

Regular Meeting
Tuesday, June 14, 2022 6:00 PM

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Resolution Recognizing June as Pride Month (Resolution 6524) Vote - Public Comment Accepted
3. 6:15 pm - Board Leadership Intention
4. 6:20 pm - Consent Agenda: Resolutions 6515 through 6519 and 6525 Vote- Public Comment Accepted
 - 4.(a) Resolution 6515: Adoption of the Index to the Minutes
 - 4.(b) Resolution 6516: Authorizing Off-campus Activities
 - 4.(c) Resolution 6517: Expenditure Contracts
 - 4.(d) Resolution 6518: Approval of Head Start Policy Council Recommendation
 - 4.(e) Resolution 6519: Resolution to Increase School Meal Prices for 2022-2023
 - 4.(f) Resolution 6525: Resolution Approving Referral Bonuses for High-Need Summer Positions
5. 6:25 pm - Student and Public Comment
6. 6:50 pm - Student Representative's Report and Introduction of New Student Representative
7. 7:00 pm - Board Committee and Conference Reports
8. 7:10 pm - Adoption of the 2022-2023 Budget (Resolution 6520) Vote - Public Comment Accepted
9. 7:40 pm - Supplemental Amendment of the 2021-2022 Budget (Resolution 6521) Vote- Public Comment Accepted
10. 7:50 pm - Adoption of the 2022-2023 Regular Board Meeting Calendar (Resolution 6500) Vote - Public Comment Accepted
11. 8:05 pm - First Reading of Policy Rescissions
 - 5.10.080-P Deferred Compensation Report
 - 5.70.051-P Leaves of Absence
 - 6.10.090-P Private Schools- Request for Funding
 - 5.30.030-P Education Student Training Programs
 - 5.20.010-P District Employment Practices
 - 5.50.060-P Leaves of Absence- Voluntary
 - 5.60.070-P Administrative Salaries
12. 8:10 pm - First Reading of Policy Revisions
 - 4.50.032-P Complaint Policy
 - 7.10.010-P School-Site Councils
 - 8.60.021-P Liability Claims Handling
13. 8:15 pm - Second Reading of Policy Rescissions (Resolution 6501)
 - 3.30.080-P Resource Conservation
 - 5.50.070-P Reimbursement of Expenses

- 5.60.020-P Term of Administrative Contracts
 - 6.30.020-P Special Education Students and CIM
 - 8.50.100-P Public Contracting and Purchasing Rules
 - 8.80.010-P High Performance Facility Design
 - 4.40.040-P Rose Festival Programs
 - 5.20.030-P Appointment of Teachers
 - 6.60.010-P Summer Schools
14. 8:20 pm - Second Reading of Policy Revisions Vote - Public Comment Accepted
 - 14.(a) Resolution 6502: Diploma Requirements Policy 4.20.042-P
 - 14.(b) Resolution 6503: Integrated Pest Management Policy 3.30.082-P
 - 14.(c) Resolution 6522: Administering Medications to Students 4.50.026-P
 - 14.(d) Resolution 6523: Weapons, Explosives, and Fire Bombs 3.40.014-P
 15. 8:25 pm - Other Business / Committee Referrals
 16. 8:30 pm - Adjourn

Resolution 6524

Resolution to Recognize June as Pride Month in Portland Public Schools

Recitals

- A. As the Portland community comes together to celebrate Lesbian, Gay, Bisexual, Transgender, Queer, Two Spirit, Intersex, Asexual, plus (LGBTQ2SIA+) Pride Month, Portland Public Schools (PPS), with the full support of the Superintendent, continues to create supports for LGBTQ2SIA+ students and staff, and expand and strengthen partnerships through this month and beyond.
- B. Portland Public Schools is a district where we value and celebrate diversity and inclusion.
- C. A 2021-25 Strategic Outcome of the Portland Public Schools Strategic Plan is to help students develop a strong sense of belonging, and foster safe, healthy, and positive learning and working environments.
- D. Portland Public Schools' goal is to help educators cultivate positive and safe school environments that empower youth with the confidence and knowledge needed to succeed every day.
- E. Portland Public Schools is committed to safety, inclusion, representation, and affirmation for all students.
- F. The recent community debate focused on the exclusion of LGBTQ2SIA+ inclusive teaching and widespread national efforts to further institutionalize transphobia, biphobia, and homophobia has invited us all to reflect on our long-held beliefs and commitment to inclusion, knowing that educational environments where students recognize the diversity that makes them special in their interactions and experiences at school helps to create an atmosphere where students feel empowered as scholars to succeed.
- G. Systemic transphobia, biphobia, and homophobia can push LGBTQ2SIA+ youth out of school and cause long-lasting negative educational and mental health outcomes.
- H. We know LGBTQ2SIA+ youth, particularly LGBTQ2SIA+ youth of color, still face significant discrimination and barriers to inclusion as compared to their White and/or straight peers, including disproportionate rates of school disciplinary action and are two-to-four times more likely than their peers to be physically assaulted or threatened at school, leading them to be less likely to attend school, according to a national study (2017 RTI Report, "Violence and LGBTQ+ Communities").
- I. Affirming diverse sexual orientations and gender identities and expressions is one of the most effective mental health interventions for supporting LGBTQ2SIA+ youth.
- J. We acknowledge that creating LGBTQ2SIA+ and gender-expansive inclusivity in Portland Public Schools is not complete with any one action, and it does not happen holistically with the change of a policy, or the passage of a resolution. Instead, it requires an unwavering commitment to a systematic shift in paradigms to increase the understanding of sexual and gender diversity.

Resolution

- 1. Portland Public Schools supports all students and staff by affirming their right to be their authentic selves, including the right to be open about their sexual orientation or gender identity and to speak about their personal and family lives.

2. Portland Public Schools encourages its schools to display in classrooms, offices, or halls, a rainbow Pride flag, Transgender Pride flag, or other sign of support for LGBTQ2SIA+ students or staff in accordance with ORS 186.110.
3. Portland Public Schools will continue to honor and respect a student's self-reported gender identity and gender expression at school.
4. Portland Public Schools and Board of Education, and appropriate stakeholders commit to both the urgency and the need for long-term, sustainable, and well-informed action around LGBTQ2SIA+ inclusivity.
5. Portland Public Schools will be proactive in decreasing anti-LGBTQ language, behaviors, and bullying.

RESOLUTION No. 6515

The Following Index to the Minutes are offered for Adoption

- May 04, 2022 – Special Meeting
- May 10, 2022 – Regular Meeting
- May 24, 2022 – Regular Meeting
- June 01, 2022 – Special Meeting



Index to the Minutes

(Draft for Approval)

Special Meeting

June 01, 2022

This document is a record of the actions taken by the Board of Education at the Special Meeting held on June 01, 2022. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at <https://www.youtube.com/watch?v=xzNDWFVdfGo&list=PL8CC942A46270A16E&index=2>

Attendance

Present: Chair DePass; Vice-Chair Scott; Directors Brim-Edwards, Greene, Kohnstamm, and Lowery

Absent: Director Hollands and Student Representative Weinberg

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RESOLUTIONS

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ACTIONS TAKEN

- **Resolution 6514: Budget Committee Approval of the Revised 2022-23 Budget and the Imposition of Property Taxes to Correct Clerical Error in Fund 600**

During a meeting of the Budget Committee, Director Greene moved and Director Scott seconded the motion to approve the Consent Agenda, including Resolutions 6514. The motion was put to a voice vote and passed (5 yes- 1 no).

Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Absent, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Absent

RESOLUTION NO. 6514

Budget Committee Approval of the Revised 2022-23 Budget and the Imposition of Property Taxes to Correct Clerical Error in Fund 600

RECITALS

- A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.426, requires the Budget Committee of Portland Public Schools (District) to hold one or more meetings to receive the budget message and the budget document and to provide members of the public with an opportunity to ask questions about and comment upon the budget document.
- B. On April 26, 2022, the Board of Education (Board), acting as the Budget Committee, received the Superintendent's budget message and Proposed Budget document for the 2022-23 fiscal year.
- C. On May 4, 2022, the Budget Committee held a Budget Community Engagement meeting to discuss and receive public comment on the Proposed Budget.
- D. ORS 294.431, requires submission of the budget document to the Tax Supervising Conservation Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date.
- E. The District requested, and the TSCC authorized, extending the submission date to no later than May 25, 2022.
- F. The Board-appointed Community Budget Review Committee (CBRC) reviewed the Proposed Budget and current expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- G. On May 17, 2022, the Budget Committee received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.
- H. ORS 294.428 requires that each legal jurisdiction's Budget Committee approve a budget and specify the *ad valorem* property tax amount or rate for all funds.
- I. It is noted that \$0.5038 per \$1,000 of the assessed value of the Permanent Rate Tax Levy (commonly known as the "Gap Tax") and, based on an analysis presented to the Board, the entirety of the Local Option Tax Rate Levy are excluded from State School Fund calculations.
- J. ORS 457.445(6)(d) provides the opportunity for a school district with a statutory rate limit on July 1, 2003, that is greater than \$4.50 per \$1,000 of assessed value to be excluded from the urban renewal division of tax calculations. To the extent that the rate limit was increased under section 11 (5)(d), Article XI, of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year no later than July 15.
- K. Portland Public Schools has a statutory rate limit that is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI, of the Oregon Constitution.
- L. On May 24, 2022, the Budget Committee approved the Proposed Budget. After the approval, a clerical error in Fund 600 was discovered. That error did not change the total within Fund 600 or the total budget, and it has been corrected on Attachment A.

RESOLUTION

1. The Budget Committee approves the budget as summarized in Attachment "A".
2. The Budget Committee approves the budget for the 2022-23 fiscal year in the total amount of \$1,887,316,000
3. The Budget Committee resolves that the District imposes the taxes provided for in the approved budget:
 - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
 - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
 - c. In the amount of \$151,000,000 for exempt bonds

Taxes are hereby imposed and categorized for the tax year 2022-23 upon the assessed value of all taxable property in the District, as follows:

Type	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$151,000,000

4. The Budget Committee further resolves that \$0.5038 per \$1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d), Article XI, of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy).
5. The Budget Committee directs submission of the 2022-23 Approved Budget to the TSCC in accordance with ORS 294.431, under the extension as granted by the TSCC.

ATTACHMENT A

Portland Public Schools				
Adjustments to the 2022-23 Proposed Budget				
June 1, 2022				
(in thousands)				
		Proposed Budget	Adjustment	Recommended Approved Budget
100 - General Funds				
Resources				
Beginning Fund Balance		90,500	9,478	99,978
Local Property and Other Taxes		314,424	-	314,424
Local Option Taxes		109,951	-	109,951
Other Local Sources		17,736	1,000	18,736
County and Intermediate Sources		12,101	-	12,101
State Sources		247,407	-	247,407
Federal Sources		15	-	15
Interfund Transfers		0	-	0
Other		2,450	(1,000)	1,450
Total		794,585	9,478	804,063
Requirements				
Instruction		399,183	7,154	406,337
Support Services		339,250	2,522	341,772
Enterprise and Community Svcs		3,100	-	3,100
Debt Service		783	-	783
Transfers of Funds		1,302	-	1,302
Contingency		50,967	(199)	50,768
Total		794,585	9,477	804,062
200 - Special Revenue Funds				
Resources				
Beginning Fund Balance		43,351	-	43,351
Property and Other Taxes		342	-	342
Other Revenue from Local Sources		17,929	-	17,929
Intermediate Sources		130	-	130
State Sources		97,185	5,800	102,985
Federal Sources		145,566	-	145,566
Interfund Transfers		75	-	75
All Other Resources		900	-	900
Total		305,478	5,800	311,278
Requirements				
Instruction		124,738	5,540	130,278
Support Services		116,062	260	116,322
Enterprise and Community Svcs		32,948	-	32,948
Facilities Acquisition and Construction		89	-	89
Transfers of Funds		199	-	199
Contingency		0	-	0
Unappropriated Ending Fund Balance		31,442	-	31,442
Total		305,478	5,800	311,278

Portland Public Schools
Adjustments to the 2022-23 Proposed Budget

June 1, 2022

(in thousands)

	Proposed Budget	Adjustment	Recommended Approved Budget
300 - Debt Service Funds			
Resources			
Beginning Fund Balance	13,061	-	13,061
Property and Other Taxes	149,108	-	149,108
Other Revenue from Local Sources	82,477	575	83,052
Federal Sources	6	-	6
Bond Proceeds & Premiums	1,238	-	1,238
Total	245,890	575	246,465
Requirements			
Debt Service	226,741	575	227,316
Unappropriated Ending Fund Balance	19,149	-	19,149
Total	245,890	575	246,465
400 - Capital Projects Funds			
Resources			
Beginning Fund Balance	499,241	2,631	501,872
Other Revenue from Local Sources	7,441	-	7,441
Intermediate Sources	-	-	-
State Sources	6,941	-	6,941
Interfund Transfers	610	-	610
Total	514,233	2,631	516,864
Requirements			
Support Services	498	1,784	2,282
Facilities Acquisition and Construction	513,114	848	513,962
Transfers of Funds	621	-	621
Total	514,233	2,632	516,865
600 - Internal Service Funds			
Resources			
Beginning Fund Balance	5,066	-	5,066
Other Revenue from Local Sources	3,554	26	3,580
Total	8,620	26	8,646
Requirements			
Support Services	339	3,051	3,390
Contingency	8,281	(3,025)	5,256
Total	8,620	26	8,646
All Funds Total	1,868,806	18,510	1,887,316

Portland Public Schools					
Adjustments to the 2022-23 Proposed Budget					
June 1, 2022					
(in thousands)					
		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
Proposed Resources:		\$ 794,585	\$ 305,478	\$ 768,743	\$ 1,868,806
Adjustments:					
1. Increase in General Fund Beginning Fund Balance - based on 3rd Quarter financial projections through June 30, 2022.		9,478			9,478
Other Local Sources - move \$1 mil revenue from 451300 to 415100 (how we are to report the new leases for GASB)		1,000			
Other - move \$1 mil revenue from 451300 to 415100 (how we are to report the new leases for GASB)		-1,000			
2. Increase in Special Revenue Fund State Sources - HB 4030			5,800		5,800
3. Additional FTEs generated this internal transfer (Fund 308 PERS UAL)				575	575
4. Increase Beginning Fund Balance due to new forecast for Ending Fund Balances for FY22.				2,631	2,631
5. Additional FTEs generated this internal transfer (Fund 601 Self Insurance)				26	26
Total Resource Changes		9,478	5,800	3,232	18,510
Recommended Approved Resource Budget		\$ 804,063	\$ 311,278	\$ 771,975	\$ 1,887,316
Proposed Requirements:		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
		\$ 794,585	\$ 305,478	\$ 768,743	\$ 1,868,806
Adjustments:	Function				
1. Increase in General Fund instructional support by providing additional SPED, paras/EAs, and staffing FTEs for schools affected by the SE enrollment balancing; increasing charter school pass through amounts and student activities; and adding paraeducator retention bonus.	1000	7,154			7,154
2. Increase in General Fund Support Services by increasing the number of mental health professionals and adding campus security associates to Title I middle schools.	2000	2,522			2,522
3. Overall reduction in General Fund Contingency. The increased beginning fund balance was offset by additional support and potential enrollment adjustment/needs.	6000	-199			-199
4. Increase in Special Revenue Fund Support Services to align with the new state funding associated with House Bill (HB) 4030 for educational staff retention.	1000		5,540		5,540
5. Increase in Special Revenue Fund Support Services to align with the new state funding associated with HB 4030 for educational staff retention for administrative costs in supporting the grant.	2000		260		260
6. Increase in Debt Services for PERS UAL.	6000			575	575
7. Increase in Capital Projects for Support Services to align with planned expenditures for 2022-23.	2000			1,784	1,784
8. Increase in Capital Projects for Facilities Acquisition and Construction to align with planned expenditures for 2022-23.	4000			848	848
9. Increase Support Services to align with planned expenditures and internal transfers for 2022-23.	2000			3,051	3,051
10. Reduce Contingency to offset the need for Support Services for 2022-23.	6000			-3,025	-3,025
Total Requirement Changes		9,477	5,800	3,233	18,510
Recommended Approved Requirement Budget		\$ 804,062	\$ 311,278	\$ 771,976	\$ 1,887,316



Index to the Minutes

(Draft for Approval)

Regular Meeting

May 24, 2022

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on May 24, 2022. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at <https://www.youtube.com/watch?v=KOs7jO9S6tM&list=PL8CC942A46270A16E&index=6>

Attendance

Present: Vice-Chair Scott; Directors Brim-Edwards, Greene, Hollands, Kohnstamm, and Lowery; Student Representative Weinberg

Absent: Chair DePass

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RESOLUTIONS

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ACTIONS TAKEN

- **Consent Agenda – Resolutions 6505 through 6510**

Director Brim-Edwards moved and Director Hollands seconded the motion to approve the Consent Agenda, including Resolutions 6505 through 6510. The motion was put to a voice vote and passed 6-0, with Student Representative Weinberg voting yes (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6511: 2022-2025 Agreement between Amalgamated Transit Union and School District No. 1J, Multnomah County, OR**

Director Kohnstamm moved and Director Hollands seconded the motion to approve Resolution 6511. The motion was put to a voice vote and passed (6 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6512: Budget Committee Approval of the 2022-23 Budget and the Imposition of Property Taxes**

Director Greene moved and Director Kohnstamm seconded the motion to approve Resolution 6512. The motion was put to a voice vote and (4 yes – 1 no – 1 abstention), with Student Representative Weinberg voting no (unofficial)

Director Julia Brim-Edwards: No, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Abstained, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: No (Unofficial)

- **Resolution 6513 SE Enrollment and Program Balancing-Phase 2**

Director Greene moved and Director Hollands seconded the motion to approve Resolution 6513 as amended. The motion was put to a voice vote and passed (6 yes -0 no) with Student Representative Weinberg voting yes (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Motion to Amend Resolution 6513 - Passed**

Director Brim-Edwards moved and Director Hollands seconded the motion to amend the resolution 6513 as summarized below. The amendment was put to a voice vote and passed (6 yes – 0 no) and passed, with Student Representative Weinberg voting yes.

- Delete Recital I
- Recital J then becomes I.
- Delete Resolution 1d
- Amend Resolution 2c “The Board also directs that the proposal to change the neighborhood English Scholars program at Lent be deferred for no more than a year”.

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

RESOLUTION No. 6506

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
Peace In Schools	8/29/22 through 6/9/23	Personal Services PS 91499	Mindfulness classes for eight PPS High Schools. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$188,500	C. Proctor Fund 101 Dept. 5465	No
McKinistry Co.	6/13/22 through 6/12/23	Services S 91558	Boiler Maintenance for District-wide use on an as-needed basis. Request for Proposals 2022-3067	\$313,600	D. Jung Fund 101 Dept. 5592	No
Skyward Construction LLC	5/25/22 through 12/31/22	Construction C 91588	Partial re-roof of Chavez School. Invitation to Bid – Construction 2022-006	\$1,781,486	C. Hertz Fund 458 Dept. 5511 Project DS017	No
Great Minds PBC	5/25/22 through 5/23/25	Personal Services PS 91599	Professional development to align with K-5 ELA adoption. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$1,233,247	C. Proctor Funding Source Varies	No
Great Minds PBC	5/25/22 through 5/24/28	Digital Resource DR 91587	K-5 ELA adoption. Approved Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$5,750,727	C. Proctor Fund 458 Dept. 5445 Project DC203	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 Cooperatives

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6507

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	7/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 91559	Funding for Teen Parent Services child care.	\$306,960	C. Proctor Fund 205 Dept. 4306 Grant G2227

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6508

Settlement Agreement

The authority is granted to pay a total of \$85,000.00 to resolve a disputed worker's compensation matter. The settlement agreement and release will be in a form approved by the General Counsel.

RESOLUTION No. 6509

Settlement Agreement

The Board of Education grants authority to pay \$50,000 in a settlement agreement to resolve a disputed claim. The agreement will be specified in a form approved by the General Counsel's Office.

RESOLUTION No. 6510

Students Requesting Exemption from PE State Requirement

RECITALS

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

RESOLUTION

- 1. Be it resolved that the Board of Education approves three Portland Public Schools high school students to be granted exemption from the state PE requirement.
- 2. In accordance with OAR 581-022-1910, all students have a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written state of agreement from their parent/guardian. All students will replace the PE credit requirement with alternative coursework as required .

RESOLUTION No. 6511

2022-2025 Agreement between Amalgamated Transit Union and
School District No. 1J, Multnomah County, Oregon

RESOLUTION

The Superintendent is authorized and directed to execute the year-year Agreement between the Amalgamated Transit Union, representing school bus drivers, and School District No. 1J, Multnomah County, Oregon, as provided to the Board of Education and filed in the record of this meeting.

RESOLUTION NO. 6512

Budget Committee Approval of the 2022-23 Budget and the Imposition of Property Taxes

RECITALS

- A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.426, requires the Budget Committee of Portland Public Schools (District) to hold one or more meetings to receive the budget message and the budget document and to provide members of the public with an opportunity to ask questions about and comment upon the budget document.
- B. On April 26, 2022, the Board of Education (Board), acting as the Budget Committee, received the Superintendent's budget message and Proposed Budget document for the 2022-23 fiscal year.
- C. On May 4, 2022, the Budget Committee held a Budget Community Engagement meeting to discuss and receive public comment on the Proposed Budget.
- D. ORS 294.431, requires submission of the budget document to the Tax Supervising Conservation Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date.
- E. The District requested, and the TSCC authorized, extending the submission date to no later than May 25, 2022.
- F. The Board-appointed Community Budget Review Committee (CBRC) reviewed the Proposed Budget and current expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- G. On May 17, 2022, the Budget Committee received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.
- H. ORS 294.428 requires that each legal jurisdiction's Budget Committee approve a budget and specify the *ad valorem* property tax amount or rate for all funds.
- I. It is noted that \$0.5038 per \$1,000 of the assessed value of the Permanent Rate Tax Levy (commonly known as the "Gap Tax") and, based on an analysis presented to the Board, the entirety of the Local Option Tax Rate Levy are excluded from State School Fund calculations.
- J. ORS 457.445(6)(d) provides the opportunity for a school district with a statutory rate limit on July 1, 2003, that is greater than \$4.50 per \$1,000 of assessed value to be excluded from the urban renewal division of tax calculations. To the extent that the rate limit was increased under section 11 (5)(d), Article XI, of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year no later than July 15.
- K. Portland Public Schools has a statutory rate limit that is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI, of the Oregon Constitution.

RESOLUTION

1. The Budget Committee approves the budget as summarized in Attachment "A".
2. The Budget Committee approves the budget for the 2022-23 fiscal year in the total amount of \$1,887,316,000
3. The Budget Committee resolves that the District imposes the taxes provided for in the approved budget:
 - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
 - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
 - c. In the amount of \$151,000,000 for exempt bonds

Taxes are hereby imposed and categorized for the tax year 2022-23 upon the assessed value of all taxable property in the District, as follows:

Type	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$151,000,000

4. The Budget Committee further resolves that \$0.5038 per \$1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d), Article XI, of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy).
5. The Budget Committee directs submission of the 2022-23 Approved Budget to the TSCC by May 26, 2022, in accordance with ORS 294.431, under the extension as granted by the TSCC.

Portland Public Schools
Adjustments to the 2022-23 Proposed Budget

May 24, 2022

(in thousands)

	Proposed Budget	Adjustment	Recommended Approved Budget
100 - General Funds			
Resources			
Beginning Fund Balance	90,500	9,478	99,978
Local Property and Other Taxes	314,424	-	314,424
Local Option Taxes	109,951	-	109,951
Other Local Sources	17,736	1,000	18,736
County and Intermediate Sources	12,101	-	12,101
State Sources	247,407	-	247,407
Federal Sources	15	-	15
Interfund Transfers	0	-	0
Other	2,450	(1,000)	1,450
Total	794,585	9,478	804,063
Requirements			
Instruction	399,183	7,154	406,337
Support Services	339,250	2,522	341,772
Enterprise and Community Svcs	3,100	-	3,100
Debt Service	783	-	783
Transfers of Funds	1,302	-	1,302
Contingency	50,967	(199)	50,768
Total	794,585	9,477	804,062
200 - Special Revenue Funds			
Resources			
Beginning Fund Balance	43,351	-	43,351
Property and Other Taxes	342	-	342
Other Revenue from Local Sources	17,929	-	17,929
Intermediate Sources	130	-	130
State Sources	97,185	5,800	102,985
Federal Sources	145,566	-	145,566
Interfund Transfers	75	-	75
All Other Resources	900	-	900
Total	305,478	5,800	311,278
Requirements			
Instruction	124,738	5,540	130,278
Support Services	116,062	260	116,322
Enterprise and Community Svcs	32,948	-	32,948
Facilities Acquisition and Construction	89	-	89
Transfers of Funds	199	-	199
Contingency	0	-	0
Unappropriated Ending Fund Balance	31,442	-	31,442
Total	305,478	5,800	311,278
300 - Debt Service Funds			

Resources				
Beginning Fund Balance		13,061	-	13,061
Property and Other Taxes		149,108	-	149,108
Other Revenue from Local Sources		82,477	575	83,052
Federal Sources		6	-	6
Bond Proceeds & Premiums		1,238	-	1,238
Total		245,890	575	246,465
Requirements				
Debt Service		226,741	575	227,316
Unappropriated Ending Fund Balance		19,149	-	19,149
Total		245,890	575	246,465
400 - Capital Projects Funds				
Resources				
Beginning Fund Balance		499,241	2,631	501,872
Other Revenue from Local Sources		7,441	-	7,441
Intermediate Sources		-	-	-
State Sources		6,941	-	6,941
Interfund Transfers		610	-	610
Total		514,233	2,631	516,864
Requirements				
Support Services		498	1,784	2,282
Facilities Acquisition and Construction		513,114	848	513,962
Transfers of Funds		621	-	621
Total		514,233	2,632	516,865
600 - Internal Service Funds				
Resources				
Beginning Fund Balance		5,066	-	5,066
Other Revenue from Local Sources		3,554	26	3,580
Total		8,620	26	8,646
Requirements				
Support Services		339	-	339
Contingency		8,281	26	8,307
Total		8,620	26	8,646
All Funds Total		1,868,806	18,510	1,887,316

Portland Public Schools					
Adjustments to the 2022-23 Proposed Budget					
May 24, 2022					
(in thousands)					
		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
Proposed Resources:		\$ 794,585	\$ 305,478	\$ 768,743	\$ 1,868,806
Adjustments:					
1. Increase in General Fund Beginning Fund Balance - based on 3rd Quarter financial projections through June 30, 2022.		9,478			9,478
Other Local Sources - move \$1 mil revenue from 451300 to 415100 (how we are to report the new leases for GASB)		1,000			
Other - move \$1 mil revenue from 451300 to 415100 (how we are to report the new leases for GASB)		-1,000			
2. Increase in Special Revenue Fund State Sources - HB 4030			5,800		5,800
3. Additional FTEs generated this internal transfer (Fund 308 PERS UAL)				575	575
4. Increase Beginning Fund Balance due to new forecast for Ending Fund Balances for FY22.				2,631	2631
5. Additional FTEs generated this internal transfer (Fund 601 Self Insurance)				26	26
Total Resource Changes		9,478	5,800	3,232	18,510
Recommended Approved Resource Budget		\$ 804,063	\$ 311,278	\$ 771,975	\$ 1,887,316
Proposed Requirements:		\$ 794,585	\$ 305,478	\$ 768,743	\$ 1,868,806
Adjustments:	Function				
1. Increase in General Fund instructional support by providing additional SPED, paras/EAs, and staffing FTEs for schools affected by the SE enrollment balancing; increasing charter school pass through amounts and student activities; and adding paraeducator retention bonus.	1000	7,154			7,154
2. Increase in General Fund Support Services by increasing the number of mental health professionals and adding campus security associates to Title I middle schools.	2000	2,522			2,522
3. Overall reduction in General Fund Contingency. The increased beginning fund balance was offset by additional support and potential enrollment adjustment/needs.	6000	-199			-199
4. Increase in Special Revenue Fund Support Services to align with the new state funding associated with House Bill (HB) 4030 for educational staff retention.	1000		5,540		5,540
5. Increase in Special Revenue Fund Support Services to align with the new state funding associated with HB 4030 for educational staff retention for administrative costs in supporting the grant	2000		260		260
6. Increase in Debt Services for PERS UAL	6000			575	575
7. Increase in Capital Projects for Support Services to align with planned expenditures for 2022-23.	2000			1,784	1,784
8. Increase in Capital Projects for Facilities Aquisition and Construction to align with planned expenditures for 2022-23.	4000			848	848
9. Additional FTEs generated this internal transfer (Fund 601 Self Insurance)	4000			26	26
Total Requirement Changes		9,477	5,800	3,233	18,510
Recommended Approved Requirement Budget		\$ 804,062	\$ 311,278	\$ 771,976	\$ 1,887,316

RESOLUTION No. 6513

SE Enrollment and Program Balancing-Phase 2

RECITALS

- A. In June 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reimagined*, co-constructed by a broad coalition of students, staff, and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system.
- B. In February 2020, the Board adopted Resolution 6059 stating that, while PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the District also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent launched an enrollment and program balancing process and charged staff with developing short- and long-term recommendations, with input from the community, for enrollment and program balancing based on outcome goals and to support the access of historically underserved students to high-quality learning environments.
- C. The first phase of the charge addressed the goal of improving access to comprehensive middle schools by establishing the attendance area and programs for Kellogg Middle School. A Southeast Guiding Coalition (SEGC) composed of parents, guardians, principals, students, and teachers, reviewed boundary changes and program relocation options, listened to community feedback and provided a recommendation to the Deputy Superintendent. The Board adopted a modified version of her plan through Resolution 6236 in January 2021.
- D. In May 2021, the Board provided a charge for Phase 2 of SE Enrollment and Program Balancing through Resolution 6315. Key directions were to recommend attendance area and special program assignments for Harrison Park Middle School, a plan to relocate K-5 students and programs currently served at Harrison Park, and a plan to increase enrollment at Lane Middle School.
- E. The SEGC met 19 times over the next 11 months, reviewed 15 draft proposals and considered feedback from stakeholders representing more than 20 SE schools. They did not reach a consensus on a final proposal, but in April 2022 forwarded to the Deputy Superintendent a plan that received the most votes among SEGC members. We commend them for their dedication, resilience, and commitment to racial equity and children.
- F. To provide access to robust middle school programs and improve enrollment size at several very small elementary schools, the following boundary changes are recommended by the Deputy Superintendent to begin in Fall 2023, which are depicted in the attached exhibit A:
 - a. The entire Harrison Park K-8 attendance area will be assigned to Clark Elementary School and Harrison Park MS;
 - b. The entire Atkinson attendance area, including the new portion described in subsection k, below, will be assigned to Harrison Park MS for grades 6-8;
 - c. The entire Vestal attendance area, including the new portion described in subsection m, below, will be assigned to Harrison Park MS for grades 6-8;
 - d. The entire Creston attendance area, including the new portion described in subsection f, below, will be assigned to Hosford MS for grades 6-8;
 - e. The entire Woodstock attendance area, including the new portion described in

subsection i, below, will be assigned to Lane MS for grades 6-8;

- f. An area north of SE Holgate Blvd and west of SE 60th Ave/SE Foster Rd. is reassigned from Arleta ES/Kellogg MS to Creston ES/Hosford MS;
- g. An area east of SE 72nd Ave/north of SE Boise St. is reassigned from Arleta ES to Marysville ES;
- h. An area south of SE Woodstock Blvd. is reassigned from Arleta ES/Kellogg MS to Woodmere ES/Lane MS;
- i. An area south of SE Holgate Blvd. and west of SE 60th Ave. is reassigned from Arleta ES/Kellogg MS to Woodstock ES/Lane MS;
- j. An area north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., and west of SE 82nd Ave. is reassigned from Bridger (K-8) to Arleta ES/Kellogg MS;
- k. An area north of SE Woodward St, east of SE 67th Ave, south of SE Division St, and west of SE 82nd Ave. is reassigned from Bridger (K-8) to Atkinson ES/Harrison Park MS;
- l. An area west of SE 72nd Ave between SE Holgate Blvd and SE Foster Rd. is reassigned from Marysville ES to Arleta ES;
- m. An area north of E. Burnside St and east of NE 60th Ave. is reassigned from Glencoe ES/Mt. Tabor MS to Vestal ES/Harrison Park MS;
- n. An area west of SE 52nd Ave and east of SE 57th Ave. is reassigned from Lewis ES/Sellwood MS to Whitman ES/Lane MS;
- o. An area east of SE 82nd Ave and south of SE Foster Rd. is reassigned from Marysville ES/Kellogg MS to Woodmere ES/Lane MS;
- p. An area south of SE Duke St and east of SE 57th Ave. is reassigned from Woodmere ES to Whitman ES; and
- q. An area south of SE Woodstock Blvd and east of SE 52nd Ave. is reassigned from Woodstock ES/Hosford MS to Woodmere ES/Lane MS.
- r. The changes described in subsections a-q, above, are recommended to begin with incoming kindergarten and 6th-grade students, along with any other newly enrolled students. Legacy rights for current students and guaranteed transfers for siblings will be in effect, as per PPS policy 4.10.049-P. Students affected by boundary change may request transfer to their new neighborhood schools at any time.
- s. Transportation will be provided to students over one mile from their new elementary schools and over 1.5 miles from their new middle schools.

- G. In order to improve access to robust dual-language immersion programs, especially for students who are native speakers of the target language, the following program relocations are recommended by the Deputy Superintendent to begin in Fall 2023:
- a. Grades K-5 of the Chinese immersion program currently located at Harrison Park K-8 will relocate to Clark ES, while grades 6-8 will continue at Harrison Park MS;
 - b. The Chinese immersion program currently located at Hosford MS will relocate to Harrison Park MS;
 - c. The Spanish immersion program currently located at Bridger ES will relocate to Lent ES; and
 - d. The Spanish Immersion program currently located at Mt. Tabor MS will relocate to Kellogg MS.
 - e. Implementation of changes in subsections a-d, above, is recommended for all grades in fall 2023. Current students may request transfer to the new locations for the 2022-23 school year.

- H. To accommodate the reopening of Clark ES as a neighborhood school and maintain a K-8 choice option in the outer southeast, the Creative Science K-8 School is

recommended by the Deputy Superintendent to relocate to Bridger ES. Current Creative Science students, along with Bridger English program and future Bridger neighborhood students, are recommended to receive an automatic assignment to the new Bridger-Creative Science K-8 School. Bridger students can also opt-out of regular programs at Clark ES and Harrison Park MS.

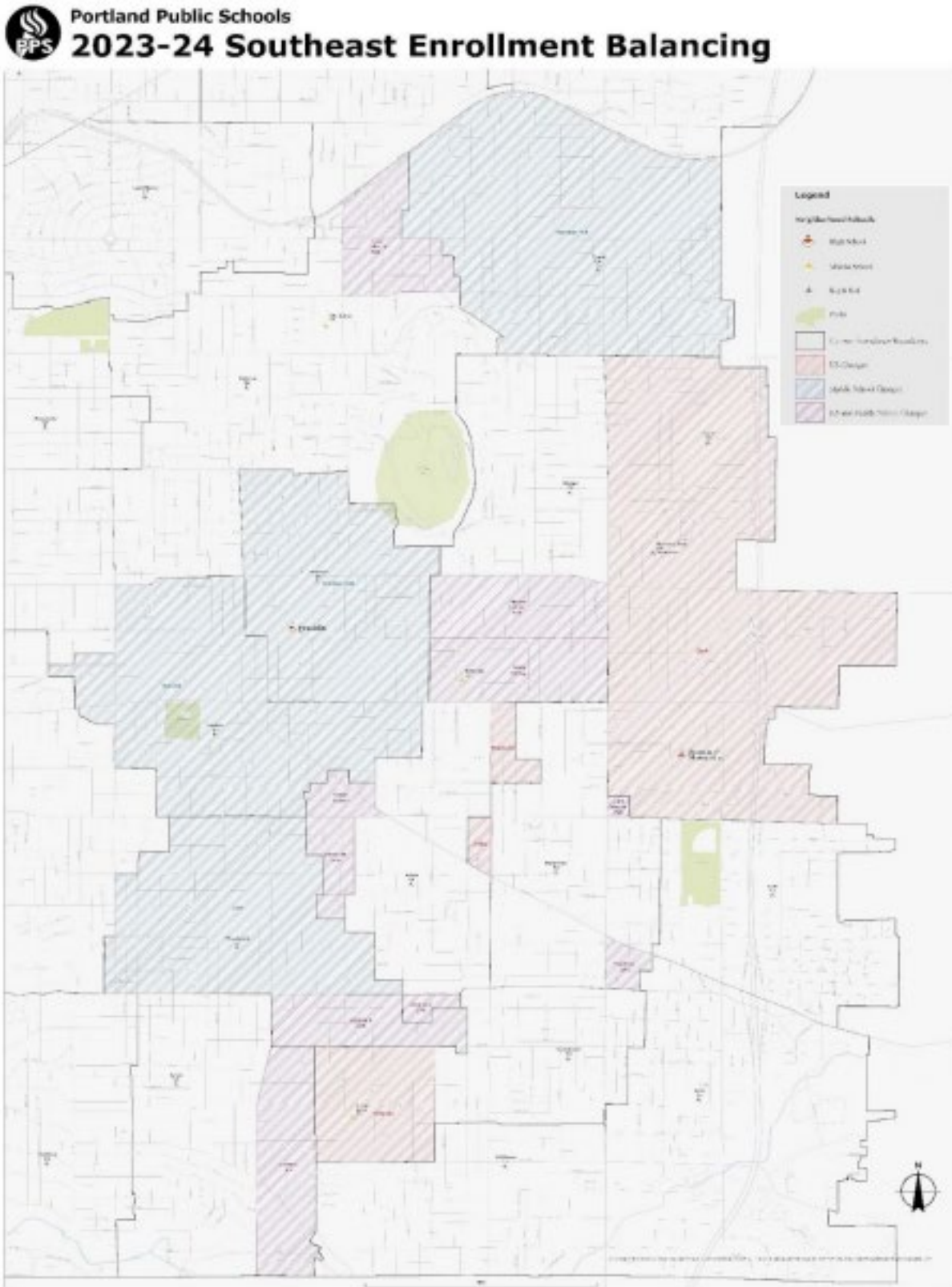
- I. In order to ensure a successful transition to the new configurations, the following implementation supports are recommended by the Deputy Superintendent to begin immediately:
 - a. A staffing pool of ten licensed FTE will be equitably allocated as needed over the next five years creating bridges as programs move and boundaries change from one school to another and providing full programming for low enrollment schools that will grow over five years.
 - b. Provide transportation for the Harrison Park Middle School Chinese Immersion program to support students from the Woodstock DLI program. Continue to provide transportation to neighboring communities for Lent Spanish DLI, adding students residing in the Bridger attendance area.
 - b. Additionally, transportation leaders will submit to the Board a supplemental transportation plan to address safety concerns within the SE region to be implemented in Fall 2023. Through the supplemental transportation plan, no K-8 students will be required to cross Interstate 205, and bus transportation will be provided to students living in these areas.
 - c. To support families wishing to transition to their new schools early, requests for transfer into the new boundary or program locations will receive priority for the 2022-23 school year.

RESOLUTION

1. The Board of Education adopts the Deputy Superintendent's recommendations resulting from the SE Enrollment and Program Balancing Phase 2 assignment plan to:
 - a. a. Initiate the opening of Clark Elementary School and Harrison Park Middle School;
 - b. b. Implement boundary changes described above for Arleta ES, Atkinson ES, Bridger ES, Creston ES, Glencoe ES, Hosford MS, Kellogg MS, Lane MS, Lewis ES, Marysville ES, Roseway Heights MS, Vestal ES, Whitman ES, Woodmere ES and Woodstock ES;
 - c. c. Relocate the Creative Science School to Bridger ES, Bridger Spanish Immersion to Lent ES, Mt. Tabor Spanish Immersion to Kellogg MS, Harrison Park K-5 Chinese Immersion to Clark ES, and Hosford Chinese Immersion to Harrison Park MS; and
 - d. d. Provide neighborhood school options for new and currently enrolled students Bridger who do not wish to participate in the program changes;
 - e. e. Provide students in the Bridger neighborhood the right to attend Clark Elementary School or Harrison Park Middle School instead of the Bridger Creative Science K-8 focus option.
2. All changes will be implemented at the start of the 2023-24 school year, except paragraph C.
 - a. Boundary changes will begin with new students, as described in PPS policy 4.10.045-P(V).
 - b. Program relocations will happen all at once for Harrison Park K-5, Creative Science School and immersion programs.
 - c. The Board also directs that the proposal to change the neighborhood English Scholars program at Lent be deferred for no more than a year.
3. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing, transfer priorities and other operational adjustments to support the effective implementation of this resolution.

4. The Board acknowledges and greatly appreciates the thoughtful work and input of the Southeast Guiding Coalition and other community members in this process.

ATTACHMENT A





Index to the Minutes

(Draft for Approval)

Regular Meeting May 10, 2022

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on May 10, 2022. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at:
<https://www.youtube.com/watch?v=Qc-QLtGplvQ&list=PL8CC942A46270A16E&index=10>

Attendance

Present: Chair DePass; Vice-Chair Scott; Directors Brim-Edwards, Greene, Hollands, Kohnstamm, and Lowery; Student Representative Weinberg

Absent: None

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Actions Taken..... 02

RESOLUTIONS

<u>No.</u>	<u>Resolution Title</u>	<u>Page</u>
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6490	Resolution to Approve the 2022-23 School District Calendar.....	05
6491	Adoption of the Index to the Minutes	
6492	Expenditure Contracts.....	06
6493	Approval of the Head Start Policy Council Recommendation.....	12
6494	Approval of the Head Start Policy Council Recommendation	13
6495	Resolution Approving the Bylaws of the District Student Council.....	14
6496	Settlement Agreement	15
6497	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	16
6498	Resolution Authorizing the Climate Crisis Committee Charter	17
6499	Approving Increase of Charter School Pass-through Rate to 90% Beginning the 2023-24 School Year for Charter Schools Serving Populations of Less Than 50% Historically Underserved by Race/Ethnicity	18
6500	Tabled	
6501	Tabled	
6502	Tabled	
6503	Tabled	

ACTIONS TAKEN

- **Resolution 6489: Asian American, Native Hawaiian, and Pacific Islander Heritage Month**

Director Brim-Edwards moved and Director Scott seconded the motion to approve Resolution 6489. The motion was put to a voice vote and passed (7 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Consent Agenda – Resolutions 6490 through 6496**

Director Scott moved and Director Brim-Edwards seconded the motion to approve the Consent Agenda, including Resolutions 6490 through 6496. The motion was put to a voice vote and passed (7 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6497: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority**

Director Lowery moved and Director Scott seconded the motion to approve Resolution 6497. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6498: Resolution Authorizing the Climate Crisis Committee Charter**

Director Brim-Edwards moved and Director Hollands seconded the motion to approve Resolution 6498. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6499: Increasing the pass-through rate to 85% beginning in the 2022-2023 school year and increase the pass-through rate to 90% beginning in the 2023-2024 school for K-8 Charter Schools serving less than 50% historically underserved students**

Director Brim-Edwards moved and Director Greene seconded the motion to amend the resolution to increase the pass-through rate to 90% beginning in the 2022-2023 school year. The motion was put to a voice vote and failed (3 yes, 4 no) with Student Representative Weinberg voting no (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: No, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: No, Director Eilidh Lowery: No, Director Andrew Scott: No; Student Representative Weinberg: No (Unofficial)

Director Brim-Edwards moved and Director Greene seconded the motion to amend Resolution 6499 to increase the pass-through rate to 85% beginning in the 2022-2023 school year and increase the pass-through rate to 90% beginning in the 2023-2024 school for K-8 Charter Schools serving less than 50% historically underserved students. The motion was put to a voice vote and passed (4 yes, 3 no) with Student Representative Weinberg voting no (unofficial).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: No, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: No, Director Eilidh Lowery: No, Director Andrew Scott: Yes; Student Representative Weinberg: No (Unofficial)

Director Brim-Edwards moved and Director Lowery seconded the motion to approve Resolution 2023-2024 as amended. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

RESOLUTION No. 6489

Resolution to Recognize May as Asian American Native Hawaiian and Pacific Islander Heritage Month

RECITALS

- A. Asian American and Pacific Islander Heritage in the United States was celebrated beginning in 1978 and was made into a month-long event in 1992, as a way to honor and recognize the contributions of residents from Asia, India and the Pacific Islands.
- B. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month, we recognize the innumerable contributions, vibrant cultures, and rich heritage of Asian Americans, Native Hawaiians, and Pacific Islanders (AA and NHPs), who have lived and worked in Oregon for more than 200 years contributing in to Oregon's and the United States' economy, culture, education, politics, arts, literature, science and technological developments despite institutional and systemic injustices designed to prevent and limit these achievements and contributions.
- C. Asian American, Native Hawaiian, and Pacific Islanders are among the fastest growing communities in Oregon and Multnomah County. This migration has been both voluntary and forced due to war and environmental degradation in their native countries.
- D. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month we acknowledge the additional determination, hard work, and perseverance, Asian Americans, Native Hawaiians, and Pacific Islanders must put forth to be heard and seen and that these additional efforts are a result of inequitable institutional and systemic injustices, and incidents of anti-Asian bias, xenophobia, and harassment that has surfaced throughout the COVID-19 pandemic.
- E. Our schools honor and preserve the linguistic and cultural assets of students through student clubs like Asian Student Union, Asian Pacific Islander Club, Asian American Association and Vietnamese Club. Enrichment programs such as our Dual Language Immersion and Ethnic Studies, and the option to obtain a seal of Biliteracy upon graduation honor and enrich the diverse backgrounds of our heritage and native Chinese, Japanese and Vietnamese speakers, while exposing non-native speakers to diverse multilingual and multicultural perspectives;

RESOLVED

The Portland Public Schools Board of Education recognizes May as Asian American Native Hawaiian and Pacific Islander Heritage Month and strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Asian American, Native Hawaiian and Pacific Islanders to our country, our state, our cities, and our schools.

RESOLUTION No. 6490

Resolution to Approve the 2022-23 School District Calendar

RESOLUTION

The Board of Education hereby adopts the 2022-23 School District Calendar.



PORTLAND PUBLIC SCHOOLS

2022-23 District Calendar



JULY 2022					AUGUST 2022					SEPTEMBER 2022				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5	5	6	7	8	9
4	5	6	7	8	8	9	10	11	12	12	13	14	15	16
11	12	13	14	15	15	16	17	18	19	19	20	21	22	23
18	19	20	21	22	22	23	24	25	26	26	27	28	29	30
25	26	27	28	29	29	30	31							
20					2					20				
OCTOBER 2022					NOVEMBER 2022					DECEMBER 2022				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
						1	2	3	4			1	2	
3	4	5	6	7	7	8	9	10	11	5	6	7	8	9
10	11	12	13	14	14	15	16	17	18	12	13	14	15	16
17	18	19	20	21	21	22	23	24	25	19	20	21	22	23
24	25	26	27	28	28	29	30			26	27	28	29	30
31														
20					15 Q1:45					12				
JANUARY 2023					FEBRUARY 2023					MARCH 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
							1	2	3			1	2	3
2	3	4	5	6	6	7	8	9	10	6	7	8	9	10
9	10	11	12	13	13	14	15	16	17	13	14	15	16	17
16	17	18	19	20	20	21	22	23	24	20	21	22	23	24
23	24	25	26	27	27	28				27	28	29	30	31
30	31													
19 Q2: 44					18					18				
APRIL 2023					MAY 2023					JUNE 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
													1	2
3	4	5	6	7	1	2	3	4	5	5	6	7	8	9
10	11	12	13	14	8	9	10	11	12	12	13	14	15	16
17	18	19	20	21	15	16	17	18	19	19	20	21	22	23
24	25	26	27	28	22	23	24	25	26	26	27	28	29	30
					29	30	31							
19 Q2: 43					22					9 Q4: 45				

	Schools closed due to holiday or break period	☀️	High school transfer deadline
★	First/last day of school for students	◆	End of quarter
+	Day/evening conferences (no school for students)	📅	Teacher Professional Development/planning day (no school for students); Planning days always occur after the end of a quarter
▲	Statewide inservice (no school for students)	☁️	Possible snow make-up day
♥️ ^K	Kindergarten first day: Kindergarten Ramp Up Aug 30 - Sep 2; K Students attend 1 day between Aug. 30 - Sep. 2 in small groups	♥️ ^{PK}	Pre-Kindergarten/Head Start first day
📁	Mid-Term Progress Reports	*	Staff Meetings
👤	New Educator Orientation	📅*	Additional Professional Development Day(s) for Designated CSI & TSI Schools: 9/23, 10/14, & 2/17; Teachers from non-CSI/TSI schools are invited to participate in PD on these dates on a voluntary basis

RESOLUTION No. 6491

The Following Index to the Minutes are offered for Adoption:

- April 05, 2022 – Regular Meeting (corrected)
- April 19, 2022 – Regular Meeting

RESOLUTION No. 6492

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
CorVel Enterprise Comp., Inc.	5/11/22 through 4/30/25 with option to renew for two additional years through 4/30/27	Personal Services PS 91445	Third party administration of workers' compensation claims. Direct Negotiation – Ongoing Long-Term relationship PPS-46-0525(3)	\$1,525,000	L. Large Fund 601 Dept. 5540	No
RMC Research Corporation	5/11/22 through 9/30/24	Personal Services PS 91453	External evaluation services for the implementation of Grade K-5 Spanish DLI curriculum adoption. Request for Proposals 2021-2967	\$275,968	C. Proctor Fund 191 Dept. 5445 Grant H0315	No
RMC Research Corporation	5/11/22 through 9/30/24	Personal Services PS 91454	External evaluation services for the implementation of Grade 6-8 Science curriculum. Request for Proposals 2021-2967	\$293,924	C. Proctor Fund 191 Dept. 5445 Grant H0315	No
Skyward Construction	5/11/22 through 10/31/22	Construction C 91443	Re-roof at Rieke School. Invitation to Bid – Construction 2021-3058	\$2,382,769	C. Hertz Fund 458 Dept. 5511 Project DS017	No
G2 Consultants, Inc.	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91384	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to \$500,000	C. Hertz Funding Source Varies	No
PBS Engineering & Environmental	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91387	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to \$500,000	C. Hertz Funding Source Varies	No

RCP Environmental	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91388	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to \$500,000	C. Hertz Funding Source Varies	MBE
Terracon Consultants, Inc.	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91389	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to \$500,000	C. Hertz Funding Source Varies	No
NWFF, Inc.	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91390	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to \$500,000	C. Hertz Funding Source Varies	No
Kelsay Environmental Consulting	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91441	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to \$500,000	C. Hertz Funding Source Varies	ESB
TRC Environmental Corporation	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91456	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to \$500,000	C. Hertz Funding Source Varies	No
SBS Construction	5/11/22 through 9/30/22	Construction C 91502	Creation of additional office and classroom space at Roosevelt High School. Invitation to Bid – Construction 2022-001	\$436,817	C. Hertz Fund 445 Dept. 5597 Project K0266	No
Skyward Construction	5/11/22 through 12/31/22	Construction C 91505	Re-roof at Ainsworth Annex. Invitation to Bid – Construction 2022-005	\$1,601,785	C. Hertz Fund 458 Dept. 5511 Project DS017	No
2KG Contractors, Inc.	5/11/22 through 1/31/23	Construction C 91501	Re-roof at Glencoe School. Invitation to Bid – Construction 2022-004	\$5,494,000	C. Hertz	No

					Fund 458 Dept. 5511 Project DS017	
2KG Contractors, Inc.	5/11/22 through 3/3/23	Construction C 91509	Conversion of Harrison Park School to a middle school. Invitation to Bid – Construction 2022-003	\$1,920,000	C. Hertz Fund 458 Dept. 5511 Project DS014	No
Latino Network	5/11/22 through 9/30/22	Personal Services PS 91515	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$372,529	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Camp Fire Columbia Council	5/11/22 through 9/30/22	Personal Services PS 91522	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$670,919	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Portland Playhouse	5/11/22 through 9/30/22	Personal Services PS 91523	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$450,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Immigrant & Refugee Community Organization (IRCO)	5/11/22 through 9/30/22	Personal Services PS 91526	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$600,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Feed the Mass	5/11/22 through 9/30/22	Personal Services PS 91524	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$619,737	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
I Am M.O.R.E.	5/11/22 through 9/30/22	Personal Services PS 91527	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$350,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
Kukatonon	5/11/22 through 9/30/22	Personal Services PS 91528	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$200,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Hampton Tutoring	5/11/22 through 9/30/22	Personal Services PS 91529	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$449,439	D. Ledezma	No

					Fund 205 Dept. 5432 Grant G2094	
Portland Opportunities Industrialization Center (POIC)	5/11/22 through 9/30/22	Personal Services PS 91531	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$550,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Champions KCE, LLC	5/11/22 through 9/30/22	Personal Services PS 91532	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$400,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
Boys & Girls Club of Portland Metro	5/11/22 through 9/30/22	Personal Services PS 91525	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$280,519	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Self Enhancement, Inc.	5/11/22 through 9/30/22	Personal Services PS 91514	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$700,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Native American Youth and Family Center (NAYA)	5/11/22 through 9/30/22	Personal Services PS 91533	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$259,634	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
National Inventors Hall of Fame	5/11/22 through 7/31/22	Purchase Order PO 159556	Purchase of Camp Invention STEAM Curriculum materials. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$428,468	C. Proctor Fund 205 Dept. 5470 Grant G2094	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 Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Clackamas Education Service District	7/1/21 through 6/30/22	Intergovernmental Agreement IGA 91493	Heron Creek Therapeutic School will provide slots for PPS students whose IEPs require a special school placement.	\$295,220	C. Proctor Fund 101 Dept. 5414

Multnomah Education Service District	5/11/22 through 9/30/22	Intergovernmental Agreement IGA 91530	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	\$200,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094
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AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6493

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval of the 2022-2023 Selection Criteria for Enrollment.

RESOLUTION

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

RESOLUTION No. 6494

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval of a federal CARES Act Carryover Request in the amount of \$46,105.47. This is the balance remaining from an original distribution of \$261,006 in Summer 2020.

RESOLUTION

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

RESOLUTION No. 6495

Resolution Approving the Bylaws of the District Student Council

RECITALS

Student Representative and District Student Council Policy 1.20.012-P requires that District Student Council bylaws and amendments of them shall be approved by the Board of Education.

RESOLUTION

The Portland Public School Board of Education hereby approves the bylaws of the District Student Council as reflected in Exhibit A.

RESOLUTION No. 6496

Settlement Agreement

The Board of Education grants authority to pay \$95,000 in a settlement agreement to resolve a disputed claim. The agreement will be specified in a form approved by the General Counsel's Office.

RESOLUTION No. 6497

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
MidSchoolMath, LLC	5/11/22 through 4/18/24	Personal Services PS 91425	Professional development that aligns with District adoption of MidSchoolMath curriculum. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$401,800	C. Proctor Fund 191 Dept. 5445 Grant H0315	No
MidSchoolMath, LLC	5/11/22 through 5/10/28	Digital Resource DR 91511	Adoption of MidSchoolMath – Middle School Math curriculum. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$1,946,125	C. Proctor Fund 458 Dept. 5445 Project DC501	No
MAV Holding Corp/McGraw Hill LLC	5/11/22 through 5/9/24	Personal Services PS 91485	Professional development that aligns with District adoption of McGraw Hill curriculum. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$297,000	C. Proctor Fund 191 Dept. 5445 Grant H0315	No
MAV Holding Corp/McGraw Hill LLC	5/11/22 through 5/10/28	Digital Resource DR 91512	Adoption of MAV Holding Corp/McGraw Hill – High School Math curriculum. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$3,481,870	C. Proctor Fund 458 Dept. 5445 Project DC502	No

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RESOLUTION No. 6498

Resolution Authorizing the Climate Crisis Committee Charter

RECITALS

- A. On March 1, 2022, the Portland Public Schools Board of Education passed a Climate Crisis Response, Climate Justice, and Sustainable Practices Policy 3.30.079-P as a response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet.
- B. Policy 3.30.079 requires that Portland Public School establish a Climate Crisis Committee in order to monitor effective implementation, transparency, and tracking of progress of the goals outlined in the policy and that the Board approve the Charter and members of the Committee.

RESOLUTION

The Portland Public School Board of Education hereby adopts the Climate Crisis Committee Charter as reflected in Exhibit A.

RESOLUTION No. 6499

Approving Increase of Charter School Pass-through Rate to 85% Beginning the 2022-2023 School Year and to 90% Beginning the 2023-24 School Year for Charter Schools Serving Populations of Less Than 50% Historically Underserved by Race/Ethnicity

RECITALS

- A. The distribution of State School Fund (SSF) amounts to charter schools is determined by ORS 338.155.
- B. Pursuant to ORS 338.155(2), the minimum payment per weighted average daily membership (ADMw) for charter schools is 80% of the General Purpose Grant for enrolled K-8 students and 95% of the General Purpose Grant for enrolled 9th-12th grade students.
- C. Pursuant to ORS 338.155(7), a school district and charter school may establish a payment that is more than the minimum amounts specified in ORS 338.155(2).
- D. In March 2020, the Board of Education approved Resolution 6069 authorizing an increase of the pass-through rate to 95% of the charter school rate for charter schools serving populations of 50% or greater historically underserved by race/ethnicity.

RESOLUTION

The Board of Education for Portland Public Schools approves an increase of the pass-through rate of State School Funds from 80% to 85% beginning the 2022-23 school year and from 85% to 90% beginning in the 2023-24 school year for K-8 charter schools serving populations of less than 50% historically underserved by Race/Ethnicity.



Index to the Minutes

(Draft for Approval)

Special Meeting

May 04, 2022

This document is a record of the actions taken by the Board of Education at the Special Meeting held on May 04, 2022.. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at [https://www.youtube.com/watch?v= ZlxikH00RU&list=PL8CC942A46270A16E&index=13&t=8s](https://www.youtube.com/watch?v=ZlxikH00RU&list=PL8CC942A46270A16E&index=13&t=8s)

Attendance

Present: Chair DePass; Vice-Chair Scott; Directors Brim-Edwards, Greene, Hollands, Kohnstamm, and Lowery;

Absent: Student Representative Weinberg

INDEX

Actions Taken..... 02

ACTIONS TAKEN

- **Complaint 2020-09**

Director Scott moved and Director Lowery seconded the motion to confirm staff's findings of the step-2 complaint and uphold the superintendent's decision regarding Complaint 2020-09. The motion was put to voice vote and passed (6 yes, 0 no, 1 abstain [Hollands]).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Abstain, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes

RESOLUTION No. 6517

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
Albina Head Start, Inc.	8/15/22 through 7/7/23	Personal Services PS 91662	Teen Parent child care program. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$466,840	C. Proctor Fund 101 Dept. 4306	No
Eastbay dba Foot Locker	6/15/22 through 6/30/22	Purchase Order PO 159721	Purchase of uniforms, gear, athletics supplies, and equipment for all schools pursuant to Nike agreement PS-59471. Sole-Source Procurements PPS-47-0275	\$515,000	C. Proctor Fund 101 Dept. 5423	No
Professional Minority Group	6/15/22 through 12/30/22	Construction C 91671	Asbestos abatement at King School. Invitation to Bid – Construction 2022-012	\$219,748	D. Jung Fund 456 Dept. 5511 Project DS002	MBE, WBE
3 Kings Environmental, Inc.	6/15/22 through 10/31/22	Construction C 91583	Asbestos abatement at Lincoln High School. Invitation to Bid – Construction 2021-3015	\$1,545,000	D. Jung Fund 457 Dept. 3120 Project DA006	No
IRS Environmental of Portland, Inc.	6/15/22 through 12/30/22	Construction C 91674	Asbestos abatement at Woodstock School Invitation to Bid – Construction 2022-013	\$169,848	D. Jung Fund 456 Dept. 5511 Project DS002	MBE, WBE
IRS Environmental of Portland, Inc.	6/15/22 through 12/30/22	Construction C 91676	Asbestos abatement at Winterhaven School. Invitation to Bid – Construction 2022-015	\$196,150	D. Jung Fund 456 Dept. 5511 Project DS002	MBE, WBE
Houghton Mifflin Harcourt Publishing Co.	6/15/22 through 6/30/24	Personal Services PS 91710	Professional development – Into Literature Grades 6-12. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$646,270	C. Proctor Fund 191 Dept. 5445 Project H0315	No
Houghton Mifflin Harcourt Publishing Co.	6/15/22 through 6/14/28	Digital Resource DR 91713	Into Literature Grades 6-12 curriculum. Approved Special Class Procurement – Copyrighted and Creative Works PPS-47-0288(4)	\$4,992,641	C. Proctor Funding Source Varies	No

Jigsaw Learning LLC dba TeachTown	6/20/22 through 6/30/25	Digital Resource DR 91715	Special Education curriculum, materials, and training. Approved Special Class Procurement – Copyrighted and Creative Works PPS-47-0288(4)	\$486,341	C. Proctor Fund 205 Dept. 5414 Grant G2082	No
Guitar Center Stores dba Music & Arts	6/15/22 through 6/14/23 Option to renew for up to nine additional one-year terms through 6/14/32	Materials Requirement MR 91743	Purchase of musical instruments for SIA funded program start up, Title I funded projects, and PPS Modernization projects (Benson, Harrison Park, etc.). Invitation to Bid 2022-023	Original Term: \$1,620,000 Total through all renewals not to exceed: \$7,000,000	C. Proctor Funding Source Varies	No

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NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperatives

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No new IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Bora Architects, Inc.	6/15/22 through 12/31/22 Option to renew through Phase 2 – approximately 12/31/28	Architecture ARCH 91616 Amendment 1	Architecture and engineering services for Jefferson HS Modernization – Phase 1.2. Request for Proposals 2021-3051	\$1,266,754 Estimated Total through all renewals: \$22,800,000	D. Jung Fund 458 Dept. 5511 Project DA011	No
CTL (Computer Technology Link Corp)	6/15/22 through 12/1/22	Cooperative Contract COA 66669 Amendment 4	Purchase of Chromebooks Cooperative Procurement Group - OETC	\$5,000,000 \$11,000,000	D. Jung Funding Source Varies	No



PORTLAND PUBLIC SCHOOLS OFFICE OF TEACHING & LEARNING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3630

Date: June 6, 2022

To: School Board

From: Cheryl Proctor, Deputy Superintendent Instruction & School Communities
Kristina Howard, Interim Senior Director Middle Grades Instruction
Yeng Dhabolt, Interim Senior Director, College & Career Readiness
Kristina Granby, Program Administrator, High School Core Academics ELA/SS
Anjene Bryant, Program Administrator, Middle Grades Core Academics ELA/SS
Mary Wiener, Manager, Instructional Resource Adoption

Subject: 6-12 English/Language Arts (ELA) Instructional Materials Adoption

BACKGROUND

The previous 6-12 ELA adoption was completed in 2016 with Inquiry by Design as the adopted materials. PPS is currently engaged in a corrective action plan from the Oregon Department of Education to move PPS on to their state adoption schedule and return to a regular adoption schedule. The 6-12 ELA adoption work is one element of PPS's corrective action plan to move onto the state's required adoption schedule and to return to a regular adoption schedule moving forward. The adoption of a high-quality core curriculum is also one of the pillars to support the implementation of the new PPS Instructional Framework.

RELATED POLICIES/BEST PRACTICES

The core ELA adoption supports Board Goals 3 and 4. In relation to Board Goal #3: As of the 2018-2019 school year, the SBAC three-year average for 8th grade students reading on track for college and career readiness was 59%. However, the scores for our historically and persistently underserved students have disparate ranges. For example, only 16.7% of Black/African American 8th graders were reading on track for college and career readiness.

In relation to Board Goal #4, high school 3-year-rates for meeting expectations on the ELA SBAC had an average of 44.6% for all students. However, the rates are again disparate between different groups. For underserved students, the rate was 32.4%. It was 21.9% for Black/African-American students, and 12.5% for English Language Learners.

This is not to say that a lack of updated materials alone is the cause for such low proficiency in ELA; however, the lack of alignment between the grade-level standards and the instructional materials creates conditions such that classroom educators are forced to create and compile many of their own resources and adjust practice without necessarily being certain they are achieving the goal of providing texts and tasks that provide access to the work of grade-level standards. In addition, time spent creating and compiling resources takes a toll on the time

educators have to plan high-leverage instructional moves and to engage deeply in using formative and summative assessments to assess student learning and adjust instructional practices quickly and strategically.

ANALYSIS OF SITUATION

Adopting high-quality instructional materials will provide educators with vertically and horizontally aligned resources that are grounded in evidence-based language and literacy practices. All 6-12 teachers are then able to focus on instruction, including differentiation and extension, rather than spending time searching for instructional materials from various books and websites. Common ELA materials enable a district-wide shared focus on implementing and expanding rigorous, engaging, and culturally relevant instructional practices through ongoing professional development and using evidence of student work to reflect on the effectiveness of instructional practice. This use of formative and summative assessment to reflect on the effectiveness of instructional delivery will allow teachers to work together to hone practices to ensure equitable experiences and access for students in an ongoing, responsive, and relevant manner. Additionally, common high-quality materials provide a baseline of instructional materials to ensure all students have access to rigorous, coherent, grade-appropriate, and culturally relevant texts and tasks in ELA learning. This reduces the detrimental effects of learning interruptions for students having to navigate housing or other insecurity as a common scope and sequence combined with common instructional materials will support familiarity and similarity of experiences districtwide. Students will spend less time figuring out how to engage with the instructional materials during these types of transitions.

It is important to recognize that no purchased set of instructional materials will ever provide the full range of support that are needed for daily classroom instruction and differentiation and extension. Aligned Curriculum is a baseline that:

- Contains high-quality instructional materials that promote equity
- Provides structure and guidance for novice teachers
- Defines grade-level work clearly
- Serves as a common anchor for conversations about rigor and expectations
- Uses research-based practices

Current research tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success (Hattie, 2008). A common 6-12 ELA instructional resource allows for professional development that is strongly focused on shifting instructional practices in order to facilitate access and improved outcomes for all students, especially those who have been historically and persistently underserved. This focus on instructional practice will support the closing of the perpetual achievement gap in PPS.

In order to address the desire for teachers to maintain cultural and historical relevance with their students while engaging in the core curriculum, we would like to leverage the extensive library that is attached to HMH and have teachers bring their expertise and decide which novels we are going to pair with our new curriculum.

The Office of Teaching and Learning is currently bringing together ELA Educators, Instructional Specialists, and Teacher Librarians from each high school and each middle school

(representing each grade level) to select a set of texts (of diverse types and genres) deemed to be culturally relevant/affirming to add to the adoption. The district is committed to providing these materials to implement in the 2022-23 school year, and to continue this resourcing work in the future as the core curriculum implementation and assessment continues. The selected texts will be assessed by the workgroups using measures for text complexity, multiple worldviews, and an equity lens. These workgroups will have the opportunity to select sets of texts at each grade level to complement and enhance the baseline core curriculum.

FISCAL IMPACT

Contract PS 91710 for HMH professional development will be funded through General Funds (Project Code: H0315) as it is not bond compensable. See attachment A.

Contract 91713 for HM instructional materials will be funded through 2020 School Bond Funds. See attachment B.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The decision to fully adopt HMH: Into Literature 6-12 for both middle and high school grades involved an examination of state-approved publishers by the core adoption team and the AIR committee, followed by field testing of the resources in K-8, 6-8 and 9-12 programs in the district. A brief description of the AIR process and field testing is below.

AIR Committee Work

In January and February of 2022, members were recruited for an AIR committee to review resources and select two resources to be field tested. Outreach to recruit and engage AIR members included direct-to-teacher PPS communications, Administrator Portal, and email invitations to ELA teacher lists. The AIR committee consisted of 13 middle grades educators and 12 high school educators, plus TOSAs from the OTL mid/secondary ELA and literacy intervention programs. When the AIR committee convened in January, the committee purpose and commitment was outlined. It included narrowing the highest-rated vendors down to two choices to field test. Members who were classroom teachers were also asked to commit to engaging as field testers.

Field Testing of Finalists

In February and March of 2022, teachers were recruited to participate in field testing of the two resources chosen by the AIR committees at each level, 6-8 and 9-12. In addition to the AIR members who were asked to field test, the field testing opportunity was opened up district-wide and communicated through Admin Portal, Teacher Connect comms, emails directly to all ELA teachers, and direct outreach to building leaders.

PPS has 27 schools with middle grades programs. The ELA field test included 29 middle grades teachers, with a good distribution around the district.

PPS has 9 comprehensive high schools and several special and alternative programs. The ELA field test included 11 high school teachers, with a good distribution around the district as well.

Between March and May of 2022, field testing teachers received professional development on the resource they received, conducted planning, and engaged their students with the curricular materials in the classroom.

During field testing, feedback loops and observations were ongoing to gain a variety of data points, with a focus on field testing teachers' and students' experiences. In addition, non-field testing stakeholders (referred to as community) received options to view the finalists and provide feedback as well. This included:

- PPS outreach to invite to community night and non-field tester review (all communication streams)
- Personal outreach to all district RESJ partners to invite to the community night and to review materials on the district [page](#)
- Evening community night May 11 ([flier](#))
 - Each finalist vendor presented and then hosted individual breakout Q & A open to all
 - Recordings, review info, and surveys [posted](#) and feedback was accepted through May 23, 2022
- OTL TOSA “curriculum tour” to each comprehensive high school with materials displayed all day in the school library for stakeholders to view

In late May and early June, all field testing data were collected and analyzed toward a final recommendation.

Novel Text Curation

As stated in the “Analysis of Situation” section above, PPS will continue to engage our 6-12 ELA teachers, instructional specialists, and teacher librarians in a process to select more culturally responsive novel texts that meet the needs of our students. We acknowledge that some of the texts within HMH are highly eurocentric and are not relatable to all of our students, we are prepared to fully address this situation by selecting novel texts that our teachers are already using and new ones that represent the cultural background and relevance of our diverse student body.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation begins with the purchase of the HMH: Into Literature 6-12 core curriculum instructional materials. As part of the purchase, teachers will have full digital access to all 6-12 ELA materials in mid-June, prior to teacher summer institute professional development opportunities. Over the summer, PPS core team members and 6-12 ELA teachers, instructional specialists, mentors, and SpEd and ELD teachers who deliver core ELA courses will have the opportunity to attend at least 3 days of professional development focused on the PPS Instructional Framework and the new Into Literature core curriculum instructional materials (offered in June, August, and fall). All physical materials, including teacher editions and consumable student materials, will be available in buildings by mid-August. During the summer, building administrators and other district-level support staff will have the opportunity to receive professional development on the HMH: Into Literature 6-12 core instructional materials. This will be followed by an on-going professional development plan with the vendor that will consist of sessions over the next two years for teachers, administrators, families, and community members to engage in professional learning experiences around Into Literature and high-leverage practices in mid-secondary ELA instruction.

The PPS core team members will then revise the scope & sequence for each grade level to align with the horizontal and vertical articulation of priority standards presented in the Into Literature resources.

The PPS Core Academics department will continue to monitor student performance through the SBAC language arts assessment, MAP assessments (middle grades), teacher and student feedback through surveys and focus groups, and classroom walkthroughs centered in the district's Instructional Framework and focused on the student experience in ELA learning.

BOARD OPTIONS WITH ANALYSIS

Our recommendation is to approve this purchase. Purchasing HMH: Into Literature 6-12 means we will be able to actualize the idea of a guaranteed and viable curriculum, one that includes horizontally and vertically aligned standards-based instruction that has a foundation in high-quality instructional materials that are grade-level appropriate and diverse in types of texts and tasks. If not approved, 6-12 ELA instruction would continue with the current model, which means there would be a scope and sequence that is not centrally resourced and often features disparate and even unknown resources that have not been vetted for standards-alignment and grade-level appropriateness. If we were to restart any part of the instructional materials adoption cycle, this would take another 6 to 18 months to complete.


CONNECTION TO BOARD GOALS

A strong and comprehensive 6-12 ELS instructional materials adoption supports: Board Goal #3: *By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC);* and Board Goal #4: *By the spring of 2022, Portland Public Schools graduates who are underserved students of color will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.* Through English Language Arts learning that features high-leverage instructional strategies and is grounded in a common instructional resource, all students will be provided with the opportunity to realize the potential of their innate linguistic and cognitive skills. They will have the opportunity to experience the joys and the conundrums of both classic and contemporary literature as they engage in critical thinking and writing about and between complex texts that present a variety of diverse viewpoints. They will be able to both see themselves and their current experiences and contexts represented in texts and tasks *and* to grow their knowledge of the world outside of their own contexts.

If we have a Transformative Curriculum and Pedagogy (Educational System Shift in PPS reimagined), then we can support all teachers to be Knowledgeable and Committed Lifelong Learners, to be Inclusive and Responsive to Diverse Learners, and to be Self-Aware and Reflective (Educator Essentials), which will result in students becoming Inquisitive Critical Thinkers with Deep Core Knowledge and Inclusive and Collaborative Problem Solvers (Graduate Portrait).

STAFF RECOMMENDATION

Approve purchase by the summer of 2022.

A decorative graphic on the left side of the page features several interlocking gears. The gears are colored in shades of yellow, teal, orange, and blue. The teal gear is the most prominent, positioned in the upper right quadrant of the gear cluster.

6-12 ELA Instructional Resource Recommendation

PPS Office of Teaching and Learning

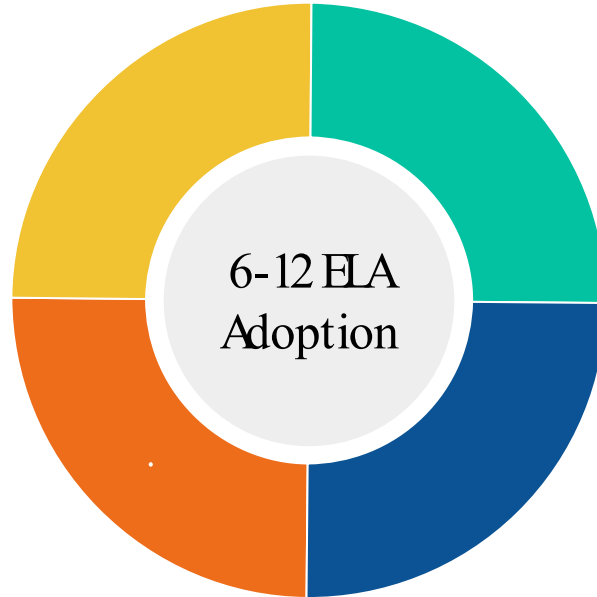
Agenda

01

Background & Purpose

04

Recommendation
PD Plan
Community Engagement



02

AIR Committee
Involvement

03

Field Testing



Course-Correcting to the State Adoption Timeline

PPS is engaging in a corrective action plan from the Oregon Department of Education to move PPS on to their state adoption schedule and return to a regular adoption schedule (Dr. Cheryl Proctor, Deputy Superintendent)

Adopted by the [State Board of Education on 2-20-20](#)

- ELA Instructional Materials Evaluation Tool
 - [K- 2 Category](#)
 - [3 - 5 Category](#)
 - [6 - 8 Category](#)
 - [9 - 12 Category](#)

Overall adoption [timeline](#) ODE website

Adoptions	Adoption year ¹	Adopted Materials/Options	Grade Level/Subject
Mathematics	21/22	i-Ready	Grades K-5
	22/23	MidSchoolMath	6th Grade Common Core 7th Grade Common Core Compacted Year 1 8th Grade Common Core Compacted Year 2
	22/23	Illustrative Mathematics	Algebra 1-2 Geometry Algebra 3-4
English Language Arts	22/23 Pending: 5/24/22 Board Meeting Approval	Great Minds: Wit & Wisdom or EL	Grades K-5
	22/23 June Board Meeting Approval	HMH: Into Literature or Amplify ELA	6th Grade Language Arts 7th Grade Language Arts 8th Grade Language Arts
	22/23 June Board Meeting Approval	HMH: Into Literature or Savvas- myPerspectives	English 1-2 English 3-4 English 5-6 English 7-8
Other 21/22 Adoptions Continuing	Rolling adoptions in 19/20, 20/21 and 21/22	Foundations	K-2 Foundational Skills
	21/22	Benchmark Adelante	K-5 Spanish DLI
	21/22	SEPUP 3	6-8 Science
Additional Adoptions: <ul style="list-style-type: none"> K-5 Violence Prevention (pending approval 22/23) 9-12 Physical Education (pending approval 22/23) K-5 DLI Programs (internal curriculum creation) K-12 Social Emotional Learning (rolling adoptions in 22/23, 23/24 and 24/25) 6-8 World Languages, 6-8 DLI, 9-12 World Languages, and 9-12 Continuing DLI. Additional Adoptional adoptions will be occurring after the 22/23 school year in all of our remaining core content areas- these include: K-12 Social Sciences (23/24), ESL/ELP (23/24), Visual & Performing Arts (23/24), K-5 Science (planned for 24/25) and additional Health/PE Adoptions. 			

¹ Adoption Year refers to the year that materials will be implemented in schools



Board Goal #3 & ELA Achievement: Grades 6-8

3. Eighth Grade Graduate Portrait

Comparison Group	Average Reading Score	Average Math Score	Reading on track for Career and College Readiness	Mathematics on track for Career and College Readiness	Met the Threshold in Both Subjects
Total	2560	2542	59.1%	46.9%	43.9%

American Indian/Alaskan Native, Not Hispanic	2547	2512	42.9%	36.4%	38.1%
Asian, Not Hispanic	2566	2575	63.0%	59.5%	52.5%
Black/African American, Not Hispanic	2414	2361	16.7%	6.9%	5.9%
Hispanic/Latino	2496	2464	36.2%	25.0%	22.9%
Multi-Racial, Not Hispanic	2559	2545	62.2%	48.0%	46.2%
Native Hawaiian/Pacific Islander, Not Hispanic	2511	2463	30.0%	22.2%	19.2%
White, Not Hispanic	2599	2584	71.4%	57.5%	54.0%

Board Goal 3: By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in ELA and Math (2018 -2019 baseline) to 51% meeting proficiency in both as measured by SBAC.

Board Goal#4 & ELA Achievement: Grades 9-12

4. Post-Secondary Readiness/ Ready for College & Career

Comparison Group	Passed 3 or More AP Courses with a "C" or Above	Passed 3 or More IB Courses with a "C" or Above	Completed a CTE Pathway	Passed 3 or More Dual Credit Courses with a "C" or Above	Achieved the Seal of Biliteracy	Met One or More of the Criteria
White and Asian	23.6%	26.6%	18.6%	18.6%	<5%	66.3%
Historically Underserved Students of Color	11.2%	9.6%	17.0%	22.1%	7.2%	50.3%
Total	19.0%	20.3%	18.0%	19.9%	5.1%	60.4%

American Indian/Alaskan Native, Not Hispanic	18.2%	<5%	13.6%	40.9%	<5%	50.0%
Asian, Not Hispanic	22.9%	26.4%	21.3%	26.5%	10.5%	70.4%
Black/African American, Not Hispanic	6.0%	<5%	14.8%	26.2%	<5%	43.6%
Hispanic/Latino	12.7%	10.0%	17.3%	18.8%	12.7%	50.2%
Multi-Racial, Not Hispanic	15.1%	17.4%	20.0%	21.9%	<5%	59.1%
Native Hawaiian/Pacific Islander, Not Hispanic	<5%	<5%	<5%	33.3%	<5%	38.1%
White, Not Hispanic	23.9%	26.8%	18.3%	17.5%	<5%	65.7%

**ELA High School (11th)
3-year meet rate as
measured by SBAC
(2018-19):**

Average: 44.6%

English Learners: 12.5%
Black/African-American:
21.9%
Underserved: 32.4%

Board Goal 4: By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators

A Student Perspective on a Common Curriculum

During field testing, OTL TOSAs conducted a “curriculum tour” in order to give high school stakeholders a convenient opportunity to see the physical materials for each of the publisher finalists. They set up materials at each comprehensive high school for a full day to allow staff and students to pop in, look at the books, and ask questions.

At one high school, a student came in with his teacher and class to look at the curriculum finalists’ displays in his school library. After school, this particular student returned to the library alone and shared the feedback he had wanted to give with two TOSAs.

He told them materials like these are necessary here in order for students to have any kind of structure or exposure to actual work. He told them that he hasn’t read anything this year his English class.



High-Quality Instructional Materials

Adopting high-quality instructional materials will provide educators with vertically and horizontally aligned resources that are grounded in evidence-based language and literacy practices.

- Teachers are then able to focus on instruction, including differentiation and extension, rather than spending time searching for instructional materials from various books and websites.
- Common ELA materials enable a district-wide shared focus on implementing and expanding rigorous, engaging, and culturally relevant instructional practices through ongoing professional development and using evidence of student work to reflect on the effectiveness of instructional practice.
- Use of formative and summative assessment to reflect on the effectiveness of instructional delivery will allow teachers to work together to hone practices to ensure equitable experiences and access for students in an ongoing, responsive, and relevant manner.
- Common high-quality materials provide a baseline of instructional materials to ensure all students have access to rigorous, coherent, grade-appropriate, and culturally relevant texts and tasks in ELA learning.

High-Quality Instructional Materials

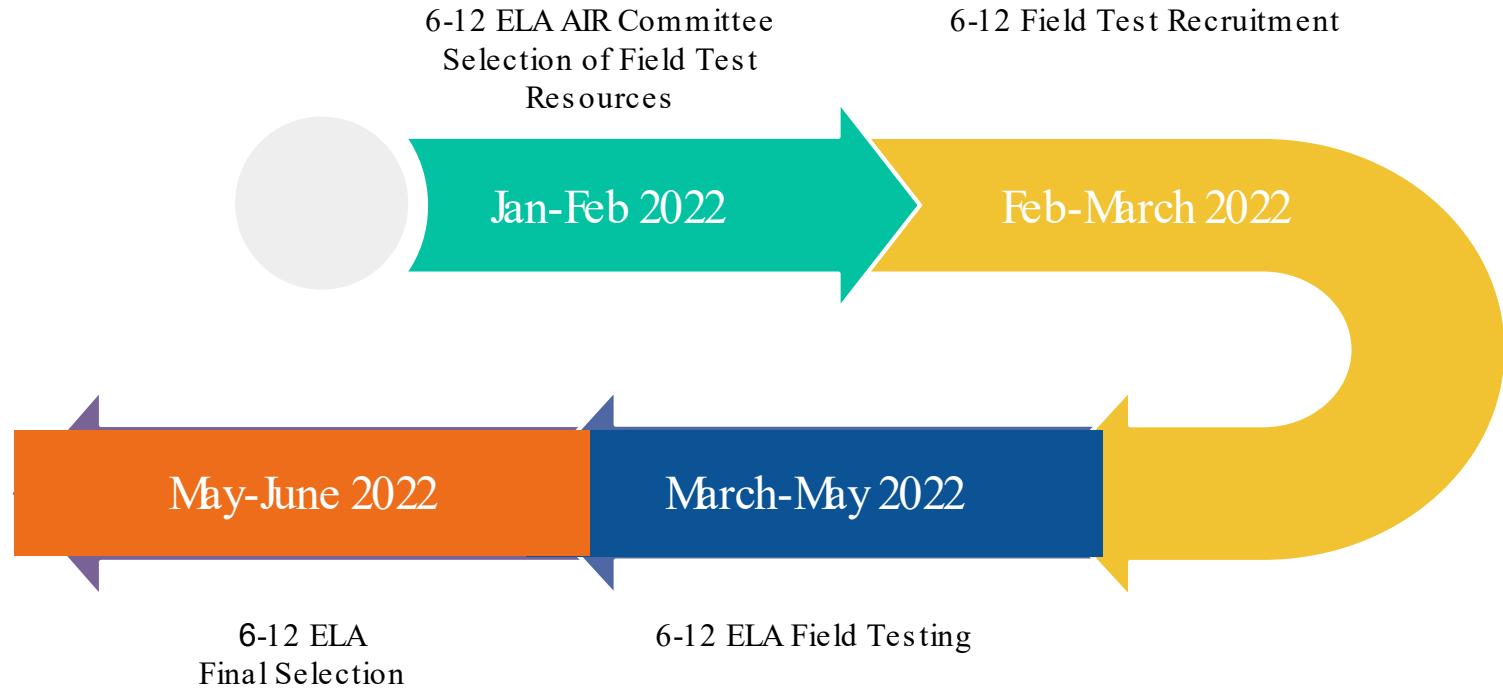
It is important to recognize that no purchased set of instructional materials will ever provide the full range of support that is needed for daily classroom instruction and differentiation and extension. **Current research tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success** (Hattie, 2008).

A common 6-12 ELA instructional resource allows for professional development that is strongly focused on shifting instructional practices in order to facilitate access and improved outcomes for all students, especially those who have been historically and persistently underserved. This focus on instructional practice will support the closing of the perpetual achievement gap in PPS.

Aligned Curriculum is a baseline that:

- Contains high-quality instructional materials that promote equity
- Provides structure and guidance for novice teachers
- Defines grade-level work clearly
- Serves as a common anchor for conversations about rigor and expectations
- Uses research-based practices

6-12 ELA Adoption Timeline Overview



6-12 ELA AIR Committee Participation

Grade Level	Educators from Schools (% HU)
Middle Grades 13	0- 30% (7)
High School 12	31-60% (12) 61 - 90% (4)



Advise on CORE INSTRUCTIONAL RESOURCES for 6
8 and 9-12 Language Arts (2022)

AIR Committee:
Purpose

- Narrow choices of state-approved vendors to two finalists to field test
- Engage in field testing and feedback process to contribute to the final recommendation for core program to the school board

Advise on SUPPLEMENTAL INSTRUCTIONAL
RESOURCES (Fall 2022 and beyond)

- Engage in needs-assessment and recommendations for instructional resources to support and enhance the core programs



6-12 AIR Committee Work

Step 1

Review purpose, process,
and evaluation tools ([ODE](#) & [EdReports](#))

Step 2

Engage in individual materials
Review & submit evaluations

Step 3

Analyze AIR responses

Houghton Mifflin Harcourt (9-12) [Link to lists on Publishers](#)

HMH Into Literature (Grades 9-12)

Program Title & Link to ODE Scorecard: [click link in Step 4 on dashboard](#)

Publication Date: 2022

* indicates "exemplary" program scoring of 100% on Non-Negotiable (NN) metrics as well as 100% on Alignment Criteria (AC) metrics.

ODE Adoption Criteria:	MEETS*
NN 1: High-Quality Text	3
NN 2: Evidence-Based Discussion in Writing	3
NN 3: Building Knowledge	3
AC 1: Range and Quality of Texts	3
AC 2: Questions, Tasks, and Assignments	3
AC 3: Building Knowledge w/ Texts, Vocab, and Tasks	3
AC 4: Access to Standards for All Students	3
AC 5: Cultural Representation	3
AC 6: Accessibility / Usability	3

2 Publisher Presentation Video
[Publisher Presentation \(63 mins\)](#)
Time Stamped Notes
[Video Notes](#)

Q&A Video (optional)
[Recording Link \(31 mins\)](#)
[Publisher Response to Scoring](#)
[Publisher Response](#)

3 Review EdReports
[Into Literature \(2020\)](#) not available for 2022 publication

ODE Scoring: **3** Meets all criteria, **2** Meets most of the criteria, **1** Partially meets the criteria, **0** Does not meet the criteria

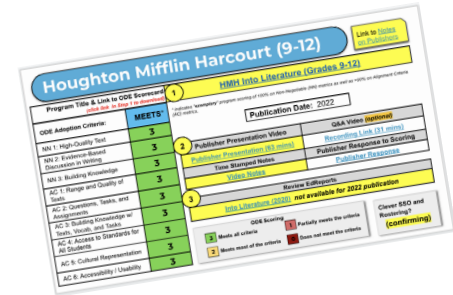
Clever SSO and Rostering? **(confirming)**



ODE Adoption Criteria

For ELA Tier 1 Core

- High -quality texts
- Evidence -based discussion and writing
- Building knowledge
- Range and quality of texts
- Questions, tasks, and assignments
- Building knowledge with texts, vocabulary, and tasks
- Access to standards for all students
- Cultural representation
- Accessibility/usability



Section I: ALIGNMENT TO ENGLISH LANGUAGE ARTS & LITERACY CONTENT		Meets	%
Legal Requirements		YES	
NN1 High-quality text		YES	100.00%
NN2 Evidence-Based Discussion and Writing		YES	100.00%
NN3 Building Knowledge		YES	100.00%
Section II: INSTRUCTIONAL SUPPORT AND ASSESSMENT ALIGNMENT CRITERIA		Meets	%
AC1 Range and Quality of Texts		YES	77.78%
AC2 Questions, Tasks, and Assignments		YES	88.89%
AC3 Building Knowledge with Texts, Vocabulary, and Tasks		YES	88.89%
AC4 Access to Standards for All Students		YES	86.67%
AC5 Cultural Representation		YES	66.67%
AC6 Accessibility/Usability		YES	100.00%
Overall Rating		MEETS	



EdReports

EdReports is a nonprofit organization that does an independent review of curriculum. A team of classroom educators, with a deep understanding of college- and career-ready standards, meet to examine materials, gather evidence, and come to a consensus on scoring recommendations for each curriculum.

The link on each publisher page takes you to the Summary of Alignment and Usability page. This gives an at-a-glance score in several “gateways.”

If you want to dig deeper into the scores, search for the curriculum and select a grade level to view.

Refine Results

Narrow your field of results by publisher, subject, or grade

PUBLISHER

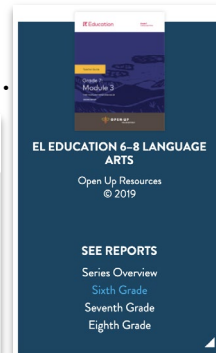
ELA

GRADE

Search by report title, ISBN, or publisher.

ENTER INFORMATION

Reports with enhanced technology information



Seventh Grade

ALIGNMENT | Meets Expectations

Gateway 1: TEXT QUALITY AND COMPLEXITY

0 18 32 36

35

- 32-36 Meets Expectations
- 19-31 Partially Meets Expectations
- 0-18 Does Not Meet Expectations

Gateway 2: BUILDING KNOWLEDGE

0 15 28 32

30

- 28-32 Meets Expectations
- 16-27 Partially Meets Expectations
- 0-15 Does Not Meet Expectations

USABILITY | Meets Expectations

Gateway 3: USABILITY

0 15 23 25

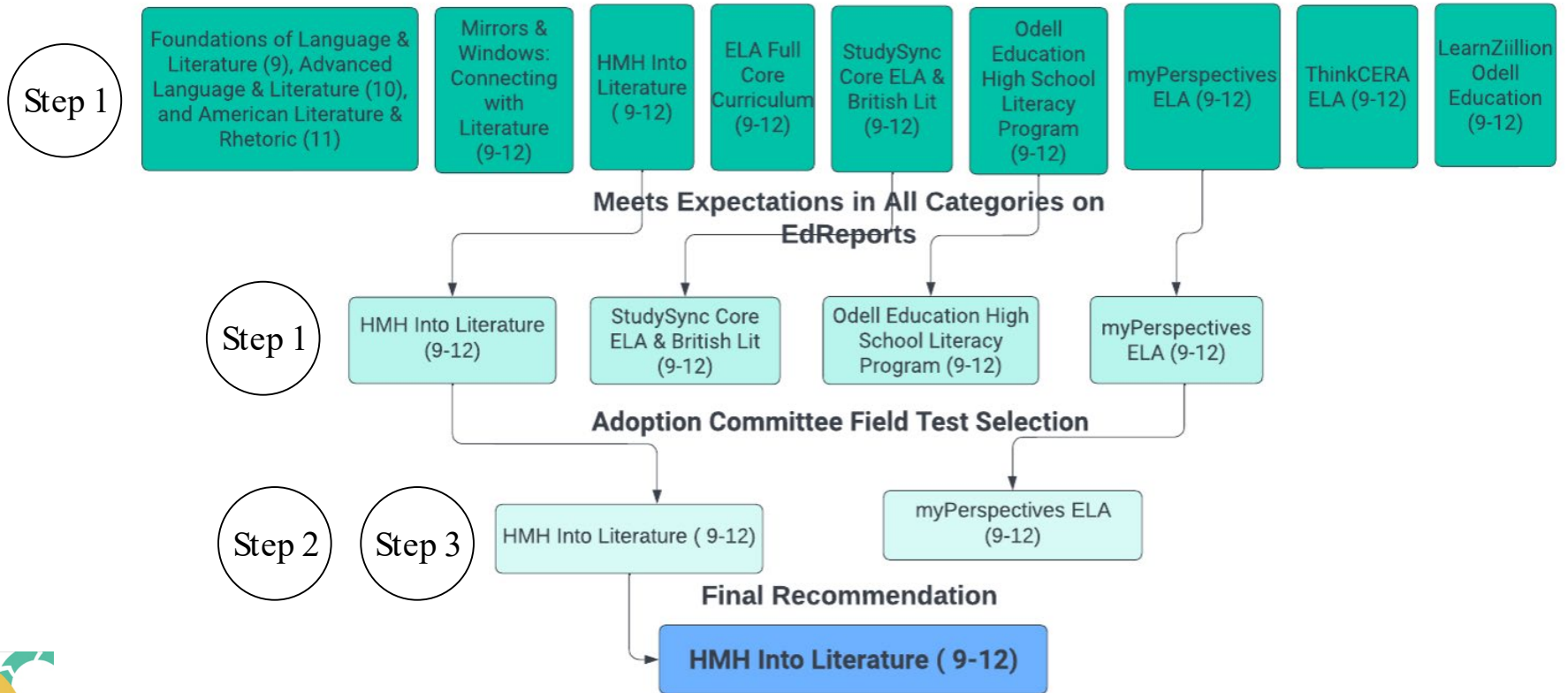
23

- 23-25 Meets Expectations
- 16-22 Partially Meets Expectations
- 0-15 Does Not Meet Expectations

9-12 ELA Curriculum

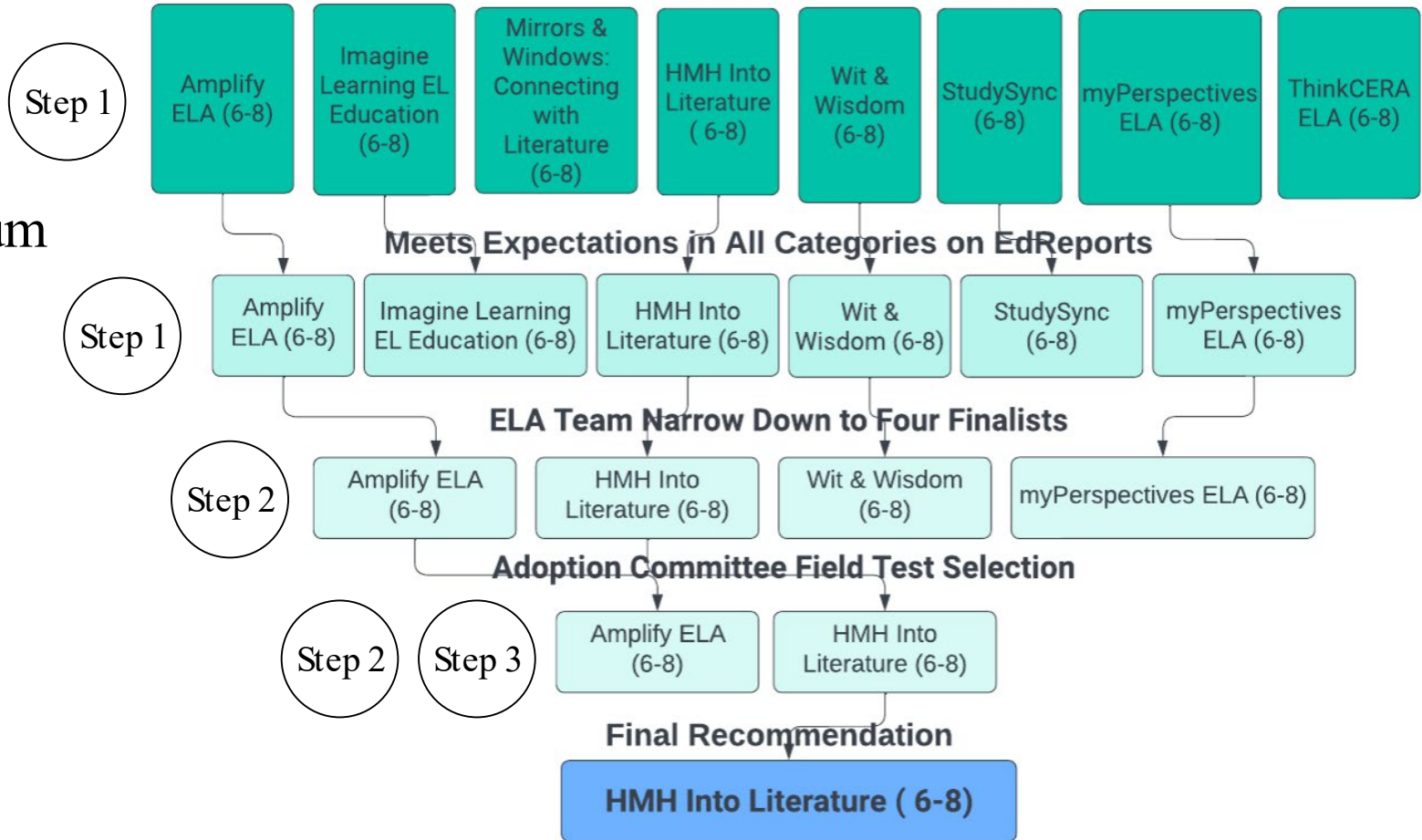
Review

ODE Approved 9-12 English Language Arts Curriculum



6-8 Curriculum Review

ODE Approved 6-8 English Language Arts Curriculum (Meets All Criteria)



6-12 ELA Field Test Participation



Field Test Teacher Professional Development



6-12 ELA
Adoption

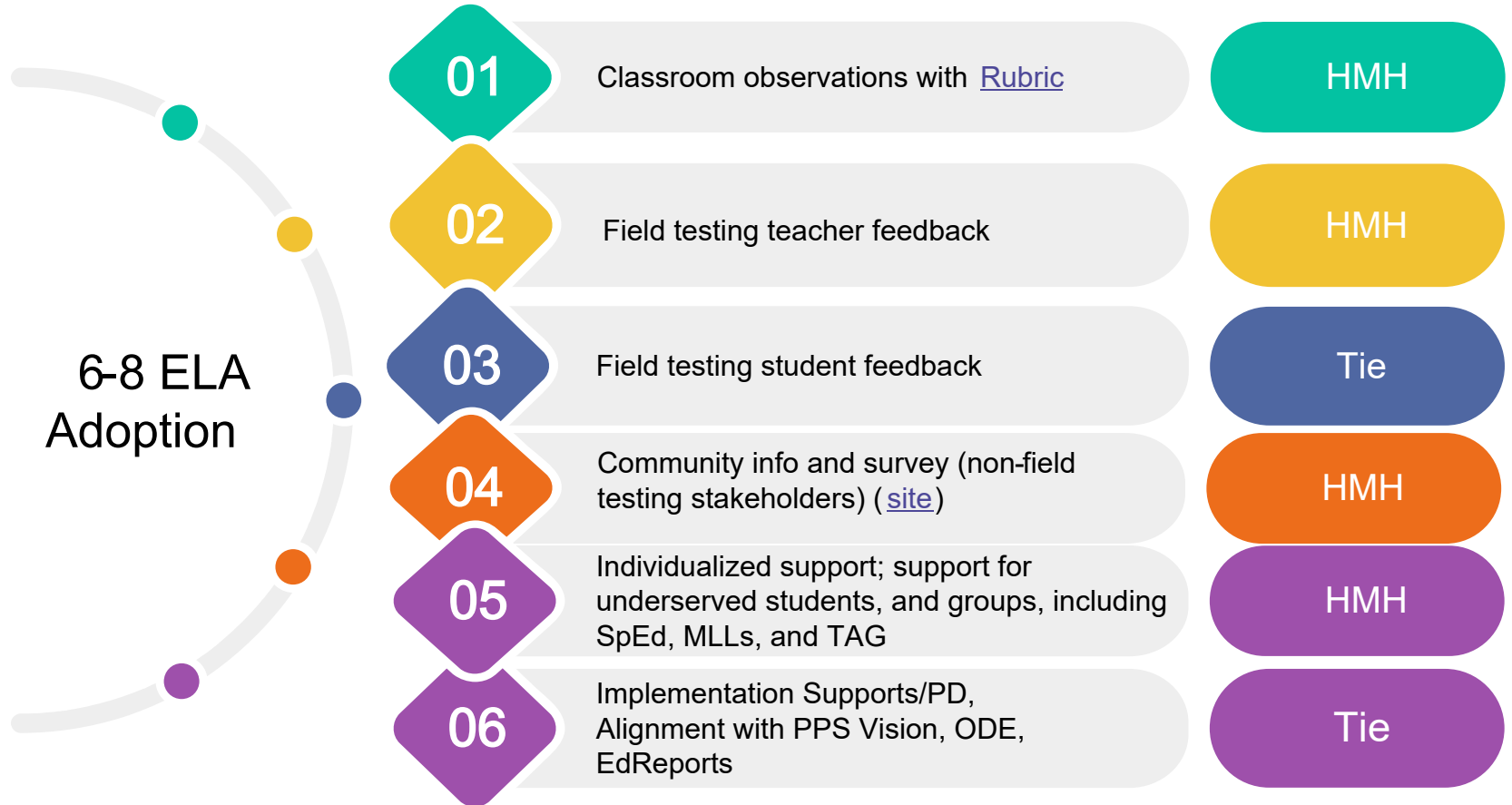


Outreach for AIR, Field Testing, Input

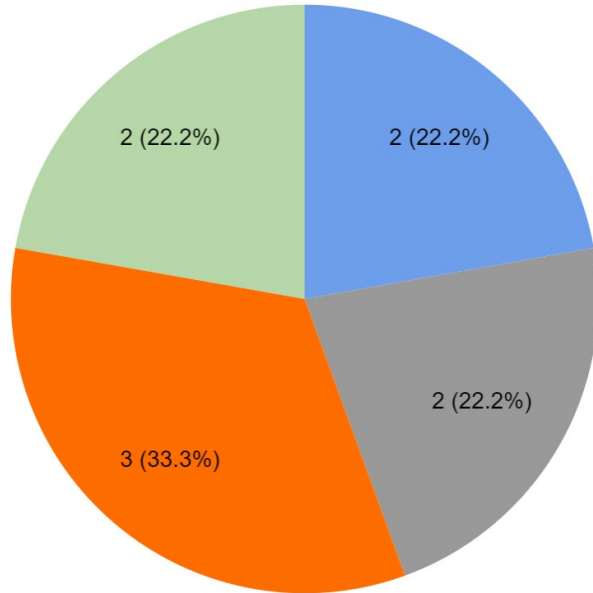
- Outreach to engage and recruit AIR members
 - Teacher comms, Admin Portal, email to ELA teacher lists
- Outreach to engage and recruit field testers
 - Teacher comms, Admin Portal, email to ELA teacher lists
- PPS outreach to invite to community night and non-field tester review (all comms)
- Personal outreach to all district RESJ partners to invite to the community night and to review materials on the district [page](#)
- Evening community night May 11 ([flier](#))
 - Each finalist vendor presented and then hosted individual breakout Q & A open to all
 - Recordings, review info, and surveys [posted](#)
- OTL TOSA “curriculum tour” to each comprehensive high school with materials displayed all day in the school library for stakeholders to view



6-8 Data Collection & Data Analysis Results

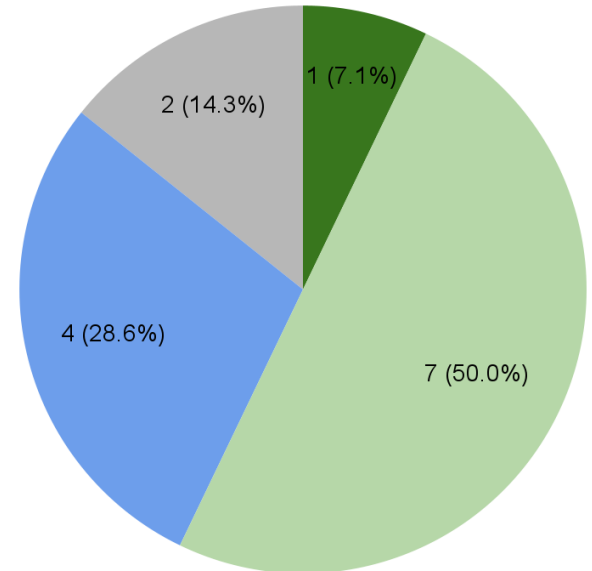


6-8 FIELD TEST TEACHER FEEDBACK: Overall, how would you rate these instructional materials COMPARED to other ELACore (Tier 1) instructional materials for English Language Arts that have been available to you in the past? (Ex: Inquiry by Design, EMC, Holt Elements of Lit...)



6-8 Amplify

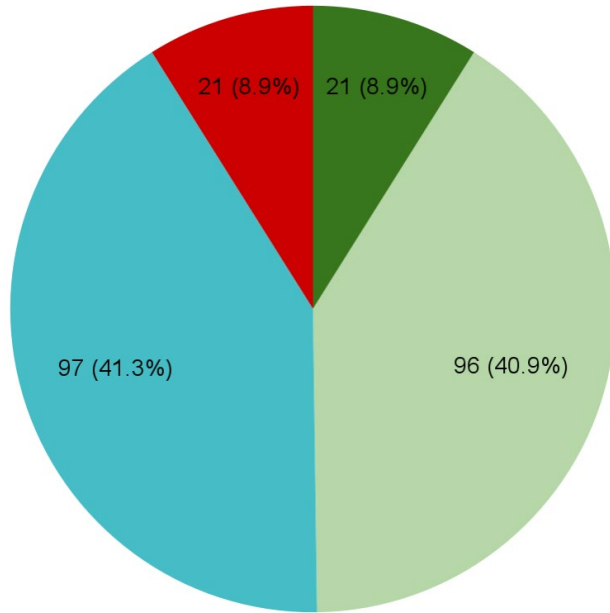
- Much better
- Somewhat Better
- The Same
- I have not had access to any other core instructional materials for English Language Arts
- Worse



6-8 HMH Into Literature

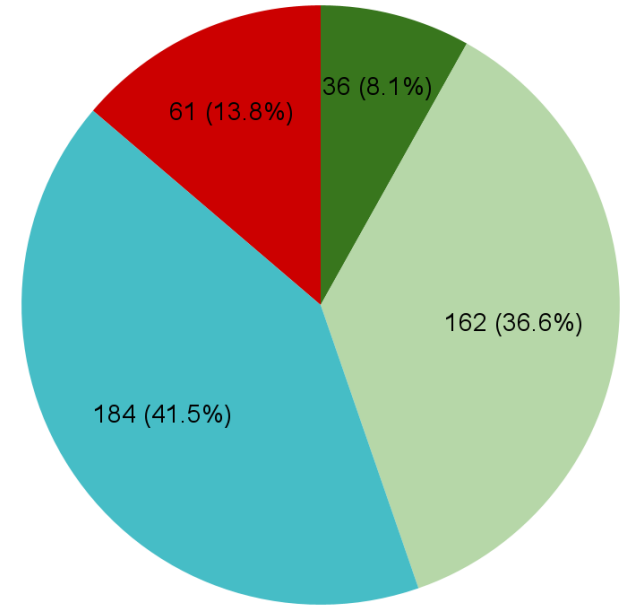


6-8 FIELD TEST STUDENT FEEDBACK: What is your overall rating of the instructional materials?



6-8 Amplify

- Excellent - Meets the vast majority of criteria, I really think you should buy this.
- Good - Meets most of the criteria, I think you should buy this.
- Fair - Meets some criteria, I only kind of think you should buy this.
- Poor - Does not meet the criteria, I do not think you should buy this.

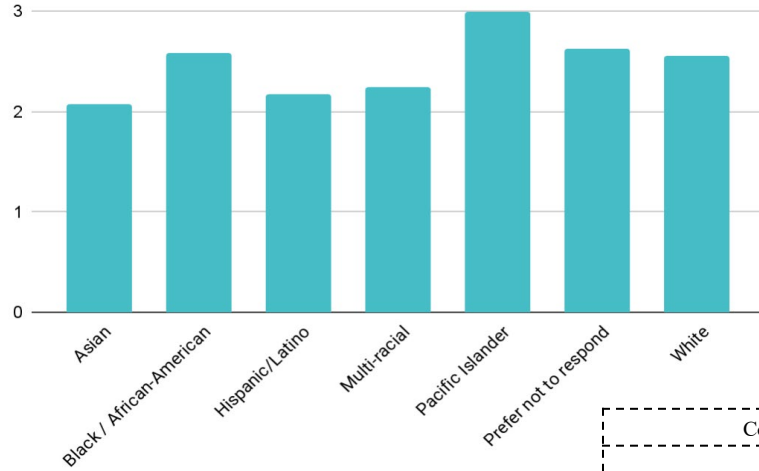


6-8 HMH Into Literature



6-8 FIELD TEST STUDENT FEEDBACK

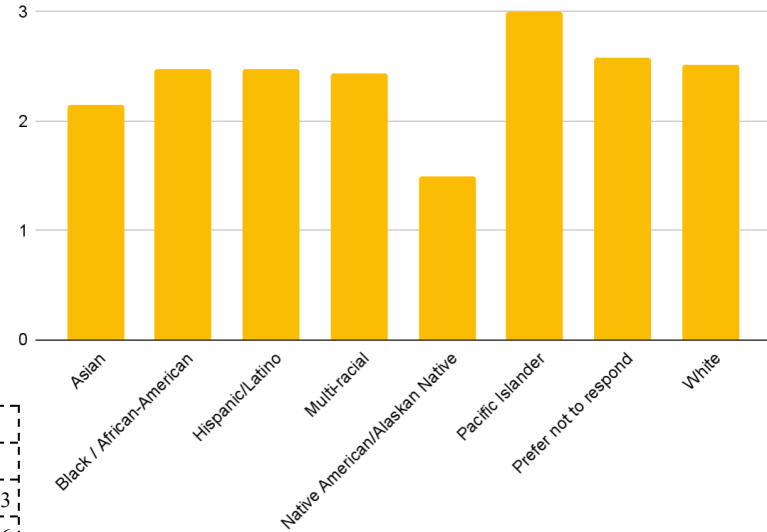
Representation: I see myself and community represented in the curriculum.



6-8 Amplify

Count by Respondent		
	Amplify	HMH
Asian	16	13
Black / African-American	29	36
Hispanic/Latino	11	95
Multi-racial	58	82
Native American/Alaskan Native	0	2
Pacific Islander	1	4
Prefer not to respond	8	20
White	112	191

4=Strongly Agree
3=Agree
2=Disagree
1=Strongly Disagree



6-8 HMH Into Literature

6-8 HMH & Amplify Community Engagement

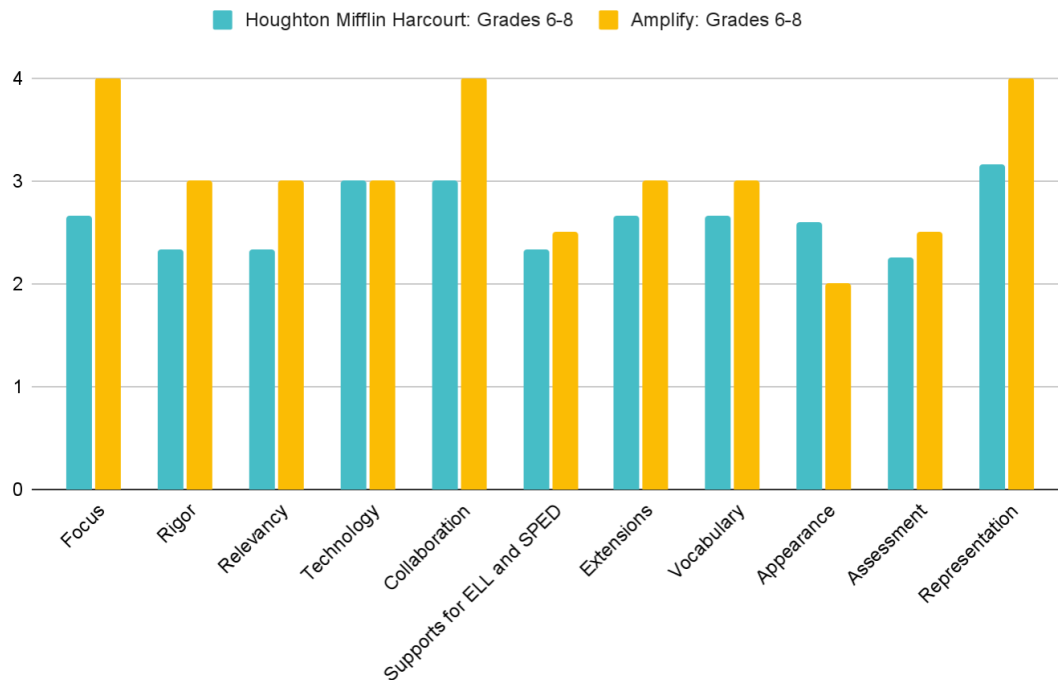
How much do you agree with the areas below being part of each curriculum?

Engagement Opportunities

- Virtual vendor presentations: May 11, 2022
- [Asynchronous](#) recorded vendor presentations, demo log-in information, Novel text review, etc.: May 12, 2022 to May 25, 2022
- Instructional Material Review Form

Respondents:
2- Parents
3- Teachers

4=Strongly agree
3=Agree
2=Disagree
1=Strongly disagree



9-12 Data Collection & Data Analysis Results

9-12 ELA Adoption

01

Classroom observations with [Rubric](#)

HMH

02

Field testing teacher feedback

HMH

03

Field testing student feedback

HMH

04

Community info & feedback (non-field testing stakeholders) ([site](#))

HMH

05

Individualized support; support for underserved students, and groups, including SpEd, MLLs, and TAG

HMH

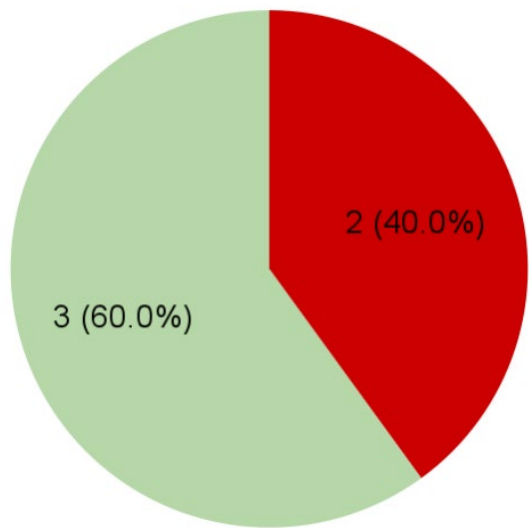
06

Implementation Supports/PD, Alignment with PPS Vision, ODE, EdReports

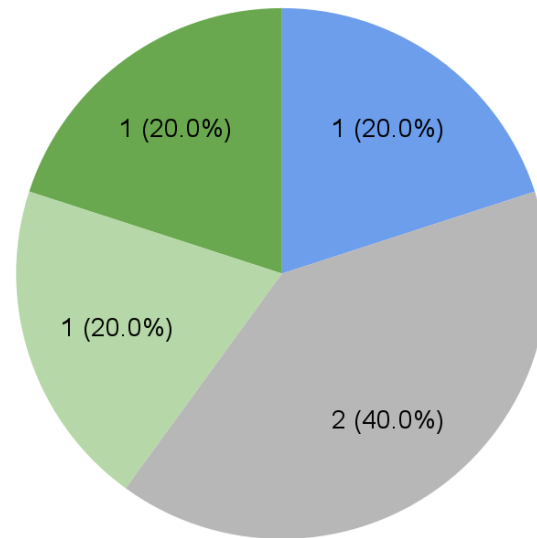
Tie



9-12 FIELD TEST TEACHER FEEDBACK: Overall, how would you rate these instructional materials COMPARED to other ELA Core (Tier 1) instructional materials for English Language Arts that have been available to you in the past? (Ex: Inquiry by Design, EMC, Holt Elements of Lit...)



- The Same
- I have not had access to any other core instructional materials for English Language Arts
- Somewhat Better
- Much better
- Much Worse

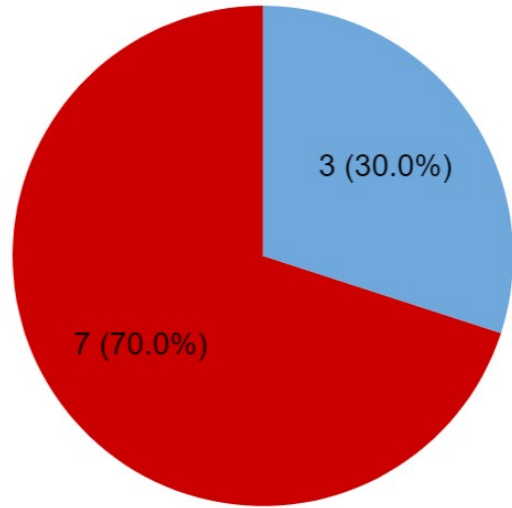


9-12 Savvas: myPerspectives

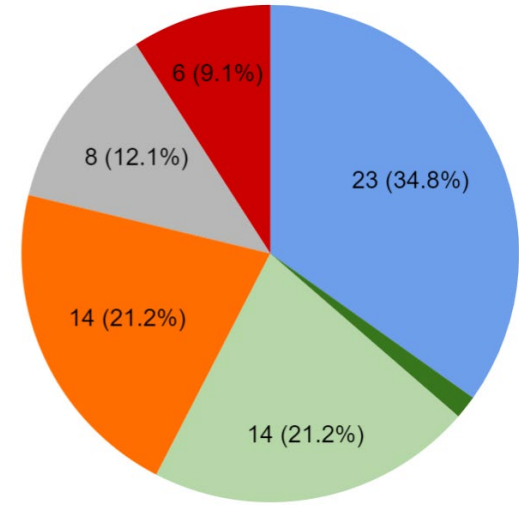
9-12 HMH Into Literature



9-12 FIELD TEST STUDENT FEEDBACK: Overall, how would you rate these instructional materials COMPARED to other ELA Core (Tier 1) instructional materials for English Language Arts that have been available to you in the past? (Ex: Inquiry by Design, EMC, Holt Elements of Lit...)



- The Same
- Much better
- Somewhat Better
- Worse
- I have not had access to any other core instructional materials for English Language Arts
- Much Worse



9-12 Savvas: myPerspectives

9-12 HMH Into Literature



9-12 Savvas & HMH Community Engagement

How much do you agree with the areas below being part of each curriculum?

Engagement Opportunities

- Virtual vendor presentations: May 11, 2022
- [Asynchronous](#) recorded vendor presentations, demo log-in information, Novel text review, etc.: May 12, 2022 to May 25, 2022
- Library tour with all materials at each comprehensive high school, one day each: April/May 2022
- Instructional Material Review Form

Respondents:

- 1- Parent
- 22- Teachers
- 102- Students
- 2- Administrator
- 3- Other PPS Employee

4=Strongly agree

3=Agree

2=Disagree

1=Strongly disagree



6-12 Field Testing: Themes



Modalities & Usability

Digital/ physical/ consumable
Layout/appearance



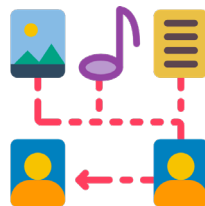
Feedback

Writing support &
formative capabilities



Adaptability

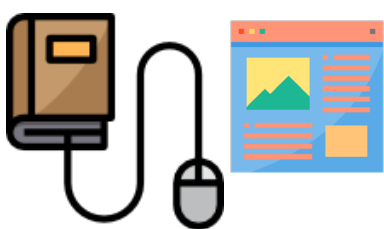
Scaffolding, differentiation, and
extension
Student & teacher choice &
customization



Program content

Instructional
strategies, texts,
and tasks





Theme: Modalities & Usability

Digital, Physical, Consumable Appearance & Layout

...engaging and adaptable digital textbook and digital writing platform that works well with Canvas, (*HS teacher*)

I think students really enjoy using both the workbook and the digital materials together. Some students prefer print and others benefit from the highlighting of text when read aloud to them. (*MS teacher*)

Eye-popping student friendly graphics (*HS teacher*)

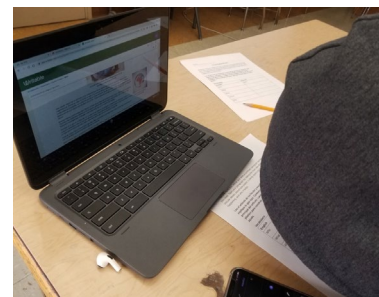
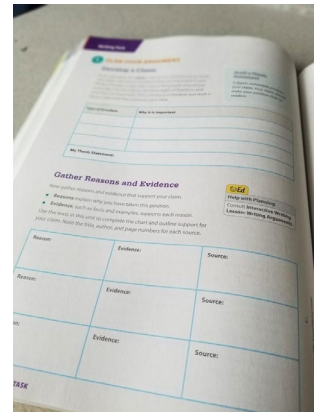
The ability to have both online AND physical texts is HUGE for my students. There are other features that are amazing as well, but this feature has made a HUGE difference for engagement in my class (*MS teacher*)

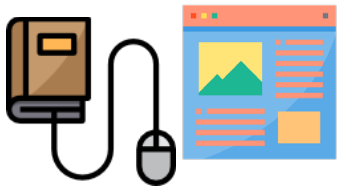
The online looks just like the print, so it is not confusing to students or teachers (*HS teacher*)

The HMH is high interest; like the graphics and color – they hook the students and even the teachers (*HS teacher*)

Liked the consumables over the digital (*10th grade student in one school*)

Students like the digital platform (*10th student in another school!*)





Theme: Modalities & Usability

Digital, Physical, Consumable Appearance & Layout

HMH has more colorful and engaging appearance for students and teachers (HS teacher)

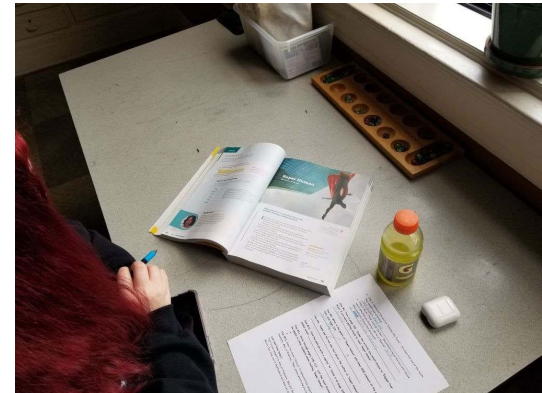
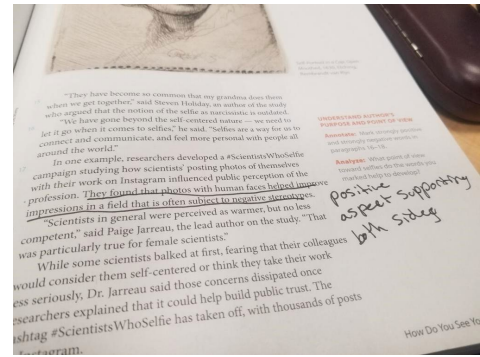
The consumables are a weight off my shoulders to have. I have worked with materials like this before in a different district and they were helpful. (HS teacher)

HMH is colorful and not overwhelming with the way space is used (HS student)

Writable because it makes guided writing on the computer easier for our students to access (HS teacher)

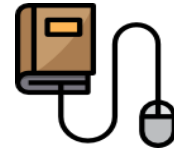
Its much more organized and it can read aloud to me which is nice (HS student)

I really like the workbook. The margins that offer annotations and embedded vocabulary work are super helpful. Kids being able to mark the text is also great. It's nice having online option, works great for self directed learners but would caution against this being the main use. (MS teacher)



Theme: Modalities & Usability

Digital, Physical, Consumable Appearance & Layout



which overlaps itself
er—
h 7

Roy Ferson as Macbeth and Tara Fitzgerald as Lady Macbeth, directed by Iqbal Khan, The Globe Theatre, London, England, 2016.

the assignment list was very helpful for organization.

It is easy to be able to look at the poem at the same time as my writing in a split screen. I like how I don't have to switch tabs

It's pretty fun. You can learn about it. You may think about it differently, but it's definitely fun for me.

I like that it is very organized. This is good so that I don't lose my work

Shows all of my assignments that i have not done yet.

Submitting assignments was pretty convenient through the actual platforms

Students on survey Q: What is a feature you have found beneficial?

How easy it was to navigate.

I think that it is nice that there are two sides to the screen so I can look at the material and respond at the same time.

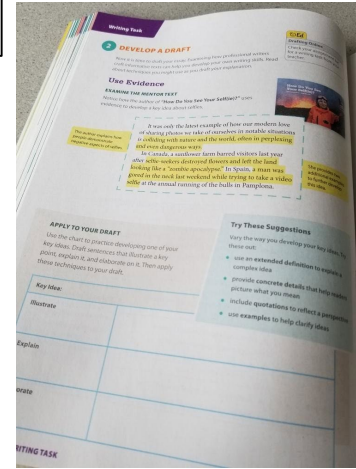
I like how everything was all in one place

T[h]e product shows how many questions you will be answering in total and presents a page that informs you if some questions will have multiple parts.

I liked everything being in one place. It was very helpful not having to open a bunch of stuff.

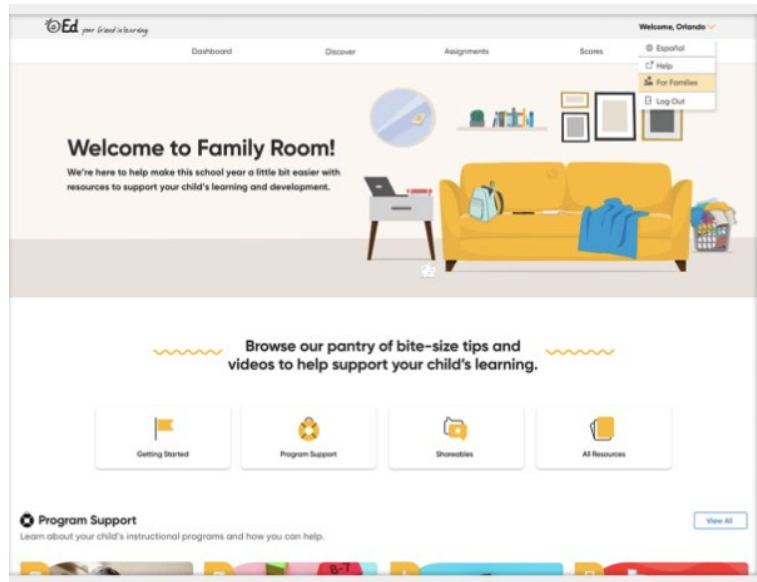
I liked the layout of HMH and Writable, and how it's is structured in questions sort of.

...que fue muy divertido y dinamico



HMH Into Literature & Writable 6-12: Family/ Caregiver Experience

Family Room—a family-friendly part of the *Ed* learning platform—supports diverse learning environments and makes at-home learning more manageable for families and caregivers by providing equitable, on-demand resources to help support their children.



With *HMH Into Literature*, families and caregivers can:

- Access their child's learning via the student's *Ed* log in
- Find simple, helpful, and equitable at-home learning resources in both English and Spanish
- Explore tips and videos personalized to their child's learning





Theme: Adaptability

Scaffolding, Differentiation, and Extension Student and Teacher Choice & Customization

Notice and Note.
Tool to help kids
read with purpose,
to go back into text,
supporting evidence
when writing (MS
teacher)

I have found the scaffolded assignments in Writable to be helpful in supporting my struggling students. (MS teacher)

Appreciate the layered supports (HS teacher)

Excited about the differentiation tools and consumables available, like the idea of tearing out sections of the consumables and the amount of planning time the text will save him. (HS teacher)

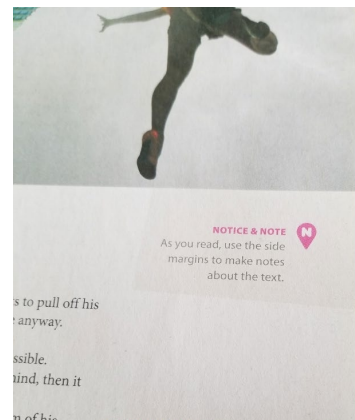
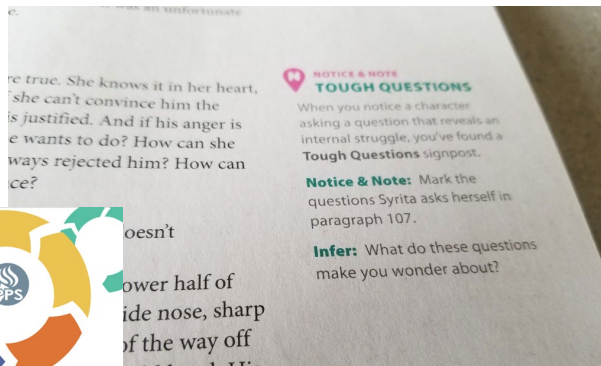
Annotating tools and guiding questions to support students critical thinking as they read texts. The prompts along the way encourage students to slow down and think about what they are reading. It takes a lot of the prep work out of it for me. (HS teacher)

Lots of access points for students with IEPs and ELLS-also high quality selections. There still could be more access points, but there were some nice visuals of the story. (MS teacher)

Notice and Note strategy embedded in all texts, student choice with assessments, numbered paragraphs, skills build upon each other, adaptive paragraph-writing frames for ELL and SpEd and TAG students...(HS teacher)

Assessment: Choices and extension opportunities (MS teacher).

HMH will be great for supporting students who have attendance issues (HS teacher)





Theme: Adaptability

Scaffolding, Differentiation, and Extension Student and Teacher Choice & Customization

The read aloud feature is nice, as well as live highlighting text during the reading. (MS teacher)

Like the layered units and the student choice as there are several choices per unit. The six units in approximately 6-week increments make it flexible and they can stretch out or rein in. (HS teacher)

Writable Time for Kids in Spanish. It's nice to have ready made materials about current events in Spanish (HS teacher)

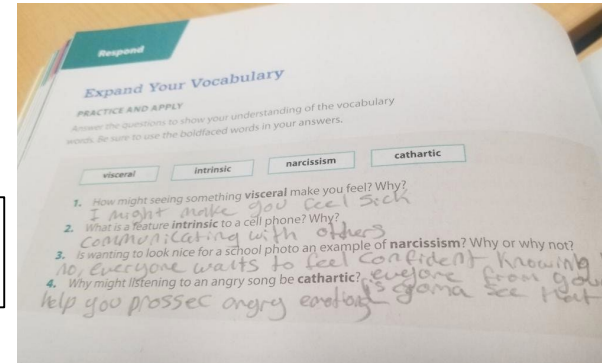
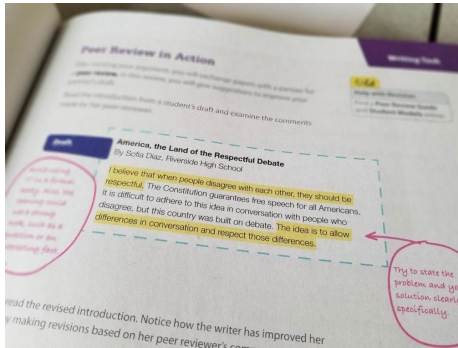
Like the consumables-says it's high interest for students, appreciates the student choice (HS teacher)

Liked the support offered in the texts (HS student)

It can read aloud to me which is nice (HS student)

Notice and Note. It's a powerful tool for close reading text. (MS teacher)

Very excited to have materials to support ELA instruction in general! (HS teacher)



HMH Into Literature 6-12: Student Experience

Differentiation Resources to Meet the Needs of All Learners

HMH Into Literature supports differentiation for striving readers, advanced students, and multilingual learners.

Resources for Both Striving and Advanced Readers and Writers:

- Text visualizations, adaptations, and summaries so all students understand important concepts and participate in standards-based tasks.
- **Level Up Tutorials** and a selection of 180 **Leveled Texts** allow students to read at the appropriate Lexile® level and develop skills at their own pace.
- **HMH Current Event Resources** and **Higher-Order Thinking Questions** prepare students for success in AP® courses.

Increase Multilingual Learner Proficiency with:

- Point-of-use teacher and student supports including **Selection Summaries** in Spanish, English, Haitian Creole, and Brazilian Portuguese
- **Multilingual Glossaries** on literary and informational terms in ten languages
- **Teacher's Corner** resources to help teachers identify the right support for each learner

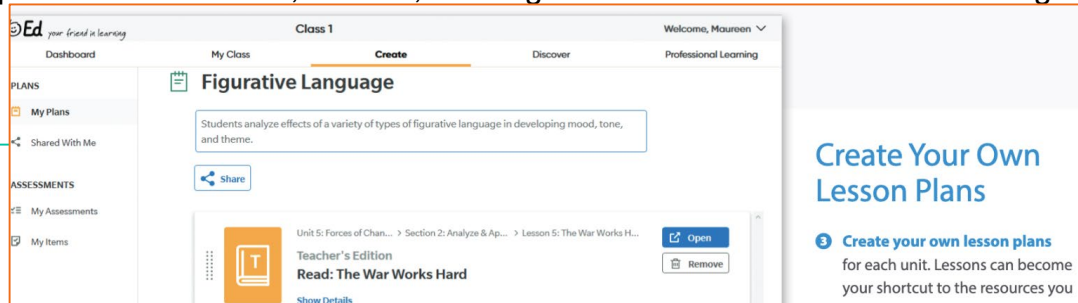


Writable Teacher Experience

Customize every aspect of every lesson to fit your teaching. Manage student experience from point-of-use feedback to polished revisions. Throughout their writing journey, you can view students' work, monitor their progress, provide scaffolding, and offer comments.

A Fully Supported Writing Process

- Customize support with a menu of digital tools. Decide whether students will self or peer review; access real-time feedback on grammar, structure, organization, and originality.. Scaffold assignments for English learners and Tier 2 students.
- Tailor writing assignments to meet state and district writing benchmarks and the needs of your students. Use *Writable's* templates to build any type of assessment—including multiple choice, short answer, and items based on visual, audio, and video stimuli.
- Plan instruction and monitor growth with reports based on class, student, or assignment. You can also see results organized by assignment, category, skill, or standard.



The screenshot displays the Writable teacher interface. At the top, it shows the user's name 'Maureen' and the class 'Class 1'. The main content area is titled 'Figurative Language' and contains a text box with the instruction: 'Students analyze effects of a variety of types of figurative language in developing mood, tone, and theme.' Below this is a 'Share' button. On the left sidebar, there are sections for 'PLANS' (My Plans, Shared With Me) and 'ASSESSMENTS' (My Assessments, My Items). At the bottom, there is a preview of a lesson plan titled 'Read: The War Works Hard' with 'Open' and 'Remove' buttons.

Create Your Own Lesson Plans

- 3 Create your own lesson plans for each unit. Lessons can become your shortcut to the resources you



Theme: Feedback

Writing Supports & Formative Capabilities

I like that there is grammar and spelling check built into the software that provides feedback to help you learn and explains why your grammar was incorrect.

I like how writable organizes the assignments.

The analysis for the reading/writing. I like knowing where I am as a student and it lets me know where I need to improve.

The ability to revise and check and self reflection on your work.

It makes you revise and look at your work before tur[n]ing it in.

Student Surveys!

The grammar check is helpful and I like the extra features where you can do a self review or revise before you turn it in

One feature that has been beneficial has been the self-review because it makes you look at your work from a critical standpoint before turning it in.

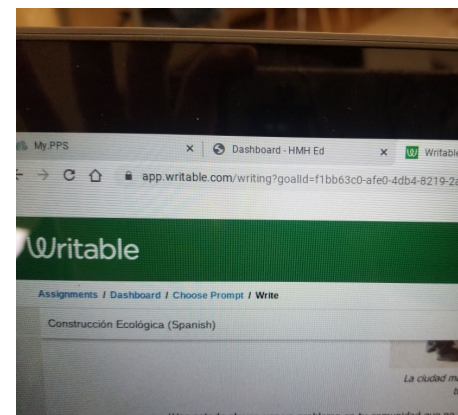
The self review because I caused me to double check my writing before I submitted it.

The fact that Writable can edit stuff. It gives great feedback, and can be used as great tool for revising.

Its corrections it does to the essay, it helps me edit stuff I normally would have passed over.

I like the editing suggestions, they're very thorough

Useful for improving grammar and seeing where you are academically.





Writable®

Writable w/ HMH Into Literature 6-12

- Gives kids feedback in real time to help guide their writing earlier, while saving teachers time on instruction and grading.
- Helps schools organize writing around rigorous instruction and feedback for every student and teacher.
- Supports ELA curriculum, district benchmarks, and state standards with more than 1,000 fully customizable assignments and rubrics.

Cultivate Great Writers

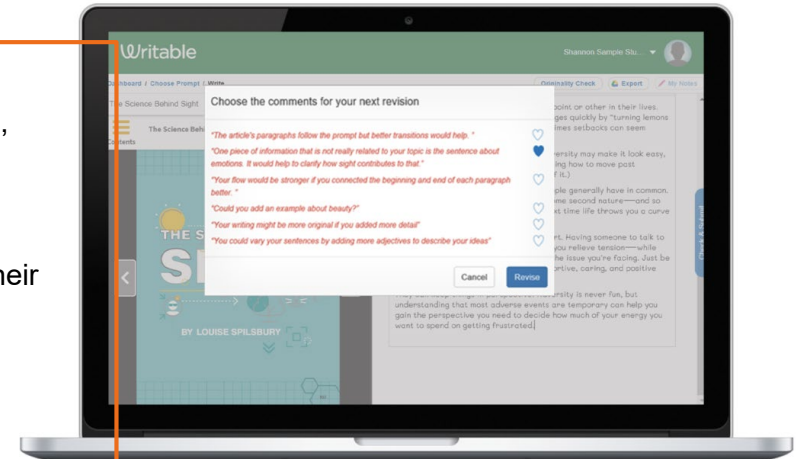
Intuitive side-by-side reading and writing assignments, annotation tools, prompts, rubrics, and comment stems.

Support for Success

Scaffolding instruction so that students can plan, organize, and focus their writing. Real-time feedback on grammar, structure, organization, and originality.

Track and Report Growth

Track writing growth using rubrics that adapt to your district or state assessments. See results by assignment, category, skill, or standard.



Writable Student Experience

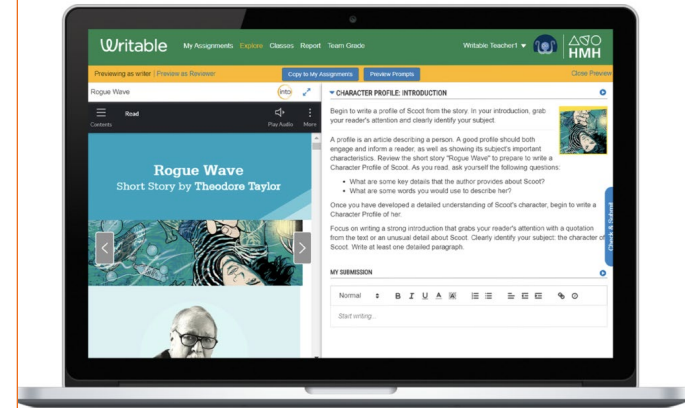
Writable

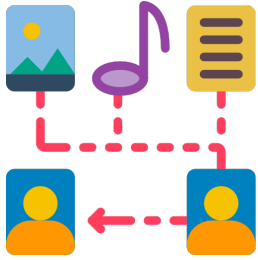
Writable®, for students in Grades 3–12, helps schools organize their writing programs around research-backed instruction and feedback.

Students learn to write for an authentic audience and provide actionable, constructive feedback to each other in order to become stronger writers.

Writing is Revising

- Point-of-use tools help students plan, organize, and focus their writing. Annotation tools, interactive graphic organizers, and rubrics allow students to easily cite evidence from the text.
- Intuitive tools encourage students to revise their writing to create a polished draft. Anonymous peer review with comment stems and RevisionAid artificial intelligence feedback are readily available to help students improve their revisions.
- A personalized dashboard allows students to launch their own assignments as writers and reviewers. They can easily track their progress and monitor their own growth.





Theme: Program Content

Instructional strategies, texts, and tasks

The topics are more diverse; caught your interest (HS student)

I really connected with the poems for example hanging fire and the summer of his fourteenth year. (MS Student)

It's pretty fun. You can learn about it. You may think about it differently, but it's definitely fun for me. (MS Student)



Stories were included that are less commonly used in the classroom (HS student)

it's very easy to understand (HS student)

The questions with the text seem challenging. (10th student)

I get introduced to more songs and poems. (HS student)

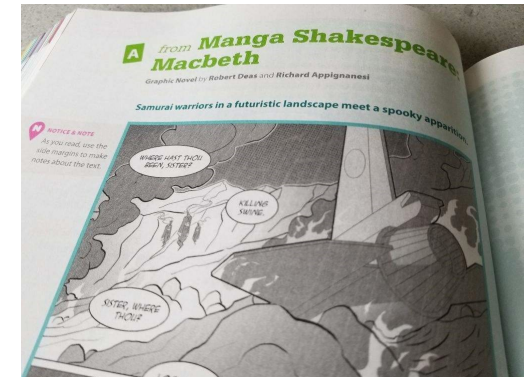
Its interesting to learn new stories about peoples lifes (MS Student).

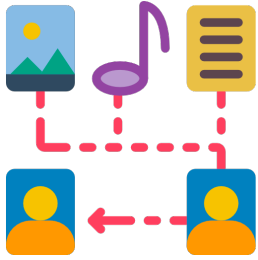
It allows you to reflect on pieces of writing and text. (HS student)

It improves my reading skills. (HS student)

The topics were interesting (HS student)

We used Writable and IntoLit and I thought that the clear instructions were beneficial. (HS student)





Theme: Program Content

Instructional strategies, texts, and tasks

Materials like this are different and it has the ability to transform. (HS principal)

SEL activities, academic vocabulary focus and activities are student engaging and zero in on 5 words per text as to not overwhelm, and the list goes on... (HS teacher)

Good guidelines for graphic organizers, clear steps to a summative assessment (MS teacher)

Teachers!

Also, love the root word work and embedded grammar practice. (MS teacher)

Writable grading - allowed easy creation of rubrics. (HS teacher)

Found the units well planned out, culturally diverse and engaging, modern texts to choose from, interesting story lines for reluctant readers, (HS teacher)

Feel HMH is diversified in its curriculum (HS teacher)

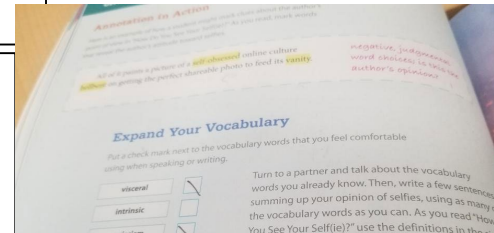
I really like the set up of each unit. Meaning, all units have all the phases of a well planned lesson, The opener: engage your brain, Inter act with the text: Analyze and Apply, Assessment (MS teacher)

One benefit is that there are a ton of activities that address a variety of language arts concepts. (MS teacher)

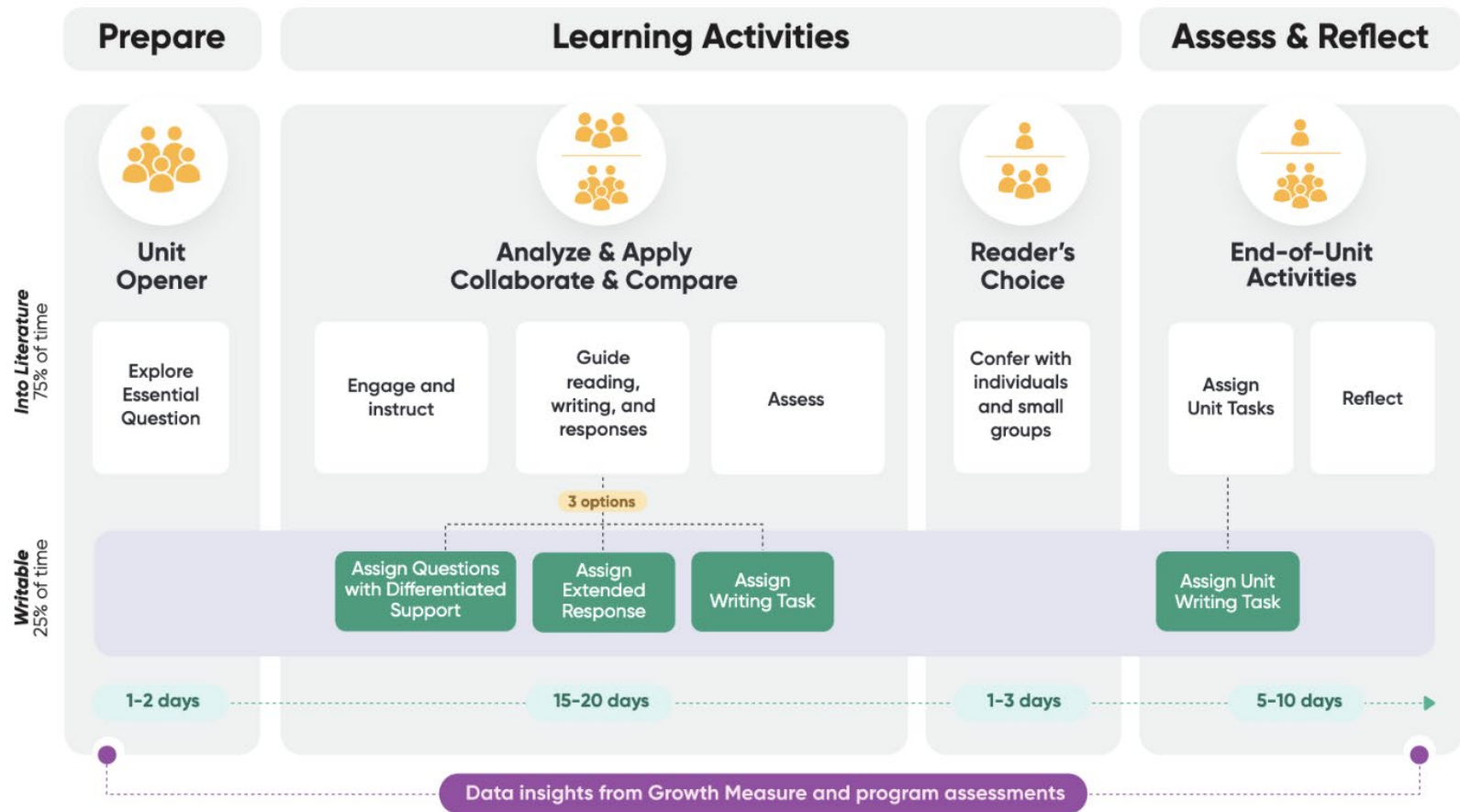
More diverse texts and authors in HMH in each unit and 10th grade is the most diverse. (HS teacher)

I love the beginning view of the stories. (MS teacher)

I like the unit themes and that each unit is similarly structured. If students began this program at the start of the year, it would make more sense (versus how we jumped in to a mid/end year unit) and it could be a good "skeleton" of curriculum. (MS teacher)



Into Literature[®] Learning Model with *Writable*[™]



HMH Into Literature 6-12: Student Experience

- A diverse collection of authentic short reads, long reads, and novels honors students' current and future identities.
- Expansive Novels and Long Reads Listing includes classic and contemporary titles.
- Instructional strategies such as **Engage Your Brain** and **Choices** activities leverages students' cultural capital and builds cultural competence.
- Social and Emotional Learning can be integrated with an all-school read or a class book study of **Steve Pemberton's *A Chance in the World***

The collage features three main educational resources:

- Analyze Author's Purpose:** A worksheet with an orange header. It includes a 'TEXT STRUCTURE' section with the question 'What did it highlight?' and an example: 'A problem/solution structure can highlight the author's ideas.' A thought bubble asks, 'How did the author convince me to agree with her?' There is an illustration of a person reading a book.
- Analizar el lenguaje figurado:** A purple and red infographic. It defines 'LENGUAJE FIGURADO' as 'Palabras que se usan para expresar algo que es distinto o más allá de su significado propio.' It lists 'Simil' (Una comparación de dos cosas utilizando como) and 'Metáfora' (Una comparación de dos cosas en la que NO se usa como). It includes the example 'Mi perro es como un tornado.' and 'Estoy tan cansado que básicamente soy un zombi.' There is an illustration of a person reading a book.
- What is Author's Purpose?:** A small white card with a blue header. It states: 'An author's purpose is his or her reason for writing. As you just learned, the writer of a textbook writes to inform or to educate readers about certain topics.'

Other visible elements include a 'Resources for Differentiation' header, a 'BACKGROUND' section, and a 'NOTES' section.

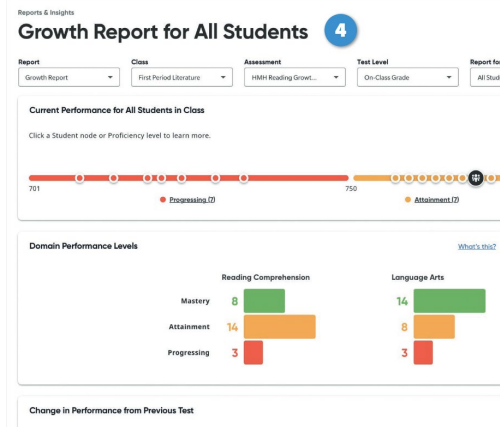
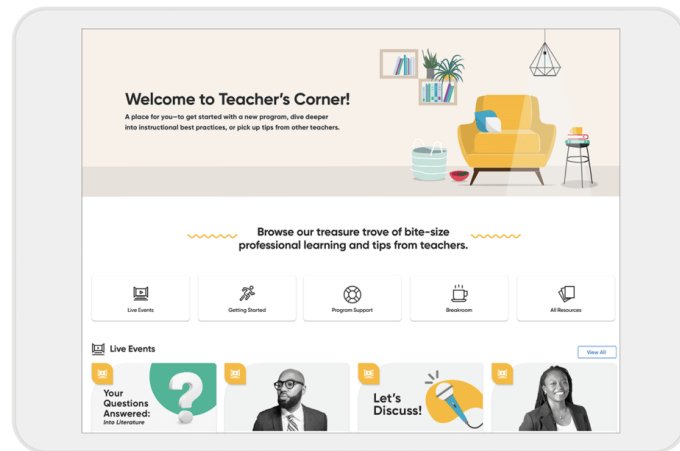


HMHInto Literature 6-12: Teacher Experience

Manageable, Flexible Resources

Engaging literature, relevant themes, intuitive technology to measure growth, and a wealth of high-impact resources:

- The Unit and Lesson Planning Guides address standards coverage, pacing, differentiation, and resources for each text.
- Choose to how to incorporate long reads/ novels into your units with suggested texts and accompanying HMH Study Guides.
- Use *HMH Growth Measure* adaptive assessment to provide timely insights into student proficiency.



HMH Into Literature[®]

"All-Green" Rating from EdReports



HMH Into Literature Grades 6–12 have been rated *Meets Expectations* at Gateways 1, 2, and 3 by [EdReports](#).

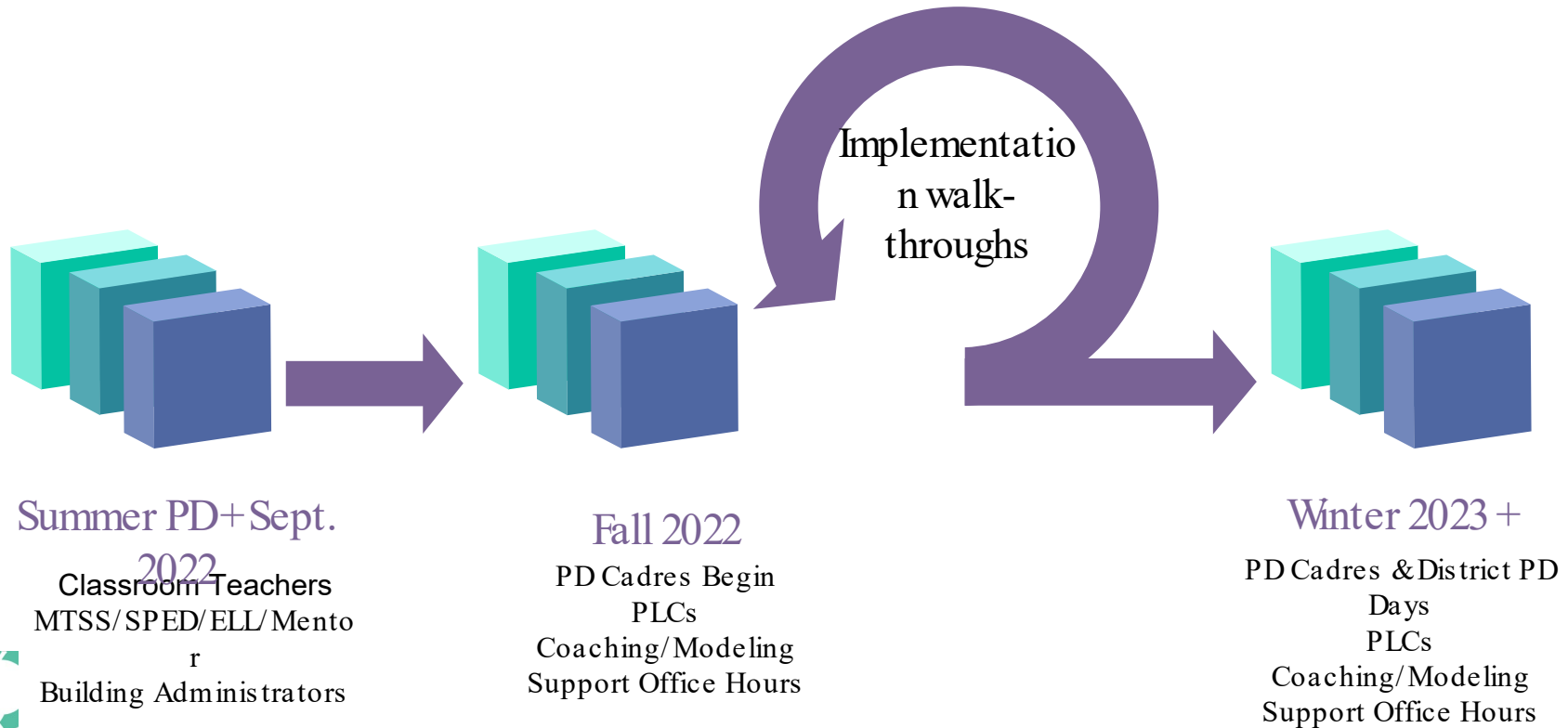


Writable for *HMH Into Literature* is the recipient of the 2020 SIIA CODiE Award for the Best Reading/Writing/Literature Instructional Solution for Grades 9–12 & Higher Education category!

//CODiE//
2020 SIIA CODiE WINNER



6-12 ELA Educator Professional Development Plan



6-12 Core Text Curation with Teachers

HMH's Novels and Long Reads Listing includes classic and contemporary titles from diverse authors, many of which can be found in our Digital Text Library.

Recommended Unit Long Reads – Grade 7

Unit 1: Reality Check

A Christmas Carol by Charles Dickens
My Life As an Ice Cream Sandwich
by Ibi Zoboi
Planet Middle School by Nikki Grimes
Monster by Walter Dean Myers
Where the Mountain Meets the Moon
by Grace Lin

Unit 3: The Terror and Wonder of Space

A Wrinkle in Time by Madeleine L'Engle
Ender's Game by Orson Scott Card
Path to the Stars by Sylvia Acevedo
Cinder by Marissa Meyer
Randoms by David Liss

Unit 5: Game On!

The Crossover by Kwame Alexander
Ghost by Jason Reynolds
Baseball in April and Other Stories
by Gary Soto
Level Up by Gene Luen Yang
Bot 6 by Virginia Euwer Wolff

Unit 2: Take Action

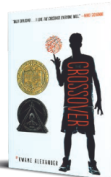
The Hobbit by J. R. R. Tolkien
The Hunger Games by Suzanne Collins
Buried Onions by Gary Soto
The Westing Game by Ellen Raskin
Miles Morales: Spider-Man by Jason Reynolds

Unit 4: Inspired by Nature

Peak by Roland Smith
Seedfolks by Paul Fleischman
A Storm Too Soon by Michael J. Tougas
I Am Still Alive by Kate Alice Marshall
My Side of the Mountain
by Jean Craighead George
The Yearling by Marjorie Kinnan Rawlings
Kon-Tiki by Thor Heyerdahl

Unit 6: Change Agents

Bud, Not Buddy by Christopher Paul Curtis
Kira-Kira by Cynthia Kadohata
Gabe and Izzy: Standing Up
for America's Bullied by Gabrielle Ford
Walking with the Wind by John Lewis
Lupita Mañana by Patricia Beatty
Freedom Walkers by Russell Freedman



"At some point people realized that books are like amusement parks—you've got to let kids choose the ride."

– Kwame Alexander

Recommended Unit Long Reads – Grade 10

Unit 1: Conflict & Connection

The Lord of the Flies by William Golding
The Kite Runner by Khaled Hosseini
The Poet X by Elizabeth Acevedo
by Julia Alvarez
When I Was the Greatest
by Jason Reynolds

Unit 3: Hard-Won Liberty

Unbroken by Laura Hillenbrand
Five Feet Apart by Rachael Lippincott
The Underground Railroad
by Colson Whitehead
Laughing at My Nightmare
by Shane Burcaw
The Autobiography of Malcolm X
by Malcolm X

Unit 5: Forces of Change

When Breath Becomes Air by Paul Kalanithi
Metamorphosis: Graphic Novel
by Peter Kuper
Shadowshaper by Daniel Jose Older
A.D.: New Orleans after the Deluge
by Josh Neufeld
Grapes of Wrath by John Steinbeck

Unit 2: Power of Perception

All the Light We Cannot See by Anthony Doerr
Does My Head Look Big in This?
by Randa Abdel-Fattah
Women in Blue by Cheryl Mullenbach
Brave New World by Aldous Huxley
The Curious Incident of the Dog in the Nighttime
by P.M. Cookridge

Unit 4: Reckless Ambition

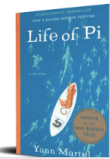
Manga Shakespeare: Macbeth
by Richard Appignanesi
Never Let Me Go by Kazuo Ishiguro
Animal Farm by George Orwell
Girl Gone Viral by Arvin Ahmad
The White Tiger by Aravind Adiga

Unit 6: Our Place in Nature

Life of Pi by Yann Martel
Into the Wild by Jon Krakauer
Lab Girl by Hope Jahren
The Old Man and the Sea
by Ernest Hemingway
The Hour of Land by Terry Tempest Williams

"Books are something social—a writer speaking to a reader—so I think making a book the center of a social event, the meeting of a book club, is a brilliant idea."

– Yann Martel



[Culturally Responsive Scorecard](#) from
Into Literature

Thank you!

Special thanks to the PPS 6-12 AIR Committee, all field testing teachers and students, and the participating educators from various OTL teams.



RESOLUTION No. 6518

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval for PPS Head Start to apply for federal COLA and Quality Improvement (QI) funds in the amounts of \$128,209 and \$15,457 respectively, for a total of \$143,666.

RESOLUTION

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



PORTLAND PUBLIC SCHOOLS
OFFICE OF Head Start/Early Learners
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-5724

Date: May 19, 2022
To: PPS School Board
From: Dr. Emily Glasgow, Interim Senior Director of PK-5 Core Academics
Dr. Robert D. Cantwell, Principal/Director of Head Start
Subject: Head Start Action Items

BACKGROUND

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

1. FY22 Federal COLA and Quality Improvement (QI) Award Application

Federal funds have been made available through the Office of Head Start (OHS). The funds are for cost of living increases (\$128,209) and for quality improvement (\$15,457). The Head Start Parent Policy Council approved PPS Head Start applying for these funds on May 10, 2022. Application is due June 1, 2022. A Board Letter of Approval and Resolution are requested.

RELATED POLICIES/BEST PRACTICES

Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION

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

FISCAL IMPACT

1. The COLA and QI funds awarded to PPS Head Start will help offset increases in staff compensation and fringe benefit costs, including implementation of the new PreK EA stipend and clerical staff reclassification.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

PPS Head Start Parent Policy Council reviewed, provided input, and approved this action on May 10, 2022 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation will be the 2021-2022 and 2022-2023 school years.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

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

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


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

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

STAFF RECOMMENDATION

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

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

 (Initials)

ATTACHMENTS

- A. 5.10.22 FY22 COLA Budget Narrative
- B. 5.10.22 FY22 QI Budget Narrative
- C. FY22 COLA_QI Application Approval Board Resolution
- D. FY22 COLA_QI Application Board Approval Letter
- E. FY22 COLA_QI Application Policy Council Approval Letter
- F. 5.10.22 PPS Head Start Parent Policy Council Meeting Minutes

PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM SUPPLEMENTAL COLA

BUDGET JUSTIFICATION AND NARRATIVE

FEDERAL HEAD START GRANT #10CH010719

FISCAL YEAR 2022

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Personnel Rate Background Information

Portland Public Schools (PPS) Head Start Program employee compensation is determined by union contracts negotiated between PPS and the labor unions. The Head Start Program is obligated to pay salaries based on these collective bargaining agreements. PPS Head Start prepares its annual budget by using current rates of pay and adding an estimated 5% increase in rate of pay to allow for possible increases in salaries. Increases in salaries can be by contract stipulations and/or education completion. PPS teachers submit education completion documentation directly to Human Resources. PPS Head Start is obligated to pay these raises per union contract. We are also required to pay negotiated steps and stipends in the union contracts. At times, these changes occur after HR conducts a reclassification of a job category.

In April 2022, Portland Public Schools completed a reclassification of a group of clerical staff categories. The action resulted in reclassification of 6 PPS Head Start clerical staff and an increase in their hourly rate of compensation. In addition, the district is in the process of instituting a new hourly stipend for all Preschool Educational Assistants as a result of a Multnomah County Preschool For All initiative, which set a minimum wage for preschool EAs. This new stipend is set to go into effect as of July 1, 2022. We will use new COLA funds to address these increases.

We have attached the [2021-2023 PFSP Labor Agreement](#) and other documentation supporting raises as well as [salary and fringe benefits](#) information in the “Other Supporting Documents” folder under the “Documents” tab.

Staffing Costs

A. District HR reclassification of School Secretary position to School Administrative Assistant II = \$11,179.60 (approximately \$15,000 with fringe benefits) for 6 PPS Head Start clerical staff for the 2021-2022 school year retroactive to July 1, 2021.

B. Revision of Preschool Educational Assistant position compensation due to Multnomah County Preschool For All initiative = \$316,054.66 for over 100 PPS Head Start classified staff members starting July 1, 2022.

Total FY22 COLA increase = \$128,209

COLA Direct Costs = \$122,465

COLA Indirect Costs = \$5,744

Indirect charges are based on the final approved rate of 4.69% for the 2021/22 fiscal year. The certifying letter from the State of Oregon Department of Education is attached in the “Other Supporting Documents” folder under the “Documents” tab.



Parent Policy Council Minutes

Zoom Call

5-10-22

Info	<p>Warm Welcome</p> <p>Agenda Overview</p> <p>In Attendance: Matt Blairstone, Rhiannon Martin, Robert Cantwell, Huynh Pool, Sherly Paul, Thong Nguyen (interpreter), Luis Aguilera (interpreter), Lauren Rosenthal, Betsy Freeman, Elvy He (interpreter), Maricela Ortega, Jennifer Albers</p>	Chair - Huynh Pool
	<p>Prize Wheel</p> <p>Rhiannon covered for Crystal. Maricela wins the prize.</p>	Rhiannon
Action	<p>Minutes: Review and approve minutes from April</p>	<p>Matt</p> <p>Move to approve: Matt</p> <p>Seconded: Jennifer</p> <p>Approve: 6</p>
Action	<p>Treasurer's Report</p> <p>New expense for NHSA Conference stipend (discussed last month).</p>	<p>Maricela</p> <p>Move to approve: Matt</p> <p>Seconded: Maricela</p> <p>Approve: 6</p>
Action	<p>Director's Report</p> <p>Robert reviewed, with Rhiannon assisting.</p> <p>Hiring one Education Supervisor, 1 Ed. Asst ½ time and 2 limited term assts.</p> <p>April attendance down 3% from March, to 79%.</p>	<p>Robert</p> <p>Move to approve: Lauren</p> <p>Seconded: Maricela</p> <p>Approve: 6</p>
Action	<p>FY22 Federal COLA & QI funds application</p> <p>Cost of Living Allowance. Robert requests approval to apply for these funds (to offset staff compensation)</p>	<p>Robert</p> <p>Move to approve: Sherly</p> <p>Seconded: Matt</p> <p>Approve: 6</p>
Action	<p>Stipend allocation for attendees to state and national conferences</p> <p>Resumption of discussion from last month.</p> <p>Two items to discuss: Will there be a stipend for OR conferences? If so, what amt. will that be?</p> <p>One note: this can be tweaked next year *for* next year as well; we just need to get it sorted for this upcoming conference.</p> <p>**Lots of people had a lot of very strong thoughts about all of this.</p>	<p>Move to approve \$59.00 stipend/day to match the per diem for upcoming conference: Sherly</p> <p>Seconded: Matt</p> <p>Approve: 6</p> <p>Move to retroactively allocate \$ to match per diem to the previous conference travel: Sherly</p> <p>Seconded: Matt</p> <p>Approve: 6</p>

<p>Info</p>	<p><u>Exploration of culturally specific classrooms as part of Early Learning Dept.</u> Currently 3 Spanish language DLI classrooms; the District has other DLI classrooms as well. Program looking into creating a Vietnamese DLI classroom, having conversations and asking questions, getting feedback from stakeholders, continuing to investigate and moving forward with a feasibility plan. In addition to that, program investigating a culturally-specific classroom for our Black/African American students and families. Conversations with stakeholders (Enrollment and Transfer, PPS District leadership, Region X, partners, etc). Moving to survey families in Head Start related to these classroom ideas. Both ideas are in the exploration stage, looking at feasibility for both. Comments: make sure if classrooms are approved that staff have ample time to prepare, look about curriculum, implement in a meaningful and mindful way, do not rush the process, other organizations are doing some of this work (Healthy Birth Initiative, SEI, Black Parent Initiative), it is important to find others that share your culture/race/ethnicity, it is important to see others who look like you in school settings, question asked about Critical Race Theory (is that what the classroom is teaching-have people asked that?), important to focus on seeing yourself represented, good idea to have ways to respond to questions or concerns, the ability of Head Start to offer these opportunities to children is so important, use resources/partners in the community to ensure appropriate implementation and design</p>	<p>***Matt exited meeting here. Robert assumed taking of minutes (thank you Robert.)</p>
<p>Info</p>	<p><u>Policy Council Recruitment Video</u> Received 3 videos from Kim, Huynh, and Dora. Rhiannon and Crystal will be working with Terry Proctor to turn videos into a recruitment video for Policy Council next year.</p>	<p>Rhiannon</p>
<p>Info</p>	<p><u>Fundraising Update</u> Kim reported that Crystal has been working with someone. Fundraiser at Kennedy School with proceeds coming to PPS Head Start. Date is to be determined. Should bring in a lot of funds. Robert reported that Region X and the ELD has suggested that a private Gmail email be created to engage in Amazon Smile as a fundraising tool. Discuss</p>	<p>Kim</p>

	next month. Hopefully, Nancy will be present to help with process.	
Info	<p><u>NHSA Conference Report out</u></p> <p>Kim reported on her learning at the conference. Learned so much. Themes of trauma, reset and rejuvenate, mindfulness, effects of the pandemic, TickTock (Trauma Informed Conversations), dysregulated behaviors in children. Great team experience. Recommends anyone should go. Check in with Kim if you have questions. Robert echoed Kim's sentiments. He attended a great session on fathers/male figures. Rhiannon attended a great virtual session.</p>	Kim
Info	<p><u>OHSA State Meeting, May 16-18</u></p> <p>Huynh, Jennifer, Robert, Crystal, and Courtney will attend the meeting next week.</p>	
	<p><u>Prize Wheel</u></p> <p>Sherly Paul wins the 2nd round!</p>	Rhiannon
Info	<p>New/Old News</p> <p>Adjournment</p>	<p>Chair- Huynh Pool</p> <p>Move to approve:</p> <p>Seconded:</p> <p>Approve: all</p>
<p>Next Meeting: June 7, 2022 @ 5:30</p>		

**PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM QUALITY
IMPROVEMENT (QI) BUDGET JUSTIFICATION AND NARRATIVE FEDERAL
HEAD START GRANT #10CH010719 FISCAL YEAR 2022**

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Staffing Costs

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B. Revision of Preschool Educational Assistant position compensation due to Multnomah County Preschool For All initiative = \$316,054.66 for over 100 PPS Head Start classified staff members starting July 1, 2022.

Total FY22 QI = \$15,457

QI Direct Costs = \$14,765

Indirect Costs - \$692

Indirect charges are based on the final approved rate of 4.69% for the 2021/22 fiscal year. The certifying letter from the State of Oregon Department of Education is attached in the “Other Supporting Documents” folder under the “Documents” tab.

RESOLUTION No. 6519

Resolution to Increase School Meal Prices for 2022-23

RECITALS

- A. Portland Public Schools Policy *3.60.040-P Nutrition Services, Meal Pricing and Purchasing* requires the Board of Education to establish prices for adult meals and student reimbursable meals.

RESOLUTION

The Board of Education approves the recommended price increase for paid student school breakfasts and lunches in all grades by 10 cents, for adult school breakfast by \$1.00, and for adult school lunches by \$1.10 beginning in the 2022-23 school year.



PORTLAND PUBLIC SCHOOLS

OFFICE OF Nutrition Services

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3399

Date: May 18, 2022
To: School Board
From: Whitney Ellersick, MS, RDN
Senior Director
Subject: 2022-23 School Meal Prices

BACKGROUND

From March 2020 through June 2022, federal waivers were issued in response to the pandemic to allow the Nutrition Services department to offer all meals to students at no charge. These waivers were not extended by Congress, and therefore, the universal free meals for all students will end with the 2021-22 school year. The Nutrition Services department is planning to reimplement the National School Breakfast (NSB) and National School Lunch Programs (NSLP) as directed. This shift in USDA Child Nutrition Programs will result in students receiving and paying for meals based on eligibility (free, reduced priced and paid status).

Board Policy **3.60.040-P Nutrition Services, Meal Pricing and Purchasing** requires the Board to establish prices for student reimbursable meals and meals purchased by adults. The Federal equity in school lunch pricing requirements stipulate that meals must be priced to cover the cost of producing them. When meals are priced below the cost of what it takes to make the meal, the result is that federal funds for free/reduced-price meals are being used to fill the gap between what a paid meal costs and what the district receives for it, which is not allowable by USDA regulations. On average, the paid meal price for lunch must be a weighted average of more than \$2.92 for paid eligible meals (best prediction based on previous NSLP reimbursement). Nutrition Services is expected to be a self-funded operation relying on the revenue generated by serving meals that receive federal reimbursement and cash payments from families. Approximately 36% of revenue comes from cash sales and 64% from federal reimbursement.

RELATED POLICIES/BEST PRACTICES

Nutrition Services monitors meal pricing in Multnomah County and surrounding metro school districts. Portland's meal costs are often higher than other districts due to Farm to School and local food initiatives and meeting higher nutrition standards such as increasing the consumption of fruits, vegetables and whole grains. The increase in prices will help offset the increased food costs associated with unfunded meal regulations. For example, the USDA did not provide increased funding to breakfast but doubled the requirement for the fruit portion size offered and required all grains to be whole grain rich, which increased operating costs (and did not result in an increase in participation).

ANALYSIS OF SITUATION

The factors that are considered in meal costing include estimated increases in food, supplies and other costs included in making meals, projected participation in meal services at non-CEP sites, and estimated Federal meal reimbursement rates.

FISCAL IMPACT

The estimated increase in revenue with implementation of a 10-cent price increase for lunch is estimated to be \$63,327 for 2022-23. The revenue generated will be used to cover increased food, supply, labor, equipment and distribution costs. In addition, increased revenue is required to maintain resource conservation project costs of washing reusable school lunch trays, silverware and/or the use of compostable trays in schools where permanent trays cannot be implemented due to equipment and/or facility limitations.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There is ongoing community engagement in Farm to School and Resource Conservation efforts. In the past, families involved in these community groups have supported paying more for meals to fund these initiatives. Historically, the general community has not been involved in the discussion of meal price increases due to the regulations surrounding this requirement.

TIMELINE FOR IMPLEMENTATION / EVALUATION

New meal prices would take effect as of the first day of school, August 30, 2022. Further analysis of the Nutrition Services budget, expenses throughout FY 23 and completion of the USDA Paid Lunch Equity Tool as required by federal regulations will be completed by spring FY23 to determine whether prices will need to be increased for FY24 (school year 2023-24).

BOARD OPTIONS WITH ANALYSIS

Nutrition Services requests the School Board approve a 10-cent price increase for breakfast and lunch as part of FY 22-23 budget process to be effective August 30, 2022. While economic conditions continue to be challenging for families, the small increase is more manageable for families than larger increases that would be required to maintain a self-supported Child Nutrition operation if increases were not made regularly.

Another option to meet the Federal equity in school lunch pricing requirements is to supplement the Nutrition Services budget with other non-federal funds (e.g. general fund) to make up the difference between the cost of free reimbursement and the amount received from paying families. This is to ensure that free reimbursement is not subsidizing paid lunches. Estimated range of costs for this option is \$63,327.

The last option, would be for the general fund to support all meals at no cost to any student in the District. The estimated costs for this option would be as follows:

Breakfast only: \$468,230 - \$1,498,335

Lunch only: \$4,128,194 - \$4,822,916

Total range for both breakfast and lunch: \$4,175,017 - \$6,321,251

CONNECTION TO BOARD GOALS

While proposing meal prices does not directly align with the Board goals, the overall services provided to students by Nutrition Services connect with each goal. The Nutrition Services department ensures students are well nourished and ready to learn, enabling them to achieve their best each day. Research repeatedly shows school breakfast consumption contributes to higher test scores, better attendance, lower behavior concerns in the classroom due to improved attention and less academic time missed from visits to the school office. School meal services have been incorporated into mindfulness practices in the school environment and provide a best practice to supporting a Whole School, Whole Community, and Whole Child approach.

While Congress and USDA have not approved ongoing access to free meals for all students regardless of their family's income, the Nutrition Services department is dedicated to finding innovative and creative ways to utilize every possible solution to expand access to meals at no charge for Portland Public Schools students. The department will continue to find solutions for addressing barriers, ensuring the best access to school meals in every school.

STAFF RECOMMENDATION

Nutrition Services recommends the following meal price increases:

	Proposed	
	<u>2018-19</u>	<u>2022-23</u>
Breakfast		
All grades (K-12)	\$1.50	\$1.60
Adult	\$2.00	\$3.00
Lunch		
Elementary (K-8)	\$2.90	\$3.00
High School	\$3.40	\$3.50
Adult	\$4.40	\$5.50

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

___CH___ (Initials)

A-

RESOLUTION No. 6525

Resolution Approving Referral Bonuses for High-Need Summer Positions

RECITALS

- A. Portland Public Schools is committed to providing summer enrichment and extended learning programs for students, which include opportunities for students of all ages and academic support, enrichment activities, and culturally specific learning experiences.
- B. Portland Public Schools is experiencing significant staff shortages in critical positions to provide those summer programs. Significant vacancies for Summer Acceleration Academy, Special Education Extended School Year, Special Education Learning Acceleration, and Special Education Recovery Services programs ("Summer Programs") currently exist for classroom educators, school-based counselors and social workers, educational assistants, special education classroom educators, and paraeducators, and the district may identify additional hard-to-fill positions ("High-Needs Positions").
- C. To address the staffing shortage, increase the number of job applicants, and attract and retain employees for summer programming, the District has designated a referral incentive bonus to current employees who refer successful candidates for the High-Needs Positions.
- D. This program is narrowly tailored to address PPS's most significant staffing needs for the 2022 Summer Programs.
- E. The temporary referral bonus program provides an incentive payment to a current employee who successfully refers a candidate who is hired and remains employed for the duration of the Summer Programs in the High-Needs Positions.
- F. The program is part of a targeted recruitment strategy and is not a long-term wage or budget commitment.

RESOLUTION

The Portland Public Schools Board of Education authorizes the implementation of and payments under the referral program described herein, effective June 14, 2022, as applied to the High-Needs Positions for the Summer Programs.

RESOLUTION NO. 6520

Impose Taxes and Adoption of the 2022-23 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.428 requires that each legal jurisdiction's Budget Committee approves a budget and specifies the *ad valorem* property tax amount or rate for all funds.
- B. The Board of Education (Board) serves as the Budget Committee for the school district. The Board appointed a Community Budget Review Committee (CBRC) to review the Proposed Budget and current year expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- C. On May 17, 2022, the Board, acting in their capacity as the Budget Committee, received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.
- D. On June 1, 2022, by way of Resolution No. 6514, and under the provisions of Oregon Local Budget Law (ORS Chapter 294), the Budget Committee for School District No. 1J, Multnomah County, Oregon ("District"), approved the 2022-23 budget and tax rates.
- E. Oregon Budget Law, ORS 294.431, requires submission of the budget document to the Tax Supervising Conservation Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date. Portland Public Schools ("PPS") applied for, and was granted an extension to this deadline, and submitted the PPS budget to TSCC as required.
- F. The TSCC held a public hearing on the Approved Budget on June 14, 2022.
- G. ORS 457.445 (6) (d) provides the opportunity for a school district to be excluded from urban renewal division of tax calculations with a statutory rate limit on July 1, 2003 that is greater than \$4.50 per \$1,000 of assessed value. To the extent that the rate limit was increased under section 11 (5) (d), Article XI of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year no later than July 15.
- H. Portland Public Schools has a statutory rate limit that is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI of the Oregon Constitution.

RESOLUTION

1. BE IT RESOLVED that the Board of Directors of School District 1J, Multnomah County, Oregon, hereby adopts the budget for fiscal year 2022-23 in the total amount of \$1,883,261,000. This budget is on file at the District's Offices, located at 501 N Dixon St, Portland, Oregon 97227.
2. BE IT RESOLVED that the Board of Directors of School District 1J, Multnomah County, Oregon, hereby appropriates for the fiscal year beginning July 1, 2022, the amounts summarized by fund and function in Attachment A for the fiscal year 2022-23.
3. The Board resolves that the District hereby imposes the taxes provided for in the adopted budget:
 - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
 - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
 - c. In the amount of \$151,000,000 for exempt bonds.

And that these taxes are hereby imposed and categorized for tax year 2022-23 upon the assessed value of all taxable property within the district.

4. Taxes are hereby imposed and categorized for purposes of Article XI section 11 (b) for tax year 2022-23 upon the assessed value of all taxable property in the District, as follows:

	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$151,000,000

5. The Board further resolves that \$0.5038 per \$1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d). Article XI of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy). The District will notify the county assessors that for the 2022-23 fiscal year \$0.5038 of the District's permanent tax rate levy is to be excluded from the urban division of tax calculations under the provisions of ORS 457.445 (6) (d).

**Portland Public Schools
2022-23 Adopted Budget
June 14, 2022**

(in thousands)

ATTACHMENT A

	PROPOSED		APPROVED		ADOPTED
	Original	Adjustment	Original	Amendment	
100 - General Funds					
1000 - INSTRUCTION	399,183	7,154	406,337	0	406,337
2000 - SUPPORT SERVICES	339,250	2,522	341,772	0	341,772
3000 - ENTERPRISE AND COMMUNITY SVCS	3,100	0	3,100	0	3,100
5100 - DEBT SERVICE	783	0	783	0	783
5200 - TRANSFERS OF FUNDS	1,302	0	1,302	0	1,302
6000 - CONTINGENCIES	50,967	(199)	50,768	0	50,768
Fund Total	794,585	9,477	804,062	0	804,062
200 - Special Revenue Funds					
1000 - INSTRUCTION	124,738	5,540	130,278	0	130,278
2000 - SUPPORT SERVICES	116,062	260	116,322	0	116,322
3000 - ENTERPRISE AND COMMUNITY SVCS	32,948	0	32,948	0	32,948
4000 - FACILITIES ACQUISITION AND CON	89	0	89	0	89
5100 - DEBT SERVICE	199	0	199	0	199
7000 - UNAPPROPRIATED ENDING FUND BALANCE	31,442	0	31,442	0	31,442
Fund Total	305,478	5,800	311,278	0	311,278
300 - Debt Service Funds					
5100 - DEBT SERVICE	226,741	575	227,316	0	227,316
7000 - UNAPPROPRIATED ENDING FUND BALANCE	19,149	0	19,149	(4,055)	15,094
Fund Total	245,890	575	246,465	(4,055)	242,410
400 - Capital Project Funds					
2000 - SUPPORT SERVICES	498	1,784	2,282	0	2,282
4000 - FACILITIES ACQUISITION AND CON	513,114	848	513,962	0	513,962
5200 - TRANSFERS OF FUNDS	621	0	621	0	621
Fund Total	514,233	2,632	516,865		516,865
600 - Capital Project Funds					
2000 - SUPPORT SERVICES	339	3,051	3,390	0	3,390
6000 - CONTINGENCIES	8,281	(3,025)	5,256	0	5,256
Fund Total	8,620	26	8,646	0	8,646
All Funds Total	1,868,806	18,510	1,887,316	(4,055)	1,883,261



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: June 14, 2022
To: Portland Public Schools Board of Education
From: Nolberto Delgadillo, Chief Financial Officer
Subject: Adoption of the 2022-23 Budget

BACKGROUND

Staff is requesting that the Board resolve to adopt the 2022-23 budget as approved by the Board at the June 1, 2022 board meeting with a technical amendment as recommended by the Tax Supervising & Conservation Commission (attachment A) and subsequently to make appropriations and impose taxes.

Regarding the amendment described in attachment A of the resolution, in accordance with ORS 294.368 and as recommended by the Tax Supervising & Conservation Commission (TSCC), staff is requesting from the Board to make an amendment to the Debt Service Funds (Fund 300) to reduce anticipated collection of taxes from approximately \$149 million to \$145 million for the general obligation bonds in order to more accurately reflect the tax collection rate. This update will reduce the Debt Service Funds' unappropriated fund balance by approximately four million dollars. Although the overall total budget will be reduced from approximately \$1.887 billion to \$1.883 billion, this change does not impact the General Fund or the Special Revenue Fund and is confined solely to the Debt Service Fund. The Debt Service Fund will continue to have enough resources based on the approved tax levy and remaining fund balance to meet our debt service obligations for the 2022-23 fiscal year.

RELATED POLICIES/BEST PRACTICES

ORS 294.456 requires the governing body to appropriate spending authority before staff can spend any resources in a fiscal year. The same statute stipulates for governments organized by function, the governing body must appropriate resources by fund and function, as presented in the attached resolution.

Furthermore, per budget law (ORS 294.456), the board can make minor changes to the approved budget after the TSCC hearing but before adoption within certain parameters, which attachment B falls within (this amended change to Fund 300 has been vetted by TSCC).

ANALYSIS OF SITUATION

The Board may choose to adopt the budget as presented, adopt it with revisions, or not adopt it. However, the current spending authority ends on June 30, 2022. If a budget is not adopted by June 30, 2022, the District would need to cease operations, not pay its employees and not meet any other financial obligations, until the Board adopts a budget.



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

ORS 294.100 indicates that officials who authorize spending without an adopted budget on or after July 1st (of the new fiscal year), can be held personally liable for repayment of monies spent. Nonetheless, after the board adopts the budget, Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.

FISCAL IMPACT

No further impacts beyond those identified in section, “Analysis of Situation”.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If adopted, the appropriations will be uploaded into the District’s financial system on or before July 1, 2022.

BOARD OPTIONS WITH ANALYSIS

No further analysis beyond section III, “Analysis of Situation”.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to adopt the 2022-23 Budget (including the amendment), make appropriations, and impose taxes as presented in the attached resolution.

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

_____ *(Initials)*

ATTACHMENTS

- . Resolution to Impose Taxes and Adoption of the 2022-23 Budget.
- A. Attachment “A and B” to the Resolution to Impose Taxes and Adoption of the 2022-23 Budget.

Portland Public Schools
2022-23 Adopted Budget
June 14, 2022

(in thousands)

ATTACHMENT A

	PROPOSED		APPROVED		ADOPTED
	Original	Adjustment	Original	Amendment	
100 - General Funds					
1000 - INSTRUCTION	399,183	7,154	406,337	0	406,337
2000 - SUPPORT SERVICES	339,250	2,522	341,772	0	341,772
3000 - ENTERPRISE AND COMMUNITY SVCS	3,100	0	3,100	0	3,100
5100 - DEBT SERVICE	783	0	783	0	783
5200 - TRANSFERS OF FUNDS	1,302	0	1,302	0	1,302
6000 - CONTINGENCIES	50,967	(199)	50,768	0	50,768
Fund Total	794,585	9,477	804,062	0	804,062
200 - Special Revenue Funds					
1000 - INSTRUCTION	124,738	5,540	130,278	0	130,278
2000 - SUPPORT SERVICES	116,062	260	116,322	0	116,322
3000 - ENTERPRISE AND COMMUNITY SVCS	32,948	0	32,948	0	32,948
4000 - FACILITIES ACQUISITION AND CON	89	0	89	0	89
5100 - DEBT SERVICE	199	0	199	0	199
7000 - UNAPPROPRIATED ENDING FUND BALANCE	31,442	0	31,442	0	31,442
Fund Total	305,478	5,800	311,278	0	311,278
300 - Debt Service Funds					
5100 - DEBT SERVICE	226,741	575	227,316	0	227,316
7000 - UNAPPROPRIATED ENDING FUND BALANCE	19,149	0	19,149	(4,055)	15,094
Fund Total	245,890	575	246,465	(4,055)	242,410
400 - Capital Project Funds					
2000 - SUPPORT SERVICES	498	1,784	2,282	0	2,282
4000 - FACILITIES ACQUISITION AND CON	513,114	848	513,962	0	513,962
5200 - TRANSFERS OF FUNDS	621	0	621	0	621
Fund Total	514,233	2,632	516,865		516,865
600 - Capital Project Funds					
2000 - SUPPORT SERVICES	339	3,051	3,390	0	3,390
6000 - CONTINGENCIES	8,281	(3,025)	5,256	0	5,256
Fund Total	8,620	26	8,646	0	8,646
All Funds Total	1,868,806	18,510	1,887,316	(4,055)	1,883,261



Out of Challenging Times, We Move Forward—Together

Recommended Budget for Adoption

June 14, 2022

The Superintendent's Proposed Budget Focus for Next Year

Address unfinished learning as a result
of the pandemic

Increase learning opportunities for every
student

Provide high-quality emotional,
mental health, and wraparound supports

Create more time for professional
educators to plan, collaborate and
prepare

Make meaningful progress on our
community's top priorities



Investing in Powerful Learning

	General Fund \$	FY23 Student Investment Account \$	FY23 & FY24 ESSER \$	FY23 Summer State \$	Total \$
Address unfinished learning as a result of the pandemic		\$5,570,305	\$24,063,519	\$7,877,254	\$37,511,078
Increase learning opportunities for every student	\$1,316,066	\$14,668,650	\$15,015,024		\$30,999,740
Create more time for professional educators to plan, collaborate and prepare		\$2,725,791	\$13,752,000		\$16,477,791
Provide high-quality emotional, mental health, and wraparound supports	\$100,000	\$12,957,336	\$1,996,196		\$15,053,532
Make meaningful progress on our community's top district priorities	\$3,270,000	\$1,780,811	\$5,707,000		\$10,757,811
COVID-19 Response and FEMA			\$14,085,035		\$14,085,035
Grand Total	\$4,686,066	\$37,702,893	\$74,618,773	\$7,877,254	\$124,884,986

* This represents the plan for how PPS plans to spend its remaining \$75 M of ESSER through September 2024.



Towards School Board Approval - Recap

What We Have to Decide

How to best allocate \$1.2 million in identified funds to support schools

What We Heard

Direct these dollars towards Middle School/K-8 supports

- Campus safety
- Counseling support
- Reduced class sizes in core content areas (CSI, TSI and Title 1)
- Restorative Justice support staff in schools



Towards School Board Approval - Recap

What We Have to Decide

How to best allocate \$1.2 million in identified funds to support schools

What We Heard

Direct these dollars towards Middle School/K-8 supports

- Campus safety
- Counseling support
- Reduced class sizes in core content areas (CSI, TSI and Title 1)
- Restorative Justice support staff in schools



What We Modeled

Reduce class sizes in middle school/K-8 core content areas

- Requires between 25-30 FTE at a cost of between \$2.87-3.45 million

Restorative justice support staff in all middle schools/K-8s

- Requires 27 FTE at a cost of \$2.4 million



What We Recommend

Restorative justice support staff in Title I, CSI, and TSI middle schools and K8s

- Requires 12 FTE at a cost of \$1.06 million
- 12 Schools would receive this support:
 - K-8s: Astor, Chavez, Faubion, Harrison Park
 - MS: Beaumont, George, Tubman, Kellogg, Lane, Mt. Tabor, Ockley Green, Roseway Heights
- Office of Student Support Services is currently developing a centralized professional learning and support plan for these additional positions



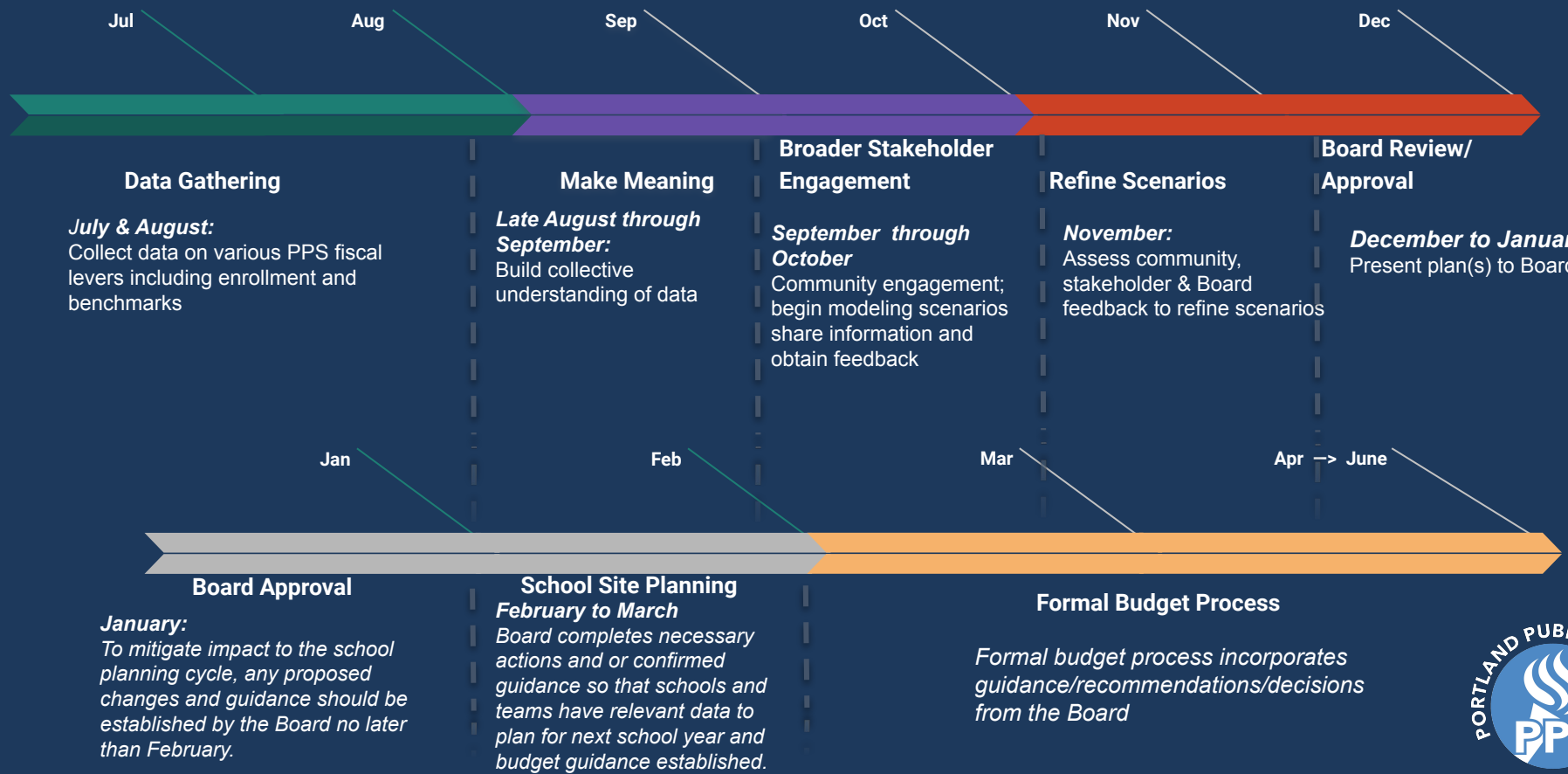
Comprehensive MS and K-8 Supports

Our Investments

- ✓ Reductions of class size maximums
- ✓ More schools scheduled for the 7-period day
- ✓ Increased arts pathways
- ✓ Campus safety associates
- ✓ Mental health professionals
- ✓ Educational assistants
- ✓ Restorative justice staff



FY24 Fiscal Planning: Summary Timeline & Milestones





**Question and Answers on 2022-2023 PPS Budget from PPS School Board
Version 5.0 - June 8, 2022**

Submitted to the Board June 10, 2022

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
1	Brim-Edwards	Delgadillo	What specifically did you understand was the board direction to staff in terms of middle school supports and the \$9M in additional resources? What is it staff will be presenting (generally versus specifics) and what are the amount of resources available from the \$9M to cover it?	In summary, the direction was to repurpose \$1.2 million of the \$9 million and design a proposal for additional Middle School supports. We will be discussing this at the Board Meeting on June 14, 2022. The amount of funds available to spend is \$1.2 million.
2	Brim-Edwards	Reese	Please share the submitted grant application to the State relating to the HB 4030 \$5 Million in funds for one-time staff recruitment and retention?	The application for HB 4030 Educator Staff Recruitment and Retention application was submitted to ODE on June 6, 2022 and can be found here .
3	Brim-Edwards	Delgadillo	Can you provide the specific detail of the \$3 Million that staff believed to be underspend or savings that was actually backed out as “spent” when PPS received the additional \$12 Million from the state. I asked this question in the meeting and I don’t understand the answer. If we hadn’t received \$12 Million from the state, would the \$3 Million PPS spent have resulted in an additional reduction in the ending fund balance/reserves?	<p>We project each quarter where we will be on June 30th, and when we compared our most recent forecasted expenditure rate, although it was still within budget, it had nonetheless increased by approximately \$3M compared to our earlier estimate. The primary areas were in computer equipment and substitute costs.</p> <p>We were originally forecasting a beginning fund balance of about \$91M for FY23; without the additional funding from the annual state reconciliation, the result would have meant an FY23 beginning fund balance reduced by \$3M from our proposed budget, therefore closer to \$88M (as opposed to the approved budget’s beginning fund balance of \$100M).</p>
4	Brim-Edwards	Delgadillo/ Proctor / Ledezma	If PPS summer academic and enrichment programs do not achieve the enrollment levels and staff hiring that are expected, will the savings be reported to the Board and will those one-time funds be re-allocated to schools for 2022-23?	Yes, staff can provide the board with an update to the summer fiscal outcomes. Unspent one-time ESSER (i.e. Federal COVID relief) funds, may be reallocated to FY23 ESSER initiatives or potentially earmarked for FY24 to support the phasing out of one-time funded initiatives, school supports or other critical investments.
5	Brim-Edwards	Adams/ Garcia	For the 2022-23 school year, as of June 1 what is the anticipated dollar amount of privately paid staff (disaggregated by licensed v. classified) that will be purchased and what is the 1/3 dollar amount that	The foundation spreadsheet has previously been shared and the most recent version can be found here .

			will be distributed as grants to other schools? When would the grants be distributed or has that already happened?	
6	Brim-Edwards	Delgadillo / Garcia	If Education Assistance (EAs) and teachers are purchased with private dollars to reduce class sizes and provide additional classroom supports, will PPS provide similar support for other schools without equity dollars but who serve historically underserved students or students who need additional supports?	Pages 280 through 290 of the budget book volume 1 describe the staffing formulas, strategy and considerations for distributing support to schools.
7	Brim-Edwards	Adams	PPS appears to be using an assumption that the 8% enrollment drop is permanent. In terms of staffing and the “enrollment drop”, did PPS take into consideration that vaccines for students under 12 were recommended later than for older students and that the October count was done at a time when vaccines were not yet recommended for younger students? Has PPS seen a change in terms of K-5 enrollment from Oct. 1 to May 1? Has PPS surveyed parents who may have not have enrolled younger students in in-person schools because of the lack of a vaccine?	Our current short and long term enrollment forecasts project continued enrollment declines, albeit not as steep at 8%. As has been mentioned previously at board meetings, the pandemic related enrollment declines have likely created some instability in the projections. We will know more once we have actual enrollment in the Fall and have revised short and long term projections in early January and April. We continue to monitor enrollment throughout the school year. Staff will be meeting next week to ascertain if any schools require additional FTE additions based on mid-year enrollments. Where we did see increases in K-5 enrollment at individual schools, we adjusted enrollment projections to account for the shift. We have not surveyed parents about school enrollment and vaccine choices that they make for their children.
8	Brim-Edwards	Delgadillo	If the percentage of “student facing” positions reduction is 3% (May 23rd Q & A), what is the percentage (and number) of “non-student facing” positions reduction?	(For the purposes of defining “non-student facing” it assumes management and business operations roles funded by the general fund, which would include both represented and non-represented roles in those functions). This is still to be determined. Some departments may gain FTEs while others lose FTEs via management’s efforts to prioritize district priorities (within budgeted appropriations).
9	Brim-Edwards	Reese	When will the Cost of Living Adjustment for non-represented employees be brought to the Board for consideration?	This has been discussed in a Board Executive session.
10	Brim-Edwards	Delgadillo	What is the total operating (non-capital dollars) in the 2022-23 budget? The one-time Covid-related federal and state dollars that are in the total operating budget?	The General Fund, at approximately \$804 million, is the primary source for core operations (teachers, counselors, custodians, bus drivers, etc.) and it is further enhanced by the Special Revenue Fund, at approximately \$311 million (restricted funding for nutrition services, restricted grants such as Title, Federal COVID

				funds, etc.). Taken together this is approximately \$1.12 billion. We are projecting to have approximately \$75 million of Covid Federal Relief dollars (which are included in the Special Revenue Fund).
11	Brim-Edwards	Delgadillo	What were the funds expended for contracts in 2021-22 and 2022-23 over \$150,000?	For this current year, across all funds (including bond funds) and programs (transportation, IT, SpEd, Construction, nutrition services etc.) it is approximately \$250 million. FY23 contracts have not been expensed as the year has not started, however, it is currently projected to be similar but will depend on construction timelines.
12	Brim-Edwards	Delgadillo	What questions did the Tax Supervising Commission submit to PPS?	The questions can be viewed here .
13	Brim-Edwards	Adams	If there were 30 holdback FTEs for the fall prior to the \$9M in additional funds, are those all still available?	The revised balance is 24 FTE in the set aside fund. The set aside allocations will be re-assessed once the school year begins to support enrollment as needed.
14	Brim-Edwards	Delgadillo	Staff proposed/Board supported the additional 10 FTE/annually to support SE schools that have been destabilized or are in transition due to SE boundary changes, or announced program and school changes. When will these be allocated for the 2022-23 school year?	The allocations will be available after board adoption of the FY23 budget.
15	Brim-Edwards	Delgadillo	<p>PPS originally said there were \$6 Million in savings from central functions (non-school) but it actually included special education teachers and custodians. In the email exchange and the Q & A below, it appears that the “central function” (non-school) savings for 2022-23 are the following:</p> <p><i>The positions include 3 program supervisors, 1 program administrator, a .5 program manager, and 5 teachers on special assignment positions for a savings of \$2,093,746 and \$2,664,101 in Reduction in IT, Maintenance, Security, Finance contracts, reduction in misc. supplies and materials and reduction in facility repair projects . This would be a “savings” of \$4,757,847.</i></p>	<ol style="list-style-type: none"> Yes, that is an accurate estimate of savings Yes, they were vacant. Part of Academic Programs under Chief Academic Officer’s division Savings are approximately \$715k. Do not have a total number of TOSAS readily accessible and would require more time to generate. This is still to be determined. Some departments may gain FTEs while others lose FTEs via management’s efforts to prioritize district priorities (within budgeted appropriations).

			<p>a. Is that the accurate amount of the savings?</p> <p>b. Confirm that the 4.5 positions (excluding TOSAs) are unfilled positions?</p> <p>c. Please share what the specific 4.5 positions are and in what functional area are they in?</p> <p>d. What is the savings from the Teachers on Special Assignment (TOSA) positions? What are the number of TOSA positions in 2021-22 and in 2022-23?</p> <p>e. What are the number of net new positions in the 2022-23 budget that are not in schools, not in special ed or custodial?</p>	
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**Question and Answers on 2022-2023 PPS Budget from PPS School Board
Version 5.0 - May 23, 2022**

Submitted to the Board June 10, 2022

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
16	Weinberg	Delgadillo	<p>General fund:</p> <p>What has function 6000 - contingencies been used for in the past? 50M in unallocated expenses seems like a large amount. Some historical context around what they have been used for would be helpful. It says that these would be spent due to unusual or extraordinary events, what qualifies for this?</p>	<p>Contingency can be set aside for “unusual or extraordinary events” that may be catastrophic (e.g. earthquakes, fires, winds, etc.), however, under most circumstances it is used to close funding gaps or mitigate the negative fiscal impact that may result from enrollment decline or an economic recession resulting in cuts to education funding. In other situations it can be used to launch one-time strategic initiatives or programs. In addition, another benefit of maintaining a healthy contingency/fund balance is that it helps with ensuring a good bond rating, which allows for greater borrowing capacity but ultimately benefits tax payers.</p> <p>As far as the magnitude of the amount of \$50M, the Government Finance</p>

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
				<p>Officers Association (GFOA which happens to also provide an independent assessment of our budget every year) recommends “at a minimum, that general-purpose governments, regardless of size, maintain unrestricted budgetary fund balance in their general fund <u>of no less than two months</u> of regular general fund operating revenues or regular general fund operating expenditures.” This would be about 16.5%, for an amount closer to \$133M. With this in mind, the amount of \$50M is on the low side based on GFOA’s recommendation.</p> <p>In addition the language used of “unusual or extraordinary events” is consistent with the language provided by the Oregon Department of Education’s program budgeting and accounting manual as it relates to function 6000.</p>
17	Weinberg	Delgadillo	<p>Function 1210-programs for TAG in the general fund is decreasing from \$200,000 to \$21,000 this year. This is after consistent funding at above \$200,000 for the past 4 years. What is the reason for this decrease in funding? Has this money not been getting spent in past years?</p>	<p>This is related to timing, because the office of teaching and learning (OTL) is reorganizing its internal structure. Academic Programs now houses multiple programs whom prior to the reorganization were either in their own department or from a budgeting perspective a department that was readily able to parse each program out from a department. This reorg requires updated coding to the budgeting software to better reflect OTL’s programs like TAG, Dyslexia, and others that sit in Academic Programs. Once the reorg is finalized we may need to adjust appropriations via supplemental amendment to the board specific to the different programs affected by the OTL reorg.</p>
18	Weinberg	Delgadillo	<p>FTE for function 1280-Alternative education is getting cut in half. This function is to fund learning experiences for students at risk for dropping out. What is the reason for this substantial decrease?</p>	<p>This is due to a shift in where departments are shown/coded, which changed the function code. There was not a cut in the General Fund due to enrollment or staffing formula, nor a reduction in school positions.</p> <p>For example a position that is supporting Alternative Education will not show up under the umbrella of 1280 because another function is used to describe and report on the actual work being conducted, such as, Alliance High School received funding for instructional specialists but these would roll into function 22402 for Instructional Specialist under 2240 - Instructional Staff Development.</p> <p>The FTE reflected in the budget book is based on the information we had available at that moment in time and as the new school year begins enrollment</p>

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
				will be monitored and FTE adjusted accordingly.
19	Weinberg	Delgadillo	<p>FTE in Function 2140-psychological services and 2150-speech pathology are both seeing funding decreases and FTE decreases of 5 FTE each. If we are investing in student SEL and emotional wellness, why are these functions decreasing in resources and FTE?</p> <p>What is function 2310-Board of education services, and what is the increase of FTE for?</p>	<p>This was part of the reduction exercise that took place in February. However, during the budget process, we added back Mental Health Professionals per board direction for FY23.</p> <p>Function 2310 is related to activities of the Board vested with responsibilities for educational governance and policy making. The increase in FTE is a coding error that is meant for a position under Security function and will be corrected.</p>
20	Weinberg	Delgadillo	<p>What is the breakdown of FTE and money for function 2320-Executive administration services? Where is the increase of FTE going?</p>	<p>While some departments lost FTE and others gained FTE, the main reasons for the FTE increases are from adding 3 FTEs to Human Resources, adding 1 FTE to SpEd, 2 FTEs for Emergency Management and Security Services.</p>
21	Weinberg	Delgadillo	<p>There is no description of function code 2610-Direction of central support in the appendix, what is this function code for?</p>	<p>The object and function codes used in the budget book are based on the nomenclature set by the Oregon Department of Education's Program Budget and Accounting manual (PBAM). According to the PBAM, Function Code 2610 is a subcategory of function code 2600. Function code 2600 is for central activities, other than general administration, which support each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff, statistical, and data processing services, whereas 2610, involves activities concerned with directing and managing the central support services related to 2600.</p>
22	Weinberg	Delgadillo	<p>What are we spending \$250,000 on for object 538800-election services next year?</p>	<p>This is for efforts associated with polling, mailers and other activities that the board may deem necessary to support awareness of key issues as allowable by statute. This also includes election fees we are required to pay to Multnomah County for the election pamphlets.</p>
23	Weinberg	Delgadillo	<p>Object 535500-printing and binding is \$2M. Is this funding for schools, central office, or both?</p>	<p>This budget represents both Schools and non-school sites; \$1.4M is for the schools, and about \$674K for the other sites and programs of the district.</p>

#	Director (Question)	Senior Staff (Response)	Question	Staff Response
24	Weinberg	Delgadillo	What is object 538990 spent on? 16 million is a lot of money.	538990 is Non-Instructional Personal / Professional Services, represents approximately 2% of the general fund and primarily includes services for our students outside of instruction such as partnership agreements with community/Racial Equity & Social Justice partners, contracts with counseling and mental health providers, interpretation and translation services.
25	Weinberg	Delgadillo	What will object 559000- other capital outlay 1.4 million be spent on?	This is an accounting offset (i.e. technical adjustment) of revenue for lease proceeds of \$1.4M due to changes from GASB-87 .
26	Weinberg	Delgadillo	Under fund 202 Why is there an increase of over 1 million in function 2520-fiscal services	This funding is to support activities concerned with the fiscal operations of the Nutrition program and includes budgeting, payroll & inventory control; the primary reason for the increase is because for FY23, additional consideration is being taken into account to resume operations pre-pandemic without USDA waivers and allow for greater workforce responsiveness to serve student's nutritional needs.

RESOLUTION NO. 6521

Amendment No. 2 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 No. 2. revises appropriations to align the budget with current projections. Changes in appropriation levels are summarized in Attachment A to this resolution.
 - a. Amendment No. 2 includes the following major components:
 - i. \$250,000 - Special Revenue Fund (Fund 200) - Requirements reduced in Instruction and increased in Facilities Acquisition and Construction
 - 1. Reduce requirements in Instruction by \$250,000
 - 2. Increase requirements in Facilities Acquisition and Construction by \$250,000; projections showed a risk in exceeding appropriation level in Facilities Acquisition and Construction
 - ii. \$622,000 - Internal Service Fund (Fund 600) - Requirements reduced in Contingency and increased in Support Services
 - 1. Reduce requirements in Contingency by \$622,000.
 - 2. Increase requirements in Support Services by \$622,000. projections showed a risk of exceeding appropriations in Fund 600 in the appropriation category Support Services. Therefore, \$622,000 will be moved from Contingency in the same fund.
- E. This resolution is to enable the Board to approve Amendment No. 2 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.



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: June 14, 2022
To: Portland Public Schools Board of Education
From: Nolberto Delgadillo, Chief Financial Officer
Subject: Resolution to Amend the 2021-22 Adopted Budget, Amendment #2

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.

This proposed amendment is to adjust requirements (i.e. expenses) within Fund 200 (Special Revenue Funds) and Fund 600 (Internal Service Funds) to meet the projected spending requirements. The adjustments are contained within each fund. The net total of the 2021-22 fiscal year budget does not change.

200 - Special Revenue Fund Adjustments Include:

Resource (i.e. Revenue) Changes:
None

Expenditure Changes:
Within Fund 200, \$250,000 was allocated from Instruction to Facilities Acquisition and Construction to accommodate expenses related with the COVID-19 response.

600 - Internal Service Funds Include:

Resource (i.e. Revenue) Changes:
None

Expenditure Changes:
Within Fund 600, \$622,000 to be moved from the Internal Services Fund's contingency to the Internal Service Fund's support services to ensure adequate coverage of potential and pending end of year expenses related to the self-insurance fund.

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.



Nolberto Delgadillo
Chief Financial Officer

Portland Public Schools
Office of Chief Financial Officer
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ANALYSIS OF SITUATION

Should the Board choose not to pass this resolution, appropriation levels may be exceeded and potentially in violation of Oregon Local Budget Law.

FISCAL IMPACT

No further impacts beyond that which have been outlined above.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

N/A

TIMELINE FOR IMPLEMENTATION / EVALUATION

N/A

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 not only stay within appropriations and but to also remain in compliance with Oregon Local Budget Law.

STAFF RECOMMENDATION

Staff recommends that the Board pass the proposed resolution to amend the 2021-22 Budget to allow for the continued investments.

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 #2

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

Amendment #2

June 14, 2022

(in thousands)

	Current Budget	Adjustment	Amended Budget
100 - General Funds			
Resources			
Beginning Fund Balance	\$ 88,692		\$ 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 Souces	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	401,889		401,889
Total	\$ 1,176,649	\$ -	\$ 1,176,649
Requirements			
Instruction	388,859		388,859
Support Services	332,886		332,886
Enterprise and Community Svcs	2,993		2,993
Debt Service & PERS UAL	402,062		402,062
Transfers of Funds	1,236		1,236
Contingency	48,612		48,612
Total	1,176,649	-	1,176,649
200 - Special Revenue Funds			
Resources			
Beginning Fund Balance	28,222		28,222
Property and Other Taxes	323		323
Other Revenue from Local Sources	20,795		20,795
Intermediate Sources	0		0
State Sources	85,082		85,082
Federal Sources	179,990		179,990
Interfund Transfers	100		100
All Other Resources	0		0
Total	314,513	-	314,513
Requirements			
Instruction	141,432	-250	141,182
Support Services	89,508		89,508
Enterprise and Community Svcs	49,899		49,899
Facilities Acquisition and Construction	69	250	319
Transfers of Funds	0		0
Contingencies	1,383		1,383
Unappropriated Ending Fund Balance	32,222		32,222
Total	314,513	-	314,513
300 - Debt Service Funds			
Resources			
Beginning Fund Balance	11,673		11,673
Property and Other Taxes	138,667		138,667
Other Revenue from Local Sources	77,415		77,415
Federal Sources	30		30
Interfund Transfers	1,754		1,754
Total	229,539	-	229,539

Requirements				
	Debt Service & PERS UAL	218,402		218,402
	Unappropriated Ending Fund Balance	11,137		11,137
	Total	229,539	-	229,539
400 - Capital Projects Funds				
Resources				
	Beginning Fund Balance	771,591		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	785,560	-	785,560
Requirements				
	Instruction	0		0
	Support Services	2,340		2,340
	Facilities Acquisition and Construction	459,792		459,792
	Transfers of Funds	618		618
	Contingency	0		0
	Unappropriated Ending Fund Balance	322,810		322,810
	Total	785,560	-	785,560
600 - Internal Service Funds				
Resources				
	Beginning Fund Balance	6,550		6,550
	Other Revenue from Local Sources	2,607		2,607
	State Sources	100		100
	Total	9,257	-	9,257
Requirements				
	Support Services	3,778	622	4,400
	Contingency	5,479	-622	4,857
	Unappropriated Ending Fund Balance	0		0
	Total	9,257	-	9,257
All Funds Total		2,515,518	-	2,515,518

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

Amendment #2

June 14, 2022

(in thousands)

		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
Resources:		\$ 1,176,649	\$ 314,513	\$ 1,024,356	\$ 2,515,518
Adjustments:					0
					0
					0
					0
					0
Total Resource Changes		0	0	0	0
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
Requirements:		\$ 1,176,649	\$ 314,513	\$ 1,024,356	\$ 2,515,518
Adjustments:	Function				
1. Increase Facilities in Fund 200	40000		250		250
2. Decrease Fund 200 to Balance	10000		-250		-250
3. Increase Support Svcs/Object 300 Fund 600	20000			622	622
4. Decrease Contingency Fund 600	60000			-622	-622
					0
Total Requirement Changes		0	0	0	0
Recommended Amended Requirement Budget		\$ 1,176,649	\$ 314,513	\$ 1,024,356	\$ 2,515,518

RESOLUTION No. 6500

Calendar of Regular Board Meetings School Year 2022-23

RESOLUTION

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2022-23 school year. Regular Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and, unless otherwise noticed, begin at 6:00pm on Tuesdays. Board meetings may be held in a school building and all will be live streamed.

July 12, 2022	January 24, 2023
August 9, 2022	February 7, 2023
August 23, 2022	February 21, 2023
September 06, 2022	March 7, 2023
September 20, 2022	March 21, 2023
October 11, 2022	April 11, 2023
October 25, 2022	April 25, 2023
November 1, 2022	May 9, 2023
November 15, 2022	May 23, 2023
December 13, 2022	June 13, 2023
January 10, 2023	June 27, 2023

PORTLAND PUBLIC SCHOOLS BOARD OF EDUCATION

2022-2023 Meeting Calendar

Proposed Regular Meeting Schedule

July 2022				
M	T	W	T	F
				1
4	5	6	7	8
11	12 R	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2022				
M	T	W	T	F
1	2	3	4	5
8	9 R	10	11	12
15	16	17	18	19
22	23 R	24	25	26
29	30	31		

September 2022				
M	T	W	T	F
			1	2
5	6 R	7	8	9
12	13	14	15	16
19	20 R	21	22	23
26	27	28	29	30

October 2022				
M	T	W	T	F
3	4	5	6	7
10	11 R	12	13	14
17	18	19	20	21
24	25 R	26	27	28
31				

November 2022				
M	T	W	T	F
	1 R	2	3	4
7	8	9	10	11
14	15 R	16	17	18
21	22	23	24	25
28	29	30		

December 2022				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13 R	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2023				
M	T	W	T	F
2	3	4	5	6
9	10 R	11	12	13
16	17	18	19	20
23	24 R	25	26	27
30	31			

February 2023				
M	T	W	T	F
		1	2	3
6	7 R	8	9	10
13	14	15	16	17
20	21 R	22	23	24
27	28			

March 2023				
M	T	W	T	F
		1	2	3
6	7 R	8	9	10
13	14	15	16	17
20	21 R	22	23	24
27	28	29	30	31

April 2023				
M	T	W	T	F
3	4	5	6	7
10	11 R	12	13	14
17	18	19	20	21
24	25 R	26	27	28

May 2023				
M	T	W	T	F
1	2	3	4	5
8	9 R	10	11	12
15	16	17	18	19
22	23 R	24	25	26
29	30	31		

June 2023				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13 R	14	15	16
19	20	21	22	23
26	27 R	28	29	30

R Regular Board Meeting



PORTLAND PUBLIC SCHOOLS
Office of the General Counsel

501 N. Dixon, Portland, OR 97227
(503) 916-3570 • Fax: (503) 916-2724

Date: June 02, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Recommended policy rescissions

The Board Policy Committee met on May 11, 2022, and June 1, 2022 and discussed continuing to review policies to determine which needed updates and which should be rescinded. Seven policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies, copies attached, be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. 5.10.080-P Deferred Compensation

This policy was adopted in 1976 and amended in 2003. The material does not constitute a policy and is covered in regular District practice as part of employees' benefits package.

b. 5.70.051-P Leaves of Absence

This policy was adopted in 1971 and last amended in 1987. The material is related to classified personnel and is governed by the Collective Bargaining Agreement.

c. 6.10.090-P Private Schools- Request for Funding

This policy was adopted in 1975 and last amended in 2002. The material does not constitute a Board policy.

d. 5.30.030-P Education Student Training Programs

This policy has an unknown adoption date. The material does not constitute a Board policy. It reflects a statement of values that does not provide meaningful guidance.

e. 5.20.010-P District Employment Practices

This policy was adopted in 1974 and last amended in 1995. The material is redundant, has outdated language and is covered by other policies.

f. 5.50.060-P Leaves of Absence- Voluntary

This policy was adopted in 1971 and amended in 1978. The content is not consistent with current practice, and is otherwise covered in collective bargaining agreements and the employee handbook.

g. 5.60.070-P Administrative Salaries

This policy was adopted in 1971 and last amended in 1979. The content is not comprehensive, and is otherwise covered in collective bargaining agreements or other areas of Board approval.

5.10.080-P Deferred Compensation

- I. The following is adopted as the amended Policy of the Board of Education effective as of January 1, 2002, with respect to compensation deferred pursuant to deferred compensation agreements entered into by authority of superseded forms of this Policy. This amended Policy supersedes all prior versions of this Policy.
 - (1) Effective January 1, 1991, no deferrals shall be made pursuant to existing agreements and no deferred compensation agreements shall be entered into pursuant to the deferred compensation plan authorized by the Board of Education pursuant to superseded versions of this Policy.
 - (2) Effective October 1, 1990, the Deputy Clerk is authorized to transfer deferred amounts to an asset management company as provided for in Resolution 1513 (September 27, 1990).
 - (3) Notwithstanding the selection of a Depository pursuant to a deferred compensation agreement, the District shall have absolute and uncontrolled discretion with respect to whether the amounts described therein are invested and, if invested, the institution or institutions in which they shall be invested. This Policy does not bind the District to comply with Participants' instructions regarding the deposit of deferred compensation. The Superintendent shall recommend to the Board any changes in deposit arrangements as shall appear prudent. The District shall have no fiduciary or other obligation to maximize earnings on deferred amounts for the benefit of Participants, and the measure of the District's obligations to the Participant involved shall be solely as set forth in the Agreement.
 - (4) Effective January 1, 1999, notwithstanding any provision in this Policy or its Exhibit A to the contrary, all assets and income of the deferred compensation plan established by this Policy shall be held in trust for the exclusive benefit of Participants and their beneficiaries. For purposes of the foregoing sentence, custodial accounts and annuity contracts described in Code Section 401(f) shall be treated as trusts under rules similar to the rules under Code Section 401(f).
 - (5) Effective January 1, 2002, the following provisions regarding rollover contributions are added to this Policy:

5.10.080-P Deferred Compensation

- II. **Rollover Contributions.** The District may in its discretion accept rollover contributions of cash or other property on behalf of a Participant, the amount of which shall be credited to the Participant's separate rollover account and which shall at times remain fully vested and non-forfeitable. A "rollover contribution" is:
- (1) An amount received by the District's deferred compensation plan (the "Plan") from a Participant who, having received an eligible rollover distribution, as defined in Code Section 402(c)(4), from an eligible retirement plan, transfers any portion of the property received in the distribution to the Plan on or before the 60th day after the day on that the Participant received the property;
 - (2) An amount received by the Plan on behalf of a Participant in a direct trustee-to-trustee transfer of an eligible rollover distribution from an eligible retirement plan in accordance with Code Section 401(a)(31); or
 - (3) An amount received by the Plan from a Participant that consists of the portion of a distribution from an individual retirement account or annuity described in Code Section 408(a) or 408(b) that is eligible to be rolled over and would otherwise be includible in gross income, provided that the Participant transfers the amount to the Plan on or before the 60th day after the day on which the Participant received the amount.
 - (4) For purposes of (1), (2), and (3) above, an "eligible retirement plan" means a qualified trust described in Code Section 401(a), a qualified annuity plan described in Code Section 403(a), an annuity contract described in Code Section 403(b), or an eligible deferred compensation plan described in Code Section 457(b) that is maintained by an eligible employer described in Code Section 457(e)(1)(A).
 - (5) Prior to accepting any rollover contributions, the District shall obtain a statement from the plan administrator of the distributing plan that the plan is intended to comply with the applicable Code provision, or such other statement or verification as may be required by the Internal Revenue Service.

5.10.080-P Deferred Compensation

III. **Eligible Rollover Distributions.** Effective January 1, 2002, the following provisions regarding eligible rollover distributions are added to this Policy:

- (a) **General Rule.** To the extent required by law, and except as otherwise provided below, any portion of an eligible rollover distribution that would otherwise be includible in the distributee's gross income if not rolled over shall, at the election of and in lieu of distribution to the distributee, be paid directly to the eligible retirement plan specified by the distributee.
- (b) **Definition of Eligible Rollover Distribution.** Subject to the limitations in (d) below, an "eligible rollover distribution" is any distribution of Plan benefits to a Participant, a Participant's surviving spouse, or a Participant's spouse or former spouse pursuant to a qualified domestic relations order ("distributee"), except the following distributions:
 - (A) Any distribution that is one of a series of substantially equal periodic payments made at least annually over one of the following periods:
 - (i) For the life (or life expectancy) of the distributee, or the joint lives (or life expectancies) of the distributee and a designated beneficiary; or
 - (ii) For a specified period of ten years or more.
 - (B) Any distribution to the extent it is required under Code Section 401(a)(9).
 - (C) Any distribution made on account of hardship.

A distribution shall not fail to be an eligible rollover distribution merely because the portion consists of after-tax employee contributions that are not includible in gross income. However, any such portion may be transferred only to an individual retirement account or annuity described in Code Section 408(a) or (b), or to a qualified defined contribution plan described in Code Section 401(a) or 403(a) that agrees to separately account for amounts so transferred, including separately accounting for the portion of the distribution that is includible in gross income and the portion of the distribution that is not includible in gross income. In the case of a transfer described in this

5.10.080-P Deferred Compensation

paragraph, the amount transferred shall be treated as consisting first of the portion of the distribution that is includible in gross income (determined without regard to Code Section 402(c)(1)).

The provisions of Code Section 401(a)(31)(D) and the regulations thereunder are incorporated herein by reference for the purpose of further defining and interpreting the term "eligible rollover distribution," and those provisions shall be controlling.

(c) Definition of Eligible Retirement Plan. For purposes of the provisions of this Policy regarding eligible rollover distributions, an "eligible retirement plan" is:

- (A) An individual retirement account described in Code Section 408(a);
- (B) An individual retirement annuity described in Code Section 408(b) (other than an endowment contract);
- (C) A qualified trust under Code Section 401(a) that is a defined contribution plan and permits the acceptance of rollover contributions;
- (D) An annuity plan described in Code Section 403(a);
- (E) An eligible deferred compensation plan described in Code Section 457(b) that is maintained by an eligible governmental employer described in Code Section 457(e)(1)(A); or
- (F) An annuity contract described in Code Section 403(b).

The provisions of Code Section 401(a)(31)(E) and the regulations thereunder are incorporated herein by reference for the purpose of further defining and interpreting the term "eligible retirement plan," and those provisions shall be controlling.

(d) Limitations. The foregoing provisions are subject to the following limitations:

- (A) The distributee may not elect to have an eligible rollover distribution paid directly to more than one eligible retirement plan.

5.10.080-P Deferred Compensation

(B) The distributee may not elect to have an eligible rollover distribution paid directly to an eligible retirement plan if the total of all eligible rollover distributions payable to the distributee from this deferred compensation plan during the distributee's taxable year is reasonably expected to be less than \$200 (or such higher amount permitted under applicable federal law).

IV. Effective January 1, 2002, the following provision shall apply to the distribution of a Participant's Account, notwithstanding any provision to the contrary in this Policy or its Exhibit A:

(1) **Distributable Events.** A Participant is entitled to distribution of his or her Account, at the time and in the manner provided in this Policy, on the occurrence of one of the following events:

- (a) The Participant's severance of employment with the District.
- (b) The beginning of the calendar year in which the Participant reaches age 70½.
- (c) The Participant is faced with an unforeseeable emergency.

(2) **Cash-Out of Small Accounts.** Notwithstanding the above, where the portion of a Participant's Account that is not attributable to rollover contributions, as defined in Code Section 411(a)(11)(D), does not exceed \$5,000, the Participant may elect to receive the Account in a single lump-sum payment, or the District may distribute the Account without the Participant's consent, provided that:

- (a) No amount has been deferred under the Plan with respect to the Participant during the two-year period ending on the date of the distribution; and
- (b) There has been no prior distribution to the Participant under this provision.

V. Effective January 1, 2002, notwithstanding any provision to the contrary in this Policy or its Exhibit A, Participants may elect the date on which payments are to begin under this plan, and the form in which the payments are to be made, at any time before the selected commencement date, subject to the District's procedures for applying for benefits. The District's procedures may require, among

5.10.080-P Deferred Compensation

other things, that a written application for benefits be submitted at least a minimum number of days before the payment commencement date.

VI. Effective January 1, 2002, the following provision is added to this Policy:

A Participant, or a deceased Participant's death beneficiary, may elect at any time to have part of all of the Participant's Account paid in a direct trustee-to-trustee transfer to a defined benefit governmental plan (as defined in Code Section 414(d)) maintained by the state of Oregon or a political subdivision of the state of Oregon, provided that the transfer is:

- (1) For the purchase of permissive service credit (as defined in Code Section 415(n)(3)(A)) under the defined benefit governmental plan; or
- (2) A repayment to which Code Section 415 does not apply by reason of Code Section 415(k)(3).

VII. Effective January 1, 2002, the following provisions regarding required minimum distributions are added to this Policy:

- (1) **Required Minimum Distributions.** Effective January 1, 2002, distributions to Participants and their death beneficiaries will be made in accordance with Code Section 401(a)(9) and the regulations thereunder, including Treasury Regulation Section 1.401(a)(9)-2. Provisions in this Policy and the deferred compensation plan reflecting Code Section 401(a)(9) override any distribution options inconsistent with Code Section 401(a)(9). The requirements of this paragraph and subsections (a) through (d) below shall take precedence over any inconsistent provisions of this Policy or the deferred compensation plan. All distributions required under this section shall be determined and made in accordance with Code Section 401(a)(9) and the Treasury regulations thereunder, which are incorporated herein by this reference.
- (2) The provisions of subsections (a) through (d) below shall apply for purposes of determining required minimum distributions for calendar years beginning with the 2003 calendar year:
 - (a) Time and Manner of Distribution.

5.10.080-P Deferred Compensation

- (A) Required Beginning Date. The Participant's entire interest will be distributed, or begin to be distributed, to the Participant no later than the Participant's required beginning date.
- (B) Death of Participant before Distributions Begin. If the Participant dies before distributions begin, the Participant's entire interest will be distributed, or begin to be distributed, no later than as follows:
- (i) If the Participant's surviving spouse is the Participant's sole designated beneficiary, then, except as provided in (v) below, distributions to the surviving spouse will begin by December 31 of the calendar year immediately following the calendar year in which the Participant died, or by December 31 of the calendar year in which the participant would have attained age 70½, if later.
 - (ii) If the Participant's surviving spouse is not the Participant's sole designated beneficiary, then, except as provided in (v) below, distributions to the designated beneficiary will begin by December 31 of the calendar year immediately following the calendar year in which the Participant died.
 - (iii) If there is no designated beneficiary as of September 30 of the year following the year of the Participant's death, the Participant's entire interest will be distributed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.
 - (iv) If the Participant's surviving spouse is the Participant's sole designated beneficiary and the surviving spouse dies after the Participant but before distributions to the surviving spouse begin, this paragraph (B), other than (B)(i), will apply as if the surviving spouse were the Participant.
 - (v) Participants or beneficiaries may elect on an individual basis whether the five-year rule described in (iii) above or the life expectancy rule

5.10.080-P Deferred Compensation

described in (i) and (ii) above applies to distributions after the death of a Participant who has a designated beneficiary. The election must be made no later than the earlier of September 30 of the calendar year in which distribution would be required to begin under (i) or (ii) above, or by September 30 of the calendar year which contains the fifth anniversary of the participant's (or, if applicable, surviving spouse's) death. If neither the Participant nor beneficiary makes an election under this subparagraph (v), distributions will be made in accordance with (i) or (ii) above, as applicable, and subsection (c)(B)(i) below.

For purposes of this paragraph (B) and subsection (c), unless (iv) above applies, distributions are considered to begin on the Participant's required beginning date. If (iv) above applies, distributions are considered to begin on the date distributions are required to begin to the surviving spouse under (i) above. If distributions under an annuity purchased from an insurance company irrevocably commence to the Participant before the Participant's required beginning date (or to the Participant's surviving spouse before the date distributions are required to begin to the surviving spouse under (i) above), the date distributions are considered to begin is the date distributions actually commence.

(C) Forms of Distribution. Unless the Participant's interest is distributed in the form of an annuity purchased from an insurance company or in a single sum on or before the required beginning date, as of the first distribution calendar year distributions will be made in accordance with subsections (b) and (c). If the Participant's interest is distributed in the form of an annuity purchased from an insurance company, distributions thereunder will be made in accordance with the requirements of Code Section 401(a)(9) and the Treasury regulations.

(b) Required Minimum Distributions during Participant's Lifetime.

5.10.080-P Deferred Compensation

- (A) Amount of Required Minimum Distribution for Each Distribution Calendar Year. During the Participant's lifetime, the minimum amount that will be distributed for each distribution calendar year is the lesser of:
- (i) The quotient obtained by dividing the Participant's Accounts by the distribution period in the Uniform Lifetime Table set forth in Treasury Regulation § 1.401(a)(9)-9, using the Participant's age as of the Participant's birthday in the distribution calendar year; or
 - (ii) If the Participant's sole designated beneficiary for the distribution calendar year is the Participant's spouse, the quotient obtained by dividing the Participant's Accounts by the number in the Joint and Last Survivor Table set forth in Treasury Regulation § 1.401(a)(9)-9, using the Participant's and spouse's attained ages as of the Participant's and spouse's birthdays in the distribution calendar year.
- (B) Lifetime Required Minimum Distributions Continue Through Year of Participant's Death. Required minimum distributions will be determined under this subsection (b) beginning with the first distribution calendar year and up to and including the distribution calendar year that includes the Participant's date of death.
- (c) **Required Minimum Distributions after Participant's Death.** If the Participant dies on or after the date distributions begin, the remainder of the Participant's Accounts shall be distributed at least as rapidly as under the distribution method being used as of the date of the Participant's death, and in accordance with the provisions of this subsection (c).
- (A) Death On or After Date Distributions Begin.
 - (i) Participant Survived by Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is a designated beneficiary, the minimum amount that will be

5.10.080-P Deferred Compensation

distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's Accounts by the longer of the remaining life expectancy of the Participant or the remaining life expectancy of the Participant's designated beneficiary, determined as follows:

- (I) The Participant's remaining life expectancy is calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.
 - (II) If the Participant's surviving spouse is the Participant's sole designated beneficiary, the remaining life expectancy of the surviving spouse is calculated for each distribution calendar year after the year of the Participant's death using the surviving spouse's age as of the spouse's birthday in that year. For distribution calendar years after the year of the surviving spouse's death, the remaining life expectancy of the surviving spouse is calculated using the age of the surviving spouse as of the spouse's birthday in the calendar year of the spouse's death, reduced by one for each subsequent calendar year.
 - (III) If the Participant's surviving spouse is not the Participant's sole designated beneficiary, the designated beneficiary's remaining life expectancy is calculated using the age of the beneficiary in the year following the year of the Participant's death, reduced by one for each subsequent year.
- (ii) No Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is no designated beneficiary as of September 30 of the year after the year of the Participant's death, the minimum amount that will be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by

5.10.080-P Deferred Compensation

dividing the Participant's Accounts by the Participant's remaining life expectancy calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.

(B) Death before Date Distributions Begin.

- (i) Participant Survived by Designated Beneficiary. Unless the Participant or beneficiary elects under subsection (a)(B)(v) to have the five-year rule apply, if the Participant dies before the date distributions begin and there is a designated beneficiary, the minimum amount that will be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's Accounts by the remaining life expectancy of the Participant's designated beneficiary, determined as provided in subsection (c)(A).
- (ii) No Designated Beneficiary. If the Participant dies before the date distributions begin and there is no designated beneficiary as of September 30 of the year following the year of the Participant's death, or if the Participant or beneficiary elects under subsection (a)(B)(v) to have the five-year rule apply, distribution of the Participant's entire interest will be completed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.
- (iii) Death of Surviving Spouse Before Distributions to Surviving Spouse Are Required to Begin. If the Participant dies before the date distributions begin, the Participant's surviving spouse is the Participant's sole designated beneficiary, and the surviving spouse dies before distributions are required to begin to the surviving spouse under subsection (a)(2)(a), this subsection (c)(B) will apply as if the surviving spouse were the Participant.

(d) Definitions.

5.10.080-P Deferred Compensation

- (A) Designated Beneficiary. The individual who is designated as the beneficiary under the terms of the Plan and is the designated beneficiary under Code Section 401(a)(9) and Treasury Regulation § 1.401(a)(9)-4, Q&A-1.
- (B) Distribution Calendar Year. A calendar year for which a minimum distribution is required. For distributions beginning before the participant's death, the first distribution calendar year is the calendar year immediately preceding the calendar year that contains the Participant's required beginning date. For distributions beginning after the Participant's death, the first distribution calendar year is the calendar year in which distributions are required to begin under subsection (a)(B). The required minimum distribution for the Participant's first distribution calendar year will be made on or before the Participant's required beginning date. The required minimum distribution for other distribution calendar years, including the required minimum distribution for the distribution calendar year in which the Participant's required beginning date occurs, will be made on or before December 31 of that distribution calendar year.
- (C) Life Expectancy. Life expectancy as computed by use of the Single Life Table in Treasury Regulation § 1.401(a)(9)-9.
- (D) Participant's Accounts. The Accounts as of the last Valuation Date in the calendar year immediately preceding the distribution calendar year (valuation calendar year) increased by the amount of any contributions made and allocated or forfeitures allocated to the Accounts as of dates in the valuation calendar year after the valuation date and decreased by distributions made in the valuation calendar year after the valuation date. The Accounts for the valuation calendar year includes any amounts rolled over or transferred to the Plan either in the valuation calendar year or in the distribution calendar year if distributed or transferred in the valuation calendar year.

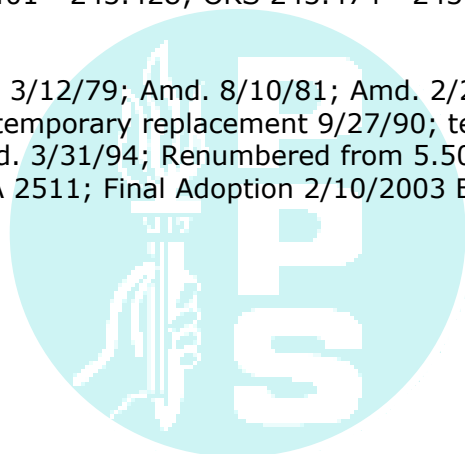
5.10.080-P Deferred Compensation

(E) Required Beginning Date. The required beginning date for a Participant is April 1 of the calendar year following the calendar year in which the Participant reaches age 70½ or retires, whichever occurs later.

- VIII.** This Policy may be terminated and modified by the Board in its sole discretion, provided that the termination or modification shall not affect rights acquired under deferred compensation agreements previously executed, except to the extent necessary to ensure that amounts deferred under the agreements are not includible in the Participants' taxable income before they are actually distributed.

Legal References: ORS 243.401 - 243.428; ORS 243.474 - 243.507; ORS 294.004; ORS 294.033

History: Adpt 6/14/76; Amd. 3/12/79; Amd. 8/10/81; Amd. 2/24/83; Amd 10/84; Amd 3/8/90; resolution adopting temporary replacement 9/27/90; temporary replacement repealed; Adpt 3/11/93; Amd. 3/31/94; Renumbered from 5.50.090 to 5.10.080 9/94; Emergency Amd 12/9/02, BA 2511; Final Adoption 2/10/2003 BA 2560



5.20.010-P District Employment Practices

- (1) The superintendent shall direct the development of a program of continuous staff recruitment and selection, the goals of which will be to hire, train, and advance the most qualified individuals in all employment categories to meet the educational and staff needs of the district regardless of race, color, religion, age national origin or sex. To implement this policy of equal opportunity and treatment:
 - (a) Inasmuch as the proportion of the district's students who are minority students substantially exceeds the proportion of the work force resident in the district who are minority workers, the percentage of minority workers in the work force of the community should not be any kind of a maximum target for the district. He shall report such goals, and the progress toward such goals, to the Board not less frequently than semiannually;
 - (b) The district shall not limit, segregate or classify its employees or applicants for employment in any way which would deprive any individual of employment, training or promotional opportunities or otherwise adversely affect any individual's status as an applicant or employee, because of the individual's race, color, religion, age (between 18 and 70), national origin, sex or physical handicap;
 - (c) The district shall not discharge or refuse to hire any individual or otherwise discriminate against any individual with respect to that person's compensation, terms, conditions, or privileges of employment, because of the individual's race, color, religion, age (between 18-70), national origin, sex, or physical handicap.
- (2) The foregoing provisions shall not be construed to impose quotas for employment, retention or advancement of individuals from different groups or to prevent the district from giving appropriate consideration to those bona fide educational or occupational requirements, including length of service, appropriate tests or other criteria, recognized by Title VII of the Civil Rights Act of 1964 (42 USC S2000e et seq.) and the Oregon Civil Rights Laws ORS 659.026, 659.030, and 659.425.
- (3) The superintendent shall continue to direct staff development programs for all employees of the district further to strengthen among all employees awareness and appreciation of cultural diversity, skills of communication and sensitivity to the feelings of all persons regardless of their race, color, religion, sex, age, or national origin.

Legal References: ORS 326.051; ORS 659.037; ORS 332.505; ORS 659.150; ORS 342.934; ORS 659.230; ORS 659.015; ORS 659.270; ORS 659.029; ORS 659.340; ORS 659.030; ORS

5.20.010-P District Employment Practices

659.410 - 659.430; ORS 659.035; OAR 581-021-0045; Title VI of the Civil Rights Act of 1964, 42 U.S.C.A., Section 2000(d) (West 1985); Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C.A., Section 2000(e) *et seq.* (West 1985); Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C.A., Section 621 (West 1985); Age Discrimination Act of 1975, as amended, 42 U.S.C.A., Section 6101 (West 1985); Equal Pay Act of 1963, as amended, 29 U.S.C.A., Section 206(d) (West 1985); Rehabilitation Act of 1973, 29 U.S.C.A., Sections 504, 791, 793 and 794 (West 1985); Title IX of the Education Amendments of 1972, 20 U.S.C.A., Sections 1681, 1682 and 1683 (West 1985)

History: Adpt. 4/29/74; Amd. 1/8/79; Amd. 3/82 ed.; Amd. 9/95 ed.



5.30.030-P Education Student Training Programs

The Board of Education recognizes the importance of educational personnel development programs and the cooperation of school districts in providing for prospective teachers and paraprofessionals field-centered activities in schools under the guidance of experienced personnel. The district shall, therefore, cooperate with institutions in this state, which have approved educational personnel preparation programs in providing education students with direct field-centered activities. District participation in such programs shall assure that the educational interests of the students and school programs affected determine all decisions as to the placement of personnel and the continuance of training programs. Responsibility and authority for establishing cooperative relationships with institutions with education student training programs and decisions relating to such programs operating in the district shall reside with the offices of the superintendent.

Legal References: ORS 332.107; ORS 332.505

History:



5.50.060-P Leaves Of Absence – Voluntary

- (1) **Board Authorization.** Sabbatical leaves, maternity leaves, study, exchange teaching, teaching in institutions of higher learning, restoration of health, military, adoption of a minor child, or association leave shall require approval of the Board of Education upon the recommendation of the superintendent. Except for military leave, such voluntary leaves shall be granted only to permanent teachers. "Maternity leaves" as used in this policy do not include use of accumulated sick leave for pregnancy disabilities or "change of status" for maternity purposes.
- (2) **Superintendent Authorization.**
 - (a) **Paid Short Leaves.** Paid leaves of absence under the provisions for sick leave, funeral leave, emergency leave, mandatory court appearances, jury duty, professional leave, religious holidays, and military leave shall be authorized within the established Board policies by the office of the superintendent.
 - (b) **Unpaid Short-Term Leaves.** Short-term unpaid leaves for personal reasons shall require authorization and approval of the office of the superintendent.
- (3) **Length of Leaves.** Long-term leaves without pay may be granted, for terms not exceeding one year but may be renewed for additional one-year periods upon recommendation of the Superintendent and approval of the Board. Successive leaves shall not exceed five years.
- (4) **Periods of Leaves.** In situations not calling for continuity for the entire year, teachers returning from a voluntary leave of absence granted for a period of one-half a year or longer ordinarily shall not be reinstated until the beginning of the term following the expiration of such leave. In the case of other situations, ordinarily reinstatement will not be made until the end of the school year. Exceptions shall depend upon needs for continuity of instruction or other staffing needs as determined by the Office of Personnel Services.
- (5) **Notification of Return.**
 - (a) Any permanent teacher whose voluntary leave of absence expires at the end of the school year shall notify the office of the superintendent on or before March 15 preceding his/her intention to return to service. Any teacher whose leave of absence expires at the end of the first semester of any school year shall give notice to the office of the superintendent on or before November 15 of his/her intention to return.
 - (b) The office of the superintendent shall notify teachers by mail of the expiration of their leave and that failure on the part of the teacher to

5.50.060-P Leaves Of Absence – Voluntary

notify the office of the superintendent in accordance with the above provision shall constitute evidence of insubordination against such teacher.

Legal References: ORS 332.107; Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq., 29 CFR Part 1630

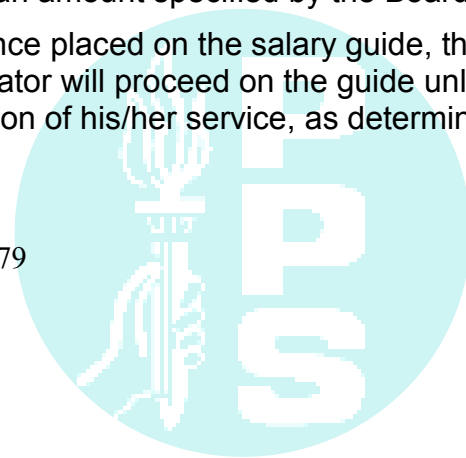
History: Adpt. 6/71; Amd. 3/73; Amd. 4/10/78



5.60.070-P Administrative Salaries

- (1) **Administrative Salaries and Compensation - General**. Administrative salaries and compensations shall be according to salary guides as adopted by the Board.
- (2) **New Appointees**. An appointee to a new administrative classification shall be placed on the salary guide according to evaluation of his/her training, experience, and the nature of the assignment.
- (3) **Substitutes**. An administrator authorized by the superintendent to substitute in a higher paying position will receive in addition to his/her regular salary an amount specified by the Board.
- (4) **Administrative Assistants**. Administrative assistants to the principal will work on a 190-day work year and be paid, in addition to their appropriate teaching salary, an amount specified by the Board.
- (5) **Guide Steps**. Once placed on the salary guide, the basic assumption is that an administrator will proceed on the guide unless there is substantial negative evaluation of his/her service, as determined by the office of superintendent.

History: Adpt. 6/71; Amd. 1/8/79



5.70.051-P Leaves Of Absence

- (1) **Funeral Leave.** Classified personnel (not including hourly maintenance workers) shall be eligible for the same funeral leaves as described for certificated employees in another section of these rules and regulations, except that classified personnel shall be eligible for three additional days (instead of two) funeral leave at two-thirds salary when absent because of a death in the immediate family.
- (2) **Sick Leave.**
 - (a) **Applicability.**
 - (A) Regular classified personnel shall be eligible for sick leave.
 - (B) Day-to-day substitutes are not entitled to any sick leave.
 - (C) Hourly employees are eligible for sick leave only after their employment exceeds one month.
 - (b) **Amount of Sick Leave.** The number of hours worked each day multiplied by the number of months employed shall equal the number of hours of sick leave granted each year.
 - (c) **Accreditation of Sick Leave.**
 - (A) Regular Classified Personnel. If an employee leaves the employ of the District before the end of a fiscal year, any remuneration for sick leave taken in excess of that actually earned at the rate of one day for each month from July 1 to the time of departure shall be withheld from his/her last payroll check.
 - (B) Hourly and Daily Rate Classified Personnel. Personnel who are paid on an hourly or daily rate shall be accredited sick leave after the term of employment; i.e., after one month's work, they shall be accredited with one day of sick leave, etc.
 - (d) **Accumulation of Sick Leave.**
 - (A) Regular classified personnel may accumulate sick leave on an unlimited basis.
 - (B) Hourly and daily-classified personnel shall be permitted to accumulate sick leave up to 125 days.
 - (e) **Notice and Commencement.**
 - (A) As soon as an employee becomes aware of a physical or mental condition, including pregnancy, which will require absence from duty for more than five days, the employee shall

5.70.051-P Leaves Of Absence

submit a completed form stating the period of expected absence. The employee shall submit an amended form whenever such expectations change.

- (B) The commencement date and duration of sick leave shall be based on the ability of the employee, as determined by the immediate supervisor, to carry out his or her assignment in an effective manner. A physician's recommendation, if any, will be taken into consideration in reaching such determination. The supervisor may require such physician's recommendation. Particular types of conditions, such as pregnancy, may be subject to more specific procedural steps relevant to the particular illness or condition in order to effectuate the foregoing principle.
 - (C) Requests for charge against accumulated sick leave shall be made in writing to the Personnel Department and in the case of use of sick leave for more than five days shall be accompanied by a physician's statement verifying the period of personal disability.
 - (D) The recommendation of a physician referred to in this policy ordinarily will be by the employee's own physician; but the superintendent or his/her designee may, in the exercise of discretion, determine in a particular case that it must come from a physician appointed by the district.
- (f) When Sick Leave is Depleted.
- (A) When an employee (other than classified — hourly and daily) has exhausted his/her sick leave, he/she shall be entitled to additional credits of one day for each year of service at two-thirds his/her daily rate of pay.
 - (B) An employee who has accumulated sick leave during employment in another Oregon school district, and who was so employed during the preceding year, shall, upon proper verification, be allowed the number of sick leave days so accumulated, except that: (a) no more than 75 days shall be credited to the employee; and (b) the allowance is not effective until the employee has completed 30 working days employment with this district.
- (3) **Family Illness.** Employees, other than day-to-day substitutes, working four hours or more shall receive three days per school year for family illness.

5.70.051-P Leaves Of Absence

- (4) **Emergency Leave**. All regular classified employees who work four hours per day or more are eligible for emergency leave of three days per school year without loss of pay. Emergencies shall be considered unanticipated circumstances beyond the employee's control and for which prior planning cannot be made.
- (5) **Jury Duty**. Classified employees, other than day-to-day substitutes, are excused without loss of pay provided the jury fee is submitted to the Business Office. If jury duty occurs during a non-school day (such as holidays, spring vacation, etc.), the employee normally not working at this time need not return the jury money received for that day. On days when the employee is excused from jury duty, he/she will report to the school to work.
- (6) **Court Witness**. Classified employees are excused without loss of pay provided the witness fee is submitted to the district, along with a copy of the subpoena.
- (7) **Military Leave**. Classified employees shall be eligible for the same military leave as described for certificated personnel in another section of these rules. (See Military Leave, Administrative Regulation 5.50.062.)
- (8) **On-the-Job-Accident**. All employees of the district are eligible for state workers' compensation benefits. An employee injured on the job shall retain his/her tax-free compensation check, which he/she receives from the state for time lost. The district will make supplemental payment in an amount equal to the difference between compensation check and the employee's regular check during the period of payment under the Workers' Compensation Act, and no charge is made against the employee's sick leave, nor shall it exceed 180 days.
- (9) **Extended Unpaid Leave of Absence**. Employees who have been continuously employed for two or more years may apply for a special leave of absence without pay. The superintendent shall exercise his/her discretion in the granting of such leaves. Such leaves shall not exceed one year without special authorization of the Board. Employees on such leaves shall not be permitted to engage in remunerative service without the approval of the superintendent.
- (10) **Maternity Leave**.
- (a) Absence due to disabilities resulting from pregnancy or childbirth shall be deemed absence due to illness for purposes of applying the sick leave policies of the district. "Maternity leave" referred to in this policy means a leave related to the employee's pregnancy or childbirth beyond the period of actual disability. Maternity leaves as

5.70.051-P Leaves Of Absence

so defined shall be unpaid. Regarding the period of disability, see the policies on sick leave.

- (b) Maternity leave shall be granted to any classified employee. The maximum and minimum initial planned terms of the leave shall be based on staffing needs, as determined by the Board. The superintendent shall in each case recommend such term based on such criteria. The maximum planned term ordinarily shall not exceed six months, but the superintendent may, on written request, extend such leave for additional periods of time. For employees whose work year is less than twelve months, such leave ordinarily shall not extend beyond the remainder of the fiscal year for any pregnancy; but the superintendent may, on written request, extend such leave for additional periods of time.
- (c) In the case of a request for maternity leave, as soon as any classified employee becomes aware of her pregnancy, she shall submit a completed maternity leave form or resignation stating the expected period of absence.
- (d) Unless an earlier date is approved by the employee, her immediate supervisor, and the Board, the commencement date of the unpaid leave shall correspond to the end of the period of disability or the exhaustion of accumulated sick leave, whichever first occurs, as determined by her immediate supervisor. Such determination shall have the same effect as provided in the sick leave policies of the district.
- (e) A classified employee desiring to return to regular employment prior to the expiration date of a maternity leave may so request in writing to the Personnel Department. Thereupon, or (in the absence of such request) when the maternity leave expires, the superintendent will reassign the employee as soon as a position for which the employee is qualified becomes available. Rejection of such assignment will constitute a resignation.
- (f) Upon returning to duty, a classified employee shall be paid at the next salary step on the then current salary guide above the one, which she occupied during the last continuous period of at least six months' work immediately prior to the beginning of such leave.
- (g) The recommendation of a physician referred to in this policy ordinarily will be the employee's own physician, but the superintendent or his/her designee may in the exercise of his/her discretion determine in a particular case that it must come from a physician appointed by the district.

5.70.051-P Leaves Of Absence

- (h) Nothing herein shall preclude the Board from discharging a classified employee on other grounds permitted by law.
- (11) **Paternity Leave**. For continuous periods during which the newly-born child will not have the care of the mother, the father shall be entitled to paternity leave and rights upon return to work on the same terms and conditions as herein provided for maternity leave.

Legal References: ORS 332.507; ORS 342.545; ORS 659.010; ORS 659.121; ORS 659.470 - 659.494; OAR 839-009-0200 to -0320; Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630; Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq. 29 CFR Part 825

History: Adpt. 6/71; Amd. 9/11/72; Amd. 12/72; Amd. 8/23/76; Amd. 4/10/78; Amd. 5/22/87



6.10.090-P Private Schools – Requests for Funding

The Board has received requests from private schools, which are not church schools, for resources (staffing, materials, supplies and/or funding) to assist such private schools. While the Board has complete discretion whether, and has no obligation, to respond to such requests, it is appropriate to state the governing principles and general conditions applicable to such requests.

I. Governing Principles

- (1) The principles which guide district schools in these matters are as follows:
 - (a) It is the central and primary responsibility of the public schools to provide at public expense within the public schools a secular education, which is open on a full-time basis to all children in the community.
 - (b) Under state law, parents have the right to send their children at private expense to private schools as an alternative to accepting a full-time public school education for their children.
 - (c) Cooperation between the public schools and private schools must meet constitutional limitations, must not encourage a dual system of education at public expense, nor cause the fragmentation of the public school system, nor interfere with the administration of the public schools, nor reduce the quality and effectiveness of public education.
 - (d) The Board will continue to develop within its public schools alternative and varied educational programs at all grade levels to meet the diverse interests and needs of its students.
 - (e) The Board will not consider providing resources to a private school unless it finds the conditions stated under section II below are met.

II. General Conditions

- (1) The staff of the school is qualified to conduct the program.
- (2) The private school has defined its goals, they are consistent with the goals of the district, and the private school seeks to integrate the students attending the school into the public school system.
- (3) The private school shall by contract agree to:
 - (a) Cooperate with the district in the provision of educational services;
 - (b) Conduct evaluations of staff, program and results, and provide this as required by OAR 581-022-1350 and the district;

6.10.090-P Private Schools – Requests for Funding

- (c) Provide the district with routine reports and any additional reports required by the district;
 - (d) Comply with conditions (1) through (3) above and with such other terms and provisions as the Board shall require.
- (4) This policy does not apply to religious schools, nor commit the Board to provide resources to any private school whatsoever.

Legal References: ORS 332.107; OAR 581-022-1350; ORS 345.505 (2)

History: Adpt 5/12/75; Amd 3/10/88; Amd 12/12/91; Amd 9/95; Amd 9/9/02; BA 2421





PORTLAND PUBLIC SCHOOLS
Office of General Counsel

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

Date: June 10, 2022
To: School Board
From: Liz Large, Contracted General Counsel
cc: Guadalupe Guerrero, Superintendent
Subject: Amendment of Liability Claims Policy, 8.60.021-P

BACKGROUND

PPS's Liability Claims Policy, 8.60.021-P, sets forth the Board's expectations for the District's handling of liability claims, including thresholds for Board approval of settlement of such claims. The policy was last amended in 2000 and makes references to a defunct Board committee and to financial reserving practices that are inconsistent with the District's accounting and budgeting for such claims.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies on a regular basis and to make sure they provide clear guidance to the District and the public on what is authorized by the Board.

ANALYSIS OF SITUATION

The proposed revisions to the policy address the reference to the defunct Board committee and related process and the financial accounting/budgeting process that do not reflect current or recommended practice. The revisions also increase the threshold for Board approval from \$25,000 to \$75,000 to adjust for inflation since the policy was last amended in 2000. In addition, the proposed revisions also add a quarterly report from the General Counsel to the Board on all liability claims settled below the Board-approval threshold, so that the Board has visibility to those settlements.

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The proposed policy revisions were discussed over several public meetings of the Policy Committee; there was no additional community engagement or community feedback received.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Will be implemented upon final approval of the Board.

STAFF RECOMMENDATION

Approve the revised policy as unanimously recommended by the Policy Committee.

8.60.021 Liability Claims

I. Self-Insurance, Investigation and Settlement ~~Services~~ of Claims

- (1) The District is self-insured with respect to certain bodily injury, property damage and other claims arising from certain accidents and other occurrences. The District may contract for investigative^[1] external services ~~for to investigate and/or defend bodily injury and property damage~~ claims made against the District.
- (2) Proposed final determination and settlement agreements involving payment of District funds of \$725,000 and over will be submitted ~~by the Ddistrict's risk manager~~ to the Board after review by the District's General Counsel.^{[2][3]} The Superintendent may authorize (and delegate to the General Counsel and director of Risk Management^{[4][5]}) final settlements for ~~uninsured personal injury and property damage~~ claims involving payment of District funds under \$725,000 upon determining that such settlement is in the best interests of the District and is reasonable^{[6][7][8][9][10]} under the circumstances, considering the risk of liability involved. A liability release signed by the payee ~~will be~~ is required as part of the terms of settlement.

II. Notice of Settlement of Claims Below Board-Approval Threshold

- ~~(1) Upon receipt of a notice of claim for an alleged tort or similar claim (exclusive of employment and student discrimination claims), the General Counsel Risk Management Department will proceed to do the following:~~
 - ~~— Determine whether the matter will be handled by the General Counsel's office or Risk Management.~~
 - ~~(a) Notify the claimant or the claimant's legal counsel that notice has been received and will be investigated;~~
 - ~~(b) Prepare and administer files;~~
 - ~~(c) Notify and submit claims for review by the Ddistrict's general counsel when a settlement in excess of \$5,000 is considered or when the claimant elects to pursue litigation; and~~
 - ~~(d) Maintain financial statistics on all claims costs.~~
- ~~(2)~~(1) Within 30 days of the end of each quarter, the General Counsel's Office Notwithstanding the delegation of authority limits set forth in 8.90.010-P Contracts, the legal committee of the Board shall be provide the Board with a list of summary of the settlements of claims resolved below the board-approval threshold. advised/consulted regarding settlements of actual or threatened litigation or administrative complaints where the settlement is between \$25,000 and \$725,000.

III. Establishment of Reserves^[11]

- ~~(1) A special financial reserve and budgetary fund is hereby established~~

8.60.021 Liability Claims

~~pursuant to ORS 332.437 for the purpose of paying:~~

- ~~(a) costs incurred by the District under this policy; and~~
- ~~— claims against the District, including discrimination claims, in accordance with settlement agreements or other determination.~~
- ~~(b)~~

8.60.021 Liability Claims

~~(2) As used in this section, “normal reserve” refers to the amount of such fund established by Board resolution after review and comment by the risk manager. Recommendations for the normal reserve shall be made with the objectives of:~~

~~(a) providing a clearly adequate amount with which to pay all uninsured costs and claims of the kind for which the fund is established; and~~

~~(b) preventing the existence or settlement of claims from having any further effect on the budget or funds of the Ddistrict.~~

~~(3) III. Additions during a fiscal year may also be made by resolution of the Board pursuant to ORS 294.46350. Reductions shall not be made except: (1) in connection with the adoption of the Ddistrict’s budget for the ensuing year; or (2) by expenditures made for the purposes described in this policy.~~

~~(4) (1) The budget resources of said reserve fund shall be permitted to increase from year to year by reason of earnings on investments of monies in said fund and additions thereto made pursuant to this policy. Expenditures therefrom shall be made only pursuant to specific resolutions adopted by the Board or pursuant to settlements approved in accordance with this policy, and only for the purpose for which said reserve fund had been created.~~

Legal References: ORS 30.290; ORS 294.46350; ORS 332.435; ORS 332.437

History: Adpt 9/13/77; Amd 5/81; Amd 10/13/83; Rev 8/28/00, BA 1400; Amd /22-



Liability Claims

I. Self-Insurance, Investigation and Settlement of Claims

(1) The District is self-insured with respect to certain bodily injury, property damage and other claims arising from certain accidents and other occurrences. The District may contract for external services to investigate and/or defend claims made against the District.

(2) Proposed final determination and settlement agreements involving payment of District funds of \$75,000 and over will be submitted to the Board after review by the District's General Counsel. The Superintendent may authorize (and delegate to the General Counsel and director of risk management) final settlements for claims involving payment of District funds under \$75,000 upon determining that such settlement is in the best interests of the District and is reasonable under the circumstances, considering the risk of liability involved. A liability release signed by the payee is required as part of the terms of settlement.

II. Notice of Settlement of Claims Below Board-Approval Threshold

(1) Within 30 days of the end of each quarter, the General Counsel's Office shall provide the Board with a list of the settlements of claims resolved below the board-approval threshold.

Legal References: ORS 30.290; ORS 294.463; ORS 332.435; ORS 332.437

History: Adpt 9/13/77; Amd 5/81; Amd 10/13/83; Rev 8/28/00, BA 1400; Amd __/22

8.60.021-P Liability Claims Handling

I. Self-Insurance, Investigation and Settlement Services

- (1) The district is self-insured with respect to certain bodily injury, property damage and other claims arising from certain accidents and other occurrences. The district may contract investigative services for bodily injury and property damage claims made against the district.
- (2) Proposed final determination and settlement agreements involving payment of district funds of \$25,000 and over will be submitted by the district's risk manager to the Board after review by the district's general counsel. The risk manager may authorize final settlements for uninsured personal injury and property damage claims involving payment of district funds under \$25,000 upon determining that such settlement is in the best interests of the district and is reasonable under the circumstances, considering the risk of liability involved. A liability release signed by the payee will be required as part of the terms of settlement.

II. Notice of Claim

- (1) Upon receipt of a notice of claim for an alleged tort or similar claim (exclusive of employment and student discrimination claims), the Risk Management Department will proceed to do the following:
 - (a) Notify the claimant or the claimant's legal counsel that notice has been received and will be investigated;
 - (b) Prepare and administer files;
 - (c) Notify and submit claims for review by the district's general counsel when a settlement in excess of \$5,000 is considered or when the claimant elects to pursue litigation; and
 - (d) Maintain financial statistics on all claims costs.
- (2) Notwithstanding the delegation of authority limits set forth in 8.90.010-P Contracts, the legal committee of the Board shall be advised/consulted regarding settlements of actual or threatened litigation or administrative complaints where the settlement is between \$5,000 and \$25,000.

III. Establishment of Reserves

- (1) A special financial reserve and budgetary fund is hereby established pursuant to ORS 332.437 for the purpose of paying:
 - (a) costs incurred by the district under this policy; and
 - (b) claims against the district, including discrimination claims, in accordance with settlement agreements or other determination.

8.60.021-P Liability Claims Handling

- (2) As used in this section, “normal reserve” refers to the amount of such fund established by Board resolution after review and comment by the risk manager. Recommendations for the normal reserve shall be made with the objectives of:
 - (a) providing a clearly adequate amount with which to pay all uninsured costs and claims of the kind for which the fund is established; and
 - (b) preventing the existence or settlement of claims from having any further effect on the budget or funds of the district.
- (3) Additions during a fiscal year may also be made by resolution of the Board pursuant to ORS 294.450. Reductions shall not be made except: (1) in connection with the adoption of the district’s budget for the ensuing year; or (2) by expenditures made for the purposes described in this policy.
- (4) The budget resources of said reserve fund shall be permitted to increase from year to year by reason of earnings on investments of monies in said fund and additions thereto made pursuant to this policy. Expenditures therefrom shall be made only pursuant to specific resolutions adopted by the Board or pursuant to settlements approved in accordance with this policy, and only for the purpose for which said reserve fund had been created.

Legal References: ORS 30.290; ORS 294.450; ORS 332.435; ORS 332.437

History: Adpt 9/13/77; Amd 5/81; Amd 10/13/83; Rev 8/28/00, BA 1400.



PORTLAND PUBLIC SCHOOLS
Office of General Counsel

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

Date: June 6, 2022
To: School Board
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Policy Revision
Policy # and Name: Citizen Involvement Process, 7.10.010-P

BACKGROUND

This policy was last amended in 2002, at a time when each school was required to convene a Local School Advisory Committee (LSAC), in addition to a Site Council, as part of the 21st Century Schools Program. LSACs are no longer required and do not reflect current practice. The Board Policy Committee reviewed the policy and proposed language, including a new title (School-Site Councils), to focus the policy solely on the District's obligation to convene Site-Councils at all of our schools.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies for currency and alignment with state law.

ANALYSIS OF SITUATION

The 21st Century Schools Program was established to restructure school operational decisions to include the voices of parents, community members, and school staff and require site councils to integrate the shared goals of those stakeholders.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

There was no community engagement beyond the Policy Committee work. The proposed revisions remove references to other committees, one of which is no longer a practice within the District, and make no substantive changes to the Site-Council meetings as they are defined in the 21st Century Schools Program.

RACIAL EQUITY AND SOCIAL JUSTICE LENS

The purpose of the Site Council is to increase engagement and communication between school staff and our community and to transform the concerns and expectations of families and students into measurable goals.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

This policy will be implemented immediately, and we will send notification to building administration.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

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

_____ *(Initials)*

ATTACHMENTS

- A. Redline copy of Complaint Policy
- B. Clean copy of Complaint Policy



School-Site Councils

(1) Statement of Purpose.

Schools play a critical role in preparing students to thrive in and improve the world, and we serve students best when we work in collaboration with parents and community partners.

The Board encourages and supports the development of innovative strategies and program designs that target the unique needs of students in each school community and that can be used in other school communities. Through the collaborative efforts of teachers, classified employees, principals, family members, students, and community members, schools benefit from broad school-based participation in planning for school improvement.

(2) School Site Councils

(a) The purpose of 21st Century Schools Councils (Site Councils) is to increase student achievement. In compliance with the Oregon Educational Act for the 21st Century, each school will have a Site Council.

(b) The duties of each Site Council shall include:

1. The improvement of the school's instructional program;
2. The development of plans to improve the professional growth of the school's staff;
3. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
4. The administration of grants-in-aid for the professional development of teachers and classified district employees;
5. Fostering family involvement in the schools.

(c) Unless the Board of Education determines a different composition is needed at a particular school, each Site Council shall be comprised of the following members:

(A) Not more than half of the members shall be licensed educators who have been elected by the licensed educators teaching at the school;

(B) Not more than half of the members shall be parents of



School-Site Councils

students attending that school who have been selected by the parents of students attending that school);

(C) At least one member shall be a classified employee elected by the classified employees at that school; and

(D) One member shall be the building principal or the principal's designee.

(E) The District may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council).

(F) Licensed educators and parent members may not compose more than half of the membership of a Site Council.

(c) To accomplish these duties, each Site Council will:

(A) Assist in developing and implementing a process for preparing an annual school improvement plan. The plan should focus on how the school will assist students to achieve the standards established by the state and District;

(B) Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program;

(C) Prioritize student performance goals in accordance with District goals and state standards, including those contained in the Oregon Educational Act for the 21st Century;

(D) Develop plans to reach student performance goals utilizing current educational research, professional development of staff focused on research-based effective instructional practices and staff and community input;

(E) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress; and

Duties of the Site Council Members. Each member of the Schools Council at the local school site has responsibility to:



School-Site Councils

Commit to a process of collaboration to support school improvement and increase student achievement;

Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;

Learn about the Board goals for the District and its expectations for staff and students, as well as the expectations contained in the Oregon Educational Act for the 21st Century;

Ensure good communication among all participants in the school; and

Invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

Site Council Meetings.

Site Council meetings are open and public meetings and subject to Oregon's Public Meetings Law guidelines.

Legal References: ORS 192.660 - 192.690; OAR 581-020- 0105; OAR 581-020-0115; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 332.105; ORS 332.107; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd 2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422; Amd ___/2022

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~~I.—The General Advisory Committees.~~

~~(1) — Local School Advisory Committee (LSAC) means the group of citizens who participate with a school principal on an advisory committee for that specific school.~~

~~(2) — 21st Century School Councils (Site Councils) are the groups of school staff and citizens who participate in the educational/instructional improvement activities that are a part of the Oregon Educational Act for the 21st Century.~~

~~(3) I. In the interest of operating advisory committees for the purpose for which they are established, matters that are the subject of pending litigation involving the district or its agents shall not be discussed or investigated by an advisory committee unless the subject previously has been cleared in writing by the superintendent or designee.~~

~~II.—Local School Advisory Committee (LSAC)~~

~~(1) — The first level of citizen involvement is at the individual school. In order to assure systematic participation of parents and other citizens in the education of young people, each Portland public school shall:~~

~~(a) Have a Local School Advisory Committee (LSAC) identified and listed; and,~~

~~(b) Establish the specific number of members of each committee.~~

~~(2) — Composition. The committee should represent as many segments of the community as possible, including parents, non-parents, students, businesses and neighborhood associations. Membership representation is open to all interested volunteers. Staff members should serve as resource persons. Staff members who are parents of students in the school may have full voting privileges.~~

~~(3) — Meetings. At least five meetings shall be held each year. Many schools may find that some additional meetings will be more in keeping with their individual school needs. The principal and LSAC chair shall cooperatively prepare and circulate an agenda prior to each meeting. Agendas and minutes should be kept on file in the school office for at least two (2) years. The meetings held are in the interest of the public school and open to all interested citizens.~~

7.10.010-P ~~Citizen Involvement Process~~

~~(4) — Role. The LSAC shall advise the principal on matters pertaining to the school and its educational program for students. The principal shall carefully consider the advice and recommendations of the committee in fulfilling his/her organizational and legal responsibilities as decision maker and pass on the recommendations to the appropriate district personnel. The principal shall inform the LSAC about the disposition of LSAC recommendations and provide follow up progress reports relating to issues discussed and/or decided.~~

~~(a) The LSAC will be given the opportunity to provide advice, input and/or response to reports from the school principal on educational programs, assessment of educational needs, and establishment of priorities. Copies of reports to or by the LSAC should be kept on file in the school office for at least two (2) years.~~

~~(b) The LSAC will contribute to the determination of the schools' educational goals and will review with the principal process toward the attainment of goals. The LSAC will provide the principal and other school officials, information unique to the community in order that the school can more readily identify the educational needs within the community.~~

~~(c) The LSAC will designate or act as a budget subcommittee to review with the principal the school's allocated budget and discuss the assignment of resources within the building, thus participating at the local level in the budget review process.~~

III. ~~21st Century Schools Councils (Site Council)~~

~~(1) Statement of Purpose.~~

~~(1) The purpose of 21st Century Schools Councils is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, it is the policy of the Board to establish 21st Century Schools Councils in each of the district's schools. It is the District's Board's belief that Schools play a critical role in preparing students to thrive in and improve the world, and that this vision can be achieved we serve students best when it we works in collaboration with parents and community partners, a group of people, who represent different parts of our educational community, to come together to work in a collaborative manner to improve education and, student achievement will increase.~~

~~(a) The Board encourages and supports the implementation development of locally developed innovative strategies and program designs that target the unique needs of students in each school community and that can be used in other school communities. Through the collaborative efforts of teachers, classified employees, principals, family members, students, and community members, schools will benefit from increased broad school-based participation in planning for school improvement.~~

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~~(b)~~ The Board believes that all students can learn and should have the opportunity to achieve their maximum learning potential. Achieving this goal will best be accomplished through school-based decision-making with equitable family/school/community partnerships.

(2) School Site Councils

(a) The purpose of 21st Century Schools Councils (Site Councils) is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, ~~there will be a site council in each of the district's~~ each school will have a Site Councils.

~~(2)~~ (b) Function of 21st Century Schools Councils. In compliance with the Oregon Educational Act for the 21st Century and to improve the student achievement, ~~It~~ The duties of ~~the each Site e~~ Council shall include:

- ~~(a)~~ 1. The improvement of the school's instructional program;
- ~~(b)~~ 2. The development of plans to improve the professional growth of the school's staff;
- ~~(c)~~ 3. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
- ~~(d)~~ 4. The administration of grants-in-aid for the professional development of teachers and classified district employees;
5. Fostering family involvement in the schools.

(c) Unless the Board of Education determines a different composition is needed at a particular school, each Site Council shall be comprised of the following members:

- (A) Not more than half of the members shall be licensed educators who have been ~~electd by the licensed educators teaching at the school-at that site~~;
- (B) Not more than half of the members shall be parents of students attending that school ~~who have been selected by the parents of students attending that school~~;
- (C) At least one member shall be a classified employee ~~electd by the classified employees at that school's site~~; and
- (D) One member shall be the building principal or the principal's designee.
- (E) The District may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council).

~~(e)~~(F) Licensed educators and parent members may not compose more than half of the membership of a Site Council

~~(f)~~ (c) To accomplish these duties, each ~~Site 21st Century Schools~~ Council will:

- (A) Assist in developing and implementing a process for preparing an annual school improvement plan. ~~This process should include participation by staff, family members, community~~

Commented [1]: "development of plans" or feedback on plans?

Commented [2]: Site council does not have any \$

~~members, and students.~~ The plan should focus on how the school will assist students to achieve the standards established by the state and ~~d~~District;

- (B) Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program. ~~Implement a school survey for assessing community opinions regarding the school program;~~
- (C) ~~Assist in developing and maintaining a current a local school profile which describes student performance information, identification of students meeting and exceeding state and district standards, characteristics of the school and its community, perception of school effectiveness by staff and family members, the school's goals and plans for improvement;~~
- (D) ~~Establish and p~~Prioritize student performance goals ~~which are~~ in accordance with ~~d~~District goals and state standards, ~~particularly including~~ those contained in the Oregon Educational Act for the 21st Century;
- (E) Develop plans to reach student performance goals utilizing current educational research, professional development of staff

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focused on research-based effective instructional practices and staff and community input;

- (F) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress; [and](#)
- (G) ~~Support the plan's implementation by identifying and applying current resources and participating in efforts to acquire new resources.~~

~~(3) — Membership. The 21st Century Schools Council will be composed of teachers, adult family members of students, the principal and classified district personnel. The council may also include persons identified by the school community as having particular benefit for council membership, such as business representatives, community members, students or other district staff.~~

- ~~(a) The following principles will govern council membership:
 - ~~(A) The principal shall be a member of the council;~~
 - ~~(B) Teachers will comprise not more than one half of the council membership and shall serve voluntarily.
 - ~~(i) Teachers are defined as all licensed employees of the public schools or employed by an educational service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers and who are compensated for their services from public funds.~~
 - ~~(ii) Teachers will be elected in accordance with applicable provisions of the collective bargaining agreement.~~~~
 - ~~(C) Classified employees will be represented on each council and serve voluntarily.
 - ~~(i) Classified employees are any non-teaching or non-administrative staff members having contact with students at the local school to which they are affiliated and for whose employment an Oregon teaching license is not required.~~
 - ~~(ii) Classified employees will be elected by direct vote of the classified employees affiliated with the local school.~~~~
 - ~~(D) Adult family representatives of students attending the local school will comprise not more than half of the council membership.~~~~

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- ~~(i) Adult family representatives are defined as parents or guardians of students currently enrolled in a public school providing education in pre-kindergarten through grade 12.~~
 - ~~(ii) A family is a group of individuals related by blood, marriage, or adoption or individuals whose functional relationships are similar to those found in such associations.~~
 - ~~(iii) Adult family representatives serve on councils of the schools their students attend.~~
 - ~~(iv) The council shall determine a process to select adult family members through open nomination and election by other adult family members of students attending the school.~~
 - ~~(v) The process for conducting this election will be planned in consultation with representation from the collective bargaining units at the local school, the principal and established family and community representation groups.~~
 - ~~(E) At least one student representative will serve on each high school council. Elementary and middle schools may choose to include student representation. The specific method for selecting student representation will be determined at the local school.~~
 - ~~(F) The members of the council may appoint members of the community at large.~~
 - ~~(G) Each council will strive to reflect the diversity of the school community through elected representatives, appointed representatives and specific communication strategies to involve all families served by the school.~~
 - ~~(H) If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.~~
- (4) Duties of the ~~Site~~ [21st Century Schools](#) Council Members. Each member of the ~~21st Century~~ Schools Council at the local school site has responsibility to:

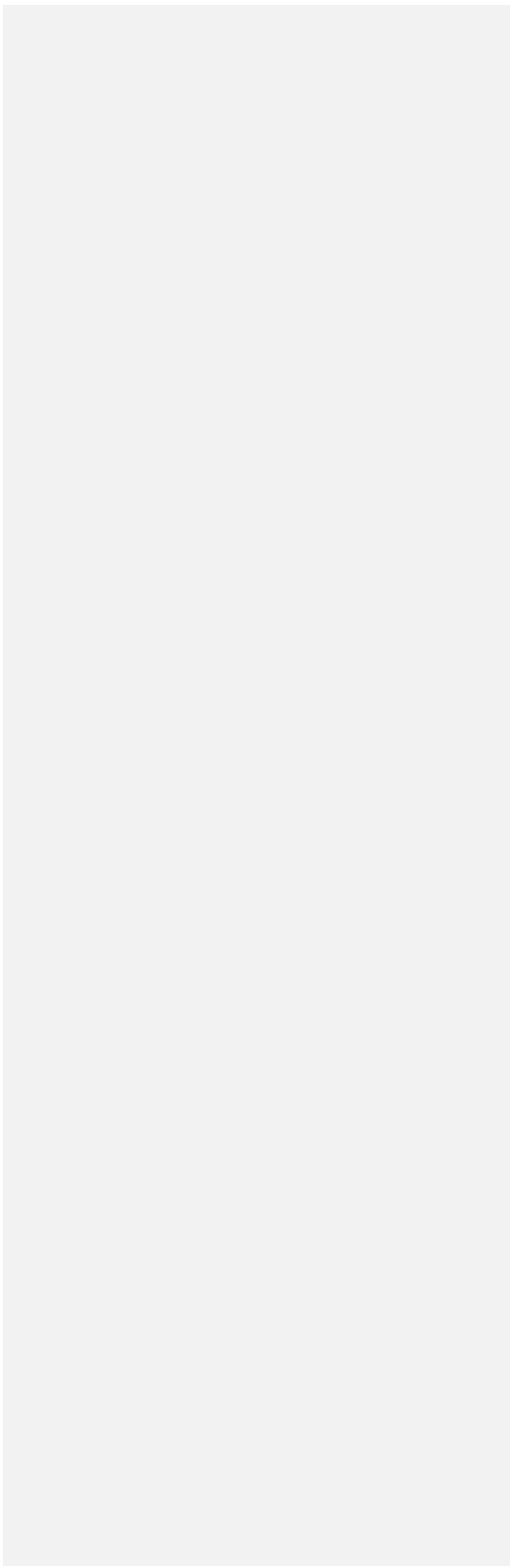
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- ~~(a)~~ Commit to a process of collaboration to ~~achieve (support?)~~ school improvement and increase student achievement;
- ~~(b)~~ Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;
- ~~(c)~~ Learn about the Board goals for the ~~Portland school D~~ district and ~~the its~~ expectations for staff and students, as well as the expectations contained in the Oregon Educational Act for the 21st Century;
- ~~(d)~~ ~~Coordinate and lead the process of setting the improvement goals for the school, deciding how best to achieve those goals, and determining how to monitor their progress;~~
- ~~(e)~~ Ensure good communication among all participants in the school; and
- ~~(f)~~ ~~Adopt a balanced perspective of the school program that reflects sensitivity to~~ invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

~~IV.—Guidelines for Decision Making.~~

- ~~(1) —Consensus is the desired decision making procedure for councils. Each council should develop a process for reaching consensus on decisions facing the council. Council members should participate in training in consensus decision making processes.~~
- ~~(2) —The 21st Century Schools Councils must work within the scope of state and federal law, Board policies and goals, Administrative Directives, budgetary restrictions, union contracts, and ethical standards and practices, however Oregon law provides procedures for requesting waivers of provisions of state law and rules, contracts, local policy and rules, and licensure provisions if such requests are intended to improve student achievement and to promote innovative practices.~~
 - ~~(a) A request for a waiver of a contract provision must be submitted by the 21st Century Schools Council to the Association and Contract Administration for approval following guidelines agreed to by the association and district.~~
 - ~~(b) A request for a waiver of an Administrative Directive must be submitted in writing to the superintendent for approval.~~
 - ~~(c) A request for a waiver of Board policy must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his/her recommendation to the Board for final approval. Policy waiver requests will be considered based on the district's mission statement, philosophy, Board adopted goals and~~

| ~~effective schooling tenets.~~



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~~(d) All other waiver requests, as provided by law, will be reviewed in accordance with procedures established by the Oregon Department of Education to determine their efficacy in promoting student achievement and for their practicality.~~

~~(3) Council activities include:~~

~~(a) Aligning Formulating a school vision to the District's and/or mission statement;~~

~~(b) Coordinating school study committees and task forces as deemed necessary to improve academic achievement, enhance student well-being, and promote family participation in the school;~~

~~(c) Developing specific plans and strategies to improve student achievement;~~

~~(d) Planning staff development activities for the school;~~

~~(e) Developing plans for implementation and monitoring of provisions of the Oregon Educational Act for the 21st Century;~~

~~(f) Promoting school/business partnerships;~~

~~(g) Monitoring student progress;~~

~~(h) Fostering family/school/community partnerships.~~

Site Council Meetings.

~~(4) Site Council Meetings of Site 21st Century Schools Councils shall be composed of parents, administrators, and staff as outlined in state law. They are open and public meetings and are subject to Oregon's Public Meetings Law guidelines.~~

~~Relationship to Local School Advisory Committees. Development of 21st Century Schools Councils is not intended to eliminate pre-existing Local School Advisory Committees or other community representatives or organizations affiliated with the school. The Local School Advisory Committee maintains its advisory role to the principal in a variety of local school matters as outlined in earlier sections of this policy.~~

~~(5)~~

V. Citizen Budget Review Committees (CBRC)

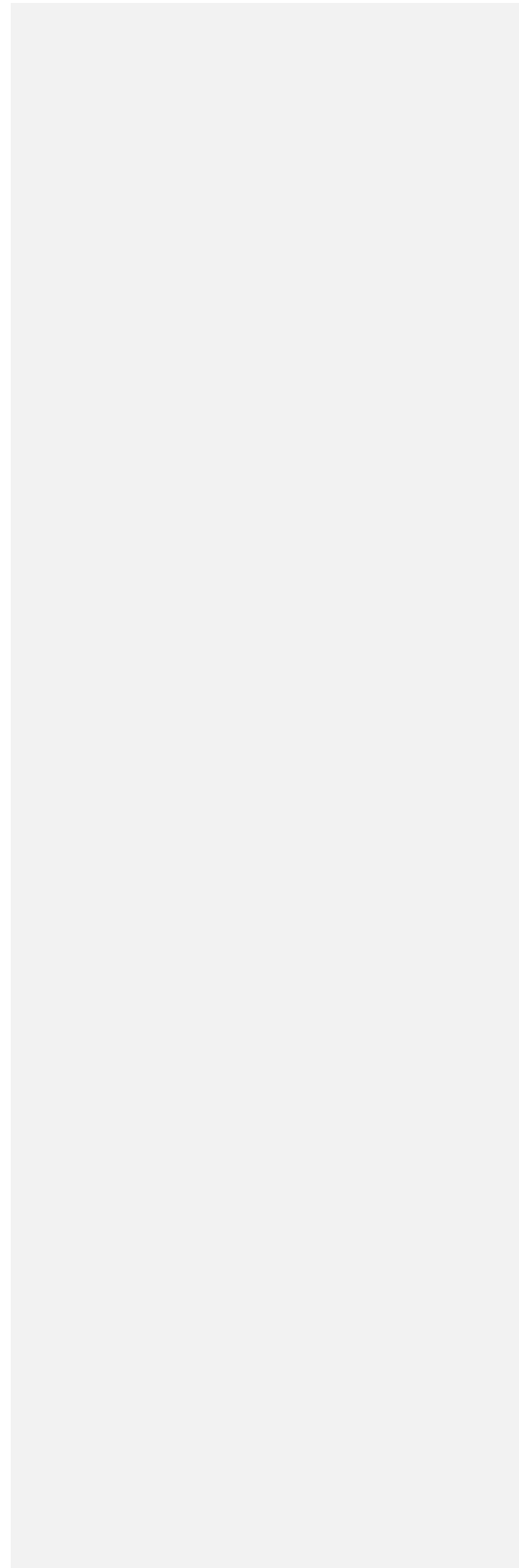
~~(1) Each committee A Citizen Budget Review Committee will be established for the purpose of budget review and recommendations to the Board.~~

~~(2) Members may be appointed by the Board or selected by the superintendent or designee from volunteer applicants. Wide geographical representation is preferred.~~

~~(3) The Board will determine CBRC composition and terms of service.~~

~~(4) The committee CBRC shall appoint a chair from among the members. The chair, with the assistance of the committee, shall review~~

~~pertinent background materials, current and proposed district budget and
prepare an annual budget recommendation for presentation to the Board.~~



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~~All meetings of the Board appointed committee CBRC are open to the public. Minutes shall be taken, made available and retained in accordance with the Public Meetings Law.~~

~~VI. Notification~~

~~VII. Use icit~~

~~The LSAC shall notify the local Neighborhood Associations of all meetings of the LSAC. The Board will notify the Office of Neighborhood Associations of major matters forthcoming that may have an impact on the entire community.~~

Legal References: ORS 192.660 - 192.690; ORS 342.513; OAR 581-020- 0105; ORS 243.650; ORS 342.545; OAR 581-020-0115; ORS 243.782; ORS 342.553; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 342.610; ORS 332.105; ORS 342.613; ORS 332.107; ORS 342.650; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422; [Amd /2022](#)

7.10.010-P Citizen Involvement Process

I. The General Advisory Committees.

- (1) Local School Advisory Committee (LSAC) means the group of citizens who participate with a school principal on an advisory committee for that specific school.
- (2) 21st Century School Councils (Site Councils) are the groups of school staff and citizens who participate in the educational/instructional improvement activities that are a part of the Oregon Educational Act for the 21st Century.
- (3) In the interest of operating advisory committees for the purpose for which they are established, matters that are the subject of pending litigation involving the district or its agents shall not be discussed or investigated by an advisory committee unless the subject previously has been cleared in writing by the superintendent or designee.

II. Local School Advisory Committee (LSAC)

- (1) The first level of citizen involvement is at the individual school. In order to assure systematic participation of parents and other citizens in the education of young people, each Portland public school shall:
 - (a) Have a Local School Advisory Committee (LSAC) identified and listed; and,
 - (b) Establish the specific number of members of each committee.
- (2) Composition. The committee should represent as many segments of the community as possible, including parents, non-parents, students, businesses and neighborhood associations. Membership representation is open to all interested volunteers. Staff members should serve as resource persons. Staff members who are parents of students in the school may have full voting privileges.
- (3) Meetings. At least five meetings shall be held each year. Many schools may find that some additional meetings will be more in keeping with their individual school needs. The principal and LSAC chair shall cooperatively prepare and circulate an agenda prior to each meeting. Agendas and minutes should be kept on file in the school office for at least two (2) years. The meetings held are in the interest of the public school and open to all interested citizens.

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- (4) Role. The LSAC shall advise the principal on matters pertaining to the school and its educational program for students. The principal shall carefully consider the advice and recommendations of the committee in fulfilling his/her organizational and legal responsibilities as decision maker and pass on the recommendations to the appropriate district personnel. The principal shall inform the LSAC about the disposition of LSAC recommendations and provide follow-up progress reports relating to issues discussed and/or decided.
- (a) The LSAC will be given the opportunity to provide advice, input and/or response to reports from the school principal on educational programs, assessment of educational needs, and establishment of priorities. Copies of reports to or by the LSAC should be kept on file in the school office for at least two (2) years.
 - (b) The LSAC will contribute to the determination of the schools' educational goals and will review with the principal process toward the attainment of goals. The LSAC will provide the principal and other school officials, information unique to the community in order that the school can more readily identify the educational needs within the community.
 - (c) The LSAC will designate or act as a budget subcommittee to review with the principal the school's allocated budget and discuss the assignment of resources within the building, thus participating at the local level in the budget review process.

III. 21st Century Schools Councils (Site Council)

- (1) Statement of Purpose. The purpose of 21st Century Schools Councils is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, it is the policy of the Board to establish 21st Century Schools Councils in each of the district's schools. It is the Board's belief that when a group of people, who represent different parts of an educational community, come together to work in a collaborative manner to improve education, student achievement will increase.
- (a) The Board encourages and supports the implementation of locally developed innovative strategies and program designs that target the unique needs of students in each school community. Through the collaborative efforts of teachers, classified employees, principals, family members, students and community members, schools will benefit from increased participation in planning for school improvement.

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- (b) The Board believes that all students can learn and should have the opportunity to achieve their maximum learning potential. Achieving this goal will best be accomplished through school-based decision making with equitable family/school/community partnerships.
- (2) Function of 21st Century Schools Councils. In compliance with the Oregon Educational Act for the 21st Century and to improve the student achievement, the duties of the council shall include:
- (a) The improvement of the school's instructional program;
 - (b) The development of plans to improve the professional growth of the school's staff;
 - (c) The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
 - (d) The administration of grants-in-aid for the professional development of teachers and classified district employees;
 - (e) Fostering family involvement in the schools.
 - (f) To accomplish these duties, each 21st Century Schools Council will:
 - (A) Assist in developing and implementing a process for preparing an annual school improvement plan. This process should include participation by staff, family members, community members, and students. The plan should focus on how the school will assist students to achieve the standards established by the state and district;
 - (B) Implement a school survey for assessing community opinions regarding the school program;
 - (C) Assist in developing and maintaining a current a local school profile which describes student performance information, identification of students meeting and exceeding state and district standards, characteristics of the school and its community, perception of school effectiveness by staff and family members, the school's goals and plans for improvement;
 - (D) Establish and prioritize student performance goals which are in accordance with district goals and state standards, particularly those contained in the Oregon Educational Act for the 21st Century;
 - (E) Develop plans to reach student performance goals utilizing current educational research, professional development of staff

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focused on research-based effective instructional practices and staff and community input;

- (F) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress;
 - (G) Support the plan's implementation by identifying and applying current resources and participating in efforts to acquire new resources.
- (3) Membership. The 21st Century Schools Council will be composed of teachers, adult family members of students, the principal and classified district personnel. The council may also include persons identified by the school community as having particular benefit for council membership, such as business representatives, community members, students or other district staff.
- (a) The following principles will govern council membership:
 - (A) The principal shall be a member of the council;
 - (B) Teachers will comprise not more than one-half of the council membership and shall serve voluntarily.
 - (i) Teachers are defined as all licensed employees of the public schools or employed by an educational service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers and who are compensated for their services from public funds.
 - (ii) Teachers will be elected in accordance with applicable provisions of the collective bargaining agreement.
 - (C) Classified employees will be represented on each council and serve voluntarily.
 - (i) Classified employees are any non-teaching or non-administrative staff members having contact with students at the local school to which they are affiliated and for whose employment an Oregon teaching license is not required.
 - (ii) Classified employees will be elected by direct vote of the classified employees affiliated with the local school.
 - (D) Adult family representatives of students attending the local school will comprise not more than half of the council membership.

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- (i) Adult family representatives are defined as parents or guardians of students currently enrolled in a public school providing education in pre-kindergarten through grade 12.
 - (ii) A family is a group of individuals related by blood, marriage, or adoption or individuals whose functional relationships are similar to those found in such associations.
 - (iii) Adult family representatives serve on councils of the schools their students attend.
 - (iv) The council shall determine a process to select adult family members through open nomination and election by other adult family members of students attending the school.
 - (v) The process for conducting this election will be planned in consultation with representation from the collective bargaining units at the local school, the principal and established family and community representation groups.
- (E) At least one student representative will serve on each high school council. Elementary and middle schools may choose to include student representation. The specific method for selecting student representation will be determined at the local school.
- (F) The members of the council may appoint members of the community-at-large.
- (G) Each council will strive to reflect the diversity of the school community through elected representatives, appointed representatives and specific communication strategies to involve all families served by the school.
- (H) If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.
- (4) Duties of the 21st Century Schools Council Members. Each member of the 21st Century Schools Council at the local school site has responsibility to:

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- (a) Commit to a process of collaboration to achieve school improvement and increase student achievement;
- (b) Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;
- (c) Learn about the Board goals for the Portland school district and the expectations for staff and students contained in the Oregon Educational Act for the 21st Century;
- (d) Coordinate and lead the process of setting the improvement goals for the school, deciding how best to achieve those goals, and determining how to monitor their progress;
- (e) Ensure good communication among all participants in the school;
- (f) Adopt a balanced perspective of the school program that reflects sensitivity to a variety of diverse viewpoints.

IV. Guidelines for Decision Making.

- (1) Consensus is the desired decision-making procedure for councils. Each council should develop a process for reaching consensus on decisions facing the council. Council members should participate in training in consensus decision-making processes.
- (2) The 21st Century Schools Councils must work within the scope of state and federal law, Board policies and goals, Administrative Directives, budgetary restrictions, union contracts, and ethical standards and practices, however Oregon law provides procedures for requesting waivers of provisions of state law and rules, contracts, local policy and rules, and licensure provisions if such requests are intended to improve student achievement and to promote innovative practices.
 - (a) A request for a waiver of a contract provision must be submitted by the 21st Century Schools Council to the Association and Contract Administration for approval following guidelines agreed to by the association and district.
 - (b) A request for a waiver of an Administrative Directive must be submitted in writing to the superintendent for approval.
 - (c) A request for a waiver of Board policy must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his/her recommendation to the Board for final approval. Policy waiver requests will be considered based on the district's mission statement, philosophy, Board adopted goals and effective schooling tenets.

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- (d) All other waiver requests, as provided by law, will be reviewed in accordance with procedures established by the Oregon Department of Education to determine their efficacy in promoting student achievement and for their practicality.
- (3) Council activities include:
 - (a) Formulating a school vision and/or mission statement;
 - (b) Coordinating school study committees and task forces as deemed necessary to improve academic achievement, enhance student well-being, and promote family participation in the school;
 - (c) Developing specific plans and strategies to improve student achievement;
 - (d) Planning staff development activities for the school;
 - (e) Developing plans for implementation and monitoring of provisions of the Oregon Educational Act for the 21st Century;
 - (f) Promoting school/business partnerships;
 - (g) Monitoring student progress;
 - (h) Fostering family/school/community partnerships.
- (4) Council Meetings. Meetings of 21st Century Schools Councils are open meetings and are subject to Oregon's Public Meetings Law guidelines.
- (5) Relationship to Local School Advisory Committees. Development of 21st Century Schools Councils is not intended to eliminate pre-existing Local School Advisory Committees or other community representatives or organizations affiliated with the school. The Local School Advisory Committee maintains its advisory role to the principal in a variety of local school matters as outlined in earlier sections of this policy.

V. Citizen Budget Review Committees (CBRC)

- (1) A Citizen Budget Review Committee will be established for the purpose of budget review and recommendations.
- (2) Members may be appointed by the Board or selected by the superintendent or designee from volunteer applicants. Wide geographical representation is preferred.
- (3) The Board will determine CBRC composition and terms of service.
- (4) The CBRC shall appoint a chair from among the members. The chair, with the assistance of the committee, shall review pertinent background materials, current and proposed district budget and prepare an annual budget recommendation for presentation to the Board.

7.10.010-P Citizen Involvement Process

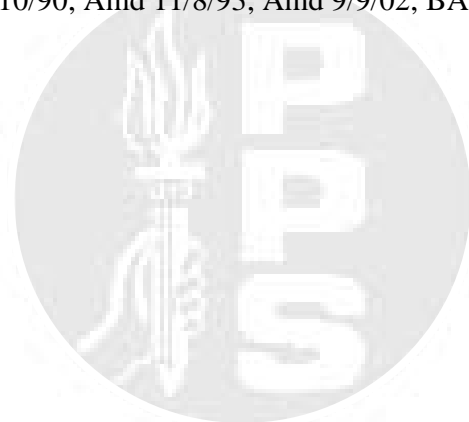
- (5) All meetings of the CBRC are open to the public. Minutes shall be taken, made available and retained in accordance with the Public Meetings Law.

VI. Notification

The LSAC shall notify the local Neighborhood Associations of all meetings of the LSAC. The Board will notify the Office of Neighborhood Associations of major matters forthcoming that may have an impact on the entire community.

Legal References: ORS 192.660 - 192.690; ORS 342.513; OAR 581-020- 0105; ORS 243.650; ORS 342.545; OAR 581-020-0115; ORS 243.782; ORS 342.553; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 342.610; ORS 332.105; ORS 342.613; ORS 332.107; ORS 342.650; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422





PORTLAND PUBLIC SCHOOLS
Office of General Counsel

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

Date: June 6, 2022
To: School Board
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Policy Revision
Policy # and Name: Complaint Policy 4.50.032-P

BACKGROUND

After receiving feedback from families and community members about their experiences with the complaint process, the Board Policy Committee made changes to the policy in the fall of 2021. These changes included clarifying language for ease of use and providing additional information on supports available to the complainant. In 2022, the Policy Committee again reviewed the policy through the lens of the community's experience with the process, in particular, the length of time necessary to receive a final decision from the Board. The Committee's proposed revisions reduce the process from three to two steps, as well as a few additional revisions to add clarity to the process.

RELATED POLICIES/BEST PRACTICES

The District is committed to maintaining strong relationships with our families and our community. This includes having a fair, accessible process in which complaints can be addressed in a timely manner. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students.

ANALYSIS OF SITUATION

Currently, a complainant must go through a three-step appeal process before a complaint is heard by the Board. At Step 1, the complaint is investigated by District staff who provide complainants a response within 30 days of the complaint. At Step 2, the Superintendent's (or his appointee) reviews the Step 1 finding and provides a decision on that appeal. If appealed to the Board at Step 3, the current process provides for a 90-day timeline from receipt of the complaint to final decision by the Board, unless the parties agree to an extension.

The revised policy removes the Step appeal to the Superintendent's office, allowing for a condensed timeline for resolution for families.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

In fall 2020, the Policy Committee began exploring revisions to the formal complaint policy. Although staff had been receiving input from complainants on their experience with the process since its revision in 2018, the Policy Committee requested a broader review of community experiences. In partnership with the Systems and Performance team, the District obtained feedback to inform the potential improvements to the Complaint process and/or policy.

The recommendation to reduce the process from three steps to two came from this engagement process.

RACIAL EQUITY AND SOCIAL JUSTICE LENS

A review of the total number of formal complaints filed since 2014 reveals that White families access the District’s formal complaint process in vastly disproportionate numbers at the initial Step1 process, but the racial/ethnic distribution is not consistent at all three of the formal complaint steps. District staff continues to work on other process improvements to make complaint resolution and the formal complaint process more accessible, transparent, and approachable.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

This policy will be implemented immediately, and pending complaints will be afforded the right to the new process. We will update the complaint webpage and our responses to received complaints to inform complainants of the amended process.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

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

_____ (Initials)

ATTACHMENTS

- A. Redline copy of Complaint Policy
- B. Clean copy of Complaint Policy



Complaint Policy

4.50.030-P

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also have a Formal Complaint process for PPS students, families, and all who reside within the PPS District community. This policy and the accompanying administrative directive describe that process in greater detail. All parties to a Formal Complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I. Formal Complaints: Accessibility; Training; and Annual Reports

- A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

1. Formal Complaints

This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, [Division 22](#) complaints related to:

- a) Instructional standards and practices
 - (1) Curriculum
 - (2) Teaching strategies
 - (3) Testing
 - (4) Counseling
 - (5) Class size
 - (6) Alternative education programs
 - (7) Instructional materials
 - (8) Compliance with state standards
- b) Special education
- c) Health and safety
- d) Equitable education opportunities
- e) Sports safety
- f) Restraint and/or seclusion
- g) Bias or discrimination in education
- h) Retaliation against a student or parent/guardian
- i) Failure to investigate complaints of bias

- B. The District shall provide training for designated District staff on how to handle formal complaints under this policy, as well as the administrative directive [4.50.031-AD](#).
- C. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

II. TIMELINES

- A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:
 - 1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later.
- B.** The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.
- C.** The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.

III. FILING A FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.
2. All formal complaints will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. The resolution will include information about next steps in the complaint process.
3. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B.

The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Reversed in whole or in part and may direct the Superintendent to take alternative steps or other course of action. To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

C. Other Types of Complaints

The District has separate processes for complaints or concerns that do not fall within Division 22 or this policy, such as:

- Special Education complaints (Individuals with Disabilities Education Act), which can

be filed with Oregon Department of Education Chapter 581, Division 15.

- Complaints about Sexual Conduct and Sexual Discrimination should be directed to the Title IX Department [here](#). Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor. More information about conflict resolution resources may be found [here](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants through the Formal Complaint process. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
3. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, , the District will inform the complainant which PPS staff will be attending the hearing.
4. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.
6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.
8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be

extended to the next business day.

9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the complaint.
11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed through the Formal Complaint process.
13. Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive formal complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward informal complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, ___/2022

Legal Reference(s):

[ORS 192.610 to 192.690](#)
[ORS 332.107](#)
[ORS 339.285 to 339.383](#)
[ORS 659.852](#)
[OAR 581-022-2370](#)



Complaint Policy

4.50.~~032030~~-P

DRAFT March 6, 2022

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also ~~have a Formal Complaint process for make available to~~ PPS students, families, and all who reside within the PPS District community. ~~a Formal Complaint process~~. This policy and the accompanying administrative directive describe that process in greater detail. All parties to a Formal Complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

~~The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. The District's goal is to have a complaint process that is accessible to, and welcoming of, all of our students, parents/guardians, and PPS community members.~~

I. Formal Complaints: Accessibility; Training; and Annual Reports

- A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the ~~homepage~~home page of the District's ~~Conflict Resolution~~ website found [here](#).

1. Formal Complaints

This policy provides a process for resolving complaints as required under Division 22 ~~by~~ (Oregon Administrative Rule 581-022-2370), including, but not limited to, Division 22 [insert link to Div. 22] complaints related to:

- a) Instructional standards and practices
 - (1) Curriculum
 - (2) Teaching strategies
 - (3) Testing
 - (4) Counseling
 - (5) Class size
 - (6) Alternative education programs
 - (7) Instructional materials
 - (8) Compliance with state standards
- b) Special education
- c) Health and safety
- d) Equitable education opportunities
- e) Sports safety
- f) Restraint and/or seclusion
- g) Bias or discrimination in education
- h) Retaliation against a student or parent/guardian
- i) Failure to investigate complaints of bias

B. ~~Information regarding the complaint process shall be easily accessible to members of the school community and user-friendly.~~

C. The District shall provide training for ~~building administration and~~ designated District staff on how to handle formal complaints under this policy, as well as the administrative directive 4.50.031-AD [insert hyperlink].

D. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

II. TIMELINES

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

- 1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later.
- B.** The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.
- C.** The receipt of a written complaint starts the ~~690~~-day timeline for resolution of complaints under this policy.

III. FILING A FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.
2. ~~The Superintendent or appropriate departmental supervisor~~In most situations, a District leader for the involved school, or the appropriate departmental supervisor, will be responsible for investigating and responding to the complaint at Step 1. ~~The Superintendent may assign a different decision maker at Step 1 as appropriate.~~
3. All formal complaints will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. The resolution will include information about ~~the~~ next steps in the complaint process.
4. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD SUPERINTENDENT

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board Superintendent. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

- ~~1. After reviewing materials previously submitted or gathered and after conducting additional review, if deemed necessary, the Superintendent or designee shall issue a written decision addressing the review of each concern raised and the reason for the decision and provide the written decision to the complainant, pursuant to OAR 581-022-2370. All complaints appealed to the Superintendent will receive a decision in writing within 30 days of receipt of the request for review. The decision will include information on the steps for further appeal under this policy.~~
- ~~2. Upon receiving the Superintendent's decision, if the complainant wants to continue to appeal, the complainant may appeal to the Board.~~

B. ~~STEP 3: APPEAL TO THE PPS SCHOOL BOARD~~

The Board will vote on the appeal within 30 days of the written request to appeal the ~~Superintendent's District's Step 1~~ decision. The Board will have the full written record of the decisions at Step 1 ~~and Step 2~~. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law (with some sort of privacy exemption).

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing. ~~ide~~ that the Superintendent's District's Step 1 decision is:

1. Affirmed and no further action will be taken; ~~or~~
2. Reversed in whole or in part and may direct the Superintendent to take alternative steps or other course of action. To the extent the Board modifies the
3. Superintendent's District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or-

3. With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

C. Other Types of Complaints

The District has separate appeal processes for complaints or concerns that do not fall within Division 22 or this policy, such as:

- Special Education complaints (Individuals with Disabilities Education Act), which can be filed with Oregon Department of Education Chapter 581, Division 15.

~~CC~~ Complaints about Sexual Conduct and Sexual Discrimination should be directed to the Title IX Department [here](#).

- Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor.
- More information about conflict resolution resources may be found [here](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants through the Formal Complaint process. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
3. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.
4. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an

employee or student involved in the complaint. ~~The Board will hear complaints concerning students and employees in a closed session unless the employee or student/family requests an open session.~~

6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.
8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.
9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the complaint.
11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed through the Formal Complaint process.
13. ~~Additional allegations offered during the Step 2 process will not be heard along with the original complaint. The person making the complaint will be informed that the allegation will not be addressed as part of the Step 2 response and that the allegation must be filed as a new complaint with the District’s complaint coordinator.~~
14. Because the Board ~~makes serves as~~ the final decision ~~maker of at the~~ Step 1 at the Step 3 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints

that are filed.

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive formal complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward informal complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, /2022

Legal Reference(s):

[ORS 192.610 to 192.690](#)
[ORS 332.107](#)
[ORS 339.285 to](#)
[339.383 ORS 659.852](#)
[OAR 581-022-2370](#)



Complaint Policy

4.50.032-P

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also make available to PPS students, families, and all who reside within the PPS District community a Formal Complaint process. This policy and the accompanying administrative directive describe that process in greater detail. All parties to a Formal Complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. The District's goal is to have a complaint process that is accessible to, and welcoming of, all of our students, parents/guardians, and PPS community members.

- I. Formal Complaints: Accessibility; Training; and Annual Reports
 - A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the home page of the District's Conflict Resolution website found [here](#).

1. Formal Complaints

This policy provides a process for resolving complaints as required by Oregon Administrative Rule 581-022-2370, including, but not limited to, complaints related to:

- a) Instructional standards and practices
 - (1) Curriculum
 - (2) Teaching strategies
 - (3) Testing
 - (4) Counseling
 - (5) Class size
 - (6) Alternative education programs
 - (7) Instructional materials
 - (8) Compliance with state standards
- b) Special education
- c) Health and safety
- d) Equitable education opportunities
- e) Sports safety
- f) Restraint and/or seclusion
- g) Bias or discrimination in education
- h) Retaliation against a student or parent/guardian
- i) Failure to investigate complaints of bias

- B. Information regarding the complaint process shall be easily accessible to members of the school community and user-friendly.
- C. The District shall provide training for building administration and designated District staff on how to handle formal complaints under this policy, as well as the administrative directive 4.50.031-AD.
- D. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

II. TIMELINES

- A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:
 - 1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later.
- B.** The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.
- C.** The receipt of a written complaint starts the 90-day timeline for resolution of complaints under this policy.

III. FILING A FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.
2. In most situations, a District leader for the involved school, or the appropriate departmental supervisor, will be responsible for investigating and responding to the complaint at Step 1. The Superintendent may assign a different decision maker at Step 1 as appropriate.
3. All formal complaints will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. The resolution will include information about the next steps in the complaint process.
4. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE SUPERINTENDENT

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the Superintendent. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

1. After reviewing materials previously submitted or gathered and after conducting additional review, if deemed necessary, the Superintendent or designee shall issue a written decision addressing the review of each concern raised and the reason for the decision and provide the written decision to the complainant, pursuant to OAR 581-022-2370. All complaints appealed to the Superintendent will receive a decision in writing within 30 days of receipt of the request for review. The decision will include information on the steps for further appeal under this policy.
2. Upon receiving the Superintendent's decision, if the complainant wants to continue to appeal, the complainant may appeal to the Board.

B. STEP 3: APPEAL TO THE PPS SCHOOL BOARD

The Board will vote on the appeal within 30 days of the written request to appeal the Superintendent's decision. The Board will have the full written record of the decisions at Step 1 and Step 2. District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time. The complainant may provide testimony when the complaint is heard. The Board shall decide that the Superintendent's decision is:

1. Affirmed and no further action will be taken; or
2. Reversed and may direct the Superintendent to take alternative steps or other course of action. To the extent the Board modifies the Superintendent's decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision.

If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

C. Other Types of Complaints

Complaints about Sexual Conduct and Sexual Discrimination should be directed to the Title IX Department [here](#).

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor.

More information about conflict resolution resources may be found [here](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants through the Formal Complaint process. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
3. Complainants may bring an advocate or support person to any meeting or proceeding.
4. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint. The Board will hear complaints concerning students and employees in a closed session unless the employee or student/family requests an open session.
6. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.
7. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.
8. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
9. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the

complaint.

10. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
11. Complaints that have been previously filed, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed through the Formal Complaint process.
12. Additional allegations offered during the Step 2 process will not be heard along with the original complaint. The person making the complaint will be informed that the allegation will not be addressed as part of the Step 2 response and that the allegation must be filed as a new complaint with the District's complaint coordinator.
13. Because the Board serves as the final decision maker at the Step 3 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive formal complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward informal complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021

Legal Reference(s):

[ORS 192.610 to 192.690](#)

[ORS 332.107](#)

[ORS 339.285 to 339.383](#)

[ORS 659.852](#)

[OAR 581-022-2370](#)

RESOLUTION No. 6501

Resolution to Rescind Board Policies

Rescission of

- i. 3.30.080-P Resource Conservation
- ii. 5.50.070-P Reimbursement of Expenses
- iii. 5.60.020-P Term of Administrative Contracts
- iv. 6.30.020-P Special Education Students and CIM
- v. 8.50.100-P Public Contracting and Purchasing Rules
- vi. 8.80.010-P High Performance Facility Design
- vii. 4.40.040-P Rose Festival Programs
- viii. 5.20.030-P Appointment of Teachers
- ix. 6.60.010-P Summer Schools

RECITALS

- A. On March 9, 2022 the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 3.30.080-P Resource Conservation
 - ii. 5.50.070-P Reimbursement of Expenses
 - iii. 5.60.020-P Term of Administrative Contracts
 - iv. 6.30.020-P Special Education Students and CIM
 - v. 8.50.100-P Public Contracting and Purchasing Rules
 - vi. 8.80.010-P High Performance Facility Design
- B. On April 5, 2022, the Board presented the first reading of each of those policies for rescission.
- C. On April 20, 2022 the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 4.40.040-P Rose Festival Programs
 - ii. 5.20.030-P Appointment of Teachers
 - iii. 6.60.010-P Summer Schools
- D. On May 10, 2022, the Board presented the first reading of each of those policies for rescission.
- E. The public comment period was open for at least 21 days for each of the policies, and no public comments were received.

RESOLUTION

The Board hereby rescinds each of the following policies:

- i. 3.30.080-P Resource Conservation
- ii. 5.50.070-P Reimbursement of Expenses
- iii. 5.60.020-P Term of Administrative Contracts
- iv. 6.30.020-P Special Education Students and CIM
- v. 8.50.100-P Public Contracting and Purchasing Rules
- vi. 8.80.010-P High Performance Facility Design
- vii. 4.40.040-P Rose Festival Programs
- viii. 5.20.030-P Appointment of Teachers
- ix. 6.60.010-P Summer Schools

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

Portland Public School District 1st Reading

DATE OF FIRST READING: APRIL 05, 2022

PUBLIC COMMENT FOR

Policy Rescissions

- 3.30.080-P Resource Conservation
- 5.50.070-P Reimbursement of Expenses
- 5.60.020-P Term of Administrative Contracts
- 6.30.020-P Special Education Students and CIM
- 8.50.100-P Public Contracting and Purchasing Rules
- 8.80.010-P High Performance Facility Design

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: April 26, 2022

Summary:

Rescission of the following policies:

- 3.30.080-P Resource Conservation
- 5.50.070-P Reimbursement of Expenses
- 5.60.020-P Term of Administrative Contracts
- 6.30.020-P Special Education Students and CIM
- 8.50.100-P Public Contracting and Purchasing Rules
- 8.80.010-P High Performance Facility Design

1st Reading by:

Director Julia Brim-Edwards

Portland Public School Board, Policy Committee Chair

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

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8.50.100-P Public Contracting and Purchasing Rules	10
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PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

Date: March 31, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Recommended for policy rescissions

The Board Policy Committee met on March 9, 2022 and March 30, 2022, to continue its review of policies to determine which needed updates and which should be rescinded. A number of policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. **5.60.020-P Term of Administrative Contracts**

This policy was adopted in 1971 and amended in 1995. The material is covered in Oregon Revised Statutes and does not constitute a policy.

b. **5.60.070-P Administrative Salaries**

This policy was adopted in 1971 and last amended in 1979. The information is already in place in the District's salary schedules.

c. **8.50.100-P Public Contracting and Purchasing Rules**

This policy was adopted in 1997 and amended in 2002. The policy is redundant of 8.50.090-P Public Contracting Rules, Payment of Claims, and Personal Liability, which was amended in 2010.

d. **5.50.070-P Expense Reimbursement**

This policy was last updated in 1980. This is not needed as a policy as this practice is outlined elsewhere.

e. **6.30.020-P Special Education Students and CIM Assessment Results**

This policy was last updated in 2002 and followed a practice no longer supported by the State Department of Education.

f. **8.80.010-P High Performance Facility Design**

This policy was last updated in 2002 and is now superseded by our recently adopted Climate Policy.

g. **3.30.080-P Resource Conservation**

This policy was last updated in 2002 and is now superseded by our recently adopted Climate Policy.

3.30.080-P Resource Conservation

- (1) As a leader in the community, the district must take a key role in resource conservation and instilling a conservation ethic in today's youth. To accomplish this, the Board adopts the following resource conservation management strategies:
 - (a) Enhance awareness of resource conservation methods;
 - (b) Encourage the efficient use of electricity, natural gas, gasoline, water, full utilization of materials prior to disposal, limited use of disposable materials, non-biodegradable products and promote recycling efforts;
 - (c) Institute best practices for resource management;
 - (d) Maintain energy usage and energy costs at the lowest level that is reasonably achievable and consistent with an efficient learning environment in schools.
- (2) The Director of Facilities and Assets Management shall promulgate a resource management plan consistent with the district's educational goals incorporating these strategies and taking into consideration:
 - (a) New resource conservation technologies and alternative energy sources;
 - (b) Resource conservation in all building retrofits as well as in new buildings or additions;
 - (c) Best practices in resource conservation technology for monitoring and operating district buildings.
- (3) The plan shall also include procedures for the Director of Facilities and Assets Management to administer the plan to maintain resource conservation, efficient buildings and provide training and recognition for students, custodians, teachers, principals and others as appropriate to ensure conservation accountability. The effectiveness of the district's resource conservation plan will be continually revised as needed to reflect conservation innovations and shall include recognition for student and staff special efforts toward the goal of resource conservation.

Legal References: ORS 279.570 (2); ORS 332.107; ORS 455.560; ORS 455.565

History Adpt 11/19/92; Amd 9/9/02; BA 2419

5.50.070-P Reimbursement Of Expenses

Any member of the professional staff shall be reimbursed for expenses, as established by Administrative Regulation, incurred while engaged in official district business outside the school district, when such activities have been duly authorized and payment of expenses has been approved by the office of the superintendent or designee.

Legal Reference: ORS 332.107

History: Adpt. 6/71; Amd. 11/25/80



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5.60.020-P Term Of Administrative Contracts

- (1) **Fair Dismissal Positions — Permanent.** An administrator below the rank of assistant superintendent who occupies a position covered by the Oregon's Fair Dismissal Law shall upon the completion of three successful years of work in his/her position and election to a fourth year, achieve permanent status. Subsequent dismissal shall be according to provisions of ORS 342.865.
- (2) **Contract Administrators.** Administrators other than those described in Item 1 above shall receive contracts whose provisions shall be as recommended by the superintendent and approved by the Board.

Legal Reference: ORS 342.805 - 342.937

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



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6.30.020-P Special Education Students and CIM Assessment Results

I. General

- (1) The award of a Certificate of Initial Mastery (CIM) is governed by Oregon law (ORS chapters 329 et seq). Under Oregon law, the Oregon State Board of Education (State Board) is directed to prescribe the standards and requirements that a student must meet to obtain a CIM. The State Board has developed tenth grade performance standards that students must demonstrate to obtain a CIM. In addition, the State Board has developed other performance standards at grades 3, 5 and 8 that must be met in order to meet the benchmarks at those grades. A CIM assessment system is used to determine whether a student has met those standards. The State Board has defined the CIM assessment system to include: (1) multiple choice tests, (2) on-demand performance tests, and (3) a collection of work samples. Students are provided multiple opportunities to earn a CIM up to the time of graduation from high school.
- (2) The Portland School District is obligated to comply with the State Board's mandates relating to the CIM standards and assessment procedures. The State Board has delegated discretionary authority to the district only with respect to the manner in which the district uses the CIM assessment results and the CIM itself.
- (3) In this policy the term "students with disabilities" refers to students who are eligible for services under the Individuals with Disabilities Education Act (IDEA) or under Section 504 of the Rehabilitation Act of 1973.

II. Use of the CIM and Benchmarks Leading to a CIM, and CIM Assessment Results

- (1) No student with a disability, who otherwise satisfies criteria for receipt of educational benefits, should be denied an opportunity to receive any such benefits because of the student's disability. From the date this policy is adopted by the district's Board of Education until the State Board provides the district with legal mandates relating to the CIM assessment procedures, it is the policy of the district, with respect to students with disabilities, not to use the results or the absence thereof of those students' multiple choice and on-demand performance tests of the CIM assessment system as the determinant of whether or not the student:
 - (a) Shall repeat a year of school (see 4.20.010-P Student Promotion/Non Promotion);
 - (b) Shall attend summer school;
 - (c) May participate in an accelerated academic class or any other class (see 6.10.060-P Testing Programs);

6.30.020-P Special Education Students and CIM Assessment Results

- (d) May participate in an honors program (see 6.10.060-P Testing Programs); or
- (e) Shall receive a regular or modified diploma (see 4.20.040-P Graduation).

III. Disclosure of CIM Assessment Results

- (1) Some parents of students with disabilities may prefer that their children's CIM assessment results not be reported to them. To accommodate this, the district will report CIM assessment results to parents in sealed envelopes addressed to parents and plainly identified as containing individual student CIM assessment results. Parents who prefer to discard the envelopes unopened may do so.

Legal References: ORS Chapter 329 et seq.; Individuals with Disabilities Act; Rehabilitation Act of 1973, Section 504

History: Adpt. 8/23/99; Renamed 7/15/02



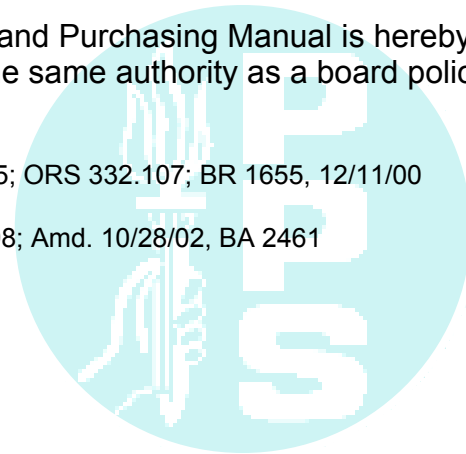
8.50.100-P Public Contracting and Purchasing Rules

The Portland Public School Board has designated itself as the local government contract review board pursuant to ORS 279.055(2).

- (1) The Board has the authority to:
 - (a) Adopt rules of procedure for public contracts and purchasing; and,
 - (b) Exempt certain public contracts or classes of contracts from the competitive bidding process otherwise required by the public contract rules.
- (2) The Superintendent shall develop a Contracting and Purchasing Manual containing the rules of procedure as adopted by the Board. The Manual shall be posted on the district website.
- (3) Revisions to the rules of procedure shall be approved by the Board by resolution.
- (4) The Contracting and Purchasing Manual is hereby adopted by reference and shall have the same authority as a board policy or administrative directive.

Legal References: ORS 279.055; ORS 332.107; BR 1655, 12/11/00

History: Adpt. 12/11/97; Amd 2/98; Amd. 10/28/02, BA 2461



8.80.010-P High Performance Facility Design

The Board seeks to emphasize the need for continuing investment in the district's facility infrastructure to support future generations of Portland students. Future planning should focus on an investment in high performance school design to support academic achievement. The Board recognizes that continued high quality maintenance and reinvestment will be needed to ensure that the district's capital investment in its infrastructure is not diminished.

The district has preserved a huge investment in its buildings for decades for each taxpayer and to the benefit of all Portland. These efforts should continue with selective replacement or renovation of buildings that have reached the end of their life cycle, or whose utility for twenty-first-century educational programs is declining.

"High Performance Schools" are schools that have the following characteristics:

- (1) Provide a healthy and productive environment
 - (a) High levels of acoustic, thermal, and visual comfort
 - (b) Superior indoor environmental quality (air and natural daylight)
- (2) Cost-effective to operate
 - (a) Optimized energy performance and life-cycle cost approach
 - (b) Building commissioning
- (3) Conforms to sustainable design and operation
 - (a) Efficient use of resources (energy, water, materials)
 - (b) Environmentally responsive site activities

It is the policy of the Portland Public School Board that:

- (1) The district shall plan for and seek additional sources of funds to support the future need for ongoing preservation, high quality maintenance, renovation, or replacement of its exiting investment in its capital stock.
- (2) The district shall place a priority on the replacement of or renovation of schools to extend their life cycle and provide for the needs of a "high performance school" design when planning for the use of capital funds.

Legal References: ORS Chapter 280; ORS 328.205; ORS 328.295; ORS 332.155

History: Adpt. 6/71; Amd. 5/11/81; Amd. 11/83; Amd. 9/95; Amd 8/12/02, BA 2388

Portland Public School District 1st Reading

DATE OF FIRST READING: May 10, 2022

PUBLIC COMMENT FOR

Policy Rescissions:

- 4.40.040-P Rose Festival Programs**
- 5.20.030-P Appointment of Teachers**
- 6.60.010-P Summer Schools**

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.

**COMMENT OPEN UNTIL AT LEAST
May 31, 2022**

Summary: **Rescissions of the following policies:**

- **4.40.040-P Rose Festival Programs**
- **5.20.030-P Appointment of Teachers**
- **6.60.010-P Summer Schools**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>
Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

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

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Office of the General Counsel

PORTLAND PUBLIC SCHOOLS
501 N. Dixon, Portland, OR 97227
(503) 916-3570 • Fax: (503) 916-2724

Date: May 2, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Recommended policy rescissions

The Board Policy Committee met on April 20, 2022, and discussed continuing to review policies to determine which needed updates and which should be rescinded. Three policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies, copies attached, be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. 4.40.040-P Rose Festival Programs

This policy was adopted in 1971 and amended in 2002. The material does not constitute a policy and is covered in regular District practice.

b. 5.20.030-P Appointment of Teachers

This policy was adopted in 1971 and last amended in 1993. The material does not constitute a policy and is covered in regular District practice.

c. 6.60.010-P Summer Schools

This policy was adopted in 1971 and last amended in 2002. The material does not constitute a policy and is covered in regular District practice.

4.40.040-P Rose Festival Programs

For many district schools have cooperated with the Rose Festival Association in sponsoring and conducting ambassador selection contests at the secondary level, a Rose Festival Kids Program for students grades K-8 and various community service orientated projects. The Board recognizes the importance of Rose Festival Association activities to the cultural life of the community; the wide interest which many students and parents have in these programs and activities; and the special opportunities and scholarships which are provided to students who are selected as school ambassadors. Therefore, as a matter of policy, district schools shall cooperate in conducting the Rose Festival selection for ambassadors in accordance with Administrative Regulations and procedures, which are established for such programs by the office of the superintendent.

Legal Reference: ORS 332.107

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

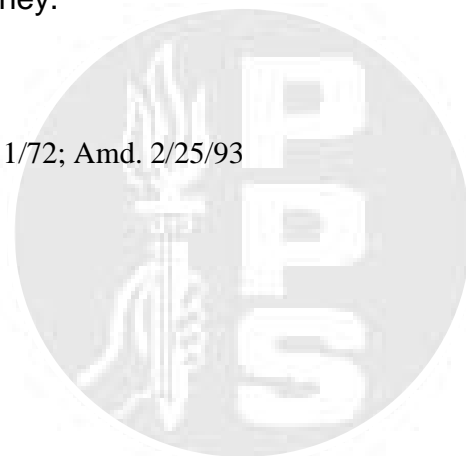


5.20.030-P Appointment Of Teachers

- (1) Election of teachers shall be by the Board of education upon the recommendation of the superintendent of schools from those candidates who have complied with all application requirements.
- (2) The superintendent shall submit a list of candidates to the Board before the date of the meeting at which the election is to take place. At the meeting, the Board will take official action to elect the teachers.
- (3) When the need arises to recruit teachers or other professional staff because of their particular skills or attributes and it is necessary to induce an applicant to forego other employment opportunities, the superintendent or a designee is authorized to give employment assurance to the applicant effective on a date certain. The assurance shall be subject to acceptable verification of the facts in the application, references, record checks, and teacher licensure requirements. The assurance shall be in form approved by the Staff Attorney.

Legal Reference: ORS 332.505

History: Adpt. 6/71; Amd. 12/11/72; Amd. 2/25/93



6.60.010-P Summer Schools

- (1) When deemed advisable, the superintendent may establish summer schools in one or more of the school buildings of the district for the benefit of students.
- (2) The schedule of fees shall require approval of the Board, and the superintendent shall be responsible for the length of sessions, curriculum, and selection of principals, teachers and other employees.

Legal References: ORS 329.485; ORS 332.107; OAR 581-022-1110 (5)

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



RESOLUTION No. 6502

Resolution to Adopt Revised Diploma Requirements Policy 4.20.042-P

RECITALS

- A. On March 30, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Diploma Requirements Policy 4.20.042-P.
- B. On April 5, 2022, the Board presented the first reading of the revised Diploma Requirements 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 Diploma Requirements Policy 4.20.042-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Portland Public School District 1st Reading

DATE OF FIRST READING: APRIL 05, 2022

PUBLIC COMMENT FOR Policy 4.20.042-P: Diploma Requirements 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: April 26, 2022

Summary: **Diploma Requirements Policy 4.20.042-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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
Redlined Policy with Proposed Changes	05
Original Policy	14



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

Date: April 1, 2022

To: School Board

From: Mary Kane, Senior Legal Counsel

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Staff Analysis Report to the Board

Policy # and Name: 4.20.042-P Diploma Requirements

BACKGROUND

The 2021 Oregon legislature enacted a number of changes to graduation requirements, including adding a ½ credit civics requirement (effective for the class graduating in 2026), removing “english” from the definition of language arts, and redefining world language to allow credit to be awarded for language courses that teach a language other than the student’s primary language. After the policy came to the Board on January 25, 2022, Board members asked that the essential skills section be amended to more clearly describe the process for students and to clarify the world language changes. Staff provided suggested revisions to the Policy Committee on March 30, 2022. The Policy Committee recommended that the revisions move to the Board for a new first reading.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices. It is also a best practice to write policies that are readily understandable.

ANALYSIS OF SITUATION

The amendments to the policy should be adopted in order to align with state law and to be more accurate and comprehensible for our community. PPS staff consulted with ODE on certain changes, as well.

FISCAL IMPACT

These changes are not expected to have a material financial impact.

COMMUNITY ENGAGEMENT

Because these changes were driven by legislative directives, there was limited stakeholder engagement. A variety of internal stakeholders were consulted to correctly interpret and develop procedures to align with state law.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff has already communicated to school administrators of the changes to diploma requirements and has already identified current students who are impacted by the world changes. They are also developing guidance to be shared with staff and students.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revisions as recommended by the Policy Committee.

	<p>BOARD POLICY</p> <p>Diploma Requirements</p>	<p>4.20.042-P</p>
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Draft 3/228/22

~~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 beginning with the class graduating in 2026)	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

	<p>BOARD POLICY</p> <p>Diploma Requirements</p>	<p>4.20.042-P</p>
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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.

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

- 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:**

	<p>BOARD POLICY</p> <p>Diploma Requirements</p>	<p>4.20.042-P</p>
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Essential skills credit will be awarded in accordance with State law¹ and District guidelines.

1. ~~The District will allow~~s English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's ~~language of origin~~ primary language.
2. The District will ~~develop procedures to provide and administer~~ Essential Skills ~~assessments sample options~~ in the ELL student's ~~primary language language of origin~~, and ~~will develop procedures to ensure that locally scored assessment options is administered in an ELL student's language of origin they will be~~ 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:

¹ The State of Oregon has suspended the Essential Skills requirement for the classes graduating in 2022, 2023, and 2024.

	<p>BOARD POLICY</p> <p>Diploma Requirements</p>	<p>4.20.042-P</p>
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Subject	Credits
English Language Arts	3
Mathematics	2
Science	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	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.

	BOARD POLICY Diploma Requirements	4.20.042-P
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- 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.

	<p>BOARD POLICY</p> <p>Diploma Requirements</p>	<p>4.20.042-P</p>
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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.

	<p>BOARD POLICY</p> <p>Diploma Requirements</p>	<p>4.20.042-P</p>
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- 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

	<p>BOARD POLICY</p> <p>Diploma Requirements</p>	<p>4.20.042-P</p>
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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

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	4
Math (Algebra 1 and above)	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language (2 credits in the same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	1
Electives	6
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



Board Policy

4.20.042-P

Diploma Requirements

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 other 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.



Board Policy

4.20.042-P

Diploma Requirements

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



Board Policy

4.20.042-P

Diploma Requirements

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



Board Policy

4.20.042-P

Diploma 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 schools 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



Board Policy

4.20.042-P

Diploma Requirements

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 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 2/20

RESOLUTION No. 6503

Resolution to Adopt revised Integrated Pest Management Policy 3.30.082-P

RECITALS

- A. On March 9, 2022, the Board Policy Committee reviewed and considered the proposed revised Integrated Pest Management policy 3.30.082-P.
- B. On April 5, 2022, the Board presented the first reading of the revised Integrated Pest Management 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 Integrated Pest Management policy and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Portland Public School District 1st Reading

DATE OF FIRST READING: APRIL 05, 2022

PUBLIC COMMENT FOR

Policy 3.30.082-P:

Integrated Pest Management Policy

(Formally: Environmentally Sustainable Business Practices 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: April 26, 2022

Summary: **Integrated Pest Management Policy (Formally:
Environmentally Sustainable Business Practices Policy)**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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
Draft Policy (Clean)	05
Redlined Policy with Proposed Changes	07
Original Policy	10



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

Date: March 21, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Staff Analysis Report to the Board

Policy # and Name: Environmentally Sustainable Business Practices 3.30.082-P

BACKGROUND

On March 1, 2022, PPS implemented the Climate Crisis Response, Climate Justice and Sustainable Practices Policy, a comprehensive policy addressing reducing greenhouse gas (GHG) emissions, developing climate justice curriculum, building District-wide practices to encourage sustainability, and engaging communities in this mission (“PPS New Climate Policy”). It incorporated and expanded many of the goals contained in the Environmentally Sustainable Business Practices Policies-3.30.080-P, with the exception of addressing the District’s integrated pest management system. The Policy Committee has recommended revising Environmentally Sustainable Business Practices Policy-3.30.082-P to address pest management procedures.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices.

ANALYSIS OF SITUATION

The amended Environmentally Sustainable Business Practices Policy should be renamed Integrated Pest Management Policy and should be adopted.

FISCAL IMPACT

These changes are not expected to have a material financial impact.

COMMUNITY ENGAGEMENT

There was significant community engagement and input over two years leading to the adoption of the PPS New Climate Policy. There was not separate engagement on 3.30.080-P, and the changes are largely driven by the content of the PPS New Climate Policy.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

The pest management program is already in place. Staff will communicate internally on the changes to the policies within the month.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revision recommendation put forward in this report and as recommended by the Policy Committee.

ATTACHMENTS

Redline and clean copies of the following documents:

- a. 3.30.080-P Clean Revised Draft
- b. 3.30.080-P Redlined Draft
- c. 3.30.080-P Original Policy



Board Policy

3.30.082-P

Integrated Pest Management

- (1) Children are particularly vulnerable to problems associated with pests (including asthma and allergic reactions) and the management of pests including the effects of certain pesticides. To contribute to a clean environment while also maintaining the health and safety of students and staff through integrated pest management, the District will use best practices in the purchase, use, and disposal of materials in our pest management program.
- (2) Pests means:
 - (a) An insect or other arthropod;
 - (b) A weed, moss, slime or mildew or a plant disease caused by a fungus, bacterium or virus;
 - (c) A nematode, snail, slug, rodent or predatory animal;
 - (d) A bacteria, spore, virus, fungus or other microorganism that is harmful to human health; or
 - (e) Other forms of plant or animal life that may infest or be detrimental to vegetation, humans, animals, structures, managed landscapes or other human environments.
- (3) District staff will operate:
 - (a) an integrated pest management program that includes the following practices:
 - (A) Reduce and eliminate where feasible, the use of chemical pesticides, including restricting use of chemical pesticides to low-impact pesticides (not classified as human carcinogens by the EPA) and do not contain the signal word “warning” or “danger” on the label. Any pesticide used by the District must have a current EPA Registration and must be used in strict compliance with labeling information and EPA regulatory controls;
 - (B) Seek practical and safe alternatives to the use of pesticides;
 - (C) Provide notice to the building principal of use seven to ten days before intended application of pesticide or herbicide, except in those instances where rodent or similar infestation creates an imminent risk of danger to students and staff
 - (1) The principal shall notify the school community by notice and posting both before and, for a reasonable period after, application;



Board Policy

3.30.082-P

Integrated Pest Management

- (D) Report annually on practices;
- (E) Apply herbicides to prevent damage to grounds and buildings, but not solely for aesthetic purposes;
- (F) Except for circumstances where the health or safety of the community or the integrity of physical structures or grounds are threatened, honor a school's request to designate part or all of the grounds as a pesticide-free zone on an annual basis.
- (G) Additional information on Integrated Pest Management Program Manual can be found here ([hyperlink](#)).

Legal References: ORS 634.700 – 634.750.

History: Adpt 5/21/01, BA 1874, Amd _/22

3.30.082-P ~~Environmentally Sustainable~~ ~~Business Practices~~ Integrated Pest Management

- (1) Children are particularly vulnerable to problems associated with pests (including asthma and allergic reactions) and the management of pests but also to including the effects of certain pesticides. To contribute to a clean environment while also maintaining the health and safety of students and staff through integrated pest management, the District will use best practices in the purchase, use, and disposal of materials in our pest management program. ~~and thriving economy for present and future generations, the district will establish business procedures that give a premium to environmentally sustainable practices.~~
- (2) Pests means:
- (a) An insect or other arthropod;
 - (b) A weed, moss, slime or mildew or a plant disease caused by a fungus, bacterium or virus;
 - (c) A nematode, snail, slug, rodent or predatory animal;
 - (d) A bacteria, spore, virus, fungus or other microorganism that is harmful to human health; or
 - (e) Other forms of plant or animal life that may infest or be detrimental to vegetation, humans, animals, structures, managed landscapes or other human environments.
- ,
- (f) ~~Promoting an understanding of the importance of environmentally appropriate practices; and~~
 - (g) ~~Using best practices in the purchase, use and disposal of materials.~~
- (3) District staff will ~~operate~~ implement the following strategies where feasible:
- (a) ~~Reduce the waste of energy, water, paper, food and other resources by maintaining a resource conservation management program;¶~~
 - (b) ~~Use resources efficiently, recycle and work to reduce the demand for materials and resources like paper, energy and water;¶~~
 - (c) ~~Consider environmental impact and societal costs in decision-making;¶~~
 - (d) ~~Purchase products based on long-term environmental and operating costs and include environmental and social costs in short term prices;¶~~
 - (e) ~~Purchase products that are durable, reusable, made of recycled materials and non-toxic;¶~~
 - (f) ~~Plan preventive measures to avoid detrimental impacts on the environment;¶~~
 - (g) ~~Enlist schools, the community and business partners to develop~~

~~preventive strategies and measures;~~

- ~~(h) Encourage activities that will reduce air pollution such as public transportation, carpooling, bike riding, compressed workweek and telecommuting;~~
- ~~(i) Implement an integrated pest management program that includes the following practices:
 - (A) Reduce and eliminate where feasible, the use of chemical pesticides, including ~~restricting use of chemical pesticides to low-impact pesticides (not classified as human carcinogens by the EPA) and do not contain the signal words “warning” or “danger” on the label.~~ ~~warnings for use. Pesticides classified as Group A (known) or Group B (likely) carcinogens are prohibited.~~ Any pesticide used by the ~~d~~District must have a current EPA Registration and must be used in strict compliance with labeling information and EPA regulatory controls;~~

3.30.082-P Environmentally Sustainable Business Practices

- (B) Seek practical [and safe](#) alternatives to the use of pesticides;
- (C) Provide notice to the building principal of use seven to ten days before intended application of pesticide or herbicide, except in those instances where rodent or similar infestation creates an imminent risk of danger to students and staff;
 - (1) [The principal shall notify the school community by notice and posting both before and, for a reasonable period after, application;](#)
- (D) Report annually on practices;:-
- (E) ~~It is not a~~ District policy to ~~Apply herbicides for aesthetic purposes but~~ to prevent damage to grounds and buildings, [but not solely for aesthetic purposes;:-](#)
- (F) Except for circumstances where the health or safety of the community or the integrity of physical structures or grounds are threatened, ~~the district will~~ [honor](#) a school's request to designate part or all of the grounds as a pesticide-free zone on an annual basis.
- (G) [Additional information on Integrated Pest Management Program Manual can be found here \(hyperlink\).](#)

~~Promote curriculum exploring the relationship of sustainable principles to the environment and economy.~~

Legal References: [ORS 634.700 – 634.750.](#)

History: Adpt 5/21/01, BA 1874, [Amd _/22](#)

3.30.082-P Environmentally Sustainable Business Practices

- (1) To contribute to a clean environment and thriving economy for present and future generations, the district will establish business procedures that give a premium to environmentally sustainable practices. The district will attain this goal by:
 - (a) Minimizing its impact on the use of finite natural resources and the environment as a whole;
 - (b) Promoting an understanding of the importance of environmentally appropriate practices; and
 - (c) Using best practices in the purchase, use and disposal of materials.
- (2) District staff will implement the following strategies where feasible:
 - (a) Reduce the waste of energy, water, paper, food and other resources by maintaining a resource conservation management program;
 - (b) Use resources efficiently, recycle and work to reduce the demand for materials and resources like paper, energy and water;
 - (c) Consider environmental impact and societal costs in decision-making;
 - (d) Purchase products based on long-term environmental and operating costs and include environmental and social costs in short term prices;
 - (e) Purchase products that are durable, reusable, made of recycled materials and non-toxic;
 - (f) Plan preventive measures to avoid detrimental impacts on the environment;
 - (g) Enlist schools, the community and business partners to develop preventive strategies and measures;
 - (h) Encourage activities that will reduce air pollution such as public transportation, carpooling, bike riding, compressed workweek and telecommuting;
 - (i) Implement an integrated pest management program that includes the following practices:
 - (A) Reduce and eliminate where feasible, the use of chemical pesticides. Pesticides classified as Group A (known) or Group B (likely) carcinogens are prohibited. Any pesticide used by the district must have a current EPA Registration and must be used in strict compliance with labeling information and EPA regulatory controls;

3.30.082-P Environmentally Sustainable Business Practices

- (B) Seek practical alternatives to the use of pesticides;
- (C) Provide notice to the building principal of use seven to ten days before intended application of pesticide or herbicide, except in those instances where rodent or similar infestation creates an imminent risk of danger to students and staff, so that the principal shall notify the school community by notice and posting both before and for a reasonable period after application;
- (D) Report annually on practices.
- (E) It is not district policy to apply herbicides for aesthetic purposes but to prevent damage to grounds and buildings. Except for circumstances where the health or safety of the community or the integrity of physical structures or grounds are threatened, the district will honor a school's request to designate part or all of the grounds as a pesticide-free zone on an annual basis.
- (j) Promote curriculum exploring the relationship of sustainable principles to the environment and economy.

Legal References:

History: Adpt 5/21/01, BA 1874

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RESOLUTION No. 6522

Resolution to Adopt Revised Administering Medicines to Students Policy 4.50.026-P

RECITALS

- A. On April 20, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Administering Medicines to Students Policy 4.50.026-P.
- B. On May 10, 2022, the Board presented the first reading of the revised Administering Medicines to Students 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 Administering Medicines to Students Policy 4.50.026-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Portland Public School District 1st Reading

DATE OF FIRST READING: May 10, 2022

PUBLIC COMMENT FOR **Policy 4.50.26-P:** **Administering Medicines to Students**

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.

COMMENT OPEN UNTIL AT LEAST **May 31, 2022**

Summary: **Administering Medicines to Students 4.50.026-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

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

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

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



Administering Medicines to Students

Administering medication to students and self-medication by students may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if medication were not made available during school hours. Consequently, the District may administer or a student may be permitted to take prescription or nonprescription medication under the following conditions:

1) District Administration of Medication.

- A) All requests for the District to administer prescription medication to a student shall be made by the student's parent/guardian in writing. Requests shall include the written instructions of the prescriber for the administration of a prescription medication to a student or the written instructions of the parent/guardian for the administration of a nonprescription medication to a student. A prescription label will be deemed sufficient to meet the requirements for written physician instructions.
- B) The District shall designate school staff authorized to administer medication to students. When a licensed healthcare professional is not immediately available, personnel designated by the District may administer medication to a student as prescribed and/or allowed by Oregon law.
- C) The District reserves the right to reject a request to administer prescription or nonprescription medication when, in the District's judgment, such medication is not necessary for the student to remain in school.
- D) The District may require an individualized health care plan for the administration of certain medications. These plans may address medication administration both in school and at school activities.
- E) Upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine (epi-pen) may be kept at a reasonably secure location in the student's classroom.
- F) Epinephrine (epi-pens) may be available for administration by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction.
- G) Naloxone (NarCan), opioid antagonist, or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

(2) Student Self-Administration of Medication.

- A) A student may be allowed to self-administer a medication as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent/guardian and subject to age-appropriate guidelines. The parent/guardian must provide a signed prescription and a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.
- B) The District may revoke the permission given to a student to self-administer medication.

(3) Handling of Medication.

- A) Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established District procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

(4) No Prohibition on Providing First Aid.

This policy shall not prohibit or restrict, in any way, the administration of recognized first aid to students by District employees in accordance with established state law, Board policy and regulations and District guidelines.

(5) Immunity and Limitations of Liability.

No District policy or procedure shall be interpreted to limit or detract from the immunities and other limitations on liability available under the law to persons who engage in or assist with the administration of medication to students.

Legal References: ORS 109.640; ORS 339.869; ORS 433.805 - 433.830; ORS 339.867; ORS 339.870; ORS 475.005 - 475.285; OAR 581-021-0037

History: Adpt 8/24/98; Amd 9/9/02; BA 2420; 5/22

OSBA: JHCD

4.50.026-P Administering ~~Non-injectable~~ Medicines To Students

~~The District recognizes that a~~ Administering of medication to students and self-medication by students may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if medication were not made available during school hours. Consequently, the District may administer or a student ~~may be permitted to take non-injectable~~ prescription or nonprescription medication under the following conditions:-

- 1) **District Administration of Medication.**
 - A) All requests for the District to administer prescription medication to a student shall be made by the ~~student's~~ parent/guardian* in writing. Requests shall include the written instructions of the ~~prescriber-physician~~ for the administration of a prescription medication to a student or the written instructions of the parent/guardian for the administration of a nonprescription medication to a student. A prescription label will be deemed sufficient to meet the requirements for written physician instructions.
 - B) The District shall designate school staff authorized to administer medication to students. When a licensed healthcare professional is not immediately available, personnel designated by the District may administer medication to a student as prescribed and/or allowed by Oregon law.
 - C) ~~The District reserves the right to reject a request to administer prescription or nonprescription medication when, in the District's judgment, such medication is not necessary for the student to remain in school.~~
 - D) The District may require an individualized health care plan for the administration of certain medications. These plans may address medication administration both in school and at school activities. ~~superintendent shall develop Administrative Regulations as needed to meet the requirements of law, Oregon Administrative Rules and for the implementation of this policy. Regulations will include provisions for student self-medication.~~
 - E) Upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine (epi-pen) may be kept at a reasonably secure location in the student's classroom.
 - F) Epinephrine (epi-pens) may be available for administration by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction.

- G) Naloxone (NarCan), opioid antagonist, or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

(2) Student Self-Administration of Medication.

- A) A student may be allowed to self-administer a medication as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent/guardian and subject to age-appropriate guidelines. The parent/guardian must provide a signed prescription and a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.
- B) The District may revoke the permission given to a student to self-administer medication.

(3) Handling of Medication.

- A) Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established District procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

(4) No Prohibition on Providing First Aid.

This policy shall not prohibit or restrict, in any way, the administration of recognized first aid to students by District employees in accordance with established state law, Board policy and regulations and District guidelines.

(5) Immunity and Limitations of Liability.

No District policy or procedure shall be interpreted to limit or detract from the immunities and other limitations on liability available under the law to persons who engage in or assist with the administration of medication to students.

~~* As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 126.003 - 126.095. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373.¶~~

~~The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 126.030.~~

History: Adpt 8/24/98; Amd 9/9/02; BA 2420; __/22

OSBA: JHCD

Portland Public Schools

Page 1 of 1

Portland, Oregon



To: PPS Board Policy Committee
From: Student Success and Health Department
Date: March 30, 2022
RE: Naloxone in schools

The recent tragic, accidental overdose deaths of two Portland students has created additional urgency within the District to find ways to address the concern of opioid overdoses. While these deaths did not occur on a PPS campus, a small workgroup has begun to take the necessary steps to explore having Naloxone (NarCan) available on every PPS high school and middle school campus as a potentially life-saving medical intervention.

This last fall the [Oregon Health Authority](#) (OHA) reported that there had been a 70% rise in overdose deaths from the previous year and the Oregon Health Authority estimates that 40% of those were fentanyl related. Unfortunately this trend mirrors what is happening in most of the country and what has been exacerbated by the pandemic.

Naloxone is a medication that can be used to reverse an opioid overdose (this includes heroin, morphine, fentanyl, or prescription opioids). It helps the person resume normal breathing and assists in bringing the person back into consciousness.

Naloxone is considered safe and there are no significant adverse reactions known at this time. The biggest risk from a dose of Naloxone is that the person is actually having some other medical reaction other than an opioid overdose (i.e. Naloxone does not work on overdoses from other substances such as alcohol, amphetamines and cocaine) and the Naloxone will have no effect in these instances: see the National Institute of Health report ([NIHA site](#)).

Ensuring ready access to Naloxone at schools aligns with one of the Substance Abuse and Mental Health Services Administration's (SAMHSA) five strategic approaches to prevent overdose deaths (SAMHSA, 2018)

Student Support & Health staff have engaged in discussions with Multnomah County to put in place a standing order, essentially a District wide prescription for Naloxone. Dr. Ann Loeffler, MD, Health Officer for Multnomah County, has agreed to sign off on this order, allowing PPS to obtain needed supply of Naloxone.

Multnomah Education Services District (MESD) nurses and School Health Assistants (SHAs) are beginning training on the OHA protocol for administration of Naloxone and the District has begun identification of additional designated PPS school staff who will also begin training, in the event a nurse or SHA is unavailable. Our hope is to have staff trained and Naloxone available in all PPS middle and high schools sometime this April.

As part of this work, we reviewed the District's Administering Non-injectable Medicines to Students Policy 4.50.026-P and determined that it was in need of update. This policy was last updated in 2002 and does not accurately reflect current practice, including the availability of Epi-pens in every school in the District. The proposed amendments to the policy explicitly reference the use of Epi-pens and Naloxone in schools.

Oregon Department of Education policy: Rule 581-021-0037 Administration of Medication speaks directly to the administration of Naloxone.

School districts may adopt policies and procedures that provide for the administration of naloxone or any similar medication that is designed to rapidly reverse an overdose of an opioid drug by trained school personnel to any student or other individual on school premises who the personnel believe in good faith is experiencing an overdose of an opioid drug.

Naloxone won't harm someone if they're overdosing on drugs other than opioids, so it's always best to use it if you think someone is overdosing.

Oregon has a Good Samaritan law that protects individuals from civil prosecution if they give someone naloxone in a good faith effort to reverse opioid overdose.

Research from the National Survey on Drug Use and Health has shown that drug use does not increase in areas where Naloxone is more readily available.

The addition of Naloxone to PPS campuses would be an emergency option in a continuum of substance use and mental health services that was initiated in the 2017-2018 school year. The mission and the goal is to offer a culturally responsive mental health and substance use supports that are available to every student in a tiered model that leverages staff skills and expertise, aligned policies and practices, comprehensive health curriculum K-12, community partnerships, family engagement and direct, student-centered interventions, supports and services.

[Visual of PPS Mental Wellness Supports on a Continuum](#)

Highlighted wellness services at each tier include but are not limited to;

Tier I

- The Healthy Substance Free Learning Environments Board Policy and Administrative Directive. Which is a national model policy in its focus on eliminating disciplinary responses for substance use violations and instead addressing them for what they are a mental health issue that is most effectively met with education, resources and supports. The completion of the policy and AD reflect several years of collaborative, cross departmental work that culminated in student and community focus groups. [Update Board Policy](#) (updated 10/19) and [Administrative Directive](#) (updated 9/21).
- [PPS Youth Resource App](#). A unique district and regionally specific resource that is available to students, families and staff. The app was designed through hours of focus groups with 6th-12th grade students throughout the district. The app is maintained and updated by the Department of Success & Health.
- We currently have alcohol, tobacco, and other drug (ATOD) prevention curriculum in grades K-12 and it is taught as a component of health education. The district's goal is to address drug and alcohol use and abuse from an upstream/primary prevention approach.
- Social and emotional learning (SEL) curriculum is utilized Tier 1 and promotes managing emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions.
- On-going training and resources for PPS staff is available in a number of modalities including:
 - On-going and topic specific virtual trainings on topics such as implementing the district's suicide screening tool and safety and support planning processes.
 - [A virtual asynchronous training video](#) written, created and edited by a students group about steps and strategies for staff to use to support students with substance use issues.
 - District-wide online mandatory suicide prevention training for all staff and a PPS [suicide prevention policy](#).
 - [The Healthy Choices Bulletin](#) is a monthly summary of substance use prevention resources that are curated for staff to use and share with students and families.

Tier II

- [Insight](#) is a longstanding and regionally respected program that offers 6 hours of psychoeducational programming to students and their families in response to the district's lowest level and most common type of substance use violations.
- Fentanyl specific lessons. These include lessons the [Staying Safe Lesson](#) for 6th-12th grade, [Understanding the Risks of Substance Use](#) for high school, and the district's [Prescription and Other Opioid lesson](#).

Tier III

- School based substance use supports were expanded in 2020-21 by hiring three full time Certified Alcohol Drug Counselors (CADCs). [This amazing team](#) has helped to bring culturally responsive services to students, families and schools district-wide.
- Comprehensive community partnerships that include [mental health providers](#), youth substance use resources and culturally specific supports. These partnerships are essential for a district the size of Portland Public to be able to offer services. They include school based supports that are focused on linking students with the most barriers to community based resources by being able to seamlessly have access to help during the school day.
- [SSH Dept Office Hours](#) and additional consultation to support child-serving systems navigation for students with the highest levels of mental health and substance use acuity.

RESOLUTION No. 6523

Resolution to Adopt Revised Weapons Prohibited Policy 3.30.014-P

RECITALS

- A. On April 20, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Weapons Prohibited Policy 3.30.014-P.
- B. On May 10, 2022, the Board presented the first reading of the revised Weapons Prohibited Policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was public comment received during the comment period. The Policy Committee considered public comment and additional staff comment at the June 1, 2022, Policy Committee meeting.

RESOLUTION

The Board hereby adopts the revised Weapons Prohibited Policy 3.30.014-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Portland Public School District 1st Reading

DATE OF FIRST READING: May 10, 2022

PUBLIC COMMENT FOR Policy 3.40.014-P: Weapons, Explosives and Fire Bombs

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.

COMMENT OPEN UNTIL AT LEAST May 31, 2022

Summary: Weapons, Explosives and Fire Bombs 3.40.014-P

1st Reading by: Director Julia Brim-Edwards
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

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

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

Included in Packet	Page
Revised Staff report <i>(added after first reading on 5/31/22)</i>	03
Staff Report	05
Draft Revised Policy	07
Redlined Policy with Proposed Changes	08
Original Policy	10



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

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

Date: May 26, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
Molly Romay, Senior Director of Security Services
cc: **Guadalupe Guerrero, Superintendent**
Liz Large, Contracted General Counsel
Subject: Staff Analysis Report to the Board

Policy # and Name: Weapons, Explosives and Fire Bombs 3.40.014-P

BACKGROUND

In its 2021 legislative session, Oregon lawmakers passed SB 554, which expanded the list of locations where concealed handguns are prohibited to allow schools to be included within this group. The Bill also required districts that chose to be within the protected group to formally notify the community through signage on all district buildings. As a result of this statutory change, the District reviewed its current policy to determine whether it aligned with the new legislation. While the previous policy already prohibited concealed handguns on District property, it did not provide notice required by the SB 554. During the review, staff recognized that the policy was in need of updating broadly, in addition to the legislative changes if the Committee so desired, and so recommended broader changes to the policy, including its title, to make the language and structure clearer and more approachable.

The Board Policy Committee first reviewed the proposed updates in February, 2022, offering comment and proposed edits. The Committee met again on March 9, 2022, and March 30, 2022, before finalizing the proposed changes for full Board review at its April 20, 2022 meeting.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices.

ANALYSIS OF SITUATION

It is the staff's belief that drafting a more relevant, user-friendly policy will allow for greater compliance with the state law and safety for our students. PPS has a long history of opposing weapons on district property and in district buildings, so updating the policy to continue that stance and align with the new policy language was recommended.

FISCAL IMPACT

These changes are not expected to have a material financial impact.

COMMUNITY ENGAGEMENT

No additional community engagement beyond the public meetings and public comment period was undertaken.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

After passage of the updated Policy, staff will send out a District-wide communication as well as to our union partners. Posters advising visitors of this policy will be posted at all District buildings.

STAFF RECOMMENDATION

Staff recommends that the Board accept the revision recommendations put forward in this report and as approved by the Policy Committee.

ATTACHMENTS

Redline and clean copies of the following documents:
Weapons, Explosives and Fire Bombs Policy 3.40.014-P



PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

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

Date: May 3, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
Molly Romay, Senior Director of Security Services
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Staff Analysis Report to the Board
Policy # and Name: Weapons, Explosives and Fire Bombs 3.40.014-P

BACKGROUND

In its 2021 legislative session, Oregon lawmakers passed SB 553, which expanded the list of locations where concealed handguns are prohibited to include schools. As a result of this statutory change, the District reviewed its current policy to determine whether it aligned with the new legislation. During the review, staff recognized that the policy was in need of updating broadly, in addition to the legislative changes, and so recommended addition changes to the policy, including its title, to make the language and structure clearer and more approachable.

The Board Policy Committee first reviewed the proposed updates in February, 2022, offering comment and proposed edits. The Committee met again on March 9, 2022, and March 30, 2022, before finalizing the proposed changes for full Board review at its April 20, 2022 meeting.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices.

ANALYSIS OF SITUATION

It is the staff's belief that drafting a more relevant, user-friendly policy will allow for greater compliance with the state law and safety for our students.

FISCAL IMPACT

These changes are not expected to have a material financial impact.

COMMUNITY ENGAGEMENT

Because the substantive changes made to the policies were driven by legal compliance, no additional community engagement beyond the public meetings and public comment period was undertaken.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

After passage of the updated Policy, staff will send out a District-wide communication as well as to our union partners. Posters advising visitors of this policy will be posted at all District buildings.

STAFF RECOMMENDATION

Staff recommends that the Board accept the revision recommendations put forward in this report and as approved by the Policy Committee.

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

_____ (Initials)

ATTACHMENTS

- A. Clean Draft Weapons, Explosives and Fire Bombs Policy 3.40.014-P
- B. Redline Weapons, Explosives and Fire Bombs Policy 3.40.014-P



Weapons Prohibited

No person on PPS school grounds or in buildings may possess any weapon, including a firearm, unless:

1. Firearms are under the control of law enforcement personnel.
2. The Superintendent has provided written authorization for persons, whose district-related work requires it and while they are on-duty and in uniform, to possess firearms when otherwise in compliance with law and District policy.

A weapon is any instrument, article, or substance which is designed to be or readily capable of causing death or serious physical injury.

Persons with concealed carry firearm licenses are not allowed to bring firearms on PPS school grounds or in PPS buildings.

Any person violating or threatening to violate this policy, as determined by the District, may be issued a trespass citation, ejected from the premises, and/or referred to law enforcement.

The District will post clearly visible signs at all normal points of entry to the school buildings stating that firearms are prohibited under this policy and that the affirmative defense described in ORS 166.370(3)(g) does not apply.

Any District employee who reasonably believes that a person is in possession of a weapon, including a firearm, within a school or has possessed one within a school in violation of Oregon law in the previous 120 days must report such information to an administrator or law enforcement.

Legal Reference(s): ORS 161.015, 166.210, 339.315, 166.370, 339.315 Senate Bill 554 (ORS 166.262, 166.291, 166.360 and 166.370)

OSBA: KGBB

History: Adpt 2/14/91; Amd 9/9/02; BA 2419; Amd __/22.

~~April March 184, 2022 draft~~

~~3.40.014-P Weapons, Explosives And Fire Bombs~~

- ~~(1) No person except a Peace Officer shall have or enable another to have a weapon [or replica of a weapon] on district property. "Weapon" for purposes of this policy, and as defined by state and federal law, includes:
 - ~~(a) "Dangerous weapon"— any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;~~
 - ~~(b) "Deadly weapon"— any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;~~
 - ~~(c) "Firearm"— any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any other destructive device as defined by federal law.~~
 - ~~(d) "Destructive device"— any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device, which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line throwing, safety or similar device.~~~~
- ~~(2) No person except a Peace Officer shall have or enable another to have an explosive or fire bomb on district property. "Explosive" includes a device, which by heat, impact, friction or detonation will explode with such force as to injure a person or damage property. "Fire bomb" means a breakable vessel containing a substance with a flash point below 151 degrees Fahrenheit that includes a device for its intentional ignition.~~
- ~~(3) No student shall bring, possess, conceal or use a weapon on or at activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization approved by the State Board of Education.~~
- ~~(4) The superintendent or designee may, as provided by law, authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.~~

~~3.40.014-P Weapons, Explosives And Fire Bombs~~

~~Legal References: ORS 161.015; OAR 581-021-0050 to 0075; ORS 166.210-166.370; OAR 581-053-0010 (5); ORS 332.107; OAR 581-053-0015 (7)(k); ORS 339.115; OAR 581-053-0545 (4)(e),(w); ORS 339.240; OAR 581-053-0550 (5)(y); ORS 339.250; ORS 339.260; ORS 809.060; ORS 809.260~~

Weapons Prohibited

No person on PPS school grounds or in buildings may possess any weapon, including a firearm, unless:

1. Firearms are under the control of law enforcement personnel.
2. The Superintendent has provided written authorization for persons, whose district-related work requires it and while they are on-duty and in uniform, to possess firearms when otherwise in compliance with law and District policy..

A weapon is any instrument, article, or substance which is designed to be or readily capable of causing death or serious physical injury.

Persons with concealed carry firearm licenses are not allowed to bring firearms on PPS school grounds or in PPS buildings.

Any person violating or threatening to violate this policy, as determined by the District, may be issued a trespass citation, ejected from the premises, and/or referred to law enforcement.

The District will post clearly visible signs at all normal points of entry to the school buildings stating that firearms are prohibited under this policy and that the affirmative defense described in ORS 166.370(3)(g) does not apply.

Any District employee who reasonably believes that a person is in possession of a weapon, including a firearm, within a school or has possessed one within a school in violation of Oregon law in the previous 120 days must report such information to an administrator or law enforcement.

Legal Reference(s): ORS 161.015, 166.210, 339.315, 166.370, 339.315 Senate Bill 554 (ORS 166.262, 166.291, 166.360 and 166.370)

OSBA: KGBB

History: Adpt 2/14/91; Amd 9/9/02; BA 2419; Amd ___/22.

3.40.014-P Weapons, Explosives And Fire Bombs

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 - (a) "Dangerous weapon" - any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
 - (b) "Deadly weapon" - any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
 - (c) "Firearm" - any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any other destructive device as defined by federal law.
 - (d) "Destructive device" - any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device, which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line throwing, safety or similar device.
- (2) No person except a Peace Officer shall have or enable another to have an explosive or fire bomb on district property. "Explosive" includes a device, which by heat, impact, friction or detonation will explode with such force as to injure a person or damage property. "Fire bomb" means a breakable vessel containing a substance with a flash point below 151 degrees Fahrenheit that includes a device for its intentional ignition.
- (3) No student shall bring, possess, conceal or use a weapon on or at activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization approved by the State Board of Education.
- (4) The superintendent or designee may, as provided by law, authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.

3.40.014-P Weapons, Explosives And Fire Bombs

Legal References: ORS 161.015; OAR 581-021-0050 to -0075; ORS 166.210 - 166.370; OAR 581-053-0010 (5); ORS 332.107; OAR 581-053-0015 (7)(k); ORS 339.115; OAR 581-053-0545 (4)(c),(w); ORS 339.240; OAR 581-053-0550 (5)(y); ORS 339.250; ORS 339.260; ORS 809.060; ORS 809.260

History: Adpt 2/14/91; Amd 9/9/02; BA 2419





MEMO

TO: PPS Board of Education

FROM: Guadalupe Guerrero, Superintendent

DATE: June 10, 2022

SUBJECT: In Support of Recommended Changes to PPS's Weapons Policy

As a school system, the safety and well-being of our students and staff are always our utmost priority. I am recommending that you approve the proposed revisions to Policy 3.40.014-P, our "Weapon's Policy," which will uphold the district's current ban of weapons on school grounds and further restrict any individual with a concealed firearm license from carrying a gun while anywhere on PPS district property (this includes all school and central office buildings, athletic fields and parking lots).

Staff recognize that different perspectives and opinions exist on the topic of guns in schools.¹ This recommendation is based on research and best practice, which suggest:

1. The presence of guns in schools do not make teachers, students and staff safer;
2. We should remain focused on making our schools more safe by taking a more holistic approach that focuses on addressing antecedents, behavioral and mental health supports for students, continuing to make specific physical safety and security upgrades to schools, and being effectively prepared for potential crises.

Of course, the tragedy in Uvalde, Texas, and other mass shootings in schools around the country, undoubtedly elevate both our and the community's concerns about school safety. As a district, our focus continues to be on taking deliberate steps that increase safety in each PPS school. These proposed policy revisions are another important step we can take to ensure students and our staff are safe in school.

CONTEXT

With few exceptions, [ORS 166.370](#) currently prescribes a Class C felony penalty, if convicted, for any person with a weapon in a public building, including schools. Currently, Portland Public Schools already has a ban on guns and weapons in schools. However, one of the exceptions that exists in state law to the prohibition of the possession of a firearm in a school applies to any

¹ June 1, 2022: [YouTube: PPS Board of Education's Policy Committee](#); [MEMO: Weapons Policy revisions input- Risk Management](#)

person who is licensed to carry a concealed handgun.² In 2021, the Oregon State Legislature passed Senate Bill 554, giving school boards authority to adopt a policy that can restrict persons who hold concealed carry firearm licenses from bringing firearms onto school district property. SB 554 clarifies that if convicted, the person is guilty of a Class A misdemeanor.

THE PRESENCE OF GUNS IN SCHOOLS DO NOT MAKE TEACHERS, STUDENTS AND STAFF SAFER

Our review of research shows the presence of guns in schools does not make our students and staff safer.

Armed School Resource Officers Do Not Reduce Injuries During School Mass Shootings

For example, a 2021 study by Hamline University and Metropolitan State University in Minnesota examined 133 school shootings and attempted school shootings between 1980 to 2019. While it was limited by the availability of public data and the inability to measure deterred shootings, among other factors, researchers found that, controlling for other factors such as location, school type and region, “**armed guards were not associated with significant reduction in rates of injuries**” during school mass shootings.³ It suggests “**no association between having an armed officer and deterrence of violence in these cases.**”

Furthermore, a 2021 study by The State University of New York at Albany and RAND found that school resource officers “do effectively reduce some forms of violence in schools, but do not prevent school shootings or gun-related incidents.”⁴ In fact, three of the last major school shootings had armed guards who failed to stop the event:

- In 2018, a school resource officer was on campus at Marjory Stoneman Douglas High School in Parkland, FL
- In May 2018, a shooter killed 10 people at Santa Fe High School in Texas, even though [two officers](#) were on site and one was wounded trying to stop the gunman
- There are conflicting reports out of Uvalde, Texas, and the incident is still under investigation

Untrained gun users prove ineffective at self defense

Proponents of armed defense will often highlight the possibility that individuals with concealed handgun licenses (CHL) can serve as possible deterrence to crime. Research suggests otherwise: The Harvard Injury Control Research Center [established](#) that self-defense gun use is “rare and not more effective at preventing injury than other protective actions.” And a 2015 study from Mount St. Mary’s University found that 77 percent of shots fired in self-defense miss their targets, even when fired by trained gun-handlers.⁵

² As defined by [ORS 166.291 \(Issuance of concealed handgun license\)](#) and [166.292 \(Procedure for issuing\)](#).

³ Peterson J, Densley J, Erickson G. [Presence of Armed School Officials and Fatal and Nonfatal Gunshot Injuries During Mass School Shootings, United States, 1980-2019](#). JAMA Network Open. 2021

⁴ Lucy C., Montserrat Avila Acosta, John Engberg, and Shawn D. Bushway. (2021). [The Thin Blue Line in Schools: New Evidence on School-Based Policing Across the U.S.](#) (EdWorkingPaper: 21-476).

⁵ [Research: Untrained gun users prove ineffective at self defense](#)

Under current [Oregon law](#), individuals seeking a concealed handgun license (CHL) are not required to show evidence of experience with a firearm. In fact, the standard is low. At minimum, a person must be at least 21 years of age, pass a background check including fingerprinting, and complete a basic course, which is available [virtually](#). By comparison, law enforcement personnel typically receive hundreds of hours of initial training and are generally required to continue their training throughout their careers.⁶

Research says effective self-defense training needs to go beyond target practice and emulate the speed, anxiety, and pressure of real situations. This is especially true, because as research suggests, often untrained individuals panic in stressful situations using poor judgment clouded by racist stereotypes or implicit biases.⁷

FOCUS ON A MORE HOLISTIC AND MULTIFACETED APPROACH TO SCHOOL SAFETY

We remain focused on making our PPS schools more secure by taking a multifaceted approach to safety. This includes support for the mental and behavioral health of our students, improvements to the physical security of our school campuses, the operation of our multi-hazard emergency response plan that helps anticipate and prepare for possible emergencies, and ongoing communication with local law enforcement. Below is a summary of these efforts:

Behavioral and Mental Health Supports

As a district, we also utilize a series of tools and resources that assist school staff in identifying and responding to situations that may pose a risk to school safety. Our [Behavioral Safety Assessment](#) aims to identify situations that may pose a risk of violence, determine the seriousness of risk, and develop safety and supervision strategies to reduce the level of risk that is present. The resource includes prompts for emergency procedures, documentation, information sharing with other agencies, and follow-up.

We also believe that to increase school safety, we must improve school climate and focus on our students' mental health and place an emphasis on building positive caring relationships. Our focus will continue to emphasize the use of a multi-tiered system of supports (MTSS), a framework our schools use to provide targeted prevention, intervention, and more intensive support to identified students.

The team responsible for coordinating these efforts in schools includes social workers, school counselors, school psychologists, and certified alcohol and drug specialists. Part of our more comprehensive approach also includes the deployment of 51 campus safety associates across our schools who are able to develop relationships with our students, understand our daily school routines, and in coordination with school leaders and staff, help to promote a positive and safe school climate and environment.

⁶ The average number of initial training hours that a law enforcement officer receives at a basic-training academy is 840. On average, recruits receive 168 hours of training on weapons, self-defense, and the use of force.

⁷ Degli Esposti M, Wiebe DJ, Gravel J, Humphreys DK. [Increasing adolescent firearm homicides and racial disparities following Florida's 'Stand Your Ground' self-defense law](#). Inj Prev. 2020 Apr;26(2):187-190.

Campus Physical Safety and Improvements

As a direct result of investments from the 2017 Capital Improvement Bond,⁸ all 87 of our PPS campuses now have:

- Access-controlled doors that are secured during the normal school day.
- Limited access to each school building, including a designated entrance with all other access points locked from the exterior. Signage directs visitors to the main entry, where they must use a buzzer to request access inside the building.
- A door buzzer system that allows school administrative staff to see visitors through a camera and talk to them through the intercom at the main entry. For schools without secure vestibules, visitors are required to wait outside until they are identified.
- Public address system speakers in the hallways, gym and external areas of schools

Additionally, we have set aside \$25.9 million dollars from the 2020 Capital Improvement Bond to make additional safety improvements, including:

- The installation of interior-locking hardware to more than 2,400 classroom doors by the end of next school year.
- Updating intrusion alarm systems; and
- Adding more security cameras at school campuses.

We will regularly update progress on these projects on our 2020 Security Bond [webpage](#).

Crisis plans and preparedness training

We have a multi-hazard emergency response plan that anticipates and prepares for emergencies associated with natural disasters, human-caused emergencies, and other incidents. It provides a framework for coordination of response and recovery efforts and establishes an emergency organization that directs and controls operations during crises.

We also work to ensure that all staff and students are trained to respond effectively and efficiently during an emergency at or near school. One of the many ways we accomplish this is through our mandatory drill requirements for schools.⁹

Public Safety Response and Coordination with Law Enforcement

We work closely with our public safety partners when there is an elevated safety concern that would require response and coordination from first responders. All Public School Districts in the City of Portland have 24-7 access to a liaison at the Portland Police Bureau for information gathering and consultation. We have strong partnerships and regular communication with the City's Office of Violence Prevention, the Multnomah County Behavioral Health Gun Violence Response Team and many other culturally responsive community partners. We recognize the importance of these partnerships when it comes to keeping our students, staff and campuses safe and healthy.

⁸ [2017 Bond Health & Safety Update](#), May 17, 2022

⁹ See [Administrative Directive \(AD\) 3.40.070- Emergency Plans, Drills and Instruction](#) and [Oregon Revised Statute 336.071](#)

Public Comment on the Proposed Revisions Weapons, Explosives, and Fire Bombs Policy 3.40.014-P

Submitted via the Public Comment Google Form. New Comments are highlighted in Yellow.

Timestamp	Name	Policy you are providing comment on	Please provide your comments below
2022/05/27 12:13:44 PM MDT	Martha Peck Andrews	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>I SUPPORT THIS POLICY TO PROHIBIT WEAPONS, EXPLOSIVES AND FIRE BOMBS except under very limited and authorized circumstances.</p> <p>I attended public schools in Oregon and graduated many years ago. The schools where I was a student were not only places of learning, but places of nurturing and inspiration. . . . and fun. The teachers were dedicated to their mission and their students. There was no need for guns. Times have changed, but schools should still be places of learning, nurturing, and inspiration. Teachers have an enormous responsibility in TEACHING -- their responsibilities should not be increased by requiring them to be armed.</p> <p>There is NO VALID REASON for any visitor to the school, whether a parent, a vendor, or a community member to be armed.</p> <p>As we have just witnessed in Uvalde, Texas -- and before that in too many schools like Sandy Hook, Marjorie Stoneman Douglas, Columbine, and even Oregon's Thurston H.S. -- firearms only wreak havoc and death in schools. THERE IS NO PLACE FOR WEAPONS and incendiary devices in public schools.</p> <p>Let the teachers teach. Let the children learn.</p> <p>I SUPPORT THIS POLICY AND ASK THAT YOU UNANIMOUSLY ADOPT IT FOR P.P.S.</p>
2022/05/27 1:18:46 PM MDT	Sam Stuckey	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>PPS must use every possible avenue to keep our children safe in our schools. Prohibiting firearms, weapons, and explosives on school grounds will not prevent every tragedy, but it will provide a minimum level of safety and accountability to ensure common conflicts and accidents don't escalate into deadly situations.</p> <p>I thoroughly support the proposed revisions of Policy 3.40.014-P and thank the Board for taking these important steps to keep our schools safe.</p>
2022/05/27 6:01:17 PM MDT	Mary Ella Kuster	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>PLEASE keep guns OUT of schools!!</p> <p>As a retired PPS educator and the mother of former and grandmother of current PPS students, I am horrified to learn that guns can be carried into schools. I strongly support the proposed revisions as outlined for Policy 3.40.014-P</p> <p>I urge you to take all measures to prevent Portland schools from becoming the site of the next mass school shooting, including this measure.</p> <p>Thank you for doing the right thing.</p>
2022/05/27 10:04:29 PM MDT	Ken Margolis	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>I support the policy prohibiting guns and other destructive implements from schools.</p>
2022/05/28 11:06:58 AM MDT	Abigail H Berman	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>Our family 100% supports the proposed revised weapons ban/prohibition policy update. Guns and weapons of any kind have no place in schools whatsoever, except for as stated in the policy, by licensed, trained, uniformed officers. Thank you.</p>

Public Comment on the Proposed Revisions Weapons, Explosives, and Fire Bombs Policy 3.40.014-P

Submitted via the Public Comment Google Form. New Comments are highlighted in Yellow.

2022/05/28 11:25:57 AM MDT		Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	Guns do not belong in schools. Period.
2022/05/28 12:20:09 PM MDT	Alice Puckett	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	Please prohibit firearms in Portland schools
2022/05/28 3:06:51 PM MDT	Kathleen Pool	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>I write in support of the proposed amendments to the PPS weapons policy. As the parent of two grown children who attended Portland schools, and the grandmother of one who will soon begin that journey, I will be relieved to have the message clearly sent and posted on PPS buildings -- personal firearms do not belong in schools.</p> <p>When the Oreon concealed weapon license (CHL) exemption was written into the state's prohibition on guns in schools, CHL Issuance was so restricted that by1988, there were only 14 licensed persons in Multnomah County. In 1989, the legislature removed therequirements of good moral character and good cause to obtain a license and severely restricted law enforcementâ€™s discretion to deny licenses. As of 2020, there were over 29,000 persons licensed to carry any kind of gun, up to and including an AR 15, into Portland's schools with or without concealment.</p> <p>One need only read the Gifford's Law Center's list of incidents of mishandled guns in schools (https://giffords.org/lawcenter/report/every-incident-of-mishandled-guns-in-schools/) to realize that school doors are not a barrier to the plague of injuries and deaths that befall our firearm besotted country every day without public notice.</p> <p>Since Sandy Hook, I have listened to ten years of legislative testimony from law enforcement experts saying that armed civilians are not the way to protect our kids. Any school that thinks it needs a gun on site, and there may be some, must undertake that responsibility openly and cautiously, not by turning a blind eye to vigilantism.</p> <p>I fully support the proposed changes.</p> <p>Sincerely Kathleen Pool</p>

Public Comment on the Proposed Revisions Weapons, Explosives, and Fire Bombs Policy 3.40.014-P

Submitted via the Public Comment Google Form. New Comments are highlighted in Yellow.

2022/05/29 9:09:40 AM MDT	Phyllis Taber	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	Thank you for taking up this important issue. As a retired PPS teacher and whose children went through their entire K-12 experience at PPS, I implore you to keep these killing tools out of our schools. Thank you for your work on behalf of the children of Portland.
2022/05/29 4:42:40 PM MDT	Sheila Golden	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	I'm writing in favor of the most restrictive guns/weapons policy possible for PPS. I am a retired teacher. While teaching, I saw first-hand how the presence of even a few guns in a school could lead to a proliferation of weapons, as formerly unarmed students felt too unsafe to remain unarmed. Don't allow any space in PPS to reach that tipping point. Schools have to be safe places for students and staff.
2022/05/30 10:01:51 PM MDT		Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	I join the chorus of parents and others to support the prohibition of firearms in Portland public schools. In this way, I urge the Portland Public School District to opt out of the Oregon law which allows Oregon permit holders to bring any gun, including an AR 15, into a public school openly. Please stand up, Portland School Board, to prohibit such weapons in the schools. This is a basic step which must be taken to prevent gun violence in our schools. Thank you for your attention to this critical matter.
2022/05/31 8:15:45 PM MDT		Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>I know you are all as devastated as I am by the news from Texas this week. I am a native Texan, my cousin was killed preventing a mass shooting at a house party in Texas. I will never live in that state again. I chose a home in Portland so my family could be safer and be in community with people who share our values. I have a third grade student in PPS school.</p> <p>PPS must take immediate action to ban all guns from school grounds. If you know anything about gun culture, be sure that people with concealed handgun licenses are not leaving their guns at home right now. We do not need firearms in our schools. This is an urgent and non-negotiable need that you must act on immediately.</p> <p>Studies have shown that the presence of guns in schools does not make anyone safer; to the contrary, it puts teachers, students, and staff at greater risk.</p> <p>Oregon is one of only eight states that allow individuals with concealed handgun licenses to possess a firearm in K-12 schools. In 2018 alone, according to the Associated Press, more than 30 publicly reported mishaps were reported involving firearms brought onto school grounds. Guns went off by mistake; were fired by "curious or unruly students"; or were left unattended in bathroom stalls, locker rooms, and elsewhere on school grounds.</p>
2022/05/31 9:43:14 PM MDT		Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	Hopefully this is just another drop in a deluge of comments on this one, but NO WAY do I support allowing any kinds of concealed firearms on any public school grounds. I don't support having visible firearms either. That especially includes police.

Public Comment on the Proposed Revisions Weapons, Explosives, and Fire Bombs Policy 3.40.014-P

Submitted via the Public Comment Google Form. New Comments are highlighted in Yellow.

2022/05/31 9:51:10 PM MDT	Robin Springer	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>My name is Robin Springer and I am a parent of a junior at Cleveland High School. I am also a volunteer with Moms Demand Action for Gunsense in America, an attorney and a realtor. I am asking that you adopt Policy KGBB, which will ban all guns from Portland Public School campuses.</p> <p>When I think about the dangers of concealed carry permit holders carrying a weapon on school grounds, I worry about various scenarios that could occur. A gun could come loose from a holster, hit the ground and go off. Or, even if the gun does not discharge, it could cause a panic among students and staff and perhaps a school resource officer could unnecessarily shoot the parent, thinking they came to cause harm. I picture a domestic dispute; one parent comes to pick up their child while armed, causing fear and possible harm to another parent and trauma to all who encounter the armed parent. In 2019 in Eugene, a parent was shot and killed by a Eugene police officer after he came to school to get his daughter who he believed was going to be taken by her mother and he pulled a firearm on officers, discharging it twice. The students, parents, and educators in that community are still traumatized by that day. This policy may well have prevented that tragedy and could prevent something similar at a Portland school.</p> <p>I know that Portland Public Schools had the intention to ban concealed carry permit holders from campuses in the past. Passing KGBB will bring you into alignment with current state law and ensure that no concealed carry permit holder can bring a gun on school grounds and claim that it is within their rights to do so.</p> <p>I ask you to pass this policy this evening.</p>
2022/06/01 11:50:45 AM MDT		Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	PPS Board needs to vote to make it so that people can't carry concealed weapons on campus.
2022/06/01 12:56:55 PM MDT		Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	As a parent with children attending a PPS school, I strongly support this revised Weapons policy. Weapons of any kind, but especially concealed firearms have no place on school grounds.

Public Comment on the Proposed Revisions Weapons, Explosives, and Fire Bombs Policy 3.40.014-P

Submitted via the Public Comment Google Form. New Comments are highlighted in Yellow.

2022/06/01 1:39:52 PM MDT		Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>As a parent of two PPS elementary students, I am strongly in favor of the proposed policy banning weapons in PPS buildings and facilities.</p> <p>The recent mass murder in Uvalde has driven home what I think most of us already knew: we must do everything possible to keep guns out of schools, and we must do it now. While I recognize that this ban would not necessarily stop a murderer bent on storming a school building, it would give the District and building administration additional tools to address less dramatic incidents and significantly reduce the risk of accidental injury or death. As you are likely well aware, the available data consistently and overwhelmingly shows that children are FAR more likely to be accidentally shot by an unsecured weapon than they are to be protected by it. Banning weapons at PPS would also give students, staff and visitors a greater feeling of safety, not having to worry that those around them might be concealing a dangerous weapon.</p> <p>Probably like many parents, I was shocked when the bill allowing such bans was introduced in the Oregon Legislature to learn that not only were concealed weapons allowed in school buildings, but that local districts did not have the authority to change that. Having finally received the authority to change this absurd rule and prevent weapons in PPS buildings, I urge the Board to enact the ban without further delay.</p>
2022/06/02 12:44:01 PM MDT		Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>I want to express support for the revision of the PPS Weapons Policy. Time and again, we've seen that guns and children do not mix. Carrying guns on school property is more likely to result in the injury or death of an innocent person than it is to save a life or protect a child. To see Director of Risk Management Joe Crelier say otherwise in a recent KATU report is unsettling. As a parent of 3 current PPS students, I was actually appalled to find recently that concealed carry is currently allowed in their schools. Thank you for working to make this revision banning concealed carry in our schools the policy of PPS.</p>
2022/06/04 11:22:06 AM MDT	April Bradley Johnson	Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>As a parent of two students in PPS K-5, I strongly support the prohibition of weapons, explosives and fire bombs on school property.</p>
2022/06/07 10:47:34 AM MDT		Revisions of Policy 3.40.014-P: Weapons, Explosives and Fire Bombs	<p>As a parent of two students that will be at Grant HS next year, I wanted to write in support of the revised policy that will make it a felony for a person to carry a concealed weapon on campus. Given that we no longer have SROs and our campus security officers are unarmed, I don't think it would be wise to allow private citizens to have concealed weapons on campus. Even if their intentions were good to stop a perceived threat or active violence, I would not trust that private citizen's ability to respond safely in a crisis, hit the intended target and be unbiased based on race or other attributes. I fear it could lead to an escalation of a threat or violent situation and cause deadly harm. We don't need vigilantes in our schools, we need caring adults with trusting relationships with students. Thank you.</p>



May 30, 2022

Portland Public School Board of Directors
Michelle DePass, Board Chair

Dear Members of the Board and Superintendent Guadalupe Guerrero,

We are parents and students in the Portland School District who volunteer with local chapters of Moms Demand Action and Students Demand Action for Gun Sense in America. We are writing to ask you to use your power under Oregon's new gun safety law to keep the school community safer from gun violence.

Senate Bill 554, which went into effect September 2021, allows universities and K-12 schools to prohibit firearms on school property, regardless of whether someone has a concealed handgun license (CHL). Under current law, firearms are already prohibited on school property, but there is an exception for individuals with CHLs. Now that SB 554 is in effect, districts can choose to adopt a new policy prohibiting all firearms on school property — regardless of who carries them. Moms Demand Action and Students Demand Action volunteers advocated for this bill in the legislature, alongside stakeholders like the Oregon Education Association and the Oregon School Boards Association. OSBA has released policy language (KGBB) as guidance for local school boards.

Studies have shown that the presence of guns in schools does not make anyone safer; to the contrary, it puts teachers, students and staff at greater risk. Oregon is one of only eight states that allow individuals with concealed handgun licenses to possess a firearm in K-12 schools. While gun violence is rare, it occurs with enough frequency that school districts should address this concern. In 2018, according to the Associated Press, more than 30 publicly reported mishaps were reported involving firearms brought onto school grounds. Guns went off by mistake; were fired by “curious or unruly students”; or were left unattended in bathroom stalls, locker rooms, and elsewhere on school grounds.¹

The new law also requires gun owners to store their firearms securely while not under their control. Since 2019, dozens of school districts across the country have passed resolutions and adopted school district policies to require that information be sent home with students to educate parents on their responsibility under existing state laws that require gun owners to securely store any firearms they own. Schools are uniquely positioned to build awareness for secure firearm storage practices at home to keep students and school communities safe.

We urge the Portland School Board to use their ability under the new law to enact a policy prohibiting guns on school property. We also urge the district to notify parents of the new policy, and include information about the importance of secure gun storage and the requirements of Oregon's new secure storage law. After Oregon saw record-breaking gun sales in 2020 — nearly twice the number sold in 2019² — now is the time for the district to use all available tools at their disposal to keep the school community safer.

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Sincerely,

Amie Wexler, (volunteer) State Legislative Lead, Moms Demand Action

Rep. Lisa Reynolds

Rep. Dacia Graber

Tom Ramsden

Matthew E. Laas

Terri Preeg Riggsby

Emily Sahler

Joyclyn Bell

Alix Cunningham

Beata Dyar

Cheryl McDowell

Laura Mertens

Bethany Wofford

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Liz Gatti

Maria Aron

Mary Erhart

Angela Martin

Casey Fast

Alayna Vincent Baird

Kathryn Ailstock

Laura Ball

Jennifer Banbury

Gisella Barbaray

Jamie Barnes-Hoyt

Kelly Barrett

Jen Barth

Lee Barth

Renee Becerra

Shani Bender

Jeff Benerofe

Susan Elaine Berniker

Babs Vanelli

Geri Berg

Peggy Padden

Colleen Naughtin

Geoffrey Abraham

Anita Agarwal

Jessica Albert

Shauna Alexander

Wandschneider Alison

Rachel Allen

Rebecca Ames

Sarah Anderson

Joyce Arend

Carrie Arnal

Devon Arndt

Lesley Atlansky

Stephanie Auerbach

Elizabeth Autio

Erica Bailey

Katelyn Baker

Mary Cecchini

Christina Chang

Gillian Charles

Katharine Charles

Michael Charles

Kristen Chase

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Tasha Clothier

Chris Cochran

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Leslie Bradley	Lynn Crymes
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Shannon Bromenschenkel	Katherine Day
Ann Brown	Erin De Armond-Reid
Sarah Brown	Jeanne-sarah de Larquier
An Bui	Rana DeBey
Kelly Burke	Grayson Dempsey
Megan Campbell	Brianna Dewey
Shannon Campbell	Annette Dietz
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Aviv Castro	Erin Dirks
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Andra Henriques
Anna Heston
Katie Hill

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Anna Tollenaar
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Maya von Geldern
Meg Kinney Walsh
Brandy Waller

Emily Merrill
Virginia Mersereau
Lila Meyer
Larkin Millar
polly molden
KELLY MONTOYA
Mackenzie Moore
Merry Ann Moore
Star Moran
Liza Morehead
Katalin Morgan
Mika Nachmani
Simone Nagle
Megan Nankivell
Beth Nelson
Nancy Nestlen
Jamie Newell
Norah Newman
David Nichols
Heather Noel
Jane Nufer
Jennifer ODell Sample
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Kirsten Orand
pamela orser
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Jamie Painter
Rose Paisley
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Mary Wenc Rait
Dominga Ramirez
Libby Rankin
Deena Raphael
Andrea Ratanaproeksa
Quinn Read
Kathryn Redmond
Stefanie Reiter
Mark Remy
Sarah Remy
Jan Renee
Nedra Rezinias

Shanta Schriever
Zoe Schwarz
Alisa Scudamore
Kate Sharaf
Thea Shiota
Emily Shults
Nicole Sloan
Amanda Rhoads
Christine Rhoads
Jen Rich
Carlotta Richard
Katie Richley
Ilyse Brenda Ring
albion roberts
Brandie Proctor Roberts
Erika Robles Jones
Eliz Roser
Erika Ruber
Michelle Ruber



Board of County Commissioners
Multnomah County
501 SE Hawthorne Blvd., Suite 600
Portland, Oregon 97214

June 14, 2022

Board of Education
Portland Public Schools
501 North Dixon Street
Portland, OR 97227

Dear Board of Education Members:

Safety is an essential part of the school environment. Nothing undermines that sense of security more than the number of mass shootings over the last 25 years. That's why we're writing in support of the proposed revisions to your Weapon's Policy that not only uphold the district's current ban of weapons on school grounds, but also restrict any individual with a concealed firearm license from carrying a gun while on Portland Public Schools District property.

As discussions on school safety have made clear, current State law ORS 166.291 allows people with a concealed firearm license to carry a firearm onto school grounds. In 2021, the State passed Senate Bill 554 (SB554), which allows local school districts to advance gun safety policies. This includes prohibiting an individual with a concealed firearm license to carry a gun on school property. By adopting the proposed revisions, the Board will demonstrate an ongoing commitment to prioritize safety in our schools.

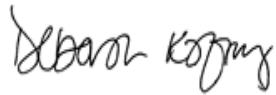
As Multnomah County Commissioners, we also approach community safety with a comprehensive lens that aims to ensure safe and healthy communities that support upstream efforts to address the root causes of violence, and promote positive development of all young people in an affirming environment where they can thrive. We appreciate the actions taken by the Portland Public Schools Board in recent years, including the removal of armed school resource officers and acknowledging the importance of a holistic approach to student health. And we recognize the importance of adopting long-term strategies while also providing immediate actions like this revision.

This action by the Portland Public Schools Board would constitute an important step toward increasing school safety, and creating an environment in which youth can flourish, learn, and grow. We are glad to stand with you as you implement this important new policy.

Thank you,



Susheela Jayapal
District 2 Commissioner



Deborah Kafoury
Multnomah County Chair



Sharon Meieran
District 1 Commissioner



Jessica Vega Pederson
District 3 Commissioner



Lori Stegmann
District 4 Commissioner



Public Comment <publiccomment@pps.net>

Testimony in support of prohibiting guns on school property

1 message

Ivy Major-McDowall <ivy@ourchildrenoregon.org>
To: schoolboard@pps.net, publiccomment@pps.net
Cc: Jenifer Wagley <jenifer@ourchildrenoregon.org>

Tue, Jun 14, 2022 at 1:50 PM

Dear Board Chair Michelle DePass, Members of the Board, and Superintendent Guadalupe Guerrero,

Attached below is [Our Children Oregon's](#) letter of support to prohibit guns on school property.

In solidarity with our partners Moms Demand Action and Students Demand Action for Gun Sense in America, **we urge the Portland School Board to enact Senate Bill 554 prohibiting guns on school property.** We also ask the district to notify parents of the new policy and include information about the importance of secure gun storage and the requirements of Oregon’s new secure storage law.

Thank you for your time.

Sincerely,
Ivy Major-McDowall

--



Ivy Major-McDowall
Policy and Advocacy Manager

Our Children Oregon

p: 503 997 0706
e: ivy@ourchildrenoregon.org
w: www.ourchildrenoregon.org
pronouns: she/her



OCO Letter of Support, Prohibiting Guns on School Property.pdf
152K



VOICES UNITED.
OPPORTUNITY REIMAGINED.

June 14, 2022

Portland School Board of Education
501 N. Dixon St
Portland, OR 97227

Dear Board Chair Michelle DePass, Members of the Board, and Superintendent Guadalupe Guerrero,

Our Children Oregon (OCO) is advancing equitable policymaking and whole-child advocacy statewide to ensure our children and youth have what they need, regardless of their race, their ability, or where they live, to thrive by activating meaningful change for children and families. We write in solidarity with our partners, Moms Demand Action and Students Demand Action for Gun Sense in America, to ask you to use your power under Oregon's new gun safety law to keep the school community safer from gun violence.

We ask the Portland School Board to enact Senate Bill 554 prohibiting guns on school property. SB 554, which went into effect in September 2021, allows universities and K-12 schools to prohibit firearms on school property, regardless of whether someone has a concealed handgun license (CHL). Current law already prohibits firearms on school property, but there is an exception for individuals with CHLs. Now that SB 554 is in effect, districts can choose to adopt a new policy prohibiting all firearms on school property — regardless of who carries them.

Studies have shown that the presence of guns in schools does not make anyone safer; on the contrary, it puts teachers, students, and staff at greater risk. In 2018, according to the Associated Press, more than 30 publicly reported mishaps were reported involving firearms brought onto school grounds. Guns went off by mistake; were fired by “curious or unruly students,”; or were left unattended in bathroom stalls, locker rooms, and elsewhere on school grounds.¹ The new law also requires gun owners to store their firearms securely while not under their control.

We urge the Portland School Board to use their ability under the new law to enact a policy prohibiting guns on school property. We also ask the district to notify parents of the new policy and include information about the importance of secure gun storage and the requirements of Oregon's new secure storage law.

Now is the time for the district to use all available tools at their disposal to

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**Our
Children
Oregon**

*activates
meaningful
change statewide
to ensure
children
statewide have
what they need to
thrive, regardless
of their race, their
ability, or where
they live. We do
this through
policy, advocacy,
research, and
engagement
activities.*



P.O. Box 14694
Portland, OR 97293
503.236.9754

ourchildrenoregon.org

keep the school community safer as we return to full-time in-person instruction. Our schools should be safe spaces for our children to learn, build relationships, and grow towards a thriving future. We ask that you pass effective legislation to reduce and eradicate gun violence. Our educators deserve better. Our communities deserve better. Our children deserve better.

We want to thank you for your past efforts and your present consideration.

From the Our Children Oregon Team,

Jenifer Wagley, Executive Director
Ivy Major-McDowall, Policy and Advocacy Manager

(Please find attached public comment from nearly 666 Portland Public School parents and students asking the Portland School Board to support the banning all guns from school grounds. I sent a copy of this letter on May 30th, prior to the Policy Committee Meeting, with 390 signers. Since then, we have added 276 new signers.

Thank you,
Amie Wexler)



June 13, 2022

Portland Public School Board of Directors
Michelle DePass, Board Chair

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the time for the district to use all available tools at their disposal to keep the school community safer as we return to full-time in-person instruction.

Sincerely,

Amie Wexler, (volunteer) State Legislative Lead, Moms Demand Action

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Maria Aron

Devon Arndt

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Alayna Vincent Baird

Erica Bailey

Kathryn Ailstock

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