

Regular Meeting
Tuesday, August 6, 2024 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 - Student Comment
3. 6:20 pm - Public Comment
4. 6:35 pm - Student Representative's Report
5. 6:40 pm - Superintendent's Report
6. 6:50 pm - Discussion: Resolution Supporting Student Mental Health and Learning
7. 7:00 pm - Comments from our Union Partners
8. 7:10 pm - Consent Agenda: Resolutions 6942 through 6946 *Vote- Public Comment Accepted*
 - 8.(a) Resolution 6942 - Expenditure Contracts
 - 8.(b) Resolution 6943 - Revenue Contracts
 - 8.(c) Resolution 6944 - to Appoint Audit Committee Members
 - 8.(d) Resolution 6945 - Approving Board Member Conference Attendance as a Representative of the Board
 - 8.(e) Resolution 6946 - Adoption of the Index to the Minutes
9. 7:15 pm - Expenditure Contract (Resolution 6948) *Vote- public comment accepted*
10. 7:20 pm - Expenditure Contract (Resolution 6949) *Vote- Public comment accepted*
11. 7:25 pm - Expenditure Contract (Resolution 6950) *Vote- Public comment accepted*
12. 7:30 pm - Resolution 6931 - Dismissal of a Contract Educator *Vote- Public comment accepted*
13. 7:35 pm - Board Committee and Conference Reports
14. 7:45 pm - 2024-25 Board Committees (Resolution 6947)
Vote- Public Comment Accepted
15. 7:50 pm - First Reading of Policies:
 - Field Trips, Foreign Travel, and Other Off-Campus Activities 6.5.010-P
 - Promotion and Retention of Students 4.20.010-P
16. 7:55 pm - Next Steps/Future Board Meeting Topics
17. 8:00 pm - Adjourn



Superintendent's Report

Together, We Rise

August 6, 2024



Celebration: August Leadership Kick-Off!

Auditorium Schedule

Tuesday, August 6th

8:30am - Warm Welcome

9:00am - Keynote Address:
Dr. Paul Coakley, MESD
Superintendent

Friday, August 9th

11:15am - Superintendent
Armstrong's Launch





2024-2025 Cabinet Team

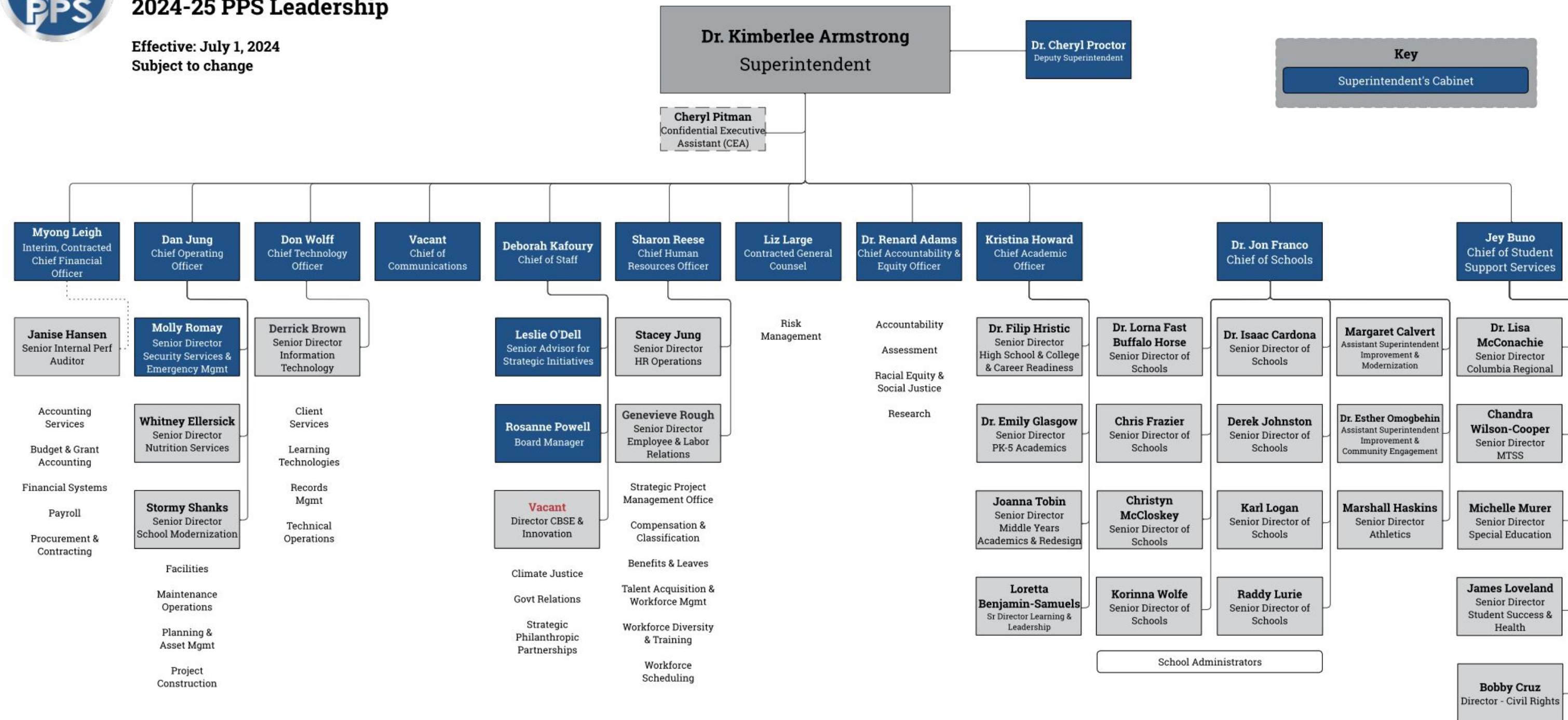
Superintendent's Cabinet



PORTLAND PUBLIC SCHOOLS

2024-25 PPS Leadership

Effective: July 1, 2024
Subject to change





**Dr. Kimberlee
Armstrong**
Superintendent



Deborah Kafoury
Chief of Staff



Kristina Howard
Chief Academic Officer



Molly Romay
*Sr. Director, Security &
Emergency Management*



Leslie O'Dell
*Sr. Advisor for
Strategic Transition*



Myong Leigh
*Interim Deputy
Supt, Biz Ops*



**Dr. Cheryl
Proctor**
*Deputy Supt,
Instruction &
School
Communities*



Don Wolff
Technology



Liz Large
Legal



**Sharon
Reese**
*Human
Capital*



Jey Buno
*Student
Support
Services*



**Dr. Jon
Franco**
Schools



Dan Jung
Operations



**Dr. Renard
Adams**
*Research,
Assessment,
Accountability,
Equity*



**Rosanne
Powell**
*Board
Manager*

New Principals/Director



Dr. Lisa Ditto
*Principal of
Buckman*



**Cinnamon
Bancroft**
*Principal of
Rigler*



Diana Collins
*Principal of
Llewellyn*



Niki Johnson
*Principal of
Beach*



Sunita Sandoz
*Director of
Charter Schools*

New Principals and AP/VPs!



Jeff Waters
*Interim
Principal of
Kelly
Elementary*



**Angela
Dillingham**
*Principal of
Pioneer*

APs and VPs

Robin Maudlin - Robert Gray MS

Laura Benice - Harriet Tubman MS

Terry Marchyok - Early Learners

Jennifer Brown - Portland Evening/Summer
Scholars

New Assignments



Anthony Bromberg
*Principal of
Faubion PK-8*



Philip Rafferty
*Principal of
Skyline K-8*



Dr. John Melvin
*Principal of
Duniway
Elementary*

APs and VPs

Rina Shriki - Peninsula ES
Curtis Wilson III - Cesar Chavez K-8
Joe Mitacek - Benson HS
Bethany Nelson - Kellogg MS
Nicole Ayala - Jackson MS
Gabriel Corona - Hayhurst ES
Rose Vu - Woodmere ES
Febe Armendariz - James John ES
Alicia McMillen - Vernon ES
Nancy Pierce - Hosford MS
Melodie Adams - Harriet Tubman MS
Heidi Earle - Sellwood MS
Kerri West - McDaniel HS
Chris LaCarrubba - Sunnyside Env. K-8

New Permanent Principals (Interim last Year)



Martin Castillo
*Principal of
James John*



Jorge Meza
*Principal of
Cesar Chavez*



Michael Diltz
*Principal of
Sabin*



Tiana Ahmann
*Principal of
Scott*



Scott Roosevelt
*Principal of Da Vinci
Arts Middle School*

Office of Student Support Services (OSSS)



Dr. Karmin Williams
*Director,
Community Schools*



Dr. Bobby Cruz
*Director,
Civil Rights*



Jamaal Tibbs
*Director,
Secondary Special
Education*



Maria Gianotti
*Director,
Elementary Special
Education*

Monthly New Staff Reception

1st Fridays @ 4pm



We are excited to announce that starting this school year, we will be hosting a New Staff Reception on the **first Friday of every month from 4:00 to 5:00 PM in the lobby beginning in September**. This monthly event is a wonderful opportunity for us to welcome new members to our team, foster connections, and build a supportive community.

Join us in celebrating our new staff, sharing experiences, and enjoying some light refreshments. Your presence and support will make a significant difference as we strive to create a welcoming and inclusive environment for everyone.

We look forward to seeing you there!

TOGETHER, WE RISE



PORTLAND PUBLIC SCHOOLS



Resolution No. XXXX

Resolution Supporting Student Mental Health and Learning

RECITALS

- A. Portland Public Schools is committed to supporting student mental health and wellbeing and creating environments where students feel safe, welcome, and excited to learn.
- B. The importance of peer and student-to-teacher interactions are fundamental to learning, and we must create the conditions which allow for students to be engaged, focused, and challenged in order to reach their full potential.
- C. Research indicates that cell phone use can impact adolescent mental health and well-being in addition to being distracting to student learning and engagement while in the classroom.
- D. In 2023 The U.S. surgeon general issued an advisory on social media and youth mental health stating that “We must acknowledge the growing body of research about potential harms, increase our collective understanding of the risks associated with social media use, and urgently take action to create safe and healthy digital environments that minimize harm and safeguard children’s and adolescents’ mental health and well-being during critical stages of development”.
- E. Educators from around the country are calling on school districts to create clear policies which protect classrooms from the distractions that occur when students use personal smart devices at school.
- F. Beginning in the 2024-25 school year, students at Grant High School, Cleveland High School and Beaumont Middle School will have restrictions on their cell phones during the school day.

RESOLVED

The Portland Public Schools Board of Education is committed to supporting student mental health and learning and recognizes that creating a district-wide Board Policy on the use of personal smart devices is critical for students to achieve the academic outcomes we believe they are capable of and will have positive effects on student mental health

- 1. The Portland Public Schools Board of Education’s Policy Committee is working on a draft cell phone policy and will consider student feedback on a draft policy by October 15 following analyses of a student survey administered in September. Additionally there will be further information gleaned from restrictions on cell phones implemented this Fall at Grant High School, Cleveland High School and Beaumont Middle School . In addition the Board will solicit feedback from families, staff, district administrators and labor unions.
- 2. The district shall provide the necessary support and/or resources for schools to implement a district-wide Policy.

Resolution Supporting Student Mental Health and Learning

RECITALS

A. Portland Public Schools is committed to supporting student mental health and wellbeing and creating environments where students feel safe, welcome, and excited to learn.

B. The importance of peer and student-to-teacher ~~interactions, communications and engagement~~ are fundamental to learning, and ~~the School District we~~ must create the conditions which allow for students to be engaged, focused, and challenged in order to reach their full potential.

Commented [JB1]: Does this imply it is one-way?

C. Research indicates that cell phone ~~use during the school day use~~ can impact adolescent mental health and well-being in addition to being distracting to student learning and engagement ~~while in the classroom.~~

Commented [JB2]: Note you use cell phones here and personal smart devices other places. I would be consistent with something like "cell phones and similar devices"

D. In 2023, ~~the~~ U.S. surgeon general issued an advisory on social media and youth mental health -stating that "We must acknowledge the growing body of research about potential harms, increase our collective understanding of the risks associated with social media use, and urgently take action to create safe and healthy digital environments that minimize harm and safeguard children's and adolescents' mental health and well-being during critical stages of development".

E. Educators from around the country are calling on school districts to create clear policies which protect classrooms from the distractions that occur when students use ~~personal smart devices~~ at school.

Commented [JB3]: Consistent terminology

F. ~~Individual schools in Portland Public Schools have policies related to use of cell phone and similar devices during the school day.~~ Beginning in the 2024-25 school year, students at Grant High School, Cleveland High School and Beaumont Middle School will ~~have school-wide enforcement tools to support the cell phone restrictions in their individual school policies. no longer be able to access their cell phones during the school day.~~

Commented [JB4]: I think it is important to state that most, if not all schools already have school based policies on cell phone use, but they are different or applied inconsistently. And, it is not that these three schools are the only ones to have cell phone policies rather they have paid for and secured an enforcement mechanism.

RESOLVED

1. The Portland Public Schools Board of Education is committed to supporting student mental health and learning and recognizes that creating a ~~district-wide Board P-~~ policy on the use of ~~personal smart devices~~ is critical for students to achieve the academic outcomes we believe they are capable of and will have positive effects on student mental health . ¶

Commented [JB5]: Consistent terminology

2. The Portland Public Schools Board of Education's Policy Committee is working on a draft cell phone and similar devices policy and will consider student feedback on a draft policy by October 15 following analyses of a student survey administered in September. Additionally, there will be further information gleaned from restrictions on cell phones implemented this Fall at Grant High School, Cleveland High School and Beaumont Middle School. In addition, the Board will solicit feedback and input from parents, families, staff, school and district administrators and labor unions.
3. The district shall provide the necessary support and/or resources for schools to implement a district-wide Policy relating to restrictions on cell phones and similar devices during the school day.

RESOLUTION No. 6942

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

No New Contracts

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
The Blueprint Foundation	8/7/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95293	RESJ student support services Request for Proposals 2024-008	Original Term: \$39,814 Total through all renewals: \$199,070	R. Adams Fund 101 Dept. 5432	N/A - nonprofit
Black Excellence Group	8/7/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95249	RESJ student support services Request for Proposals 2024-008	Original Term: \$450,000 Total through all renewals: \$2,250,000	R. Adams Fund 101 Dept. 5432	No
Black Parent Initiative	8/7/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95278	RESJ student support services Request for Proposals 2024-008	Original Term: \$252,000 Total through all renewals: \$1,260,000	R. Adams Fund 101 Dept. 5432	N/A - nonprofit
Albina Head Start	8/12/24 through 7/11/25	Personal Services PS 95402	Provide program support for infants and toddlers in compliance with the Federal Early Head Start policy and practices for the District’s Teen Parent program. Direct Negotiation – Ongoing, long term relationship PPS-46-0525(3)	\$190,000	C. Proctor Fund 101 Dept. 4306	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 Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source	Certified Business
Tri-Met	8/27/24 through 6/22/25	Intergovernmental Agreement IGA 95403	Provide public transit passes to high school students in lieu of yellow bus service.	\$1,987,333	D. Jung Fund 101 Dept. 5560	N/A
Portland State University	5/30/25 through 6/30/27	Hotel Catering HCS 95385	Event space rental for 11 high school graduations over three years.	\$187,002	C. Proctor Fund 101 Dept. 5404	N/A

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amended Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Tools for Schools	8/31/23 through 8/30/25	Digital Resource DR 93817 Amendment 1	Renewal of Book Creator 1000 book licenses for one additional year. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$88,800 \$177,600	C. Proctor Fund 205 Dept. 5445 Grant G2283	No



Date: August 6, 2024

To: Board of Education

From Lisa Merrick, Senior Manager, Government Relations
Brandon Coonrod, Director of Transportation

Subject: TriMet Student Passes for the 2024-25 School Year

BACKGROUND

Since 2009, PPS has had an agreement with TriMet to provide student transit passes to the district's high school students in lieu of the traditional yellow bus service. Historically, PPS has carried a \$2.9M contract with TriMet, of which the district has been responsible for \$1.9M.

ANALYSIS OF SITUATION

Without this agreement, PPS would have to fund the entire \$2.9 million to run the program or make the choice to eliminate it altogether or revert to yellow bus service, which would not only be more costly for the district, but would not offer the same level of flexibility as TriMet.

RELATED POLICIES/BEST PRACTICES

The direct benefits of providing this service to students are immediate and long-term. The partnership with Tri-Met directly supports the first pillar of the PPS [Climate Crisis Response Policy](#) (CCRP): Reduce Environmental Impact and Costs. Specifically, this partnership advances Goal 1.4 to minimize greenhouse gas emissions from student and staff transportation. Further, a central goal of this policy is to promote racial equity and climate justice. Providing Tri-Met passes allows students who do not have regular access to their own vehicle or consistent transportation to have greater access to pursue educational and career opportunities that may be a barrier to access otherwise. Through supporting a culture of public transit, the PPS community can help to reduce single occupancy vehicles on the roadways, reducing air pollution from cars that disproportionately impacts our most vulnerable communities.

FISCAL IMPACT

The total cost of the TriMet Youth Pass program is \$2.9 million annually, with PPS historically paying \$1,987,333 and TriMet "in-kind" the additional \$966,666. PPS has a waiver with the

Oregon Department of Education that allows the district to purchase transit passes rather than yellow bus services at a 70% district reimbursement.

PPS will pay TriMet an amount not to exceed \$1,987,333 for its share of the Total Program Cost, which includes \$54,000 for the initial purchase of 18,000 Hop cards.

COMMUNITY ENGAGEMENT

Because this is an annual renewal, there has been no student outreach.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The transit passes are valid from August 27, 2024 through June 22, 2025.

STAFF RECOMMENDATION

Staff recommends board approval of this IGA.

ATTACHMENTS

- Intergovernmental Agreement



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

1. Synopsis of Contractor’s Work:

Strategy 5 – Positive Culture Identity Development & Advocacy. Black Excellence Group is a culturally relevant organization that is dedicated to serving historically underserved black students within Portland Public School. We will serve 405 black students from PreK through Middle School through our program design of services withing the RESJ strategy of #5 Positive Cultural Identity Development & Student Advocacy. Our school year Black Excellence Group program provides 25 weeks of black affinity small groups through a structured 5 module curriculum that intentionally pours into the students in a weekly small group play-based format that takes the students through our BE affirmational truths that they Belong, are Valued, Loved, Able, and Excellent. We have completed our fourth school year of the Black Excellence program in collaboration with PPS and are very proud of the shifts and positive student outcomes we’ve seen in the RESJ Partner Reports that show increased attendance, reduced incidents, ensuring a safe and welcoming environment of belonging, academic growth, and developed SEL skills.

Black Excellence Group© will implement and lead our branded Black Excellence programming that fosters a sense of belonging, positive cultural identity, and intentional skills development necessary to thrive in the classroom and community. Black Excellence Group layered programming will provide 405 students with weekly Black Excellence Group play-based small group “cohorts” that happen each week within the Black Excellence Family Room (a dedicated space within each school). This is our signature black affinity group activity that sets the foundation for our comprehensive program. Our BE staff orchestrate an experience for our students that provides an immersive and loving learning environment to just be themselves and recharge. Our module-based curriculum takes students through play-based lessons that fall within that module. The foundational modules are You Belong, You are Valued, You are Love, You are Able, and You are Excellent. Students will obtain BE Able skills, increased instructional time, expanded social emotional support, and an intentional culturally relevant community that is critically necessary on the road to achieving the PPS Portrait of a Graduate. It is in our cohort groups that provides us the access, relational equity, and ability to respond with right-fit supports so our students can thrive.

Black Excellence Group has designed a 4 layered engagement program that follows the Strategy 5 philosophy of Positive Cultural Identity Development & Advocacy to ensure our Black Excellence (BE) students are empowered, highly engaged, and seen growing and thriving with culturally relevant programming and supports. Our innovative and racially affirming activities are designed to deliver Racial Equity Student Supports Services that deliver transformative student impact, with purpose and heart!

Layer 1: Black Excellence Group© weekly cohorts
Layer 2: Direct Student Supports

Layer 3: Excellence Experiences©
Layer 4: Advocacy for BE Student Achievement and Wellbeing

Every layer of this program leverages the next for integrated delivery of the supports that contribute to the program outcomes. The layers funded this school year are the 17 weekly Black Excellence Group© cohorts,



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

customized direct student supports for target students, our signature Excellence Experiences© that provide equitable access to sport, culture and community, and Advocacy for Black Student Achievement and Wellbeing.

1. Black Excellence Program (25 weeks), ES curriculum edition (Markham, 120 students, 6 cohorts)
2. Black Excellence Program (25 weeks), ES curriculum edition (Bridlemile, 40 students, 2 cohort)
3. Black Excellence Program (25 weeks), PK/ES curriculum edition (Rosa Parks, 60 students, 3 cohorts)
4. Black Excellence Program (25 weeks), PK/ES curriculum edition (Dr MLK Jr, 60 students, 3 cohorts)
5. Black Excellence Program (25 weeks), MS curriculum edition (Jackson MS, 70 students, 2 double cohorts)
6. Black Excellence Program (25 weeks), MS curriculum edition (West Sylvan MS, 55 students, 1 double cohort)

Direct Student Supports uses student/family/school data to provide barrier free access to school and custom supports to thrive (e.g. student critical needs support, ISC student specific supports, and engagement incentives that will accelerate a target students achievement of our program outcome goals. Tutoring and family engagement dinners was not funded this year, but would contribute tremendously when incremental funding are available.

Excellence Experiences is a signature aspect to our Black Excellence Group programming and ensures equal access for black students to high quality opportunities and experiences in community. 30-50 data selected students attend barrier free “just-right” Excellence Experience activities and experiences that they would not normally be exposed to due to financial or other limiting restrictions. We know access to sport at a young age builds confidence and has positive effects on youth wellbeing and success in life. Experiences will fall in the categories of sport, culture, community events, and wellness.

Advocacy for BE Student Achievement and Wellbeing activities fall within a wide variety of verticals within the district sphere. Ongoing collaboration and thought leadership consulting happens through participation in committee work (e.g. center for black student excellence, instructional framework, middle grades redesign, climate team collaborations and boost efforts, RESJ recommendations). Advocacy also happens at the board level with public remarks and participation in focus groups on budget and superintendent candidate searches). Contributions and participation in RESJ partner meetings, data sharing, reporting, and professional development are regular activities. Additionally, our BE staff on constantly observing students in the weekly groups and connecting when needed with school staff and families to align on supports our BE students need to thrive.

A. Contract amount per strategy:

- Strategy 5 - \$450,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

- Executive Director attends all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.

Markham students supported on Tuesdays x6 weekly, ongoing/additional support varies by layer
 Bridlemile students supported on Thursdays x2 weekly, ongoing/additional support varies by layer
 Rosa Parks students supported on Mondays x3 weekly, ongoing/additional support varies by layer
 Dr MLK Jr students supported on Thursdays x3 weekly, ongoing/additional support varies by layer
 Jackson Middle school students supported on Mondays x2 weekly, ongoing/additional support varies by layer
 West Sylvan Middle school students supported on Thursdays weekly, ongoing/additional support varies by layer

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Goal #1: Through weekly BE group, engagement experiences, advocacy, and custom student supports our BE students will have a 5% increase in attendance compared to their baseline.

Activities designed to help achieve this goal:

Black Excellence Group will conduct weekly BE groups across 17 cohorts at 6 schools, offer engagement experiences, advocate, and provide custom student supports and incentives in order to partner with school leaders to activate growth among our BE students.

The BE effect: The correlation between BE program service hours and average daily attendance rates for the cohort of students served by Black Excellence Group was statistically significant and indicated a positive association (*PPS RESJ Partner Data Report 22-23*)

Goal #2: Through weekly BE group, advocacy, and custom student supports our BE students will have weekly increased instructional time for historically underserved black students. We will conduct targeted advocacy for our BE students to have “necessary growth” for our students, not just “normative growth” measured by one or more ELA assessment tools. We need necessary growth for BE students so



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

they are accelerated to meeting benchmark standards for their grade level. Scores will vary for our BE students, but average growth of 5% each year would be seen by 80% of BE students across schools.

Activities designed to help achieve this goal:

In concert with the BE student’s primary educator academic activities, our BE program will provide not only an incentive to attend and be engaged in school, but also the foundational characteristic that students need in order to thrive in the classroom and beyond. Our collaboration advocacy efforts with school leaders, quarterly report and leader input, as well as target BE student incentives and direct student supports will seek to boost growth in our students. We know the way we see and support our students in contagious, participation in school climate and culture happenings, school wide sharing, as well as high expectation setting are approaches to ensure a high bar where necessary growth remains the target for our BE students.

The BE effect: our BE students saw the highest % ELA proficiency in 2022-2023 among current partners.

Goal #3: Through our intentional culturally relevant social emotional weekly BE affinity group, barrier reducing excellence experiences, advocacy, and custom student supports our BE students will see a 5-10% increase in Black students' sense of belonging in the Successful School Survey in comparison to PPS students' average belonging levels who do not receive our services.

Activities designed to help achieve this goal:

We know from state and district data that many of our black students do not feel safe, do not feel they belong - and their mental health and academic trajectory is suffering at an alarming rate. We have the opportunity to change that reality. Black Excellence Group lays the foundation for positive black student outcomes! Our Black Excellence Group activities with 405 students are layered and consistent for 25 weeks to ensure our students thrive in the reality that they belong, are valued, loved, able, and excellent. Black staff push into their schools to reflect their greatness and build up skills to achieve the graduate portrait. When you support black children’s sense of belonging, research shows positive impacts on student mental health, academic success, and overall wellbeing.

The BE effect: our Black Excellence Group program is designed to shift the atmosphere and experience for black students’ school experience. That success is demonstrated in our 73% sense of Belonging score at Markham Elementary. The entire Markham school Belonging score is 66%. While the average elementary school belonging score is 62%.

Goal #4: Through relationship building and positive identity development at weekly BE group, engagement experiences, school climate advocacy/recommendations to school staff, and custom student supports our BE students will see a 5% decrease in disproportionate discipline for Black students through our program efforts and school relationships.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

Activities designed to help achieve this goal:

With the black academic achievement gap, disproportionately high discipline rates, and the conditions and outcomes for our black children... it is not only a moral imperative but also an urgent mandate for education systems deliver on state and district equity and school improvement targets to improve black student outcomes. Black Excellence Group lays the foundation for positive black student outcomes! Our school year programming layers of group, engagements, advocacy, and supports are the key activities contributed to this goal. Advocacy within the school in concert with our program's presence and relationship with the school and families are two key activity that also impact these outcomes.

Due to the Oregon data on disproportionate levels of black student discipline, we will meet with climate and school leaders to look transparently at discipline data at schools and collaborate to reflect on how we can ensure black students are provided a rigorous, high-quality academic learning experience that is inclusive and joyful. We will address inequities to create vibrant environments for every student to demonstrate excellence.

The BE effect: 89% of our BE students were not involved in a disciplinary incident that resulted in exclusion from school instruction. Middle school family listening sessions and school leader climate meetings were convened to understand and strengthen school communities.

4. Tasks and Reports: Quarterly Reports will continue to be submitted, in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

- The PPS student IDs of all students receiving services each quarter by strategy;
- For each student served, the total number of hours of actual service provided each quarter by strategy;
- The total number of students receiving services each quarter (unduplicated student counts) by strategy;
- For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
- For strategy #1, the total number of hours of actual service provided to each family served each quarter;
- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Quarterly progress report for Quarter 1	November 12, 2024



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

August 27th through October 31st	
Quarterly progress report for Quarter 2 November 1st through January 24th	February 4, 2025
Quarterly progress report for Quarter 3 January 27th through June 10th	June 20, 2025
Final report – cumulative summary	June 30, 2025

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	<p>Total: 405 students across 6 schools</p> <p>Per School: Markham, 120 students Bridlemile, 40 students Rosa Parks, 60 students Dr MLK Jr, 60 students Jackson MS, 70 students West Sylvan MS, 55 students</p> <p>405 BE students (pre-k through 8th grade) and approx 8-12 PPS Black staff at selected sites that we'll serve for programming for 2024-2025 school year.</p>
Number of hours per family	n/a
Number of Families served	405 families
Number of hours per student	Each student will receive approx 18 hours of service via Black Excellence Group programming and weekly group.
Staff Demographics	16 Black adult professionals – African American, black teachers, coaches, athletes, consultants, mental health therapists. Contractor service provider is Black/Woman owned business.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

Staff FTE	16 Black Excellence Group staff – 7 Lead Facilitators, 6 Co Facilitators, Program Director, Engagement Specialist, Implementation Coordinator, EA
Leveraged funding/staffing	\$10,000 adidas capacity building funds. Being considered for additional funding to supplement PPS funds further.
Serve up to:	405 Black students
Student Service Hours -	7,000 Service Hours

The District will analyze the following measures regarding partner performance and impact on students:
<ul style="list-style-type: none"> ● Attendance ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$450,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire. For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:

- Professional Conduct Training (17 minutes)
- Child Abuse Prevention and Reporting (35 minutes)
- Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
- Identifying and Supporting Homeless Youth (8 minutes)
- Discrimination, Harassment, Bullying and Retaliation (50 minutes)
- Emergency Preparedness Training (40 minutes)
- Information Security Awareness Training (10 minutes)



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

- Risk Management and Hazard Communication (8 minutes)
- School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.

Confidentiality; FERPA Redisdisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance:** As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #5 – Positive Culture Identity Development & Advocacy

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits	\$276,000 Percentage: 61%	+ \$10,000 <i>adidas capacity building grant</i>	
Program director (1 FTE)	\$84,375		
7 Lead facilitators (\$472 wkly rate)	\$69,563		



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

6 Co facilitators (\$170 wkly rate)	\$23,562		
Student engagement advocate (1 FTE)	\$53,000		
Implementation coordinator (1 FTE)	\$24,000		
Float/sub	\$3,500		
Monthly student advocacy and collaboration consulting	\$18,000		
Equipment, Supplies, Curriculum & Transportation	\$104,500 Percentage: 23%		
BE student cohort supplies kits, <i>based on 17 cohorts, 6 schools (supplies up to 405 students, \$92/per student) *To be pre-billed upfront in July</i>	\$37,500		
School engagement incentives	\$8,850		
Excellence Experiences (based on 17 cohorts)	\$31,000		
ISC student specific supports	\$7,000		
Student critical needs support	\$14,500		
Middle school pizza/climate boosts	\$5,650		
Administration	\$69,500 Percentage: 15%		
Finance & accountant/bookkeeping	\$12,000		
Program admin EA	\$21,000		
Staff PD trainings, required fees	\$3,600		
Data & evaluation	\$10,500		



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Excellence Group

Online subscription services	\$3,000		
Phone	\$1,200		
General business overhead expenses	\$18,200		
Total	Total Cost of Program: \$450,000 Number of Students Served: 405 PPS Cost per Student: \$1,111		Total Program Budget: \$460,000 <i>Includes \$10,000 adidas capacity building grant</i>



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

1. Synopsis of Contractor’s Work:

Strategy 4: Enrichment and Extended Day

Through the Roots Program, Grounding Waters, and Constructing Careers, Blueprint will offer after-school programs that provide a safe and structured environment for students. After school programming will include diverse enrichment activities such as STEM workshops, arts and crafts, sports, music, and drama as well as academic tutoring. Students will be able to choose activities based on their interests and strengths to encourage participation and engagement. Blueprint will also collaborate with local community organizations and professionals to offer specialized workshops and field trips that expose students to various career paths and opportunities. School sites: Held at Blueprint and various community locations, available to students at all PPS middle- and high-schools

Activities: after school enrichment, individual and group mentoring, STEM workshops, arts and crafts, sports, music, and drama, academic tutoring, leadership workshops, career exploration and skill building

Roots Program is an after-school enrichment program for 6th-12th grade BIPOC students that meets twice a week during the school year at Blueprint’s office in the Lloyd Center. Transportation is provided for youth from school to the Lloyd Center office.

Grounding Waters provides environmental experiential learning that can lead to paid work opportunities for 6th-12th grade youth. It meets up to 3 times a month during the school year on Saturdays and twice a week during summer and spring break.

Constructing Careers provides skill development through environmental context, career exploration, and trades opportunities that can lead to paid work opportunities for 6th-12th grade BIPOC students. It meets once a month during the school year, on Saturday, and up to twice a week during summer and spring break.

Number of students to be served: >40

The Blueprint Foundation will serve >40 students, at Roosevelt, Harrison, McDaniel, Jefferson, Benson, Wells, Grant and Cleveland high schools

- Strategy 4 - Roosevelt, Harrison Park, McDaniel, Jefferson, Benson, Wells, Grant and Cleveland

A. Contract amount per strategy:

- Strategy 4 - \$39,814.00

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.

After school programming on Tuesdays and Thursdays from 3:30 to 6:30

Summer programming twice a week on varying days from July through Aug 31, 2024

Grounding Waters programming happens three Saturdays a month every month from 9 to 2

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Goal #1: Students will have a 10% increase in attendance from previous year through participation in Roots after-school enrichment, and Grounding Waters and Constructing Careers experiential learning and activities.

Goal #2: Students in our program will pass six or more classes ensuring they are on track to graduate at the end of the school year through participation in Roots after- school enrichment, and Grounding Waters and Constructing Careers experiential learning and activities.

Goal #3: Participating youth will see a 15% increase in the successful school survey from previous year, through participation in Roots after-school enrichment, and Grounding Waters and Constructing Careers experiential learning and activities.

Goal #4: We will see a 15% decrease in disproportionate discipline for BIPOC students through active participation on the SIT team through participation in Roots after-school enrichment, and Grounding Waters and Constructing Careers experiential learning and activities. mentoring.

Activities designed to help achieve this goal:

After school Tuesdays and Thursdays

- 1.5 hrs spent with adult and tech support for homework and study
 - Mentors to assist and guide
 - Chrome books, printers, wifi, and more at Blueprint's office
- 1 hour spent in environmental education or cultural identity activity
 - Varies per week with a focus on growing food, agriculture and socio- environmental community impact

All Weekends and Two Weekdays during the Summer



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

1. Synopsis of Contractor’s Work:

Strategy 4: Enrichment and Extended Day

Through the Roots Program, Grounding Waters, and Constructing Careers, Blueprint will offer after-school programs that provide a safe and structured environment for students. After school programming will include diverse enrichment activities such as STEM workshops, arts and crafts, sports, music, and drama as well as academic tutoring. Students will be able to choose activities based on their interests and strengths to encourage participation and engagement. Blueprint will also collaborate with local community organizations and professionals to offer specialized workshops and field trips that expose students to various career paths and opportunities. School sites: Held at Blueprint and various community locations, available to students at all PPS middle- and high-schools

Activities: after school enrichment, individual and group mentoring, STEM workshops, arts and crafts, sports, music, and drama, academic tutoring, leadership workshops, career exploration and skill building

Roots Program is an after-school enrichment program for 6th-12th grade BIPOC students that meets twice a week during the school year at Blueprint’s office in the Lloyd Center. Transportation is provided for youth from school to the Lloyd Center office.

Grounding Waters provides environmental experiential learning that can lead to paid work opportunities for 6th-12th grade youth. It meets up to 3 times a month during the school year on Saturdays and twice a week during summer and spring break.

Constructing Careers provides skill development through environmental context, career exploration, and trades opportunities that can lead to paid work opportunities for 6th-12th grade BIPOC students. It meets once a month during the school year, on Saturday, and up to twice a week during summer and spring break.

Number of students to be served: >40

The Blueprint Foundation will serve >40 students, at Roosevelt, Harrison, McDaniel, Jefferson, Benson, Wells, Grant and Cleveland high schools

- Strategy 4 - Roosevelt, Harrison Park, McDaniel, Jefferson, Benson, Wells, Grant and Cleveland

A. Contract amount per strategy:

- Strategy 4 - \$39,814.00

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming



Exhibit A
 Portland Public Schools
 Student, Instructional, and Family Engagement Services Contracts:
 Scope of Work and Performance Requirements
 2024-25 School Year
 The Blueprint Foundation

- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.

After school programming on Tuesdays and Thursdays from 3:30 to 6:30

Summer programming twice a week on varying days from July through Aug 31, 2024

Grounding Waters programming happens three Saturdays a month every month from 9 to 2

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Goal #1: Students will have a 10% increase in attendance from previous year through participation in Roots after-school enrichment, and Grounding Waters and Constructing Careers experiential learning and activities.

Goal #2: Students in our program will pass six or more classes ensuring they are on track to graduate at the end of the school year through participation in Roots after- school enrichment, and Grounding Waters and Constructing Careers experiential learning and activities.

Goal #3: Participating youth will see a 15% increase in the successful school survey from previous year, through participation in Roots after-school enrichment, and Grounding Waters and Constructing Careers experiential learning and activities.

Goal #4: We will see a 15% decrease in disproportionate discipline for BIPOC students through active participation on the SIT team through participation in Roots after-school enrichment, and Grounding Waters and Constructing Careers experiential learning and activities. mentoring.

Activities designed to help achieve this goal:

After school Tuesdays and Thursdays

- 1.5 hrs spent with adult and tech support for homework and study
 - Mentors to assist and guide
 - Chrome books, printers, wifi, and more at Blueprint’s office
- 1 hour spent in environmental education or cultural identity activity
 - Varies per week with a focus on growing food, agriculture and socio- environmental community impact

All Weekends and Two Weekdays during the Summer



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

- Diverse environmental Experiential learning opportunities with GW Program

Grant Objectives

WISE Programs model: where youth

- A. **Witness natural areas**
 - a. Recognize current benefits of growing our own food, witness where food is grown and who controls how we get our food, recognize our own biases against certain types of food or “ugly food,” recognize the many layers of food waste issues
 - b. **Blueprint Activities:**
 - i. paddle, birding, meditation, interpretive hiking, swimming, fishing, camping, zoo, visiting farms
- B. **Investigate environmental issues**
 - a. Green infrastructure, food desserts and disparities disproportionate, effect of nutrient depleted food sources and soil, food waste and alternatives, policy or advocacy regarding agriculture/food/waste
 - b. **Blueprint Activities:**
 - i. Back 5 restoration, surveying, indigenous culture day/TEK, vanport, Black history 101 museum, and Albina walking tour,
- C. **Solve a community environmental issue**
 - a. Grow food in garden beds, research and investigate solutions to food waste problems, compost, community outreach, advocacy and activism regarding socio-environmental issues
 - b. **Blueprint Activities:** Restoration, trails, conservation, tree pruning and planting, visiting construction sites, mindfulness (?), removing non-native and using to make paper, etc.
- D. **Educate their community about all they learn.**
 - a. Annual harvest and community outreach farmers’ market
 - b. **Blueprint Activities:** Tabling, salmon watch field trips, science fairs, environmental field day, community resource fair, GIS and story mapping

4. Tasks and Reports: Quarterly Reports will continue to be submitted, in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

- The PPS student IDs of all students receiving services each quarter by strategy;
- For each student served, the total number of hours of actual service provided each quarter by strategy;
- The total number of students receiving services each quarter (unduplicated student counts) by strategy;



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

- Diverse environmental Experiential learning opportunities with GW Program

Grant Objectives

WISE Programs model: where youth

- A. **Witness natural areas**
 - a. Recognize current benefits of growing our own food, witness where food is grown and who controls how we get our food, recognize our own biases against certain types of food or “ugly food,” recognize the many layers of food waste issues
 - b. **Blueprint Activities:**
 - i. paddle, birding, meditation, interpretive hiking, swimming, fishing, camping, zoo, visiting farms
- B. **Investigate environmental issues**
 - a. Green infrastructure, food desserts and disparities disproportionate, effect of nutrient depleted food sources and soil, food waste and alternatives, policy or advocacy regarding agriculture/food/waste
 - b. **Blueprint Activities:**
 - i. Back 5 restoration, surveying, indigenous culture day/TEK, vanport, Black history 101 museum, and Albina walking tour,
- C. **Solve a community environmental issue**
 - a. Grow food in garden beds, research and investigate solutions to food waste problems, compost, community outreach, advocacy and activism regarding socio-environmental issues
 - b. **Blueprint Activities:** Restoration, trails, conservation, tree pruning and planting, visiting construction sites, mindfulness (?), removing non-native and using to make paper, etc.
- D. **Educate their community about all they learn.**
 - a. Annual harvest and community outreach farmers’ market
 - b. **Blueprint Activities:** Tabling, salmon watch field trips, science fairs, environmental field day, community resource fair, GIS and story mapping

4. Tasks and Reports: Quarterly Reports will continue to be submitted, in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

- The PPS student IDs of all students receiving services each quarter by strategy;
- For each student served, the total number of hours of actual service provided each quarter by strategy;
- The total number of students receiving services each quarter (unduplicated student counts) by strategy;



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

- For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
- For strategy #1, the total number of hours of actual service provided to each family served each quarter;
- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	November 12, 2024
Quarterly progress report for Quarter 2 November 1st through January 24th	February 4, 2025
Quarterly progress report for Quarter 3 January 27th through June 10th	June 20, 2025
Final report – cumulative summary	June 30, 2025

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	Total: 40+ Per School: >5
Number of hours per family	100
Number of Families served	40+
Number of hours per student	450
Staff Demographics	100% Black
Staff FTE	1.75 FTE
Leveraged funding/staffing	We have outside investments totalling \$140k for this program, we need to find an additional \$110k



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

Serve up to:	40+ Students
--------------	--------------

The District will analyze the following measures regarding partner performance and impact on students:

- Attendance
- Achievement (MAP, Graduation, etc.)
- Sense of Belonging
- Sense of Safety

6. Payment: See Contract Section 4(a) through 4(d). The total amount of this contract is **\$39,814.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.

7. Contractor Mandatory Training: Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire. For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:

- Professional Conduct Training (17 minutes)
- Child Abuse Prevention and Reporting (35 minutes)
- Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
- Identifying and Supporting Homeless Youth (8 minutes)
- Discrimination, Harassment, Bullying and Retaliation (50 minutes)
- Emergency Preparedness Training (40 minutes)
- Information Security Awareness Training (10 minutes)
- Risk Management and Hazard Communication (8 minutes)
- School Suicide Prevention Training (20 minutes)

8. Student Information Security Protocols: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.

Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act (“FERPA”) prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively “FERPA.” Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a “school official” as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance:** As used in this Contract, “failure to perform” means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days’ written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #4 -

Budget Item	Proposed PPS Investment	Total Other Funds (Secured)	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
	Mentor \$14,814	Program Coordinator .25 FTE = \$15,000	Program Coordinator .25 FTE = \$15,000
	Two program staff 2 X .25 FTE = \$25,000	Two program staff 2 X .50 FTE = \$50,000	Two program staff 2 X .75 FTE = 75,000
			Fringe at 20% = \$18,000
			Total staffing cost = \$108,000
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)		Mentor Stipends \$19,200	Mentor Stipends = \$19,200



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The Blueprint Foundation

		Participant Stipends - \$50,000	Participant Stipends = \$102,400
		Transportation - \$760	Transportation = \$5760
			Program Supplies = \$10,000
			Meals = \$15,000
			Total program expenses = \$152,360
Administration		Overhead - \$39,054	Proposed Percentage: 15%
			Total Cost: \$39,054
Total (include total cost per student)	\$39,814	\$140,400	Total Cost of Program: \$299,414
			Number of Students Served: 40
			PPS Cost per Student: \$1,000



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Parent Initiative (BPI)

1. Synopsis of Contractor’s Work:

Strategy 1: Culturally Specific Family Engagement

The Black Parent Initiative (BPI) proposes to provide Culturally Specific Family Engagement for several Portland Public Schools sites through our Sawubona School-Based Learning Communities. Aligning with the Racial Equity Student Support Services Strategy to create a welcoming and respectful environment for family and community engagement for Pre-K-5, BPI’s Sawubona School-Based learning program will bring students, families, early learning providers, and school staff together to improve school readiness and success among African American, African, Black, and Multi-Ethnic students. Activities and duration of services will include:

- Individual meetings with parents/caregivers and students as needed or requested (minimum contact twice per month per family)
- Student Affinity Groups at least 2 times per week (at least 2 times per week, 7 weeks per quarter for at least 1 hour.
- Culturally-specific family group activities (minimum of one event per school per quarter, for at least 2 hours per event)
- Parent Empowerment Group (peer support) will be held at least once per month (in-person and/or virtual for at least 1.5 hours)

BPI will engage parents who care for African American/Black students by providing an empowerment group, provide individual parent support when needed and increase the communication and positive relationship between parents and their children’s teacher by increasing the positive interactions between the two as well as create and nurture a shared goal/outcome for the children. Program activities are strengths-based. BPI develops culturally-specific strategies from representative leadership and staff that strengthen, encourage, uplift, and inspire Black youth. Through Sawubona, students and families receive increased access to activities that help them embrace their cultural identity, feel empowered, and develop relationships with positive role models/mentors and/or peers who encourage Black excellence, achievement, and individuality.

Strategy 2: Wrap-around Services for Student Success

The Black Parent Initiative (BPI) proposes to expand our Sawubona wrap-around services to Grant High School, in collaboration with the Black Student Union to provide academic tutoring, culturally-specific mentorship, guest speakers, college prep, and access to career fairs and employment opportunities. Activities include:

- Create and identify Credit Recovery and One-On-One Tutoring
- One-on-one Mentorship support (including creating a graduation plan, goal setting to remove barriers, , and attendance monitoring)
- Culturally Identity Development (group discussions, guest speakers focused on Black excellence)
- State College/career tours, as well as information on Historically Black Colleges and
- Universities.
- Panels showcasing career paths, highlighting Black professionals in those fields
- Partner with local organizations to offer career exploration and internships



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Parent Initiative (BPI)

Students will meet with the Education Impact Coordinator at least –2 times per week for cultural identity groups. 1 time per week for mentoring. Mentoring will happen by appointment during the school day and after school 30 minutes to an hour. Cultural Identity group will happen 2 times a week for 1.5 hours. Sawubona” is Zulu for “I see you, you are important to me, and I value you.” Sawubona carries the importance of recognizing the worth and dignity of each person, and our program is designed to be safe, affirming, and inclusive spaces for Black students and families to ensure they have much-needed support and can see stronger representation of themselves at school. BPI develops culturally-specific strategies from representative leadership and staff that strengthen, encourage, uplift, and inspire Black youth. Through Sawubona, high school students will receive increased access to activities that help them embrace their cultural identity, feel empowered, and develop relationships with positive role models/mentors and/or peers who encourage Black excellence, achievement, and individuality.

BPI will serve a total of 56 students

20 at Grant

12 at each Elementary School

- Strategy 1 - Sabin, Boise Elliott, Martin Luther King,
- Strategy 2 - Grant

A. Contract amount \$ \$252,000.00

- Strategy 1 - \$152,000
- Strategy 2 - \$100,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Program Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.

List days & times

Elementary sites: Tuesday - Thursday school support for students grades 3rd -5th, support availability between 9am - 3pm. Affinity groups offered during lunch period for students and in class support throughout



Exhibit A
 Portland Public Schools
 Student, Instructional, and Family Engagement Services Contracts:
 Scope of Work and Performance Requirements
 2024-25 School Year
 Black Parent Initiative (BPI)

the day as needed or requested. Availability Tuesday - Thursday 4pm - 7:30pm for Parent support and affinity groups and school events.

High School sites: Monday - Thursday 9am - 6pm hours will vary based on two program days a week for affinity groups, lunch time support for BSU groups and evening school activity support.

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Strategy 1: Culturally Specific Family Engagement

Goal #1: Students participating in BPI Affinity Groups will have a 10% increase in attendance over the previous school year as a result of their participation in BPI Affinity Groups, which includes culturally-specific mentorship, personal and academic goal setting, attendance monitoring, and communication with school staff.

Activities designed to help achieve this goal:

Students will attend affinity groups offered 3 times a week during the lunch period. Students will engage in cultural specific topics, create and build upon Black excellence principles. Students will set quarterly goals with the coordinator and revisit them monthly through 1 on 1 check-ins. Coordinator will partner with parents and teachers to aid students in achieving goals. Coordinator will conduct a monthly attendance check and create goals as needed.

Goal #2: 70% of students attending Affinity Groups demonstrate increased reading proficiency and math scores from term start to end (as measured by BPI staff through individual student observation charts.) 80% students attending Affinity Groups demonstrate improved scores on OSAS for 3rd grade reading and 5th grade math.

Activities designed to help achieve this goal:

Coordinator will monitor students' success alongside parents and develop tutoring plans as needed. Coordinator will attend student support meetings by parent or teacher request help bridge the communication gap and foster relationships.

Goal #3: A 5% reduction in barriers for Black/African American culturally-specific family engagement in the Successful Schools Survey compared to previous year, for schools receiving BPI Parent Engagement/Empowerment groups. 70% of participating parents will self-report to BPI improved communications with their student's teacher/school as a result of Parent Engagement Groups. 70% of participating parents will self-report to BPI improved knowledge of tools and strategies to advance their child's academic and socio-emotional progress.

Activities designed to help achieve this goal:



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Parent Initiative (BPI)

Sawubona coordinator will administer a pre and post survey to students and parents to collect data. Sawubona will recruit a parent advisory board to create a plan to address challenges.

Goal 4: At least 50% reduction in disciplinary referrals or actions taken against Black/African American students attending Affinity Groups between end of first school semester and end of school year.

Activities designed to help achieve this goal:

Coordinator will monitor student referrals throughout the school year. Coordinator, student, parents and teacher will work together to create goals for students' that are prone to disciplinary referrals. During affinity groups students will discuss positive cultural identity, self esteem, and develop Black excellence standards.

Strategy 2: Wraparound Services for Student Success

Goal #1: Students will have a 5% increase in attendance over previous school year as a result of participating in Black Student Union (BSU) activities hosted/led by BPI, and as a result of case management and mentorship with their assigned BPI Education Impact Coordinator (EIC), including creating a graduation plan, goal setting to remove barriers, and attendance monitoring

Activities designed to help achieve this goal:

Coordinator will work with students to develop a sense of belonging through BSU groups. Coordinator will set monthly to quarterly goals with students and align them with grade level outcomes. Coordinator will parent with parents and teachers to assist students' in meeting goals.

Goal #2: 90% of students supported by BPI Sawubona programming at Grant High School are on-track to graduate (or graduate if seniors), improving overall graduation rate for Black/African American students. 90% of all program students who are graduating seniors receive support with College applications, Federal Student Aid (FAFSA), Pell grants, and/or career/employment prep.

Activities designed to help achieve this goal:

Coordinator will provide after school programming and offer homework help, college prep, guest speakers, and career exploration opportunities for students.

Goal #3: At least a 5% increase in Black students' sense of belonging in the Successful School Survey in comparison to the previous year.

Activities designed to help achieve this goal:

Students will be given a pre and post survey by the Coordinator.

Goal 4: A 5% decrease in disproportionate discipline for Black/African American students at Grant High School compared to year previous.

Activities designed to help achieve this goal:



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Parent Initiative (BPI)

Coordinator will monitor student disciplinary incidents throughout the school year. Coordinator, student, parents and teacher will work together to create goals for students' that are prone to disciplinary incidents. During affinity groups & BSU students will discuss positive cultural identity, self esteem, and develop Black excellence standards.

4. Tasks and Reports: Quarterly Reports will continue to be submitted, in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

- The PPS student IDs of all students receiving services each quarter by strategy;
- For each student served, the total number of hours of actual service provided each quarter by strategy;
- The total number of students receiving services each quarter (unduplicated student counts) by strategy;
- For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
- For strategy #1, the total number of hours of actual service provided to each family served each quarter;
- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	November 12, 2024
Quarterly progress report for Quarter 2 November 1st through January 24th	February 4, 2025
Quarterly progress report for Quarter 3 January 27th through June 10th	June 20, 2025
Final report – cumulative summary	June 30, 2025

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Parent Initiative (BPI)

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	56 total students 20 Grant, 12 Boise, 12 Sabin & 12 King
Number of hours per family	14 hours per month
Number of Families served	61
Number of hours per student	3 hours per week for 7 weeks each quarter
Staff Demographics	Black/African American
Staff FTE	2.55 FTE
Leveraged funding/staffing	4.45 FTE
Serve up to:	61 Students
Student Service Hours -	1200 per quarter

The District will analyze the following measures regarding partner performance and impact on students:
<ul style="list-style-type: none"> ● Attendance ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Sense of Safety



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Parent Initiative (BPI)

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$252,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.
7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire. For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
- Professional Conduct Training (17 minutes)
 - Child Abuse Prevention and Reporting (35 minutes)
 - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
 - Identifying and Supporting Homeless Youth (8 minutes)
 - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
 - Emergency Preparedness Training (40 minutes)
 - Information Security Awareness Training (10 minutes)
 - Risk Management and Hazard Communication (8 minutes)
 - School Suicide Prevention Training (20 minutes)
8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.
9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
- Confidentiality; FERPA Redisdisclosure.** Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Parent Initiative (BPI)

considered a “school official” as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance:** As used in this Contract, “failure to perform” means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days’ written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Parent Initiative (BPI)

Budget:

Strategy #1 Culturally Specific Family Engagement (PK -Grade5)

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
.3 FTE Parent Engagement Manager	\$30,900	\$72,100	\$103,000
.2 FTE Program Director	\$20,000	\$80,000	\$100,000
.2 FTE Evaluation Specialist	\$16,200	\$64,800	\$81,000
.6 FTE Education Impact Coordinator	\$36,000	\$24,000	\$60,000
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Group Expenses	\$11,600	\$3,400	\$15,000
Quarterly Award Celebration with Dinner	\$6,000		
Parent & Student Incentives	\$10,000		
Family support services(such as bill pay, emergency rent assistance, transportation for school)	\$2,000		
Field Trips	\$3,835		
Administration	\$15,465		\$16,300
Total (include total cost per student)	\$152,000		\$375,300

Strategy #2 - Wrap Around Services

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program
--------------------	--------------------------------	--------------------------	----------------------



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Black Parent Initiative (BPI)

			Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
1 FTE High School Coordinator	\$66,000		\$66,000
.1 FTE Parent Engagement Manager	\$10,300	\$92,700	\$103,000
.15 FTE Education Impact Coordinator	\$9,000	\$51,000	\$60,000
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Groups, transportation, supplies to provide meals such as serving items, incentives, activities, guest speakers	\$1,905	\$3,095	\$5,000
Administration	\$12,795		\$13,000
Total	\$100,000		\$247,000

RESOLUTION No. 6943

Revenue 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, 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 (“IGAs”)

Contractor	Contract Term	/Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
Oregon Department of Education	7/1/24 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R XXXXX*	Funding to provide free menstrual products for all elementary, middle, and high school students.	\$198,921	D. Jung
Oregon Department of Education	7/1/24 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 95367	Funding to pay for certification of PPS staff in nonviolent crisis intervention methods.	\$354,731	J. Buno
Oregon Department of Education	7/1/23 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R XXXXX*	Funding to support education services for children located in a Providence medical facility.	\$2,187,681	J. Buno
State of Oregon	7/1/24 through 9/30/25	Intergovernmental Agreement / Revenue IGA/R 95372	Funding to provide students with disabilities pre-employment transition service.	\$485,568	J. Buno
State of Oregon	7/1/24 through 6/30/26	Intergovernmental Agreement / Revenue IGA/R 95376	Funding for seismic rehabilitation at Marysville.	\$2,500,000	D. Jung

* Contracts are in negotiation and not finalized at this time. Staff seeks advanced authorization for these contracts pursuant to the Purchasing & Contracting Delegation of Authority Administrative Directive, 8.50.105-AD, Section X(4): “The District may seek an ‘advanced authorization’ from the PPS Board of Education for any contract upon the approval of the Director of Purchasing & Contracting. The cost of the contract shall be a ‘Not to Exceed’ amount. Once the Board has approved it, no further authorization for the contract is required, providing the contract value remains at or below the ‘Not to Exceed’ amount.”

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	/Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source
State of Oregon	7/1/24 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 93903 Amendment 1	Funding for Teen Parent Services Childcare Program for 24/25.	\$172,320 \$479,280	C. Proctor

RESOLUTION No. 6944

Resolution to Appoint Audit Committee Members

RECITALS

1. Pursuant to Board Policy, the Board Audit Committee shall be comprised of five members appointed by the school board. All appointees shall be independent of the district's management and administrative service. The Audit Committee will be comprised of three members of the school board and two ex-officio public members with a general knowledge of the district and the audit process. Committee members shall serve for two years, serving from July 1 to June 30, and may be re-appointed at the end of their term.
2. The Audit Committee Chair, after consultation with the Committee members, recommends the Board appoint Caroline Zavitkovski and Jennifer Samuels as members for two years beginning immediately.

RESOLUTION

The Board appoints Caroline Zavitkovskias and Jennifer Samuels ex-officio members of the Board Audit Committee for a two-year term through June 30, 2026.

RESOLUTION No. 6945

Approving Board Member Conference Attendance as a Representative 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 Director Patte Sullivan to attend the Oregon School Board Association Annual Summer Conference in Salem, Oregon from August 9-11, 2004.

RESOLUTION No. 6946

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- July 09, 2024 – Regular Meeting



Index to the Minutes

(Draft for Approval)

Regular Meeting

July 09, 2024

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/PazQZuKfUxs?si=x_8bkEawjm04F4Qq

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

INDEX

Agenda	02
Public Comment.....	02
Statements for the Record	NA
Actions Taken.....	02

RESOLUTIONS

<u>No.</u>	<u>Resolution Title</u>	<u>Page</u>
6936	Appointment of Budget Officer	03
6937	A Resolution Regarding Depository Banks for the Funds of the Portland Public School District (School District No. 1-J, Multnomah County Oregon).....	04
6938	Appointment of Clerk and Deputy Clerks.....	06
6939	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	07
6940	Revenue Contracts that Exceed \$150,000 for Delegation of Authority	09
6941	Adoption of the Index to the Minutes	10

Agenda

Time Started Agenda Title

6:03 pm - Opening
6:10 pm - Introduction of the New Student Representative to the Board, JJ Kunsuvi
6:15 pm - Board Leadership Vote
6:24 pm - Superintendent's Report
6:43 pm - Public Comment
6:47 pm - Board Committee and Conference Reports
6:57 pm - Consent Agenda: Resolutions 6936 through 6941
7:02 pm - Other Business / Committee Referrals
7:02 pm - Adjourn

Student and Public Comment

General Student Comment

- *Art Wallace*

Action Items

- **Board Chair**

Directors individually stated their vote for Board Chair. Director Eddie Wang was elected as Board Chair (4 Eddie Wang – 3 Herman Greene).

Director Julia Brim-Edwards: Greene, Director Michelle DePass: Wang, Director Herman Greene: Greene, Director Gary Hollands: Greene, Director Andrew Scott: Wang, Director Patte Sullivan: Wang, Director Eddie Wang: Wang.

- **Board Vice-Chair**

Directors individually stated their vote for Board Vice-Chair. Director Michelle DePass was elected as Board Chair (4 Michelle DePass – 3 Julia Brim-Edwards). Director Michelle DePass was elected as Board Vice-Chair.

Director Julia Brim-Edwards: Brim-Edwards, Director Michelle DePass: DePass, Director Herman Greene: Brim-Edwards, Director Gary Hollands: Brim-Edwards, Director Andrew Scott: DePass, Director Patte Sullivan: DePass, Director Eddie Wang: DePass.

- **Consent Agenda – Resolutions 6936 through 6941**

Director Brim-Edwards moved and Director Scott seconded the motion to approve the Consent Agenda, including Resolutions 6936 through 6941. The motion was put to a voice vote and passed (6 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Absent, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsuvi: Yes (Unofficial)

RESOLUTION No. 6936

Appointment of Budget Officer

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall designate a person to serve as the Budget Officer.
- B. ORS 294.331 requires the Board of Education to designate a person to serve as the Budget Officer.
- C. The Budget Officer shall prepare or supervise the preparation of the budget document and act under the direct supervision of the Superintendent.

RESOLVED

The Portland Public Schools Board of Education designates Interim Chief Financial Officer Myong Leigh, or their successor as Chief Financial Officer, as Budget Officer of Portland Public Schools for the 2024-25 fiscal year.

RESOLUTION No. 6937

A Resolution Regarding Depository Banks for the Funds of the Portland Public School District (School District No. 1-J, Multnomah County Oregon)

RECITALS

- A. At the beginning of each fiscal year, the Portland Public Schools Board of Education, establishes depositories for school funds (ORS 328.441, 294.805 – 294.895).
- B. The District desires to pass a resolution to name official depositories during the 2024-25 fiscal year.

RESOLVED

- 1. RESOLVED that the following depositories are hereby, approved as official depositories of Portland Public Schools funds during the 2024-25 fiscal year:

Institutions:

U.S. Bank
Wells Fargo Bank
Umpqua Bank
Washington Federal Bank
Bank of the West
Bank of New York Mellon
JPM Chase Bank
Bank of America
Local Government Investment Pool (LGIP)

- 2. RESOLVED that any of the following of the District's officers; and in their absence as the Superintendent designates:

Chief Financial Officer
Senior Director Financial Services
Senior Financial Operations Manager/General Ledger

(each such designated officer an "Officer"), is individually authorized to:

- a) open or close one or more deposit and/or securities accounts (the "Accounts") with any depository institution qualified by the Oregon State Treasurer under Oregon Revised Statutes (ORS) 295 (herein after called "Bank" which account shall be in the name of the District
 - b) execute and deliver in the District's name such agreement (s) regarding the Accounts and the services related thereto as Bank may from time to time require;
 - c) authorize and execute transactions on the Accounts, including, without limitation,
 - i) signing checks and other instruments withdrawing funds from the Accounts,
 - ii) requesting funds transfers by Bank to and from the Accounts,
 - iii) entering into arrangements for the processing of automated clearing house ("ACH") debit entries and/or ACH credit entries to and from the Accounts, and
 - iv) endorsing on behalf of the District, and otherwise negotiating, checks and other items payable to the District;
 - d) incur overdrafts and other obligations in the Accounts at Bank in connection with any of the products, services, or activities authorized by these resolutions;
- 3. RESOLVED, that any one of the following of the District's officers:

Senior Manager/Treasury

(each such designated officer a "Limited Officer"), is authorized to: i) request funds transfers by Bank to and from the Accounts, (ii) enter into arrangements for the processing of automated clearing house ("ACH") debit entries and/or ACH credit entries to and from the Accounts.

4. RESOLVED, that each Officer and each Limited Officer is individually authorized to designate one or more District officials [each such designated official, an "Official"] to: (a) sign checks withdrawing funds from their respective school checking Accounts, including those payable to cash; and (b) issue and release stop payments on checks drawn on their respective school checking Accounts.
5. RESOLVED, that the District is authorized to enter into any other arrangements, agreements and documents with respect to any Bank's deposit and treasury management products and services, in such form and on such terms and conditions as may be agreed to by an Officer signing such agreements and documents, after appropriate Board of Education approval is obtained, if necessary;
6. RESOLVED, that except to the extent provided otherwise in any agreement between the District and Bank, the District authorizes Bank to rely on any act or communication, including telephone, wire or electric communication, purporting to be done by any Officer, Limited Officer or Official of the District if such reliance is in good faith, and the District shall be bound to Bank by such act or communication relied on by Bank in good faith;
7. RESOLVED, that these resolutions are in addition to, and not by way of limitation on, other resolutions, if any, of the District in favor of Bank, and that the authority conferred by these resolutions shall be deemed retroactive and any and all acts authorized by these resolutions performed prior to the passage of these resolutions are hereby approved and ratified as the official acts and deeds of the District; and
8. RESOLVED, that each of these resolutions shall continue in full force and effect until Bank has received express written notice of its rescission or modification by a resolution duly adopted by the District's Board of Education and certified by a Secretary or Deputy Clerk of the District.

RESOLUTION No. 6938

Appointment of Clerk and Deputy Clerks

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks for the 2024-25 fiscal year.
- B. ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy Clerks may also be appointed.

RESOLVED

- 1. The Portland Public Schools Board of Education appoints Superintendent Kimberlee Armstrong as Clerk of Portland Public Schools for the 2024-25 fiscal year.
- 2. The Portland Public Schools Board of Education appoints Interim Chief Financial Officer Myong Leigh, or their successor as Chief Financial Officer, and Director of Purchasing & Contracting Emily Courtnage as Deputy Clerks of Portland Public Schools for the 2024-25 fiscal year.

RESOLUTION No. 6939

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
NW Navigator Luxury Coaches, LLC	8/22/24 through 8/21/29	Services S 95256	Provide Special Pupil Activity Bus (SPAB) transportation for athletic and field trip events. ODE approved provider under OAR 581-053-0610 through OAR 581-053-0640.	\$200,000	D. Jung Funding Source Varies	No
Skyward Construction	7/10/24 through 12/31/27	Construction C 95208	Elevator replacements at Jackson Middle School. Invitation to Bid – Construction 2024-003	\$521,066	D. Jung Fund 445 Dept. 5597 Project K0350	No
Point Monitor Corporation	7/10/24 through 7/11/25	Construction C 95278	Security Upgrades – Package 2A Invitation to Bid – Construction 2024-021	\$1,067,800	D. Jung Fund 459 Dept. 5511 Project DS019	No
Amplify Education	7/10/24 through 6/30/24	Personal Services PS 95325	Professional development and coaching for previously purchased Amplify Science K-5 curriculum. Direct Negotiation – Unique Knowledge or Expertise PPS 46-0525(4)	\$324,200	C. Proctor Fund 191 Dept 5445	No
Public Consulting Group LLC	7/10/24 through 6/30/25 Option to renew for up to four additional one year terms	Personal Services PS 95345	Medicaid billing services for school-based health services provided to Medicaid eligible students. Request for Proposals 2024-001	Total contract amount based on net reimbursement amounts received	C. Proctor Fund 191 Dept 5428	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Screencastify, LLC	7/14/24 through 7/14/27	Digital Resource DR 90539 Amendment 1	License and subscription to recording and editing software District-wide. This amendment extends the licensing for an additional three years. Special Class Procurement – Software and Hardware Maintenance or Upgrades PPS-47-0288(11)	\$138,600 \$273,600	C. Proctor Fund 459 Dept. 5445 Project DC160	No
Excalibur, Inc.	7/10/24 through 6/30/25	Personal Services PS 90811 Amendment 2	Training and supporting community researchers as part of the GEAR UP community-based evaluation program. This amendment extends the contract and adds funds for the final year. Request for Proposals 2021-2967	\$179,505 \$542,010	C. Proctor Fund 205 Dept. 5438 Grant G1827	No
Instructure, Inc.	7/10/24 through 7/1/27	Digital Resource DR 90582 Amendment 1	Canvas cloud learning platform subscriptions. This amendment extends the licenses for three additional years. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$504,252 \$1,116,942	C. Proctor Fund 459 Dept. 5445 Project DC160	No

RESOLUTION No. 6940

Revenue 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, 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 (“IGAs”)

No New Intergovernmental Agreements

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
State of Oregon	7/1/23 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 95299	Secondary Career Pathways grant to support CTE programs.	\$274,997	C. Proctor Fund 205 Dept. 5438 Grant G2299
Portland Public Schools	8/21/24 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 95313	Columbia Regional Inclusive Services will provide District school age classroom services for Deaf/Hard of Hearing regionally eligible students.	\$718,450	C. Proctor Fund 299 Dept. 5430 Grant S0031

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Revenue Contracts

RESOLUTION No. 6941

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- 2/20/2024 – Special Meeting and Budget Work Session*
- 3/12/2024 – Special Meeting*
- 5/7/2024 – Regular Meeting
- 6/11/2024 – Regular Meeting
- 6/25/2024 – Work Session with a vote on a Consent Agenda

* These Index to the Minutes are being offered for adoption a second time to correct a resolution number.

RESOLUTION No. 6948

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

No New Contracts

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Rhodes Branding, LLC	8/7/24 through 6/30/25	Personal Services PS 95271	Marketing services and full rebrand support for CTE Program of Study Marketing. Informal Request for Proposals	\$171,090	C. Proctor Fund 205 Dept. 5438 Grant G2374 & G2356	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6949

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

No New Contracts

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source	Certified Business
Go To Ms. Sams	6/28/23 through 6/30/29	Digital Resource DR 93426 Amendment 1	Social emotional learning curriculum – grades 6-8. This amendment extends the end date for 11 schools. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$153,300 \$465,150	C. Proctor Fund 459 Dept. 5445 Project DC301	No

RESOLUTION No. 6950

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

No New Contracts

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source	Certified Business
Project Wayfinder	6/28/23 through 6/30/27	Digital Resource DR 93429 Amendment 2	Social emotional learning curriculum – grades K-5. This amendment adds K-8, and 9-12 schools. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$844,618 \$1,441,166	C. Proctor Fund 459 Dept. 5445 Project DC301	No

RESOLUTION No. 6931

Dismissal of a Contract Educator

RECITALS

The Board has reviewed the evidence submitted along with the Superintendent's recommendation for the dismissal of a contract educator.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to dismiss the contract teacher from employment with PPS. The District will notify the employee in writing of the Board's decision.

Resolution No. 6947

Resolution to Establish the Portland Public Schools Standing Committees for the 2024-25
School Year

The Portland Public Schools Board of Education approves the establishment of the School Facilities Improvement Oversight Committee and the continuation of the Policy and Audit Committees for the 2024-25 school year.



PORTLAND PUBLIC SCHOOLS

Office of Teaching & Learning

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: June 17, 2024

To: PPS School Board

CC: Kristina Howard, CAO

From: Dr. Emily Glasgow, Senior Director PK-5 Academics

Subject: Revised Retention & Promotion Policy (4.20.010-P)

BACKGROUND

On Tuesday, January 24, 2023, the PPS Board of Education voted to modify our PPS Compulsory Enrollment; Age and Grade Level at Entrance Board Policy (4.10.020-P). This modification eliminated our previous practice of offering an Early Entry to Kindergarten exception. It was brought to our attention this year that Board Policy 4.20.010-P still contained language in support of an Early Entry to Kindergarten exception. In reviewing policy 4.20.010-P, we came to understand that, in several ways, it did not fully reflect our research-based updated practices related to student retention and acceleration. We also found the policy to be too broad, allowing for subjectivity and potential bias in high-stakes decisions about student pathways.

RELATED POLICIES/BEST PRACTICES

While reviewing this policy, we looked at the internal retention guidance developed post-COVID as well as our current Whole Grade and Single Subject Acceleration practices.

ANALYSIS OF SITUATION

Research shows that both retention and acceleration can be appropriate interventions for a very small number of students, but can also have adverse impacts--particularly on our students of color and students with disabilities--when applied inappropriately. Without clear district-level guidance and objective tests of proficiency to guide decision-making about these exceptional cases when a student is deemed to be a candidate for either retention or acceleration, we are at risk of critical decisions about student pathways being made in subjective and potentially biased ways. An internal review of current school-based practices suggests that our guidance is not yet clear enough to ensure that all schools are using the same factors and practices to drive decision-making in these areas.

FISCAL IMPACT

The fiscal impacts related to acceleration include the cost of staffing to support central management of the Single Subject and Whole Grade Acceleration process, the cost of assessments to support these processes, and the current part-time FTE dedicated to instruction in Single Subject Acceleration in mathematics for students at transition grades (e.g. 5th and 8th

grade students taking 6th and 9th grade math). The only fiscal impact related to retention is the cost of supporting students in our K-12 pathway for one additional year.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Our TAG Advisory Committee has shared feedback on our acceleration practices and is in support of continued revision of Board policy to reflect and codify these practices. We are working with our Special Education Family Engagement team to make space for a family focus group with special education families on this policy as well.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Our goal would be to have this policy revised and approved by August 2024 so that we can update our internal practices in alignment with the policy in time to implement adjustments for the 2024-25 school year.

BOARD OPTIONS WITH ANALYSIS

At a minimum, we need to remove the Early Entry to Kindergarten language from this policy as rescinding this practice was already approved by this Board. We are hopeful that the Board will join us in this opportunity to update the whole policy while it is under review.

CONNECTION TO BOARD GOALS

This policy is tightly connected to our academic Board goals. Both retention and acceleration, when applied appropriately and with careful consideration, can support students to develop and grow toward our district benchmarks at an appropriate and differentiated rate and level.

STAFF RECOMMENDATION

The Office of Teaching & Learning in partnership with the Office of School Programs recommends the revisions reflected in the updated draft of this policy.

ATTACHMENTS

- A. Red-lined draft of 4.20.010-P

	<p>BOARD POLICY</p> <p>PROMOTION RETENTION AND ACCELERATION OF STUDENTS</p>	<p>4.20.010-P</p>
---	--	--------------------------

The curriculum and instruction program of the District is designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, the District recognizes that all students do not learn at exactly the same rate or level. **Some In exceptional cases, some** students may benefit from additional instruction at a certain level (**aka retention**), while others may benefit from accelerated placement beyond the normal grade level assignment (**aka whole grade acceleration**).

Scope of Policy: This policy shall apply to all students enrolled in the Portland Public School District including students who qualify for Special Education and students who are on Section 504 plans.

Policy:

- (1) **Retention:** The decision to retain ~~or accelerate~~ a student:
 - (a) Shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian.
 - (A) ~~The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year.~~ If the school team is considering the possibility of retention for a student, conversations with the family should begin no later than the end of the second grading period. Final decisions around retention should be made no later than the end of the third grading period.
 - (B) The decision to separate a student from ~~his/her~~ their age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth. The following criteria must be considered and discussed with the family as part of the decision-making process:

- ~~If the student is receiving special education, what is the impact of their disability on their academic progress and how are they progressing toward their IEP goals?~~
- ~~If the student is an English Language Learner, what is the impact of language development on their academic progress and how are they progressing toward their ELPA goals?~~
- In what ways has this student's academic progress been impeded by challenges with attendance and/or other disruptions to learning opportunities?
- What academic interventions have been provided to this student and how have they responded to this support?
- Given this student's age, race, disability identification, language needs, and social emotional profile, what are the costs and benefits of retention for this student?

(C)

If a student is recommended for ~~acceleration or retention~~, the ~~appropriate administrative directive shall be followed~~ principal must (1) inform their supervisor of the decision and (2) ensure that an individualized learning plan has been developed and shared with the family that includes:

- individualized learning goals and progress monitoring measures for the repeated year;
- targeted academic intervention and scaffolding plans that ensure the student will receive Tier 3 supports in addition to differentiated core instruction;
- as needed, family and community supports to ensure that attendance and other social-emotional needs impacting academic progress are being addressed;
- a progress monitoring plan that includes no less than quarterly meetings with the school team and family to review progress and adjust strategies throughout the repeated school year.

(b) ~~Shall be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.~~

(2) **Acceleration:** The decision to ~~promote, retain or~~ accelerate a student:

(a) Shall be made in accordance with the district's Whole Grade Acceleration process. The district also may develop and support a process for Single Subject Acceleration.

(b) If the school team determines a student eligible for consideration of Whole Grade or Single Subject Acceleration, they will contact the District Talented and Gifted (TAG) Coordinator to initiate testing and data collection no later than the annual designated spring testing window.

PROMOTION AND RETENTION OF STUDENTS

4.20.010-P

- (c) Multiple factors will be considered in determining whether a student will benefit from Acceleration. These factors include:
- standardized testing results,
 - curriculum-embedded assessment information,
 - teacher questionnaire,
 - school team feedback,
 - and family feedback.
- (d) The District TAG Coordinator will review documentation, evaluate assessment results, and document the placement decision.
- (e) The District TAG Coordinator will notify the school(s) and family of the final decision in a timely fashion for student records to reflect the change for the next school year.
- (f) If a student is recommended for Whole Grade Acceleration, the principal must ensure that a personalized learning plan has been developed and shared with the family that addresses the academic and social-emotional needs of the student for the next school year.

- ~~(g) Shall be accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.~~
- ~~(A) Intervention strategies and available programs, such as, summer school, tutoring, the Talented and Gifted program, remediation, etc., shall be considered in plans to assist the student.~~
- ~~(B) In the event that the plan is unsuccessful, the procedures and timeline set forth in the appropriate administrative directive shall be followed to best meet the future education needs of the student.~~
- ~~(3) All schools shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.~~
- ~~(4) Should a student be recommended for accelerated placement, the process set forth in the accompanying administrative directive will be followed.~~

(5) The superintendent shall develop administrative directives to implement this policy.

Legal References:

History: Adpt. as AD 6/71; Amd. 2/78; made into policy and Amd. 9/09/02, BA 2425, Amd. 6/24

Purpose:

There are many opportunities for students to access rate and level instruction in mathematics in our current K-5 and middle school curricula (iReady and Mid-School Math). At times, there are students whose rate and level needs might be better served through Single Subject Acceleration in Math (SSA-M). The purpose of this procedure is to outline the guidelines and process for SSA-M for students currently in non-credit bearing mathematics courses at grade 2 or above. SSA-M is considered in the spring for the following school year.

Definition:

Single Subject Acceleration in Mathematics is a process for students in grades 2-5 that allows students to be accelerated in mathematics instruction by one grade beyond their current grade level for the following school year. High achievement in grade level math is a prerequisite for SSA-M, but must also be supported by clear evidence that the student is **proficient in all standards for the grade above**. Acceleration in the middle grades is considered for all 6th grade students through the compacted math placement process which is administered through the math department. Students in 7th grade common core math who wish to accelerate to Algebra will use the SSA-M process.

Before proceeding with an application, please read through all of the following statements carefully to be FULLY informed about the long-term impact of accelerating in math. Students who are accelerated will be impacted through grade 8, regardless of when they are accelerated.

Grade in School	Math Course if accelerated	Considerations
3rd Grade	4th Grade Math	<ul style="list-style-type: none"> • Consult with the principal before starting the process • May not be available at smaller schools and focus option schools due to scheduling constraints • Transfer to the neighborhood school may be required to access acceleration options
4th Grade	5th Grade Math	
5th Grade	6th Grade Math	<ul style="list-style-type: none"> • 6th grade math is offered via an online asynchronous course • K-8 schools may be able to enroll the student in a 6th grade course but it is not a guarantee • The online course can be a challenge but students should expect some discomfort with new technology • There is support from the online teacher to become independent learners
6th Grade	7th Grade Math Compacted Math	<ul style="list-style-type: none"> • Students who apply in grade 5 and are accelerated through grade 6 math will be placed in grade 7 common core math. • If students meet the requirements to accelerate, they may participate in the second consideration process to be placed in Compacted Math.
7th Grade	8th Grade Math Algebra	<p>When a student needs a course that is not offered at their middle school, there are two options</p> <ol style="list-style-type: none"> 1. Enrollment in a PPS online asynchronous course.
8th Grade	Algebra Geometry	

		<p>a. <i>The online course can be a challenge but students should expect some discomfort with new technology</i></p> <p>b. <i>There is support from the online teacher to become independent learners</i></p> <p>2. <i>Enrollment in the course at a high school. If there is space available at a high school, the principals must be able to align the schedules for minimum class disruption.</i></p> <p>a. <i>Enrollment at the neighborhood school is not guaranteed.</i></p> <p>b. <i>Transportation is provided from the high school to the middle school.</i></p> <p>c. <i>Transportation is not provided to the high school, but bus passes can be provided.</i></p>
--	--	---

Procedure:

1. **Teacher Consultation and Pre-screening:** To move forward with an application, a student should have multiple indicators they are working ABOVE grade level in mathematics. Possible indicators that are readily available (please note Spring MAP scores are NOT required for SSA-M):
 - a. Fall and Winter MAP scores for the current grade should be at or above the 95th percentile.
Note: grade 2 students do not take the MAP. Classroom assessments should indicate highly proficient in all domains.
 - b. Winter i-Ready scores should indicate *above grade level* in Algebraic Thinking and Number Sense and be late grade level or above for the other domains.

Notify the TAG facilitator and principal if the decision is to move forward.
2. **Application (completed by the family):** Families will provide information about their child, give consent, and sign for receipt of information through an online or paper application. The link for the application can be found [here](#).
3. **Data Collection (completed by the school or TAG office):** End of year assessments for the grade above are required. Students must show proficiency in the major standards of **the grade above**. Assessments will be arranged once the application has been received
4. **Teacher Input :** Teachers should be included in the decision-making process.
5. **Decisions (completed by the school team):** School teams consisting of the TAG facilitator, administrator and the teacher will make final decisions and record the reasoning and other factors on the decision rubric.
6. **Notification:** The TAG Facilitator or administrator is responsible for notifying families of the results and sharing a copy of the decision rubric and results letter with the TAG office.

Questions can be directed to the TAG office through the PPS customer service portal, [Let's Talk](#)

Spring 2024 Timeline:

Early March:	Families notified if their student meets pre-screening criteria
Mar 1 - Apr 15:	SSA-M and WGA application window open
Before May 15:	Assessments
By May 31:	All decisions complete and communicated with families and TAG office

Appeals Process:

Parents may appeal the decision not to recommend their child for SSAM by submitting a written request to the school's administration. The school will review the appeal and make a final decision.

Whole Grade Acceleration (Guidance for Families)

Eligibility

Students in kindergarten through 7th grade are eligible to apply for Whole Grade Acceleration (WGA).

Process

SPRING Application Window: mid-April to mid-May for WGA in the next school year
FALL Application Window: first two weeks of September for WGA in the current school year

Anyone who seeks grade acceleration for a student must begin the conversation as a team at the school. This should include parent/s, teacher/s, other appropriate school staff, and the principal. The school team meets initially and completes all but the final section of the application. If the decision is to move forward, the following steps will be completed:

1. Contact the TAG department to initiate testing and data collection
2. A TAG TOSA will schedule and administer tests and complete an observation
3. The TAG department will review documentation, evaluate test results, and document the placement decision.
4. The TAG Department notifies school(s) and family of the final decision.
5. Records are updated to reflect the change if applicable by the last day of the school year (or by October 15 for fall acceleration).

Assessment

For Whole Grade Acceleration, the TAG department uses the Iowa Acceleration Scale (IAS), 3rd edition. This includes the use of the Cognitive Abilities Test (CogAT) for Intellectual testing, and the Iowa Test of Basic Skills (ITBS) for Reading and Math testing.

Decision Rules

Multiple measures are used to determine student readiness for whole grade acceleration. The IAS scale assigns points to a multitude of data points and information, including:

- **School Team:** Conversation as a team about the student, and logistics such as where the child will be moved to, any issues this may create, such as transportation, etc.
- **Assessment Data:** IAS scale uses assessment data as an indicator of Academic Ability, Aptitude, and Achievement based on composite scores from the CogAT and ITBS assessments
- **Teacher Questionnaire:** The current classroom teacher answers questions pertaining to the whole child, including developmental and social/emotional readiness
- **Observation:** A TAG TOSA will make a classroom observation, noting (participation, behavior, interactions with peers and adults, etc.)



PORTLAND PUBLIC SCHOOLS

Office of School Performance

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: July 21, 2024

To: Portland Public Schools Board of Directors

CC: Kimberlee Armstrong, Superintendent
Liz Large, Contracted General Counsel

From: Jon Franco, Chief of Schools
Christyn McCloskey, Senior Director of Schools
Margaret Calvert, Assistant Superintendent

Subject: Proposed revision to Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50-010-P

BACKGROUND

Board Policy 6.50.010-P (Field Trips, Foreign Travel, and Other Off-Campus Activities) was last updated in 2019 to mitigate the adverse academic impacts on students traveling as well as students who remain on campus. Since the update, we have reviewed and approved planning for international off-campus learning activities that meet the five-day threshold contained in the Administrative Directive that implements the policy, including trips to Taiwan and Japan. The schools were able to meet their learning objectives and stay within guidelines by scheduling trips in coordination with non-instruction days, including breaks, weekends, and holidays. Two DLI programs in particular have struggled to meet this requirement, thus prompting an exception in 2023 for two trips and then again in 2024 for just one trip. As a result, the Policy Committee has proposed to amend Board Policy 6.50.010-P to extend the time students can be away from campus up to 10 days, so long as certain criteria are met. Staff has expressed and continues to have concerns about the academic impacts on traveling students and students remaining at the school when students are gone for ten consecutive days for international trips.

RELATED POLICIES/BEST PRACTICES

[6.50.011-AD](#) Field Trips

[6.50.012-AD](#) Travel Study Programs

[6.50.021-AD](#) Foreign Travel- Study Programs

ANALYSIS OF SITUATION

The District recognizes the value in off-campus learning experiences for students while also acknowledging that these experiences provide learning opportunities for a portion of the participant's classes. In the past year, we reviewed over 200 requests from schools to travel for student learning experiences that were either overnight or wilderness. In addition, the Office of

Teaching and Learning has been developing a Middle Grades Redesign to include a capstone project tied to a field trip for all middle schoolers. It is the intention of the District for all Middle Grade students to have place-based learning experiences that are connected to a capstone project.

In looking at how to provide these off-campus learning experiences, we must balance the undeniable educational value of the trip (language and cultural immersion, especially) against potential educational losses that come from students being absent from ongoing classroom work (math and language arts, especially) that is not connected to the trip, as well as disruptions in the continuity of the curriculum in the other classes for both traveling and non-traveling (6th through 8th grade) students.

School Environment/Nontraveling Students: In assessing the proposed policy amendment, we also need to look at the impact of the teachers' and administrators' absence in the building when they supervise a student trip and are off-campus for two weeks. Administrator presence at school sites support student learning and a healthy school climate by providing consistency and guidance to staff, students and community members. This can be particularly important when they are addressing staff and student concerns or when incidents arise in the building or when managing relationships with families and communities at large. When teachers chaperone off-campus learning with some of their students, students who remain on-site (in the classes that are traveling and in courses not included in the trip) are provided substitute teachers, which interrupts the learning experience for the students who remain on campus. For some of the immersion classes, a substitute teacher brought in to cover classes may not be bilingual, causing even greater disruption to their learning. These are examples of the impacts we consider when balancing the positive experiences of extended travel/experiences.

Traveling Students: In addition, there are collateral academic impacts on traveling students, as well. For example, traveling for ten school days off campus could consume up to half of a math unit. Depending on the grade level, this could hold true for not only math, but the other courses that are not in the integrated unit of study, which could be up to five subject areas. Schools outline support for students traveling, some of which ask students to complete units of study prior to departure, which include having materials ready for them during school break (e.g., having a language arts unit posted on Canvas during spring break). This becomes more challenging for students with special educational and language learning needs, particularly for extended trips. Another strategy to support student learning described by one school was for the teachers of non-DLI courses to make themselves available to students upon their return during academic support time, if it exists at the site, to answer questions or review material. The longer the trips, the more complex the plans have to be to help all students maintain academic momentum in all of their courses.

With respect to changes to the policy, much of the discussion on traveling for off-campus learning has centered on a few of the twelve DLI programs (Japanese, Mandarin and Vietnamese at the middle school level); it did not address other grade levels or Russian or Spanish programs. The policy applies to all off-campus learning and other international travel and field trips.

Many international trips have been able to meet the five-day threshold, as well as their learning objectives, while staying within policy guidelines. The trip leaders used natural breaks in the school calendar (planning days, spring break, etc.) to extend the trip thereby minimizing the adverse impact on the students' education across the span of their enrolled courses. Both the MDLI and VDLI programs were also able to meet the policy guidelines this year:

- Vietnamese DLI trip: May 17-27, 2024 (8 students), 5 school days and using Memorial Day weekend
- Mandarin DLI trip: March 24 - April 8, 2024 (29 students), Spring Break, 5 school days and the grading day on April 5

- Only the JDLI trip operated outside of policy expectations and the 5-day threshold.

Additional information on these trips can be found [here](#).

FISCAL IMPACT

International trips require a building administrator and one or more teachers to attend. This requires airfare, lodging, meals, etc., and also securing an administrator and teacher substitutes to cover the building while the principal or assistant/vice principal and the teacher are on the trip. Doubling the number of school days missed with this policy change also doubles the cost of admin/teacher subs. During the Policy Committee meeting on June 10, it was suggested that perhaps administrator attendance is unnecessary on international trips. After gathering input from four school leaders whose programs embarked on international trips this spring, all were in agreement that an administrator presence is necessary for the safety of students and adults on the trip. Some of their reasons include:

- Providing student management and chaperone support
- Serving as ambassadors while attending school visits and meeting with local school boards and mayors
- Navigating emergencies (big or small) as they arise

Schools also need to hire substitute teachers to cover the 6th and 7th grade classes for the teacher(s) chaperoning the trip, which carries a fiscal impact on the school building. Substitute teachers receive \$247.58 per day. \$276 per day if they go over 10 days. Substitute administrators receive \$75/hour.

The cost of the trip and how it is funded varies by school and program. The overall cost to the District inevitably increases as the trip length extends. The most recent JDLI trip, for instance, cost over \$300,000 dollars.

COMMUNITY ENGAGEMENT

Community members and staff who lead the JDLI, MDLI, and VMLI trips presented their positions at a variety of Board Committee meetings, as well as before the full Board and in written comments.

CONNECTION TO BOARD GOALS

Board goals are incrementally implicated if students are traveling for ten school days, specifically as it relates to eighth-grade math and reading goals. A number of courses are not explicitly incorporated into the interdisciplinary DLI off-campus learning unit, which may mean students miss explicit math and reading instruction and compromise the continuity curriculum for up to two weeks (10 school days, as proposed).

STAFF RECOMMENDATION

Ten-day absences are not recoverable by all traveling students in all classes. In addition, the impact on the school environment of absent students, absent teachers, and absent administrators is also too significant for 10 consecutive days. As an alternative to the proposed amendment, staff recommends Board Policy 6.50.010-P keep the 5-school day threshold intact, with an allowance for 2 additional days for trips that require over 10 hours of travel.



Field Trips, Foreign Travel, and Other Off-Campus Activities

The District believes in the value of experiences outside the classroom and endeavors to make these opportunities available to all. As in all other aspects of school life, PPS is committed to both the access to and the inclusivity of off-campus activities. In planning and authorizing off-campus activities, primary consideration shall be given to the educational outcomes derived, the safety and welfare of students involved, District expectations of conduct and behavior on the part of all participants, and the selection of appropriate adult supervision in accordance with Board Policy [5.10.064-P Professional Conduct between Adults and Students](#).

I. District-Sponsored Activities

Special activities outside the classroom are an important part of an educational experience. Students shall be allowed to participate in carefully planned learning experiences or co-curricular activities, which fall outside the normal school program, school day, and/or are off-campus when they serve a legitimate educational purpose. Off-campus activities should promote and not compromise the integrity and purpose of the District's educational programs. Plans for continuity of curriculum must be made for the off-campus activity and likewise for students remaining on campus. This policy applies to all off-campus activities, unless otherwise noted.

- 1) As authorized through this policy and Administrative Directives, the Superintendent's designees may authorize field trips and other extra-curricular activities involving travel off-campus when such activities contribute to educational goals.
- 2) District staff responsible for overseeing extended travel must notify building administrators in advance of the trip so that plans for continuity of curriculum and instruction can be assured for students remaining on campus. Those plans will be communicated to the school community and observed so that no disruption in curriculum or programming will occur for students remaining on campus.



Field Trips, Foreign Travel, and Other Off-Campus Activities

- 3) Certain trips may be authorized for an extended time when the distance traveled requires additional time, such as international travel, and when the trip involves a rigorous academic experience, as long as the following conditions are met:
 - a. Reasonable accommodations have been made to minimize the impact on students remaining on campus
 - b. Use of staff not usually assigned to the students traveling should take into consideration the needs of the students who remain at the school and the operations of the school, generally.
 - c. The plans made to minimize impacts have been approved by the school principal and the principal's supervisor.
 - d. If these conditions are met, the standard allowable travel time shall be 10 school days, although the Superintendent may approve longer durations when necessary to fulfill the educational purposes of an overseas trip.
- 3) Schools and staff to submit field trip requests for review, and approval or denial, prior to any planned activities.
 - a. Principals shall have the authority to approve regular off-campus field trips, subject to Risk Management approval, occurring during the course of one school day.
 - b. All off-campus trips comprising more than one school day will be reviewed by Risk Management and approved by the supervising Area Assistant Superintendent.
 - c. Specific timelines, procedures, and requirements of this field trip approval process will be outlined in a related Administrative Directive.
- 4) All out-of-state and foreign travel shall require prior Board approval with the exception of travel up to 150 miles from the PPS headquarters.
- 5) In planning for off-campus activities, staff members must avoid factors that might



Board Policy

6.50.010-P

Field Trips, Foreign Travel, and Other Off-Campus Activities

prohibit student participation, including financial burden, as well as any hazards or barriers for students arising from discriminatory policies or practices in the destination or during transit based on race, religion, culture, gender orientation, sexual identity, or immigration status. Trips should be designed to promote healthy, safe, and inclusive experiences for all students, and consider the identified special needs and required accommodations of students with an Individualized Education Plan (IEP) and/or plans under Section 504 of the Rehabilitation Act of 1973. .

- 7) Both students and adult supervisors should be acquainted with and comply with relevant District policies, administrative directives, and other guidance, including the *PPS Student Responsibilities, Rights, and Discipline Handbook*, while representing the District. These expectations should be reviewed again by all students and staff prior to any extended off-campus activity.



Field Trips, Foreign Travel, and Other Off-Campus Activities

II. Non-School Sponsored Off-Campus Activities Must Clearly Indicate They Are Not Affiliated with the District

The unique professional status of District staff members may at times make it difficult for students and families to distinguish between school-sponsored off-campus activities from non-school privately sponsored off-campus activities. While working as PPS staff and/or representing PPS, District staff may not develop, plan, and/or supervise off-campus activities represented as "school, class, club, etc." other than what has been approved under this policy and the implementing administrative directives. In addition, District staff or other persons may not use District email, social media, hardcopy distribution to students, or other methods of District-controlled distribution that are not open to the general public to communicate to District students or families about private, non-school sponsored off-campus activities, without the pre-approval of the school building administrator and in adherence with PPS Disclaimer Requirement (11.1.a)

1) Travel Study Programs

Travel Study Programs are activities involving student travel that are planned, marketed, and conducted by organizations other than Portland Public Schools. Portland Public Schools does not fund, sponsor, or endorse any such programs.

- a) Disclaimer Requirements: Any information about travel study programs must include the following disclaimer: "Portland Public Schools does not fund, sponsor, or endorse this travel study program. The District is not responsible for conducting or supervising this trip. Portland Public School employees who participate in travel study programs are not acting in their capacity as District employees and do so at their own risk. Students participating in travel study programs do so at their own risk."
- b) Any information distributed about travel study programs cannot contain the name of the District or any Portland Public school.
- c) Distribution of information by travel study organizations must follow distribution guidelines in Board Policy 3.30.035-P Distribution of Materials and Information to Students and Administrative Directive 3.30.038-AD. Information distributed about



Board Policy

6.50.010-P

Field Trips, Foreign Travel, and Other Off-Campus Activities

travel study programs shall not be made through PPS email, without the pre-approval of the school-building administrator and in adherence with PPS Disclaimer Requirement (see 11.1.a).

- d) Travel study organizations must use the Civic Use of Buildings (CUB) procedures for informational/planning meetings after the school day. See Policy 3.30.010-P Community Use of School Buildings and Facilities and 3.30.011-AD Community Use of School Buildings and Facilities: Short-Term Use.

Legal References: ORS 332.107; ORS 336.183; ORS 339.155

Amended 9/2002, Amended 3/2019



Field Trips

Contents

Section	Page
I. Introduction	1
II. Definitions	1
III. General Requirements	6
IV. Funding of Field Trips	15
V. Transportation	18
VI. Use of School Time for Field Trips	19
VII. Lodging / Home Stays	20
VIII. Student Travel Documents for International Travel	20
IX. Off-Campus Presentations	21
X. Activities Not Considered Field Trips	22

I. Introduction

When planning and conducting field trips, field studies, excursions, off-campus experiences, presentations, performances, student conferences, school-sponsored senior trips, and foreign study programs in accordance with Board Policies 6.50.010-P and 6.50.020-P, staff must use the following procedures and guidelines. Any field trip that does not follow these procedures and guidelines is prohibited.

Field trips must have a valid instructional purpose. Field trips require that the highest standards of safety must be in place and that the educational benefits have been determined to outweigh the risks involved.

II. Definitions

1. Field Trip

Any school-sponsored academic activity in which school personnel and students leave school grounds.

2. Walking Day Field Trip

a. Any school-sponsored academic activity in which school personnel



Field Trips

and students leave and return to the school grounds by foot during the same day.

b. Examples of walking field trips include, but are not limited to: trips to public libraries, parks, bowling alleys, businesses and museums which are within walking distance of the school.

3. Standard Day Field Trip

a. Any school-sponsored academic activity in which school personnel and students leave and return to the school grounds by commercial or private transportation during the same day.

b. Examples of day field trips include, but are not limited to: educational resources such as museums, concerts, parks, temporarily available exhibits and displays, films, plays and city / county / state governmental enterprises.

4. Wilderness Field Trip

a. Any school-sponsored activity that includes travel to an area inside or outside the Portland metropolitan urban boundaries that may involve especially hazardous activities for which additional administrative approval is necessary. For the purposes of this directive, wilderness field trips may include, but are not limited to:

- i. guided water rafting, whale-watching, beach or ocean activities, swimming, hiking, back packing, camping, mountain biking and high-altitude activities
- ii. activities along the Willamette, Columbia or other rivers
- iii. outdoor activities in forested natural areas, such as Portland Parks and Recreation's Forest Park

b. A wilderness field trip will require specific planning by knowledgeable experts.

c. A wilderness field trip may be wilderness and day, wilderness and overnight or wilderness and international. In these cases, guidelines for both kinds of field trips must be followed.



Field Trips

d. All plans for wilderness trips must be approved by Risk Management; many wilderness activities are not permitted. If you have questions regarding these types of trips, contact Risk Management.

5. Overnight Academic Field Trip

a. Any school-sponsored academic activity within the United States that lasts one or more nights.

b. Examples include, but are not limited to: regional and national conferences, tours of sites important in American history, state or national development, special exhibits of art and antiquity, fairs, expositions, drama productions, environmentally important sites, performances and non-athletic competitions.

6. Overnight PIL Sports / School Curriculum-Related Student Club Field Trip

a. Applies to any travel by PIL athletic teams for competition beyond the PIL within the United States that lasts one or more nights.

b. Staff must follow the guidelines for academic field trips found in this Administrative Directive, in addition to applicable Athletic Department policies and procedures.

c. PIL sports teams or curriculum-related student clubs participating in state tournaments may not receive sufficient notice of participation to submit trip requests within the time parameters set forth in this Administrative Directive. In those cases, schools are to submit the overnight requests as soon as possible with an accompanying explanation of the time constraints.

d. For definitions of school curriculum-related student clubs, refer to Administrative Directive 4.40.050-AD.

7. International Field Trip

a. Any school-sponsored academic activity that takes students beyond the borders of the United States to any other country, including Canada and Mexico.



Field Trips

b. International field trips require specific planning by knowledgeable experts and proper student documentation to cross international borders and to re-enter the US.

c. At least two adults, including one administrator, must accompany students on an international field trip. The District may consider a waiver to this procedure. The school must submit a written request that must be approved in writing by the principal, regional administrator, and Risk Management. Such a waiver request must be submitted as part of the initial field trip application. The waiver request must cover why a building administrator is not necessary for the trip, how district procedures and rules will be managed during the trip and by whom, and how communications will be maintained during the trip with the building administrator when necessary.

d. Principals must state a compelling reason why a field trip within the borders of the United States cannot provide a similar academic experience.

8. Off-Campus Performances / Presentations

A student activity such as a choir, band or orchestra concert, or a speech or drama production outside the school that the students attend. The activity may take place at a community event, another school or other public venue. Examples include, but are not limited to: singing at a mall, speech and debate competitions, marching in the Rose Festival Parade, and performing part of a high school play at a feeder middle School (See section IX of this Administrative Directive for details).

9. Sponsored Field Trip

Any academic activity that is conducted by Portland Public Schools for which school personnel and students leave school grounds and for which the procedures and guidelines in this Administrative Directive are followed in the planning and conduct of the trip.

10. Travel Study Program

Any academic activity involving student travel that is sponsored by an organization other than Portland Public Schools and which may or may not include District staff as facilitators or participants. Student participation in a travel study program is always



Field Trips

optional. See Section X (4) of this Administrative Directive for cautions and prohibitions. For additional information, refer to Administrative Directive 6.50.012-AD Travel Study Programs.

11. Required field trip

A field trip that is an integral part of an instructional program and in which all students in a given class or course are expected to participate. A student fee cannot be charged for a required field trip.

12. Optional field trip

A field trip that is not a requirement of any instructional program.

13. Home Stay

For international trips only. A student staying for one or more nights in a private residence.

14. Commercial Lodging

A commercial establishment which provides sleeping accommodations and services that has obtained appropriate business licensure, insurance, safety inspections, etc. as required by applicable laws, codes, and ordinances.

15. Camping as lodging

School-sponsored student field trips which involve travel to an area in which there is no available commercial lodging. This will include sites such as for-fee campgrounds and state and/or federal parklands. For Risk Management review, the PPS trip leader may be required to provide an illustrated camping safety plan and obtain a certificate of insurance from the site owner.

16. Trip Leader

Portland Public Schools employee in the leader's role and with the primary responsibility on a field trip. See section 14.



Field Trips

III. General Requirements

Well-planned and carefully conducted field trips can be an important supplement to in-school education programs. Field trips are encouraged within the context of the following requirements:

1. Planned objectives

As part of the instructional program, field trips must be planned with definite educational objectives stated in writing.

2. Attention to student safety

Student and staff safety is the most important consideration when planning, conducting and supervising field trips. Risk Management may require written safety plan and procedures.

a. Appropriate chaperones If students of both sexes participate in an overnight or international trip, both sexes must be represented by the adult staff or chaperones.

b. Discussion of safety procedures Prior to each field trip, the teacher must discuss safety procedures specific to the trip with students and accompanying adults.

c. Food Food provided by Nutrition Services (usually box lunches) and taken on field trips will be properly prepared, refrigerated, handled and stored. Nutrition services can provide instructions about transporting and serving food safely. Schools may share these instructions with parents who send food with their students.

d. Permission and responsibility to terminate field trip District staff leading the field trip have permission and responsibility to terminate any field trip in which proper safety measures are not in place. If, for any reason, a teacher experiences serious problems or difficulties on a field trip, these must be communicated immediately to the principal or another building administrator.



Field Trips

e. Industrial plants On field trips to industrial plants, an employee of the plant shall lead the students through the plant, such arrangements being agreed to in advance. Appropriate safety equipment must be used at all times by students and staff.

f. Student Accident Insurance The District has purchased an accident and emergency sickness insurance policy for students on field trips. The maximum benefit payable per accident is in excess of any other insurance.

3. Accommodations Including Special Education and Section 504 Students

a. Appropriate planning, transportation, supervision and accommodation must be provided for any students having special needs including Special Education and Section 504 students. Considerations including extra costs, safe and proper supervision, medication administration, accessibility via ramps, curb cuts, entrances and exits, restrooms, conditions of walkways, assistive devices and medical protocols should be addressed early in the field trip planning process.

b. Additional costs to provide adequate lodging, transportation, or supervision are the responsibility of the school planning the trip. The family of a special needs or Section 504 student cannot be charged additional fees in order to enable an identified student to attend. Additional costs must be planned for as part of the overall field trip activity. Information regarding any additional costs incurred to accommodate special needs or Section 504 students must remain confidential. A student's parent / guardian can volunteer to provide necessary support or accommodations but the district cannot require their participation. If a school determines that a parent / guardian should be required to attend in order to keep the student safe, the principal may contact the Special Education / Section 504 counsel for guidance.

4. Limitations and Prohibitions

Participation in dangerous sports and hazardous activities is prohibited on field trips. Staff must consult with Risk Management to determine if specific activities are safe and acceptable.

a. Recreational swimming Recreational swimming during a field trip (including, but not limited to: motel / hotel / water park pools, lakes, parks, the



Field Trips

ocean) is prohibited unless appropriate, certified lifesaving trained staff are on duty and the activity is supervised by District staff.

b. Recreational watercraft Student use of recreational watercraft is prohibited. Examples of prohibited activities include, but are not limited to: unguided kayaking, unguided water rafting, inner tubing, jet skiing, motor boating, and water-skiing. Canoeing is permitted when a responsible adult is in each canoe and all students and adults in the canoe are wearing flotation devices. Licensed and approved jet boat excursions are allowed if approved by risk management.

c. Group charters of commercial watercraft Field trips involving commercial watercraft must be cleared through Risk Management to assure that District-approved safety measures are in place. Group charters of commercial watercraft may be permitted if Risk Management is provided with proof of insurance coverage confirming that the owner / operator of the watercraft carries the required insurance to protect the District, its staff and students.

d. Flotation devices Students and adults must wear appropriately sized and rated flotation devices on any watercraft under sixty (60) feet in length.

e. Horseback riding Horseback riding on any field trip is prohibited unless the horses are secured to a carousel and each student wears a helmet or unless a part of an adaptive horseback riding program.

f. Elementary grade level trips While overnight and international trips are generally considered more appropriate for middle and high school students, elementary students may participate in such trips with approval of the principal's supervisor.

5. Emergency Contact Information

Contact information must be recorded at the school. Contact information must include the cell telephone numbers of those persons, including all drivers, who will know the location of the group and how the group may be reached.



Field Trips

6. First Aid and CPR Certification

All field trips must be supervised by District staff in possession of a school-provided first aid kit. All wilderness, overnight and international field trips require that at least one District staff chaperone hold valid first aid and CPR certification. Appropriately trained parents / volunteers with valid first aid and CPR certification may fill this requirement.

7. Security Considerations

- a. It is the responsibility of the principal and Risk Management to be aware of security matters to determine if a trip must be cancelled within 24 hours of departure.
- b. Under no circumstances will field trips be permitted to countries cited in the United States Homeland Security Travel Warning List or during an elevated level of terrorism threat.
- c. Approval for a field trip may be withdrawn on the basis of changing political conditions or other emergencies.

8. Volunteers

- a. Volunteers who will have unsupervised contact with students are required to successfully complete the criminal history verification process. Refer to Board Policy 7.20.020-P.
- b. Volunteers are not permitted to bring their spouses, relatives, children other than participating student(s), friends or pets on field trips.
- c. The District has elected to provide volunteers with excess accident insurance coverage. This insurance covers individuals while acting within their duties as volunteers. The maximum benefit payable per accident is in excess of any other insurance. The District does not provide any other health or medical insurance for volunteers.

9. Forms

District field trip forms and documents are necessary for field trips. These forms are



Field Trips

available on the PPS Inside website under Forms.

10. Field Trip Official Record

All field trips will be a matter of official record. Such a record will contain the following information:

- a. Educational objectives;
- b. Departure and return times / dates;
- c. Transportation arrangements specifying carriers by name;
- d. Itinerary;
- e. Trip activities;
- f. Details of supervision; staff, parent / volunteer names and phone numbers;
- g. Students' names, addresses and telephone numbers when going on an overnight or international trip;
- h. Details about lodging, if applicable;
- i. Names, addresses and telephone numbers of out-of-Portland contacts as applicable;
- j. Costs, insurance forms, where necessary;
- k. Copies of executed contracts, where necessary.

11. School Level Review and Approval

- a. All Field Trips
 - i. Teachers considering any and all field trips must obtain preliminary



Field Trips

approval of the principal prior to undertaking any planning activity and before discussing the trip with parents, students and community groups. Signed approval on appropriate forms within timelines is required before any trip.

ii. Principals must approve all parents / volunteers and confirm that each one with unsupervised student contact has successfully cleared the criminal history verification process.

iii. If volunteers are driving, principals must confirm that each driver has met the appropriate automobile license and insurance requirements. It is highly recommended that each driver carry a cell phone with a hands-free device.

b. **Standard and Walking Day Trips** Principal approval alone is sufficient for standard day field trips. The approval form must be signed at least five (5) business days before the trip. Less than five days' notice is acceptable with principal's permission. Approved forms must be kept in the school for one year.

c. **Overnight, Wilderness, International Trips** Principals must approve all overnight, wilderness, and international field trips. In addition, all of these trips require district level approval. For process and required district signatures, see Section 11 below.

12. District Level Review and Approval

Timelines for district review allow Risk Management staff to ensure that all facets of the field trip and personnel involvement are within district policy and risk tolerances. Timelines allow for additional information to be clarified with the trip leader, certificates of insurance to be obtained when applicable, and original plans altered if necessary. In cases of late forms, Risk Management will make reasonable efforts to complete the request.

The Field Trip Request form must be sent to Risk Management

- At least ten (10) business days prior to the trip if transportation is by car or bus.
- At least thirty (30) business days prior to the trip if by airplane, train, or ship, and/or if contracts are to be secured for the field trip.
- At least sixty (60) business days prior to the trip for international field trips.

Following is the process work-flow for district review and approval for overnight,



Field Trips

wilderness, and international field trips.

1. Ensure school level approval is complete. See section 11.
2. Principal e-mails the completed Field Trip Request form to Risk Management.
3. Risk Management staff will review, seek additional information or changes if needed, and approve or deny the field trip request.
4. If international, the form will be routed to the Senior Director for review and approval or denial.
5. Risk Management will return the forms to the principal with approval or denial.
6. Completed Field Trip Request forms will be digitally archived by Risk Management.

13. Parent / Guardian Approval

- a. Prior written approval by a parent / guardian is required for student participation on all field trips.
- b. Parent / Guardian approval must be on District field trip forms. No other means of approval is acceptable. Please refer to Section III – Forms in this Administrative Directive.
- c. The information on the parent approval form must include a complete description of the trip: departure and return times/dates, transportation arrangements, itinerary as applicable, trip activities, details of supervision and cost to the student, if any, and student medical information / medical protocols, if applicable.
- d. Details regarding all costs to the students must be communicated to parents in writing in advance of the trip.
- e. All transportation arrangements and costs must be clearly specified and included in the total cost of the field trip. If there is a possibility that students may incur additional local transportation costs or other unplanned expenses may be encountered, these possibilities must be described.
- f. The information must be in a language the parent / guardian can understand.



Field Trips

- g. Documentation of parent / guardian approval for field trips organized for students who are part of Portland Public Schools' DART programs will be overseen and arranged by the programs' administrators or their designees.

14. Supervision on Field Trips

As in conducting regular classes and activities on campus, District personnel must assume primary responsibility for all reasonable and usual supervision of students and activities. The role of parents and other volunteers is to accompany and assist with students on field trips.

- a. High school students may not act as sole chaperones for younger-grade students.

15. Adult to Student Ratios on Field Trips

The ratio of adult supervision to students participating will ordinarily not be less than 1:10 for elementary, 1:15 for middle school and 1:20 for high school trips. However, principals may exercise professional judgment in adjusting adult supervision, taking into consideration trip uniqueness, special needs of students and activities planned to occur on the trip.

16. Student Behavioral Expectations

District behavioral expectations as presented in Portland Public Schools Student Rights, Responsibilities, and Discipline materials apply to students on field trips, including international field trips. Students in violation of behavioral expectations as indicated in these materials may be sent home from the field trip at parent / guardian expense and are subject to consequences as set forth in the discipline materials.

17. Property

- a. The District does not pay for student property that is lost, stolen or damaged on field trips.
- b. Any District property or equipment taken on a field trip by staff must be properly checked out from and returned to the school.



Field Trips

18. Use of a Commercial Travel Organization for Planning and Implementing a Field Trip

The principal may ask an outside organization to provide information and services for a trip for which the superintendent's designee has reviewed and signed the Approval to Plan a Field Trip form. The organization must have a record of responsible performance to include:

- a. A history of financial stability and experience in providing travel assistance for field trips for students.
- b. References by teachers, parents and / or administrators who have used the program or travel organization.
- c. Accessibility to District personnel.
- d. Insurance required from the organization must include:
 - i. Liability insurance naming the District as an additional insured with a \$1,000,000 single-limit minimum. The evidence of the insurance must be filed with the school and must become part of the field trip application evaluated by the principal and Risk Management.
 - ii. Medical and medical evacuation insurance, if appropriate to the trip. The evidence of the insurance must be filed with the school and must become part of the field trip application evaluated by the principal and Risk Management.
 - iii. A trip cancellation policy, if appropriate. A trip cancellation policy is mandatory for international field trips and optional, but recommended, for domestic overnight field trips. The evidence of the insurance must be filed with the school and must become part of the field trip application evaluated by the principal and Risk Management.

19. Makeup Work

Students are expected to make up work missed during absences due to field trips.



Field Trips

20. Credit

- a. **Required Field Trips** High school credit for required field trips is part of the credit earned for the class through which the trip was taken. If a student cannot participate, an alternative assignment must be provided.
- b. **Optional Field Trips** Optional field trips may qualify for high school credit if the experience meets the criteria established by the state for units of credit.
 - i. A written plan of goals, activities and hours is submitted to appropriate school staff prior to the trip, and a final report is presented at the conclusion of the trip confirming that the student has achieved those goals; and
 - ii. Approval of plans according to the provisions of the regulation for off-campus credit is a matter of record.

IV. Funding of Field Trips

The District recognizes that on some field trips there are optional items and activities for which students may bring money from home. At the principal's discretion, the school or other funding partners may assist students with reasonable financial support for the optional items. Students shall not be excluded from participation in any required field trip because of inability to pay.

1. Acceptable Funding Sources for Field Trips

- a. Finances may be provided through school budgets, grants, private sponsorship, contributions from school parent groups, by family donations and / or by fund-raising events consistent with District policies and administrative directives.
- b. No staff member or member of his or her immediate family shall receive any benefits or compensation from outside agencies in relation to school-sponsored trips.
- c. Only with the authorization of the school principal and clear notice to



Field Trips

families may expenses for staff members and volunteers who accompany students on trips be included in the cost of the trip.

2. Funding of Required Field Trips

a. Funding of field trips that are an integral part of an instructional program and in which all students in a given class or course are expected to participate shall be at District expense or through fund-raising.

i. Parents shall be informed of the need for fund-raising efforts.

ii. Parents shall not be asked to pay for the cost of their student's participation in required field trips. No fee may be charged for a required field trip.

iii. The principal shall annually prepare budgets to be locally used in allocating District-provided field trip funds.

b. Local school field trip budgets shall ensure fairness and balance in the use of funds among grade levels, instructional programs and special activities.

c. School offices will make arrangements for buses through the Student Transportation Department.

d. Records of all field trip expenditures, including date, destination, teacher, number of students, transportation costs and admission fees (where relevant) will be maintained by the school principal.

3. Funding of Optional Field Trips

a. Field trips which are optional or otherwise not a part of any required instructional program may be authorized by the principal, with the cost to be borne by students. Special administrative care should be used in making such a determination.

b. When approved, students and their parents are to be informed of the optional nature of the field trip, including per-student cost.



Field Trips

- i. Each student shall independently choose whether or not to participate.
- ii. School budgets may contribute to the cost of an optional field trip.

4. District Employee Travel Expenses

- a. District employee travel expenses, including but not limited to: transportation, lodging and meals, may be paid from funds raised for a trip. Employee expense / cost shall not govern the level of supervision necessary for a trip.
- b. District employee travel expenses must be documented on Travel/Training Authorization forms located in the PPS Inside website under Forms.
- c. Employee salary is not included in the cost of a trip.

5. Unexpended Funds

When funds raised for a field trip are in excess of expenditures, the excess funds will be allocated in the following ways:

- a. If the funds were raised by student assessment, excess funds are to be rebated to the students who were assessed;
- b. If the trip was financed by parent or other group contributions, the unexpended funds will be returned to the group or placed in the student body funds as determined by the group;
- c. If prior notice is supplied, unexpended funds raised by student fundraisers will be placed in the student body funds for a clearly designated purpose.

6. Reporting of Field Trip Finances

Accurate records of field trip receipts and disbursements must be kept at the school and be available to parents and others upon request.



Field Trips

7. Contracts for Field Trips

a. All contracts with organizations providing travel services for overnight and wilderness trips, even those for amounts under \$2,000, must be submitted at least 30 calendar days prior and proceed through the regular contract process to be reviewed for proper terms and conditions. Contracts for international field trips must be submitted at least 60 calendar days prior.

b. Only those contracts with proper terms and conditions will be approved. If assistance is required, contact the District's Purchasing and Contracts department.

c. A copy of the proposed contract must be attached to the Field Trip Approval Request form that is reviewed by the principal, Risk Management, Purchasing and Contracts, and the superintendent's designee.

V. Transportation

1. Commercial Transportation

a. Except as elsewhere authorized, transportation of students shall be by the District, by District-contracted transportation, or by an insured commercial or public carrier.

b. When contracted bus transportation is required, only authorized vendors shall be utilized. Scheduling procedures and the list of authorized vendors can be obtained from the District's Student Transportation Department.

c. Transportation arrangements for international field trips must be on public carrier(s) to assure the safety of the students. (Exception: trips to Canada and Mexico).

2. Private Transportation

Principals may authorize adult volunteers and staff members to use private vehicles to transport students on field trips (not regularly scheduled classes off campus) or on other school activities, provided:



Field Trips

- a. The school administrator has approved the activity, and the adult volunteer or staff driver of the private vehicle has knowledge of the automobile's safety equipment. A safety belt and / or a booster seat (if applicable) must be available for and used by each passenger.
- b. A permission slip signed by the student's parent / guardian has been received by the principal or his/her designee granting permission for the student to participate in the field trip and to ride in a private vehicle.
- c. The adult volunteer or staff member is properly licensed to drive, has the minimum insurance mandated by the State of Oregon, will operate the vehicle according to the Oregon Motor Vehicle Code and is in compliance with other District requirements.
- d. The District provides excess automobile liability insurance for adult volunteers and staff members driving private vehicles on field trips. This insurance is for liability coverage only and is in excess of any other insurance.
- e. Drivers who are not District staff must have a criminal records check. Drivers must agree to comply with all District policies, including refraining from smoking and use of alcohol and drugs.
- f. Students, even those 18 and older, may not participate as field trip drivers. With administrative and written parental permission, students with valid drivers' licenses may drive themselves to and from a field trip location.
- g. In no circumstances shall a student who is not the child of the driver be alone in the car with the driver (i.e. there must be at least two students in each car).

VI. Use of School Time for Field Trips

1. Travel During School Time

Upon recommendation of the principal, the principal's supervisor may authorize an absence from school for field trips for up to five (5) school days and, in very exceptional cases, an absence for up to twenty (20) school days.



Field Trips

2. Travel During Non-School Time

Upon recommendation and approval of the principal and principal's supervisor, students may engage in school-sponsored field trips on weekends and during vacation periods when planned and conducted within the provisions of this Administrative Directive.

VII. Lodging / Home Stays

1. Home stays are prohibited as part of an overnight domestic field trip. Commercial lodging accommodations are to be used when an overnight stay is necessary. Male and female students are to sleep in separate rooms.

2. If home stays are part of an international field trip, parents / guardians must be informed of the extent of the information the Portland school has about housing arrangements.

a. The parent / guardian must specifically approve the student's participation in a home stay.

b. Male and female students are to sleep in separate areas.

c. All home stay arrangements, detailed to provide adequate contact information, must be a matter of record in the Portland school principal's office and in the offices of the principal's supervisor and Risk Management.

VIII. Student Travel Documents for International Travel

1. Required Documentation

Schools must verify that students have proper documentation to re-enter the US from abroad. Passports are required for all international travel. An exception is that minors traveling in a school group by ground transportation do NOT need a passport to enter Canada. However, they do need a notarized letter from a parent / guardian as well as the District's permission form. The parent's letter must include the student's complete



Field Trips

name, date of birth, address and offer permission for the trip.

- a. In addition to a passport and the District's permission form, when escorting a minor child without his or her parents, a letter from both parents is required, giving permission to travel with the minor.
- b. If the child is accompanied by only one parent, the parent must bring a letter of permission from the child's other parent.
- c. If a single parent has sole custody, a copy of the court custody document or other legal documentation such as a death certificate can replace a letter from the other parent.
- d. All US-citizen students participating in an international field trip must carry passports and a letter from their parents/guardians giving permission for the trip, in addition to the district's permission form. The letter must include the student's complete name and date of birth, current address, and permission for the trip.
- e. Students in the US with permanent resident status (green cards) must carry that card with them and present it when crossing any international border. They must also carry written parent / guardian permission for the trip in addition to the district's permission form.
- f. Students who are foreign nationals or foreign exchange students must carry with them all the original paper-work they needed to enter the United States initially.
- g. The school must contact the US Immigration office and the embassy or consulate of the country of travel to determine if additional documents are needed. Staff may contact the Risk Management Department for assistance.

IX. Off-Campus Presentations

In addition to the regular work in the classroom and performances before school groups, participation by student groups in certain kinds of community events may provide worthwhile educational experiences for students in school choirs, bands, etc. In order to assure that such participation in events outside the school will be both enriching for the students and avoid involvement of the school in inappropriate kinds of activities, the



Field Trips

following guidelines shall be followed:

1. **Limitations on Appearances**

School performing groups shall not make presentations in events which are considered to be political or commercial in nature.

2. **Approval Procedures**

Off-campus performances and presentations must be approved at the discretion of the principal within the framework of the above limitations whether during or after school hours.

X. Activities Not Considered Field Trips

1. **Outdoor School**

Outdoor School is a multi-day environmental education program for sixth-grade students and high school student camp counselors operated by Multnomah Education Service District. Portland Public School students and employees are under the supervision of the MESD and are to follow the procedures and policies of the MESD when participating in Outdoor School.

2. **School-to-Work Activities** including work experience, job shadowing, mentorships and internships Refer to 6.50.071-AD.

3. **School Club Activities**

Travel with religious, political or sports clubs is not a District sponsored field trip. Students or staff who choose to travel with these clubs do so at their own risk. Refer to Administrative Directive 4.40.050-AD.

4. **Travel Study Programs**

Travel Study programs are activities involving student travel which are planned, marketed and conducted by organizations other than Portland Public Schools. They are generally short-term trips, less than one semester, for individuals or groups of students, and planned to occur during non-school time (summer and other school breaks). These



Administrative Directive 6.50.011-AD

Field Trips

trips do not qualify as field trips.

- a. Any information about Travel Study Programs from District staff must include a clear disclaimer (see Administrative Directive 6.50.012-AD) that the program is not sponsored by the District.
- b. The District has no responsibility in the planning or conduct of travel study trips. Students, parents and any District staff involved do so at their own risk.
- c. Any credit extended for participation in a Travel Study program must meet the criteria noted in Section III of this Administrative Directive.
- d. Refer to Administrative Directive 6.50.012-AD Travel Study Programs.

Policy Implemented: 6.50.010-P

History: Adpt. 6/71; Amd. 3/75; Amd. 9/77; Amd. 7/80; Amd. 10/83 ed.; Amd. 1/89; Amd. 11/7/97; Amd. 4/98 ed.; Amd. 9/01/02 (Incorporates material from 6.50.010-AD, 6.50.011-AD, 6.50.012-AD, 6.50.040-AD, 6.50.050-AD, and 6.50.060-AD) Amd. 8-15-05, Amd. 5-18-06, Amd. 10- 4-06 Amd 1-07 Amd 9-13, Amd 10/16



6.50.021-AD Foreign Travel – Study Programs

Travel-study programs provide experiential learning opportunities for students and further district goals for intercultural understanding. Travel-study programs announced through the schools shall be either actually "conducted" by the district or "facilitated" by the district. Facilitated travel-study programs are those announced through the district but not conducted or supervised by any arm of the district. In order that Portland students traveling with programs conducted or facilitated by the district travel in relative safety and receive the educational/social benefits meeting the district goals, the school must carefully investigate, plan, organize, coordinate, and monitor all aspects of each foreign travel-study trip. To receive endorsement and approval, a travel-study program must comply with this directive.

- (1) Travel-study programs in which a student or groups of students take trips outside of the continental United States because the district had conducted or facilitated the trip shall be governed by this directive.
- (2) There are only two types of travel-study programs: (a) travel "facilitated" by the district,; and (b) travel "conducted" by the district.
 - (a) District-Facilitated Trips
 - (A) Those trips in which the foreign travel-study program is conducted by a travel-study organization or another public body may be "facilitated" by the district. Prior to any activity which involves students in a district-facilitated travel-study proposal or provides information about any travel-study program, the initiating staff will obtain planning approval from the Director of Student Achievement and the Superintendent's Office and then the staff may proceed according to the district Field Trip Manual to facilitate students' participation in the travel-study program.
 - (B) Parents must be notified that the district's function in "facilitating" a trip is merely to aid parents in making the arrangements and making family decisions about their students' participation and the district is not responsible for conducting or supervising the trip even if district personnel travel with the group. The Staff Attorney will provide an appropriate form of release for use by the school.
 - (b) District-Conducted Trips

- (A) Responsibility. The district must take full responsibility for all aspects of each trip in which any member of its staff involves students in a foreign travel experience.

 - (B) Timely Planning and Approval
 - (i) Prior to any activity involving students in a travel proposal or providing students information about it, the initiating staff will involve the principal in order to obtain planning approval and guidance. Proposals for a trip shall be submitted to the principal and shall include travel details, an outline of educational objectives to be achieved by participants, and provide a clear description of responsibilities of supervisor personnel. The principal then requests and receives planning approval from the Director of Instruction and the Superintendent's Office.
 - (ii) Staff may then proceed according to the district's Field Trip Manual. Ordinarily, foreign travel-study trips will be fully planned and approved at least 90 days prior to the departure date.

 - (C) Forms. Sample forms for describing the event, for obtaining travel budget approval, for obtaining approvals of parents and principal, for obtaining medical information, for obtaining/verifying insurance coverage, and for securing transportation arrangements may be obtained from the Staff Attorney's Office.

 - (D) Supervision. When a travel-study program is conducted by any arm of the district, general supervision of the trip by certificated licensed personnel also holding first aid certification is mandatory, though parents, aides, etc., may be utilized in auxiliary roles. It is mandatory that more than one adult, including one administrator, accompany each district-conducted foreign travel-study group. The ratio of supervision will be commensurate with the age and needs of the students and the circumstances of the trip.

 - (E) Parental Permission. Parental permission shall be required for all student participants and a form of release is required for all participants who are not district staff. Parents shall be provided with detailed information about the trip and the district's source for that information. When information about a specific aspect of the trip is not available, parents shall be so informed. The form of parent permission shall be approved by the Staff Attorney General Counsel.
- (3) General Rules — Facilitated and Conducted Trips
- (a) Promotion of Foreign Travel-Study Groups
 - (A) School Staff. Staff members are prohibited from using their positions to promote or encourage participation in specific travel programs not

conducted pursuant to these directives or, if pursuant to these directives, without prior approval of the principal. Participation by students shall be voluntary. To avoid possible conflicts of interest, there will be a complete separation of student recruitment from the selection of adult supervisors. Procedures for travel-study programs in the school shall be controlled and processed by the principal.

- (B) Outside Organizations. Promotion of travel-study programs in the school by organizations outside the school shall be permitted only at the request of the principal and upon approval by the Director of Student Achievement and the Superintendent. Caution must be used so that staff action does not promote a trip unless it has been fully approved to be facilitated or conducted by the school.
- (b) District Employee Remuneration. District employee travel expenses only may be paid from funds raised for a trip. Employee expense/cost shall not govern the level of supervision necessary for a trip.
- (c) Publicity. All publicity about foreign travel-study programs must be approved by the Superintendent's Office. Where applicable, the school shall use a district-approved travel agency.
- (d) Travel-Study Groups During School Time
 - (A) Use of school time for travel-study programs is discouraged and travel-study experiences shall be on weekends or in the summer, winter, or spring vacations. Only in exceptional circumstance will travel during school time be authorized.
 - (B) Upon favorable recommendation of the building principal, the Director of Student Achievement may upon extraordinary circumstances authorized an absence from school for up to five school days and, in very exceptional cases, an absence for up to 20 school days.
- (e) Credit for Travel-Study. Individual credit may be awarded for travel-study experiences provided:
 - (A) A written plan of goals and activities, i.e., such as understanding the history and culture of a country, is submitted by staff and approved prior to the trip and a final report of sufficient quality is presented revealing that the student has achieved those goals;
 - (B) The goals and activities of the travel-study program must relate specifically to the curriculum appropriate for the student's study program. No study credit may be awarded for programs of fewer than 30 days in duration.
- (f) Financial Considerations

- (A) Finances for a trip may be provided by individual students through family responsibility and/or by fundraising events consistent with district policies and administrative directives
- (B) Students shall not be excluded because of inability to pay when a foreign travel-study trip forms part of the regular educational program of the school. Provisions shall be made for students desiring to participate in the trip whose parents cannot afford all or part of the cost.
- (g) Orientation. Orientation sessions must be provided to the student and parents prior to departure. This is to be accompanied by appropriate instructional elements taught in the course before and after the trip.
- (h) Emergency Contact Information. Arrangements, detailed to provide adequate contact information, must be a matter of record at the school and in the Department of Public Information and Communications including the names, addresses, and telephone numbers of those persons who can inform the school and Superintendent's Office regarding the whereabouts of the travel-study group and how the group may be reached at all times.
- (i) Program Evaluation. Every program arranged or conducted by any arm of the district must be evaluated in writing by both students and the teacher/advisor in order to accommodate further evaluation/selection processes of the district.

Policy Implemented: 6.50.020-P

History: Adpt. 6/71; Amd. 8/73; Amd. 4/74; Amd. 10/83 ed.; Amd 9/84; Amd. 1/89; Amd. 5/98

For official use only	
Approved:	
	<u>9/01/02</u>
_____ Superintendent	_____ Date

JDLI, VDLI, and MDLI Info Request for Policy Committee

	Do any staff outside of the DLI program & grade level attend the trips? Who?	Does an administrator attend? What is their function and could a non-administrator be trained to serve the same function on the trip?	What percentage of the students in DLI program go on trip? What percentage of students at school qualify (in the DLI program) for the trip?
<p>Mt Tabor MS</p> <p>Tokyo Agenda</p> <p>Osaka Agenda</p>	<p>Currently just the two grade 8 DLI teachers and one admin from the building attend.</p>	<p>Yes, an admin attends. In the past two years, they have served as a chaperone and other administrative purposes (discipline, parent contact, emergencies, etc), but having them serve as just an admin, our team believes, would be valuable. In the past, admin has attended school visits, met with local school boards and mayors, and served as an ambassador as well as working through student management and chaperone support. I think the decision making skills, authority, and student experience of having an admin on the trip is important.</p>	<p>This year, over 96% of the students attended the trip. Similar percentage in prior year. 100% of students qualified to attend the trip (those that did not go were due to parent/student choice and not due to school parameters or finances).</p>
<p>Harriet Tubman MS</p> <p>Trip Agenda</p>	<p>No. Currently the DLI teacher and AP attend.</p>	<p>Yes, an AP attends. I am not familiar enough with the program to say yes or no. However, my teacher has shared that he does not think an administrator is necessary. Having been on trips, I do see the point and necessity of</p>	<p>All students had access to attend the trip and only one family opted out of having their child attend.</p>

		having an administrator on a trip, especially out of the country.	
Harrison Park MS Trip Agenda (same at HTMS)	No. Currently only one DLI teacher and one admin from the building attends.	Yes, an admin from one of the two schools has attended and served as a chaperone etc. I concur with what Mt Tabor has put. It is helpful for the admin to speak the native language.	This year we had only one student not attend and this was due to passport issues putting us at 96%.
Roseway Heights MS Trip Agenda	No	Yes- an admin went this year to provide supervision of the students. If the admin is a native speaker then they can help cultivate a stronger connection between the 2 schools. I think it's important that an administrator goes on the trip.	Only 1 of the students didn't go on the trip this year and it's a choice made by the parents.