

Work Session with Vote on Consent
Agenda
Tuesday, May 9, 2023 6:00 PM

Dr. Matthew Prophet Education Center -
Windows Cafeteria / Conference Room (Floor
2)
501 N. Dixon St.
Portland, OR 97227

Agenda

1. 6:00 pm - Consent Agenda - Resolutions 6699 through 6703 Vote- Public Comment Accepted
 - 1.(a) Resolution 6699: Authorizing Off-campus Travel
 - 1.(b) Resolution 6700: Adoption of the Index to the Minutes
 - 1.(c) Resolution 6701: Election of Third-Year Probationary Teachers
 - 1.(d) Resolution 6702: Expenditure Contracts
 - 1.(e) Resolution 6703 - Approving Head Start Policy Council Recommendation
2. 6:05 pm - Community Budget Review Committee (CBRC) Report to the Board
3. 6:35 pm - Public Comment on the Proposed 23-24 Budget
4. 6:50 pm - Budget Discussion
5. 7:10 pm - Report to the Board: Safety and Security Recommendations
6. 8:10 pm - Adjourn

RESOLUTION No. 6699Authorization 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	Equitable Field Trip Fund; %
5/14-5/16/23	Sunnyside 7 th grade marine biology, 62	Analyze human impact on environment & marine biology	Olympic National Park in Port Angeles, WA	\$520	N/A
5/26-5/29/23	FHS Band, 73	Participate in Disney’s Performing Arts Series	Anaheim, CA	\$1,200	N/A
6/11/23	Athletics, 1	Obtain passport for student going to college in Canada next year	Seattle, WA	\$0	N/A

RESOLUTION No. 6700

The Following Index to the Minutes are offered for Adoption

- 04/04/2023 – Work Session with Consent Agenda
- 04/25/2023 – Regular Meeting
- 04/25/2023 – Special Meeting



Index to the Minutes

(Draft for Approval)

Regular Meeting

April 25, 2023

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on April 25, 2023. 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/live/cDEWdmQOass>

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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Statements for the Record	NA

RESOLUTIONS

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ACTIONS TAKEN

- **Resolution 6689: Recognize May 2023 as Asian American Native Hawaiian and Pacific Islander Heritage Month**

Director DePass moved and Director Brim-Edwards seconded the motion to approve Resolution 6689. The motion was put to a voice vote and passed (7 yes – 0 no).

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

- **Resolution 6690: Recognize Teacher and Administrator Appreciation Week**

Director Greene moved and Director Brim-Edwards seconded the motion to approve Resolution 6690. The motion was put to a voice vote and passed (7 yes – 0 no).

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

- **Resolution 6691: Adopt Revised Military Recruitment policy 6.20.043-P**

Director Greene moved and Director Brim-Edwards seconded the motion to approve Resolution 6691. The motion was put to a voice vote and passed (7 yes – 0 no).

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

- **Consent Agenda – Resolutions 6692 through 6698**

Director Kohnstamm moved and Director DePass seconded the motion to approve the Consent Agenda, including Resolutions 6692-6698. The motion was put to a voice vote and passed (7 yes – 0 no).

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

RESOLUTION No. 6689

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.
- 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 Bilingualism 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. 6690

Resolution to Recognize Teacher and Administrator Appreciation Week of May 8, 2023

RECITALS

- A. Over 3,900 Portland Public Schools administrators, teachers and professional educators, through their expertise and passion, prepare over 43,000 students in Portland Public Schools to succeed in college and career and to become responsible members of our community.
- B. The Board of Education acknowledges the daily work of our administrators and teachers and their commitment to excellence in education for all students of Portland Public Schools.
- C. Every day, Portland Public Schools administrators and teachers challenge students through rigorous, authentic curriculum and instruction and personalized experiences that are relevant to their lives, spark their innovation and help them to reach their full potential.
- D. Every day, administrators and teachers foster relationships with students and families to develop teamwork and collaboration that supports active, engaged learners in school and at home.
- E. Every day, administrators and teachers collaborate with colleagues to strengthen their teaching practices, to identify and serve each student's individual learning styles and needs.
- F. Every day, administrators and teachers reach outside the classroom to build relationships with community partners that create vibrant and productive learning environments.
- G. Our teachers and administrators go beyond teaching to provide social and emotional learning, mental health support, and support to the whole child.
- H. On a daily basis, teachers and administrators support students in achieving all attributes in the Graduate Portrait by modeling the skills, knowledge, and mindset encompassed in our Educator Essentials.

RESOLUTION

1. The Portland Public Schools Board of Education declares the week of May 8, 2023, Teacher and School Administrator Appreciation Week in recognition and appreciation of their dedicated efforts to ensure the success of students in Portland Public Schools.
2. Be it further resolved, that the Board encourages the Portland Public Schools community to join in honoring Professional Educators and Administrators for their positive impact on our students and our community.

RESOLUTION No. 6691

Resolution to Adopt Revised Military Recruitment policy 6.20.043-P

RECITALS

- A. On February 16, 2023, the Board Policy Committee reviewed and considered proposed revisions to the Military Recruitment policy 6.20.043-P.
- B. On March 7, 2023, the Board presented the first reading of the revised Military Recruitment 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 Military Recruitment policy 6.20.043-P and instructs the Superintendent to amend any relevant administrative directives to conform to this revised policy.

RESOLUTION No. 6692

Resolution Approving the Supplemental Transportation Plan Update

RECITALS

- A. ORS 327.043 requires school districts to provide transportation services to all students living in their assigned school boundaries outside of the prescribed limits (one mile for primary students and 1 ½ miles for secondary students). The statute also requires transportation be provided when students living within the prescribed limits would face hazards in walking to school.
- B. Supplemental Hazard plans are developed at the local district level and sent to the Oregon Department of Education State Board for final review and approval. Portland Public Schools supplemental hazard plan was developed in the early 1990's and was last officially updated to the Oregon Department of Education in 2007.
- C. Portland Public Schools Student Transportation staff have worked with Portland Bureau of Transportation Vision Zero and the Safe Routes to School program to update assessment criteria and mapping to review safety and accessibility for our students accessing their schools.
- D. Staff has applied new criteria to evaluate walking routes to schools impacted by the new boundary changes in the SE Enrollment Balancing work that will be implemented starting with the fall of 2023-24 school year.
- E. On March 22, 2023, the Facilities and Operations Committee reviewed the Supplemental Transportation Plan: Phase 1 and recommended moving the plan to the full PPS Board of Education for approval.

RESOLUTION

- 1. The Board approves the Supplemental Transportation Plan: Phase 1 and authorizes the Superintendent to submit the plan to the State School Board for final review and approval.

RESOLUTION No. 6693

Resolution to Approve the Proposed Internal Performance Audit Plan

RECITALS

- A. Board policy requires the Board of Education review and approve an annual performance audit plan.
- B. The auditors from the Office of the Internal Performance Auditor consulted with the District's 2022-23 Audit Committee, board members, staff, and others in assessing district risks and operations in the development of a proposed audit plan ("Audit Plan").
- C. The Audit Committee met on March 2, 2023, discussed the proposed audit topics, considered some additional suggestions for audits, and recommended the following three audits, the School Building Security Audit, the Measure 98 Audit, and the Career and Technical Education (CTE) Audit, to the full Board. These three audits are expected to be completed during the 2023-24 fiscal year.

RESOLUTION

The Board of Education hereby approves proceeding with the proposed 2023-24 Audit Plan, which includes the School Building Security Audit, the Measure 98 Audit, and the Career and Technical Education (CTE) Audit.

RESOLUTION No. 6694

2023-24 Standard Inter-District Student Transfers

RECITALS

- A. State law requires district school boards to decide each year whether to participate in the standard inter-district transfer process, including:
1. The maximum number of resident students, if any, who will be released to schools in other district,
 2. The maximum number of non-resident students, if any, who will be accepted for enrollment in district schools,
 3. The priorities that will apply in a random lottery, in the event that there are more requests than maximum number of slots for releases or approvals, and
 4. The length of time that agreements will be in effect for non-resident students who transfer into district school.
- B. Nearly 1,300 PPS students are residents of other districts, comprising 3% of district enrollment. Approximately 300 students will need standard inter-district transfers in order to remain in PPS schools next year.
- C. For the 2023-24 school year, Superintendent Guerrero recommends the PPS Board of Directors approve the following plan for accepting residents of other districts into PPS through the standard inter-district transfer process, so long as they have received permission from their home districts:
1. An unlimited number of students will be allowed to transfer into PPS if they apply by September 1, 2022 and meet at least one of the following priorities
 - a. Students who had a legal change of residence out of the PPS boundary during the past year will be allowed to remain enrolled at their current PPS schools.
 - b. Students who have siblings already enrolled in PPS will be accepted, so long as space is available at the requested schools.
 - c. Students who have reached the highest grade of their current PPS schools and wish to continue at the next school level (such as elementary to middle school or middle to high school) will be allowed, so long as space is available at the requested schools.
 2. Additionally, up to 100 students who do not qualify for any of the above priorities will be admitted to PPS, so long as space is available at the requested schools.
 - a. If there are more applicants than slots a random number will be used as a tie-breaker.
 3. New transfers will remain in effect through the highest grade of the approved school, subject to conditions described in PPS 4.10.090-AD..
- D. Superintendent Guerrero recommends the PPS Board of Directors approve the following plan for releasing PPS resident students to schools in other district through the standard inter-district transfer process:
1. An unlimited number of students will be released out of PPS if they apply by September 15, 2023 and meet at least one of the following priorities:
 - a. Students who had a legal change of residence into the PPS boundary during the past year will be released from PPS in order to remain enrolled in their current districts.

- b. Students not yet enrolled in a different district will be released from PPS if they have siblings who attended their requested districts during the 2022-23 school year and will remain enrolled there during 2023-24.
 - 2. In accordance with state law, releases to other districts remain in effect through 12th grade.
 - 3. No transfer slots are allocated for resident students who do not meet the above criteria.
- E. Superintendent Guerrero directs staff to develop timelines and procedures to assist families with successfully participating in the standard inter-district transfer request process.

RESOLUTION

The Board of Directors for Portland Public Schools hereby accepts the Superintendent's recommendation for accepting non-resident students into PPS schools and releasing PPS resident students to other districts.

RESOLUTION No. 6695

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
Keller Rohrback LLP	4/26/23 through 6/30/25	Legal Services LS 93046	Ongoing and new legal services as needed. Total payments under this contract depend on litigation outcome. Direct Negotiation – Legal Services PPS 46-0525 (13)	\$0	L. Large Funding Source Varies	No
Diversification, Inc.	4/26/23 through 12/31/24 Option to renew for up to two additional one-year terms through 12/31/26	Services S 93049	Provide and install new furniture in 206 SPED classrooms district-wide. Request for Proposals 2023-005	\$3,763,719	D. Jung Fund 458 Dept. 5511 Project DS016	No
InLine Commercial Construction, Inc.	4/26/23 through 11/1/23	Construction C 93063	Re-roof at Meek School. Invitation to Bid – Construction 2022-051	\$5,083,462	D. Jung Fund 458 Dept. 5511 Project DS017	No
Skyward Construction, LLC	4/26/23 through 10/13/23	Construction C 93077	Re-roof at Richmond School. Invitation to Bid – Construction 2022-054	\$2,165,902	D. Jung Fund 458 Dept. 5511 Project DS017	No
Standard Insurance Company	4/26/23 through 12/31/24	Personal Services PS 92986	Equivalent plan administration for the new Oregon Paid Leave Act. \$250k District-paid administrative fee and \$6.25 million employee payroll deduction. Direct Negotiation – Ongoing, Long-term Relationship PPS-46-0525(3)	\$6,500,000	S. Reese Fund 101 Dept. 5441	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

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source	Certified Business
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Organization for Educational Technology & Curriculum (OETC)	4/26/23 through 8/31/25 Option to renew for three additional years through 8/31/28	Organization for Educational Technology & Curriculum (OETC) COA 93050	Purchase of Microsoft licenses, media, sales support, and technical services support.	\$3,000,000	D. Wolff Funding Source Varies	No
Organization for Educational Technology & Curriculum (OETC)	4/26/23 through 1/19/25	Organization for Educational Technology & Curriculum (OETC) COA 93069	Purchase of Epson projectors.	\$2,000,000	D. Wolff Funding Source Varies	No
Staples	4/26/23 through 12/31/24 Option to renew for up to three additional one-year terms through 12/31/27	State of Oregon; Oregon Cooperative Procurement Program (OCPP) COA 93068	School and office supplies on an as-needed basis, district-wide.	\$1,255,000	N. Delgadillo Funding Source Varies	No

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No new IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Edupoint Education Systems, LLC	4/25/23 through 6/30/28	Software SW 59157 Amendment 9	Adds the Edupoint Lottery Module to the Synergy Student Information System and extends the contract end date.	\$305,716 \$3,009,508	D. Wolff Fund 101 Dept. 5429	No

RESOLUTION No. 6696

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
Multnomah County	4/26/23 through 10/1/24	Intergovernmental Agreement / Revenue IGA/R 93081	Funding to support the purchase of an electric school bus.	\$200,000	D. Jung Fund 299 Dept. 5560 Grant S0416

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6697

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 one Portland Public Schools high school student 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.



Index to the Minutes

(Draft for Approval)

Special Meeting

April 25, 2023

This document is a record of the actions taken by the Board of Education at the Special Meeting held on April 25, 2023. 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://youtu.be/K_N1gGp1XSI

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..... 02

RESOLUTIONS

None

ACTIONS TAKEN

- The Board voted to affirm the Superintendent's step one decision on Complaint 2022-06, that PPS meets the requirements of ORS 329.494 SB664 by providing instruction on the Holocaust and genocide. The motion passed by a voice vote of 4 yes and 3 no.

Director Julia Brim-Edwards: No, Director Michelle DePass: No, Director Herman Greene: Yes, Director Hollands: No, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes



Index to the Minutes

(Draft for Approval)

Work Session with a Consent Agenda

April 4, 2023

This document is a record of the actions taken by the Board of Education at the Work Session with a Consent Agenda held on April 4, 2023. 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://youtu.be/MkacN2zhtgM>

Board Member Attendance

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

Absent: Director Greene; Student Representative McMahon

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ACTIONS TAKEN

- **Consent Agenda – Resolutions 6684 through 6687**

Director Konstamm moved and Vice-Chair Hollands seconded the motion to approve the Consent Agenda, including Resolutions 6684 through 6687. The motion was put to a voice vote and passed (6 yes – 0 no).

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

STATEMENT(S) FOR THE RECORD

- **Board Director's Name**

Statement

- **Board Director's Name**

Statement

RESOLUTION No. 6684

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	Equitable Field Trip Fund; %
4/15-4/21/23	All high schools, College & Career Readiness, 40	Increase post-secondary exposure & access amongst our historically underserved student population	WA DC & VA	\$2,267	N/A
4/19-4/21/23	Beaumont Jazz, 24	Attend & perform at an adjudicated festival, demonstrate various jazz styles, attend educational clinic	University of Idaho	\$500	N/A
4/20-4/25/23	Lincoln HS Constitution Team, 30	Compete in national “We The People” competition against teams from across the country	Washington DC	\$3,000	N/A
4/20-4/25/23	Grant HS Constitution Team, 29	Compete in national “We The People” competition against teams from across the country	Washington DC	\$2,679	N/A
4/21-4/23/23	Roosevelt HS Band, 23	Compete, perform in jazz festival	Idaho	\$521	N/A
4/22-4/24/23	McDaniel HS Music, 61	Performance, meet w/ skilled adjudicator	Seattle, WA	\$500	Unknown
4/24-4/29/23	All high schools, College & Career Readiness, 32	Increase post-secondary exposure & access amongst our historically underserved student population	New Mexico	\$2,399	N/A
6/18-6/24/23	Wells HS Theater, 20	Attend educational theater workshops with professionals, compete	University of Indiana	\$1,800	N/A

RESOLUTION No. 6685

The Following Index to the Minutes are offered for Adoption

- 2/13/2023 – Special Meeting
- 2/21/2023 – Special Meeting
- 2/28/2023 – Work Session with Consent Agenda
- 3/07/2023 – Regular Meeting
- 3/07/2023 – Special Meeting
- 3/14/2023 – Work Session with Consent Agenda
- 3/21/2023 – Special Meeting

RESOLUTION No. 6686

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
Yared Medical Transport LLC	4/5/23 through 3/31/28	Services S 92939	Provide specialized transportation services to District students as required by their IEPs. Approved Special Class Procurement – Secure, Specialized Transportation PPS-47-0288 (19)	\$1,500,000	D. Jung Fund 101 Dept. 5560	No
Vickers Plass LLC	4/5/23 through 6/30/25	Legal Services LS 92958	Ongoing and new legal services on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525 (13)	\$300,000	L. Large Fund 101 Dept. 5460	WBE, ESB
Skyward Construction	4/5/23 through 9/30/23	Construction C 92991	Partial re-roof at Vernon School. Invitation to Bid – Construction 2022-048	\$3,765,190	D. Jung Fund 458 Dept. 5511 Project DS017	No
Skyward Construction	4/5/23 through 11/15/23	Construction C 93011	Partial re-roof at Skyline School. Invitation to Bid – Construction 2022-053	\$2,733,963	D. Jung Fund 458 Dept. 5511 Project DS017	No
Skyward Construction	4/5/23 through 12/31/23	Construction C 93029	Partial re-roof at Duniway School. Invitation to Bid – Construction 2023-006	\$6,920,392	D. Jung Fund 458 Dept. 5511 Project DS017	No
Fulcrum Construction	4/5/23 through 11/15/23	Construction C 93017	Partial re-roof at Markham School. Invitation to Bid – Construction 2022-052	\$3,320,507	D. Jung Fund 458 Dept. 5511 Project DS017	WBE, ESB
Fulcrum Construction	4/5/23 through 12/31/23	Construction C XXXXX**	Partial re-roof at Winterhaven School. Invitation to Bid – Construction 2023-007	\$4,823,882	D. Jung Fund 458 Dept. 5511 Project DS017	WBE, ESB

*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.

** The District is seeking advanced authorization for this contract pursuant to PPS 45-0200(4)(b) and AD 8.50.105-AD.

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
Organization for Educational Technology & Curriculum (OETC)	4/5/23 through 6/24/23 Option to renew up to three additional years through 6/24/26	OETC COA 92998	Purchase of Learn Platform Inc.'s products and services for District-wide use.	\$750,000	D. Wolff Funding Source Varies
Rentokil North America, Inc. DBA Western Exterminator	4/5/23 through 7/1/24 Option to renew for up to four additional two-year periods through 7/31/32	State of Oregon COA 93019	District-wide Integrated Pest Management Services	\$1,500,000	D. Jung Fund 101 Dept 5593

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Office of General Counsel Network LLC	4/5/23 through 12/31/23	Legal Services LS 92160 Amendment 1	General Counsel services. This amendment extends the contract for five additional months and funds. Direct Negotiation – Legal Services PPS 46-0525(13)	\$180,000 \$360,000	J. Garcia Fund 101 Dept. 5440	WBE
MCI Foods, Inc.	4/5/23 through 06/30/23	Materials Requirement MR 65952 Amendment 5	Prepared foods on a requirements basis. This amendment adds funds to the contract. Request for Proposals 2018-2364	\$50,000 \$193,900	D. Jung Fund 202 Dept. 5570	No

RESOLUTION No. 6687

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 – Dept. of Education	3/24/21 through 9/30/24	Intergovernmental Agreement / Revenue IGA/R 92846	Grant for Columbia Regional Inclusive Services to support ongoing student learning during COVID-19.	\$2,793,421	C. Proctor Fund 205 Grant G2259
State of Oregon – Dept. of Education	3/24/21 through 9/30/24	Intergovernmental Agreement / Revenue IGA/R 92975	Grant to Portland DART Schools to support ongoing student learning during COVID-19.	\$450,000	C. Proctor Fund 205 Grant G2318
State of Oregon – Dept. of Education	4/15/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 92984	Grant to provide reimbursements to substitute teachers and instructional assistants for costs incurred for required trainings.	\$956,250	S. Reese Fund 205 Grant G2558
State of Oregon – Dept. of Education	7/1/21 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 93031	Grant to provide feminine hygiene products at no cost to students, per the state’s Menstrual Dignity Program. Funding for year one.	\$205,397	C. Proctor Fund 205 Grant TBD

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Total Contract Amount	Responsible Administrator, Funding Source
State of Oregon – Dept. of Human Services	2/28/23 through 2/29/24	Intergovernmental Agreement / Revenue IGA/R 85613 Amendment 4	Provides funding for students to work as interns. This amendment extends the term an additional year and adds funding for additional students.	\$116,647 \$343,601	C. Proctor Fund 205 Grant G1789
State of Oregon – Dept. of Education	7/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 93031 Amendment 1	Grant to provide feminine hygiene products at no cost to students, per the state’s Menstrual Dignity Program. Funding for year two.	\$334,954 \$540,351	C. Proctor Fund 205 Grant TBD

RESOLUTION No. 6701

Election of Third Year Probationary Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Third Year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Third Year Probationary teachers for the 2023-2024 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Valentine	Mark

RESOLUTION No. 6702

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
LEGO Education	5/10/23	Purchase Order PO 164152	LEGO Education kits for Summer Acceleration Academy curriculum and program materials. Sole Source	\$513,718	C. Proctor Fund 101 Dept. 5470	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6703

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 \$322,946 and \$84,057 respectively, for a total of \$407,003.

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 HEAD START PROGRAM
SUPPLEMENTAL COLA BUDGET JUSTIFICATION AND NARRATIVE

FEDERAL HEAD START GRANT #10CH010719

FISCAL YEAR 2023

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Direct/Indirect Costs.....2

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.

Portland Public Schools is in the process of responding to and reviewing a reclassification request and compensation of PPS Head Start Family Service Workers as part of union negotiations with the PFSP bargaining association. Dual Language Immersion (DLI) teachers are now receiving \$3000.00 stipends for using their language skills when required in DLI classrooms. PPS Head Start has also absorbed funding 2.5 FTE for Enrichment Teachers that were historically funded by district general funds and the Early Learning Department. The department cut these positions as part of overall district reductions due to drops in student enrollment and funding moving into the 2023-2024 school year. PPS Head Start values these high quality services and is able to fund these positions for the next school year.

We have attached the [2022-2023 PAT Labor Agreement](#), [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. Reinstatement of Enrichment teachers = \$297,287 (approximately \$92,632 in fringe benefits)

B. Four DLI classroom teacher stipend \$12,000 (\$3,000 each)

Total FY23 COLA increase = \$322,946

COLA Direct Costs = \$308,685

COLA Indirect Costs = \$14,261

Indirect charges are based on the final approved rate of 4.62% for the 2022/23 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.

PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM
QUALITY IMPROVEMENT (QI) BUDGET JUSTIFICATION AND NARRATIVE
FEDERAL HEAD START GRANT #10CH010719 FISCAL YEAR 2023

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We have attached the [2022-2023 PAT Labor Agreement](#), [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 revisions of Family Service Workers' (also known as Community Agents) compensation due to workload/responsibilities pending bargained agreement

B. Four DLI classroom teacher stipends \$12,000 (\$3000 each)

C. PFSP 5% language stipend approximately \$79,219.00

D. Mental Health Provider FTE increase of \$73,504 (approximately \$22,405 in fringe benefits)

Total FY23 QI = \$84,057

QI Direct Costs = \$80,345

Indirect Costs - \$3,712

Indirect charges are based on the final approved rate of 4.62% for the 2022/23 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

4-11-23

Info	Warm Welcome Agenda Overview In Attendance:	Chair - Loni	5 min
Action	Minutes: Review and approve minutes from February and March meetings Notes: Kim motioned, Vanessa seconds 6 votes yes, minutes passed with addition of Selection Criteria vote for February and March	Secretary -Rhiannon	5 min
Action	Treasurer's Report (February and March) Notes: No expenses or changes for March, what is remaining looks good for the rest of the year. Some funding streams have been closed out and spent down, which is good. Kim motioned, Guille seconds 6 votes yes, treasurer reports passed for February and March	Treasurer - McKenna	5 min
Action	Budget Program Planning Committee meeting minutes Notes: Robert shared minutes, priorities (nutrition-portions, items served, food waste, reach out to Imperfect Foods, etc; outdoor learning spaces; expand before and after care; reach out to male identifying figures to improve engagement), discussed preserving enrichment teachers (that is now in our budget, all positions are funded at the same level); will continue to seek family input at sites and with family survey coming soon; maintaining same number of Head Start slots (648) but next year we'll be braiding funding with PreK. McKenna formally thanked the program for finding funding for enrichment teachers. Kim motioned, Huynh seconds 6 votes yes, Budget approved	Robert or Committee member	5 min
Action	Director's Report Notes: Robert shared highlights from the report for February and March	Robert	10 min

	Kim motions, Guille seconds 6 votes yes, reports pass for February and March		
Action	Add Alexis Tanner, Head Start Admin Asst, as signer on Policy Council checking account Notes: Currently Nancy and Robert are signers, we need to add a third signer now that Donna Jones has moved on to another job. Kim motions, Vanessa seconds 6 votes yes, motion approved	Robert	5 min
Action	Federal COLA and QI Notice of Award/Application Notes: Need PC approval to apply for COLA and QI funds Huynh motions, Kim seconds 6 votes yes, motion approved	Robert	5 min
Info	OHSA Spring Conference, May 3-5, 2023 in Salem Notes: will reach out to Anthea, Jamila and possibly Kim, currently Robert, Amparo, reaching out to staff as well	Rhiannon/Robert	10 min
Info	PK/Head Start Braiding Funding Notes: piloting braiding at 4 sites (Faubion, Rosa Parks, Applegate, and Jason Lee), goal is to improve enrollment, potentially spread to more locations as capacity allows; will family input be considered as we look to spread to other locations; Huynh commented that she has heard that PreK families have had different experiences than those in Head Start; working to lean in to using parents to support recruitment, Kim suggested creating social media post to share with parents to put on their social media accounts	Angelica Cruz	20 min
Info	Art Enrichment Teacher advocacy- update from Robert Notes: Carry over from last month, approved with budget approval	McKenna	10 min
Info	Child Care financial support when attending conferences/state meetings for OHSA/NHSA; will follow OHSA Executive Board guidelines Notes: came up last month, 2.40 an hour for one child, overnight is \$35 flat fee, etc. depending on number of children-maximum of \$65 per day; children with special needs may qualify for additional reimbursement amounts Is this market rate? Robert will follow up with the Executive Board at the State level for more information.	Robert	10 min

Info	<p>New Business:</p> <p>Loni-why do we use paper plates/forks, etc?</p> <p>Robert-this looks different at each site, at some sites we have the capacity to wash dishes and have staff to do so (Clarendon), but not all sites have this. There has been ongoing conversation and needs to be discussed with Nutrition, staffing costs, etc.</p> <p>Huynh-can we get silverware delivered with food then it goes back to the main kitchen the next day?</p> <p>Robert-can we invite Whitney to come to our meeting to brainstorm and discuss these ideas?</p> <p>Can we make routines around meal times/serving, etc so that we could do reusable utensils?</p>	Chair-Loni	5 min
	Adjournment	Chair - Loni	1 min
<p>Next Meeting on May 9, 5:15pm at Sacajawea Head Start, 4800 NE 74th Ave</p>			



Robert Colombini
Regional Program Manager
Office of Head Start

Subject: Office of Head Start COLA and QI Funds Application

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's application for federal FY23 COLA and Quality Improvement (QI) funds in the amounts of \$322,946 and \$84,057 respectively.

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

Thank you,



Head Start Director

April 17, 2023

Date

Governing Board Chair

Date



Robert Colombini
Regional Program Manager
Office of Head Start

Subject: Office of Head Start COLA and QI Funds Application

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Policy Council has approved the program's application for federal COLA and QI funds.

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

Thank you,

Head Start Director

April 17, 2023
Date

Policy Council Chair

Apr 18, 2023
Date



PORTLAND PUBLIC SCHOOLS
Office of Head Start/Early Learners

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

Date: April 21, 2023
To: PPS School Board
From: Dr. Kimberlee Armstrong, Chief Academic Officer
Dr. Emily Glasgow, 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.

FY23 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 (\$322,946) and for quality improvement (\$84,057). The Head Start Parent Policy Council approved PPS Head Start applying for these funds on April 11, 2023. Approval could not be obtained from the PPS Head Start Policy Council in March due to lack of a quorum of voting members. Application is due April 21, 2023. An extension will be requested. A PPS 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

The COLA and QI funds awarded to PPS Head Start will help offset increases in staff compensation and fringe benefit costs, including potential reclassification of Head Start Family Service Workers, stipends for DLI teachers, and funding of 2.5 FTE Enrichment Teachers.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions on April 11, 2023 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation will be the 2023-2024 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

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

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

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

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. FY23 COLA_QI Application Approval Board Resolution
- B. FY23 COLA Budget Narrative
- C. FY23 QI Budget Narrative
- D. FY23 COLA_QI Application Policy Council Approval Letter
- E. FY23 COLA_QI Application Board Approval Letter
- F. 4.11.23 PPS Head Start Parent Policy Council Meeting Minutes

**Portland Public Schools
CBRC Annual Budget Review
Fiscal Year 2023-24
May 09, 2023**

Background and Purpose of the Community Budget Review Committee (CBRC)

The Portland Public Schools Board of Education (board) established the Community Budget Review Committee (CBRC) to perform the following functions:

- Review, evaluate and make recommendations to the board regarding the Superintendent's Proposed Budget and any other budgetary issues the CBRC or the board identify;
- Monitor and advise the board on the allocation and expenditure of Local Option Levy funds, which will be completed under separate cover; and
- Provide and strengthen the link between the district and school students and families.

Current Status of CBRC and Context of the Creation of this report

In Fall 2022, Portland Public Schools (PPS) staff implemented a more extensive and intentional community recruitment effort resulting in the CBRC receiving the highest number of applicants in its history. The Committee now has 13 community volunteers serving three year positions. With the expansion of the committee and successful recruitment efforts, the CBRC is composed of a larger proportion of new members. While this brings a fresh perspective with a broad range of backgrounds and experiences, it has posed some challenges bringing new members up to speed on the district budget processes and norms. To support new members as well as augment the expertise of existing members, the CBRC requests that in advance of the next budget for FY 24-25, the Committee receive more training on analyzing the budgetary documents so it can more effectively provide meaningful feedback and support to the board.

The Committee began meeting virtually in November 2022 and convened a total of nine times. CBRC received presentations from Dr. Kimberly Armstrong, Chief Academic Officer, and Dr. Renard Adams, Chief of Systems Planning and Performance, among other cabinet level staff. It has engaged in two work sessions with the board, one on the finalization of the IGG application and one led by the private contractor Educational Resource Strategies for the purpose of reviewing the company's analysis of the district's effectiveness of allocations of resources. Chief Financial Officer Nolberto Delgadillo and his staff have contributed greatly to the Committee's preparation for the annual budget review. As in previous years, there are limitations around CBRC's ability to provide a comprehensive report and recommendations to the board. In addition to the condensed review time allotted, the unexpected absence of the CFO in April presented a challenge to timely and thorough answers to the Committee's questions before and after the release of the Superintendent's budget on April 13, 2023.

Purpose and Focus of This Report - Analysis of Budget Alignment with Board Goals

The primary focus of the CBRC's review is the extent to which the 2023-24 budget aligns with the board goals. For background, the four board goals focus on academic outcomes for students and were established through a 2019 comprehensive visioning process. The goals seek to reduce and ultimately eliminate racial disparities in academic achievement. The four goals target the following milestones in students' educational progression:

1. Third-grade Reading
2. Fifth-grade Mathematics
3. Eighth-grade Readiness
4. High School Graduation

The board identified benchmarks for each of these milestones to gauge student progress toward realizing the Graduate Portrait in order to assess the effectiveness of investments on achieving its goals. CBRC endorses the board's goals and applauds the focus on specific benchmarks aimed at reducing and ultimately eliminating racial disparities in academic achievement, particularly for Black, brown and indigenous students.

Overall Reflections to Frame This Report

We recognize and appreciate several attempts to maintain targeted support for Black, brown and indigenous students in support of the board goals. We acknowledge the board's commitment to continue a focus on the core needs of students, increase academic achievements and reduce academic disparities across racial groups. We support the district's efforts to limit class sizes in K-8, and maintain additional direct support for Black, brown and indigenous students. Maintenance of targeted direct service and student-facing positions aligns with the board's goals.

CBRC acknowledges the limitations of the district to meet the pressing needs of all students with limited funds from the state. We recommend that PPS and all PPS supporters continue to advocate for protecting and increasing the K-12 budget for Oregon school districts to achieve the Quality Education Model (QEM). Although the average class size is lower than other larger districts across the state, CBRC recognizes that even with Student Success Act investments many class sizes remain unacceptably high. Additional State funding could be used to increase student-facing direct service positions, including making strategic reductions to class size in schools and grade-levels or subjects that demonstrate the greatest need for additional direct service support, which could accelerate the attainment of the board goals to reduce and eliminate persistent racial disparities in academic achievement across the K-12 continuum.

Trends that Impact Board Goals

This report also identifies trends CBRC observed in the 2023-24 budget cycle that will impact the attainment of the board goals. These trends are not narrowly related to the specific board goals, but CBRC strongly recommends the board reflect on and attend to these trends as they will have a major impact on attainment of the four goals. The following are the trends CBRC observed as having the greatest impact on the attainment of the board goals:

1. Trend of Declining Enrollment

- We observe that additional funds (recurring SIA and one-time ESSER funds) along with an increase in local option levy have been utilized to soften the budget shortfall due to ongoing enrollment decline. However, CBRC is concerned that these additional funding sources are hiding the looming shortfall due to ongoing enrollment decline from the general public.
- Staffing levels for the 2023-2024 budget remain stable and in some cases have improved compared to pre pandemic levels. While the total number of teacher FTE has decreased from 2018-2019 to the proposed 2023-2024 budget (from 2,177 FTE to 2,138 FTE), teacher FTE per 1,000 student has slightly increased (from 47.6 to 50.5) during that time period due to declining student enrollment.
- Furthermore, FTE for other staff positions in the proposed budget has increased, especially for Instructional Coach positions which are not student-facing (from 64.8 to 134.8 FTE, a 70.0 percent increase). Staffing also increased for student-facing positions critical to the attainment of the board goals, such as School Counselors (from 143.7 to 161.2, a 17.5 percent increase) and FTE for Special Education (from 595.5 to 724.0, a 128.5 percent increase).
- Enrollment is projected to decline in the foreseeable future which may suggest that funds for all functions, including direct teaching and instructional activities will decrease in the coming years, while fixed costs to maintain schools as a fraction of total costs will likely increase. The end of pandemic-related funds will further exacerbate this financial tightening.
- ***Recommendations:*** The board should consider proactive steps to maintain direct service instructional FTE amidst declining enrollment and funds. CBRC recommends the board consider the following actions:
 - District-wide outreach efforts to families with prospective or current elementary students currently not enrolled in PPS to better address needs and concerns as a way to revert enrollment declines. Such efforts should include recruitment of incoming kindergarten students as well as families of students who have dropped from enrollment at all levels K-12.
 - Analysis of spending on positions that are not student-facing as a first step, as well as a thorough analysis of contracts for services that may be redundant to work assigned to district-funded positions.

- Reconsideration of any proposals for contracts to support central office functions, including but not limited to contracts for aligning the instructional framework or other initiatives that are part of the central office strategic plan.
 - Analysis of all investments in indirect (not student-facing) services should preclude any further cuts to direct service, student-facing positions.
2. *Trend of Disproportionate Increases in Administrators Compared to Direct-Service Staff*
- Analysis of the data provided on page 216 of Vol. 1 of the Budget Proposal (FTE by Major Function and Employee Type) shows that from the 2023-24 budget the FTE for Licensed Staff (Teachers, Counselors, Licensed Support Personnel such as Speech Pathologists and other Licensed staff who work directly with students) will decrease by 8% from the year prior.
 - FTE for Administrators (both School-based Administrators and those supporting other functions in the district) are set to be increased by 3%.
 - If the school-based Administrators (those Administrators working directly with students) are excluded from the analysis, FTE for those non-direct service Administrators is proposed to be increased by 16%.
 - Further, from 2020 to the proposed budget for 2023-24, these non-direct service Administrator FTE positions have increased by 52% while FTE for Licensed Staff has decreased by 6% in the same time period.
 - *Recommendation:* CBRC recommends the board closely review the added Administrator positions, specifically those that are not school-based nor student-facing daily. We question why more Administrators are being added to support and manage fewer Licensed FTE, especially during this period of declining enrollment.
3. *Trend of Deferred Maintenance of PPS Schools*
- PPS reports that deferred maintenance for all District buildings grew in excess of \$400 Million in FY 2022-23. The cumulative total for deferred maintenance now exceeds \$1 Billion.
 - *Recommendation:* CBRC recommends that the district analyze and address these maintenance needs more aggressively in the 2023-24 budget cycle and develop a long term plan to implement building upgrades. This plan could include options for leasing or selling properties not currently housing students to offset deferred maintenance costs on existing properties which house students.
4. *Trend in Continued Need to Recruit and Retain Black, brown and indigenous Staff for Student-Facing Positions*
- We recognize the racial make-up of student-facing staff does not reflect our student populations.
 - We know the district faces budget constraints, but we also know we cannot afford to lose ground on the early progress that has been made. To be clear, Black, brown and indigenous students will stand to lose the most if we back off on our commitments to diversify student-facing staff.

- We recognize that there has been some budget allocation towards the mentoring of new teachers, but we still lack measures of the work being done in this area, whether it is likely to achieve the outcomes we desire, and whether the investment is adequate.
- *Recommendation:* PPS should maintain, expand and monitor efforts to recruit and retain Black, brown and indigenous student-facing staff in the next budget cycle.

5. *Trend of Increased Funding for CBO and Charter Schools*

- The State formula for Alternative/CBO (community-based organizations) and charter schools, servicing some of the District's most historically and presently oppressed students, provides for funding at 80% of the funding levels provided to students at other schools. We concur with the board's previous commitment to pass-through funding at 90% of funding levels in 2023-24 to CBOs providing specialized services to students most in need. Additionally, CBRC acknowledges receipt of this year's CBO requests for increased funding from SIA funds and recommends the board take this into consideration.

6. *Trend Toward Increased Accessibility & Transparency in Budget Process*

- CBRC supports the District's continued efforts to make the budget process more accessible and transparent to the general public. We offer the following recommendations to further enhance public engagement:
- *Recommendations:*
 - PPS should provide school level summary budget documents to individual schools and their PTAs to increase visibility and encourage school-level stakeholders to engage. It is also recommended that more detailed line item budgets for individual schools be made available as supplemental information.
 - For 2024-25, CBRC would benefit from additional facilitated work sessions that allow for more in depth review and discussions of the proposed budget and specific programmatic allocations.
 - As noted in this report, all PPS schools will receive ESSER school improvement grants of \$100k-\$120K for schools to use at their discretion to address specific needs. We recommend a more participatory budgeting process to establish how these funds will be spent.
 - School Continuous Improvement Plans (SCIP) and outcomes should be shared publicly with teachers, students, parents and community members if they are not already to avoid siloing and othering within creation of the plans. We believe this is the best method of counteracting the perceived lack of transparency in regards to grant dollars and overall budgeting that impacts professional development, targeted intervention for a focal set of students, staffing, academic support and other non-FTE related needs.
 - It is important to note that individual school foundation funds should be acknowledged as inequities. Because these funds are included in the budget document, making this open for CBRC review, we want to highlight the inequities here. The foundation is highlighted in the budget on page 134. CBRC has made note that some schools have more access to foundation funds than others and this increased funding is largely

available to schools serving populations of higher SES and lower percentages of Black, brown, and indigenous students. We encourage the district to develop strategies to decrease the inequities including but not limited to policy revisions that could provide for a collective foundation district-wide to distribute collected donations in a more equitable fashion.

- Provide opportunities for student involvement in how the equity allocation of the 8% staffing model at targeted schools funds is used at the school level for increased transparency and participation by our students.
- It is our recommendation that PPS implement a student participatory budgeting process for a portion of the budget. Participatory budgeting (PB) is a democratic process in which community members decide how to spend part of a public budget. It gives young people real autonomy over a portion of the budget. This process builds understanding of school budgets, directs funds to pressing needs and innovative ideas. Students and parents learn democracy while doing it, gain more understanding of the complex school issues and needs and become more engaged in their community.

7. *Trend Supporting Periodic Review of Proficiency Assessment Tools to Measure Growth*

- The current budget includes \$1M for MAP testing. CBRC continues to acknowledge the importance of a suite of assessment instruments that help paint a complete picture of students' social, emotional, and academic well-being. Such assessments should be conducted in balance with periodic review of grade level curriculum and varied approaches to ensure PPS is reaching all students and abilities.
- The Oregon Statewide Assessment System has three components: the summative assessments, designed for accountability purposes; interim assessments, designed to support teaching and learning throughout the year; and formative assessment practices, designed to support classroom-based formative assessment processes. Link here: <https://www.oregon.gov/ode/educator-resources/assessment/Documents/Balanced%20Assessment%20System%20Graphic.pdf>. Using these assessments that are aligned with the board Goals and aligned with ODE's assessment expectations will be a better investment as there is no associated outward costs. The resources used for MAP can be applied toward Assessment Literacy training for staff.

8. *Trend for Continued Application of Racial Equity Social Justice Lens*

- Members also applied an equity lens when reviewing to help counteract the systemic and institutional barriers that Black, brown, indigenous and Transgender, Two-Spirit, Queer, Gay, Lesbian, Bisexual, and gender-nonconforming students encounter within the blurred lines of a budget. We are empowered by the idea of PPS having a space for community budget review that further invokes the checks and balances needed in a large institution. We encourage the district to continue embedding equity—through an intersectional lens—into budget creation and implementation, as we believe it allows room for students to feel represented in multiple aspects of their PPS journey.

Budgetary Decisions that Directly Impact Board Goals for Student Achievement

1. Equitable and Targeted Direct-Service Staffing Allocations.

- The following are budgetary decisions that are in alignment with board goals and prioritize direct service to students:
 - Staff has attempted to craft a budget that maintains close to current levels of direct support for is focused on investing in historically and presently oppressed students— specifically Black, brown and indigenous students.
 - The 2023-24 budget continues the practice of determining staffing allocations based on the differentiated staffing model, designed to provide more funding for direct support services in schools serving student populations with highest needs (based on SES, percentages of Black, brown and indigenous students, and test scores).
 - It also continues to allocate SIA funding for TSI and CSI identified schools as well as those schools exiting TSI / CSI status but in need of temporary added support to continue their trajectories of improved student outcomes. The board has approved SIA funds to be spent on FTE for 11 Kindergarten EAs at schools serving populations of 60% or more Combined Underserved students, and improving class sizes in classrooms serving students in grades K-8 (almost 7 million allocated to this endeavor).

- The following are budgetary decisions that do not appear to be in alignment with the board goals for student achievement:
 - This budget proposes to spend over \$3 million on "Improved Arts Pathways" and "Visual and Performing Arts Pathway Support" by using SIA funds. It is unclear how this aligns with the board goals and how funds will be distributed in alignment with the board's Racial Educational Equity Policy.
 - SIA funds are also supporting over \$4 million for Instructional Coaches. These are not student-facing positions. The added FTE for Instructional Coaches are planned to be distributed equally, not equitably, across all schools serving K-8 students. It is not clear to CRBC how this decision aligns with the boards' goals. It also does not seem to align with the district's Racial Educational Equity Policy.
 - The ESSER school grants of \$100K - \$120K are planned to be distributed to schools equally instead of equitably by need. In practice, this will mean that schools serving the lowest percentages of Combined Underserved students (schools with less than 32% of their student population made up of CU students) will receive the same financial support from ESSER grants as schools supporting student populations of much higher percentages of CU students. This allocation of resources also does not follow the board's Racial Educational Equity Policy.
 - The ESSER grant, which will be in its last year of funding in 2023-24, has been identified as the source for funding 20 FTE for Learning Acceleration Specialists. These are student-facing positions, providing targeted academic intervention support to Black, brown and indigenous students.

We applaud the district's plan to maintain these positions. However, we question the decision to fund these positions with one-time ESSER funds as there will be a continuing need for such positions to reach the board's goals of eliminating the learning gaps for all of our Black, Brown and Indigenous students beyond the 2023-24 school year. CBRC questions the decision to fund only 20 FTE for these positions, at a cost of \$2,250,000 in ESSER funds. This is in comparison to the ESSER school grants, distributed equally not equitably, totalling \$8,759,614 and the Arts Pathways expenditures previously mentioned at just over \$3 million.

2. *The Continued and Increased Need for Differentiated Staffing Allocation Based on Increased Student Need*

- The equity allocation of 8% of the staffing model at targeted schools has held steady since FY16-17. CBRC continues to support this investment and notes that the visibility in the Budget Book, Volume Two, is a valuable tool to demonstrate a base level of transparency to the community.
- CRBC does question why the equity allocation percent has remained steady when the needs of our historically and currently underserved students have increased exponentially since the pandemic. Learning gaps have increased, as well as needs for social-emotional support.
- *Recommendations:*
 - An increase in the equity allocation that better serves students in need of the most support and aligns with the board goals and Racial Educational Equity Policy.
 - As with all expenditures, CRBC recommends more accurate data on returns on investments of the equity allocations to determine the impacts of such investments over time, allowing for course corrections in how these monies are spent to respond to changing student needs and improve outcomes for students. However, only providing school-level staff allocation lacks the transparency into intended uses and accountable outcomes that we wish to see.

3. *Continued Need for Targeted Support in Response to Negative Impacts of the Pandemic*

- Similar to most public school systems, PPS was unable to address all the educational and social-emotional needs of all PPS students which have exponentially increased since the pandemic last year. Increased support for our students who were most negatively impacted by the pandemic is critical, specifically Black, brown and indigenous students, students learning English as a second or other language, new immigrant students, students identified with needing Special Education support, and students living near or below economic poverty levels.
- *Recommendation:* At minimum, continue to maintain current levels of direct targeted investment in direct educational supports (primarily teaching staff, counselors, and educational assistants) as well as additional money to support PPS students with highest demonstrated need for support in 2023-24, especially in direct educational supports (teaching staff) in order to make significant headway toward academic recovery and heal from trauma caused by the pandemic as well as pre-existing and continuing systems of oppression.

4. *Addressing Support for and Concerns Regarding Summer Acceleration Academy*

- We applaud the district's continued focus on summer programs to support students with lagging skills as a result of the pandemic. We support any efforts to close educational opportunity gaps during summer or other intercessions.
- We see that the Summer Acceleration Academy (SAA) is not designed to support all of our highest needs students as it did in 2022. This summer, students must qualify for SAA by scoring at or above the 10th percentile on identified assessments (such as DIBELS, MAP, OSAS). Students scoring below the 10th percentile will not have access to SAA.
- Further, SAA is not providing programming for students served in Focus Classrooms (including but not limited to such programs as Social-emotional Support Classrooms and Intensive Skills Classrooms). We understand that these decisions may be based on the reduction of ESSER as well as State funds available for summer programming. However we recognize the importance of providing SAA for our students with the highest learning needs, not just those scoring above the 10th percentile on certain academic tests.
- *Recommendation:* We recommend that the district provide programming for students not qualifying for SAA, and analyze the student population disqualified for SAA based on newly adopted standards for enrollment to determine the impact of this shift on Black, brown and indigenous students. This analysis would inform future actions and align with the board's Racial Educational Equity Policy.

5. *Continued and Increased Need for Social-Emotional Supports for Students*

- We recognize and appreciate the district's proposal to support Social Worker, School Counselor, and Quality Mental Health Professionals (QMPH) positions with SIA funds. This is an appropriate use of these recurring funds to address a recurring need.
- We question the district's plan to fund 1.0 FTE Instructional Coaches at all schools while funding just .5 FTE for Social Workers. We see supporting the whole child as a necessary first step towards achieving the board goals of improved academic achievement.
- We also question staffing formulas for all positions focused on meeting the social-emotional needs of students as these needs have increased dramatically post-pandemic.
- We know that the social-emotional needs of all students have increased since the pandemic. We also know that our Black, brown and indigenous students and students of lower SES suffered much more from the impacts of the pandemic than our white more affluent students. It follows that schools with higher percentages of Black, brown and indigenous students and populations of lower SES would have an increased need for support from School Counselors.
- *Recommendations:*
 - Invest more SIA funds in direct service positions supporting the social-emotional needs of students and prioritize these student-facing positions over other positions not supporting students directly on a regular basis.
 - One (1) FTE for Social Workers at all schools serving the highest

percentages of Combined Underserved students.

- Consider reducing current staffing ratios for positions supporting social-emotional needs of students. For example, currently School Counselor ratios for K-5s, K-8s, Middle Schools - For K-5s and K-8s School Counselor staffing allocations are between 1 counselor to 499 students and 1 counselor to 350 students, depending on school size. For Middle Schools the ratio is between 1 counselor for 232 students to one counselor for 281 students.
- Differentiate staffing for School Counselors and other positions that focus on social-emotional support to students to meet the differentiated levels of needs across the district. Specifically, adjust the staffing allocations for School Counselors to reduce the counselor to student ratios to no more than 1 counselor per 100 students at all K-5s, K-8s, and middle schools serving the highest percentages of CU students.

6. *Lack of Equity in Allocation of Instructional Coaches and lack of clear evidence in support of this large scale budgetary investment.*

- The 2023-24 budget provides for Instructional Coaches to implement a new curriculum across all schools rather than in a targeted fashion to address urgent and persistent achievement disparities between our Black, brown and indigenous students and white students.
- Evidence of the effectiveness of Instructional Coaches with respect to student achievement is mixed. For instance, a recent 2018 meta-analysis of 60 studies reported improvements in student achievement due to Instructional Coaches, but noted that these improvements were smaller when applied on a larger scale. Moreover, the 2022-2027 goals are cumulative and therefore require a comprehensive, multi-year targeted strategy that spans multiple classes, not a “one size fits all” approach.
- *Recommendations:*
 - Reconsider the allocation of 1.0 FTE Instructional Coaches equally across all schools instead of an equitable, more targeted fashion.
 - Monitor how implementation of Instructional Coaches affects persistent disparities in student achievement for our Black, brown and indigenous students in comparison to their white peers in order to evaluate and make necessary adjustments to this strategy to move towards achievement of the board’s goals.

7. *Lack of Focus on Early Literacy*

- The first of the four goals of the board is to accelerate achievement for students of color in order to eliminate persistent gaps in reading achievement. The board’s goal is “to close the opportunity and outcome gaps in third grade reading between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS):
 - African - American Students by 5.5 percentage points per year
 - Pacific Islanders by 5.0 percentage points per year
 - Native - American Students by 6.1 percentage points per year
 - Latino Students by 3.9 percentage points per year
 - Asian Students by 2.6 percentage points per year”

- This budget does not include designated funds to support students directly with targeted interventions focused on early literacy (K-2) for the 2023-24 school year. High dosage tutoring and Learning Acceleration Specialists are not provided for grades K-2, only grades 3 and up.
- The staffing allocations for grades K-2 have not been sufficient to support small-group, targeted instruction in the general education classroom to meet the needs of all students in developing their early literacy skills. Additional FTE is provided for kindergarten EAs at schools with a student population of over 60% Combined Historically Underserved (if those class sizes are over 17).
- *Recommendations:*
 - Allocate more direct service FTE to early literacy in grades K-2 to achieve the board goal to “ensure that all students are reading on grade level by the end of their 3rd grade year.”
 - Consider a cap on class sizes for all kindergarten through 2nd grade classes at schools serving a population of 40% or more Combined Historically Underserved to 20 students.
 - The kindergarten classrooms at schools serving a population of 40% or more Combined Historically Underserved students were allocated a 1.0 EA to support small group instruction and targeted early literacy lessons in these classrooms.
 - High-dosage tutoring will be expanded to serve students starting in the 3rd quarter of the kindergarten year, instead of starting high-dosage tutoring at grade 3.
 - Increase the number of Learning Acceleration Specialists from 20 to at least 40 and allocate the FTE at the schools serving the highest percentages of Combined Historically Underserved students, with at least 15 of these positions supporting students in grades K-3 with targeted intervention support to address early literacy achievement gaps.

CBRC Closing Remarks

Portland Public School’s mission statement is, “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.” During the budget review process, CBRC members compared the proposed 2023-24 budget to board goals the district’s overriding mission. Overall, we found that the district is making strides in the correct direction of aligning the budget with the four goals. We also noted areas or allocations within the budget plan that could be more in sync with the board goals.

CBRC further acknowledges the ambition and intention of the budget to improve academic achievement for our Black, brown, and indigenous students. Subsequently, the Committee recommends the District prioritize increases in direct service staff allocations in the form of Learning Acceleration Specialists, Social Workers and School Counselors to meet the needs of students post-pandemic over investment in grade-level, standards aligned curriculum. CBRC also offers that maintaining or even reducing class sizes further by increasing teaching staff to provide more individualized attention to students would have a greater impact than the proposed increases in professional development and coaching of teaching staff. While we recognize the importance of high-quality curriculum and well-trained staff, increased investment

in direct-service staff to support students is essential to achieving our academic aspirations.

We understand that change requires innovative approaches as PPS charts unknown territory. We encourage continued reflective practice and study, collaboration with the teaching staff and school communities, along with greater transparency, as the district adjusts and course corrects in its journey to achieve our “true north” of eliminating racial academic disparities while providing educational environments in which all students can safely and joyfully thrive and excel.

CBRC has welcomed the opportunity to work in concert with the district during this process. The review process looked at the impact, successes and challenges that the budget can offer to students, teachers and staff within Portland Public Schools. We recognize the difficult budgeting decisions and investments that the district needs to make in order to have a budget reflective of the overall PPS community. Moving forward, we recommend a more streamlined approach in long term investment planning, equity-focused processes, transparency, information sharing and rationale. We encourage the district to continue pushing its own system in a way that is equitable without a reduction of direct services to students or decreased direct-service FTE. CBRC is appreciative of the district’s efforts to continue growing and learning with students, staff, and community members to create a budget that is increasingly more reflective of its own mission of racial equity, inclusion, rigor and high quality academic learning.

CBRC wishes to express its deep gratitude to Nolberto Delgadillo, CFO, Jordan Cooper, Confidential Executive Assistant, and Alexandra Martin, Finance Program Manager for their invaluable support during the current budget cycle. We especially want to thank Jordan Cooper for all of their efforts to support CBRC’s many new members and all of our collective efforts, especially in the absence of CFO Delgadillo, to whom we wish a speedy recovery.

The following CBRC members respectfully submit this report to the PPS Board of Education:

Roger Kirchner, Chair/Community Member
Lisa Selman, Community Member
Elona Wilson, Community Member
Stephan Lindner, Community Member
Karanja Crews, Community Member
Mariah Dula, Co-Chair/Community Member
Dashiell Elliott, Community Member
Tasha Ferguson, Vice-Chair/Community Member
Paul Freese, Community Member
Grace Groom, Staff Member
Sonya Harvey, Staff Member
Olympia Calvert, Student Member
Max Niedermen, Student Member

Hello Board Directors,

Upon further review of the CBRC report, we would like to make an amendment to the following section, "*Trend of Disproportionate Increases in Administrators Compared to Direct-Service Staff*" found on page four of the report. Regardless of this amendment, the recommendation still stands and so does our observation that non-student facing administrative positions are increasing while student facing licensed staff positions are decreasing. It is also important to note that this information is based on our interpretation of pages 216-217 of Budget Book Volume 1. Until we receive clarifying information, we stand by our observations and recommendations.

Please see corrections below. We have also included a new copy of the report [here](#)

Trend of Disproportionate Increases in Administrators Compared to Direct-Service Staff

- Analysis of the data provided on page 216 of Vol. 1 of the Budget Proposal (FTE by Major Function and Employee Type) shows that from the 2023-24 budget the FTE for Licensed Staff (Teachers, Counselors, Licensed Support Personnel such as Speech Pathologists and other Licensed staff who work directly with students) will decrease by 8% from the year prior.
- FTE for Administrators (both School-based Administrators and those supporting other functions in the district) are set to be increased by **3% (2%)**
- If the school-based Administrators (those Administrators working directly with students) are excluded from the analysis, FTE for those non-direct service Administrators is proposed to be increased by 16%
- Further, from 2020 to the proposed budget for 2023-24, these non-direct service Administrator FTE positions have increased by **52% (50%)** while FTE for Licensed Staff has decreased by 6% in the same time period.

Recommendation: CBRC recommends the board closely review the added Administrator positions, specifically those that are not school-based nor student-facing daily. We question why more Administrators are being added to support and manage fewer Licensed FTE, especially during this period of declining enrollment.

Respectfully,

Roger Kirchner, Chair/Community Member
Lisa Selman, Community Member
Elona J. Wilson, Community Member
Stephan Lindner, Community Member
Karanja Crews, Community Member
Mariah Dula, Co-Chair/Community Member
Dashiell Elliott, Community Member
Tasha Ferguson, Vice-Chair/Community Member
Paul Freese, Community Member

Grace Groom, Staff Member
Sonya Harvey, Staff Member
Olympia Calvert, Student Member
Max Niedermen, Student Member

**Portland Public Schools
CBRC Annual Local Option Levy Review
May 09, 2023**

Overview

The Community Budget Review Committee (CBRC) conducted a general review of Portland Public Schools (PPS) expenditures of the Local Option Levy (Levy) funds approved by voters in November 2019. Measure 26-207 mandates independent citizen oversight to ensure tax dollars are used for purposes approved by local voters. The review period for this report is expenditures from the prior school year, **Fiscal Year 2022-2023**.

CBRC examined Levy data to determine the use of funds in the following areas:

1. Help maintain and lower class sizes that permit more individual attention for students;
2. Help to support a well-rounded program, with enrichments for elementary and middle grades and electives in varied interest areas and disciplines for high school students; and
3. Provide funding equivalent to at least the 851 teaching positions initially projected.

Findings

CBRC finds in FY22-23 that all Levy funds are being spent as approved by voters.

With respect to the use of Levy funds for maintaining teaching positions, PPS has received \$106,511,980 as of April 1, 2023, from Multnomah, Washington, and Clackamas Counties. Based on the 2022-23 receipts and an average teacher cost of \$125,161 (salary, taxes, and benefits), Levy funds will support approximately 851 teaching positions for 2022-23. This meets the Levy goal of supporting at least 825 teaching positions. At the same time last year, the Levy funded 851 teachers as well.

With the help of Levy, funding PPS has been able to maintain smaller class sizes than would be the case with state funding alone. Appended to this report is a summary of how many teachers were funded by the local option levy at each school for the 2021-22 school year.

The Levy is also designed to help support teaching positions and classroom support at every school in the district. Since the Levy was renewed in November 2019, the following actions have been implemented by the District to begin providing additional support as a result of the added staffing outlined above:

- Represent approximately one-third of all teaching positions in Portland Public Schools.
- Teach core classes, as well as enrichments for elementary and middle grades and

electives in varied interest areas and disciplines for high school students.

- Teach career and technical programs and STEM programs, including computer science education, and college and career readiness skills.
- Provide specialized academic support for students, in areas such as reading and math.

Effective with FY13-14, PPS established a procedure adopted for the federal stimulus funds and which was acceptable to the federal government whereby Levy funds are placed in a “sub-account” within the General Fund and can only be used to pay teachers’ salaries and benefits. This provision was written into Measure 26-207’s Explanatory Statement and is part of the current Levy language. The Local Option Levy Funds for FY 22-23 have been deposited into this sub-account.

Finally, the Levy language continues to require independent community oversight to ensure that tax dollars are used as approved by local voters. The PPS Board of Education has appointed CBRC as the community oversight body to perform this function.

CBRC would like to take this opportunity to again thank the voters for approving this vital funding source for Portland Public Schools that will help ensure that our students continue to receive benefits from the additional teachers, lower class sizes, and enriched classroom offerings afforded as a result of our Local Option Levy. The Local Option Levy helps mitigate the state’s failure to adequately fund K-12 education.

The following CBRC members respectfully submit this report to the PPS Board of Education:

Roger Kirchner, Chair/Community Member
Lisa Selman, Community Member
Elona Wilson, Community Member
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FORWARD
TOGETHER

Safety and Security Task Force Recommendations

May 9, 2023

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Background

The impact of Portland’s rampant gun violence on our school communities has grown markedly this school year. Even with strengthened safety and security measures, the proximity of recent incidents to our schools leaves our students and their families, as well as our educators, staff, and school leaders, feeling unnerved and concerned.

Schools should never prompt anyone to question their safety or feel fear and anxiety. Regardless of what is happening in our broader city, our school settings should be positive learning environments that promote a sense of care, belonging, and safety.

In this context, Superintendent Guerrero launched a Safety and Security Task Force with the aim of reviewing our safety measures with fresh eyes. The following are recommendations based on input from the PPS community, as well as a review of existing safety and security policies and protocols.

Our community’s experiences are diverse and complex. How people experience a sense of safety and security differs. And yet, as a school system, we have a responsibility to disrupt the school-to-prison pipeline and build paths toward restoration and thriving success.

To that end, we share these set of recommendations aim at increasing a sense of safety, stronger sense of belonging and violence-free communities.

Grounding Principles

- Ensure joyful and positive learning experiences for every student, every day
- Adhere to *reImagine PPS*, our district's vision
- Stay true to our fundamental core values, including racial equity and social justice, respect, and students at the center
- Center the experiences of students most impacted by community violence
- Eliminate disparities that negatively impact students of color
- Foster a culture of high expectations for every student and adult in our school system
- Nurture a shared responsibility and accountability for the safety and security of our students, staff and schools



Process

Focus Groups and Community Input

Provided input from students, principals, staff, educators, and families on what they believe we must do more or differently to improve neighborhood safety and campus security

Activities

- Hosted more than 12 focus groups.
- Connected with families at more than seven school-based events
- District wide survey with more than 300 responses



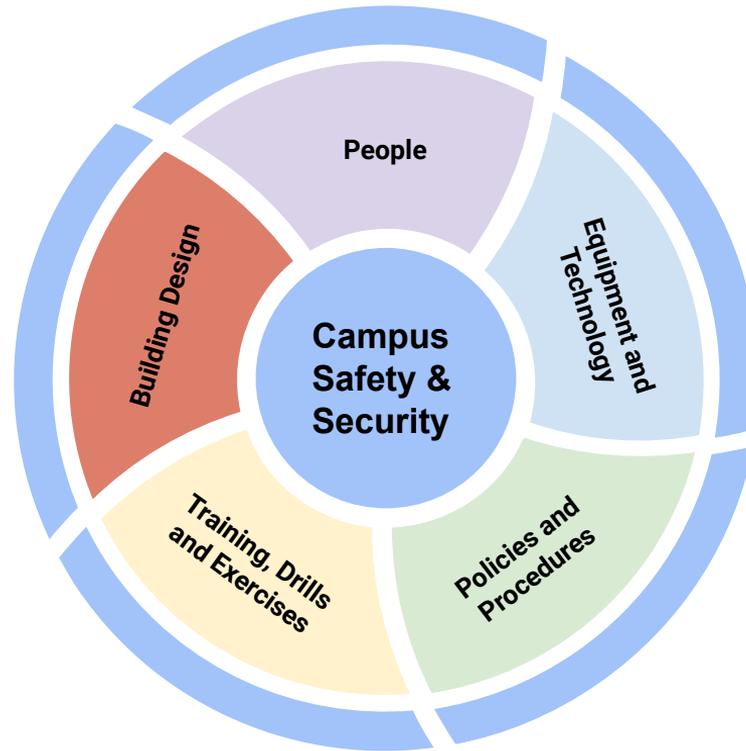
Superintendent's Task Force

Visited schools, reviewed and discussed input and recommendations that elevate solutions to create physical safety and mitigate the impact of violence on our school communities

Research Best Solutions

Reviewed innovative, research-based and proven solutions that help confront the challenges of Portland's rampant gun violence across schools.

Foundational Elements of School Security



Current Actions

People

Security & Emergency Management Services

Our 59-person team supports schools in building safe and secure learning environments, including emergency response, campus security (42 campus safety associates), background checks, and other security consultation

Youth Violence Prevention Team

Provides coordinated support to schools, students and families impacted by community violence

Community-Based Supports

We partner with local organizations to provide whole child supports. Partnerships include culturally specific community-based organizations supporting students of color. Currently working with Multnomah ESD to establish "[Rivercrest Academy](#)," a sober and supportive school for students recovering from substance use disorder.

Mental Health, Social Workers, Counselors

We provide resources, intervention, and supports to wrap around students who may be experiencing bullying, social and emotional distress, or substance abuse.

- All middle schools receive a minimum of two counselors, using a ratio of 250:1; high schools have a ratio of 300:1. The American School Counselor Association recommends a ratio of 250:1.
- Each high school also has a full-time social worker; Middle schools have a combination of restorative justice specialist, social workers and mental health professionals.

Building Design | Equipment & Technology

Secured School Buildings

All our schools have access-controlled doors and are fully secured during the regular school day. Most of our schools have single points of entry and all visitors must use a buzzer to request access after school has started. All visitors must check in at the main office, provide valid identification, and are screened through [Raptor](#), our visitor and volunteer management system.

Surveillance Cameras: All schools have surveillance cameras. The number of cameras will vary based on the school. Additional surveillance cameras will be installed starting May 2023; To be completed across all schools by the end of 2024.

Locking Hardware to Classroom Doors

Over 2,900 doors will receive new door hardware that can be secured by hand from the inside of a classroom. So far, we've replaced doors at 40+ schools, with two new sites upgraded per week. Scheduled to be complete by end of summer 2023.

Intrusion Alarm Systems

Currently upgrading intrusion alarm systems to allow for remote control and integration with other building security systems. With more than a third of schools complete, the intrusion alarm program will be completed at all schools by end of 2024.

Internal Communication System

All schools are equipped to broadcast emergency messages throughout the campus, notifying students and staff to take emergency action. The system can be activated through every phone in every building and when activated immediately notifies security services staff.

Street Improvements

PPS continues to work with PBOT to improve safety and walking access along school routes.

Policies and Procedures

Emergency Operations

Our Emergency Operations Plan(EOP) provides a comprehensive framework for District-wide emergency management. This includes roles of the District level Incident Management Team an emergency operations center plan, reunification plans and recovery resources. Each school site has an individualize school emergency response plan that identifies a school emergency team and primary and secondary evacuation sites.

SafeOregon

This is a statewide school safety tip line to report potential threats against students, school employees, or school property. Every tip is followed-up on by school/and or district staff.

Behavioral Safety Assessment System

This provides tools and resources to identify and respond to situations that may pose a safety risk.

Student Success & Health

Through our Student Success & Health Team, we provide student interventions and supports, staff development, resources and technical assistance, including:

- **Crisis Recovery/Grief and Loss:** Guidance after an event of traumatic impact
- **LGBTQ+ Supports:** Resources that protect and support the rights of sexual and gender diverse students
- **Substance Use Services:** Prevention and intervention supports for student experiencing substance use disorder
- **Suicide prevention and intervention:** Mental health supports to student experiencing suicide ideation
- **Title IX:** Supports for students impacted by sexual misconduct, assault and dating violence. This includes confidential advocates to navigate the system of reporting.

Drills and Training

Our schools conduct mandatory emergency drills throughout the school year, including:

- monthly fire drills,
- two earthquake drills,
- two lockdown drills,
- one secure the perimeter drill,
- one team response drill.

Whenever possible, schools will conduct drills in partnership with our first responders, police and fire.

All staff are required annually to take the PPS Prepared Training & attend their school start-up site training

Students are trained through drills and by school staff reviewing the school emergency response plan in a trauma informed and age appropriate way

The District Incident Management Team participates in quarterly tabletop exercises facilitate by a member of ODE's Emergency Management Team



Recommended Actions

Summary

People

1. Grow the campus safety team across middle and high schools; expand hours
2. Grow the PPS Youth Violence Prevention team
3. Partner with the Portland Police Bureau to re-establish and reimagine the Youth Services Division; Create agreement (with a pilot to begin Fall 2023) outlining rules, roles and responsibilities
4. Pilot community walking patrols to provide a positive, trusted adult presence for students as they travel to and from school during arrival and dismissal bell times

Equipment and Technology

5. Implement a rapid incident response system that empowers adults to seek additional supports from campus personnel, and if required, first responders during emergencies
6. Pilot a roving weapons detection system at key entry points of major high school events

Training, Drills and Exercise

7. Create and implement a set of mandatory, live and in-person safety and security trainings that create opportunities to review, practice and increase preparedness for emergency situations
8. Inventory, replenish and prepare “Emergency kits,” a self-contained and portable stockpile of emergency supplies at the beginning of each school year

Policies and Procedures

9. Require all middle and high school students to display school ID badges at all times while on campus
10. Establish districtwide protocols supports and accountability tools that increase student attendance in classroom, ready to learn
11. Create districtwide protocols and a menu of supports following an event of traumatic impact for both students and staff
12. Launch a district-wide campaign to promote a culture of belonging and acceptance. Promote and make known all available resources to students
13. Review and refine crisis communications to ensure we’re reaching a variety of stakeholders during emergency situations

People

Campus Safety Team

Grow the campus safety team, trained safety personnel focused on maintaining safe learning environments:

- **High School:** Minimum of **four** campus safety associates per school available until 8:00 PM
- **Middle School:** Minimum of **one** campus safety associate per school
- **Elementary School:** **Two** roving campus safety associates, available as needed.

Update job description and training to include additional responsibilities, including restorative practices and tier-one interventions and referrals.

Estimated cost: \$1.3 million / year

What We Heard

“More security guards around the school as well as outside the school...” - **Parent**

“I think there needs to be more securities staff at school to protect the safety of students...” - **Parent**

“At least one additional security staff person with regular presence among students in hallways and in outdoor school areas at recess and before and after school. I would hope these staff are regular employees invested in the particular school with knowledge of the campus and familiarity with students, so they can also hold students accountable for behavior and language that is not fit for school environment and model positive behavior.”- **Parent**

“Campus security for evening activities would be very helpful.” - **School Principal**

Community Health & Violence Prevention Workers

Grow the **PPS Youth Violence Prevention** team to four (from two) full time staff.

The PPS Youth Violence Prevention team coordinates supports for youth and families impacted by community violence. These additional positions will expand supports and coordination across elementary and PPS middle schools. These individuals will be experienced community health workers with deep connections to community supports.

Estimated Cost: \$250,000

What We Heard

“We need more Ronnies and Mustafas” - Principal



Youth Services Division - Portland Police Bureau

Partner with the Portland Police Bureau to rebuild and reimagine the Youth Services Division; Create agreement (with a pilot to begin Fall 2023) outlining rules, roles and responsibilities.

Designated law enforcement officers:

- Available and visible ***near*** schools to help deter criminal activity; create clear parameters for engagement
- Immediately available to respond to community violence impacting school community
- Trained in youth restorative and healing-centered practices
- Create positive relationships with students, staff, families and community
- With direct communication with school leaders and safety personnel
- Delineate and limited response to mental health emergencies

What We Heard

“We don’t want hallway monitors with guns.” - **Student**

“Having law enforcement inside the schools to teach, mentor and help prevent crimes” - **Parent**

“I think law enforcement should be around outside rather than in the main hall.” - **Student**

“I would absolutely love to see more local law enforcement routinely coming to campus. I think it is healthy for students to become accustomed to seeing police officers during normal activities and times of normalcy vs only seeing them during a crisis. I think positive interactions with police while not under duress could be helpful in developing trust.” - **Parent**

Community Walking Patrols - Safe Routes to School

Pilot community walking patrols to provide a positive, trusted adult presence for students as they travel to and from school during arrival and dismissal bell times.

Pilot Program - Fall 2023

- Five pilot schools
- Three people, five hours per day, five days a week
- Preferably a trusted adult from the neighborhood with ability to build relationships with students and de-escalate conflicts

Estimated Cost: \$250,000

What We Heard

“Create a safety zone around school properties and safety corridors...” - **Parent**

“We need people and resources that are built from community, with staff that are involved and knowledgeable in the community they serve in.” - **Task Force Member**

“I walked to school. I don’t do it anymore because I don’t feel safe.” - **Student**

Equipment and Technology

Emergency Alert System

Implement a rapid incident response system that empowers adults to seek additional supports from campus personnel, and if required, first responders during emergencies.

Details

- OR HB 3101 will require schools to have a “emergency alert device in each classroom of each school building”
- A rapid incident response system With push of a button, alerts reach administrators and other responders immediately
- Function everywhere, inside and outside, no wifi or cell signal needed
- Creates school-wide alerts using colored strobe lights, desktop alerts, and intercom integration
- Technology determines the location of the alert, down to an individual room and floor

Estimated Cost: \$850,000/year (Funding To Be Determined)



What We Heard

OR HB 3101 will require schools to have a “emergency alert device in each classroom of each school building”

Staff express need for ways to communicate to school administration in moments of emergency

Weapons Detection System

Pilot a roving weapons detection system at key entry points of major high school events.

Details

- Walkthrough and hand-held metal detectors are significantly deficient
- New technologies available can screens up to 1,000 people in 15 minutes — 10X faster than metal detectors
- With image-aided alarms, a digital image shows where the potential threat is on the person
- With its free-flow nature, it respects the privacy of students and fits into key entry points

Estimated Cost: \$150,000/each



What We Heard

"Gun detector installation at main entrances" - **Parent**

"Weapons are everywhere. We need solutions that can detect them..." - **Campus Safety Associate**

Policies and Procedures

School-wide ID Badge Requirement

Require all middle and high school students to wear school ID badges at all times while on campus.

Details

- ID's are important for safety and security.
- It helps to identify who belongs.
- It is a quick way for emergency personnel who may not be familiar with our students to know who is who in an emergency situation.

What We Heard

Some students expressed wanting protocols reinforced and created (i.e. doors locked behind, student IDs)



High Expectation - Student Attendance

Establish districtwide protocols supports and accountability tools that increase student attendance in classroom, ready to learn.

Details

- It is a student's responsibility to be in class, on time, every period of every day.
- Establish a menu of supports and consequences grounded on a culture of high expectations that ensures students are in class ready to learn.
- This includes providing consequences that include parent notifications, attendance letter home, ineligibility to participate in extracurricular activities like sporting events and school-wide social events, etc.
- Student Support Services will guide this work, which it continues to do.

What We Heard

“Create a school climate/culture where students and staff feel safe. Including high expectations for student behavior and academic excellence.” - **Parent**

“Fix the 10 day drop policy. ACTUALLY drop students and when students want to come back, they need a case worker (or adult advocate) to support their re-entry.” - **HS Staff**

“We need stronger accountability for students throughout the day” - **Campus Safety Associate**

Menu of Healing-Centered Supports

Create districtwide protocols and a menu of supports following an event of traumatic impact for both students and staff.

Details

This protocol and menu of supports should:

- Address trauma using healing centered practices
- Provide tools for collective response to trauma
- Create tools that center culture, identity, and race as a leverage to holistic healing and well-being
- Foster relationships, prioritize agency, promote collective action, and promotes culturally based learning
- Create school-based proactive strategies that support individual, interpersonal, and institutional well-being

What We Heard

After incidents of violence take place (like Franklin Basketball Tournament), **students** generally expressed not feeling like PPS and schools properly addressed impact.

“It’s difficult to come back to school after shooting. I don’t have a clear sense of the response post-event.” - **High School Teacher**

“It is not enough to just read a communication. - Kids want to gather and process together. Principal asking questions. Talk about who they are. What is the protocol; business as usual is hard.” - **Teacher**

“...[schools] are trained in debriefing after any crime or lockdown or serious safety threat.” - **Parent**

Positive Culture, Safety and Supports Campaign

Launch a districtwide campaign to promote a culture of belonging and acceptance. Promote and make known all available resources to students.

Details

- By Students, For Students
- Promote respect, belonging and acceptance.
- Promote “Know Your Rights and Supports,” that include rights and supports under Title IX, Title XI, etc. and supports for substance use disorder
- Formalizing partnership with Lines for Life to increase access to and provide peer to peer support and outreach to destigmatize mental health challenges; increase awareness for mental health and wellness; and encourage youth to reach out for help.

Estimated Budget: \$200,000

What We Heard

Many **students** expressed wanting deeper knowledge of safety and emergency protocols and procedures, including personal safety (e.g. Title IX resources)

“We need clarity on PPS practices/policies for how issues are handled in schools...” - **Student**

“We need better communication on Title 9 protocols and resources...they need to be made known to students and families” - **Student**

Review and Refine Emergency Communications

Review and refine crisis communications to ensure we're reaching a variety of stakeholders during emergency situations

Details

- Must take into account experience of students, families, full-time and substitute staff, and external organizations (i.e. media, city, county, and state partners)
- Clearly outlines the roles, responsibilities and protocols to better guide PPS schools sharing appropriate information with all stakeholders during an emergency or crisis.
- Creates knowledge about information sharing rules (Family Educational Rights and Privacy Act)

What We Heard

"More communication is good versus and absence of communication. Figure out response protocols that does not harm students." - **PPS Board Member**

"I don't get notification of any problem. Designating one way (text alert, app notifications) of lockdowns would be helpful." - **Parent**

"Communication is key and there is a little of it." - **Student**

"How do we communicate to subs? Or to people who are new to the building, and who may not know or be knowledgeable to the safety plans." - **Task Force Member**

Training, Drills and Exercises

Require Regular Staff Training

Create and implement a set of mandatory, live and in-person safety and security trainings that create opportunities to review, practice and increase preparedness for emergency situations. Inventory, replenish and prepare “Emergency kits,” a self-contained and portable stockpile of emergency supplies at the beginning of each school year.

Details

- All staff are already required annually to take the PPS Prepared Training, attend their school start-up site training and participate in mandatory emergency drills
- All administrators will be required to receive training prior to the start of school year
- School staff to receive regular opportunities for training and supports (outside of existing drills with students)

What We Heard

“We need clearer understanding of safety plans and protocols.” - **Teacher**

“We need to have the scenarios and context to practice community violence so it’s as routine “ - **Task Force Member**

“Currently in PPS there isn’t a venue for required safety trainings and/or access to trainings on Threat of Assessment; most trainings regarding health and safety/student behavior is through synchronous and/or office hours; most staff will not seek out these trainings on their own time due to time” - **Task Force Member**

Next Steps

Next Steps

- Superintendent Guerrero and the PPS School Board will review recommendations on Tuesday, May 9
 - The Board and Superintendent to provide feedback and signal their collective views on the direction to improve safety and security at PPS
- If recommended to move forward, staff will begin the process of designing and creating implementation plans for each set of recommendations
- Share recommendations with community; Continue feedback loop with PPS stakeholders

