Special Meeting
Tuesday, October 22, 2024 6:00 PM

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

Agenda

1. 6:00 pm - Call to Order
2. 6:05 pm - Second Readings of Policy Revisions Vote- Public comment accepted on each policy
   2.(a) Diploma Policy 4.20.042-P (Resolution 6980)
   2.(b) High School Credit Earned Prior to Ninth Grade 6.10.011-P (Resolution 6981)
3. 6:10 pm - Consent Agenda - Resolutions 6982 through 6987 Vote- Public Comment Accepted
   3.(a) Resolution 6982 - Expenditure Contracts
   3.(b) Resolution 6983 - Revenue Contracts
   3.(c) Resolution 6984 - Authorizing Off-Campus Activities
   3.(d) Resolution 6985 - Climate Crisis Response Committee Appointees
   3.(e) Resolution 6986 - Approval of Head Start Policy Council Recommendation
   3.(f) Resolution 6987 - Approval of Head Start Policy Council Bylaws
   3.(g) Resolution 6988 - Withdrawn
4. 6:15 pm - Resolution 6990 - Revenue Contract that Exceeds Delegation of Authority Vote - Public comment accetped
5. 6:20 pm - Resolution 6989 - Approving Board Member Conference Attendance
6. 6:25 pm - Adjourn

RESOLUTION No. 6980

Resolution to Adopt Revised Diploma Requirements Policy 4.20.042-P

RECITALS

A. On August 28, 2024, the Board Policy Committee reviewed and considered proposed revisions of the Diploma Requirements Policy 4.20.042-P.

B. On September 24, 2024, the Board presented the first reading of the revised Diploma Requirements Policy.

C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Diploma Requirements Policy 4.20.042-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Portland Public School District 1st Reading

DATE OF FIRST READING: September 24, 2024

PUBLIC COMMENT FOR
Revision of Policy 4.20.042-P
Diploma Requirements

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

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

Open for Comment until at least:
October 15, 2024

Summary: **Revision of Diploma Requirements Policy 4.20.042-P**

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

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

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

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

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

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Draft Policy	05
Redlined Policy with Proposed Changes	13
Original Policy	21

PORTLAND PUBLIC SCHOOLS

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

STAFF REPORT

Date: September 12, 2024

To: PPS Board of Education

From: Mary Kane, Senior Legal Counsel

CC: Superintendent Kimberlee Armstrong
Liz Large, Contracted General Counsel

Subject: Proposed changes to the Diploma Policy 4.20.042-P

BACKGROUND

In 2023, the Oregon legislature modified language in a number of educational statutes, including changes to Extended and Alternative certificates. These modifications went into effect on July 1, 2024. These types of certificates are afforded to students who are unable to obtain the necessary number of credits to be awarded a diploma or modified diploma. Extended certificates now require that no more than 6 credits may be earned in a self-contained class. Alternative certificates will now be characterized as Certificate of Attendance for students who are unable to satisfy the requirements for a diploma or modified diploma but maintain consistent enrollment in school from grade 9 through 12.

These new requirements have been incorporated into the proposed Diploma policy.

RELATED POLICIES/BEST PRACTICES

It is best practice for District policies to align with State law.

FISCAL IMPACT

There is no fiscal impact in adopting the changes recommended in the proposed policy.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Because this was a legislative change, there was no community engagement beyond the public discussions at the Policy Committee.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Staff has already begun preparations for the updating of the Student Information System, the District webpage and the Administrative Directive.

STAFF RECOMMENDATION

Staff recommends that the recommended changes to the policy be approved by the Board.

ATTACHMENTS

A. Redline copy of Diploma Policy
B. Clean copy of Diploma Policy

Board Policy 4.20.042-P

Diploma Requirements

Diploma requirements reflect the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements, as well as all District requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate that meet or exceed state requirements.

I. High School Diploma Requirements

A. To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

Subject	Credits
Language Arts	4
Math (Algebra 1 and Above)	3
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	3
Social Studies (including ½ credit of Civics and inclusive instruction in Tribal History/Shared History, Holocaust/Genocide, and Ethnic Studies)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2

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Board Policy 4.20.042-P

Diploma Requirements

Career and Technical Education, the Arts, or a third credit of World Language	1
Personal Financial Education (beginning with the class of 2027)	0.5
Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	5
Total Credits	**24**

1. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Complete two Career Related Learning Experiences,
   c. Complete a Resume, and
   d. Complete an Extended Application/My Plan Project.

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

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B. **Proficiency credit**: Proficiency credit may be awarded in accordance with State law and District guidelines.

C. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;

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3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

D. Essential Skills:

Essential skills credit will be awarded in accordance with State law[1] and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.
2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the District's Board of Education for a diploma

[1] The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.

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while receiving reasonable modifications and accommodations. **B.** To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.
3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	**24**

4. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,

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b. Complete two Career Related Learning Experiences,
c. Complete a resume and,
d. Complete an Extended Application/My Plan Project.

C. Proficiency credit may be awarded in accordance with State law and District guidelines.

D. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications. **B.** To be eligible for an extended diploma a student must:

1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments; or

3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
4. Have a documented medical condition that creates a barrier to achievement.
5. Earn the following 12 credits between grade nine through the completion of high school, with no more than 6 of those credits being earned in a self-contained classroom:

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Board Policy 4.20.042-P

Diploma Requirements

Subject	Credits
Language Arts	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

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IV. Certificate of Attendance

A. Certificates of Attendance will be awarded to students who have maintained regular full-time attendance for at least four years beginning in grade nine but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

B. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

C. Beginning in grade five or beginning after a documented history to qualify for a certificate of attendance, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of a certificate of attendance.

V. Additional Information

Board Policy 4.20.042-P

Diploma Requirements

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.
2. A student may satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

C. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or certificate of attendance have the option of participating in a high school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

D. Issuance of Diplomas to Veterans: As specified in Oregon statute, the District will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery, and
3. Resides within the boundaries of the District or is a resident of this state and attended a District high school, and

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4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581022-1130, OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd.
9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd _/22; Amd 5/2024; Amd 9/2024

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Board Policy 4.20.042-P

Diploma Requirements

Diploma requirements reflect the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements, as well as all District requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate that meet or exceed state requirements.

I. High School Diploma Requirements

A. To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

Subject	Credits
Language Arts	4
Math (Algebra 1 and Above)	3
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	3
Social Studies (including ½ credit of Civics and inclusive instruction in Tribal History/Shared History, Holocaust/Genocide, and Ethnic Studies)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2

Board Policy 4.20.042-P

Diploma Requirements

Career and Technical Education, the Arts, or a third credit of World Language	1
Personal Financial Education (beginning with the class of 2027)	0.5
Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	5
Total Credits	**24**

1. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Complete two Career Related Learning Experiences,
   c. Complete a Resume, and
   d. Complete an Extended Application/My Plan Project.

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

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B. **Proficiency credit**: Proficiency credit may ~~will~~ be awarded in accordance with State law and District guidelines.

C. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;

3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

D. Essential Skills:

Essential skills credit will be awarded in accordance with State law[1] and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.
2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

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[1] The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.

while receiving reasonable modifications and accommodations. **B.** To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.
3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
Language Arts	3
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Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	**24**

4. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,

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C. Proficiency credit may be awarded in accordance with State law and District guidelines.

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1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments; or

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Board Policy 4.20.042-P

Diploma Requirements

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Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

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A. ~~Certificates of Attendance~~~~Alternative certificates shall be awarded to students who meet the minimum requirements established by the District, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.~~

B. Certificates of Attendance ~~An alternative certificate~~ will be awarded to students who have maintained regular full-time attendance for at least four years beginning in grade nine. ~~based on a student's needs and achievement.~~,but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

D. Beginning in grade five or beginning after a documented history to qualify for a certificate~~an certificate~~ of attendance ~~alternative certificate~~, the District shall annually provide to the parents or

guardians of the student, information about the availability and requirements of a certificate ~~an certificate~~ of attendance~~alternative certificate~~.

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Board Policy 4.20.042-P

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3. Resides within the boundaries of the District or is a resident of this state and attended a District high school, and
4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581022-1130, OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)

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Board Policy 4.20.042-P

Diploma Requirements

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Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	4
Total Credits	**24**

1. In addition to the above credit requirements, students must:
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   c. Complete a Resume, and
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II. Modified Diploma Requirements

[1] The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.

Board Policy 4.20.042-P

Diploma Requirements

A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the District's Board of Education for a diploma while receiving reasonable modifications and accommodations. **B.** To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade-level achievements due to significant learning and instruction barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.
3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12

Credits	24

4. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Complete two Career Related Learning Experiences,
   c. Complete a resume and,
   d. Complete an Extended Application/My Plan Project.

C. Proficiency credit may be awarded in accordance with State law and District guidelines.

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III. Extended Diploma Requirements

A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications. **B.** To be eligible for an extended diploma a student must:

1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

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3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

4. Have a documented medical condition that creates a barrier to achievement.
5. Earn the following 12 credits between grade nine through the completion of high school:

Subject	Credits
Language Arts	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Credits	12

IV. Alternative Certificate Requirements

A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the District, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

B. An alternative certificate will be awarded based on a student's needs and achievement.

C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

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1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.
2. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

C. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

Board Policy 4.20.042-P

Diploma Requirements

D. **Issuance of Diplomas to Veterans**: As specified in Oregon statute, the District will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery, and
3. Resides within the boundaries of the District or is a resident of this state and attended a District high school, and
4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581022-1130, OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd 4/22; Amd 5/2024

RESOLUTION No. 6981

Resolution to Adopt Revised High School Credit Earned Prior to Ninth Grade Policy 6.10.110-P

RECITALS

A. On May 20, 2024, June 25, 2024, and August 28, 2024, the Board Policy Committee reviewed and considered proposed revisions of the High School Credit Earned Prior to Ninth Grade Policy 6.10.110-P.

B. On September 24, 2024, the Board presented the first reading of the revised High School Credit Earned Prior to Ninth Grade Policy.

C. On October 7, 2024, the Board Policy Committee approved a non-substantive revision to the Policy.

D. Pursuant to District policy, the public comment was open for at least 21 days, and there was public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised High School Credit Earned Prior to Ninth Grade Policy 6.10.110-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

6.10.100-P High School Credit Earned Prior to Ninth Grade

The purpose of this policy is to define how students can earn high school credit prior to Ninth Grade. High school credit is granted for equal performance, based on the level and quality of academic achievement rather than the grade level of the student. The policy includes specific considerations for students enrolled in Portland Public Schools and students who are transferring into Portland Public Schools. .

(1) For students already enrolled in middle grades in Portland Public Schools, the Superintendent or their designee will identify which Portland Public School Pre-Ninth Grade courses are eligible for high school credit. .

(a) Any Portland Public School student who completes an approved high-school level course with a grade “C” or better shall be granted high school credit for that course.

(b) Granting high school credit allows students to participate in more advanced classes in their high school years and will not compel students to graduate early.

(c) Approved high-school level courses in middle school are aligned to state standards and have content that matches or exceeds equivalent high school courses. Eligible courses include:

(A) Designated high school courses taken at a Portland Public School high school with a high school teacher;

(B) Designated PPS middle school courses equivalent to high school courses, as determined by the Superintendent or the Superintendent’s designee, according to the following criteria:

- Course content, goals and syllabus aligned to high school program;
- Textbooks and instructional materials aligned with a high school program;
- Assessments, assessment criteria, and methods aligned with high school program;
- Time allotment equivalent to a high school program;
- Facilities, supplies, and equipment appropriate for meeting course goals; and
- Staff qualifications and credentials equivalent to a high school program.

When students transfer to Portland Public Schools from another school (e.g., a charter school) or school district, they must produce a transcript from an accredited high school in order for the high-school level credit to be transferred.

(2) When students transfer to Portland Public Schools from another country, they must submit all relevant school records in order to initiate a course review process to assess transfer of credits..

(3) .

(4) (4) Procedures for designating approved courses within Portland Public Schools, for recording credits earned on the student's permanent school record, and transferring credits to the student's permanent high school record and transcript will be established through administrative directive. A list of approved courses by school can be found here: Approved Middle School Courses

(5) (5) Procedures for identifying individual students who would benefit from promotion into a higher level class can be found in the Promotion and Retention of Students Policy 4.20.010.-P

6.10.100-P **High School Credit Earned Prior to Ninth Grade**

Legal References:

History: Adpt 5/24/99, BA 0114, Rpl Admin Reg 6.10.100 [Iss 4/77, Amd 5/81], __/24

Portland Public School District 1st Reading

DATE OF FIRST READING: September 24, 2024

PUBLIC COMMENT FOR
Revision of Policy 6.10.100-P:
High School Credit Earned Prior to Ninth Grade Policy

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

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

Open for Comment until at least:
October 15, 2024

Summary: **Revision of High School Credit Earned Prior to Ninth Grade Policy 6.10.100-P**

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

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

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

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

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

Included in Packet	Page
Staff Report	03
Redlined Policy with Proposed Changes	05
Original Policy	09

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

STAFF REPORT

Date: **September 12, 2024**

To: PPS Board of Education

From: Mary Kane, Senior Legal Counsel

CC: Superintendent Kimberlee Armstrong
Liz Large, Contracted General Counsel

Subject: Proposed revisions to High School Credit Earned Prior to Ninth Grade Policy 6.10.100-P

BACKGROUND

All comprehensive middle schools and K-8 schools in PPS provide at least one opportunity for pre-ninth grade credit, available in World Language, Dual Language Immersion (DLI), and Algebra 1-2. The goal is for middle school students who earn these high school credits to be motivated to enroll in more advanced courses during high school, rather than reducing their overall course load.

The practice has been for middle school counselors to review information about available courses, including courses that are eligible for high school credit, with students and families during annual forecasting. Middle school teachers then review with students in high school-level courses expectations in order to receive high school credit.

A parent complaint brought this policy to the attention of staff and the Policy Committee, and it was determined that the policy needed to more clearly identify what types of classes would be considered eligible for high school credit and the means by which parents and students access this information.

RELATED POLICIES/BEST PRACTICES

6.10.110-AD High School Credit Earned Prior to Ninth Grade Administrative Directive

ANALYSIS OF SITUATION

This policy was last amended in 1981 and was in need of revision to make the process more transparent for families to help them understand the process by which their students acquire high school credit while in middle school.

FISCAL IMPACT

There is no fiscal impact in adopting the changes recommended in the proposed policy.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

This came to the attention of the Policy Committee and District staff by a parent concern about this issue. Staff and the Policy Committee worked on amending the policy during the course of public committee meetings during

TIMELINE FOR IMPLEMENTATION / EVALUATION

Changes to notification procedures have been developed and implemented.

STAFF RECOMMENDATION

Staff recommends that the recommended changes to the policy be approved by the Board.

B O A R

6.10.100-P High School Credit Earned Prior to Ninth Grade

The purpose of this policy is to define how students can earn high school credit prior to Ninth Grade. High school credit is granted for equal performance, based on the level and quality of academic achievement rather than the grade level of the student. The policy includes specific considerations for students enrolled in Portland Public Schools and students who are transferring into Portland Public Schools. ~~to give equal credit for equal performance, based on the¶~~
~~level and quality of academic achievement rather than the status of the student~~.

(1) For students already enrolled in middle grades in Portland Public Schools, the Superintendent or their designee will identify which Portland Public School Pre-Ninth Grade courses are eligible for high school credit. ~~Any Portland Public School student who is not enrolled as a high school student who completes a high school level course with a grade of "C" or better or "pass" shall be granted high school credit for that course~~.

(a) Any Portland Public School student who completes an approved high-school level course with a grade “C” or better shall be granted high school credit for that course.

(b) Granting high school credit allows students to participate in more accelerated classes in their high school years and will not compel students to graduate early.

(c) Approved high-school level courses in middle school are aligned to state standards and have content that matches or exceeds equivalent high school courses. Eligible courses include:

(A) Designated high school courses taken at a Portland Public School high school with a high school teacher;

(B) Designated PPS middle school courses equivalent to high school courses, as determined by the Superintendent or the Superintendent’s designee, according to the following criteria:

- Course content, goals and syllabus aligned to high school program;
- Textbooks and instructional materials aligned with a high school program;
- Assessments, assessment criteria, and methods aligned with high school program;
- Time allotment equivalent to a high school program;
- Facilities, supplies, and equipment appropriate for meeting course goals; and
- Staff qualifications and credentials equivalent to a high school program.

(2) When students transfer to Portland Public Schools from another school (e.g., a charter school) or school district, they must produce a transcript from an accredited high school in order for the high-school level credit to be transferred. ~~Such credit will not cause a student to be compelled to graduate before the year in which he or she attains 18 years of age, but could enable a student to do so~~.

(3) When students transfer to Portland Public Schools from another country, they must submit all relevant school records in order to initiate a course review process to assess transfer of credits.~~Student admission to high school level courses shall be based on student interest, capability, past performance and needs, subject to procedures and limitations that apply to regularly enrolled high school students~~.

(4) . ~~A high school level course means a course with content and goals that match or exceed those of a non-remedial high school course. Eligible courses include:~~

~~(a) Non-remedial high school courses taken at a Portland high school with a high school teacher;~~

~~(b) Middle or elementary school courses equivalent to high school courses, as determined by the superintendent or the superintendent's designee, according to the following criteria:~~

~~(A) Course content, statements, goals or syllabi equivalent to and compatible with a high school program;~~

~~(B) Textbooks and instructional materials equivalent to and compatible with a high school program;~~

~~(C) Time allotment equivalent to a high school program;~~

~~(D) Facilities, supplies and equipment appropriate for meeting course goals and statements;~~

~~(E) Staff qualifications equivalent to a high school program.~~

~~(5) High school level courses taken outside of Portland Public Schools, through approved accredited institutions, as approved by the superintendent or the superintendent's designee.~~

(6) (4) Procedures for designating approved courses within Portland Public Schools, for recording credits earned on the student's permanent school record, and transferring ~~those~~ credits to the student's permanent high school record and transcript will be established through administrative directive~~regulation~~. A list of approved courses by school can be found here: Approved Middle School Courses

(7) (5) Procedures for identifying individual students who would benefit from promotion into a higher level class can be found in the Promotion and Retention of Students Policy 4.20.010.-P

6.10.100-P High School Credit Earned Prior to Ninth Grade

(8) ~~This entire policy shall take effect beginning with school year 1999-2000.¶ For courses qualified under section 4(a) of this policy, it will take effect immediately and be retroactive for currently enrolled students.~~

Legal References:

History: Adpt 5/24/99, BA 0114, Rpl Admin Reg 6.10.100 [Iss 4/77, Amd 5/81], __/24

BOARD POLICY

6.10.100-P High School Credit Earned Prior to Ninth Grade

The purpose of this policy is to give equal credit for equal performance, based on the level and quality of academic achievement rather than the status of the student.

(1) Any Portland Public School student who is not enrolled as a high school student who completes a high school level course with a grade of "C" or better or "pass" shall be granted high school credit for that course.

(2) Such credit will not cause a student to be compelled to graduate before the year in which he or she attains 18 years of age, but could enable a student to do so.

(3) Student admission to high school level courses shall be based on student interest, capability, past performance and needs, subject to procedures and limitations that apply to regularly enrolled high school students.

(4) A high school level course means a course with content and goals that match or exceed those of a non-remedial high school course. Eligible courses include:

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(b) Middle or elementary school courses equivalent to high school courses, as determined by the superintendent or the superintendent's designee, according to the following criteria:

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(B) Textbooks and instructional materials equivalent to and compatible with a high school program;

(C) Time allotment equivalent to a high school program;

(D) Facilities, supplies and equipment appropriate for meeting course goals and statements;

(E) Staff qualifications equivalent to a high school program.

(c) High school level courses taken outside of Portland Public Schools, through approved accredited institutions, as approved by the superintendent or the superintendent’s designee.

(5) Procedures for recording credits earned on the student's permanent school record and transferring those credits to the student's permanent high school record and transcript will be established through administrative regulation.

6.10.100-P High School Credit Earned Prior to Ninth Grade

(6) This entire policy shall take effect beginning with school year 1999-2000. For courses qualified under section 4(a) of this policy, it will take effect immediately and be retroactive for currently enrolled students.

Legal References:

History: Adpt 5/24/99, BA 0114, Rpl Admin Reg 6.10.100 [Iss 4/77, Amd 5/81]

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

* Indicates required question

Policy you are providing comment on *

High School Credit Earned Prior to Ninth Grade Policy 6.10.100-P

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

Kato Lwebuga

Email *

[redacted]

Your School Community *

Grant High School

Please provide your comments below *

Hello, my name is Kato Lwebuga and I'm currently a freshman at Grant High School. Last April, my mother and I attended a Policy Committee meeting on "Credits Earned Prior to Ninth Grade." I was scared when I spoke to the committee, but I feel very good about the outcome.

Due to my High School credits being accepted, I've begun my stay at Grant and I particularly like my sophomore English class. The workload and content aren't too hard but the class is structured in an engaging way.

I'd like to thank the whole Policy Committee for helping us.

Submitted 10/14/24, 5:21 PM

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

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Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

Kendra Lwebuga

Email *

[redacted]

Your School Community *

Grant High School

Please provide your comments below *

Hi, my name is Kendra Lwebuga. My son, Kato, and I attended the April meeting of the Policy Committee and we shared public comments about the “Credits Earned Prior to Ninth Grade” policy.

I want to thank the Policy Committee, especially Committee Chair Brim-Edwards, for giving this policy a second look.

Before we brought this to the Policy Committee, PPS administrators told us that students who enroll in ninth grade cannot bring highschool credits earned prior to ninth grade unless those credits were earned in specific subjects (math and world languages, like Spanish). This left us with the difficult decision of whether to enroll at Grant and repeat coursework or to attend school somewhere else and perhaps enroll at Grant in tenth grade, when all credits would be recognized and recorded.

Fortunately, in our case, the original decision was reversed and my twin sons now attend Grant high school and they are placed at an appropriate level in math and English Language Arts. The algebra, geometry and ELA credits that they earned prior to ninth grade have been recognized and recorded.

Today, I am glad to see revised language in the policy that recognizes students who choose to transfer into PPS as ninth graders and are bringing with them transcripts with highschool credits.

Anecdotally, both of my sons find the academics at Grant to be quite easy, painfully so when it comes to the freshman classes (physics, living in the US and writer’s workshop). However, they have enjoyed taking advantage of the many other things that go on in high school: cross country running, clubs, the homecoming dance. New friends have invited them for karaoke and “dungeons & dragons” game play. So, the social life of Grant is great. Academically, it would have been beneficial to have “honors” options to bump the rigor up just a notch.

Submitted 10/14/24, 11:32 AM

Revised

RESOLUTION No. 6982

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
AVID Center	10/23/24 through 6/30/25	Personal Services PS 95731	AVID membership and training for the 24-25 school year. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	$201,510	K. Howard Fund 101 Dept. 5468	No
Oracle America, Inc.	10/23/24	Purchase Order PO 170423	Annual support for Peoplesoft. Special Class Procurement – Software and Hardware Maintenance and Licenses PPS-47-0288(11)	$658,186	D. Wolff Fund 101 Dept. 5582	No
Perfektion Music, Inc.	10/23/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Materials Requirement MR 95781	Purchase of K-5 musical instruments and equipment for the Visual & Performing Arts Pathways Implementation Project. Request for Proposals 2025-001	Original Term: $220,000 Option through all renewals: $500,000	K. Howard Funding Source Varies	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")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Community College	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95754	Partnership with PCC to provide Jefferson's Middle College for Advanced Studies.	$560,000	J. Buno Funding Source Varies

Revised

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Powerling, Inc.	10/28/24 through 10/27/25	Personal Services PS 90817 Amendment 4	Translation of bond funded curriculum materials. This amendment adds funds to the contract and extends the end date. Request for Proposals 2021-3005	$150,000 $900,000	K. Howard Funding Source Varies	No

RESOLUTION No. 6982

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

RECITAL

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Hoffman Construction						

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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

Portland Community College	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95754	Partnership with PCC to provide Jefferson's Middle College for Advanced Studies.	$560,000	J. Buno Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Powerling, Inc.	10/28/24 through 10/27/25	Personal Services PS 90817 Amendment 4	Translation of bond funded curriculum materials. This amendment adds funds to the contract and extends the end date. Request for Proposals 2021-3005	$150,000 $900,000	K. Howard Funding Source Varies	No

Revised

RESOLUTION No. 6983

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
Portland Public Schools	10/1/24 through 6/11/25	Intergovernmental Agreement / Revenue IGA/R 95747	Columbia Regional staff will provide consultation, training, and coaching to PPS staff serving students with orthopedic impairment eligibility.	$159,017	J. Buno
Oregon Commission for the Blind	7/1/24 through 9/30/25	Intergovernmental Agreement / Revenue IGA/R 95768	Columbia Regional staff will provide pre-employment transition services and vocational rehabilitation services to students with vision loss.	$280,000	J. Buno

AMENDMENTS TO EXISTING CONTRACTS

RESOLUTION No. 6984

Authorization for Off-Campus Activities

RECITAL

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

RESOLUTION

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

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
11/6-11/9/24	Lincoln HS, Brothers of Color, 6	Empower, engage, & enact students to better understand nuclear weapons threat	Winnapeg, Canada	$715	N/A

RESOLUTION No. 6985

Resolution to Appoint Three Members to the 2024-2025 Climate Crisis Response Committee

RECITALS

A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .

B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.

C. The Charter for the Climate Crisis Response Committee indicates that members will initially be appointed to staggered terms of one and two years with all subsequent terms being two years. Each member may serve up to four years total on the Committee.

D. The Charter for the Climate Crisis Response Committee indicates that two positions of the committee will be specifically for student members with terms of one year.

E. Three Committee members who have served one two-year term at initiation of the CCRC and would like to serve an additional term are: Angela Long, Jane Commeault, and Barbara Alexander. One Committee member chose not to serve an additional term, leaving one spot available for the adult CCRC member appointment.

RESOLUTION

1. The Board re-appoints Angela Long, Jane Commeault, and Barbara Alexander to a new two year term at the end of their initial one year term, August 31, 2024.

2. The Board of Education appoints Tess Nestel (student) and Alma Valls (student) to the Climate Crisis Response Committee. The term of these appointments is one year.

3. The Board of Education appoints Alyssa Koomas to the Climate Crisis Response Committee as an adult representative. The term of this appointment is two years.

RESOLUTION No. 6986

Approval of Head Start Policy Council Recommendation

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. Portland Public Schools Parent Policy Council recommends the approval of an updated ERSEA Eligibility policy to align with Head Start Performance Standard §1302.12(d)(1)(ii). This policy reflects updates to income eligibility as directed by the Head Start Final Rule in August 2024.

RESOLUTION

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

EARLY LEARNERS DEPARTMENT
501 North Dixon Street | Portland, OR 97227

MEMO

Date: 10/9/2024

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Principal/Director of Head Start

Subject: Head Start Action and Informational Items

BACKGROUND

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

1. Updated PPS Head Start Policy & Procedures

1.A. ERSEA Eligibility – PPS Head Start updated the ERSEA policy to align with Head Start Performance Standard §1302.12(d)(1)(ii). This policy reflects updates to income eligibility as directed by the Head Start Final Rule in August 2024. A program may adjust a family's income to account for excessive housing costs when determining eligibility. PPS Head Start Parent Policy Council approved this revised policy virtually on September 28, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Policy Council Bylaws – In accordance with the Head Start Act, every Head Start agency shall have a Policy Council responsible for the direction of the Head Start Program, including design and operation, and long-and short-term planning goals and objectives, taking into account the annual community-wide strategic planning and needs assessment and self-assessment. We have updated our council bylaws to reflect department structure for this school year. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. PPS Head Start Final Self-Assessment Report SY 2023-24

Annually, PPS Head Start must engage in a Self-Assessment process as part of the continuous program quality improvement cycle. The annual self-assessment provides Head Start programs with a mechanism for ensuring programs are doing the right things. It also gives programs a chance to identify and make necessary course corrections in alignment with Head Start Performance Standard §1302.102(b)(2). This report is for the Governing Body's information only.

3. PPS Head Start School Readiness Goals SY 2024-25

Annually, PPS Head Start must establish School Readiness Goals based on the Head Start Early Learning Outcomes Framework. These goals are important to continuous quality improvement. Tracking students' developmental progress using our progress monitoring system helps inform instruction and program decisions as we work to eliminate the student achievement gap. These goals were approved as part of our 2023-24 Head Start Grant application. Board approval was already provided for a continuation of federal grant funds ($6,382,217) for Fiscal Year 2025 in June 2024. This report is for the Governing Body's information only.

RELATED POLICIES/BEST PRACTICES

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

ANALYSIS OF SITUATION

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

FISCAL IMPACT

The items included in this packet do not have any significant direct impacts on program or district funding. Some items are required as part of grant agreements (federal, state, and city) in order to maintain current funding.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed and approved the ERSEA Eligibility Policy on September 28, 2024 as noted above and reflected in the attached meeting minutes. PPS Head Start Parent Policy Council provided input to the updated Policy Council bylaws and will review at their first meeting on October 23, 2024. The Self-Assessment process included a wide range of program stakeholders as indicated in the report.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation will be the 2024 – 2025 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

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

In June 2022, the PPS School Board established a new set of goals. "It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student

outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance." The Board adopted the following four priorities for the 2022-2027 time period to move the school district toward the above aspirations:

- Improve Third Grade Reading achievement
- Improve Fifth Grade Mathematics achievement
- Improve Eighth Grade Readiness
- Improve High School Graduation rates

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

STAFF RECOMMENDATION

Develop Board resolutions and obtain signatures of approval of the Board Chair of the attached documents.

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

__*KJH*_____ *(Initials)*

ATTACHMENTS

A. Board Resolution – ERSEA Eligibility
    a. Policy Statement
    b. Policy Council Minutes – virtual approval
    c. Head Start Board Approval Letter
B. Board Resolution – Policy Council Bylaws
    a. Bylaws Statement
    b. Head Start Board Approval Letter
C. PPS Head Start Final Self-Assessment Report SY 2023-24

ERSEA—Eligibility Policy

Performance Standard

§1302.12 Determining, verifying, and documenting eligibility.

Policy

Eligibility for participation in the PPS Early Learners programs will be determined by a Family Service staff member. Determination will be confirmed at the enrollment appointment with the family, preferably in person however documents may be sent electronically (text or email).

Procedure

Eligibility Training

All Family Service staff, Management team, and Policy Council members will be trained on eligibility policy and procedure on an annual basis. New Family Advocates will be trained within 90 days of their start date. New School Board and Policy Council members will be trained within 180 days of the beginning of the term of the new policy council. Training will include, at a minimum:

- Methods on how to collect complete and accurate eligibility information from families and third party sources;
- Methods to treat families with dignity and respect, including ways to deal with possible domestic violence, stigma, and privacy;
- Information describing action that will be taken against families, staff, or participants who attempt to provide or intentionally provide false information.

Eligibility Requirements

A child is eligible for enrollment if:

- The family's income meets guidelines set out by grant funders (ie. under 100% of Federal Poverty Line, under 130% of Federal Poverty Line*, under 200% of Federal Poverty Line, and/or is a member of an outlined priority population); or,
- The family is eligible for public assistance; including TANF, SNAP or Supplemental Security Income
- The child is homeless, as defined in part 1305; or,
- The child is in foster/kinship care.

If the family does not meet the above criterion, a program may enroll a child if:

- They would benefit from services, and provided that these participants only make up to 10 percent of a program's total funded enrollment.
- **Family Service staff determining eligibility MUST receive written permission from the Program Manager prior to enrollment of over-income families.**
- If a family is deemed ineligible for the program, FSW will refer the family to community resources or other service providers in their area.

**A program may enroll families in this income range provided these participants only make up to 35 percent of the program's total funded enrollment.*

Verifying age

Program staff must verify a child's age according to program policies and procedures. A program's policies and procedures cannot require families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child.

Children must be 3 or 4 by September 1st of the program year. In approved situations, a child may be enrolled after their 3rd birthday as per Head Start 1302.12(b)(2)(i). See ERSEA – Enrollment Policy.

Verifying address

Program staff must verify a child's address according to PPS district policy. Families will provide two forms of mail, including at least one utility bill, to ensure the address is within school district boundaries. **See PPS district policy related to residency and neighborhood school assignment. While Early Learners is allowed some flexibility with residency this policy will impact students transitioning to Kindergarten from the program.*

Verifying eligibility

- Determine who is in the Family: *all persons living in the same household and supported by the child's guardian's income **and** are related to the child's guardian by blood, marriage, or adoption; **or** are the child's authorized caregiver or legally responsible person.*
- To verify eligibility based on **income**, program staff may use tax forms, pay stubs, or other proof of income to determine the family income for the previous tax year or preceding 12 month time period.
    - If **pay stubs** are used to determine eligibility enrollment staff must make attempts to obtain documentation from the prior 12 month period. If this is not possible staff will clearly document the process they used to determine income based on documents provided.
    - Other proof of income may include **tax documentation** from the previous tax year (1040-Line 9, Total Income), W2s for all applicable adults in the household.
    - If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept **written statements** from employers, including individuals who are self-employed, for the relevant time period.
    - If the family reports **no income** for the relevant time period, a program may accept the family's signed declaration to that effect, if program staff describes efforts made to verify the family's income, and explains how the family's total income was calculated or seeks information from third parties about the family's eligibility.
- For Head Start funded slots a program may make an adjustment to a family's gross income calculation for the purposes of determining eligibility to account for excessive housing costs. Program may use available bills, bank statements, and other relevant documentation provided by the family to calculate total annual housing costs with appropriate multipliers to:
    - Determine if the family spends more than 30% of their total gross income on housing costs and,
    - If applicable, reduce the total gross income by the amount spent on housing costs that exceed more than 30%.
- To verify whether a family is eligible for **public assistance** (Supplemental Security Income SSI/TANF/SNAP), the program must have documentation from either the state, local, or tribal public assistance agency that shows the family either receives public assistance or that shows

the family is eligible to receive public assistance. Documentation must show eligibility is still active.

- To verify whether a family is **homeless**, a program may accept a written statement from a homeless services provider, school personnel, or other service agency attesting that the child is homeless or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or notes from an interview with staff to establish the child is homeless; or any other document that establishes homelessness. If a child is in **kinship care**, defined as living with someone other than their parent but not an official foster placement, that child can also qualify regardless of caregiver income. If a kinship caregiver is over income, enrollment staff may use the homeless verification process to document the situation. (If a child is considered homeless you should immediately fill out the Title X referral form and document in ChildPlus McKinney Vento Referral Form-PPS)
    - If a family cannot provide one of the documents above to prove the child is homeless, a program may accept the family's signed declaration to that effect, if, in a written statement, program staff describe the child's living situation
- To verify whether a child is in **foster care**, program staff must accept either a court order or other legal or government-issued document, a written statement from a government child welfare official that demonstrates the child is in foster care, or proof of a foster care payment.

Eligibility Records

Each eligibility determination record **must** include:

1. Proof of Address (two forms of mail)
2. Copies of any income documents or statements, including declarations, that are deemed necessary to verify eligibility (e.g. pay stubs, tax returns, Income Statements, etc) or documentation of other eligibility categories listed above.
3. Income Calculation Form (as applicable), which includes:
    a. Describing efforts made to verify eligibility, as required under paragraphs, collecting documents required for third party verification that includes the family's written consent to contact each third party, the third parties' names, titles, and affiliations, and information from third parties regarding the family's eligibility and/or;
    b. the process for calculating past 12 months income and;
    c. Number in the family
4. Eligibility Verification Statement that identifies:
    a. The type of eligibility interview conducted
    b. How the family was determined eligible (which eligibility category)
    c. What documentation was used to confirm eligibility

- A program must keep eligibility determination records for those currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled.
- The Program Manager will monitor Income Verification and all eligibility documentation for accuracy and completeness throughout the year. PM will randomly select 10% of child eligibility records to monitor in depth in October and February each year.

Program policy for attempting to provide or intentionally providing false information

- Any staff who intentionally violate federal and program eligibility determination regulations and who enroll children that are not eligible to receive program services will be subject to disciplinary action, including and up to termination.

Parent Policy Council Minutes

9/28/2024

Info	Email vote-updated ERSEA Eligibility Policy	Executive Board	
Action	Review and approve ERSEA Eligibility Policy	Secretary – Megan Dana to support	10 min
Notes	Approved. Votes: 8 / 0 / 0 8 members voted through email to approve the new housing adjustment policy		

PORTLAND PUBLIC SCHOOLS
PPS Head Start

EARLY LEARNERS DEPARTMENT
PreK Programs – Head Start
501 North Dixon Street | Portland, OR 97227

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: ERSEA Eligibility Policy – Revised 2024

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved the program's revised ERSEA Eligibility policy.

The signature below is confirmation the Head Start Governing Board has approved this request.

Thank you,

Head Start Director — Date: 9/10/24

Governing Board Chair — Date

Portland Public Schools is an equal opportunity educator and employer

RESOLUTION No. 6987

Approval of Head Start Policy Council Bylaws

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. In accordance with the Head Start Act, every Head Start agency shall have a Policy Council responsible for the direction of the Head Start Program, including design and operation, and long- and short-term planning goals and objectives, taking into account the annual community-wide strategic planning and needs assessment and self-assessment. We have updated our council bylaws to reflect department structure for this school year.

RESOLUTION

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

EARLY LEARNERS DEPARTMENT
501 North Dixon Street | Portland, OR 97227

MEMO

Date: 10/9/2024

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Principal/Director of Head Start

Subject: Head Start Action and Informational Items

BACKGROUND

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

1. Updated PPS Head Start Policy & Procedures

1.A. ERSEA Eligibility – PPS Head Start updated the ERSEA policy to align with Head Start Performance Standard §1302.12(d)(1)(ii). This policy reflects updates to income eligibility as directed by the Head Start Final Rule in August 2024. A program may adjust a family's income to account for excessive housing costs when determining eligibility. PPS Head Start Parent Policy Council approved this revised policy virtually on September 28, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Policy Council Bylaws – In accordance with the Head Start Act, every Head Start agency shall have a Policy Council responsible for the direction of the Head Start Program, including design and operation, and long-and short-term planning goals and objectives, taking into account the annual community-wide strategic planning and needs assessment and self-assessment. We have updated our council bylaws to reflect department structure for this school year. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

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EARLY LEARNERS DEPARTMENT
501 North Dixon Street | Portland, OR 97227

PORTLAND PUBLIC SCHOOLS EARLY LEARNERS POLICY COUNCIL BYLAWS 2024-2025

ARTICLE I

NAME OF THE COUNCIL

1. The name of this council shall be Portland Public Schools Early Learners Policy Council, henceforth, referred to as the "Policy Council."

ARTICLE II

A. RESPONSIBILITIES

1. Purpose of Policy Council: In accordance with the Head Start Act, every Head Start agency shall have a Policy Council responsible for the direction of the Head Start Program, including design and operation, and long-and short-term planning goals and objectives, taking into account the annual community-wide strategic planning and needs assessment and self-assessment.
2. This Council shall be responsible for the direction of all Early Learner programming, including all funding streams and grant requirements. This is inclusive of Head Start Performance Standards.

Section 1. RESPONSIBILITIES OF THE POLICY COUNCIL

The Policy Council shall approve and submit to the Governing Body decisions about each of the following activities:

1. Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the program, including the Head Start agency, is responsive to community and parent needs.
2. Program recruitment, selection and enrollment priorities.
3. Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
4. Budget planning for program expenditures, including policies for reimbursement and participation in Policy Council activities.
5. By-laws for the operation of the Policy Council.
6. Program personnel policies and decisions regarding the employment of program staff, consistent with Section 642(c) paragraph (1)(E)(lX) of the Head Start Act,

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including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.

7. Developing procedures for how members of the Policy Council will be selected.
8. Recommendations on the selection of delegate agencies and the service areas for such agencies.
9. Approve the amount and the use of the Parent Activity Funds that are allocated to the Policy Council.

B. LIMITATIONS OF THE POLICY COUNCIL

1. The Policy Council shall have no power to bind any member of the school district to any debt, without an express written authorization from the school district.
2. No member of the Policy Council shall be required to provide any sum of money (i.e., membership dues, fees, etc.) or property to the Policy Council. No member of the Policy Council shall be required to give any service to the Policy Council other than the services described in these By-laws. Prior approval by the Policy Council at a regular monthly meeting is required before payment from Policy Council funds is made for any services or goods.
3. The Policy Council shall have no powers beyond those set forth?? herein.

Section 2. PPS SCHOOL BOARD OF DIRECTORS

In accordance with the Head Start Act, the governing body has:

1. Legal and fiscal responsibility for administering and overseeing program under this subchapter, including the safeguarding of Federal funds.
2. Adopted practices that assure active, independent, and informed governance of the Early Learners program. Including practices consistent with subsection (d)(1), and fully participate in the development, planning, and evaluation of the grant programs involved.
3. Responsibility for ensuring compliance with Federal Laws (including regulations) and applicable State, tribal, and local laws (including regulations).
4. Responsibility for other activities, including:
    a. Selecting delegate agencies and the services areas for such agencies.
    b. Establishing procedures and criteria for recruitment, selection, and enrollment of children.
    c. Reviewing all applications for funding and amendments to applications for funding for programs under this subchapter.
    d. Establishing procedures and guidelines for accessing and collecting information described in the Conduct of Responsibilities section 642 subsection (d)(2) of the Head Start Act.

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e. Reviewing and approving all major policies of the agency, including—
   i. The annual Self-Assessment and financial audit;
   ii. such agency's progress in carrying out the programmatic and fiscal provisions in such agency's grant application, including implementation of corrective actions; and
   iii. personnel policies of such agencies regarding the hiring, evaluation, termination and compensation of agency employees.
f. Developing procedures for how members of the Policy Council are selected, consistent with paragraph (2)(B).
g. Approving financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the:
   i. Approval of all major financial expenditures of the agency;
   ii. approval of the annual operating budget of the agency;
   iii. selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices to the governing body; and
   iv. monitoring of the agency's actions to correct any audit findings and other actions necessary to comply with applicable laws (including regulations) governing financial statements and accounting practices.
h. Reviewing results from monitoring conducted under section 641A (c), including appropriate follow up activities.
i. Approving personnel policies and procedures, including policies and procedures regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency.
j. Establishing, adopting and periodically updating written standards of conduct that establish standards and formal procedures for disclosing, addressing and resolving:
   i. any conflict of interest, and any appearance of a conflict of interest by members of the governing body, officers and employees of the Early Learners program and consultants and agents who provide services or furnish goods to the program; and
   ii. complaints, including investigations, when appropriate.
k. To the extent practicable and appropriate, at the discretion of the governing body, establishing advisory committees to oversee key responsibilities related to program governance and improvement of the Early Learners program, including Head Start.

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ARTICLE III

POLICY COUNCIL MEMBERSHIP DEFINITION COMPOSITION & SELECTION

A. DEFINITIONS OF REPRESENTATIVES

In accordance with the Head Start Act, the Policy Council shall be comprised of two types of Representatives:

1. Parents of children currently enrolled in the Early Learners Program, inclusive of the PPS Head Start Program. According to the Act, these members shall constitute a majority of the members on the Policy Council. PPS defines the parent as the child's mother/stepmother, father/stepfather, or other family member who is a primary caregiver, foster parent, guardian, or the person with whom the child has been placed for the purpose of adoption decree. The parent can only represent the school of their enrolled child.
2. Community Representatives. Community representatives must be drawn from the local community: businesses; public or private community, civic, and professional organizations; and others who are familiar with resources and services for low-income children and families, including for example the parents of formerly enrolled children.

B. MEMBERSHIP

Composition of the Policy Council shall include only primary caregivers (hereafter referred to as "caregivers") of enrolled children, duly elected Parent Representatives and elected representatives of the community. All caregivers in the program will be invited to participate in the Policy Council.

1. The Policy Council elected membership shall be representative of the number of classrooms per site. No site shall elect more than twice the number of classrooms at that site.
2. All Representatives of the Community must be approved by elected parent members of the program. In no case, however, should Representatives of the Community exceed 50% of the total Council. Parents of former enrolled children may serve as Representatives of the Community.
3. No Policy Council member may assist a member of his/her immediate family applying for employment to the Early Childhood Education program staff.
4. Advisory members of the Policy Council are the Program Director and the Policy Council liaison staff. They may attend all meetings—unless specifically stated to the contrary—subject to the rules and procedures of public meeting laws. Further, advisory members will monitor to ensure that at least 75% of the caregivers involved meet Head Start eligibility requirements. Advisory members will ensure equitable representation for all Policy Council Board positions.
5. All caregivers may attend Policy Council meetings.

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6. Staff persons may attend by open invitation, unless specifically stated to the contrary.

C. SELECTION OF MEMBERSHIP AND CONFLICT OF INTEREST

1. No member of the Policy Council can be employed by PPS Early Learners. No members of the immediate family of an employee may serve on the Policy Council. In addition, the Head Start Act states that members of the Policy Council shall (a) not have a conflict of interest with the program, and (b) not receive compensation for serving on the Policy Council or for providing services to the program.
2. The State Representative will be elected by the Policy Council, serving a one-year term, and serve as an Executive Policy Council member. After each Oregon Head Start Association Conference, the Chairperson and State Representative will report back to the Policy Council, written or verbally, giving training when appropriate. Topics will be divided or assigned between the Chairperson and State Representative. The State Representative may attend State and/or National meetings when funds allow.
3. The Vice-Chairperson will serve as an alternate for the Chairperson to attend State and/or National meetings.
4. If the State Representative is unable to attend meetings, when funds allow, another member of the Executive Board may attend per by laws in Article IV.

D. LENGTH OF MEMBERSHIP ON POLICY COUNCIL

1. Policy Council members, both parents and community representatives, may serve a total of no more than five (5) years on the Council. If a Policy Council member fills a position for only a portion of the year, that person is ineligible to serve the next year up to the five (5) year limitation.

E. SELECTION OF MEMBERS

1. Center representatives are elected at the first center meeting (Fall Open House). Board Officers will be elected by late October.
   a. In the event that members are unavailable at the time of the election, additional members may be appointed by the Chairperson with the endorsement of a majority vote of the Policy Council at any regular meeting from those qualified parents expressing a desire to serve.
   b. Nominees must be present to be elected, unless they complete and submit a letter of interest to the Chairperson prior to the election.
2. Representatives of the Community may be elected at any time of the year, with all caregivers given the opportunity to vote.
3. Policy Council representatives may be elected any time during the year to replace representatives at centers as needed.

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F. CONFIDENTIALITY

1. The PPS Early Learners Policy Council is an official group of the PPS School District. Actions taken by members representing the Policy Council are an extension of the school district and those actions must be taken in accordance with Policy Council By-laws and school district policies. All information given to Policy Council members are given for the purpose of performing the duties of the group as dictated in the Head Start Act. Information must remain confidential. The information given to members may not be openly duplicated, distributed and/or shared with other parties that have no direct link to or official business with the Policy Council. Any caregiver and/or Policy Council member charged with a violation of the By-laws or a breach in confidentiality shall be dealt with by the Program Administrators. The complaint will be forwarded to the Policy Council Executive Board. The Executive Board shall address issues of breach of confidentiality. If a member is found responsible for a breach of confidentiality, appropriate actions will be taken by the Program Administrators. Those actions can range from written reprimand to removal from the Policy Council. There may also be consequences from the PPS School District in cases where breach of confidentiality may have legal or fiscal ramifications. That decision will be made by the Superintendent.

G. CONFLICT OF INTEREST

1. A conflict of interest occurs when a Policy Council Representative/Alternate acts independently or contrary to the intent of the Policy Council's purpose, policies, plans and actions.
2. No person that is employed by PPS Early Learners may serve on the Policy Council. This includes, but is not limited to, substitutes, part-time, hourly, and seasonal employees.
3. No person can serve as a member of the Policy Council while any member of his/her immediate family is employed by PPS Early Learners.

   Once a conflict of interest is identified, the Program Administrators will determine the nature of the conflict and determine the best course of action to remove the person with the conflict from the group. The recommendation to remove will be made to the Executive Board and the Policy Council at the next meeting.

H. CODE OF CONDUCT FOR POLICY COUNCIL MEMBERS

1. We believe that people are individuals who have different thought processes. It is the role of every person in Early Learners to treat staff, families, and children with respect and dignity. It is an expectation that all adults, in the program setting conduct themselves in the following manner:
   a. With courtesy
   b. With respect
   c. With patience
   d. By dressing appropriately

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   e. By treating people the way you want to be treated
   f. By modeling how we want our children to treat others
   g. By acknowledging and celebrating the cultures and practices of other people and families

2. Under no circumstances will the following behaviors be allowed:
   a. Physical or verbal punishment of children
   b. Threats to staff or parents/guardians
   c. Swearing or cursing
   d. Smoking
   e. Quarreling, verbal fighting, raising of voices with others in a meeting or at an event
   f. Doing things that are against school safety practices and policies
   g. Bringing drugs, alcohol, or weapons to schools or Head Start events
   h. Violation of the Confidentiality Policy
   i. Violation of any program policy
3. Once a violation of the Code of Conduct is identified, the Program Administrators will speak with the member—privately if possible—to stop the inappropriate behavior. The Administrators will remind the members of the Code of Conduct for Policy Council members. If the behavior continues, the Administrators will take progressive supervision actions and offer the member referrals for counseling services. If the member persists after repeated warnings, the Administrators will determine the best course of action for the group. If removal from the group is the result, the recommendation to remove will be made to the Executive Board and the Policy Council at the next meeting.
4. All information received concerning Early Learners families is to be confidential, i.e. phone numbers, addresses, family problems or situations. None of this information will be discussed outside of the Policy Council. Violations will result in removal from the Policy Council.
5. When childcare can be provided by a member of the family (live in spouse/ significant other), no childcare expenses will be taken from the Program funds.
6. When approached by another parent with a complaint, the Policy Council members should refer the parent to the Grievance Procedure (the first step of which is to refer to the involved staff member).

I. VOTING RIGHTS

1. Each Policy Council Representative shall have one vote in any matter submitted to the Policy Council for general vote. Proxy voting and absentee ballots shall not be permitted. A member may abstain from voting on any matter.

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2. Any voting member may request a roll call only on a secret ballot vote. Advisory members may not vote.
3. The Chairperson votes only to break a tie.

J. RESIGNATIONS / REMOVAL

1. Any member may resign by giving a written or verbal resignation to the Policy Council Chairperson or Co-chairperson.
2. Any non-officer member of the Policy Council who fails to perform their duties as outlined in these By-laws can be removed by a majority vote of those Policy Council members present at a duly called meeting.
3. A member may be removed from membership in the Policy Council due to prolonged absences without notification at any regular meeting of the Policy Council.
4. Officers may be removed for violation of Policy Council Code of Conduct and/or not fulfilling duties and responsibilities of the position. Removal questions will be brought to the Executive Board who will determine next steps.

K. VACANCIES

1. By affirmative vote of a majority of the quorum (see Article V. Paragraph 2) of the Policy Council, a vacancy can be filled. The vacancy will be filled by the alternate with the highest plurality. The new member will serve until the end of the year.

L. DUTIES OF MEMBERS

1. Carry out stated goals and objectives of the Policy Council.
2. Policy Council Representatives and Alternates will report back to the parents at their center.
3. Policy Council Representatives and Alternates will attend all Policy Council meetings and actively participate with calling and involving the alternate whenever possible.
4. Volunteer Representatives may serve on any Program committees deemed necessary.
5. May be called upon to perform other duties necessary for the smooth functional operation of the Policy Council for the Program success.
6. Abide by the Code of Conduct Standards when representing the Program.
7. Attend program events or functions whenever possible.

ARTICLE IV

A. OFFICERS (EXECUTIVE BOARD)

1. Officer Titles

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a. The Officers of the Policy Council shall be Chairperson, Vice-Chairperson, Secretary, and Treasurer.

b. All Officers must attend Policy Council Meetings, Executive Committee meetings, and program functions whenever possible.

c. All officers will have a voting right at each meeting, except the Chairperson who will only vote to break a tie.

d. For each officer position the Policy Council representatives will vote in a co-officer to ensure accountability and equitable caregiver representation.

2. Chairperson: The Chairperson shall perform all duties incident to the Office of Chairperson and such other duties as may be prescribed by the Policy Council from time to time. Specific duties are to preside over all general Policy Council meetings and functions that are deemed necessary by the Council or the Director. Receive all incoming correspondence and give correspondence to the Secretary, sign all letters, reports, necessary contracts, instruments, and other committee papers approved by the Policy Council. The Chairperson will vote only to break a tie. The Chairperson will hold all subcommittees accountable for results as an ex-officio member of all subcommittees. Chairperson shall be one of the two (2) Oregon Head Start Association Representatives and should be able to travel and attend State and National meetings when funds are available.

3. Vice-Chairperson: The Vice-Chairperson will preside in the absence of the Chairperson. The Vice-Chairperson shall have all the rights and privileges of the Chairperson when acting in that capacity. Should the Chairperson be unable to fill his/her term, the Vice-Chairperson will assume the Chair. Other duties of the Vice-Chairperson are to see that membership on the Policy Council is consistent with federal guidelines and members receive all needed training. The Vice-Chairperson would be responsible for recruiting and encouraging non-Policy Council parents to be fully involved in the programs. The Vice-Chairperson shall perform other duties as may be prescribed by the Policy Council from time to time.

4. State Representative: The State Representative will attend Oregon Head Start Association conferences. The State Representative must report back to the Policy Council, written and orally, giving training where needed. The State Representative may attend State and National meetings when funds are available.

5. Secretary: The Secretary shall keep the minutes of the meetings, both regular and special, and shall provide copies to the Program Director, the Policy Council, and to other persons the Policy Council may indicate. The Secretary shall see that all notices are given in accordance with the provisions of these By-laws, be custodian of the Policy Council's records, keep an updated list of the addresses and telephone numbers of each member of the Policy Council, and handle Policy Council correspondence and notices. The Secretary shall perform such other duties as may be prescribed by the Policy Council from time to time.

6. Treasurer: The Treasurer shall chair the Budget Committee composed of all Policy Council members. The Treasurer shall serve on, but not necessarily chair, the various

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fundraising committees and will prepare a Policy Council budget with the assistance of the Program Director and present it to the Policy Council for approval. The Treasurer is responsible for maintaining and accounting for any funds raised by the Policy Council through extra-curricular activities subject to the procedures established by the Portland Public Schools Chief Financial Officer.

7. Community Representative: The Community Representative is a full-fledged member of the Policy Council, with voting rights as well as the right to hold office. The Community Representative shall work to continue/develop community partnerships. When time permits, the Community Representative will attend Executive Council meetings.

8. Election and Term of Office

   The Chairperson is elected in late Fall to serve through the following school year. The remaining officers will be elected by a majority vote. Newly elected officers shall assume their duties at the first regular meeting following their election to office. The term of each officer shall be one year. If possible, at least three of the offices should be held by present parents.

9. Vacancy

   A vacancy in any office of the Policy Council may be filled by a majority vote of the quorum at a regular meeting. The newly elected officer shall serve only for the unexpired portion of the term of the vacant office.

ARTICLE V

A. MEETINGS

1. Regular Meetings

   The Policy Council shall meet at least monthly between the months of October and June and on the call of the Chairperson. These meetings shall not conflict with the parenting classes offered by the program. A majority of the members present at any meeting may adjourn the meeting. The date and time of regular meetings will be decided by a majority vote at the first fall meeting of each year. All regular meetings of the Policy Council shall be open to the public. Notice of regular meetings shall be in writing and shall state the date, hour, and location of the meeting. Notices shall be mailed to each member not less than one week before the date of next meeting. A copy of the agenda and previous meeting's minutes shall be enclosed with the notice. Copies shall also be available to all parents through classroom teachers.

2. Quorum

   The presence of <u>six (6) members</u> of the Policy Council, including a minimum of two (2) officers, shall be required in order to constitute a quorum necessary for the transaction of the business of the Policy Council. No decision of the Policy Council shall be valid unless there is a majority vote of the members constituting a quorum.

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3. Agenda

   The agenda for each meeting shall be prepared by the Executive Council. Individual members of the Policy Council are encouraged to submit agenda items to the Chairperson, or Vice-Chairperson or to present their proposal formally under the agenda item of "New Business". An item may be placed on the agenda by contacting the Chairperson at least five (5) working days prior to the regular meeting date.

4. Special Meetings

   Special meetings may be called by the Chairperson or by a majority vote of the Policy Council. All members shall be notified by telephone if necessary.

5. Meeting Process

   The Policy Council will be guided by Robert's Rules of Order. The program will provide training to Policy Council members on Robert's Rules of Order as needed.

6. Training

   The Program will sponsor yearly training to Policy Council members on current issues relating to Head Start. Executive Policy Council Training shall take place prior to the first Policy Council meeting.

ARTICLE VI

A. COMMITTEES AND SUBCOMMITTEES

1. The standing committees are the Finance, Personnel, and Executive. In addition, there shall be a Publicity Specialist. Committee members shall be appointed by the Chairperson of the Policy Council.

2. Duties

   a. The Policy Council may raise funds under the following stipulations. Funds are not to exceed $5,000 per fundraiser. Monies are to be spent only for the purposes designated by the Policy Council. Any monies received by the Policy Council shall be promptly deposited in an account designated by the school district in the name of the committee. Prior approval by the Policy Council at a regularly scheduled monthly meeting is required before payment from Policy Council funds is made for any services or goods. An active record of Policy Council funds will be maintained through monthly budget reports from the Treasurer.

   b. The Executive Committee shall be chaired by the Policy Council Chairperson. It shall consist of all officers listed in Article IV, Section A, #1, and committee chairs and will meet as needed between regularly scheduled Policy Council meetings to plan, program/formulate and make recommendations for the Policy Council to consider.

3. Additional Subcommittees

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   a. The Policy Council shall create such subcommittees as may be required to promote its objectives. Each subcommittee may be created by a 2/3 vote of a quorum at any regular Policy Council meeting. The Chairperson of the subcommittees shall be appointed by the Chairperson of the Policy Council. Each subcommittee shall select their own committee members.

4. Vacancy
   a. Vacancies in any subcommittee may be filled in the manner as in the original appointment.
5. Rules
   a. Each subcommittee may adopt rules for its own government as long as they are consistent with the By-laws and other rules adopted by the Policy Council.
6. Terms of Office
   a. The term of office for standing subcommittees shall be one (1) year.
7. Minutes
   a. All committees shall keep written minutes of meetings and submit recommendations to the full council for approval.

ARTICLE VII

A. COMPLAINTS

Parent to Staff / Parent to Parent Complaints. Parents or guardians of Early Learners students and other interested parties may issue a complaint. The procedure for addressing complaints follows:

1. Speak directly to the person.
2. Find a willing staff member to use as a third party to present concerns to the person in question.
3. Present concerns to a Supervisor directly or through a willing staff member.
   a. At this point the supervisor will address the appropriate parties.
4. If Parent to Staff concerns cannot be resolved, the supervisor will inform all parties of the formal PPS complaint process.
   a. At no time will complaints be shared with other members or discussed in front of others.
   b. All other staff concerns that cannot be resolved, the supervisor will attempt to resolve through mediation.

ARTICLE VIII

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A. AMENDING THE BY-LAWS

1. These By-laws may be amended at any regular meeting of the Policy Council by a 2/3 vote—provided that the amendment has been submitted in writing at the previous regular meeting, the amendment is consistent with the purposes and objectives of the Policy Council as stated above, the amendment does not violate Federal or School District policies and regulations, the amendment does not confer any power or responsibilities beyond those authorized by current Federal regulations pertaining to the Head Start Program or School District policies and procedures.

ARTICLE IX

A. RATIFICATION

1. These By-laws shall be declared adopted by the Policy Council when a majority vote of the members constitutes a quorum. All By-laws are subject to the policies, rules and regulations of the Board of Education.

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PORTLAND PUBLIC SCHOOLS
Head Start

EARLY LEARNERS DEPARTMENT
PreK Programs – Head Start
501 North Dixon Street | Portland, OR 97227

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: Policy Council Bylaws – Revised 2024

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved the program's revised Parent Policy Bylaws.

The signature below is confirmation the Head Start Governing Board has approved this request.

Thank you.

_____ 9/10/24
Head Start Director Date

_____
Governing Board Chair Date

Portland Public Schools is an equal opportunity educator and employer.

RESOLUTION No. 6988

Appointment of Community Budget Review Committee Members

RECITALS

A. The mission of the Community Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC receives its charge from the Board.

B. On November 5, 2019, the voters of the Portland Public School (PPS) District passed a renewal Local Option Levy, Measure 26-207, which became effective in 2020, which mandated independent community oversight to ensure tax dollars are used for purposes approved by local voters, and the CBRC serves that function for PPS.

C. The CBRC is composed of eight to twelve volunteer members. The Board appoints members to three-year terms with one or two student members appointed to one-year terms.

D. The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest or appearance of impropriety, and exercise care in performing their duties.

E. In fall 2022, eight members were appointed to three-year terms through June 30, 2025: Karanja Crews, Mariah Hudson, Dashiell Elliott, Tasz Ferguson, Paul Freese, Grace Groom, Sonya Harvey, and Stephen Lidner. In fall 2023, three members were appointed to three-year terms through June 30, 2026: Aaron Cronan, Jen Gray-O'Connor, and Adriel Person. In fall 2021, Roger Kirchner was appointed to serve and his term concluded June 30, 2024.

F. Recruitment of one additional three-year term member yielded 39 applications to fill a maximum of one position. Eleven student applications were received for two available one-year positions.

G. The CBRC pre-selection panel members were: CBRC co-chair Tasz Ferguson and Board Director Patte Sullivan. The CBRC interview panel members were: CBRC co-chair Tasz Ferguson, Alexandra Martin, Finance Program Manager, and Board Director Patte Sullivan.

H. Applications were reviewed. Three adult candidates and five student candidates were interviewed. The CBRC Selection Committee recommends the Board appoint Minyana Bishop to a three-year term and Caitlin Bice and Natan Hadgu to one-year terms.

RESOLVED

1. Minyana Bishop is hereby appointed as a member of the Community Budget Review Committee for a three-year term through June 30, 2027.

2. Caitlin Bice and Natan Hadgu are hereby appointed as student representatives of the Community Budget Review Committee for one-year terms ending June 30, 2025.

Portland Public Schools
Finance
501 North Dixon Street, Portland, OR 97227
Office: (503) 916-2000
www.pps.net

MEMORANDUM

DATE	October 11, 2024
TO	PPS Board of Directors
FROM	Alexandra Martin, Finance Program Manager/CBRC Staff Liaison
CC	Myong Leigh, Interim Chief Financial Officer
SUBJECT	Appointment of Community Budget Review Committee Members

BACKGROUND

Each year, the Board of Education (Board) appoints a Community Budget Review Committee (CBRC) to assist in the annual budget process. The CBRC reviews, evaluates, and makes recommendations regarding the Superintendent's Proposed Budget and other budgetary issues identified by the Board. The CBRC also monitors and advises the Board on the allocation and expenditure of Local Option Levy funds.

The CBRC is generally composed of eight to twelve volunteer members appointed by the Board and typically meets on a monthly basis during the course of the budget development season. There are also one or two student representatives.

The CBRC currently has one three-year position available and two one-year student positions available. Applications were accepted through September 20, 2024. Staff received fifty applications, eleven of which were students.

ANALYSIS OF SITUATION

The process involved pre-selection scoring of the fifty applicants based on objective and subjective criteria and subsequent interview of three adult applicants and five student applicants.

The pre-selection phase included objective scoring based on applicant demographics, prioritizing: Black, brown, and Indigenous applicants, gender-diverse applicants, and applicants associated with Title I, TSI, and CSI schools. The subjective criteria was based on applicant responses and was scored by a pre-selection panel consisting of: Tasz Ferguson, current CBRC co-chair, and Director Patte Sullivan, the Board representative to CBRC.

Factors for consideration during the interview phase included understanding of PPS's racial equity and social justice core values, relevant experience, ability to deliver on the charter of the CBRC, and ability to work collaboratively to provide advice to the Board regarding the investment of district resources to further support Board goals and district priorities. The CBRC interview panel members were: Tasz Ferguson, Alexandra Martin, and Director Patte Sullivan.

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FISCAL IMPACT

No fiscal impacts.

CONNECTION TO BOARD GOALS

A primary goal of the CBRC is to review the budget through the lens of making progress on the Board's goals.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to appoint the following Community Budget Review Committee member for a three-year term: Minyana Bishop.

Staff recommends the passage of the board resolution to appoint the following Community Budget Review Committee student representatives for one-year terms: Caitlin Bice and Natan Hadgu.

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

ML *(Initials)*

ATTACHMENT
Resolution to Appoint Community Budget Review Committee Members

RESOLUTION No. 6990

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

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Admin, Funding Source
Multnomah County	10/23/24 through 12/31/26	Intergovernmental Agreement / Revenue IGA/R 92200 Amendment 3	Preschool for All grant. This amendment provides funding for the 24/25 school year.	$2,067,000 $5,621,650	K. Howard

RESOLUTION No. 6989

Approving Board Member Conference Attendance

RECITALS

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

B. Director Hollands and Director Greene will attend the Council of Urban Boards of Education Annual Conference in Las Vegas, Nevada.

C. Board Chair Eddie Wang has approved the reimbursement for Director Greene and Director Hollands.

RESOLUTION

The Board affirms Director Greene and Director Hollands to attend the Council of Urban Boards of Education Annual Conference in Las Vegas, Nevada from October 28-30, 2024.