

Regular Meeting
Tuesday, October 10, 2023 6:00 PM

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

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Resolution to Designate October 2023 as Dyslexia Awareness Month in PPS (Resolution 6762) *Vote - Public Comment Accepted*
3. 6:10 pm - Resolution to Recognize October 2023 as National Principals Month in Portland Public Schools (Resolution 6763) *Vote - Public Comment Accepted*
4. 6:15 pm - Resolution to Proclaim October Disability History and Awareness Month (Resolution 6779) *Vote - Public Comment Accepted*
5. 6:20 pm - Student Representative's Report
6. 6:25 pm - Student Comment
7. 6:40 pm - Public Comment
8. 6:55 pm - Comments from Union Partners
9. 7:05 pm - Resolution to Appoint Members to the Climate Crisis Response Committee - Students (Resolution 6764) *Vote - Public Comment Accepted*
10. 7:10 pm - Calendar to Plan for the 2023-2024 FY Budget *Vote - Public Comment Accepted*
11. 7:15 pm - Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2022-23 Permission to exempt an alternative education program (Resolution 6766) *Vote - Public Comment Accepted*
12. 7:20 pm - Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2022-23 Kindergarten Instructional Time at Bridlemile Elementary School (Resolution 6767) *Vote - Public Comment Accepted*
13. 7:35 pm - Authorizing the District to negotiate a Lease Agreement with Albina Sports Program for the Whitaker-Adams Site (Resolution 6778) *Vote - Public Comment Accepted*
14. 7:55 pm - School Spotlights
Markham
Whitman
Rigler
15. 8:15 pm - Board Committee and Conference Reports
16. 8:25 pm - District Report: Annual Division 22 Report
17. 8:30 pm - First Reading of Policy Revisions
 - Diversity in Employment 5.10.025-P (Formerly named Affirmative Action Policy)
 - Naming School District Property 2.20.010-P
18. 8:35 pm - Consent Agenda: Resolutions 6768 through 6777 *Vote - Public Comment Accepted*
 - 18.(a) Resolution 6768: to Adopt Revised Instructional Material Selection Policy 6.40.010-P
 - 18.(b) Resolution 6769 - to Adopt Revised Student Education Records Policy 2.50.020-P
 - 18.(c) Resolution 6770 - to Rescind Board Nutrition Services, Meal Pricing and Purchasing Policy 3.60.040-P

- 18.(d) Resolution 6771 - Adoption of the Index to the Minutes
- 18.(e) Resolution 6772 - Expenditure Contracts
- 18.(f) Resolution 6773 - Revenue Contracts
- 18.(g) Resolution 6774 - Authorizing Off-campus Activities
- 18.(h) Resolution 6775 - Resolution to Appoint the Chair of the Climate Crisis Response Committee
- 18.(i) Resolution 6776 - Settlement Agreement
- 18.(j) Resolution 6777 - Approving Board Member Conference Attendance as Representatives of the Board
- 19. 8:40 pm - Other Business / Committee Referrals
- 20. 8:45 pm - Adjourn

RESOLUTION No. 6762

Resolution to Designate October 2023 as Dyslexia Awareness Month in PPS

RECITALS

- A. Dyslexia is a specific learning disability that is neurobiological in origin;
- B. Individuals with dyslexia may have difficulty in identifying or sequencing the individual sounds of spoken language, which affects the ability of an individual to speak, read, spell, and often learn a language;
- C. An individual with dyslexia may have a weakness in decoding or reading fluency and may have strength in higher level cognitive functions, such as reasoning, critical thinking, concept formation, or problem solving;
- D. Dyslexia is the most commonly occurring learning disability, 10-15% of the population is said to have dyslexia;
- E. Effective reading instruction for all children, screening to identify students at risk for dyslexia, as well as supplemental reading support for students at risk can help prevent reading problems;
- F. Early diagnosis of dyslexia is critical to ensure individuals with dyslexia receive focused, evidence-based intervention. Correct identification and intervention provides students with dyslexia self-awareness and self-empowerment. Provision of necessary accommodations and instruction help to ensure school and life success;
- G. In 2019, PPS educators and community stakeholders came together to develop a five-year Dyslexia Priority Plan. This multi-year plan identified a set of key actions PPS would take to better serve our students with reading difficulties such as dyslexia. It has led our district to adopt structured literacy curricula that aligns to the Science of Reading and the needs of students with dyslexia. These curricula are the forefront of our professional learning across the 23-24 school year in PPS.

RESOLUTION

The Portland Public Schools Board of Education recognizes that dyslexia has significant educational implications that must be addressed; and designates October 2023 as "Dyslexia Awareness Month".

RESOLUTION No. 6763

Resolution to Recognize October 2023 as National Principals Month in Portland Public Schools

Leadership matters. Principals make a difference. In fact, according to Linda Darling-Hammond, the leadership provided by an effective building principal is second only to the guidance provided by the classroom teachers in impacting student learning. In her study of the principalship, Darling-Hammond notes, "School leadership strongly affects student learning. Principals are central to the task of building schools that promote powerful teaching and learning for all students" (Darling-Hammond & Bransford, 2005, p. 3).

RECITALS

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

RESOLVED

The Board of Education recognizes October 2023 as National Principals Month and extends sincere appreciation and gratitude to school principals, vice principals, and assistant principals, for their individual and collective commitment to the success of every student in Portland Public Schools.

RESOLUTION No. 6779

Resolution to Proclaim October Disability History and Awareness Month

RECITALS

- A. The disability experience is a natural part of life and is valued as a part of our rich human diversity.
- B. Disability is a social construct. The 'problem' is not the medical condition that resides within the student, but the 'problem' is that society does not create welcoming, supporting environments/policies/systems for all. Therefore, we choose here to use "dis/ability" in order to recognize differing abilities *NOT* as an individual trait, but rather as an artifact of our cultural, political, and economic practices (Davis, 1995). We can change the impact of dis/ability and change our lens of dis/ability to one of capacity.
- C. The most effective way to change the impact of disability is by increasing our own awareness and being open to learning and acknowledging that there are systemic barriers that reduce the likelihood of those with dis/abilities enjoying equitable experiences and having independent, productive lives within their school and broader communities.
- D. Equitable experiences and meaningful acceptance within Portland Public Schools educational environments is a matter of social justice. Consequently, creating equitable inclusive environments is a shared responsibility of everyone because community means all.
- E. Policies must be developed, attitudes shaped, and equitable experiences be offered to all students; including those with disabilities and no matter their race or heritage language.
- F. Portland Public Schools should do all in their power to:
 - Recognize the value and intersectionality of the disability experience in our students and their families, and the valued role it has in the rich diversity of our community.
 - Recognize the barriers presented to students with dis/abilities.
 - Create ways to include everyone; especially students with dis/abilities, to be fully included in all aspects of our Portland Public Schools.

RESOLVED

Portland Public School's Board of Education proclaims March 2023 as Disability Awareness Month and galvanizes efforts that will lead our schools and policy makers to create real systems change so people with dis/abilities will enjoy equitable, inclusive educational experiences.

RESOLUTION No. 6764

Resolution to Appoint Members to the Climate Crisis Response Committee

RECITALS

- A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .
- B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.
- C. The Climate Crisis Response Committee applications were reviewed by staff, two board members, three AmeriCorps Climate Justice fellows, who ultimately recommended two student candidates representing the Portland Public Schools community with a diversity of backgrounds, interests, knowledge and lived experiences to serve on the Committee .
- D. On February 28, 2023 the CCRC met and as part of their agenda voted to recommend to the PPS Board of Education that the members of the CCRC who were appointed to one-year terms, be re-appointed to the Committee for a new two year term at the end of their one year term. This left the two student one-year term positions open for selection for the 2023 - 2024 school year.

RESOLUTION

- 1. The Board of Education appoints Diego Romero (student) and Tess Nestel (student) to the Climate Crisis Response Committee. The term of these appointments is one year.



PORTLAND PUBLIC SCHOOLS
OFFICE OF CHIEF OF STAFF

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

Date: September 25, 2023
To: School Board
From: Kat Davis, Advisor for Climate Justice
Subject: Climate Crisis Response Committee–Recommended Student Candidates

BACKGROUND

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

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

The Board approved the list of 9 members to serve on the CCRC on August 9, 2022. On February 28, 2023 the School Board voted to extend the term limits for the three committee members that had been selected to serve one-year terms for an additional two years. Therefore, for the school year 2023-2024 the only open positions for the CCR Committee are the two student positions that serve one-year terms.

COMMUNITY ENGAGEMENT

The District created the CCR Committee application and shared this opportunity with the community. The application closed on September 8, 2023, resulting in a total of 30 applicants. The applicant pool is a representative group of diverse racial identities, lived experiences, grade levels, and school communities. The applicant pool included each of the high schools and middle schools, with a total of 14 different schools represented from grades seventh through twelfth.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The selection for this committee is to be voted on by the Board on October 10, 2023.

SELECTION PROCESS

The selection process for the CCR Committee included reviewing applications based on:

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

Additional considerations included consideration of the policy criteria and racial equity and social justice lens, as well as which complementary skills and experiences would best support the CCR Committee's work, charge and responsibilities.

BOARD OPTIONS WITH ANALYSIS

The review panel and the Advisor for Climate Justice recommend the following individuals for membership on the CCR Committee:

Diego Romero (Senior, Lincoln)
Tess Nestel (Sophomore, Grant)

These two candidates represent the PPS community with a diversity of backgrounds, interests, knowledge and experiences that will add substantial value to monitoring of the implementation of the Policy. This recommended slate includes a wide variety of interest and experience, representing an interest in science and engineering as well as social justice and climate activism. These two candidates are deeply committed to their culture and their community, engaging in affinity groups, mentorship of younger students, and have clear yet distinct visions for what equitable climate action should look like in the district and at their schools. These recommended individuals also fulfill the Committee representation goals set in the CCR Policy.

CONNECTION TO BOARD GOALS

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

STAFF RECOMMENDATION

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

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

__JG__ (Initials)

ATTACHMENTS

- A. Resolution

Resolution No. 6765

Resolution to adopt the Budget Calendar for 2024-25

The Portland Public Schools Board of Education adopts the following Budget Calendar for the 2024-25 school year:

 Portland Public Schools Calendar to Adopt the 2024-25 Budget <i>Adopted October 10, 2023</i>					
			Board Inform / Review	Board Action	
BUDGET PLANNING	September 26, 2023	School Board Meeting Board reviews draft 2024-25 Budget Calendar	✓		PEC
	October 10, 2023	School Board Meeting Board adopts 2024-25 Budget Calendar		✓	PEC
	November 7, 2023	School Board Meeting Board appoints Community Budget Review Committee (CBRC) members		✓	PEC
	February 20, 2024	School Board Budget Work Session	✓		PEC
	March 19, 2024	School Board Budget Work Session with CBRC	✓		PEC
BUDGET BUILDING	April 6, 2024	Publish 1st Notice of Budget Committee Meeting (5 to 30 days before the meeting)			The Oregonian Web Site
	April 13, 2024	Publish 2nd Notice of Budget Committee Meeting (5 to 30 days before the meeting)			The Oregonian Web Site
	April 23, 2024	School Board Meeting <i>CBRC in attendance</i> Proposed Budget: Superintendent delivers 2024-25 Proposed Budget message and presentation	✓		TBD
	May 1, 2024	School Board Budget Hearing and Budget Work Session Board receives public comment on the Proposed Budget		✓	TBD
	May 7, 2024	School Board Meeting <i>CBRC presents 2024-25 Proposed Budget Report to the Board</i> Board discussion and feedback focused on the budget	✓		TBD
	May 14, 2024	School Board Budget Work Session - tentative (if needed)	✓		TBD
	May 21, 2024	School Board Meeting Approved Budget: Board as Budget Committee approves 2024-25 Proposed Budget		✓	TBD
	June 2, 2024	Publish Notice of Budget Hearing and Budget Summary			The Oregonian Web Site
	June 11, 2024	TSCC Hearing (prior to School Board Meeting, pending TSCC confirmation) TSCC certifies 2024-25 Approved Budget School Board Meeting Adopted Budget: Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	PEC
	July 15, 2024	Submit Tax Certification documentations <i>File budget information with County Recorder and Designated Agencies</i>			



Date: September 28, 2023
To: PPS Board of Directors
From: Myong Leigh, Interim Deputy Superintendent of Business & Operations
Subject: Adoption of the 2024-25 Budget Calendar

BACKGROUND

Staff is requesting that the Board resolve to adopt the 2024-25 budget calendar at the Board's October 10, 2023 meeting. A draft budget calendar was shared with the Board at the September 26, 2023 study session. Some changes have been incorporated into the calendar based on Board feedback.

RELATED POLICIES/BEST PRACTICES

Action is being taken to:

- allow sufficient time to adopt the budget by June 30, as required by ORS 294.408,
- comply with Oregon Local Budget Law,
- leverage Government Finance Officers Association (GFOA) best budgeting practices,
- ensure the budget incorporates accurate data inputs, and
- meet Meritorious Budget Award (MBA) requirements.

Community engagement is a key component of resource planning and included in this plan are multiple community touchpoints. The 2024-25 budget development process includes engagements with the Community Budget Review Committee (CBRC). Not captured here are the various meetings CBRC will attend with PPS staff to support their work on the proposed budget report.

Staff are also planning to hold some budget meetings at non-PEC locations. This shift aims to accommodate the large volume of community engagement we have seen in recent cycles. Additionally, staff will work with Communications to inform communities about budget engagements.

Engagements with the board are included in the calendar and additional engagements are being explored, including a fall priority-setting work session.

ANALYSIS OF SITUATION

The Board may choose to adopt the budget calendar as presented, adopt it with revisions, or not adopt it. It includes steps of budget preparation and is built around mandated requirements to allow sufficient time to adopt the budget by June 30, as required by ORS 294.408.

Staff are committed to getting the proposed budget document to the Board for their review two weeks prior to the proposed budget message from the superintendent. This will give the Board six weeks to review the budget before approval.

FISCAL IMPACT

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

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The leadership of the CBRC have reviewed the budget calendar. Community engagement will continue with the budget process.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If approved, staff will work on developing the budget for 2024-25 as scheduled.

BOARD OPTIONS WITH ANALYSIS

See Analysis of Situation section above.

CONNECTION TO BOARD GOALS

This budget calendar has been developed to ensure the alignment of resources to the Board Goals and *Forward Together*.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to adopt the 2024-24 Budget Calendar.

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

ML (Initials)

ATTACHMENT

Resolution to adopt the 2024-25 Budget Calendar

RESOLUTION No. 6766

Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2022-23 Permission to exempt an alternative education program

RECITALS

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

RESOLUTION

The Board of Education hereby approves OAR 581-022-2320 Required Instructional Time Exemption (4) to exempt an alternative education program. The Board directs staff to request permission to exempt PPS alternative education programs (Alliance High School and Metropolitan Learning Center K-8 under the Portland Public Schools Department of Multiple Pathways to Graduation. This Resolution is approved for the 2022-23 school year. This approval will ensure Portland Public Schools is in compliance with OAR 581-022-2320 Required Instructional Time, Division 22.



PORTLAND PUBLIC SCHOOLS
DIVISION OF INSTRUCTION & SCHOOL COMMUNITIES

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3702

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

Date: October 10, 2023
To: Portland Public School Board
From: Dr. Cheryl Proctor, Deputy Superintendent
Subject: Required Instructional Time Exemptions

INTRODUCTION

OAR 581-022-2320 Required Instructional Time allows for school districts in Oregon to use exemptions to ensure compliance with this OAR. During the 2022-23 school year, PPS canceled school across the District for 2 full days on February 23-24 and one 2-hour late opening on February 27 due to inclement weather. Additionally, several schools had school canceled or shortened for a variety of reasons. The District added back one makeup day on June 14, 2023. As a result of some grade levels and schools being out of compliance with Required Instructional Time, staff is asking the Board to approve a resolution to utilize allowable exemptions making the district compliant with the Required Instructional Time.

RELATED POLICIES

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

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

ANALYSIS OF THE SITUATION

For the 2022-23 school year, all schools are in compliance with Required Instructional Time, as defined by OAR 581-022-2320 Required Instructional Time, except the following schools and grade levels:

- Bridlemile Kindergarten
- Alliance High School - Alternative High School
- Metropolitan Learning Center (MLC) Grades K-8 - Alternative School

Inclement Weather Days 2022-23

The below list of days includes any reason school was canceled during the 2022-23 school year.

Date	School	Hours
09.09.22	Skyline Odyssey - PGE power off due to heat	Full day closure
10.18.22	Ockley Green - power outage	4 hour early release
10.19.22	Jefferson	Full day closure
12.12.22	Cleveland	Early release 1 hour
12.13.22	Cleveland	Full Day School
1.24.23 - 1.25.23	Bridlemile - gas leak	Full Day Closure (2 days)
02.14.23	Chapman, Forest Park, Skyline, Ainsworth, West Sylvan, Odyssey - inclement weather	2 hour late opening
02.23.23	All schools closed. Snow day	Full Day Closure
02.24.23	All schools closed. Snow day	Full Day Closure
02.27.23	All schools 2-hour late opening. Inclement Weather	2 hour late opening
03.10.23	Franklin	full day school

Required Instructional Time 2022-23

This chart shows the approximate projected instructional hours for school that have only closed due to the inclement weather in Late February and with adding back 1 day for PK-11 and a half-day for seniors.

Grade Level(s)	Approximate projected instructional hours adding 1 makeup day for PK-11 and a half-day for seniors.	State Required Instructional Time
Kindergarten	908	900
1st - 5th Grades	922	900
6th-8th Grades	942	900
9th-11 Grades	1018-1021	990
12th Grade	974-977	966

Specific Schools that have missed additional school days for weather and other reasons and their approximate projected instructional hours where they are below or close to the State requirement:

School	Grade Level(s)	Approximate projected instructional hours adding back 1 day for grades PK-11 and a half-day for 12th grade	State Required Instructional Time
Ainsworth, Chapman, Forest Park	Kindergarten	906	900
Bridlemile	Kindergarten	898	900
Cleveland	12th Grade	969	966
Franklin	12th Grade	971	966
Jefferson	12th Grade	969	966
Odyssey and Skyline	Kindergarten	901	900

Kindergarten

Kindergarten students at Bridlemile did not meet the 900 hours because school at Bridlemile was canceled on January 24-25 due to a gas leak. Across the district, Kindergarten has three fewer instructional days as compared to all other grade levels as there are three days built into the calendar to welcome families and students to school. These three days combined with the two days missed due to the gas leak and the District-wide inclement weather days means that Bridlemile Kindergarten received less than the required 900 hours of instructional time by approximately 2 hours.

For Board Approval - Required Instructional Time Exemption 6a

In order for Portland Public Schools to be in compliance with Required Instructional Time as we report on Division 22, the Board will need to approve the following exemption for Bridlemile Kindergarten.

(6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

(a) For kindergarten program offering 900 hours or more of instructional time, up to 60 hours of recess

Alternative Schools

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

complete the required 990/966 instructional hours. This was the situation for Alliance High School in the 2021-2022 school year.

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

For Board Approval - Required Instructional Time Exemption 4

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

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

- (a) The request is made with the approval of the school district's governing school board;
- (b) The school district is using an evidence-based strategy that includes flexible time options; and
- (c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

TIMELINE FOR IMPLEMENTATION:

- By November 1, 2023: school district superintendents report to their local School Board the district's compliance with all Division 22 Standards, including Required Instructional Time, for the 2022-23 school year.
- PPS will provide the Division 22 Report at the October 10, 2023 Board Meeting. With approval of these exemptions, PPS will be in compliance with OAR 581-022-2320.

BOARD OPTIONS WITH ANALYSIS

To make the district compliant with OAR 581-022-2320 Required Instructional Time, the Board needs to approve exemption 4 for the 2022-23 school year for alternative schools Alliance HS and Metropolitan Learning Center; and exemption 6a for Bridlemile Kindergarten;;

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

The student demographics for Alliance HS, MLC, and Bridlemile can be seen in the below tables:

School	Total Enrollment	Combined Underserved *	Combined Underserved*			
			Direct Certification	SpEd	LEP	Historically Underserved **
Bridlemile	458	35.4%	7.9%	16.6%	6.3%	16.4%
Alliance	195	70.8%	33.3%	31.8%	6.7%	50.3%
Metro. Learning Center	348	43.4%	11.2%	25.6%		20.7%
District Total	45,456	50.1%	22.6%	15.6%	9.0%	33.6%

School	Historically Underserved**					Not Historically Underserved		
	Black	Latino	Native American	Pacific Islander	Multi-Race - Other Ancestries	Asian	White	Multi-Race - Asian/White
Bridlemile	2.4%	8.5%	0.2%	0.7%	4.6%	4.4%	71.0%	8.3%
Alliance	12.8%	25.6%	2.1%		9.7%	0.5%	46.7%	2.6%
Metro. Learning Center	2.6%	11.2%	0.3%		6.6%	2.3%	71.3%	5.7%
District Total	8.3%	17.3%	0.5%	0.8%	6.7%	5.8%	55.2%	5.4%

STAFF RECOMMENDATION

Staff recommends that the Board approve exemption 4 and 6a in order to be in compliance with the Division 22 OAR regarding Required Instructional Time for the 2022-23 school year.

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

CP (Initials)

RESOLUTION No. 6767

Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2022-23 Kindergarten Instructional Time at Bridlemile Elementary School

RECITALS

- A. OAR 581-022-2320 Required Instructional Time requires all school districts to ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the minimum hours of instructional time:
 - a. Grade 12 - 966 hours;
 - b. Grades 9-11 - 990 hours; and
 - c. Grades K-8 - 900 hours.
- B. Students in Kindergarten at Bridlemile Elementary School did not meet the 900 hours of required instructional time. Due to a gas leak and inclement weather, they only attended school for 898 hours and require the Board to pass Resolution 6d for Portland Public Schools to be in compliance with Required Instructional Time

RESOLUTION

The Board of Education hereby approves OAR 581-022-2320 Required Instructional Time Exemption (6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:
(d) Up to 30 hours for staff professional development. This Resolution is approved for the 2022-23 school year. This approval will ensure Portland Public Schools is in compliance with OAR 581-022-2320 Required Instructional Time, Division 22.



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DIVISION OF INSTRUCTION & SCHOOL COMMUNITIES

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Date: October 10, 2023
To: Portland Public School Board
From: Dr. Cheryl Proctor, Deputy Superintendent
Subject: Required Instructional Time Exemptions

INTRODUCTION

OAR 581-022-2320 Required Instructional Time allows for school districts in Oregon to use exemptions to ensure compliance with this OAR. During the 2022-23 school year, PPS canceled school across the District for 2 full days on February 23-24 and one 2-hour late opening on February 27 due to inclement weather. Additionally, several schools had school canceled or shortened for a variety of reasons. The District added back one makeup day on June 14, 2023. As a result of some grade levels and schools being out of compliance with Required Instructional Time, staff is asking the Board to approve a resolution to utilize allowable exemptions making the district compliant with the Required Instructional Time.

RELATED POLICIES

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

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

ANALYSIS OF THE SITUATION

For the 2022-23 school year, all schools are in compliance with Required Instructional Time, as defined by OAR 581-022-2320 Required Instructional Time, except the following schools and grade levels:

- Bridlemile Kindergarten
- Alliance High School - Alternative High School
- Metropolitan Learning Center (MLC) Grades K-8 - Alternative School

Inclement Weather Days 2022-23

The below list of days includes any reason school was canceled during the 2022-23 school year.

Date	School	Hours
09.09.22	Skyline Odyssey - PGE power off due to heat	Full day closure
10.18.22	Ockley Green - power outage	4 hour early release
10.19.22	Jefferson	Full day closure
12.12.22	Cleveland	Early release 1 hour
12.13.22	Cleveland	Full Day School
1.24.23 - 1.25.23	Bridlemile - gas leak	Full Day Closure (2 days)
02.14.23	Chapman, Forest Park, Skyline, Ainsworth, West Sylvan, Odyssey - inclement weather	2 hour late opening
02.23.23	All schools closed. Snow day	Full Day Closure
02.24.23	All schools closed. Snow day	Full Day Closure
02.27.23	All schools 2-hour late opening. Inclement Weather	2 hour late opening
03.10.23	Franklin	full day school

Required Instructional Time 2022-23

This chart shows the approximate projected instructional hours for school that have only closed due to the inclement weather in Late February and with adding back 1 day for PK-11 and a half-day for seniors.

Grade Level(s)	Approximate projected instructional hours adding 1 makeup day for PK-11 and a half-day for seniors.	State Required Instructional Time
Kindergarten	908	900
1st - 5th Grades	922	900
6th-8th Grades	942	900
9th-11 Grades	1018-1021	990
12th Grade	974-977	966

Specific Schools that have missed additional school days for weather and other reasons and their approximate projected instructional hours where they are below or close to the State requirement:

School	Grade Level(s)	Approximate projected instructional hours adding back 1 day for grades PK-11 and a half-day for 12th grade	State Required Instructional Time
Ainsworth, Chapman, Forest Park	Kindergarten	906	900
Bridlemile	Kindergarten	898	900
Cleveland	12th Grade	969	966
Franklin	12th Grade	971	966
Jefferson	12th Grade	969	966
Odyssey and Skyline	Kindergarten	901	900

Kindergarten

Kindergarten students at Bridlemile did not meet the 900 hours because school at Bridlemile was canceled on January 24-25 due to a gas leak. Across the district, Kindergarten has three fewer instructional days as compared to all other grade levels as there are three days built into the calendar to welcome families and students to school. These three days combined with the two days missed due to the gas leak and the District-wide inclement weather days means that Bridlemile Kindergarten received less than the required 900 hours of instructional time by approximately 2 hours.

For Board Approval - Required Instructional Time Exemption 6a

In order for Portland Public Schools to be in compliance with Required Instructional Time as we report on Division 22, the Board will need to approve the following exemption for Bridlemile Kindergarten.

(6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

(a) For kindergarten program offering 900 hours or more of instructional time, up to 60 hours of recess

Alternative Schools

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

complete the required 990/966 instructional hours. This was the situation for Alliance High School in the 2021-2022 school year.

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

For Board Approval - Required Instructional Time Exemption 4

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

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

- (a) The request is made with the approval of the school district's governing school board;
- (b) The school district is using an evidence-based strategy that includes flexible time options; and
- (c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

TIMELINE FOR IMPLEMENTATION:

- By November 1, 2023: school district superintendents report to their local School Board the district's compliance with all Division 22 Standards, including Required Instructional Time, for the 2022-23 school year.
- PPS will provide the Division 22 Report at the October 10, 2023 Board Meeting. With approval of these exemptions, PPS will be in compliance with OAR 581-022-2320.

BOARD OPTIONS WITH ANALYSIS

To make the district compliant with OAR 581-022-2320 Required Instructional Time, the Board needs to approve exemption 4 for the 2022-23 school year for alternative schools Alliance HS and Metropolitan Learning Center; and exemption 6a for Bridlemile Kindergarten;;

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

The student demographics for Alliance HS, MLC, and Bridlemile can be seen in the below tables:

School	Total Enrollment	Combined Underserved *	Combined Underserved*			
			Direct Certification	SpEd	LEP	Historically Underserved **
Bridlemile	458	35.4%	7.9%	16.6%	6.3%	16.4%
Alliance	195	70.8%	33.3%	31.8%	6.7%	50.3%
Metro. Learning Center	348	43.4%	11.2%	25.6%		20.7%
District Total	45,456	50.1%	22.6%	15.6%	9.0%	33.6%

School	Historically Underserved**					Not Historically Underserved		
	Black	Latino	Native American	Pacific Islander	Multi-Race - Other Ancestries	Asian	White	Multi-Race - Asian/White
Bridlemile	2.4%	8.5%	0.2%	0.7%	4.6%	4.4%	71.0%	8.3%
Alliance	12.8%	25.6%	2.1%		9.7%	0.5%	46.7%	2.6%
Metro. Learning Center	2.6%	11.2%	0.3%		6.6%	2.3%	71.3%	5.7%
District Total	8.3%	17.3%	0.5%	0.8%	6.7%	5.8%	55.2%	5.4%

STAFF RECOMMENDATION

Staff recommends that the Board approve exemption 4 and 6a in order to be in compliance with the Division 22 OAR regarding Required Instructional Time for the 2022-23 school year.

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

CP (Initials)

Resolution No. 6778

Authorizing the District to negotiate a Lease Agreement with Albina Sports Program for the Whitaker-Adams Site

RECITALS

- A. Portland Public Schools used eminent domain in the late 60's to displace and uproot individuals and businesses in order to build Adam High School.
- B. The construction of the school was protested by local community members, who objected to the proposed demolition of houses, businesses, and other buildings. Construction continued.
- C. Portland Public Schools demolished 26 homes, three duplexes, a local greenhouse/nursery known as Knapps, and a PGE substation to make room for the school.
- D. The District opened Adams High School in 1969
- E. Students from Madison, Jefferson, and Grant high schools were 1%, 41%, and 9% African American, respectively
- F. The population at Adam High School was around 50% African American.
- G. In 1981, due to declining enrollment in PPS, the District closed Adam High School and two other high schools, Washington-Monroe and Jackson.
- H. About a month before the vote to close Adams, board member Herb Cawthorne threatened to file a lawsuit against Portland for closing schools that served a disproportionately high number of students of color.
- I. Whitaker Middle School opened in 1983 on the Whitaker-Adams site.
- J. Whitaker Middle School had around 77% kids of color.
- K. Between 1990 and 2000 numerous environmental tests were conducted on the school, including for carbon dioxide, which revealed elevated levels, the District found mold, radon gas, and other environmental issues that it was unable to mitigate.
- L. The District moved the Whitaker Middle School to the Columbia Whitaker site in 2001.
- M. In 2003, the Whitaker-Adams Stakeholder Advisory Committee recommended the Superintendent fund planning for the potential future development of a new school on approximately 3.5 acres of the northern portion of the site, and by Resolution 3192 on January 24, 2005, the Board provided \$100,000 for the planning and schematic design costs.
- N. The District subsequently merged Whitaker with Tubman Middle School (Resolution 3262 on March 28, 2005).
- O. By Resolution 3326 (Future Use of the Whitaker-Adams Site) on June 13th, the Board:
 - RESOLVED: That the Board of Education affirms its commitment to a community school use of part of the Whitaker-Adams site based on the principles of high performance design to support academic achievement and shared community use where feasible and its development in the future as part of the educational program of Portland Public Schools; and be it further RESOLVED: That the Board is committed to a community-based redevelopment effort and

using creative financing and development methods, and directs district staff to explore a mix of uses on the site, as well as the feasibility of attracting foundation grants and other financial partnerships compatible with the educational needs of the students at the Whitaker site, and to make progress reports to the Board at appropriate intervals; and be it further

- RESOLVED: That the Superintendent is directed to prepare a recommendation as to the future use of this three and one-half acre school site to the Board of Education and to report on the actions necessary to prepare for, identify financing for, and build the recommended educational facility on this site and a timeframe for the implementation of these actions by March 31, 2006; and be it further
- RESOLVED: That one-half of the net proceeds (less closing, demolition, and related costs) from the future sale of the remaining parcels at the Washington High School site shall be dedicated to capital improvements, as recommended by the Superintendent and approved by the Board of Education, on the northern approximate three and one-half acre portion of the Whitaker Middle School site, and the remaining one-half of the said net proceeds shall be dedicated to capital improvements, as recommended by the Superintendent and approved by the Board of Education, at the Jefferson High School site; and be it further
- RESOLVED: That the net proceeds (less closing, demolition, and related costs) from the future sale of the southern approximate six and one-half acre portion of the Whitaker Middle School site shall be dedicated to capital improvements, as recommended by the Superintendent and approved by the Board of Education, on the northern approximate three and one-half acre portion of the Whitaker Middle School site.

- P. In 2007, the building was demolished.
- Q. From 2001 - Present, the land where Whitaker-Adams school is still vacant.
- R. In 1965 Phil Walton an Educator working in PPS founded Albina Sports Program, a nonprofit organization that was created to steer Black and brown kids into organized sports where historically they were given unequal access.
- S. Albina Sports Program aims to provide a state-of-the-art facility (Albina Sports Complex) for Portland Public School students with a focus on Black and Brown students in PPS's neighborhood schools so they have a safe place and an atmosphere of community.
- T. Albina Sports Complex will help eliminate some of the District's facility deserts by creating a complex that will address some of the District's athletics needs.
- U. Albina Sports Complex aspires to:
- a. expose additional learning opportunities for our PPS kids in areas like entrepreneurship, technology, artificial intelligence, trade education, financial literacy, credit education.
 - b. provide jobs for our PPS youth in retail, food services, officiating, program management, and others.
 - c. provide mentorship and intensive tutoring.
 - d. provide cutting-edge facilities that will serve as a secure sanctuary for them.
 - e. provide all our PPS students complete access to the facility, and PPS will be able to use the facility for elementary, middle, and high school programming.
 - f. provide PPS Students access to the facilities following school hours and during school holidays and vacations.
 - g. provide our PPS students the outlet to be evaluated for athletic scholarships at the collegiate level.
- V. The Board is considering Resolution 6778, relating to a lease of and other potential transactions related to the Whitaker property.

- W. In the staff report accompanying Resolution 6778, staff identified initial issues related, but not limited, to:
- Policy 8.70.040 and data related to PPS students and other information needed from Albina Sports Program to assess certain criteria required by the policy.
 - Alignment with the PPS Long Range Facility Plan.
 - Additional information related to financial and other resources that could be used in collaboration to build the Albina Sports Complex.
- X. Director Hollands serves as the unpaid executive director of Albina Sports and the proposer of a real estate transaction and project.
- Y. Director Hollands has indicated that his role will be restricted to the Albina Sports Program ED role during the negotiations, discussion, and current or future transactions with Portland Public Schools about the Whitaker property identified in Resolution 6778.
- Z. The Board is considering Resolution 6778, relating to a lease of the Whitaker property.
- AA. The Board is also considering negotiating a district lease of the site to the Albina Sports Program.
- BB. Further, the board is directing the Superintendent or his designee to identify financial, and other unnamed resources that could be used to collaborate to build the Albina Sports Complex and Learning Center.
- CC. The board will vote on a negotiated lease with the Albina Sports Program.

RESOLVED

1. The Board finds that Albina Sports Program, a nonprofit 501c3 that serves underserved students as defined in Policy 8.70.040, confers significant benefits to the district and the community it serves, including advancing the District's racial equity and social justice goals.
2. The Board finds that Albina Sports Program, Albina Sports Complex aligns with the district Long Range Facilities Plan and notes that the Albina Sports Complex proposal encompasses both PPS and Portland Parks & Recreation properties and that the City of Portland has sole authority for the uses of its property.
3. The Board hereby authorizes a District representative to negotiate a District lease of the Whitaker-Adam site to Albina Sports Program to provide an opportunity to explore the feasibility of planning and building the Albina Sports Complex.
4. Directs the Superintendent or designee to identify financial and other resources that could be used in collaboration to build the Albina Sports Complex and Learning Center.
5. The Board hereby authorizes a District representative to negotiate possible partnerships with Albina Sports Program for the purpose of the Albina Sports Complex and Learning Center.
6. The negotiated lease will be presented to the Board for consideration and approval.
7. Board members have a fiduciary duty to Portland Public Schools to ensure its assets are used to advance the school district's mission and are in service and are used to the benefit of PPS students. Board members and staff are required to follow Board Policy and applicable state laws.
8. Given Director Hollands's role with the Albina Sports Program, he will not provide input to or engage with PPS staff or the Board on the PPS negotiations, internal discussions, strategies,

analysis, or other actions relating to a real estate transaction in any capacity other than representing Albina Sports Program or engage in any discussion with PPS staff or the Board about PPS financing of improvements to any property associated with Resolution 6778 other than in his capacity as representative of Albina Sports Program.

9. Director Hollands will not receive PPS confidential and/or privileged information related to the negotiation or implementation of any real estate or other transaction with Albina Sports Program.
10. All other Board members are required to keep confidential any PPS confidential or privileged information or discussion related to any transaction with Albina Sports Program.
11. To give direction to staff during the negotiations and potential action(s), the Vice Chair will recommend, and the six other Board members will vote on, three Board members to serve as a Board's real estate work group. The real estate work group will follow the direction set by the Board, and the Board will vote on any final action requiring Board approval.
12. If Resolution 6778 is approved, the Board -- led by the Vice Chair -- will meet in executive session(s) to review the initial issues raised in the staff memo and provide direction to staff on how to proceed.
13. The Board of Education would request evidence of the following before entering into a lease agreement with the Albina Sports Program;
 1. A business plan. Including a revenue model to understand how the facility would be funded and maintained.
 2. An understanding and draft agreement that explains which party will pay for operations, scheduling and upkeep;
 3. A governance model document-- to understand how PPS students will be prioritized, and how scheduling conflicts will be addressed
 4. An understanding of which entity retains ownership of the land and the assets
 5. The resource allocations
 6. Evidence the Albina Sports Program aligns with the District's goals and aspirations regarding serving all PPS students
 7. Hard evidence of support from local leaders, neighborhood associations, and community based organizations within 1000 feet of the facility
 8. Understanding which party will pay for the Type III Design Review, feasibility study, and to prepare a pro forma

Resolution No. 6778

Authorizing the District to negotiate a Lease Agreement with Albina Sports Program for the Whitaker-Adams Site

RECITALS

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report on the actions necessary to prepare for, identify financing for, and build the recommended educational facility on this site and a timeframe for the implementation of these actions by March 31, 2006; and be it further

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- RESOLVED: That the net proceeds (less closing, demolition, and related costs) from the future sale of the southern approximate six and one-half acre portion of the Whitaker Middle School site shall be dedicated to capital improvements, as recommended by the Superintendent and approved by the Board of Education, on the northern approximate three and one-half acre portion of the Whitaker Middle School site.

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- S. Albina Sports Program aims to provide a state-of-the-art facility (Albina Sports Complex) for Portland Public School students with a focus on Black and Brown students in PPS's neighborhood schools so they have a safe place and an atmosphere of community.
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 - c. provide mentorship and intensive tutoring
 - d. provide cutting-edge facilities that will serve as a secure sanctuary for them.
 - e. provide all our PPS students complete access to the facility, and PPS will be able to use the facility for elementary, middle, and high school programming.
 - f. provide PPS Students access to the facilities following school hours and during school holidays and vacations.
 - g. provide our PPS students the outlet to be evaluated for athletic scholarships at the collegiate level.
 - h. have a portion of the Sports Complex's net earnings be allocated to PIL in order to support their supplementary requirements, including programming initiatives and the upkeep of other facilities.

RESOLVED

1. The Board finds that Albina Sports Program, a nonprofit 501c3 that serves underserved students as defined in Policy 8.70.040, confers significant benefits to the district and the community it serves, including advancing the District's racial equity and social justice goals.
2. The Board finds that Albina Sports Program, Albina Sports Complex aligns with the district Long Range Facilities Plan and notes that the Albina Sports Complex proposal encompasses both PPS and Portland Parks & Recreation properties and that the City of Portland has sole authority for the uses of its property.

3. The Board hereby authorizes a District representative to negotiate a District lease of the Whitaker-Adam site to Albina Sports Program to provide an opportunity to explore the feasibility of planning and building the Albina Sports Complex.
4. Directs the Superintendent or designee to identify financial and other resources that could be used in collaboration to build the Albina Sports Complex and Learning Center.
5. The Board hereby authorizes a District representative to negotiate possible partnerships with Albina Sports Program for the purpose of the Albina Sports Complex and Learning Center.
6. The negotiated lease will be presented to the Board for consideration and approval.

G. Hollands

Phillip Summers “Coach Phil” Walden

Coach, Husband, Father Figure,
Mentor

Ablina Sports Program
Founder



Who was “Coach Phil”

Phillip Summers Walden was an award winning educator and coach in Portland, Oregon. He was the son of Robert Elizabeth Summers and Walter St. Clair Walden and the grandson of Peter and Patti Summers, who are also buried in Portland. Grandpa Peter owned a store/pawnshop in Portland’s Pearl District. **The family lived on Flanders Street in NW Portland where Phil attended St. Patrick’s Grade School and Lincoln High School. He earned his degrees at Portland State University and the University of Portland.**

Phil enlisted in the US Army in 1946 and did his training in Richmond, Virginia. At the time the army was still segregated by race. Phil served as paymaster for one of the last all-black units, which was stationed in Taejon, Korea.

When Phil ended his service to the country he returned to Portland and served his community in a manner that went above and beyond the call of duty. **His long teaching career found him at several Portland schools including James John, Holliday, Woodlawn, Marysville, and Sunnyside. He became the Superintendent of Education at the Oregon State Prison in Salem, and was the Veteran's Education Specialist at Mount Hood Community College.**

Awards and Accolades

Phil's sports interests were youth football, youth basketball and track and field, where he coached in both youth and high school programs. He founded Albina Sports Basketball and the Albina Roadrunners track club, which he funded himself on many occasions. His exemplary service was recognized with many awards and accolades including the **Portland World Arts Foundation MLK Jr Award**, **State Farm Insurance Neighborhood Award**, Bethel AME Church Award, **PIL Hall of Fame**, Kaiser Hospital Master Athlete Award, USA (Portland) National Physique and Fitness Award, and **the first Self Enhancement Incorporated Black History Maker Award**. He was also honored with awards from The Bridge Builder Youth Program, **Portland Trailblazers**, **Jefferson High School**, Model Cities Program, Albina Ministerial Alliance, and the Black Employment Division of the Portland Federal Executive Board.

Phil is best known to many as the founder and coach of the Albina Roadrunners which has served young people in the Portland area for half a century. He became a father figure to Oregon athletes, black and white alike, when times were tough, paying entry fees, buying equipment, transporting, and counseling athletes who needed help. He was the mentor of many current Oregon coaches.

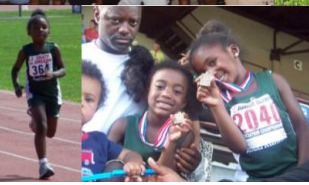
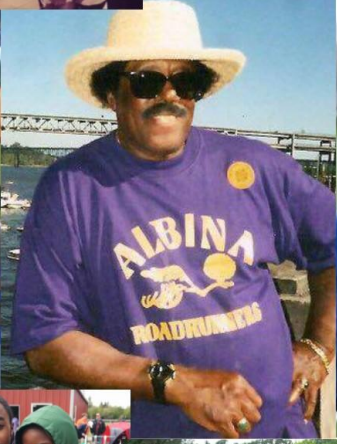
The city of Portland (under mayors Terry Schrunk and Bud Clark) twice named days in honor of Phil Walden for his service to the youth of Portland. Mayor Clark said: "Phil Walden always promoted the concepts of human relations and equality for all students and athletes, encouraging and teaching them to be their best, to achieve goals, and overcome barriers."

JJ Birden, former NFL star and one of many great Oregon athletes coached by Phil reflected in his book 'When Opportunity Knocks, 8 Surefire Ways to Take Advantage' that "Phil was like a second parent for many, providing emotional and financial support. He gave people an opportunity to grow and develop."



ACCOMPLISHMENTS





1. Albina Sports Program Serves 85% kids of Color
2. Albina Sports Program has served thousands of PPS Kids over the years
3. Pre-Covid 75% of or Kids received free and reduced lunch
4. Females 56% - Males 44%
5. Albina serves over 1600 kids a year
6. Albina Sports Program has never turned a kid away due to financial situation
7. Albina has always been an unofficial partner of PPS
8. Albina boat over 3000+ Alumni
 - Micah Williams (Olympian)
 - JJ Birden (NLF)
 - Ron Herndon (
 - AC Green (NBA)
 - Tony Hopson (SEI)
 - Sam Brooks (OAME)
 - Bruce Broussard
 - Jay Miles (Benson Track Coach)
 - Ray Leary (SEI/?)
 - Patrice Woods (PPS)
 - Darrell Millner (PSU Professor)





STAFF MEMO

Whitaker Adams Site - Staff Report 2023-10-10

Date: September 26, 2023

To: Board of Education

From: Dan Jung, Chief Operating Officer

Subject: Resolution: Authorizing the District to negotiate a Lease Agreement with Albina Sports Program for the Whitaker-Adams Site

On September 20, 2023, the Facilities & Operations Committee moved a draft resolution titled Authorizing the District to negotiate a Lease Agreement with Albina Sports Program for the Whitaker-Adams Site to the Board of Education (Board) for further consideration. At the meeting, Director Brim-Edwards requested district staff provide feedback on the proposed resolution.

Below are preliminary areas where additional information will be needed for staff and/or the Board to fulfill the charge in the resolution and comply with related Board policies:

- **The Proposed Resolution provides: The Board finds that Albina Sports Program, a nonprofit 501c3 that serves underserved PPS students as defined in Policy 8.70.040, confers significant benefits to the district and the community it serves, including advancing the District's racial equity and social justice goals.**

Policy 8.70.040 section E.1 states:

When entering into leases involving real property, the District shall pursue maximum market value and other then-current market terms, unless the Board adopts a resolution that makes an express finding that the transaction involving District property for less than market terms (1) confers significant benefit to the District and the communities it serves, including, but not limited to whether the transaction advances the goals of the District's Racial Educational Equity policy; and (2) is with another party with an official connection to the District or its enrolled students or students expected to enroll in PPS (e.g., PPS charter school, an organization providing direct services to PPS students, or a prekindergarten or head start program). Any express finding justifying less than market terms shall also consider the factors or combination of factors below and be assessed through the PPS Racial Equity and Social Justice lens.

a. Extraordinary economic or other unusual circumstances beyond the control of all parties ("Extraordinary Circumstances"). Under this factor, the tenant must provide

evidence of the impact of Extraordinary Circumstances on its financial status, prior prudent efforts to manage risks and impacts, and efforts made to explore options other than financial or other relief from the District.

b. Offering below-market terms confers significant benefit to the District or its students, and those benefits substantially outweigh the costs of below- market terms;

c. The communities being served by the other party include a substantial proportion of underserved students: students of color; students whose families qualify for free or reduced lunch, students with special needs, emerging bilingual students, or LGBTQ students.

To the extent any below-market terms under a lease are granted, the District shall define the time period under the lease during which the below-market terms are effective, after which market terms shall be restored for any remainder of the lease. The factors set out in this section do not override the presumption of maximum market value in every circumstance, but may be considered on a case-by-case basis.

Staff will need to assemble data for the Board to consider at the time a negotiated real estate transaction is presented to the Board for approval.

- **Alignment of Albina Sports Program, Albina Sports Complex with the district Long Range Facilities Plan .**

Staff will need guidance from the Board about how the project aligns with the Long-Range Facility Plan.

As required by ORS 195.110, all large school districts in Oregon are required to complete a Long-Range Facility Plan every ten years. The purpose of the document is to plan for future capital improvements within the context of current educational vision and student enrollment trends over the next 10 to 15 years. The plan provides a strategic framework to be tested against community voice and vision prior to future bond campaigns.

PPS's Long Range Facilities Plan highlights the district's lack of comprehensive athletic fields, noting that most district schools do not have enough land area for multiple fields, seating, and lighting. Across the high school portfolio, only McDaniel supports comprehensive athletics programming; even McDaniel presents scheduling challenges for a three-tiered athletics schedule. Based on the Plan, PPS is pursuing development of three (3) athletic hubs intended to serve all PPS schools and meet current and future athletic needs. The highest athletic capital priorities are identified as:

- Develop Jackson, Marshall, and Whitaker-Adams as athletic hubs.
- Athletic upgrades at four (4) middle schools: Lane, Ockley Green, George, and West Sylvan. Each site should at minimum have a multipurpose turf field with a track, an appropriately sized main gym and an auxiliary gym.
- Access to turf baseball and softball fields for all high schools (e.g., Franklin, Marshall).

At minimum, each athletic hub site should provide:

- Double wide Field: football/soccer fields (two fields side-by-side) that can also serve baseball/ softball
- Artificial turf
- Field lighting
- Bleacher seating around baseball/softball fields in the corners.
- Eight (8) competition tennis courts with exterior lighting

The current proposed project does not appear to align in all regards with the existing Plan, and staff will need further direction on how to align them.

- **Negotiate a District lease of the Whitaker-Adam site to Albina Sports Program to provide an opportunity to explore the feasibility of planning and building the Albina Sports Complex.**

Staff recommends that the Board establish a governance structure that allows for regular input and discussion with a subset of the Board (as well as the full Board) while the lease or related real estate transactions are being negotiated.

- **Identification of potential capital financial and other resources that could be used in collaboration to build the Albina Sports Complex and Learning Center, as well as exploring a possible partnership with Albina Sports Program.**

Staff will need additional information on the expectations for potential capital financial and other sources and any assumptions regarding cost sharing, fundraising or other sources, as well as potential partnerships. As with lease negotiations, it will be helpful to have a governance structure that allows for regular input from a subset of the Board.

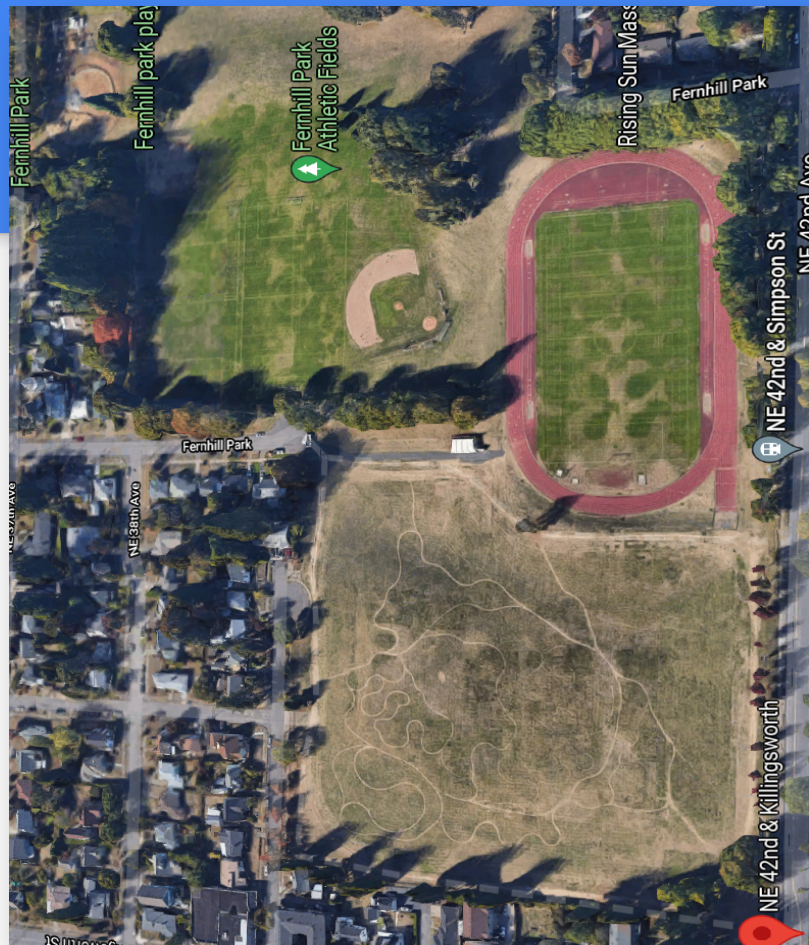
Albina Sports Complex

....an investment for Portland's future



The Vision

Albina Sports Complex....A community transformation

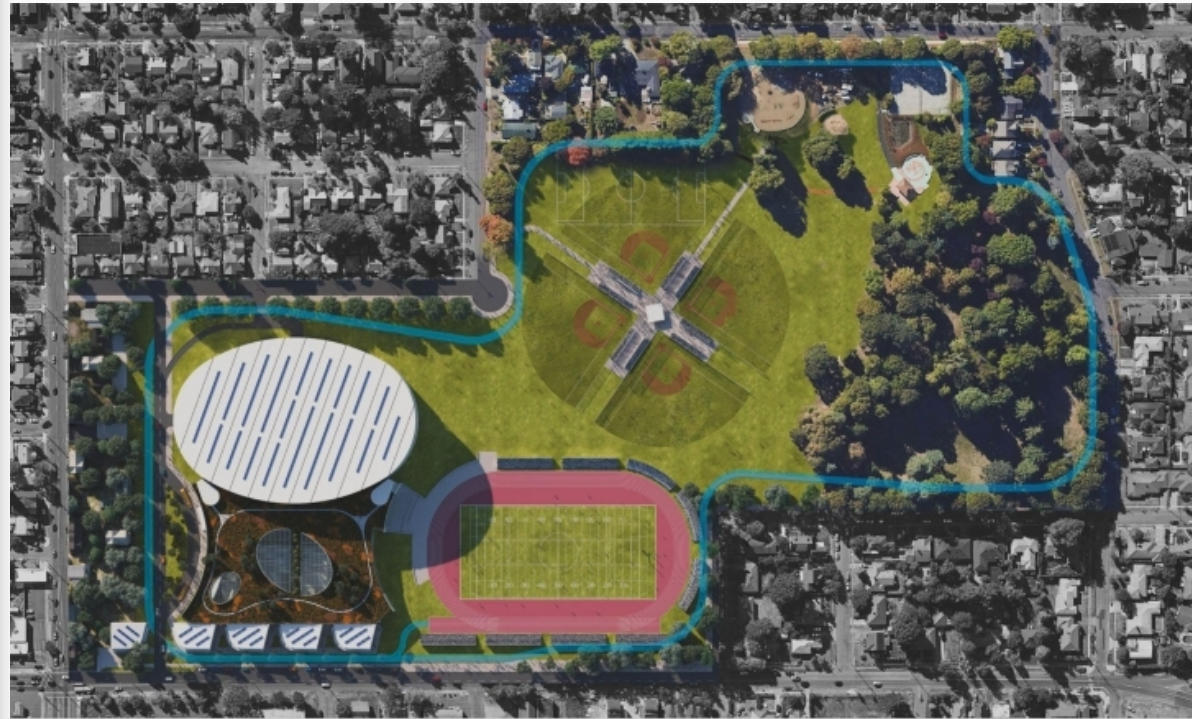


Benefits to the Local Community & the City

- State of the Art Facilities
- Located in the Heart of PPS District
- Access for all 49,000+ PPS kids
- Accessibility: Complex located on two Major Bus Routes, #72(equity route) the most used bus route 40k+ weekly riders, and the #75 Third most ridership 26k weekly)
- Help Relieve PPS facilities deficits.
- Indoor facilities for year- round activities
- Attraction for state & nationwide sporting events with significant economic impact
- Job creator/Career Paths/Internship opportunities for our kids
- Add/Expand PPS sports offerings (indoor track, Lacrosse)
- Facility that can serve youth sports teams for years to come
- Harness the energy of sports for our city, which could lead to a decline in gun violence

Sports Complex Components

- 12 INDOOR BASKETBALL COURTS
- 12 INDOOR VOLLEYBALL COURTS
- THREE INDOOR SOCCER FIELDS/
- 2 INDOOR BASEBALL PRACTICE FIELDS
- 300 METER INDOOR RUNNING TRACK
- WEIGHT TRAINING SPACES
- LONG JUMP/ HIGH JUMP/ DISCUS SHOT PUT/ POLE VAULT
- FOOTBALL / SOCCER STADIUM
- 1 NON STADIUM SOCCER FIELD
- 2 BASEBALL/ 2 SOFTBALL FIELDS
- 1 MILE CROSS-COUNTRY PATH
- 400 METER OUTDOOR RUNNING TRACK
- 4 Tennis Courts
- * High School / College Lap Pool



lockwoodgarhart

ALBINA SPORTS COMPLEX

SITE PLAN

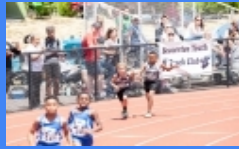
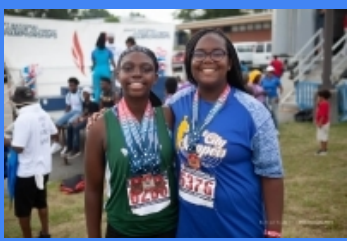
Financial Considerations

- Overall Cost: Pre-Covid - \$175 Million. Today: Increased construction costs with COVID impacts. Final cost: TBD
- Financing: Public / Private Partnership - (PPR, Albina, Community, Sport Oregon)
- Business Structure: Income Based
- Revenue Structure: Rental/Events/Sponsorships



A World Class Facility - our community, our kids deserve nothing less

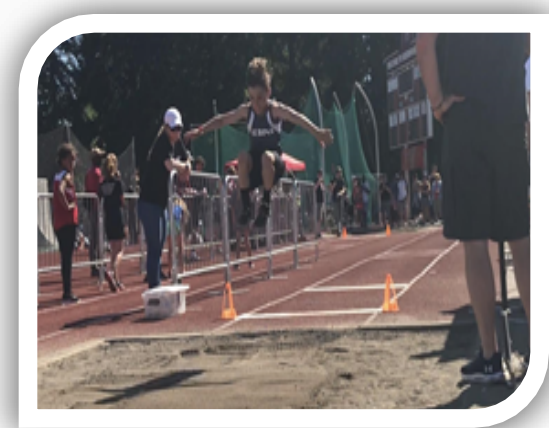




REQUESTED ACTION

Grant the Albina Sports Program
a lease option on this property allowing for
further progress and next steps to make this
vision a reality for our kids!

Thank You



Clarification Page

Working Team of Community, Business Leaders and Organizations and Supporters.

ORGANIZATIONS

- Albina Vision Trust (AVT)
- Coalition of Black Men
- National Association of Minority Contractors
- NAACP - Portland Chapter
- Concordia Neighborhood Association
- Cully Neighborhood Association
- Jeff Miller – Travel Portland – CEO
- Jim Etzel - Sports Oregon - CEO
- Nova Newcomer - Friends of Baseball - Founder & CEO

BUSINESS & SPORTS LEADERS

Jason Boudrie –Synergy Sports - CEO
Jeffrey P. Kapp -
Todd Lofgren - PPR - Deputy Director
Ndamukong Suh – NFL Player
John - Anderson Construction - CEO
Dominic Waters – Pro Basketball Player
Larry Warren –Cochran Electric
Michael Bergman - Portland Track - CEO
Craig Rice – Sera Architects
Leon Mckenzie - 40+ PPS Track Coach
John Mays - 40+ PPS Track Coach
John Carhart - Lockwook Carhart Architects

ELECTED LEADERS

- Lorenzo Poe - Former PPS Board Member
- Shusheela Jayapal - Multnomah County Commissioner
- Dan Ryan - City of Portland Commissioner
- Carmen Rubio - City of Portland Commissioner
- Mingus Mapps - City of Portland Commissioner
- Lew Fredricks - State Senator
- Herman Greene - PPS Board Member
- Chip Shields - Former State Senator
- Julia Brim-Edwards - PPS Board Member

COMMUNITY SUPPORTERS

High School Coaches
Club Sports Coaches
College Coaches and athletic Directors
Thousands of our KIDS!!!

Working Team of Community, Business Leaders and Organizations, and Supporters.

ORGANIZATIONS (Supporters)

- Albina Vision Trust (AVT)
- Coalition of Black Men
- National Association of Minority Contractors
- NAACP - Portland Chapter
- Concordia Neighborhood Association
- Cully Neighborhood Association
- Jeff Miller – Travel Portland – CEO
- Jim Etzel - Sports Oregon - CEO
- Nova Newcomer - Friends of Baseball - Founder & CEO

BUSINESS & SPORTS LEADERS (Potential Working group)

Jason Boudrie –Synergy Sports - CEO
Jeffrey P. Kapp -
Todd Lofgren - PPR - Deputy Director
Ndamukong Suh – NFL Player
Anderson Construction - CEO
Dominic Waters – Pro Basketball Player
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COMMUNITY SUPPORTERS

High School Coaches
Club Sports Coaches
College Coaches and athletic Directors

Thousands of our KIDS!!!

Recitals

1. The Board is considering Resolution 6778, relating to a lease of and other potential transactions related to the Whitaker property.
2. In the staff report accompanying Resolution 6778, staff identified initial issues related, but not limited, to:
 - Policy 8.70.040 and data related to PPS students and other information needed from Albina Sports Program to assess certain criteria required by the policy
 - Alignment with the PPS Long Range Facility Plan
 - Additional information related to financial and other resources that could be used in collaboration to build the Albina Sports Complex.
3. Director Hollands serves as the unpaid executive director of Albina Sports and the proposer of a real estate transaction and project.
4. Director Hollands has indicated that his role will be restricted to the Albina Sports Program ED role during the negotiations, discussion, and current or future transactions with Portland Public Schools about the Whitaker property identified in Resolution 6778.

Resolved

1. Board members have a fiduciary duty to Portland Public Schools to ensure its assets are used to advance the school district's mission and are in service and are used to the benefit of PPS students. Board members and staff are required to follow Board Policy and applicable state laws.
2. Given Director Hollands's role with the Albina Sports Program, he will not provide input to or engage with PPS staff or the Board on the PPS negotiations, internal discussions, strategies, analysis, or other actions relating to a real estate transaction in any capacity other than representing Albina Sports Program or engage in any discussion with PPS staff or the Board about PPS financing of improvements to any property associated with Resolution 6778 other than in his capacity as representative of Albina Sports Program.
3. Director Hollands will not receive PPS confidential and/or privileged information related to the negotiation or implementation of any real estate or other transaction with Albina Sports Program.
4. All other Board members are required to keep confidential any PPS confidential or privileged information or discussion related to any transaction with Albina Sports Program.
5. To give direction to staff during the negotiations and potential action(s), the Vice Chair will recommend, and the six other Board members will vote on, three Board members to serve as a Board's real estate work group. The real estate work group will follow the direction set by the Board, and the Board will vote on any final action requiring Board approval.
6. If Resolution 6778 is approved, the Board -- led by the Vice Chair -- will meet in executive session(s) to review the initial issues raised in the staff memo and provide direction to staff on how to proceed.

RECITALS

- A. The Board is considering Resolution 6778, relating to a lease of the Whitaker property.
- B. The Board is also considering negotiating a district lease of the site to the Albina Sports Program
- C. Further, the board is directing the Superintendent or his designee to identify financial, and other unnamed resources that could be used to collaborate to build the Albina Sports Complex and Learning Center
- D. The board will vote on a negotiated lease with the Albina Sports Program.

RESOLVED

The Board of Education would request evidence of the following before entering into a lease agreement with the Albina Sports Program;

- 1. A business plan. Including a revenue model to understand how the facility would be funded and maintained.
- 2. An understanding and draft agreement that explains which party will pay for operations, scheduling and upkeep;
- 3. A governance model document– to understand how PPS students will be prioritized, and how scheduling conflicts will be addressed
- 4. An understanding of which entity retains ownership of the land and the assets
- 5. The resource allocations
- 6. Evidence the Albina Sports Program aligns with the District's goals and aspirations regarding serving all PPS students
- 7. Hard evidence of support from local leaders, neighborhood associations, and community based organizations within 1000 feet of the facility
- 8. Understanding which party will pay for the Type III Design Review, feasibility study, and to prepare a pro forma

The Rigler Learning Family takes responsibility to engage all students in our school, in particular our Black, Native American and Latinx students, through rigorous instruction using grade level content within a healthy, positive, and inclusive learning environment .

We collaborate and reflect on data to address student learning needs , both with our staff and community members.

Students develop high levels of proficiency in both Spanish and English as demonstrated by multiple points of data.

Students learn and practice our school agreements .

We reflect our students' unique cultures , fostering a sense of belonging, in our curriculum and practices.

KIND - MINDFUL - ENGAGED - SAFE



Who is the Rigler Family?



Who is the Rigler Family?



In this family we are accountable
to the board, the district leadership,
and the idea that schools meet the
needs of all....



But understand what we
mean when we say that
we work for KIDS, FAMILIES,
and our TEAM in that order.

Rigler Elementary

In 2022-23, 104 students tested.

Latinx = 78 (75%)

White = 19 (18%)

Multi = 3 students, Black = 3 students

ELA	18-19	21-22	22-23
All Students	18.1	20%	29.8%
SWD	5.7%	5%	10.5%
Black	<10 students	<10 students	<10 students
Multiple	<10 students	<10 students	<10 students
Latinx	9%	15.5%	19.2%
Native American	<10 students	<10 students	<10 students
White	52%	54.5%	73.7%

MATH	18-19	21-22	22-23
All Students	7.9%	16%	22.3%
SWD	< 5%	10%	0%
Black	<10 students	<10 students	<10 students
Multiple	<10 students	<10 students	<10 students
Latinx	< 5%	11.9%	14.3%
Native American	<10 students	<10 students	<10 students
White	30.8%	45.5%	57.9%

Rigler has **FOCUSED** on **INSTRUCTION**. Equity can't stop at culture and climate alone!



- Professional development led by practitioners in terms of the Instructional Framework
- Rigler Instructional Leadership Team engaged in student outcomes
- Professional Learning Communities focused on essential standards
- Faithful curriculum implementation with thoughtful adaption
- Focal Students carry the conversation
- Data conversations to determine who gets interventionist support
- Active and supportive parents who want us to thrive



**PORTLAND PUBLIC SCHOOLS
OFFICE OF DEPUTY SUPERINTENDENT**

501 N Dixon Street • Portland, OR 97227

503-916-3101 www.pps.net

Date: September 25, 2023

To: School Board

From: Dr. Cheryl Proctor, Deputy Superintendent
Dr. Jon Franco, Chief of Schools
Dr. Kimberlee Armstrong, Chief Academic Officer

Subject: Division 22 Community Report for the 2022-23 School Year

Background

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: District Assurances of Compliance with Public School Standards to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

Timeline

- By November 1, 2023: School district superintendents report to their local School Board the district's compliance with all Division 22 Standards in effect for the 2022-23 school year.
- By November 1, 2023: School districts post the report to their websites.
- By November 15, 2023: School districts complete and submit the annual Division 22 Assurance Form.

PPS Progress toward Division 22 Compliance

PPS is committed to compliance with Division 22 Standards for public education. While PPS fell out of compliance in the following areas, over the past seven years, we have worked to become compliant with the following OARS:

- 581-022-2100 Administration of State Assessments and 581-022-2110 Exception of Students with Disabilities from State Assessments (came into compliance in 2021-22)
- 581-022-2440: Teacher Training Related to Dyslexia (came into compliance in 2019-20)
- 581-022-2340: Media Programs (came into compliance in 2019-20)
- 581-022-2045: Prevention Education in Drugs and Alcohol (came into compliance in 2018-19)
- 581-022-2050: Human Sexuality Education (came into compliance in 2018-19)
- 581-022-2370: Complaint Procedure (came into compliance in 2017-18)

Compliance in 2021-22 and 2022-23 Exceptions & Corrective Action Plans

For the 2021-22 and 2022-23 school years, Portland Public Schools was in compliance with all of the Division 22 Standards **except** the following Standards:

- 581-022-2355: Instructional Materials Adoption
 - The Bond investment has enabled PPS to create an Instructional Materials Action Plan, attached to this memorandum, with support from the Oregon Department of Education to demonstrate our path to compliance with this OAR.
 - The plan carefully sequences different adoptions over the next five years to put us in compliance. The sequencing of adoptions importantly allows our system to effectively implement each adoption.
 - The Instructional Materials Action Plan was formally approved by ODE in the fall of 2021
 - Due to shifts in the Social Science Adoptions, the Instructional Materials Action Plan was resubmitted and reapproved by ODE, Summer 2023
- 581-022-2500: Programs and Services for TAG Students
 - During the 2022-23 school year, the district was unable to verify that every TAG student in every PPS classroom had their rate and level of learning addressed.
 - As is done every year, building administrators and site based TAG facilitators led a rate and level PD during a staff meeting. Additionally, an asynchronous course was provided to educators through our online learning platform Pepper.
 - Attached to this memorandum is the PPS TAG Conciliation Plan for how we address programs and services for TAG students.
 - 581-022-2330 Rights of Parents of TAG Students, and 581-022-2325 Identification of Academically Talented and Intellectually Gifted Students
 - PPS is bound to the Conciliation Agreement, attached to this memorandum, for how we address programs and services for TAG students including these two OARs.
- 581-022-2263 Physical Education Requirements.
 - Under 581-022-2263 Physical Education Requirements, Districts are required to provide students with 150 minutes/week in grades K-5 & 180 minutes/week in grades 6-8.
 - For the 2022-23 school year, K-5 students were staffed to receive 90 minutes/week plus 15 minutes of structured movement for a total of 105 minutes of PE out of the 150 minutes required. Students in grades 6-8 all received a minimum of 1 quarter of PE. The expectation was for students to receive PE all year in the middle grades.
 - PPS has submitted an extension to our corrective action plan that has been approved by the Oregon Department of Education. The extension is attached to this memorandum.
 - In the corrective action plan, PPS will be in compliance with PE minutes for the 2023-24 school year. Students will receive 90 minutes of PE from a PE teacher and 60 minutes of structured movement by the homeroom teacher during morning circle time.
 - For grades 6-8, the State has amended the PE requirement. For PPS, that means we will have offer all students in grades 6-8 receive 3 quarters of PE each year as opposed to 4 quarters of PE. To get there, PPS has a glide path plan to be in compliance by 2025-26. In 2023-24, students in

the middle grades will at least receive 1 quarter of PE with some schools offering 2 or 3 quarters. In 2024-25, student in the middle grades will at least receive 2 quarters of PE with some schools offering more. Then in 2025-26 all students will receive 3 quarters of PE.

- To increase PE from 1 quarter to 3 quarters across the systems in grades 6-8, we will be working with principals to identify alternative spaces. To offer 3 quarters of PE may not be possible only using the gymnasium in all schools. Alternative spaces include converting a classroom into a studio space or using the cafeteria or other space outside of meal times.
- 581-022-2115 Assessment of Essential Skills (Local Performance Assessment)
 - For the 2021-22 school year, PPS did not implement the plan to conduct local performance assessments as called for in this OAR.
 - For the 2022-23 school year, PPS pushed out recommended assessments that were used by some that would have counted with the local performance assessment.
 - For the 2023-24 school year, the District will be ensuring that students in grades 3-8 and one time in high school conduct the local performance assessment in writing, speaking, mathematical problem-solving, and scientific inquiry.

New/Revised Rules & Requirements for 2023-24

- OAR 581-022-2263 Physical Education Requirements
 - [HB 3199](#), which reduces the total number of physical education instructional minutes required in grades 6-8, was passed just before the close of the 2023 legislative session. The bill revises ORS 329.496 to include two significant changes:
 - The weekly time requirement was reduced from 225 minutes every week of the year.
 - The new weekly minimum of 150 minutes is calculated as an average over the duration of the school year.
 - This provision went into effect on July 1, 2023
- OAR 581-022-2220 Health Services
 - Last revised in 1996, much of the rule's language has been updated to reflect learning from the last three years of school operations and to bring the rule into alignment with current statutes and rules.
 - The revised rule will be in effect for the 2023-2024 academic year. Districts will first report on their compliance with the revised rule as part of Division 22 Standards annual assurances in November of 2024.

The following changes are being considered by the State Board of Education and may be adopted at the October meeting:

- **Assessment of Essential Skills graduation requirement:** proposed extension of the suspension of this requirement through the 2027-28 school year
- **Menstrual Dignity for Students:** links requirements of the Menstrual Dignity for Students rules (OAR 581-021-0587 through OAR 581-021-0596) to Division 22

Portland Public Schools

Report on Compliance with Public School Standards

2022-23 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Portland Public** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2022-23 school year. For each rule reported as out of compliance, **Portland Public** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2024-25 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	Implementing corrective action plan	The district is implementing a corrective action plan to put the district in compliance for the 2023-24 school year.	Corrective action plan
581-022-2263 Physical Education Requirements *Middle Grades	Extension of the implementing of the corrective action Plan	The district is implementing a corrective action plan to put the district into compliance for the 2025-26 school year.	Corrective action plan
581-022-2320 Required Instructional Time	In compliance pending Board vote on exemptions on Oct. 10	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2500 Programs and Services for TAG Students	Implementing corrective action plan	The district is implementing a corrective action plan based on the Conciliation Agreement.	Conciliation Progress Reports and Agreement
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	Implementing corrective action plan	The district is implementing a corrective action plan to put the district into compliance	Corrective action plan
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived for 2022-23 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	Implementing corrective action plan	District is implementing this corrective action plan for the 2023-24 school year to put the District back into compliance	Corrective action plan
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	Implementing corrective action plan	The district is implementing a corrective action plan based on the Conciliation Agreement.	Conciliation Progress Reports and Agreement
581-022-2330 Rights of Parents of TAG Students	Implementing corrective action plan	The district is implementing a corrective action plan based on the Conciliation Agreement.	Conciliation Progress Reports and Agreement
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2020 Alternative Certificate	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2307 Educational Equity Advisory Committees	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0107 Operational Plans for the 2022-23 School Year	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2265 Report on PE Data	Waived for 2022-23 school year	Not applicable	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable



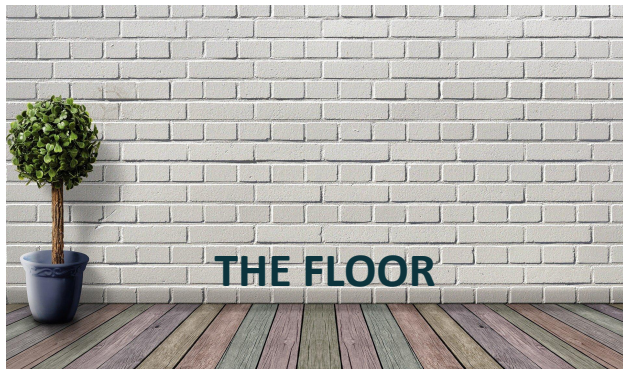
Division 22 Standards Assurances for the 2022-23 School Year

October 10, 2023



Overview

What are the Division 22 Standards



- All Oregon administrative rules (OARs) set out in Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools.

Example: 581 - 022 - 0102 Definitions

Ch.	Div.	Rule	Title
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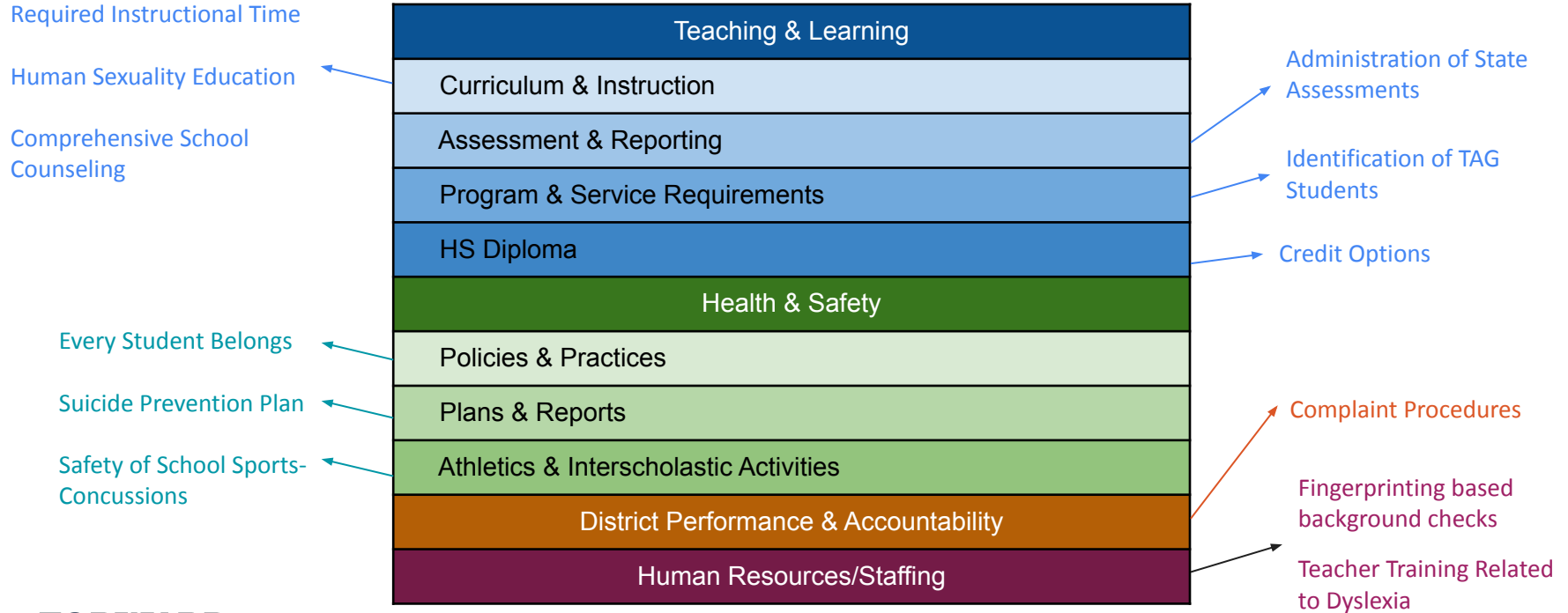
- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

Teaching & Learning
Curriculum & Instruction
Assessment & Reporting
Program & Service Requirements
HS Diploma
Health & Safety
Policies & Practices
Plans & Reports
Athletics & Interscholastic Activities
District Performance & Accountability
Human Resources/Staffing

**Division 22
standards
include over
50 rules.**

Division 22 Rule Categories



What are the requirements for each of the rules?

Consult the following resources for information:

<u>ODE's Rules at a Glance Summary</u>	Provides a high level summary of each rule
<u>Secretary of State's Oregon Administrative Rules Database</u>	Consult the text of the OAR for all of the specific details
<u>ODE's Division 22 Standards Newsletter</u>	Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards, and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance



PORTLAND PUBLIC SCHOOLS

Division 22 Oregon Administrative Rules Assurances - “Our Why”

- Signals our commitment to providing a high quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



What happens if the district is out of compliance?



- ODE reviews the district's proposed corrective action plan and either approves or rejects it
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed
- The corrective action must be complete by the beginning of the next school year
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies

Compliance the Past 7 Years in PPS

Compliance in 2021-22

- 581-022-2100 Administration of State Assessments and 581-022-2110 Exception of Students with Disabilities from State Assessments

Compliance in 2019-20

- 581-022-2440: Teacher Training Related to Dyslexia
- 581-022-2340: Media Programs

Compliance in 2018-19

- 581-022-2045: Prevention Education in Drugs and Alcohol
- 581-022-2050: Human Sexuality Education in 2018-19

Compliance in 2017-18

- 581-022-2370: Complaint Procedure

Changes to Rules 2022-23 School Year

Division 22 Waivers for 2022-23

- [581-022-2115\(3\) Assessment of Essential Skills:](#)
 - **Essential Skills Graduation Requirements** are waived for students graduating in the 2022-2023 and 2023-2024 school years.
 - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- [OAR 581-022-2265](#) Report on PE Data
 - **PE Data collections** were suspended last year. Districts will be required to submit data for the upcoming 2023-24 SY.



Rules That Were New in 2022-23

581-022-2308 Agreements Entered Into with Voluntary Organizations

Requires adoption of a policy governing participation in a voluntary organization that administers interscholastic activities. Voluntary organization must adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey.

581-022-0107 Operational Plans for the 2022-23 School Year (not a new requirement)

School districts and public charter schools must periodically submit to the Department a plan for operation during the 2022-23 school year. The plan must be submitted on a form and on a timeline to be determined by the Department.

Revised Rule

Grades 6-8 PE



Oregon Department of Education

OAR 581-022-2263 Physical Education Requirements

[HB 3199](#), which reduces the total number of physical education instructional minutes required in grades 6-8, was passed just before the close of the 2023 legislative session. The bill revises ORS 329.496 to include two significant changes:

1. The weekly time requirement was reduced from 225 minutes every week of the year.
2. The new weekly minimum of 150 minutes is calculated as an average over the duration of the school year.

This provision went into effect on July 1, 2023

This change means in PPS we are required to offer 3 quarters of PE each year. In grades 6-8 Previously, the expectation was PE all year.

Corrective Action Plans 2022-23 School Year

PE Requirements for Grades 6-8 Corrective Action



Oregon Department of Education

PPS Submitted an extension to become in compliance for the 2025-26 school year

2023-24

1 quarter of PE

2024-25

2 quarters of PE

2025-26

3 quarters of PE =
Compliance

- FTE
- Scheduling
- Building Capacity

PE Requirements for Grades K-5 Corrective Action



PPS will be in compliance in 2023-24 for K-5 PE

Under, 581-022-2263 Physical Education Requirements, Districts are required to provide students with 150 minutes/week in grades K-5 & 180 minutes/week in grades 6-8.

For the 2022-23 school year, K-5 students were staffed to receive 90 minutes/week + 15 minutes of structured movement per week

For the 2023-24 school year, K-5 students will receive 90 minutes/week of PE + 60 minutes of structured movement as part of the Morning Circle Learning in their classes

Talented and Gifted (TAG) OARs Corrective Action Plan and Timeline

581-022-2500: Programs and Services for TAG Students



- During the 2022-23 school year, the district was unable to verify that every TAG student in every PPS classroom had their rate and level of learning addressed.
- As is done every year, building administrators and site based TAG facilitators led a rate and level PD during a staff meeting. Additionally, an asynchronous course was provided to educators through our online learning platform Pepper.

Talented and Gifted (TAG) OARs

Corrective Action Plan and Timeline

OAR 581-022-2330 Rights of Parents of TAG Students and
581-022-2325 Identification of Academically Talented and
Intellectually Gifted Students.



Conciliation Agreement/Corrective Action:

Portland Public Schools is under a [Conciliation Agreement](https://www.pps.net/tag) for TAG services. This Agreement can be found on the District website at <https://www.pps.net/tag>. Under this Agreement, PPS must follow through on specific corrective action steps related to TAG services, identification, and notification.

Talented and Gifted (TAG) Conciliation Agreement Progress Report

Identification: OAR 581-022-2325 2(e)

- Revised Referral System
- NNAT was given to newcomers in grades 3-5, 3 students identified!
- TAG checklists have been added to MTSS flowcharts for pre-SIT discussions
- Team agenda templates and guidance for identification decisions
- A Spring Window for referrals was implemented in 2022-2023

Communication with Families: OAR 581-022-2330

- Family Night Screencasts in 5 supported languages Family Nights completed October 31, 2022
- Training for Community Agents 2x in 2023-2024
- Monthly Office Hours have generated FAQs that are timely and relevant
- Website has been streamlined for families - access to TAG facilitator contact information, referral links

Services: OAR 581-022-2500 (4)

- Revised Rate and Level Training presented at staff meetings in all PPS schools
- Convened Diverse Learners Advisory Group

Local Performance Assessment Corrective Action Plan and Timeline

[581-022-2115\(2\) Assessment of Essential Skills: Local Performance Assessment Requirement](#)

- For the 2021-22 school year, PPS did not implement the plan to conduct local performance assessments as called for in this OAR.
- For the 2022-23 school year, PPS pushed out recommended assessments that were used by some that would have counted with the local performance assessment.
- For the 2023-24 school year, the District will be ensuring that students in grades 3-8 and one time in high school conduct the local performance assessment in writing, speaking, mathematical problem-solving, and scientific inquiry.



Instructional Materials Adoption Corrective Action Plan and Timeline

Adoption Update:

Implemented Fall 21

- K-5 Math
- 6-8 Science
- K-2 Foundational Skills (Phase I)

Implemented Fall 22

- World Languages
- 6-12 Math
- K-12 Language Arts
- K-12 Health & PE
- Social Emotional Learning (Phase I)

Implemented Fall 23

- ESL/ELP
- The Arts
- Social Emotional Learning (Phase II)

To be Implemented Fall 24

- K-5 Science
- Social Emotional Learning (Phase III)

Looking Ahead: Compliance for the 2023-24 SY

New/Revised Rules & Requirements

OAR 581-022-2220 Health Services

Last revised in 1996, much of the rule's language has been updated to reflect learning from the last three years of school operations and to bring the rule into alignment with current statutes and rules.

The revised rule will be in effect for the 2023-2024 academic year. Districts will first report on their compliance with the revised rule as part of Division 22 Standards annual assurances in November of 2024.



Potential Rule Changes



Oregon Department of Education

The following changes are being considered by the State Board of Education and may be adopted at the October meeting:

- **Assessment of Essential Skills graduation requirement:** proposed extension of the suspension of this requirement through the 2027-28 school year
- **Menstrual Dignity for Students:** links requirements of the Menstrual Dignity for Students rules (OAR 581-021-0587 through OAR 581-021-0596) to Division 22



Subject: Division 22 Corrective Action Update

Date: June 21, 2023

Dear Oregon Department of Education,

For the 2023-24 school year, Portland Public Schools will be in compliance with [581-022-2115\(2\): Assessment of Essential Skills](#) - Local Performance Assessments. The [PPS Assessment Calendar for 2023-24](#) indicates what assessments and rubrics are to be used to fulfill this OAR. Below is the list pulled out of the linked assessment calendar of the local performance assessments.

The following assessments will count for Local Performance Assessments for Speaking:

- Grade 3: Wit and Wisdom Module 2 Socratic Seminar (Nov 6-Jan 25)
- Grades 4-5: Wit and Wisdom Module 3 Socratic Seminar (Jan 30-Apr 4)
- Grades 6-8: During Q2 HMH Unit (further details forthcoming)
- HS: Government Q1 (or the course that satisfies the Government grad requirement) will assign a speaking task and use the state speaking rubric.

The following assessments will count for Local Performance Assessments for Writing:

- Grade 3: Wit and Wisdom Module 2 EOM Writing Task (Nov 6-Jan 25)
- Grades 4-5: Wit and Wisdom Module 3 EOM Writing Task (Jan 30-Apr 4)
- Grades 6-8: Q3 HMH Argument writing task from the end of unit task
- HS: Q2 ELA (English 3-4) - HMH End of Unit 3 Writing Task

The following assessments will count for the Local Performance Assessments requirement for Math:

- Grade 3: I-Ready End of Unit 3 Assessment (Early Feb)
- Grade 4: I-Ready End of Unit 4 Assessment (Late April)
- Grade 5: I-Ready End of Unit 3 Assessment (Early April)
- Grade 6: Middle School Math [6.EE.A. Post Milestone Assessment](#)
- Grade 7: Middle School Math [7.EE.A. Post Milestone Assessment](#)
- Grade 8: Middle School Math [8.EE.A. Post Milestone Assessment](#)
- HS: Geometry Unit 7 End of Unit Assessment



The following assessments are required for the Local Performance Assessment for Science:

- Grade 3: PS2-4 - [Forces and Interactions Assessment](#)
- Grade 4: LS1-1 - [Plant and Animal Survival Assessment](#)
- Grade 5: LS2-1 - [Ecosystems: Energy, Matter, and Modeling](#)
- [Grade 6: Earth \(Weather & Climate\) - April/ May](#)
- [Grade 7: Life \(Ecology\) - May/ June](#)
- [Grade 8: Life \(Reproduction\) - February/ March](#)
- [HS: Physics HS-PS2-1 Assessment](#)

Instructional Materials Division 22 Action Plan

Portland Public Schools

Date Submitted: August 22, 2023

District Information

Include names, titles, and contact information (email and phone).

Superintendent: Guadalupe Guerrero, Superintendent (gguerrero@pps.net , 503-916-3203 x63203)

Main Point of Contact: Daniel Cogan, Academic Programs Associate (dcogan@pps.net, 503-916-2000 x71023)

Historical Data for Instructional Materials Adoptions

Complete the gray columns in the table below.

Content Area	State Adoption Year	For use in classrooms by fall:	Most recent district adoption year	Independent adoption or from state list?	Notes (e.g. district applied for postponement, etc.)
Mathematics	2015	2016	2011	State List	
Science	2016	2017	2011	State List	
Health and Physical Education	2017	2018	2008	State List	
Social Sciences	2018	2019	2008	State List	
World Languages	2020	2021	2010	State List	
English Language Arts	2021	2022	2016	Independent	
English Language Proficiency	2021	2022	2016	State List	

Planned Adoption Schedule

Instructional Materials Division 22 Action Plan

Portland Public Schools

Date Submitted: August 22, 2023

Outline the district's plan for adopting materials over the next several years with a timeline that is both realistic and reflects a sense of urgency. Modify the table as needed by adding or deleting rows. This plan should result in the district coming into alignment with the state adoption schedule, within one or two years, which is the timeframe allowed for postponement. Consider prioritizing content areas that have gone the longest without a new adoption and doing multiple adoptions in the same year when possible.

The state adoption schedule through the year 2026 is included below for your reference.

Oregon State Review Cycle	For use in classrooms by fall:
2022: Mathematics	2023
2023: Science	2024
2024: Health & PE	2025
2025: Social Sciences	2026
2026: World Languages & the Arts	2027

School Year	Content Area(s) to be adopted	Adoption Plan (State List or Independent Adoption)
2020-21 (Fall 2021 implementation)	Math K-5 6-8 Science K-5 Foundational Skills (Phase I)	Math K-5: State List Science 6-8: State List Foundational Skills: Independent
2021-22 (Fall 2022 implementation)	World Languages 6-12 Mathematics K-12 Language Arts	For all adoptions, resources on the state list will be reviewed. Other independent resources may also be reviewed with a

Instructional Materials Division 22 Action Plan

Portland Public Schools

Date Submitted: August 22, 2023

	K-12 Health & PE Social Emotional Learning (Phase I)	criteria checklist to ensure quality, alignment, and cultural responsiveness.
2022-23 (Fall 2023 implementation)	K-12 Social Sciences (Social Studies Adoption paused) ESL/ELP The Arts Social Emotional Learning (Phase II)	For all adoptions, resources on the state list will be reviewed. Other independent resources may also be reviewed with a criteria checklist to ensure quality, alignment, and cultural responsiveness.
2023-24 (Fall 2024 implementation)	K-5 Science Social Emotional Learning (Phase III)	For all adoptions, resources on the state list will be reviewed. Other independent resources may also be reviewed with a criteria checklist to ensure quality, alignment, and cultural responsiveness.
2024-25 (Fall 2025 implementation)	Health/Physical Education	For all adoptions, resources on the state list will be reviewed. Other independent resources may also be reviewed with a criteria checklist to ensure quality, alignment, and cultural responsiveness.
2025-26 (Fall 2026 implementation)	Social Sciences	For all adoptions, resources on the state list will be reviewed. Other independent resources may also be reviewed with a criteria checklist to ensure quality, alignment, and cultural responsiveness.

Instructional Materials Division 22 Action Plan

Portland Public Schools

Date Submitted: August 22, 2023

K-5 Social Studies Adoption Update

Planned pilots/field tests

- 8/29 - 12/15 - InquirED and Black History 365
- TBD beyond this based upon results

Additional engagement

Social Studies & Science Roadshow

- PTA Meetings
- Community Organizations
- Online Presentations
- We will partner with PPS Community Engagement Team on other engagement opportunities

Professional learning

- 8/24 - Initial professional learning for Field Test Teachers
- Oct & Nov - Continuing professional learning for Field Test Teachers

6-8 Social Studies Adoption Update

Planned pilots/field tests

- Continue with the current (last adopted) core resource of TCi for grades 6-8 social sciences as a bridge into the state's next adoption cycle with a refresh of the latest edition of teacher and student resources
 - Provide full digital resourcing (teacher and student accounts)
- Add complementary resource Black History 365 (primarily for grades 7-8)
- Continue supplemental resources of:
 - DBQ Project Online (and some physical binders at sites)
 - CommonLit (available for all 3-12 subject areas primarily as a family resource for 6-8th)

Additional engagement

- Collaborate with ODE SS regarding state progress on curricular materials review for state adoption cycle, including encouraging stakeholder participation in the state review.

Instructional Materials Division 22 Action Plan

Portland Public Schools

Date Submitted: August 22, 2023

- Collaborate with the PPS Community Engagement team on next steps for ongoing community engagement as we continue an extended period of review.
- Expand collaboration with OJMH re SB664

Professional learning

- Professional learning for those continuing field testing will commence again in September
 - Including a variety of modes (coaching, synchronous and asynchronous, virtual and in-person options)

9-12 Social Studies Adoption Update

Planned pilots/field tests

- Continue with the current (last adopted) core resource of TCi for grades 9-12 social sciences as a bridge into the state's next adoption cycle
 - Provide full digital resourcing (teacher and student accounts)
- Continue supplemental resources of:
 - DBQ Project Online (and some physical binders at sites)
 - Choices by Brown University
 - CommonLit (available for all 3-12 subject areas)

Additional engagement

- Continue looking at/for resources and collecting feedback through field testing & use as we realign w/ the state's adoption cycle
 - Field testing 23-24 may include the follow core and supplementary materials:
 - Black History 365 (US History)
 - Norton Give Me Liberty (US History)
 - Savvas US History Interactive (US History)
 - TCi Pursuing American Ideals (US History)
 - Cengage NatGeo (Modern World/Global Studies)
 - Norton We the People (Gov/Civics)
 - Tci Economics Alive (Econ)
 - Savvas Economics Interactive (Econ)

Instructional Materials Division 22 Action Plan

Portland Public Schools

Date Submitted: August 22, 2023

- Collaborate with ODE SS regarding state progress on curricular materials review for state adoption cycle, including encouraging stakeholder participation in the state review.
- Collaborate with the PPS Community Engagement team on next steps for ongoing community engagement as we continue an extended period of review.
- Expand collaboration with OJMH re SB664

Professional learning

- Professional learning for those continuing field testing will commence again in September

Next Steps

- Submit a draft plan to ODE staff as soon as possible and **no later than June 28, 2021**.
- ODE staff will either forward the plan as written to the Director (or their designee) for approval OR return it to the district with feedback, questions, and/or suggestions for revision.
 - If applicable, a revised plan should be submitted **no later than July 9, 2021**.
- Note: If you are going to take your plan to your local school board for feedback or approval, we recommend you consult with ODE first in order to avoid having to go back to your Board multiple times.

PPS Division 22 Progress Report and Updated Corrective Action Plan

District: Portland Public Schools

Primary Contact & Phone: Cheryl Proctor, cproctor@pps.net, 503-916-3702, Daniel Cogan, dcogan@pps.net, 503-916-2000, x71023, Jenny Withycombe, jwithycombe@pps.net, Dana Nerenberg, dnerenberg@pps.net

Rule: OAR 581-022-2263 PE Requirements

First Reported Out of Compliance: Select only one

Assurances for the _____ School Year

2020-21 SY

2021-22 SY

2022-23 SY

Out of Compliance at (choose one):

K-5(6) Elementary Level

6-8 Middle Level

Both Elementary and Middle Levels

Projected Date of Compliance (must be prior to the beginning of the 2025-26 SY):

PPS will be in compliance for K-5 PE starting in the 2023-24 school year. All students will receive 90 minutes of PE per week from a licensed PE teacher. The remaining 60 minutes will be delivered by the homeroom teacher integrating transformative social emotional learning with structured movement. This plan was reviewed by Suzanne Hidde, ODE Manager of Health and PE. Next steps are for the PPS team to share alignment of the standards between Transformative Social Emotional Learning (TSEL) and structured movement PE standards by mid-August.

PPS will be in compliance for 6-8 PE starting in the 2025-26 school year.

Progress Report: List all actions taken over the past year (or more, if applicable) to move the district into compliance with the PE Requirements rule. Include dates and/or time period as appropriate, as well as results.

Over the course of the 2022-23 school year, PE teachers taught 90 minutes of PE to all students similar to previous years. New in 2022-23, was the practice of K-5 homeroom teachers across the district being expected to teach 15 minutes of structured movement throughout the week in order to get closer to compliance. As an 'add on', teachers struggled to include the structured movement into an already full schedule. Integration into already existing TSEL time will serve the dual purpose of integrating structured movement into an already established routine and lifting up TSEL integration into other content areas.

In the 2022-23 school year and for next year in the 2023-24 school year, the minimum expectation for Grade 6-8 schools will be 1 quarter of PE in each grade level for each student (a minimum of 225 minutes per week for 9 weeks = 2,025 per year). During the 2023-24 school year, some middle schools and K-8s will begin piloting offering 2 or 3 quarters of PE (225 minutes per week for 18-27 weeks = 4,050-6,075 per year) for students in the middle grades. As of August 1, 3 schools will be offering 3 quarters of PE and 3 schools will be offering 2 quarters of PE. For the schools piloting 3 quarters of PE, this equates to a minimum of 225 minutes per week for 27 weeks = 6,075 per year and for schools piloting 2 quarters of PE, this equates to a minimum of 225 minutes per week for 18 weeks = 4,050.

As part of Portland Public Schools Middle School Redesign process, principals have started and will continue into the 2023-24 school year working on master scheduling to bring alignment and coherence to the middle school program across the district's 15 comprehensive middle schools and 14 K-8s. This work will culminate in a plan to offer 2 quarters of PE across the system in the 2024-25 school year or (4,050 minutes) and full compliance in the 2025-26 school year or 6,075 minutes.

Reason for Seeking Extended Timeline:

There are many older buildings in Portland Public Schools that only have 1 gym and cafeteria. Space has made it difficult to schedule the required amount of PE for all students. Additionally securing additional PE FTE has been challenging due to competing interests such as development of arts programs, interest in additional mental health supports, and interest in class size reduction to name a few.

Next Steps & Timeline: List all actions planned for the next year (and beyond, if applicable) to move the district into compliance with the PE Requirements rule. Include dates and/or time period.

- Fall 2023: Ensure all K-5 and K-8 schools are teaching the morning circle portion of the day that includes transformative social emotional learning standards and PE standards for structured movement.
- Fall - Winter 2023-24: Work with MS and K-8 Principals to plan out how to schedule 2 quarters of PE and identify alternative spaces as needed when gymnasiums are not sufficient for the 24-25 school year.
- Fall 2023: Model how much each MS and K-8 school needs for FTE to increase PE to 2 quarters for all middle grades students.
- Winter 2024: Implement adding additional FTE for MS and K-8 schools to increase to 2 quarters a year.

Support Needed:

Any additional funds for building modifications would help as the District has 15 Middle Schools and 14 K-8 schools in which some do not have the space to provide PE as required by the State.

* To submit a request for an extension, districts must use the [Division 22 Corrective Action Extension Request Form](#). When completing the form, you can either provide the link to this report or attach it. The district may use a different format, as long as it includes all the required information.

Questions? Email Division22@ode.oregon.gov
or call Division 22 Standards Specialist Susan Payne at (503) 580-6814



STAFF REPORT

Date: September 26, 2023

To: School Board

From: Mary Kane, Senior Legal Counsel

Subject: Revision of Affirmative Action Policy 5.10.025-P

BACKGROUND

This policy was adopted in 2013, in response to the Oregon Legislature's passage of the Minority Teacher Act. In 2015, the Legislature changed the name to the Educators Equity Act and in 2021, promulgated additional provisions to the Act. The proposed revisions to the policy reflect these changes.

RELATED POLICIES/BEST PRACTICES

In addition to several existing work streams, in March 2022, the District's Strategic Plan prioritized the development of a diverse, high-quality and thriving workforce.

More information is available [here](#).

FISCAL IMPACT

There is no fiscal impact.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Because these changes were made to comport with state law, there was no community engagement other than two public Policy Committee meetings.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The revised policy will be effective immediately.

STAFF RECOMMENDATION

Staff recommends the Board adopt this amended policy.

ATTACHMENTS

- A. Redline copy of Affirmative Action Policy
- B. Clean copy of Diversity in Employment Policy



Board Policy

5.10.025-P

Diversity in Employment Policy

Workforce Diversity to Serve Students

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression. In pursuit of this goal, PPS must develop a workforce that reflects the diversity of students it serves. Students must see their diverse racial, cultural, and linguistic characteristics reflected in the school staff who are guiding them toward academic and other success. In conjunction with the Racial Educational Equity Policy, 2.10.010-P, the District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel and achieve the goals established by Oregon's Educators Equity Act. The Superintendent's budget shall incorporate funding for the diverse workforce goals provided in this policy. The Board expects to see measurable progress every year in the strategies employed and progress made toward reaching the goal established by the Oregon Educators Equity Act as evidenced by a workforce that more closely reflects our student population.

All District employees are responsible for providing equal employment opportunities and complying with this policy.

Equal Employment Opportunity

The District shall provide equal employment opportunity and treatment regardless of perceived or actual race, color, religion, sex, sexual orientation, gender expression or identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, familial status, or genetic information. The District shall provide equal employment opportunity for all applicants and staff in recruitment, hiring, assignment, training, retention, transfer and promotion. All employment actions also shall be in accordance with the Board Policy of Non-Discrimination, 1.80.020-P. The District shall comply with all federal, state and local laws relevant to equal employment and non-discrimination.

The District will not tolerate retaliation against any individual who reports discrimination or harassment; or testifies, assists or participates in any manner in an investigation, proceeding or hearing, regardless of the outcome of the complaint. Conduct that would likely deter an individual from reporting or supporting a claim may constitute retaliation. Retaliation can occur even if the underlying complaint of harassment or discrimination is



Board Policy

5.10.025-P

Diversity in Employment Policy

not substantiated.

Reporting and Oversight

The Superintendent shall designate the person(s) to oversee and track compliance with the District's equitable and non-discrimination employment practices. The District shall provide an annual report to the Board that provides employee demographic data on hiring and retention and progress towards the goals articulated in this policy.

Adopted 6/17/13; Amd. ____/2023
OSBA: GBA

Legal References: Oregon Educators Equity Act, ORS 342.433 to 342.449; ORS 342.934; ORS 408.225 to 408.235; ORS 652.210-220; ORS 659.850; ORS 659A.003-ORS 659A.820; Federal and state laws prohibiting discrimination in employment, including, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, and ORS Chapter 659A;



BOARD POLICY

5.10.025-P

Affirmative Action Policy

~~In order~~ Workforce Diversity to ~~close the racial achievement gap~~ Serve Students

We believe in the fundamental right to human dignity and better serve all students, Portland Public Schools staff that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression. In pursuit of this goal, PPS must reflect develop a workforce that reflects the diversity of the students we serve. The Board of Education's students it serves. Students must see their diverse racial, cultural, and linguistic characteristics reflected in the school staff who are guiding them toward academic and other success. In conjunction with the Racial Educational Equity Policy, 2.10.010-P, requires the school district to—"District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel." ~~Oregon state law, as articulated in the Minority Teachers Act, states that "the number of minority teachers, including administrators, and achieve the goals established by Oregon's Educators Equity Act. The Superintendent's budget shall incorporate funding for the diverse workforce goals provided in this policy. The Board expects to see measurable progress every year in the strategies employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state." ORS § 342.437. This Affirmative Action Policy sets forth and progress made toward reaching the Portland Public School District's prohibition against discrimination, directs the Superintendent to create and implement an Affirmative Action/Equal Employment Opportunity Plan (AA/EEO Plan), and establishes the goal that the District will come into compliance with goal established by the Oregon Minority Teachers Educators Equity Act as evidenced by a workforce that more closely reflects our student population.~~

All District employees are responsible for providing equal employment opportunities and complying with this policy.

Equal Employment Opportunity

The District shall provide equal employment opportunity and treatment regardless of perceived or actual race, color, religion, sex, sexual orientation, gender expression or identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, familial status, or genetic information. The District shall provide equal employment opportunity for all applicants and staff in recruitment, hiring, assignment, training, retention, transfer and promotion. All employment actions also shall be in accordance with the Board Policy of Non-Discrimination,

1.80.020-P. The District shall comply with all federal, state and local laws relevant to equal employment and non-discrimination.

The District will not tolerate retaliation against any individual who reports discrimination or harassment; or testifies, assists or participates in any manner in an investigation, proceeding or hearing, regardless of the outcome of the complaint. Conduct that would likely deter an individual from reporting or supporting a claim may constitute retaliation. Retaliation can occur even if the underlying complaint of harassment or



~~BOARD POLICY~~

~~5.10.025-P~~

~~Affirmative Action Policy~~

discrimination is not substantiated.

Reporting and Oversight

The Superintendent shall designate the ~~Chief Human Resources Officer~~person(s) to oversee and track compliance with ~~equal employment~~the District's equitable and non-discrimination.



BOARD POLICY

5.10.025-P

Affirmative Action Policy

Affirmative Action — Employment

In order to comply with the Racial Educational Equity Policy and the Oregon Minority Teachers Act, the employment practices. The District will make meaningful efforts to recruit, employ, support and retain a qualified work force that reflects the diversity of our student body. The shall provide an annual report to the Board expects to see measurable that provides employee demographic data on hiring and retention and progress every year in reaching the goal established by the Oregon Minority Teachers Act. This goal will both help ensure a work and school environment free from discrimination, and will contribute to enhanced student performance and the elimination of the achievement gap. To this end, the Board directs the Superintendent to develop and implement an AA/EEO Plan. The Board further directs the Superintendent to designate an Affirmative Action Officer to oversee the implementation of, and compliance with, the AA/EEO Plan.

The Board expects the AA/EEO Plan to include affirmative measures designed to ensure equal employment opportunities. The AA/EEO Plan shall identify job groups that show the underutilization of staff based on race or gender within the District; set reasonable employment goals and timetables for increasing the diversity of our staff; and establish a plan of action to enable the District to reach these employment goals.

The towards the goals articulated in this policy and the AA/EEO Plan are not rigid, inflexible quotas that must be met, but rather targets reasonably attainable by implementing best practices and applying good faith efforts. Neither this policy, nor the AA/EEO Plan, permit discrimination against any individual or group of individuals with respect to any employment opportunity for which the individual is qualified. Nothing herein is intended to sanction the discriminatory treatment of any person based on their protected status.

The Board further directs that all District employment policies, practices, and procedures will be examined periodically to ensure they are nondiscriminatory. These policies, practices and procedures are to be implemented by all administrative personnel, directors, personnel officers and anyone else who has responsibility for personnel functions. Equal employment opportunity and affirmative action are the responsibility of the entire District's workforce.



Board Policy

5.10.025-P

Diversity in Employment Policy

~~The Board directs the Superintendent to report annually on the implementation of this policy and the progress of the AA/EEO Plan.~~

Adopted 6/17/13; Amd. ____/2023
OSBA: GBA

Legal References: ~~Minority Teacher~~ Oregon Educators Equity Act, ORS 342.433 to 342.449; ORS 342.934; ORS 408.225 to 408.235; ORS 652.210-220; ORS 659.850; ORS 659A.003-ORS 659A.820; Federal and state laws prohibiting discrimination in employment, including, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, and ORS Chapter 659A; ~~No Child Left Behind Act of 2001, Pub. Law. 107-110 (2002)~~



BOARD POLICY

5.10.025-P

Affirmative Action Policy

In order to close the racial achievement gap and better serve all students, Portland Public Schools staff must reflect the diversity of the students we serve. The Board of Education's Racial Educational Equity Policy, 2.10.010-P, requires the school district to "recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel." Oregon state law, as articulated in the Minority Teachers Act, states that "the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state." ORS § 342.437. This Affirmative Action Policy sets forth the Portland Public School District's prohibition against discrimination, directs the Superintendent to create and implement an Affirmative Action/Equal Employment Opportunity Plan (AA/EEO Plan), and establishes the goal that the District will come into compliance with goal established by the Oregon Minority Teachers Act.

Equal Employment Opportunity

The District shall provide equal employment opportunity for all applicants and staff in recruitment, hiring, assignment, training, retention, transfer and promotion. All employment actions shall be in accordance with the Board Policy of Non-Discrimination, 1.80.020. The District shall comply with all federal, state and local laws relevant to equal employment and non-discrimination.

The District will not tolerate retaliation against any individual who reports discrimination or harassment; or testifies, assists or participates in any manner in an investigation, proceeding or hearing, regardless of the outcome of the complaint. Conduct that would likely deter an individual from reporting or supporting a claim may constitute retaliation. Retaliation can occur even if the underlying complaint of harassment or discrimination is not substantiated.

The Superintendent shall designate the Chief Human Resources Officer to oversee compliance with equal employment and non-discrimination.



BOARD POLICY

5.10.025-P

Affirmative Action Policy

Affirmative Action – Employment

In order to comply with the Racial Educational Equity Policy and the Oregon Minority Teachers Act, the District will make meaningful efforts to recruit, employ, support and retain a qualified work force that reflects the diversity of our student body. The Board expects to see measurable progress every year in reaching the goal established by the Oregon Minority Teachers Act. This goal will both help ensure a work and school environment free from discrimination, and will contribute to enhanced student performance and the elimination of the achievement gap. To this end, the Board directs the Superintendent to develop and implement an AA/EEO Plan. The Board further directs the Superintendent to designate an Affirmative Action Officer to oversee the implementation of, and compliance with, the AA/EEO Plan.

The Board expects the AA/EEO Plan to include affirmative measures designed to ensure equal employment opportunities. The AA/EEO Plan shall identify job groups that show the underutilization of staff based on race or gender within the District; set reasonable employment goals and timetables for increasing the diversity of our staff; and establish a plan of action to enable the District to reach these employment goals.

The goals articulated in this policy and the AA/EEO Plan are not rigid, inflexible quotas that must be met, but rather targets reasonably attainable by implementing best practices and applying good faith efforts. Neither this policy, nor the AA/EEO Plan, permit discrimination against any individual or group of individuals with respect to any employment opportunity for which the individual is qualified. Nothing herein is intended to sanction the discriminatory treatment of any person based on their protected status.

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BOARD POLICY

5.10.025-P

Affirmative Action Policy

The Board directs the Superintendent to report annually on the implementation of this policy and the progress of the AA/EEO Plan.

Adopted 6/17/13.

Legal References: Minority Teacher Act, ORS 342.433 to 342.449; Federal and state laws prohibiting discrimination in employment, including, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, and ORS Chapter 659A; No Child Left Behind Act of 2001, Pub. Law. 107-110 (2002)



STAFF REPORT

Date: September 26, 2023

To: School Board

From: Mary Kane, Senior Legal Counsel

Subject: Revision to Naming School District Property 2.20.010-P

BACKGROUND

This policy was last amended in 2018. The proposed revisions came before the Board's Policy Committee on September 18, 2023, for discussion. Changes in the policy include shifting authorization for school name change decisions to the Board, as well as clarifying language about renaming to address racial and other systemic discrimination.

FISCAL IMPACT

There may be a fiscal impact as this policy is put into practice. Fiscal impact is addressed in the policy.

COMMUNITY ENGAGEMENT

There was no community engagement other than two public Policy Committee meetings.

TIMELINE FOR IMPLEMENTATION / EVALUATION

This will be implemented upon passage by the Board.

STAFF RECOMMENDATION

Staff recommends the Board adopt this amended policy.

ATTACHMENTS

- A. Redline copy of Naming School District Property 2.20.010-P
- B. Clean copy of Naming School District Property 2.20.010-P

2.20.010-P Naming School District Property

I. Responsibility and Authority

- (1) The naming of all School District properties including, but not limited to, School District schools, school facilities, programs, non-school facilities, as well as school mascots, symbols and other images considered for representation of a school or District is the responsibility of the Board of Education.
- (2) In considering appropriate names for any school, facility, programs, or representative images, it is the responsibility of the Board to ensure that the name properly reflects the type and mission of the school, facility, and focus option so as to not cause public confusion. In respect for the diversity of our community, names shall have broad acceptance in a multicultural society as determined by the Board of Education.
- (3) In the naming process, the Board recognizes the importance of soliciting student, staff, parent and community input, as appropriate, in the selection of names. Names may be presented by individuals, by petition, by chosen committees, or by other representative groups. While efforts will be made to respect student, staff, parent, and community preferences, the Board of Education retains the final authority over selection of names for schools, facilities, programs and representative images.
- (4) Requests for renaming of District properties may be presented by individuals, by petition, by chosen committees, or by other representative groups to the School Board. The petition needs to demonstrate diverse school community support or indicate the name change is being requested in accordance with section II (1) in this policy.
- (5) The School Board will take one of these actions:
 - Direct the Superintendent to conduct a renaming process
 - Decline the request
 - Defer action on the request to a later date
- (6) If the School Board directs the Superintendent to conduct a renaming process, the Superintendent will note the staff or financial resources needed to conduct the process.

II. General Criteria for Names

2.20.010-P Naming School District Property

- (1) When evaluating school, non-school facility, program names, and representative images, the following general criteria shall be followed:
 - (a) Names submitted for consideration may:
 - (i) be known and significant to the community, students and staff; or
 - (ii) relate to local neighborhoods, to relevant geographic areas; to places of historical, geographical, geologic or cultural significance; to indigenous and characteristic flora or fauna; or
 - (iii) be persons or groups of persons, deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or be thematic to reflect the character of the community culture and history; or
 - (iv) reflect features of the facility or program type, and mission of the facility.
 - (v) All considerations must reflect our commitment to eliminating racism and other systemic discrimination based on protected classes and its impact on student learning and educational activities.
 - (b) Names submitted for consideration shall not:
 - (i) conflict with the names of other schools or programs in the School District or surrounding School Districts.
 - (ii) reflect the names of specific cities with the exception of "Portland".
 - (iii) be a person, location or character whose primary identification is of a religious nature or be a name of a religious group or members
 - (iv) include the word 'neighborhood' in the school name unless the school has defined attendance barriers.
 - (v) include the word 'school' in its name if it is a special program that does not meet the definition of a school as stated in Board Policy 6.10.022-P.

III. Special Recognition of Specific Persons

- (1) The Board of Education acknowledges that communities served by School District facilities periodically desire to recognize individuals

2.20.010-P Naming School District Property

for long and honorable service. Locations within school facilities or buildings may be named for former School District employees, citizens or students (not necessarily deceased) who have made specific contributions to education within Portland Public Schools.

- (2) Naming of locations inside schools and school facilities are subject to the approval of the Superintendent, with notice to the Board of the naming and the reasons for the recognition.

IV. Gifts

- (1) The Board acknowledges that it has the authority to accept monetary or in-kind donations from individuals and entities. In exceptional circumstances, consideration may be given to naming locations within a school or non-school facility for a significant gift as determined by the Board, in consultation with the Superintendent. Any names in this instance shall be consistent with all School Board policies and shall reflect the donor's appropriate financial support as well as the donor commitment to the School District's mission and vision and the objectives of the public school system.

V. Charter Schools

Agreements signed between Public Charter Schools and the School District will contain the requirement that the word 'Charter' be included as part of the Charter School name. Charter schools do not have defined attendance boundaries and, thus, shall not have the title 'neighborhood' as part of their name.

VI. School Conversions, Mergers, or Reconfigurations

When a school undergoes conversion or is reconfigured into separate distinct units, each of which meets the definition of a school as stated in Board Policy 6.10.022-P, those schools will be named following the conditions and criteria for new schools as outlined in this policy. When two or more schools are merged and there is community support for a name other than the current name of the facility, the school community shall go through the renaming process using the criteria in this policy. The district shall waive the fiscal impact statement in these cases.

VII. Renaming or Amending of Current Names

- (1) The Board recognizes that renaming existing schools or facilities or

2.20.010-P Naming School District Property

amending existing names by adding or deleting words or phrases is a serious, considered decision, and should not be made arbitrarily, frivolously, or in haste.

- (2) Such a decision must take into account the District's focus on eliminating racism and other systemic discrimination based on protected classes and its impact on student learning and educational activities.
- (3) Because the impact of renaming an existing school or amending an existing name is substantial in terms of potential public confusion, and administrative and fiscal costs, the burden is upon the party or parties proposing the name change to present persuasive evidence that the benefits of renaming outweigh community and School District impacts.
- (4) Central District staff will provide significant support to school-based administrators during a renaming process.
- (5) In considering a name change, the Board shall consider input and recommendations from the school community and the community at large. The request for a name change must be accompanied by a fiscal impact statement and a proposed method of covering the expense of the name change.
 - (a) The District will allow for an exemption to the fiscal impact statement and proposed method of covering the expense of the name change when a party can show the change is being made to address discrimination.

VIII. Implementation

- (1) The Board of Education has the ultimate authority to determine if the criteria in this policy have been satisfied.
- (2) The Board authorizes the Superintendent to develop procedures which provide for implementation of this policy.

History: Adopted 7/12/2004; Amended 4/10/18; Amended __/2023

2.20.010-P Naming School District Property

I. Responsibility and Authority

- (1) The naming of all School District properties including, but not limited to, School District schools, school facilities, programs, non-school facilities, as well as school mascots, symbols and other images considered for representation of a school or District is the responsibility of the Board of Education.
- (2) In considering appropriate names for any school, facility, programs, or representative images, it is the responsibility of the Board to ensure that the name properly reflects the type and mission of the school, facility, and focus option so as to not cause public confusion. In respect for the diversity of our community, names shall have broad acceptance in a multicultural society as determined by the Board of Education.
- (3) In the naming process, the Board recognizes the importance of soliciting student, staff, parent and community input, as appropriate, in the selection of names. Names may be presented by individuals, by petition, by chosen committees, or by other representative groups. While every effort will be made to respect student, staff, parent, and community preferences, the Board of Education retains the final authority over selection of names for schools, facilities, programs and representative images.

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 - (iii) be persons or groups of persons, deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or

B O A R D P O L I C Y

2.20.010-P Naming School District Property

- (iv) be thematic to reflect the character of the community culture and history; or
- (v) reflect features of the facility or program type, and mission of the facility.
- (vi) All considerations must reflect our commitment to eliminating systemic discrimination and its impact on student learning and educational activities.
- (b) Names submitted for consideration shall not:
 - (i) conflict with the names of other schools or programs in the School District or surrounding School Districts.
 - (ii) reflect the names of specific cities with the exception of "Portland".
 - (iii) be a person, location or character whose primary identification is of a religious nature or be a name of a religious group or members
 - (iv) include the word 'neighborhood' in the school name unless the school has defined attendance barriers.
 - (v) include the word 'school' in its name if it is a special program that does not meet the definition of a school as stated in Board Policy 6.10.022-P.

B O A R D P O L I C Y

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- (1) The Board of Education acknowledges that communities served by School District facilities periodically desire to recognize individuals for long and honorable service. Locations within school facilities or buildings may be named for former School District employees, citizens or students (not necessarily deceased) who have made specific contributions to education within Portland Public Schools.
- (2) Naming of locations inside schools and school facilities are subject to the approval of the Superintendent, with notice to the Board.

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- (1) The Board acknowledges that it has the authority to accept monetary or in-kind donations from individuals and entities. In exceptional circumstances, consideration may be given to naming locations within a school or non-school facility for a significant gift as determined by the Board, in consultation with the

2.20.010-P Naming School District Property

Superintendent. Any names in this instance shall be consistent with all School Board policies and shall reflect the donor's appropriate financial support as well as the donor commitment to the School District's mission and vision and the objectives of the public school system.

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VII. Renaming or Amending of Current Names

- (1) The Board recognizes that renaming existing schools or facilities or amending existing names by adding or deleting words or phrases is a serious, considered decision, and should not be made arbitrarily, frivolously, or in haste.
- (2) Such a decision must take into account the District's focus on eliminating systemic discrimination and its impact on student learning and educational activities.
- (3) Because the impact of renaming an existing school or amending an existing name is substantial in terms of potential public confusion, and administrative and fiscal costs, the burden is upon the party or parties proposing the name change to present persuasive evidence that the benefits of renaming outweigh community and School District impacts.

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- (4) In considering a name change, the Board shall consider input and recommendations from the school community and the community at large. The request for a name change must be accompanied by a fiscal impact statement and a proposed method of covering the expense of the name change.
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B O A R D P O L I C Y

VIII. Implementation

- (1) The Board of Education has the ultimate authority to determine if the criteria in this policy have been satisfied.
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History: Adopted 7/12/2004; Amended 4/10/18

2.20.010-P Naming School District Property

I. Responsibility and Authority

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2.20.010-P Naming School District Property

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2.20.010-P Naming School District Property

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2.20.010-P Naming School District Property

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2.20.010-P Naming School District Property

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2.20.010-P Naming School District Property

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VIII. Implementation

- (1) The Board of Education has the ultimate authority to determine if the criteria in this policy have been satisfied.
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History: Adopted 7/12/2004; Amended 4/10/18

RESOLUTION No. 6768

Resolution to Adopt Revised Instructional Material Selection Policy 6.40.010-P

RECITALS

- A. On August 7 and August 28, 2023, the Board Policy Committee reviewed and considered the proposed revisions of the Instructional Materials Selection Policy 6.40.010-P.
- B. On August 28, 2023, the Board presented the first reading of the revised Instructional Materials Selection 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 Instructional Materials Selection Policy 6.40.010-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



Instructional Materials Selection

High-quality educational and instructional materials enhance our students' learning and educational experiences, and they shall be available in our schools. The Superintendent shall establish procedures for the selection of textbooks and instructional materials in accordance with state law, State Board of Education rules, and criteria to realize the goals of education as enunciated by the State and District. In developing such procedures and in the selection and approval of textbooks and instructional materials for use in District schools, the following guidelines shall be followed.

I. Textbook and Instructional Materials Selection

- (1) Textbooks and instructional materials shall be selected on a designated schedule with the exception of those materials that are determined to be satisfactory with regard to content, as well as availability for replacement copies of textbooks/instructional materials and essential consumables. Ordinarily such selection schedules shall coincide with those of the State Board of Education.

II. State Approved and Supplementary

- (1) Textbooks and instructional materials adopted by the State Board of Education may be approved for use in District schools by the Office of the Superintendent.

III. Textbooks and Instructional Materials Not State Approved

- (1) Textbooks and instructional materials other than those approved by the State Board of Education shall require approval and adoption by the Board of Education upon the recommendation of the Superintendent.

IV. Supplementary Books and Instructional Materials

- (1) Supplementary books, maps, library books, courses of study, instructional guides, all media materials, and other instructional materials used in District schools shall require approval according to a process established by the Office of the Superintendent.

V. Guidelines for Inclusion

- (1) Criteria for selection of instructional materials shall include accurate portrayal of the diversity of our society, including the contributions and the roles and contributions of different racial, ethnic, and gender groups



Instructional Materials Selection

to the development of Oregon and the United States.

- (2) Instructional materials selected by the District should be free from bias or prejudice on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation. Instructional materials (will/may) include controversial items to stimulate critical thinking and analysis of issues on the part of students.
- (3) The Superintendent shall continue to advise publishers of instructional materials of the district's policies and administrative directives for inclusion and use, and to request them to submit instructional materials to the District that are consistent therewith.

VI. Use of Selected Instructional Materials

- (1) Administrators and educators shall implement the use of adopted instructional materials in relevant instructional areas.

VII. No fees charged for regular instructional materials and school-required technology.

- (1) In general, fees may not be charged for regular textbooks, other instructional materials, and school-required technology.
- (2) Fees may be charged for optional, extracurricular activities or for materials for individual projects in courses such as woodworking, metals, clothing design, etc., that are beyond the basic requirements of the class.
- (3) No student will be denied an education because of their inability to pay supplemental fees.
- (4) Students may be charged for lost or damaged books, locks, materials, supplies, and equipment. There is administrative guidance for the charging of fees for lost or damaged items and criteria for fee waivers.

Legal References: ORS 336.035; ORS 337.120; ORS 337.141; ORS 337.150; ORS 337.260; ORS 339.155; OAR 581-01-0050 to fi0119; OAR 581-022-0045; OAR 581-022-0046; OAR 581-022-1520;



Board Policy

6.40.010-P

Instructional Materials Selection

OAR 581-022-1640; Improving America's Schools Act of 1994 (IASA), [P.L. 103-382], Title I, Sections 1001-1604/

History: Adpt 6/71; Amd 5/74; Amd 2/9/81; Amd 5/9/85; Amd 9/9/02; BA 2421; Amd 9/2023.

Portland Public School District 1st Reading

DATE OF FIRST READING: August 28, 2023

PUBLIC COMMENT FOR Policy 6.40.010-P: Instructional Materials Selection

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

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

**Open for Comment until at least:
September 18, 2023**

Summary: **Instructional Materials Selection 6.40.010-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

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

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

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Redlined Policy with Proposed Changes	05
Original Policy	08



STAFF REPORT

Date: August 16, 2023
To: School Board
From: Dr. Kimberlee Armstrong
Subject: Proposed Revisions to the Instructional Materials Policy 6.40.010-P

BACKGROUND

This policy was last amended in 2002 and was in need of updates both as to language and practices for the development and adoption of instructional materials. PPS is committed to equitable access to high quality instructional materials, as further defined through the Instructional Roadmap. Educational Equity is central within this roadmap. PPS is committed to closing predictable outcomes of student achievement through the use of high quality instructional materials resulting in high quality teaching and learning outcomes. The adoption toolkit specifies community engagement, in stewardship of bond funds dedicated to curriculum. This commitment is also realized through high quality teacher professional learning and implementation of the adopted materials.

RELATED POLICIES/BEST PRACTICES

It is important to keep PPS policies in line with current and best practices.

FISCAL IMPACT

None

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no community engagement about the policy itself however, the District engages in extensive community engagement. See Instructional Resources Adoption Toolkit

TIMELINE FOR IMPLEMENTATION / EVALUATION

To be implemented upon adoption by the Board of Education.

STAFF RECOMMENDATION

To adopt the proposed amendments.

ATTACHMENTS

- A. Redline Instructional Materials 6.40.010-P
- B. Clean Copy Instructional Materials 6.40.010-P

6.40.010-P Instructional Materials Selection

The Board recognizes the important contributions that can be made to the instruction of young people by high quality educational and instructional materials enhance our students' learning and educational experiences, and they. It is the intent of the Board that such materials shall be available in the Portland schools. The Superintendent shall is therefore charged with the responsibility of establishing procedures for the selection of textbooks and instructional materials in accordance with state law, State Board of Education rules, and criteria to which will help realize the goals of education as enunciated by the State, and the District. and adopted District curriculum guides. Materials will be selected with consideration of their ability to address state and local common curriculum goals and content standards. In developing such procedures and in the selection and approval of textbooks and instructional materials for use in District schools, the following guidelines shall be followed.

I. Textbook and Instructional Materials Selection

- (1) Textbooks and instructional materials shall be selected on a designated schedule with the exception of those materials that are determined to be satisfactory with regard to content, as well as availability for replacement copies of textbooks/instructional materials and essential consumables. Ordinarily such selection schedules shall coincide with those of the State Board of Education.

II. State Approved and Supplementary

- (1) Textbooks and instructional materials adopted by the State Board of Education may be approved for use in District schools by the Office of the Superintendent.

III. Textbooks and Instructional Materials Not State Approved

- (1) Textbooks and instructional materials other than those approved by the State Board of Education to be used in the elementary and secondary schools shall require approval and adoption by the District's school Board of Education upon the recommendation of the Superintendent.

IV. Supplementary Books and Instructional Materials

- (1) Supplementary books, maps, library books, courses of study, instructional guides, all media materials, and other instructional materials in used in District schools shall require approval according to a process established by the Office of the Superintendent.

V. Guidelines for Inclusion

- (1) Criteria for selection of instructional materials shall include accurate

portrayal of the diversity of our society, including the contributions of both ~~men and women~~, and the roles and contributions of different racial, ethnic, **gender**, and religious groups to the development of Oregon and the United States.

- (2) ~~If instructional materials used selected by the dDistrict are not~~ **should be** free from bias or prejudice on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation. ~~staff has an affirmative responsibility to minimize the adverse effects of such bias or prejudice in any classroom where such materials are used. It is the duty of staff to interpret the material in the light of the policies, administrative directives and educational standards of the dDistrict, which reject discrimination or prejudice against any person on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.~~
- (3) ~~The Board expects, nonetheless, that instructional materials (will/may) include controversial items which stimulate critical thinking and analysis of issues on the part of students. in accordance with 6.20.010-P, Academic Freedom, 6.20.011 AD Academic Freedom in the Instructional Program, and 6.20.012 AD, Instructional Materials and Academic Freedom.~~
- (4) The ~~s~~**S**uperintendent shall continue to advise publishers of instructional materials of the district's policies and administrative directives for inclusion and use, and to request them to submit instructional materials to the ~~d~~**D**istrict that are consistent therewith.

VI. Use of Selected Instructional Materials

- (1) Administrators and educators shall implement the use of adopted instructional materials in relevant instructional areas.

VII. No fees charged for regular instructional materials and school-required technology.

- (1) In general, fees may not be charged for regular textbooks, other instructional materials, and school-required technology.
- (2) Fees may be charged for optional, extracurricular activities or for materials for individual projects in courses such as woodworking, metals, clothing design, etc., that are beyond the basic requirements of the class.
- (3) No student will be denied an education because of their inability to pay supplemental fees.

(4) Students may be charged~~e~~ for lost or damaged books, locks, materials, supplies, and equipment. The Superintendent shall develop administrative guidance for the charging of fees for lost or damaged items and criteria for fee waivers.

Legal References: ORS 336.035; ORS 337.120; ORS 337.141; ORS 337.150; ORS 337.260; ORS 339.155; OAR 581-01-0050 to fi0119; OAR 581-022-0045; OAR 581-022-0046; OAR 581-022-1520; OAR 581-022-1640; Improving America's Schools Act of 1994 (IASA), [P.L. 103-382], Title I, Sections 1001-1604/

History: Adpt 6/71; Amd 5/74; Amd 2/9/81; Amd 5/9/85; Amd 9/9/02; BA 2421; Amd __/2023_

6.40.010-P Instructional Materials Selection

The Board recognizes the important contributions that can be made to the instruction of young people by high quality educational and instructional materials. It is the intent of the Board that such materials shall be available in the Portland schools. The superintendent is therefore charged with the responsibility of establishing procedures for the selection of textbooks and instructional materials in accordance with state law, State Board of Education rules, and criteria which will help realize the goals of education as enunciated by the state, the district and adopted district curriculum guides. Materials will be selected with consideration of their ability to address state and local common curriculum goals and content standards. In developing such procedures and in the selection and approval of textbooks and instructional materials for use in district schools, the following guidelines shall be forwarded.

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IV. Supplementary Books and Instructional Materials

- (1) Supplementary books, maps, library books, courses of study, instructional guides, all media materials, and other instructional materials in used in district schools shall require approval according to a process established by the office of the superintendent.

V. Guidelines for Inclusion

- (1) Criteria for selection of instructional materials shall include accurate portrayal of the diversity of our society, including the contributions of both

6.40.010-P Instructional Materials Selection

- men and women, and the roles and contributions of different racial, ethnic, and religious groups to the development of Oregon and the United States.
- (2) If instructional materials used by the district are not free from bias or prejudice on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation, staff has an affirmative responsibility to minimize the adverse effects of such bias or prejudice in any classroom where such materials are used. It is the duty of staff to interpret the material in the light of the policies, administrative directives and educational standards of the district, which reject discrimination or prejudice against any person on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.
 - (3) The Board expects, nonetheless, that instructional materials will include controversial items which stimulate critical thinking and analysis of issues on the part of students in accordance with 6.20.010-P, Academic Freedom, 6.20.011-AD Academic Freedom in the Instructional Program, and 6.20.012-AD, Instructional Materials and Academic Freedom.
 - (4) The superintendent shall continue to advise publishers of instructional materials of the district's policies and administrative directives for inclusion and use, and to request them to submit instructional materials to the district that are consistent therewith.

Legal References: ORS 336.035; ORS 337.120; ORS 337.141; ORS 337.150; ORS 337.260; ORS 339.155; OAR 581-01-0050 to 581-01-0119; OAR 581-022-0045; OAR 581-022-0046; OAR 581-022-1520; OAR 581-022-1640; Improving America's Schools Act of 1994 (IASA), [P.L. 103-382], Title I, Sections 1001-1604/

History: Adpt 6/71; Amd 5/74; Amd 2/9/81; Amd 5/9/85; Amd 9/9/02; BA 2421

RESOLUTION No. 6769

Resolution to Adopt Revised Student Education Records Policy 2.50.020-P

RECITALS

- A. On August 7 and August 28, 2023, the Board Policy Committee reviewed and considered the proposed revisions of the Student Education Records Policy 2.50.020-P.
- B. On August 28, 2023, the Board presented the first reading of the revised Student Education Records 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 Student Education Records Policy 2.50.020-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



Student Education Records

- (1) Education records are those records maintained by the District that are directly related to a student.
- (2) In addition to the protection and procedures included in this policy and accompanying administrative directive, students with disabilities and their parents have additional rights under federal and state law with regard to student education records. Those rights and procedures have been included in the Special Education Manual located on the District website [insert link].
- (3) The primary reason for the keeping and maintaining of education records for students is to help the individual student in their educational development by providing pertinent information for the student, their teachers and their parents/guardians. The District shall keep education records for students as required by state and federal laws and regulations.
- (4) Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's educational development.
- (5) The District has an affirmative duty to provide records requested by another school district to determine a student's appropriate placement.
- (6) The District shall give full rights to education records to either parent, or legal guardian, unless the District has been provided legal evidence that specifically revokes or modifies these rights. However, once the student reaches age 18, those rights transfer to the student.
- (7) A copy of this policy and administrative regulation shall be made available upon request by parents/guardians and students 18 years or older or emancipated.

Legal References: ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to 0440; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR Section 300.501 (2000).

History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424; Amd ____/23.

Portland Public School District 1st Reading

DATE OF FIRST READING: August 28, 2023

PUBLIC COMMENT FOR Policy 2.50.020-P: Student Education Records

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

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

**Open for Comment until at least:
September 18, 2023**

Summary: **Student Education Records 2.50.020-P**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

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

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

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Original Policy	08



STAFF REPORT

Date: August 16, 2023

To: School Board

From: Ramzi Adas, Director, Records Management – Publication Services
Amanda Jones, Manager-Archivist, Records Management
Mary Kane, Senior Legal Counsel, General Counsel

Subject: Updated Student Education Records Board Policy 2.50.020-P

BACKGROUND

Portland Public Schools adheres to state and federal rules and policies regarding retention and archival of student education records. The Board has a policy that was adopted 6/1971 with a final amendment done 9/2002. In a twenty-year span of time, records types and retention schedules have changed and this updated policy reflects those changes. It is the district's responsibility to remain in compliance with these rules and laws.

RELATED POLICIES

2.50.021-AD Education Records Management
2.50.022-AD School Records Retention

ANALYSIS OF SITUATION

Student education records types have changed in the past twenty years as well as state and federal rules regarding the retention and archival requirements. Some records series have been eliminated and new ones added, automation has developed, and state and federal rules have been redefined to reflect updated student records types. The last policy update is over twenty years old.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Starting school year 2023/2024

CONNECTION TO BOARD GOALS

The proposed changes align with the Board's goal of following state and federal law.

STAFF RECOMMENDATION

Approval of updated policy.

ATTACHMENTS

- A. Redline copy 2.50.020-P
- B. Clean copy 2.50.020-P

2.50.020-P Student Education Records

- (1) Education records are those records maintained by the District that are directly related to a student.
- (2) In addition to the protection and procedures included in this policy and accompanying administrative directive, students with disabilities and their parents have additional rights under federal and state law with regard to student education records. Those rights and procedures have been included in the Special Education Manual located on the District website [insert link].
- (3) The primary reason for the keeping and maintaining of education records for students is to help the individual student in their educational development by providing pertinent information for the student, their teachers and their parents/guardians. The District shall keep education records for students as required by state and federal laws and regulations.
- (4) Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's educational development.
- (5) The District has an affirmative duty to provide records requested by another school district to determine a student's appropriate placement.
- (6) The District shall give full rights to education records to either parent, or legal guardian, unless the District has been provided legal evidence that specifically revokes or modifies these rights. However, once the student reaches age 18, those rights transfer to the student.
- (7) A copy of this policy and administrative regulation shall be made available upon request by parents/guardians and students 18 years or older or emancipated.

Legal References: ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to 0440; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR Section 300.501 (2000).

History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424; Amd ____/23.

2.50.020-P Student Education Records

7/26/2023 DRAFT

- (1) Education records are those records maintained by the ~~D~~district that are directly related to a student.
- (2) In addition to the protection and procedures included in this policy and accompanying administrative directive, students with disabilities and their parents have additional rights under federal and state law with regard to student education records. Those rights and procedures have been included in the Special Education Manual located on the ~~d~~District website [\[insert link\]](#).
- (3) The primary reason for the keeping and maintaining of education records for students is to help the individual student in ~~his/her~~their educational development by providing pertinent information for the student, ~~his/her~~their teachers and ~~his/her~~their parents/guardians. ~~These records also serve as an important source of information to assist students in seeking productive employment and/or post high school education.~~
- ~~(4) It is the policy of t~~The ~~D~~district ~~to shall keep education records for students to~~ conform as required by ~~with~~ state and federal laws and regulations.
- (5) Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the ~~student's~~students educational development.
- ~~(6) The district will develop administrative directives for the maintenance, access and release of education records as well as for preserving confidentiality and for challenging the content of those records.~~
- ~~(7) The district may withhold the grade reports, diploma or other records of students who owe fees, fines or damages until those fees, fines or damages are paid. Students or parents will receive written notice stating the district's intent to withhold records. The notice will include an itemization of the fees, fines or damages owed and will notify parents of their right to request a hearing. The district may waive fees, fines and charges if the student or parents cannot pay.~~
- (8) ~~The District has an affirmative duty to provide r~~Records requested by another school district to determine a ~~student's~~students appropriate placement ~~may not be withheld.~~
- (9) The ~~D~~district shall give full rights to education records to either parent, ~~or legal guardian~~, unless the ~~D~~district has been provided legal evidence that specifically revokes ~~or modifies~~ these rights. However, once the student reaches age 18, those rights transfer to the student.
- (10) A copy of this policy and administrative regulation shall be made available upon request by parents/[guardians](#) and students 18 years or older or emancipated.

2.50.020-P Student Education Records

Legal References: ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ~~ORS 339.260~~; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to ~~ri0440~~; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR Section 300.501 (2000).

History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424; Amd /23

2.50.020-P Student Education Records

- (1) Education records are those records maintained by the district that are directly related to a student.
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- (3) The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.
- (4) It is the policy of the district to keep education records for students to conform with state and federal laws and regulations.
- (5) Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's educational development.
- (6) The district will develop administrative directives for the maintenance, access and release of education records as well as for preserving confidentiality and for challenging the content of those records.
- (7) The district may withhold the grade reports, diploma or other records of students who owe fees, fines or damages until those fees, fines or damages are paid. Students or parents will receive written notice stating the district's intent to withhold records. The notice will include an itemization of the fees, fines or damages owed and will notify parents of their right to request a hearing. The district may waive fees, fines and charges if the student or parents cannot pay.
- (8) Records requested by another school district to determine a student's appropriate placement may not be withheld.
- (9) The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. However, once the student reaches age 18 those rights transfer to the student.
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2.50.020-P Student Education Records

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RESOLUTION No. 6770

Resolution to Rescind Board Policies

Rescission of:

- i. 3.60.040-P Nutrition Services, Meal Pricing and Purchasing

RECITALS

- A. On August 7 and August 28, 2023, the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 3.60.040-P Nutrition Services, Meal Pricing and Purchasing
- B. On September 5, 2023, the Board presented the first reading of this policy for rescission.
- C. The public comment period was open for at least 21 days for each of the policies, and no public comments were received.

RESOLUTION

The Board hereby rescinds the following policy:

- i. 3.60.040-P Nutrition Services, Meal Pricing and Purchasing

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

Portland Public School District 1st Reading

DATE OF FIRST READING: September 05, 2023

PUBLIC COMMENT FOR

Policy Rescission 3.60.040-P: Nutrition Services, Meal Pricing and Purchasing

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

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

**Open for Comment until at least:
September 26, 2023**

Summary: **Rescission of Policy 3.60.040-P Nutrition Services, Meal Pricing and Purchasing**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

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

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

Included in Packet**Page**

Staff Report

03

Original Policy

05



STAFF REPORT

Date: August 31, 2023
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Proposed rescission of Nutrition Services, Meal Pricing and Purchasing 3.60.040-P

BACKGROUND

A proposal to rescind this policy was heard by the Policy Committee at its August 7, 2023 meeting. The recommendation for rescission was made as the actions outlined in the policy govern department procedure and more properly belong within the Nutrition Services procedural manual. The requirements for providing reimbursable meals to students will continue as this is required under the United States Department of Agriculture's National School Lunch Program or School Breakfast Program.

Committee members raised concerns that rescinding section 4 of the policy was not required by state or federal law and asked staff to go back to Nutrition Services for clarification. At the August 28 meeting, the committee received confirmation that this provision was required by state law and determined that, because these were legally required, the policy was not needed, recommended that it go to the full board for review.

ANALYSIS OF SITUATION

The policy is not required by state law and is merely a recitation of state and federal legal requirements rendering the policy unnecessary. Information about pricing and meal services can be found on the Nutrition webpage and are also sent out annually to families.

FISCAL IMPACT

There is no fiscal impact.

COMMUNITY ENGAGEMENT

There was no community engagement as there is no impact to the community.

STAFF RECOMMENDATION

Staff recommends the rescission of this policy.

ATTACHMENTS

- A. Nutrition Services, Meal Pricing and Purchasing 3.60.040-P



Nutrition Services, Meal Pricing and Purchasing

I. Standard Prices

Standard prices for adult meals and student reimbursable meals shall be established by the Board. Ala carte meal prices may be established by the Director of Nutrition Services.

II. Payment of Charges

All adults shall pay the regular lunch fee, and there shall be no charge accounts. In accordance with federal law, reimbursable student meal prices shall not be used as an offset to adult meal program prices.

III. Purchase of Foods

All food prepared and/or served in cafeterias of the district shall be purchased through and according to specifications of the Office of Nutrition Services. All food prepared on school premises must be for the consumption on school premises or at school activities only. Food or supplies for private use are not to be purchased by the school nor carried from the premises. Any leftover food or other material, which is not to be incinerated, is to be collected by the city sanitary service.

IV. Student Reimbursable Meals

Students who request a reimbursable meal shall be provided with one regardless of whether the student has money to pay for the meal or owes money for meals unless the student's parent or guardian has provided written permission to the District to withhold a meal from the student.

Prohibition on Public Disclosure of Status of Meal Payments. The District shall not publicly identify or stigmatize a student who cannot pay for a meal or who owes money for a meal by requiring that the student wear a wristband, hand stamp or other identifying marker or by serving the student an alternative meal; or require the student to do chores or other work to pay for meals.

V. Collection Agencies

The District may not require a parent or guardian to pay fees or costs from collection agencies hired to collect moneys owed for meals.

RESOLUTION No. 6771

The Following Index to the Minutes are offered for Adoption

- 9-19-2023 – Special Meeting



Index to the Minutes

(Draft for Approval)

Special Meeting

September 19, 2023

This document is a record of the actions taken by the Board of Education. 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/mMyixW7J4LY?si=0UdM8T5mdlXhKX6i>

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Board Member Attendance

Present: Chair Gary Hollands; Vice-Chair Herman Greene; Directors Julia Brim-Edwards, Michelle DePass, Andrew Scott, Patte Sullivan, and Eddie Wang; Student Representative Frankie Silverstein

Absent: None

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Actions Taken.....	02
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RESOLUTIONS

<u>No.</u>	<u>Resolution Title</u>	<u>Page</u>
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6757	Revenue Contracts	05
6758	Authorizing Off-Campus Travel.....	06
6759	Adoption of the Index to the Minutes	07
6760	Approving Board Member Conference Attendance as Representatives of the Board	08
6761	Dismissal of a Contract Teacher	09

ACTIONS TAKEN

- **Consent Agenda – Resolutions 6756 through 6760**

Director Greene moved and Director DePass seconded the motion to approve the Consent Agenda, including Resolutions 6756 through 6760. 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 Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

- **Resolution 6761: Dismissal of a Contract Teacher**

Director Greene moved and Director DePass seconded the motion to approve Resolution Number 6761. The motion was put to a voice vote and passed (5 yes – 1 no – 1 abstain).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: No, Director Eddie Wang: Abstain

RESOLUTION No. 6756

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
Skyland Plumbing & Mechanical LLC	9/20/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93788	On-call plumbing services. Request for Proposals 2023-038	Not to Exceed \$1,000,000	D. Jung Funding Source Varies	ESB
Yadon Mechanical LLC	9/20/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93820	On-call HVAC and controls services. Request for Proposals 2023-039	Not to Exceed \$3,000,000	D. Jung Funding Source Varies	MBE
Ainsworth (formerly Delta Connects)	9/20/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93827	On-call HVAC and controls services. Request for Proposals 2023-039	Not to Exceed \$3,000,000	D. Jung Funding Source Varies	No
Learning A-Z, LLC / LAZEL, Inc.	9/20/23 through 7/9/26	Digital Resource DR 93909	Raz-Plus ELL curriculum. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(11)	\$516,228	K. Armstrong Fund 458 Dept. 5445 Project DC160	No
Lexia Learning Systems	9/20/23 through 7/31/25	Digital Resource DR 93935	Lexia Core Reading and Lexia PowerUp curriculum. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(11)	\$504,000	K. Armstrong Fund 458 Dept. 5445 Project DC 160	No
Point Monitor Corporation	9/20/23 through 3/31/25	Construction C 93944	Installation of security cameras and intrusion systems District-wide. Invitation to Bid – Construction 2023-010	\$1,685,800	D. Jung Fund 458 Dept. 5511 Project DS019	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

NO NEW COOPERATIVES

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Community College	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 93871	Middle College program at Jefferson HS to engage students in college-level coursework at PCC Cascade.	\$560,000	K. Armstrong Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
PBS Engineering & Environmental	9/20/23 through	Related Services RS 93592 Amendment 1	Hazmat consulting services for Jefferson HS modernization. Request for Proposals 2023-013	\$41,280 \$178,018	D. Jung Fund 458 Dept. 5511 Project DA011	No

New encumbered contracts: \$3,266,028

On-call “potential” spend contracts: \$7,000,000

Amendments: \$41,280

RESOLUTION No. 6757

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

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland General Electric	8/1/23 through 6/30/25	Revenue R 93878	Funding for purchase of two electric school buses.	\$301,110	D. Jung Fund 299 Dept. 5560 Grant S0416
Oregon Commission for the Blind	7/1/23 through 9/30/24	Revenue R 93918	Funding for Columbia Regional Inclusive Services to provide Pre-Employment Transition Services and Vocational Rehabilitation Services to students with who are blind or visually impaired.	\$220,000	K. Armstrong Fund 205 Dept. 5430 Grant G2292

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

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6758

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; %
9/22-9/23/23	Lincoln HS Cross Country, 14	Prep for national championships	Boise, ID – Eagle Island State Park	\$400	N/A
10/5-10/8/23	Grant HS W Volleyball, 14	Tournaments	San Diego, CA	\$1000	N/A
10/6-10/7/23	Lincoln HS Cross Country, 20	Hole in the Wall meet (competition)	Arlington, WA	\$65	N/A

RESOLUTION No. 6759

The Following Index to the Minutes are offered for Adoption:

- 08/28/2023 – Study Session with Consent Agenda
- 09/05/2023 – Regular Meeting

RESOLUTION No. 6760

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

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

RESOLUTION

The Board affirms Chair Hollands and Director Michelle DePass to attend the Council of Urban Board of Education Annual Conference in Chicago, Illinois from September 14 – 16, 2023.

RESOLUTION No. 6761

Dismissal of a Contract Teacher

RECITALS

The Board has reviewed the evidence submitted along with the Superintendent's recommendations for dismissal. These documents are confidential and will be kept in the employee's personnel files.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to terminate the employee.

RESOLUTION No. 6772**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
Northwest Control Company	10/11/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93844	Flexible Services Contractor Pool – HVAC and controls services on an as-needed basis. Request for Proposals 2023-039	Not to Exceed \$1,000,000	D. Jung Funding Source Varies	No
Hydro-Temp Mechanical, Inc.	10/11/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93837	Flexible Services Contractor Pool – HVAC and controls services on an as-needed basis. Request for Proposals 2023-039	Not to Exceed \$1,000,000	D. Jung Funding Source Varies	No
JH Kelly	10/11/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93784	Flexible Services Contractor Pool – Plumbing services on an as-needed basis. Request for Proposals 2023-038	Not to Exceed \$1,000,000	D. Jung Funding Source Varies	No
Hydro-Temp Mechanical, Inc.	10/11/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93782	Flexible Services Contractor Pool – Plumbing services on an as-needed basis. Request for Proposals 2023-038	Not to Exceed \$1,000,000	D. Jung Funding Source Varies	No
Catapult Learning West	10/11/23 through 8/31/24 Option to renew for up to four additional one-year terms through 8/31/28	Personal Services PS 93941	Title I Tutoring: Supplemental instruction to Title I eligible students enrolled in private schools. Request for Proposals 2023-015	Original Term: \$267,098 Estimated Total through Renewals: \$1,400,000	C. Proctor Funding Source Varies	No
CDR Labor Law LLC	10/11/23 through 6/30/25	Legal Services LS 94009	Legal services on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5460	No
Office of the General Counsel Network, LLC	10/11/23 through 6/30/24	Legal Services LS 94040	Contracted General Counsel services. Direct Negotiation – Legal Services PPS-46-0525(13)	\$180,000	J. Garcia Fund 101 Dept. 5460	WBE
Garrett Hemann Robertson P.C.	10/11/23 through 6/30/25	Legal Services LS 94041	Legal services on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$250,000	L. Large Fund 101 Dept. 5460	No

Schetky Northwest	10/11/23	Purchase Order PO 166177	Purchase of two electric school buses. Request for Proposals 2023-008	\$559,077	D. Jung Fund 101 Dept. 5560	No
Mahlum Architects, Inc.	10/11/23 through 12/31/24	Architecture ARCH 94069	Architectural services for the Cleveland HS Modernization. Request for Proposals 2023-032	\$1,518,000	D. Jung Fund 458 Dept. 5511 Project DE119	No
Professional Roof Consultants, Inc.	10/11/23 through 10/10/24 Option to renew for up to four additional one-year terms through 10/10/28	Related Services RS 94055	District-wide roof assessments. Request for Proposals 2023-024	\$617,500	D. Jung Fund 458 Dept. 5511 Project DF122	No
Native American and Youth Center (NAYA)	10/11/23 through 9/30/24	Personal Services PS 94129	Distribution of additional funds available for use by contracted alternative education providers. Request for Proposals 2020-2894	\$165,185	C. Proctor Funding Source Varies	N/A - Nonprofit
Rosemary Anderson High School	10/11/23 through 9/30/24	Personal Services PS 94131	Distribution of additional funds available for use by contracted alternative education providers. Request for Proposals 2020-2894	\$1,241,010	C. Proctor Funding Source Varies	N/A - Nonprofit
Mt. Scott Park Center for Learning, Inc.	10/11/23 through 9/30/24	Personal Services PS 94134	Distribution of additional funds available for use by contracted alternative education providers. Request for Proposals 2020-2894	\$426,548	C. Proctor Funding Source Varies	N/A - Nonprofit

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

NEW COOPERATIVE PURCHASING AGREEMENTS

NO NEW COOPERATIVES

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
West Linn-Wilsonville School District	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 94014	Columbia Regional Inclusive Services will deliver regional services to eligible students with Autism Spectrum Disorder.	\$191,400	C. Proctor Fund 205 Dept. 5430 Grant G2308
Reynolds School District	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 94039	Columbia Regional Inclusive Services will deliver regional services to eligible students with Autism Spectrum Disorder.	\$275,000	C. Proctor Fund 205 Dept. 5430 Grant G2308
Portland Community College	10/11/23 through 9/30/24	Intergovernmental Agreement IGA 94132	Distribution of additional funds available for use by contracted alternative education providers. Request for Proposals 2020-2894	\$549,188	C. Proctor Funding Source Varies
Multnomah Education Service District (MESD)	10/11/23 through 9/30/24	Intergovernmental Agreement IGA 94102	Distribution of additional funds available for use by contracted alternative education providers.	\$441,628	C. Proctor Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Remind 101, Inc.	10/11/23 through 12/28/24	Cooperative Contract COA 90132 Amendment 2	Purchase of communications software for District-wide use.	\$261,000 \$370,000	D. Wolff Funding Source Varies	No
Open School, Inc.	10/11/23 through 8/31/24	Personal Services PS 90296 Amendment 8	Provide alternative education services to District students. This amendment corrects an error made in the initial five-year contract calculation. Request for Proposals 2020-2894	\$210,584 \$510,868	C. Proctor Funding Source Varies	N/A - Nonprofit

New encumbered contracts: \$6,431,634

On-call, potential spend contracts: \$4,550,000

Amendments: \$471,584

RESOLUTION No. 6773**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
Centennial School District	7/1/23 through 6/30/24	Intergovernmental Agreement / Revenue IGA/R 94005	Columbia Regional Program will provide Centennial SD with school age classroom services for Deaf/Hard of Hearing regionally eligible children.	\$315,350	C. Proctor Fund 299 Dept. 5422 Grant S0031

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6774

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

[illegible]

RESOLUTION No. 6775

Resolution to Appoint the Chair of the Climate Crisis Response Committee

RECITALS

- A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .
- B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.
- C. On August 9, 2022 the Board of Education approved nine committee members for one year and two year terms.
- D. One February 28, 2023 the Board of Education approved extending the term limit for the three members serving one year terms for an additional two years.
- E. The Climate Crisis Response Committee Charter requires that a Committee chairperson be appointed annually by the Board and will not hold that position for more than three years.
- F. Committee members were asked to indicate their interest or willingness to serve as Chair, and based on an indication of interest, Charity Fain is recommended to serve as the Chair of the Committee for a one year term.
- G. The Chair will work with the appointed district staff and Committee members to create the Committee's agendas, facilitate the meetings, and serve as the point of contact between the Committee and District staff between meetings.
- H. The Climate Crisis Response Committee will also establish work groups for specific projects during the year and members will also have the opportunity to lead or serve on the work groups.

RESOLUTION

The Board of Education appoints Charity Fain as the Chair of the Climate Crisis Response Committee for a one year term.

RESOLUTION No. 6776

Settlement Agreement

The Board authorizes the General Counsel to enter into a settlement agreement of certain tort and other claims brought by the District in a form approved by the General Counsel.

RESOLUTION No. 6777

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

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

RESOLUTION

The Board affirms Chair Hollands, Director Michelle DePass, Director Andrew Scott and Director Sullivan to attend the Council of the Great City School Annual Conference in San Diego, California from October 25-29, 2023.