

Regular Meeting
Tuesday, October 11, 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 to Designate October 2022 as Dyslexia Awareness Month in PPS (Resolution 6584) Vote- Public Comment Accepted
3. 6:10 pm - Resolution to Recognize October 2022 as National Principals Month in Portland Public Schools (Resolution 6585) Vote- Public Comment Accepted
4. 6:15 pm - Consent Agenda: Resolutions 6586 through 6590
Vote- Public Comment Accepted
 - 4.(a) Resolution 6586: Adoption of the Index to the Minutes
 - 4.(b) Resolution 6587: Expenditure Contracts
 - 4.(c) Resolution 6588: Revenue Contracts
 - 4.(d) Resolution 6589: Approving Board Member Conference Attendance
 - 4.(e) Resolution 6590: Appoint Members to the Climate Crisis Response Committee
5. 6:20 pm - Student and Public Comment
 - Student Comment
 - Public Comment
 - Portland Association of Teachers (PAT)
 - Portland Federation of School Professionals (PFSP)
 - District Council of Unions (DCU) Representatives
 - Service Employees International Union (SEIU) Representatives
6. 7:00 pm - Student Representative's Report
7. 7:05 pm - Board Committee and Conference Reports
8. 7:10 pm - Approval of the Budget Calendar to Prepare for the 2023-2024 Budget (Resolution 6591) Vote- Public comment accepted
9. 7:25 pm - Required Instructional Time Exemption for 2021-2022 (Resolutions 6592 & 6593) Vote- Public comment accepted
10. 7:40 pm - Other Business / Committee Referrals
11. 7:45 pm - Adjourn

RESOLUTION No. 6584

Resolution to Designate October 2022 as Dyslexia Awareness Month in PPS

RECITALS

- A. Dyslexia is a specific learning disability that is neurobiological in origin;
- B. Individuals with dyslexia may have difficulty in identifying or sequencing the individual sounds of spoken language, which affects the ability of an individual to speak, read, spell, and often learn a language;
- C. An individual with dyslexia may have a weakness in decoding or reading fluency and may have strength in higher level cognitive functions, such as reasoning, critical thinking, concept formation, or problem solving;
- D. Dyslexia is the most commonly occurring learning disability, 10-15% of the population is said to have dyslexia;
- E. Effective reading instruction for all children, screening to identify students at risk for dyslexia, as well as supplemental reading support for students at risk can help prevent reading problems;
- F. Early diagnosis of dyslexia is critical to ensure individuals with dyslexia receive focused, evidence-based intervention. Correct identification and intervention provides students with dyslexia, self-awareness and self-empowerment. Provision of necessary accommodations and instruction help to ensure school and life success;
- G. Portland Public Schools developed the five year Dyslexia Priority Plan in 2019, in partnership with a cross-departmental team as well as family/community stakeholders, with key actions to take each year.
- H. Portland Public Schools continues to implement these key actions to improve upon the support and commitment to our students with dyslexia.

RESOLUTION

The Portland Public Schools Board of Education recognizes that dyslexia has significant educational implications that must be addressed; and designates October 2022 as "Dyslexia Awareness Month".

RESOLUTION No. 6585

Resolution to Recognize October 2022 as National Principals Month in Portland Public Schools

RECITALS

- A. During these extraordinary times, PPS school principals, vice principals, and assistant principals have exhibited great commitment and adaptability to lead and support their communities, with passion, energy, enthusiasm, vision, and commitment for each and every student; and
- B. Principals play a key role in the mission of Portland Public Schools: “We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.”; and
- C. Principals are expected to be educational visionaries, instructional leaders, assessment experts, managers of student behavior, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of young people: and
- D. The professional responsibilities of school principals include building the leadership capacity of and mentoring aspiring administrators; and
- E. School principals often need to manage numerous responsibilities, work extended hours, and make difficult decisions; and
- F. The success of a school depends on the principal’s ability to work collaboratively with all stakeholder groups and establish positive relationships by building trust, practicing open communication, and building a restorative culture that emphasizes learning and growth for all students, colleagues, and members of the school community.

RESOLVED

The Board of Education recognizes October 2022 as National Principals Month and extends sincere appreciation and gratitude to school principals, vice principals, and assistant principals, for their individual and collective commitment to the success of every student in Portland Public Schools.

RESOLUTION No. 6586

The Following Index to the Minutes are offered for Adoption

- September 20, 2022 – Regular Meeting
- September 26, 2022 – Special Meeting



Index to the Minutes

(Draft for Approval)

Regular Meeting September 20, 2022

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on September 20, 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=NtygZOIdKnM&list=PL8CC942A46270A16E&index=2>

Board Member Attendance

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

Absent: Student Representative McMahon

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ACTIONS TAKEN

- **Resolution 6574: Resolution in Celebration of Hispanic Heritage Month in Portland Public Schools**

Director DePass moved and Director Lowery seconded the motion to approve Resolution 6574. The motion was put to a voice vote and passed (7 yes – 0 no)

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 McMahon: Absent

- **Consent Agenda – Resolutions 6575 through 6580**

Director Greene moved and Director Kohnstamm seconded the motion to approve the Consent Agenda. The motion was put to a voice vote and passed (7 yes – 0 no)

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 McMahon: Absent

- **Resolution 6581: Approving Agreement to Collaborate with the Center for Black Excellence to Advance Black Student Excellence at Portland Public Schools**

Director Hollands moved and Directors DePass and Greene seconded the motion to approve Resolution 6581. The motion was put to a voice vote and passed (7 yes – 0 no).

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 McMahon: Absent

- **Motion to Rename the BESC to the Dr. Matthew Prophet Education Service Center**

Director Hollands moved and Director Brim-Edwards seconded the motion to rename the BESC to the Dr. Matthew Prophet Education Service Center, along with any future headquarters. The motion was put to a voice vote and passed (7 yes – 0 no).

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 McMahon: Absent

RESOLUTION No. 6574

Resolution in Celebration of Hispanic Heritage Month in Portland Public Schools

RECITALS

- A. Hispanic Heritage Week, which began in 1968 under President Lyndon Johnson, was expanded to National Hispanic Heritage Month by President Ronald Reagan and enacted into law in 1988 to cover a 30-day period starting on September 15th, the day that represents the anniversary of independence for five Latin American countries;
- B. Hispanics and Latinos make profound contributions to our community and our nation and continue to make advances in education, science, art, culture, and public service and have been a consistent and vital influence in our community's growth and prosperity.
- C. More than sixteen percent of enrolled students in the Portland Public Schools are Hispanic and/or Latino;
- D. Hispanics and/or Latinos comprise over ten percent of our employees and contribute to the accomplishment of PPS's mission at every level within every department and division of the District;
- E. Our schools honor and preserve the linguistic and cultural assets of Latinx students through student clubs like MECHA and enrichment programs such as our Dual Language Immersion and Ethnic Studies courses, with the option to obtain a seal of Biliteracy upon graduation that honors and enriches the diverse backgrounds of our heritage Spanish-speakers, while exposing non-Spanish speakers to diverse multilingual and multicultural perspectives;
- F. Our district and our community is strengthened by the support and advocacy of organizations like Latino Network, Hacienda CDC, the Hispanic Metropolitan Chamber, Verde, Milagro Theater, and El Programa Hispano;
- G. Portland Public Schools' core value of Racial Equity and Social Justice is that we believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts – and builds leaders to disrupt – systems of oppression;
- H. At no time in our community's history has the need to work together been more necessary, and it is important that residents of Portland join in a spirit of welcoming and inclusiveness to embrace the talents and contributions of all residents, including Hispanic and Latino/x members of our community;
- I. Portland Public Schools has a Racial Education Equity Policy that states our commitment to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable gap for students of color and to give each student the opportunity and support to meet his or her highest potential;
- J. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community.

RESOLVED

The Portland Public Schools Board of Education hereby promotes September 15th through October 15th as Hispanic Heritage Month and encourages staff, students, and community to observe, recognize, and celebrate the culture, heritage, and contributions of Hispanics and Latinos to Portland, Oregon, and the United States through culturally relevant activity, and to learn from the past and understand the experiences that have shaped the United States.

Resolución n. ° 6574

Resolución para celebrar el Mes de la Herencia Hispana en las Escuelas Públicas de Portland

CONSIDERANDOS

- A. La Semana de la Herencia Hispana, que empezó a celebrarse en 1968 bajo el mando del presidente Lyndon Johnson, se amplió a Mes Nacional de la Herencia Hispana bajo el mando del presidente Ronald Reagan, y se promulgó como ley en 1988 para abarcar un período de 30 días, a partir del 15 de septiembre, fecha que representa el aniversario de independencia de cinco países latinoamericanos;
- B. Los hispanos y latinos hacen importantes contribuciones a nuestra comunidad y a nuestra nación, continúan aportando en educación, ciencia, arte, cultura y servicio público, y han tenido un efecto constante y vital en el crecimiento y la prosperidad de nuestra comunidad.
- C. Más del dieciséis por ciento de los estudiantes inscritos en las Escuelas Públicas de Portland son hispanos y/o latinos;
- D. Más del diez por ciento de los empleados son hispanos y/o latinos y contribuyen al logro de la misión de PPS en cada nivel, dentro de cada departamento y división del distrito;
- E. Nuestras escuelas honran y preservan los activos lingüísticos y culturales de los estudiantes latinx mediante los clubes estudiantiles como Movimiento Estudiantil Chicano de Aztlán (MEChA), con programas de enriquecimiento como la inmersión en dos idiomas y los cursos de Estudios Étnicos, y con la opción de obtener un sello de bilingüismo al graduarse que honra y enriquece los diversos orígenes de nuestros hispanohablantes y expone a los hispanohablantes no nativos a perspectivas multilingües y multiculturales diversas;
- F. Nuestro distrito y nuestra comunidad se fortalece con el apoyo y la promoción de organizaciones como Latino Network, Hacienda CDC, Hispanic Metropolitan Chamber, Verde, Milagro Theater, y El Programa Hispano;
- G. La equidad racial y la justicia social son valores centrales de las Escuelas Públicas de Portland, y significan que creemos en el derecho fundamental a la dignidad humana y que para generar un mundo equitativo se requiere un sistema educativo que altere deliberadamente los sistemas de opresión y genere líderes para alterar estos sistemas;
- H. En ningún momento de la historia de nuestra comunidad ha sido más necesario trabajar juntos que ahora, y es importante que los residentes de Portland se integren con ánimo acogedor e inclusivo para celebrar los talentos y las contribuciones de todos los residentes, incluidos los miembros hispanos y latinos de nuestra comunidad;
- I. PPS tiene una Política de Equidad Educativa Racial que establece nuestro compromiso de superar de manera definitiva las barreras educativas que han sido la causa de una brecha persistente e inaceptable para los estudiantes de color, y de brindar a cada estudiante la oportunidad y el apoyo para alcanzar su máximo potencial;
- J. La Junta de Educación de las Escuelas Públicas de Portland cree que debemos celebrar y apreciar a todos y a cada uno de los estudiantes por las distintas y dinámicas contribuciones que realizan cuando comparten sus culturas, idiomas, ideas, creencias y valores en una comunidad escolar.

SE RESUELVE

Por medio del presente documento, la Junta de Educación de las Escuelas Públicas de Portland declara el período del 15 de septiembre al 15 de octubre como el Mes de la Herencia Hispana y exhorta al personal, a los estudiantes y a la comunidad a respetar, reconocer y celebrar la cultura, el patrimonio y las contribuciones de los hispanos y latinos en Portland, Oregón y en los Estados Unidos a través de actividades culturalmente relevantes y aprendiendo del pasado y comprendiendo las experiencias que han moldeado a los Estados Unidos.

RESOLUTION No. 6575

The Following Index to the Minutes are offered for Adoption:

- 9/6/22 – Regular Meeting
- 9/6/22 - Special Meeting
- 8/9/22 - Regular Meeting

RESOLUTION No. 6576

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools (“District”) Policy 6.50.010-P (“Off-Campus Activities”) requires the Board of Education (“Board”) consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost
10/7-10/8/22	Grant HS Cross Country, 42	Nike Hole in the Wall competition	Lakewood High School, Arlington, WA	\$27.50 per person
9/30-10/1/22	Lincoln HS Cross Country, 40	Cross country meet	Franklin Park, Yakima, WA	\$75 per person

RESOLUTION No. 6577

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.

RESOLUTION

The Board affirms Vice-Chair Gary Hollands, Director Michelle DePass and Director Herman Greene to attend the Council of Urban Boards of Education Annual Conference in Miami, Florida from September 28, 2022 to October 1, 2022.

RESOLUTION No. 6578Expenditure 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
Vocovision LLC dba Blazerworks	9/21/22 through 6/30/23	Personal Services PS 92098	Provide temporary Special Education staff in hard to fill positions. Direct Negotiation –Interim or Temporary Staffing PPS-46-0525(11)	\$729,600	C. Proctor Fund 101 Dept. 5414	No
The College Board	9/21/22 through 6/30/23	Personal Services PS 92097	PSAT testing for District sophomores and SAT testing for District juniors. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$168,250	C. Proctor Fund 101 Dept. 5439	No
Delta Connects, Inc.	9/21/22 through 9/15/25 Option to renew for up to two additional one-year terms through 9/15/2027	Services S 92084	Provide HVAC inspection throughout the District on an as-needed basis. Request for Proposals 2022-030	\$1,500,000	D. Jung Fund 101 Dept. 5592	No
Oh Planning & Design, Architecture	9/21/22 through 9/20/23 Option to renew for up to four one-year terms through 9/20/27	Architecture ARCH 92123	A/E services for ADA and Special Education upgrades. Request for Proposals 2022-024	\$5,631,263	D. Jung Fund 458 Dept. 5511 Project Varies	WBE
University Instructors, LLC	9/21/22 through 6/30/23	Personal Services PS 92133	Special Education teacher and para educator recruitment. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$300,310	C. Proctor Fund 205 Dept. 5428 Grant G2558	No
Office of General Counsel Network, LLC	9/21/22 through 7/31/23	Legal Services LS 92160	General Counsel services for District. Direct Negotiation – Legal Services PPS-46-0525(11)	\$180,000	J. Garcia Fund 101 Dept. 5460	WBE

*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. 6579**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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland General Electric	8/1/22 through 12/31/23	Revenue R 92071	Funding for a Type A Electric School Bus.	\$162,335	D. Jung Fund 299 Dept. 5560 Grant S0416

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Clackamas Education Service District	6/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 92089	Funding for providing PIL Athletics summer learning programs.	\$400,000	C. Proctor Fund 205 Dept. 5423 Grant G2560

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Total Contract Amount	Responsible Administrator, Funding Source
Wallace Foundation	9/1/22 through 6/30/23	Revenue R 90675 Amendment 2	Funding for the Equity Centered Pipeline Initiative. This amendment extends the contract for one year and adds funds.	\$2,320,000 \$4,210,000 Total through all renewals: Up to \$8,200,000	S. Reese Fund 299 Dept. 5449 Grant S0455
Rockefeller Philanthropy Advisory	7/1/22 through 6/30/23	Revenue R 90193 Amendment 1	Grant for Social and Emotional Learning (SEL) Educator Practice Communities. This amendment extends the contract for one year and adds funds.	\$100,000 \$250,000	C. Proctor Fund 299 Dept. 5485 Grant S0446

Resolution No. 6580

Resolution to Establish a Levy Board Committee

RECITALS

- A. Board Policy 1.20.014-P Board Committees states that Special Board committees may be appointed by the Board for specific purposes to serve until their assignment is completed.
- B. A Levy Committee would manage the Board of Education's work to refer a local option levy to the ballot that would continue funding teaching positions and classroom support at every school in the district.
- C. For the 2023-24 year, it is estimated that 900 teaching positions will be funded through the 2019 local option levy renewal.

RESOLVED

The Board of Education approves the establishment of a Levy Committee for the 2022-23 school year.

RESOLUTION No. 6581

Resolution Approving Agreement to Collaborate with the *Center for Black Excellence* to Advance Black Student Excellence at Portland Public Schools

RECITALS

- A. Black student achievement has struggled for decades due to racism and under-investment in predominantly black schools, forced busing, the removal of black teachers and administrators from schools and a series of churning reforms that have come at the cost of black student achievement. While this has impacted many students and neighborhoods the acute impact on the black community has been well documented. Racist practices that advantage white students and disadvantage students of color have been reinforced by racist cultural narratives, beliefs, and norms. Six years before Oregon proposed a state constitution banning Black people from entering, residing, or acquiring property, Portland Public Schools, Oregon's now-largest school system, was established. For close to 170 years, PPS failed to respond to struggles of communities of color--especially Black and Native American students. This pattern started when William Brown, a resident of Portland in the 1860s, tried to enroll his children in one of Portland's only two public elementary schools, launching what would be the first recorded case of racism against Black children in Portland Public Schools.
- B. Similarly, Albina was once a thriving, creative, and affordable neighborhood consisting of Black-owned businesses, homes, and faith institutions. It was the cultural capital of Portland with world class jazz venues, environmental justice initiatives, and education models created for and by Black Portlanders. Decades of disinvestment, urban renewal, and racist public policy disintegrated the neighborhood.
- C. The Albina Vision Trust ("AVT") is a nonprofit organization created to steward the neighborhood's rebirth through the thoughtful transformation of the 94-acres of lower Albina. AVT seeks to create a youth-centered community in lower Albina designed to create opportunities for Portland's next generation of Black people to build wealth and reclaim home.
- D. Several Black-led organizations have spent anywhere between 10, 20 and 30 years filling the gap in services and supports for Black students and families that the school district has left behind. These organizations include Self-Enhancement Inc, Portland Opportunities Industrialization Center, KairosPDX, and Albina Headstart. Collectively, these organizations approached the district in 2019 to discuss new pathways for Black students.
- E. Black community-led organizations in Portland joined forces in 2020 to the push for equitable access to public education, especially for our Black students and their families. This push has long been a key component of the civil rights movement and fight for racial justice and builds on the legacy of advocacy for Black children in Portland and catalyzed by the social movements for Black Lives. KairosPDX and AVT specifically approached the district about inclusion of a Center for Black Excellence in the 2020 Bond Campaign with the support of several black leaders and Black-led organizations serving children.
- F. On June 11, 2020, the PPS Board unanimously approved Resolution 6130, declaring that the lives of Black students and our Black community matter and committing to working with the Portland community to create the conditions for every student, especially our Black and Native students who experience the greatest challenges, to realize the vision of the PPS Graduate Portrait.
- G. On July 28, 2020, the PPS Board unanimously approved Resolution 6150. In that resolution, the Board included in the proposed 2020 bond the modernization of Jefferson High School and the development of a community-inspired Center for Black Student Excellence ("CBSE"), as a physically built environment and as a designated hub for culturally specific partnerships to

advance Black student achievement in PPS by supporting Black students, families, and educators. On November 3, 2020, the voters of Portland approved the 2020 general obligation bond, Bond Measure 26-215, with an overwhelming 75-percent approval, making way for the first phase of design and planning of investments in Albina facilities, and designating intentional investment in the Black community that is co-created and co-led by the community itself.

- H. The Portland Public Schools responsiveness to Black-led educational organizations signals a new day that recognizes the atrocities of the past and how they have impacted black students and families; and sets a foundation to chart a new course where this specific community can access strategic, intentional and coordinated pathways to thrive. Together, the CBSE and the Jefferson High School modernization will engage students, families, and community stakeholders to develop a coherent set of strategies that will positively impact student achievement and outcomes while affirming Black student identity and will include promoting and supporting culturally responsive/sustaining teaching and learning, beginning with the youngest students and throughout their educational journeys. These two investments towards the schools in the heart of the Albina community will serve as a concrete—literally and figuratively—investment in our Black communities. It will reinforce and anchor our schools as centers of our communities, connecting a constellation of community schools, such as Boise Eliot/ Humboldt Elementary, Dr. Martin Luther King Jr. Elementary, Harriet Tubman Middle School, and Jefferson High School, and Black-led community-based organizations in the Albina neighborhood.
- I. The approval of the 2020 PPS Bond enables Black-led and -serving educational organizations in the Albina community to engage in the design and implementation of the CBSE as a physical environment, focused on centering the experience, promoting opportunities, accelerating outcomes, and celebrating the achievements of Portland’s Black children, families, and educators. The engagement of, and consistent support from, Portland’s Black community in connection with the passage of the 2020 PPS Bond and the focus on improving the educational environment and outcomes for Black students, has created a foundation for the creation of the CBE and the implementation of its goals.
- J. Inherently connected to the development and success of the physical place of CBSE is the formation and leadership of the Center for Black Excellence (“CBE”), a to-be-formed 501(c)(3) nonprofit organization envisioned and created by Black-led community organizations working together to unify and elevate the Black educational experience and improve outcomes for Black children, youth, and families. This new community-led collective-impact effort channels the decades of visionary leadership and culturally responsive and pedagogically sustaining approaches of culturally specific organizations. AVT, along with senior leaders from other established, Black-led organizations that are serving the Black community, Black community leaders that are influencing change within the community, as well as leaders along the educational continuum (among them, Albina Head Start, Black Parent Initiative, Kairos PDX, Portland Opportunities Industrialization Center, REAP and Self-Enhancement, Inc.) (together, the “CBE Steering Committee”) continue the Black community’s critical leadership, advocacy and thought partnership in the new vehicle of the CBE.
- K. The CBE Steering Committee will form the CBE to continue to work with community leaders, families, students, educators, and staff to design and develop the CBSE and other investments in Albina, furthering the shared goals and commitment to Black excellence.
- L. CBE has invited PPS to participate in the CBE, and PPS welcomes the opportunity to partner with the CBE and Black community leaders more formally and fully. This innovative and powerful governance structure is designed to provide visionary leadership in the design and development of the PPS CBSE and also provide robust community engagement, fundraising, the synergy between CBE and CBSE, and, among other things, educational planning for CBSE and the JHS master plan and HTMS relocation.

- M. The vision of the CBSE is one of collaboration, among Black-led community organizations and PPS, through the coordination and leadership of CBE, working together to advance a culture of Black excellence, unify, and elevate the Black educational experience, and improve outcomes for Black students, families, and educators.

RESOLUTION

The Portland Public Schools Board of Education hereby:

- A. Authorizes the Superintendent or his designee to enter into the Cooperation Agreement attached hereto as Exhibit A;
- B. Commits to selecting two (2) members of the PPS Board to serve on the CBE Board no later than 30 days after the CBE entity is formed; and
- C. Requests that the Superintendent or his designee develop and present a plan to identify and recommend candidates for the PPS Board to select three (3) PPS representatives to the CBE Board. The PPS Board will approve the three (3) PPS representatives no later than 30 days after the selection process is presented to the PPS Board or the CBE entity is formed, whichever is later.



Index to the Minutes

(Draft for Approval)

Regular Meeting

September 26, 2022

This document is a record of the actions taken by the Board of Education at the Special Meeting held on September 26, 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=WqxJb41PI4s&list=PL8CC942A46270A16E&index=1>

Board Member Attendance

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

Absent: None

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Actions Taken.....	02
Statements for the Record	NA

RESOLUTIONS

<u>No.</u>	<u>Resolution Title</u>	<u>Page</u>
6583	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	03

ACTIONS TAKEN

- **Resolution 6583: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority**

Director Greene moved and Director DePass seconded the motion to approve Resolution Number 6583. The motion was put to a voice vote and passed (6 yes – 0 no).

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

RESOLUTION No. 6583

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

*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.

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
The I Am Academy	9/27/22 through 6/30/23	Personal Services PS 89163 Amendment 3	Expansion of original scope. Request for Proposals 2019-2700	\$397,000 \$795,000	D. Ledezma Fund 101 Dept. 5432	No

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RESOLUTION No. 6587

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

RECITAL

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RESOLUTION

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NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Always Be Learning, Inc.	10/12/22 through 9/30/23	Digital Resource DR 92195	Providing master scheduling software for District middle and high schools. Special Class Procurement – Software and Hardware Maintenance, Licenses, Subscriptions, and Upgrades PPS-47-0288(11)	\$332,120	C. Proctor Fund 205 Dept. Varies Grant G2255, G2107	No
Ameresco, Inc.	10/12/22 through 8/31/24 Option to renew for up to ten additional one-year periods through 8/31/34	Energy Savings ESPC 92170	Master contract for energy savings performance services: Phase I (technical energy audit) and II (project development plan). Phases III (design and construction) and IV (measurement and verification) to be added by amendment. Request for Proposals 2022-007	\$30,000,000	D. Jung Funding Source Varies	No

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NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source	Certified Business
Squires Electric	10/12/22 through 9/19/26 Option to renew for up to one additional one-year term through 9/19/27	Multnomah County	Minor electrical services on an as-needed basis.	\$1,000,000	D. Jung Funding Source Varies	No

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source	Certified Business
Lake Oswego School District	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 92162	Columbia Regional Inclusive Services will provide regional services to eligible individuals with Autism Spectrum Disorder.	\$160,600	C. Proctor Fund 205 Dept. 5430 Grant G1900	N/A

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Contractor: State of Oregon-IGA/R 92116

This grant agreement is for funds to support the retention and recruitment of K-12 educators and other support personnel in Portland Public Schools. As part of [HB 4030](#), the State of Oregon is providing \$78 million to schools across Oregon to address workforce shortages for classified and licensed staff, build on existing efforts to address root causes of attrition, and diversify the workforce. The grant award amount for Portland Public Schools is up to \$5,884,947.48 and funds must be spent by June 30, 2023. PPS developed problems of practice and strategies to align with the grant funds by incorporating feedback from multiple stakeholder groups, aligning to our Strategic Plan *Forward Together*, and braiding in Racial Equity and Social Justice. The Board directed allocation of some of the HB 4030 funds to pay for paraeducator retention bonuses in FY23.

The Portland Public Schools application is attached to this memo.

Contractor: Multnomah County-IGA/R 92200

This contract represents our Pre-K expansion through the new Preschool for All funding from Multnomah County. For the 2022-23 school year, we were granted 84 new Pre-K slots as part of the Preschool for All pilot. This allowed us to add 5 new Pre-K classrooms. Because we are now blending and braiding our Preschool for All funding with existing Preschool Promise funding, these slots are distributed across classrooms at five Pre-K sites: Faubion, Boise Eliot Humboldt, Martin Luther King Jr, Marysville, and Lent.

Applicant Information

ODE Institution ID: 2180

Applying Entity Name: Portland SD 1J

Consortium Members: None

First Problem of Practice

1. What personnel group(s) were involved in identifying this Problem of Practice and selecting the strategy(ies)?

Licensed teachers; School leaders; Instructional classified staff; Non-Instructional classified staff;

2. Describe how personnel group(s) were significantly involved, including any specific subgroups (i.e. special education teachers), methods of engagement, and how many staff participated.

We approached our engagement efforts grounded in our PPS core values and beliefs about community engagement:

- 1.) We believe strongly in the value of stakeholders having the right to participate in decisions
- 2.) We believe cross-functional engagement approaches should involve multiple groups, people who carry out the work and who are disproportionately impacted by decisions about the work.

Our engagement efforts elevated the voices of our non-instructional and instructional classified staff, licensed teachers, and school leaders. For classified staff, we hosted a small group discussion with Portland Federation of School Professionals leaders. Licensed educators have discussed recruitment and retention strategies with central office leaders within bargaining discussions as well. To better understand the needs of school leaders, we sought feedback from a small group of building leaders and analyzed survey data from March 2022. In all, feedback was analyzed from over 140 staff members.

3. What is the Problem of Practice (POP) being addressed with funds from this grant?

We continue to hear from educators across our system that they feel undervalued and under-appreciated as they are facing unprecedented challenges in schools this year.

4. Have you selected strategies from the Equity and Innovation Menu to address this POP?

We are using strategies on the Menu.

5. Select the strategy or strategies from the Equity and Innovation Menu that will be funded by this grant.

Tiered Bonus Compensation Program: Design a bonus option package that is allocated quarterly and aligned to performance goals to support year commitment that includes onboarding support (hard to fill/ shortage areas).;

6. Describe the strategy or strategies that are not on the Menu that will be funded by this grant.

- a. **For the strategies that did not come from the Equity and Innovation Menu, which of the eligible categories described in the Grant Parameters do the strategy or strategies align to?**

7. Identify key action steps you will take to implement each strategy selected above, including key partners and existing projects or initiatives.

Key action steps for the Bonus Compensation Program include:

1. Design retention compensation package for key school-based positions and critical shortage areas (e.g., Special Education, Dual Language Immersion, paraeducators).
2. Work with labor partners to align strategies.
3. Communicate compensation package to impacted employees.
4. Implement compensation packages.

Key partners for this strategy include: Classified staff, licensed educators, Human Resources, Budget.

Second Problem of Practice

8. Do you have a second Problem of Practice you plan to address with funds from this grant?

Yes

9. What personnel group(s) were involved in identifying this Problem of Practice and selecting the strategy(ies)?

Licensed teachers; School leaders; Instructional classified staff; Non-Instructional classified staff;

10. Describe how personnel group(s) were significantly involved, including any specific subgroups (i.e. special education teachers), methods of engagement, and how many staff participated.

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We need to better understand the root cause of current recruitment & retention challenges and identify ways to scale successful recruitment and retention efforts across our organization.

12. Have you selected strategies from the Equity and Innovation Menu to address this POP?

We are using strategies on the Menu.

13. Select the strategy or strategies from the Equity and Innovation Menu that will be funded by this grant.

Engage in Disciplined Inquiry to Understand Root Causes of Burnout: Utilize Plan, Do, Study, Act study cycles to investigate root causes of educator job dissatisfaction specific to your local context and within your internal locus of control.; Expand/connect to career pathways: Identify education careers, particularly for adult students, career changers, and local community members who might otherwise not access required education or career opportunities.;

14. Describe the strategy or strategies that are not on the Menu that will be funded by this grant.

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15. Identify key action steps you will take to implement each strategy selected above, including key partners and existing projects or initiatives.

For strategy #1, Engage in Disciplined Inquiry to Understand Root Causes, the key action steps include:

1. Identify key members to serve on cross-functional district wide team to examine root causes and highlight best practices including, examination of current career pathways, coaching and mentoring programs.
2. Develop a shared framework and vision for recruitment and a thriving, inclusive organizational culture based on best practices.
3. Assess and understand the current state of recruitment efforts and organizational culture for multiple employee groups.
4. Establish metrics for measuring recruitment and retention, especially across schools and programs (e.g., Special Education, Dual Language Immersion, Neighborhood Focus Option).
5. Highlight and scale successful recruitment and retention strategies.
6. Outline investment priorities for additional recruitment and retention strategies.

For strategy #1, Engage in Disciplined Inquiry to Understand Root Causes, the key partners include: Classified staff, licensed educators, administrators, non-represented staff, Human Resources. This strategy is in direct support of our PPS Strategic Plan, Forward Together, and the strategic outcome "Develop a Diverse, High-Quality, and Thriving Workforce".

For strategy #2, Expand/Connect to Career Pathways, the key action steps include:

1. Identify current career pathway opportunities and barriers (e.g., tuition support, practicum with salary) within PPS and opportunities to expand "grow your own" programming.
2. Co-design opportunities for enhancement or expansion.
3. Communicate opportunities for potential applicants, particularly adult students, career changers, and local community members who might otherwise not access required education or career opportunities.
4. Implement enhancements or expansions.

For strategy #2, Expand/Connect to Career Pathways, the key partners include: Classified staff, licensed educators, administrators, community partners, local colleges and universities. This strategy seeks to expand or enhance current "grow your own" programs within PPS which includes, but is not limited to: EA/Paraeducator to Teacher Pathway, Coach to Classroom program, and Portland Teacher Program partnership.

Third Problem of Practice

16. Do you have a third Problem of Practice you plan to address with funds from this grant?

Yes

17. What personnel group(s) were involved in identifying this Problem of Practice and selecting the strategy(ies)?

Licensed teachers; School leaders; Instructional classified staff; Non-Instructional classified staff;

18. Describe how personnel group(s) were significantly involved, including any specific subgroups (i.e. special education teachers), methods of engagement, and how many staff participated.

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19. What is the Problem of Practice (POP) being addressed with funds from this grant?

Instructional staff report a need for personalized, on-going, and job-embedded professional learning opportunities.

20. Have you selected strategies from the Equity and Innovation Menu to address this POP?

We are using strategies on the Menu.

21. Select the strategy or strategies from the Equity and Innovation Menu that will be funded by this grant.

Personalized Professional Learning: Provide multi-modal (online, in-person, hybrid) training options that are ongoing and allow self-pacing as well as build capacity for flexible school/district assignments.;

22. Describe the strategy or strategies that are not on the Menu that will be funded by this grant.

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 - 3a. Goals should be based on educator and student needs based on performance and school climate data.
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4. Co-design professional learning opportunities to address priorities, including school-based coaching and mentoring.

Key partners include classified staff, licensed educators, administrators, central office staff supporting teacher, administrator, & classified development/training.



PORTLAND PUBLIC SCHOOLS
OFFICE OF THE CHIEF OF STAFF
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3702
Website: <https://www.pps.net/>

Date: October 6, 2022
To: Board of Education
Subject: Revenue Contracts: IGA/R 92116, IGA/R 92200

Contractor: State of Oregon-IGA/R 92116

This grant agreement is for funds to support the retention and recruitment of K-12 educators and other support personnel in Portland Public Schools. As part of [HB 4030](#), the State of Oregon is providing \$78 million to schools across Oregon to address workforce shortages for classified and licensed staff, build on existing efforts to address root causes of attrition, and diversify the workforce. The grant award amount for Portland Public Schools is up to \$5,884,947.48 and funds must be spent by June 30, 2023. PPS developed problems of practice and strategies to align with the grant funds by incorporating feedback from multiple stakeholder groups, aligning to our Strategic Plan *Forward Together*, and braiding in Racial Equity and Social Justice. The Board directed allocation of some of the HB 4030 funds to pay for paraeducator retention bonuses in FY23.

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Key partners include classified staff, licensed educators, administrators, central office staff supporting teacher, administrator, & classified development/training.

RESOLUTION No. 6588

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	4/15/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 92116	Department of Education grant supporting the retention and recruitment of K-12 educators and other support personnel.	\$5,884,948	S. Reese Fund 205 Dept TBD Grant G2258
Multnomah County	9/19/22 through 12/31/26	Intergovernmental Agreement / Revenue IGA/R 92200	Funding for Preschool for All for FY2023.	\$1,440,000	C. Proctor Fund 205 Dept. 5453 Grant G2223

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6589

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.

RESOLUTION

The Board affirms Directors Michelle DePass, Eilidh Lowery and Amy Kohnstamm to attend the Council of the Great City Schools Annual Conference in Orlando, Florida from October 19, 2022 through October 23, 2022.

RESOLUTION No. 6590

Resolution to Appoint Members to the Climate Crisis Response Committee

RECITALS

- A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .
- B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.
- C. The Climate Crisis Response Committee applications were reviewed by staff, two board members, and a student, who ultimately recommended nine candidates representing the Portland Public Schools community with a diversity of backgrounds, interests, knowledge and lived experiences to serve on the Committee .
- D. On August 9, 2022 the Board of Education approved nine committee members for one year and two year terms. These appointments included two student representatives for one year terms.

RESOLUTION

The Board of Education appoints student Richard Deng to replace Jordan Steele as a member of the Climate Crisis Response Committee, who is no longer able to serve on the committee.



PORTLAND PUBLIC SCHOOLS
OFFICE OF CHIEF OF STAFF

501 North Dixon Street / Portland, OR 97227
Telephone: (971) 421-4447

Date: October 6, 2022
To: School Board
From: Kat Davis, Advisor for Climate Justice
Subject: Climate Crisis Response Committee–Recommended Candidates

BACKGROUND

In March 2022, the PPS Board of Education (the Board) unanimously adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy). One Policy objective is to establish a Climate Crisis Response Committee (CCR Committee). The CCR Committee will bring together a diverse group of individuals with unique perspectives, insights, expertise and lived experiences to monitor the effective implementation of the District's Climate Action Plan, and to track progress of the Portland Public Schools' (the District) Policy goals. The CCR Committee informs and advises the Board, but does not have decision-making authority.

The Policy mandates that the CCR Committee is composed of no more than nine volunteer members appointed by the Board to initial staggered terms of one and two years with all subsequent terms being two years. At minimum, the majority of members (5 of 9) will identify as people of color. Two members will be current PPS students and each serve one-year terms. All non-student members of the CCR Committee are to be either members of the community or current or former PPS parents. No persons directly employed or in contract with the District may participate on the CCR Committee.

The Board approved the list of 9 members to serve on the CCRC on August 9, 2022. One of those members, a student named Jordan Steele, has decided that this committee is no longer a good fit. Therefore, this resolution recommends replacing Jordan Steele's student committee role with another student who applied in the original Climate Crisis Response Committee call for applications, Richard Deng.

COMMUNITY ENGAGEMENT

The District created the CCR Committee application and shared this opportunity with the community. The application closed on June 15, 2022, resulting in a total of 71 applicants, 24 of which were students. The applicant pool is a representative group of diverse racial identities, professional and lived experience, geography, and school communities.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The selection for this replacement is to be voted on by the Board on October 11, 2022.

SELECTION PROCESS

The selection process for the CCR Committee included a three-stage application review. The first stage was completed by the Advisor for Climate Justice, reviewing all 71 applications and assigning them into one of three tiers, Tier 1 - 3, with Tier 1 representing the strongest applicants. Applications were placed into their Tier category based on:

- completeness of applications,
- relevant skills and knowledge - including professional, volunteer, educational, and lived experience,
- expressed enthusiasm, interest, or passion for the role,
- articulated goals, and
- expressed ability to listen to and value differing perspectives.

For stage two review, the candidate applications organized by Tier were then sent to the review panel, consisting of two Board members and one student. The student participated only in the review of the adult applicants and did not have access or input on the student applications or review processes. The reviewers were instructed to review each application and assign a score to their top, second, and third choice candidates, with a restricted number of scores allowed per applicant group (student versus adult). The reviewers each conducted their reviews and placed their scores separately, with the goal of identifying the top candidates as objectively as possible.

The scores were then tallied across all candidates resulting in 11 adult candidates and 3 student candidates scoring in Tier 1. The final stage of review included a discussion primarily of the Tier 1 candidates, a review of those candidates considering the policy criteria and racial equity and social justice lens and consideration of what complementary skills and experiences would best support the CCR Committee's work, charge and responsibilities.

BOARD OPTIONS WITH ANALYSIS

The review panel and the Advisor for Climate Justice recommend Richard Deng as the replacement candidate for the student CCRC member.

CONNECTION TO BOARD GOALS

The approval of the CCR Committee is progress towards the Policy goals, laying the foundation to set milestones and metrics that will continue to move forward the work of meeting our net zero greenhouse gas emission goals and integrating climate change and climate justice into PPS operations, engagement, curriculum, and community engagement.

STAFF RECOMMENDATION

It is my recommendation the Board approve these candidates for the CCR Committee.

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

__JG__ (Initials)


ATTACHMENTS

- A. Resolution

RESOLUTION No. 6591

Resolution to Approve the Budget Calendar to Prepare for the 2023-2024 Budget

The Portland Public Schools Board of Education approves the following Budget Calendar to prepare for the 2023-2024 fiscal year budget.

		Portland Public Schools Calendar to Adopt the 2023-24 Budget <i>Adopted October 25, 2022</i>			
		Board Inform / Review	Board Action		
BUDGET PLANNING	September 20, 2022	School Board Meeting Board reviews draft 2023-24 Budget Calendar	✓		BESC
	October 25, 2022	School Board Meeting Board approves 2023-24 Budget Calendar Board appoints Community Budget Review Committee (CBRC) members		✓	BESC
	Oct-Nov 2022	Community Engagement Events			TBD
	November 2022	School Board Budget Work Session	✓		BESC
	February 2023	School Board Budget Work Session	✓		BESC
	March 14, 2023	School Board Budget Work Session with CBRC	✓		BESC
BUDGET BUILDING	April 2, 2023	Publish 1st Notice of Budget Committee Meeting <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 9, 2023	Publish 2nd Notice of Budget Committee Meeting <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 25, 2023	School Board Meeting CBRC in attendance Proposed Budget: Superintendent delivers 2023-24 Proposed Budget message and presentation	✓		BESC
	May 4, 2023	School Board Budget Work Session Board conducts formal public engagement session on Proposed Budget		✓	BESC
	May 9, 2023	School Board Meeting CBRC presents 2023-24 Proposed Budget Report to the Board	✓		BESC
	May 23, 2023	School Board Meeting Approved Budget: Board as Budget Committee approves 2023-24 Proposed Budget		✓	BESC
	June 4, 2023	Publish Notice of Budget Hearing and Budget Summary			The Oregonian Web Site
	June 13, 2023	TSCC Hearing (prior to School Board Meeting, pending TSCC confirmation) TSCC certifies 2023-24 Approved Budget School Board Meeting Adopted Budget: Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓		BESC
	July 15, 2023	Submit Tax Certification documentations <i>File budget information with County Recorder and Designated Agencies</i>			



Portland Public Schools Calendar to Adopt the 2023-24 Budget *Adopted October 25, 2022*

			Board Inform / Review	Board Action	
BUDGET PLANNING	September 20, 2022	School Board Meeting Board reviews draft 2023-24 Budget Calendar	✓		BESC
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	Oct-Nov 2022	Community Engagement Events			TBD
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	May 4, 2023	School Board Budget Work Session Board conducts formal public engagement session on Proposed Budget		✓	BESC
	May 9, 2023	School Board Meeting CBRC presents 2023-24 Proposed Budget Report to the Board	✓		BESC
	May 23, 2023	School Board Meeting Approved Budget: Board as Budget Committee approves 2023-24 Proposed Budget		✓	BESC
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	July 15, 2023	Submit Tax Certification documentations <i>File budget information with County Recorder and Designated Agencies</i>			



PORTLAND PUBLIC SCHOOLS

Office of the Chief Financial Officer

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380

Date: October 11, 2022
To: Portland Public Schools Board of Directors
From: Nolberto Delgadillo, Chief Financial Officer
Subject: Approval of the Budget Calendar to Prepare for the 2023-2024 Budget

BACKGROUND

Staff is requesting that the Board approve the budget calendar for the preparation of the fiscal year 2023-24. Approving the calendar at this time of the year helps with communicating the high level plan towards planning and building next year's (2023-2024) budget.

RELATED POLICIES/BEST PRACTICES

Action is being taken to comply with Oregon Local Budget law and to leverage Government Finance Officers Association (GFOA) best budgeting practices to ensure the budget aligns with key data inputs (e.g. enrollment forecast, state revenue forecast, stakeholder engagement, etc.) and Meritorious Budget Award (MBA) requirements.

The budget process will include community engagement during the fall to socialize the district's finances but also garner community feedback regarding the district's investments. This will also be important as the district prepares for the phasing out of the Federal COVID relief dollars (i.e. ESSER) and also begins the implementation of the State's Integrated Grant Guidance whose goal is to align six separate federal and state programs. This will be in combination with the ongoing work of the Community Budget Review Committee (CBRC).

Although CBRC's meeting cadence is separate from this budget calendar, a budget work session with CBRC and the Board is proposed for March 14th to discuss planned investments and include preliminary high-level budget information to be incorporated in the proposed budget.

Lastly, it should be noted that the presentation of the Superintendent's Proposed Budget is scheduled on April 25th during a regularly scheduled board meeting. The date is consistent with prior years and allows for adequate production time of the budget materials.

ANALYSIS OF SITUATION

The Board may choose to approve the budget calendar as presented or approve it with revisions and therefore, the feedback provided during the first reading will guide any such revisions. Timing of the events after the Proposed Budget are built around mandated

requirements to allow sufficient time to complete the entire budget process before June 30, as required by ORS 294.40 Not complying with these statutes may compromise receipt of funds.

FISCAL IMPACT

No further impacts beyond those identified in the Analysis of Situation section above.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If approved, staff will work on developing the budget for 2023-24 as scheduled.

BOARD OPTIONS WITH ANALYSIS

See Analysis of Situation section above.

CONNECTION TO BOARD GOALS

The budget calendar for the preparation of the 2023-2024 budget has been developed to incorporate public engagement, the planning of resources to core operating requirements and the district's strategic plan (Forward Together) within the compliance requirements of the state of Oregon.

STAFF RECOMMENDATION

Staff will be recommending the passage of the board resolution to approve the 2023-24 Budget Calendar.

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

ATTACHMENT

Resolution to Approve the Budget Calendar to prepare for the 2023-24 Budget



PORTLAND PUBLIC SCHOOLS
DIVISION OF INSTRUCTION & SCHOOL COMMUNITIES

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3702

Website: <https://www.pps.net/>

Date: October 4, 2022
To: Portland Public School Board
From: Dr. Cheryl Proctor, Deputy Superintendent
Subject: Required Instructional Time Exemptions

INTRODUCTION

OR 581-022-2320 Required Instructional Time allows for school districts in Oregon to use exemptions to ensure compliance with this OAR. During the 2021-22 school year, PPS had November 12, 2021 and January 31, 2022 converted from instructional days to professional learning days and one snow day on April 11, 2022. Because these three days were not made up, some schools and grade levels fell out of compliance with this OAR. Staff is asking the Board to approve a resolution to utilize allowable exemptions making the district compliant with the OAR.

RELATED POLICIES

OR 581-022-2320 Required Instructional Time requires all school districts to ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the minimum hours of instructional time as follows:

- a. Grade 12 - 966 hours;
- b. Grades 9-11 - 990 hours; and
- c. Grades K-8 - 900 hours.

ANALYSIS OF THE SITUATION

For the 2021-22 school year, all schools are in compliance with Required Instructional Time, as defined by OR 581-022-2320 Required Instructional Time, except the following schools and grade levels:

- Kindergarten across the District
- 12th Graders at Cleveland and Roosevelt High Schools
- Alliance High School - Alternative High School
- Metropolitan Learning Center (MLC) Grades K-8 - Alternative School

Kindergarten

Kindergarten students across the District did not meet the 900 hours because Kindergarten had three fewer instructional days as compared to all other grade levels. Kindergarten had three days built into the calendar to welcome families and students to school. These three days combined with the two days converted to professional development days and the snow day caused all Kindergarten students to have less than the required 900 hours of instructional time. Most schools' Kindergartens were 1 hour short of the requirement, and Faubion and Boise-Eliot/Humboldt Schools were 6 hours short of the requirement. Faubion Kindergarten missed an additional day of instructional time because of the transition to Temporary Distance Learning

(TDL) on January 11, 2022, and Boise-Eliot missed an additional day on November 1, 2021 because of a gas leak at the school.

Seniors at Cleveland HS (CHS) and Roosevelt HS (RHS)

Due to the two professional development days, the snow day and the one-day transitioning to TDL - CHS on January 14, 2022 and RHS on January 10, 2022, seniors at CHS and RHS were short of the 966 hours required for students in 12th grade. CHS was short 5 hours and RHS was short 9 hours.

For Board Approval - Required Instructional Time Exemption 6d

In order for Portland Public Schools to be in compliance with Required Instructional Time as we report on Division 22, the Board will need to approve the following exemption for both Kindergarten across the District and 12th Graders at CHS and RHS:

- (6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:
 - (d) Up to 30 hours for staff professional development;

Alternative Schools

Alliance HS instructional program, as an alternative school, is designed to provide students with flexible time options and assesses students prior to placement per regulation. As with other alternative high schools within Multiple Pathways to Graduation, Alliance High School provides a school model which welcomes students who may work full time and/or have other family obligations, such as child care responsibilities, which does not allow them to attend school full time. Additionally, many students at Alliance are older students with few credits needed to graduate. For these reasons, by design, students in alternative schools frequently have personalized educational plans which do not include a full day of classes, and therefore, do not complete the required 990/966 instructional hours. This was the situation for Alliance High School in the 2021-2022 school year.

Metropolitan Learning Center (MLC) uses project-based learning as a key component of MLCs program for many years and dismisses students early on Fridays to allow for the development of rich learning experiences for students. Therefore, students in grades K-8 did not meet the required 900 hours because, within the MLC K-8 schedule, there is time on Fridays without students for teachers to receive professional development on the MLC project-based curriculum.

For Board Approval - Required Instructional Time Exemption 4

In order for Portland Public Schools to be in compliance with Required Instructional Time as we report on Division 22, the Board will need to approve exemption 4 for Alliance HS and MLC:

- (4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:
 - (a) The request is made with the approval of the school district's governing school board;
 - (b) The school district is using an evidence-based strategy that includes flexible time options; and
 - (c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

TIMELINE FOR IMPLEMENTATION:

- By November 1, 2022: school district superintendents report to their local School Board the district’s compliance with all Division 22 Standards, including Required Instructional Time, for the 2021-22 school year.
- PPS will provide the Division 22 Report at the October 25, 2022 Board Meeting. With approval of these exemptions, PPS will be in compliance with OAR 581-022-2320.

BOARD OPTIONS WITH ANALYSIS

To make the district compliant with OAR 581-022-2320 Required Instructional Time, the Board needs to approve exemption 4 for the 2021-22 school year for alternative schools Alliance HS, Metropolitan Learning Center, and the Online Learning Academy and exemption 6d for Kindergarten and 12th Graders at Cleveland High School and Roosevelt High School;

Should the Board choose not to support Exemption 4 and/or 6d, PPS will not be in compliance with the Division 22 Statute for Required Instructional Time

STAFF RECOMMENDATION

Staff recommends that the Board approve exemption 4 and 6d in order to be in compliance with the Division 22 OAR regarding Required Instructional Time for the 2021-22 school year.

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

_____ (Initials)

RESOLUTION No. 6592

Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2021-22 Kindergarten Instructional Time and Seniors at Cleveland and Roosevelt High Schools

RECITALS

- A. OAR 581-022-2320 Required Instructional Time requires all school districts to ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the minimum hours of instructional time:
 - a. Grade 12 - 966 hours;
 - b. Grades 9-11 - 990 hours; and
 - c. Grades K-8 - 900 hours.

- B. Students in Kindergarten across the district did not meet the 900 hours of required instructional time. Most schools were 1 hour short of meeting the requirement; Boise-Eliot/Humboldt and Faubion were 6 hours short. Boise-Eliot/Humboldt missed an additional day of school because of a gas leak, and Faubion missed an additional day of school transitioning to Temporary Distance Learning,

- C. Due to the two professional development days, the snow day and the one-day transitioning to Temporary Distance Learning - CHS on January 14, 2022 and RHS on January 10, 2022, seniors at CHS and RHS were short of the 966 hours required for students in 12th grade. CHS was short 5 hours and RHS was short 9 hours.

RESOLUTION

The Board of Education hereby approves OAR 581-022-2320 Required Instructional Time Exemption (6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:
(d) Up to 30 hours for staff professional development. This Resolution is approved for the 2021-22 school year. This approval will ensure Portland Public Schools is in compliance with OAR 581-022-2320 Required Instructional Time, Division 22.

RESOLUTION No. 6593

Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2021-22 Permission to exempt an alternative education program.

RECITALS

- A. OAR 581-022-2320 Required Instructional Time requires all school districts to ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the minimum hours of instructional time:
- a. Grade 12 - 966 hours;
 - b. Grades 9-11 - 990 hours; and
 - c. Grades K-8 - 900 hours.
- B. Instructional Time in Portland Public Schools alternative education programs in the Department of Multiple Pathways to Graduation are designed to meet the needs of alternative students. Programs need the Board to approve the exemption under OAR 581-022-2320(4) yearly to ensure compliance with Division 22.

RESOLUTION

The Board of Education hereby approves OAR 581-022-2320 Required Instructional Time Exemption (4) to exempt an alternative education program. The Board directs staff to request permission to exempt PPS alternative education programs (Alliance High School and Metropolitan Learning Center K-8) under the Portland Public Schools Department of Multiple Pathways to Graduation. This Resolution is approved for the 2020-21 school year. This approval will ensure Portland Public Schools is in compliance with OAR 581-022-2320 Required Instructional Time, Division 22.