of New Year's Day (schools and all offices closed) . . . . .	January 1, 2016
Students return following Winter Break . . . . .	January 4, 2016
Martin Luther King Jr. Day Holiday Commemoration (schools and all offices closed) . . . . .	January 18, 2016
End of 2nd Grading Period . . . . .	January 22, 2016
High School Transfer - Opens . . . . .	January __, 2016
Teacher Planning Day (no school for students) . . . . .	January 25, 2016
Elementary/Middle School Transfer - Opens (tentative) . . . . .	February __, 2016
High School Transfer Deadline . . . . .	February __, 2016
Presidents' Day Holiday (schools and all offices closed) . . . . .	February 15, 2016
Elementary/Middle School Transfer Deadline (tentative) . . . . .	March __, 2016
Spring Break (no school for students) . . . . .	March 21-25, 2016
End of 3rd Grading Period . . . . .	April 7, 2016
Teacher Planning Day (no school for students) . . . . .	April 8, 2016
ACT Testing for All High School Juniors (during regular school hours) . . . . .	April __, 2016
Memorial Day Holiday (schools and all offices closed) . . . . .	May 30, 2016
Last Day of School for Students . . . . .	June 7, 2016
Teacher Planning Day (no school for students) . . . . .	June 8 & 9, 2016
Snow Make-Up Days (END, GRD, PLAN days would be moved back accordingly) . . . . .	June 8, 9 & 10, 2016
Summer Scholars . . . . .	First Semester: June __-July __ / Second Semester: July __-August __, 2016
Graduation Dates . . . . .	June __, __, __ & __, 2016

## GRADING PERIOD SCHEDULE FOR 2015-2016 SCHOOL YEAR

Start of <b>First</b> Grading Period . . . . .	August 27, 2015	Start of <b>Third</b> Grading Period . . . . .	January 26, 2016
End of <b>First</b> Grading Period . . . . .	October 29, 2015	End of <b>Third</b> Grading Period . . . . .	April 7, 2016
Start of <b>Second</b> Grading Period . . . . .	November 2, 2015	Start of <b>Fourth</b> Grading Period . . . . .	April 11, 2016
End of <b>Second</b> Grading Period . . . . .	January 22, 2016	End of <b>Fourth</b> Grading Period . . . . .	June 7, 2016

## EMPLOYEE WORK YEAR 2015-2016

<b>190-Day</b> Employees . . . . .	August __ to June __	<b>225-Day</b> Employees** . . . . .	August __ to June 30
<b>200-Day</b> Employees . . . . .	August __ to June __	<b>230-Day</b> Employees** . . . . .	August __ to June 30
<b>210-Day</b> Employees . . . . .	August __ to June __	<b>260-Day</b> Employees . . . . .	July __ to June 30
<b>215-Day</b> Employees** . . . . .	August __ to June __		

\*\*Refer to 2015-2016 Employee Work Year Schedule for July/Aug. work day details

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# Board of Education

## Staff Report to the Board

**Board Meeting Date:** March 3, 2014

**Executive Committee Lead:** Neil Sullivan

**Department:** Purchasing & Contracting

**Presenter/Staff Lead:** Emily Courtnage

**SUBJECT: Resolution to Adopt Revised Public Contracting Rules**

### BACKGROUND

Staff asks the Board to adopt revised Public Contracting Rules ('March 2014 Rules'). These rules comprise the Purchasing Manual referenced in Policy 8.50.100-P and govern the District's purchasing and contracting activities. If adopted, these rules will replace the 2012 Portland Public Schools Purchasing and Contracting Rules.

### RELATED POLICIES / BOARD GOALS AND PRIORITIES

District Policy 8.50.090-P designates the Board as the local government contract review board with authority to adopt rules for public contracts and purchasing, as per ORS 279A.060.

### PROCESS / COMMUNITY ENGAGEMENT

**The March 2014 Rules vary from the 2012 version as follows:**

#### Page 35:

1. In PPS-47-0250 (1)(c), the upper limit for Small Procurements of Goods and Services is raised from \$5,000 to \$10,000.
2. In PPS-47-0250 (1)(d), the threshold for Intermediate Procurements of Goods and Services is raised from \$5,000 to \$10,000.

#### Page 50:

1. In PPS-47-0265 (1), the upper limit for Small Procurements of Goods and Services is raised from \$5,000 to \$10,000.
2. In PPS-47-0265 (2), the maximum total contract price resulting from cumulative amendments of contracts awarded as Small Procurements of Goods and Services is raised from \$6,000 to \$12,000.
3. In PPS-47-0270 (1), the threshold for Intermediate Procurements of Goods and Services is raised from \$5,000 to \$10,000.

Reviewed and Approved by  
Executive Committee Lead

*Neil A. Sullivan*

These changes are consistent with the state legislature's 2013 revisions of state statute ORS 279B.065. The revisions to ORS 279B.065 recognize public agency need for increased efficiencies when making small purchases and the realities of inflation since the previous such update 16 years ago.

The proposed changes will allow the District to make small purchases of Goods and Services up to \$10,000 directly rather than going through a competitive process. The change does not mandate that the District negotiate directly; it merely allows flexibility when time and other constraints make a competitive bid practice impractical.

The changes will also allow cumulative amendments of contracts awarded as Small Procurements of Goods and Services up to but not exceeding \$12,000, or 120% of the Small Procurements upper limit. This change maintains the current allowed cumulative amendment percentage and provides flexibility in approving and processing minor, unforeseen scope of work changes without the need to engage in a competitive bid process mid-work.

It is also important to note that this change does apply to personal services, architecture or engineering consulting, or public improvement contracts.

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#### **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

The changes described herein are in alignment with the District's Equity in Public Purchasing & Contracting Policy. Minority-owned and women-owned businesses, as well as small business advocacy groups, have requested the District consider more direct contracting because it allows project managers and others to specifically utilize local minority-owned, woman-owned, and emerging small businesses.

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#### **BUDGET / RESOURCE IMPLICATIONS**

This flexibility will allow us to better utilize our scarce project management resources in order to quickly and efficiently make minor purchases of Goods and Services.

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#### **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

The March 2014 Rules are scheduled for a first reading at the March 3<sup>rd</sup> Board Meeting. A second reading, at which time the revised rules may be proposed for adoption, is on the proposed agenda for the March 31<sup>st</sup> Board Meeting. If adopted, these revised rules will replace those currently posted on the District website.

The Attorney General Model Rules are currently under revision, with anticipated completion in the summer of 2014. Staff expects to return to the Board at that time, with a second proposed revision, in order to align District rules with the new changes.

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#### **QUESTIONS FOR BOARD DISCUSSION**

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#### **ATTACHMENTS**

1. Resolution
2. Exhibit A: Page 35 and page 50 of 2012 PPS Public Contracting Rules, redlined to show proposed changes.

**Portland Public Schools Public Contracting Rules**  
Division 49 – Public Contracting Rules for Contracts for Goods and/or Services  
Other Than Personal Services

**Exhibit A - Proposed Changes**

**PPS DIVISION 47**

**PUBLIC CONTRACTING RULES FOR CONTRACTS FOR GOODS AND/OR  
SERVICES OTHER THAN PERSONAL SERVICES**

**PPS-47-0000 Generally**

These Division 47 Rules implement ORS 279B applicable to public Procurements for Goods or Services, or both.

**PPS-47-0250 Methods of Source Selection**

- (1) Except as permitted in these Rules, the District must Award a Public Contract for Goods or Services, or both, by one of the following sourcing methods:
- (a) Competitive Sealed Bidding (also known as Invitation to Bid or ITB) pursuant to ORS 279B.055 and PPS-47-0255 and -0257;
  - (b) Competitive Sealed Proposals (also known as Request for Proposals or RFP) pursuant to ORS 279B.060 and PPS-47-0260 through 0263;
  - (c) Small Procurements (~~\$5,000~~10,000 or less) pursuant to ORS 279B.065 and PPS-47-0265;
  - (d) Intermediate Procurements (more than ~~\$5,000~~10,000 to \$150,000) pursuant to ORS 279B.070 and PPS-47-0270;
  - (e) Sole-source Procurement pursuant to ORS 279B.075 and PPS-47-0275;
  - (f) Emergency Procurement pursuant to ORS 279B.080 and PPS-47-0280;
  - (g) Special Procurement pursuant to ORS 279B.085 and PPS-47-0285, including the Class Special Procurements set forth in PPS-47-0288; or
  - (h) Cooperative Procurement pursuant to ORS 279A.200 and PPS-46-0400 through PPS-46-0480.

**PPS-47-0252 Procurement of Service Contracts Over \$250,000 in Compliance with ORS 279B.030 through ORS 279B.036**

(1) Unless the District determines that it is not feasible to perform the Services with the District's own personnel and resources pursuant to Section (4) of this Rule, before conducting a Procurement of a Contract for Services with an estimated Contract Price that exceeds \$250,000 the District shall conduct a Written cost analysis in accordance with Section (2) of this Rule. The cost analysis must compare an estimate of the District's cost in performing the Services with an estimate of the cost that a potential Contractor would incur in performing the Services. The District may proceed with the Procurement only if it determines that the District would incur more cost in performing the Services with its own personnel and resources than in procuring the Services from a Contractor. For the purposes of this Section, "Contract for Services" does not include:

- (a) Contracts for Personal Services as defined in PPS-46-0500.
- (b) Contracts for Services exempted from compliance with the Public Contracting Code by ORS 197.025 or other state statute.
- (c) Procurements for Client Services as defined in OAR 125-246-0110. "Client Services" means any Services that directly or primarily support a Client, whether or not the Client is the recipient through the provision of voluntary or mandatory Services. Client Services also means any Goods

**Portland Public Schools Public Contracting Rules**  
Division 49 – Public Contracting Rules for Contracts for Goods and/or Services  
Other Than Personal Services

- (a) Addenda to the Request for Proposals. After receipt of unpriced technical Proposals, Addenda to the Request for Proposals shall be distributed only to Proposers who submitted unpriced technical Proposals.
- (b) Receipt and Handling of Unpriced Technical Proposals. Unpriced technical Proposals need not be opened publicly.
- (c) Evaluation of Unpriced Technical Proposals. Unpriced technical Proposals shall be evaluated solely in accordance with the criteria set forth in the Request for Proposals.
- (d) Discussion of Unpriced Technical Proposals. The District may seek clarification of a technical Proposal of any Proposer who submits a qualified, or potentially qualified, technical Proposal. During the course of such discussions, the District shall not disclose any information derived from one unpriced technical Proposal to any other Proposer.
- (e) Methods of Contractor Selection for Phase One. In conducting phase one, the District may employ any combination of the methods of Contractor selection that call for the establishment of a Competitive Range or include discussions, negotiations, or best and final Offers as set forth in this Rule.
- (f) Procedure for Phase Two. On the completion of phase one, the District shall invite each qualified Proposer to submit price Proposals. The District shall conduct phase two as any other Competitive Sealed Proposal Procurement except as set forth in this Rule.
- (g) No public notice need be given of the request to submit Price Proposals because such notice was previously given.

**PPS-47-0265 Small Procurements**

- (1) **Generally**. For Procurements of Goods and Services less than or equal to ~~\$5,000~~10,000, the District may Award a Contract as a Small Procurement in any manner deemed practical or convenient by the District, including by direct selection or Award.
- (2) **Amendments**. The District may amend a Contract Awarded as a Small Procurement in accordance with PPS-47-0800, but the cumulative amendments must not increase the total Contract Price to greater than ~~\$6,000~~12,000.
- (3) **No Fragmentation**. A Procurement may not be artificially divided or fragmented so as to constitute a Small Procurement. See ORS 279B.065(2).

**PPS-47-0270 Intermediate Procurements**

- (1) **Generally**. For Procurements of Goods and Services greater than ~~\$5,000~~10,000 and less than or equal to \$150,000, the District may Award a Contract as an Intermediate Procurement pursuant to ORS 279B.070.
- (2) **Intermediate Solicitation Process**. When conducting an Intermediate Procurement, the District shall seek at least three informally solicited Competitive Price Quotes or Competitive Proposals from prospective Contractors. The District shall keep a Written record of the sources of the Quotes or Proposals received. If three Quotes or Proposals are not reasonably available, fewer will suffice, but the District shall make a Written record of the effort made to obtain the Quotes or Proposals.
- (3) **Written Solicitations**. For Intermediate Procurements equal to or exceeding \$75,000, the District shall use a Written solicitation to obtain Quotes, Bids, or Proposals.
- (4) **Negotiations**. The District may negotiate with a prospective Contractor who offers to provide Goods or Services in response to an Intermediate Procurement to clarify its Quote or Offer or to effect modifications that will make the Quote or Offer more advantageous to the District.

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

INDEX TO THE AGENDA

March 31, 2014

Board Action Number	Page
---------------------------	------

Personnel

4894	Election of First-year Probationary Teacher (Part-time) .....	3
4895	Appointment of Temporary Teachers and Notice of Non-renewal.....	3

Purchases, Bids, Contracts

4896	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority .....	5
------	---	---

Other Items Requiring Board Action

4897	Completion of the Great Fields Project High School Track and Fields for Fall 2014 And Authorization for Internal Financing from and through the Construction Excise Tax Fund .....	7
4898	Authorizing up to a 14-Hour Reduction in Instructional Hours due to Adverse Weather and Facility Failures and the Addition of Two Instructional Days.....	9
4899	Adoption of 2014-15 School Calendar and 2015-16 School Calendar Instructional Hours.....	10
4900	Resolution to Adopt Revised Public Contracting Rules .....	11

Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4894 and 4895

**RESOLUTION No. 4894**

Election of First-year Probationary Teacher (Part-time)

**RECITAL**

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teacher listed below be elected as a First-year Probationary Teacher.

**RESOLUTION**

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as First-year Probationary Teacher for the school year 2013-14 the following person, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

*Part-Time*

<b>First</b>	<b>Last</b>	<b>ID</b>
Edward	Walz	022675

S. Murray

**RESOLUTION No. 4895**

Appointment of Temporary Teachers and Notice of Non-renewal

**RESOLUTION**

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

<b>First</b>	<b>Last</b>	<b>ID</b>	<b>Eff. Date</b>	<b>Term Date</b>
Daniel	Carver	013181	2/18/2014	5/15/2014
Rebecca	Erickson	006041	3/3/2014	6/30/2014
Karin	Hassett	003952	2/24/2014	6/13/2014
Janae	Jamison	022721	2/25/2014	6/13/2014
Ian	Mandis	021479	1/28/2014	6/13/2014
Margaret	Parker	002643	1/28/2014	5/16/2014
Bryndle	Rueck	022309	12/17/2013	3/29/2014
Matthew	Schlotte	019172	2/5/2014	6/13/2014
Suella	Springfield	022070	2/24/2014	6/13/2014
Michele	Stahlecker	015932	2/24/2014	6/13/2014
Barbara	Tillman	002723	3/3/2014	6/18/2014
Sara	Vandepas	021469	3/17/2014	6/13/2014
Theresa	Yoshiwara	007328	3/17/2014	6/13/2014

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4896

**RESOLUTION No. 4896**

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**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Resolutions Northwest	4/1/2014 through 6/30/2015	Personal Services PS 6XXXX	District-wide: Provide Restorative Justice intensive training, consulting, and support with systems and relationship building.	\$364,733	M. Goff Fund 101 Dept. 5424

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Northwest Regional Education Service District	3/10/2014 through 6/30/2017	Intergovernmental Agreement IGA 60574	District-wide: Implementation and hosting services for Follett’s Destiny Management System. Replacement for VIA Library Management System.	\$960,684	J. Klein Fund 101 Dept. 5581

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments to Existing Contracts

*N. Sullivan*

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4897 through 4900

## RESOLUTION No. 4897

### Completion of the Great Fields Project High School Track and Fields for Fall 2014 and Authorization for Internal Financing from and through the Construction Excise Tax Fund

#### RECITALS

- A. In response to high school field and track fundraising efforts in 2007, the Board of Education asked for the development of a comprehensive strategy for improved fields at all high schools in Portland Public Schools (PPS); this effort was called the Ten Great Fields (Resolution 3681).
- B. A group of community leaders began to form the Community Athletic Facilities Partnership (CAFP), an initiative to develop a District-wide plan and funding to improve all athletic facilities at PPS high schools (Resolution 3774).
- C. While the CAFP's efforts languished over time, the Superintendent, recognizing that some high schools would be better able to raise and leverage the funds necessary to replace their tracks and fields, authorized district staff to develop an equitable division of Resolution No. 3896's \$2 million based upon each school's free and reduced lunch student population. The higher the free and reduced lunch percentage, the more each school would receive from the \$2 million. This formula became known as the Great Fields Funding Plan and was initiated in 2010. The distribution of the Great Fields funds was contingent upon an equitable plan for improvement and financing.
- D. High school fields and tracks are used daily as part of the physical education requirement for high school students and in some cases in the past, the fields and or tracks have been deemed unsafe and unusable for play. Replacing the grass fields with synthetic turf enables students to utilize the athletic facilities year-round.
- E. The new athletic facilities will also be able to be used to help alleviate the strain on Portland Parks and Recreation for all weather playing surfaces and will play a significant role in community wellness by providing safe surfaces on which to run and play.
- F. Since 2010, several track and/or field projects have been completed through partnerships and the generosity of the surrounding communities who have made a commitment to support Portland Public Schools and the nearly 48,000 students who currently or one day will attend each of those high schools. Completed projects are:
  - 1. Benson (two fields)
  - 2. Franklin (track)
  - 3. Grant (track and field)
  - 4. Lincoln (field)
  - 5. Madison (track)
  - 6. Marshall (track repairs and restriping)
  - 7. Roosevelt (track and field)
- G. Because Cleveland's track was accomplished through the generosity of community members and NIKE, as well as a substantial financial commitment from alumni Phil Knight, that school was completed in 2009. Franklin High School's athletic complex will be completed as part of the 2012 School Building Improvement Bond, with an anticipated completion date of summer 2017.

- H. The following remaining schools are in need of athletic field and track upgrades:
1. Jefferson High School track and field
  2. Madison High School field
  3. Marshall High School field
  4. Wilson High School field
- I. The proposed financing plan would use \$5.2 million from the Construction Excise Tax (CET) fund to pay for the completion of the Great Fields work. The Capital Asset Renewal plan set aside balance would be used to fund \$3.5 million of this amount, and this balance would be refunded each year with \$700,000 of the annual collections from the CET. This would effectively increase the annual set aside to \$2.2 million each year. The remaining \$1.7 million to close the funding gap would be drawn against the uncommitted CET balance, leaving about \$1.5 million uncommitted balance forecast for 6/30/14, and any annual excess above the \$2.2 million set aside, available to support continuing capital requirements..

### **RESOLUTION**

1. The Board of Education supports safe places for athletics and physical fitness at the district's high schools and the completion of the remaining high schools' transition from grass to synthetic turf and track renovations.
2. The Board recognizes that students and community members in the City of Portland deserve the same access to athletics that are available at surrounding districts and appreciates the financial support of our City, County and community partners and their recognition of the significant role student wellness plays in their overall role of success in education.
3. Portland Public Schools, together with its partners at NIKE, the City of Portland, Portland Parks and Recreation, as well as several other community partners has made a commitment to the identified high school communities to renovate their facilities. Those schools are Jefferson High School (track and field), Madison High School (field only), Wilson High School (field only), and Marshall High School (field only).
4. The Board of Education authorizes the Superintendent, or her designee, to commit to using \$ 5,204,057 from the Construction Excise Tax Fund, to be used in tandem with the already committed funds from our community partnerships, school community fundraising efforts, as well as the Great Fields funds for each of the remaining high schools.

*T. Magliano*

**RESOLUTION No. 4898**

Authorizing up to a 14-Hour Reduction in Instructional Hours  
Due to Adverse Weather and Facility Failures and the Addition of Two Instructional Days

**RESOLUTION**

1. Oregon Administrative Rule 581-022-1620 allows the Board of Education to authorize up to 14 hours of emergency school closures due to adverse weather conditions and facility failures.
2. To date for the 2013-14 school year, we have had the following facility failures that resulted in school closures:
  - a. Wilson (1 day for broken water main)
  - b. Stephenson (1.5 days for lack of heat)
  - c. Ainsworth (1 day for broken sewer pipe)
3. Additionally, due to weather school was released two hours early on February 6<sup>th</sup> and was closed on February 7<sup>th</sup> and 10<sup>th</sup>.
4. The Board of Education for Portland Public Schools authorizes up to a 14-hour reduction in instructional hours per OAR 581-022-1620 due to facility failures and the adverse weather. The 14-hour reduction will cover the two hour early dismissal and facility failures at the above named schools.
5. The Board directs the Superintendent to add two additional days to the end of the 2013-14 school calendar, specifically June 12 and June 13, 2014.

SA Higgins

**RESOLUTION No. 4899**

Adoption of 2014-15 School Calendar and 2015-2016 School Calendar  
Instructional Hours

**RECITALS**

- A. Performance Auditor Richard Tracy in a 2009 audit to the board titled "Benefits and Costs of Multiple School Calendars at the Portland Public School District," recommended the Board vote specifically on the reduction of school days for teacher professional development as defined in OAR 581-022-1620.
- B. By State regulation, the district must ensure that all schools have a minimum number of instructional hours each year in accordance with Oregon State requirements (Grades K: 405 hours; Grades 1-3: 810 hours; Grades 4-8: 900 hours; and Grades 9-12: 990 hours).
- C. In March 2014, a calendar committee comprised of representatives from parent communities, principals, teachers, classified employees, regional administrators, and school district departments met to develop the calendars for the 2014-15 and 2015-2016 school years.
- D. The Superintendent is recommending the attached quarter calendars, with a continuation of 16 hours of professional development delivered during 8 two-hour late opening sessions.
- E. Additionally, focus and priority schools require additional professional development as part of their Continuous Achievement Plans. The District is able to provide up three additional days of professional development at focus and priority schools.

**RESOLUTION**

- 1. In accordance with OAR 581-022-1620, the Board of Education of School District No. 1J, Multnomah County, Oregon, agrees to include up to 30 hours to accommodate staff development activities to be counted as instructional hours.
- 2. The Board adopts the proposed 2014-15 and 2015-16 school calendars.

*SA Higgens*

## **RESOLUTION No. 4900**

### Resolution to Adopt Revised Public Contracting Rules

#### **RECITALS**

- A. The Board of Education of School District No. 1J, Multnomah County, Oregon (“District”) acts as the Local Public Contract Review Board (“Board”) pursuant to ORS 279A.060.
- B. ORS 279A.065 empowers public contracting agencies to adopt rules of procedure for public contracts; the District has adopted the 2012 Portland Public Schools Public Contracting Rules (“Rules”) as such.
- C. The state legislature revised ORS 279B.065 in 2013, increasing the upper limit for small Goods and Services procurements from \$5,000 to \$10,000. At the same time, the state legislature revised ORS 279B.270, increasing the lower threshold for intermediate Goods and Services procurements from \$5,000 to \$10,000.
- D. In order for staff to implement these changes, and utilize the new thresholds, they must have Board approval.
- E. The Rules state that cumulative amendments of small procurement contracts must not increase the total contract price to greater than \$6,000. With the proposed increase of the upper limit for small Goods and Services procurements from \$5,000 to \$10,000, staff recommends allowing cumulative amendments to increase the total contract price up to but not greater than \$12,000.
- F. The Superintendent recommends adoption of the updated Rules (“March 2014 Rules”) in order that staff may make small Goods and Services purchases more efficiently and effectively.

#### **RESOLUTION**

- 1. The Board of Education hereby adopts these changes to the 2012 Portland Public Schools Public Contracting Rules, attached as Exhibit A.
- 2. These amended Rules supersede and replace the District’s 2012 Rules for procurements advertised, or first solicited, on or after the effective date of this Resolution. Procurements advertised, or first solicited, prior to the effective date of this Resolution shall continue to be processed under the 2012 Rules.

*N. Sullivan*