

Regular Meeting
Tuesday, January 25, 2022 6:00 PM

Hybrid: Virtual & BESC
501 N. Dixon St.
Portland, OR 97227

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Consent Agenda: Resolutions 6433 through 6436 Vote- Public Comment Accepted
 - 2.(a) Resolution 6433: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority
 - 2.(b) Resolution 6434: Revenue Contracts that Exceed \$150,000 for Delegation of Authority
 - 2.(c) Resolution 6435: Settlement Agreement
 - 2.(d) Resolution 6436: Resolution to Authorize an Employment Agreement
3. 6:20 pm - Student and Public Comment
4. 6:35 pm - Student Representative's Report
5. 6:40 pm - Superintendent's Report
6. 6:55 pm - Board Committee and Conference Reports
7. 7:05 pm - Report: Class of 2021 Graduation Rates
8. 7:35 pm - First Reading of Policy Revisions
 - Non-Discrimination / Anti-Harassment Policy 1.80.020-P
 - Diploma Requirements Policy 4.20.042-P
9. 7:40 pm - Second Reading of Policy Revisions (Resolution 6429) Vote- Public Comment Accepted
 - Workplace Harassment Policy 5.10.060-P
- 10.
11. 7:45 pm - Second Reading of Policy Rescissions (Resolution 6430) Vote- Public Comment Accepted
 - Definitions 1.10.020- P
 - Teacher Memberships on Committees 2.40.010-P
12. 7:50 pm - Resolution to add an audit on ESL programs to the Board Audit Plan (Resolution 6428) Vote- Public Comment Accepted
13. 8:00 pm - Amendment to the Fiscal Year 2021-22 Budget for School District No. 1J, Multnomah County, Oregon (Resolution 6437) Vote- Public Comment Accepted
14. 8:10 pm - Other Business
15. 8:15 pm - Adjourn

RESOLUTION No. 6433Expenditure 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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Floor Solutions, LLC	1/26/22 through 12/17/24	Flexible Services Contractor Pool FSCP 91077	District-wide flooring services on an as-needed basis. Request for Proposals 2020-2853	Not to Exceed \$3,000,000	C. Hertz Funding Source Varies	No
Oh Planning & Design, Architecture	1/26/22 through 1/25/23 Option to renew for up to four one-year terms through 1/25/27	Architecture ARCH 91159	Design for mechanical upgrades at Lent School. Request for Proposals 2021-3005	\$1,125,615	C. Hertz Fund 458 Dept. 5511 Project DS018	WBE
RMC Research Corporation	1/26/22 through 6/30/24	Personal Services PS 91165	External evaluation services to evaluate the implementation of Ready Math curriculum. Request for Proposals 2021-2967	\$287,412	C. Proctor Fund 191 Dept. 5445 Project H0315	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”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Office of General Counsel Network	1/26/22 through 7/15/22	Legal Services LS 90342 Amendment 2	Adding funds and extending end date for General Counsel services. Direct Negotiation – Legal Services PPS-46-0525(13)	\$180,000 \$360,000	G. Guerrero Fund 101 Dept. 5460	WBE, ESB

Multnomah Education Service District	1/26/22 through 6/30/22	Intergovernmental Agreement IGA 90891 Amendment 1	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds.	\$143,713 \$633,409	C. Proctor Funding Source Varies	No
Open School	1/26/22 through 6/30/22	Personal Services PS 90296 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$5,799 \$91,270	C. Proctor Funding Source Varies	No
Mt. Scott Center for Learning, Inc.	1/26/22 through 6/30/22	Personal Services PS 90294 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$172,324 \$2,601,332	C. Proctor Funding Source Varies	No
Fora Health, Inc.	1/26/22 through 6/30/22	Personal Services PS 90293 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$10,329 \$214,316	C. Proctor Funding Source Varies	No
Native American Youth & Family Center	1/26/22 through 6/30/22	Personal Services PS 90295 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$56,295 \$934,279	C. Proctor Funding Source Varies	No
Portland Community College	1/26/22 through 6/30/22	Intergovernmental Agreement IGA 90257 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$225,004 \$4,489,710	C. Proctor Funding Source Varies	No
Portland Youth Builders	1/26/22 through 6/30/22	Personal Services PS 90297 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$11,583 \$442,403	C. Proctor Funding Source Varies	No
Youth Progress Association	1/26/22 through 6/30/22	Personal Services PS 90292 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$7,316 \$204,265	C. Proctor Funding Source Varies	No
Rosemary Anderson High School	1/26/22 through 6/30/22	Personal Services PS 90323 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$367,637, \$5,705,707	C. Proctor Funding Source Varies	No

RESOLUTION No. 6433

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Floor Solutions, LLC	1/26/22 through 12/17/24	Flexible Services Contractor Pool FSCP 91077	District-wide flooring services on an as-needed basis. Request for Proposals 2020-2853	Not to Exceed \$3,000,000	C. Hertz Funding Source Varies	No
Oh Planning & Design, Architecture	1/26/22 through 1/25/23 Option to renew for up to four one-year terms through 1/25/27	Architecture ARCH 91159	Design for mechanical upgrades at Lent School. Request for Proposals 2021-3005	\$1,125,615	C. Hertz Fund 458 Dept. 5511 Project DS018	WBE
RMC Research Corporation	1/26/22 through 6/30/24	Personal Services PS 91165	External evaluation services to evaluate the implementation of Ready Math curriculum. Request for Proposals 2021-2967	\$287,412	C. Proctor Fund 191 Dept. 5445 Project H0315	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”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Office of General Counsel Network	1/26/22 through 7/15/22	Legal Services LS 90342 Amendment 2	Adding funds and extending end date for General Counsel services. Direct Negotiation – Legal Services PPS-46-0525(13)	\$180,000 \$360,000	G. Guerrero Fund 101 Dept. 5460	No

Multnomah Education Service District	1/26/22 through 6/30/22	Intergovernmental Agreement IGA 90891 Amendment 1	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds.	\$143,713 \$633,409	C. Proctor Funding Source Varies	No
Open School	1/26/22 through 6/30/22	Personal Services PS 90296 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$5,799 \$91,270	C. Proctor Funding Source Varies	No
Mt. Scott Center for Learning, Inc.	1/26/22 through 6/30/22	Personal Services PS 90294 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$172,324 \$2,601,332	C. Proctor Funding Source Varies	No
Fora Health, Inc.	1/26/22 through 6/30/22	Personal Services PS 90293 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$10,329 \$214,316	C. Proctor Funding Source Varies	No
Native American Youth & Family Center	1/26/22 through 6/30/22	Personal Services PS 90295 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$56,295 \$934,279	C. Proctor Funding Source Varies	No
Portland Community College	1/26/22 through 6/30/22	Intergovernmental Agreement IGA 90257 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$225,004 \$4,489,710	C. Proctor Funding Source Varies	No
Portland Youth Builders	1/26/22 through 6/30/22	Personal Services PS 90297 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$11,583 \$442,403	C. Proctor Funding Source Varies	No
Youth Progress Association	1/26/22 through 6/30/22	Personal Services PS 90292 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$7,316 \$204,265	C. Proctor Funding Source Varies	No
Rosemary Anderson High School	1/26/22 through 6/30/22	Personal Services PS 90323 Amendment 2	Increases the allocation available, as a Contracted Alternative School, from Student Investment Act funds. Request for Proposals 2020-2894	\$367,637, \$5,705,707	C. Proctor Funding Source Varies	No

RESOLUTION No. 6434

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”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	7/1/21 through 6/30/22	Intergovernmental Agreement / Revenue IGA/R 91156	Measure 98 funding for High School Success program to expand career technical opportunities.	\$11,639,056	C. Proctor Funding Source Varies

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6435

Settlement Agreement

The authority to pay \$30,000 is granted to the Superintendent to enter into an agreement to resolve claims brought on behalf of a former student in a form approved by the General Counsel's Office.

RESOLUTION No. 6436

Resolution to Authorize an Employment Agreement

RESOLUTION

Pursuant to Board Policy 5.60.010-P the Board of Education authorizes the employment agreement for Dr. Cheryl Proctor, for the Deputy Superintendent of Instruction and School Communities.



PORTLAND PUBLIC SCHOOLS

Research, Assessment, and Accountability

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3081

Date: January 19, 2022
To: School Board
From: Renard Adams, Ed.D.
Subject: Annual Graduation Report

BACKGROUND

Oregon adopted a four-year cohort model for graduation in the spring of 2010. The cohort model considers students to be on-time graduates if they earn a regular or modified diploma within four years of entering high school. The cohort model is more rigorous than the prior models of graduation in that it requires that the individual progress of every student is accounted for throughout their high school career – both within and across individual schools and systems.

Since the implementation of the cohort model, there have been persistent gaps in graduation rates between and among student groups both across the State and within Portland Public Schools (PPS).

The following is a summary and school-by-school report of the graduation rates for the 2020-2021 academic year. As schools continued to navigate the COVID-19 pandemic, it is important to note that the 2020-2021 school year was a year wherein PPS provided comprehensive distance learning to all students.

SUMMARY

PPS remains committed to Racial Equity and Social Justice and our resulting Theory of Action, which centers Black and Native students. Examining these graduation data with an equity lens requires us to both celebrate our accomplishments and highlight areas where additional improvement is still needed.

For 2020-2021, PPS students achieved an **84.4%** graduation rate. This is a 0.7% increase over last year and is the highest graduation rate for PPS students since the adoption of the cohort model.

This rate reflects a 25.8 percentage point increase in the overall graduation rate since 2009-2010, and a 4.8 percentage point increase in the last 3 years alone.

Selected graduation highlights:

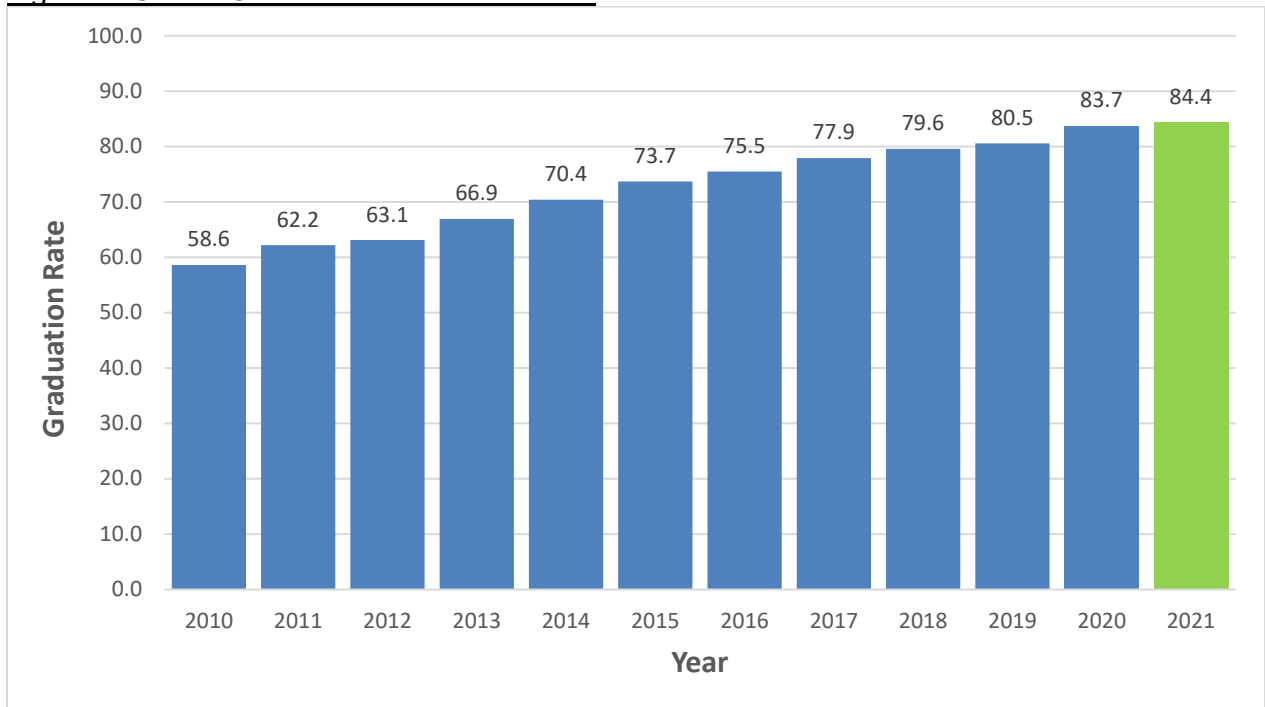
- Both statewide and in Multnomah County, overall graduation rates declined this year from 2019-20. During this same time, PPS's rate increased. PPS continues to outperform both the state and Multnomah County.
- All racial/ethnic groups had graduation rates at or above 75% except Native American Students (50.0%) and Native Hawaiian/Pacific Islander Students (73.3%).

- Multi-racial (other ancestries) students had a 3.6 percentage point gain from 2019-20.
- White students had a 1.3 percentage point gain from 2019-2020.
- Asian students had a 5.1 percentage point gain from 2019-2020.
- African American and Latinx students had a 1.5 percentage point loss from 2019-2020.

Additional analyses follow.

ANALYSIS OF THE SITUATION

Figure 1. Cohort Graduation Rates over Time



Portland Public Schools has seen a steady increase in the on-time graduation rate of its students from 2009-2010 to the present. The rate has increased by nearly five percentage points in the past three years, by over 10 percentage points since 2014-2015, and by nearly 26 percentage points since the implementation of the cohort model. This is significant and steady progress in the aggregate.

Table 1. District, County and State 5-Year Comparison

	2016-17	2017-18	2018-19	2019-20	2020-21
PPS	77.9%	79.6%	80.5%	83.7%	84.4%
Mult. County	75.0%	*	77.8%	80.6%	77.4%
Statewide	76.7%	78.7%	80.0%	82.6%	80.6%

*Not available

Over the past five years, PPS has outperformed and outpaced both the state of Oregon and Multnomah County's graduation rates. In 2020-2021, PPS' graduation rate was 3.8 percentage points higher than the state and 7 percentage points higher than Multnomah County.

Table 2. Portland Public Schools 4 Year Graduation Rates by Race/Ethnicity

Race/Ethnicity	2020-21 4-Year Cohort Grad and Completion Rates				
	Cohort	Grads	Grad Rate	Completers*	Completion Rate
American Indian/Alaska Native	26	13	50.0%	13	50.0%
Asian	263	244	92.8%	245	93.2%
Black/African American	323	244	75.5%	245	75.9%
Latinx	613	460	75.0%	467	76.2%
Multi-Racial (Asian/White Only)	143	131	91.6%	133	93.0%
Multi-Racial (Other Ancestries)	229	181	79.0%	185	80.8%
Native Hawaiian/Pacific Islander	30	22	73.3%	22	73.3%
White	1,876	1,660	88.5%	1,688	90.0%
District Totals	3,503	2,955	84.4%	2,998	85.6%

*Completion includes Regular, Modified, Adult, and Extended Diplomas, as well as GEDs.

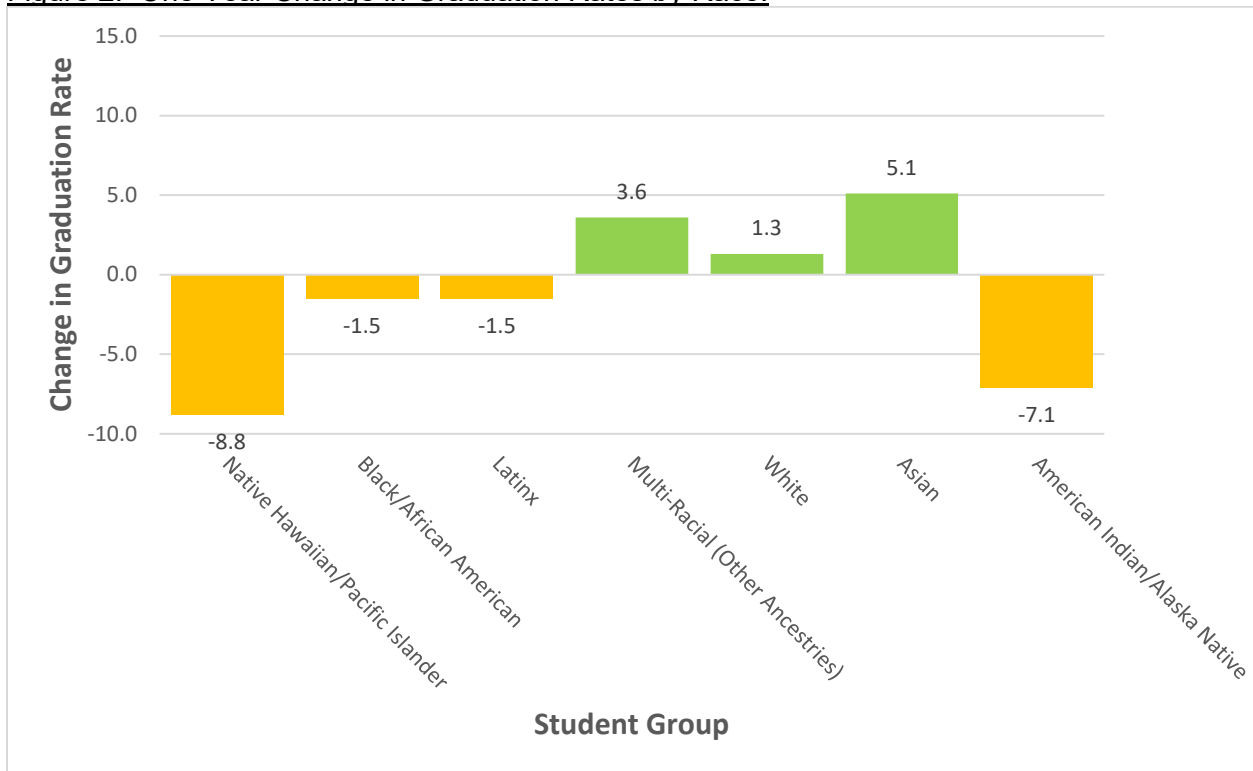
While the overall graduation rate increased, persistent gaps between student groups continue and require focused attention. For example, there is a 13 percentage point gap between African American students and White students and a 13.5 percentage point gap between Latinx students and White students. Moreover, the largest gap is currently between Native students and White students (38.5 percentage points).

Table 3. Portland Public Schools 4 Year Graduation Rates by Service

Service Memberships	2020-21 4-Year Cohort Grad and Completion Rates				
	Cohort	Grads	Grad Rate	Completers	Completion Rate
Economically Disadvantaged	1,801	1,409	78.2%	1,434	79.6%
LEP	211	133	63.0%	135	64.0%
Special Ed	529	364	68.8%	380	71.8%
TAG	744	714	96.0%	721	96.9%

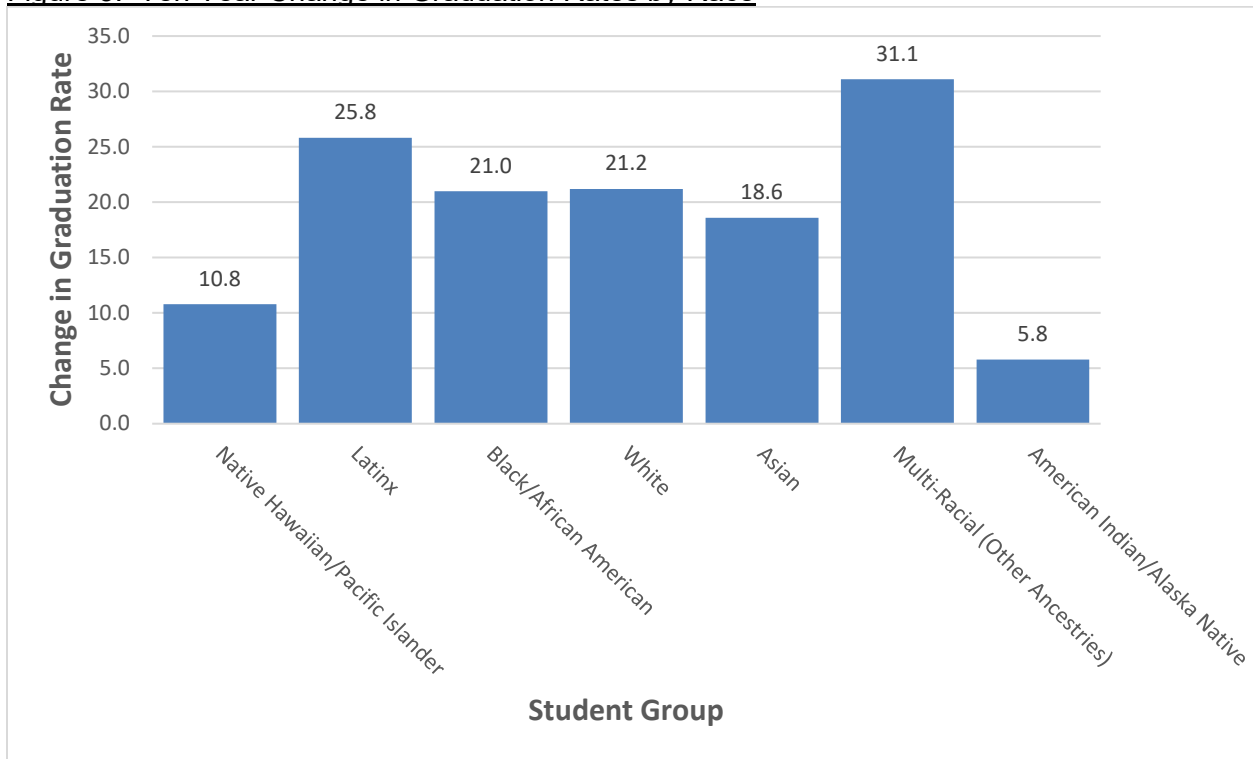
*Completion includes Regular, Modified, Adult, and Extended Diplomas, as well as GEDs.

Figure 2. One Year Change in Graduation Rates by Race.



Year over year comparisons reveal increases in graduation rates for Asian, Multi-racial (other ancestries), and White students and slight decreases in graduation rates for African American and Latinx students. The large changes in graduation rates for American Indian/Alaskan Native and Native Hawaiian/Pacific Islander should be carefully and cautiously considered due to the small sizes of each cohort (26 and 30 students in each group, respectively).

Figure 3. Ten Year Change in Graduation Rates by Race



When graduation rates are examined across the past decade, the rise in the graduation rate and the closing of gaps in graduation rates is remarkable. All student racial groups demonstrated increases in the graduation rate from 2009-2010 to the present. For some groups, the rise in graduation rate clearly outpaced the increases in the rate for PPS as a whole. Multi-Racial (other ancestries) showed the largest gains to date, followed by Latinx students, White students and African American students.

STAFF RECOMMENDATION

This is an information item.

The attached appendix contains graduation data trends by race/ethnicity and graduation rate trends by school.

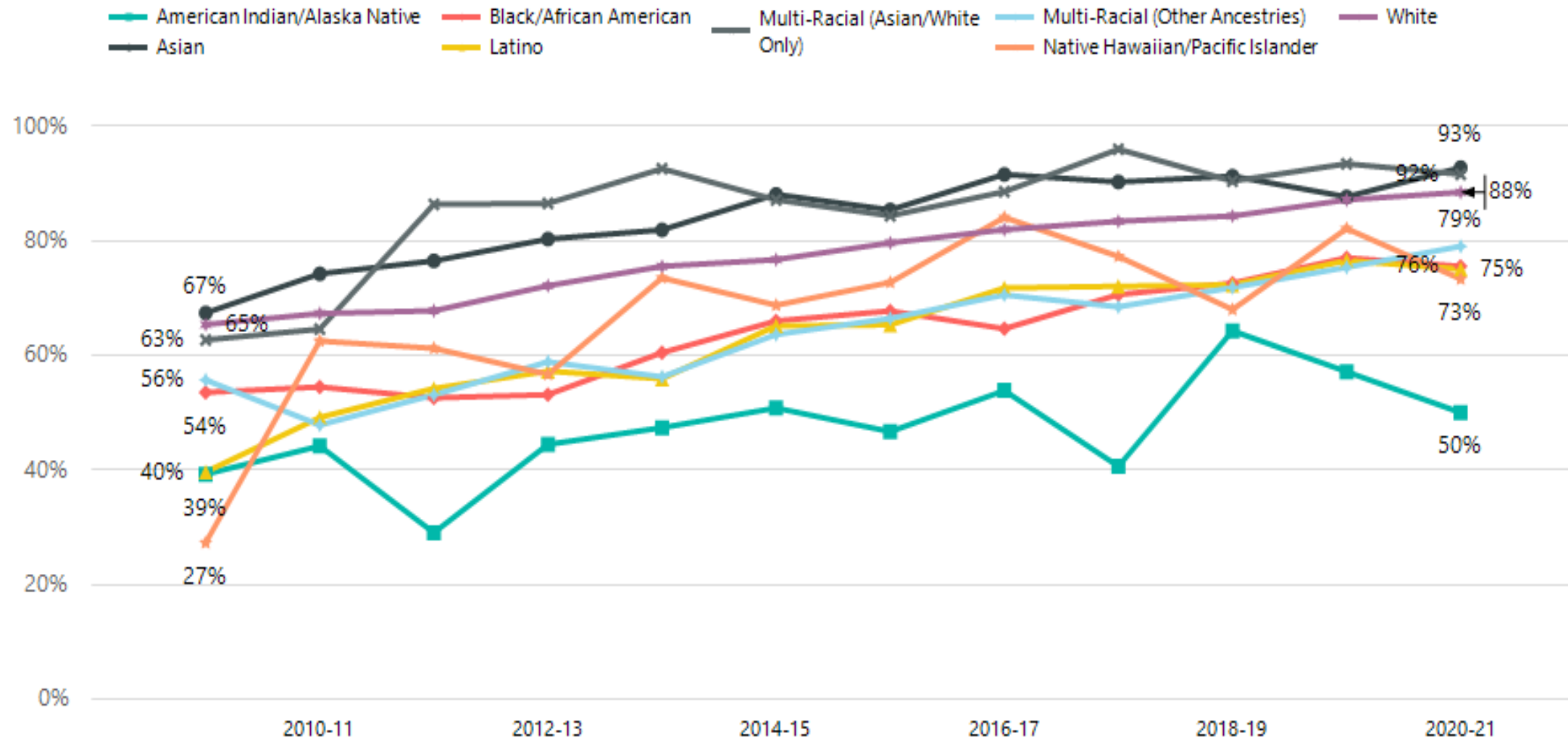
As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ (Initials)

ATTACHMENTS

- A. Graduation Trends by Race/Ethnicity
- B. School Level Graduation Trends

4-Year Cohort Grad Rates: Trends by Subgroup Race



School Level Graduation Trends

School	2020-2021			Prior Years											Changes		
	Cohort	Grads	Graduation Rate	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	1 Year	3 Year	10 Year
Benson	252	235	93.3%	91.7%	92.4%	87.3%	87.4%	89.0%	88.0%	85.0%	86.0%	82.0%	85.0%	80.0%	1.6%	6.0%	8.3%
Cleveland	407	360	88.5%	91.4%	86.8%	91.2%	87.9%	86.0%	85.0%	83.0%	82.0%	76.0%	80.0%	73.0%	-2.9%	-2.7%	8.5%
Franklin	497	439	88.3%	85.6%	86.0%	83.4%	85.3%	85.0%	88.0%	86.0%	85.0%	78.0%	71.0%	74.0%	2.7%	4.9%	17.3%
Grant	421	402	95.5%	94.3%	94.3%	92.6%	92.0%	89.0%	89.0%	90.0%	86.0%	84.0%	82.0%	86.0%	1.2%	2.9%	13.5%
Ida B. Wells-Barnett	398	367	92.2%	92.5%	87.5%	90.1%	88.3%	90.0%	91.0%	87.0%	83.0%	84.0%	78.0%	76.0%	-0.3%	2.1%	14.2%
Jefferson	208	189	90.9%	83.6%	88.2%	84.0%	83.4%	84.0%	80.0%	66.0%	67.0%	58.0%	55.0%	56.0%	7.3%	6.9%	35.9%
Leodis V. McDaniel	285	235	82.5%	83.2%	78.6%	82.8%	80.7%	74.0%	74.0%	75.0%	62.0%	71.0%	63.0%	57.0%	-0.7%	-0.3%	19.5%
Lincoln	396	378	95.5%	94.8%	92.9%	94.3%	94.9%	94.0%	93.0%	91.0%	87.0%	89.0%	89.0%	89.0%	0.7%	1.2%	6.5%
Roosevelt	307	237	77.2%	77.1%	73.0%	70.2%	72.6%	65.0%	62.0%	53.0%	64.0%	57.0%	53.0%	45.0%	0.1%	7.0%	24.2%
Total	3,171	2,842	89.6%	89.2%	87.2%	87.2%	86.7%	85.0%	85.0%	82.0%	80.0%	78.0%	74.0%	72.0%	0.4%	2.4%	15.6%

Accountable Alternatives

Alliance	110	48	43.6%	61.0%	35.2%	29.3%	24.1%	23.0%	13.0%	21.0%	16.0%	21.0%	15.0%	33.0%	-17.4%	14.3%	28.6%
MLC	24	17	70.8%	80.0%	57.1%	57.7%	66.7%	91.0%	72.0%	81.0%	58.0%	63.0%	67.0%	85.0%	-9.2%	13.1%	3.8%
Total	134	65	48.5%	64.9%	38.4%	34.5%	33.3%	39.0%	28.0%	35.0%	25.0%	32.0%	24.0%	41.0%	-16.4%	14.0%	24.5%

Students not assigned to accountable school

Unassigned	198	48	24.2%	24.6%	21.3%	20.2%	15.6%	11.0%	11.0%	9.0%	8.0%	9.0%	15.0%	17.0%	-0.4%	4.0%	9.2%
------------	-----	----	-------	-------	-------	-------	-------	-------	-------	------	------	------	-------	-------	-------	------	------

District Totals

Total	3,503	2,955	84.4%	83.7%	80.5%	79.6%	77.9%	75.0%	74.0%	70.0%	67.0%	63.0%	62.0%	58.6%	0.7%	4.8%	22.4%
--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	------	------	-------

Note: Numbers in this table may vary slightly from other figures in this report due to differences in rounding.

Data Dive: Graduation Rates 2021

January 2022



TOGETHER
WE WILL

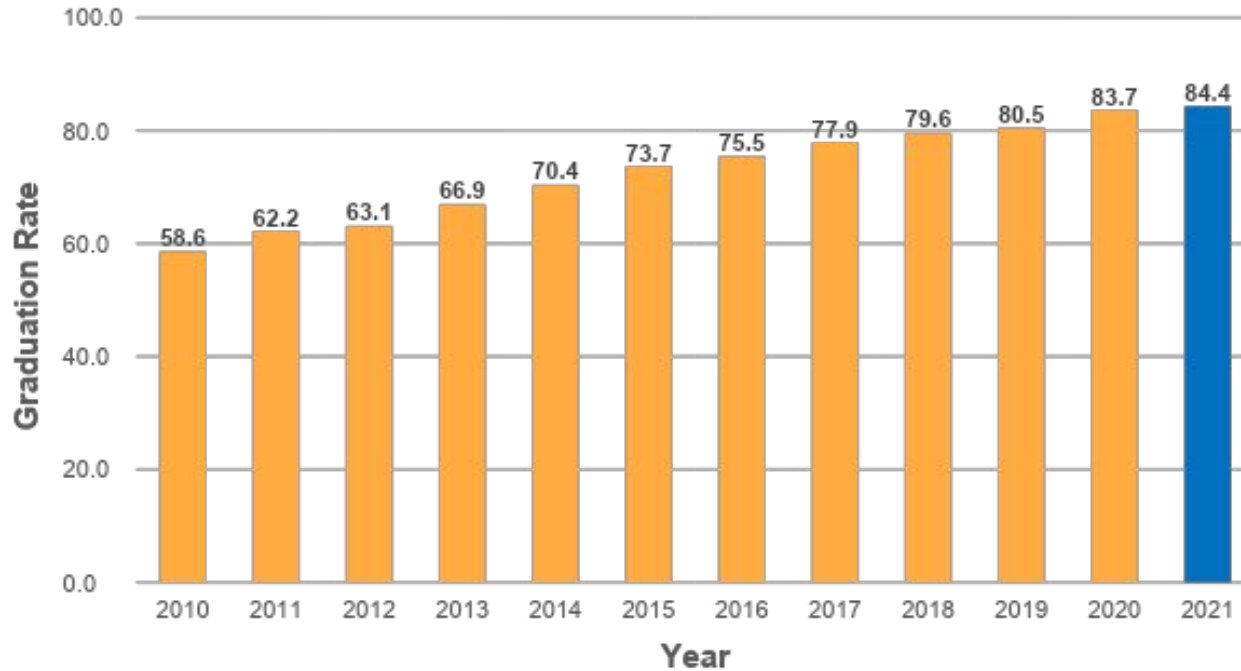
PORTLAND PUBLIC SCHOOLS

Guiding Questions

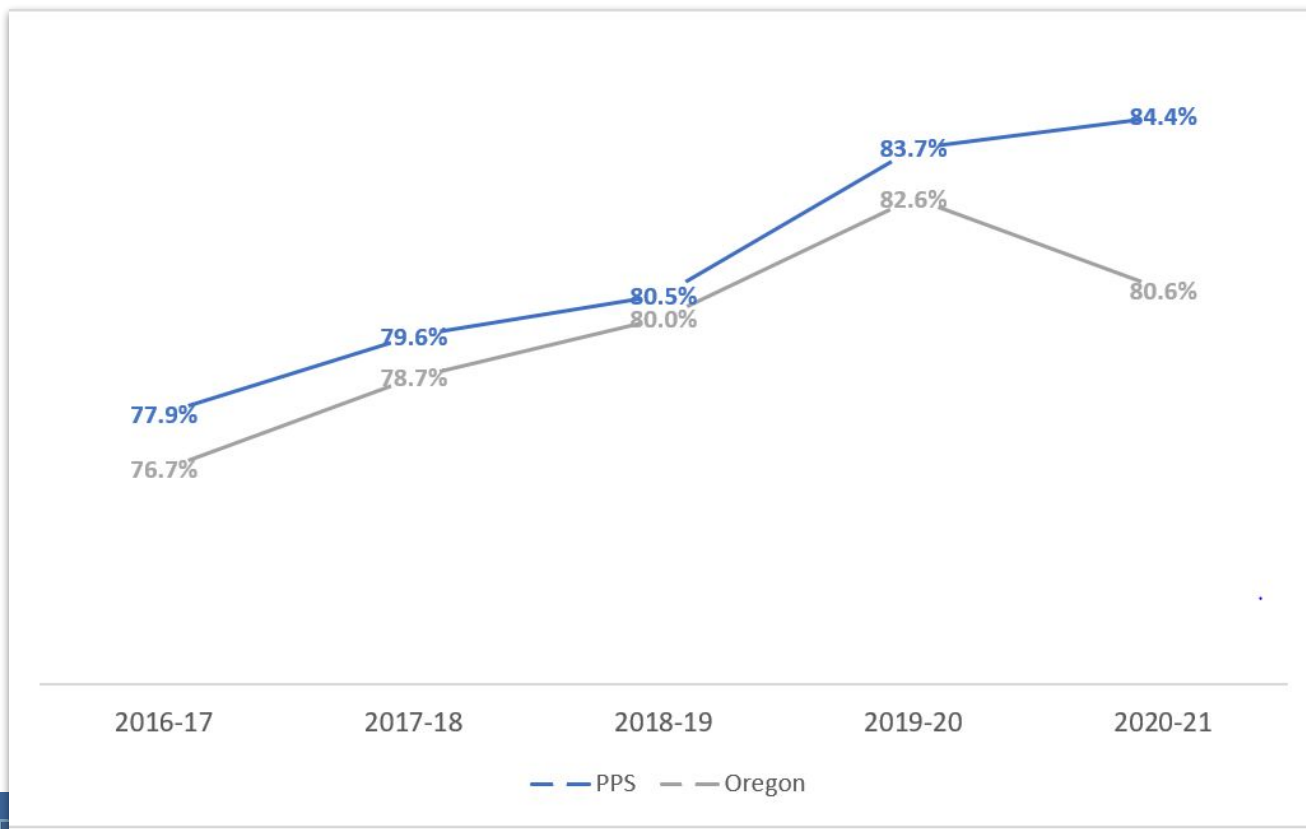
- What is PPS' graduation rate for the class of 2021 and how does that compare to the state of Oregon?
- What are PPS' trends in graduation rate by race over time?
- What are our high school graduation rates?
- What central supports are in place to support graduation?
- What are high schools doing to reach graduation rates above 90%?



Cohort Graduation Rates Over Time



Comparisons with the State



TOGETHER
WE WILL

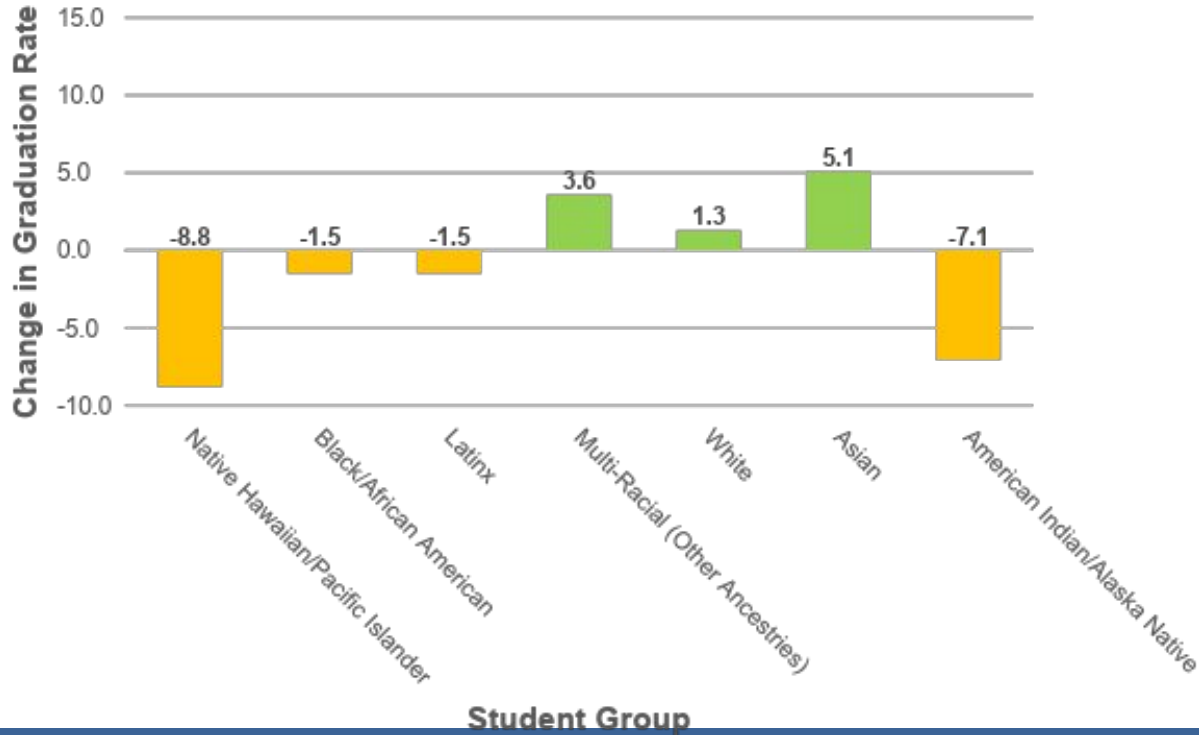
Graduation Rate by Race/Ethnicity

Race/Ethnicity	2020-21 4-Year Cohort Grad and Completion Rates				
	Cohort	Grads	Grad Rate	Completers*	Completion Rate
American Indian/Alaska Native	26	13	50.0%	13	50.0%
Asian	263	244	92.8%	245	93.2%
Black/African American	323	244	75.5%	245	75.9%
Latinx	613	460	75.0%	467	76.2%
Multi-Racial (Asian/White Only)	143	131	91.6%	133	93.0%
Multi-Racial (Other Ancestries)	229	181	79.0%	185	80.8%
Native Hawaiian/Pacific Islander	30	22	73.3%	22	73.3%
White	1,876	1,660	88.5%	1,688	90.0%
District Totals	3,503	2,955	84.4%	2,998	85.6%

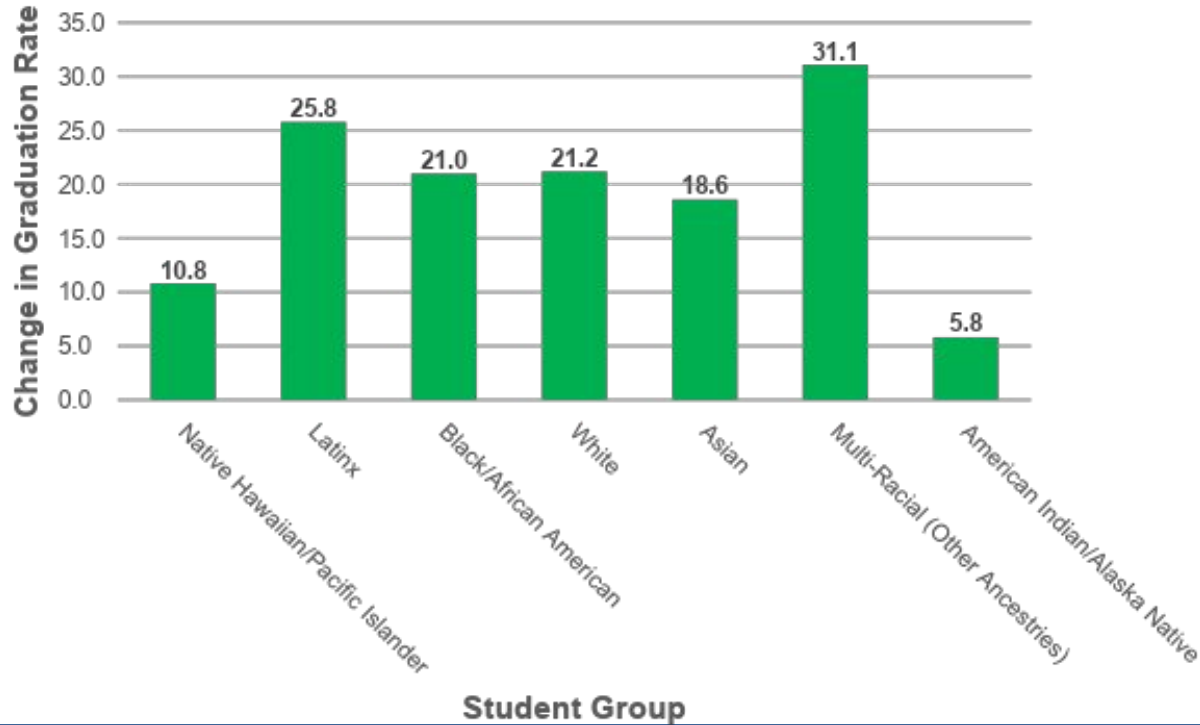
*Completion includes Regular, Modified, Adult, and Extended Diplomas, as well as GEDs.



One Year Change by Race/Ethnicity

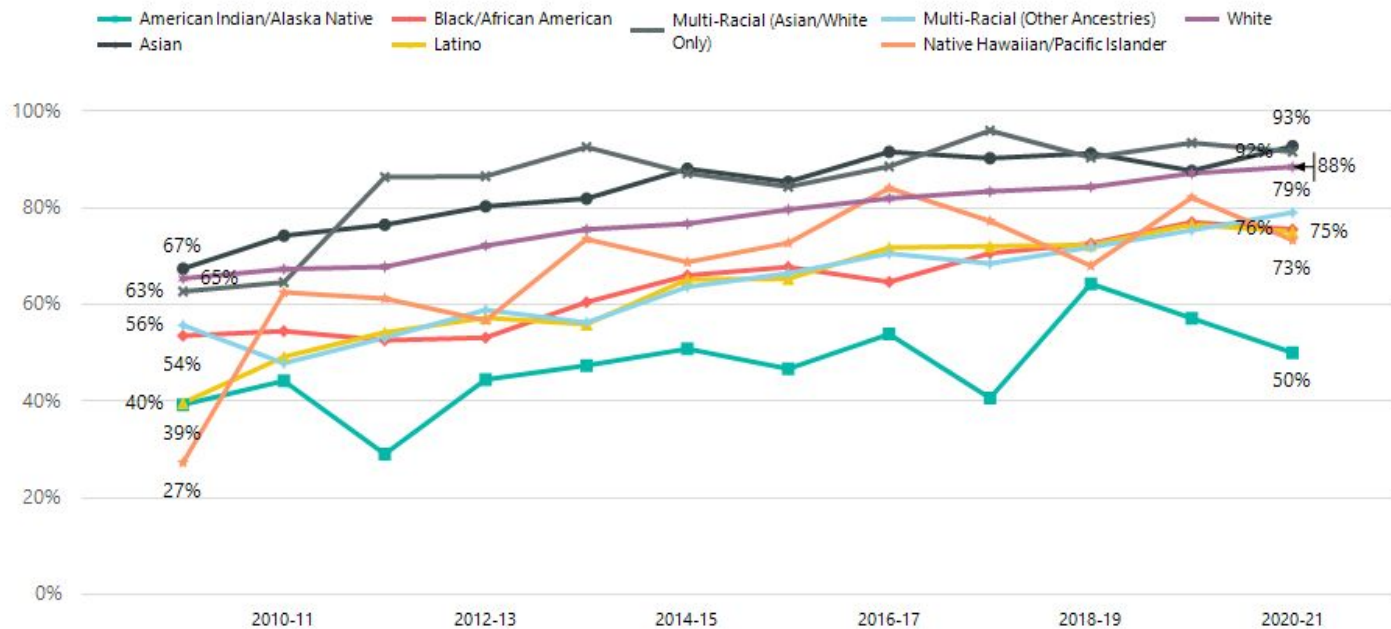


Ten Year Change by Race/Ethnicity



Trends By Race

4-Year Cohort Grad Rates: Trends by Subgroup Race



Graduation Rate by Service Memberships

Service Memberships	2020-21 4-Year Cohort Grad and Completion Rates				
	Cohort	Grads	Grad Rate	Completers*	Completion Rate
Economically Disadvantaged	1,801	1,409	78.2%	1,434	79.6%
LEP	211	133	63.0%	135	64.0%
Special Ed	529	364	68.8%	380	71.8%
TAG	744	714	96.0%	721	96.9%
District Totals	3,503	2,955	84.4%	2,998	85.6%

*Completion includes Regular, Modified, Adult, and Extended Diplomas, as well as GEDs.



High School Grad Rates

School	2020-2021			Changes		
	Cohort	Grads	Graduation Rate	1 Year	3 Year	10 Year
Benson	252	235	93.3%	1.6%	6.0%	8.3%
Cleveland	407	360	88.5%	-2.9%	-2.7%	8.5%
Franklin	497	439	88.3%	2.7%	4.9%	17.3%
Grant	421	402	95.5%	1.2%	2.9%	13.5%
Ida B. Wells-Barnett	398	367	92.2%	-0.3%	2.1%	14.2%
Jefferson	208	189	90.9%	7.3%	6.9%	35.9%
Leodis V. McDaniel	285	235	82.5%	-0.7%	-0.3%	19.5%
Lincoln	396	378	95.5%	0.7%	1.2%	6.5%
Roosevelt	307	237	77.2%	0.1%	7.0%	24.2%
Total	3,171	2,842	89.6%	0.4%	2.4%	15.6%

Accountable Alternatives

Alliance	110	48	43.6%	-17.4%	14.3%	28.6%
MLC	24	17	70.8%	-9.2%	13.1%	3.8%
Total	134	65	48.5%	-16.4%	14.0%	24.5%

Students not assigned to accountable school

Unassigned	198	48	24.2%	-0.4%	4.0%	9.2%
------------	-----	----	-------	-------	------	------

District Totals

Total	3,503	2,955	84.4%	0.7%	4.8%	22.4%
--------------	--------------	--------------	--------------	------	------	-------



Central Office Supports

- [High School Success Plan](#)
- M98 funds- intentional investments:
 - 9th Grade Student Success Teams
 - Credit Recovery Funding
 - 8-9th Grade Bridge Programs
 - CTE Program Expansion
 - Master Scheduling Software
 - Student Attendance Coaches
 - Post Secondary Planning- College Coordinators
 - Increased Advanced Coursework Options



Jefferson High School: Growing Academic Champions Everyday



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

Pushing to 100: Relentless

	c/o 2017	c/o 2018	c/o 2019	c/o 2020	c/o 2021
Overall	83%	84%	88%	84%	91%
U/ Race	78%	84%	93%	75%	85%
Econ Dis	85%	84%	89%	86%	92%
Black	77%	88%	92%	81%	93%
Latinx	72%	67%	76%	62%	73%
White	97%	79%	94%	94%	>95%



What we measure matters.

Class of	% Middle College Diploma	Total College Credits Earned	Class Size
2015	60%	2100	103
2016	85%	2600	107
2017	85%	3100	128
2018	90%	3000	113
2019	94%	3800	138





Thank You!



TOGETHER
WE WILL



Diploma Requirements

Diploma requirements are a significant indicator of the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements as well as all district requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate which meet or exceed state requirements.

I. High School Diploma Requirements

- A.** To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

Subject	Credits
Language Arts	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies (including ½ credit of Civics)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	3
Electives	4
Total Credits	24

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application.
- B. Credit Requirements:** Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.
- C. Proficiency credit:** Proficiency credit will be awarded in accordance with State law and district guidelines.
- D.** If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:
 1. A foster child;
 2. Homeless;
 3. A runaway;
 4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
 5. A child of a migrant worker; or
 6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

E. Essential Skills:

- 1.** The District will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.
- 2.** The District will develop procedures to provide Essential Skills sample options in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.
- 3.** Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

- A.** A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the Portland Public Schools' Board of Education for a diploma while receiving reasonable modifications and accommodations.
- B.** To be eligible for a modified diploma a student must:
1. Have a documented history of an inability to maintain grade level achievements due to significant learning and instruction barriers; or
 2. Have a documented history of a medical condition that creates a barrier to achievement.
 3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
Language Arts	3
Mathematics	2
Science	2
Social Studies (including ½ credit of Civics)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	24

4. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application,
 - e. Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Proficiency credit may be awarded in accordance with State law and district guidelines.
- E. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

- A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.
- B. To be eligible for an extended diploma a student must:
 1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
 2. Have a serious illness or injury that occurs after grade eight, that changes the student’s ability to participate in grade level activities and that results in the student participating in alternate assessments.
 3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
 4. Have a documented medical condition that creates a barrier to achievement.
 5. Earn the following 12 credits between grade nine through the completion of high school:

Subject	Credits
Language Arts	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1

Credits	12
----------------	-----------

- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.

IV. Alternative Certificate Requirements

- A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
- B. An alternative certificate will be awarded based on a student's needs and achievement.
- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

- 1. The Superintendent shall grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

- B. **Graduating in Less Than Four Years:** The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

- C. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

- D. **Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the

student's class unless the student is deemed ineligible due to discipline violations.

E. Issuance of Diplomas to Veterans: As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.
3. Resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district, and Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States and
4. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd _/22



BOARD POLICY

Diploma Requirements

4.20.042-P

Policy 4.20.042-P Diploma Requirements

Diploma requirements are a significant indicator of the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements as well as all district requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate which meet or exceed state requirements.

I. High School Diploma Requirements

- A.** To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

Subject	Credits
English Language Arts	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies (including ½ credit of Civics)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	3
Electives	4
Total Credits	24



BOARD POLICY

4.20.042-P

Diploma Requirements

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. Demonstrate Career Related Learning Standards,
 - c. Participate in Career Related Learning Experiences,
 - d. Complete an Extended Application.

B. Credit Requirements: Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.

C. Proficiency credit: Proficiency credit will be awarded in accordance with State law and district guidelines.

D. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

E. Essential Skills:

1. The District will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.
2. The District will develop procedures to provide Essential Skills sample options in the ELL student's language of



BOARD POLICY

4.20.042-P

Diploma Requirements

origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

- 3.** Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

- A.** A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the Portland Public Schools' Board of Education for a diploma while receiving reasonable modifications and accommodations.
- B.** To be eligible for a modified diploma a student must:
 1. Have a documented history of an inability to maintain grade level achievements due to significant learning and instruction barriers; or
 2. Have a documented history of a medical condition that creates a barrier to achievement.
 3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:



BOARD POLICY
Diploma Requirements

4.20.042-P

Subject	Credits
English Language Arts	3
Mathematics	2
Science	2
Social Studies (including ½ credit of Civics)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	24

4. In addition to the above credit requirements, students must:
- Develop a Personal Education Plan and build an education profile,
 - Demonstrate Career Related Learning Standards,
 - Participate in Career Related Learning Experiences,
 - Complete an Extended Application,
 - Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.
- C.** Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.



BOARD POLICY

Diploma Requirements

4.20.042-P

- D. Proficiency credit may be awarded in accordance with State law and district guidelines.
- E. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

- A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.
- B. To be eligible for an extended diploma a student must:
 1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
 2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.
 3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
 4. Have a documented medical condition that creates a barrier to achievement.



BOARD POLICY
Diploma Requirements

4.20.042-P

5. Earn the following 12 credits between grade nine through the completion of high school:

Subject	Credits
English Language Arts	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.

IV. Alternative Certificate Requirements

- A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
- B. An alternative certificate will be awarded based on a student's needs and achievement.



BOARD POLICY

Diploma Requirements

4.20.042-P

- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

- 1. The Superintendent shall grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

- B. **Graduating in Less Than Four Years:** The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

- C. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

- D. **Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless the



BOARD POLICY

4.20.042-P

Diploma Requirements

student is deemed ineligible due to discipline violations.

- E. Issuance of Diplomas to Veterans:** As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:
1. The person was discharged or released under honorable conditions, and
 2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.
 3. Resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district, and

4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; **Amd 1/22**



BOARD POLICY

1.80.020-P

Non-Discrimination / Anti-Harassment Policy

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.

The District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender expression or identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran's status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates. Race includes physical characteristics that are historically associated with race, including, but not limited to, natural hair, hair texture, hair type and protective hairstyles (a hairstyle, hair color or manner of wearing hair that includes, but is not limited to, braids, regardless of whether the braids are created with extensions or styled with adornments, locs and twists).

The District prohibits discrimination and harassment in all of its programs and operations, including but not limited to, employment, assignment, and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and in accommodating the public at public meetings.

Complaints regarding discrimination and harassment may be filed with any District administrator or manager, including Human Resources (complaint line: 503-916-2990 or hrlegal@pps.net), PPS's Title IX Office (Titleix@pps.net), and the Superintendent. In addition, complaints regarding discrimination may be filed with the United States or Oregon Departments of Education Office for Civil Rights. All complaints regarding sexual harassment and sexual violence shall also be forwarded to the Title IX Office. Complaints may be made anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.

Specific information on where to file a complaint can be found here: [\[hyperlink landing page\]](#)

Retaliation, intimidation, harassment, or threats against any person who in good faith reports, is thought to have reported, or otherwise participates in an investigation of

discrimination or harassment is strictly prohibited, regardless of whether a complaint is substantiated. The good-faith initiation of any complaint of discrimination or harassment by a student will not adversely affect a student's school placement or educational learning environment. The good-faith initiation of any complaint of discrimination or harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff complainant. False reports found to be made in bad-faith shall be regarded as a serious offense and may result in disciplinary action or other appropriate sanctions.

The District shall investigate all complaints of discrimination, harassment, and retaliation.

Legal References: ORS 192.630; ORS 326.051; ORS 339.356; ORS 342.700; ORS 342.704; ORS 342.865; ORS 659.850; ORS 659A.006; ORS 659A.029; ORS 659A.030; ORS 659A.133; ORS 659A.270-.290; Title VII of the Civil Rights Act of 1964, as amended, Americans with Disabilities Act, Family Medical Leave Act, Age Discrimination in Employment Act

OSBA: AC

History: Adpt 2/13/97; Amd 9/9/02; Amd 6/17/13; Amd 4/10/18; Amd 6/2021; Amd _2/2022

	<p>BOARD POLICY</p> <p>Non-Discrimination/ Anti-Harassment Policy</p>	<p>1.80.020-P</p>
---	--	--------------------------

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.

The District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender expression or identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran's status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates. **Race includes physical characteristics that are historically associated with race, including, but not limited to, natural hair, hair texture, hair type and protective hairstyles (a hairstyle, hair color or manner of wearing hair that includes, but is not limited to, braids, regardless of whether the braids are created with extensions or styled with adornments, locs and twists).**

The District prohibits discrimination and harassment in all of its programs and operations, including but not limited to, employment, assignment, and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and in accommodating the public at public meetings.

Complaints regarding discrimination and harassment may be filed with any District administrator or manager, including Human Resources (complaint line: 503-916-2990 or hrlegal@pps.net), PPS's Title IX Office (Titleix@pps.net), and the Superintendent. In addition, complaints regarding discrimination may be filed with the United States or Oregon Departments of Education Office for Civil Rights . All complaints regarding sexual harassment and sexual violence shall also be forwarded to the Title IX Office. Complaints may be made anonymously; however, corroborating evidence is

required for any disciplinary action or other consequences.

Specific information on where to file a complaint can be found here: [hyperlink landing page]

Retaliation, intimidation, harassment, or threats against any person who in good faith reports, is thought to have reported, or otherwise participates in an investigation of discrimination or harassment is strictly prohibited, regardless of whether a complaint is substantiated. The good-faith initiation of any complaint of discrimination or harassment by a student will not adversely affect a student's school placement or educational learning environment. The good-faith initiation of any complaint of discrimination or harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff complainant. False reports found to be made in bad-faith shall be regarded as a serious offense and may result in disciplinary action or other appropriate sanctions.

The District shall investigate all complaints of discrimination, harassment, and retaliation.

Legal References: ORS 192.630; ORS 326.051; ORS 339.356; ORS 342.700; ORS 342.704; ORS 342.865; ORS 659.850; ORS 659A.006; ORS 659A.029; ORS 659A.030; ORS 659A.133; ORS 659A.270-.290; Title VII of the Civil Rights Act of 1964, as amended, Americans with Disabilities Act, Family Medical Leave Act, Age Discrimination in Employment Act

OSBA: AC

History: Adpt 2/13/97; Amd 9/9/02; Amd 6/17/13; Amd 4/10/18; Amd 6/2021; Amd __/2022

RESOLUTION No. 6429

Resolution to Adopt Revised Workplace Harassment Policy 5.10.060-P

RECITALS

- A. On December 1, 2021, the Board Policy Committee reviewed and considered the proposed revisions of the Workplace Harassment policy 5.10.060-P.
- B. On December 14, 2021, the Board presented the first reading of the revised Workplace Harassment 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 Workplace Harassment policy 5.10.060-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



Workplace Harassment

- (1) All District work environments should be free from any form of harassment, including sexual harassment. All District employees, school board members, volunteers, and contractors, must avoid any conduct or action that could be characterized as harassment of another employee, whether that occurs in the workplace or off District premises.
- (2) Workplace harassment is unwelcome and offensive conduct that creates an intimidating, hostile or abusive work environment. Harassment includes, but is not limited to, conduct that constitutes discrimination based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, disability, expunged juvenile record, and any other discrimination prohibited by law and includes sexual assault.
- (3) Sexual assault means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat, or intimidation and includes any unwelcome sexual advances, requests for sexual favors, physical contact, or any other unwelcome conduct, verbal or nonverbal, of a sexual nature when:
 - (a) The employee's submission to, or rejection of, the conduct is made either an implicit or explicit term or condition of employment (including wages, evaluation, advancement, retention, assigned duties, or other employment-related matters);
 - (b) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the purpose or effect of substantially interfering with an individual's work performance; or
 - (c) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the effect of creating an intimidating, hostile, or offensive working environment.
 - (A) **Verbal conduct** includes sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, and threats.
 - (B) **Nonverbal conduct** includes sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting noises, obscene gestures, whistling, and leering.
 - (C) **Physical conduct** includes unwanted physical contact such as touching, pinching, brushing the body, coerced sexual intercourse, or assault.
- (4) No District employee, school board member, contractor, or volunteer may use the authority of their position to subject any employee to sexual harassment, as described above, or to coerce, encourage, or force another into a romantic relationship.
- (5) When it is brought to their attention, administrators and supervisors must take affirmative steps to stop workplace harassment, including sexual harassment of subordinates or non-employees, including warning, discipline, and recommending possible dismissal of the offending staff.
- (6) Any District employee who believes they have been subject to workplace harassment may file a report with



Workplace Harassment

- (a) their supervisor,
 - (b) the Human Resources Department Complaint hotline,.
 - (c) the Oregon Bureau of Labor and Industries' (BOLI) complaint resolution process
 - (d) or through other avenues available under civil or criminal law.
 - (e) Any person who believes they have been subject to workplace harassment should also make a report of sexual harassment to the Title IX Director for the District.
- (7) All incidents of behavior that may violate this policy shall be promptly investigated. The District will make every reasonable effort to safeguard employee privacy and preserve confidentiality to the extent the investigative process allows.
- (8) The District will not tolerate retaliation by any District employee, school board member, contractor, or volunteer, against any person who in good faith reports conduct believed to constitute workplace harassment. The District may discipline employees who retaliate in violation of this policy, provide false information, or make a complaint in bad faith. The District may take any other actions deemed necessary in response to similar conduct from a contractor or volunteer.
- (9) The District may not require or coerce an employee who makes an allegation of workplace harassment to enter into a nondisclosure or nondisparagement agreement unless it complies with ORS 659A.001 et seq.
- (10) District employees who make a report of workplace harassment shall be provided all information required by law, including guidelines for relief for remedies available through administrative or judicial remedies.
- (11) All complaints of harassment directed toward non-employees should be addressed under the District's Discrimination/Annoyance Harassment Policy, 1.80.020-P.

References: ORS 659A.001 et seq. ORS 342.700 to 342.708; ORS 342.865
Title VII of the Civil Rights Act of 1964,
Title IX of the Civil Rights Act of 1964,
Title I of the Rehabilitation Amendments of 1972, 20 U.S.C.A., 1681-1683 (20
American with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 C.F.R Part 1630

History: Adpt. 9/25/97; Amd. 2/99, 5/20

[INSERT Link to AD]



Workplace Harassment

- (1) All District work environments should be free from any form of harassment, including sexual harassment. All District employees, school board members, volunteers, and contractors, must avoid any conduct or action that could be characterized as harassment of another employee, whether that occurs in the workplace or off District premises.
- (2) Workplace harassment is unwelcome and offensive conduct that creates an intimidating, hostile or abusive work environment. Harassment includes, but is not limited to, means- conduct that constitutes discrimination based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, disability, expunged juvenile record, and any other discrimination prohibited by law and includes sexual assault.
- (3) Sexual assault means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat, or intimidation and includes any unwelcome sexual advances, requests for sexual favors, physical contact, or any other unwelcome conduct, verbal or nonverbal, of a sexual nature when:
 - (a) The employee's submission to, or rejection of, the conduct is made either an implicit or explicit term or condition of employment (including wages, evaluation, advancement, retention, assigned duties, or other employment-related matters);
 - (b) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the purpose or effect of substantially interfering with an individual's work performance; or
 - (c) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the effect of creating an intimidating, hostile, or offensive working environment.
 - (A) **Verbal conduct** includes sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, and threats.
 - (B) **Nonverbal conduct** includes sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting noises, obscene gestures, whistling, and leering.
 - (C) **Physical conduct** includes unwanted physical contact such as touching, pinching, brushing the body, coerced sexual intercourse, or assault.
- (4) No District employee, school board member, contractor, or volunteer may use the authority of their position to subject any employee to sexual harassment, as described above, or to coerce, encourage, or force another into a romantic relationship.
- (5) When it is brought to their attention, administrators and supervisors must take affirmative steps to stop workplace harassment, including sexual harassment of subordinates or non-employees, including warning, discipline, and recommending possible dismissal of the offending staff.
- (6) Any District employee who believes they have been subject to workplace harassment may file a report with



Workplace Harassment

- (a) their supervisor,
 - (b) the Human Resources Department Complaint hotline,.
 - (c) the Oregon Bureau of Labor and Industries' (BOLI) complaint resolution process
 - (d) or through other avenues available under civil or criminal law.
 - (e) Any person who believes they have been subject to workplace harassment should also make a report of sexual harassment to the Title IX Director for the District.
- (7) All incidents of behavior that may violate this policy shall be promptly investigated. The District will make every reasonable effort to safeguard employee privacy and preserve confidentiality to the extent the investigative process allows.
- (8) The District will not tolerate retaliation by any District employee, school board member, contractor, or volunteer, against any person who in good faith reports conduct believed to constitute workplace harassment. The District may discipline employees who retaliate in violation of this policy, provide false information, or make a complaint in bad faith. The District may take any other action it deems necessary in response to similar conduct from a contractor or volunteer.
- (9) The District may not require or coerce an employee who makes an allegation of workplace harassment to enter into a nondisclosure or nondisparagement agreement unless it complies with ORS 659A.
- (10) District employees who makes a report of workplace harassment shall be provided all information required by law, including, timelines for relief for administrative or judicial remedies available
- (11) All complaints of harassment directed toward non-employees should be addressed under the District's Nondiscrimination/Anti-Harassment Policy, 1.80.020-P.

Legal References: ORS 659A.001 et seq. ORS 342.700 to 342.708; ORS 342.865
Title VI of the Civil Rights Act of 1964,
Title VII of the Civil Rights Act of 1964,
Title IX of the Education Amendments of 1972, 20 U.S.C.A., 1681-1683 (2018)
Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt. 9/25/97; Amd. 2/99, 5/20

[INSERT Link to AD]

Portland Public School District 1st Reading

DATE OF FIRST READING: December 14, 2021

PUBLIC COMMENT FOR **Policy 5.10.060-P:** **Workplace Harassment Policy**

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: January 03, 2021

Summary: Workplace Harassment Policy 5.10.060-P

1st 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

Included in Packet	Page
Redlined Policy with Proposed Changes	03
Original Policy	05
Staff Report	08



Workplace Harassment

- (1) All District work environments should be free from any form of harassment, including sexual harassment. All District employees, school board members, volunteers, and contractors, must avoid any conduct or action that could be characterized as harassment of another employee, whether that occurs in the workplace or off District premises.
- (2) Workplace harassment is unwelcome and offensive conduct that creates an intimidating, hostile or abusive work environment. Harassment includes, but is not limited to, means- conduct that constitutes discrimination based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, disability, expunged juvenile record, and any other discrimination prohibited by law and includes sexual assault.
- (3) Sexual assault means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat, or intimidation and includes any unwelcome sexual advances, requests for sexual favors, physical contact, or any other unwelcome conduct, verbal or nonverbal, of a sexual nature when:
 - (a) The employee's submission to, or rejection of, the conduct is made either an implicit or explicit term or condition of employment (including wages, evaluation, advancement, retention, assigned duties, or other employment-related matters);
 - (b) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the purpose or effect of substantially interfering with an individual's work performance; or
 - (c) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the effect of creating an intimidating, hostile, or offensive working environment.
 - (A) **Verbal conduct** includes sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, and threats.
 - (B) **Nonverbal conduct** includes sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting noises, obscene gestures, whistling, and leering.
 - (C) **Physical conduct** includes unwanted physical contact such as touching, pinching, brushing the body, coerced sexual intercourse, or assault.
- (4) No District employee, school board member, contractor, or volunteer may use the authority of their position to subject any employee to sexual harassment, as described above, or to coerce, encourage, or force another into a romantic relationship.
- (5) When it is brought to their attention, administrators and supervisors must take affirmative steps to stop workplace harassment, including sexual harassment of subordinates or non-employees, including warning, discipline, and recommending possible dismissal of the offending staff.
- (6) Any District employee who believes they have been subject to workplace harassment may file a report with



Workplace Harassment

- (a) their supervisor,
 - (b) the Human Resources Department Complaint hotline,.
 - (c) the Oregon Bureau of Labor and Industries' (BOLI) complaint resolution process
 - (d) or through other avenues available under civil or criminal law.
 - (e) Any person who believes they have been subject to workplace harassment should also make a report of sexual harassment to the Title IX Director for the District.
- (7) All incidents of behavior that may violate this policy shall be promptly investigated. The District will make every reasonable effort to safeguard employee privacy and preserve confidentiality to the extent the investigative process allows.
- (8) The District will not tolerate retaliation by any District employee, school board member, contractor, or volunteer, against any person who in good faith reports conduct believed to constitute workplace harassment. The District may discipline employees who retaliate in violation of this policy, provide false information, or make a complaint in bad faith. The District may take any other action it deems necessary in response to similar conduct from a contractor or volunteer.
- (9) The District may not require or coerce an employee who makes an allegation of workplace harassment to enter into a nondisclosure or nondisparagement agreement unless it complies with ORS 659A.
- (10) District employees who makes a report of workplace harassment shall be provided all information required by law, including, timelines for relief for administrative or judicial remedies available
- (11) All complaints of harassment directed toward non-employees should be addressed under the District's Nondiscrimination/Anti-Harassment Policy, 1.80.020-P.

Legal References: ORS 659A.001 et seq. ORS 342.700 to 342.708; ORS 342.865
Title VI of the Civil Rights Act of 1964,
Title VII of the Civil Rights Act of 1964,
Title IX of the Education Amendments of 1972, 20 U.S.C.A., 1681-1683 (2018)
Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt. 9/25/97; Amd. 2/99, 5/20

[INSERT Link to AD]

- (1) All District work environments should be free from any form of harassment, including sexual harassment. All District employees, school board members, volunteers, and contractors, must avoid any conduct or action that could be characterized as harassment of another employee, whether that occurs in the workplace or off District premises.
- (2) Workplace harassment means conduct that constitutes discrimination based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability, expunged juvenile record, and any other discrimination prohibited by law and includes sexual assault.
- (3) Sexual harassment means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat, or intimidation and includes any unwelcome sexual advances, requests for sexual favors, physical contact, or any other unwelcome conduct, verbal or nonverbal, of a sexual nature when:
 - (a) The employee's submission to, or rejection of, the conduct is made either an implicit or explicit term or condition of employment (including wages, evaluation, advancement, retention, assigned duties, or other employment-related matters);
 - (b) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the purpose or effect of substantially interfering with an individual's work performance; or
 - (c) The conduct by supervisors or other District employees, school board members, contractors, and volunteers, that has the effect of creating an intimidating, hostile, or offensive working environment.
 - (A) **Verbal conduct** includes sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, and threats.
 - (B) **Nonverbal conduct** includes sexually suggestive objects or pictures, graphic commentaries,

suggestive or insulting noises, obscene gestures, whistling, and leering.

(C) **Physical conduct** includes unwanted physical contact such as touching, pinching, brushing the body, coerced sexual intercourse, or assault.

- (4) Sexual harassment also includes assault which occurs when sexual contact occurs without a staff member's consent because the staff member is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.
- (5) No District employee, school board member, contractor, or volunteer may use the authority of their position to subject any employee to sexual harassment, as described above, or to coerce, encourage, or force another into a romantic relationship.
- (6) When it is brought to their attention, administrators and supervisors must take affirmative steps to stop workplace harassment, including sexual harassment of subordinates or non-employees, including warning, discipline, and recommending possible dismissal of the offending staff.
- (7) Any District employee who believes they have been subject to workplace harassment may file a report with
 - (a) their supervisor
 - (b) the Human Resources Department Complaint hotline
 - (c) the Oregon Bureau of Labor and Industries' (BOLI) complaint resolution process or
 - (d) through other avenues available under civil or criminal law.

Any person who believes they have been subject to workplace harassment should also make a report of sexual harassment to the Title IX Director for the District.

- (8) All reports of behavior that may violate this policy shall be promptly investigated. The District will make every

reasonable effort to safeguard employee privacy and preserve confidentiality to the extent the investigative process allows.

- (9) The District will not tolerate retaliation by any District employee, school board member, contractor, or volunteer, against any person who in good faith reports conduct believed to constitute workplace harassment. The District may discipline employees who retaliate in violation of this policy, provide false information, or make a complaint in bad faith. The District may take any other action it deems necessary in response to similar conduct from a contractor or volunteer.
- (10) The District may not require or coerce an employee who makes an allegation of workplace harassment to enter into a nondisclosure or nondisparagement agreement unless it complies with ORS 659A.
- (11) District employees who makes a report of workplace harassment shall be provided all information required by law, including, timelines for relief for available administrative or judicial remedies.
- (12) All complaints of harassment directed toward non-employees should be addressed under the District's Nondiscrimination/Anti-Harassment Policy, 1.80.020-P.

Legal References: ORS 659A.001 et seq. ORS 342.700 to 342.708; ORS 342.865
Title VI of the Civil Rights Act of 1964,
Title VII of the Civil Rights Act of 1964,
Title IX of the Education Amendments of 1972, 20 U.S.C.A., 1681-1683
(2018)
Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq.
29 CFR Part 1630

History: Adpt. 9/25/97; Amd. 2/99, 5/20, 6/21

OSBA: GBN/JBA and GBNA

[5.10.061-AD Sexual Harassment Complaint Procedure](#)



PORTLAND PUBLIC SCHOOLS
OFFICE OF General Counsel

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

Date: December 6, 2021
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Workplace Harassment Policy Revisions

BACKGROUND

The 2019 Oregon Legislature made a number of revisions to statutes related to employment and required workplace policies to address unlawful conduct constituting discrimination in the workplace and to provide protections against workplace harassment of employees. In 2021, the Oregon Legislature expanded protections against discrimination of gender identity, including it as a protected class in all Oregon laws that use “sexual orientation” in the text.

As we began work to incorporate “gender identity” into the text, the Department of Human Resources also requested that we consider expanding the definition of harassment to allow for greater protections of employees at PPS.

The amendments to the Workplace Policy reflect the inclusion of “gender identity” within the list of protected classes and also expands the definition of harassment beyond harassment arising from conduct constituting discrimination.

RELATED POLICIES/BEST PRACTICES

It is best practice to update policies to align with legislative changes.

FISCAL IMPACT

There is no fiscal impact projected for these changes to the policy.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The changes will be implemented immediately.

CONNECTION TO BOARD GOALS

These revisions reflect the Board’s goals to address discrimination in the workplace and to provide a safe and inclusive environment for all.

STAFF RECOMMENDATION

Staff recommends that the Board adopt these revisions to the Workplace Harassment Policy.

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

_____ *(Initials)*

ATTACHMENTS

- A. Redline version Workplace Harassment Policy
- B. Clean version Workplace Harassment Policy

RESOLUTION No. 6430

Resolution to Rescind Board Policies

Rescission of

- i. 1.10.020-P: Definitions
- ii. 2.40.010-P: Teacher Membership on Committees

RECITALS

- A. On December 1, 2021, the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 1.10.020-P: Definitions
 - ii. 2.40.010-P: Teacher Membership on Committees
- B. On December 14, 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. 1.10.020-P: Definitions
- ii. 2.40.010-P: Teacher Membership on Committees

Portland Public School District 1st Reading

DATE OF FIRST READING: December 14, 2021

PUBLIC COMMENT FOR

Policy Rescissions:

- **Definitions Policy 1.10.020-P**
- **Teacher Membership on Committees 2.40.010-P**

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: January 03, 2021

Summary:

Policy Rescissions:

- **Definitions Policy 1.10.020-P**
- **Teacher Membership on Committees 2.40.010-P**

1st 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

Included in Packet	Page
Staff Report	03
Definitions Policy 1.10.020-P	04
Teacher Membership on Committees 2.40.010-P	05



PORTLAND PUBLIC SCHOOLS
OFFICE OF LEGAL COUNSEL

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

Date: December 14, 2021
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Recommended for policy rescissions

The Board Policy Committee met on December 1, 2021, and discussed continuing to review policies to determine which needed updates and which should be rescinded. Two policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following two policies be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. **1.10.020-P Definitions**

This policy was adopted in 1971 and amended in 2002. The policy definitions are intuitive and do not add value to an already voluminous policy manual.

b. **2.40.010-P Teacher Membership on Committees**

This policy was adopted in 1971 and amended in 2002. The policy language is commentary in form and is a long-standing practice that does not constitute Board policy.

1.10.020-P Definitions

- (1) The terms "Portland Public Schools," "PPS," "school district" and "district" as used in this policy and administrative directive manual shall mean the school system of Multnomah County school district No. 1J.
- (2) The terms "Board member(s)" or "School Director(s)" as used in this policy and administrative directive manual shall mean those persons duly elected according to election laws of the state to serve on the chief governing body of the district.
- (3) The terms "Board," "School Board" and "Board of Education," as used in this policy and administrative directive shall mean the Board of Directors of Multnomah County school district No. 1J.

Legal Reference: ORS 332.107

History: Adpt 6/71; Amd 7/79; Amd 12/83; Amd 9/9/02; BA 2417



2.40.010-P Teacher Membership on Committees

- (1) The Board affirms the proposition that teacher input is important to committees dealing with decisions that directly affect the educational activities of teachers and students. Therefore, whenever appointing any committee, an administrator is directed to determine the appropriateness of seeking teacher representation. If such membership is determined appropriate, provisions for such appointment shall be made. In instances where no teachers are appointed, the administrator must have adequate rationale for not including the teacher members.

Legal References:

History: Adpt 6/71; Amd 9/83; Amd 9/9/02; BA 2418





2021-22 Audit Plan Proposal

The Audit Committee met on December 9th, discussed the proposed audit topics, and recommended one audit, the English Second Language (ESL) Audit summary below, to the full Board for approval. This audit is in addition to two audits (the Hardship Transfer Audit and the Student Body Funds (ASB/SFB) Audit) currently underway and expected to be completed in 2021-22.

Operational Areas / Programs	2016 Risk Assessment		SoS Audit
	Inherent	Control	
English Second Language Program Audit	N/A	N/A	N/A
Objectives/Goals: To determine whether the District is compliant with obligations under Title VI of the Civil Rights Act of 1964 (Title VI), which states public schools must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services.			
Background Information: To comply with the legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), public schools must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services. There are standardized entrance and exit procedures for EIs, scoring requirements, timelines by which EIs must be identified, and reporting requirements under the 2016 ESL Guidance.			
Risks: There is a risk the District does not have adequate internal controls in place to ensure compliance with ESL requirements.			
Estimated Hours: 800			
Assessment/Audit Scope, includes but not limited to: <ol style="list-style-type: none"> 1) Review and evaluate ESL policies and procedures 2) Review data for tracking students' performance, particularly in underserved schools. 3) Evaluate record keeping of identified EL and review timeline to ensure ELs were assessed within 30 days of enrollment, as required under section 3113(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA). 4) Evaluate how ESL central personnel (TOSA and/or AD) evaluates students' progress. 5) Determine if the criteria for assessment of English language proficiency is in alignment to Oregon's English Language Proficiency Assessment (ELPA21) or promotion (or portfolio) process. 6) Evaluate if ELs who were exited from an EL program received a proficient score on Oregon's ELPA21, this includes English Learner Students with Disabilities (ELSWD). 7) Evaluate if current Executive Numbered Memo was used for reclassification and retention procedures for ELs. 			

RESOLUTION No. 6428

Resolution to Approve the Proposed Internal Performance Audit Plan

RECITALS

- A. Board policy requires the Board of Education to review and approve an annual performance audit plan.
- B. The auditors from the Office of the Internal Performance Auditor consulted with the District's 2021-22 Audit Committee, board members, staff, and others in assessing district risks and operations in the development of a proposed audit plan ("Audit Plan").
- C. The Audit Committee met on December 9th, discussed the proposed audit topics, considered some additional suggestions for audits, and recommended one audit, the English Second Language (ESL) Audit, to the full Board. This audit is in addition to two audits currently underway and expected to be completed in 2021-22.

RESOLUTION

The Board of Education hereby approves proceeding with the proposed 2021-22 Audit Plan, which includes an audit of English Second Language (ESL), and the currently underway Hardship Transfers and the Student Body Funds (ASB/SBF) audits.

RESOLUTION NO. 6437

Amendment to the Fiscal Year 2021-22 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 15, 2021, the Board of Education (“Board”), by way of Resolution No. 6323, voted to adopt an annual budget for the Fiscal Year 2021-22 as required under Local Budget Law; and
- B. Board Policy 8.10.030-AD, “Budget Reallocations - Post Budget Adoption,” establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board; and
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines; and
- D. This Amendment 1 Revises appropriations and recognizes resources to align the budget with current projections. Changes in appropriation levels are summarized in Attachment A to this resolution.
 - a. Amendment No. 1 includes the following major components:
 - i. \$404.7 million General Fund - Beginning Fund balance and Appropriation adjustments
 - 1. Recognize resources to true up the audited beginning fund balance and recognize PERS Bond refunding.
 - 2. Adjust appropriation levels to more accurately reflect updated spending, including PERS issuance that took place in August 2021, an increase in the CBO Net Operating Expense allocation from 80% to 90%, allocation of funding to support the non-bond compensable work, as well as supporting the work to Rebrand two highschools.
 - ii. \$11.4 million Special Revenue Fund - Beginning Fund balance and Appropriation adjustments
 - 1. Recognize reduction in beginning fund balance to align with audited financials, additional resources include but are not limited to Student Investment Account (SIA), Elementary and Secondary School Emergency Relief Funds (ESSER), and other additional grants received.
 - 2. Adjust appropriations from additional State and Federal sources to align with the current spending plan.
 - iii. \$18.6 million Debt Service Fund - Beginning Fund balance and Appropriation adjustments
 - 1. Recognize resources and appropriation levels to include the PERS Bond refunding that took place in August 2021.
 - iv. \$21.8 million Capital Projects Fund - Beginning Fund balance and Appropriation adjustments
 - 1. Recognize resources to true up the audited beginning fund balances.
 - 2. Adjust appropriation levels to more accurately reflect the updated spending plan for the current year.
 - v. \$0.7 million Internal Service Contingency Fund - Beginning Fund balance and Appropriation adjustments from risk management.
 - 1. Adjust resources and appropriation levels to align with audited beginning fund balance.
- E. This resolution is to enable the Board to approve an Amendment to the annual budget for the Fiscal Year 2021-22, and is allowed under ORS 294.471(a) (b) (c) (d) & (h) which state that the budget may be amended at a regular meeting of the governing body.
- F. The Superintendent recommends approval of this resolution.

RESOLUTION

BE IT RESOLVED that the Board of Directors of Portland Public Schools, hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2021.

Portland Public Schools
Summary of Amendments to 2021-22 Adopted Budget

Amendment #1
January 25, 2022

(in thousands)

	Adopted Budget	Adjustment	Amended Budget
100 - General Funds			
Resources			
Beginning Fund Balance	\$ 84,845	\$ 3,847	\$ 88,692
Local Property and Other Taxes	293,823	-	293,823
Local Option Taxes	104,279	-	104,279
Other Local Sources	13,724	-	13,724
County and Intermediate Sources	12,762	-	12,762
State School Fund	256,417	-	256,417
State Common School Fund	5,048	-	5,048
Federal and State Support	15	-	15
Interfund Transfers	0	-	0
Other	1,050	400,839	401,889
Total	\$ 771,963	\$ 404,686	\$ 1,176,649
Requirements			
Instruction	\$ 386,622	\$ 2,237	\$ 388,859
Support Services	328,092	4,794	332,886
Enterprise and Community Svcs	2,993	-	2,993
Debt Service & PERS UAL	1,223	400,839	402,062
Transfers of Funds	1,136	100	1,236
Contingency	51,896	(3,284)	48,612
Total	\$ 771,963	\$ 404,686	\$ 1,176,649
200 - Special Revenue Funds			
Resources			
Beginning Fund Balance	\$ 36,505	\$ (8,283)	\$ 28,222
Property and Other Taxes	323	-	323
Other Revenue from Local Sources	20,795	-	20,795
Intermediate Sources	0	-	0
State Sources	79,297	5,785	85,082
Federal Sources	166,240	13,750	179,990
Interfund Transfers	0	100	100
All Other Resources	0	-	0
Total	\$ 303,161	\$ 11,352	\$ 314,513
Requirements			
Instruction	\$ 121,344	\$ 20,088	\$ 141,432
Support Services	91,074	(1,566)	89,508
Enterprise and Community Svcs	54,053	(4,154)	49,899
Facilities Acquisition and Construction	69	-	69
Transfers of Funds	0	-	0
Contingencies	4,903	(3,520)	1,383
Unappropriated Ending Fund Balance	31,718	504	32,222
Total	\$ 303,161	\$ 11,352	\$ 314,513
300 - Debt Service Funds			
Resources			

Beginning Fund Balance		\$ 10,228	\$ 1,445	\$ 11,673
Property and Other Taxes		138,667	-	138,667
Other Revenue from Local Sources		60,284	17,131	77,415
Federal Sources		30	-	30
Interfund Transfers		1,754	-	1,754
Total		\$ 210,963	\$ 18,576	\$ 229,539
Requirements				
Debt Service & PERS UAL		\$ 200,309	\$ 18,093	\$ 218,402
Unappropriated Ending Fund Balance		10,654	483	11,137
Total		\$ 210,963	\$ 18,576	\$ 229,539
400 - Capital Projects Funds				
Resources				
Beginning Fund Balance		\$ 749,789	\$ 21,802	\$ 771,591
Other Revenue from Local Sources		7,425	-	7,425
Intermediate Sources		0	-	0
State Sources		6,544	-	6,544
Interfund Transfers		0	-	0
All Other Resources		0	-	0
Total		\$ 763,758	\$ 21,802	\$ 785,560
Requirements				
Instruction		\$ -	\$ -	\$ -
Support Services		2,313	27	2,340
Facilities Acquisition and Construction		438,017	21,775	459,792
Transfers of Funds		618	-	618
Contingency		0	-	0
Unappropriated Ending Fund Balance		322,810	-	322,810
Total		\$ 763,758	\$ 21,802	\$ 785,560
600 - Internal Service Funds				
Resources				
Beginning Fund Balance		\$ 5,858	\$ 692	\$ 6,550
Other Revenue from Local Sources		2,607	-	2,607
State Sources		100	-	100
Total		\$ 8,565	\$ 692	\$ 9,257
Requirements				
Support Services		\$ 3,778	\$ -	\$ 3,778
Contingency		4,787	692	5,479
Unappropriated Ending Fund Balance		0	-	0
Total		\$ 8,565	\$ 692	\$ 9,257
All Funds Total		\$ 2,058,410	\$ 457,108	\$ 2,515,518

Portland Public Schools
Summary of Amendments to 2021-22 Adopted Budget
Amendment #1
January 25, 2022

(in thousands)

		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
Adopted Resources:		\$ 771,963	\$ 303,161	\$ 983,286	\$ 2,058,410
Adjustments:					
1. Adjustments across funds to true up Beginning Fund Balance to audited financials.		3,847	(8,283)	23,939	19,503
2. Increase in General Fund Other resources to recognize the PERS Bond Refunding.		400,839			400,839
3. Increase in Debt Service Fund Other Revenue Local Sources to recognize the additional due to PERS Bond Refunding.				17,131	17,131
3. Increase in Special Revenue Fund Federal Sources to include updates to FEMA, ESSER, and other Federal sources			13,750		13,750
4. Increase in Special Revenue Fund State Sources to include the SIA carryover from prior year & add'l funding rec'd			5,785		5,785
5. Increase in Special Revenue Fund Interfund transfers to allocate for Nutrition Services resources from GF.			100		100
Total Resource Changes		404,686	11,352	41,070	457,108
Recommended Amended Resource Budget		\$ 1,176,649	\$ 314,513	\$ 1,024,356	\$ 2,515,518
		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
Adopted Requirements:		\$ 771,963	\$ 303,161	\$ 983,286	\$ 2,058,410
Adjustments:	Function				
1. Increase in General Fund Instruction to allocate the change in the CBO's Net Operating Exp. from 80% to 90%	1000	2,237			2,237
2. Increase in General Fund Support Services to recognize the General Fund Bond Carryover to support the IT and Curriculum Adoption projects.	2000	3,794			3,794
3. Increase in General Fund Support Services for District Rebranding activities.	2000	1,000			1,000
4. Increase in General Fund Debt Service to account for PERS Bond Refunding.	5000	400,839			400,839
Increase in Special Revenue Fund Debt Service to appropriate for the updated PERS expenditures.	5000			18,093	18,093
5. Increase in General Fund Transfers to allow for the annual Nutrition Services unpaid meal write-off.	5000	100			100
6. Decrease in General Fund Contingency to allocate appropriation to support the CBO funding increase and the Rebranding projects.		(3,284)			(3,284)
6. Increase in Special Revenue Fund Instruction to align carryover and additional resources with the planned investments related to SIA, ESSER, M98, the new Online Learning Academy and other recently received grants.	1000		20,088		20,088
7. Decrease in Special Revenue Fund Support Services to align appropriation to the updated spending plan for SIA, ESSER and M98.	2000		(1,566)		(1,566)
8. Decrease in Special Revenue Fund Enterprise and Community Services to align appropriation to the updated spending plan for SIA, ESSER & Nutrition Services	3000		(4,154)		(4,154)
9. Decrease in Special Revenue Fund Contingency to align appropriation with the updated spending plan for ESSER.	6000		(3,520)		(3,520)
10. Increase in Special Revenue Fund Ending Fund Balance to align appropriation with the updated spending plan across funds.	7000		504		504
11. Increase in Capital Funds Support Services to align with projected spending on staff and insurance.	2000			27	27
12. Increase in Capital Funds Facility Acquisitions to align carryover resources with the projected spending plan.	4000			21,775	21,775
13. Increase in Internal Service Fund Contingency to allocate carryover to appropriation.				692	692
13. Increase in Debt Service Ending Fund Balance to allocate carryover to an appropriation.	7000			483	483
Total Requirement Changes		404,686	11,352	41,070	457,108
Recommended Amended Requirement Budget		\$ 1,176,649	\$ 314,513	\$ 1,024,356	\$ 2,515,518



Nolberto Delgadillo
Chief Financial Officer

Portland Public Schools
Office of Chief Financial Officer
501 North Dixon Street • Portland, OR 97227
Office: (503) 916-5120
www.pps.net

Date: January 25, 2022
To: Portland Public Schools Board of Education
From: Nolberto Delgadillo, Chief Financial Officer
Subject: Resolution to Amend the 2021-22 Adopted Budget

BACKGROUND

During the course of the year there are occasions and circumstances that require an entity to update their budget. This is a common and a routine best practice to ensure that proper spending levels are maintained in accordance with what has transpired throughout the school year. Oregon Local Budget Law allows budget changes after adoption under prescribed guidelines.

Portland Public Schools (PPS) has recognized additional revenue across all Funds that include beginning fund balance true ups to the audited financials and in some cases additional resources. The proposed amendment will align appropriation levels across the funds with the current resources available and spending guidelines.

In August, the District did a PERS Bond refunding that is reflected in the current financials. Under the Oregon budget law, ORS 294.338(5), expenditures to pay debt service on bonds which have been authorized and issued during the fiscal year does not require a supplemental budget. While exempt from a supplemental budget, it is best practice to include if a supplemental budget will take place before the end of the year and therefore, is included in this proposed amendment. Furthermore, per guidance from the Oregon Department of Education, PERS Bond proceeds are to be received in the General Fund (as opposed to the Debt Service Fund).

100 - General Fund Adjustments Include:

Resource Changes:

The Beginning Fund balance has been updated to reflect the actual June 30, 2021 ending fund balance (increase of approximately \$3.8M from the adopted budget). The PERS Bond refunding revenue is also reflected as part of the General Fund resources. The total resources estimated to be available for appropriations in the General Fund of Portland Public Schools for 2021-22 fiscal year are \$1.18 billion; an increase of \$404.7 million from the adopted \$771 million.

Expenditure Changes:

General Fund expenditure changes include the PERS Debt Service payment. In addition, appropriations were re-aligned with investments in Instruction, and in Support Services to support the rebranding of two high schools; Ida. B Wells and McDaniel. Appropriations to continue general fund support for the bond work including the Curriculum Adoption and Enterprise Resource Planning (ERP), and appropriations for the change to the Charter Schools net operating pass through have also been updated.

200 - Special Revenue Fund Adjustments Include:

Resource Changes:

The Special Revenue Fund has received additional Federal and State monies, and the beginning fund balances have been updated. Federal Emergency Management Agency (FEMA) reimbursements and Student Investment Accounts (SIA) rollover accounted for the bulk of the revenue change. Revenue from Elementary and Secondary School Emergency Relief Funds (ESSER) and GEER have also been updated. The total resources estimated to be available for appropriations in the Special Revenue Fund for 2021-22 fiscal year are \$314.5 million; an increase of \$11.4 million from the adopted \$303.2 million.

Expenditure Changes:

Additional appropriations were allocated to align the carryover with the updated spending plan for ESSER, Nutrition, SIA and other new resources received.

All Other Fund Adjustments Include:

Resource Changes:

The Debt Service Fund, the Facilities and Acquisition Fund, and the Internal Service Fund have been updated to reflect the audited beginning fund balances. The total resources estimated to be available for appropriations for all other funds for 2021-22 fiscal year are \$1.02 billion, a combined increase of \$41.1 million from the adopted \$983.3 million.

Expenditure Changes:

The appropriations updates include the PERS Debt Service increase to reflect the refunding that occurred in August, Capital Project Fund appropriation increases that reflect the carryover from last year and Internal Service appropriation to align with the additional resources.

RELATED POLICIES/BEST PRACTICES

Oregon Local Budget Law, Oregon Revised Statutes (ORS) 294.305 to ORS 294.565, allows budget changes after adoption under prescribed guidelines.

ANALYSIS OF SITUATION

Should the Board choose not to pass this resolution, appropriations would not be reconciled for initiatives for Online Learning Academy, for rebranding of the two high schools, for Student Investment Account, and other Elementary and Secondary School Emergency Relief projects to help combat the Coronavirus pandemic affecting our schools. This would also significantly understate the beginning fund balances across all funds.

FISCAL IMPACT

No further impacts beyond that which have been outlined above.

BOARD OPTIONS WITH ANALYSIS

The Board may choose to pass or not pass the proposed budget amendment resolution. If passed, the District will move forward with its current spending plan for the Fiscal Year 2021-22. The consequences of non-passage would mean appropriations would not be available for anticipated expenditures and reductions would need to be made in order to stay within appropriations.

CONNECTION TO BOARD GOALS

The proposed Amendment allocates resources that will support our students, staff, and community, through the Racial Equity and Social Justice lens, theory of action, Board goals, and five system shifts outlined in the District’s strategic plan.

STAFF RECOMMENDATION

Staff recommends that the Board pass the proposed resolution to amend the 2021-22 Budget to allow continued investments into the instructional initiatives and staff support.

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

_____ (Initials)

ATTACHMENTS

- A. Resolution
- B. Summary of Amendments to 2021-22 Budget - Amendment #1

Portland Public Schools
Summary of Amendments to 2021-22 Adopted Budget

Amendment #1
January 25, 2022

(in thousands)

	Adopted Budget	Adjustment	Amended Budget
100 - General Funds			
Resources			
Beginning Fund Balance	\$ 84,845	\$ 3,847	\$ 88,692
Local Property and Other Taxes	293,823	-	293,823
Local Option Taxes	104,279	-	104,279
Other Local Sources	13,724	-	13,724
County and Intermediate Sources	12,762	-	12,762
State School Fund	256,417	-	256,417
State Common School Fund	5,048	-	5,048
Federal and State Support	15	-	15
Interfund Transfers	0	-	0
Other	1,050	400,839	401,889
Total	\$ 771,963	\$ 404,686	\$ 1,176,649
Requirements			
Instruction	\$ 386,622	\$ 2,237	\$ 388,859
Support Services	328,092	4,794	332,886
Enterprise and Community Svcs	2,993	-	2,993
Debt Service & PERS UAL	1,223	400,839	402,062
Transfers of Funds	1,136	100	1,236
Contingency	51,896	(3,284)	48,612
Total	\$ 771,963	\$ 404,686	\$ 1,176,649
200 - Special Revenue Funds			
Resources			
Beginning Fund Balance	\$ 36,505	\$ (8,283)	\$ 28,222
Property and Other Taxes	323	-	323
Other Revenue from Local Sources	20,795	-	20,795
Intermediate Sources	0	-	0
State Sources	79,297	5,785	85,082
Federal Sources	166,240	13,750	179,990
Interfund Transfers	0	100	100
All Other Resources	0	-	0
Total	\$ 303,161	\$ 11,352	\$ 314,513
Requirements			
Instruction	\$ 121,344	\$ 20,088	\$ 141,432
Support Services	91,074	(1,566)	89,508
Enterprise and Community Svcs	54,053	(4,154)	49,899
Facilities Acquisition and Construction	69	-	69
Transfers of Funds	0	-	0
Contingencies	4,903	(3,520)	1,383
Unappropriated Ending Fund Balance	31,718	504	32,222
Total	\$ 303,161	\$ 11,352	\$ 314,513
300 - Debt Service Funds			
Resources			

Beginning Fund Balance		\$ 10,228	\$ 1,445	\$ 11,673
Property and Other Taxes		138,667	-	138,667
Other Revenue from Local Sources		60,284	17,131	77,415
Federal Sources		30	-	30
Interfund Transfers		1,754	-	1,754
Total		\$ 210,963	\$ 18,576	\$ 229,539
Requirements				
Debt Service & PERS UAL		\$ 200,309	\$ 18,093	\$ 218,402
Unappropriated Ending Fund Balance		10,654	483	11,137
Total		\$ 210,963	\$ 18,576	\$ 229,539
400 - Capital Projects Funds				
Resources				
Beginning Fund Balance		\$ 749,789	\$ 21,802	\$ 771,591
Other Revenue from Local Sources		7,425	-	7,425
Intermediate Sources		0	-	0
State Sources		6,544	-	6,544
Interfund Transfers		0	-	0
All Other Resources		0	-	0
Total		\$ 763,758	\$ 21,802	\$ 785,560
Requirements				
Instruction		\$ -	\$ -	\$ -
Support Services		2,313	27	2,340
Facilities Acquisition and Construction		438,017	21,775	459,792
Transfers of Funds		618	-	618
Contingency		0	-	0
Unappropriated Ending Fund Balance		322,810	-	322,810
Total		\$ 763,758	\$ 21,802	\$ 785,560
600 - Internal Service Funds				
Resources				
Beginning Fund Balance		\$ 5,858	\$ 692	\$ 6,550
Other Revenue from Local Sources		2,607	-	2,607
State Sources		100	-	100
Total		\$ 8,565	\$ 692	\$ 9,257
Requirements				
Support Services		\$ 3,778	\$ -	\$ 3,778
Contingency		4,787	692	5,479
Unappropriated Ending Fund Balance		0	-	0
Total		\$ 8,565	\$ 692	\$ 9,257
All Funds Total		\$ 2,058,410	\$ 457,108	\$ 2,515,518

Portland Public Schools
Summary of Amendments to 2021-22 Adopted Budget
Amendment #1
January 25, 2022

(in thousands)

		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
Adopted Resources:		\$ 771,963	\$ 303,161	\$ 983,286	\$ 2,058,410
Adjustments:					
1. Adjustments across funds to true up Beginning Fund Balance to audited financials.		3,847	(8,283)	23,939	19,503
2. Increase in General Fund Other resources to recognize the PERS Bond Refunding.		400,839			400,839
3. Increase in Debt Service Fund Other Revenue Local Sources to recognize the additional due to PERS Bond Refunding.				17,131	17,131
3. Increase in Special Revenue Fund Federal Sources to include updates to FEMA, ESSER, and other Federal sources			13,750		13,750
4. Increase in Special Revenue Fund State Sources to include the SIA carryover from prior year & add'l funding rec'd			5,785		5,785
5. Increase in Special Revenue Fund Interfund transfers to allocate for Nutrition Services resources from GF.			100		100
Total Resource Changes		404,686	11,352	41,070	457,108
Recommended Amended Resource Budget		\$ 1,176,649	\$ 314,513	\$ 1,024,356	\$ 2,515,518
		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
Adopted Requirements:		\$ 771,963	\$ 303,161	\$ 983,286	\$ 2,058,410
Adjustments:	Function				
1. Increase in General Fund Instruction to allocate the change in the CBO's Net Operating Exp. from 80% to 90%	1000	2,237			2,237
2. Increase in General Fund Support Services to recognize the General Fund Bond Carryover to support the IT and Curriculum Adoption projects.	2000	3,794			3,794
3. Increase in General Fund Support Services for District Rebranding activities.	2000	1,000			1,000
4. Increase in General Fund Debt Service to account for PERS Bond Refunding.	5000	400,839			400,839
Increase in Special Revenue Fund Debt Service to appropriate for the updated PERS expenditures.	5000			18,093	18,093
5. Increase in General Fund Transfers to allow for the annual Nutrition Services unpaid meal write-off.	5000	100			100
6. Decrease in General Fund Contingency to allocate appropriation to support the CBO funding increase and the Rebranding projects.		(3,284)			(3,284)
6. Increase in Special Revenue Fund Instruction to align carryover and additional resources with the planned investments related to SIA, ESSER, M98, the new Online Learning Academy and other recently received grants.	1000		20,088		20,088
7. Decrease in Special Revenue Fund Support Services to align appropriation to the updated spending plan for SIA, ESSER and M98.	2000		(1,566)		(1,566)
8. Decrease in Special Revenue Fund Enterprise and Community Services to align appropriation to the updated spending plan for SIA, ESSER & Nutrition Services	3000		(4,154)		(4,154)
9. Decrease in Special Revenue Fund Contingency to align appropriation with the updated spending plan for ESSER.	6000		(3,520)		(3,520)
10. Increase in Special Revenue Fund Ending Fund Balance to align appropriation with the updated spending plan across funds.	7000		504		504
11. Increase in Capital Funds Support Services to align with projected spending on staff and insurance.	2000			27	27
12. Increase in Capital Funds Facility Acquisitions to align carryover resources with the projected spending plan.	4000			21,775	21,775
13. Increase in Internal Service Fund Contingency to allocate carryover to appropriation.				692	692
13. Increase in Debt Service Ending Fund Balance to allocate carryover to an appropriation.	7000			483	483
Total Requirement Changes		404,686	11,352	41,070	457,108
Recommended Amended Requirement Budget		\$ 1,176,649	\$ 314,513	\$ 1,024,356	\$ 2,515,518