

2012-2013 Agenda

Regular Meeting July 16, 2012

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
July 16, 2012

Board Auditorium

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens 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 citizens must abide by the Board's Rules of Conduct for Board meetings.

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

This meeting may be taped and televised by the media.

Background materials for this meeting may be found on the Board's website under "Public Notices".

AGENDA

1. **PRESENTATION: MARTIN LUTHER KING JR. SCHOOL** 5:00 pm
2. **STUDENT TESTIMONY** 5:15 pm
3. **CITIZEN COMMENT** 5:30 pm
4. **SALE OF BENSON BUILDING TRADES PROGRAM HOUSE** 5:50 pm
(action item)
5. **STUDENT INFORMATION SYSTEM** – (action item) 6:00 pm
6. **BREAK** 6:20 pm
7. **SECOND READING: EQUITY IN PUBLIC CONTRACTING POLICY** 6:40 pm
(action item)
8. **BOARD LEADERSHIP ELECTION** – (action item) 7:00 pm
9. **BUSINESS AGENDA** 7:10 pm
10. **REMAINING CITIZEN COMMENT** 7:15 pm
11. **ADJOURN** 7:45 pm

Upcoming Board Meetings:

August 6, 2012 – Noon Business Meeting

August 20, 2012 – Regular Meeting, 5:00pm

All meetings will be held in the Board Auditorium at the Blanchard Education Service Center.

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



PORTLAND PUBLIC SCHOOLS

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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

AUTHORIZING SALE OF BENSON CONSTRUCTION TECHNOLOGY PROGRAM HOUSE ON 4225 NE MALLORY

Board Meeting Date: July 16, 2012

Executive Committee Lead: C.J. Sylvester,
Chief Operating Officer

Department: Facilities and Asset Management

Staff Lead: Bob Alexander, Program Director,
Planning and Asset Management

I. ISSUE STATEMENT

The Resolution accompanying this report directs the Deputy Clerk to enter into a purchase and sale agreement for the Benson Polytechnic High School Construction Technology Program, "Benson Program", House located at 4225 NE Mallory Avenue.:

II. BACKGROUND

The Benson Program offers students hands-on experience in building a residential home through all phases of construction to final completion. The Benson Program has sold 16 homes since the late 1970's.

Teachers Tony Franciscone and Rich Weber offer seven different classes for students in this program from Blueprint Reading to Basic Trades Builders Math to Roof Framing. These homes, built primarily with student labor and some donations of material and labor from community partners, take between two to four years to complete.

Once completed, these homes are offered on the market through a commercial broker. This home was listed on June 18, 2012 for \$305,000. The District received a purchase offer of \$320,000 on June 24, 2012. The offer is subject to purchaser's financial approval, a professional inspection report and agreement on any repairs identified by such report and Board approval. We have received the inspection report, and have been able to address the identified issues.

The next Benson Program House is planned for the adjacent corner lot at 4231 NE Mallory Avenue (cross street NE Skidmore Street).

III. RELATED POLICIES/BEST PRACTICES

Board Resolution No. 3993 (October 27, 2008) "Designation of Real Property as Surplus at the Mallory Site".

IV. FISCAL ISSUES

Proceeds from the sale of this home are directed back into the program to sustain the Benson Construction Technology Program.

V. BOARD OPTIONS

- 1) Accept the purchase and direct staff to enter into the appropriate agreements to complete the sale
- 2) Decide to not pursue this sale and re-list the property

VI. STAFF RECOMMENDATION

Staff recommends the Board approve the attached resolution authorizing staff to enter into and execute a purchase and sale agreement and related documents for the Benson Program House at 4225 NE Mallory Avenue.

VII. TIMELINE FOR IMPLEMENTATION/EVALUATION

Following acceptance by the Board, the intent would be to complete the transaction by the end of July 2012.

I have reviewed this staff report and concur with the recommendation to the Board.



July 16, 2012

Carole Smith
Superintendent
Portland Public Schools

Date

Attachments:

Draft Resolution authorizing the sale of the Benson Construction Technology Program House on 4225 NE Mallory Avenue.



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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

EDUPOINT SYNERGY STUDENT SYSTEM IMPLEMENTATION – FALL, 2013

Board Meeting Date: July 16, 2012

Executive Committee Lead: C.J. Sylvester, COO

Department: Office of Teaching & Learning,

Staff Leads: Melissa Goff, Exec. Director, Teaching & Learning
Dustin Milberg, Director, Information Technology
Marita Ingalsbe, Asst. Dir., Application Services

I. ISSUE STATEMENT

As a result of the existing PPS student information system (eSIS) software firm having been purchased and technical support no longer being available after July 1, 2013, PPS seeks to purchase and implement a new student information system ("SIS") for the 2013-14 school year to better support teaching and learning, deliver integrated and compliant data reporting, and to strengthen parent and student communication.

II. BACKGROUND

Schools need a reliable and effective student information system to track student enrollment, attendance, demographic information, grades, progress toward graduation, schedules, discipline, immunizations and special services. PPS relies on accurate SIS data to submit to the Oregon Department of Education for its state school funding and for mandated accountability reports, and to use for Milestones and other student achievement reporting.

PPS adopted its current student information system (eSIS) in partnership with MESD during the 2002-03 school year. Pearson School Systems acquired eSIS in November, 2010, and announced shortly thereafter that they would no longer provide technical support after July 1, 2012. They have since agreed to extend this date to July 1, 2013, with no further extensions but with delivery of the underlying software source code to provide risk mitigation.

In early 2011, PPS and other Oregon districts and ESDs formed a consortium representing 70% of the Oregon K-12 student population to select a new student information system. An extensive state-wide evaluation and procurement process resulted in execution of a master contract with an established SIS vendor, Edupoint, in March, 2012 for its "Synergy" Education Platform.

The Synergy platform was reviewed by teachers across the state, and chosen as the leading tool to support critical teaching and learning initiatives, including common core standards, response to intervention, achievement reporting,

personalized learning, proficiency grading, and professional learning communities.

More information on the Synergy product suite can be found on the Edupoint website at: <http://www.edupoint.com/Products/SynergySIS.aspx>

PPS staff evaluated the various delivery models that are available for the new system, and recommend a continued SIS partnership with MESD as the most successful, sustainable, and cost-effective option. MESD has hosted eSIS since 2002, and has now combined its technology resources with NWRESD, WESD and CGESD to form a new regional hosting service, the Cascade Technology Alliance, for additional resource and cost sharing.

Implementation timing was carefully considered due to the significant impact to our schools in changing to a new system, and the recommendation is to proceed for Fall, 2013. Several Oregon districts, including Beaverton, are making the new system available to teachers in Fall 2012, and their experience will benefit PPS in planning its implementation. Postponing an implementation for another year until 2014-15 introduces risk due to the lack of technical support and may result in additional costs. It also further delays delivery to our K-8 schools of a teacher gradebook and parent/student communication tool, which has received high praise from our middle and high school community this past year. (See Attachment C for EdBox Viewer Parent Survey Results.)

III. RELATED POLICIES/BEST PRACTICES

Student information management is required in support of board policies for student records under District section 2.00.000, for Students in section 4.00.000, and for certain Instruction policies in section 6.00.000. It also is required for ODE OARs in Sections 21 for Student Conduct, 22 for Elementary and Secondary School Standards, and Section 23 for School Finance; and for ORS Chapters 326 through 344 for Education.

As noted in the Background section, the student information system is the source of ADM reporting to ODE for school funding. PPS participation in best practice state-wide consortium work groups for key areas such as state reporting, proficiency grading and Special Education will also inform this project.

IV. FISCAL IMPACT

The Oregon SIS Consortium's agreement with Edupoint provides licensing for its core student system, as well as an integrated gradebook and Special Education module, at a cost of \$10 per student (ADMr). The implementation cost is \$2 per student for the ESD-hosted model, rather than the \$10 per student cost for stand-alone District implementations; an ESD partnership thus yields significant cost-savings over a PPS-hosted option. (See Attachment A – Five-year Cost Summary.)

MESD has offered to finance a significant portion of the licensing and implementation cost for its component districts, and additionally will pay 10% of the purchase price. Repayment of the financing will be due in three payments in FY 2014-15, 2015-16 and 2016-17. The District has sufficient existing capital funds available to support most of the implementation costs but not for the upfront costs of this project and, therefore, wishes to finance the software licensing and related expenses at an estimated cost of \$471,000.

PPS will continue to leverage MESD SIS Resolution Services for the ongoing annual system maintenance and support costs; no increase to General Fund expenditures is expected. Rather, a decrease should eventually result due to system maintenance no longer being required for the current PPS gradebook. If that lower operating cost is the case, then the differential will fund the repayment of the debt to MESD. If that is not the case, then the repayment source will be identified during the budget development process for FY 2014-15.

Due to a PPS decision last year to suspend further EdBox efforts for expansion to K-8 schools and for a Curriculum Planner pending the new SIS selection, there is approximately \$800,000 available for this project from the original IT capital allocation of \$2.4M. This project funding will be allocated for the necessary additional SIS implementation costs for project activities specific to PPS. Available staff resources for this project are currently very limited as a result of the recent central office staff reductions in Teaching and Learning, Information Technology, and Communications Departments.

The expenditures for this Edupoint adoption are not included in the 2012-13 budget recently adopted by the board. Amendment #1 to the 2012-13 budget, which is part of the "fall balancing" exercise undertaken each year, will reflect the changes needed. In the interim, there is sufficient IT capital funding allocated to cover expenditures before the amendment is formally approved. The financing transaction with MESD represents a borrowing by PPS and a resolution authorizing that debt is attached to this staff report.

Staff will be preparing a Phase 2 IT capital funding proposal for board consideration within the next six months. This will be within current general fund expenditure levels and will address the next phase of school and district technology investments.

V. COMMUNITY ENGAGEMENT

As mentioned above, teachers throughout the state reviewed the "Synergy" Education Platform prior to its selection by the consortium.

Engagement of parent and student groups will be part of the implementation process to ensure that their input and feedback informs an appropriate roll-out to students and their families. Again, the feedback received for this year's middle and high school gradebook adoption was highly positive and will inform this project.

VI. BOARD OPTIONS

1. **(Recommended) The board may approve staff recommendation and authorize resolution.**
2. The board may return this recommendation to staff for further development
3. The board may recommend that the district staff further investigate alternative options to the one proposed in this recommendation
4. The board may recommend postponing a decision which will result in the use of an unsupported system

Please note, decision delays may contribute to challenges in meeting the implementation timelines for Fall 2013.

VII. STAFF RECOMMENDATION

Staff recommends the Board approve the contract agreement with Edupoint for purchase of the Synergy system on tonight's business agenda, and authorize the financing resolution for the purchase through MESD.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION Following Board approval, staff will complete the procurement process finalize the regional partnership agreements, and complete and document the financing with MESD over the next 30 days. Staff will also procure project resources and proceed immediately with the implementation activities, continuing through the 2012-13 school year to be ready to train teachers and other school staff beginning in spring of 2013. Full migration to the new system will be completed in July, 2013 to have in place for the start of the 2013-14 school year.

I have reviewed this staff report and concur with the recommendation to the Board.



**Carole Smith
Superintendent
Portland Public Schools**

July 16, 2012

Date

Attachments:

- A. Five-year cost summary
- B. Resolution to authorize borrowing
- C. EdBox parent survey results

Five-year Summary of Incremental Costs for PPS Edupoint Synergy System Implementation

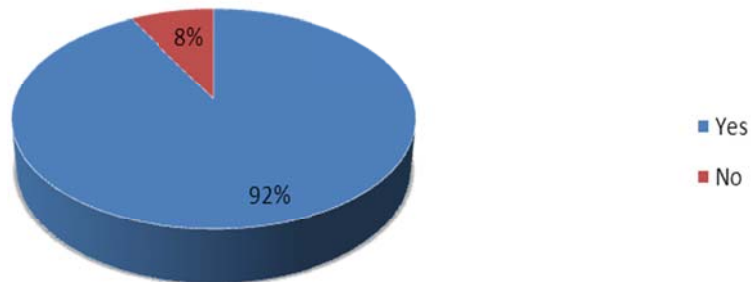
		Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
Edupoint Costs	Software Licensing (based on 2011-12 ADMr of 43,623 @ \$10/ADMr)	\$436,230				
	Hardware Purchase (hosted by CTA)	0				
	Implementation/Consulting @ \$2/ADMr	87,246				
	20 additional service days	\$23,000				
	Support/Maintenance (Ongoing support/year @ \$3.10/ADMr)	\$135,231	\$135,231	\$135,231	\$135,231	\$135,231
	Subtotal – Edupoint Contract Cost	\$681,707	\$135,231	\$135,231	\$135,231	\$135,231
	MESD Purchase Discount	-52,348				
	MESD Resolution (Support & Maintenance @ \$2.90/ADMr)	-126,507	-126,507	-126,507	-126,507	-126,507
	PPS Total Edupoint Cost	\$502,853	\$8,725	\$8,725	\$8,725	\$8,725
	MESD Financing	MESD Financing Amount (Repay may be covered by resolution)	-471,128		167,000	167,000
PPS Edupoint Cost Remainder*		\$31,725	\$8,725	\$175,725	\$175,725	\$175,725
Temporary Staff Costs Capital Fund	Project Manager .5/.25 FTE 2 yrs	\$60,000	\$30,000			
	Prgm. Mgr. Instr. 1.0 FTE/2 yrs	105,000	105,000			
	Prgm. Mgr. Admin. 1.0/.75 FTE	105,000	80,000			
	SIS Specialist backfill 2.0 FTE	76,000				
	Communications Specialist .25 FTE	25,000				
	Training Specialist .5 FTE	50,000				
	Teacher Stipends	75,000	36,000			
	November user group conf. @ 8 (Reg=\$300, airfare=300, hotel=\$400)	8,000	5,000			
	Misc – Printing, local mileage	3,000	1,500			
	Edupoint Cost Remainder (* from above)	31,725				
Sub-Total – EdBox Capital Costs	\$538,725	\$257,500				
TOTAL PPS COST		\$538,725	\$265,500	\$175,725	\$175,725	\$175,725

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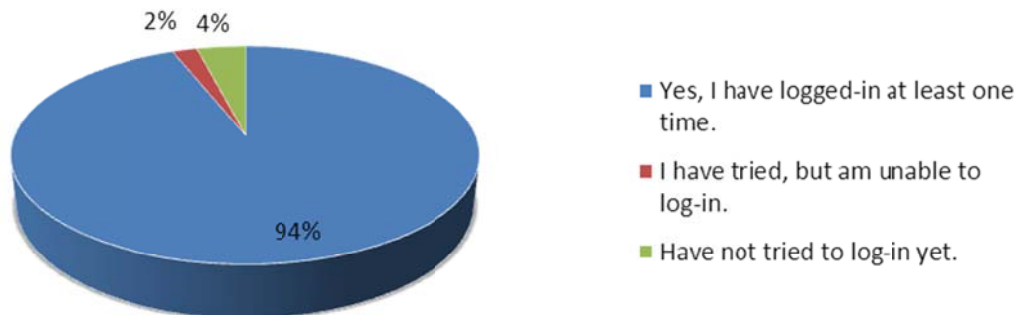
EDBOX VIEWER PARENT SURVEY RESULTS

Thank you for participating in the EdBox Viewer Parent Survey. Below are the survey results.

1. Around mid-October we mailed to parents/guardians information and instructions to log-in and use the EdBox Viewer. Did you receive this information? Note- this information can also be accessed at your child's school office.

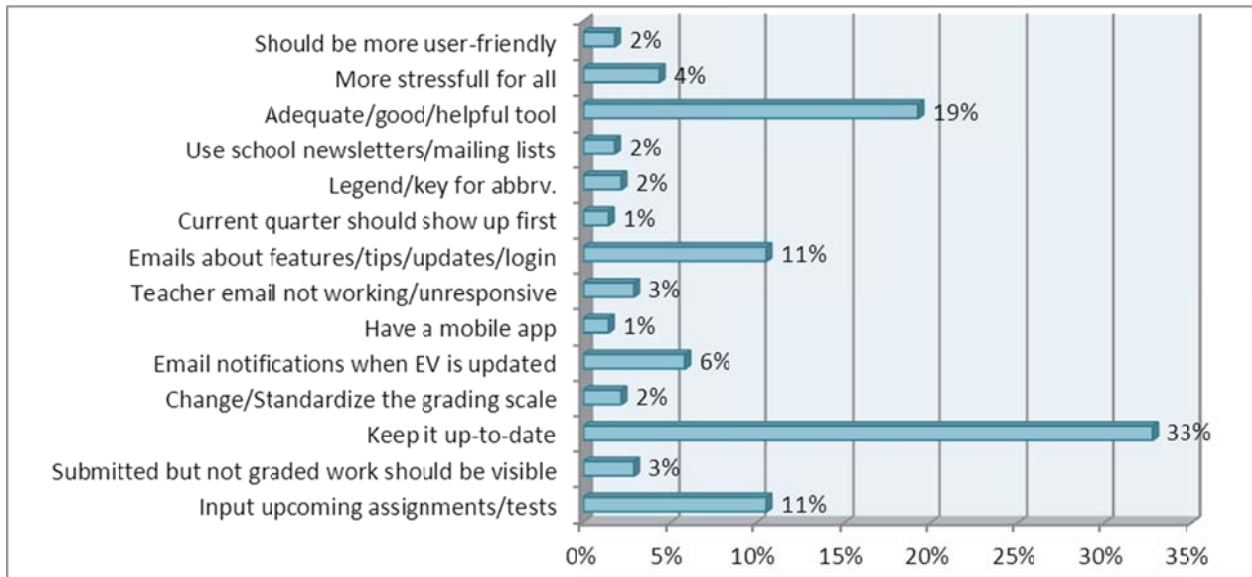


2. Have you logged-in to the EdBox Viewer?

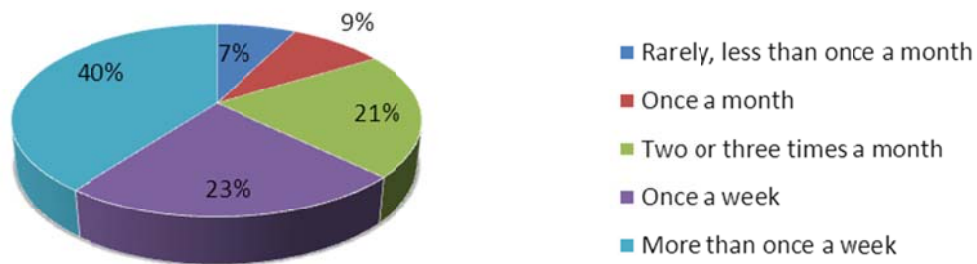


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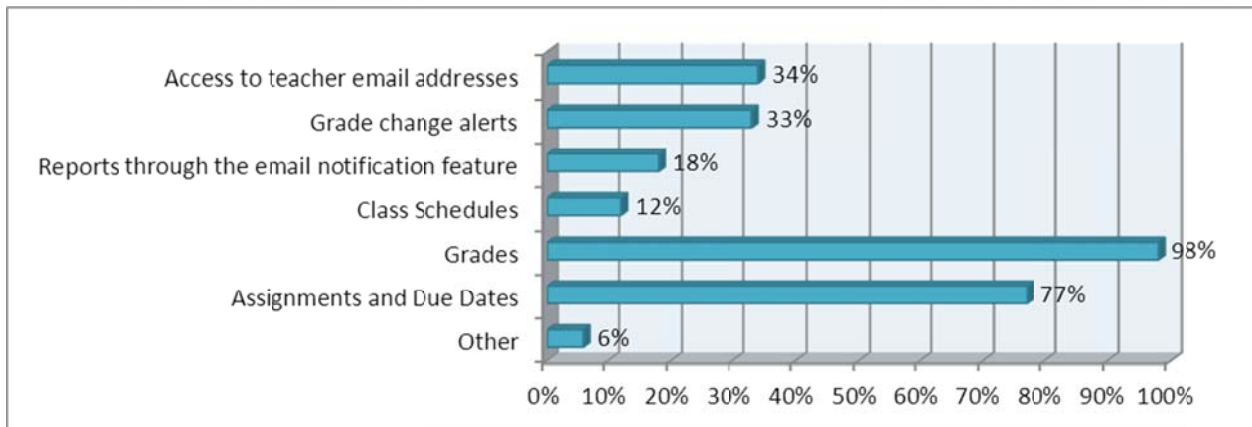
3. How could we better keep you informed about the EdBox Viewer?



4. How often do you access the EdBox Viewer?

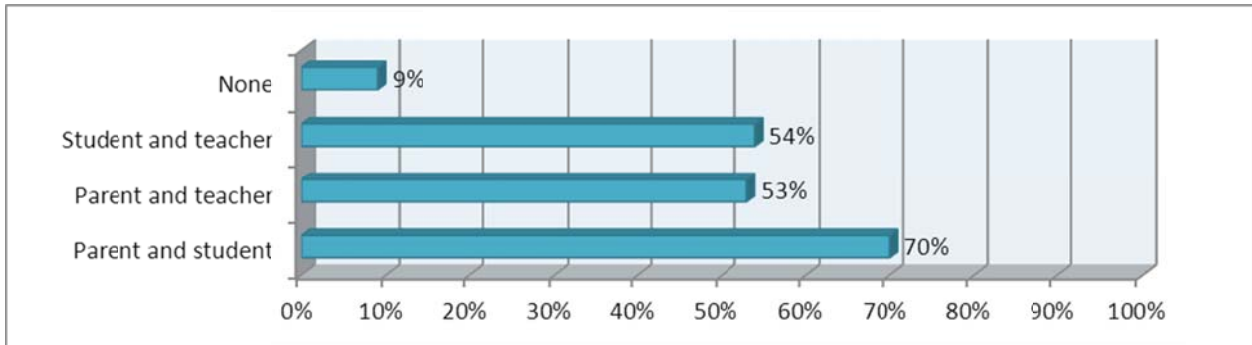


5. What information is important to you when using the EdBox Viewer?

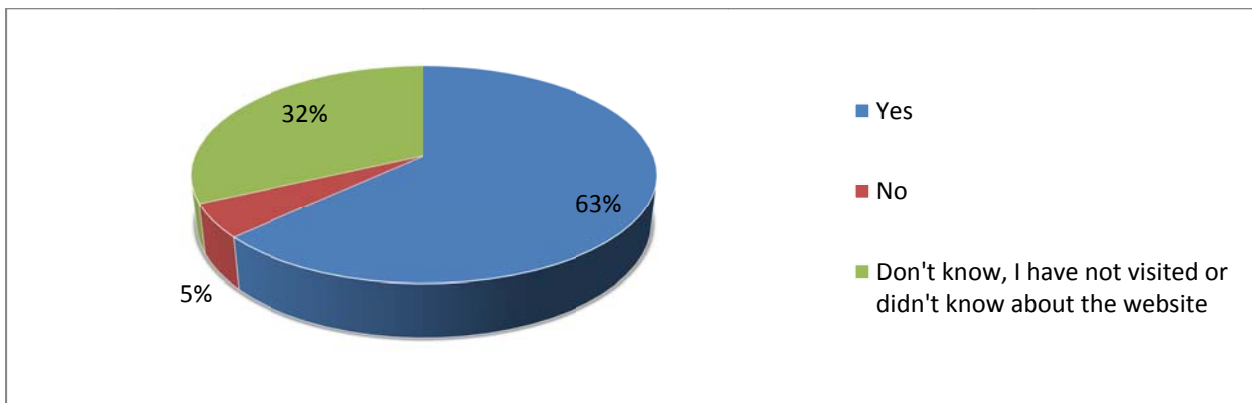


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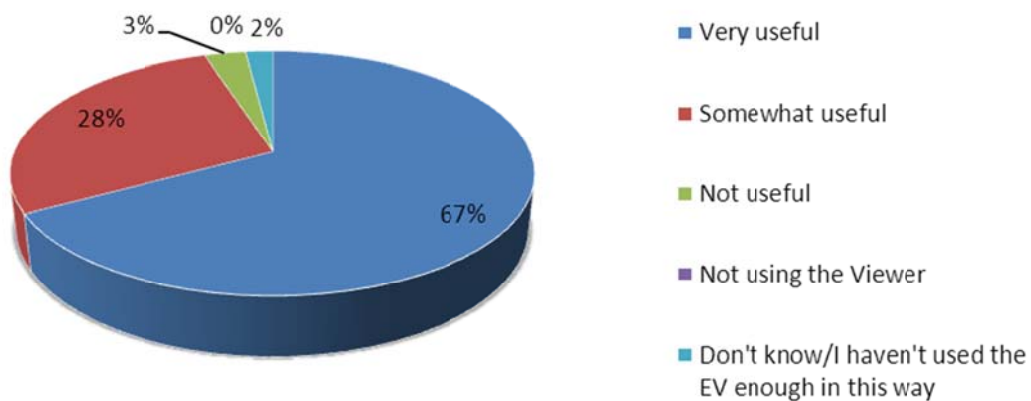
6. Do you feel the information in the Viewer has improved communication between:
(Check all that apply)



7. Was the information provided on the EdBox Viewer Parent/Student Resources website helpful (<http://edboxviewer.pps.k12.or.us>)?

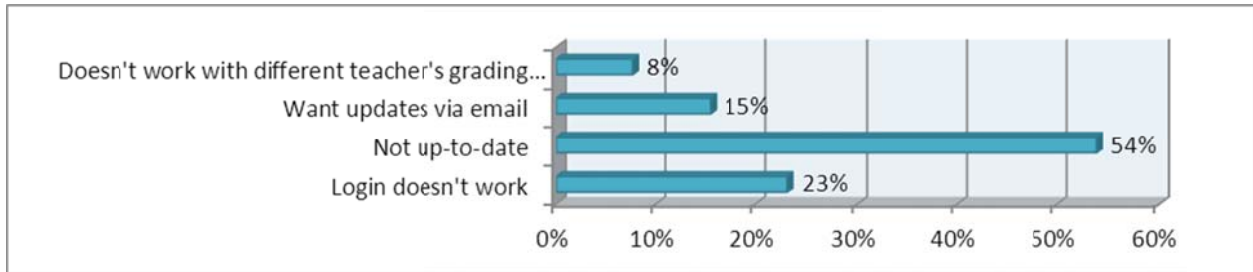


8. How useful is the EdBox Viewer in keeping you informed of your student's academic progress?

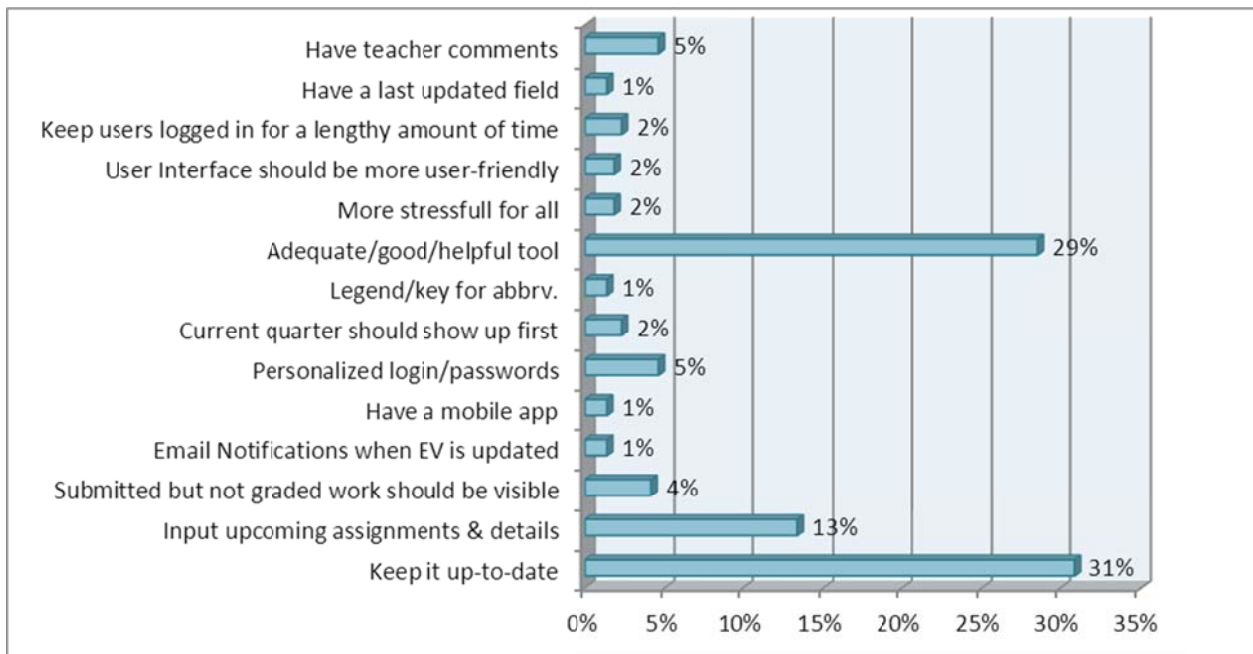


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9. Are there reasons you are not using the EdBox or don't consider it helpful to stay informed about your student's progress?



10. Additional comments





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SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

EQUITY IN PUBLIC PURCHASING AND CONTRACTING POLICY

Board Committee Meeting Date: July 16, 2012

District Priority: Equity

Board Meeting Date: July 16, 2012

Executive Committee Lead: David Wynde

Department: Purchasing & Contracting

**Staff Lead: Elaine Holt, Program Director,
Purchasing & Contracting**

I. ISSUE STATEMENT

Portland Public Schools (hereinafter "PPS") seeks to approve an Equity in Public Purchasing and Contracting (EPPC) Policy. This Policy aims to build on the PPS Racial Educational Equity Policy adopted by the Board in June 2011.

We recognize that under-utilization of small businesses, particularly those owned by people of color, perpetuates inequities for our students as well as our business partners. We recognize that we have the opportunity, and the responsibility, to reduce inequities in workforce hiring of our contractors. Finally, we recognize that the business community has a role to play in the success of our students, and there is opportunity for synergy between local businesses and PPS in providing students exposure to career learning engagements.

Through the EPPC Policy, we seek to significantly change the contracting practices of the District, providing greater contracting opportunities to historically-underutilized businesses, including businesses owned by people of color and women. We seek to ensure and promote apprenticeship and construction employment opportunities for people of color and women, particularly on District construction contracts. And, we plan to provide and strengthen career learning opportunities for students, through linkages to local businesses and in relation to District contracting.

The draft policy has been revised to reflect board feedback from the earlier discussion and from feedback received since the first reading. The only change in wording from the draft presented for first reading is that the words "Where possible" were deleted from the second page as indicated on the redline version of the policy attached to this staff report.

II. BACKGROUND

PPS staff has been actively developing this draft Policy since 2009. Important milestones towards this Policy include the following:

May 2009. The District contracted with Gerding Edlen Sustainable Solutions, Inc. to provide re-roofing at nine schools. The contract reflected an 18% aspirational goal for subcontracting with minority-owned, women-owned, and emerging small businesses. Gerding Edlen exceeded this aspirational goal.

August 2010. The Board passed PPS Public Contracting Rules which included language in conformance with state statute addressing contracting with minorities, women, and emerging small businesses.

February 2012. PPS Staff met with community stakeholders and business leaders at two meetings (see "Community Engagement" below). We obtained their recommendations regarding our draft Policy and related draft Superintendent's Administrative Directive. These inputs have been incorporated into our recommended draft EPPC Policy.

March 2012. Procurement Services and Facilities and Asset Management obtained Board approval and issued a Construction Manager/General Contractor (CM/GC) Request for Proposal for boiler burner retrofitting pre-construction and construction services. The RFP included an 18% aspirational goal for subcontracting with minority-owned women-owned and emerging small businesses; proposals were scored against multiple criteria, including the respondent's plan for meeting this aspirational goal.

May 12, 2012. Procurement Services emailed the draft EPPC Policy directly to community stakeholders for feedback.

May 15, 2012. Procurement Services posted the draft EPPC Policy on its website and on the website of the Oregon Association of Minority Entrepreneurs (OAME), seeking comment.

May 29, 2012. PPS Board reviewed and discussed the draft policy and offered guidance for staff in revisions.

June 7, 2012. Procurement Services took the draft EPPC Policy to the PPS Operations Equity Professional Learning Community (PLC) for discussion and application of the Equity Lens. Name of policy draft changed from Equity in Public Contracting to Equity in Public Purchasing and Contracting resulting from feedback and guidance received on policy scope.

June 25, 2012. PPS staff brought the draft EPPC Policy to the Board for a formal first reading. Notice of the formal public comment period was given.

July 16, 2012. PPS Board will have a second reading of the policy and will have the opportunity to vote to approve the policy.

III. RELATED POLICIES/BEST PRACTICES

The following policies and Oregon Revised Statutes are relevant to this initiative: the PPS Racial Educational Equity Policy, the PPS Public Contracting Rules, adopted as Policy, Oregon Revised Statute 279A.100, Oregon Revised Statute 279A.105, and Oregon Revised Statute 200.055. There is no current statutory obligation on the District as a K-12 school district. However, as one of the largest employers in the Portland metropolitan area the District has an opportunity to make a difference.

In development of this draft Policy, PPS Staff reviewed similar contracting policies. The first two objectives of the draft Policy are reflective of like policies of public agencies within the Portland metropolitan region. The third objective, pertaining to career learning opportunities for young people of color and young women, was suggested by our community partners. PPS, by virtue of its mission, has a unique opportunity to link businesses we contract with to students seeking career learning.

IV. FISCAL IMPACT

Staff is researching costs and fiscal systems to support reporting of data regarding Policy outcomes. At this time, there is \$60,000 in the 2012-2013 budget identified to

support implementation of the policy and a one member of the Purchasing & Contracting team will be focused on implementation as a significant portion of their responsibilities..

V. COMMUNITY ENGAGEMENT

Multiple community partners have provided input on this draft Policy, including: the African American Chamber of Commerce, the Hispanic Chamber of Commerce, the Native American Chamber of Commerce, the Oregon Association of Minority Entrepreneurs, and the National Association of Minority Contractors – Oregon.

As the Policy is implemented, staff will continue to work with these partners along with other local community partners and government agencies. Staff has begun to engage these partners and others in the development of the associated Superintendent's Administrative Directive.

VI. BOARD OPTIONS

The Board may choose to accept the draft Policy as written or may make recommendations for revision.

VII. STAFF RECOMMENDATION

Staff recommends that the Board adopt the Equity in Public Purchasing and Contracting Policy via the attached resolution.

VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION

In addition to those activities outlined above, PPS staff anticipates implementing the Policy once the related Superintendent's Administrative Directive is finalized.

Staff will review, and report to the Board, the outcomes of this Policy on a minimum annual basis and revise the related Superintendent's Administrative Directive accordingly. An early draft of the AD is attached. Staff anticipates having this administrative directive completed September 30, 2012.

Aspirational goals for some of the business areas, Consultant Services and Public Improvement Contracts, will be defined in the initial AD. PPS is already following the aspirational goals in some instances. For example, in the boiler burner upgrade work taking place now, Facilities and Asset Management has established an 18% aspirational goal for Skanska, the Construction Manager/General Contractor (CM/GC),

In other cases, Personal Services for example, there are few precedents for PPS to follow and so these will require more work. The current plan is to pull together a task force to develop plans.

I have reviewed this staff report and concur with the recommendation to the Board.



**Carole Smith
Superintendent
Portland Public Schools**

July 16, 2012

Date

ATTACHMENTS

- A. Final Draft Equity in Public Purchasing and Contracting Policy
- B. Final Draft Equity in Public Purchasing and Contracting Policy – redline version
- C. Board Resolution to adopt the Equity in Public Purchasing and Contracting Policy
- D. Draft Administrative Directive for the Equity in Public Purchasing and Contracting Policy



BOARD POLICY

8.50.095-P

Equity in Public Purchasing and Contracting

In 2011, the Board of Education (“Board”) adopted the Portland Public Schools Racial Educational Equity Policy, 2.10.010. In that policy, the Board affirmed the intent of the school district to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for students of color. Complex societal and historical factors contribute to the inequities our students face. The District must address and overcome these inequities and institutional racism, providing students with the support and opportunity to succeed, make productive life decisions and give each student the support to meet his or her highest potential.

The Board recognizes that the historical under-utilization of small businesses, particularly those owned by people of color, perpetuates inequities not only for our students but for our business partners and our broader community. This is a challenge for the District and for the entire Portland metropolitan community.

Modeling equity in District business practices will further enhance achievement of goals established in its Racial Educational Equity Policy. It is the District’s goal to maximize fair and equitable opportunities to Portland’s diverse populations, promote prosperity in all segments of Portland’s diverse communities, foster economic growth and expand competition in the market.

As a K-12 entity, there is no current statutory obligation on the District to implement a minority, women and/or emerging small business program. However, as one of the largest employers in the Portland metropolitan area the District has an opportunity to make a difference. Personnel costs (in the form of salaries and benefits) are the largest component of the District’s budget. However, the District’s annual expenditure through its purchasing and contracting activities is significant. It is recognized that the District’s purchasing and contracting expenditures impact our local community and economy, including businesses, parents and children.

OBJECTIVES OF THE POLICY

The District will significantly change its practices in order to achieve and maintain equity in its purchasing and contracting activities, to achieve and maintain an equitable and diverse contractor workforce and to leverage its contracts to further enhance career learning opportunities for students.

Therefore, the Board establishes the District’s **Equity in Public Purchasing and Contracting Policy** with the following goals:

- The District will provide professional, supplier, construction and personal service purchasing and contracting opportunities to small businesses that have been historically under-utilized, including businesses owned by people of color and women.
- The District will ensure apprenticeship opportunities in the construction trades and will promote construction employment opportunities for people of color and women.
- The District will continue to provide career learning opportunities for students, providing them exposure to various potential career paths, including, but not limited to, architecture, engineering and related services, legal and accounting services, as well as building trades and construction work.



BOARD POLICY

8.50.095-P

Equity in Public Purchasing and Contracting

The District will achieve these objectives as follows:

▪ BUSINESS EQUITY

The District aims to provide greater professional, supplier, and construction opportunities to minority-owned businesses, women-owned businesses and emerging small businesses. By diversifying our public purchasing and contracting spend the District will positively, and more equitably, impact a greater number of businesses and families.

All District departments and budget holders will actively search out and open their purchasing and contracting opportunities to minority-owned businesses, women-owned businesses and emerging small businesses. District departments will establish specifications for goods and services, personal services, architecture, engineering and construction that encourage competition while meeting District needs. The District will develop its bid packages, contract terms, and work scopes to allow for businesses of all sizes to respond to its solicitation and business opportunities. The District will scope certain bid packages for small businesses.

The District will improve its efforts in this regard over time, looking to established successful models as well as working closely with community stakeholders to innovate and improve our public purchasing and contracting approaches.

▪ CONTRACTOR WORKFORCE EQUITY

The District will increase the numbers of women and minorities in the construction trades through apprenticeship opportunities on District construction contracts. It is recognized that there are established public agency programs addressing contractor workforce equity. Therefore, the District intends to partner with other public agencies which have already successfully implemented such programs or, alternately, create programs and procedures that closely replicate existing programs.

▪ CAREER LEARNING EQUITY

The District will leverage its public contracting activity to expand the number of young people of color and young women participating in a wide variety of career learning programs. The District has a developing system of career learning programs in schools. The District will enhance existing programs by establishing expectations for District contractors, particularly on larger contracts, requiring their participation in the District's career learning programs.

RESPONSIBILITY AND ACCOUNTABILITY

The Board will hold the Superintendent and all District departments and schools accountable for making measurable progress toward these objectives. Every Portland Public Schools employee is responsible for the success and achievement of all students. Every District department and school is responsible to further equity in the District's public contracting activities.



BOARD POLICY

8.50.095-P

**Equity in Public Purchasing
and Contracting**

The Board recognizes that these are long term goals requiring work and resources to implement across all schools and departments. The Board directs the Superintendent to develop an action plan for implementation of this policy, with clear accountability and metrics, including resourcing, which will result in measurable results on a regular basis toward achieving these objectives. Such action plan will identify specific staff leads on all key work and include clear procedures for District schools and staff. The Superintendent will present the Board with an Administrative Directive within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these objectives at least once per year, and will provide the Board with an updated Administrative Directive annually.

Second Reading Draft



BOARD POLICY

8.50.095-P

Equity in Public Purchasing and Contracting

In 2011, the Board of Education (“Board”) adopted the Portland Public Schools Racial Educational Equity Policy, 2.10.010. In that policy, the Board affirmed the intent of the school district to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for students of color. Complex societal and historical factors contribute to the inequities our students face. The District must address and overcome these inequities and institutional racism, providing students with the support and opportunity to succeed, make productive life decisions and give each student the support to meet his or her highest potential.

The Board recognizes that the historical under-utilization of small businesses, particularly those owned by people of color, perpetuates inequities not only for our students but for our business partners and our broader community. This is a challenge for the District and for the entire Portland metropolitan community.

Modeling equity in District business practices will further enhance achievement of goals established in its Racial Educational Equity Policy. It is the District’s goal to maximize fair and equitable opportunities to Portland’s diverse populations, promote prosperity in all segments of Portland’s diverse communities, foster economic growth and expand competition in the market.

As a K-12 entity, there is no current statutory obligation on the District to implement a minority, women and/or emerging small business program. However, as one of the largest employers in the Portland metropolitan area the District has an opportunity to make a difference. Personnel costs (in the form of salaries and benefits) are the largest component of the District’s budget. However, the District’s annual expenditure through its purchasing and contracting activities is significant. It is recognized that the District’s purchasing and contracting expenditures impact our local community and economy, including businesses, parents and children.

OBJECTIVES OF THE POLICY

The District will significantly change its practices in order to achieve and maintain equity in its purchasing and contracting activities, to achieve and maintain an equitable and diverse contractor workforce and to leverage its contracts to further enhance career learning opportunities for students.

Therefore, the Board establishes the District’s **Equity in Public Purchasing and Contracting Policy** with the following goals:

- The District will provide professional, supplier, construction and personal service purchasing and contracting opportunities to small businesses that have been historically under-utilized, including businesses owned by people of color and women.
- The District will ensure apprenticeship opportunities in the construction trades and will promote construction employment opportunities for people of color and women.
- The District will continue to provide career learning opportunities for students, providing them exposure to various potential career paths, including, but not limited to, architecture, engineering and related services, legal and accounting services, as well as building trades and construction work.



BOARD POLICY

8.50.095-P

Equity in Public Purchasing and Contracting

The District will achieve these objectives as follows:

▪ BUSINESS EQUITY

The District aims to provide greater professional, supplier, and construction opportunities to minority-owned businesses, women-owned businesses and emerging small businesses. By diversifying our public purchasing and contracting spend the District will positively, and more equitably, impact a greater number of businesses and families.

All District departments and budget holders will actively search out and open their purchasing and contracting opportunities to minority-owned businesses, women-owned businesses and emerging small businesses. District departments will establish specifications for goods and services, personal services, architecture, engineering and construction that encourage competition while meeting District needs. The District will develop its bid packages, contract terms, and work scopes to allow for businesses of all sizes to respond to its solicitation and business opportunities. *Where possible, the District will scope certain bid packages for small businesses.*

The District will improve its efforts in this regard over time, looking to established successful models as well as working closely with community stakeholders to innovate and improve our public purchasing and contracting approaches.

▪ CONTRACTOR WORKFORCE EQUITY

The District will increase the numbers of women and minorities in the construction trades through apprenticeship opportunities on District construction contracts. It is recognized that there are established public agency programs addressing contractor workforce equity. Therefore, the District intends to partner with other public agencies which have already successfully implemented such programs or, alternately, create programs and procedures that closely replicate existing programs.

▪ CAREER LEARNING EQUITY

The District will leverage its public contracting activity to expand the number of young people of color and young women participating in a wide variety of career learning programs. The District has a developing system of career learning programs in schools. The District will enhance existing programs by establishing expectations for District contractors, particularly on larger contracts, requiring their participation in the District's career learning programs.

RESPONSIBILITY AND ACCOUNTABILITY

The Board will hold the Superintendent and all District departments and schools accountable for making measurable progress toward these objectives. Every Portland Public Schools employee is responsible for the success and achievement of all students. Every District department and school is responsible to further equity in the District's public contracting activities.



BOARD POLICY

8.50.095-P

**Equity in Public Purchasing
and Contracting**

The Board recognizes that these are long term goals requiring work and resources to implement across all schools and departments. The Board directs the Superintendent to develop an action plan for implementation of this policy, with clear accountability and metrics, including resourcing, which will result in measurable results on a regular basis toward achieving these objectives. Such action plan will identify specific staff leads on all key work and include clear procedures for District schools and staff. The Superintendent will present the Board with an Administrative Directive within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these objectives at least once per year, and will provide the Board with an updated Administrative Directive annually.

Final Draft



ADMINISTRATIVE DIRECTIVE

X.XX.XXX-AD

Equity in Public Purchasing and Contracting

A. PURPOSE

This Administrative Directive implements Board Policy XXXXX, which dictates that:

1. The District will provide professional, supplier, service, construction, and personal service contracting opportunities to small businesses that have been historically under-utilized, including businesses owned by people of color and women. .
2. The District will ensure apprenticeship opportunities in the construction trades and will promote employment opportunities for people of color and women.
3. The District will continue to provide career learning opportunities for students, providing them exposure to various potential career paths, including, for example, architecture, engineering and related services, entrepreneurship, legal and accounting services, as well as building trades and construction work.
4. The Policy objectives will initially be pursued through focused activity in pursuit of three separate objectives, each of which are defined more substantially in a section of this Administrative Directive:
 - a) **Business Equity**
 - b) **Contractor Workforce Equity**
 - c) **Career Learning Equity**
5. **Accountability**: PPS will review its performance under this policy every year. The Superintendent will report on performance towards each of these objectives to the board by September 30 each year. This Administrative Directive, including the goals and action plans, may be revised as part of that annual review.

B. DEFINITIONS

1. **“Board”** means the PPS Board of Education.
2. **“Consultant”**. A Consultant includes a business entity that employs architects, engineers, land surveyors, or providers of related services, or any combination of the foregoing. (PPS-48-0110 (4))
3. **“Contract”** means, except where PPS Public Contracting Rules otherwise expressly indicate, a "Public Contract" as defined in ORS 279A.010 and means



ADMINISTRATIVE DIRECTIVE

X.XX.XXX-AD

Equity in Public Purchasing and Contracting

a sale or other disposal, or a purchase, lease, rental, or other acquisition by the District of personal property, Services, including Personal Services, Public Improvements, Public Works, minor alterations, or ordinary repair or maintenance necessary to preserve a Public Improvement. "Public Contract" does not include grants. (PPS-46-0110 (72))

4. **"Contractor"** means the Person with whom the District enters into a Contract, and is interchangeable with "Consultant". (PPS-46-0110 (16))
5. **"DA" or "DDA"** means, respectively, a Development Agreement or a Disposition and Development Agreement that may be entered into by and between a developer and PPS that sets forth the terms and conditions of property conveyance, if any, and the requirements for redevelopment of the property.
6. **"Intergovernmental Agreement"** means an agreement between PPS and another government entity.
7. **"MWESB"** as used in both this administrative directive and the PPS Equity in Public Purchasing and Contracting Policy, means companies certified by the Oregon Office of Minority, Women, and Emerging Small Business as a Minority Business Enterprise, a Women Business Enterprise, and/or an Emerging Small Business.
8. **"Public Improvement Contract"** means a Public Contract for a Public Improvement. "Public Improvement Contract" does not include a Public Contract for Emergency Work, minor alterations, or ordinary repair or maintenance necessary to preserve a Public Improvement. (PPS-46-0110 (75))

C. BUSINESS EQUITY

1. **Scope.** This applies to:
 - a) District purchases of personal services; goods and services; public works; public improvements; and architecture, engineering, photogrammetric mapping, transportation planning, land surveying services, or related services.
 - b) District purchases made by the following purchase methods: Contract, Purchase Order, e-commerce system, or Procurement Card.



Equity in Public Purchasing and Contracting

2. **Aspirational Goals for the Participation of MWESB Firms.** The Superintendent will determine annually a PPS aspirational goal or goals for the participation of MWESB firms on identified PPS projects or programs.

The following aspirational goals are established upon policy adoption by the Board. The Superintendent or designee is responsible thereafter for annually reviewing the aspirational goals and is authorized to modify them based on such annual analysis:

- a) Consultant Services including architecture, engineering, land surveying, photogrammetric mapping, transportation planning, land surveying services and related services contracts: **18%** of payments made under such contracts;
- b) Public Improvement Contracts: **18%** of Hard Construction Cost payments made under such contracts;
- c) Solicitation documents, to the maximum extent allowed by law, district policy, and administrative directive, will identify these Business Equity requirements as a condition of the contract.
- d) Personal Services and other opportunities: The District will strive to achieve maximum participation of MWESB firms in its purchases and contracts for personal services, goods and services and non-public improvement construction trades work. The District anticipates establishing aspirational goals for these purchases as the Business Equity initiative matures. This area of business has fewer examples of policy implementation. PPS will establish a task force (with representatives from District staff and community and industry partners) to develop recommendations by December 31 2012 including the possibility of a pilot program to be implemented in 2013/14.

3. **Program Specifications.**

PPS will:

- a) Actively participate in regular meetings of local minority-owned, women-owned, and small business advocacy organizations, as a member of these advocacy organizations where appropriate and where such membership is available.
- b) Actively participate in local minority-owned, women-owned, and small business focused trade shows, trade fairs, and similar events.



ADMINISTRATIVE DIRECTIVE

X.XX.XXX-AD

Equity in Public Purchasing and Contracting

- c) Notify MWESB vendors of District informal contracting opportunities: informal vendor selections, informal Consultant vendor selections, and intermediate procurements; formal contracting opportunities: Competitive Sealed Bidding (also known as “Invitation to Bid”, “ITB” or “Competitive Bidding”) and Competitive Sealed Proposals (also known as “Request for Proposals” or “RFP”), as well as Requests for Interested Consultants (“RFIC”), Requests for Qualification, and Requests for Pre-qualification.
- d) Include cultural competency, diversity, and/or MWESB status of the proposed team as part of the evaluation criteria, when selecting a Contractor on the basis of price and other factors.
- a) In its contracts for Public Improvements, require the Contractor to pay all subcontractors and suppliers within 10 calendar days after receiving payment from PPS on all District-owned and sponsored public improvement projects. (ORS 279C 580(3)(a)).

D. CONTRACTOR WORKFORCE EQUITY

- 1. **Scope.** Contractor Workforce Equity protocols will apply to District Public Improvement Contracts valued at greater than \$200,000.
- 2. **Applicability.** Direct Contracting entities or entities entering into a DA or DDA shall be obligated to meet PPS Contractor Workforce Equity protocols upon meeting any one of the following:

On a PPS awarded Public Improvement Contract or a District Intergovernmental Agreement greater than \$200,000, within the scope of this program, the Contractor Workforce Equity protocols shall apply to:

- a) The prime contract; and
 - b) Any subcontract greater than \$100,000.
- 3. **Requirements.**
 - Projects subject to the Contractor Workforce Equity protocols shall:
 - a) Comply with the Contractor Workforce Equity protocols to ensure that a minimum of 20% of labor hours in each apprenticeable trade performed by



ADMINISTRATIVE DIRECTIVE

X.XX.XXX-AD

Equity in Public Purchasing and Contracting

the contractor and subcontractors on District projects are worked by state-registered apprentices, and

- b) Strive to obtain the following aspirational goals in regard to Contractor Workforce Equity:
 - (a) 18% of such apprentices are people of color
 - (b) 9% of such apprentices are women.
- c) Make all reasonable and necessary efforts to employ a workforce that reflects the diversity of the City of Portland, including recruitment of a diverse workforce through the unions, the trades apprenticeship programs, and other community resources.

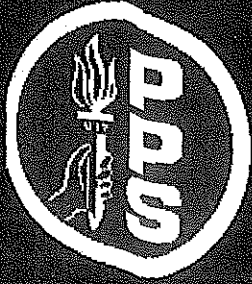
E. CAREER LEARNING EQUITY

The intent in regard to Career Learning Equity is to increase the numbers of young people of color and young women in career learning programs. This will be implemented by PPS school-based staff in alignment with, and as an extension of, the existing Career Related Learning Experiences (CRLE) offered to PPS students. All work in implementation of this aspect of the policy will be in full consultation and alignment with the Director of High Schools and the Program Manager for Pathway Development.

- a) Expectation for all significant [to be defined] contracts and service partners to review scope of work with PPS staff and determine CRLE opportunities; and
- b) Job shadows, school visits by contractors, site visits by students, participate in design.

F. EQUAL EMPLOYMENT OPPORTUNITY CERTIFICATION

Contractors subject to the policy must be certified by the City of Portland as an Equal Employment Opportunity (EEO) Employer.



PORTLAND PUBLIC SCHOOLS

P.O. Box 3107 / Portland, Oregon 97208-3107

Telephone: (503) 916-3741 • FAX: (503) 916-2724

STAFF REPORT

TITLE: BOARD ZONE REDISTRICTING

DATE: June 12, 2012

Board Meeting Date: June 18, 2012

Executive Committee Lead: Jollee Patterson

Department: Board Office

Staff Lead: David Williams

I. ISSUE STATEMENT

Following each decennial US Census, all local governments are required to apply new demographic data to existing electoral boundaries, attempting to equalize population among electoral regions. For PPS, this requires us to rezone board zones to have nearly equal population in each zone. Jurisdictions are allowed to apply additional criteria to zones as best reflect the nature of the jurisdiction.

II. BACKGROUND

As noted, the district is required to undertake this effort every 10 years following completion of the decennial US Census. In many jurisdictions this issue takes on greater political importance, especially in jurisdictions that require elected officials to seek approval from voters ONLY in defined geographic zones. For PPS, board members run district-wide, but must reside in one of seven defined electoral zones.

III. RELATED POLICIES/BEST PRACTICES

For this project staff contracted with the Population Research Center at Portland State University to prepare two options for the Board to consider. The PRC at PSU has prepared most analyses and recommendations for all Metro area local governments. The attached report details the options prepared by PRC.

IV. FISCAL IMPACT

None.

V. COMMUNITY ENGAGEMENT

This issue did not require community engagement other than the opportunity for citizens to comment at the Board meeting.

VI. BOARD OPTIONS

The PRC presents two options to choose from:

Option 1: The first option uses a variety of criteria to ensure nearly equal population among board zones while attempting to minimize changes to existing board zone boundaries.

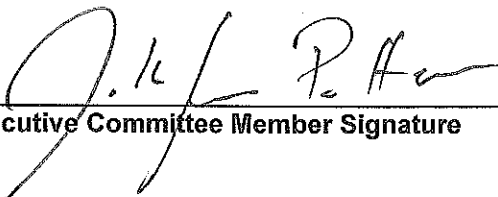
Option 2: The second option uses the same criteria for ensuring nearly equal population among board zones, but attempts as nearly as possible to align board zone boundaries with existing PPS high school attendance boundaries.

As noted in the summary report: "Each proposal uses existing geographic and political boundaries to ensure that all redistricting criteria are met for each board zone. Due to higher growth in the downtown area relative to other areas within the district, district boundaries have expanded toward the downtown area (particularly for Board Zones 1, 6, and 7)."

VII. TIMELINE FOR IMPLEMENTATION/EVALUATION

A resolution will be prepared for the June 25th board meeting for final consideration and adoption.

I have reviewed this staff report and concur with the recommendation to the Board.



Executive Committee Member Signature

6-12-12

Date

ATTACHMENTS

- A. PPS Redistricting Study - Census 2012 (prepared by PSU)
- B. Report Appendices



*Redistricting Study
Census 2010*

Prepared by:



Population Research Center (PRC)



Background

As requested by Portland Public Schools (PPS), the Population Research Center (PRC) at Portland State University (PSU) conducted a redistricting analysis of the seven electoral districts (Board Zones). This summary report describes the data and methodology used to conduct the redistricting study, along with final results.

Data

Both Oregon Revised Statutes (ORS) 450.655(1) and ORS 450.665(21) require using the “latest decennial census” for purposes of redistricting electoral zones. As such, we employed the Census 2010 redistricting data file (Public Law 94-171)¹.

The redistricting analysis was conducted using census block-level geography, which is the smallest level of census geography available. Digital boundaries of the PPS District were available from both the Metro RLIS dataset and from our previous redistricting analysis in 2000. Both district and board zone boundaries were verified between the sources.

Methodology

A Geographic Information System (GIS) was developed using ESRI’s ArcGIS software and ‘Districting for ArcGIS’ extension. We employed the following criteria for redistricting (as specified by PPS, some of which are outlined in ORS 188.010):

- Equal population
- Existing geographic and political (precinct) boundaries, particularly in regard to current school attendance boundaries
- Contiguity
- Relative parity in terms of school age population (ages 6-18)
- Not divide ‘communities of interest’, which for purposes of this project means relative parity in terms of: age (under and over 18 years) and race/ethnicity
- Location of personal residences for existing PPS Board Members

While census blocks served as the ‘building blocks’ for each board zone, the PPS district boundary does not correspond directly with census blocks. As such, in a small number of areas across the district, census blocks were split by the district boundary. Bisected census blocks are important for redistricting purposes, particularly in identifying the portion of a given block’s population within the district boundary.

To allocate population of the split census blocks, we performed a more detailed analysis using taxlot² data from Metro’s RLIS Lite dataset. For a given census block, we first determined whether taxlots were within the PPS district. Next, we used individual taxlots to determine the

¹ See Appendix 1, which details the data available in PL 94-171 for the State of Oregon.

² Taxlots almost always nest completely within census blocks.

proportion of housing units within the district boundary to the total number of housing units in the census block as a whole. Finally, we multiplied the proportion figure by the total census block population to estimate the census block population within the district boundary. Though this procedure is most time intensive, for purposes of redistricting it is more accurate than alternative procedures³. For more information on this approach, see Appendix 2.

Results

Each proposal uses existing geographic and political boundaries to ensure that all redistricting criteria are met for each board zone. Due to higher growth in the downtown area relative to other areas within the district, district boundaries have expanded toward the downtown area (particularly for Board Zones 1, 6, and 7).

Proposal 1 attempts to minimize changes in existing boundaries, while Proposal 2 places greater emphasis on drawing boundaries along high school attendance areas.

As demonstrated in Tables 1 and 2, on average, board zones in each proposal contain approximately 65,800 persons per zone and exhibit minor deviations in total population. Additionally, because differences in population 18 and over can produce different levels of “voter effectiveness” across the electorate, the districts also include relative parity in terms of the over 18 population.

An equally important consideration involves ensuring equal representation in terms of race/ethnicity. Overall, districts in both proposals contain relative parity in terms of race/ethnicity. Minor differences across board zones are largely attributable to the case where changes in small absolute numbers often produce more sizable percentage differences. As Tables 1 and 2 indicate, the board zones were drawn in a way to ensure no race/ethnicity has a competitive political advantage.

Both proposals were drafted in a way to ensure relative parity in terms of school age population (ages 6-18). On average, individuals ages 6-18 comprise approximately 12% of each board zone’s population.

Because the district boundary splits census blocks and required taxlot-level analysis, an important technical comment is that the race/ethnicity percentages are calculated using the full block population and **not** the total estimated within the zone boundary.

Note: Board members are elected by voters city-wide. However, members must reside in one of seven zones. As such, population, race/ethnicity, and age-specific zone data presented below is for informational purposes only as board members represent the entire school district.

³ A common approach allocates population of a split block by assuming that population is distributed evenly across space; therefore, if one-third of the split block lies within the district boundary, one-third of the block’s population would be included within the district’s total population.

Table 1: Population Figures [Proposal 1]

		Scenario 1	1	2	3	4	5	6	7	Total	Average	
Estimated Population			65,793	65,797	65,790	65,801	65,794	65,791	65,788	460,553	65,793	
Total Block Population*			65,850	65,797	66,115	65,803	65,794	66,282	66,003	461,644	65,949	
Race and Ethnicity	Non-Hispanic	Hispanic	3,056 4.6%	4,344 6.6%	3,122 4.7%	8,876 13.5%	5,376 8.2%	4,732 7.1%	6,606 10.0%	36,112 7.8%	5,159 7.8%	
		All Non-Hispanic	62,794 95.4%	61,453 93.4%	62,993 95.3%	56,927 86.5%	60,418 91.8%	61,550 92.9%	59,397 90.0%	425,532 92.2%	60,790 92.2%	
		White	55,809 84.8%	50,116 76.2%	53,834 81.4%	41,576 63.2%	49,505 75.2%	48,237 72.8%	48,420 73.4%	347,497 75.3%	49,642 75.3%	
		Black	1,266 1.9%	6,117 9.3%	1,726 2.6%	8,278 12.6%	4,934 7.5%	2,603 3.9%	1,903 2.9%	26,827 5.8%	3,832 5.8%	
		American Indian or Alaska Native	295 0.4%	443 0.7%	495 0.7%	694 1.1%	407 0.6%	489 0.7%	541 0.8%	3,364 0.7%	481 0.7%	
		Asian	2,873 4.4%	1,997 3.0%	4,475 6.8%	2,399 3.6%	2,957 4.5%	7,165 10.8%	5,730 8.7%	27,596 6.0%	3,942 6.0%	
		Native Hawaiian or Pacific Islander	170 0.3%	142 0.2%	109 0.2%	687 1.0%	140 0.2%	337 0.5%	257 0.4%	1,842 0.4%	263 0.4%	
		Other Race	136 0.2%	219 0.3%	153 0.2%	184 0.3%	141 0.2%	155 0.2%	82 0.1%	1,070 0.2%	153 0.2%	
		2 or More Races	2,245 3.4%	2,419 3.7%	2,201 3.3%	3,109 4.7%	2,334 3.5%	2,564 3.9%	2,464 3.7%	17,336 3.8%	2,477 3.8%	
		Age	5 and Under	4,149 6.3%	3,812 5.8%	2,387 3.6%	5,328 8.1%	5,213 7.9%	4,752 7.2%	5,110 7.7%	30,751 6.7%	4,393 6.7%
			6 to 18	7,912 12.0%	5,515 8.4%	5,835 8.8%	8,973 13.6%	8,911 13.5%	8,001 12.1%	9,377 14.2%	54,524 11.8%	7,789 11.8%
			Over 18	53,789 81.7%	56,470 85.8%	57,893 87.6%	51,502 78.3%	51,670 78.5%	53,529 80.8%	51,516 78.1%	376,369 81.5%	53,767 81.5%

*numbers from this point forward are calculated using the full census block

Table 2: Population Figures [Proposal 2]

		Scenario 2	1	2	3	4	5	6	7	Total	Average		
Estimated Population			65,974	65,805	65,609	65,787	65,776	65,795	65,808	460,553	65,793		
Total Block Population*			66,031	65,805	65,934	65,789	65,804	66,258	66,023	461,644	65,949		
Race and Ethnicity	Non-Hispanic	Hispanic	3,040 4.6%	4,509 6.9%	3,133 4.8%	8,843 13.4%	5,439 8.3%	5,012 7.6%	6,136 9.3%	36,112 7.8%	5,159 7.8%		
		All Non-Hispanic	62,991 95.4%	61,296 93.1%	62,801 95.2%	56,946 86.6%	60,365 91.7%	61,246 92.4%	59,887 90.7%	425,532 92.2%	60,790 92.2%		
		White	56,037 84.9%	48,120 73.1%	53,592 81.3%	42,172 64.1%	49,061 74.6%	48,823 73.7%	49,692 75.3%	347,497 75.3%	49,642 75.3%		
		Black	1,213 1.8%	7,799 11.9%	1,769 2.7%	7,680 11.7%	4,328 6.6%	2,302 3.5%	1,736 2.6%	26,827 5.8%	3,832 5.8%		
		American Indian or Alaska Native	274 0.4%	449 0.7%	510 0.8%	692 1.1%	447 0.7%	467 0.7%	525 0.8%	3,364 0.7%	481 0.7%		
		Asian	2,948 4.5%	1,985 3.0%	4,446 6.7%	2,445 3.7%	3,896 5.9%	6,639 10.0%	5,237 7.9%	27,596 6.0%	3,942 6.0%		
		Native Hawaiian or Pacific Islander	165 0.2%	166 0.3%	112 0.2%	700 1.1%	144 0.2%	398 0.6%	157 0.2%	1,842 0.4%	263 0.4%		
		Other Race	140 0.2%	208 0.3%	148 0.2%	179 0.3%	144 0.2%	150 0.2%	101 0.2%	1,070 0.2%	153 0.2%		
		2 or More Races	2,214 3.4%	2,569 3.9%	2,224 3.4%	3,078 4.7%	2,345 3.6%	2,467 3.7%	2,439 3.7%	17,336 3.8%	2,477 3.8%		
		Age	5 and Under		4,155 6.3%	4,114 6.3%	2,404 3.6%	5,358 8.1%	5,176 7.9%	4,591 6.9%	4,953 7.5%	30,751 6.7%	4,393 6.7%
				6 to 18	7,897 12.0%	6,076 9.2%	5,882 8.9%	8,896 13.5%	9,251 14.1%	7,618 11.5%	8,904 13.5%	54,524 11.8%	7,789 11.8%
				Over 18	53,979 81.7%	55,615 84.5%	57,648 87.4%	51,535 78.3%	51,377 78.1%	54,049 81.6%	52,166 79.0%	376,369 81.5%	53,767 81.5%

*numbers from this point forward are calculated using the full census block

Appendices

Per the request of the PPS Board of Directors, we have included additional maps of Proposals 1 and 2 as appendices (see below) that provide detail of city and school district boundaries.

Appendix 1 – PL 94-171 data for the State of Oregon

Appendix 2 – Split Census Block Methodology

Appendix 3 – GIS Shapefile Metadata

Appendix 4 – Board Zone Boundary Descriptions

Appendix 5 – Existing boundaries and high school attendance areas

Appendix 6 – Proposal 1 (existing boundaries and proposed boundary changes)

Appendix 7 – Proposal 1 (high school attendance areas with proposed boundary changes)

Appendix 8 – Proposal 2 (existing boundaries and proposed boundary changes)

Appendix 9 – Proposal 2 (high school attendance areas with proposed boundary changes)

Contact Information

For more information or questions regarding this study, please contact:

Population Research Center (PRC)

Portland State University (PSU)

P.O. Box 751

Portland, OR 97207-0751

(503) 725-8590

Figure 1: Existing (2000) and Proposed (2010) Board Zones [Proposal 1]

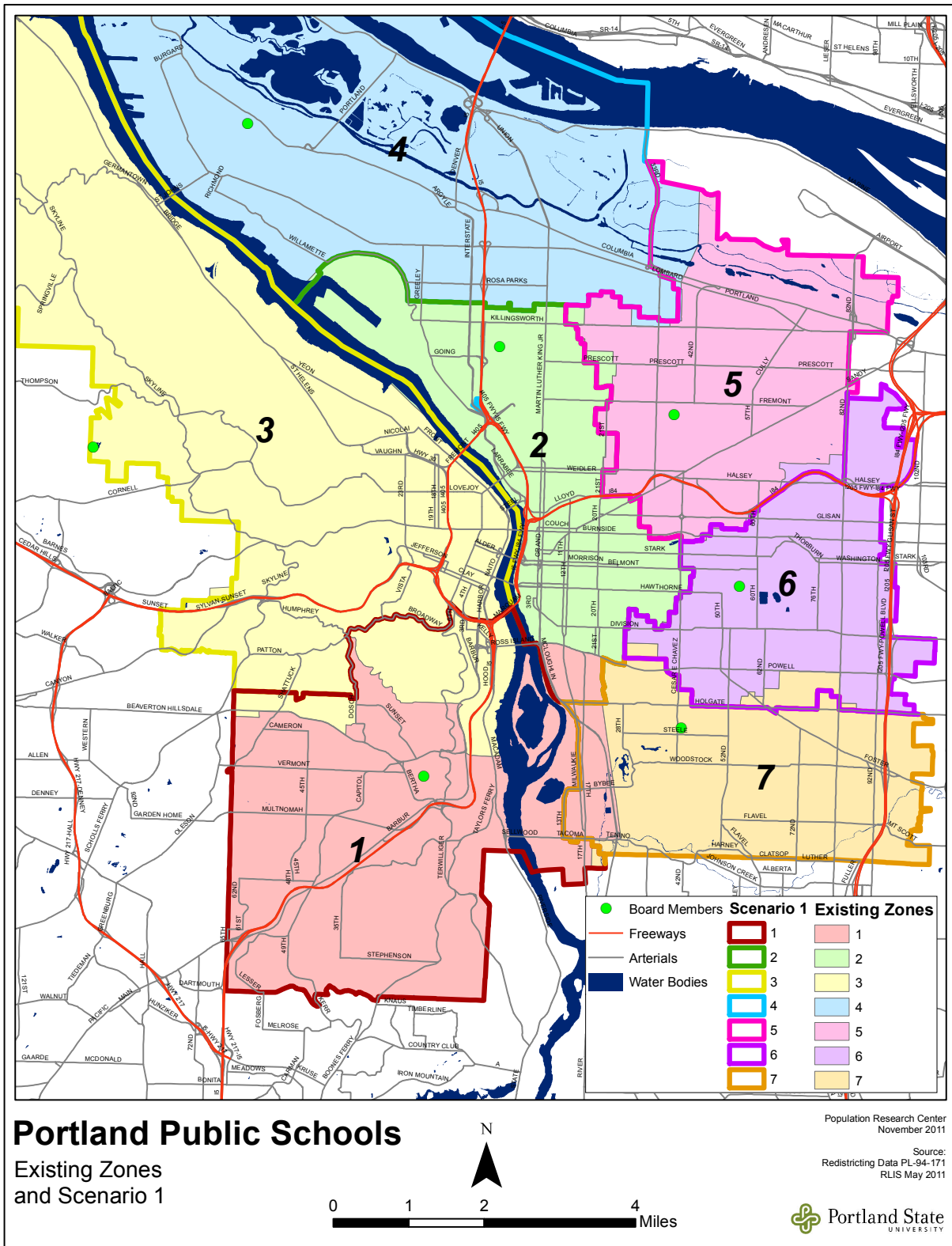
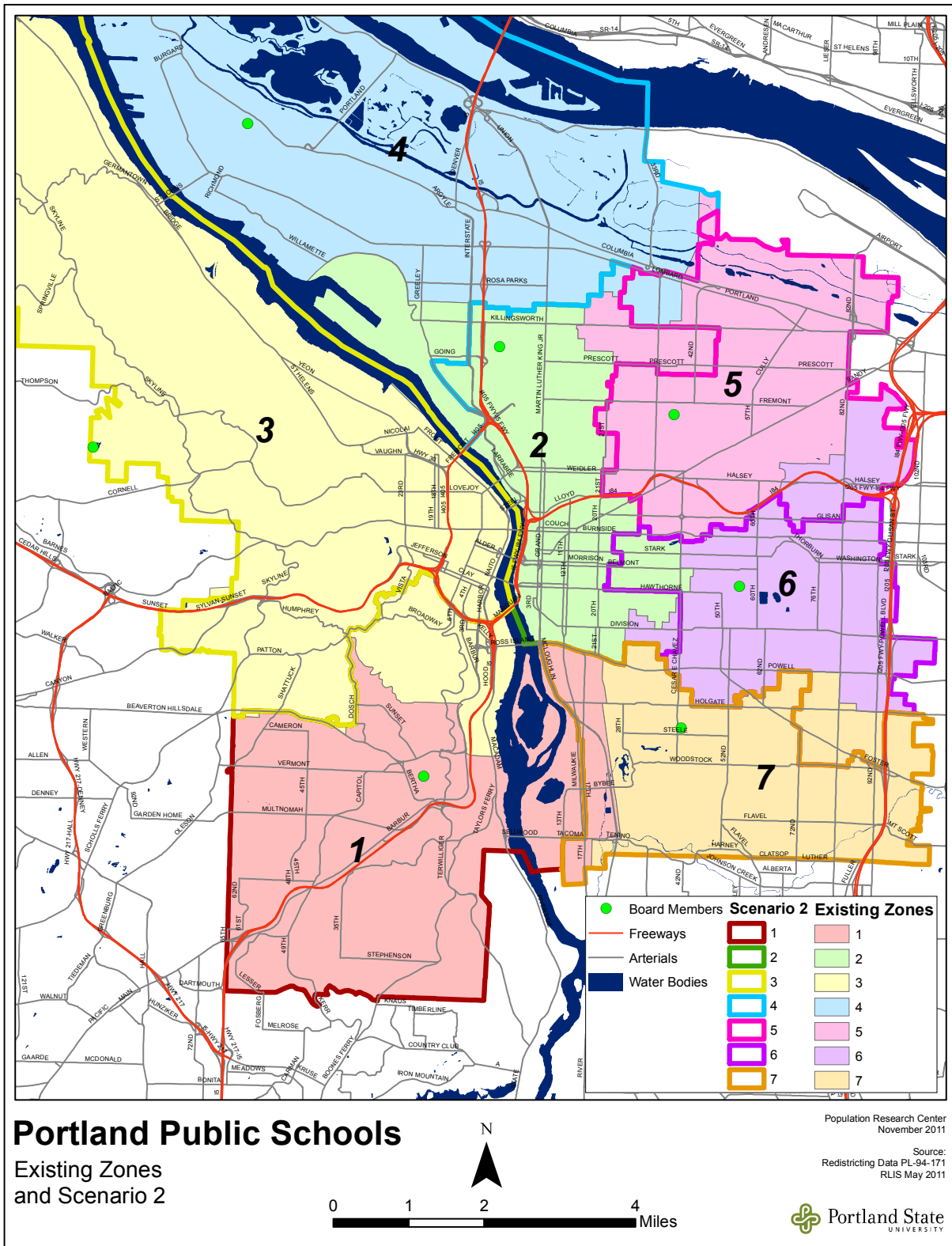


Figure 2: Existing (2000) and Proposed (2010) Board Zones [Proposal 2]

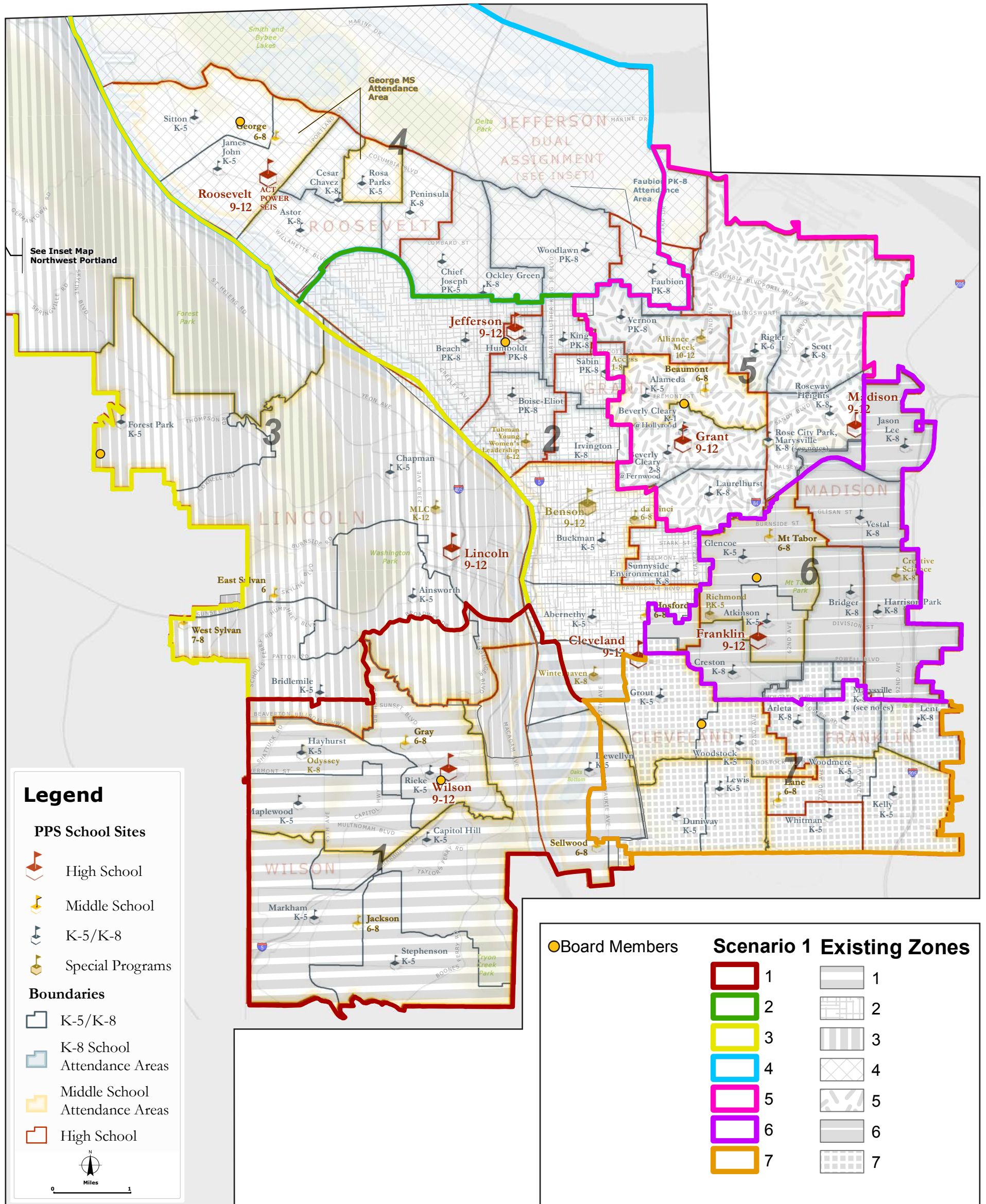




Proposal 1

Existing (2000) and Proposed (2010) Board Zones

Proposal 1 attempts to minimize changes to existing board zone boundaries while ensuring relative parity in general population, school-age population and racial and ethnic diversity.

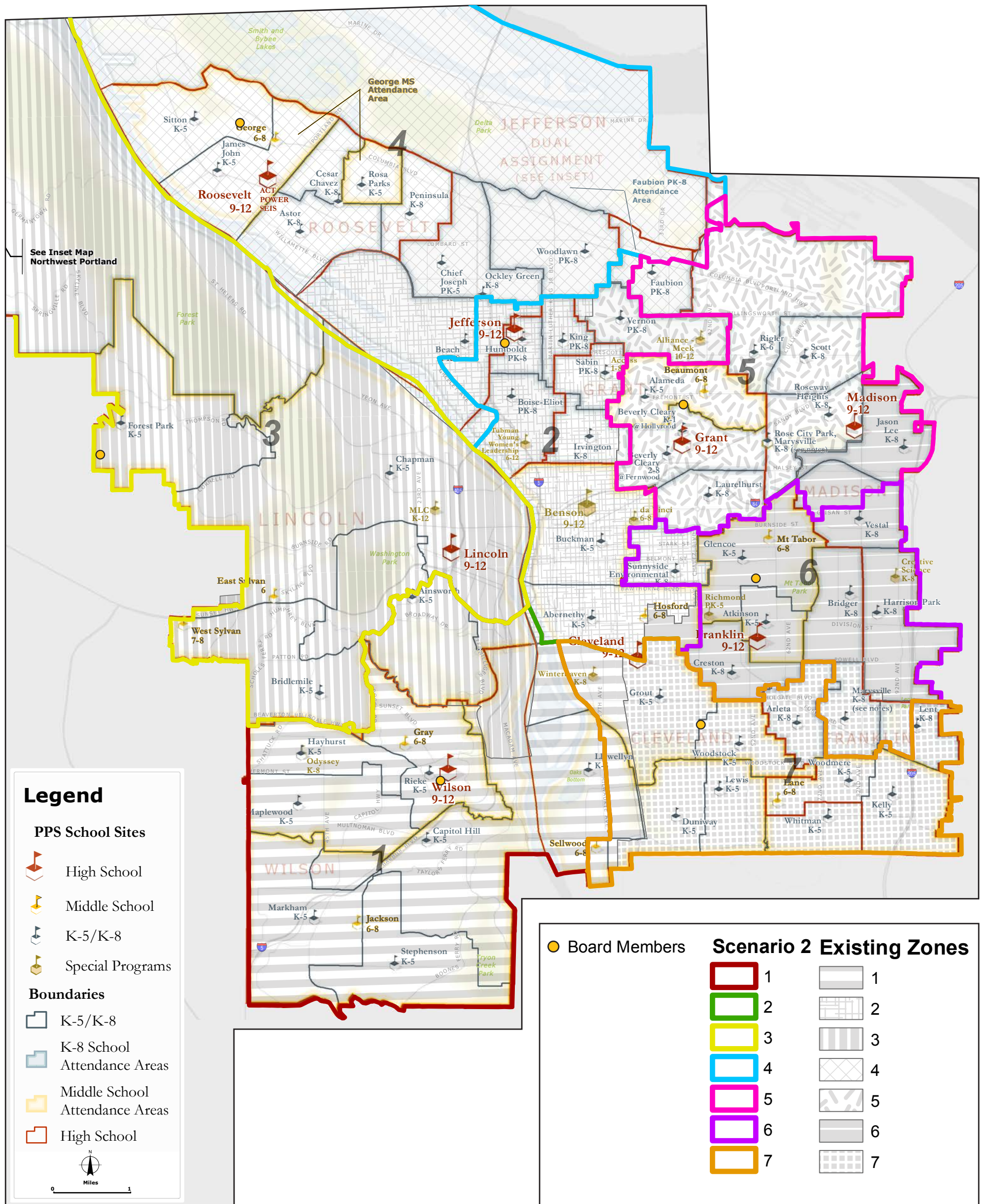




Proposal 2

Existing (2000) and Proposed (2010) Board Zones

Proposal 2 attempts, as much as possible, to align board zone boundaries with existing high school boundaries while ensuring relative parity in general population, school-age population and racial and ethnic diversity.



Report – July 16, 2012

Expenditure Contracts Exceeding \$25,000 and through \$150,000

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200(6) (Authority to Approve District Contracts; Delegation of Authority to Superintendent) requires the Superintendent to submit to the Board of Education (“Board”) at the “Board’s monthly business meeting a list of all contracts in amounts exceeding \$25,000 and through \$150,000 approved by the Superintendent or designees within the preceding 30-day period under the Superintendent’s delegated authority.” Contracts meeting this criterion are listed below.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Cambium Learning	06/06/12	Purchase Order PO 108297	District-wide: Purchase of 30 <i>Language</i> textbooks, 1,280 student workbooks, and 11 sets of associated teacher intervention language arts materials.	\$45,644	M. Goff Fund 191 Dept. 5555
Northwest Textbook Depository Company	06/08/12	Purchase Order PO 108341	District-wide: Purchase of 4,525 <i>Horizons</i> student workbooks language arts intervention materials.	\$57,114	M. Goff Fund 191 Dept. 5555
Bridgetown Printing Company	06/14/12	Purchase Order PO 108423	District-wide: Purchase of 400 <i>Bridges</i> kindergarten and first grade classrooms’ worth of student worksheets; part of K-5 math curriculum adoption	\$56,405	M. Goff Fund 191 Dept. 5555
Learning Gardens Institute	07/01/12 through 06/30/13	Personal Services PS 59194	Sunnyside ES: Development, implementation, and evaluation of SES’s sustainability and outdoor education programs.	\$38,000	S. Higgins Fund 101 Dept. 1191
Chown Security Company	06/18/12 through 07/30/12	Construction C 59172	Metropolitan Learning Center: Provision and installation of two exterior security doors and related access controls.	\$26,063	T. Magliano Fund 191 Dept. 5597 Project F0383
Organization for Educational Technology & Curriculum	06/28/12	Purchase Order PO 108689	District-wide: Purchase of one year of Microsoft support services for Windows Office and Windows Server.	\$62,139	D. Milberg Fund 101 Dept. 5581
Schoening Group, Inc.	07/03/12 through 11/30/12	Personal Services PS 59196	District-wide: Capital program strategy planning, analysis, and educational specifications assistance services.	\$80,640	J. Owens Fund 405 Dept. 5511 Project C0100
Education Northwest	07/01/12 through 06/30/13	Personal Services PS 59184	District-wide: Participation in Oregon Leadership Network activities for SY 2012-13.	\$44,170	L. Poe Fund 299 Dept. 5402 Project S0166
ACT, Inc.	06/15/12 through 08/31/13	Personal Services PS 59087	District-wide: Testing and reporting services for administration of college entrance exam to all juniors on April 23, 2013.	\$142,800	J. Suggs Fund 101 Dept. 5405
Northwest Textbook Depository Company	06/12/12	Purchase Order PO 108374	ESL / Immersion: Purchase of 55 <i>Carousel</i> supplementary resource packages for K-5 teachers.	\$123,176	V. Truong Fund 205 Dept. 5408

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Multnomah County Department of Community Justice	07/01/12 through 06/30/13 Year 7 of Contract	Intergovernmental Agreement IGA 54766 Amendment 6	District-wide: One-year extension of contract for Delayed Expulsion School Counseling Center Program.	\$83,985 \$473,924	M. Goff Fund 101 Dept. 5424
Multnomah County Department of Community Justice	07/01/12 through 06/30/13 Year 6 of Contract	Intergovernmental Agreement IGA 55195 Amendment 5	District-wide: One-year extension of contract for Major Suspension Program.	\$83,985 \$423,924	M. Goff Fund 101 Dept. 5424
Pacific Educational Group	05/01/12 through 06/30/12 Year 1 of Contract	Personal Services PS 58431 Amendment 2	District-wide: Two additional one-day training seminars and supplemental coaching sessions, and teleconference support for Beacon School CARE Teams.	\$70,000 \$379,100	S. Higgins Fund 101 Dept. 5490
VersiFit Technologies, LLC	07/01/12 through 06/30/13 Year 5 of Contract	Personal Services PS 56433 Amendment 6	District-wide: One-year extension of contract for continued maintenance and support services for the data warehouse system.	\$33,023 \$163,547	D. Milberg Fund 101 Dept. 5581
Michelle Platter dba The Watermark Group	07/01/12 through 01/31/13 Year 2 of Contract	Personal Services PS 58472 Amendment 1	District-wide: Seven-month extension of contract to continue project management services related to the “insurance rebuild” of Marysville K-8.	\$57,500 \$159,750	J. Owens Fund 481 Dept. 5511 Project C0103
Richard C. Tracy	07/01/12 through 06/30/13 Year 6 of Contract	Personal Services PS 54879 Amendment 6	District-wide: One-year extension of contract for continued performance auditing services.	\$60,000 \$740,000	J. Patterson Fund 101 Dept. 5401

N. Sullivan

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

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4625 and 4626

RESOLUTION No. 4625

Revenue Contracts that Exceed \$25,000 Limit 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”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Vernon PTA	07/01/12 through 06/30/13	Personal Services PS 59208	Vernon PK-8: Funds for 0.5 FTE for partial reinstatement of school-wide music program.	\$45,000	S. Higgins Fund 299 Dept. 1284 Grant S0253

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Mt. Hood Cable Regulatory Commission	07/17/12 through 09/30/15	Intergovernmental Agreement / Revenue IGA/R 59190	Chapman K-5: Funds will support school's iPad Literacy Continuation Program focused on meeting 4th and 5th grader reading comprehension skills and technology benchmarks.	\$47,592	S. Higgins Fund 205 Dept. 9999 Grant G1244
City of Portland Children's Investment Fund	07/01/12 through 06/30/13	Intergovernmental Agreement / Revenue IGA/R 59206	Creative Science Center, Creston Annex & Kelly Center: Grant funds to be used to support three extended day Head Start classrooms at above centers.	\$257,053	S. Higgins Fund 205 Dept. 9999 Grant 1270
City of Portland Water Bureau	07/01/12 through 06/30/13	Intergovernmental Agreement / Revenue IGA/R 59213	Early Childhood Education Program: Grant funds to be used for lead paint stabilization project in ECE classrooms.	\$50,000	T. Magliano Fund 205 Dept. 5597 Grant G0999

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
State of Oregon Department of Human Services	07/17/12 through 06/30/13 Year 2 of Contract	Intergovernmental Agreement / Revenue IGA/R 58340 Amendment 2	District-wide: One-year extension to contract for culturally-specific and targeted outreach services for enrollment in Healthy Kids program.	\$98,100 \$200,960	L. Poe Fund 205 Dept. 9999 Grant G1174
Multnomah County	07/01/12 through 06/30/13 Year 6 of Contract	Lease Agreement IGA/R 55597 Amendment 1	King Neighborhood Facility: One-year extension of space lease agreement.	\$68,583 \$362,951	T. Magliano Fund 101 Dept. 9999

LIMITED SCOPE REAL PROPERTY AGREEMENTS and AMENDMENTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount (as relevant), Contract Total	Responsible Administrator, Funding Source
Multnomah Education Service District	07/01/12 through 06/30/13 Year 2 of Contract	Lease Agreement LA 58580 Amendment 1	Ramona Building: One-year extension of sublease of site for pre-K Early Learning Academy.	\$1 \$2	T. Magliano Fund 101 Dept. 9999
Albina Head Start	07/01/12 through 06/30/13 Year 2 of Contract	Lease Agreement LA 58581 Amendment 1	Ramona Building: One-year extension of sublease of site for pre-K Early Learning Academy.	\$1 \$2	T. Magliano Fund 101 Dept. 9999
Portland Institute for Contemporary Art	08/15/12 through 09/30/12	Lease Agreement R 59201	Washington-Monroe HS Site: Six-week lease of site for public Time-Based Art festival.	\$11,500	T. Magliano Fund 101 Dept. 9999

N. Sullivan

RESOLUTION No. 4626

Personal / Professional Services, Goods, and Services Expenditure Contracts
Exceeding \$150,000 for Delegation of Authority

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
TBD – Responses received on 07/12/12; vendor selection under evaluation	07/16/12 through 10/01/12	Construction C 59xxx	Madison HS: Construction services for new track; part of the Great Fields Project; ITB 2012-1510.	NTE \$375,000	T. Magliano Fund 438 Dept. 5597 Project J0719
EduPoint Educational Systems LLC	07/17/12 through 06/30/17	Software and Related Services SW 59157	District-wide: Purchase, installation, and support services for student information system; joint cooperative procurement with Salem-Keizer SD.	\$681,707	D. Milberg Fund 407 Dept. 5581 Project A1009
Copytronix	08/01/12 through 07/31/17	Services GS 59xxx	District-wide: Imaging Services staffing and associated copy, print, and bindery equipment; RFP 2012-1468.	\$3,656,760	D. Milberg Fund 101 Dept. 5581

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4627 through 4633

RESOLUTION No. 4627

Authorizing the Sale of the Benson Construction Technology Program House on 4225 NE Mallory Avenue

RECITALS

- A. On October 27, 2008, by way of Resolution No. 3993, the Board of Education ("Board") declared the property consisting of two lots at 4225 and 4231 NE Mallory Avenue, Portland, Oregon 97211 ("Site") surplus for the purpose of building homes by the Benson Polytechnic High School Construction Technology Program ("Benson Program").
- B. The Benson Program offers training in residential home construction to Benson Polytechnic high school students through the design and hands-on participation in the construction of a complete home.
- C. In June 2012, the Benson Program completed the construction of a single family residence on one of two lots on this Site.
- D. The District listed the home with a licensed real estate broker on June 18, 2012 for a list price of \$305,000.
- E. The District received a purchase offer of \$320,000 from Ashley Erdahl on June 24, 2012. The offer is subject to purchaser's financing approval, a professional inspection report. agreement on any repairs identified by such report, and Board approval of the sale.

RESOLUTION

- 1. The Board hereby authorizes the Deputy Clerk to enter into and execute a purchase-sale agreement for \$320,000 and other required sale documents in a form approved by District General Counsel with Ashley Erdahl for the residence and real property located at 4225 NE Mallory Avenue.
- 2. The Board authorizes the payment of related closing costs and realtor fees.
- 3. Net proceeds from the sale will be deposited in Fund 299 to support the activities of the Benson Construction Technology Program.

C.J. Sylvester / T. Magliano / B. Alexander

RESOLUTION No. 4628

Resolution Authorizing a Financing Arrangement with Multnomah Education Service District

RECITALS

- A. Schools need a reliable and effective student information system ("SIS") to track student enrollment, attendance, demographic information, grades, progress toward graduation, schedules, discipline, immunizations, and special services. Portland Public Schools ("District") relies on accurate SIS data to submit to the Oregon Department of Education for its state school funding and for mandated accountability reports, and to use for Milestones and other student achievement reporting.
- B. The District adopted its current student information system (eSIS) in partnership with the Multnomah Education Service District ("MESD") during the 2002-03 school year. Pearson School Systems acquired eSIS in November, 2010, and announced shortly thereafter that they would no longer provide technical support after July 1, 2012. They have since agreed to extend this date to July 1, 2013, with no further extensions.
- C. In early 2011, the District and other Oregon districts and ESDs formed a consortium representing 70% of the Oregon K-12 student population to select a new student information system. An extensive state-wide evaluation and procurement process resulted in execution of a master contract with an established SIS vendor, Edupoint, in March, 2012 for its "Synergy" Education Platform. The District wishes to implement Edupoint in Fall of 2013.
- D. MESD has offered to finance a significant portion of the licensing and implementation cost for its component districts, and additionally will pay 10% of the purchase price. Repayment of the financing will be due in three payments in fiscal years 2014-15, 2015-16 and 2016-17. The District has sufficient existing capital funds available to support most of the implementation costs but not for the upfront costs of this project and, therefore, wishes to finance the software licensing and related expenses at an estimated cost of \$471,000.
- E. ORS 281.390 authorizes the District to obtain financing for real or personal property, including computer software purchases and licenses.

RESOLUTION

1. The District is hereby authorized to obtain financing from MESD pursuant to ORS 271.390 for the costs associated with the acquisition of Edupoint student information system software. The maximum principal amount of all financings that are authorized by this resolution and that are outstanding at any time shall not exceed \$500,000, and the final maturity date of any financing authorized by this resolution shall not exceed five years from the date of this resolution.
2. Any financing authorized by this resolution (a "Financing") may be secured by a pledge of the District's full faith and credit, and shall be payable from all legally available funds of the District.
3. The Chief Financial Officer of the District or the person designated by the Chief Financial Officer of the District to act under this resolution (each of whom is referred to in this resolution as a "District Official") may, on behalf of the District and without further action by the Board of Education:
 - a. participate in the preparation of, authorize the distribution of, and deem final any disclosure documents that are desirable for any Financing;
 - b. establish the final principal amounts, maturity dates, interest rates, payment terms and dates, and other terms of any Financing, subject to the limitations of this resolution;

- c. enter into covenants to secure any Financing; and
- d. execute and deliver any documents that are desired to obtain any Financing, and take any other action in connection with any Financing under this resolution that the District Official determines will be advantageous to the District.

N. Sullivan

RESOLUTION No. 4629

Adoption of Portland Public Schools Equity in Public Purchasing and Contracting Policy, Policy 8.50.095-P

RECITALS

- A. In the Racial Educational Equity Policy, adopted by the Board of Education (“Board”) in May, 2011, the Board affirmed the intent of the school district to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for students of color.
- B. Under-utilization of small businesses, particularly those owned by people of color, perpetuates inequities for our students as well as our business partners. Portland Public Schools (“PPS”) has the opportunity, and the responsibility, to reduce inequities in workforce hiring of its contractors. The business community has a role to play in the success of our students, and there is opportunity for synergy between local businesses and PPS in providing students exposure to career learning engagements.
- C. PPS staff has been developing a policy to address these issues since 2009 but this work increased in focus and urgency in 2012 when the board directed staff to develop a Minority, Women, and Emerging Small Businesses (MWESB) policy as part of the action plan for the Racial Educational Equity Policy. A number of meetings with stakeholders and business leaders from our communities of color have taken place to review the draft policy. The Board reviewed a working draft at its May 29, 2012 meeting. The final draft reflects feedback from these community stakeholders and business leaders as well as the Board.

RESOLUTION

The Board of Education for Portland Public Schools reviewed recommendations from the superintendent to adopt the Equity in Public Purchasing and Contracting Policy. Per District Policy (1.70.020-P), the Board of Education is required to place any new policy on the District website for a 21-day public review. Having fulfilled this obligation and having received no public input on the proposed policy amendment, the Board of Education supports the proposed policy language for adoption.

PROPOSED POLICY:

Portland Public Schools Equity in Public Purchasing and Contracting Policy, Policy 8.50.095-P

In 2011, the Board of Education (“Board”) adopted the Portland Public Schools Racial Educational Equity Policy, 2.10.010. In that policy, the Board affirmed the intent of the school district to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for students of color. Complex societal and historical factors contribute to the inequities our students face. The District must address and overcome these inequities and institutional racism, providing students with the support and opportunity to succeed, make productive life decisions and give each student the support to meet his or her highest potential.

The Board recognizes that the historical under-utilization of small businesses, particularly those owned by people of color, perpetuates inequities not only for our students but for our business partners and our broader community. This is a challenge for the District and for the entire Portland metropolitan community.

Modeling equity in District business practices will further enhance achievement of goals established in its Racial Educational Equity Policy. It is the District’s goal to maximize fair and equitable opportunities to Portland’s diverse populations, promote prosperity in all segments of Portland’s diverse communities, foster economic growth and expand competition in the market.

As a K-12 entity, there is no current statutory obligation on the District to implement a minority, women and/or emerging small business program. However, as one of the largest employers in the Portland metropolitan area the District has an opportunity to make a difference. Personnel costs (in the form of salaries and benefits) are the largest component of the District's budget. However, the District's annual expenditure through its purchasing and contracting activities is significant. It is recognized that the District's purchasing and contracting expenditures impact our local community and economy, including businesses, parents and children.

OBJECTIVES OF THE POLICY

The District will significantly change its practices in order to achieve and maintain equity in its purchasing and contracting activities, to achieve and maintain an equitable and diverse contractor workforce and to leverage its contracts to further enhance career learning opportunities for students.

Therefore, the Board establishes the District's **Equity in Public Purchasing and Contracting Policy** with the following goals:

- The District will provide professional, supplier, construction and personal service purchasing and contracting opportunities to small businesses that have been historically under-utilized, including businesses owned by people of color and women.
- The District will ensure apprenticeship opportunities in the construction trades and will promote construction employment opportunities for people of color and women.
- The District will continue to provide career learning opportunities for students, providing them exposure to various potential career paths, including, but not limited to, architecture, engineering and related services, legal and accounting services, as well as building trades and construction work.

The District will achieve these objectives as follows:

- **BUSINESS EQUITY**

The District aims to provide greater professional, supplier, and construction opportunities to minority-owned businesses, women-owned businesses and emerging small businesses. By diversifying our public purchasing and contracting spend the District will positively, and more equitably, impact a greater number of businesses and families.

All District departments and budget holders will actively search out and open their purchasing and contracting opportunities to minority-owned businesses, women-owned businesses and emerging small businesses. District departments will establish specifications for goods and services, personal services, architecture, engineering and construction that encourage competition while meeting District needs. The District will develop its bid packages, contract terms, and work scopes to allow for businesses of all sizes to respond to its solicitation and business opportunities. The District will scope certain bid packages for small businesses.

The District will improve its efforts in this regard over time, looking to established successful models as well as working closely with community stakeholders to innovate and improve our public purchasing and contracting approaches.

- **CONTRACTOR WORKFORCE EQUITY**

The District will increase the numbers of women and minorities in the construction trades through apprenticeship opportunities on District construction contracts. It is recognized that there are established public agency programs addressing contractor workforce equity. Therefore, the District intends to partner with other public agencies which have already successfully implemented such programs or, alternately, create programs and procedures that closely replicate existing programs.

- **CAREER LEARNING EQUITY**

The District will leverage its public contracting activity to expand the number of young people of color and young women participating in a wide variety of career learning programs. The District has a developing system of career learning programs in schools. The District will enhance existing programs by establishing expectations for District contractors, particularly on larger contracts, requiring their participation in the District's career learning programs.

RESPONSIBILITY AND ACCOUNTABILITY

The Board will hold the Superintendent and all District departments and schools accountable for making measurable progress toward these objectives. Every Portland Public Schools employee is responsible for the success and achievement of all students. Every District department and school is responsible to further equity in the District's public contracting activities.

The Board recognizes that these are long term goals requiring work and resources to implement across all schools and departments. The Board directs the Superintendent to develop an action plan for implementation of this policy, with clear accountability and metrics, including resourcing, which will result in measurable results on a regular basis toward achieving these objectives. Such action plan will identify specific staff leads on all key work and include clear procedures for District schools and staff. The Superintendent will present the Board with an Administrative Directive within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these objectives at least once per year, and will provide the Board with an updated Administrative Directive annually.

N. Sullivan/D. Wynde

RESOLUTION No. 4630

Election of Board Chairperson

_____ is hereby elected Chairperson of the Board for the period July 17, 2012, until the first regular meeting of the Board in January 2013, and until, respectively, his/or her successor is elected.

RESOLUTION No. 4631

Election of Board Vice-Chairperson

_____ is hereby elected Vice-Chairperson of the Board for the period July 17, 2012, until the first regular meeting of the Board in January 2013, and until, respectively, his/or her successor is elected.

RESOLUTION No. 4632

Board Zone Redistricting

RECITALS

- A. Following each decennial US Census, all local governments are required to apply new demographic data to existing electoral boundaries, attempting to equalize population among electoral regions.
- B. For Portland Public Schools (PPS), this requires us to rezone board zones to have nearly equal population in each zone.
- C. PPS Board members run district-wide, but must reside in one of seven defined electoral zones.
- D. Staff contracted with the Population Research Center (PRC) at Portland State University (PSU) to prepare two options for the Board to consider. The PRC at PSU has prepared most analyses and recommendations for all Metro area local governments.
- E. In a report prepared by PRC and at a study session on June 18th, the Board was presented with two options:
 - Option 1: The first option uses a variety of criteria to ensure nearly equal population among board zones while attempting to minimize changes to existing board zone boundaries.
 - Option 2: The second option uses the same criteria for ensuring nearly equal population among board zones, but attempts as nearly as possible to align board zone boundaries with existing PPS high school attendance boundaries.

RESOLUTION

The Board approves the first option outlined, which ensures nearly equal population among board zones while attempting to minimize changes to existing board zone boundaries.

RESOLUTION No. 4633

Resolution to Accept Report and Findings in regards to Complaints filed after the Closure of the Harriet Tubman Young Women's Leadership Academy Program at Jefferson High School

RECITALS

- A. During the 2012-13 budget process, the Superintendent proposed the closure of the Harriet Tubman Young Women's Leadership Academy (YWLA), which was a program of Jefferson High School. In Resolution 4588, the Board approved the reconfiguration of Jefferson High School to a 9th-12th grade school, and the program was closed.
- B. In Resolution 4588, the Superintendent and Board acknowledged that closing programs is very difficult for students, families and staff, and praised the young women attending YWLA for their leadership and passion. The Board also directed staff to provide YWLA students with transitional supports as they moved into new schools.
- C. Following the program closure, nine families filed complaints with the district pursuant to 4.50.030 – Student/Parent Complaint Procedure. The complaints raised a variety of concerns. Mr. Peter Hamilton was retained to investigate these concerns.
- D. Mr. Hamilton completed his investigation and provided a report and findings. Mr. Hamilton found that (1) the families had an opportunity to provide input into the decision, (2) the decision did not violate district policy, (3) the YWLA closure did not violate the regulatory sections of Division 22 regulations of the Oregon Department of Education cited by the parents, and (4) the decision to close the program was not discriminatory.
- E. The Superintendent reviewed Mr. Hamilton's report and findings, and recommended that the Board accept them as well.

RESOLUTION

The Board of Education has considered Peter Hamilton's report, and accepts the report and findings concerning the complaints filed following the closure of the YWLA program. A copy of the report is on file in General Counsel's office and will be filed with the record of this meeting.

J. Patterson