BOARD OF EDUCATION   **Board Auditorium**

Portland Public Schools   Blanchard Education Service Center
REGULAR MEETING   501 N. Dixon Street
WEDNESDAY, September 16, 2015   Portland, Oregon 97227

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

Board of Education Informational Report

MEMORANDUM

Date: August 27, 2015

To: Board of Education

From: Jon Isaacs, Chief, Communications and Public Affairs
            Judy Brennan, Director, Enrollment and Transfer

Subject :   Enrollment Balancing Values Framework

This memo provides a brief description of the materials provided to you in preparation for a discussion of the current status of district-wide enrollment balancing efforts at the September 1, 2015 Board meeting.

Soon after making an informational presentation to you last month, the District-wide Boundary

Overview of District-wide Enrollment Balancing Values and Policy Framework

BACKGROUND

In July 2015, the District-wide Boundary Review Advisory Committee delivered to Superintendent Smith a District-wide Boundary Review Values and Policy Framework. She has accepted this document and, in support of one of the committee's key recommendations, has renamed it to reflect that it will be used to guide all major enrollment change decisions, not just boundary changes.

and stable enrollment in all schools
- Clear, responsive

and transparent process
- Evidence that the Racial Equity Lens has been incorporated into enrollment balancing process
- Apply values framework to all components of enrollment changes (not just boundaries):
  - Transfer adjustments
  - Building capacity changes
  - Regional program relocation or re-sizing
  - relocation

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PREPARED FOR:

OREGON'S KITCHEN TABLE

PPS 2025 SURVEY

June 2015

PREPARED BY:

1. | SURVEY METHODOLOGY

From April to mid-May, Portland Public Schools (PPS) invited staff, students, parents and the wider district population over the age of 13 to participate in the PPS 2025 survey using both online and paper versions. The survey questionnaire was developed by Oregon's Kitchen Table (OKT) with selected District staff and PPS' District-wide Boundary Review Advisory Committee (DBRAC). PPS developed the distribution strategy, which differed by school. Participants were ensured of their confidentiality. A total of 4,099 respondents took part in the survey. The raw data (without identifying characteristics) for both the paper and online versions was provided by OKT to DHM Research for processing and analysis. In this report, open-ended questions are analyzed qualitatively. [1] Results in the annotated questionnaire may add up to 99% or 101% due to rounding.

For online distribution, the survey was made available to OKT's entire membership in the PPS district (targeted by zip codes), as well as through PPS' social media and email lists. Paper copies were made available to all schools district. PPS and OKT contracted and partnered with community organizations (Latino Network, Self Enhancement Inc., IRCO: Asian Family Center, IRCO: Africa House, Hacienda CDC, Russian Oregon Social Services, Muslim Education Trust, Oregon Community Health Worker Association, Urban League, Association of Slavic Immigrants, Slavic Community Center, New Portlanders Advisory Council, El Programa Hispano), to improve participation particularly among historically underrepresented groups. Distribution of hard copies was also achieved through community engagement events. Surveys were made available online and in paper in all six of the District's supported languages: English, Spanish, Vietnamese, Somali, Russian, and Mandarin/Chinese. Data-entry was conducted by OKT and started in April of 2015 for paper copies and continued through May of 2015 for both online and paper copies.

See the annotated questionnaire in Section 4 for full question texts, responses, and demographics (including, but not limited to, education level, number of years in the district, and sexual orientation). For the purpose of the following analysis, results have either been presented as "respondents" for the full survey sample, or broken out by the following demographic groups:

- By respondents' association with PPS [2]:
  - Parent/guardian of a current, future, or former PPS student(s)
  - Current or former PPS student
  - PPS teacher or staff
  - Community member

  Note: Survey results were statistically weighted [3] within each of these groups to ensure that results were representative of the larger district-wide populations for each group

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[1] Two open-ended questions (Q19 and Q21) will not be analyzed in this report; however, OKT has access to the full survey data and way wish to further analyze results for those questions at a later date.
[2] Respondents were encouraged to select all that apply on this question (Q18), so respondents could fit into multiple groups.
[3] The survey results were statistically weighted by key demographics (per the Census and data provided to DHM Research by PPS) to assure that subgroup results are representative of the particular subgroup population. Definition of statistical weighting: With any survey sample, some groups or characteristic may be over or underrepresented. In a self-selection sample, as was the case with this survey, this can happen because some

- x By grade range: K-8, elementary   school, middle school, high school   [4]
- x By school cluster: Cleveland,   Franklin, Grant, Jefferson, Li   ncoln, Madison, Roosevelt, and Lincoln [5]
- x By Title 1 schools vs. not Title 1
- x Gender
- x Race/ethnicity: African American, Asian, Hispanic/Latino, White, Multiple   [6]. Please reference the Annotated Questionnaire in   Section 4 for expanded racial/ethnic groupings

DHM Research: DHM Research has been providing op   inion research an   d consultation throughout the Pacific Northwes   t and other regions of the Un   ited States for over three decades. The firm is non-partisan and independ   ent and specializes in   research projects to support planning, policy-making, and   communications. www.dhmresearch.com

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groups of people were better notified   or more motivated to participate. A co   mmon example is different opinions by political party. On many issues, people who identify as Republicans and Democrats differ on policy issues. If a sample overrepresented Democrats and   underrepresented Republican   s, then the total results would be biased. To correct for this, data can be "weighted" to correspond to   the true population proportions. In this example, the responses from Democrats would be multiplied by a value   less than 1.0 and Republicans by a value greater than 1.0.

[4] Respondents could be placed into multiple ranges as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

[5] Respondents could be placed into multiple clusters as they were allowed to provide multiple schools. Grouping definitions were provided by OKT.

[6] Responses were collapsed into these fe   deral racial/ethnic categories for the pu   rposes of this report. The Multiple category includes all respondents who selected more than   one racial/ethnic group. Th   e largest Multiple groupings included African American/American Indian; African Amer   ican/White; American Indian/White; Asian/White; and Hispanic/White. Full cross-tables were   provided to OKT which detailed numbe   r of completes and response rates for all ethnic groups and subgroups, including Multiple.

2. | KEY TAKEAWAYS

When describing what contributes to a high quality neighborhood school, respondents tended to cite   small class size   and   variety of course options   as the top factors.

- x   When ranking a series of characte

- o This concern about frequency would be reiterated at other points in the survey.
- x Compared to 35% agreement with the following statement: Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once .
  - o Agreement with this statement was pa rticularly high among Hispanic/Latino (51%) and African American (42%) respon dents, those associ ated with a Title 1 school (47%), and those in the Roosevelt (50%) and Jefferson (42%) clusters.

No matter the specifics, boundary change s generated concern among respondents.
- x Almost nine in ten (85%) said that they were concerned that boundary changes might require some communities or familie s to change schools more often than others, more so than any of the ot her concerns presented.
- x Notably, respondents were significantly less concerned about the potential changes to property values resulting from bound ary changes when compared to students' experiences resulting from boundary changes.

3. | ANALYSIS

3.1 | School Characteristics (Q1-Q4)

Respondents were first asked to identify which characteristics are most important to a high quality neighborhood school for kindergarten through 5th grade students (ranked 1-4, with 1=most important; Q1). Overall, a plurality (39%) of respondents indicated that "small class sizes" is the most important characteristic, followed by a "wide variety of learning opportunities including access to music, art, library, and physical education," which was selected as most important by 21% of all respondents.

Parents of future PPS students (46%) and PPS staff (includes teachers) (45%) were more likely than any other respondent group associated with PPS to rank "small class sizes" as the most important characteristic to a high quality neighborhood school for kindergarten through 5th grade students. In contrast, current PPS students were most likely to select "a warm and welcoming school environment"

that "small class sizes" is the most important characterist ic. Additionally, respondents from the Wilson (44%) and Lincoln (41%) clusters were more likely than those from the Jefferson and Grant clusters (both 32%) to feel that "small class size" was most important. As well, current PPS students (21%) and parents of form er PPS students (20%) were most likely to feel that "a warm and welcoming school environment" is most important. Additionally, current PPS students (14%) were more likely than any of the other respondent subgroups affiliated with PPS (1-6%) to feel that "learning alongside children from many different backgrounds" is most important. African American (42%) and White (38%) respondents were more likely than Asian (27%) respondents to feel that "small class sizes" is most important. Respondents in the Lincoln (8%), Madison (6%), and Grant (5%) clusters were more likely than respondents in any of the other clusters (1-2%) to feel that the "ability of children who live close together to attend the same school" is most important.

Respondents were asked, using an open-ended format, to address any issues of importance that they felt were left off of the list for 6 th through 8 th grade. Responses were similar to those from kindergarten through 5 th grade, with respondents

Overall, seven in ten (71%) respondents felt that statement B more closely reflects their personal beliefs. Preference for this statement was strong across racial/ethnic groups (71-77%) with the slight exception of Hispanic/Latino (59%) respondents, though this group still showed majority agreement. As well, respondents associated with a Title 1 school (73%) were more likely than those not associated with a Title 1 school (68%) to feel that statement B was more reflective of their personal beliefs. Those in the Wilson, Cleveland and Jefferson clusters (80%) were more likely than any of the other clusters (62-71%) to feel that statement B is more reflective of their views. PPS staff (77%) members were more likely to prefer statement B than parents of current PPS students and former PPS students (both 68%).

Respondents were told that PPS recently completed a redesign of its high school system with the goal of ensuring "all students have access to high schools of the size and structure required to provide a common set of rigorous and engaging courses and programs." They were then asked, using an open-ended format, what characteristics they believe are most important to a high quality high school (Q4). Responses were similar to those provided for K-5 and 6-8, with respondents emphasizing a desire to have high quality teachers who are engaged within and outside the classroom and who are motivated to help students learn and prosper in their academic environment. Respondents also stressed the importance of having a safe and clean learning environment with small class sizes. In terms of programs, respondents emphasized the importance of having a wide variety of programs and electives being offered throughout all schools. Beyond high school academics, respondents expressed that they would like to see additional help for college or career preparation or counseling in

3.2 | Redrawing Boundaries (Q5-Q6)

Respondents were presented with a list of factors that affect where school boundaries are drawn, and asked to rank them in terms of which factors they found to be personally important (1=most important; 6=least important; Q5). Overall, a plurality (30%) felt that "students stay together as they move from elementary to middle grades and middle grades to high school"

education provided and a full curriculum are always important factors to consider when considering boundary changes.

Representative quote: "Phased implementation so that   families are not forced to change schools in the middle of elementa   ry years. For example, assign   new kindergarten students and families new to the district according to   new boundaries to rebalance things over time.

In comparison, slightly more than four in ten (44%) respondents agree that " the district should draw boundaries that create economically and racially diverse st udent bodies, even if it means that students might have to travel a little farther to their assigned schools " (Q8). This statement had the highes t agreement among African Amer ican respondents (57% vs. 42-43% of Asian and White resp ondents), those associated wi th a Title 1 school (56% vs. 35% if those not associated with a Title 1 school), respondents in the Roosevelt cluster (66% vs. 27-54% of all other clusters), an d PPS Staff (55% vs. 39-44% of parents of former or current PPS students).

Finally, more than three in ten (35%) respondents agreed wi th the statement, "Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once" (Q7). Agreement with this statement wa s highest among Hispan ic/Latino (51%) and African American (42%) responde nts, those associated with a Title 1 school (47% vs. 28% those not associated with a Title 1 school), those in the Roosevelt (50%) and Jefferson (42%) clusters, and former PPS students, PP S staff, and community members (40-41% vs. 32% of parents of current PPS students).

3.4 | Concerns about Boundary Changes (Q10-Q15)

Respondents were presented with a series of statements ab out possible boundary changes and asked to indicate their level of concern wi th each (Q10-Q15). Overall, respondents were most concerned that "boundary changes might require so me communities or families to change schools more often than others" (Q15: 85% overall concern). In general, most of the statements garnered high-l evels of concern (Q10: 81%; Q13: 79%; Q12: 78%; Q14: 76%), with the notable ex ception of the statement "changes in school boundaries may lower or raise property valu es in affected neighbors" (Q11: 52%).

Concern that "boundary changes might require some communities or families to change schools more often than others" (Q15: 35% very concerned; 49% somewhat concerned) was high across subgroups. African American (45%) respondents were more likely to be 'very concerned' than their White counterpart s (33%). Also, responde nts in the Roosevelt cluster (25%) were less likely than any other cluster (31-43%) to feel 'very concerned' about this statement.

Concern that "boundary changes may create uncertai nty about where children go to school " (Q10: 36% very concerned; 46% somewhat co ncerned) was also hi gh across subgroups. This was particularly true for respondents in the Lincoln cluster (90% overall concern vs. 73-82% for all other clusters), those not as soci ated with a Title 1 sch ool (84% vs. 76% of those associated with a Title 1 school), an d Asian respondents (87% vs. 79% of White respondents). Meanwhile, the sp ectrum of concern for respondents affiliated with PPS ranged from parents of current PPS student (84%) to PPS staff (69%).

Eight in ten respondents expressed concern that "boundary changes might increase the distance students have to travel to school " (Q13: 30% very concerned; 49% somewhat concerned). Respondents in the Wilson, Jeffers on, and Grant (82-84%) clusters were more

concerned than those in the Franklin (72%) and Roosevelt (73%) clusters. As well, this statement raised greater concern among White respondents (81% vs. 73% of African American and 74% of Hispanic/Latino respondents) and those not associated with a Title 1 school (81% vs. 75% of respondents associated with a Title 1 school).

Similarly, roughly eight in ten respondents expressed concern that "boundary changes might separate students from their neighborhood classmates" (Q12: 33% very concerned; 45% somewhat concerned). White respondents (80% vs. 71% of African American and 73% of Hispanic/Latino respondents), those not associated with a Title 1 school (82% vs. 72% of those associated with a Title 1 school), and those in the Wilson, Grant and Lincoln clusters (83-84% vs. 74-76% of those in the Franklin and Madison clusters) were more likely to feel concerned about this statement.

While overall concern (76%) was slightly lower than the aforementioned statements, respondents were most likely to feel 'very concerned' that "boundaries changes might place students in lower quality schools than ones they currently attend" (Q14: 48% very concerned; 28% somewhat concerned). This concern was particularly significant for Asian respondents (87% vs. 74-76% of all other ethnic groupings), those not associated with a [(a)6(Asian)(s p48J 16.0

Overall, a slight majority (56%) of respondents felt that statement B was more reflective of their personal beliefs. Notably, African American respondents (70%) were significantly more likely than respondents from any other racial/ethnic groups (52-54%) to feel that statement B was more reflective of their personal beliefs. This was also true for those not associated with a Title 1 school (60% vs. 50% of those associated with a Title 1 school) and respondents in the Lincoln cluster (67% vs. 45-60% of all other clusters). As well, parents of current PPS students (61%) were more likely than PPS staff (42%), former PPS students (48%), and community members (50%) to prefer statement B. The only cluster in which a majority preferred statement A was Madison (55%).

Lastly, respondents were asked, using an open-ended format, if there was anything else that they would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement (Q17). As in other open-ended questions from this survey, responses varied yet revealed reoccurring themes, some of which were raised earlier in the survey. For example, many respondents expressed a desire to limit the frequency of boundary changes and to base any changes on logical parameters. However, particularly in this question, more concerns were raised about boundary changes exacerbating divisions between income and racial/ethnic groups. There was also an emphasis placed on maintaining high quality teachers and staff, establishing smaller class sizes, and offering a wide variety of extracurricular activities and individualized academic programs.

Representative quote: "First I'd like to applaud you for taking up such a hard problem. This is difficult work. I'll reiterate that turning neighborhood schools into spillover schools will create a tremendous amount of division within our communities. There are already rumblings of second-class treatment associated with this impending decision among many in Portland's middle class, to say nothing of its poorer communities. Whatever the outcome of this reorganization, if the decision reflects a continued accommodation for the more affluent, vocal members in our community, Portland will wake up with a brand new headache." -- (Female, White)

1A. Is there anything we left off the list for kindergarten through 5 th grade that is important to you? (OPEN)

2. Now switching to middle grades (6 th-8 th). Please tell us which characteristics you think are most important to a high qu ality neighborhood school for 6 th through 8 th grade.

B. It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of classes—including electives—even if that means more transitions between schools for students.	71%	71%	68%	77%	68%	73%	77%	73%

4. PPS recently completed a redesign of its high school system with the goal of ensuring "all students have access to high schools of a size and structure required to provide a common set of rigorous and engaging courses and programs." Though PPS is already making some of those changes, please share with us the characteristics you believe are most important to a high quality high school. (OPEN)

5. There are a number of factors that affect where school boundaries are drawn. Please rank the following factors in order of importance to you. (1 is most important and 6 is least important).

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
Students stay together as they move from elementary to middle grades and middle grades to high school								
1—most imp	30%	28%	33%	29%	28%	28%	23%	25%
Mean	2.7	2.9	2.9	2.6	3.0	3.3	3.0	2.9
Where possible, schools have a student body that reflects racial and economic makeup of the whole district								
1—most imp	21%	19%	16%	25%	23%	21%	33%	30%
Mean	3.5	3.5	3.7	3.2	3.2	3.3	2.7	3.1
Reduce building and transportation costs to the district								
1—most imp	5%	8%	5%	3%	7%	11%	6%	5%
Mean	4.3	4.1	4.4	4.5	4.0	3.4	4.5	4.3
Make sure that boundary changes move as few students as possible								
1—most imp	20%	20%	23%	23%	13%	15%	13%	17%
Mean	3.2	3.4	3.1	3.6	3.6	3.3	3.7	3.6
Minimize the need for students to cross busy, fast or otherwise dangerous roads								
1—most imp	12%	11%	11%	13%	11%	11%	13%	14%
Mean	3.6	3.4	3.6	3.3	3.7	3.8	3.6	3.4
Ensure enough students in each lower grade school so that high schools are similarly sized								
1—most imp	11%	14%	12%	7%	17%	12%	12%	9%
Mean	3.7	3.5	3.6	3.8	3.4	3.8	3.5	3.8

5A. Are there any other factors not on the list that are important to you when thinking about where and how school boundaries are drawn? (OPEN)

6. Because Portland Public Schools will be looking at all district boundaries, many school boundaries may shift. Currently, some schools are overcrowded and others do not have enough students to support a complete program. Which statement is closest to your beliefs; even if neither is exactly what you believe.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that can take as long as 9 years.	45%	39%	50%	34%	41%	34%	29%	38%
B. Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.	55%	61%	50%	66%	59%	66%	71%	62%

Please indicate how strongly you agree or disagree with the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
7. Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.								
Strongly agree	8%	13%	7%	7%	10%	14%	7%	8%
Agree	28%	26%	25%	32%	32%	23%	34%	32%
Disagree	34%	30%	33%	36%	29%	38%	36%	36%
Strongly disagree	27%	27%	32%	22%	24%	12%	19%	20%
DK/NA	4%	4%	3%	3%	6%	13%	4%	4%
8. The district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools.								
Strongly agree	11%	9%						

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
Agree	35%	33%	35%	30%	35%	49%	33%	33%
Disagree	29%	30%	27%	49%	29%	19%	39%	35%
Strongly disagree	11%	9%	10%	8%	12%	5%	15%	13%
DK/NA	5%	3%	4%	3%	8%	7%	5%	5%

We have heard a number of concerns about   possible boundary change   s. Please indicate your level of concern about each   of the following statements.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
10. Boundary changes may create uncertainty about where children go to school.								
Very concerned	36%	35%	41%	26%	27%	30%	21%	28%
Smwt concerned	46%	42%	43%	51%	47%	52%	48%	48%
Not Concerned	16%	18%	14%	21%	24%	7%	28%	21%
DK/NA	3%	4%	2%	2%	2%	11%	4%	3%
11. Changes in school boundaries may lower or raise property values in affected neighborhoods.								
Very concerned	21%	17%	23%	24%	17%	16%	12%	18%
Smwt concerned	32%	33%	31%	19%	36%	45%	31%	31%
Not Concerned	43%	45%	42%	52%	43%	23%	52%	47%
DK/NA	5%	4%	4%	4%	4%	15%	6%	4%
12. Boundary changes might separate students from their neighborhood classmates.								
Very concerned	33%	29%	37%	25%	34%	28%	21%	25%
Smwt concerned	45%	49%	42%	50%	47%	47%	53%	52%
Not Concerned	19%	21%	19%	22%	16%	17%	23%	21%
DK/NA	2%	1%	2%	3%	2%	8%	2%	2%
13. Boundary changes might increase the distan ce students have to travel to school.								
Very concerned	30%	22%	31%	24%	32%	37%	23%	27%
Smwt concerned	49%	54%	48%	59%	45%	34%	56%	52%
Not Concerned	19%	22%	19%	14%	21%	19%	18%	18%
DK/NA	3%	3%	2%	2%	2%	9%	3%	2%

14.

16. PPS is committed to equitable outcomes for a   ll students. There are multiple ways to do this, including moving students through bo   undary change or keeping resources in schools to provide a base program, regardless of   the number of students. Please indicate which statement you agree with the most, even   if you don't entirely   agree with either of them.

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher /Staff	Community member
A. PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.	44%	45%	39%	43%	52%	51%	58%	50%
B. PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.	56%	55%	61%	57%	48%	49%	42%	50%

27. What is your preferred language?   (OPEN) [9]

28. What races/ethnicities do you consid   er yourself? (Mark All That Apply) [10]

Response Category	Total	Former parent	Current parent	Future parent	Former student	Current student	Teacher/ Staff	Community member
White	62%	58%	58%	93%	56%	46%	74%	73%
Hispanic/Latino	14%	15%	15%	1%	16%	28%	9%	10%
African American/ African/Other Black	9%	10%	9%	0%	10%	9%	7%	6%

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

INDEX TO THE AGENDA

September 16, 2015

Board
Action
Number   Page

<u>Purchases, Bids, Contracts</u>

The Superintendent <u>RECOMMENDS</u> adoption of the following items:

Numbers 5144 and 5145

RESOLUTION No. 5144

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 REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Public Schools	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62153	Columbia Regional Program will provide deaf/hard of hearing classroom services for regionally eligible students.	$480,125	H. Adair Fund 299 Dept. 9999 Grant S0031

RESOLUTION No. 5145

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Ellis Ray Leary Jr.	7/1/2015 through 6/30/2016	Personal Services PS 62158	Provide the "I AM Academy" program to 100 students at Franklin, Roosevelt, George and Vernon.	$207,000	L. Poe Fund 101 Dept. 5431
Immigrant & Refugee Community Organization (IRCO)	7/1/2015 through 6/30/2016	Personal Services PS 62199	Provide culturally specific family engagement services to immigrant and refugee communities within the District.	$227,936	L. Poe Fund 101 Dept. 5431

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Simplex-Grinnell	7/1/2015 through 6/30/2016	Services GS 58570 Amendment 4	Inspect and service or replace all District fire extinguishers, including those in maintenance vehicles and modular; inspect and service ansul fire suppression systems. ITB 06-10-094	$25,000 $175,000	T. Magliano Fund 101 Dept. 5593
Lile International Companies	8/17/2015 through 3/5/2017	Services SR 61623 Amendment 1	Moving materials and packing/unpacking, moving, storage, assembly services for the Faubion to Tubman School move (Bond 2012). ITB 2015-1904	$100,000 $225,000	C. Sylvester Fund 453 Dept. 1248 Project DE319

Y. Awwad

4

<u>Other Matters Requiring Board Approval</u>

The Superintendent <u>RECOMMENDS</u> adoption of the following items:

Number 5146

RESOLUTION No. 5146

<u>Minutes</u>

The following minutes are offered for adoption:

August 25 and September 1, 2015

Board of Education Informational Report

MEMORANDUM

Date: September 10, 2015

To: Members of the Board of Education

From: C.J. Sylvester, Chief, School Modernization

Subject :   Bond Program Status – September 2015

In the November 2012 election, the voters approved a $482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attachment 1: Balanced Scorecard Report – September 2015
Attachment 2: Project Management Cost Report – September 2015

Narrative Comments:

Color Key

🟩	Good
🟨	Concerns
🟥	Difficulty

Overall Perspective

Perspective	Perform
Budget	
Schedule	
Stakeholders	
Equity	
Average	

2012 Bond Projects

	Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
Overall Project Performance	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩
Perspective — Budget	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩
Perspective — Schedule	🟩	🟨	🟩	🟩	🟨	🟩	🟩	🟩	🟩	🟩	🟩		
Perspective — Stakeholders	🟩	🟩	🟩	🟩	🟩								
Perspective — Equity	🟩	🟨	🟩	🟩	🟨	🟨	🟨	🟩	🟨	🟨	🟨		🟨

Color Key

Good
Concerns
Difficulty

Schedule Perspective

Strategic Obj.

A
B
C
D
Average

Perform

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman
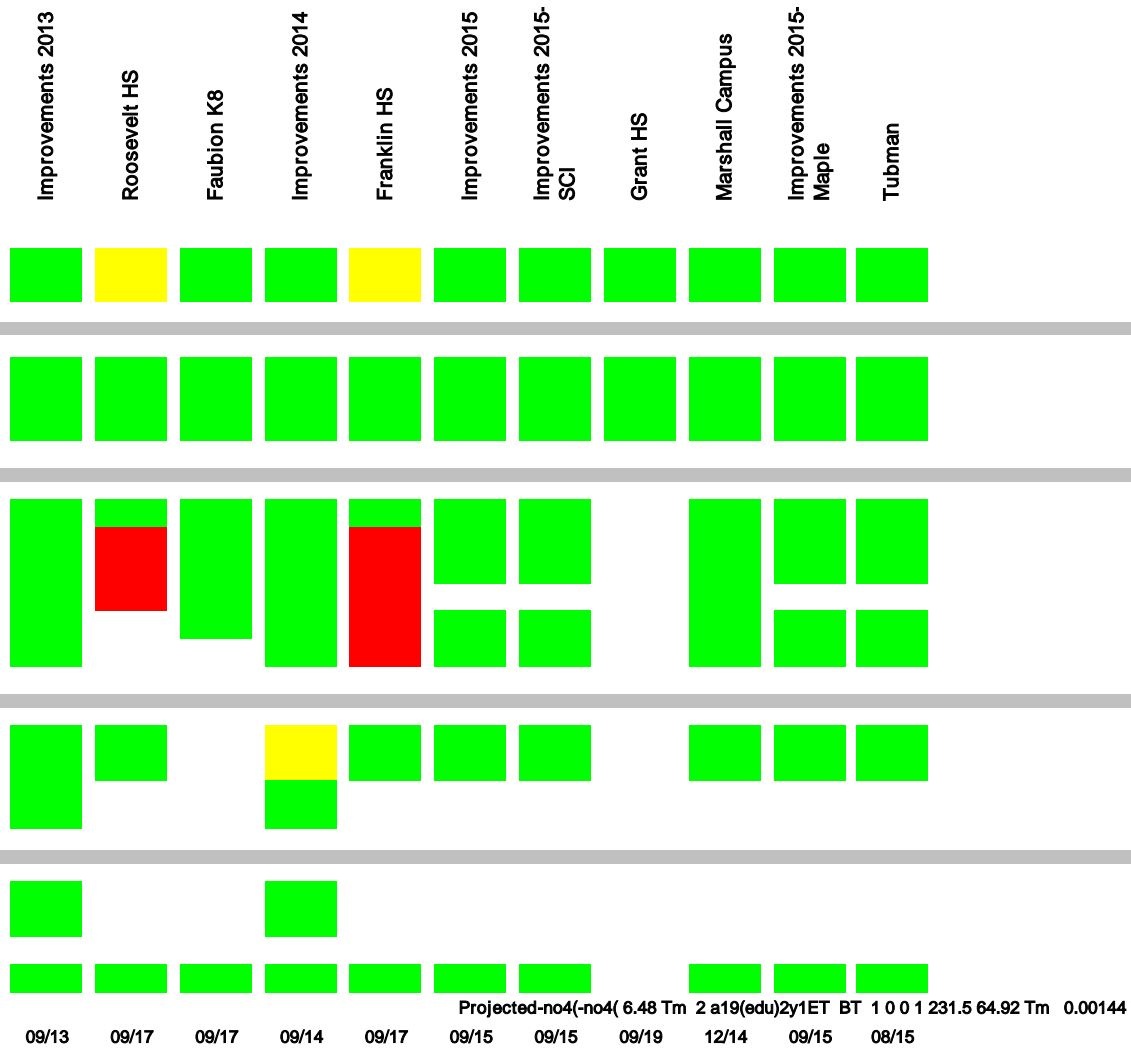
Projected-no4(-no4(6.48 Tm 2 a19(edu)2y1ET BT 1 0 0 1 231.5 64.92 Tm 0.00144

| 09/13 | 09/17 | 09/17 | 09/14 | 09/17 | 09/15 | 09/15 | 09/19 | 12/14 | 09/15 | 08/15 |

Narrative Comments:

Color Key
- Good
- Concerns
- Difficulty

Stakeholder Perspective

Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

Strategic Objectives		Performance Measures	Performance Targets	Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman
				■	■	■	■	■						
Objective A Meets Educational Needs	1 2 3	Project Scope Meets Educational Needs Design Meets Educational Needs Construction Meets Educational Needs	Green: Rating of > 4.0 (1 - 5 scale) Yellow: 3.0 - 4.0 Red: < 3.0	■	■	■	■	■						
Objective B Meets Maintenance / Facility Needs	4 5 6	Project Scope Meets Maint. / Facility Needs Design Meets Maint. / Facility Needs Construction Meets Maint. / Facility Needs	Green: Rating of > 4.0 (1 - 5 scale) Yellow: 3.0 - 4.0 Red: < 3.0	■	■	■	■	■						
Objective C Design Advisory Group (DAG) Needs	7 8 9	Master Planning: Scope Meets DAG Needs	Green: Rating of > 4.0 (1 - 5 scale) Yellow: 3.0 - 4.0; Red: < 3.0		■	■		■						

Narrative Comments:

Good
Concerns
Difficulty
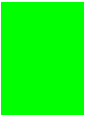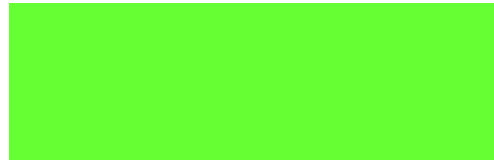
| Improvements 2013 | Roosevelt HS | Faubion K8 | Improvements 2014 | Franklin HS | Improvements 2015 | Improvements 2015-SCI | Grant HS | Marshall Campus | Improvements 2015- |

Narrative Comments:

Color Key

Color	Meaning
Green	Good
Yellow	Concerns
Red	Difficulty

Equity Perspective

Strategic Obj.	Perform
A	(red)
B	(green)
C	
Average	(yellow)

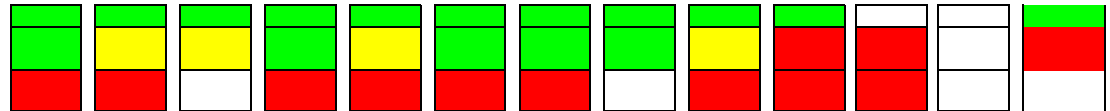## 2012 Bond Projects

Project columns: Improvements 2013 | Roosevelt HS | Faubion K8 | Improvements 2014 | Franklin HS | Improvements 2015 | Improvements 2015-SCI | Grant HS | Marshall Campus | Improvements 2015-Maple | Tubman | | Program Mgmt

Overall row: Green | Yellow | Green | Green | Yellow | Yellow | Yellow | Green | Yellow | Yellow | Yellow | | Yellow

Strategic Objectives	#	Performance Measures	Performance Targets
Objective A — Meets Aspirational MWESB	1	Project objectives established	Green: MWESB >18%
	2	Consultants - % of payments made to MWESB owned	Yellow: MWESB >10%
	3	Contractors - % of payments made to MWESB owned	Red: MWESB <10%
Objective B — apprenticable trade participation	4	Project objectives established >$200k contracts	Green: participation >20%
	5	Contractors % of labor hours/apprenticable trade	Yellow: participation >10%
			Red: participation <10%
Objective C — Meets student participation	6	Project objectives established >$100k contracts	Per AD
	7	Tier 1 - Group Activities EG: career fairs, guest speakers	Green: students > 500 Yellow: students > 100 Red: students < 100
	8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	Green: students > 50 Yellow: students > 20 Red: students < 20
	9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	Green: students > 10 Yellow: students > 5 Red: students < 5
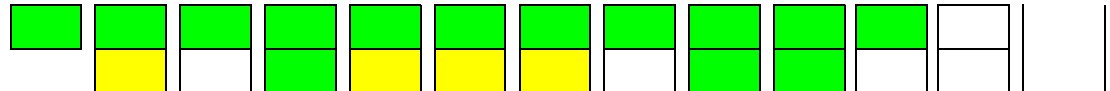
Objective A status (rows 1–3):
- Row 1: Green | Green | Green | Green | Green | Green | Green | Green | Green | Red | Red | | Green
- Row 2: Green | Yellow | Yellow | Green | Green | Green | Green | Green | Yellow | Red | Red | | Red
- Row 3: Red | Red | | Red | Red | Red | Red | | Red | Red | Red | |

Objective B status (rows 4–5):
- Row 4: Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | | |
- Row 5: | Yellow | | Green | Yellow | Yellow | Yellow | | Green | Green | | |

Objective C (years): 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020
- Row 6: Green | Green | Green | | | | | |
- Row 7: Green | Green | Green | | | | | |
- Row 8: Red | Green | Green | | | | | |
- Row 9: Red | Green | Green | | | | | |