

## **Agenda**

1. 6:00 pm - Opening
2. 6:05 pm - Resolution Proclaiming the Celebration of National Native American Indian Heritage Month in Portland Public Schools (Resolution 6391) *Vote - Public Comment Accepted*
3. 6:10 pm - Resolution to Recognize National School Psychologist Week (Resolution 6392) *Vote - Public Comment Accepted*
4. 6:15 pm - Consent Agenda: Resolutions 6393 through 6399 *Vote- Public Comment Accepted*
  - 4.(a) Resolution 6393: Expenditure Contracts
  - 4.(b) Resolution 6394: Revenue Contracts
  - 4.(c) Resolution 6395: Approving Board Member National Meeting Attendance
  - 4.(d) Resolution 6396: Settlement Agreement
  - 4.(e) Resolution 6397: Settlement Agreement
  - 4.(f) Resolution 6398: Approval of Head Start Policy Council Recommendations (Head Start Self-Assessment and Recommendations)
  - 4.(g) Resolution 6399: Approval of Head Start Policy Council Recommendation (Staff Health and Wellness Policy)
5. 6:20 pm - Student and Public Comment
6. 6:55 pm - Student Representative's Report
7. 7:00 pm - Board Committee and Conference Reports
8. 7:10 pm - Annual Student Investment Act (SIA) report to the Community
9. 7:30 pm - Resolution to Approve the Appointment of Metro Policy Advisory Committee Member (Resolution 6400)
10. 7:35 pm - First Reading of Policy Rescissions
  - 3.40.091: Traffic Safety Patrols
  - 4.50.010: Student Interviews And Errands
  - 4.50.020: Health Services
  - 4.50.023: Dental Health Services
  - 5.20.100: Physical And Mental Health Of Staff Members
  - 6.10.013: Career Education – Learning Opportunities
11. 7:40 pm - Second Reading of Policy Revisions
  - 11.(a) 1.70.020-P Policies and Administrative Directives 1.70.020-P (Resolution 6401)
  - 11.(b) 5.50.020-P Liability of Employees of the District (Resolution 6402)
  - 11.(c) 5.60.031-P-Vacations & District Holidays (Formerly Vacation Eligibility and Scheduling) (Resolution 6403)
12. 7:50 pm - Second Reading of Policy Rescissions (Resolution 6404)
  - 5.70.052-P Work Year Vacations
  - 5.50.064-P Religious Holidays-Teachers
  - 2.10.020-P Concept of Administration
  - 3.10.020-P Additional Building Administration Personnel
  - 3.30.050-P Visitors To Schools
  - 5.20.020-P Certification

- 5.30.010-P Substitute Teachers

13. 7:55 pm - Other Business / Committee Referrals
14. 8:00 pm - Adjourn

## RESOLUTION No. 6391

### Resolution Proclaiming the Celebration of National Native American Indian Heritage Month in Portland Public Schools

#### RECITALS

- A. Native American Indians are descendants of the original, indigenous inhabitants of what is now the United States;
- B. The Portland Metro region rests on the traditional lands of the Bands of the Chinook, Multnomah, Clackamas, Tualatin, Molalla, Kalapuya, Wasco, Cowlitz and Kathlamet tribes. These tribes established their communities in a resource rich area where they traded and fished along the rivers and harvested those natural resources that fed and maintained their families. In the 1950's, under Federal Relocation Policy a large segment of the Native population in the US was forced to relocate to several major cities of which Portland was one. This has added to the diversity of tribal representation in the region; Portland boasts one of the largest, and most diverse urban Native American populations in the US;
- C. The history of Native American Indians; is rich with those who positively influence and enrich our nation, our society, our region, our state, and our schools through their entrepreneurship, commitment to community service, deep value of justice and liberty, and social and cultural life;
- D. On August 3, 1990, President of the United States George H. W. Bush declared the month of November as National American Indian Heritage Month, thereafter commonly referred to as Native American Heritage Month;
- E. Native American Indians have made profound contributions and continue to make advances in education, medicine, art, culture, and public service and been a consistent and vital influence in our nation's growth and prosperity;
- F. The Portland Metro's Native American Indian Community is diverse and growing with the population estimated to be nearly 70,000. As Portland is a relocation site, PPS students represent more than 150 tribal nations. As such, we are humbled by Native American Indian employee, families and community's contribution to the accomplishment of PPS's mission;
- G. Understanding Native American Indian history is an important part of celebrating Native American Heritage Month;
- H. The Oregon Indian Education Association introduced and Oregon Governor Brown signed into law Senate Bill 13, Tribal History/Shared History in the 2017 legislative session. This Bill called upon the Oregon Department of Education (ODE) to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events.

Tribal History/Shared History is one of 11 objectives identified in ODE's American Indian/Alaska Native State Plan, in which "Every school district in Oregon implements historically accurate, culturally embedded, place-based, contemporary, and developmentally-appropriate American Indian curriculum..." Oregon is one of several states adopting similar efforts to reaffirm the state's commitment in preserving tribal cultural integrity and the education of our citizens.

In May 2018, ODE facilitated coordination of the creation of Essential Understandings of Oregon's American Indians, which has been used to develop American Indian curriculum and assessment tools for 4th, 8th, and 10th grades aligning with state standards in the following content areas: English Language Arts, Science, Math, Social Science, and Physical Education/Health. Portland Public Schools Office of Indian Education, Office of Teaching and Learning and Office of Schools are engaged in this vital statewide work.

As of January 2020 the State of Oregon requires implementation of Tribal History/Shared History within all K-12 school districts throughout the state. The Office of Schools and Office of Teaching

and Learning are working together to support the implementation of this curriculum, as a foundational and fundamental element of our culturally responsive teaching and learning for the students in Portland Public Schools.

- I. Portland Public Schools has a Racial Education Equity Policy that states our commitment to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for Black and Native students and to give each student the opportunity and support to meet his or her highest potential;
- J. Closing opportunity gaps while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff;
- K. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community. Tonight we are celebrating Native American students.

#### **RESOLVED**

- 1. The Portland Public Schools Board of Education hereby promotes November 1 through November 30th as Native American Indian Heritage Month and encourages staff, students, and community to observe, recognize, and celebrate the culture, heritage, and economic contributions of Native Americans to our Oregon and the United States through culturally relevant activity, and to learn from the past and understand the experiences that have shaped the United States.
- 2. The Superintendent or his designee shall work with all schools in the district to recognize Native American Indian Heritage Month through culturally relevant lessons and activities.

## **RESOLUTION No. 6392**

### Resolution to Recognize November 1-11, 2021 as National School Psychology Week

#### **RECITALS**

- A. "School psychologists work to ensure the protection of the educational rights, opportunities, and well being of all children, especially those whose voices have been muted, identities obscured, or needs ignored," National Association of School Psychologists (NASP) Board of Directors, April 2017.
- B. School psychologists in Portland Public Schools are especially skilled in the provision of school-based mental and behavioral health, Multi-Tiered Systems of Support that meet the academic and social emotional needs of all students, and services for students with disabilities that ensure equitable educational access and are consistent with special education law.
- C. School districts and local educational agencies should continue to work with school psychologists to implement National Association of School Psychologists' organizational principles that facilitate school psychologists' engagement in all tiers of Multi-Tiered Systems of Support in partnership with school teams, teachers, students, families, and community partners to ensure that student supports, programs, learning strategies and educational decisions prepare students to realize the Graduate Portrait and lead a more socially just world.

#### **RESOLUTION**

The Board of Education of Portland Public Schools extends greetings and best wishes to all observing November 1-11, 2021 as National School Psychology Week.

**RESOLUTION No. 6393**

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 the following agreements.

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Admin, Funding Source</b>	<b>Certified Business</b>
Always Be Learning, Inc.	11/3/21 through 11/2/22	Digital Resource DR 90879	License of ABL Analytics Dashboard, Scheduler software, and professional development.  Approved Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$270,000	S. Bird Funding Source Varies	No

\*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

**NEW COOPERATIVE PURCHASING AGREEMENTS**

**NO NEW COOPERATIVE PURCHASING AGREEMENTS**

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

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Multnomah Education Service District (MESD)	10/26/21 through 6/30/22	Intergovernmental Agreement IGA 90891	SIA, Equity, and ESSER allocations for contracted alternative school serving PPS students.	\$489,696	S. Bird Funding Source Varies

**AMENDMENTS TO EXISTING CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Admin, Funding Source</b>	<b>Certified Business</b>
Mt. Scott Park Center for Learning	11/3/21 through 6/30/22  Option to renew for four additional one-year periods through 6/30/26	Personal Services PS 90294  Amendment 1	SIA, Equity, and ESSER allocations for contracted alternative school serving PPS students.  Request for Proposals 2020-2894	Amend Amount \$632,528  New Max Amount \$9,614,928	S. Bird Funding Source Varies	No

Native American Youth and Family Center (NAYA)	11/3/21 through 6/30/22 Option to renew for four additional one-year periods through 6/30/26	Personal Services PS 90295 Amendment 1	SIA, Equity, and ESSER allocations for contracted alternative school serving PPS students. Request for Proposals 2020-2894	Amend Amount \$204,301  New Max Amount \$3,582,701	S. Bird Funding Source Varies	N/A - nonprofit
Portland Community College	11/3/21 through 6/30/22 Option to renew for four additional one-year periods through 6/30/26	Intergovernmental Agreement IGA 90257 Amendment 1	SIA, Equity, and ESSER allocations for contracted alternative school serving PPS students. Request for Proposals 2020-2894	Amend Amount \$840,166  New Max Amount \$17,962,866	S. Bird Funding Source Varies	N/A - govt
Rosemary Anderson High School	11/3/21 through 6/30/22 Option to renew for four additional one-year periods through 6/30/26	Personal Services PS 90323 Amendment 1	SIA, Equity, and ESSER allocations for contracted alternative school serving PPS students. Request for Proposals 2020-2894	Amend Amount \$1,397,042  New Max Amount \$21,102,182	S. Bird Funding Source Varies	N/A - nonprofit

**RESOLUTION No. 6394**

Revenue Contracts that Exceed \$150,000 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 \$150,000 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 the following agreements.

**NEW REVENUE CONTRACTS**

No New Revenue Contracts

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

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
State of Oregon	7/1/21 through 6/30/22	Intergovernmental Agreement / Revenue IGA/R 90871	Preschool Promise grant to fund preschool programs for low income and underserved populations for 21/22 school year.	\$1,730,400	S. Bird Fund 205 Dept. 5453 Grant G2068

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

No Amendments to Existing Revenue Contracts

**RESOLUTION No. 6395**

Approving Board Member National Meeting Attendance

**RECITALS**

- A. Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.
- B. The National Alliance of Black School Educators is holding it's 49th Annual Conference in Los Angeles, California on November 10-14, 2021.
- C. Chair DePass has approved Director Gary Hollands to attend this conference.

**RESOLUTION**

The Board approves Director Gary Hollands attending the National Alliance of Black School Educators Conference in Los Angeles, California.

**RESOLUTION No. 6396**

Settlement Agreement

**RESOLUTION**

The authority to pay \$49,000.00 is granted to the Superintendent to enter into an agreement to resolve claims brought on behalf of a student in a form approved by the General Counsel's Office.

**RESOLUTION No. 6397**

Settlement Agreement

**RESOLUTION**

The authority to pay \$150,000 is granted to the Superintendent to enter into an agreement to resolve claims brought on behalf of a student in a form approved by the General Counsel's Office.

## **RESOLUTION No. 6398**

### Approval of Head Start Policy Council Recommendation

#### **RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends the approval of the 2020-2021 PPS Head Start Self-Assessment Report and included recommendations. The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families.

#### **RESOLUTION**

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.



**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF Head Start/Early Learners**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-5724

**Date:** October 20, 2021  
**To:** PPS School Board  
**From:** Dr. Emily Glasgow, Interim Senior Director of PK-5 Core Academics/Director of Early Learning  
Dr. Robert D. Cantwell, Principal/Director of Head Start  
**Subject:** Head Start Certifications and Board Resolutions

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**BACKGROUND**

- A. Federal requirements call for the Governing Board of Head Starts to approve recommendations and reports for the program.**
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for PPS Head Start.**

**1. Certification of Health and Safety Screening: Board Chair Signature Needed**

Governing board signatures are required to attest that our agency has completed a health and safety screening of each site where children receive Head Start services, consistent with the terms and conditions of the Notice of Award (NoA).

**2. Certification of Governance and Leadership Capacity Screening: Board Chair Signature Needed**

Governing board signatures are required to attest that our agency completed a screening of the governance and leadership capacity and developed a plan to address identified training needs, consistent with the terms and conditions of the Notice of Award (NoA).

**3. 2020-2021 PPS Head Start Self-Assessment Report (Resolution 6398)**

Board approval of the annual Self-Assessment Report is required. The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the Self-Assessment Report and its recommendations on June 11, 2021. A Board Resolution is requested.

#### **4. Staff Health and Wellness Policy (Resolution 6399)**

Board approval of new policies is required. According to Head Start Program Performance Standard 1302.93(b), A program must make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education. PPS Head Start Parent Policy Council approved a new Staff Health and Wellness Policy on June 11, 2021. A Board Resolution is requested.

#### **RELATED POLICIES/BEST PRACTICES**

All items listed above are required to be reviewed, updated, and approved by the Parent Policy Council and Governing Board.

#### **ANALYSIS OF SITUATION**

All items listed above support the high quality, comprehensive wraparound services provided to the children and families attending PPS Head Start.

#### **FISCAL IMPACT**

Completion of the certifications noted above ensures continued and uninterrupted funding of PPS Head Start. Other items have little or no fiscal impact.

#### **COMMUNITY ENGAGEMENT (IF APPLICABLE)**

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/documents on June 11, 2021 as noted above.

#### **TIMELINE FOR IMPLEMENTATION / EVALUATION**

The timeline for implementation will be the 2021-2022 school year.

#### **BOARD OPTIONS WITH ANALYSIS**

Board approval needed.

#### **CONNECTION TO BOARD GOALS**

The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

Portland Public Schools' vision is this: Every student, every teacher, and every school succeeding. The school district's mission is that every student by name is prepared for college, career, and participation as an active community member, regardless of race, income, or zip code. The Board adopted the following four priorities for the 2018-19 school year to move the school district toward the above aspirations:

- Set a clear vision and strategic plan.
- Create equitable opportunities and outcomes for all students.
- Build management accountability systems and structures.
- Allocate budget, funding, and resources focused on improving outcomes for students.

All of the above items support the district's and School Board's vision and priorities.

**STAFF RECOMMENDATION**

Develop Board resolutions and obtain signature approval of the Board Chair of the attached documents.

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*As a member of the PPS Executive Leadership Team, I have reviewed this staff report.*

\_\_\_\_\_ *(Initials)*

**ATTACHMENTS**

- A. Certification of Health and Safety Screening signature form
- B. Health and Safety Screener
- C. Certification of Governance and Leadership Capacity Screening signature form
- D. Governance and Leadership Capacity Screener
- E. 2020-2021 Self-Assessment Report
- F. Self-Assessment Report Recommendations Board Resolution
- G. 6.11.21 1302.93 Staff Health and Wellness Policy
- H. Staff Health and Wellness Policy Resolution
- I. 6.11.21 PPS Head Start Parent Policy Council Meeting Minutes





HEAD START PROGRAM

PORTLAND PUBLIC SCHOOLS  
Head Start Program  
4800 NE 74th Avenue  
Portland, OR 97218  
503-916-5724 • Fax: 503-916-2670

Kathy Schuknecht  
Regional Program Manager  
Office of Head Start

Subject: PPS Head Start 2020-2021 Self-Assessment Report

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's 2020-2021 Self-Assessment Report and recommendations.

The signature below is confirmation the Head Start Governing Board has approved this request.

Thank you.

*Robert D. Cantwell* \_\_\_\_\_ 10.20.21 \_\_\_\_\_  
Head Start Director Date

\_\_\_\_\_  
Governing Board Chair Date



# Parent Policy Council

## Minutes

Location: Zoom Call

Date and Time: 6-11-21, 5:30–7:00pm

Information	<p>Welcome</p> <p>Attendees: Rhiannon M., Jon A., Robert C., Carol L., Renee B., Carolyn B., Lauren R, Hawa, Albion, Jackie B., Nancy, Nalota, Nicole P., Crystal B., Kimberly, Donald, Paula, Robert O'Brien</p> <p><b>Notes:</b> PPC Secretary lost Internet connection. Minutes taken over by Jon Anderson</p>	Chair - Donald Jackson
Action	<p>Minutes: Review</p> <p><b>Notes:</b> 6 Approve, 0 opposed, 0 abstained</p>	Secretary - Christianne Moore/Jackie Butler
Action	<p>Treasurer's Report</p> <p><b>Notes:</b> 7 Approve, 0 opposed, 0 abstained</p>	Treasurer - Kim Richards
Action	<p>Director's Report</p> <p><b>Notes:</b> 7 Approve, 0 opposed, 0 abstained</p>	Robert Cantwell
Action	<p>Education Home Visit Policy 1302.34 b(7): approval required on a revised policy we created in Nov. 2019</p> <p><b>Notes:</b> 8 Approve, 0 opposed, 0 abstained</p>	Nalota Herms
Action	<p>Add Nadia Sanchez Rivera, Admin Assistant, as signer on Parent Policy Council OnPoint account: approval required</p> <p><b>Notes:</b> 8 Approve, 0 opposed, 0 abstained</p>	Nancy
Action	<p>2021-22 Selection Criteria update: approval required</p> <p><b>Notes:</b> 8 Approve, 0 opposed, 0 abstained</p>	Rhiannon/Crystal
Action	<p>Annual Self-Assessment Report: approval required</p> <p><b>Notes:</b> 8 Approve, 0 opposed, 0 abstained</p>	Carol/Robert
Action	<p>Health and Wellness Policy 1302.43: approval required</p> <p><b>Notes:</b> 8 Approve, 0 opposed, 0 abstained</p>	Paula/Robert
Information	<p>DRAFT Personnel Hiring and Recruitment Policy 2.10.010-P: in process, need feedback</p> <p><b>Notes:</b> 1) Review of draft policy. Document needs to be fleshed out and legally reviewed. Email Robert with input.</p>	Robert
Information	<p>State Grant application for FY22; \$5,799,811; submitted 6/1/21</p> <p><b>Notes:</b> Reported on grant information to state</p>	Robert
Information	<p>Community Needs Assessment completed by PSU; shared with Policy Council; key findings</p>	Carol/Robert

	<b>Notes:</b> 10 Review key highlights. Reports out on 5 year goals.	
Information	<p>New/Old News</p> <ul style="list-style-type: none"> <li>• Summer community outreach @ stores, parks, etc. Anyone interested? Connect with Crystal and/or Rhiannon</li> </ul> <p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. FSW will staff tables for recruitment during park meal service.</li> <li>2. June 19th event at Pier Park for Youth Empowerment</li> <li>3. Meals contain too much sugar and carbs; wants review. Meals meet USDA guidelines, are reviewed by HS Nutritionist and menus are posted on PPS.net.</li> <li>4. meeting adjourned at 7:45 PM</li> </ol>	Chair - Donald Jackson
<p><b>Next Meeting</b>  <b>As needed over the summer; New PC Board election in fall 2021 - tentatively scheduled for Saturday, October 16, 2021</b>  <b>Policy Council Meeting starts at 5:30pm</b></p>		

**RESOLUTION No.6399**

Approval of Head Start Policy Council Recommendation

**RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends the approval of a new Staff Health and Wellness policy. According to Head Start Program Performance Standard 1302.93(b), A program must make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

**RESOLUTION**

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.



# Portland Public Schools

## Staff health and wellness

### Policy

#### 1302.93

- (a) A program must ensure each staff member has an initial health examination and a periodic re-examination as recommended by their health care provider in accordance with state, tribal, or local requirements that include screeners or tests for communicable diseases, as appropriate. The program must ensure staff do not, because of communicable diseases, pose a significant risk to the health or safety of others in the program that cannot be eliminated or reduced by reasonable accommodation, in accordance with the Americans with Disabilities Act and section 504 of the Rehabilitation Act.
- (b) A program must make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

### Procedure

- (a) Regular volunteers (defined as volunteering more than 20 hours a week) will comply with State and District TB screening practices.  
PPS does not require screening for volunteers.  
Health Service Advisory Committee will review policies and practices as needed.  
Accidental Medical/Dental insurance is provided to all qualifying volunteers.
- (b) The program will support staff health and wellness through:
  1. Trauma and resilience informed training
  2. Program-wide and site-based wellness activities
  3. Access to Employee Assistance Programs
  4. Access to program Mental Health Consultants
  5. Supervisory supports that include reflective supervision practices. The program will ensure that adequate staff time, monetary supports, and professional development opportunities are in place to maintain this program.



Kathy Schuknecht  
Regional Program Manager  
Office of Head Start

Subject: Staff Health and Wellness Policy

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Policy Council has approved the program's new Staff Health and Wellness policy. According to Head Start Program Performance Standard 1302.93(b), a program must make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

The signature below is confirmation the Head Start Policy Council has approved this request.

Thank you,

Robert D. Cantwell 10.20.2021  
Head Start Director Date

[Signature] 10.28.2021  
Policy Council Chair Date



HEAD START PROGRAM

PORTLAND PUBLIC SCHOOLS  
Head Start Program  
4800 NE 74th Avenue  
Portland, OR 97218  
503-916-5724 • Fax: 503-916-2670

Kathy Schuknecht  
Regional Program Manager  
Office of Head Start

Subject: Staff Health and Wellness Policy

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's Staff Health and Wellness policy. According to Head Start Program Performance Standard 1302.93(b), a program must make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

The signature below is confirmation the Head Start Governing Board has approved this request.

Thank you.

*Robert D. Cantwell*  
\_\_\_\_\_  
Head Start Director

10.20.21  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Governing Board Chair

\_\_\_\_\_  
Date



**FROM:** Claire Hertz, Deputy Superintendent, Shawn Bird, Deputy Superintendent, Nolberto Delgadillo, Chief Financial Officer

**CC:** Guadalupe Guerrero, Superintendent, Jonathan Garcia, Chief of Staff

**DATE:** October 28, 2021

**SUBJECT:** Student Investment Account (SIA) Annual Report (2020-2021)

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The purpose of this memo is to provide key updates on the Annual Report of the District's three-year Student Investment Account (SIA) plan.

### **SIA Background and COVID-19 Impact**

In 2019, the Oregon legislature passed House Bill 3427, which created the Student Success Act (SSA). The Student Success Act is designed to invest \$2 billion in Oregon education every two years. Of those funds, \$500 million is expected to go to districts through the Student Investment Account (SIA) each year. (Additional information about the SSA is included in this [ODE Presentation](#).)

In March 2020, PPS submitted a three-year SIA plan that was directly informed by:

- PPS Reimagined and the system shifts prioritized for 2020-2021.
- Strategies outlined in the March 2020 draft version of the PPS Strategic Plan.
- An extensive needs assessment, including community-wide engagement with students, families, teachers, staff, and community-based stakeholders.

In September 2020, due to impacts from COVID-19, the state reduced the 2020-2021 SIA statewide district funding to \$150 million, which led to a reduction of the 2020-2021 (year 1) PPS allocation from \$39 million to \$12.4 million. At that time, PPS had to make difficult decisions to re-prioritize funding, which included reallocating \$9.8 million from the General Fund to preserve critical SIA investments.

### **Enduring Priorities and Foci**

Despite the incredible changes and impacts of this past year, the three priorities for our SIA plan have endured. Through the SIA community engagement in 2019-2020 and the broader engagements since then, our community continues to emphasize the importance of providing racially-affirming and culturally responsive supports and services focused on social-emotional, mental, and behavioral health as well as academic supports and targeted interventions for our most vulnerable and underserved students. Despite significant funding reductions, PPS maintained focus on and investment in those top priorities.

### **Annual Report for Year 1 (2020-2021)**

Please see the PPS SIA Plan Year One Annual Report presentation, which walks through key points from the District's submission to ODE, including:

- Guideposts and priorities for SIA investment decisions,
- Overview of year 1 strategic investments,
- Year 1 challenges and highlights, and

- Additional Student Investment Account resources, including links to the PPS 3-Year SIA Report and Year 2 (2021-2022) Update.

ODE requires the SIA Annual Report to include the 2020-2021 SIA Budget Template and the SIA Annual Report Journal, which is a narrative response to four ODE questions.

We want to thank the Board and community for the leadership and partnership in shaping our SIA priorities and investments. The investments have positioned us to better wrap around our students with critical services for recovery and better advance the outcomes established in our Forward Together Strategic Plan.

# Student Investment Account Year 1 (2020-2021) Annual Report

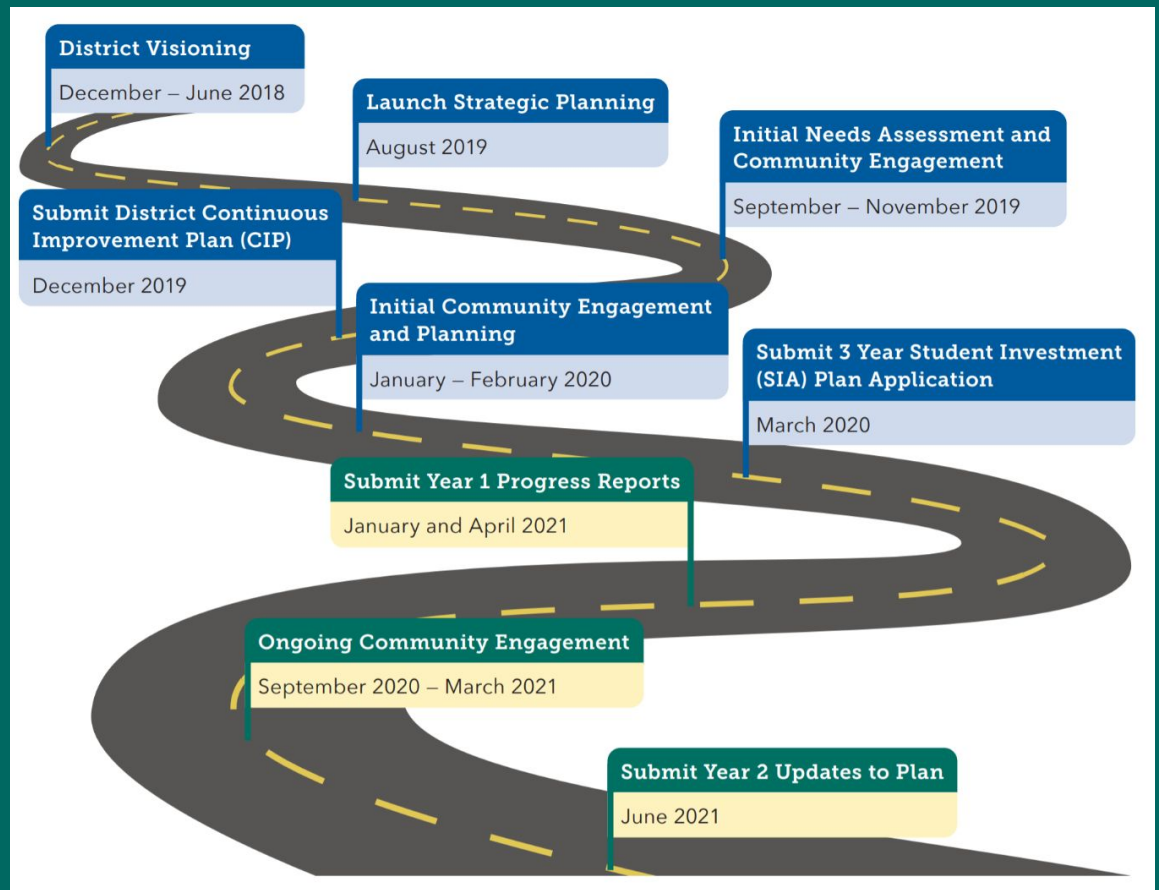
October 2021

# SIA Annual Report For 2020-2021

- Plan Guideposts and Priorities
- Year 1 Strategic Investments
- Year 1 Highlights
- Appendix

# Plan Guideposts & Priorities

# SIA 3-Year Plan



# Foundations for SIA Decision Making

PPS leaned into key foundational elements to navigate challenges and target resources while continuing to build and improve enduring district-wide systems.

- Commitment to racial-equity and elevating and centering voices of BIPOC students and community
- Racial Equity Social Justice Lens
- PPS Vision
- Forward Together Strategic Plan, inclusive of Mission, Theory of Action

# SIA Year 1 Investment Priorities

Racially-affirming and culturally responsive supports and services focused on

- Social, emotional, mental, and behavioral health
- Academic supports and targeted interventions for our most vulnerable and underserved students

Priorities reinforced through ongoing community engagement

- SIA, RSSL, and strategic planning
- New and deeper work to center BIPOC students voices and work in close partnerships with our RESJ Partners

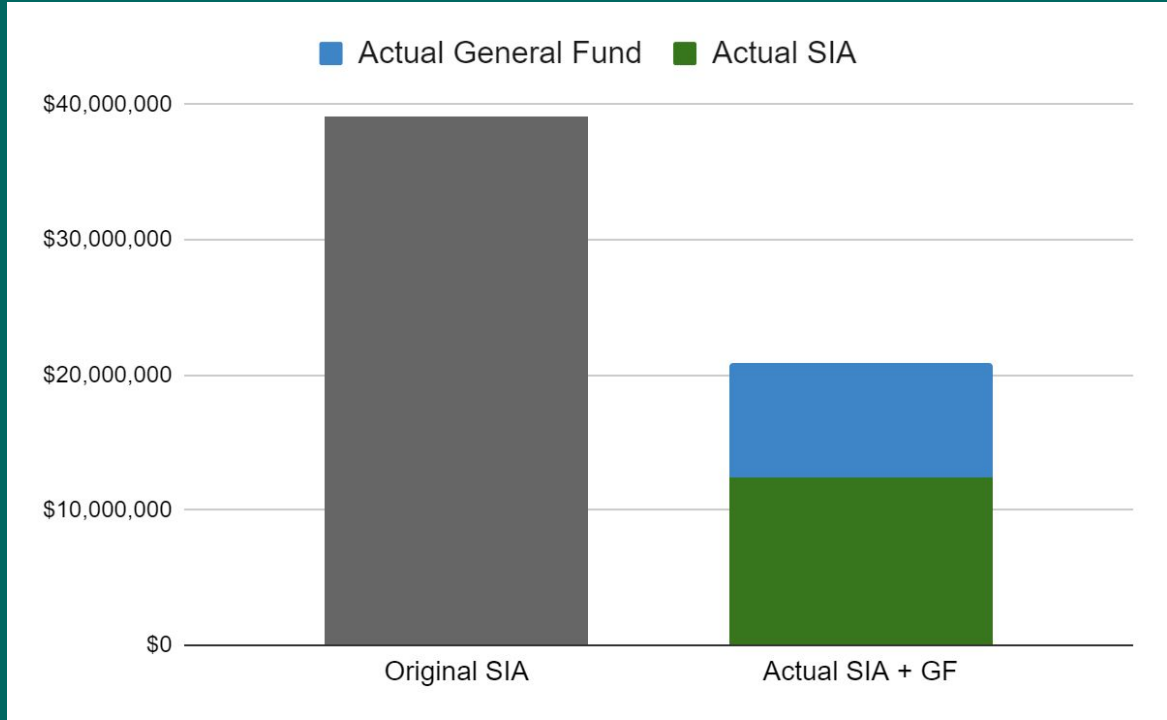
# SIA Year 1 Strategic Investments

# Year 1 Total SIA Investments

SIA funding targeting strategic investments

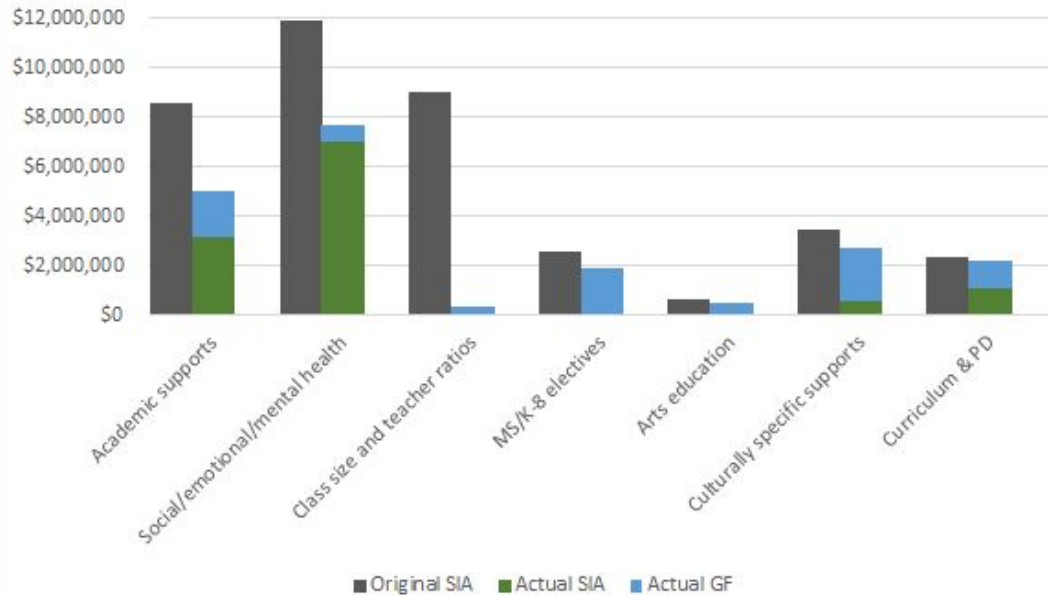
In response to COVID-19 disruptions, ODE reduced the original \$39M SIA allocation to \$12.4M

\$8.5M of General Fund (GF) was reallocated to offset the impact



# Year 1 Investments by Category

2020-2021 Actual Investments by Category



After SIA reductions:

- Continued to prioritize SIA funds for social, emotional, and mental health and academic supports, especially for historically underserved students.
- General Fund (GF) was prioritized for the RESJ partnership contracts focused on providing culturally specific academic and social/emotional/mental health supports.

# SIA Year 1 Highlights

## Highlights from the SIA Annual Report Journal

# Academic Supports & Targeted Interventions

- Additional instructional specialists in CSI, TSI, and Title schools.
- Expanded Visual and Performing Arts (VAPA) programs across Roosevelt and Jefferson clusters



- Piloted new middle schools schedules to increase student choice
- Career teachers at alternative schools created and adapted personalized career learning opportunities.

# Racially and Culturally Specific Services



- Racially and culturally specific wrap supports
- Observable shifts to improve integration and school partnerships
- Quarterly partner convenings
- Collaborative planning with district and partner leaders
- Over 50,000 hours of direct service to students

- PPS RESJ Lens
- Community engagement and student voice framework pilot



# Socio-emotional, Mental, and Behavioral Health

Deep investments in educators, programs, and resources to provide direct social, emotional, and mental health services to students have been critical.



- Racially diverse social workers with differentiated educator supports
- PPS Student Service Provider Framework
- Continuously assessing and connecting students with wellness services
- Student affinity groups providing leadership in decisions

# Year 1 Challenges

Disproportionate impact of the pandemic, trauma, and social unrest

- Shifting to meet the immediate needs of students, families, and educators slowed progress.
- SIA funds helped offset the impacts and allowed for incremental progress in key areas.

# Thank You

# Appendix

## Student Investment Account Resources

# PPS SIA Year 1 (2020-2021) Annual Report

PPS Budget Template

SIA Annual Report Journal

Charter school reports

# PPS Student Success Act Resources

Visit the [PPS Students Success Act website](#) for in-depth information on the 3-Year SIA Plan, Year 2 Update, community engagement, and more.



# About the Student Investment Account

Oregon Department of  
Education (ODE) [SIA Website](#)

[ODE Student Success Account  
Overview Presentation](#)

Join In! Our Students. Our Success.

## THE STUDENT SUCCESS ACT MARKS A TURNING POINT FOR EDUCATION IN OREGON

When fully implemented, our state will see an additional **\$1 BILLION INVESTMENT** in schools each year.

This investment will provide new **opportunities** for **every student in our state**, particularly students who have been historically underserved.

**STUDENT SUCCESS ACT**

### HOW THE **STUDENT SUCCESS ACT** INVESTS IN OUR STUDENTS

At least **50%**

Student Investment Account

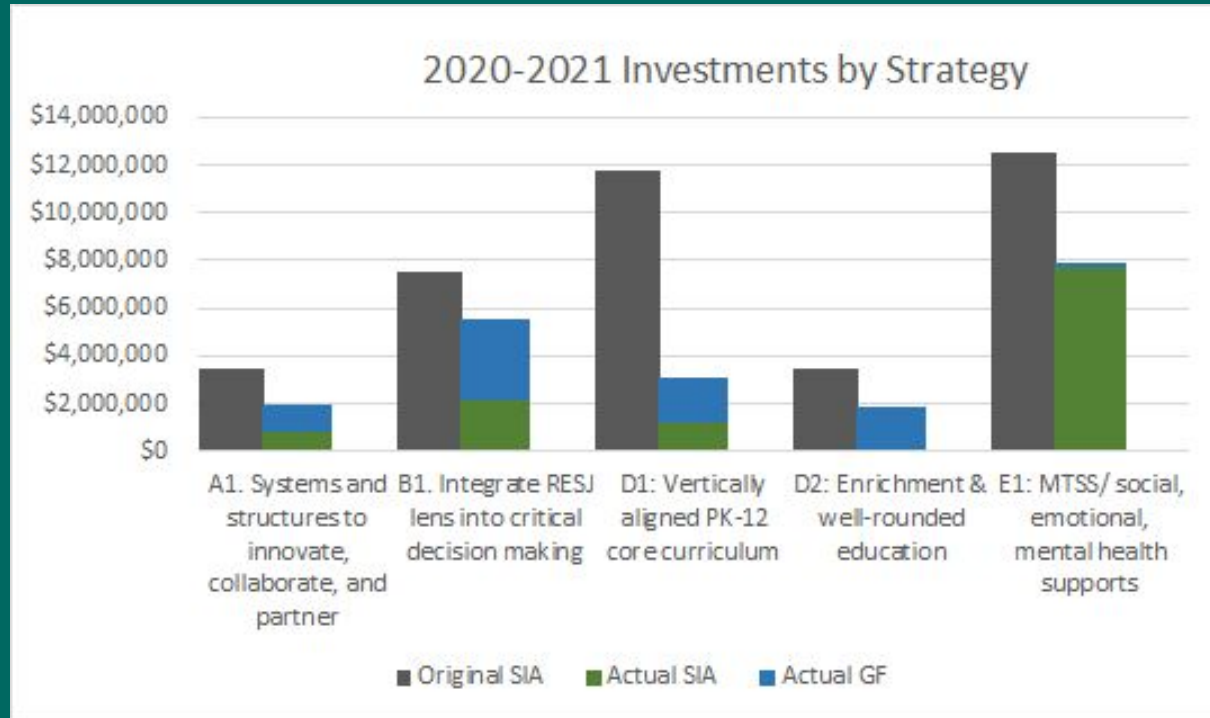
At least **20%**

Early Learning Account

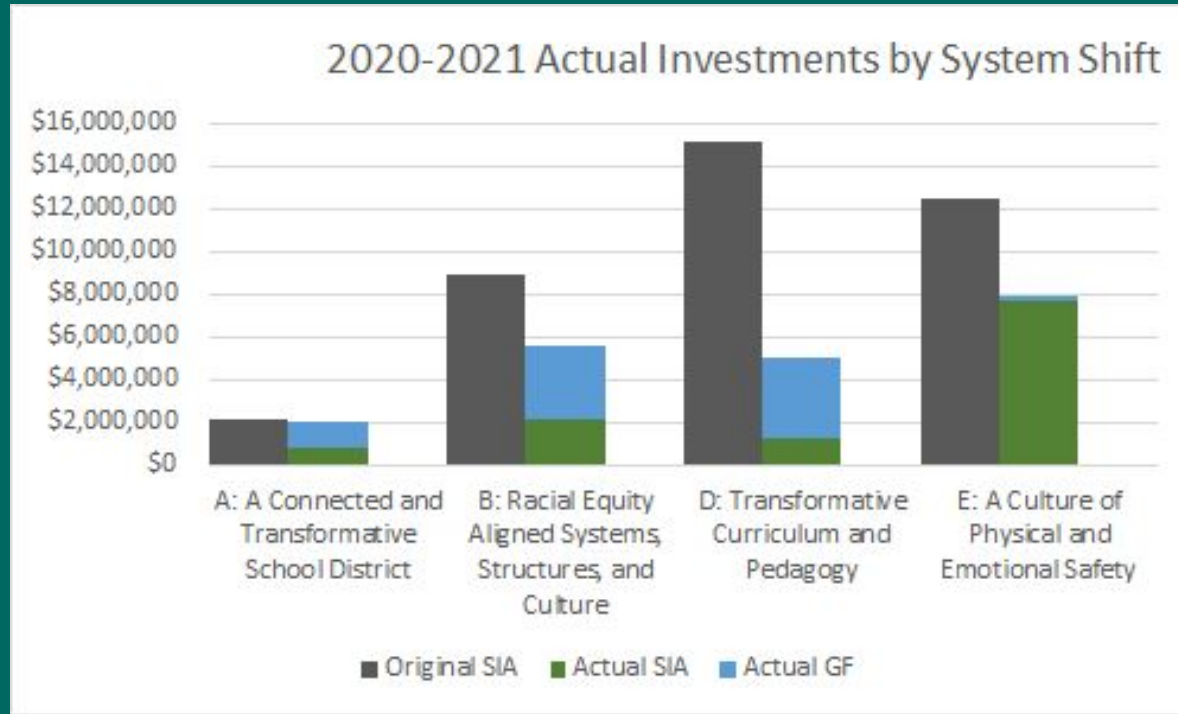
Up to **30%**

Statewide Education Initiatives

# Year 1 Investments by Strategy



# Year 1 Investment by System Shift



Investment Category	System Shift & Strategy							
	A1	A2	B1	B2	C1	D1	D2	E1
Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	X		X			X		X
Increased social emotional, mental and behavioral health supports across the district	X							X
More optimal student-teacher ratios & class sizes across many grade levels						X		
Expansion of elective courses at comprehensive middle schools and K-8's							X	
More equitable access to arts education, especially in historically underserved school communities			X					
Culturally-specific student & family supports and expanded community partnerships	X		X					
Curriculum materials & Professional Development for educators						X		
Administrative Indirect					X			

# Year 1 Investment Category Alignment

A: A Connected and Transformative School District

B: Racial Equity Aligned Systems, Structures, and Culture

C: Cultivating System-Wide Learning and a Diverse Workforce

D: Transformative Curriculum and Pedagogy

E: A Culture of Physical and Emotional Safety

Financial Activity #	Proposed Activity	FTE	Toolkit #	System Shift	Strategy	Allowable Use Category	Object Code	Original Budgeted Amount	Allocation Reduction Response	Updated Budgeted Amount	Q1	Q2	Q3	Q4	Subtotal	Q5	Total Spent
<b>Total</b>		<b>248</b>						<b>38,886,406.00</b>	<b>(26,493,667.80)</b>	<b>12,392,738.20</b>	<b>1,082,522.82</b>	<b>2,451,717.79</b>	<b>3,523,793.69</b>	<b>4,514,241.18</b>	<b>11,572,275.48</b>	<b>820,462.72</b>	<b>12,392,738.20</b>
1	Schools prioritized as needing supports for improvement will receive Instructional Specialist FTE. (Planning Tool Item #1); ORIGINAL: 27 Instructional Specialists based on performance gaps and should be accounted for in schools CIP's. 2.0 FTE per CSI, .50 FTE per K-5/K-8/MS TSI, plus Tubman REVISED: 19 FTE: 1.0 for CSI, 0.5 for TSI	27	1	B1	1	WRE	111	2,223,393.00	(1,122,390.25)	1,101,002.75	150,946.64	348,690.14	409,538.01	90,526.14	999,700.93	(0.00)	999,700.93
2	Fringe for activity 1 (Planning Tool Item #1)	0	1	B1	1	OCG	2xx	1,097,607.00	(283,715.58)	813,891.42	74,417.62	162,582.14	206,689.09	112,821.93	556,510.78	(3.98)	556,506.80
3	Support and provide opportunities that call for engaging students of color in youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking. (Planning Tool Item #2);	0	2	B1	1	OCG	34x	50,000.00	(50,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	Support and resources for Community Engagement, such as translation services, supplies, food, and childcare. (Planning Tool Item #3);	0	3	A1	1	OCG	31x	25,000.00	(25,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	More equitable funding formula for community based education agencies (CBOs) serving historically underserved students. (Planning Tool Item #4); ORIGINAL: District's equity formula based on organization's qualifying students and student to teacher staffing. REVISED: Reduction based on total SIA formula reduction of 37.2%	0	4	B1	1	WRE	31x	844,000.00	(844,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	Increase funding to RESJ Partnership contracts with culturally specific organizations in five strategy areas: 1. Culturally Specific Family Engagement 2. Culturally Specific Wrap Around Services 3. Culturally Specific Mentoring and Leadership Development 4. Culturally Specific Extended Day and Enrichment Activities 5. Culturally Specific Identity Development  Both the strategies as well as the service provision are focussed on researched based, effective services that improve academic success for students of color. Services are provided by racially diverse staff at partner organizations, significantly more reflective of the student population. (Planning Tool Item #5); Contracts with culturally specific organizations.	0	5	B1	1	OCG	31x	3,400,000.00	(3,400,000.00)	0.00	0.00	0.00	0.00	554,867.00	554,867.00	0.00	554,867.00
7	Add FTE for the second year of the Multi-tiered Systems of Support (MTSS) districtwide adoption and implementation. Includes coaching and supports through increases in FTE for MTSS TOSAs, soft start classrooms in two high schools for students with tier three needs, and additional restorative justice specialists to assist with restorative practices and harm reduction district wide. (Planning Tool Item #6.1); ORIGINAL: MTSS Second year adoption: 1. \$560K = Implementation of BRYT programs @Roosevelt & Madison HS's (Total of 4 FTE plus \$100K contract/supplies) 2. \$225K = includes 2 Restorative Justice positions to support crisis response (racial/hate incidents) REVISED: 1 FTE for Roosevelt BRYT Classroom	6	6.1	E1	1	H&S	111	674,622.00	(622,889.00)	51,733.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Fringe for activity 7	0	6.1	E1	1	H&S	2xx	302,636.00	(271,309.87)	31,326.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	Non personnel expenses for activity 7 (Planning Tool Item #6.1); ORIGINAL: Contract, supplies etc REVISED: On Hold	0	6.1	E1	1	H&S	4xx	100,000.00	(100,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Financial Activity #	Proposed Activity	FTE	Toolkit #	System Shift	Strategy	Allowable Use Category	Object Code	Original Budgeted Amount	Allocation Reduction Response	Updated Budgeted Amount	Q1	Q2	Q3	Q4	Subtotal	Q5	Total Spent
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10	This funding will support social emotional learning (SEL) curriculum, coaching and PD throughout the district, align priorities of infusing trauma informed care into our classrooms and an additional administrator and TOSA for oversight to support capacity building, training, supervision and SEL vision. With the district's move toward incorporating trauma informed care into all programs, there is a need for Social Emotional Learning (SEL) to be integrated in all levels, from Central Office to specialized classrooms. This investment in SEL will also include curriculum and professional development for staff. (Planning Tool Item #6.2); \$150K = SEL curriculum & PD, ~\$600k = combination of MTSS/SEL TOSA's / admin FTE (recruit for bilingual, diverse candidates)	2	6.2	E1	1	H&S	111	222,856.00	101,733.48	324,589.48	37,545.80	82,691.45	126,752.31	11,390.57	258,380.13	0.00	258,380.13
11	Fringe for activity 10 (Planning Tool Item #6.2)	0	6.2	E1	1	H&S	2xx	99,973.00	36,920.73	136,893.73	18,187.69	44,559.05	40,997.72	33,901.10	137,645.56	0.00	137,645.56
12	Non personnel expenses for activity 10 (Planning Tool Item #6.2); SEL Curriculum	0	6.2	E1	1	H&S	4xx	150,000.00	63,400.00	213,400.00	0.00	0.00	39,540.00	52,740.00	92,280.00	0.00	92,280.00
13	Additional FTE and resources to expand SPED programming due to increased numbers. Includes para-educator support for students with the highest needs as well as staffing and resources for new learning center, communication behavior, and intensive skills classrooms. (Planning Tool Item #7); FTE and resources to expand SPED programming. As of Dec 2020 5 FTE Hired - 12.7 Requested.	5	7	E1	1	H&S	31x	1,000,000.00	(39,551.08)	960,448.92	7,998.59	117,617.10	265,050.82	317,053.65	707,720.16	(0.00)	707,720.16
14	Provide Mental Health, Substance Use (SUD) & Behavioral Health supports, including: (Planning Tool Item #8) - culturally specific contracts for mental health and drug and alcohol specialists, - dual diagnosis clinicians for student experiencing mental health and SUD challenges, - transition support for students returning to school from treatment centers, - an increase in school psychologists to help support MTSS implementation and behavior support plans, - additional qualified mental health specialists throughout the district. All of the increases in services, social worker and other personnel will be supported by an additional administrator; \$200k =MH contracts with cult-specific orgs \$140k =(1 FTE) Social Worker admin to lead site-based network \$100k =for contracted social services coordination w/ cult-specific orgs (Native & AA) \$360k =(2 FTE) CADC HS plus (1 FTE) CADC MS \$200k -MH/drug treatment supports \$450k=(4 FTE) floating Sch Psychologists \$550k =combination of 4 FTE QMHP, BCBA's, Title IX, or Behavior Specialists	12	8	E1	1	H&S	111	1,097,611.00	(281,199.00)	816,412.00	22,533.28	91,782.27	161,372.48	212,806.44	488,494.47	0.00	488,494.47
15	Fringe for activity 14 (Planning Tool Item #8)	0	8	#N/A	#N/A	H&S	2xx	492,389.00	(106,055.36)	386,333.64	11,511.80	45,745.61	72,925.65	109,618.30	239,801.36	(0.00)	239,801.36
16	Non personnel expenses for activity 14 (Planning Tool Item #8); Contracts, drug treatment supports	0	8	E1	1	H&S	31x	410,000.00	(271,259.43)	138,740.57	0.00	0.00	31,549.80	107,190.77	138,740.57	0.00	138,740.57

Financial Activity #	Proposed Activity	FTE	Toolkit #	System Shift	Strategy	Allowable Use Category	Object Code	Original Budgeted Amount	Allocation Reduction Response	Updated Budgeted Amount	Q1	Q2	Q3	Q4	Subtotal	Q5	Total Spent
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17	Provide specialized supports for students on 504 plans and medical equipment for accommodation needs. Supports include: (Planning Tool Item #9) - educational assistants (EA) - contracts with culturally specific organizations for assistance with racial / hate related crisis response and recovery needs throughout our district, - additional professional development around investigations support Title IX requirements - an additional discipline coordinator.; Specialized supports for students: 1. \$175K 2 FTE 504 EA's and medical supplies 2. \$75K contracts w/ culturally specific organizations for collaboration on racial/hate crisis response 3. \$25K Title IX PD 4. \$112K 1 FTE Discipline Coordinator	3	9	E1	1	H&S	112	188,589.00	(54,058.00)	134,531.00	2,751.16	35,576.92	50,215.96	48,284.43	136,828.47	(0.00)	136,828.47
18	Fringe for activity 17 (Planning Tool Item #9)	0	9	E1	1	H&S	2xx	98,411.00	(31,499.44)	66,911.56	741.54	5,965.70	8,886.43	11,985.78	27,579.45	0.00	27,579.45
19	Non personnel expenses for activity 17 (Planning Tool Item #9); Contracts	0	9	E1	1	H&S	31x	100,000.00	36,686.16	136,686.16	0.00	0.00	0.00	0.00	0.00	0.00	0.00
20	Support the development and implementation of curricular resources for K-12 Social Studies/Ethnic Studies, K-12 Multilingual Literacy System which include Reading, Writing and Speaking, and K-3 Foundational Skills. (Planning Tool Item #10); Curriculum and instructional materials	0	10	D1	1	WRE	4xx	600,000.00	(600,000.00)	0.00	0.00	0.00	0.00	11,870.86	11,870.86	190,584.31	202,455.17
21	Partially fund an instructional material adoption and professional learning to support students who are emergent bilingual in language development throughout our core curriculum. (Planning Tool Item #11); Instructional materials and professional learning	0	11	D1	1	WRE	4xx	150,000.00	(150,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	92,265.59	92,265.59
22	Provide central office support (4 FTE TOSA, 1 FTE Administrator) to plan and implement the K-12 math redesign and curriculum adoption. Additionally, a portion will fund the initial instructional materials adoption. (Planning Tool Item #12); Pk-12 Math Adoption: 4 FTE TOSA, 1 FTE Admin and \$487K for curriculum	5	12	D1	1	WRE	111	411,739.00	(411,739.00)	0.00	7,728.90	17,623.20	(15,484.66)	179,396.75	189,264.19	333,091.59	522,355.78
23	Fringe for activity 22 (Planning Tool Item #12)	0	12	D1	1	WRE	2xx	203,261.00	(203,261.00)	0.00	3,958.97	(432.29)	(2,553.26)	78,699.36	79,672.78	108,737.52	188,410.30
24	Curriculum for activity 22 (Planning Tool Item #12); Curriculum	0	12	D1	1	WRE	4xx	487,000.00	(487,000.00)	0.00	0.00	0.00	0.00	162,633.45	162,633.45	24,683.49	187,316.94
25	Increasing equitable and coherent arts programming and staffing in the Roosevelt and Jefferson K-12 clusters. This will also include central office support (Visual and Performing Arts TOSA) to support the implementation of the Master Arts Education Plan and funds for music and arts supplies. (Planning Tool Item #13); ORIGINAL: Arts Pathways focused at Roosevelt & Jefferson Clusters K-12: 1. 4 FTE towards arts pathways in Jefferson & Roosevelt Clusters 2. 1FTE VAPA TOSA to support Master Arts Education Plan 3. \$100K instruments sheet music arts materials REVISED: Change due to costing true up	5	13	B1	1	WRE	111	368,724.00	(368,724.00)	0.00	35,746.50	(35,746.50)	0.00	0.00	0.00	2,850.05	2,850.05
26	Fringe for activity 25 (Planning Tool Item #13)	0	13	B1	1	WRE	2xx	191,276.00	(191,276.00)	0.00	18,156.76	(15,498.73)	2,511.32	(5,169.35)	0.00	1,811.79	1,811.79
27	Instruments, sheet music and arts materials activity 25 (Planning Tool Item #13); Instructional materials	0	13	B1	1	WRE	4xx	100,000.00	(100,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Financial Activity #	Proposed Activity	FTE	Toolkit #	System Shift	Strategy	Allowable Use Category	Object Code	Original Budgeted Amount	Allocation Reduction Response	Updated Budgeted Amount	Q1	Q2	Q3	Q4	Subtotal	Q5	Total Spent
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28	Supports the development and implementation of a standards-based, culturally-responsive Physical Education curriculum, an additional Teacher on Special Assignment to coordinate professional learning to implement quality PE instruction (including Erin's Law instruction). (Planning Tool Item #14); ORIGINAL: 1 FTE Teacher on Special Assignment REVISED: On Hold	1	14	D1	1	WRE	111	82,348.00	(82,348.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
29	Fringe for activity 28 (Planning Tool Item #14)	0	14	D1	1	WRE	2xx	40,652.00	(40,652.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
30	Non-personnel for activity 28 (Planning Tool Item #14); ORIGINAL: Districtwide professional development for PE teachers, includes materials, substitutes, and extended hours. REVISED: On Hold	0	14	D1	1	WRE	4xx	225,129.00	(225,129.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31	Provide professional learning for wellness leads, Health materials for schools, and 1.0 Program Manager for Health (Planning Tool Item #15); ORIGINAL: 1 FTE Program Manager, professional learning, instructional resources REVISED: On Hold	1	15	D1	1	WRE	111	237,205.00	(237,205.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
32	Fringe for activity 31 (Planning Tool Item #15)	0	15	D1	1	WRE	2xx	83,795.00	(83,795.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
33	Supports for Native students and after school programs, includes collaboration with culturally specific community partners to support student success and also supports implementation of Senate Bill 13. (Planning Tool Item #16); Increase direct support for our Native students. Includes FTE for Student Support Specialist and Community Agent and Student Success Advocate. Also includes resources and supports for after school, spring break, and summer school programs.	1	16	B1	1	WRE	111	102,683.00	(102,683.00)	0.00	1,056.73	3,668.61	1,624.39	(6,349.73)	0.00	1,360.50	1,360.50
34	Fringe for activity 33 (Planning Tool Item #16)	0	16	B1	1	WRE	2xx	46,317.00	(46,317.00)	0.00	577.33	1,832.90	(1,256.18)	(1,154.05)	(0.00)	(12.99)	(12.99)
35	Add FTE to address unexpected enrollment and high class sizes. (Planning Tool Item #28); ORIGINAL: Equivalent of 1 FTE	1	28	D1	1	WRE	111	74,525.00	(74,525.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
37	P-3 Plan Implementation. This investment develops a more comprehensive approach to effectively support preK to K transitions for students, families, and staff. In addition, it will allow us to implement more developmentally appropriate, inclusive, and aligned learning experiences and environments from PK-1st grade. (Planning Tool Item #18); ORIGINAL: 1 FTE Student Support Coordinator, .5 FTE PK-K TOSA, extended day childcare at 3 sites, summer clerical support for PreK-K transitions, support for transition models (i.e., home visits), EA substitutes to maintain adult classroom supports, professional development for PreK-K teams. REVISED: Funding will come from other sources	0	18	D1	1	H&S	34x	800,000.00	(800,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
40	Provide supports to reduce the digital divide and promote technology-enhanced learning opportunities at five middle school. The funds will be matched with the middle schools' Verizon Innovative Learning Schools grant and will include 5 FTE Instructional Specialist/Coaches, instructional Specialist funding is subsidized in part by the grant and reflected. (Planning Tool Item #20); 5 FTE Instructional Specialists/Coaches with positions subsidized in part by Verizon Innovative Learning Schools grant NOTE: This is a match so Grant will pay for half	5	20	D1	1	WRE	111	166,037.00	(166,037.00)	0.00	18,511.30	(18,511.30)	0.00	0.00	0.00	1,735.23	1,735.23
41	Fringe for activity 40 (Planning Tool Item #20)	0	20	D1	1	WRE	2xx	69,503.00	(69,503.00)	0.00	8,993.78	(10,774.67)	1,780.89	(0.00)	(0.00)	446.61	446.61

Financial Activity #	Proposed Activity	FTE	Toolkit #	System Shift	Strategy	Allowable Use Category	Object Code	Original Budgeted Amount	Allocation Reduction Response	Updated Budgeted Amount	Q1	Q2	Q3	Q4	Subtotal	Q5	Total Spent
<b>Total</b>		<b>248</b>						<b>38,886,406.00</b>	<b>(26,493,667.80)</b>	<b>12,392,738.20</b>	<b>1,082,522.82</b>	<b>2,451,717.79</b>	<b>3,523,793.69</b>	<b>4,514,241.18</b>	<b>11,572,275.48</b>	<b>820,462.72</b>	<b>12,392,738.20</b>
42	Add 22.5 FTE for counselors to lower the counselor to student ratio to 250:1 for all middle schools, Title/CSI K-5s, and K-8s. By lowering the ratio to 250:1, we meet the American School Counselor Association (ASCA) recommendations. (Planning Tool Item #21); ORIGINAL: 22.5 FTE Counselors REVISSED: 13.5 FTE: Improved Counselor ratio for Middle Schools only	22.5	21	E1	1	H&S	111	1,842,709.00	(926,942.50)	915,766.50	80,158.14	262,526.88	277,731.93	283,359.49	903,776.44	(0.00)	903,776.44
43	Fringe for activity 42 (Planning Tool Item #21)	0	21	E1	1	H&S	2xx	911,854.00	(422,881.63)	488,972.37	41,126.41	140,699.52	152,010.10	148,777.67	482,613.70	(0.00)	482,613.70
44	Provide 43.0 FTE for social work / social workers in schools, including district FTE and contracted culturally-specific services. (Planning Tool Item #22) - 0.5 FTE for each K-5 and K-8 schools - 1 FTE for each High Schools - 5.0 FTE to MPG programs, - 0.5 FTE for Pioneer - 0.5 FTE for Community Transition Program (CTP); ORIGINAL: 43 FTE (or contracted equivalent) for social work / social workers REVISSED: 42.5 FTE	43	22	E1	1	H&S	111	3,167,390.00	(289,235.00)	2,878,155.00	242,928.94	836,579.41	874,574.76	860,306.37	2,814,389.48	11,094.48	2,825,483.96
45	Fringe for activity 44 (Planning Tool Item #22)	0	22	E1	1	H&S	2xx	1,635,110.00	128,835.86	1,763,945.86	104,505.39	358,296.45	396,659.29	420,537.18	1,279,998.31	5,774.17	1,285,772.48
46	Add 3.5 FTE for College and Career Coordinator for Multiple Pathways to Graduation (MPG). MPG serves students districtwide who need additional support in the form of: re-engagement in their education, enrollment in alternative education, day and residential treatment (DART) school placement, district wide credit recovery opportunities, Teen Parent Services, and MPG School social work services, as well as other schools and programs. (Planning Tool Item #23); ORIGINAL: 3.5 FTE College and Career Coordinators REVISSED: Change due to costing true up	3.5	23	B1	1	H&S	112	294,842.00	(294,842.00)	0.00	21,324.61	(16,913.81)	(4,410.80)	0.00	(0.00)	0.00	(0.00)
47	Fringe for activity 46 (Planning Tool Item #23)	0	23	B1	1	H&S	2xx	135,658.00	(135,658.00)	0.00	11,101.03	(12,766.18)	3,033.82	(1,368.67)	0.00	(158.23)	(158.23)
48	Add FTE to create more optimal student-teacher ratios and class sizes across K-5 classrooms. (Planning Tool Item #24); ORIGINAL: 47 FTE REVISSED: 4 FTE: K-2 CSI Schools only	47	24	D1	1	RCS	111	3,392,484.00	(3,392,484.00)	0.00	17,951.90	(17,951.90)	0.00	0.00	0.00	5,700.09	5,700.09
49	Fringe for activity 48 (Planning Tool Item #24)	0	24	D1	1	RCS	2xx	1,777,516.00	(1,777,516.00)	0.00	10,228.93	(10,228.93)	0.00	0.00	0.00	3,912.11	3,912.11
50	Add 26.4 FTE to reduce class sizes in grades 6-8. (Planning Tool Item #25); ORIGINAL: 26.4 FTE REVISSED: On Hold	26.4	25	D1	1	RCS	111	1,905,565.00	(1,905,565.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
51	Fringe for activity 50 (Planning Tool Item #25)	0	25	D1	1	RCS	2xx	998,435.00	(998,435.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
52	Add 10.5 FTE to increase elective opportunities for grades 6-8 in K-8s and middle schools. (Planning Tool Item #26); ORIGINAL: 10.5 FTE REVISSED: 9 FTE	10.5	26	D2	2	WRE	111	757,895.00	(757,895.00)	0.00	57,418.54	(48,513.13)	2,242.85	(11,148.26)	0.00	8,981.25	8,981.25
53	Fringe for activity 52 (Planning Tool Item #26)	0	26	D2	2	WRE	2xx	397,105.00	(397,105.00)	0.00	26,261.47	(30,876.04)	1,058.96	3,555.61	0.00	4,237.83	4,237.83
54	Add 8 FTE to improve high school class size and ensure students can be fully scheduled. (Planning Tool Item #27); ORIGINAL: 8 FTE REVISSED: On Hold	8	27	D3	3	RCS	111	577,444.00	(577,444.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
55	Fringe for activity 54 (Planning Tool Item #27)	0	27	D3	3	RCS	2xx	302,556.00	(302,556.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Financial Activity #	Proposed Activity	FTE	Toolkit #	System Shift	Strategy	Allowable Use Category	Object Code	Original Budgeted Amount	Allocation Reduction Response	Updated Budgeted Amount	Q1	Q2	Q3	Q4	Subtotal	Q5	Total Spent
<b>Total</b>		<b>248</b>						<b>38,886,406.00</b>	<b>(26,493,667.80)</b>	<b>12,392,738.20</b>	<b>1,082,522.82</b>	<b>2,451,717.79</b>	<b>3,523,793.69</b>	<b>4,514,241.18</b>	<b>11,572,275.48</b>	<b>820,462.72</b>	<b>12,392,738.20</b>
58	Add 13 FTE to add a 7th period at 4 middle schools. This is a pilot to allow students more choice and opportunities for electives, which will include visual and performing arts. The MS included are Ockley Green, Tubman, George & Beaumont. (Planning Tool Item #29); ORIGINAL: 13 FTE REVISIED: 8 FTE: 2.0 to each MS	13.1	29	D2	2	WRE	111	945,565.00	(945,565.00)	0.00	31,996.10	(31,996.10)	0.00	0.00	(0.00)	15,493.75	15,493.75
59	Fringe for activity 58 (Planning Tool Item #29)	0	29	D2	2	WRE	2xx	495,435.00	(495,435.00)	0.00	16,156.97	(19,598.44)	3,441.47	0.00	0.00	7,877.56	7,877.56
60	Charter Funding							1,166,938.00	(913,970.89)	252,967.11	0.00	0.00	252,710.08	108,304.31	361,014.39	0.00	361,014.39
61	Community based education agency (CBO) Funding (Planning Tool Item #31); ORIGINAL: Based on weighted ADM. REVISIED: Reduction based on total SIA formula reduction of 37.2%	0				WRE	31x	940,487.00	(660,456.00)	280,031.00	0.00	0.00	0.00	448,493.00	448,493.00	0.00	448,493.00
62	Grant Indirect	0				ADMIN	ADMIN	224,137.00	275,863.00	500,000.00	0.00	165,088.46	164,600.46	170,311.08	500,000.00	0.00	500,000.00

**Emerson School**  
**SIA Year 1 (2020-2021) Annual Report Journal**  
[Emerson Budget Template](#)

Annual Report Questions	Response
<p>1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred?</p> <p>How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p>	<p>While we were unable to hire a full 1.0 FTE Instructional Coach due to the decreased SIA funding amount, we were able to increase the Teaching Supervisor's time to focus on SEL supports and professional learning. Through the additional professional development and coaching with teachers, we were able to provide some wraparound SEL supports for all students, but especially our most vulnerable students.</p>
<p>2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p>	<p>The final SIA funding amounts for 2020-21 were not enough to hire the full time Instructional Coach that we had hoped to use.</p>
<p>3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)</p>	<p>The additional FTE allowed for outreach to specific families and community members through parent engagement sessions throughout the year, focusing on the home-to-school connection for SEL.</p>
<p>4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)</p>	<p>Understanding the disproportionate impact on our most vulnerable students and families informed how we prioritized the funds. Small groups with our most-impacted students (sometimes one-on-one) were prioritized with our additional FTE. What surprised us was how much of that time was needed not just from the SIA-funded position, but from all instructional personnel at the school.</p>

**LeMonde**  
**SIA Year 1 (2020-2021) Annual Report Journal**  
[LeMonde Budget Template](#)

Annual Report Questions	Response
1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred?	1. Critical to student success behaviorally, social-emotionally, and academically, is having sufficient adult supports. The SIA funding provided us with the opportunity to give such additional supports during the critical time of the pandemic. The students who most benefit from those supports are our focal students who were struggling in those
2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)	2. Not knowing the duration of SIA funds impacts our ability to forecast longterm hiring, or to provide job security to those hired with these funds.
3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)	3. Having much of the year be remote learning impacted our ability to collaborate with all of our school communities. Accessing students with disabilities was very difficult with Special Education staff working remotely as well.
4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as	4. We always centered students in all decision-making, specifically supporting struggling learners. That is what most influenced our decision-making.

**Opal School**  
**SIA Year 1 (2020-2021) Annual Report Journal**  
[Opal Budget Template](#)

Annual Report Questions	Responses
<p>1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred?</p> <p>How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p>	<p>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</p>
<p>2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p>	<p>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</p>
<p>3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)</p>	<p>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</p>
<p>4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)</p>	<p>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</p>



**Portland Arthur Academy**  
**SIA Year 1 (2020-2021) Annual Report Journal**  
[Portland Arthur Acad Budget Template](#)

Annual Report Questions	Responses
<p>1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred?</p> <p>How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p>	<p>One main goal we had was to reduce class size by hiring an additional small groups teacher to teach reading and math, specifically targeting focal groups in grades K-2. We were able to hire an additional full-time teacher for this position. This was especially helpful during online learning (CDL) which allowed the teacher to teach reading and math "live" via Google Meet every single day to a small group of students. This teacher was also able to do "live" intervention via Google Meet to focal students.</p>
<p>2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p>	<p>A main barrier for us, and all schools, was teaching online (CDL) for most of the year. The physical distance away from students did not allow us to implement our SEL lesson in an the most effective way. Also, due to less funding we were unable to hire an SEL specialist to help with the implementation of the SEL lessons/group/activities.</p>
<p>3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)</p>	<p>Maintaining engagement with most families has been somewhat of a struggle due to the fact that no parents/families were allowed into the building and face-to-face communication is a very effective way to engage with families. However, our website, emails and our messaging app have been effective for this.</p>
<p>4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)</p>	<p>We had four priorities for the 20/21 school year and we were only able to implement one of them fully; hire an additional small groups teacher to reduce class size. Our other priorities regarding SEL and professional development will be implemented fully in the 21/22 school year. We decided that reducing class size would be our top priority since this will impact more students than the other priorities.</p>

**Portland Village**  
**SIA Year 1 (2020-2021) Annual Report Journal**  
[Portland Village Budget Template](#)

Annual Report Questions	Responses
<p>1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred?</p> <p>How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p>	<p>Having FTE in counseling provided significant supports for students and families in need during the pandemic. Having access to a full K-5 math curriculum allowed teachers to implement the full program without having to cobble together various resources to create materials and assessments. This resulted in a more effective and viable math culture in our teaching and learning community.</p>
<p>2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p>	<p>Challenges of teaching during the pandemic have been astronomical. While we appreciated offering a more robust K-5 math curriculum, with the original SIA funding amount we would have been able to provide that curriculum through grades 6-8 as well. Not know if the SIA funding will continue past year 3 makes it difficult to hire FTE that may not continue past that timeframe (not able to offer job security to applicants).</p>
<p>3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)</p>	<p>Having a point person (counselor) that we could connect families and students in need with has been a huge success. The pandemic made engagement much harder, and having this additional FTE to provide outreach 1:1 to families and students was a critical component of engagement in 2020-21.</p>
<p>4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)</p>	<p>Meeting the social-emotional needs of our students and families, especially during a pandemic when engagement was difficult due to distance learning, was our most important investment with the SIA funds. Having a robust math curriculum was necessary as a response to our Plan of Improvement for our math state assessment outcomes, so addressing math instruction was a top priority academically.</p>

**RESOLUTION No. 6400**

Resolution to Approve the Appointment of Metro Policy Advisory Committee Member

**RECITALS**

- A. The Metro Policy Advisory Committee (MPAC) advises the Metro Council on a range of topics, including regional transportation and land use planning, management of the urban growth boundary (UGB), and other planning matters of regional concern. MPAC's membership consists of 30 voting and non-voting members, including representation by cities, counties, school districts, special districts, and the public.
- B. According to the committee bylaws, the member position representing school districts is to be appointed jointly by the governing bodies of the school districts represented, which include both Portland Public Schools and the Centennial School District.
- C. There was a nomination period for the position, and Centennial School District Board member Erica Fuller was nominated by the Centennial School District Board of Directors to serve as an alternate on the committee.
- D. The Metro Council Office requires represented school boards to vote on the nominees.

**RESOLVED**

The Portland Public Schools Board of Education endorses the appointment of Centennial School District Board member Erica Fuller to the Metro Policy Advisory Committee to represent regional school boards.



## 3.40.091-P Traffic Safety Patrols

- (1) Schools should include in their safety education programs instruction on avoiding traffic, sidewalk and street hazards. In addition, because younger children may need special assistance in crossing streets while going to and from school, the office of superintendent shall make recommendations to the Traffic Safety Division or other appropriate agency in the formation and operation of student patrols. From time to time the superintendent may identify situations where such programs are insufficient and make recommendations to the appropriate governmental agency for the resolution of those problems.
- (2) Participation by students as safety patrol members must be by written consent of their parents, and special programs of training shall be provided to assure the effective performance of safety patrol duties.

Legal References: ORS 339.650 - 339.665; ORS 811.015

History: Adpt 6/71; Amd 9/9/02; BA 2419



## 4.50.010-P Student Interviews And Errands

### (1) Interviews.

- (a) Since the Board and its employees are responsible for the welfare of Portland students, ordinarily only employees of the district engaged in official business shall be permitted to interview a student. In unusual circumstances, when it is deemed in the best interest of the student and the school, another person may be authorized by the principal or his/her designated representative to contact a student. When an interview by another person is authorized, a staff member designated by the principal shall be present at the interview, except when such person is a parent or legal guardian. (Refer to special provisions on child abuse for law enforcement officers and Services to Children and Families caseworkers.)
- (b) An overriding issue in determining when a person who is not a parent is to be permitted to contact a student in school is whether or not such an interview is in the best interest of the student and the school. Principals are directed to exercise extreme care in granting such permission.
- (c) When parents are divorced, it may be necessary to obtain information about visitation rights of the respective parents before permitting contact with students while in school.

### (2) Errands.

- (a) Students shall not be sent from the school premises by any member of the school staff to perform errands, except when necessary to the operation of the school, and then only with parental permission.

Legal References: ORS 329.150; ORS 332.107; ORS 419B.015

History: Adpt 6/71; Amd 11/82; Amd 9/9/02; BA 2420

Letter Opinion, Office of the Attorney General (August 18, 1986)

## 4.50.020-P Health Services

- (1) Although the primary responsibility of the district is for the education of children, the health and welfare of the students in the Portland schools is a matter of major concern to the Board. It is the intent of the Board that school programs in general be conducted in a manner which enhances student and personnel health and which is conducive to good health practices.
- (2) Physicians, licensed nurses and other personnel of the designated public health agency who may provide direct health services or consultation with school staff regarding student health problems are authorized to provide services in the schools to the extent that their services may be available and in accordance with resolution services and/or contractual agreements developed cooperatively with the district.
- (3) The superintendent shall direct the development of programs through which the intent of this policy shall be carried out and through which all members of the district staff are apprised of their responsibilities in this sphere.

Legal References: OAR 581-022-0705; OAR 581-022-1420; OAR 581-022-1440

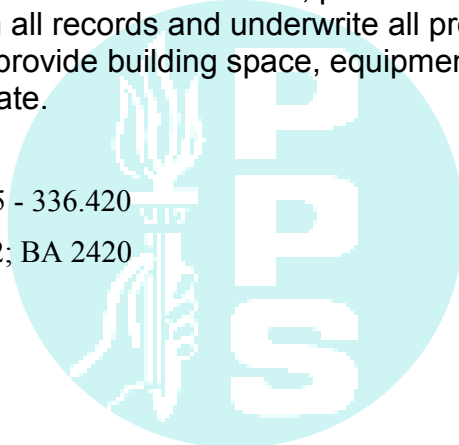
History: Adpt 6/71; Amd 7/12/76; Amd 9/9/02; BA 2420

## 4.50.023-P Dental Health Services

- (1) In the interest of good dental health for all students, instruction of healthful dental care practices shall be a part of the instructional program in the schools of the district. Through such programs it is hoped that all students will develop sound oral health habits.
- (2) In order to meet the particular oral health needs of low-income students, the Portland schools, in conjunction with the Multnomah County Dental Society and the Assistance League of Portland, may operate a dental clinic. Such clinic or clinics shall provide for the dental care needs of low-income children in the elementary grades K-8. The office of the superintendent shall arrange with the Assistance League for the services of dentists and such other personnel and programs necessary to the operation of the dental clinic. The Assistance League shall schedule all patients, provide the volunteer dentists, provide the services of full-time dentists, maintain all records and underwrite all prosthetic appliances. The district shall provide building space, equipment and supplies as deemed appropriate.

Legal References: ORS 336.375 - 336.420

History: Adpt 6/71; Amd 9/9/02; BA 2420



## 5.20.100-P Physical And Mental Health Of Staff Members

The physical and mental health of persons who work in the education of young people is vital. Emotional stability, adequate physical vitality and general good health essential to the performance of duties must be assured for appointment to and continuance in the district.

- (1) **Appointment and Duties of Medical Advisor.** Accordingly, the Board shall select a duly qualified physician to serve at its pleasure as the medical advisor for the school district. He/she shall perform such medical examinations as may be required in accordance with Board policy and the procedures established by the office of the superintendent. He/she shall also act as the medical examiner for the teacher's retirement system.
  - (a) Compensation of the medical advisor shall be determined by the Board and shall be either on a retainer or fee basis or both.
  - (b) The medical advisor shall have authority to obtain the services of consultants and laboratories when he/she deems such service is necessary. The cost of these services shall be borne by the school district, provided that an examination costing in excess of \$100 shall not be conducted without prior authorization of the office of the superintendent.
- (2) **Superintendent's Responsibility.** The superintendent shall develop procedures which assure that a probationary and/or a permanent teacher shall be referred to the when his/her emotional stability, physical capacity or general health are such as to raise doubt about his/her ability to carry out of his/her assignment.

Legal References: ORS 332.107; ORS 342.513; ORS 342.545; Rehabilitation Act of 1973, 29 U.S.C.A. Sections 504, 791, 793 and 794 (West 1985); Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt. 6/71; Amd. 5/76; Amd. 7/12/76; Amd. 9/95

## 6.10.013-P Career Education – Learning Opportunities

The public schools are responsible for providing every young person with learning opportunities that will enable him/her to discover his/her individual interest and abilities. Those learning opportunities should help the student explore the many avenues of productive activity that might challenge and extend his/her talents of choice, self-direction, self-discipline and responsibility. Therefore, an orientation to the world of work and preparation for a career are necessary to each student's development. The Board gives priority to career education programs and will provide additional financial assistance to such programs as it becomes possible.

Legal References: ORS 366.035; OAR 581-022-0405

History: Adpt 6/71; Amd 9/9/02; BA 2421



**RESOLUTION No. 6401**

**Resolution to Adopt Revised Policies and Administrative Directives Policy 1.70.020-P**

**RECITALS**

- A. On September 29, 2021, the Board Policy Committee reviewed and considered the proposed revisions of the Policies and Administrative Directives policy 1.70.020-P.
- B. On October 12, 2021, the Board presented the first reading of the revised Policies and Administrative Directives policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

**RESOLUTION**

The Board hereby adopts the revised Policies and Administrative Directives policy 1.70.020-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



## Policies and Administrative Directives

### I. Roles and Responsibilities

1. It is the responsibility of the Portland Public School Board of Education (Board) to develop, evaluate, and adopt policies for the governance of the District.
2. It is the responsibility of the superintendent to initiate and direct the development of administrative directives, which implement board-adopted policy.
3. Policies and administrative directives are intended both as tools for District management and as sources of information for students, parents/guardians, staff, and other community members about how the District operates and the District's values.
4. The superintendent shall ensure that policies and administrative directives are available on the Portland Public School website as soon as practicable following their adoption and share them with staff and community as they are relevant.

### II. Purpose of Board Policies

A Board policy represents a formal, written statement that creates a framework for:

1. Regulating Board or District business;
2. Establishing educational, operational, and other expectations for the District's staff and students;
3. Guiding the actions of those to whom the Board delegates authority and responsibility; and
4. Ensuring compliance with state and federal law.

### III. Definitions

As used in the District policies and administrative directives:

1. Administrative Directive or Directive means a statement of actions adopted by the superintendent that implements Board policy.
2. Policy means a statement of general governing principles adopted by the Board.



### Policies and Administrative Directives

#### IV. Policy Development

1. A proposal for a new policy or a change in existing policy may be made by:
  - a. A Board member;
  - b. Superintendent;
  - c. A District employee;
  - d. A parent or guardian of a student;
  - e. A student;
  - f. A District volunteer;
  - g. A committee appointed by the Board of Superintendent; or
  - h. A community member who is also a resident of the District.
  
2. When a proposal for a new policy or change in existing policy is received by the Board or Board committee(s) responsible for policy development, the Board committee may take the following action(s) or may request that the superintendent:
  - a. Collect additional information concerning the policy proposal, including a staff evaluation of options and recommended action;
  - b. Appoint an advisory committee soliciting the views of persons representing the interests of those likely to be affected by the proposed policy or use other appropriate methods to obtain public views, especially from families and community members who have been and are underrepresented in district policymaking, to assist the Board in this policy development process;
  - c. Seek appropriate legal and other advice as necessary to ensure that the policy proposal, if adopted, will be in compliance with applicable law; and/or,
  - d. Take no further action on the policy proposal.

#### V. Policy Adoption

1. When a Board committee recommends a policy for adoption by the Board, the Board may elect to schedule the policy for a first and second reading at a regularly scheduled Board meeting, except as otherwise provided in this policy.



### Policies and Administrative Directives

- a. The first reading of a proposed policy shall include:
  - i. A summary of the content of the proposed policy or amendments;
  - ii. Posting on the PPS website of the proposed language if new, or redlined version if a revision; and
  - iii. A stated opportunity for the public to submit comments on the proposed policy, with a deadline date for submission of such comments.
- b. The second reading of a proposed policy shall not occur until there has been at least 21 (twenty-one) days allowed for public comment, following the first reading.
- c. If the language of the proposed policy has changed substantially, as determined by the Board, since the first reading, the revised proposed policy shall be set for an additional first reading to allow for public input on the changes.
- d. At the time of the second reading the Board may take the following actions:
  - i. Approve the policy proposal as presented;
  - ii. Modify the policy proposal and approve it as modified;
  - iii. Schedule the policy proposal for an additional first reading;
  - iv. Defer the policy proposal for further discussion or action;  
or
  - v. Reject the policy proposal.

#### 2. Exceptions

- a. Corrections or revisions that do not substantially change a policy may be adopted without a recommendation of a board committee; but such changes shall have a First and Second Reading.
- b. In the event of an emergency necessitating urgent action on a policy proposal, the Board may adopt the same at a lawfully called meeting of the Board. If the Board takes such action, the Board shall state and



### Policies and Administrative Directives

enter into the record the nature of the emergency and the basis for its determination that urgent action was necessary.

#### **VI. Date Policies Become Effective**

A new or revised policy shall become effective upon adoption of the Board, unless the Board otherwise specifies a different effective date in the policy.

#### **VII. Review of Policies**

1. The Superintendent of designed shall advise the Board when they believe an existing policy needs to be reviewed for potential repeal, revision, or replacement. Such necessity may occur when:

- a. Practice is not in compliance with the policy and the practice differs to such an extent that a review of existing policy is warranted;
- b. A policy proposal revision is received by the superintendent;
- c. State or federal law has changed in such a manner as to require review or modification of existing policy; or
- d. A policy is not aligned with professional practices, district values or is ineffective.

2. The Board of Board committee shall strive to review all policies at least once every four (4) years, with at least one to two sections reviewed annually, in order to ensure policies are current, relevant, in compliance with the law and are consistent with each other and the District-approved mission, vision, and goals. If needed, appropriate policy proposal revisions shall be submitted for consideration.

#### **VIII. Administrative Directives**

1. Administrative Directives are issued or modified by the Superintendent and do not need to be approved by the Board prior to their issuance.

2. Administrative Directives shall be consistent with Board policies.

3. The superintendent or designee shall notify Board members that a new or revised Administrative Directive has been issued. New Administrative Directives that impact staff or community should be shared with impacted



### Policies and Administrative Directives

parties when they are issued.

#### **IX. Administration in Absence of Policy or Administrative Directive**

The Superintendent and other District staff members to whom administrative or supervisory authority has been delegated are authorized to use their professional judgment in the absence of a specific policy or administrative directive governing proper action to take, provided that such action shall not be in conflict with well recognized professional, educational, and ethical practices; the spirit and intent of existing District policy; the general values and objectives of the District; or any local, state, or national law.

Legal references: ORS 332.107

History: Adopted 6/1971; Amended 12/1983; 11/2021

# Portland Public School District 1<sup>st</sup> Reading

DATE OF FIRST READING: October 12, 2021

## **PUBLIC COMMENT FOR Policy 1.70.020-P: Policies and Administrative Directives**

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The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

### **Last Date for Comment: November 02, 2021**

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**Summary:** Policies and Administrative Directives 1.70.020-P

**1<sup>st</sup> Reading by:** Julia Brim-Edwards  
Portland Public School Board

**Recommended for a 1st Reading by:**  
Portland Public Schools Board of Education  
Policy Committee

**Draft Policy Web Site:** <https://www.pps.net/Page/11911>

**Contact:** Rosanne Powell, Senior Board Manager  
**Address:** P.O. Box 3107, Portland, OR 97208-3107  
**Telephone:** 503-916-3741  
**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

<b>Included in Packet</b>	<b>Page</b>
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# 1.70.020-P Policies and Administrative Directives

Staff proposed amendments 9/22 (and recommendation to delete existing AD)

## I. Roles and Responsibilities

- (1) It is the responsibility of the Portland Public School Board of Education (Board) to develop, evaluate, and adopt policies for the governance of the District.
- (2) It is the responsibility of the superintendent to initiate and direct the development of administrative directives, which implement board-adopted policy.
- ~~(3) The superintendent shall develop and maintain administrative directives that ensure an open, participatory and consistent process for the adoption and use of policies and administrative directives.~~
- ~~(4)~~(3) Policies and administrative directives are intended both as tools for District management and as sources of information for students, parents/guardians, staff, and other community members about how the District operates and the District's values.
- ~~(5)~~(4) The superintendent shall ensure that policies and administrative directives are available on the Portland Public School website Web site and in manuals kept in each school, as soon as practicable following their adoption and share them with staff and community as they are relevant.
- ~~(6)~~(5) The superintendent shall use the district's public Web site to ensure draft and proposed policies are made available to the public for review and comment.

## II. Purpose of Board Policies

A Board policy represents a formal, written statement that creates a framework for:

- (1) Regulating Board or District business;
- (2) Establishing educational, operational, and other expectations for the District's staff and students;
- (3) Guiding the actions of those to whom the Board delegates authority and responsibility; and
- (4) Ensuring compliance with state and federal law.

## III. Definitions

As used in the District policies and administrative directives:

- (1) Administrative Directive or Directive means a statement of actions adopted by the superintendent that implements Board policy.
- (2) Policy means a statement of general governing principles adopted by the Board.

#### IV. Policy Development

- (1) A proposal for a new policy or a change in existing policy may be made by:
  - (a) A Board member;
  - (b) Superintendent;
  - (c) A District employee;
  - (d) A parent or guardian of a student;
  - (e) A student;
  - (f) A District volunteer;
  - (g) A committee appointed by the Board or Superintendent; or
  - (h) A community member who is also a resident of the District.
- (2) When a proposal for a new policy or change in existing policy is received by the Board or Board committee(s) responsible for policy development, the Board committee may take the following action(s) or may request that the superintendent:
  - (a) Collect additional information concerning the policy proposal, including a staff evaluation of options and recommended action;
  - (b) Appoint an advisory committee soliciting the views of persons representing the interests of those likely to be affected by the proposed policy or use other appropriate methods to obtain public views, especially from families and community members who have been and are underrepresented in district policymaking, to assist the Board in this policy development process;
  - (c) Seek appropriate legal and other advice as necessary to ensure that the policy proposal, if adopted, will be in compliance with applicable law; and/or,
  - (d) Take no further action on the policy proposal.

#### V. Policy Adoption

(1) When a Board committee recommends a policy for adoption by the Board, the Board may elect to schedule the policy for a first and second reading at a regularly scheduled Board meeting, except as otherwise provided in this policy.

(a) The first reading of a proposed policy shall include:

- (A) A summary of the content of the proposed policy or amendments;
- (B) Posting on the PPS website of the proposed language if new, or redlined version if a revision; and
- (C) A stated opportunity for the public to submit comments on the proposed policy, with a deadline date for submission of such comments.

(b) The second reading of a proposed policy shall not occur until there has been at least 21 (twenty-one) days allowed for public comment, following the first reading. ~~The second reading shall include discussion of the comments of staff and the public and any substantive changes made to the policy since the first reading.~~

~~(c)~~

~~(d)~~(c) If the language of the proposed policy has changed substantially, as determined by the Board, since the first reading, the revised proposed policy shall be set for an additional first reading to allow for public input on the changes.

~~(e)~~(d) At the time of the second reading the Board may take the following actions:

- (A) Approve the policy proposal as presented;
- (B) Modify the policy proposal and approve it as modified;
- (C) Schedule the policy proposal for an additional first reading;
- (D) Defer the policy proposal for further discussion or action; or
- (E) Reject the policy proposal.

(2) Exceptions

(f) (a) Corrections or revisions that do not substantially change a policy may be adopted without a recommendation of a board committee; but such changes shall have a First and Second Reading.

(g) (b) In the event of an emergency necessitating urgent action on a policy proposal, the Board may adopt the same at a lawfully called meeting of the Board. If the Board takes such action, the Board shall state and enter into the record the nature of the emergency and the basis for its determination that urgent action was necessary.

## VI. Date Policies Become Effective

A new or revised policy shall become effective upon adoption of the Board, unless the Board otherwise specifies a different effective date in the policy.

## ~~VI.~~ VII. Review of Policies

- (1) The superintendent or designee shall advise the Board when they believe an any existing policy needs to be reviewed for potential repealed, revision ed, or replacement. Such necessity may occur when:
  - (a) Practice is not in compliance with the pPolicy and the practice differs to such an extent that a review of existing policy is warranted;
  - (b) A policy proposal revision is received by the superintendent;
  - (c) State or federal law has changed in such a manner as to require review or modification of existing policy; or
  - (d) A policy is not aligned with professional practices, district values or is becomes-outdated or ineffective.
- (2) The Board or Board committee shall strive to review all policies at least once every four (4) years, with at least one to two sections reviewed annually, in order to ensure policies are current, relevant, in compliance with the law and are consistent with each other and the District-approved mission, vision, and goals. If needed, appropriate policy proposal revisions shall be submitted for consideration.

## VIII. Administrative Directives

- (1) Administrative Directives are issued or modified by the Superintendent and do not need to be approved by the Board prior to their issuance.
- (2) Administrative Directives shall be consistent with Board policies.
- (3) The superintendent or designee shall notify Board members that a new or revised Administrative Directive has been issued. New Administrative Directives that impact staff or community should be shared with impacted parties when they are issued.

## IX. Administration in Absence of Policy or Administrative Directive

The Superintendent and other District staff members to whom administrative or supervisory authority has been delegated are authorized to use their professional judgment in the absence of a specific policy or administrative directive governing proper action to take, provided that such action shall not be in conflict with well recognized professional, educational, and ethical practices; the spirit and intent of existing District policy; the general values and objectives of the District; or any local, state, or national law.

Legal References: ORS 332.107 History:

ad 6/71; am 12/83; amended \_\_\_\_\_

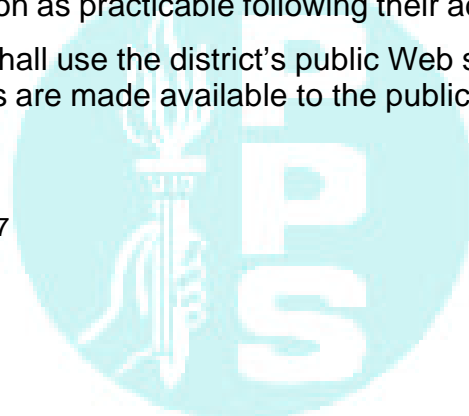
1

## 1.70.020-P Policies and Administrative Directives

- (1) It is the responsibility of the Portland Public School Board (Board) to develop, evaluate and adopt policies for the governance of the district.
- (2) It is the responsibility of the superintendent to initiate and direct the development of administrative directives, which implement board-adopted policy.
- (3) The superintendent shall develop and maintain administrative directives that ensure an open, participatory and consistent process for the adoption and use of policies and administrative directives.
- (4) Policies and administrative directives are intended both as tools for district management and as sources of information for students, parents, staff and other community members about how the district operates.
- (5) The superintendent shall ensure that policies and administrative directives are available on the Portland Public School Web site and in manuals kept in each school, as soon as practicable following their adoption.
- (6) The superintendent shall use the district's public Web site to ensure draft and proposed policies are made available to the public for review and comment.

Legal References: ORS 332.107

History: ad 6/71; am 12/83;





**PORTLAND PUBLIC SCHOOLS**  
**Office of General Counsel**

501 North Dixon Street  
Portland, OR 97227  
Telephone: (503) 916-3274

**Date:** October 6, 2021  
**To:** School Board  
**From:** Liz Large, Contracted General Counsel  
Mary Kane, Senior Legal Counsel  
**Subject:** Staff Analysis Report to the Board- Policy Revision  
**Policy # and Name:** 5.60.031-P Vacation Eligibility and Scheduling

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**BACKGROUND**

The Board Policy Committee has begun a review of District policies to determine whether they continue to align with current law and practice. The Policies and Administrative Directives policy was written in 1971 and last updated in 1983. The policy as written, provided little information about the purpose of policies nor did it include advances in our policy development guidance that have become standard practice in the development of policies in the District. The Policy Committee reviewed proposed amendments to the policy at its September 29, 2021, meeting and recommended that it be put before the entire Board for approval.

**RELATED POLICIES/BEST PRACTICES**

It is best practice for policies to be reviewed regularly to ensure that they continue to reflect and support the administrative responsibilities and actions of the District.

**ANALYSIS OF SITUATION**

The primary changes were to move much of the information that is currently contained in the companion Administrative Directive into the policy because the policy process is defined by the Board. Additionally, language was added to update the procedures for policy development to better reflect current practice. Once the revisions have been approved by the Board, staff recommends rescission of the Administrative Directive as duplicative.

**FISCAL IMPACT**

These changes will incur no financial impact.

**COMMUNITY ENGAGEMENT**

There was no community engagement as the recommended changes are primarily a result of moving information from the administrative directive into the policy.

**TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN**

The policy does not create any new practices that need to be implemented.

**STAFF RECOMMENDATION**

Staff recommends approval of the revised policy.

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*As a member of the PPS Executive Leadership Team, I have reviewed this staff report.*

\_\_\_\_\_ *(Initials)*

**ATTACHMENTS**

- A. XXXX
- B. XXXX

**RESOLUTION No. 6402**

Resolution to Adopt Revised Liability of Employees of the District policy 5.50.020-P

**RECITALS**

- A. On September 29, 2021, the Board Policy Committee reviewed and considered the proposed revisions of the Liability of Employees of the District policy 5.50.020-P.
- B. On October 12, 2021, the Board presented the first reading of the revised Liability of Employees of the District policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

**RESOLUTION**

The Board hereby adopts the revised Liability of Employees of the District policy 5.50.020-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



### Liability of Employees of the District

1. Defense in Civil Actions. Because the nature of the services required of employees of the District may expose them to claims arising from the performance of their duties, the District may provide liability insurance in amounts as may be determined from to time for actions brought against its employees and/or the District, as described below.
2. Notice of Claims. Any current or former employee seeking assistance under this policy shall promptly notify the Office of the Superintendent and the General Counsel that a civil or regulatory action may be or has been brought against them in their official or individual capacity related to their work or any injury on or damage to District property.
3. The District shall provide employees with the defense authorized by the Oregon Tort Claims Act.
4. This assistance in litigation shall apply in litigation arising out of performance of the employee's professional duties whether or not the employee has left the employment of the District at the time the action brought.
5. Expenses Incurred by a District in-house attorney when Claim is by a Governmental Entity or Professional Licensing Authority.
  - a. Expenses incurred by District in-house attorney who is an employee of the District ("in-house attorney") in the defense of a Claim brought by a governmental entity or a professional licensing authority may be advanced or reimbursed by the District, if the District, in its sole discretion, determines that the Claim arose out of the in-house attorney's performance of official duties. Any expenses advanced or reimbursed in excess of \$25,000 per Claim must be approved by the Board of Education. Such advancement or reimbursement constitutes part of the in-house attorney's official compensation package for purposes of ORS Chapter 244. The District may decline to reimburse an in-house attorney for any expenses incurred prior to the District's written commitment to provide such payment. The in-house attorney must promptly notify the Office of the Superintendent and the General Counsel that any such claims have been brought against them.



### Liability of Employees of the District

- b. Expenses shall be paid by the District in advance of the final disposition of a Claim at the written request of the in-house attorney if:
  - i. The District determines, in its sole discretion, that the conduct of such in-house attorney was in good faith and that the in-house attorney reasonably believed that such conduct was in the best interests of the District; and
  - ii. The in-house attorney enters into a written agreement with the District to repay such advance to the extent it is ultimately determined by the District, in its sole discretion, that such in-house attorney is not entitled to be indemnified by the District under this section or under any other indemnification rights granted by the District to such in-house attorney.
- c. If the District pay expenses in defense of a claim, the General Counsel shall have the exclusive authority to select counsel and to defend against any Claim. The General Counsel will consult with the in-house attorney regarding any term of a settlement agreement that affects the legal rights or licensing status of the in-house attorney. Authority to settle claims against General Counsel is delegated to the Superintendent or the Superintendent's designee.
- d. The District shall not pay for expenses under this section in the case of misconduct or gross negligence or any act or omission that may constitute criminal conduct, as determined by the District in its sole discretion.
- e. The District may choose to advance or reimburse expenses to an in-house attorney under a reservation of rights. An in-house attorney shall cooperate fully with the District. If the District determines, in its sole discretion, the in-house attorney has not so cooperated or has otherwise acted to prejudice the defense of the Claim, the District may at any time terminate its obligation to advance or reimburse expenses or proceed under a reservation of rights.



**Liability of Employees of the District**

- f. The term “Claim” means any threatened, pending, or completed investigation, action, suit, or proceeding except one brought, made, or initiated by the District.
  
- g. This section shall not be deemed exclusive of any other rights to which an in-house attorney may be entitled under any statute, agreement, insurance policy, general or specific action of the District, other otherwise. Any repeal of this section shall be prospective only, and no repeal or modification shall adversely affect the rights under this section in effect at the time of the alleged occurrence of any action or omission to act that is the cause of any Claim.

Legal reference: ORS 30.260 – 30.3000

History: Adopted 6/1971; Amended 6/14/1984; 11/2021

# Portland Public School District 1<sup>st</sup> Reading

DATE OF FIRST READING: October 12, 2021

## **PUBLIC COMMENT FOR** **Policy 5.50.020-P:** **Liability of Employees of the District Policy**

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The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

### **Last Date for Comment: November 02, 2021**

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**Summary:**                    **Liability of Employees of the District Policy 5.5.020-P**

**1<sup>st</sup> Reading by:**        **Julia Brim-Edwards**  
Portland Public School Board

**Recommended for a 1st Reading by:**  
Portland Public Schools Board of Education  
Policy Committee

**Draft Policy Web Site:** <https://www.pps.net/Page/11911>

**Contact:**        **Rosanne Powell, Senior Board Manager**  
**Address:**        P.O. Box 3107, Portland, OR 97208-3107  
**Telephone:**    503-916-3741  
**E-mail:**            [schoolboard@pps.net](mailto:schoolboard@pps.net)

<b>Included in Packet</b>	<b>Page</b>
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Original Policy	06
Staff Memo	07



## Liability of Employees of the District

DRAFT DATED 9/24/2021

- (1) Defense in Civil Actions. Because the nature of the services required of employees of the dDistrict may expose them to claims ~~based upon negligence or carelessness arising from~~ in the performance of their duties, the Ddistrict ~~shall~~ may provide liability insurance in amounts as may be determined from time to time for actions brought against its employees and/or the dDistrict, as described below.
- (2) ~~Conditions and Extent of Defense~~ Notice of Claims. Any current or former employee seeking assistance under this policy shall promptly notify the Office of the Superintendent and the General Counsel that a civil or regulatory action may be or has been brought against ~~him/her~~ them in ~~his/her~~ their official or individual capacity related to their work or any injury on or damage to District property:
  - ~~(a) Any claims related to action taken, work done, or omission in his/her/their official capacity, or in the course of his/her/their employment; or~~
  - ~~(b) Any claims related to injuries to persons or property resulting from an occurrence involving any dDistrict property.~~
- (3) The dDistrict shall provide ~~the employees~~ with the defense authorized by the Oregon Tort Claims Act.
- (4) This assistance in ~~legal~~ litigation shall apply in litigation arising out of performance of the employee's professional duties whether or not the employee has left the employment of the dDistrict at the time the action is brought.
- (5) Expenses Incurred by a District in-house attorney when Claim is by a Governmental Entity or Professional Licensing Authority.
  - (a) Expenses incurred by a District in-house attorney who is an employee of the District ("in-house attorney") in the defense of a Claim brought by a governmental entity or a professional licensing authority may be advanced or reimbursed by the dDistrict if the dDistrict, in its sole discretion, determines that the Claim arose out of the in-house attorney's



## Liability of Employees of the District

performance of official duties. Any expenses advanced or reimbursed in excess of \$25,000 per ~~C~~claim must be approved by the Board of Education. Such advancement or reimbursement constitutes part of the in-house attorney's official compensation package for purposes of ORS Chapter 244. The ~~d~~District may decline to ~~pay~~reimburse an in-house attorney for any expenses incurred prior to the ~~d~~District's written commitment to provide such payment. The in-house attorney must promptly notify the Office of the Superintendent and the General Counsel that any such claims have been brought against them.give notice of any such claims against them

- (b) Expenses shall be paid by the ~~d~~District in advance of the final disposition of a Claim at the written request of the in-house attorney if:
  - (1) The ~~d~~District determines, in its sole discretion, that the conduct of such in-house attorney was in good faith and that the in-house attorney reasonably believed that such conduct was in the best interests of the District.; and
  - (2) The in-house attorney enters into a written agreement ~~furnishes the with the~~ ~~d~~District a ~~written undertaking~~ to repay such advance to the extent it is ultimately determined by the ~~d~~District, in its sole -discretion, that such in-house attorney is not entitled to be indemnified by the ~~d~~District under this section or under any other indemnification rights granted by the ~~d~~District to such in-house attorney.

~~Such advances shall be made without regard to the in-house attorney's ability to repay such advances.~~

- (c) If the District pays expenses in defense of a claim, the General Counsel shall have the exclusive authority to select counsel and to defend against any Claim. The General Counsel will consult with the in-house attorney regarding any term of a settlement agreement that affects the legal rights or licensing status of the in-house attorney. Authority to settle claims against General Counsel ~~shall be is~~ delegated to the Superintendent or ~~his~~ the Superintendent's designee.
- (d) The ~~d~~District shall not pay for expenses under this section in the case of ~~malfeasance in office or willful or~~ misconduct or wanton gross negligence neglect of duty or any act or omission that may constitute criminal conduct, as determined by the District in its sole discretion.



## Liability of Employees of the District

- (e) The ~~d~~District may choose to advance or reimburse expenses to an in-house attorney under a reservation of rights. An in-house attorney shall cooperate fully with the District. If the District determines, in its sole discretion, that the in-house attorney has not so cooperated or has otherwise acted to prejudice the defense of the Claim, the ~~d~~District may at any time terminate its obligation to advance or reimburse expenses or proceed under a reservation of rights.
- (f) The term "Claim" means any threatened, pending, or completed investigation, action, suit, or proceeding except one brought, made, or initiated by the ~~d~~District.
- (+) (g) This section shall not be deemed exclusive of any other rights to which an in-house attorney may be entitled under any statute, agreement, insurance policy, general or specific action of the ~~d~~District, or otherwise. Any repeal of this section shall be prospective only, and no repeal or modification shall adversely affect the rights under this section in effect at the time of the alleged occurrence of any action or omission to act that is the cause of any Claim.

Legal Reference: ORS 30.260 - 30.300 History: Adpt 6/71; Amd. 6/14/84; Amd.

## 5.50.020-P Liability Of Employees of the District

- (1) **Defense in Civil Actions**. Because the nature of the services required of employees of the district may expose them to claims based upon negligence or carelessness in the performance of their duties, the district shall provide liability insurance in amounts as may be determined from time to time for actions brought against its employees and/or the district, as described below.
- (2) **Conditions and Extent of Defense**. An employee shall promptly notify the Office of the Superintendent that a civil action may be or has been brought against him/her in his/her official or individual capacity.
  - (a) Any action taken, work done, or omission in his/her official capacity, or in the course of his/her employment; or
  - (b) Any injuries to persons or property resulting from an occurrence involving any district property.
- (3) **The district shall provide the employee with the defense authorized by the Oregon Tort Claims Act.**
- (4) This assistance in legal litigation shall apply in litigation arising out of performance of the employee's professional duties whether or not the employee has left the employment of the district at the time the action is brought.

Legal Reference: ORS 30.260 - 30.300

History: Adpt 6/71; Amd. 6/14/84



**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF GENERAL COUNSEL**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3181

**Date:** September 24, 2021  
**To:** Policy Committee  
**From:** Liz Large, Contracted General Counsel  
**Subject:** Proposed amendments to the Liability of Employees of the District Policy, 5.50.020-P

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The proposed amendments to the Liability of Employees of the District Policy, 5.50.020-P, are in two general areas:

1. Nonsubstantive updates and clarifying language.
2. Adding a narrow additional District-provided representation for in-house attorneys (employees) who are facing regulatory proceedings (e.g., from the Oregon State Bar) if the in-house attorney was acting in the course of their role as an in-house attorney and did not engage in misconduct. There is an unfortunate record of filings with the Oregon State Bar or other regulatory complaints against PPS in-house attorneys for reasons perhaps related to the District's position on an issue and unrelated to actual misconduct. Those complaints are almost uniformly dismissed at the first stage, but the defense of that proceeding can cost up to \$10,000. These types of claims are not covered by the Oregon Tort Claims Act, so indemnification of employee attorneys under these circumstances is not authorized by the existing policy.

This draft policy amendment provides criteria and guardrails for the representation and it is not automatic coverage. The district has full discretion. If an in-house attorney were found to have engaged in misconduct, then PPS would not be required to pay the representation costs.

## **RESOLUTION No. 6403**

### **Resolution to Adopt Revised Vacation and District Holidays for Non-represented Employees 5.60.031-P**

#### **RECITALS**

- A. On September 8, 2021 and September 29, 2021, the Board Policy Committee reviewed and considered the proposed revisions of the Vacation and District Holidays for Non-represented Employees policy 5.60.031-P.
- B. On October 12, 2021, the Board presented the first reading of the revised Vacation and District Holidays for Non-represented Employees policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

#### **RESOLUTION**

The Board hereby adopts the revised Vacation and District Holidays for Non-represented Employees policy 5.60.031-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



## Board Policy

5.60.031-P

### Vacation and District Holidays for Non-represented employees

The Superintendent shall develop a vacation accrual schedule applicable to non-represented employees to be approved by the Board of Education in the form of a resolution. The vacation accrual schedule will include the annual limit on accrued vacation that can be carried forward into a new fiscal year.

Once approved, the schedule will be posted on the District website. Modifications to the schedule will be approved by the Board.

The Board shall also approve by resolution the addition of any paid holidays for non-represented employees. Approved paid holidays shall be posted on the District website.

Legal references: ORS 332.107; ORS 332.505

History: Adopted 6/71; Amended 5/02, 6/24/02, 11/2021

Related policies: Superintendent contract policy; Administrative Employees' Terms of Employment policy

# Portland Public School District 1<sup>st</sup> Reading

DATE OF FIRST READING: October 12, 2021

## **PUBLIC COMMENT FOR** **Policy 5.60.031-P:** **Vacations and District Holidays**

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The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

**Last Date for Comment: November 02, 2021**

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**Summary:**                   **Vacations and District Holidays 5.60.031-P**

**1<sup>st</sup> Reading by:**       **Julia Brim-Edwards**  
Portland Public School Board

**Recommended for a 1st Reading by:**  
Portland Public Schools Board of Education  
Policy Committee

**Draft Policy Web Site:** <https://www.pps.net/Page/11911>

**Contact:**       **Rosanne Powell, Senior Board Manager**  
**Address:**       P.O. Box 3107, Portland, OR 97208-3107  
**Telephone:**   503-916-3741  
**E-mail:**         [schoolboard@pps.net](mailto:schoolboard@pps.net)

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## 5.60.031-P ~~Vacation Eligibility and Scheduling~~ and District Holidays for Non-represented employees

The Superintendent shall develop a vacation accrual schedule applicable to non-represented employees to be approved by the Board of Education in the form of a resolution. The vacation accrual schedule will include the annual limit on accrued vacation that can be carried forward into a new fiscal year.

Once approved, the schedule will be posted on the District website. Modifications to the schedule will be approved by the Board.

The Board shall also approve by resolution the addition of any paid holidays for non-represented employees. Approved paid holidays shall be posted on the District website.

### I. ~~Vacation Eligibility and Accrual Rate~~

~~(1) Administrative employees in grades 20-24, as designated by the district, shall receive an annual vacation with pay of 22 days accrued at a rate of 14.7 hours a month.~~

~~(2) Administrative employees in grades 19 and below, as designated by the district, shall receive an annual vacation with pay as specified below:~~

<del>Completed Years of Employment</del>	<del>Days of vacation/rate of</del>
<del>accrual 1-4 years:</del>	<del>10 days / 6.7 hours per month</del>
<del>5 years:</del>	<del>11 days / 7.4 hours per month</del>
<del>6 years:</del>	<del>12 days / 8.0 hours per month</del>
<del>7 years:</del>	<del>13 days / 8.7 hours per month</del>
<del>8 years:</del>	<del>14 days / 9.4 hours per month</del>
<del>9 years:</del>	<del>15 days / 10.0 hours per month</del>
<del>10 years:</del>	<del>16 days / 10.7 hours per month</del>
<del>11 years:</del>	<del>17 days / 11.4 hours per month</del>
<del>12 years:</del>	<del>18 days / 12.0 hours per month</del>
<del>13 years:</del>	<del>19 days / 12.7 hours per month</del>
<del>14 years:</del>	<del>20 days / 13.4 hours per month</del>
<del>15 years:</del>	<del>21 days / 14.0 hours per month</del>
<del>16</del>	<del>years: 22 days</del>
	<del>(maximum) / 14.7 hours per</del>
	<del>month</del>

¶

## ~~II. Vacation Scheduling ¶~~

- ~~(1) It is recommended that a vacation plan for all 12-month administrative personnel be developed cooperatively with employees and their supervisors annually. ¶~~
- ~~(2) The number of days accumulated at the end of each calendar year shall be taken by December 31 of the following calendar year. ¶~~

¶

## ~~III. Exceptions ¶~~

- ~~(1) Exceptions to this policy may be made in individual circumstances and shall be approved by the employee's supervisor and the superintendent or designee. ¶~~

Legal references: ORS 332.107; ORS 332.505

History: Adpt. 6/71; Amd, 5/02; Rev. 6/24/02, Amd \_\_/21

Related policies: Superintendent contract policy; Administrative Employees' Terms of Employment policy

## 5.60.031-P Vacation Eligibility and Scheduling

## 5.60.031-P Vacation Eligibility and Scheduling

### I. Vacation Eligibility and Accrual Rate

- (1) Administrative employees in grades 20-24, as designated by the district, shall receive an annual vacation with pay of 22 days accrued at a rate of 14.7 hours a month.
- (2) Administrative employees in grades 19 and below, as designated by the district, shall receive an annual vacation with pay as specified below:

<u>Completed Years of Employment</u>	<u>Days of vacation/rate of accrual</u>
1-4 years:	10 days / 6.7 hours per month
5 years:	11 days / 7.4 hours per month
6 years:	12 days / 8.0 hours per month
7 years:	13 days / 8.7 hours per month
8 years:	14 days / 9.4 hours per month
9 years:	15 days / 10.0 hours per month
10 years:	16 days / 10.7 hours per month
11 years:	17 days / 11.4 hours per month
12 years:	18 days / 12.0 hours per month
13 years:	19 days / 12.7 hours per month
14 years:	20 days / 13.4 hours per month
15 years:	21 days / 14.0 hours per month
16 years:	22 days (maximum) / 14.7 hours per month

### II. Vacation Scheduling

- (1) It is recommended that a vacation plan for all 12-month administrative personnel be developed cooperatively with employees and their supervisors annually.
- (2) The number of days accumulated at the end of each calendar year shall be taken by December 31 of the following calendar year.

### III. Exceptions

- (1) Exceptions to this policy may be made in individual circumstances and shall be approved by the employee's supervisor and the superintendent or designee.

Legal references: ORS 332.107; ORS 332.505

# 5.60.031-P Vacation Eligibility and Scheduling

History: Adpt. 6/71; Amd, 5/02; Rev. 6/24/02

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**PORTLAND PUBLIC SCHOOLS**  
**Office of General Counsel**

501 North Dixon Street  
Portland, OR 97227  
Telephone: (503) 916-3274

**Date:** October 6, 2021  
**To:** School Board  
**From:** Liz Large, Contracted General Counsel  
Mary Kane, Senior Legal Counsel  
**Subject:** Staff Analysis Report to the Board- Policy Revision  
**Policy # and Name:** 5.60.031-P Vacation Eligibility and Scheduling

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**BACKGROUND**

The Board Policy Committee has begun a review of District policies to determine whether they continue to align with current law and practice, including reliance on a review conducted by the Department of Human Resources. Currently, the topic of employee vacations and holidays can be found in three separate policies: 5.50.064-P Religious Holidays-Teachers; 5.60.031-P Vacation Eligibility and Scheduling; and 5.70.052-P Work Year -Vacations. The Committee recommended that two of the policies be rescinded and that the Vacation Eligibility and Scheduling policy be amended. On September 29, 2021, the Policy Committee recommended that this policy go before the full Board for approval.

**RELATED POLICIES/BEST PRACTICES**

It is best practice for policies to be reviewed regularly to ensure that they continue to reflect and support the administrative responsibilities and actions of the District. In this instance, a single policy that is updated serves the District's interests of providing clear and accessible information.

**ANALYSIS OF SITUATION**

The amendments to this policy update the current outdated policies, consolidate the information into a single policy, and allow the Board to approve vacation by resolution instead of through the policy-making process .

**FISCAL IMPACT**

These changes will incur no financial impact.

**COMMUNITY ENGAGEMENT**

Because the policy is centered on internal employment decisions, there was no community engagement conducted for this policy.

**TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN**

Policy will be in effect upon adoption.

**STAFF RECOMMENDATION**

Staff recommends approval of the revised policy.

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*As a member of the PPS Executive Leadership Team, I have reviewed this staff report.*

\_\_\_\_\_ *(Initials)*

**ATTACHMENTS**

- A. Redline copy of Vacation Eligibility and Scheduling Policy
- B. Clean copy of Vacation Eligibility and Scheduling Policy

Amendment to Resolution 6403 proposed by Director Andrew Scott

The Superintendent shall develop a vacation accrual schedule applicable to non-represented employees ~~to be approved by the Board of Education in the form of a resolution~~. The vacation accrual schedule will include the annual limit on accrued vacation that can be carried forward into a new fiscal year.

Once approved, the schedule will be posted on the District website. ~~Modifications to the schedule will be approved by the Board.~~ **Modifications to the schedule will be approved by the Board.**

The Board shall also approve by resolution the addition of any paid holidays for non-represented employees. Approved paid holidays shall be posted on the District website.

**RESOLUTION No. 6404**

Resolution to Rescind Board Policies

Rescission of

- i. 2.10.020-P Concept of Administration
- ii. 3.10.020-P Additional Building Administration Personnel
- iii. 3.30.050-P Visitors To Schools
- iv. 5.20.020-P Certification
- v. 5.30.010-P Substitute Teachers
- vi. 5.70.052-P Work Year - Vacations
- vii. 5.50.064-P, Religious Holidays – Teachers

**RECITALS**

A. On September 29, 2021, the Board of Education’s Policy Committee reviewed and considered the necessity and relevance of:

- i. 2.10.020-P Concept of Administration
- ii. 3.10.020-P Additional Building Administration Personnel
- iii. 3.30.050-P Visitors To Schools
- iv. 5.20.020-P Certification
- v. 5.30.010-P Substitute Teachers
- vi. 5.70.052-P Work Year - Vacations
- vii. 5.50.064-P, Religious Holidays – Teachers

B. On October 12, 2021, the Board presented the first reading of each of those policies for rescission.

C. The public comment period was open for at least 21 days, and no public comments were received.

**RESOLUTION**

The Board hereby rescinds each of the following policies:

- i. 2.10.020-P Concept of Administration
- ii. 3.10.020-P Additional Building Administration Personnel
- iii. 3.30.050-P Visitors To Schools
- iv. 5.20.020-P Certification
- v. 5.30.010-P Substitute Teachers
- vi. 5.70.052-P Work Year - Vacations
- vii. 5.50.064-P, Religious Holidays – Teachers

and instructs the Superintendent to rescind any administrative directives that are no longer accurate or relevant as a result of rescinding these policies.

# Portland Public School District 1<sup>st</sup> Reading

DATE OF FIRST READING: October 12, 2021

## **PUBLIC COMMENT FOR The Rescission of the Following Policies:**

- 2.10.020-P Concept of Administration**
- 3.10.020-P Additional Building Administration Personnel**
- 3.30.050-P Visitors To Schools**
- 5.20.020-P Certification**
- 5.30.010-P Substitute Teachers**
- 5.50.064-P Religious Holidays-Teachers**
- 5.70.052-P Work Year Vacations**

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The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

## **Last Date for Comment: November 02, 2021**

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**Summary:** Rescission of six policies, listed above

**1<sup>st</sup> Reading by:** Julia Brim-Edwards  
Portland Public School Board

**Recommended for a 1st Reading by:**  
Portland Public Schools Board of Education  
Policy Committee

**Draft Policy Web Site:** <https://www.pps.net/Page/11911>

**Contact:** Rosanne Powell, Senior Board Manager  
**Address:** P.O. Box 3107, Portland, OR 97208-3107  
**Telephone:** 503-916-3741  
**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

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5.50.064-P Religious Holidays-Teachers	09
5.70.052-P Work Year Vacations	10



**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF GENERAL COUNSEL**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3181

**Date:** October 7, 2021  
**To:** School Board  
**From:** Mary Kane, Senior Legal Counsel  
**Subject:** Recommendations for policy rescissions

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On September 29, 2021 the Portland Public Schools Policy Committee met to discuss several policies which were in need of review as they were out of date and inconsistent with current and/or best practices, or were governed by collective bargaining agreements. Seven policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following seven policies be forwarded to the full Board with a recommendation for First Reading en route to rescission:

**a. 2.10.020-P Concept of Administration**

The policy states delineation of authority that is in statute. Therefore the policy is not necessary.

**b. 3.10.020-P Additional Building Administration Personnel**

This issue is addressed in the annual staffing process which is then approved by the Board in its annual budget review. Therefore the policy is not necessary.

**c. 3.30.050-P Visitors to Buildings**

The language encourages an important practice, but it is not a policy.

**d. 5.20.020-P Certification**

Provisions are governed by the Collective Bargaining Agreement.

**e. 5.30.010-P Substitute Teachers**

Provisions are governed by the Collective Bargaining Agreement.

**f. 5.50.064-P Religious Holidays- Teachers**

Provisions are governed by the Collective Bargaining Agreement.

**g. 5.70.052-P Work Year Vacations**

This policy is redundant and information regarding vacations has been updated in 5.60.031-P Vacation Eligibility and Scheduling.

## 2.10.020-P Concept of Administration

- (1) The Board believes that all administrative offices and functions in the district must focus on facilitating and assuring quality instruction for all students. While the Board reserves for itself the responsibility for determining all policies which guide the decision-making process governing all activities of the schools, its aim is to make possible the full exercise of professional expertise, competence and judgment by the professional staff within the framework of those policies.
- (2) It is, accordingly, the intent and policy of the Board that the district shall be so organized and the number of administrators adequate to assure efficient and effective governance of the system.
- (3) All administrators shall derive their authority from and be assigned their duties by the superintendent. The authority relationships between the various administrators shall be clearly defined so that each will be accountable according to the definitions of his/her role.
- (4) It is expected that members of the administrative staff will perform all of their duties and responsibilities with highest levels of competence and dedication to quality education, to the children and to the parents and citizens of the district.

Legal References: ORS 332.505; Anderson v. Central Point School District No. 6, 554 F. Supp. 600 (D. Oregon 1982); aff'd in part, 746 F. 2d 505 (9th Cir. 1984); Connick v. Myers, 461 U.S. 138 (1983)

History: Adpt 6/71; Amd 9/9/02; BA 2418

## 3.10.020-P Additional Building Administration Personnel

- (1) Additional administrative assistants in elementary schools may be provided according to the size of the school and with reference to the special needs, problems or programs of the school, as authorized by the Board, upon recommendation of the superintendent. Ordinarily, only larger elementary schools will be allocated such assistants.
- (2) Middle and high schools shall assigned administrative support personnel according to the special needs or programs of the school, as authorized by the Board upon recommendation of the superintendent. Duties of administrators subordinate to the principal shall be established by the principal of the school to which the administrator is assigned, and a copy of such duties filed in the office of the designated supervisor.

Legal References: ORS 332.107; ORS 332.505; OAR 581-022-1720

History: Adpt 6/71; Amd 5/84; Amd 9/9/02; BA 2419



## 3.30.050-P Visitors To Schools

The Board believes that a better understanding of the district's educational program and improved relationships between the school and community can be developed through school and classroom visitations of parents and patrons. Such visitations should be encouraged, arranged and permitted within considerations for the requirements of the educational program, the orderly administration of the school and classroom, and the safety and welfare of students.

Legal References: ORS 164.245; ORS 164.255; ORS 166.025; ORS 166.155 - 166.165; ORS 332.107

History: Adpt 6/71; Amd 9/9/02; BA 2419



## 5.20.020-P Certification

- (1) **Certificate**. An applicant for a position in this school district shall be eligible for and obtain the necessary certificate of qualification required for the particular position for which he/she is applying. A teacher must have a copy of a valid certificate recorded in the Office of Personnel Services by a date specified by Oregon law.
- (2) **Eligibility**. Eligibility for positions in the district shall require compliance with all standards established for personnel in such positions by state law, state and local boards and the office of the superintendent.
- (3) **Counselor Certification**. All teachers who counsel one-half time or more will be required to hold the educational specialty certificate for counselors in addition to their regular teaching certificate, unless they have held continuous certification for teaching in the public schools under provisional and/or standard certificates obtained under regulations effective prior to 1965.
- (4) **Career Education Certification**. Any applicant who has been issued a vocational certificate by the Oregon Board of Education may be elected a probationary teacher.

Legal References: ORS 342.120 - 342.203; OAR Chapter 584

History: Adpt. 6/71; Amd. 6/28/76; Amd 9/95 ed.; Amd. 9/01/02

## 5.30.010-P Substitute Teachers

- (1) **Recruitment and Selection**. In order to assure productive, educational experiences for students in the absence of regularly employed teachers, the district shall maintain a systematic program for the recruitment, selection, and appointment of able substitute teachers.
- (2) **Qualifications**. Personnel employed as substitute teachers must hold a valid teachers' certificate and place on file in the office of the superintendent evidence of having passed a medical examination, as required by state law.
- (3) **Responsibilities**. Such teachers shall observe the regulations governing regular teachers and any additional guidelines, which are promulgated for them by the office of the superintendent and the respective building principals.
- (4) **Orientation**. An orientation program shall be established through which substitute teachers may be apprised of school programs, policies and practices, of the expectations related to their respective roles, and of the resources available for assistance in their work.

Legal References: ORS 332.507; ORS 342.420; ORS 342.610; ORS 342.815; OAR 581-005-0001; OAR 584-020-0000 to -0045

History: Adpt. 6/71; Amd. 9/95

## 5.50.064-P Religious Holidays – Teachers

Teachers who are members of a religious faith may be absent without loss of pay on days specified by that faith as religious holidays, which require participation during the school day in religious observances.

Legal References: ORS 332.107; ORS 659.020

History: Adpt. 6/71



## 5.70.052-P Work Year - Vacations

### (1) Vacations — General.

- (a) Twelve-month employees not otherwise designated shall be entitled to receive vacations with pay on the following basis:

#### Monthly Accrual Factor (Hours)

1-5 years:	2 weeks vacation (6.7)
6 years:	2 weeks vacation plus 1 day (7.4)
7 years:	2 weeks vacation plus 2 days (8.0)
8 years:	2 weeks vacation plus 3 days (8.7)
9 years:	2 weeks vacation plus 4 days (9.4)
10 years:	3 weeks vacation (10.0)
11 years:	3 weeks vacation plus 1 day (10.7)
12 years:	3 weeks vacation plus 2 days (11.4)
13 years:	3 weeks vacation plus 3 days (12.0)
14 years:	3 weeks vacation plus 4 days (12.7)
15 years:	4 weeks vacation (maximum) (13.4)
Designated employees.	1 month (14.7)

- (b) Employees who begin service with the district after July 1 of any year shall receive vacation according to the following formula: 5/6 workday for each whole month between the time of employment and the end of the fiscal year.
- (c) Employees who occupy a 210 day work year position and transfer to a 12-month position may count the time employed in the 210-day position for vacation allowances. The basis for vacation credit will be the total number of days worked in the 210-day position divided by a 22-day calendar month. This will be accredited to the total accumulated vacation time, as outlined above.
- (d) Vacations must be used during the fiscal year; i.e., July 1 to the following June 30. They do not accrue.

## 5.70.052-P Work Year - Vacations

- (2) **No Vacations Allowed**. Unless otherwise provided in these rules and regulations or as may be specifically authorized by the Board, vacations with pay shall not be granted to employees whose employment is on less than a 12-month basis or to classified personnel (daily or hourly).

Legal References: ORS 332.107; ORS 332.505

History: Adpt. 6/71

