

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
November 3, 2015

Board Auditorium

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

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

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

This meeting may be taped and televised by the media.

AGENDA

- | | | |
|----|--|---------|
| 1. | <u>STUDENT TESTIMONY</u> | 6:00 pm |
| 2. | <u>PUBLIC COMMENT</u> | 6:15 pm |
| 3. | <u>QUARTERLY REPORT: BOND ACCOUNTABILITY COMMITTEE</u> | 6:35 pm |
| 4. | <u>QUARTERLY REPORT: CAPITAL IMPROVEMENT BOND</u> | 7:00 pm |
| 5. | <u>PRESENTATION: MT. HOOD CABLE REGULATORY COMMISSION THIRD GRADE READING GRANT</u> – action item | 7:10 pm |
| 6. | <u>BENSON CAPACITY MASTER PLANNING</u> – action item | 8:00 pm |
| 7. | <u>STUDENT CHOIR PERFORMANCES AT THE GROTTO DURING THE FESTIVAL OF LIGHTS</u> – action item | 9:00 pm |
| 8. | <u>BUSINESS / CONSENT AGENDA</u> | 9:30 pm |
| 9. | <u>ADJOURN</u> | 9:45 pm |

Portland Public Schools Nondiscrimination Statement

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

MEMORANDUM

Date: November 3, 2015

To: Members of the Board of Education

From: Bond Accountability Committee (BAC)

Subject: 11th BAC Report to the Board

Background

In November 2012, voters approved a \$482M capital improvement bond for Portland Public Schools. The PPS Board appointed a Citizen Bond Accountability Committee to monitor the planning and progress of the bond program relative to voter-approved work scope, schedule and budget objectives.

Recent Activities

The BAC met on October 21 at the District office. As is the case with all meetings, it was publicly noticed and open to the public. OSM staff continues to be very helpful and supportive of the process, and demonstrates a consistent commitment to transparency and clarity in all dealings with the BAC.

At the meeting, the Committee received updates from staff that included the Balanced Scorecard report with supporting data on budget and other metrics, and each of the current and upcoming bond projects.

The summer of 2016 was the busiest yet in the bond program, and in the history of PPS. There were a number of achievements during the summer that should be recognized:

- Marshall High School reopened as Franklin High School at Marshall Campus.
- The Tubman facility reopened as Faubion School at Tubman Site.
- Work on IP 2015 (4 construction contracts, 8 schools) was completed, except for the elevator work at Ainsworth and Woodlawn.
- Work on IP 2015 – Science (2 construction contracts, 18 schools).
- Roofing at Maplewood was completed.

- Major construction work got underway at Roosevelt High School and Franklin High School.

While all of this on-site work was underway, staff was also busy completing the design and starting contractor selection for Faubion PK-8 School, continuing design for IP 2016 (12 schools), commencing the Design Advisory Group process at Grant High School, and preparing for master planning at Benson, Lincoln, and Madison High Schools.

OSM staff and the District's design firms and contractors deserve great credit for these achievements.

Current Issues

Program Budget. Staff has continued to provide budget information to us in a transparent format. The integrity of the overall budget remains intact.

Budget reports now show a projected overrun of more than \$300,000 for Bond Management, increased partly as a result of a new position to improve Community Relations. While this results from the "lessons learned" study and may well bring value to the program, we are always concerned when overhead costs increase at the expense of brick and mortar. We are less than halfway through the program, however, and less than 30% of the budget has been spent, so we will continue to monitor opportunities to bring this item back within budget.

The Board Reserve remains at \$10 million with acknowledgement that \$2 million may be allocated to the Roosevelt Shop Building project in the future.

Project Budgets and Schedules. Staff's Balanced Scorecard will continue to show both Roosevelt and Franklin designs behind the Baseline Schedule, as reflected by the "red" report at the various design levels (although overall both schools show "yellow" for schedule). These delays have many causes, including changes during design in school capacity requirements, the extensive public outreach and involvement processes, and discussions over the "additional criteria".

To date, the BAC had been satisfied with schedule presentations that showed only a few milestones. We are working with OSM staff on a more effective format that will allow us to monitor construction progress more closely. At the time of our meeting, the Franklin project appeared to be on schedule and Roosevelt marginally behind. Staff is working to finalize an agreed baseline schedule with the Roosevelt contractor and expects to catch up very quickly.

Timely permitting from the City of Portland remains a challenge on the major projects. To date, the High School projects have, with the City's cooperation, found "work-arounds" which are not uncommon on fast-track projects. The building permit for Faubion is due right at New Year and any delay there could delay construction.

The Committee continues to have concerns about market conditions causing price increases, and staff reports challenges in the bid market. The subcontract buy-out at Roosevelt is largely complete and the project contingency has remained intact. At Franklin, additional costs have been experienced and, although the project budget remains intact, contingency has been reduced. A subcommittee of the BAC will be meeting with project staff to review this situation.

There was a slight overrun on IP 2015 work due to unforeseen conditions, but both IP 2015 – Science and IP 2015 – Maplewood have experienced savings so, overall, the summer work will return some funds to the program budget. The experience with unforeseen conditions is causing the IP 2016 team to engage in more investigatory work in advance of design completion.

The most significant immediate risk to the program budget is the imminent construction bid for the Faubion project. We support the District's decision to prequalify prime contractors for this bid. The risk largely lies in the subcontractor pricing that will be incorporated into their bids.

Equity. Staff reports that student involvement in the program remains impressive. The Balanced Scorecard shows the program to be exceeding the year's goals; the highlight has been an intern count in the high teens during the summer. Grant High School is taking involvement to a new level with 5 students serving on the Design Advisory Group.

Employment of apprentices through the Workforce Hiring program fell below the 20% goal during the summer; it appears that there may simply be a shortage of available apprentices in some trades, but we will look for more analysis from staff at our next meeting.

Contractors still lag behind the aspirational goal for MWESB involvement, a result of the fact that almost all work to date has been awarded on a low bid basis with only aspirational goals applied. Since the District reports MWESB involvement based on payments made, however, any improvement that may accrue on the CM/GC projects may take some time to show up on the Balanced Scorecard. Both CM/GCs have aggressive programs and good histories of MWESB contracting so we remain hopeful that involvement will increase and we have asked staff for a debrief on efforts made and results achieved so that further improvement can be

made in the future.

In total, consultants are meeting the District's 18% goal. However, a drill-down continues to show that there remains room for further improvement. All of the IP work has exceeded the goal, but the other individual projects are falling short. We will continue to remind staff that each of those consultant teams were evaluated and partly selected on their commitment to meeting the goals.

Safety. Staff is now reporting on safety at the major projects. There have been two "recordable" accidents to date, both at Franklin and both relatively minor.

There have been concerns, of course, about student and staff safety at Roosevelt since the school is operating around construction. Extra resources are being directed at this issue and, happily, there have been no incidents to date.

Master Plans. In order to complete the Master Plans for Benson, Lincoln, and Madison High Schools prior to a Board decision on a 2016 measure, work must begin very soon. As the Board is aware, a new EdSpecs process must precede the Plan for Benson but it should not start until a decision is made on the school's intended capacity. The delay in completing the EdSpecs for comprehensive high schools and a late change in school capacity caused confusion in master planning and schematic design for Roosevelt and Franklin; we should not repeat the error.

Other. We understand that staff, working with the designers and contractors at Roosevelt, has completed a report relating to the Shop Building for the Board's consideration. We remain concerned about the distraction that this has caused the project team during this critical juncture, and still believe that this process is a long way from best practice.


Perhaps the single biggest concern we have over the program is the current change in leadership. To date, the BAC has been pleased to work with C.J. Sylvester and Jim Owens in their leadership roles with OSM and we are extremely sorry to see them leave. This concern is not a reflection in any way on Jerry Vincent who is coming in as the new Chief of the Office of School Modernization; while any change in leadership has the potential to improve the program, it can also be disruptive and cause difficulties. C.J. and Jim have developed a highly qualified and effective bond team including OSM staff and outside consultants and contractors, and we wish Jerry every success in moving things forward. We are looking forward to working closely with him.

We are also very sorry to see Michelle Platter leave the District. Michele has served as Project Director for the Roosevelt High School project (and previously handled the Marysville rebuild) where she exhibited intense commitment and professionalism. We understand that a succession plan is underway, but Michelle will be missed.


Summary

The summer of 2015 allowed Portland taxpayers multiple opportunities to see their money at work at 31 schools all over the District, including Franklin and Roosevelt. The pace will only increase going forward. In our judgment, the citizens' money continues to be well spent and effectively managed.

We remain impressed by the quality and professionalism of OSM staff as well as the design and construction teams, and thank the Board for this opportunity to serve and play a small part in a very successful bond program.




SCHOOL BUILDING IMPROVEMENT BOND



Office of School Modernization

Quarterly Bond Program Update

November 3, 2015



SCHOOL BUILDING IMPROVEMENT BOND



OSM Quarterly Update

November 2015

Program Highlights

- Program remains on time, on budget & visible to the community
- Balanced Scorecard
- Ongoing Construction Activities
 - Modernizations
 - 2015 Summer Improvement Projects
- Next 3 months
- Short Construction Video

SCHOOL BUILDING IMPROVEMENT BOND

Balanced Scorecard

- **Management & Reporting Tool**
- **Quantifies status**
- **Provides focus on strategic objectives**
 - Performance measures & targets

Perspectives	Status
Budget	●
Schedule	●
Stakeholder	●
Equity	●

SCHOOL BUILDING IMPROVEMENT BOND


Modernizations Franklin High School




Franklin Sports Complex




Ben has a temporary new home

 SCHOOL BUILDING IMPROVEMENT BOND 

Modernizations Roosevelt High School



Pouring The New Gym Foundation



Upper Balcony Old Auditorium

 SCHOOL BUILDING IMPROVEMENT BOND 

2015 Summer Improvements



Seismic work at Llewellyn




Creative Science Roof Replacement



Ainsworth ADA Ramp




Sabin Science Class Cabinets



SCHOOL BUILDING IMPROVEMENT BOND

Next Three Months

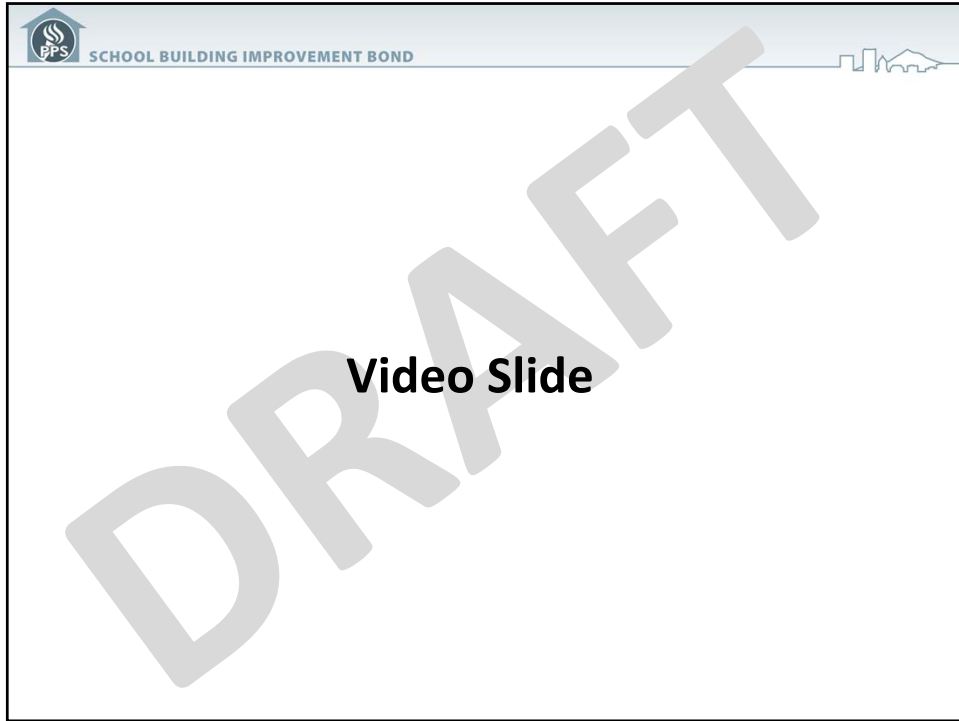
- Ongoing major construction at FHS & RHS
- Roosevelt High School:
 - Construction continues on New Gym, Theater, Classrooms, and Arts and Media Center
- Franklin High School
 - Construction continues on New Gym, Theater, Classrooms, Athletic Field and Modernization of Historic Structure
- Grant High School in Master Planning
- Benson Campus EdSpecs in development
- The Lincoln Master Plan process begins



SCHOOL BUILDING IMPROVEMENT BOND

Next Three Months, Cont....

- Demolition begins for the existing Faubion School building
- 2015 Improvement Project elevators continue
- Summer 2016 work continues in Design
- Evaluate 2015 tax base assessed value for potential 2016 ballot measure





Board of Education Informational Report

MEMORANDUM

Date: November 3, 2015
To: PPS Governing Board
From: Ewan Brawley, Senior Director, Instruction, Curriculum and Assessment
Subject: Mt. Hood Cable Regulatory Commission TechSmart Project Partnership

Background

I am pleased to provide information related to TechSmart, a 5-year project designed to implement and evaluate *blended learning models* that improve 3rd grade reading outcomes for PPS students. This project is supported with funding from the Mount Hood Cable Regulatory Commission (MHCRC) in addition to matching district funds. Development of this project has been a collaborative effort of multiple PPS departments: the Office of Teaching and Learning, the Office of School Performance, Systems Planning and Performance, and PPS Information Technology. MHCRC will support PPS with \$5 million over the course of 5 years to support personalized learning strategies that improve 3rd grade reading outcomes. In addition to district-wide professional development and Literacy Adoption resources, 20 participating project schools will receive additional support to implement and evaluate *blended learning models*. Specifically, the project will help fund personnel, training, equipment, infrastructure, and software.

Project Goals

GOAL 1: By 2020, 3rd grade students in pilot classrooms will demonstrate grade level proficiency in reading and eliminate the achievement gap between white students and students of color as well as those identified for ELL and SPED.

GOAL 2: Understand and implement instructional strategies and practices in pilot schools that leverage technology to provide culturally and linguistically relevant personalized learning.

GOAL 3: Validate and disseminate effective instructional strategies and practices that use technology to provide culturally and linguistically relevant personalized learning that improve K-3 literacy outcomes for each student.

Key Project Components

Embedded professional development: Pilot schools will receive embedded PD for K-3 teachers who are implementing the instructional strategies using a blended learning approach. Supports

include:

- School-based coaching (0.5 coach per school)
- Opportunities for collaboration through PLCs, sites visits, and shared practices

Technology-rich tools and resources: Pilot schools receive the district adopted literacy resources in addition to supporting technology and programs to effectively implement the practices using a blended learning approach in K-3 classrooms. The tools and resources include:

- Technology-rich literacy materials to personalize learning
- Fully deployed devices and equipment
- Evaluation and embedded supports to refine and improve the use of instructional tools and resources over time

The TechSmart Project will be implemented at 20 pilot schools during the next 5 years.

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
	Plan				
Cohort 1 (5 schools)	Onboard	Implement	Evaluate & refine	Evaluate & refine	Evaluate & refine
Cohort 2 (5 schools)		Onboard	Implement	Evaluate & refine	Evaluate & refine
Cohort 3 (5 schools)			Onboard	Implement	Evaluate & refine
Cohort 4 (5 schools)				Onboard	Implement
					Recommendations to scale & sustain

Budget Summary

MHCRC will provide \$5.1 million over the 5 year period of the program.

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020	Grant	Match	Total
Personnel	336,477	674,435	1,057,104	1,425,998	1,728,005	1,886,023	3,335,995	5,222,018
Education & Training	26,100	28,332	29,260	30,226	5,360	25,460	93,818	119,278
Travel	18,000	22,000	22,000	22,000	22,000	106,000	0	106,000
Contractual	187,000	232,000	277,000	322,000	255,000	1,273,000	0	1,273,000
Equipment	757,500	757,500	757,500	757,500	0	1,578,750	1,451,250	3,030,000
Overhead Costs	73,406	95,606	120,348	144,204	113,221	231,957	314,829	546,786
TOTAL	1,398,483	1,809,873	2,263,212	2,701,927	2,123,586	5,101,190	5,195,891	10,297,082

PORTLAND PUBLIC SCHOOLS MHCRC TECHSMART 3RD GRADE READING PLAN

PPS Board Meeting
November 3, 2015



Agenda

1. Grant Overview
2. Review Project Goals & 3rd Grade Reading Alignment
3. Review Key Expenditures by Category
4. Budget Summary
5. Q & A



TechSmart Grant Overview

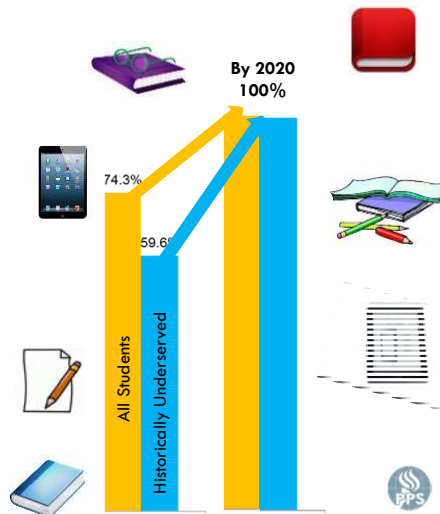
\$5,000,000 → 5 year plan to improve 3rd grade reading

- \$5 million PPS match
- Funding partner - [Mt. Hood Cable Regulatory Commission](#)
- Shift from technology only grants with isolated outcomes to [working strategically](#) with districts to fund initiatives that leverage technology to [achieve large scale improvements](#)
- Funding for [technology](#) and [teacher supports](#)



Project Goals

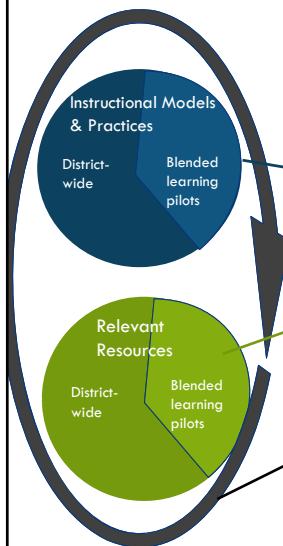
- **GOAL 1:** 3rd graders in pilot schools reading on grade level, including students of color, ELL, and SPED
- **GOAL 2:** Instructional strategies that leverage technology to personalize learning
 - a. Practices
 - b. Resources
- **GOAL 3:** Validate and disseminate blended learning models that work



TechSmart 3rd Grade Reading

Innovate

20 pilot schools → K-5 Literacy Initiative + Pilot Supports



- Embedded coaching (0.5 FTE per school)
- Professional collaboration (PLCs, site visits)
- Responsive to student needs
- Piloting digital/online literacy programs
- Access to technology
- Comprehensive evaluation
- Real-time student data
- Ongoing improvement



Key Activities by Year

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
	Plan				
Cohort 1 (5 sites)	Onboard	Implement	Evaluate & refine	Evaluate & refine	Evaluate & refine
Cohort 2 (5 sites)		Onboard	Implement	Evaluate & refine	Evaluate & refine
Cohort 3 (5 sites)			Onboard	Implement	Evaluate & refine
Cohort 4 (5 sites)				Onboard	Implement
					Recommendation to scale & sustain

- Plan – identify blended learning models, select pilot curriculum, plan PD
- Onboard – deploy technology & programs, Getting Started PD, site visits
- Implement – embedded supports (i.e. coaching), collaboration
- Evaluate & refine – comprehensive evaluation, cycle of improvement, continued embedded supports to implement with fidelity

20 schools = 40-50 classrooms = ~1/3 of K-3 students



TechSmart Key Expenditures

COST CATEGORY	GRANT FUNDS	MATCH	TOTAL
PERSONNEL*	\$1,886,023	\$3,335,995	\$5,222,018
EDUCATION AND TRAINING	\$25,460	\$93,818	\$119,278
TRAVEL	\$106,000	\$0	\$106,000
CONTRACTUAL	\$1,273,000	\$0	\$1,273,000
EQUIPMENT	\$1,578,750	\$1,451,250	\$3,030,000
OVERHEAD COSTS	\$231,957	\$314,829	\$546,786
TOTAL	\$5,101,190	\$5,195,891	\$10,297,082

* Over \$4 million of personnel costs are for embedded and non-embedded professional development



Personnel and Training

Personnel

- ▣ % of OTL, IT and R&E staff
- ▣ District TOSAs
- ▣ School Coaches
- ▣ Teacher time (Extended Responsibility & extra hours)
- ▣ Committee Work

Professional Development

- ▣ Demonstration Site Visits
- ▣ Workshops and conferences
- ▣ Model program site visits



Technology



Equipment

- Computers
- Tablet devices
- Headphones, cables

Infrastructure

- Switches
- Routers
- Carts
- Network upgrades
- WAPs



Contractual & Overhead




Software & Curriculum

- Pilot Program Licenses
- IT Project Manager
- Training consultant

Indirect Costs

6.45% of grant costs





Q & A





Board of Education Committee's Recommendation to the Board

Board Meeting Date: November 3, 2015

Executive Committee Lead: C.J. Sylvester

Department: Office of School Modernization

Presenter/Staff Lead: C.J. Sylvester

Agenda Action: Resolution Policy

SUBJECT: Facility Capacity and CTE Strands for the Benson Campus

BRIEF SUMMARY AND RECOMMENDATION

In November 2014, the Board of Education directed staff through Resolution No. 4990 to proceed with master planning three high school sites in preparation for a potential November 2016 school building improvement bond. One of those high school sites is the Benson Polytechnic campus, which is located on the outskirts of the central eastside industrial district.

It is necessary to identify intended facility capacities prior to commencing Education Specifications and Master Planning for the Benson Campus. Three Board of Education Capital Bond Committee Meetings were held as regards this issue on September 8 and 21, 2015, and October 6, 2015.

The Committee's recommendation (2-1 vote) was to proceed with Education Specifications and Master Planning for Benson Polytechnic High School with a common area capacity for 1,700 students and classroom capacity for 1,350 (designed to include a subsequent phase for an additional 350 students) as well as Alliance High School with a capacity for 500 students.

The Committee further recommends that Evening Scholars (about 800 students each semester) and Summer Scholars (about 1400 students each session) programs remain at the Benson Campus as they serve students district-wide on a non-interference basis with other programs.

BACKGROUND

Staff identified for the Committee the difference between facility capacity and enrollment. Facility capacity defines how many students a building or campus can accommodate. Enrollment is how many students actually attend a program of study.

The current issue is defining future building capacity, *not current or near-term changes to enrollment*. In July, the Board adopted Resolution No. 5124 directing the Superintendent to develop a phased plan to consider enrollment issues at Benson Polytechnic. That enrollment plan and report will be brought before the Board by the end of this calendar year.

The 2012 Long Range Facility Plan (LRFP) identifies the “instructional model” as the preferred method of determining capacity for PPS. Subsequent to adoption of the LRFP, comprehensive high school capacities were identified as 1700 students pursuant to Board Resolution No. 4840.

There are currently a number of district-wide programs at the Benson Campus that are (organizationally) part of PPS’ Multiple Pathways to Graduation. There was extensive review of these programs by the Committee, including the Reconnection Center, Student Success Center, DART, virtual scholars, world language testing, teen parent child care center and social work services.

Staff recommendation to the Committee included maintaining those programs at the Benson Campus to reap the benefits of and efficiencies of co-location. The Committee disagreed and recommends the Board maintain only Benson Polytechnic and Alliance Professional Technical High Schools on the campus.

Enrollment demographics & staff recommendation are/were as follows:

	<u>Current</u>	<u>Projected (15 years)</u>	<u>Staff Recommend</u>
Benson Polytechnic	916	1,390 ¹ (no co-op)	1,700 (w/co-op)
Alliance Prof/Tech HS	400	500	500
Other District-Wide Programs and Services	145	275	275
Total Enrollments	<u>1,461</u>	<u>2,165</u>	<u>2,475</u>

The nature and extent of full-time Benson enrollment in combination with the ability to co-op enrollment from comprehensive high schools is not known at this time and, in any case, is sure to change and flex over the years.

Some of the noted district-wide programs, such as Virtual Scholars, serve students at several locations throughout the district. So while 2000 students are proposed to be served by Virtual Scholars district-wide, staff proposed capacity for 150 students at the Benson hub.

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¹ Organic growth (existing method of calculation) to 1,043 + 345 students (50% of students anticipated for charter schools that are now defunct).

Benson Campus Career Technical Education Strands

Benson Polytechnic	Alliance Professional Technical
Construction	Natural Resources
Electrical	Graphic Design
Architectural	Finance
Digital Media	Manufacturing
Radio	Auto/Transportation Technology
Education	
Health Services	
Information Technology	
Manufacturing	
Engineering	
Auto/Transportation Technology	

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Portland's High School System: Update on High School System Design Implementation, Next Steps to Accelerate Progress (December 2012)

Long Range Facility Plan (May 2012)

Education Specifications (Comprehensive High Schools) (August 2015)

PROCESS / COMMUNITY ENGAGEMENT

Three Capital Bond Committee meetings were held; publicly noticed and attended by some members of the public.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The priority of moving forward with two high schools with significant enrollment of historically underserved students meets the intent of the Board's Racial Education Equity Policy Goal A "The District shall provide every student with equitable access to high quality and culturally relevant...facilities..." and Goal F "The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community."

BUDGET / RESOURCE IMPLICATIONS

The Board previously approved use of 2012 bond monies set-aside for master planning high schools in consideration of the potential for a November 2016 ballot measure.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The design team was previously selected through a competitive proposal process and they have been awaiting instruction as regards capacities and programs. The Education Specifications work effort can get started immediately upon Board action. The entire EdSpec and Master Planning work effort will be completed no later than June 2016.

ATTACHMENTS

Resolution: Authorizing Benson Campus Full Modernization Building Capacities as Part of the 2012 Capital Bond Program Master Planning

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

INDEX TO THE AGENDA

November 3, 2015

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

Purchases, Bids, Contracts

5159	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	3
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Other Matters Requiring Board Approval

5160	Authorizing Benson Campus Full Modernization Building Capacities as part of the 2012 Capital Bond Program Master Planning.....	6
5161	Resolution Endorsing Techsmart 3 rd Grade Reading Project and Partnership With Mt. Hood Cable Regulatory Commission (MHCRC).....	8
5162	RESERVED FOR CHOIR PERFORMANCES AT THE GROTTO RESOLUTION.....	9
5163	Minutes.....	9

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 5159

RESOLUTION No. 5159

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
Apple, Inc.	11/4/2015 through 3/31/2017	Cooperative Agreement COA 62338	Pricing agreement for the purchase of Apple computers, tablets and related accessories on an as-needed basis. Organization for Education Technology & Curriculum (OETC) is the administering contracting agency for the cooperative contract.	Not-to-exceed \$3,000,000	J. Klein Various based on department use
Insight Financial Services	11/4/2015 through 9/30/2017	Lease Agreement LA 62393	Master leasing agreement for future leasing schedules of computer, networking, and server equipment. Contractor selected through cooperative pricing agreement COA 62312.	Not-to-exceed \$2,000,000	J. Klein Fund 101 Dept. 5581
Ross Builders Northwest, LLC	11/4/2015 through 3/31/2016	Construction C 62394	Construction services for the school-based health clinic at Benson. Competitively selected through Invitation to Bid – Construction ITB-C 2015-2017	\$282,000	T. Magliano Fund 438 Dept. 5597 Project J0211

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
David Douglas School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 62391	Columbia Regional will provide the funding for Contractor to obtain ASD program support and supplementary aides and services including coaching, professional development, technical assistance and consulting for school personnel. Purchasing Rule PPS 46-0130(3)(a)(A)	\$195,600	H. Adair Fund 205 Dept. 5433 Grant G1499

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
JC Erlich dba Eden Advanced Pest Technologies	11/4/2015 through 10/31/2016	Cooperative Agreement COA 60945 Amendment 1	Provide integrated pest management services for all District buildings and properties. State of Oregon Department of Administrative Services is the administering contracting agency for the cooperative contract.	\$75,000 \$150,000	T. Magliano Fund 101 Dept. 5593

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5160 through 5163

RESOLUTION No. 5160

Authorizing Benson Campus Full Modernization Building Capacities As Part of the 2012 Capital Bond Program Master Planning

RECITALS

- A. Sixty Six percent (66%) of Portland Public School District (“PPS”) voters approved a ballot measure in November 2012 for a Portland Public Schools bond to improve schools. The approved 2012 Capital Bond Program includes beginning the “planning for upgrade of all high schools in coming years”.
- B. Following voter approval of the capital bond program a community-wide visioning process resulted in Resolution No. 4800 adopting the Education Facility Vision as part of the District-wide Education Specifications.
- C. Pursuant to Board Resolution 4990, master planning is beginning for the Benson Campus, and Lincoln and Madison comprehensive high schools.
- D. Consistent with the Facility Vision, an education specification process will be undertaken for the Benson Campus including Benson Polytechnic High School and Alliance Professional Technical High School.
- E. The community clearly indicated a desire for community use of appropriate school building spaces that requires consideration during the design processes particularly as regards zoning of spaces for public access while maintaining building-wide security.
- F. Enrollment projections provide possible scenarios for a 10-year window, but PPS school buildings should be scaled up, where possible, to support multiple generations influenced not only by birth rates but also in-migration to the Portland area.
- G. The May 2012 Long-Range Facility Plan had a 10-year planning horizon pursuant to ORS 190, but recommended planning a “robust program capacity for each rebuilt or fully renovated facility”.
- H. Enrollment forecasts and anticipated improvements in capture rates require larger capacity schools.
- I. Master planning three high school sites is precedent for a November 2016 ballot measure.
- J. The Benson Campus also includes Alliance High School, other Multiple Pathways to Graduation programs, and PISA (the Portland International Scholars Program).
- K. The Board of Education’s Capital Bond Committee reviewed and discussed Benson Campus capacities on September 8 and 21 as well as October 6, 2015. In particular, the Board discussed the capacity of Benson Polytechnic High School and the inclusion of Alliance and Multiple Pathways programs in the master planning. On a split vote of 2-1, the Committee recommended the following for master planning:
 - 1) Benson Polytechnic High School: common areas for 1,700 students, and classrooms for 13,50 students
 - 2) Alliance Professional Technical High School with common areas and classrooms for 500 students.

- L. Following the Committee vote, the Committee chair has requested that further analysis be completed and presented to the committee regarding the location of Alliance Professional Technical High School. This analysis should include not only the Benson Campus but also other locations across the district.

RESOLUTION

1. The Board of Education directs the Superintendent or her designee to develop education specifications and master plan the Benson Campus to the indicated student capacities:
 - Benson Polytechnic High School: common areas for 1,700 students, classrooms for 1,350 students.
 - Alliance Professional Technical High School: Common areas and classrooms for 500 students.
2. The Board of Education directs the Superintendent or her designee to master plan Benson Polytechnic High School to include a subsequent phase to add future classrooms to bring total classroom capacity to the common area capacity of 1700.
3. The Board of Education directs the Superintendent or her designee to prepare an analysis of location options for Alliance Professional Technical High School, including the Benson Campus and other locations across the District. This analysis should further include other Multiple Pathways to Graduation programs and be presented to the Capital Bond Committee and then brought to the full board in January as part of the overall facility usage embedded in the enrollment balancing process.
4. At the time when the referenced analysis is brought forward, the Board will make the final decision about the location of Alliance Professional Technical High School.

C. Sylvester

RESOLUTION No. 5161

Resolution Endorsing Techsmart 3rd Grade Reading Project and Partnership with Mt. Hood Cable Regulatory Commission (MHCRC)

RECITALS

- A. A Board priority for 15-16 continues to be increasing literacy rates for all children, with proficiency by the end of 3rd grade being a key metric.
- B. Our Racial Equity Plan states “*The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to achieve this goal...*”
- C. The Board believes that well-supported teachers who use effective instructional strategies and practices that are bolstered with the use of technology can personalize learning to better serve a diverse student population, improve early literacy outcomes, and close the achievement gap.
- D. The Board recognizes the MHCRC as a valuable partner with PPS over the past 18 years supporting for increased student access to technology and innovative and personalized learning opportunities.
- E. The Board sees *blended learning* as a powerful tool for teachers to employ to help personalize learning experiences and improve literacy outcomes for students.
- F. The PPS Techsmart 3rd Grade Reading Project will support PPS by identifying and evaluating *blended learning* models that improve 3rd grade reading outcomes while closing achievement gaps for historically underserved students.
- G. The Board would like to recognize the work of staff both at PPS and MHCRC for the planning, effort, and expertise required to develop this project.
- H. Staff presented to the Business and Operations Committee on October 27, 2015. The Committee recommended that this be moved forward to the entire Board.

RESOLVED

The Board hereby acknowledges the PPS Techsmart 3rd Grade Reading Project and partnership with the Mt. Hood Cable Regulatory Commission in alignment with our goals of improving literacy outcomes for PPS students.

C. Russo / E. Brawley

RESOLUTION No. 5162

RESERVED FOR CHOIR PERFORMANCE AT THE GROTTA

RESOLUTION No. 5163

Minutes

The following minutes are offered for adoption:

October 20, 2015