

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

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Purchases, Bids, Contracts

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RESOLUTION No. 5265

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

RECITAL

Portland Public Schools ("Di

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RESOLUTION No. 5266

Attendance Area Changes for Lincoln and Wilson Cluster Schools

RECITALS

- A. Portland Public Schools has experienced seven straight years of student enrollment growth.

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

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

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RESOLUTION No. 5267

2016-17 Standard Inter-District Student Transfers

RECITALS

- A. State law requires district school boards to decide each year whether to participate in the standard interdistrict transfer process, including:
 - 1. The maximum number of resident students, if any, who will be released to schools in other district,
 - 2. The maximum number of non-resident students, if any, who will be accepted for enrollment in district schools,
 - 3. The priorities that will apply in a random lottery, in the event that there are more requests than maximum number of slots for releases or approvals, and
 - 4. The length of time that agreements will be in effect for non-resident students who transfer into district school.

- B. Of the nearly 1,000 non-resident students attending PPS schools this year who are subject to standard interdistrict transfer rules, approximately 450 will need to obtain permission from their resident districts and PPS in order to remain enrolled in 2016-17. The remaining students received permission in prior years, so do not need to seek it again.

- C. For the 2016-17 school year, Superintendent Smith recommends the School Board set an initial level of 450 standard interdistrict transfer slots for new approvals of non-resident students. In accordance with state law, that number may be revised at a later time so long as there are no pending applications.

- D. If there are more applicants than slots into PPS, lottery pr

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

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RESOLUTION No. 5269

Student Requesting Exemption from PE State Requirement

RECITALS

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

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RESOLUTION No. 5270

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

RECITALS

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

RESOLUTION

- 1. The Board of the District hereby authorizes the Superintendent, Chief Financial Officer, or their designee, to enter into and execute a purchase contract with a qualified buyer for the purchase of the QZABs or other tax-credit bonds after the

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RESOLUTION No. 5272

Resolution to Develop an Implementation Plan for Climate Literacy

RECITALS

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

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

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

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

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

RESOLUTION

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