

Regular Meeting
Tuesday, April 8, 2025 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 / Opening
2. 6:05 pm - Superintendent's Report
3. 6:15 pm - Student Representative's Report
4. 6:20 pm - Student Comment
5. 6:35 pm - Public Comment
6. 6:50 pm - Comments from our Union Partners
7. 7:00 pm - Board Committee and Conference Reports
8. 7:10 pm - Presentation: 9th Grade Success, Advanced Placement, and Career and Technical Education (CTE)
9. 7:30 pm - Integrated Grant Guidance (IGG) Presentation Public Comment Accepted
10. 7:50 pm - Recommendation for Distribution for Staff from the Parent Advisory Committee
11. 8:10 pm - Update: Draft Modernization Designs and Cost Reductions
12. 8:30 pm - Second First Reading of Policy Revisions: Ethics and Conflict of Interest Policy 5.10.066-P
13. 8:35 pm - Second Reading of Policy Revisions: Policy 1.20.010-P Board of Education (Resolution 7078) Vote - Public comment accepted
14. 8:40 pm - Consent Agenda: Resolutions 7079 through 7093 Vote- Public Comment Accepted
 - 14.(a) Resolution 7079 - Resolution to amend the Budget Calendar for 2025-26
 - 14.(b) Resolution 7080 - Adoption of the Minutes
 - 14.(c) Resolution 7081 - Expenditure Contracts
 - 14.(d) Resolution 7082 - Revenue Contracts
 - 14.(e) Resolution 7083 - Authorizing Off-campus Activities
 - 14.(f) Resolution 7084 - Approval of Head Start Policy Council Recommendation - (Active Supervision Policy and Procedure)
 - 14.(g) Resolution 7085 - Approval of Head Start Policy Council Recommendation - Annual Report
 - 14.(h) Resolution 7086 - Approval of Head Start Policy Council Recommendation - Community Assessment
 - 14.(i) Resolution 7087 - Approval of Head Start Policy Council Recommendation - Self Assessment Timeline 2025
 - 14.(j) Resolution 7088 - Approval of Head Start Policy Council Recommendation - Eligibility, Recruitment, Selection, Enrollment and Attendance procedures and Enrollment Selection Criteria
 - 14.(k) Resolution 7089 - Approval of Head Start Policy Council Recommendation - Parent Policy Council procedures
 - 14.(l) Resolution 7090 - 2025-26 Standard Inter-District Student Transfers
 - 14.(m) Resolution 7091 - Settlement Agreement

- 14.(n) Resolution 7092 - Settlement Agreement
- 14.(o) Resolution 7093 - Settlement Agreement
- 15. 8:45 pm - Other Business / Committee Referrals
- 16. 8:50 pm - Adjourn



Superintendent's Report

Together, We Rise

April 8, 2025





celebrates

ARAB
AMERICAN
HERITAGE MONTH

HeART Of Portland:

A Portland Public Schools
K-12 Arts Showcase





2025 Rose Festival Court



Avi Rathi
Lincoln High School



Isa Halle
Franklin High School



Gloria Zawadi
Roosevelt High School



Eleanor Isles
Grant High School



2025 Rose Festival Court



Kathy Nguyen
McDaniel High School



Janiya Thompson
Jefferson High School



Sivan Safran
Ida B. Wells High School



Sabrina Johnson
Cleveland High School



**Brenda Martinez
De Jesus**
Benson High School



LIFTING

LITERACY



ONE CHAPTER AT A TIME.

LIFTING

Oregon Battle of the Books

LITERACY



- **Chief Joseph**
- **Forest Park**
- **Skyline**
- **MLK Jr.**
- **ACCESS**
- **Winterhaven**
- **Cleveland HS**
- **Benson HS**

LIFTING ONE CHAPTER AT A TIME. LITERACY



Follow along on social!





**TOGETHER
,
WE RISE**

Postsecondary Readiness

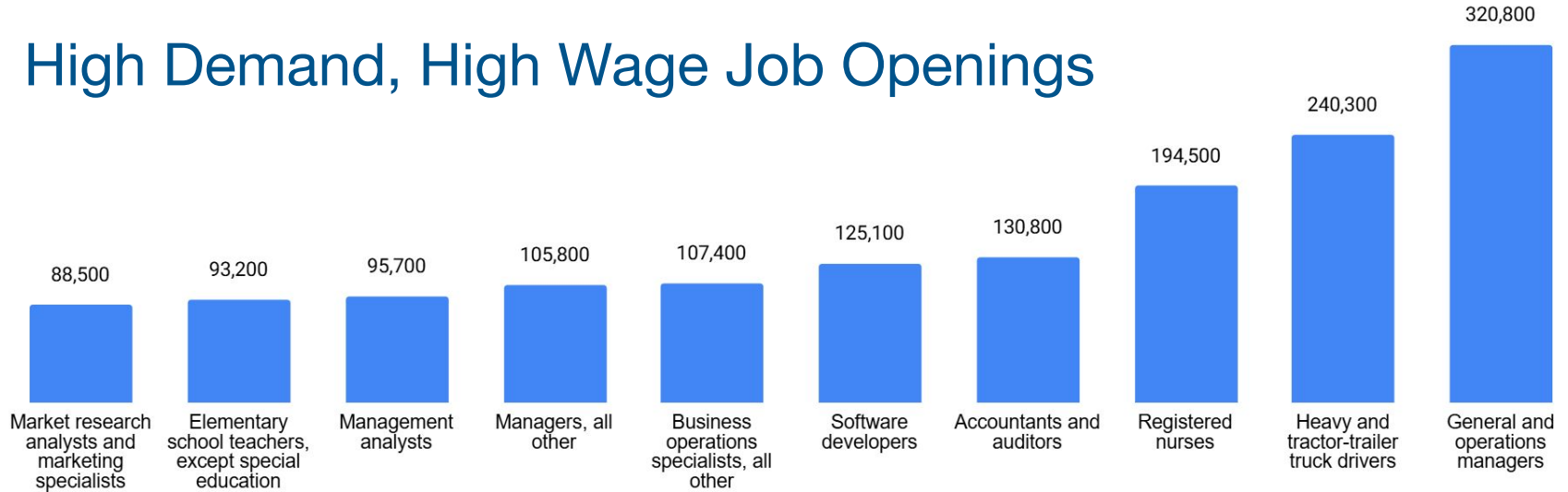


**TOGETHER,
WE RISE**

April 8, 2025

Labor Market for 2023-2033

High Demand, High Wage Job Openings



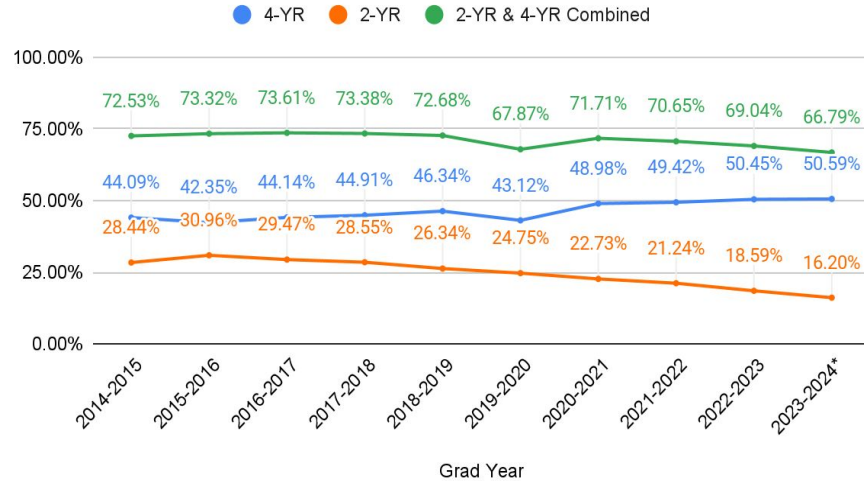
Basic Needs*: \$51-88k a year

Students will need some postsecondary education and/or training

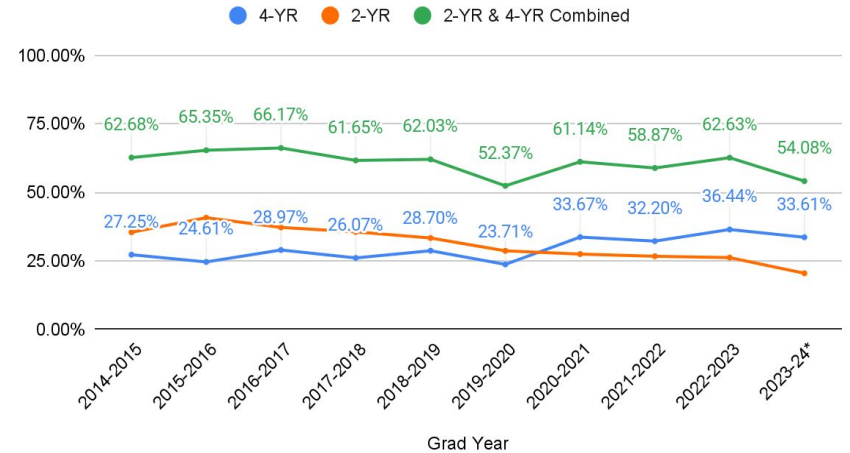
*1 adult and 1 preschooler, Worksystems 2024 report

Are PPS graduates going to college?

All Students College Enrollment

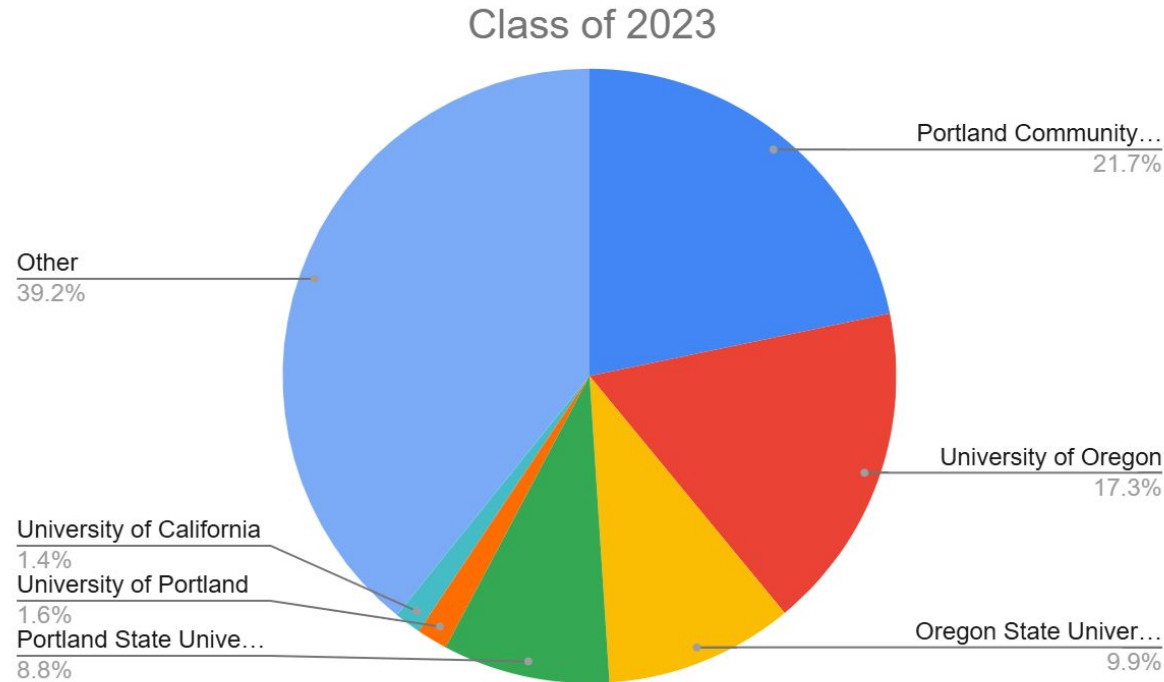


Racially Historically Underserved Students College Enrollment



*NSC data delay, approximate 2-3 percentage points lower than actual enrollment

Where are they attending college?



- Class of 2017-24:
131 grads
attended 44
HBCUs, 35 grads
at Howard and
Clark Atlanta

Key Levers

- 9th Grade On Track
- CTE
- Advanced Courses
- Career Connected Learning



9th Grade On Track

4x More Likely to Graduate from High School

On Track =

6 credits, including all required core credits

Starting in 8th Grade

- 8th Grade Success Teams
 - Interdisciplinary teams including teachers, counselors, support staff, and administrators
 - Weekly meetings reviewing qualitative and quantitative data
 - Align to 9th Grade Success Team practices
- Leap into 9th Grade
 - 8th-9th grade transition summer program
 - 3 week program at the high school
 - High school readiness curriculum

9th Grade Success Teams

Teacher Collaboration for Student Success

- 9th Grade Communities
- 9th Grade Success Team Meetings
 - Meeting Protocols
 - Student Data Review
 - Supports/Interventions/Instructional Shifts
 - Progress Monitoring
- Opportunities
 - Implement system-wide Tier III academic supports
 - Prioritize 9th Grade On Track goals

Career and Technical Education

By the numbers:

- 79 programs of study across all 11 high schools
- ~10,900 students in CTE programs (8800 in 2020-2021)
- 16 represented career clusters
- 700+ industry recognized credentials
- >95% graduation rate for CTE Concentrators (2+ credits)

Success:

- Student Advisory Council
- Partnerships
- Reimagined funding model
- National Science Foundation (NSF) Grant Application with Stanford
- Comprehensive branding and marketing campaign



HAVE YOU CTE?

TRY IT. CHOOSE IT. OWN IT.

Career and Technical Education

Opportunities

- Reframing CTE
- Increasing completion rates for historically underserved students
- Data-driven career exploration through YouScience
- Partnership strategy
- Middle school exposure
- New pathway opportunities
- High Quality Program of Study Rubric



HAVE YOU CTE?

TRY IT. CHOOSE IT. OWN IT.

Advanced Placement and International Baccalaureate

Category	Advanced Placement (AP)	International Baccalaureate (IB)
Purpose	College-level courses offered in high school. Focus on deepening content mastery in individual subjects	Holistic education promoting global perspective, critical thinking, interdisciplinary understanding
Program Options	Single AP courses, AP Capstone Diploma	Single IB courses, IB Diploma
Assessment Format	Standardized national exam in May	Combination of Internal Assessment (oral exams, projects, essays) and external exams/papers, evaluated globally

Advanced Placement (AP) Overview

Benson, Grant, Franklin, Ida B Wells, McDaniel, Roosevelt

Success

2023-2024

- 2,894 students testing
- 4,747 AP exams completed
- 3.2 average AP exam score
- 69% of exams with 3+
- AP for all (Grant, McDaniel)

2024-2025:

- 6000+ exams
- 4323 students (+600)
- Increase across all racial demographics

Opportunities

- AP Course Review
- Learning Acceleration Instructional Specialist (LAIS) role
- Expansion of Pre-AP
- AP for all model
- Decreasing gap between class and test taking

International Baccalaureate (IB) Overview

Cleveland, Lincoln

Success

- 670 students testing in IB
- IB for All model at both schools
- MYP Implementation at Lincoln
- Largest number of students pursuing the full diploma

Opportunities

- Middle Years Programme (MYP)
- Opportunity to consider the Career-related Programme

Dual Credit Overview

College Classroom in All High Schools

- High School Teacher articulating a college course in a high school class, including Alliance and MLC
- Student earns the high school credit and has opportunity to earn college credits
- College Partners: PCC, PSU, OIT, MHCC, CCC
- Dual Credit for all - (Instructor of Record) IOR agreements
 - **Jefferson: Senior Inquiry & IRW 115**
 - **Grant: WR 121, WR 115, BI 101**
 - **McDaniel, Roosevelt, IBW: Writing 121**

College Credits Earned

Success

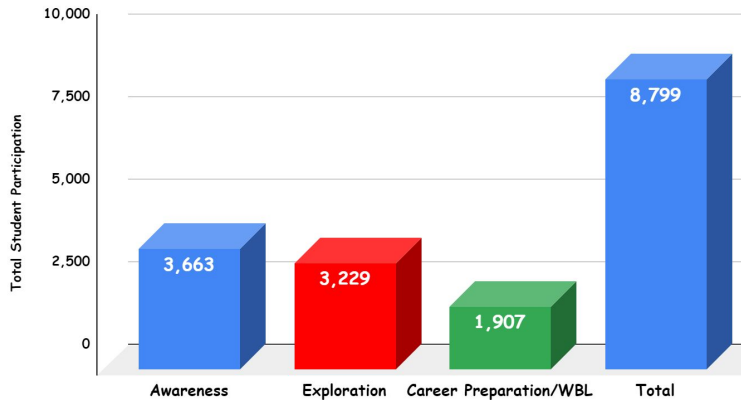
- 2023-24
 - 96 teachers, >17k college credits earned, >\$3M tuition savings
- 2024-25
 - ~5000 students in dual credit
 - ~2000 students taking Writing 115/121
 - 98 teachers, On track to exceed prior year

Opportunities

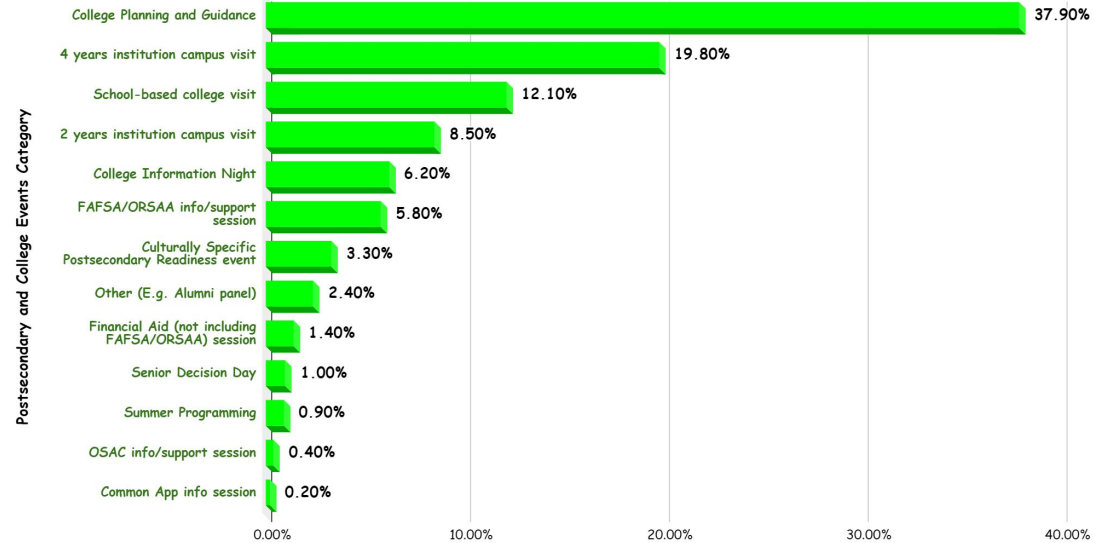
- Continue to align high school classes to college courses
- Increase access to transferable courses

Career Connected Learning Experiences

Total Student Participation vs. Students Participation in Career Learning Opportunities by CCL Category 23/24



Students Participation in Postsecondary and College Events by Events Category 23/24
Total Unique Student Participation Count = 4,347



Connecting Interests to Career Pathways

State
by

**OSU/PPS - CTE
COMPUTER SCIENCE &
ENGINEERING DAY**

CAREER EDUCATION
PPS

Connect with current OSU Computer Science Engineering Students and Faculty to learn about high school classes that will give you a head start on STEM pathways. Participate in a fun hands-on journey into the world of 3D graphics you design yourself!
IT'S FUN!

APPLY

18 October

**Portland College
Access Fair
2024**

**THE HOLLYWOOD
THEATER -
4122 NE SANDY BLVD
MAY 21, 2025**

**BEST INSPIRED
INSPIRED**

**NORTHWEST
YOUTH
CAREERS
EXPO**

**Semiconductor
Workforce Development Class**





What is the program about?

**BEST OF
PORTLAND
PUBLIC
SCHOOLS
FILM FESTIVAL**

PROGRAM
5:30 - 6:30 PM:
FILM PATHWAY
LEARN MORE
COLLEGE &
OPTIONS
6:30 - 7:00
CONCESSIONS
YOUR
7:00 - 9:00
BEST OF PPS

Festival

Questions?



Appendices

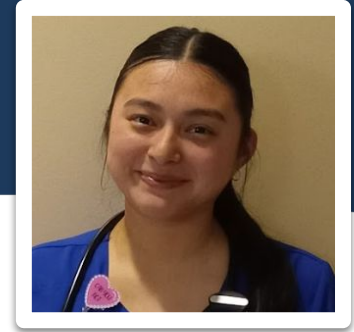
Dear Raisa. Thank you for hosting the career fair as well as the Oregon State engineering field trip. These two events were very important to my education here at Roosevelt and they have made looking ahead at collage and my future career easier. From this I have currently decided on some type of S.T.E.M career, and with your help I think I will find more success in this. Again, thank you for taking some out of your day to organize something so meaningful to all of us, I think it really made a huge difference and all over was a good experience.

Sincerely Nico Forgeson



Angela Cano Hernandez

Class of 2019, Franklin



Occupation Registered Nurse, Willamette Valley Medical Center

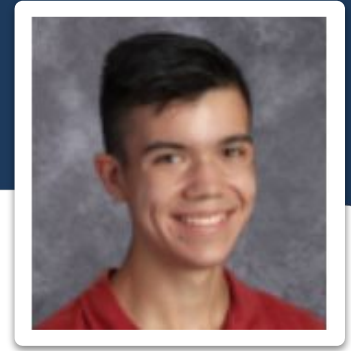
Training BS in Nursing, Linfield University

High School Experience *“Growing up with immigrant parents who had no education, I was not exposed to professional careers like some of my peers were. However, seeing doctors at my annual physicals growing up, I was inspired to do something in healthcare. With this in mind, in high school, I signed up for all and any medical classes. I also became close with the College and Career Coordinator at the time who signed me up for many medical-related info sessions on and off campus. This is the place that taught me the most about the importance of delving deeper into where my interests lie. She helped me join a Kaiser Permanente internship that taught me about the nursing profession. With so much exposure to all types of medical careers and tours of colleges and campuses in and out of state, the College and Career Center was critical in informing me and guiding me toward the career best suited for me.”*

Advice Hands on learning opportunities in specific fields help students absorb valuable information.

Ben Franson

Class of 2021, Grant



Occupation College Student and Creative Director

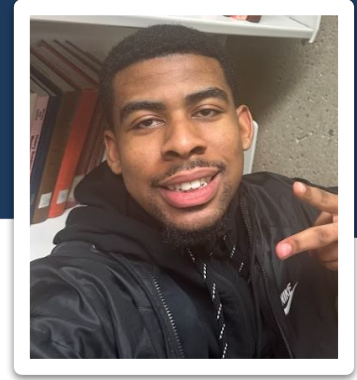
Training Product Design, University of Oregon

High School Experience *"I had no real idea what I wanted to do in my career for most of high school. I knew I wanted to be creative/ artistic, and that I wanted to support myself, so I thought architecture was the only logical industry. My understanding of the career landscape was very hazy and I didn't have many creative role models to help me understand what I could be in my career. I took multiple graphic design and digital media classes throughout high school, and at one point the Career Coordinator recommended taking a 'career day' touring a design firm. I had never known that design was an actual career option until then and immediately fell in love. My path changed, I got into UO's product design program, and I now eagerly await working in a position that truly reflects what I want to make in life. None of this would have been possible without the College and Career Center, and some fateful career exploration opportunities."*

Advice Promote career learning earlier and help students understand how they can actually choose a career that makes them happy and keeps them stable, and provide more college and

Carlos J. Barfield

Class of 2022, Benson Tech



Occupation

College Student

Training

Computer Science, Portland State University

High School Experience

The AP Physics class was challenging for me, and I often spent a lot of time getting help during lunchtime from my teacher. I believe that experience helped me to prepare for college courses that have rigorous workloads and challenging concepts where I may have to sacrifice some free time to be successful. It also taught me the importance of seeking help when needed, something I previously avoided due to pride. Additionally, the college and career coordinators also helped prepare me for life after high school. They played a crucial part in guiding me as a first-generation student. Throughout my senior year, they provided invaluable assistance with writing college essays and finding scholarships.

Advice

Better prepare students for life after high school by emphasizing the freedom and responsibility that comes with college. And to make the transition to college smoother, I encourage students to embrace this new independence and take initiative because it will make a massive difference in their college experience.

Amiri Horn

Class of 2024, McDaniel



Occupation College Student

Training Honors Mechanical Engineering, North Carolina A&T State University

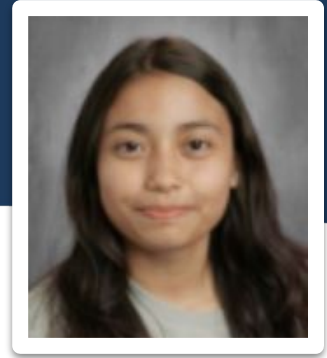
High School Experience *“My AP and CTE teachers played a huge role in shaping my path after high school. Their experience and guidance not only introduced me to mechanical engineering but also gave me the confidence to pursue it. Also, participating in extracurricular activities - career days, Robotic Club, CTE Student Advisory Council, etc. helped me develop the skills and mindset needed to take the next step in my education and career. Having the chance to ask questions and learn from professionals in the field made engineering feel tangible and achievable.*

Now, I apply my hands-on experience to the BAJA SAE senior project, contributing to real-world engineering challenges alongside my peers.”

Advice My best advice is to train your staff on equipment and reduce the protections on some equipment. In some cases, it is better to maintain interest and enjoyment with old equipment rather than having new stuff no one knows how to use.

Marissa Perez-Iterian

Class of 2024, McDaniel



Occupation College Student

Training Dental Hygiene, Portland Community College

High School Experience *"I attended the summer program Learn and Earn when I was an ELD student as a sophomore in high school. When I started the program I didn't know anything about college or my options after high school. Over the time I spent in the program and all the assignments we made, the college and career field trips, I kind of got an idea of what I wanted to do and how to find help. For example, I didn't know about the College and Career Center that my school had until they talked about it. Starting my junior year, I went to get help from the College and the Career Coordinator. They were a huge help and connected me with PCC advisors, career exploration events, etc. I chose to attend PCC because it's affordable."*

Advice Talk with seniors about the college culture, because I was not expecting college to be so difficult, in terms of the social aspect of it. It's so different from high school and it's a huge culture change.

Trades Opportunities

PPS Partnerships

- Electrical Apprenticeship - IBEW
- PCC Swan Island
- [Edvocation](#)- Manufacturing Pre-apprenticeship
- Carpenter Union Apprenticeship - PNCI
- NW College of Construction
- CORE Pre-apprenticeship Manufacturing
- Construction pre-apprenticeship - Oregon Tradeswomen
- Constructing Hope
- Youth Builders
- Laborer Apprenticeship - LiUNA
- Oregon/Columbia Carpenters JATC
- Knife River Oregon - Grade/Pave Operator
- Sheet Metal Institute - Sheet metal apprenticeship applicable to construction, manufacturing, and HVAC

Registered apprenticeship programs are listed on the [Oregon Apprenticeships Website](#)

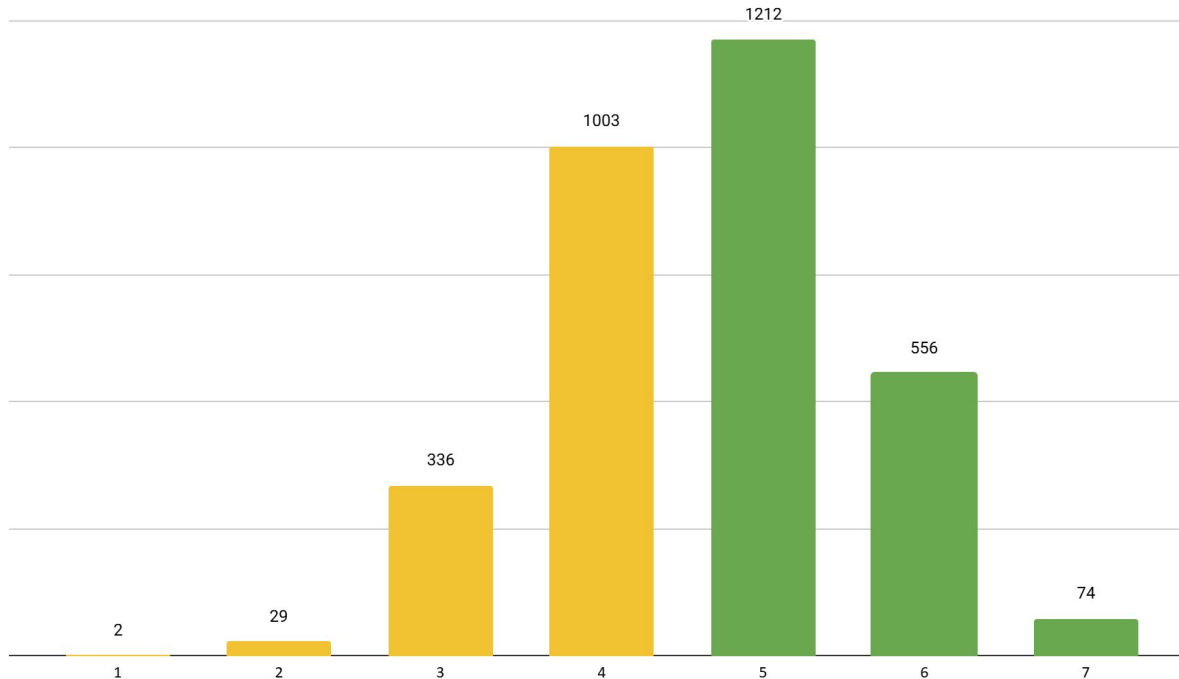
AP Exam Scores

2023-24 Student Counts, 3 or above = Passing



IB Exam Scores

2023-24 Student Counts, 5 or above = Passing



OUTCOMES AND STRATEGIES FOR THE 2025-2027 APPLICATION

Identifier	Outcome or Strategy
Outcome LT	Increase academic achievement for PK-3 reading and writing with a focus on increasing achievement for all student focal demographic groups.
LT1	Strengthen high-quality, standards-aligned literacy instruction & materials across all classrooms.
LT2	Strengthen additional learning opportunities through extended learning programs and other targeted interventions.
LT3	Provide professional learning opportunities for staff on implementing high-quality instructional materials and instructional strategies.
LT4	Support implementation of best practices in literacy instruction.
LT5	Strategically engage families in literacy development.
Outcome AA	Increase academic achievement for K-12 students with a focus on increasing achievement for all student focal demographic groups.
AA1	Strengthen high-quality, standards-aligned instruction & materials across all classrooms.
AA2	Provide professional learning opportunities for staff on implementing high-quality instructional materials and strategies.
AA3	Strengthen targeted intervention supports for students struggling with grade-level content.
Outcome AT	Increase the percentage of students with attendance rates of 90% or above with a focus on increasing attendance rates for Focal Students
AT1	Strengthen student engagement through rigorous core academic instruction and targeted interventions.
AT2	Implement districtwide strategies that foster a sense of belonging, improve school climate, and strengthen educator-student relationships.
AT3	Implement & monitor data-driven tiered supports and interventions.
AT4	Implement a districtwide Attendance Matters campaign.
Outcome GR	Increase graduation and postsecondary readiness rates for focal student groups while closing opportunity gaps
GR1	Strengthen high-quality, standards-aligned instruction & equitable grading practices.
GR2	Expand access to and strengthen advanced coursework opportunities and programs.
GR3	Continue 9th Grade Success Teams.
GR4	Enhance real work career and technical education (CTE) learning experiences.
GR5	Provide professional learning opportunities for staff on implementation of best practices.
GR6	Provide a variety of credit recovery options.
Outcome SS	Strengthen safe, supportive, and well-maintained schools
SS1	Provide equitable access to behavioral, mental health, safety, and wellness supports.
SS2	Establish a safety culture in which students, employees and community partners understand PPS safety measures and processes.
SS3	Implement policies and practices to support a district that is free from abuse, discrimination, harassment, bullying and retaliation.
SS4	Implement a layered approach to address safety & security needs through prevention and mitigation measures, detection/delay and response measures, and recovery measures

Outcome CU

Cultivate the conditions for an organizational culture of racial equity and care to collectively bring about meaningful change.

Engage meaningfully with students, families, and community leaders through intentional and inclusive partnership and collaboration with culturally specific, multiracial partners and community, and in coordination with our Community Engagement team. Implement RESJ strategies in every school and department to meet the needs of students and families.

CU1

Integrated Grant Program 25-25 - Tab 2

revised High School Success (HSS) preliminary allocations released on March 26, 2025.																	
ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIS Activity Budget 25-26	HSS Activity Budget 25-26
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
1		Indirect/Administration				2600					690						
2	AA2	Professional development and implementation of curricular resources for K-12								WRE	31X						
	AA2	Professional development and implementation of curricular resources for K-12 - DLI/ELD Program Support		8	Language: English Language Development					WRE	111	4					
	AA2	Professional development and implementation of curricular resources for K-12 - DLI/ELD Program Support FRINGE			Language: English Language Development					WRE	2XX	FRINGE					
9	AA3	Additional Special Education support		25.5	Special Education (all positions)					H&S	111	12.75					
10	AA3	Additional Special Education support FRINGE			N/A					H&S	2XX	FRINGE					
11	\$0.00	PK to 3rd grade transition supports and resources								WRE	31X						
17	AA1	Instructional Coaches at identified schools K-5		116	General: Elementary Teacher					WRE	111	58					
18	AA1	Instructional Coaches at identified schools K-5 FRINGE			General: Elementary Teacher					WRE	2XX	FRINGE					
19	AA1	Instructional Coaches at identified schools 6-12		23	General: Multiple subjects teacher (middle/high school)					WRE	111	11.5					
20	AA1	Instructional Coaches at identified schools 6-12 FRINGE			General: Multiple subjects teacher (middle/high school)					WRE	2XX	FRINGE					
27	AA1	Kindergarten Educational Assistants at schools		23	Other: Other staff position not listed					WRE	112	11.5					
28	AA1	Kindergarten Educational Assistants at schools FRINGE			Other: Other staff position not listed					WRE	2XX	FRINGE					

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Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$0.00	\$20,769.60	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$0.00	\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$124,799,004.95
1		Indirect/Administration	\$463,525.41	\$1,139,749.19				\$143,797.00	\$5,401.65	\$526,919.01	\$456,427.89	\$1,132,545.56	\$2,272,294.74
2	AA2	Professional development and implementation of curricular resources for K-12	\$900,000.00	\$900,000.00							\$900,000.00	\$900,000.00	\$1,800,000.00
	AA2	Professional development and implementation of curricular resources for K-12 - DLI/ELD Program Support	\$509,340.87	\$509,340.87	4						\$539,901.32	\$539,901.32	\$1,049,242.19
	AA2	Professional development and implementation of curricular resources for K-12 - DLI/ELD Program Support FRINGE	\$168,388.09	\$168,388.09	FRINGE						\$178,491.38	\$178,491.38	\$346,879.47
9	AA3	Additional Special Education support	\$1,431,125.02	\$1,431,125.02	12.75						\$1,516,992.54	\$1,516,992.54	\$2,948,117.56
10	AA3	Additional Special Education support FRINGE	\$473,129.93	\$473,129.93	FRINGE						\$501,517.73	\$501,517.73	\$974,647.66
11	\$0.00	PK to 3rd grade transition supports and resources	\$60,000.00	\$60,000.00							\$60,000.00	\$60,000.00	\$120,000.00
17	AA1	Instructional Coaches at identified schools K-5	\$7,385,442.60	\$7,385,442.60	58						\$7,828,569.15	\$7,828,569.15	\$15,214,011.75
18	AA1	Instructional Coaches at identified schools K-5 FRINGE	\$2,441,627.32	\$2,441,627.32	FRINGE						\$2,588,124.96	\$2,588,124.96	\$5,029,752.28
19	AA1	Instructional Coaches at identified schools 6-12	\$1,464,355.00	\$1,464,355.00	11.5						\$1,552,216.30	\$1,552,216.30	\$3,016,571.30
20	AA1	Instructional Coaches at identified schools 6-12 FRINGE	\$484,115.76	\$484,115.76	FRINGE						\$513,162.71	\$513,162.71	\$997,278.47
27	AA1	Kindergarten Educational Assistants at schools	\$588,569.36	\$588,569.36	11.5						\$623,883.52	\$623,883.52	\$1,212,452.88
28	AA1	Kindergarten Educational Assistants at schools FRINGE	\$194,581.03	\$194,581.03	FRINGE						\$206,255.89	\$206,255.89	\$400,836.92

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		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
35	SS4	Tiered RJ/SEL intervention support and development		8	Supports: Social Emotional Learning (SEL)					H&S	111	4					
36	SS4	Tiered RJ/SEL intervention support and development FRINGE			Supports: Social Emotional Learning (SEL)					H&S	2XX	FRINGE					
37	AA3	Intervention tracking resources								H&S	470						
38	AT1	MTSS coaching and PD support		2	Supports: Other					H&S	111	1					
39	AT1	MTSS coaching and PD support FRINGE			Supports: Other					H&S	2XX	FRINGE					
40	AT1	MTSS coaching PD and curriculum resources								H&S	4XX						
	AT2	MTSS Coaching and PD Support - Community School Project		6	Health: QMHP/Psychologist/LCSW					H&S	111	3					
	AT2	MTSS Coaching and PD Support - Community School FRINGE			Health: QMHP/Psychologist/LCSW					H&S	2XX	FRINGE					
41	SS1	Mental Health, Substance Use, Behavioral Health supports		40.2	Health: QMHP/Psychologist/LCSW					H&S	111	20.1					
42	SS1	Mental Health, Substance Use, Behavioral Health supports FRINGE			Health: QMHP/Psychologist/LCSW					H&S	2XX	FRINGE					
43	SS1	Mental Health, Substance Use, Behavioral Health PD, supports and resources								H&S	31X						
44	AT3	Specialized supports to provide accommodations, crisis response & recovery		5.5	Other: Other staff position not listed					H&S	111	2.75					
45	AT3	Specialized supports to provide accommodations, crisis response & recovery FRINGE			Other: Other staff position not listed					H&S	2XX	FRINGE					
46	AT3	Specialized supports and resources to provide accommodations, crisis response & recovery								H&S	8XX						
49	SS4	School-based Social Workers		50	Supports: School Counselor/School Social Worker					H&S	111	25					

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
35	SS4	Tiered RJ/SEL intervention support and development	\$339,160.65	\$339,160.65	4						\$359,510.29	\$359,510.29	\$698,670.94
36	SS4	Tiered RJ/SEL intervention support and development FRINGE	\$112,126.51	\$112,126.51	FRINGE						\$118,854.10	\$118,854.10	\$230,980.61
37	AA3	Intervention tracking resources	\$140,000.00	\$140,000.00							\$140,000.00	\$140,000.00	\$280,000.00
38	AT1	MTSS coaching and PD support	123,420.72	\$123,420.72	1						\$130,825.96	\$130,825.96	\$254,246.68
39	AT1	MTSS coaching and PD support FRINGE	40,802.89	\$40,802.89	FRINGE						40,802.89	\$40,802.89	\$81,605.78
40	AT1	MTSS coaching PD and curriculum resources	\$250,000.00	\$250,000.00							\$250,000.00	\$250,000.00	\$500,000.00
	AT2	MTSS Coaching and PD Support - Community School Project	\$382,005.65	\$382,005.65	3						\$404,925.99	\$404,925.99	\$786,931.64
	AT2	MTSS Coaching and PD Support - Community School FRINGE	\$126,291.07	\$126,291.07	FRINGE						\$133,868.53	\$133,868.53	\$260,159.60
41	SS1	Mental Health, Substance Use, Behavioral Health supports	\$2,275,841.91	\$2,275,841.91	20.1						\$2,412,392.43	\$2,412,392.43	\$4,688,234.34
42	SS1	Mental Health, Substance Use, Behavioral Health supports FRINGE	\$752,393.34	\$752,393.34	FRINGE						\$797,536.94	\$797,536.94	\$1,549,930.28
43	SS1	Mental Health, Substance Use, Behavioral Health PD, supports and resources	\$1,000,000.00	\$1,000,000.00							\$900,000.00	\$900,000.00	\$1,900,000.00
44	AT3	Specialized supports to provide accommodations, crisis response & recovery	\$311,371.41	\$311,371.41	2.75						\$330,053.69	\$330,053.69	\$641,425.10
45	AT3	Specialized supports to provide accommodations, crisis response & recovery FRINGE	\$102,939.39	\$102,939.39	FRINGE						\$109,115.75	\$109,115.75	\$212,055.14
46	AT3	Specialized supports and resources to provide accommodations, crisis response & recovery	\$100,000.00	\$100,000.00							\$100,000.00	\$100,000.00	\$200,000.00
49	SS4	School-based Social Workers	\$2,830,649.14	\$2,830,649.14	25						\$3,000,488.09	\$3,000,488.09	\$5,831,137.23

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
50	SS4	School-based Social Workers FRINGE		30	Supports: School Counselor/School Social Worker					H&S	2XX	FRINGE					
51	LT1	School-based Restorative Justice support			Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)					H&S	111	15					
52	SS4	School-based Restorative Justice support FRINGE			Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)					H&S	2XX	FRINGE					
53	CU1	CBO allocations	Community-Based Organization							H&S	8XX						
56	CU1	Student affinity groups and leadership opportunities for students of color								OCG	8XX						
	CU1	PPS Charter School additional equity allocation per ADMw + Poverty								WRE	31X						
57	CU1	RESJ Culturally Specific Community Partnership services	Community-Based Organization						OCG	8XX							
58	AT2	Supports for Native students	Indian Community-Based Organization	2.88	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				WRE	111	1.44						
59	AT2	Supports for Native students FRINGE	Indian Community-Based Organization		Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				WRE	2XX	FRINGE						
60	AT2	Supports and resources for Native students	Indian Community-Based Organization						WRE	410							
	AA3	Learning Acceleration Programming		2	Other: Other staff position not listed				WRE	113	1						

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
50	SS4	School-based Social Workers FRINGE	\$935,812.61	\$935,812.61	FRINGE						\$991,961.36	\$991,961.36	\$1,927,773.97
51	LT1	School-based Restorative Justice support	\$1,271,852.43	\$1,271,852.43	15						\$1,348,163.58	\$1,348,163.58	\$2,620,016.01
52	SS4	School-based Restorative Justice support FRINGE	\$420,474.42	\$420,474.42	FRINGE						\$445,702.88	\$445,702.88	\$866,177.30
53	CU1	CBO allocations	\$867,103.48	\$867,103.48							\$867,103.48	\$867,103.48	\$1,734,206.96
56	CU1	Student affinity groups and leadership opportunities for students of color	\$75,000.00	\$75,000.00							\$75,000.00	\$75,000.00	\$150,000.00
	CU1	PPS Charter School additional equity allocation per ADMw + Poverty	\$22,000.00	\$22,000.00							\$22,000.00	\$22,000.00	\$44,000.00
57	CU1	RESJ Culturally Specific Community Partnership services	\$5,300,000.00	\$5,300,000.00							\$5,300,000.00	\$5,300,000.00	\$10,600,000.00
58	AT2	Supports for Native students	\$122,097.83	\$122,097.83	1.44						\$129,423.70	\$129,423.70	\$251,521.53
59	AT2	Supports for Native students FRINGE	\$40,365.54	\$40,365.54	FRINGE						\$42,787.48	\$42,787.48	\$83,153.02
60	AT2	Supports and resources for Native students	\$42,592.27	\$42,592.27							\$30,000.00	\$30,000.00	\$72,592.27
	AA3	Learning Acceleration Programming	\$182,125.97	\$182,125.97	1						\$193,053.52	\$193,053.52	\$375,179.49

ID #	Outcom e and Strategy	Activity	Partners hip	25-27 Bienniu m FTE Total	FTE Type	Perkins Functio n Code	Literacy Success Allowabl e Use Code	EIIS Allowable Expenditu re Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26		
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56		
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00		
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56		
	AA3	Learning Acceleration Programming FRINGE		102	\$0.00					WRE	2XX	FRINGE							
	AA3	Learning Acceleration Specialists (New in FY25)	\$0.00		\$0.00						WRE	111	51						
	AA3	Learning Acceleration Specialists Fringe (New in FY25)	\$0.00		\$0.00						WRE	2XX	FRINGE						
61	LT1	Support the implementation of EWIS software and supports			Other: Other staff position not listed				STF			111							
62	AT3	Support the implementation of EWIS software and supports FRINGE							STF			2XX							
	AT3	EWIS Software							SSS			31X						\$119,770.62	
63	AA2	Targeted additional PD for TSI/CSI Schools			4.88							31X							
	AA3	School-based improvement supports at TSI/CSI schools				Supports: Other							111	4.88	\$340,686				
	AA3	School-based improvement supports at TSI/CSI schools FRINGE				Supports: Other							2XX	FRINGE	\$112,631				
	AA3	Non FTE School-based improvement supports at TSI/CSI schools											4XX		\$485,521				
67	GR4	CTE equipment enhancement and expansion to meet industry standards (Lincoln Health Science, Benson Mass Comms)									11311						\$20,000.00		
71	GR4	CTE software and digital resources for POS instruction and student support (Audio Engineering: ProTools; Automotive: Zeus Diagnostic; Business: Stukent, LivePlan, Cengage Accounting, Capsim; Computer Science: Blackbird, CoderZ, CodeHS; Mass Communications: SnoSites)									11311						\$50,000.00		
68	GR4	CTE computer hardware upgrades (64 Macbook Pro McDaniel Digital Media Labs)									11311						\$181,632.00		
69	GR4	CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)									22133						\$2,215.85		
	GR4	FRINGE CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)									22133						\$775.60		
70	GR4	CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)									22133						\$12,411.90		
	GR4	FRINGE CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)									22133						\$4,103.55		
72	GR4	CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)									21262						\$1,899.30		

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
	AA3	Learning Acceleration Programming FRINGE	\$60,210.84	\$60,210.84	FRINGE						\$63,823.49	\$63,823.49	\$124,034.33
	AA3	Learning Acceleration Specialists (New in FY25)	\$6,220,616.72	\$6,220,616.72	51						\$6,593,853.73	\$6,593,853.73	\$12,814,470.45
	AA3	Learning Acceleration Specialists Fringe (New in FY25)	\$2,056,535.89	\$2,056,535.89	FRINGE						\$2,179,928.04	\$2,179,928.04	\$4,236,463.93
61	LT1	Support the implementation of EWIS software and supports		\$0.00								\$0.00	\$0.00
62	AT3	Support the implementation of EWIS software and supports FRINGE		\$0.00								\$0.00	\$0.00
	AT3	EWIS Software		\$119,770.62				\$119,770.62				\$119,770.62	\$239,541.23
63	AA2	Targeted additional PD for TSI/CSI Schools		\$0.00								\$0.00	\$0.00
	AA3	School-based improvement supports at TSI/CSI schools		\$340,686.07								\$0.00	\$340,686.07
	AA3	School-based improvement supports at TSI/CSI schools FRINGE		\$112,630.81								\$0.00	\$112,630.81
	AA3	Non FTE School-based improvement supports at TSI/CSI schools		\$485,521.22								\$0.00	\$485,521.22
67	GR4	CTE equipment enhancement and expansion to meet industry standards (Lincoln Health Science, Benson Mass Comms)		\$20,000.00			\$20,000.00					\$20,000.00	\$40,000.00
71	GR4	CTE software and digital resources for POS instruction and student support (Audio Engineering: ProTools; Automotive: Zeus Diagnostic; Business: Stukent, LivePlan, Cengage Accounting, Capsim; Computer Science: Blackbird, CoderZ, CodeHS; Mass Communications: SnoSites)		\$50,000.00			\$50,000.00					\$50,000.00	\$100,000.00
68	GR4	CTE computer hardware upgrades (64 Macbook Pro McDaniel Digital Media Labs)		\$181,632.00			\$181,632.00					\$181,632.00	\$363,264.00
69	GR4	CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)		\$2,215.85			\$2,215.85					\$2,215.85	\$4,431.70
	GR4	FRINGE CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)		\$775.60			\$775.60					\$775.60	\$1,551.20
70	GR4	CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)		\$12,411.90			\$12,411.90					\$12,411.90	\$24,823.80
	GR4	FRINGE CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)		\$4,103.55			\$4,103.55					\$4,103.55	\$8,207.10
72	GR4	CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)		\$1,899.30			\$1,899.30					\$1,899.30	\$3,798.60

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
73	GR4	FRINGE CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)				21262					52XXXX						\$664.80
76	GR4	CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)				21262					512100						\$8,274.60
77	GR4	FRINGE CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)				21262					52XXXX						\$2,735.70
78	GR4	CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)				22133					513300						\$3,228.81
79	GR4	FRINGE CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)				22133					52XXXX						\$1,130.16
80	GR4	CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)				22133					512100						\$45,510.30
81	GR4	FRINGE CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)				22133					52XXXX						\$15,046.35
82	GR5	CTE professional development for teachers and CTE staff (SXSW Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					513300						\$1,709.37

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
73	GR4	<i>FRINGE</i> CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)		\$664.80			\$664.80					\$664.80	\$1,329.60
76	GR4	CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)		\$8,274.60			\$8,274.60					\$8,274.60	\$16,549.20
77	GR4	<i>FRINGE</i> CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)		\$2,735.70			\$2,735.70					\$2,735.70	\$5,471.40
78	GR4	CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)		\$3,228.81			\$3,228.81					\$3,228.81	\$6,457.62
79	GR4	<i>FRINGE</i> CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)		\$1,130.16			\$1,130.16					\$1,130.16	\$2,260.32
80	GR4	CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)		\$45,510.30			\$45,510.30					\$45,510.30	\$91,020.60
81	GR4	<i>FRINGE</i> CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)		\$15,046.35			\$15,046.35					\$15,046.35	\$30,092.70
82	GR5	CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)		\$1,709.37			\$1,709.37					\$1,709.37	\$3,418.74

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
83	GR5	<i>FRINGE</i> CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					52XXXX						\$598.32
84	GR5	CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					512100						\$7,998.78
85	GR5	<i>FRINGE</i> CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					52XXXX						\$2,644.51
86	GR5	CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					534200						\$52,178.50

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
83	GR5	<i>FRINGE</i> CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)		\$598.32			\$598.32					\$598.32	\$1,196.64
84	GR5	CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)		\$7,998.78			\$7,998.78					\$7,998.78	\$15,997.56
85	GR5	<i>FRINGE</i> CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)		\$2,644.51			\$2,644.51					\$2,644.51	\$5,289.02
86	GR5	CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)		\$52,178.50			\$52,178.50					\$52,178.50	\$104,357.00

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
87	GR5	CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					531800				\$34,800.00		
328	GR1	Implement standards based Equitable Grading Practices							DP PL		8XX	0					\$100,000.00
329	GR5	Provide culturally responsive and sustaining practices PD							DP PL		8XX						\$200,000.00
	GR5	Provide culturally responsive and sustaining practices PD - extended hours							DP PL		8XX						\$14,648.00
	GR5	Provide culturally responsive and sustaining practices PD - fringe							DP PL		8XX						\$5,352.00
330	GR2	HS College Coordinators		20	Supports: Other				CLO STA *Must lead to college credit*		112	10					\$783,268.09
331	GR2	HS College Coordinators FRINGE							CLO STA *Must lead to college credit*		2XX						\$465,143.83
332	GR2	Learning Acceleration Instructional Specialist		11.68	Supports: Intervention Specialist				CLO STA *Must lead to college credit*		111	5.84					\$634,332.15
333	GR2	Learning Acceleration Instructional Specialist FRINGE							CLO STA *Must lead to college credit*		2XX						\$351,214.85
334	GR4	CTE teaching staff at Alliance Natural Resources		0.38	Arts (Applied): CTE (Approved Program of Study)				CTE STA *Start Up/Approved CTE POS*		111	0.19					\$21,765.50
335	GR4	CTE teaching staff at Alliance Natural Resources FRINGE							CTE STA *Start Up/Approved CTE POS*		2XX						\$11,821.29
336	GR4	CTE central office staff (Asst Director and 1 CTE TOSA) (all POS)		4	Arts (Applied): CTE (Approved Program of Study)				CTE STA *Start Up/Approved CTE POS*		113	2					\$261,100.47

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
87	GR5	CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)		\$34,800.00			\$34,800.00					\$34,800.00	\$69,600.00
328	GR1	Implement standards based Equitable Grading Practices		\$100,000.00						\$100,000.00		\$100,000.00	\$200,000.00
329	GR5	Provide culturally responsive and sustaining practices PD		\$200,000.00						\$200,000.00		\$200,000.00	\$400,000.00
	GR5	Provide culturally responsive and sustaining practices PD - extended hours		\$14,648.00						\$14,648.00		\$14,648.00	\$29,296.00
	GR5	Provide culturally responsive and sustaining practices PD - fringe		\$5,352.00						\$5,352.00		\$5,352.00	\$10,704.00
330	GR2	HS College Coordinators		\$783,268.09	10					\$890,105.39		\$890,105.39	\$1,673,373.48
331	GR2	HS College Coordinators FRINGE		\$465,143.83						\$488,401.02		\$488,401.02	\$953,544.85
332	GR2	Learning Acceleration Instructional Specialist		\$634,332.15	5.84					\$666,048.76		\$666,048.76	\$1,300,380.91
333	GR2	Learning Acceleration Instructional Specialist FRINGE		\$351,214.85						\$319,498.24		\$319,498.24	\$670,713.09
334	GR4	CTE teaching staff at Alliance Natural Resources		\$21,765.50	0.19					\$21,765.50		\$21,765.50	\$43,531.00
335	GR4	CTE teaching staff at Alliance Natural Resources FRINGE		\$11,821.29						\$11,821.29		\$11,821.29	\$23,642.58
336	GR4	CTE central office staff (Asst Director and 1 CTE TOSA) (all POS)		\$261,100.47	2					\$274,155.49		\$274,155.49	\$535,255.96

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26		
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56		
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00		
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56		
337	GR4	CTE central office staff (Asst Director and 1 CTE TOSA) FRINGE		2					CTE STA *Start Up/Approved CTE POS*		2XX	1					\$133,280.17		
338	AT3	MS 8th Gr Student Success Mgr			Other: Other staff position not listed				DP MS8		113								\$121,498.00
339	AT3	MS 8th Gr Student Success Mgr FRINGE							DP MS8		2XX								\$44,100.00
340	GR2	Maintain systems to ensure equitable assignment to advanced courses							DP PL		8XX								\$135,000.00
341	AT2	Implement programming to support 8th-9th grade transition							DP PL		13X								\$26,000.00
342	AT2	Implement programming to support 8th-9th grade transition FRINGE							DP PL		2XX								\$6,200.00
	AT2	Implement programming to support 8th-9th grade transition OTHER							DP PL		8XX								\$2,000.00
	AT3	Implement 8th grade on-track systems and college & career programming - extended hours							DP MS8		13X								\$70,000.00
343	AT3	Implement 8th grade on-track systems and college & career programming - FRINGE							DP MS8		2XX								\$18,732.00
344	AT3	Implement 8th grade on-track systems and college & career programming - OTHER							DP MS8		8XX								\$91,268.00
345	GR2	Provide advanced coursework supports for focal student groups							CLO PL *Must lead to college credit*	WRE	8XX								\$110,000.00
346	GR2	Enhance or expand advanced course curriculum - OTHER							CLO CUR *Must lead to college credit*	WRE	8XX								
346	GR2	Enhance or expand advanced course curriculum - extended hours							CLO CUR *Must lead to college credit*	WRE	8XX								
346	GR2	Enhance or expand advanced course curriculum - FRINGE							CLO CUR *Must lead to college credit*	WRE	8XX								
347	GR2	Expand advanced course options and "advanced coursework for all" programs							CLO PL *Must lead to college credit*		8XX								\$140,650.00
	GR2	Expand advanced course options and "advanced coursework for all" programs - extended hours							CLO PL *Must lead to college credit*		13X								\$14,648.00
	GR2	Expand advanced course options and "advanced coursework for all" programs - fringe							CLO PL *Must lead to college credit*		2XX								\$5,352.00
348	GR4	Expand college & career awareness, exploration, and preparation activities						DP OCG		8XX							\$96,000.00		
	GR4	Expand college & career awareness, exploration, and preparation activities - extended hours						DP OCG		13X							\$40,000.00		

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
337	GR4	CTE central office staff (Asst Director and 1 CTE TOSA) FRINGE		\$133,280.17								\$139,944.18	\$273,224.35
338	AT3	MS 8th Gr Student Success Mgr		\$121,498.00	1					\$127,572.90		\$127,572.90	\$249,070.90
339	AT3	MS 8th Gr Student Success Mgr FRINGE		\$44,100.00						\$44,100.00		\$44,100.00	\$88,200.00
340	GR2	Maintain systems to ensure equitable assignment to advanced courses		\$135,000.00						\$135,000.00		\$135,000.00	\$270,000.00
341	AT2	Implement programming to support 8th-9th grade transition		\$26,000.00						\$26,000.00		\$26,000.00	\$52,000.00
342	AT2	Implement programming to support 8th-9th grade transition FRINGE		\$6,200.00						\$6,200.00		\$6,200.00	\$12,400.00
	AT2	Implement programming to support 8th-9th grade transition OTHER		\$2,000.00						\$2,000.00		\$2,000.00	\$4,000.00
	AT3	Implement 8th grade on-track systems and college & career programming - extended hours		\$70,000.00						\$70,000.00		\$70,000.00	\$140,000.00
343	AT3	Implement 8th grade on-track systems and college & career programming - FRINGE		\$18,732.00						\$18,732.00		\$18,732.00	\$37,464.00
344	AT3	Implement 8th grade on-track systems and college & career programming - OTHER		\$91,268.00						\$91,268.00		\$91,268.00	\$182,536.00
345	GR2	Provide advanced coursework supports for focal student groups	\$120,000.00	\$230,000.00						\$230,000.00		\$230,000.00	\$460,000.00
346	GR2	Enhance or expand advanced course curriculum - OTHER	\$124,648.00	\$124,648.00							\$124,648.00	\$124,648.00	\$249,296.00
346	GR2	Enhance or expand advanced course curriculum - extended hours	\$20,000.00	\$20,000.00							\$20,000.00	\$20,000.00	\$40,000.00
346	GR2	Enhance or expand advanced course curriculum - FRINGE	\$5,352.00	\$5,352.00							\$5,352.00	\$5,352.00	\$10,704.00
347	GR2	Expand advanced course options and "advanced coursework for all" programs		\$140,650.00						\$140,650.00		\$140,650.00	\$281,300.00
	GR2	Expand advanced course options and "advanced coursework for all" programs - extended hours		\$14,648.00						\$14,648.00		\$14,648.00	\$29,296.00
	GR2	Expand advanced course options and "advanced coursework for all" programs - fringe		\$5,352.00						\$5,352.00		\$5,352.00	\$10,704.00
348	GR4	Expand college & career awareness, exploration, and preparation activities		\$96,000.00						\$96,000.00		\$96,000.00	\$192,000.00
	GR4	Expand college & career awareness, exploration, and preparation activities - extended hours		\$40,000.00						\$40,000.00		\$40,000.00	\$80,000.00

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
	GR4	Expand college & career awareness, exploration, and preparation activities - fringe							DP OCG		2XX						\$14,000.00
349	GR4	CTE industry certification and credentialing support for students (all POS)							CTE PL *Start Up/Approved CTE POS*		13X						\$70,000.00
350	GR4	CTE equipment enhancement and expansion to meet industry standards (all POS)							CTE ESF *Start Up/Approved CTE POS*		2XX						\$230,896.22
	GR4	CTE computer hardware upgrades (Roosevelt Engineering and Construction)							CTE ESF *Start Up/Approved CTE POS*		8XX						\$150,000.00
351	GR4	CTE software and digital resources for POS instruction and student support (all POS)							CTE ESF *Start Up/Approved CTE POS*		460						\$175,000.00
352	GR4	CTE curriculum development and instructional improvement aligned with industry needs (all POS)							CTE CUR *Start Up/Approved CTE POS*		480						\$120,000.00
353	GR4	CTE outreach and promotion for high school students (all POS Franklin and McDaniel)							CTE OCG *Start Up/Approved CTE POS*		470						\$10,000.00
354	GR4	CTE outreach and promotion for 8th grade students (all POS Franklin and McDaniel)							CTE MS8 *Start Up/Approved CTE POS*		5XX						\$14,629.37
355	GR4	CTE industry partnerships and work-based learning opportunities (all POS)							CTE OCG *Start Up/Approved CTE POS*		8XX						\$48,000.00
	GR4	CTE professional development for teachers (all POS)							CTE PL *Start Up/Approved CTE POS*		13X						\$96,000.00
358	AT3	Student Attendance Coaches		26	Supports: Other				DP STA		111	13					\$1,045,026.50
359	AT3	Student Attendance Coaches FRINGE							DP STA		2XX						\$622,795.50
360	GR3	Freshman Success Team teacher release time		32	General: Multiple subjects teacher (middle/high school)				DP STA		111	16					\$1,597,440.00
361	GR3	Freshman Success Team teacher release time FRINGE							DP STA		2XX						\$913,072.00

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
	GR4	Expand college & career awareness, exploration, and preparation activities - fringe		\$14,000.00						\$14,000.00		\$14,000.00	\$28,000.00
349	GR4	CTE industry certification and credentialing support for students (all POS)		\$70,000.00						\$70,000.00		\$70,000.00	\$140,000.00
350	GR4	CTE equipment enhancement and expansion to meet industry standards (all POS)		\$230,896.22						\$80,081.55		\$80,081.55	\$310,977.77
	GR4	CTE computer hardware upgrades (Roosevelt Engineering and Construction)		\$150,000.00						\$150,000.00		\$150,000.00	\$300,000.00
351	GR4	CTE software and digital resources for POS instruction and student support (all POS)		\$175,000.00						\$175,000.00		\$175,000.00	\$350,000.00
352	GR4	CTE curriculum development and instructional improvement aligned with industry needs (all POS)		\$120,000.00						\$120,000.00		\$120,000.00	\$240,000.00
353	GR4	CTE outreach and promotion for high school students (all POS Franklin and McDaniel)		\$10,000.00						\$10,000.00		\$10,000.00	\$20,000.00
354	GR4	CTE outreach and promotion for 8th grade students (all POS Franklin and McDaniel)		\$14,629.37						\$14,629.37		\$14,629.37	\$29,258.74
355	GR4	CTE industry partnerships and work-based learning opportunities (all POS)		\$48,000.00						\$48,000.00		\$48,000.00	\$96,000.00
	GR4	CTE professional development for teachers (all POS)		\$96,000.00						\$96,000.00		\$96,000.00	\$192,000.00
358	AT3	Student Attendance Coaches		\$1,045,026.50	13					\$1,097,277.83		\$1,097,277.83	\$2,142,304.33
359	AT3	Student Attendance Coaches FRINGE		\$622,795.50						\$653,935.28		\$653,935.28	\$1,276,730.78
360	GR3	Freshman Success Team teacher release time		\$1,597,440.00	16					\$1,677,312.00		\$1,677,312.00	\$3,274,752.00
361	GR3	Freshman Success Team teacher release time FRINGE		\$913,072.00						\$958,725.60		\$958,725.60	\$1,871,797.60

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56
362	GR3	Instructional Coach/Freshman Success Team Lead		25	General: Multiple subjects teacher (middle/high school)				DP STA		111	12.5					\$1,284,220.00
363	GR3	Instructional Coach/Freshman Success Team Lead FRINGE							DP STA		2XX						\$726,537.50
364	AA3	Other Support Staff at Identified High Schools		12.5	General: Multiple subjects teacher (middle/high school)				DP STA		111	6.25					\$719,364.00
365	AA3	Other Support Staff at Identified High Schools FRINGE							DP STA		2XX						\$445,042.00
366	GR3	Freshman Success Team TOSA		2	General: Multiple subjects teacher (middle/high school)				DP STA		111	1					\$114,555.26
367	GR3	Freshman Success Team TOSA FRINGE							DP STA		2XX						\$62,217.34
368	AT3	Maintain systems to ensure on-time graduation							DP PL	WRE	8XX						\$120,000.00
369	GR5	Support teaming structures for authentic educator collaboration							DP PL		13X						\$73,240.00
370	GR5	Support teaming structures for authentic educator collaboration FRINGE							DP PL		2XX						\$26,760.00
	GR5	Support teaming structures for authentic educator collaboration CONTRACT							DP PL		8XX						\$45,000.00
371	AT1	Improve school climate and reduce chronic absenteeism							DP OCG	WRE	8XX						
	AT1	Improve school climate and reduce chronic absenteeism - extended hours							DP OCG	WRE	13X						
	AT1	Improve school climate and reduce chronic absenteeism - fringe							DP OCG	WRE	2XX						
372	CU1	Expand culturally specific partnerships for focal student groups							DP OCG	WRE	8XX						
	CU1	Expand culturally specific partnerships for focal student groups - extended hours							DP OCG		13X						\$21,399.26
	CU1	Expand culturally specific partnerships for focal student groups - fringe							DP OCG		2XX						\$7,818.74

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
362	GR3	Instructional Coach/Freshman Success Team Lead		\$1,284,220.00	12.5					\$1,348,431.00		\$1,348,431.00	\$2,632,651.00
363	GR3	Instructional Coach/Freshman Success Team Lead FRINGE		\$726,537.50						\$762,864.38		\$762,864.38	\$1,489,401.88
364	AA3	Other Support Staff at Identified High Schools		\$719,364.00	6.25							\$755,332.20	\$1,474,696.20
365	AA3	Other Support Staff at Identified High Schools FRINGE		\$445,042.00						\$755,332.20		\$467,294.10	\$912,336.10
366	GR3	Freshman Success Team TOSA		\$114,555.26	1					\$467,294.10		\$120,283.02	\$234,838.28
367	GR3	Freshman Success Team TOSA FRINGE		\$62,217.34						\$120,283.02		\$65,328.21	\$127,545.55
368	AT3	Maintain systems to ensure on-time graduation		\$120,000.00						\$65,328.21		\$135,000.00	\$255,000.00
369	GR5	Support teaming structures for authentic educator collaboration		\$73,240.00						\$135,000.00		\$73,240.00	\$146,480.00
370	GR5	Support teaming structures for authentic educator collaboration FRINGE		\$26,760.00						\$73,240.00		\$26,760.00	\$53,520.00
	GR5	Support teaming structures for authentic educator collaboration CONTRACT		\$45,000.00						\$26,760.00		\$45,000.00	\$90,000.00
371	AT1	Improve school climate and reduce chronic absenteeism	\$50,000.00	\$50,000.00							\$50,000.00	\$50,000.00	\$100,000.00
	AT1	Improve school climate and reduce chronic absenteeism - extended hours	\$98,959.31	\$98,959.31							\$98,959.31	\$98,959.31	\$197,918.62
	AT1	Improve school climate and reduce chronic absenteeism - fringe	\$26,891.27	\$26,891.27							\$26,891.27	\$26,891.27	\$53,782.54
372	CU1	Expand culturally specific partnerships for focal student groups	\$310,000.00	\$310,000.00							\$310,000.00	\$310,000.00	\$620,000.00
	CU1	Expand culturally specific partnerships for focal student groups - extended hours		\$21,399.26						\$21,399.26		\$21,399.26	\$42,798.52
	CU1	Expand culturally specific partnerships for focal student groups - fringe		\$7,818.74						\$7,818.74		\$7,818.74	\$15,637.48

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00	
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	
	LT3	TNTP- Year-long sequence of asynchronous and synchronous Science of Reading PD for licensed educators in up to 20 K-5 school staffs, school leaders, instructional coaches, and K-3 educators (research modules and research-to-practice modules applying knowledge to adopted HQIM)--K-3 staff only		5			PDC				31X						\$400,000.00	
	LT3	Ex Hours for part-time staff to attend Science of Reading PD-- extended hours						PDC				13X						\$4,080.00
	LT3	Ex Hours for part-time staff to attend Science of Reading PD-- extended hours FRINGE						PDC				2XX						\$1,920.00
	LT4	Early Literacy Coaches -part-time literacy coach for each school participating in Science of Reading PD--role is to coach/support "bridge to practice" of new learning in PK-3 ELA lessons				Literacy Coach		PDC				111	5					\$551,809.00
	LT4	Early Literacy Coaches - part-time literacy coach for each school participating in Science of Reading PD--role is to coach/support "bridge to practice" of new learning in PK-3 ELA lessons- FRINGE						PDC				2XX						\$259,675.00
	LT3	Early Literacy Specialist - TOSA supporting cadre of Early Literacy Coaches, Science of Reading PD school cohort, and district-wide PK-3 foundational literacy PD			1	Literacy Specialist		PDC				111	1					\$132,400.00
	LT3	Early Literacy Specialist - TOSA supporting cadre of Early Literacy Coaches, Science of Reading PD school cohort, and district-wide PK-3 foundational literacy PD-FRINGE						PDC				2XX						\$47,600.00
	LT2	Summer Acceleration Academy- Student bus transportation (morning and midday) for students attending Summer Acceleration Academy. Includes students who qualify for specialized transportation, as designated in their IEP.						ELPSS				other						\$195,100.00
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--licensed salaries						ELPSS				111						\$148,609.00
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--licensed salaries FRINGE						ELPSS				2XX						\$47,556.00

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
	LT3	TNTP- Year-long sequence of asynchronous and synchronous Science of Reading PD for licensed educators in up to 20 K-5 school staffs, school leaders, instructional coaches, and K-3 educators (research modules and research-to-practice modules applying knowledge to adopted HQIM)--K-3 staff only		\$400,000.00				\$700,000.00				\$700,000.00	\$1,100,000.00
	LT3	Ex Hours for part-time staff to attend Science of Reading PD-- extended hours		\$4,080.00				\$4,080.00				\$4,080.00	\$8,160.00
	LT3	Ex Hours for part-time staff to attend Science of Reading PD-- extended hours FRINGE		\$1,920.00				\$1,920.00				\$1,920.00	\$3,840.00
	LT4	Early Literacy Coaches -part-time literacy coach for each school participating in Science of Reading PD--role is to coach/support "bridge to practice" of new learning in PK-3 ELA lessons		\$551,809.00	5			\$579,400.00				\$579,400.00	\$1,131,209.00
	LT4	Early Literacy Coaches - part-time literacy coach for each school participating in Science of Reading PD--role is to coach/support "bridge to practice" of new learning in PK-3 ELA lessons- FRINGE		\$259,675.00				\$272,658.00				\$272,658.00	\$532,333.00
	LT3	Early Literacy Specialist - TOSA supporting cadre of Early Literacy Coaches, Science of Reading PD school cohort, and district-wide PK-3 foundational literacy PD		\$132,400.00	1			\$138,520.00				\$138,520.00	\$270,920.00
	LT3	Early Literacy Specialist - TOSA supporting cadre of Early Literacy Coaches, Science of Reading PD school cohort, and district-wide PK-3 foundational literacy PD-FRINGE		\$47,600.00				\$50,480.00				\$50,480.00	\$98,080.00
	LT2	Summer Acceleration Academy- Student bus transportation (morning and midday) for students attending Summer Acceleration Academy. Includes students who qualify for specialized transportation, as designated in their IEP.		\$195,100.00				\$0.00				\$0.00	\$195,100.00
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--licensed salaries		\$148,609.00				\$113,636.00				\$113,636.00	\$262,245.00
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--licensed salaries FRINGE		\$47,556.00				\$36,364.00				\$36,364.00	\$83,920.00

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Literacy Success Allowable Use Code	EIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIS Activity Budget 25-26	HSS Activity Budget 25-26	
		Total Allocation											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	
		Unbudgeted (Autocalculate)											\$0.00	\$0.00	\$0.00	\$0.00	-\$0.00	
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--classified salaries		5			ELPSS				112				\$41,199.00			
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--classified salaries FRINGE					ELPSS				2XX					\$13,183.00		
	LT2	Summer Acceleration Academy - Contracted Aftercare provider for a portion of students attending Summer Acceleration Academy to ensure access to morning programming.					ELPSS									\$138,000.00		
	LT2	Summer Acceleration Academy- Consumables. Mid-morning snacks for students.					ELPSS					other 4XX				\$16,353.00		
	LT2	High-impact tutoring- vendor contracts					SGHDT					31X				\$157,971.38		
	LT2	Literacy interventionists (assigned to provide direct intervention to students in need of Tier 3 reading intervention at designated sites)				Literacy Interventionist	SGHDT					111	5			\$565,985.00		
	LT2	Literacy interventionists (assigned to provide direct intervention to students in need of Tier 3 reading intervention at designated sites)- FRINGE					SGHDT					2XX				\$266,346.00		

ID #	Outcome and Strategy	Activity	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
Total Allocation			\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
Unbudgeted (Autocalculate)			\$0.00	-\$0.00			\$20,769.60	\$0.00	\$0.00	\$0.00	\$0.00	\$20,769.60	\$20,769.60
Total Budgeted Amounts (Autosum)			\$43,823,841.65	\$61,652,406.96			\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--classified salaries		\$41,199.00				\$40,110.00				\$40,110.00	\$81,309.00
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--classified salaries FRINGE		\$13,183.00				\$12,837.00				\$12,837.00	\$26,020.00
	LT2	Summer Acceleration Academy - Contracted Aftercare provider for a portion of students attending Summer Acceleration Academy to ensure access to morning programming.		\$138,000.00				\$116,484.00				\$116,484.00	\$254,484.00
	LT2	Summer Acceleration Academy- Consumables. Mid-morning snacks for students.		\$16,353.00				\$0.00				\$0.00	\$16,353.00
	LT2	High-impact tutoring- vendor contracts		\$157,971.38				\$175,170.11				\$175,170.11	\$333,141.49
	LT2	Literacy interventionists (assigned to provide direct intervention to students in need of Tier 3 reading intervention at designated sites)		\$565,985.00	5			\$594,284.00				\$594,284.00	\$1,160,269.00
	LT2	Literacy interventionists (assigned to provide direct intervention to students in need of Tier 3 reading intervention at designated sites)- FRINGE		\$266,346.00				\$279,663.00				\$279,663.00	\$546,009.00

revised High School Success (HSS) preliminary allocations released on March 26, 2025.																																					
ID #	Outcome and Strategy	Activity	Partner	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget									
		Total Allocation Unbudgeted (Autocalculate)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96																		
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96																		
1		Indirect/Administration				2600								\$20,769.60	\$143,797.00	\$5,401.65	\$506,255.52	\$463,525.41	\$1,139,749.19								\$143,797.00	\$5,401.65	\$526,919.01	\$456,427.89	\$1,132,545.56	\$2,272,294.74					
2	AA2	Professional development and implementation of curricular resources for K-12								WRE	31X							\$900,000.00	\$900,000.00																		
	AA2	Professional development and implementation of curricular resources for K-12 - DLI/ELD Program Support		8	Language: English Language Development					WRE	111	4						\$509,340.87	\$509,340.87	4								\$539,901.32	\$539,901.32	\$1,049,242.19							
	AA2	Professional development and implementation of curricular resources for K-12 - DLI/ELD Program Support FRINGE			Language: English Language Development					WRE	2XX	FRINGE						\$168,388.09	\$168,388.09	FRINGE								\$178,491.38	\$178,491.38	\$346,879.47							
9	AA3	Additional Special Education support		25.5	Special Education (all positions)					H&S	111	12.75						\$1,431,125.02	\$1,431,125.02	12.75								\$1,516,992.54	\$1,516,992.54	\$2,948,117.56							
10	AA3	Additional Special Education support FRINGE			N/A					H&S	2XX	FRINGE						\$473,129.93	\$473,129.93	FRINGE								\$501,517.73	\$501,517.73	\$974,647.66							
11		\$0.00 PK to 3rd grade transition supports and resources								WRE	31X							\$60,000.00	\$60,000.00									\$60,000.00	\$60,000.00	\$120,000.00							
17	AA1	Instructional Coaches at identified schools K-5		116	General: Elementary Teacher					WRE	111	58						\$7,385,442.60	\$7,385,442.60	58								\$7,828,569.15	\$7,828,569.15	\$15,214,011.75							
18	AA1	Instructional Coaches at identified schools K-5 FRINGE			General: Elementary Teacher					WRE	2XX	FRINGE						\$2,441,627.32	\$2,441,627.32	FRINGE								\$2,588,124.96	\$2,588,124.96	\$5,029,752.28							
19	AA1	Instructional Coaches at identified schools 6-12		23	General: Multiple subjects teacher (middle/high school)					WRE	111	11.5						\$1,464,355.00	\$1,464,355.00	11.5								\$1,552,216.30	\$1,552,216.30	\$3,016,571.30							
20	AA1	Instructional Coaches at identified schools 6-12 FRINGE			General: Multiple subjects teacher (middle/high school)					WRE	2XX	FRINGE						\$484,115.76	\$484,115.76	FRINGE								\$513,162.71	\$513,162.71	\$997,278.47							
27	AA1	Kindergarten Educational Assistants at schools		23	Other: Other staff position not listed					WRE	112	11.5						\$588,569.36	\$588,569.36	11.5								\$623,883.52	\$623,883.52	\$1,212,452.88							
28	AA1	Kindergarten Educational Assistants at schools FRINGE			Other: Other staff position not listed					WRE	2XX	FRINGE						\$194,581.03	\$194,581.03	FRINGE								\$206,255.89	\$206,255.89	\$400,836.92							
35	SS4	Tiered RJ/SEL intervention support and development		8	Supports: Social Emotional Learning (SEL)					H&S	111	4						\$339,160.65	\$339,160.65	4								\$359,510.29	\$359,510.29	\$698,670.94							
36	SS4	Tiered RJ/SEL intervention support and development FRINGE			Supports: Social Emotional Learning (SEL)					H&S	2XX	FRINGE						\$112,126.51	\$112,126.51	FRINGE								\$118,854.10	\$118,854.10	\$230,980.61							
37	AA3	Intervention tracking resources		2	Supports: Other					H&S	470	1						\$140,000.00	\$140,000.00									\$140,000.00	\$140,000.00	\$280,000.00							
38	AT1	MTSS coaching and PD support			Supports: Other					H&S	111	1						\$123,420.72	\$123,420.72	1								\$130,825.96	\$130,825.96	\$254,246.68							
39	AT1	MTSS coaching and PD support FRINGE			Supports: Other					H&S	2XX	FRINGE						\$40,802.89	\$40,802.89	FRINGE								\$40,802.89	\$40,802.89	\$81,605.78							
40	AT1	MTSS coaching PD and curriculum resources								H&S	4XX							\$250,000.00	\$250,000.00									\$250,000.00	\$250,000.00	\$500,000.00							
	AT2	MTSS Coaching and PD Support - Community School Project		6	Health: QMHP/Psychologist/LCSW					H&S	111	3						\$382,005.65	\$382,005.65	3								\$404,925.99	\$404,925.99	\$786,931.64							
	AT2	MTSS Coaching and PD Support - Community School FRINGE			Health: QMHP/Psychologist/LCSW					H&S	2XX	FRINGE						\$126,291.07	\$126,291.07	FRINGE								\$133,868.53	\$133,868.53	\$260,159.60							
41	SS1	Mental Health, Substance Use, Behavioral Health supports		40.2	Health: QMHP/Psychologist/LCSW					H&S	111	20.1						\$2,275,841.91	\$2,275,841.91	20.1								\$2,412,392.43	\$2,412,392.43	\$4,688,234.34							
42	SS1	Mental Health, Substance Use, Behavioral Health supports FRINGE			Health: QMHP/Psychologist/LCSW					H&S	2XX	FRINGE						\$752,393.34	\$752,393.34	FRINGE								\$797,536.94	\$797,536.94	\$1,549,930.28							
43	SS1	Mental Health, Substance Use, Behavioral Health PD, supports and resources								H&S	31X							\$1,000,000.00	\$1,000,000.00									\$900,000.00	\$900,000.00	\$1,900,000.00							
44	AT3	Specialized supports to provide accommodations, crisis response & recovery		5.5	Other: Other staff position not listed					H&S	111	2.75						\$311,371.41	\$311,371.41	2.75								\$330,053.69	\$330,053.69	\$641,425.10							
45	AT3	Specialized supports to provide accommodations, crisis response & recovery FRINGE			Other: Other staff position not listed					H&S	2XX	FRINGE						\$102,939.39	\$102,939.39	FRINGE								\$109,115.75	\$109,115.75	\$212,055.14							
46	AT3	Specialized supports and resources to provide accommodations, crisis response & recovery								H&S	8XX							\$100,000.00	\$100,000.00									\$100,000.00	\$100,000.00	\$200,000.00							
49	SS4	School-based Social Workers		50	Supports: School Counselor/School Social Worker					H&S	111	25						\$2,830,649.14	\$2,830,649.14	25								\$3,000,488.09	\$3,000,488.09	\$5,831,137.23							

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Early Literacy Success Allowable Use Code	EIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget														
Total Allocation Unbudgeted (Autocalculate)													\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96																							
Total Budgeted Amounts (Autosum)													\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96																							
50	SS4	School-based Social Workers FRINGE							H&S	2XX	FRINGE							\$935,812.61	\$935,812.61								\$991,961.36	\$991,961.36	\$1,927,773.97													
51	LT1	School-based Restorative Justice support		30	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				H&S	111		15						\$1,271,852.43	\$1,271,852.43	15						\$1,348,163.58	\$1,348,163.58	\$2,620,016.01														
52	SS4	School-based Restorative Justice support FRINGE			Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				H&S	2XX	FRINGE							\$420,474.42	\$420,474.42							\$445,702.88	\$445,702.88	\$866,177.30														
53	CU1	CBO allocations	Community-Based Organization						H&S	8XX								\$867,103.48	\$867,103.48							\$867,103.48	\$867,103.48	\$1,734,206.96														
56	CU1	Student affinity groups and leadership opportunities for students of color							OCG	8XX								\$75,000.00	\$75,000.00							\$75,000.00	\$75,000.00	\$150,000.00														
	CU1	PPS Charter School additional equity allocation per ADMw + Poverty							WRE	31X								\$22,000.00	\$22,000.00							\$22,000.00	\$22,000.00	\$44,000.00														
57	CU1	RESJ Culturally Specific Community Partnership services	Community-Based Organization						OCG	8XX								\$5,300,000.00	\$5,300,000.00							\$5,300,000.00	\$5,300,000.00	\$10,600,000.00														
58	AT2	Supports for Native students	Indian Community-Based Organization	2.88	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				WRE	111	1.44							\$122,097.83	\$122,097.83	1.44						\$129,423.70	\$129,423.70	\$251,521.53														
59	AT2	Supports for Native students FRINGE	Indian Community-Based Organization		Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				WRE	2XX	FRINGE							\$40,365.54	\$40,365.54							\$42,787.48	\$42,787.48	\$83,153.02														
60	AT2	Supports and resources for Native students	Indian Community-Based Organization						WRE	410								\$42,592.27	\$42,592.27							\$30,000.00	\$30,000.00	\$72,592.27														
	AA3	Learning Acceleration Programming		2	Other: Other staff position not listed				WRE	113	1							\$182,125.97	\$182,125.97	1						\$193,053.52	\$193,053.52	\$375,179.49														
	AA3	Learning Acceleration Programming FRINGE							WRE	2XX	FRINGE							\$60,210.84	\$60,210.84							\$63,823.49	\$63,823.49	\$124,034.33														
	AA3	Learning Acceleration Specialists (New in FY25)	\$0.00	102					WRE	111	51							\$6,220,616.72	\$6,220,616.72							\$6,593,853.73	\$6,593,853.73	\$12,814,470.45														
	AA3	Learning Acceleration Specialists Fringe (New in FY25)	\$0.00						WRE	2XX	FRINGE							\$2,056,535.89	\$2,056,535.89							\$2,179,928.04	\$2,179,928.04	\$4,236,463.93														
61	LT1	Support the implementation of EWIS software and supports			Other: Other staff position not listed			STF		111																\$0.00	\$0.00	\$0.00														
62	AT3	Support the implementation of EWIS software and supports FRINGE						STF		2XX																\$0.00	\$0.00	\$0.00														
	AT3	EWIS Software						SSS		31X									\$119,770.62							\$119,770.62	\$119,770.62	\$239,541.23														
63	AA2	Targeted additional PD for TSI/CSI Schools								31X									\$0.00							\$0.00	\$0.00	\$0.00														
	AA3	School-based improvement supports at TSI/CSI schools		4.88	Supports: Other					111	4.88		\$340,686						\$340,686.07							\$0.00	\$340,686.07	\$340,686.07														
	AA3	School-based improvement supports at TSI/CSI schools FRINGE			Supports: Other					2XX	FRINGE		\$112,631						\$112,630.81							\$0.00	\$112,630.81	\$112,630.81														
	AA3	Non FTE School-based improvement supports at TSI/CSI schools								4XX			\$485,521						\$485,521.22							\$0.00	\$485,521.22	\$485,521.22														
67	GR4	CTE equipment enhancement and expansion to meet industry standards (Lincoln Health Science, Benson Mass Comms)				11311					546000			\$20,000.00					\$20,000.00			\$20,000.00				\$20,000.00	\$40,000.00	\$40,000.00														
71	GR4	CTE software and digital resources for POS instruction and student support (Audio Engineering: ProTools; Automotive: Zeus Diagnostic; Business: Stukent, LivePlan, Cengage Accounting, Capsim; Computer Science: Blackbird, CoderZ, CodeHS; Mass Communications: SnoSites)				11311					547000			\$50,000.00					\$50,000.00			\$50,000.00				\$50,000.00	\$100,000.00	\$100,000.00														
68	GR4	CTE computer hardware upgrades (64 Macbook Pro McDaniel Digital Media Labs)				11311					548000			\$181,632.00					\$181,632.00			\$181,632.00				\$181,632.00	\$363,264.00	\$363,264.00														
69	GR4	CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)				22133					513300			\$2,215.85					\$2,215.85			\$2,215.85				\$2,215.85	\$4,431.70	\$4,431.70														
	GR4	FRINGE CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)				22133					52XXXX			\$775.60					\$775.60			\$775.60				\$775.60	\$1,551.20	\$1,551.20														
70	GR4	CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)				22133					512100			\$12,411.90					\$12,411.90			\$12,411.90				\$12,411.90	\$24,823.80	\$24,823.80														
	GR4	FRINGE CTE curriculum development and instructional improvement aligned with industry needs (all schools all POS)				22133					52XXXX			\$4,103.55					\$4,103.55			\$4,103.55				\$4,103.55	\$8,207.10	\$8,207.10														

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget	
		Total Allocation Unbudgeted (Autocalculate)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96			\$0.00	\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96			\$0.00	\$449,558.40	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
72	GR4	CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)				21262					513300			\$1,899.30					\$1,899.30			\$1,899.30					\$1,899.30	\$3,798.60	
73	GR4	FRINGE CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)				21262					52XXXX			\$664.80					\$664.80			\$664.80					\$664.80	\$1,329.60	
76	GR4	CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)				21262					512100			\$8,274.60					\$8,274.60			\$8,274.60					\$8,274.60	\$16,549.20	
77	GR4	FRINGE CTE outreach and promotion for middle and high school students (by POS) (McDaniel, Franklin, and Lincoln; 8th grade nights at all schools; community based events such as Good In The Hood)				21262					52XXXX			\$2,735.70					\$2,735.70			\$2,735.70					\$2,735.70	\$5,471.40	
78	GR4	CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)				22133					513300			\$3,228.81					\$3,228.81			\$3,228.81					\$3,228.81	\$6,457.62	
79	GR4	FRINGE CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)				22133					52XXXX			\$1,130.16					\$1,130.16			\$1,130.16					\$1,130.16	\$2,260.32	
80	GR4	CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)				22133					512100			\$45,510.30					\$45,510.30			\$45,510.30					\$45,510.30	\$91,020.60	
81	GR4	FRINGE CTE industry partnerships and work-based learning opportunities (For all POS-Program Advisory Committee meetings for all, Industry site visits)				22133					52XXXX			\$15,046.35					\$15,046.35			\$15,046.35					\$15,046.35	\$30,092.70	
82	GR5	CTE professional development for teachers and CTE staff (SXSW Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					513300			\$1,709.37					\$1,709.37			\$1,709.37					\$1,709.37	\$3,418.74	
83	GR5	FRINGE CTE professional development for teachers and CTE staff (SXSW Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					52XXXX			\$598.32					\$598.32			\$598.32					\$598.32	\$1,196.64	
84	GR5	CTE professional development for teachers and CTE staff (SXSW Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					512100			\$7,998.78					\$7,998.78			\$7,998.78					\$7,998.78	\$15,997.56	
85	GR5	FRINGE CTE professional development for teachers and CTE staff (SXSW Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					52XXXX			\$2,644.51					\$2,644.51			\$2,644.51					\$2,644.51	\$5,289.02	
86	GR5	CTE professional development for teachers and CTE staff (SXSW Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					534200			\$52,178.50					\$52,178.50			\$52,178.50					\$52,178.50	\$104,357.00	

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Early Literacy Success Allowable Use Code	EIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
		Total Allocation Unbudgeted (Autocalculate)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,167,367.59	\$124,819,774.55
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96			\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
87	GR5	CTE professional development for teachers and CTE staff (SXSU Edu, PBL Works for leads in all POS, Oregon ACTE, ACTE Best Practices, Advanced CTE, American Society for Engineering Education, Journalism Educators Association Conference, American Culinary Federation Conference, Oregon Business Educators Association Conference, ITEEA (International Technology and Engineering Educators Association)				22413					531800			\$34,800.00					\$34,800.00			\$34,800.00				\$34,800.00	\$69,600.00	
328	GR1	Implement standards based Equitable Grading Practices							DP PL		8XX	0					\$100,000.00		\$100,000.00					\$100,000.00		\$100,000.00	\$200,000.00	
329	GR5	Provide culturally responsive and sustaining practices PD							DP PL		8XX						\$200,000.00		\$200,000.00					\$200,000.00		\$200,000.00	\$400,000.00	
	GR5	Provide culturally responsive and sustaining practices PD - extended hours							DP PL		8XX						\$14,648.00		\$14,648.00					\$14,648.00		\$14,648.00	\$29,296.00	
	GR5	Provide culturally responsive and sustaining practices PD - fringe							DP PL		8XX						\$5,352.00		\$5,352.00					\$5,352.00		\$5,352.00	\$10,704.00	
330	GR2	HS College Coordinators		20	Supports: Other				CLO STA *Must lead to college credit*		112	10					\$783,268.09		\$783,268.09	10				\$890,105.39		\$890,105.39	\$1,673,373.48	
331	GR2	HS College Coordinators FRINGE							CLO STA *Must lead to college credit*		2XX						\$465,143.83		\$465,143.83					\$488,401.02		\$488,401.02	\$953,544.85	
332	GR2	Learning Acceleration Instructional Specialist		11.68	Supports: Intervention Specialist				CLO STA *Must lead to college credit*		111	5.84					\$634,332.15		\$634,332.15	5.84				\$666,048.76		\$666,048.76	\$1,300,380.91	
333	GR2	Learning Acceleration Instructional Specialist FRINGE							CLO STA *Must lead to college credit*		2XX						\$351,214.85		\$351,214.85					\$319,498.24		\$319,498.24	\$670,713.09	
334	GR4	CTE teaching staff at Alliance Natural Resources		0.38	Arts (Applied): CTE (Approved Program of Study)				CTE STA *Start Up/Approved CTE POS*		111	0.19					\$21,765.50		\$21,765.50	0.19				\$21,765.50		\$21,765.50	\$43,531.00	
335	GR4	CTE teaching staff at Alliance Natural Resources FRINGE							CTE STA *Start Up/Approved CTE POS*		2XX						\$11,821.29		\$11,821.29					\$11,821.29		\$11,821.29	\$23,642.58	
336	GR4	CTE central office staff (Asst Director and 1 CTE TOSA) (all POS)		4	Arts (Applied): CTE (Approved Program of Study)				CTE STA *Start Up/Approved CTE POS*		113	2					\$11,821.29		\$11,821.29	2				\$11,821.29		\$11,821.29	\$535,255.96	
337	GR4	CTE central office staff (Asst Director and 1 CTE TOSA) FRINGE							CTE STA *Start Up/Approved CTE POS*		2XX						\$261,100.47		\$261,100.47					\$274,155.49		\$274,155.49	\$273,224.35	
338	AT3	MS 8th Gr Student Success Mgr		2	Other: Other staff position not listed				DP MS8		113	1					\$133,280.17		\$133,280.17	1				\$139,944.18		\$139,944.18	\$249,070.90	
339	AT3	MS 8th Gr Student Success Mgr FRINGE							DP MS8		2XX						\$44,100.00		\$44,100.00					\$44,100.00		\$44,100.00	\$88,200.00	
340	GR2	Maintain systems to ensure equitable assignment to advanced courses							DP PL		8XX						\$135,000.00		\$135,000.00					\$135,000.00		\$135,000.00	\$270,000.00	
341	AT2	Implement programming to support 8th-9th grade transition							DP PL		13X						\$26,000.00		\$26,000.00					\$26,000.00		\$26,000.00	\$52,000.00	
342	AT2	Implement programming to support 8th-9th grade transition FRINGE							DP PL		2XX						\$6,200.00		\$6,200.00					\$6,200.00		\$6,200.00	\$12,400.00	
	AT2	Implement programming to support 8th-9th grade transition OTHER							DP PL		8XX						\$2,000.00		\$2,000.00					\$2,000.00		\$2,000.00	\$4,000.00	
	AT3	Implement 8th grade on-track systems and college & career programming - extended hours							DP MS8		13X						\$70,000.00		\$70,000.00					\$70,000.00		\$70,000.00	\$140,000.00	
343	AT3	Implement 8th grade on-track systems and college & career programming - FRINGE							DP MS8		2XX						\$18,732.00		\$18,732.00					\$18,732.00		\$18,732.00	\$37,464.00	
344	AT3	Implement 8th grade on-track systems and college & career programming - OTHER							DP MS8		8XX						\$91,268.00		\$91,268.00					\$91,268.00		\$91,268.00	\$182,536.00	
345	GR2	Provide advanced coursework supports for focal student groups							CLO PL *Must lead to college credit*	WRE	8XX						\$110,000.00	\$120,000.00	\$230,000.00					\$230,000.00		\$230,000.00	\$460,000.00	
346	GR2	Enhance or expand advanced course curriculum - OTHER							CLO CUR *Must lead to college credit*	WRE	8XX							\$124,648.00	\$124,648.00					\$124,648.00		\$124,648.00	\$249,296.00	
346	GR2	Enhance or expand advanced course curriculum - extended hours							CLO CUR *Must lead to college credit*	WRE	8XX							\$20,000.00	\$20,000.00					\$20,000.00		\$20,000.00	\$40,000.00	
346	GR2	Enhance or expand advanced course curriculum - FRINGE							CLO CUR *Must lead to college credit*	WRE	8XX							\$5,352.00	\$5,352.00					\$5,352.00		\$5,352.00	\$10,704.00	
347	GR2	Expand advanced course options and "advanced coursework for all" programs							CLO PL *Must lead to college credit*		8XX						\$140,650.00		\$140,650.00					\$140,650.00		\$140,650.00	\$281,300.00	
	GR2	Expand advanced course options and "advanced coursework for all" programs - extended hours							CLO PL *Must lead to college credit*		13X						\$14,648.00		\$14,648.00					\$14,648.00		\$14,648.00	\$29,296.00	
	GR2	Expand advanced course options and "advanced coursework for all" programs - fringe							CLO PL *Must lead to college credit*		2XX						\$5,352.00		\$5,352.00					\$5,352.00		\$5,352.00	\$10,704.00	
348	GR4	Expand college & career awareness, exploration, and preparation activities							DP OCG		8XX						\$96,000.00		\$96,000.00					\$96,000.00		\$96,000.00	\$192,000.00	

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		Total Allocation Unbudgeted (Autocalculate)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96									\$63,167,367.59	\$124,819,774.55
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96			\$0.00	\$470,328.00	\$3,259,403.11	\$125,172.27	\$13,699,894.32	\$45,612,569.89	\$63,146,597.99	\$124,799,004.95
	GR4	Expand college & career awareness, exploration, and preparation activities - extended hours							DP OCG								\$40,000.00		\$40,000.00						\$40,000.00		\$40,000.00	\$80,000.00	
	GR4	Expand college & career awareness, exploration, and preparation activities - fringe							DP OCG								\$14,000.00		\$14,000.00						\$14,000.00		\$14,000.00	\$28,000.00	
349	GR4	CTE industry certification and credentialing support for students (all POS)							CTE PL *Start Up/Approved CTE POS*								\$70,000.00		\$70,000.00						\$70,000.00		\$70,000.00	\$140,000.00	
350	GR4	CTE equipment enhancement and expansion to meet industry standards (all POS)							CTE ESF *Start Up/Approved CTE POS*								\$230,896.22		\$230,896.22						\$80,081.55		\$80,081.55	\$310,977.77	
	GR4	CTE computer hardware upgrades (Roosevelt Engineering and Construction)							CTE ESF *Start Up/Approved CTE POS*								\$150,000.00		\$150,000.00						\$150,000.00		\$150,000.00	\$300,000.00	
351	GR4	CTE software and digital resources for POS instruction and student support (all POS)							CTE ESF *Start Up/Approved CTE POS*								\$175,000.00		\$175,000.00						\$175,000.00		\$175,000.00	\$350,000.00	
352	GR4	CTE curriculum development and instructional improvement aligned with industry needs (all POS)							CTE CUR *Start Up/Approved CTE POS*								\$120,000.00		\$120,000.00						\$120,000.00		\$120,000.00	\$240,000.00	
353	GR4	CTE outreach and promotion for high school students (all POS Franklin and McDaniel)							CTE OCG *Start Up/Approved CTE POS*								\$10,000.00		\$10,000.00						\$10,000.00		\$10,000.00	\$20,000.00	
354	GR4	CTE outreach and promotion for 8th grade students (all POS Franklin and McDaniel)							CTE MS8 *Start Up/Approved CTE POS*								\$14,629.37		\$14,629.37						\$14,629.37		\$14,629.37	\$29,258.74	
355	GR4	CTE industry partnerships and work-based learning opportunities (all POS)							CTE OCG *Start Up/Approved CTE POS*								\$48,000.00		\$48,000.00						\$48,000.00		\$48,000.00	\$96,000.00	
	GR4	CTE professional development for teachers (all POS)							CTE PL *Start Up/Approved CTE POS*								\$96,000.00		\$96,000.00						\$96,000.00		\$96,000.00	\$192,000.00	
358	AT3	Student Attendance Coaches		26	Supports: Other				DP STA			13					\$1,045,026.50		\$1,045,026.50	13					\$1,097,277.83		\$1,097,277.83	\$2,142,304.33	
359	AT3	Student Attendance Coaches FRINGE							DP STA								\$622,795.50		\$622,795.50						\$653,935.28		\$653,935.28	\$1,276,730.78	
360	GR3	Freshman Success Team teacher release time		32	General: Multiple subjects teacher (middle/high school)				DP STA			16					\$1,597,440.00		\$1,597,440.00	16					\$1,677,312.00		\$1,677,312.00	\$3,274,752.00	
361	GR3	Freshman Success Team teacher release time FRINGE							DP STA								\$913,072.00		\$913,072.00						\$958,725.60		\$958,725.60	\$1,871,797.60	
362	GR3	Instructional Coach/Freshman Success Team Lead		25	General: Multiple subjects teacher (middle/high school)				DP STA			12.5					\$1,284,220.00		\$1,284,220.00	12.5					\$1,348,431.00		\$1,348,431.00	\$2,632,651.00	
363	GR3	Instructional Coach/Freshman Success Team Lead FRINGE							DP STA								\$726,537.50		\$726,537.50						\$762,864.38		\$762,864.38	\$1,489,401.88	
364	AA3	Other Support Staff at Identified High Schools		12.5	General: Multiple subjects teacher (middle/high school)				DP STA			6.25					\$719,364.00		\$719,364.00	6.25					\$755,332.20		\$755,332.20	\$1,474,696.20	
365	AA3	Other Support Staff at Identified High Schools FRINGE							DP STA								\$445,042.00		\$445,042.00						\$467,294.10		\$467,294.10	\$912,336.10	
366	GR3	Freshman Success Team TOSA		2	General: Multiple subjects teacher (middle/high school)				DP STA			1					\$114,555.26		\$114,555.26	1					\$120,283.02		\$120,283.02	\$234,838.28	
367	GR3	Freshman Success Team TOSA FRINGE							DP STA								\$62,217.34		\$62,217.34						\$65,328.21		\$65,328.21	\$127,545.55	
368	AT3	Maintain systems to ensure on-time graduation							DP PL	WRE							\$120,000.00		\$120,000.00						\$135,000.00		\$135,000.00	\$255,000.00	
369	GR5	Support teaming structures for authentic educator collaboration							DP PL								\$73,240.00		\$73,240.00						\$73,240.00		\$73,240.00	\$146,480.00	
370	GR5	Support teaming structures for authentic educator collaboration FRINGE							DP PL								\$26,760.00		\$26,760.00						\$26,760.00		\$26,760.00	\$53,520.00	
	GR5	Support teaming structures for authentic educator collaboration CONTRACT							DP PL								\$45,000.00		\$45,000.00						\$45,000.00		\$45,000.00	\$90,000.00	
371	AT1	Improve school climate and reduce chronic absenteeism							DP OCG	WRE								\$50,000.00		\$50,000.00					\$50,000.00		\$50,000.00	\$100,000.00	
	AT1	Improve school climate and reduce chronic absenteeism - extended hours							DP OCG	WRE								\$98,959.31		\$98,959.31						\$98,959.31		\$98,959.31	\$197,918.62
	AT1	Improve school climate and reduce chronic absenteeism - fringe							DP OCG	WRE								\$26,891.27		\$26,891.27						\$26,891.27		\$26,891.27	\$53,782.54
372	CU1	Expand culturally specific partnerships for focal student groups							DP OCG	WRE								\$310,000.00		\$310,000.00						\$310,000.00		\$310,000.00	\$620,000.00
	CU1	Expand culturally specific partnerships for focal student groups - extended hours							DP OCG									\$21,399.26		\$21,399.26						\$21,399.26		\$21,399.26	\$42,798.52
	CU1	Expand culturally specific partnerships for focal student groups - fringe							DP OCG									\$7,818.74		\$7,818.74						\$7,818.74		\$7,818.74	\$15,637.48

ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	Perkins Function Code	Early Literacy Success Allowable Use Code	EIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	FSI (CSI/TSI) Activity Budget 25-26	Perkins Activity Budget 25-26	Early Literacy Success Activity Budget 25-26	EIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	FSI (CSI/TSI) Activity Budget 26-27	Perkins Activity Budget 26-27	Early Literacy Success Activity Budget 26-27	EIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
		Total Allocation Unbudgeted (Autocalculate)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96								\$63,167,367.59	\$124,819,774.55
		Total Budgeted Amounts (Autosum)											\$938,838.10	\$470,328.00	\$3,131,583.38	\$125,172.27	\$13,162,643.56	\$43,823,841.65	\$61,652,406.96								\$63,146,597.99	\$124,799,004.95
	LT3	TNTP- Year-long sequence of asynchronous and synchronous Science of Reading PD for licensed educators in up to 20 K-5 school staffs, school leaders, instructional coaches, and K-3 educators (research modules and research-to-practice modules applying knowledge to adopted HQIM)–K-3 staff only					PDC				31X				\$400,000.00				\$400,000.00								\$700,000.00	\$1,100,000.00
	LT3	Ex Hours for part-time staff to attend Science of Reading PD-- extended hours					PDC				13X				\$4,080.00				\$4,080.00								\$4,080.00	\$8,160.00
	LT3	Ex Hours for part-time staff to attend Science of Reading PD-- extended hours FRINGE					PDC				2XX				\$1,920.00				\$1,920.00								\$1,920.00	\$3,840.00
	LT4	Early Literacy Coaches -part-time literacy coach for each school participating in Science of Reading PD--role is to coach/support "bridge to practice" of new learning in PK-3 ELA lessons		5	Literacy Coach		PDC				111	5			\$551,809.00				\$551,809.00	5						\$579,400.00	\$1,131,209.00	
	LT4	Early Literacy Coaches - part-time literacy coach for each school participating in Science of Reading PD--role is to coach/support "bridge to practice" of new learning in PK-3 ELA lessons- FRINGE					PDC				2XX				\$259,675.00				\$259,675.00							\$272,658.00	\$532,333.00	
	LT3	Early Literacy Specialist - TOSA supporting cadre of Early Literacy Coaches, Science of Reading PD school cohort, and district-wide PK-3 foundational literacy PD		1	Literacy Specialist		PDC				111	1			\$132,400.00				\$132,400.00	1						\$138,520.00	\$270,920.00	
	LT3	Early Literacy Specialist - TOSA supporting cadre of Early Literacy Coaches, Science of Reading PD school cohort, and district-wide PK-3 foundational literacy PD-FRINGE					PDC				2XX				\$47,600.00				\$47,600.00							\$50,480.00	\$98,080.00	
	LT2	Summer Acceleration Academy- Student bus transportation (morning and midday) for students attending Summer Acceleration Academy. Includes students who qualify for specialized transportation, as designated in their IEP.					ELPSS				other				\$195,100.00				\$195,100.00							\$0.00	\$195,100.00	
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--licensed salaries					ELPSS				111				\$148,609.00				\$148,609.00							\$113,636.00	\$262,245.00	
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--licensed salaries FRINGE					ELPSS				2XX				\$47,556.00				\$47,556.00							\$36,364.00	\$83,920.00	
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--classified salaries					ELPSS				112				\$41,199.00				\$41,199.00							\$40,110.00	\$81,309.00	
	LT2	Summer Acceleration Academy for up to 450 students at designated PPS sites (supporting literacy PD, materials, and staffing for grades 1-3)--classified salaries FRINGE					ELPSS				2XX				\$13,183.00				\$13,183.00							\$12,837.00	\$26,020.00	
	LT2	Summer Acceleration Academy - Contracted Aftercare provider for a portion of students attending Summer Acceleration Academy to ensure access to morning programming.					ELPSS								\$138,000.00				\$138,000.00							\$116,484.00	\$254,484.00	
	LT2	Summer Acceleration Academy- Consumables. Mid-morning snacks for students.					ELPSS				4XX				\$16,353.00				\$16,353.00							\$0.00	\$16,353.00	
	LT2	High-impact tutoring- vendor contracts					SGHDT				31X				\$157,971.38				\$157,971.38							\$175,170.11	\$333,141.49	
	LT2	Literacy interventionists (assigned to provide direct intervention to students in need of Tier 3 reading intervention at designated sites)		5	Literacy Interventionist		SGHDT				111	5			\$565,985.00				\$565,985.00	5						\$594,284.00	\$1,160,269.00	
	LT2	Literacy interventionists (assigned to provide direct intervention to students in need of Tier 3 reading intervention at designated sites)-FRINGE					SGHDT				2XX				\$266,346.00				\$266,346.00							\$279,663.00	\$546,009.00	

Outcome and Strategy	Activity	Partnership	FTE	FTE Type	Perkins Function Code	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FSI (CSI/TSI) Activity Budget	Perkins Activity Budget	Early Literacy Success Activity Budget	EIIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget (autosum)	Last Updated (Autogenerated)
											\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	07/28/24 4:53 PM
LT1	Arts & Letters curriculum for K & 1st grade					CRCM				31X			X					
LT1	3rd grade Geodes					CRCM				31X			X					
LT2	Summer Acceleration Academy - deepen investment					ELPSS				31X			X					
LT2	High Impact Tutoring - deepen investment					SGHDT				31X			X					
LT3	Science of Reading professional development - deepen investment and expand TNTP contract					PDC				31X			X					
AA3	Tier 3 tutors							DP STA		13X					X			
AA3	Tier 3 tutoring curriculum							DP CUR		31X					X			

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Needs Assessment Summary

1. **Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) *Additional requirement if applying with a sponsored charter:* Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)**

The district is addressing a \$40 million budget deficit while maintaining a steadfast commitment to student success and well-being. Despite financial constraints, we prioritized decisions that protect and enhance learning experiences.

Over the past four years, we reduced costs by \$67 million through targeted, strategic measures—minimizing the impact on classrooms and educators whenever possible. These reductions demonstrate our ability to make difficult financial decisions while preserving our core mission of educational excellence.

Needs Assessment Process & Data Sources:

Our needs assessment process was rooted in the vision of engaging early and often with as much transparency as possible. The needs assessment for this Integrated Guidance plan was part of the overall district budget needs assessment with additional program specific engagements. Our efforts were designed to ensure that every stakeholder—educators, families, school leaders, and community partners—had multiple ways to engage in this critical conversation. We knew that a one-size-fits-all approach wouldn't work, so we created a variety of engagement methods to increase access and allow for both structured and organic dialogue. Through virtual town halls, listening sessions, direct surveys, and school-based discussions, we provided opportunities for stakeholders to engage in ways that felt accessible, meaningful, and relevant to their lived experiences.

We have to make critical budget reductions this year, so our engagement process included multiple rounds and prioritized reaching the people most impacted by these reductions. We heard from educators in staff meetings, parents in community forums, and school leaders through direct consultations, all of which have shaped our understanding of the real implications of the plan investments.

We also utilized state and local data sources, including:

- Enrollment trends and student demographic shifts
- Student achievement data (state assessments, iReady, MAP, and other local benchmarks)
- CTE participation rates and workforce alignment data
- Budget analysis and expenditure reports
- Equity impact assessments
- The Successful Schools Survey measuring schools climate and culture

Key Trends & Impact on Planning:

Our community was very clear about the importance of maintaining direct student supports. Schools also requested more autonomy in their staffing based on specific site-based needs. As a result, schools have more discretion and flexibility while also maintaining baseline staffing and investments for core programming across schools. Additional reductions were also made to central office staff and programming.

Additionally, CTE enrollment trends informed investments in high-demand career pathways to ensure equitable access to workforce opportunities.

Charter School Needs Assessment Summary

The needs assessment process for charter schools was rooted in data-driven practices designed to identify and address the unique requirements of each school's student population. The process is an ongoing approach to understanding the needs of each school's students, families, and community. The schools collected data through multiple channels, including equity audits, comprehensive surveys, focus groups, monthly Parent-Administrator Chats, student performance data, staff and board discussions, interviews, and direct feedback from staff and families. This process helped to inform where students, particularly those from underrepresented and underserved groups need additional support. By grounding individual charter school's planning and budgetary choices in data, each school could target interventions effectively, foster a safe, inclusive campus, and ensure all students have equitable access to the resources and support needed to thrive academically and socially.

School-specific data included:

- The Emerson School: Monthly Parent-Administrator Chats, student performance data, and staff feedback.
- Le Monde French Immersion: Parent and Staff survey, staff and board discussions, and student assessments.
- Portland Arthur Academy: Interviews with students and families and student assessment data.
- Portland Village School: Staff and Parent surveys, a parent focus group, behavior and assessment data.
- The Ivy School: Equity audit and Parent survey.

- The Cottonwood School: Family Survey and World Cafe engaging students, families, and staff.

Equity Advanced

- 1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.**

We use equity tools as an integral part of our continuous improvement cycles, ensuring that an equity lens or decision-making framework informs our policies, procedures, staffing, student support, resource allocation, and practices. In developing our plan and budget, we applied this lens to identify focal student groups who would be most impacted by our decisions. To center their voices, we engaged these students through focus groups and listening sessions, allowing their insights to shape our approach. For example, PPS held prioritization sessions with impacted focal groups early in the planning process. In these sessions, the district provided budget context to support meaningful engagement. PPS pushed into existing spaces to engage students and community members in prioritization sessions. The sessions were focused on district strengths, weaknesses, and areas for focus.

Key strategies and activities identified through this process to support prioritized focal student groups include: continued investments in student affinity groups and leadership, prioritizing site-based resources for schools based on an equity formula, and providing additional flexibility for school-based allocation of resources in order to meet unique needs of each school.

- 2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?**

PPS remains committed to sustained professional learning in alignment with our strategic priorities. Throughout the biennium, PPS will continue investing in professional development to address the cultural, social, emotional, and academic needs of all students, particularly focal student populations.

A continued and key focus is implementing the PPS Instructional Framework and Roadmap to Educational Equity, ensuring educators receive training in evidence-based, culturally responsive teaching practices. Site-based coaching and professional learning will align instructional strategies to improve equitable student outcomes. PPS also continues to strengthen Multi-Tiered Systems of Supports (MTSS) by training educators and administrators on tiered interventions, universal screening, and progress monitoring to ensure students receive timely, targeted academic and behavioral support.

Additionally, PPS had adopted Social Emotional Learning curriculum to be used by educators during advisory/core instruction. As part of the school counseling core curriculum school counselors and social workers continue to receive training on trauma-informed practices and mental health supports. The district also continues to implement the Master Arts Education Plan, integrating culturally relevant creative learning experiences.

Racial equity remains a central pillar, with ongoing anti-racism and equity-focused professional development through intentional focus and integration in professional development. We also continue our RESJ partnerships to enhance equitable access to education.

Through multi-tiered sustained investments in these areas, PPS is making long-term, system-wide shifts to ensure all students receive a culturally responsive, academically rigorous, and emotionally supportive education.

3. What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

PPS implements clear policies and procedures to ensure the inclusion of children and youth experiencing homelessness in all programs and activities. The McKinney-Vento team is dedicated to removing barriers and providing access to critical resources, ensuring students receive equitable educational opportunities.

To maintain confidentiality, all student information is securely stored and accessible only to designated staff. School and central staff complete annual McKinney-Vento training, which includes privacy provisions and best practices for supporting homeless students. Informational materials on student rights are publicly available in school offices.

The McKinney-Vento team facilitates transportation for students without stable access, ensuring they can attend school and extracurricular activities. Enrollment barriers are addressed by eliminating the requirement for proof of a permanent address. Additionally, students receive academic support, including tutoring and counseling, to mitigate disruptions caused by housing instability. The team also ensures participation in school sports, clubs, and after-school programs by assisting with fees, uniforms, and logistics.

The offices of Student Support Services and Funded Programs collaborate to provide individualized support and remove obstacles to success. The McKinney-Vento team monitors student data, offers guidance, and works closely with school staff to ensure services are personalized. Schools play a vital role in fostering inclusive environments where students feel supported and free from stigma.

Through these proactive measures, PPS guarantees that students experiencing homelessness can fully participate in all educational programs and activities, promoting their academic, social, and emotional well-being.

4. Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

Portland Public Schools is committed to expanding access to Career and Technical Education (CTE) programs, ensuring all students have opportunities in fields traditionally dominated by one gender. We are piloting YouScience at Benson and McDaniel to help students identify career paths based on their natural aptitudes, broadening their awareness of opportunities beyond traditional gender norms. Additionally, we are developing targeted career-connected learning experiences to support underrepresented students in exploring high-wage, high-demand fields. These efforts include strategic partnerships with organizations like Oregon Tradeswomen, Inc., which provides mentorship and hands-on learning opportunities for young women interested in the skilled trades.

Our Pathway Ecosystem Model ensures that each career pathway is supported by industry, community, and post-secondary partners, creating sustainable access for all students. Measure 98 funding supports this work by expanding CTE programs and work-based learning opportunities. We also recognize that access begins with school-level support. To that end, we are working closely with counselors and master schedulers to eliminate barriers and increase enrollment in CTE programs for all student groups. Through these initiatives, PPS is fostering a more inclusive CTE ecosystem, empowering students to pursue careers based on their potential rather than stereotypes.

Well-Rounded Education

1. **Explain any changes or updates to your program review based on the [Program Review Tool](#) and Oregon’s Early Literacy Framework. For example, will their recommendations shape the implementation of program-specific activities or something else? Additional requirement if applying with a sponsored charter: Please include any updates for charters.**

As a collaborative body, the PPS Early Literacy Advisory Committee—including community members, families, educators, and administrators—reviews implementation data and assesses progress. The Advisory Committee completed the Program Review Tool during monthly meetings from October, 2024 to January 13, 2025. On March 3, 2025, the committee shared their recommendations. On March 17, 2025, PPS shared the literacy grant items and budget decisions with the committee. In April and May, the Advisory Committee will further evaluate and discuss this information to develop program recommendations for the next biennium. The findings from the Program Review Tool, along with Oregon’s Early Literacy Framework, will help shape these recommendations to ensure alignment with best practices in early literacy instruction.

The Advisory Committee includes community members, families, educators, and administrators who collaboratively review and provide feedback on implementation data and progress. Their role in discussing updates, making recommendations, and advocating for early literacy will help determine any necessary shifts in program-specific activities, professional development opportunities, or resource allocations.

By integrating insights from both the Program Review Tool and Oregon’s Early Literacy Framework, the committee will ensure that the program continues to support young learners effectively while aligning with community needs and state literacy goals.

Please include any updates for charters:

Each charter school has developed their own plan and program to implement the Early Literacy Success School District Grant. Based on feedback from educators, administrators, and community members; along with the review of data and progress of their programs, charter schools have made determinations regarding updates to their early literacy plans for 2025-2027. While most of the charter schools’ review and assessment of their implementation of the practices described in Oregon’s Early Literacy Framework will remain the same, some schools will reassess their foundational skills curriculum and professional development opportunities for teachers. Overall, the charter schools will ensure that their plans and programs continue to support young learners effectively while aligning with community needs and state literacy goals.

- 2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. No narrative response required.**

See application attachments for the district and charter school Early Literacy Allowable Use spreadsheets.

- 3. How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?**

Our curriculum adoption process is rigorous, inclusive, and aligned with ODE's adopted curricula, our vision, and our prioritized strategies. Our process begins with a scope and sequence based on state and national standards. All our curricula are standards-aligned. Content leads from PPS's Central Office assemble an adoption committee that consists of teachers, school-based administrators, and specialists.

Using best practices in the field, committee members develop a rubric to evaluate instructional materials. This rubric may take different forms, but it will always include state and federal standards and racial equity and cultural relevance criteria. We apply our rubric to ODE's adopted curricula and identify which options meet our criteria; we then crosswalk this list with EdReports to select the highest-rated curricula. In some cases, curricula may not meet the needs/standards of PPS. When this happens, we pursue an independent adoption process based on ODE's guidelines. That independent process will use the same rubric to ensure both standards and values alignment.

Curricular options are then narrowed based on the rubric, material review, and interviews after field testing. During field testing, students, community members, and families are invited to review and rate materials through community events and presentations.

Supplemental curricula are reviewed after we adopt base curricula. This ensures that supplemental materials support the new curricula. Supplemental materials are reviewed in a similar process as base materials.

- 4. Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.**

Well-rounded education begins with a vision. Our vision is to graduate compassionate, critical thinkers who are able to collaborate, solve problems, and lead a more socially-just world. To achieve that goal, our processes are student-centered and trauma-informed, and our learning materials promote inquiry, exploration, and critical thinking.

As students age, we want them to take responsibility for their own learning and begin making connections between their schools and their community. We aim to create learning environments that are inclusive, participatory, motivating, and positive. This begins with our youngest learners. PreK students read, speak, listen, problem-solve, create, and play each day. We align instructional practices with our PPS Early Learners Core Values, which spans PreK to second grade. In our elementary classrooms, our core requirements ensure that every student has daily opportunities to engage in all core content areas, move and play, and develop key social skills.

Comprehensive learning experiences look somewhat different in sixth through twelfth grade. Our new core curricula are grade-level and standards-aligned, but students also have access to a wide range of electives. These include World Languages, AVID, Health, Physical Education, and a variety of arts pathways as articulated in our Master Arts Education Plan.

We are also deeply committed to bilingualism. Nearly half of our 81 schools now host a dual language immersion program in one of five languages: Vietnamese, Russian, Chinese, Spanish, and Japanese. Every year more PPS graduates earn the Seal of Biliteracy – a nearly threefold increase since 2019.

5. How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

Ensuring a safe and welcoming educational environment is a priority for PPS. Each school integrates safety and inclusivity strategies within its School Choice & Improvement (SCIP) goals, guided by school site councils that include community members. Regular community surveys help shape these goals to address safety concerns effectively.

To foster inclusivity, all district-wide communications are translated into our six most commonly spoken languages, with schools providing additional school-based translations based on the language needs of their communities. During crises, we remind families of anonymous reporting methods and available support services.

We have culturally specific RESJ community partners that support students and families in advocacy, safety and sense of belonging. Our SUN schools provide families with supports to access their education. The RESJ department also provides interrupting hate and bias trainings for staff along with responding to school climate concerns with tailored coaching, support and professional development.

Since 2022, PPS' Youth Violence Prevention and Response Team has supported students who are identified as at higher risk of being victims or perpetrators of violence in the community. The team hosts events at high schools as part of their comprehensive program to connect students to resources and services. Daily student interactions are embedded into school support structures to ensure campuses remain free from drugs, gangs, and violence, reinforcing a safe and supportive learning environment for all.

6. How do you ensure students have access to strong school library programs?

Every elementary school has a library staffed by a certified library media specialist. We require that all elementary students receive at least one enrichment period with the specialist each week. Library visits may focus on reading engagement, or lessons driven by the Oregon School Library Standards. Specialists have also been trained in our new English Language Arts curriculum so they can supplement and support the knowledge-building themes students learn in their core classrooms.

The PPS Core Program Guide outlines the staffing requirements for libraries, including a minimum of 0.5 FTE for comprehensive middle schools. While library programming varies, it aims to inspire students to become lifelong readers, teach Oregon School Library Standards for accessing and using information, and

support core content educators. Our middle grades libraries serve the distinct developmental needs of middle grades students by providing both scheduled and free-time access.

All PPS high school libraries have a full-time specialist who provides programming focused on independent student information needs and interests, the effective and ethical use of information, and collaboration with classroom educators. Our high school libraries are multifunctional spaces where students can also work independently or with small groups.

In line with our vision and plan, we stock a variety of materials across our libraries that celebrate diverse cultural identities and lived experiences. As we have need and resources to purchase new materials, we seek to expand these resources.

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

PPS is actively monitoring the effectiveness of interventions for students experiencing depression, anxiety, stress, and dysregulation through a data-driven, multi-tiered system of support (MTSS). This work primarily occurs in Tier 2 Student Intervention teams at each school where intervention fidelity and efficacy is tracked for students in need of support. Additionally, PPS Student Service Providers, School Counselors, School Social Workers, and School Psychologists, as well as contracted school based mental health therapists, are trained to maintain detailed case notes of their individual service delivery to students. Interventions and specially designed instruction for students who have Individualized Education Plans (IEP) are tracked by IEP case managers quarterly to measure adequate progress toward IEP goals.

The MTSS Attendance Work Plan integrates data-informed decision-making to evaluate interventions. Through school-based teams like ASERT, we assess the impact of support strategies and adjust approaches as needed. Our focus is on identifying effective interventions that improve student engagement and well-being.

To address chronic absenteeism—often linked to mental health challenges—MTSS is conducting focus groups to uncover root causes. This process, in collaboration with Panorama and national data from the Successful Schools Survey, helps shape targeted, evidence-based strategies that support students’ emotional and behavioral needs.

Additionally, PPS surveys provide real-time insights into student well-being, allowing us to track trends, measure intervention effectiveness, and refine our approach. By continuously analyzing data, we ensure that our interventions foster resilience, emotional regulation, and academic success.

Through these efforts, PPS remains committed to creating a supportive and responsive environment that meets the needs of all students.

8. How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

We are committed to accelerating learning for all students while also closing persistent, unacceptable achievement gaps between White students and Students of Color. Our Research and Assessment team works with our educators, school staff, school leaders, and Office of Student Support Services to continually reevaluate how we identify and support students' needs.

PPS provides multi-tiered systems of support (MTSS) and a continuum of instructional support. MTSS focuses on the whole child, supporting academic learning while addressing behavior, social-emotional needs, and attendance. We identify equitable, evidence-based instruction, intervention, and assessment practices to ensure that every student receives the support they need. To that end, our comprehensive assessment includes universal screening, diagnostic assessment, common formative assessment, benchmark assessment, and summative measures.

Within the MTSS framework, PPS dedicates time to professional learning communities. These meet regularly to collaborate around standards-based instruction, common assessment, learning progress, and learning response. Through these communities, educators collaboratively strategize how they can best meet students' needs. This work includes using the DuFour Four Questions to extend learning for advanced students.

PPS supports students who exceed standards through the TAG Department, collaborating with multiple departments to identify gifted students, including those from underrepresented groups. TAG services provide resources, training, and individual TAG plans to support differentiation and acceleration. We provide opportunities for grade and subject acceleration beginning in early grades, with pathways in math, CTE, Dual Credit, AP, and IB available in high school. Beyond academics, we recognize giftedness in leadership, creativity, and the arts.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

Portland Public Schools is committed to expanding CTE opportunities to align with student interests and workforce needs. Lincoln High School will launch a new Health Science program, preparing students for careers in the growing healthcare sector through hands-on learning and industry partnerships. Additionally, Benson Polytechnic High School will expand its Broadcasting program to include the revival of a historical magazine, offering students real-world experience in journalism, media production, and storytelling. Both of these programs will begin during the 2025-2026 academic year. Our team will lead the application process with ODE once the schools confirm their forecasting numbers for each program, and will collaborate directly with the school teams to build a strong program with a three-year pathway.

PPS takes a systems-level approach to CTE expansion, ensuring new programs align with our Pathway Ecosystem Model and reflect regional workforce trends. We actively collaborate with industry and post-secondary partners to design high-quality programs that prepare students for career success. We are leveraging YouScience to help students explore career pathways based on their aptitudes, ensuring equitable access to opportunities. PPS will continue to support schools in developing new CTE programs that align with industry and education partners, ensuring all students have access to high-quality career-connected learning experiences. Any new programs will align with ODE's High Quality Program Rubric to ensure rigor, sustainability, and workforce alignment.

10. What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

Portland Public Schools provides a range of CTE-defined work-based learning experiences to ensure students gain hands-on exposure to careers aligned with their interests. High school career coordinators play a critical role in facilitating these opportunities, which include internships, job shadows, industry tours, and guest speaker engagements across multiple career pathways. We continue to strengthen our partnership with the Portland Workforce Alliance (PWA), which connects students with industry professionals and career experiences across a wide range of fields. Additionally, we collaborate with the Boedecker Foundation to provide specialized work-based learning opportunities in the arts, ensuring students have access to creative industry experiences.

To expand and equitize access to work-based learning, we are developing a student-facing portal where all available opportunities will be centralized in a single location. This ensures that every student—regardless of school or background—can easily access and participate in these experiences. Our approach aligns with the Pathway Ecosystem Model, ensuring that industry, community, and post-secondary partners are actively engaged in supporting students’ career readiness. By continuing to develop strategic partnerships and streamlining access through technology, PPS is creating a comprehensive, equitable, and scalable work-based learning system that prepares all students for future success.

11. Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Yes

Engaged Community

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Over the past two years, we have improved our community engagement efforts, making it more systematic, transparent, and inclusive. We expanded the timeline to allow for deeper engagement, beginning in October with focal group discussions, followed by a community priority survey, a principal survey, and multiple rounds of feedback. As budget scenarios evolved, we emphasized transparency by openly sharing potential reductions and facilitating listening sessions and town hall forums. Insights gathered were synthesized and shared with the Community Budget Review Committee (CBRC) and the Board to inform decision-making.

Despite these improvements, challenges remain. Limited dedicated resources mean engagement efforts must be balanced with existing responsibilities. While we have increased outreach to historically underserved communities, engagement among focal groups remains an area for growth, as participation from white families continues to be disproportionately high. Moving forward, we are committed to refining our strategies to ensure all voices, particularly those of our focal students and families, are equitably represented in decision-making.

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

Portland Public Schools employs multiple strategies to engage focal students and families throughout the planning process, ensuring their voices shape district initiatives. We designed specific engagement efforts to reach these communities. We also have various levels of engagement ranging from overarching budget focus to program specific.

An overarching strategy involved engagements with community-specific focus groups such as the RESJ Community Advisory Committee, Migrant Education Parent Advisory Council, Culture in the Classroom, Title VI Indian Education Indian Parent Committee, and the Family Advisory Council on Education. These groups provide direct input on policies, budget priorities, and program development.

The CTE team holds program-specific engagements with a specific focus on CTE and career-connected learning initiatives. The PPS Student Council plays a critical role in shaping CTE programming by elevating student voice in decision-making. This council, composed of students from diverse backgrounds and career pathways, provides direct feedback on program offerings, work-based learning opportunities, barriers to access, partnership strategy, and CTE marketing. Their insights have informed strategies to expand industry recognized credentials, increase awareness of CTE pathways, and improve equitable access to career-connected learning experiences. The strategies ensure that both students and industry voices inform our CTE strategic plan, leading to more inclusive, responsive, and impactful career pathways for all PPS students.

By employing a range of strategies with our focal groups, we ensure that our integrated plan reflects the needs and aspirations of marginalized students.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

PPS has made a deliberate commitment to more active engagement with staff at multiple levels. This includes multiple rounds of principal engagement, central office sessions, and educator town halls, ensuring that both certified and classified staff have opportunities to inform the budgeting and planning process.

Principal and Leadership Engagement: School leaders were engaged through several rounds of structured discussions to provide ongoing input on resource allocation, staffing formulas, and instructional priorities. These discussions ensured that feedback from school leaders directly shaped adjustments to reductions, mitigation strategies, and flexible budgeting approaches.

Educator Town Halls & Central Office Sessions: Educator town halls and listening sessions with central office staff allowed educators to voice concerns and provide real-time feedback on how budget decisions impact classrooms, instructional support, and student services. A key outcome of these discussions was a shift from strict reductions to flexible strategies, such as more school-based decision-making and modifications to instructional coaching allocations, based on staff input.

This engagement model aligns with the Consult and Involve spectrum, ensuring that staff voices not only inform but actively shape district decisions. By iteratively refining plans based on staff feedback, we continue to prioritize transparent, collaborative, and data-driven decision-making.

5. Demonstrate focal group engagement. What was the biggest learning from this engagement effort?

There is a critical importance in creating intentional, community-centered spaces for Black and Native students, families, and community members. The Culture in the Classroom engagements reinforced that meaningful engagement goes beyond traditional outreach—it requires trust-building, shared leadership, and active listening. By structuring separate affinity spaces, we have sought to honor the unique experiences of Black and Native communities while fostering open dialogue about academic outcomes, safety, and belonging.

While systemic barriers persist, these community-led conversations illuminated actionable solutions that directly inform instructional practices. The engagements emphasized a need for culturally responsive teaching, representation in curriculum, and sustained accountability from district leadership. Most notably, participants emphasized the urgency for action and accountability - this work cannot remain in the discussion phase; it must translate into tangible actions and measurable outcomes that directly impact Black and Native students.

Moreover, the participants recommended future efforts should prioritize deeper partnerships with senior leaders, principal supervisors, and the Board of Education. By actively engaging in these collective conversations with more leaders across PPS, participants feel confident in their ability to drive results faster and hold leaders accountable for successful implementation.

6. Demonstrate staff (classified and/or certified) engagement. What was the biggest learning from this engagement effort?

This educator town hall demonstrates engagement with certified staff, including teachers, school administrators, and licensed educators, as well as classified staff in support roles. The Educator Town Hall provided a platform for staff across multiple levels of the district to voice concerns, ask questions, and provide feedback on budget planning and its impact on schools. The most significant takeaway from the Educator Town Hall was the critical need for clear, transparent, and proactive communication regarding budget decisions and their impact on staffing, resources, and instructional programs. Educators expressed concerns about staffing reductions, changes to summer programming, and reductions in licensed specialists, emphasizing the uncertainty surrounding how these decisions would be made.

Educators want more detailed and timely information about how budget decisions will affect their roles, students, and school communities. The responses indicated that many questions remain unanswered, highlighting the need for continuous engagement and clearer messaging from district leadership.

Additionally, the engagement reinforced that staff want to be included in the decision-making process, not just informed after decisions are made. Many educators requested more transparency in how Full-Time Equivalent (FTE) reductions would be determined and emphasized the need for student-centered budgeting approaches that prioritize equitable outcomes.

This effort underscored that budget decisions should be communicated with clarity and in a way that acknowledges educator concerns, ensuring that staff feel heard and valued as key stakeholders in the district's financial planning.

7. Demonstrate focal group, staff, or community engagement. What was the biggest learning from this engagement effort?

The learning from the Community Survey and overall community engagement was presented to the PPS Board and Community Budget Review Committee (CBRC) on March 4, 2024. The CBRC reviews, evaluates, and makes recommendations to the PPS Board of Directors regarding the Superintendent's Proposed Budget and any other budgetary issues the CBRC or the Board identifies. The committee is composed of eight to twelve volunteer members and student members. They meet monthly during budget development season, November through June, with additional meetings scheduled as needed.

During the Q&A portion of the presentation, Board and CBRC members were asked to provide an insight and a wondering about the data. They were interested in understanding how the learning from these engagements translated into budget decisions. Specific areas of interest were focused on how PPS is balancing core/baseline versus flexible funding for schools and safeguarding classroom educators for smaller class sizes and direct supports. They also provided feedback about the impacts of specific staffing reductions and learnings from other engagements.

8. Demonstrate focal group, staff, or community engagement. What was the biggest learning from this engagement effort?

The biggest learning from the Migrant Education Parent Advisory Council meeting was the critical need for stronger representation, inclusion, and culturally responsive engagement for migrant families, emerging bilingual students, and families navigating poverty. Parents expressed a lack of trust and connection with school staff, particularly when staff turnover is high and Spanish-speaking personnel are scarce. This highlights the urgent need for retaining bilingual educators and ensuring consistent staffing to build meaningful relationships.

Another observation was the importance of extracurricular activities, music programs, and cultural celebrations in fostering student motivation, engagement, and well-being. Parents emphasized that access to advanced music classes and culturally inclusive activities like Día de los Muertos celebrations helps students feel seen and valued. However, disparities were noted, as some schools offer richer extracurricular experiences than others, often reflecting socioeconomic divides.

Additionally, parents raised concerns about barriers to participation in school meetings and decision-making processes, noting that white families are often the most involved while non-English-speaking families feel excluded. Suggestions included mandatory principal-parent meetings, improved outreach to non-English speakers, and more equitable access to school leadership discussions.

This engagement effort reinforced the importance of culturally responsive staffing, intentional family engagement, and equitable access to school resources. Schools must prioritize hiring bilingual staff, creating inclusive decision-making spaces, and expanding culturally relevant programming to ensure that all families feel welcome and valued.

9. Demonstrate focal group, staff, or community engagement. What was the biggest learning from this engagement effort?

PPS administered a nationally normed community survey from October to November 2024. In all, nearly 4,000 people responded including parents, PPS staff, students, and members of the community. We had good participation and heard from different sectors of the community. Seventy percent of the responses were from parents and 13% were from teaching staff. Participants recommend that PPS eliminate a few programs versus reduce services across programs. Participants emphasized the importance of classroom instruction, teaching, and learning over community partnerships or extracurricular activities.

In the qualitative responses, hiring and retaining high-quality staff was the most frequently mentioned theme with 18% of comments referring to staffing. We also saw comments related to the visual and performing arts special education, and budget concerns.

When asked, “If you could change one thing about this school or district, what would it be?” The most frequently suggested change was to reduce class sizes. When asked “What is the single most positive aspect of this school or district?”, caring teachers was most frequently reported.

When asked how well PPS is doing across nine areas, the highest-rated response was Diversity & Inclusion and the lowest-rated was Student Achievement

When asked how important it is for PPS to focus on those same nine areas in order to be successful, the highest rated was Classroom Instruction and the lowest rated was Community Partnerships.

10. Response required only if applying with a sponsored charter. If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What was the biggest learning from the engagement effort(s)?

Emerson: The feedback gathered from our family listening sessions informs our planning and budgeting process, helping us prioritize areas such as academic support, communication with families, and enhancing student engagement. For instance, during our initial chats, a theme was the need for increased or more effective communication between school and home. We found that families wanted less digital communication and more “old school” communication. As a result we purchased a new sandwich board to keep at the front door with colorful current daily reminders, we are offering our newsletters printed or emailed and have a community events bulletin board in our entryway. This needs assessment process allows us to remain responsive to the needs of our community, guiding the development of our school’s goals and financial allocation for the upcoming year.

LeMonde: Within the context of our Board of Directors survey/discussion, we learned that the engagement data highlighted gaps in academic achievement and underscored the importance of support for social-emotional learning, academic skills building, as well as professional development in serving students with disabilities and other historically underserved communities. In response, we allocated budgetary resources to purchase instructional materials that engage students meaningfully and support academic interventions. The assessment also informed the decision to hire additional staff to provide classroom support and targeted academic interventions for students not meeting benchmark.

Portland Arthur Academy: Who was engaged/who did you call, and why did you choose those families? The families engaged were those of students who were new to the school or from underserved racial or ethnic backgrounds. These families were chosen to ensure they felt welcomed, supported, and informed about their child’s educational journey. Reaching out to these families was crucial to building trust, providing essential school resources, and ensuring their children had access to the full range of academic and extracurricular opportunities.

What was the biggest learning from the engagement efforts?

The biggest learning from these conversations was gaining insight into what success means for families and how the school can support both students and families in feeling included. Many families emphasized the importance of their children feeling like they belong and being part of a community, highlighting that strong, personal connections with staff were key to fostering inclusion.

Positive feedback was given about teachers who took time to understand and engage with students, helping them feel seen and valued. Families also emphasized the importance of open communication about their child’s behavior and progress. Several shared stories of when their child felt excited or engaged in class, reinforcing the value of meaningful, interactive learning. Additionally, families expressed a desire for their children to receive support in developing social skills, emphasizing the importance of helping students build relationships and navigate social situations positively.

Portland Village School: The needs assessment at PVS included staff and parent surveys, a parent focus group, behavior data, and school-wide formative and summative assessments. Additionally, discussions during Tier II meetings and SIT team discussions were utilized to drive our process. The data highlighted behavioral and emotional regulation struggles with students in our youngest grades (K-3), with physical aggression driving referrals in the youngest grades. Additionally there are academic areas for improvement noted in math. Discussion and analysis pointed to struggles with instruction at the younger grades due to disruption in learning from dysregulated students, and a need to work in small groups with older students to close learning gaps. Of particular note is our high level of students who have IEPs and 504s who are struggling with emotional regulation. In response, we allocate budget resources to continue to support student behavioral and SEL needs and will adjust to reduce class sizes with an emphasis on the youngest grades, such that students struggling with behavior or academics could get additional support, as well as math intervention groups with all students.

In alignment with our district’s Student Investment Account (SIA) strategies, Portland Village School’s comprehensive needs assessment directly informed our plan, emphasizing differentiated approaches tailored to the students of the Portland Village School. Our assessment process utilized an equity lens to review a parent survey, a parent focus group, staff survey, and analysis of SIT and Tier II documents, as well as behavior and academic data.

Cottonwood: Our Spring 2024 family survey provided insights that will lead us to hone our practices in Place-Based Education through a listening session. Along with our Board, we facilitated a “World Café” to engage students, families, and staff in identifying key priorities for school improvement. This collaborative process provided a platform for diverse voices to contribute to shaping our vision for the future. By using structured conversations and sharing food, we gathered valuable insights and fostered a sense of shared responsibility for school progress. We incorporated the voices of over 50 parents/guardians, 24 students, and 25 staff members.

What we learned: Cottonwood stakeholders agree that some of our many strengths are found in our Place-Based mission, small class size, and commitment to social justice. We aim to increase inclusion and achievement by implementing comprehensive parent education, improving communication, and connecting to wrap-around services. We also learned that our Academic data highlights a need to continue to close the gap in Math, particularly for our students of color and those experiencing poverty.

Ivy: Our charter school's needs assessment process is rooted in data-driven practices designed to identify and address the unique requirements of our student population. The assessment included an equity audit completed by all staff members, a comprehensive parent survey, and a variety of classroom-based formative and summative assessments. Additionally, observational insights and performance data from reading and math benchmarks allowed us to pinpoint areas where students, particularly those underserved and below level, need additional support. The data highlighted gaps in academic achievement, especially in reading and math, and underscored the importance of culturally relevant resources and support for social-emotional learning (SEL). In response, we allocated budget resources to purchase instructional materials that reflect diverse cultural backgrounds, engage students meaningfully, and support academic interventions. The assessment also informed the decision to hire additional campus support staff to lead SEL initiatives and provide equity training for all educators, ensuring a culturally responsive environment.

By grounding our planning and budgetary choices in data, our school can target interventions effectively, foster a safe, inclusive campus, and ensure all students have equitable access to the resources and support needed to thrive academically and socially.

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Through a comprehensive engagement process, including focal groups, town halls, surveys, and listening sessions, we learned that transparency, clarity in decision-making, and prioritization of student-centered investments are paramount to our community and staff.

A key takeaway was the need to communicate early and often to ensure stakeholders understood the budget realities and could provide meaningful input. We also adopted a system-wide lens to collaboratively plan resources and assess the comprehensive impact of reductions, considering school-based resources, enrollment shifts, staffing formulas, Title I funding, and parent/foundation contributions.

Community feedback underscored the importance of preserving direct student-facing staff and minimizing disruptions to classroom learning. Through an iterative process, we refined not just what we reduced, but also how those reductions would impact schools. Listening sessions helped shift the approach from strict line-item reductions to more flexible, strategic adjustments, such as blended classrooms and mitigation plans to minimize negative effects.

For example, while instructional coaching was identified as a strategic investment, we had to find flexibility in its implementation rather than eliminating it entirely. This balance between maintaining essential instructional support and making necessary budget reductions was a direct result of community and staff input. By centering community and staff voices, we reinforced our commitment to

responsive planning, open dialogue, and prioritizing student success while navigating financial constraints.

Strengthened Systems and Capacity

1. What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

A foundational goal in our Strategic Plan is to intentionally recruit, hire, develop, and support a diverse workforce. These efforts are currently underway and include analyzing our current culture, processes, policies, and systems; deepening our understanding of the current and ideal employee experience; and implementing inclusive and equitable processes, practices, and accountability systems. At the same time, we are thoughtfully leveraging our existing programming and professional development such as our Grow-Your-Own career pathway programs, Racial Equity-Centered Pipeline Initiative (partnership with the Wallace Foundation), a comprehensive approach to teacher professional learning, monthly professional learning for administrators, and coaching/mentoring for new educators.

In addition to investing in the workforce broadly, there is an urgent need to hire more educators of color, including multilingual individuals, who bring a range of benefits to students, schools, and the community. PPS is investing in recruiting and retaining diverse educators by focusing recruitment strategies, retention bonuses, and personalized professional learning opportunities on educators of color and hard-to-fill positions who serve our students furthest from educational justice. Currently, we are aligning our recruitment and retention strategies for educators of color with national best practices and creating a shared recruitment framework that includes a vision, metrics, and an implementation plan for future years. We recently integrated affinity-based components into monthly induction and coaching and provided personalized professional learning opportunities for leaders of color and their white counterparts in learning equity-centered leadership practices.

2. What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

Every student deserves a high-quality, equitable education, and for focal students, this is especially critical. Our professional learning communities (PLCs) and student intervention teams monitor progress and implement targeted instructional strategies. We use the Danielson and PPS Instructional Frameworks to assess teaching quality, ensuring specific, actionable, and timely feedback—especially for new or less effective teachers. Administrators regularly observe classrooms, provide feedback, and conduct evaluations aligned with best practices and labor agreements.

Each school has an instructional coach to support teacher development through PLCs, one-on-one coaching, and school-based professional learning. Our coaching model emphasizes planning, implementation, assessment, and reflection. We address disparities through targeted interventions, allocating academic interventionists based on standardized assessment data. High-dosage tutoring, three times a week in small groups, strengthens foundational literacy and algebra readiness at priority schools.

In alignment with our agreement, we have a layered approach to developing and employing effective teachers with a deep focus on equity and ensuring focal students are placed with effective teachers. We

also have additional and supplementary resources, including coaches and student supports, in place in Title I, TSI, and CSI schools. We utilize high-quality curriculum, professional learning, and performance reviews to maintain instructional excellence. New teachers—first through third-year educators and those with restricted licenses—receive mentorship from our twelve Mentor-Induction Coaches. These coaches provide weekly observations, feedback, co-planning, modeling, and co-teaching to support new educators in delivering high-quality instruction to their students.

3. Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.

PPS believes that each of our students is talented and capable of learning, growing, and achieving. With this as our starting point, our responsibility is to implement discipline policies that advance each student's full potential. Our discipline data shows that Black, Native American, and other students of color as well as special education students are disproportionately disciplined. Our commitment to data analysis includes disaggregated quarterly data reviews that are shared with Senior Leaders and building administrators. Every school has a Climate Team that is responsible for reviewing behavior data and using this data to inform their school climate plans. The MTSS department continues to provide professional learning and coaching to expand and deepen these practices.

4. What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

Close ongoing family and student engagement along with integrated regional partnerships are core to the services provided by PPS Reconnection Services (RS). Once a student is referred to RS, an outreach coordinator is assigned who learns more about the specific student who then goes through a family intake process. The process involves support options, enrollment, and connections to wrap-around services. The outreach coordinators are embedded at schools and continue working with each student until they determine the student is ready for a supported transition. Perseverance to reach and serve students along with a sustained investment in the relationships are core to the engagement and essential for a successful student.

Additionally, Multnomah Education Service District (MESD) delivers educational services to youth housed in the Donald E. Long Juvenile Detention Center as well as in the two Multnomah County jails. It also provides these services in multiple other counties across the state and in three state youth correctional facilities, which means they work closely with incarcerated youth to help them earn credits toward graduation, create educational plans and profiles, and develop post-secondary plans. Through several grants, MESD also provides individualized transitional services for justice-involved youth, including those currently and formerly incarcerated. These wrap-around transitional services are based on students' ongoing input and needs.

Through partnerships with HOLLA and Dr. Danielle Dupuy, MESD also provides venues for youth to share their experiences, as part of the school-to-prison pipeline, with educators and justice professionals at professional learning events such as the Building Bridges to Equity series and Reflections on Pushout, a documentary.

5. How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades?

From middle grade to high school? From high school to postsecondary education and/or workforce?

In planning these transitions, we center students and their experiences. The cornerstone of a successful transition is providing students with opportunities to experience their future educational space. We have a tight vertical alignment between students' current spaces and the spaces they will enter. That includes ensuring staff are communicating and working together.

PK to K: Guided by these broad principles, we make specific provisions for each transition. As noted earlier, our Pre-Kindergarten through third-grade advisory council helps us analyze and improve student transitions to kindergarten. Kindergarten transition activities include enrollment, recruitment, and summer bridge events.

ES to MS: Our middle schools welcome new students at a 6th grade-only first day of school. This provides an opportunity for incoming 6th graders to meet teachers and school staff, learn more about their classes, and navigate their new school. In most cases, 8th-grade students lead small groups of 6th-graders to provide near-peer mentoring on the first day of school and beyond.

MS to HS: Our 8th-grade Student Success Teams facilitate successful transitions from 8th-grade to high school. Site level teams support students through forecasting, high school options process, and social-emotional lessons. All 9th-grade students are part of Student Success Teams, which are composed of communities or academies. Each team has at least three interdisciplinary teachers who share a common release time to review student data and discuss supports and instructional strategies.

Leap into 9th Grade, a summer bridge program, prepares students to excel in high school and get a head start working with their new teachers and peers in the summer for three weeks. The program embraces multiple ways of knowing and acknowledges funds of knowledge. The program individualized learning experiences, and students receive a 0.5 high school elective credit upon successful completion. All PPS high schools also offer 9th Grade Communities which ensure that 9th graders are known and supported by their teachers.

HS to Postsecondary: High School Counselors, College Coordinators, and Career Coordinators support students with developing post-secondary plans. We also partner with Portland Community College to host a bridge program to decrease summer melt for graduates who plan to attend PCC in the fall.

- 6. What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.**

All PPS Students in grades 6-12 have an opportunity to complete an Education Plan and Profile which provides a variety of activities and experiences designed to guide students in thinking about their interests, strengths, and post-secondary plans. The [PPS Education Plan and Profile Infographic](#) displays the components students will complete by grade level. At the high school level activities are captured in Maia Learning and parents have view access to review their student's results and progress throughout high school.

Connected to CTE, there is deeper career exploration and preparation through CTE courses, work-based learning experiences, and industry partnerships. Students participate in job shadows, internships, mentorship programs, and industry-recognized certifications. Partnerships with the Portland Workforce Alliance and Boedecker Foundation expand career-connected learning in multiple fields. PPS has developed a comprehensive marketing plan to share many of these opportunities with students and is actively working on the development of a student-facing portal where all career-connected learning opportunities will exist. The team is providing additional training to counselors around CTE and continues to work directly with career coordinators at each school to provide ongoing career-connected learning opportunities. We also continue to work directly with industry partners to provide opportunities to students, both through career-focused events, and opportunities for guest speaking at schools.

7. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

The district's Culture in the Classroom initiative equips educators with culturally specific strategies to create a welcoming environment for Native students. The work includes a Guiding Council with members of the Native community. Deliverables include "Look fors" for both teachers and students. We also contracted a Literature Review that focuses on Native student success.

Teachers receive curriculum and instructional support to integrate Tribal History/Shared History lesson plans, with dedicated resources available online. For grades 6-8, pacing guides explicitly include SB13 lessons, and an 8th-grade field trip to the Columbia River dam is being developed in coordination with the Indian Education Department and the Columbia River Inter Tribal Fish Commission. In K-5 ELA and Social Studies, Tribal History/Shared History curricular resources with lessons are available for all teachers, and educators are encouraged to teach these lessons. Additional work is underway to conduct classroom observations and provide feedback. High school educators also have access to curriculum-linked lesson plans with guidance on integrating them into core subjects throughout the year. The Academic Director of Indian Education is a current member of an advisory group developing new SB13 lessons that will soon be available state-wide. They will be geared toward school administration and instructional coaching staff.

Additionally, principals receive SB13 instructional highlights via newsletters and meetings. A PreK-12 team is developing a Look For Tool and a district-wide Scope and Sequence document to ensure the effective integration of Indigenous perspectives in all classrooms.

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*

See application attachments for district and charter school Early Literacy Inventory spreadsheets.

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

- General Fund
- Student Investment Account (SIA)
- State School Fund SSF
- Title I
- Title II
- Title III
- Title IV
- N/A (less than 50 ADMw, no match required)
- Other

3. If you answered "Other" on #2, please describe below:

N/A

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- Hiring
- Purchasing Curricula & Materials
- High-Dosage Tutoring
- Extended Learning Programs
- Professional Development & Coaching
- Other purposes

5. If you answered "Other" on #3, then please describe below:

N/A

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:

- Have the lowest rates of proficiency in literacy of elementary schools in the district;
- Identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
- Have literacy proficiency rates that have not recovered to pre-pandemic levels;
- Have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
- N/A if you have only one elementary school

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)

PreK	5
Abernethy E.S.	1.5
Access	1.5
Ainsworth E.S.	1.5
Alameda E.S.	1.5
Arleta E.S.	2
Astor K-8	2
Atkinson E.S.	2
Beach E.S.	2
Beverly Cleary K-8	1.5
Boise-Eliot/Humboldt	2
Bridger Creative Science E.S.	1.5
Bridlemile E.S.	1.5
Buckman	2
Capitol Hill E.S.	1.5
Cesar Chavez K-8	3
Chapman E.S.	2
Chief Joseph ES	2
Clark E.S.	2
Creston E.S.	1.5
Dr. Martin Luther King Jr. E.S.	1.5
Duniway E.S.	1.5
Faubion PK-8	2
Forest Park E.S.	1,5
Glencoe E.S.	1.5
Grout E.S.	1.5
Hayhurst E.S.	1.5
Irvington E.S.	2
James John E.S.	2
Kelly E.S.	1.5
Laurelhurst K-8	1.5
Lee E.S.	1.5

Lent	1.5
Lewis E.S.	1.5
Llewellyn E.S.	1.5
Maplewood E.S.	1.5
Markham	1.5
Marysville E.S.	2
Peninsula E.S.	2
Richmond E.S.	1.5
Rieke E.S.	1.5
Rigler E.S.	1.5
Rosa Parks E.S.	2
Rose City Park E.S.	1.5
Sabin E.S.	2
Scott E.S.	2
Sitton E.S.	1.5
Skyline K-8	1.5
Stephenson E.S.	1.5
Sunnyside Environmental K-8	1.5
Vernon K-8	2
Vestal E.S.	2
Whitman E.S.	1.5
Winterhaven K-8	1.5
Woodlawn E.S.	1.5
Woodmere E.S.	2
Woodstock E.S.	1.5

ODE sends the Early Literacy grant funds directly to the charter schools. They are not a district passthrough. The question does not apply to charter schools.

Feedback

1. How can ODE support your continuous improvement process?

ODE's directives and resources directly impact our ability to serve students. Rising costs, including inflation, employee compensation, and pension obligations, continue to strain our budget, while state funding remains insufficient. The loss of federal pandemic aid has further reduced available resources, making it harder to meet student needs.

At the same time, ODE continues to expand programs and compliance requirements. Even with increased funding, the growing administrative burden limits our capacity to focus on high-leverage, student-centered improvements. With fewer staff available, this is a function of both time and resources. They must be prioritized effectively.

Summer programming has been significantly reduced due to funding constraints. Previously serving 2,200 students across 67 schools at 11 sites, we can now only support 700 students at 16 schools across 4 sites. Despite national recognition for Summer Acceleration Academy, we were excluded from ODE’s funding formula, disproportionately impacting focal student populations.

Over the past three years, we have made approximately \$105M in budget reductions, while the state adds programs and compliance demands, further straining resources. The excessive application and reporting burdens takes time away from impactful strategies.

To truly support continuous improvement, Oregon must fully fund the Quality Education Model (QEM) and ODE must streamline compliance requirements. Increased funding alone is not enough—reducing administrative burdens and aligning data collection with valid, research-based measures will allow districts to focus on what matters most: improving student outcomes.

Plan Summary

1. **Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)**

***Additional requirement if applying with a sponsored charter:* Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)**

Grant investments deepen and expand our work to disrupt inequities, foster partnerships and collaboration, and provide inclusive and differentiated learning opportunities. Aligned with our district’s continuous improvement plan and our Roadmap for Educational Equity, these investments will directly support our commitment to providing all students with high-quality teaching and learning in every classroom.

Our integrated plan prioritizes investments based on identified needs, centering on enhancing inclusive and joyful learning experiences that ensure all students—especially focal student groups—have access to the resources and supports they need to demonstrate excellence. These priorities align with our needs assessment and community feedback, emphasizing:

- **Early Literacy Achievement:** Strengthening PK-3 reading and writing instruction through high-quality, standards-aligned materials, targeted interventions, and professional learning for educators to support literacy development.

- **K-12 Academic Success:** Expanding access to high-quality instructional materials and strategies, meaningful professional learning for educators, and targeted intervention supports to accelerate learning for students struggling with grade-level content.
- **Attendance and Engagement:** Increasing attendance rates by fostering a sense of belonging and improving school climate.
- **Graduation and Postsecondary Readiness:** Strengthening instruction, equitable grading practices, career-related programming that emphasizes real-world, hands-on learning, and providing credit recovery options.
- **Safe and Supportive Schools:** Expanding access to behavioral, mental health, and wellness supports, while implementing policies and practices to ensure a school environment free from discrimination, harassment, bullying, and retaliation.
- **Culture of Racial Equity & Care:** Cultivating racial equity and care through meaningful engagement with students, families, and community leaders, and implementing culturally responsive strategies across schools and departments.

This plan is a critical component of our district’s broader strategic efforts, which are aligned with the PPS Board Goals and ODE LPGTs. We will track and report on key indicators quarterly for internal review and annually for the Board and community. Additionally, we will provide periodic updates specific to these investments as required by ODE’s Integrated Guidance

Charter School Plan Summary

In alignment with the district’s Integrated Plan strategies, the individual charter school’s comprehensive needs assessment directly informed each individual charter school’s plan, emphasizing differentiated approaches tailored to the students in each school. The needs assessment process utilized an equity lens to review a variety of engagement strategies employed by individual charter schools. Each charter school developed their individual plan to address the needs of their students.

Each charter's plan outlines the key areas for growth and investment, as listed below.

The Emerson School:

- Improved Communication and Family Engagement
- Tailored Academic Support
- Holistic Well-Being of students

Le Monde French Immersion:

- High Expectations and Rigor
- Social, Emotional, and Physical Well-Being of students

Portland Arthur Academy:

- Small instructional groups focused on ELA and Math
- Create a culture of safety and respect for students

Portland Village School:

- High Expectations and Rigor
- Social, Emotional, and Physical Well-Being of students

The Ivy School:

- High Expectations and Rigor
- Culturally responsive environment
- Social, Emotional, and Physical Well-Being of students

The Cottonwood School:

- Improved communication including parent education, updates to communication platforms, etc...
- Wrap around services addressing holistic needs of students (social, emotional, and physical)

Assurances

- You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
- You have taken into consideration the Quality Education Commission (QEC).
- Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
- Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
- Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
- Each of the SSA plans were reviewed as part of your strategic planning.
- You have reviewed your early literacy programs to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the Early Literacy Success Initiative.
- Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
- You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
- You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
- You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
- You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
- If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.
- You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

Affirmation of Tribal Consultation

LEA or LEA-C Name _____

Tribe Name _____

This affirmation of consultation is for the School Year Ending June 30, _____

Each affected Local Educational Agency (LEA) or LEA-Consortium shall maintain in the agency's records and provide to the Oregon Department of Education a written affirmation signed by the appropriate officials of the participating tribes that the consultation required by Section 8538 of the Every Student Succeeds Act (ESSA), Public Law 114-95 has occurred. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected LEA or LEA-C shall consult with appropriate officials from Indian Tribes located in the area served by the LEA or LEA-C prior to the LEA's or LEA-C's submission of a required plan or application for a covered program under this Act. Such consultation shall be done in a manner that provides the opportunity for Indian Tribes to meaningfully and substantially contribute to such plan.

As a state requirement, an affected LEA must engage in Tribal Consultation prior to the submission of the Aligning for Student Success: Integrated Guidance application.

During the Tribal Consultation meeting, the following applications were explicitly discussed -

- | | |
|--|--|
| <input type="checkbox"/> Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies) | <input type="checkbox"/> Title IV, Part A (Student Support and Academic Enrichment Grants) |
| <input type="checkbox"/> Title I, Part C (Education of Migratory Children) | <input type="checkbox"/> Title IV, Part B (21st Century Community Learning Centers) |
| <input type="checkbox"/> Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk) | <input type="checkbox"/> Title V, Part B, Subpart 2 (Rural and Low-income School Program) |
| <input type="checkbox"/> Title II, Part A (Supporting Effective Instruction) | <input type="checkbox"/> Title VI, Part A, Subpart I (Indian Education Formula Grants to Local Educational Agencies) |
| <input type="checkbox"/> Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act) | <input type="checkbox"/> Other |
| | <input type="checkbox"/> A grant distributed under a Federal Title Program |
| | <input type="checkbox"/> Aligning for Student Success: Integrated Guidance application |

We agree/disagree that timely and meaningful consultation occurred before the LEA or LEA-C submitted plans or applications for the boxes checked above.

We agree/disagree that we have participated in meaningful and timely discussion on the application(s) indicated above and have chosen to participate in the programs marked above.

We agree/disagree that timely and meaningful consultation shall be ongoing. We shall meet to assess programs and track accountability on the following dates: _____

	Printed Name	Signature	Email	Date
Superintendent or Designee				
Designated Tribal Representative				

- Check if the tribe/tribal organization has not responded to LEA's or LEA-C's due diligence attempts for consultation. (LEA and LEA-C must retain evidence for compliance monitoring) List dates & methods used: 1. _____, 2. _____, 3. _____
- Tribal Opt-Out Option (must have signature of tribe above): WE HAVE been contacted by the LEA or LEA-C listed above and choose not to participate in consultation for the application(s) checked above at this time.



CALENDAR



ENROLL



CONTACT

PARENTVUE

Racial Equity and Social Justice Lens



(Updated December 2018)

To view the full contents of this page in a printable PDF, scroll to bottom:

Introduction





PPS Racial Equity and Social Justice Lens

Updated April 2021

Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is the support of racial equity and social justice. Dedicated policy, people, and practice are necessary to create a culturally responsive organization that ensures the success of students who can navigate and compete in a culturally complex society and global economy. It is through racial equity and social justice that PPS will become a premier school district.

In May 2019, PPS adopted our community-informed Vision,

Portland Public Schools is committed to preparing our students to lead change and improve the world for the district we aim to become by 2030. Our community defined our:

- **Vision:** A picture of what we want for our students. The Vision includes the Graduate Portrait, Educator Essentials, Educational System Shifts, and Core Values.
- **Core Values:** The district's enduring beliefs that will guide our action toward our collective Vision.
- **Graduate Portrait:** A clear and ambitious description of what the community wants our students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers.
- **Educator Essentials:** The knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate Portrait.
- **System Shifts:** Changes to the district's priorities and operations that will help create the conditions required to reach our Vision.



With a community-informed Vision established, we are developing a multi-year **strategic plan** that guides our decisions and investments to realize the Vision for our graduates and the larger learning ecosystem.

In order to advance toward the Vision and achieve the 3-year Board Goals, PPS examined its current state to develop a **theory of action** for change to identify key priorities.

We utilize this theory of action to provide focus and to center our decision making on the experiences of students of color. Our Theory of Action explicitly calls out the pernicious institutional and cultural racism embedded in our system and prompts us to take action that disrupts the barriers that hinder us from reaching our goals.

If you are having trouble viewing the document, you may [download the document](#).



**Racial Equity and Social Justice Lens Protocols
2021-22**

Who will use the Racial Equity and Social Justice (RESJ) Lens?

The goal is for everyone at Portland Public Schools to regularly apply the updated RESJ Lens. All employees will continue to practice utilizing the critical thinking and evaluation skills developed while using the lens as part of PPS's commitment to racial equity and social justice. We believe this practice will continue to inform our organizational development and strengthen our collective impact. The result of creating an organizational culture where the RESJ lens is regularly utilized and the results are analyzed will focus everyone on achieving measurable outcomes addressing our internal barriers and practices.

When will the RESJ Lens be applied?

To effectively roll out the use of PPS's updated RESJ Lens all departments will identify scenarios for use in the 2021-22 school year. It is expected that departments will complete the RESJ lens for at least the identified scenarios, however, it is likely that departments will also find it useful for additional scenarios.

PPS Department	Scenarios	Estimated Month Completed
Superintendent's Leadership Team	<ul style="list-style-type: none"> 2022-23 SY Budget Strategic Plan Adoption 	May 2022 August 2021
Human Resources	<ul style="list-style-type: none"> Reimagine Wellness Plan and Framework Reclassification or internal promotion versus external posting of positions 	June 2022 Dec 2021
Finance	<ul style="list-style-type: none"> Develop a Year Round BIPOC Community Centered Engagement to Budgeting Framework that uses the RESJ Lens. Align Budget Planning to support Strategic initiatives/goals that can measurably improve Black and Native Student Academic Outcomes 	Sept-2021 June-2022
Custodial/Maintenance	<ul style="list-style-type: none"> Facility Maintenance Plan Determining APPA Cleaning Standard level for each school Diverse recruitment strategies for filling additional 30 FTE for Custodial 	June 2022 June 2022 June 2022

If you are having trouble viewing the document, you may [download the document](#).

PORTLAND PUBLIC SCHOOLS



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The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on perceived or actual race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; veteran's status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

504 Coordinator: Katie Loewen, section504@pps.net, 503-916-3337

ADA Coordinator: Jey Buno, jbuno@pps.net, 503-916-3360

Title IX Program Contact: Jeffrey Wisner, jwisner@pps.net, 503-577-8095

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District Offices: 501 N. Dixon St. Portland, OR 97227
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Portland SD 1J - Early Literacy Inventory 25-27



Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K	1st	2nd	3rd	4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material	CORE ONLY: If Indpndt Adpt, Mis SBE Criteria	Date of Adoption or Start of Use MONTH	Date of Adoption or Start of Use YEAR	Planned Changes or Updates
1 Core Materials		integrated PreK curriculum	Tools of the Mind	No	Both Print and Digital	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		No our school board did not use		2016	
2 Assessments		developmental assessment	Desired Results Developmental	Yes	Digital	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		No our school board did not use		2022	
3 Core Materials		phonemic awareness curriculum	Heggerty	No	Print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the		2022	Added PK Heggerty Curriculum August 2024
4 Core Materials		phonics curriculum	Wilson Foundations	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria		2019	This was a rolling implementation process with full implementation of K-3 Foundations in place in Fall 2022. This adoption will begin to be reviewed along with the comprehensive ELA curriculum in 2027 or 2028.
5 Core Materials		decodable texts	Great Minds Geodes	No	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State Board of Education	Great Minds PBC and Wilson Language Training Wit & Wisdom with Foundations and Geodes	Yes our school board used the		2022	
6 Core Materials		ELA curriculum	Great Minds Wit & Wisdom	No	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	State Board of Education	Great Minds PBC and Wilson Language Training Wit & Wisdom with Foundations and Geodes	Yes our school board used the		2022	
7 Assessments		foundational skills/comprehension assessment	MAP Reading Fluency	Yes	Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the		2023	
8 Assessments		comprehension assessment	MAP Reading Growth	Yes	Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2018	
9 Intervention/Acceleration Materials		intervention curriculum	Wilson Foundations, Just Words,	No	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2021	
10 Intervention/Acceleration Materials		intervention supplement	Lexia, Core5	No	Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes, No		2023	Was used as a core supplement up until 2023, when we shifted to use as an intervention resource only.
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		

PPS Perkins Needs Assessment: Aligning CTE with Priority Sectors

Regional Workforce Trends in Priority Sectors

Portland's economy is experiencing robust growth in four priority industries – **advanced manufacturing, construction, clean energy**, and **health care** – as identified by Worksystems. Key labor market trends include:

Advanced Manufacturing: The Portland metro is a national leader in high-tech manufacturing (e.g. semiconductors) and related industries. The sector employs over 70,000 workers regionally, with an average wage above \$130k (worksystems.org). Although five-year job growth has been steady at 5% (worksystems.org), output has surged (gross regional product up 85% since 2019), reflecting increasing productivity and investment, worksystems.org. Emerging skill needs center on semiconductor manufacturing and advanced machining – fueled by soaring demand and federal CHIPS Act investments, worksystems.org– as well as automation and robotics to drive innovation. Employers report strong demand for technicians (e.g. semiconductor processing techs, machinists, welders) with wages in the ~\$27–32/hr range (worksystems.org), indicating a need for a talent pipeline in these trades.

Construction: The construction industry in the Portland-Vancouver metro area is booming, adding over 28,000 jobs since 2015 (about 40% growth) (worksystems.org). 2023 it accounted for 51,600 jobs, with an average annual wage of over \$105k (worksystems.org). Construction employment will continue rising (another ~11,500 high-paying jobs by 2032) amid major infrastructure and development projects (worksystems.org). Skilled trades are especially in demand – carpenters (6,900+ jobs), laborers (5,500+ jobs), electricians (~4,600 jobs), and plumbers (~2,600 jobs) are among the top occupations, often earning \$25–47 per hour (worksystems.org). An aging workforce (many nearing retirement) and ongoing public investments have created an urgent need for new trade entrants (worksystems.org). Industry stakeholders are emphasizing apprenticeships and training programs to meet the labor shortfall in construction.

Clean Energy: A regional transition to clean, renewable energy is underway, driving cross-sector workforce needs. Broadly defined, the clean energy sector (including renewable energy generation, energy efficiency, and related green construction/manufacturing roles) employs about 139,500 workers in the metro area (worksystems.org) – a high concentration (LQ 1.8) relative to the nation. With an average wage of \$114,725, these roles provide an opportunity for economic mobility for many students. Five-year job growth is ~8% (worksystems.org) and expected to accelerate as Oregon invests in sustainable infrastructure (solar, wind, energy-efficient buildings, electric transportation). Industry demands span

multiple disciplines: construction trades (e.g. electricians, HVAC installers, solar installers) to build and retrofit green buildings ([worksystems.org](https://www.worksystems.org)), manufacturers of clean technology (batteries, electric vehicles, etc.), and technicians to operate and maintain renewable energy systems. Key employers range from utilities (PGE, Pacific Power) to clean-tech firms (e.g. Vestas, ESS Inc) ([worksystems.org](https://www.worksystems.org)). This sector's growth calls for workers with traditional skills (e.g. electrical, carpentry, with a green focus) and new skills in emerging technologies like solar PV, energy storage, and electric vehicle infrastructure.

Health Care: The health care and social assistance sector is expanding rapidly in Portland, driven by an aging population and rising demand for health services ([worksystems.org](https://www.worksystems.org)). Regional health care employment tops 109,700 jobs with 9% growth in the past five years ([worksystems.org](https://www.worksystems.org)), and an average wage around \$81k ([worksystems.org](https://www.worksystems.org)). Major hospital systems (Legacy, Providence, Kaiser, OHSU) are among the largest employers ([worksystems.org](https://www.worksystems.org)). Emerging skill needs include not only traditional roles like nurses and medical assistants, but also behavioral health professionals and medical office/support staff. Behavioral health is a critical growth area – the region faces a shortage of qualified mental health and substance abuse support workers ([worksystems.org](https://www.worksystems.org)). Many health careers offer entry-level opportunities without a four-year degree; nearly 60% of health jobs paying \$22+/hr do not require a bachelor's ([worksystems.org](https://www.worksystems.org)). Growing occupations include medical assistants, health information technicians, licensed practical nurses, and peer support specialists ([worksystems.org](https://www.worksystems.org)). High retirement rates (and burnout from the pandemic) further intensify the need to train new healthcare workers across clinical and support roles ([worksystems.org](https://www.worksystems.org)).

Current CTE Offerings and Gaps Analysis

Portland Public Schools offers a broad array of Career & Technical Education programs, with 78 state-approved CTE programs of study across 11 high school campuses. These programs span six career clusters – including Health Sciences and Industrial & Engineering Systems, which correspond to the priority sectors – and fields like Business, Arts/Communication, Agriculture/Natural Resources, and Human Services. This breadth provides many students with exposure to technical skills, but alignment with regional workforce needs in the four high-growth sectors is uneven.

Alignment with Priority Sectors: Some PPS programs are well-aligned with local industry demand. For example, the district's Health Sciences pathways (e.g. medical professions or bio-science programs at certain high schools) feed into the healthcare talent pipeline by teaching anatomy, patient care, and even offering certifications like CNA or First Aid. Similarly, several Industrial & Engineering Systems programs cover skills relevant to manufacturing and construction – such as welding, engineering design, automotive technology, and construction trades – which map to advanced manufacturing and construction jobs. Flagship career-tech schools like Benson Polytechnic High School historically offer manufacturing technology, electrical, architectural design, and automotive programs, producing graduates who often enter apprenticeships or technical college in related fields. These existing programs provide a foundation to build, indicating that PPS has some infrastructure for the targeted industries.

However, significant gaps exist between current offerings and emerging workforce needs in the priority sectors:

Advanced Manufacturing: Despite the region's leadership in high-tech manufacturing, PPS has limited CTE programs explicitly focused on modern manufacturing technology (e.g. semiconductor fabrication, robotics, precision machining). Traditional manufacturing classes (welding, wood/metal shop or basic engineering) exist, but advanced manufacturing pathways that incorporate electronics, automation, and clean-room processes are sparse. There is an opportunity to introduce or expand mechatronics, electronics fabrication, or industrial automation programs to meet the growing demand for semiconductors and advanced manufacturing workforces (worksystems.org). Without such programs, employers in the booming high-tech manufacturing arena may face a shortage of entry-level technicians familiar with industry-grade equipment and processes.

Construction Trades: PPS offers construction technology or woodworking programs at only a few high schools, meaning many students lack access to this career pathway. Given the urgent demand for skilled construction labor region-wide (worksystems.org), the current scale of construction-related CTE programs may be insufficient. For instance, if only one or two campuses have building trades programs, the output of graduates ready for apprenticeships is relatively low. Gaps include specialty trades exposure (plumbing, HVAC, electrical) – students may not get hands-on experience in these areas unless they attend the one school with a construction program. To meet employer demand, new or expanded programs (or magnet initiatives) in the building trades could be warranted, so that students across the district can prepare for high-wage construction careers.

Clean Energy: There is currently *no dedicated “clean energy” CTE program* in PPS, even though sustainability and energy technology are fast-growing fields. Clean energy elements are touched on indirectly in other programs (for example, an environmental science course or a unit on solar power in a construction class). Still, a coherent program of study focused on renewable energy, energy efficiency, or green technology is lacking. This represents a gap in preparing students for the burgeoning green economy. A Renewable Energy Technology program – covering solar panel installation, wind/energy generation, battery storage, and green building design – could fill this void and align directly with Portland's climate and infrastructure initiatives. Likewise, automotive technology programs could expand to include electric vehicle (EV) maintenance and charging infrastructure, bridging into clean transportation careers. Without explicitly addressing clean energy skills, PPS is missing an opportunity to train students for a sector employing over 139,000 locally (worksystems.org) and growing in importance.

Healthcare & Social Assistance: PPS's health science programs are a strength, but they could be broadened to address emerging needs like behavioral health and healthcare administration. For example, existing programs often focus on general medical or biomedical themes; there is room to add mental and behavioral health support pathways, given the acute regional demand for those roles (worksystems.org). Additionally, internships or clinical experiences in hospitals and clinics (e.g. through partnerships with major healthcare providers) are limited by capacity – more opportunities are needed so interested students districtwide can

get real-world healthcare experience. Another gap is in continuity to postsecondary: strengthening connections to nursing programs or allied health training at local colleges would help students seamlessly transition into the healthcare workforce pipeline. Ensuring every high school has some offering in the health sciences (or access via cross-enrollment) would improve equity of access to this high-demand field.

In summary, while PPS's 79 CTE programs cover many career fields, they do not fully reflect the current labor market priorities. High-growth sectors like advanced manufacturing, clean energy, and construction are under-represented in the CTE portfolio, signaling a need for new programs or expansion. Strengthening these areas (without neglecting existing popular programs) will better align student skills with employer demand and address gaps where local industries are clamoring for talent.

Investment Strategies & Partnership Integration for Industry Alignment

PPS can leverage its current Perkins-funded initiatives and partnership models to ensure CTE program growth aligns with regional industry needs. Current investment areas under Perkins V – such as Program Advisory Councils, Work-Based Learning, curriculum development, and industry-recognized credentials – provide a foundation for strengthening the connection between education and the workforce. The district's strategy is to go beyond standalone classes by involving industry and community partners in CTE. Key approaches include:

Program Advisory Councils (PACs): Every CTE program convenes industry advisors who guide curriculum and program improvements. PPS can maximize PAC impact by recruiting representatives from the priority sectors (advanced manufacturing, construction, clean energy, healthcare) to these councils. Regular consultation with employers ensures that programs stay up-to-date with evolving industry needs and technologies. For example, industry advisors in manufacturing can suggest emerging skills (like CNC programming or quality control standards) to incorporate into coursework. In healthcare, hospital partners on advisory boards can help align high school training with entry-level job requirements. Strengthening PACs and giving them a strategic role in program design will keep career pathways relevant and demand-driven.

Work-Based Learning (WBL): PPS already invests Perkins funds to expand work-based learning opportunities such as internships, job shadows, and project-based learning with industry. These efforts directly support alignment by giving students hands-on experience in high-demand fields. For instance, internships with local manufacturing firms or hospitals allow students to apply skills in real workplaces and understand industry expectations. The district's Partnership Engagement Menu outlines numerous ways businesses can engage – from offering industry projects for students to providing internships and mentorship. By leveraging this menu and coordinating through College & Career Centers, PPS can scale up WBL in the four target sectors. Emphasizing quality WBL (with training plans and reflection) helps students build the “soft skills” and technical competencies employers seek, making graduates more work-ready.

Curriculum Development & Industry Credentials: Ongoing curriculum modernization is funded in part by Perkins to ensure programs integrate new technologies and standards. PPS can channel these funds to update curricula aligned with industry 4.0 practices (e.g. adding modules on renewable energy in science or CAD/CNC in manufacturing classes). Collaboration with local community colleges (many of which receive Perkins funds too) can create alignment between high school programs and college technical courses, ensuring a smoother student transition. In addition, supporting students in earning industry-recognized credentials is a priority – for example, OSHA-10 safety certification in construction, Certified Nursing Assistant (CNA) or First Responder certifications in health, or AutoCAD and SolidWorks certifications in engineering. These credentials give students tangible proof of skills employers recognize, thereby tightening the linkage between CTE outcomes and workforce entry. PPS’s investments in credential exam fees, teacher training, and equipment all contribute to programs that meet industry standards.

Cross-Functional Partnership Teams: Beyond traditional advisory roles, PPS has pioneered a *cross-functional team approach* to CTE partnerships. This model brings educators, industry professionals, workforce agencies, and community organizations together as a collaborative team to solve workforce challenges. Instead of isolated, one-off partnerships, cross-functional teams work on coordinated strategies – for example, a healthcare team might include teachers, hospital HR staff, a community college nursing instructor, and a workforce board representative working collectively to expand a pathway for future medical assistants. By working in tandem, these stakeholders can align curriculum, work-based experiences, and hiring practices to ensure students graduate with in-demand skills. The power of this approach is that it moves beyond transactional engagements (like a company donating equipment) toward deeper co-development of programs. Cross-functional teams focus on shared goals such as diversifying the talent pipeline or updating training for emerging technologies, and they iterate solutions together. PPS’s use of this model (supported by its CTE team) will enhance employer engagement and keep programs responsive to economic shifts. For example, a cross-sector clean energy team could help design a new renewable energy CTE program, with input on everything from curriculum to internship placements. This integrated partnership strategy ensures sustainable alignment, as solutions are developed collaboratively and are more likely to endure changes in staffing or funding.

Pathway Ecosystem Model: PPS also adopts a Pathway Ecosystem framework, which envisions every CTE pathway supported by a network of partners (industry, post-secondary, nonprofits, government, cultural institutions) working in concert. This systemic approach, funded partly through Perkins innovation grants and local initiatives, ensures students get layered support and real-world exposure throughout their journey. For instance, a health science pathway in an ecosystem might include a university dual-credit agreement, a hospital internship program, a nonprofit providing career mentors, and a government workforce agency supplying labor market data. Such an ecosystem makes the career pathway more sustainable, equitable, and adaptable. It helps institutionalize partnerships so that even if a champion leaves, the path continues with multiple stakeholders invested. Students benefit through consistent industry interaction (not just a single job shadow but ongoing engagement) and smoother transitions to college or apprenticeships. By integrating this model, PPS can leverage

cross-sector resources – for example, using Worksystems labor market reports to inform programs, or tapping state apprenticeship agencies to connect students with apprenticeships – thereby fully aligning CTE programs with regional workforce development efforts.

In summary, PPS’s current Perkins investments in advisory councils, work-based learning, curriculum, and credentials can be strategically **deployed to bolster industry alignment**, especially when combined with innovative partnership structures. Through substantial advisory input, experiential learning, up-to-date curricula, and collaborative cross-functional teams, the district can ensure its CTE programs directly support the talent needs of Portland’s growth sectors while providing students with relevant, work-ready skills.

Actionable Recommendations for Alignment and Growth

To maximize CTE alignment with regional economic needs, PPS should undertake targeted actions in program development, partnerships, and resource allocation. Below are strategic recommendations to guide program expansion, funding, and partnerships – all with an emphasis on enhancing student access, equity, and long-term pathway sustainability in advanced manufacturing, construction, clean energy, and healthcare:

Expand High-Demand CTE Pathways: Allocate funding to develop new programs and enhance capacity in the priority sectors. For example, establish a Renewable Energy Technology program (focused on solar, wind, and energy efficiency) to directly address the clean energy workforce gap, and consider a specialized Advanced Manufacturing or mechatronics program in partnership with a community college or industry consortium (leveraging the semiconductor initiative momentum (worksystems.org)). Similarly, construction trades programs could be expanded to additional high schools or created regional trades skill centers so more students can access carpentry, electrical, and plumbing training. Add a Behavioral Health/Patient Care pathway to prepare students for roles like medical assistant, phlebotomist, or peer recovery mentor, tapping into local hospital partnerships. Direct a significant portion of Perkins V and local CTE funds toward these new or expanded programs (for equipment, teacher training, and facility needs), as these fields align with Portland’s highest-growth jobs. By increasing CTE slots in these areas, PPS will produce more graduates with skills matching critical job openings, supporting student success and regional workforce needs.

Strengthen Industry & Education Partnerships: Deepen collaboration with employers, labor unions, post-secondary institutions, and workforce boards to ensure programs remain tightly aligned with industry trends. Form sector-specific advisory committees or industry roundtables for each priority sector (if not already in place) – e.g. a Healthcare Advisory Panel with local hospital and clinic representatives, a Manufacturing Advisory with tech manufacturers like Intel or local fabrication shops, etc. – to provide ongoing feedback and pledges of support (guest instructors, site visits, donated equipment). Implement the cross-functional team approach by convening working groups for each sector that include CTE teachers, industry experts, Worksystems or workforce agency staff, and community partners to

co-design solutions (such as updating curriculum or coordinating internships). Seek out partnership agreements with organizations already active in these workforce areas: for instance, partner with union apprenticeship programs in construction (electricians, carpenters unions) to create a direct bridge from high school to apprenticeship, or with primary healthcare providers to guarantee clinical internship slots for students. Leverage Worksystems' support (as the regional workforce board) to connect with their initiatives – for example, collaborate on utilizing the Portland Clean Energy Fund grants for youth training in clean energy jobs (greaterportlandinc.com). PPS can integrate real-world industry expertise into CTE by formalizing and expanding these partnerships. This will yield benefits like curriculum co-development, teacher externships in industry, and a pipeline for students to jobs or further training. Employer engagement should be a key performance metric – e.g., each program of study in a priority sector should have at least one active industry partner per student, and each partner should commit to specific activities (advisory participation, hosting interns, etc.). These partnerships will keep CTE programs agile and demand-driven.

Enhance Work-Based Learning & Credentials: Increase work-based learning opportunities and embed industry credentials in all priority-sector programs to improve student readiness for high-wage careers. Work with industry and community partners to increase the number of internships, apprenticeships, and job shadow placements available to CTE students. For example, expand the SummerWorks or similar internship programs in coordination with Worksystems so that every student in an advanced manufacturing or construction pathway gets a paid summer internship or apprenticeship exposure before graduation (worksystems.org). Integrate pre-apprenticeship models into high school programs – for instance, align construction programs with BOLI-certified pre-apprenticeship curricula so students can directly enter apprenticeships with advanced standing. Ensure students have access to earn relevant certifications: OSHA 10 and Forklift Operator (for construction/manufacturing safety), CAD/CAM software certifications for engineering, NABCEP entry-level solar installer certification for a future clean energy program, and Basic Life Support or Certified Medical Assistant credentials for health students. Perkins funds can subsidize certification exam fees and support teacher professional development to implement these credentials.

Additionally, coal-credit agreements should be considered at the local colleges (like Portland Community College) so that students in these CTE programs can earn college credit or even complete the first term of a technical certificate while in high school. By graduation, students could have both a high school diploma and industry-recognized credentials or credits, dramatically improving their employability and postsecondary transition. Making work-based learning a graduation expectation for CTE concentrators (with adequate support to find placements) and tracking credential attainment will help institutionalize this focus. These efforts will produce a workforce-ready graduate with practical experience and verifiable skills aligning with industry requirements.

Promote Access, Equity & Pathway Sustainability: Ensure that the expansion of CTE opportunities in these sectors is equitable and sustainable for the long term. Intentional outreach and support are needed to include historically underrepresented students (girls, students of color, low-income students, students with disabilities) in high-demand programs

like manufacturing, construction, and STEM fields. Partner with community organizations with equity expertise to improve recruitment and retention – for example, collaborate with Oregon Tradeswomen, Constructing Hope, and Portland YouthBuilders to engage female and BIPOC youth in construction trades (worksystems.org) These organizations can provide role models, workshops, and pre-entry training that build confidence and interest among underrepresented students. Similarly, culturally responsive strategies and wrap-around supports (career coaches, mentorship programs, transportation assistance, childcare for teen parents, etc.) should be utilized to minimize barriers to participation (greaterportlandinc.com). On the sustainability front, advocate for stable funding streams: prioritize Perkins and state CTE funds toward these high-growth sector programs in future budgets, and pursue supplementary grants (such as Future Ready Oregon or federal innovation grants) to invest in equipment and teacher training. Develop a teacher talent pipeline for these programs by offering current industry professionals a pathway into teaching (e.g., through restricted CTE licensure programs) (pps.net) and supporting existing teachers with externships to keep skills current. Finally, embed the partnership ecosystem approach into policy so that each program has multiple partners co-invested in its success – this distributed support will make programs resilient to changes. By focusing on equity and sustainable practices, PPS can ensure that *all* students have access to these high-opportunity pathways and that the programs will thrive for years to come, continually adapting to the region’s economic evolution.

These recommendations provide a roadmap for aligning Portland Public Schools’ CTE offerings with the region’s priority workforce sectors. BPPS can create a future-ready CTE ecosystem by strategically expanding programs, tightening partnership linkages, enriching work-based learning, and prioritizing equity and sustainability. Such an ecosystem will produce well-prepared graduates for careers in advanced manufacturing, construction, clean energy, and healthcare – thereby meeting employer demands and fostering economic growth, empowering students with the skills and opportunities to succeed in high-wage, high-demand industries.

2023-2025 Perkins Local Improvement Plan SMARTSHEET COLLECTION CONTENT

Sample Template for the information required in the plan

Perkins Performance Indicator	Analysis of gaps in performance	Plan to address gaps and improve performance on this indicator	Person Responsible	Timeline
1S1 - Grad Rate for Concentrators in report year 4yr cohort	Given the provided data, it appears there are just two students who meet the criteria to be considered part of the concentrators who qualify for the graduation rate. Of the two identified students, neither of them was considered a graduate, therefore showing our rate as 0%. Disregarding the incorrect data that is attached, the focus is going to continue to be on increasing the graduation for our CTE students.	<ol style="list-style-type: none"> 1. Continue to expand and diversify our CTE offerings across the district <ol style="list-style-type: none"> a. Conduct a comprehensive assessment of the current offerings and work to identify gaps and areas of improvement b. Collaborate with local industries and business to understand the current job market 2. Enhance career counseling and guidance <ol style="list-style-type: none"> a. Bring in our Middle School redesign team to help implement a career counseling program that carries through the high school b. Provide students with access to career assessment and interest inventories to explore pathways c. Develop mentorship programs where students can connect to professionals in the industry 3. Support and monitor student progress 	PPS CTE Team	Ongoing

		<ul style="list-style-type: none"> a. Implement improved tracking systems for monitoring student progress in CTE programs to ensure they are meeting academic and skill-based milestones b. Celebrate the successes of students in CTE programs through events 		
<p>2S1, Language Proficiency for Concentrators who left hs in report year</p>	<p>Our data shows that of the 166 students who qualify in this category, 42 of them met the criteria to be considered language proficient. This gap is likely due to the need to include more writing in our career technical education classes</p>	<ul style="list-style-type: none"> 1. Integrated Language and CTE Curriculum <ul style="list-style-type: none"> a. Work to develop courses that integrate language learning into technical skills training b. Collaborate across departments to design curriculum that aligns with language proficiency standards 2. Professional development <ul style="list-style-type: none"> a. Provide opportunities for CTE teachers to enhance their understanding of language acquisition b. Foster collaboration between language instructors and CTE teachers through planning sessions 3. Assessment and Support <ul style="list-style-type: none"> a. Develop language proficiency assessment tools tailored to CTE programs b. Provide targeted support to students who need additional language assistance 	<p>CTE Team</p>	<p>By the end of 2024-2025</p>

<p>2S2, Math Proficiency for Concentrators who left hs in report year</p>	<p>Of the 166 students who qualify in this category, just 30 of them were considered math proficient. PPS needs to develop better systems to incorporate mathematics into our CTE programs</p>	<ol style="list-style-type: none"> 1. Integrate math skills into CTE curriculum <ol style="list-style-type: none"> a. Develop curriculum that incorporates math skills into specific career pathways b. Collaborate with math instructions to create curriculum that aligns with math standards and skills 2. Professional development <ol style="list-style-type: none"> a. Ongoing professional development fo CTE teachers to enhance their understanding of math instruction and integration into their curriculum b. Facilitated collaboration between math instructors and CTE teachers through joint planning sessions 3. Assessment and support <ol style="list-style-type: none"> a. Develop math proficiency assessment tools tailored to CTE programs, ensuring they measure math skills in a vocational context b. Provide targeted support to student who require additional math assistance, including one-on-one tutoring, labs, or other resrouces 	<p>CTE Team</p>	<p>End of 2024-2025</p>
<p>2S3, Sci Proficiency for Concentrator</p>	<p>Of the 166 students who qualify in this category, just 38 of them are considered proficient in science. Our biggest gaps are in supporting</p>	<ol style="list-style-type: none"> 1. Integrate science skills into CTE curriculum <ol style="list-style-type: none"> a. Develop curriculum that incorporates science skills into 	<p>CTE Team</p>	<p>End of 2024-2025</p>

<p>s who left hs in report year</p>	<p>black and indigenous learners in science proficiency</p>	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> specific career pathways b. Collaborate with science instructions to create curriculum that aligns with math standards and skills 2. Professional development <ul style="list-style-type: none"> a. Ongoing professional development fo CTE teachers to enhance their understanding of science instruction and integration into their curriculum b. Facilitated collaboration between science instructors and CTE teachers through joint planning sessions 3. Assessment and support <ul style="list-style-type: none"> a. Develop science proficiency assessment tools tailored to CTE programs, ensuring they measure science skills in a vocational context b. Provide targeted support to student who require additional science assistance, including one-on-one tutoring, labs, or other resrouces 		
<p>4S1, Prep for Non-Trad Career for Concentrator s in report year</p>	<p>Of the 7308 students who qualify in this category, just 1276 students were prepared for non-traditional careers. The biggest gap is with our male students.</p>	<ul style="list-style-type: none"> 1. Career Exploration and Awareness <ul style="list-style-type: none"> a. Establish comprehensive career exploration program that introduces students to a wide range of careers b. Host career fairs, workshops and guest speakers featuring professions from 	<p>CTE Team</p>	<p>End of 2024-2025</p>

		<ul style="list-style-type: none"> 2. Tailored Educational Pathways <ul style="list-style-type: none"> a. Create flexible pathways that allows students to explore non-traditional careers b. Offer dual-enrollment programs in partnership with local colleges enabling students to earn credits that align with non-traditional careers 3. Support and Inclusivity <ul style="list-style-type: none"> a. Create a supportive and inclusive environment that encourages students to all backgrounds and genders to pursue non-traditional careers b. Offer workshops and mentorship opportunities focused on empowering underserved groups in non-traditional fields 		
5S3, CTE WBL for Concentrators who completed high school in the report year	Of the 96 students who qualify in this category, just 5 meet the criteria for work based learning requirements. There are large gaps for our Hispanic students.	<ul style="list-style-type: none"> 1. Strengthen Partnerships with Local Businesses and Organizations <ul style="list-style-type: none"> a. Identify businesses, industries and organizations that are willing to collaborate with schools b. Create stronger advisory boards consisting of representatives from local businesses 2. Strengthen Work Based Learning Curriculum <ul style="list-style-type: none"> a. Incorporate career readiness 	CTE Team	End of 2024-2025

		<p>and employability skills training into the curriculum, covering topics like communication, teamwork, professionalism</p> <p>b. Provide clear learning objectives and assessment criteria to ensure that students are gaining relevant skills during their experiences</p> <p>3. Support and Equity</p> <p>a. Develop a comprehensive support system for students participating in work-based learning</p> <p>b. Ensure that opportunities are accessible to all students, regardless of background or circumstances by addressing transportation, scheduling and financial barriers</p>		
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Additional Guidance

Two of the Perkins Performance measures were impacted by actions taken or omitted statewide. As a result the overall system shows weakness in these areas and need for improvement. The Oregon Department of Education is offering the following sample language to help guide discussions about local actions to improve gaps in performance

2S1, 2S2, 2S3 Academic Performance - SAMPLE LANGUAGE - *The sample language is intended to provide guidance.*

Perkins Performance Indicator	Analysis of gaps in performance	Plan to address gaps and improve performance on this indicator	Person Responsible	Timeline
2S1, 2S2, 2S3 Academic Performance	<p>The high school participation rate in the Oregon Spring 2022 State assessment was less than 60%. Therefore having an accurate representation of student performance in the academic measures is impossible.</p> <p>Each district in Oregon that had schools with one or more student groups missing the 95% participation rate threshold are required to create and implement a plan for improving participation rates.</p>	<p>Direct: CTE teachers will encourage participation in the statewide assessment by: _____</p> <p>CTE teachers will continue to integrate academic and technical skills into our CTE Programs of Study</p> <p>Consortia: As a region we will be supporting our educators and schools in communicating the importance and value of the statewide assessment and encouraging participation.</p> <p>As a consortium we will continue to support our member districts and educators in integrating academic and technical skill development in all their CTE Programs of Study.</p>		

3S1 Postsecondary Placement - Sample Language

Perkins Performance Indicator	Analysis of gaps in performance	Plan to address gaps and improve performance on this indicator	Person Responsible	Timeline

<p>3S1 Postsecondary Placement</p>	<p>Postsecondary placement data for our district/region indicates...</p>	<p>Work closely with the Career Navigator housed at our local college to build connections for students and families between high school and next steps after high school in education, employment, military or other training.</p> <p>Highlight local career connected learning efforts in your district/region</p> <p>Identify specific steps to strengthen partnership with and transition to the community college.</p>		
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To: Portland Public Schools Board of Directors

From: Kristina Howard, Chief Academic Officer
Jey Buno, Chief of Student Support Services
Michelle Morrison, Chief Financial Officer

CC: Dr. Kimberlee Armstrong, Superintendent
Dr. Renard Adams, Chief of Research, Assessment & Accountability.
Dr. Camedra Jefferson, Interim Senior Director of Funded Programs

Date: April 22, 2025

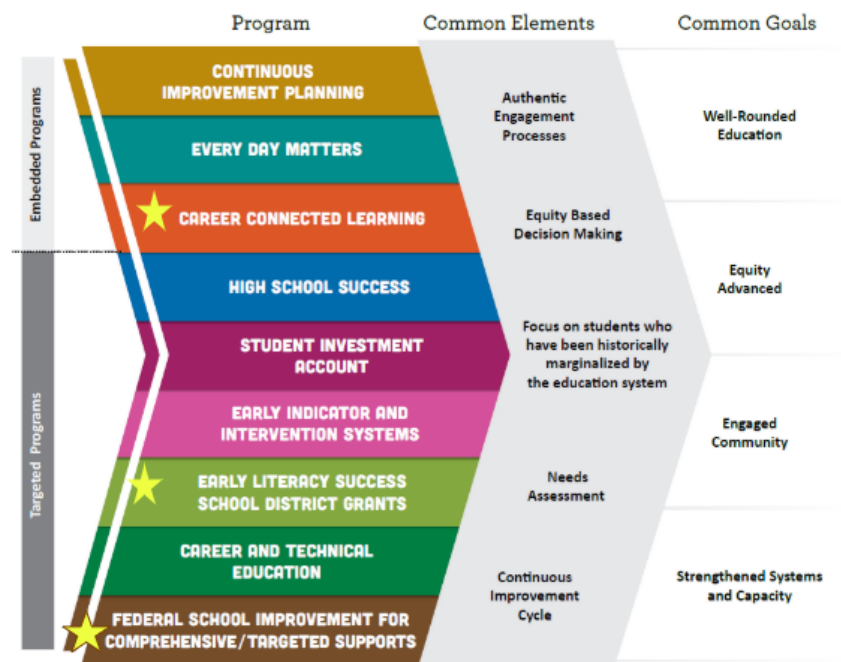
Subject: ODE’s Integrated Guidance Application 2025-2027

Overview and Background

The Oregon Department of Education (ODE) continues to fold state and federal grant programs into an integrated planning framework—Aligning for Student Success: Integrated Guidance. While the intent of this framework is to create more alignment across planning, funding, progress monitoring, and evaluation, the implementation continues to evolve.

A notable update to Portland Public Schools’ (PPS) Integrated Guidance Plan is the addition of the Early Literacy Success School District Grant. Although this grant launched in the 2023–24 school year, this is the first biennium in which it is formally included in ODE’s Integrated Guidance.

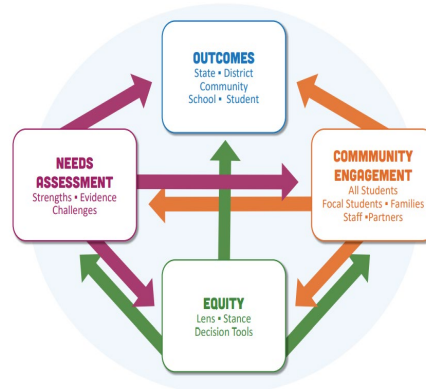
The programs included in the framework share common goals and elements that align with PPS’s overarching strategic priorities.



★ Represents a program added to ODE’s Integrated Guidance since 2023

The ODE Integrated Guidance outlines comprehensive planning requirements to comply with state and federal statutes and meet the programs' purposes. Planning requirements address:

- Use of an Equity Lens
- Community and Staff Engagement
- Tribal Consultation
- Comprehensive Needs Assessment
- Develop Plan Strategies & Outcomes
- Identify Activities and Investments
- Complete a 2-year Budget + Narrative Application



PPS Plan and Priorities

The PPS integrated plan, outlined in the Integrated Guidance Application 2025-2027, prioritizes investments based on identified needs, centering on enhancing inclusive and joyful learning experiences that ensure all students—especially focal student groups—have access to the resources and supports they need to demonstrate excellence. These priorities align with our needs assessment and community feedback, emphasizing:

- **Early Literacy Achievement:** Strengthening PK-3 reading and writing instruction through high-quality, standards-aligned materials, targeted interventions, and professional learning for educators to support literacy development.
- **K-12 Academic Success:** Expanding access to high-quality instructional materials and strategies, meaningful professional learning for educators and targeted intervention supports to accelerate learning for students struggling with grade-level content.
- **Attendance and Engagement:** Increasing attendance rates by fostering a sense of belonging and improving school climate.
- **Graduation and Postsecondary Readiness:** Strengthening instruction, equitable grading practices, career-related programming that emphasizes real-world, hands-on learning, and providing credit recovery options.
- **Safe and Supportive Schools:** Expanding access to behavioral, mental health, and wellness supports, while implementing policies and practices to ensure a school environment free from discrimination, harassment, bullying, and retaliation.
- **Culture of Racial Equity & Care:** Cultivating racial equity and care through meaningful engagement with students, families, and community leaders, and implementing culturally responsive strategies across schools and departments.

This plan is a critical component of our district's broader strategic efforts, which are aligned with the PPS Board Goals. We will track and report on key indicators quarterly for internal review and annually for the Board and community. Additionally, we will provide periodic updates specific to these investments as required by ODE's Integrated Guidance

Key Elements of Grant Application

Our application includes the following required elements:

1. [Slides: ODE’s Integrated Grant Application](#)
2. [2025-2027 Integrated Plan and Budget](#)
3. [2025-27 Integrated Application Narrative](#)
4. [Affirmation of Tribal Consultation*](#)
5. [PPS Equity Lens](#)
6. [PPS Early Literacy Inventory](#)
7. [PPS Early Literacy Allowable Uses](#)
8. [PPS Perkins Needs Assessment](#)
9. [CTE Perkins Local Improvement Plan](#)

Charter Schools have the following additional requirements and attachments.

Charter School	Outcomes, Strategies, and Budget 2025-27	Early Literacy	District Charter Program Agreement (DCPA)
District Charter Schools			
Emerson School	Outcomes & Strategies, Budget	Inventory, Allowable Uses	DCPA *
Le Monde French Immersion	Outcomes & Strategies, Budget	Inventory, Allowable Uses	DCPA *
Portland Arthur Academy	Outcomes & Strategies, Budget	Inventory, Allowable Uses	DCPA *
Portland Village School	Outcomes & Strategies, Budget	Inventory, Allowable Uses	DCPA *
State Charter Schools			
Cottonwood School of Civics and Science	Outcomes & Strategies, Budget	Inventory, Allowable Uses	DCPA *
The Ivy School	Outcomes & Strategies, Budget	Inventory, Allowable Uses	DCPA *

** As of March 25, when materials were submitted for the Board first read, the documents are undergoing final review. This includes formal approval of Tribal Consultation and signed DCPAs. All documents are on track to be finalized and fully executed on or before April 8 for the April 22 Board meeting.*

**CONTRACT BETWEEN THE EMERSON CHARTER SCHOOL AND PORTLAND PUBLIC
SCHOOL DISTRICT NO 1J**

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account (SIA) as described in Section 10, subsection 4, of the Act. The District shall serve as the fiscal agent for The Emerson School (“Grantee”) for Student Investment Account grant funds only. The Grantee will serve as their own fiscal agent for all other funding streams within the Oregon Department of Education’s (the “Department” or “ODE”) Integrated Plan.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Grantee funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; have historically experienced academic disparities; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained, this Grant shall be effective on the same date (July 1, 2025) as the District’s SIA agreement with ODE and, unless terminated earlier in accordance with its terms, shall expire on the same date (June 30, 2027) as the District’s agreement with ODE.

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohanson5@pps.net

4.2 Grantee’s Grant Manager is:

Amanda McAdoo, School Administrator
1800 SW 1st Avenue Suite #1
Portland, OR 97201
503-525-6124
amanda@emersonschool.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PLAN AND BUDGET

5.1 Grantee shall perform the activities as submitted in the Integrated Programs application including the Integrated Programs Budget for 2025-27, along with their Outcomes and Strategies.

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the Extended ADMw reports for the most recent *closed school year* for the purposes described in Section 2; and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period. (*Note: “closed school year” refers to 2023-24 for the 2025-26 SIA allocations and 2024-25 for the 2026-27 SIA allocations.*)

6.1.1 **Administrative Rate.** Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee, in addition to any other remedies for Default by Grantee under this Agreement. At District’s discretion, Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise required by District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

- 7.2.2** No default as described in Section 12 has occurred.
- 7.2.3** Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand, but in any event no later than 30 business days after the District's written demand.
- 7.4 Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 Organization/Authority.** Grantee represents and warrants to District that:
- 8.1.1** Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- 8.1.2** The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- 8.1.3** This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035; and
- 8.1.5** The representations and warranties set forth in this section are in addition to, and not in

lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: ACCOUNTABILITY AND REPORTING

- 10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance with the guidance published by the Department. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.2 Grantee will follow the reporting timeline as indicated by the Department.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

SECTION 12: DEFAULT

12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant or required by the State of Oregon, including but not limited to its financial accounting or reporting requirements under this Grant.

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, and/or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee,

exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant or other agreement between District and Grantee, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and

enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed]

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: _____
School District Representative Date

Printed Name, Title

The Emerson Charter School

By:

Signature of Charter School Representative

Date

Printed Name, Title

THE EMERSON CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement as a component of the Quarterly Financial Reports to the District. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to the District	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

Emerson School - Early Lit Allowable Uses 25-27

Allowable Use	Year(s) of Programming: (select all that apply)	PD: Entity (select one per row)	PD: Participants (select all that apply)	PD: Frequency (select one)	PD: Focus (select all that apply)	Coaching: Provider (select one per row)
1 Professional Development	SY 25-26	PDX Reading Specialist	Teachers	One-time: One Day	Assessment - Benchmark/ Progress Monitoring/ or Summative Foundational Skills Reading Comprehension Reading Models Based in Research	
2 Professional Development	SY 26-27	University of Oregon	Teachers	One-time: Multiday Intensive	Assessment - Benchmark/ Progress Monitoring/ or Summative Family and Community Partnerships for Literacy Foundational Skills Reading Comprehension Reading Models Based in Research Student Belonging & Culturally Responsive Instruction Vocabulary Writing	
3 Coaching	SY 25-26 SY 26-27					District (internally led)
4						
5 High Dosage Tutoring	SY 25-26 SY 26-27					
6 Extended Learning	SY 25-26 SY 26-27					

Coach: Participants (select all that apply)	Coaching: % Teachers or Admin Receiving	Coaching: Frequency (select one)	Coaching: Duration (select one)	Coaching: Focus (select all that apply)	HDT: Entity (select one per row)	HDT: Staff (select all that apply)	HDT: Before/After/During School (select one)	HDT: Ratio (select one)
Administrators Teachers	76-100%	Monthly	Entire School Year	Assessment - Benchmark/ Progress Monitoring/ Summative Coaching for administrators on leading for literacy Developmentally Appropriate Instruction Foundational Skills Oral Language Development Reading Comprehension Reading Models Based in Research Student Belonging & Culturally Responsive Instruction Supplemental Instructional Materials Implementation Supporting Students with Disabilities Vocabulary Writing				
					District (internally led)	Licensed Teachers	During School (Cannot be	Group Size Will Vary Between 1

HDT: Duration (select one)	HDT: Frequency (select all that apply)	ExtL: Entity (select one per row)	ExtL: If "Other" entity please describe	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: If "Other" engagement time please describe	ExtL: Program Description	ExtL: If "Other" program please describe
>20 Weeks	4x Per Week	District (internally led)		Licensed Teachers	After School		Other (please describe)	Home to School Connection; reading packets reinforcing work done in small group - high dosage tutoring.

Emerson School - Early Literacy Inventory 25-27



	Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K
1	Core Materials		Fundations	Wilson Language Basics	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Supplemental Materials		easyCBM	easyCBM	Yes	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								

Emerson School - Outcomes and Strategies 25-27



Identifier	Outcome or Strategy	2025-27 Application Response
1		
2 Strategy Early Lit 1	Provide high dosage tutoring to students in grades 1-3 not yet meeting meeting benchmark via Easy CBM assessment	Edited from 2023-25 for 2025-27
3 Strategy Early Lit 2	Progress monitoring 3x a year using EasyCBM, K-3	Edited from 2023-25 for 2025-27
4 Strategy Early Lit 3	Provide professional learning, coaching and team-planning for our teachers on early literacy instructional practices supporting teachers to apply those instructional practices to improve students reading and writing abilities.	Edited from 2023-25 for 2025-27
5 Outcome A	Increase academic achievement in early literacy for focal student groups.	Edited from 2023-25 for 2025-27
6 Strategy B1	Staff will create a culture of safety and respect for all students that supports the social, emotional well being that is vital to academic success.	Edited from 2023-25 for 2025-27
7 Outcome B	At least 75% of our 3rd-5th grade students will report a sense of social, emotional and physical wellbeing at school according to end of year surveys.	New for 2025-27

**CONTRACT BETWEEN LE MONDE FRENCH IMMERSION CHARTER SCHOOL AND
PORTLAND PUBLIC SCHOOL DISTRICT NO 1J**

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account (SIA) as described in Section 10, subsection 4, of the Act. The District shall serve as the fiscal agent for Le Monde French Immersion Charter School (“Grantee”) for Student Investment Account grant funds only. The Grantee will serve as their own fiscal agent for all other funding streams within the Oregon Department of Education’s (the “Department” or “ODE”) Integrated Plan.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Grantee funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; have historically experienced academic disparities; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained, this Grant shall be effective on the same date (July 1, 2025) as the District’s SIA agreement with ODE and, unless terminated earlier in accordance with its terms, shall expire on the same date (June 30, 2027) as the District’s agreement with ODE.

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohnson5@pps.net

4.2 Grantee’s Grant Manager is:

Shouka Rezvani, Executive Director
2044 E. Burnside Street
Portland, OR 97214
503-467-7529
shouka@lemondeimmersion.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PLAN AND BUDGET

5.1 Grantee shall perform the activities as submitted in the Integrated Programs application including the Integrated Programs Budget for 2025-27, along with their Outcomes and Strategies.

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the Extended ADMw reports for the most recent *closed school year* for the purposes described in Section 2; and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period. (*note: “closed school year” refers to 2023-24 for the 2025-26 SIA allocations and 2024-25 for the 2026-27 SIA allocations.*)

6.1.1 Administrative Rate. Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee, in addition to any other remedies for Default by Grantee under this Agreement. At District’s discretion, Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise required by District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 Conditions Precedent to Disbursement. District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions

precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

- 7.2.2** No default as described in Section 12 has occurred.
- 7.2.3** Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand, but in any event no later than 30 business days after the District's written demand.
- 7.4 Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 Organization/Authority.** Grantee represents and warrants to District that:
- 8.1.1** Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- 8.1.2** The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- 8.1.3** This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035; and
- 8.1.5** The representations and warranties set forth in this section are in addition to, and not in

lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: ACCOUNTABILITY AND REPORTING

- 10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance with the guidance published by the Department. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.2 Grantee will follow the reporting timeline as indicated by the Department.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

SECTION 12: DEFAULT

12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant or required by the State of Oregon, including but not limited to its financial accounting or reporting requirements under this Grant.

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, and/or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee,

exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant or other agreement between District or Grantee, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and

enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed]

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: _____
School District Representative Date

Printed Name, Title

Le Monde French Immersion Charter School

By:

Signature of Charter School Representative

Date

Printed Name, Title

LE MONDE FRENCH IMMERSION CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement as a component of the Quarterly Financial Reports to the District. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to the District	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

Le Monde French I - Early Lit Allowable Uses 25-27

Allowable Use	Year(s) of Programming: (select all that apply)	PD: Entity (select one per row)	PD: Participants (select all that apply)	PD: Frequency (select one)	PD: Focus (select all that apply)	Coaching: Provider (select one per row)
1 High Dosage Tutoring	SY 25-26 SY 26-27					
2 Extended Learning	SY 25-26 SY 26-27					
3 Professional Development	SY 25-26 SY 26-27	District (internally led)	Administrators Teachers	One-time: One Day	Supporting Students with Disabilities	
4 Coaching	SY 25-26 SY 26-27					District (internally led)

Coach: Participants (select all that apply)	Coaching: % Teachers or Admin Receiving	Coaching: Frequency (select one)	Coaching: Duration (select one)	Coaching: Focus (select all that apply)	HDT: Entity (select one per row)	HDT: Staff (select all that apply)	HDT: Before/After/During School (select one)	HDT: Ratio (select one)
					District (internally led)	Licensed Teachers	During School (Cannot be	Group Size Will Vary Between 1
Teachers	26-50%	Quarterly	Not Yet Determined	Not Yet Determined Student Belonging & Culturally Responsive Instruction Supporting Students with Disabilities				

HDT: Duration (select one)	HDT: Frequency (select all that apply)	ExtL: Entity (select one per row)	ExtL: If "Other" entity please describe	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: If "Other" engagement time please describe	ExtL: Program Description	ExtL: If "Other" program please describe
16-20 Weeks	2x Per Week 3x Per Week							
		District (internally led)		Licensed Teachers	Summer		Home Based Summer Reading	

Le Monde French I - Early Literacy Inventory 25-27

Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K
1 Core Materials		Journeys	Houghton Mifflin Harcourt	No	Both Print and Digital	<input type="checkbox"/>	<input type="checkbox"/>
2 Intervention/Acceleration Materials		Orton Gillingham--Manipulatives and Sequence	Orton Gillingham	No	Print	<input type="checkbox"/>	<input type="checkbox"/>
3 Intervention/Acceleration Materials		GATE+	Read Naturally	No	Both Print and Digital	<input type="checkbox"/>	<input type="checkbox"/>
4 Intervention/Acceleration Materials		Wilson Reading System	Wilson Language Training	No	Print	<input type="checkbox"/>	<input type="checkbox"/>
5 Supplemental Materials		SRA Leveled Readers	McGraw Hill	No	Print	<input type="checkbox"/>	<input type="checkbox"/>
6 Assessments		MAP Fluency and Growth	NWEA	Yes	Digital	<input type="checkbox"/>	<input type="checkbox"/>
7 Assessments		Dynamic Indicators of Basic Early Literacy Skills	University of Oregon	Yes	Print	<input type="checkbox"/>	<input type="checkbox"/>
8 Core Materials		Facile a Lire	FAL	No	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9 Core Materials		Tatou le matou	Hachette	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10 Assessments		IDAPEL (Indicateurs dynamiques d'habiletés	Dynamic Measurement Group	Yes	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11 Core Materials		Ca y est, je lis	Bordas	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12 Core Materials		Cahier d'écriture avec les P'tites Poules	Bordas	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13							
14							

1st	2nd	3rd	4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material	CORE ONLY: If Indpndt Adpt, Mts SBE Criteria	Date of Adoption or Start of Use MONTH	Date of Adoption or Start of Use YEAR
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the	March	2024
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					2019
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					2016
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		N/A	September	2016
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					2018
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the	March	2024
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the	March	2024
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					2016
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the	March	2024
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				March	2024

Planned Changes or Updates

Le Monde French Im - Outcomes and Strategies 25-27

Identifier	Outcome or Strategy	2025-27 Application Response
1 Outcome A	Ensure tiered supports to ensure that we are providing a well-rounded education for all students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.	Continue from 2023-25 through 2025-27
2 Strategy A1	Director of IB Support schedules and facilitates monthly co-grade meetings to encourage teacher collaboration.	Continue from 2023-25 through 2025-27
3 Outcome B	Address student health and safety to ensure student well-being.	
4 Strategy B1	Increase student staffing to ensure health and safety/provide social-emotional support.	Continue from 2023-25 through 2025-27
5 Outcome C	Reduce class sizes and caseloads to eliminate barriers to learning.	
6 Strategy C1	Ensure adequate staffing to effectively reduce class size/enhance adult academic support for focal groups and individual students.	Continue from 2023-25 through 2025-27
7 Outcome Early Lit	All students read at benchmark by the beginning of Grade 3, using individualized, targeted strategies.	Continue from 2023-25 through 2025-27
8 Strategy Early Lit 1	Assess all students using DIBELS or MAP assessments.	Continue from 2023-25 through 2025-27
9 Strategy Early Lit 2	Provide targeted readers for use at home for students close to benchmark.	Continue from 2023-25 through 2025-27
10 Strategy Early Lit 3	Provide high dosage tutoring to students in grades 1-2 not yet meeting benchmark via DIBELS or MAP assessment.	Continue from 2023-25 through 2025-27

**CONTRACT BETWEEN PORTLAND ARTHUR ACADEMY CHARTER SCHOOL AND
PORTLAND PUBLIC SCHOOL DISTRICT NO 1J**

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account (SIA) as described in Section 10, subsection 4, of the Act. The District shall serve as the fiscal agent for Portland Arthur Academy Charter School (“Grantee”) for Student Investment Account grant funds only. The Grantee will serve as their own fiscal agent for all other funding streams within the Oregon Department of Education’s (the “Department” or “ODE”) Integrated Plan.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Grantee funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; have historically experienced academic disparities; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained, this Grant shall be effective on the same date (July 1, 2025) as the District’s SIA agreement with ODE and, unless terminated earlier in accordance with its terms, shall expire on the same date (June 30, 2027) as the District’s agreement with ODE.

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohnson5@pps.net

4.2 Grantee’s Grant Manager is:

Stephani Walker
13809 SE Division St. Suite A
Portland, OR 97236
503-762-6061
swalker@arthuracademy.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PLAN AND BUDGET

5.1 Grantee shall perform the activities as submitted in the Integrated Programs application including the Integrated Programs Budget for 2025-27, along with their Outcomes and Strategies.

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the Extended ADMw reports for the most recent *closed school year* for the purposes described in Section 2; and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period. (*Note: “closed school year” refers to 2023-24 for the 2025-26 SIA allocations and 2024-25 for the 2026-27 SIA allocations.*)

6.1.1 **Administrative Rate.** Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee, in addition to any other remedies for Default by Grantee under this Agreement. At District’s discretion, Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise required by District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions

precedent:

- 7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.
 - 7.2.2 No default as described in Section 12 has occurred.
 - 7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand, but in any event no later than 30 business days after the District's written demand.
- 7.4 **Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to District that:

- 8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- 8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- 8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of

Oregon including, without limitation, ORS 338.035; and

8.1.5 The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: ACCOUNTABILITY AND REPORTING

- 10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance with the guidance published by the Department. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.2 Grantee will follow the reporting timeline as indicated by the Department.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

SECTION 12: DEFAULT

12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant or required by the State of Oregon, including but not limited to its financial accounting or reporting requirements under this Grant.

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, and/or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee,

exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant or other agreement between District and Grantee, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

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Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to this Grant as reasonably determined by the District.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and

enforced as if the Grant did not contain the particular term or provision held to be invalid.

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SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed]

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: _____ Date _____
School District Representative

Printed Name, Title

Portland Arthur Academy Charter School

By:

Signature of Charter School Representative

Date

Printed Name, Title

Portland Arthur A - Early Lit Allowable Uses 25-27

Allowable Use	Year(s) of Programming: (select all that apply)	PD: Entity (select one per row)	PD: Participants (select all that apply)	PD: Frequency (select one)	PD: Focus (select all that apply)	Coaching: Provider (select one per row)
1 Professional Development	SY 25-26 SY 26-27	District (internally led)	Administrators Teachers	Monthly	Background Knowledge Developmentally Appropriate Instruction Foundational Skills Oral Language Development Reading Comprehension Reading Models Based in Research Supporting Multilingual Learners Supporting Students with Disabilities Vocabulary	
2 Coaching	SY 25-26 SY 26-27					District (internally led)
3 High Dosage Tutoring	SY 25-26 SY 26-27					
4 Extended Learning	SY 25-26 SY 26-27					
5						
6						
7						

Coach: Participants (select all that apply)	Coaching: % Teachers or Admin Receiving	Coaching: Frequency (select one)	Coaching: Duration (select one)	Coaching: Focus (select all that apply)	HDT: Entity (select one per row)	HDT: Staff (select all that apply)	HDT: Before/After/During School (select one)	HDT: Ratio (select one)
Administrators Teachers	51-75%	Twice a Month	Entire School Year	Background Knowledge Developmentally Appropriate Instruction Foundational Skills Oral Language Development Reading Comprehension Reading Models Based in Research Supporting Multilingual Learners Supporting Students with Disabilities Vocabulary				
					District (internally led)	Licensed Teachers	During School (Cannot be	Group Size Will Vary Between 1

HDT: Duration (select one)	HDT: Frequency (select all that apply)	ExtL: Entity (select one per row)	ExtL: If "Other" entity please describe	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: If "Other" engagement time please describe	ExtL: Program Description	ExtL: If "Other" program please describe
>20 Weeks	3x Per Week							
		District (internally led)		Licensed Teachers	After School Summer		Home Based Summer Reading	

Portland Arthur A - Early Literacy Inventory 25-27

Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K
1 Core Materials		Reading Mastery Signature Edition: Reading	McGraw Hill	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Core Materials		Reading Mastery Signature Edition: Language	McGraw Hill	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Core Materials		Reading Mastery Transformations: Language	McGraw Hill	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Intervention/Acceleration Materials		Reading Mastery Transformations: Reading	McGraw Hill	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Intervention/Acceleration Materials		Horizons: Learning To Read	McGraw Hill	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 Intervention/Acceleration Materials		Corrective Reading Decoding A, B, C	McGraw Hill	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7 Supplemental Materials		Core Lesson Connections	McGraw Hill	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 Assessments		In-program mastery tests (DI Curriculum)	McGraw Hill	Yes	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9 Assessments		In-program mastery tests (DI Curriculum)	McGraw Hill	Yes	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10 Assessments		easyCBM	Riverside Insights	Yes	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11 Assessments		easyCBM	Riverside Insights	Yes	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12 Assessments		easyCBM	Riverside Insights	Yes	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13 Assessments		easyCBM	Riverside Insights	Yes	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14							
15							
16							
17							
18							

1st	2nd	3rd	4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material	CORE ONLY: If Indpndt Adpt, Mts SBE Criteria	Date of Adoption or Start of Use MONTH	Date of Adoption or Start of Use YEAR
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria	January	2024
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria	January	2024
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria	January	2024
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				August	2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				August	2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				August	2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				August	2014
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				August	2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				August	2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				August	2016
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				August	2016
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				August	2016

Planned Changes or Updates

The Arthur Academy board reviewed the Instructional Materials Evaluation Tool (K-2nd) checklist and the Instructional Materials Evaluation Tool (3rd – 5th) checklist and rated each category in December 2023. Once the checklist was completed, it was determined that both Reading Mastery Signature Edition and Reading Mastery Transformations meet the requirements of the independent adoption evaluation tool.

OAR 581-022-2350: Independent Adoption of Instructional Materials requires the following information be listed:

(1) The subject, category, and grade level(s) in which the instructional materials will be used; ELA Grades K-5

(2) The title of the instructional materials; Reading Mastery Signature Edition and Reading Mastery Transformations

(3) The publisher of the instructional materials; McGraw Hill

(4) The copyright date of the instructional materials;

Reading Mastery Signature Edition 2008 (K-1)

Reading Mastery Transformations 2021 (K-5)

(5) The date on which the district intends to install the instructional materials for use in

the school system; Now/current

(6) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. A completed criteria checklist is on file in the district office.

The Arthur Academy Board approved this independent adoption during the January 2024 Board Meeting. The board meeting minutes are attached to the original application.

Portland Arthur Ac - Outcomes and Strategies 25-27



Identifier	Outcome or Strategy	2025-27 Application Response
1 Outcome Early Lit	Increase academic achievement in early literacy for focal student groups	New for 2025-27
2 Strategy Early Lit 1	Provide high-dosage tutoring for focal student groups that is aligned with the early literacy program and student assessment data.	New for 2025-27
3		
4		
5 Outcome A	Local Metric: K-5th grade easyCBM Math Assessment At least 80% of the students in the core group stay in the core group from the beginning of the year to the end of the year. At least 60% of the students in the strategic group move to the core group from the beginning of the year to the end of the year. At least 60% of the students in the intensive group move to the strategic or core group from the beginning of the year to the end of the year.	Continue from 2023-25 through 2025-27
6 Strategy A1	Provide small-sized instructional groups.	Continue from 2023-25 through 2025-27
7 Outcome B	At least 75% of our 3rd-6th grade students report a sense of social, emotional and physical wellbeing at school according to surveys.	Continue from 2023-25 through 2025-27
8 Strategy B1	Staff will create a culture of safety and respect for all students that supports the social, emotional and physical wellbeing of students that is vital to academic success.	

**CONTRACT BETWEEN PORTLAND VILLAGE CHARTER SCHOOL AND PORTLAND
PUBLIC SCHOOL DISTRICT NO 1J**

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account (SIA) as described in Section 10, subsection 4, of the Act. The District shall serve as the fiscal agent for Portland Village School (“Grantee”) for SIA grant funds only. The Grantee will serve as their own fiscal agent for all other funding streams within the Oregon Department of Education’s (the “Department” or “ODE”) Integrated Plan.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Grantee funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; have historically experienced academic disparities; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained, this Grant shall be effective on the same date (July 1, 2025) as the District’s SIA agreement with ODE and, unless terminated earlier in accordance with its terms, shall expire on the same date (June 30, 2027) as the District’s agreement with ODE.

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohanson5@pps.net

4.2 Grantee’s Grant Manager is:

Jennifer Stackhouse, Executive Director
4650 S Macadam Ave
Portland, OR 97239
503-445-0056
jstackhouse@portlandvillageschool.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PLAN AND BUDGET

5.1 Grantee shall perform the activities as submitted in the Integrated Programs application including the Integrated Programs Budget for 2025-27, along with their Outcomes and Strategies.

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the Extended ADMw reports for the most recent *closed school year* for the purposes described in Section 2; and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period. (*Note: “closed school year” refers to 2023-24 for the 2025-26 SIA allocations and 2024-25 for the 2026-27 SIA allocations.*)

6.1.1 Administrative Rate. Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee, in addition to any other remedies for Default by Grantee under this Agreement. At District’s discretion, Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise required by District.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 Conditions Precedent to Disbursement. District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions

precedent:

- 7.2.1** District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

- 7.2.2** No default as described in Section 12 has occurred.
- 7.2.3** Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand, but in any event no later than 30 business days after the District's written demand.
- 7.4 Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 Organization/Authority.** Grantee represents and warrants to District that:
- 8.1.1** Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- 8.1.2** The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- 8.1.3** This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035; and
- 8.1.5** The representations and warranties set forth in this section are in addition to, and not in

lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: ACCOUNTABILITY AND REPORTING

- 10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance with the guidance published by the Department. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.2 Grantee will follow the reporting timeline as indicated by the Department.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

SECTION 12: DEFAULT

12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant or required by the State of Oregon, including but not limited to its financial accounting or reporting requirements under this Grant.

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, and/or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee,

exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant or other agreement between District and Grantee, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and

enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed]

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: _____
School District Representative Date

Printed Name, Title

Portland Village Charter School

By:

Signature of Charter School Representative

Date

Printed Name, Title

PORTLAND VILLAGE CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement as a component of the Quarterly Financial Reports to the District. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to the District	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

Portland Village - Early Lit Allowable Uses 25-27

Allowable Use	Year(s) of Programming: (select all that apply)	PD: Entity (select one per row)	PD: Participants (select all that apply)	PD: Frequency (select one)	PD: Focus (select all that apply)	Coaching: Provider (select one per row)
1 Professional Development	SY 25-26 SY 26-27	District (internally led)	Administrators Teachers	Quarterly	Assessment - Benchmark/ Progress Monitoring/ or Summative Assessment - Formative Assessment Practices Complex Texts Core Curriculum Implementation Developmentally Appropriate Instruction Foundational Skills MTSS and Differentiation Reading Models Based in Research Supporting Students with Disabilities Vocabulary Writing	
2 Coaching						
3 High Dosage Tutoring	SY 25-26 SY 26-27					
4 Extended Learning	SY 25-26 SY 26-27					
5 High Dosage Tutoring	SY 25-26 SY 26-27					

Coach: Participants (select all that apply)	Coaching: % Teachers or Admin Receiving	Coaching: Frequency (select one)	Coaching: Duration (select one)	Coaching: Focus (select all that apply)	HDT: Entity (select one per row)	HDT: Staff (select all that apply)	HDT: Before/After/During School (select one)	HDT: Ratio (select one)
					District (internally led)	Qualified Tutors	During School (Cannot be during regular core instruction)	Group Size Will Vary Between 1 and 4 Students Per Tutor
					Reading Results	Qualified Tutors	During School (Cannot be	Group Size Will Vary Between 1

HDT: Duration (select one)	HDT: Frequency (select all that apply)	ExtL: Entity (select one per row)	ExtL: If "Other" entity please describe	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: If "Other" engagement time please describe	ExtL: Program Description	ExtL: If "Other" program please describe
10 Weeks	2x Per Week 4x Per Week							
	3x Per Week 5x Per Week							
		District (internally led)		Licensed Teachers Tutors	Qualified	After School Summer		Before/After School Literacy-Focused Programming
10 Weeks	3x Per Week							

Portland Village - Early Literacy Inventory 25-27

Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K
1 Assessments	progress monitoring	EasyCBM	UofO	Yes	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Other	Used prior to conferences	Fountas and Pinnell Benchmark Assessment	Heinemann publishing	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Supplemental Materials		Fountas and Pinnell LLI	Heinemann publishing	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Intervention/Acceleration Materials		Fountas and Pinnell LLI	Heinemann publishing	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Intervention/Acceleration Materials		Phonics for Reading Levels 1,2,3	Curriculum Associates	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 Intervention/Acceleration Materials		REWARDS	Curriculum Associates	No	Print	<input type="checkbox"/>	<input type="checkbox"/>
7 Intervention/Acceleration Materials		Heggerty Phonemic Awareness Primary and	Heggerty	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 Supplemental Materials		Heggerty Phonemic Awareness Primary and	Heggerty	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9 Intervention/Acceleration Materials		ERI	Reading Horizons	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10 Supplemental Materials		The Roadmap to Literacy: A guide to teaching	Mill City Press	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11 Core Materials		Independent Waldorf Curriculum	Portland Village School	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12 Core Materials		UFLI	University of Florida	Yes	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13 Assessments		MAP	NAEP	Yes	Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14							
15							
16							
17							

1st	2nd	3rd	4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material	CORE ONLY: If Indpndt Adpt, Mts SBE Criteria	Date of Adoption or Start of Use MONTH	Date of Adoption or Start of Use YEAR
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use	July	2023
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use	July	2018
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use	June	2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use	June	2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use	June	2021
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use	August	2023
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		No our school board did not use	August	2023
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		No our school board did not use	August	2023
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		No our school board did not use		2017
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		No our school board did not use	February	2023
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria		2007
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use	January	2024
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use		

Portland Village S - Outcomes and Strategies 25-27

Identifier	Outcome or Strategy	2025-27 Application Response
1	Outcome Early Lit	New for 2025-27
2	Strategy Early Lit 1 Provide teacher training in our guaranteed and viable CORE ELA curriculum aligned with Waldorf instructional practices	New for 2025-27
3	Strategy Early Lit 2 Provide high dosage tutoring for early elementary aged students to close learning gaps	New for 2025-27
4	Strategy Early Lit 3	New for 2025-27
5	Outcome: ID-A Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.	Continue from 2023-25 through 2025-27
6	ID-A4 <i>Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.</i>	Continue from 2023-25 through 2025-27
7	Outcome: ID-B Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK-12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.	Continue from 2023-25 through 2025-27
8	ID-B1 <i>Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a "design guide" that is incorporated into the Integrated Instructional Framework.</i>	Continue from 2023-25 through 2025-27
9	Outcome: ID-C Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning	Continue from 2023-25 through 2025-27
10	ID-C1 <i>Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.</i>	Continue from 2023-25 through 2025-27
11	ID-C3 <i>All of our PK-12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.</i>	Continue from 2023-25 through 2025-27

CONTRACT BETWEEN COTTONWOOD SCHOOL OF CIVICS AND SCIENCE, A STATE-SPONSORED CHARTER SCHOOL, AND PORTLAND PUBLIC SCHOOL DISTRICT NO 1J

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account (SIA) as described in Section 10, subsection 4, of the Act. The District shall serve as the fiscal agent for The Cottonwood School of Civics and Science, an ODE sponsored Charter School (“Grantee”) for Student Investment Account grant funds only. The Grantee will serve as their own fiscal agent for all other funding streams within the Oregon Department of Education’s (the “Department” or “ODE”) Integrated Plan.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Grantee funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; have historically experienced academic disparities; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained, this Grant shall be effective on the same date (July 1, 2025) as the District’s SIA agreement with ODE and, unless terminated earlier in accordance with its terms, shall expire on the same date (June 30, 2027) as the District’s agreement with ODE.

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohnson5@pps.net

4.2 Grantee’s Grant Manager is:

Aviva McClure
640 S. Bancroft St.
Portland, OR 97239
503-244-1697
avivamclure@thecottonwoodschool.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PLAN AND BUDGET

5.1 Grantee shall perform the activities as submitted in the Integrated Programs application including the Integrated Programs Budget for 2025-27, along with their Outcomes and Strategies.

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2; and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

6.1.1 Administrative Costs. Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.1 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee, in addition to any other remedies for Default by Grantee under this Agreement. At District’s discretion, Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise required by District.

7.1.2 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 Conditions Precedent to Disbursement. District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

- 7.2.2** No default as described in Section 12 has occurred.
- 7.2.3** Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's or ODE's written demand, but in any event no later than 30 business days after the District's or ODE's written demand.
- 7.4 Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 Organization/Authority.** Grantee represents and warrants to District that:
- 8.1.1** Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- 8.1.2** The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- 8.1.3** This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035, as reported by ODE, which is the school's sponsor; and

8.1.5 The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: ACCOUNTABILITY AND REPORTING

- 10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance with the guidance published by the Department. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.2 Grantee will follow the reporting timeline as indicated by the Department.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

SECTION 12: DEFAULT

- 12.1.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events as determined by District or by school's sponsor (ODE):
- 12.1.2** Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant or required by the State of Oregon, including but not limited to its financial accounting or reporting requirements under this Grant.
- 12.1.3** Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.
- 12.2 District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

- 13.1 District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 13.2 Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant or other agreement between District and Grantee, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee, which notice Grantee will within 5 business days provide to its sponsor (ODE);

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District or its sponsor (ODE).

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and

provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District, Grantee's sponsor (ODE), and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to ODE as Grantee's sponsor annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed]

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: _____ Date _____
School District Representative

Printed Name, Title

Cottonwood School of Civics and Science

By:

Signature of Charter School Representative

Date

Printed Name, Title

COTTONWOOD CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to its sponsor (ODE) within 180 days of disbursement as a component of the Quarterly Financial Reports to its sponsor (ODE). The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to Grantee’s sponsor (ODE)	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

The Cottonwood Sc - Early Lit Allowable Uses 25-27



Allowable Use	Year(s) of Programming: (select all that apply)	PD: Entity (select one per row)	PD: Participants (select all that apply)	PD: Frequency (select one)	PD: Focus (select all that apply)	Coaching: Provider (select one per row)
1 Professional Development	SY 25-26 SY 26-27	District (internally led)	Teachers	Quarterly	Assessment - Benchmark/ Progress Monitoring/ or Summative Foundational Skills Reading Comprehension Writing	
2 Coaching	SY 25-26 SY 26-27					District (internally led)
3 High Dosage Tutoring	SY 25-26 SY 26-27					
4 Extended Learning	SY 25-26 SY 26-27					

Coach: Participants (select all that apply)	Coaching: % Teachers or Admin Receiving	Coaching: Frequency (select one)	Coaching: Duration (select one)	Coaching: Focus (select all that apply)	HDT: Entity (select one per row)	HDT: Staff (select all that apply)	HDT: Before/After/During School (select one)	HDT: Ratio (select one)
Teachers	26-50%	Monthly	Entire School Year	Assessment - Benchmark/ Progress Monitoring/ Summative Foundational Skills Reading Writing Comprehension Writing				
					District (internally led)	Licensed Teachers	During School (Cannot be	2-4 Students Per Tutor

HDT: Duration (select one)	HDT: Frequency (select all that apply)	ExtL: Entity (select one per row)	ExtL: If "Other" entity please describe	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: If "Other" engagement time please describe	ExtL: Program Description	ExtL: If "Other" program please describe
>20 Weeks	2x Per Week							
		District (internally led)		Licensed Teachers	Other (please describe)	Our program will provide reading packets and resources for families ongoing. Additionally, students will be invited to participated in our Summer Program that will focus on literacy for half of the day.	Other (please describe)	Our school will provide reading packets and resources for families. Additionally, students will be invited to participated in our Summer Program that will focus on literacy for half of the day.

The Cottonwood Sc - Early Literacy Inventory 25-27



	Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K
1	Supplemental Materials		Heggerty Phonemic Awareness	Heggerty.org	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Assessments		IRLA Formative Assessment Framework	American Reading Company	No	Both Print and Digital	<input type="checkbox"/>	<input type="checkbox"/>
3	Assessments		easyCBM Deluxe version	BRT at University of Oregon	Yes	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Core Materials		Place-based curriculum integrating literacy with science and social studies units	created by The Cottonwood School of Civics and Science	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Core Materials		Storyline units	created by The Cottonwood School of Civics and Science	No	Print	<input type="checkbox"/>	<input type="checkbox"/>
6	Supplemental Materials		Raz Plus	Learning A-Z	No	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Supplemental Materials		Spelling through Phonics	Portage and Main Press	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Supplemental Materials		Wild Reading	Wild Learning LLC	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Supplemental Materials		Words Their Way	Pearson	No	Both Print and Digital	<input type="checkbox"/>	<input type="checkbox"/>
10	Supplemental Materials		Phonics, Reading and Me	Learning Without Tears	No	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11								
12								
13								
14								
15								
16								
17								
18								

1st	2nd	3rd	4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material	CORE ONLY: If Indpndt Adpt, Mts SBE Criteria	Date of Adoption or Start of Use MONTH	Date of Adoption or Start of Use YEAR
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria		2019
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria		2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria	September	2013
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria		2016
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria		2010
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria		2015
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		No our school board did not use the SBE ELA Adoption Criteria		2019
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria		2022
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	State Board of Education	Savvas Learning Company myView Literacy, Words Their Way Classroom (Grades 3-5)			2021
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the SBE ELA Adoption Criteria	February	2024

Planned Changes or Updates

A review of this curriculum was conducted by an admin team during the fall of 2023 using the State Board of Education ELA Adoption Criteria. This curriculum met the criteria.

A review of this curriculum was conducted by an admin team during the fall of 2023 using the State Board of Education ELA Adoption Criteria. This curriculum met the criteria. We plan to expand use of this formative assessment to grades K-5

A review of this curriculum was conducted by an admin team during the fall of 2023 using the State Board of Education ELA Adoption Criteria. This curriculum met the criteria. This tool is also used for progress monitoring

A review of our place-based units was conducted in winter of 2024 to make sure that content is research-aligned to the State Board of Education ELA Adoption Criteria. This was done by an admin team.

A review of our place-based units was conducted in winter of 2024 to make sure that content is research-aligned to the State Board of Education ELA Adoption Criteria. This was done by an admin team.

A review of this curriculum was conducted by an admin team during the fall of 2023 using the State Board of Education ELA Adoption Criteria. This curriculum met the criteria.

We do not plan to use this in future years as we will be adopting a new foundational skills curriculum called Phonics, Reading and Me starting in February 2024.

A review of this curriculum was conducted by an admin team during the fall of 2023 using the State Board of Education ELA Adoption Criteria. This curriculum met the criteria.

A review of this curriculum was conducted by an admin team during the fall of 2023 using the State Board of Education ELA Adoption Criteria. This curriculum met the criteria.

The Cottonwood Sch - Outcomes and Strategies 25-27



Identifier	Outcome or Strategy	2025-27 Application Response
1		New for 2025-27
2	Strategy Early Lit 1 Provide high dosage tutoring to students in grades 1-3 not yet meeting benchmark via Easy CBM assessments	New for 2025-27
3	Strategy Early Lit 2 Provide professional learning, coaching, team- planning for our teachers	New for 2025-27
4		New for 2025-27
5	Outcome A Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.	Continue from 2023-25 through 2025-27
6		Continue from 2023-25 through 2025-27
7		Continue from 2023-25 through 2025-27
8	Strategy B1 Staff will continue a culture of safety and respect for all students that supports the social, emotional, and physical wellbeing of students that is vital to Academic success.	Continue from 2023-25 through 2025-27
9	Outcome B Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.	Continue from 2023-25 through 2025-27

CONTRACT BETWEEN IVY CHARTER SCHOOL, A STATE-SPONSORED CHARTER SCHOOL, AND PORTLAND PUBLIC SCHOOL DISTRICT NO 1J

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account (SIA) as described in Section 10, subsection 4, of the Act. The District shall serve as the fiscal agent for Ivy Charter School, an ODE sponsored Charter School (“Grantee”) for Student Investment Account grant funds only. The Grantee will serve as their own fiscal agent for all other funding streams within the Oregon Department of Education’s (the “Department” or “ODE”) Integrated Plan.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Grantee funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; have historically experienced academic disparities; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained, this Grant shall be effective on the same date (July 1, 2025) as the District’s SIA agreement with ODE and, unless terminated earlier in accordance with its terms, shall expire on the same date (June 30, 2027) as the District’s agreement with ODE.

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohnson5@pps.net

4.2 Grantee’s Grant Manager is:

Nikki Mitchell
5420 N. Interstate Avenue
Portland, OR 97217
503-288-8553

nikki.mitchell@theivyschool.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PLAN AND BUDGET

5.1 Grantee shall perform the activities as submitted in the Integrated Programs application including the Integrated Programs Budget for 2025-27, along with their Outcomes and Strategies.

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2; and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

6.1.1 Administrative Costs. Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.1 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee, in addition to any other remedies for Default by Grantee under this Agreement. At District’s discretion, Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise required by District.

7.1.2 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 Conditions Precedent to Disbursement. District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions

precedent:

- 7.2.1** District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

- 7.2.2** No default as described in Section 12 has occurred.
- 7.2.3** Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's or ODE's written demand, but in any event no later than 30 business days after the District's or ODE's written demand.
- 7.4 Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 Organization/Authority.** Grantee represents and warrants to District that:
- 8.1.1** Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- 8.1.2** The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- 8.1.3** This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035, as reported by ODE, which is the school's sponsor; and

8.1.5 The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: ACCOUNTABILITY AND REPORTING

- 10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance with the guidance published by the Department. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.2 Grantee will follow the reporting timeline as indicated by the Department.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

SECTION 12: DEFAULT

- 12.1.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events as determined by District or by school's sponsor (ODE):
- 12.1.2** Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant or required by the State of Oregon, including but not limited to its financial accounting or reporting requirements under this Grant.
- 12.1.3** Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.
- 12.2 District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

- 13.1 District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 13.2 Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant or other agreement between District and Grantee, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE TO THE OTHER FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee, which notice Grantee will within 5 business days provide to its sponsor (ODE);

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District or its sponsor (ODE).

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and

provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District, Grantee's sponsor (ODE), and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to ODE as Grantee's sponsor annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed]

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: _____ Date _____
School District Representative

Printed Name, Title

Ivy Charter School

By:

Signature of Charter School Representative

Date

Printed Name, Title

IVY CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to its sponsor (ODE) within 180 days of disbursement as a component of the Quarterly Financial Reports to its sponsor (ODE). The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to Grantee’s sponsor (ODE)	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

The Ivy School - Early Lit Allowable Uses 25-27



Allowable Use	Year(s) of Programming: (select all that apply)	PD: Entity (select one per row)	PD: Participants (select all that apply)	PD: Frequency (select one)	PD: Focus (select all that apply)	Coaching: Provider (select one per row)
1 High Dosage Tutoring	SY 25-26 SY 26-27	District (internally led)	Teachers	One-time: Multiday Intensive	Foundational Skills	
2 Professional Development	SY 25-26 SY 26-27	District (internally led)	Teachers	One-time: Multiday Intensive	Core Curriculum Implementation	

Coach: Participants (select all that apply)	Coaching: % Teachers or Admin Receiving	Coaching: Frequency (select one)	Coaching: Duration (select one)	Coaching: Focus (select all that apply)	HDT: Entity (select one per row)	HDT: Staff (select all that apply)	HDT: Before/After/During School (select one)	HDT: Ratio (select one)
					District (internally led)	Licensed Teachers Qualified Tutors	During School (Cannot be during regular core instruction)	2-4 Students Per Tutor

HDT: Duration (select one)	HDT: Frequency (select all that apply)	ExtL: Entity (select one per row)	ExtL: If "Other" entity please describe	ExtL: Staff (select all that apply)	ExtL: Before/After/Summer (select all that apply)	ExtL: If "Other" engagement time please describe	ExtL: Program Description	ExtL: If "Other" program please describe
>20 Weeks	3x Per Week							

The Ivy School - Early Literacy Inventory 25-27

Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.	Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K
1 Assessments		I-ready Assessment	I-ready	Yes	Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Core Materials		I-ready Assessment	I-ready	Yes	Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Core Materials		Great Story(1)	NAMC	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Core Materials		History of Written Language(10)	NAMC	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Core Materials		History of Spoken Language(2)	NAMC	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 Core Materials		Word Study(9)	nienhuis	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7 Core Materials		Parts of Speech(11)	nienhuis	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 Core Materials		Simple Sentence Analysis(19)	nienhuis	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9 Core Materials		Clause Analysis(6)	nienhuis	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10 Core Materials		Style(6)	NAMC	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11 Core Materials		Reading(33)	NAMC	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12 Core Materials		Writing(3)	NAMC	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13 Core Materials		Literature(12)	NAMC	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14 Core Materials		Presentation Skills(7)	NAMC	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15 Core Materials		blue reading	Montessori RD	No	Print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16 Core Materials		pink reading	Montessori RD	No	Print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17 Core Materials		cvc/e	Montessori RD	No	Print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18 Core Materials		HMH	Houghton Mifflin	Yes	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1st	2nd	3rd	4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material	CORE ONLY: If Indpndt Adpt, Mts SBE Criteria	Date of Adoption or Start of Use MONTH	Date of Adoption or Start of Use YEAR
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use	July	2024
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use	July	2024
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		No our school board did not use		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		Yes our school board used the		2008
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Independent Adoption		No our school board did not use	September	2024

The Ivy School - Outcomes and Strategies 25-27

Identifier	Outcome or Strategy	2025-27 Application Response
1 Outcome Early Lit	Increase foundational literacy skills among K to Grade 3 students. The funds will support evidence-based instructional strategies, high-quality literacy materials, and professional development for educators to enhance early reading and writing proficiency.	New for 2025-27
2 Strategy Early Lit 1	Implement Structured Literacy Approach that includes Providing multi-tiered levels of support (MTSS) to differentiate instruction for struggling readers and Integrating decodable texts and interactive read-alouds into daily lessons.	New for 2025-27
3 Strategy Early Lit 2	Leverage Literacy Specialists & Interventionists Assign reading interventionists to work with students who score below benchmark levels. Implement small-group targeted interventions for students needing additional support.	New for 2025-27
4 Strategy Early Lit 3	Ensure all classrooms have culturally relevant and developmentally appropriate books.	New for 2025-27
5 Outcome A	Close the achievement gap in reading and math for our underserved students of color. 80% of students of color will meet or exceed growth targets (as measured by i-Ready) by spring 2025	Continue from 2023-25 through 2025-27
6 A1	Create a culture of high expectations and rigor that supports teaching and learning by providing additional instruction to Tier II & Tier III students in grades 1-8.	Continue from 2023-25 through 2025-27
7 A2	Create a safe and culturally responsive environment for all students by implementing effective solutions for increasing students access, educational equity and schoolwide diversity.	Continue from 2023-25 through 2025-27
8 A3	Create a culture of safety for all students that supports the social, emotional and physical well being of students.	Continue from 2023-25 through 2025-27

ODE's Integrated Grant Application 2025-27

For Oregon Department of Education Programs

April 8, 2025



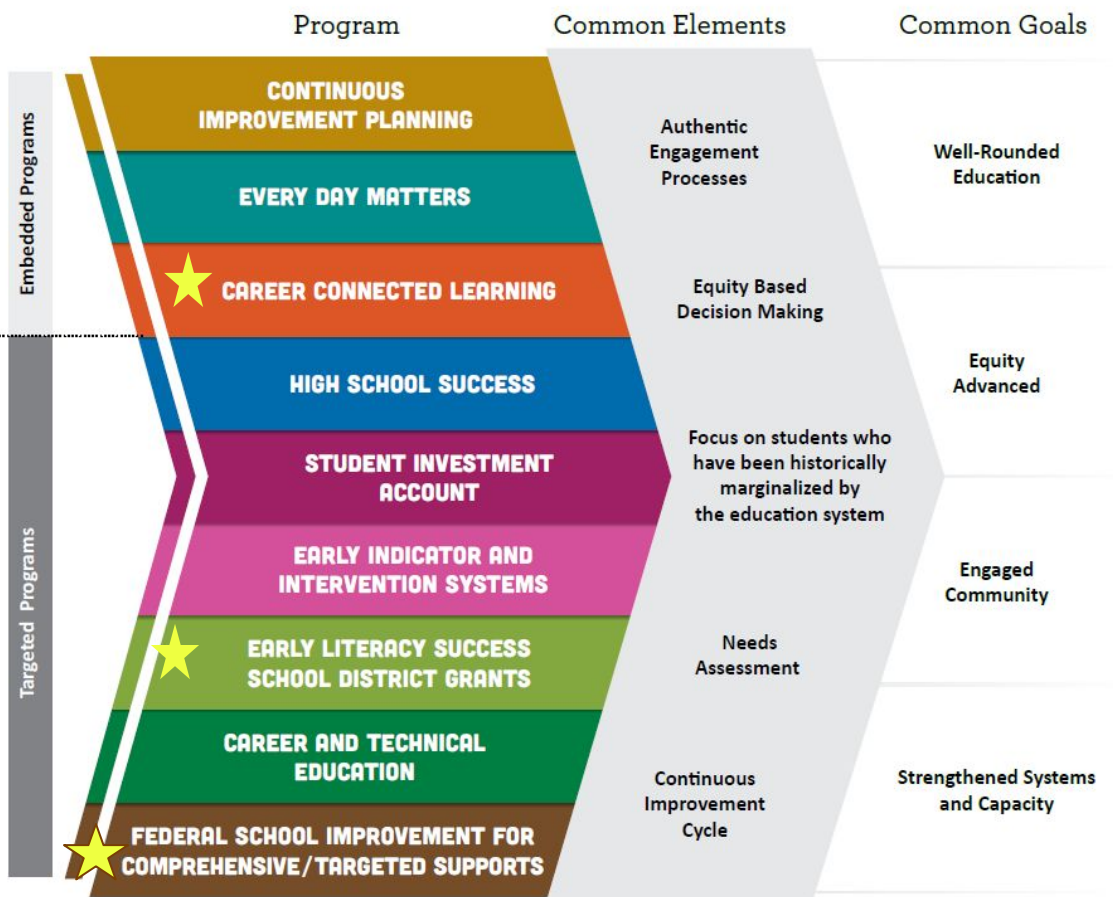
PORTLAND
Public Schools

Contents

- **Overview of ODE Integrated Grants & Guidance**
- **Grant Funding**
- **PPS Plan Elements**
- **Charter School Plans**

Overview of ODE's Integrated Grants & Programs

ODE Integrated Grant Program

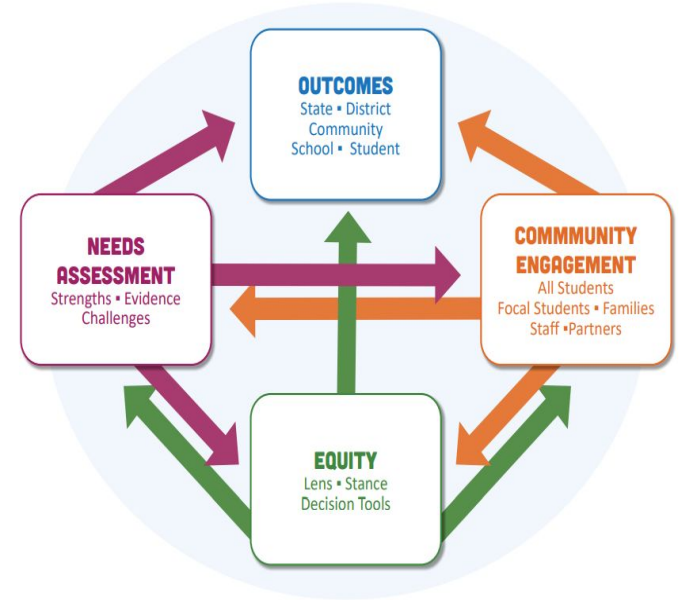


★ Represents a program added to ODE's Integrated Guidance since 2023

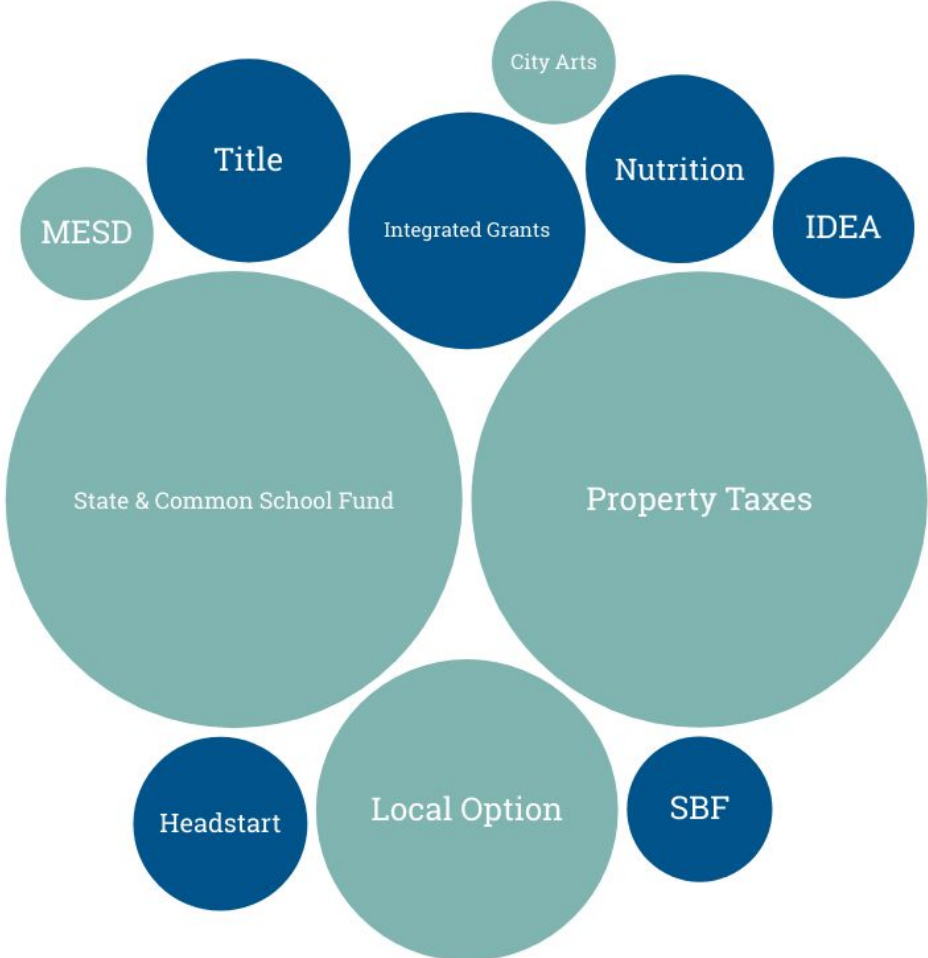
- ODE integrated plan and application for nine programs
- \$125M in state and federal funding for the 2025–27 biennium for Portland Public Schools.
- Plan developed based on a comprehensive needs assessment
- Plan investments informed by district budget process, community engagement, and program specific requirements

ODE Required Planning Process

- Use of an equity lens
- Community and staff engagement
- Tribal Consultation
- Comprehensive Needs Assessment
- Develop Plan Strategies & Outcomes
- Identify Activities and Investments
- Complete a 2-year Budget + Narrative Application



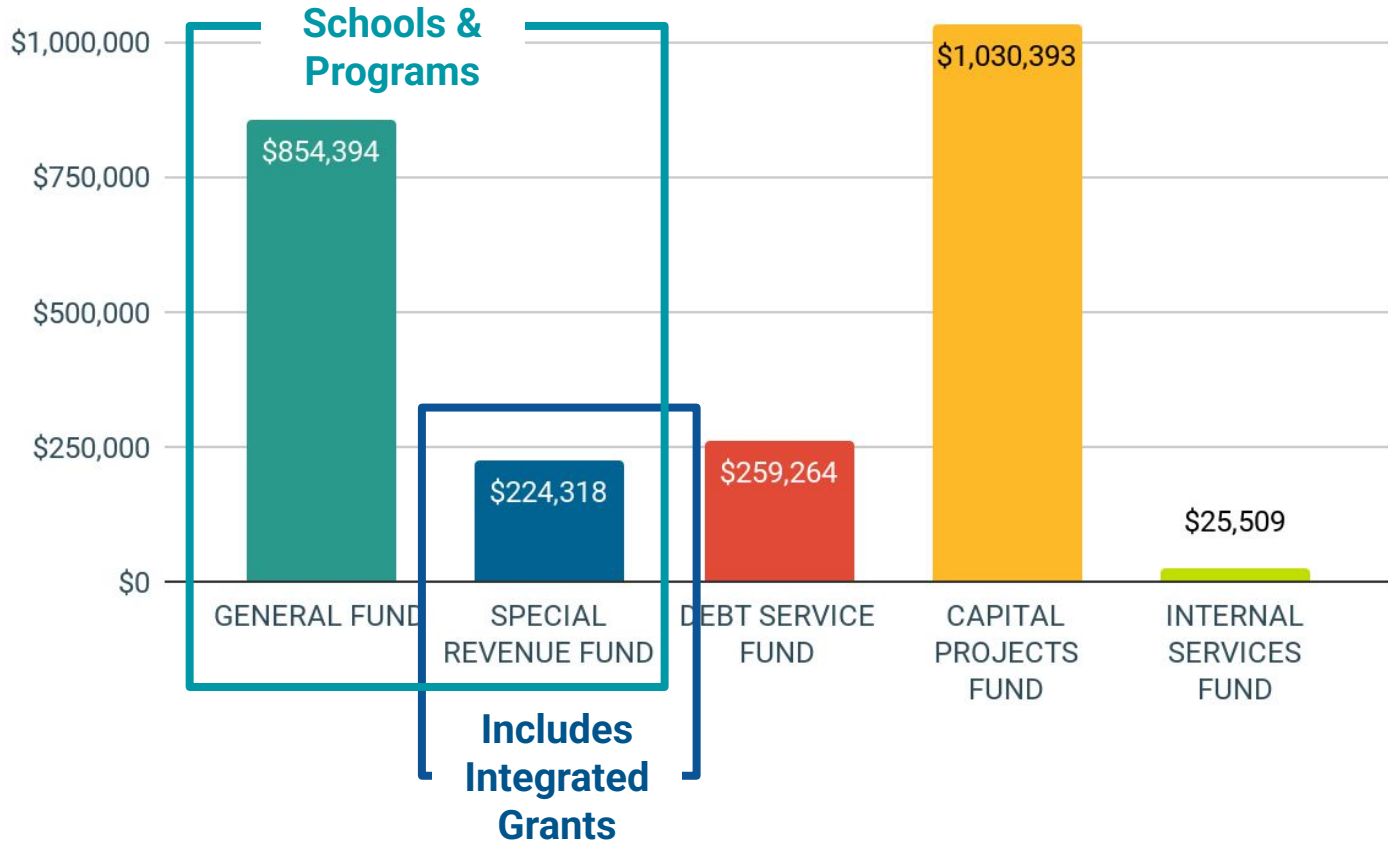
General Fund and Special Revenue Fund Revenue Sources



This is an illustration, it is not an exhaustive representation of our district's revenue sources.

Funds in the PPS Budget

2024-25 Adopted Budget (In Thousands)



Funding Allocations by Program

Grant Program	2024-25 Actual	2025-26 +/-	2025-26 Preliminary	2026-27 +/-	2026-27 Preliminary
High School Success (HSS)	\$13,038,828	6.9% 0.9%	\$13,947,796 \$13,162,644	4.1%	\$14,517,094 \$13,699,894
Student Investment Account (SIA)	\$45,309,123	-0.3%	\$45,163,269	4.1%	\$47,006,668
ESSA (CSI/TSI)	\$928,884	1.1%	\$938,838	N/A	TBD
Career Technical Education - Perkins V (CTE)	\$470,328	0.0%	\$470,328	0.0%	\$470,328
Early Indicators & Intervention Systems (EIS)	\$125,172	0.0%	\$125,172	0.0%	\$125,172
Early Literacy	\$3,425,823	-8.6%	\$3,131,583	4.1%	\$3,259,403
Total Allocation	\$63,298,158	-0.5%	\$62,991,834	N/A	\$64.6M (Estimate)

- Grant funding is tied to ADMw, so declining PPS enrollment reduces the grant allocation in 2025-26.
- The PPS Integrated Grant budget plan allocates pass through SIA funds to charter schools and community-based organizations (CBOs). This plan allocates \$2.2 million to charter schools and CBOs for 2025-26.
- On March 26, ODE sent out revised 2025-27 preliminary allocations. The PPS High School Success allocation was reduced by 5.6%. Changes are reflected in the table.

PPS Integrated Plan Priorities

The combined integrated grant investments are based on identified needs and center inclusive and joyful learning experiences for students to access the resources and supports they need to demonstrate excellence.

- Early Literacy Achievement
- K-12 Academic Success
- Attendance and Engagement
- Graduation and Postsecondary Readiness
- Safe and Supportive Schools
- Culture of Racial Equity & Care

Application Links and Approval

Application Narrative & Budget

[2025-27 Integrated Application Narrative](#)

[2025-2027 Integrated Plan and Budget](#)

Key Application Attachments

- [PPS Equity Lens](#)
- [Affirmation of Tribal Consultation*](#)
- [PPS Early Literacy Inventory](#)
- [Early Literacy Allowable Uses](#)
- [PPS Perkins Needs Assessment](#)
- [CTE Perkins Local Improvement Plan](#)

* The Affirmation of Tribal Consultation is on track to be finalized and fully executed for the April 22, 2025 Board meeting.

ODE Application Approval Requirements

- ✓ Presented at an open meeting with opportunity for public comment

Scheduled for April 22

- Posted on the PPS website
- Opportunity for public comment
- Approved by the Board



Charter School Plans



**TOGETHER,
WE RISE**

Charter School Plans

- Four district-sponsored and two state-sponsored charter schools are included in the district's application. (Per a 2023 statutory change to the Student Success Act, PPS is responsible to administer the integrated plan for the two state-sponsored charter schools.)
- PPS provides the funding passthrough to charters only for SIA.
- PPS provides broad fiscal and monitoring oversight, but each charter school maintains its own integrated plan and budget.
- Where applicable, PPS actively engages with all charter leaders – district-sponsored or state-sponsored – to administer SIA funds, including coordinating budgets and aligning strategies.

District-Sponsored Charter School Plans

Charter School	Integrated Plan & Budget 2025-27	Early Literacy	District Charter Program Agreement (DCPA)
Emerson School	Outcomes & Strategies Budget	Inventory Allowable Uses	DCPA
Le Monde French Immersion	Outcomes & Strategies Budget	Inventory Allowable Uses	DCPA
Portland Arthur Academy	Outcomes & Strategies Budget	Inventory Allowable Uses	DCPA
Portland Village School	Outcomes & Strategies Budget	Inventory Allowable Uses	DCPA

State-Sponsored Charter School Plans

Charter School	Integrated Plan & Budget 2025-27	Early Literacy	District Charter Program Agreement (DCPA)
Cottonwood School of Civics & Science	<u>Outcomes & Strategies Budget</u>	<u>Inventory Allowable Uses</u>	<u>DCPA</u>
The Ivy School	<u>Outcomes & Strategies Budget</u>	<u>Inventory Allowable Uses</u>	<u>DCPA</u>

Thank you



**TOGETHER,
WE RISE**

**Parent Advisory Committee:
Distribution of Donations for Staffing
Recommendation to Board of Education
Regular Board Meeting
April 8, 2025, 6:00 pm**



PORTLAND
Public Schools

Chair Trina Huff & Committee Membership

Cluster	Name	Term
Cleveland	Ayla Ercin	2 Years (6/30/2026)
Franklin	Sun Lee	1 Year (6/30/2025)
Grant	Audrey Gnich	2 Years (6/30/2026)
Ida B Wells	Daniel Levine	2 Years (6/30/2026)
Lincoln	Casey Vanos	1 Year (6/30/2025)
McDaniel	David Lamadrid	1 Year (6/30/2025)
Roosevelt	Suzanne Clarke	1 Year (6/30/2025)
Focus Option (Benson/Jefferson/Etc)	Trina Huff (Chair)	2 Years (6/30/2026)
Multiple Pathways to Graduation	Alisa Welch	2 Years (6/30/2026)
Student Rep	Sachin Wheatley (Co-Chair)	1 Year (6/30/2025)
Student Rep	Annika Houghton (Co-Chair)	1 Year (6/30/2025)

Executive Sponsor: Deborah Kafoury, Chief of Staff

Staff Lead: Robyn Faraone, Director, Strategic Partnerships

PAC Purpose, Charter & Public Meetings

Purpose of the Committee

To provide a recommendation to the PPS Board of Education for distribution of fundraised dollars for staff positions to fulfill the commitment of the Districtwide Advocacy and Fundraising Policy (7.10.020-P).

PAC CHARTER

Public Meetings

As a newly chartered committee that reports to the Board, all meetings were publicly noticed & live streamed. Six meetings were held from February 12 to March 26, 2025. Meeting materials, minutes and recordings may be found at: pps.net/Page/22782



Criteria for PAC Decision-Making

Collective Impact/Districtwide
Formula = Method
Improve educational experience
Racial Equity & Social Justice
Measurable
Inspire Future Donations
Community Building

“This policy is designed to foster a spirit of community and shared purpose and facilitate collective impact on behalf of PPS students. Given our common mission and vision, the District encourages parents and community groups to advocate, fundraise and support improving the educational experience districtwide in alignment with our racial equity and social justice values.”

Recommendation to the Board

Description	Students Served	Allocation
Learning Acceleration: High Impact Tutoring Literacy (Grades K-3 plus additional grade levels, if possible)	400+	\$660,000
IXL Digital Math Skill Building & Assessment Tool for all 9th & 10th Grade Students	7,000	\$70,000
	SUB-TOTAL	\$730,000
Food Pantries in 20 Community Schools (Title I)	7,000	\$200,000
Seed Funding for Future Fundraising		\$100,000
TOTAL	14,400	\$1,030,000

Rationale for Recommendation

- **High Impact Tutors:** Our number one priority is to add student-facing staff in schools. We also considered adding teachers, counselors and full-time Educational Assistants, but investing in High Impact Tutors (HIT) for Reading in Elementary Schools will serve more students in more schools, given the funding we have available.
- **IXL Digital Platform:** This allocation allows us to also impact high school students with the aim to increase success in Algebra, a key determinant of high school graduation.
- **Food Pantries:** According to the Needs Assessments conducted by PPS Community Schools Site Coordinators, access to food was the first priority need expressed by families.
- **Fundraising:** Seed funding will be utilized for marketing and fundraising efforts to engage PPS families and the broader community in supporting Champion PPS Schools, the campaign for this districtwide model coordinated by The Fund for PPS, fundforpps.org.

APPENDIX - THE FUND FOR PPS

Once The Fund for PPS transfers the \$1,030,000 to PPS for this investment, the nonprofit will be in the following financial position.

The Fund for PPS - Fund Balances for FY 2024-25, as of March 2025


The Fund for PPS - Unrestricted	\$74,200
Champion PPS Schools	\$36,875
Assistance to PPS Families	\$107,223
TOTAL	\$265,082



Contact us

 PPS.NET

 pubinfo@pps.net

 (503) 916-2000

 501 N Dixon, Portland, OR 97227



PORTLAND
Public Schools



Date: April 8, 2025

To: PPS Board of Education

CC: Deborah Kafoury, Chief of Staff

From: Parent Advisory Committee: Distribution of Donations for Staffing,
with staff support from Robyn Faraone, Director of Strategic Partnerships

Subject: Rationale for Recommendation for \$1,030,000 Allocation

Introduction

In accordance with the [Districtwide Advocacy and Fundraising Policy](#) (7.10.020-P) passed by the Board of Education in May 2024, we are bringing forth a recommendation for investment of the first investment through the districtwide model, administered by The Fund for PPS. Per our [Charter](#), we sincerely hope that these investments will activate PPS families and the broader community to support the districtwide model, which The Fund is calling, Champion PPS Schools.

High Impact Tutors - \$660,000

Our number one priority is to add student-facing staff in schools. We also considered adding teachers, counselors and full-time Educational Assistants, but investing in High Impact Tutors (HIT) for Reading in Elementary Schools will serve more students in more schools, given the funding we have available. This investment is also measurable, which will help in reporting back to donors the impact of their donations.

This model aligns with national and local best practices for High Impact Tutoring, integrating: Frequent, consistent tutoring sessions; Strong student-tutor relationships; Data-driven, skill-based interventions; Alignment with PPS literacy curriculum and instructional priorities.

IXL Digital Platform - \$70,000

IXL Digital Platform for 9th and 10th graders allows us to also impact high school students with the aim to increase success in Algebra, a key determinant of high school graduation. IXL provides a suite of PPS adopted curriculum-aligned adaptive digital mathematics support, individualized skill practice, and real-time skill assessments designed to bolster algebra proficiency, improvements in graduation rates, and post-secondary readiness.

Food Pantries in 20 Community Schools (Title I K-5/K-8 Schools) - \$200,000

According to the Needs Assessments conducted by PPS Community Schools Site Coordinators, access to food was the first priority need expressed by families. Given the uncertainty of funding for hunger relief from all levels of government (e.g. USDA, Mult Co), PAC wanted to prioritize food. Some of the schools are starting from scratch with their food pantries and this investment will provide the infrastructure needed (e.g. refrigerators, shelving). Remaining funds will be used for purchases of culturally specific nutritional food to supplement what is acquired through community partnerships, Oregon Food Bank and other donations.

Seed Fund for Future Fundraising - \$100,000

After spending so many hours dedicated to this process, PAC representatives want to ensure the future success of fundraising for the districtwide model, with a goal of fundraising closer to \$4,000,000 in the next year. This would enable funding High Impact Tutors and potentially other staff in potentially all schools and serving more students. Seed funding will be utilized for marketing and fundraising efforts to engage PPS families and the broader community in supporting Champion PPS Schools, the campaign for this districtwide model coordinated by The Fund for PPS, fundforpps.org.

Endowment

The committee is also interested in establishing an endowment for Champion PPS Schools. One idea is to invite people to donate directly to an endowment. In addition, there is interest in setting aside 10% of donations to deposit in an interest-bearing account for the endowment.



PORTLAND PUBLIC SCHOOLS

OFFICE OF OPERATIONS

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

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

STAFF MEMO

Date: April 7, 2025

To: Board of Education

From: Dan Jung, Chief Operating Officer
Stormy Shanks, Senior Director, Office of School Modernization

Subject: High School Modernization Cost Analysis

In April and May 2024, the Board of Education (Board) approved comprehensive plans for Cleveland High School (CHS)¹ and Ida B. Wells High School (IBW)² and authorized an update to the comprehensive plan for Jefferson High School (JHS).³

In November 2024, concerns over the total project costs led to the suspension of the design phases of all three modernization projects. At that time, the Board requested a comparison of project costs, including a detailed cost comparison report.⁴

On February 11, the Board provided Staff with guidance in the form of a cost reduction “framework.” The framework outlines general directions for reducing project costs.⁵

On March 4 the Board approved Resolution No. 7067⁶ requiring that Staff return to the Board on March 18, April 8, and April 22 with progress updates.

On March 18, 2025 Staff presented project updates based on the Board’s cost reduction framework.

Staff aim to secure the Board's general approval of the redesign and cost reduction options by the April 22, 2025 meeting. After which, the project teams will finalize design changes sufficient to submit them for third-party construction cost estimates to obtain updated project costs. Staff will then return to the Board with updated comprehensive plans that include the scope, schedule, and budget for each project for the Board’s approval. The following chart illustrates the general process:

¹ [Resolution 6901](#)

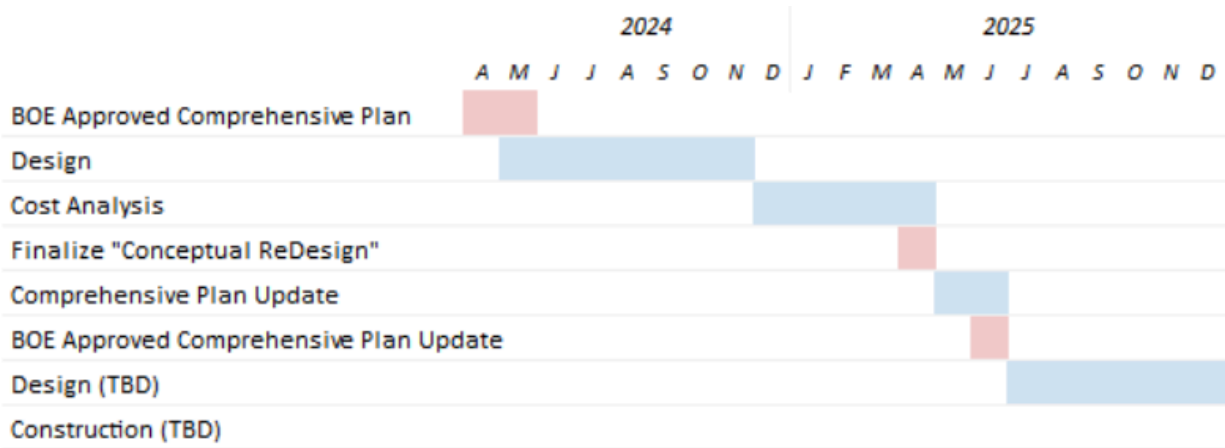
² [Resolution 6900](#)

³ For further details, [see Board materials from May 7, 2024](#) and [April 2, 2024](#)

⁴ [PPS HS Cost Comparison](#), and [Staff Memo: High School Cost Comparison Report](#)

⁵ For further details, [see Board materials from February 11, 2025](#)

⁶ [Resolution 7067](#)



Note: the timing and duration of the later project stages, including design and construction, are dependent on the cost reduction options approved by the Board. Schedule details will be provided with the updated comprehensive plans.

Project Updates

The combined projects are currently forecasting total savings ranging from \$67 million to \$33 million.

Please be advised that these estimates are preliminary and subject to change. The figures provided are based on rough order of magnitude cost estimates from the project teams. Several factors may influence these projections, including potential schedule delays, escalation changes, and tariff fluctuations. Additionally, the teams are actively reviewing project details to identify further cost-saving opportunities. Areas under ongoing evaluation include project logistics, materials selection, LEED certification, and the scope of work prior to construction, among others.

Cost Reduction Summary Table

	Current Project Budget	Cost Analysis ROMs		Preliminary Savings	
	A	B	C	D (A - B)	D (A - C)
Cleveland High School	\$469	\$450	- \$462	\$19	- \$7
Ida B Wells High School	\$455	\$440	- \$452	\$15	- \$3
Jefferson High School	\$491	\$458	- \$466	\$33	- \$25
	\$1,415	\$1,348	- \$1,380	\$67	- \$35

2025 GO Bond

The current combined estimated total project cost ranges from \$1.348 billion to \$1.380 billion. Of this, \$406 million is funded through the 2020 General Obligation (GO) Bond. As a result, the remaining funding required for the projects is between \$942 million and \$974 million. The proposed 2025 GO Bond allocates \$1.150 billion for modernization projects, **leaving a balance of \$208 million to \$176 million for additional modernization initiatives.**

Jefferson High School Cost Reduction Study Update

Portland Public Schools - Board Meeting
April 8, 2025



BORA

LEVER

PLACE

Cost Reduction Study Updates

Topics For Review

- Site Opportunities & Constraints
- Adjustments to Building Size
- Cost Reduction Study Impacts
 - Building Design Update
 - BoE Framework Directives
 - Updated Budget
- Community Information Session

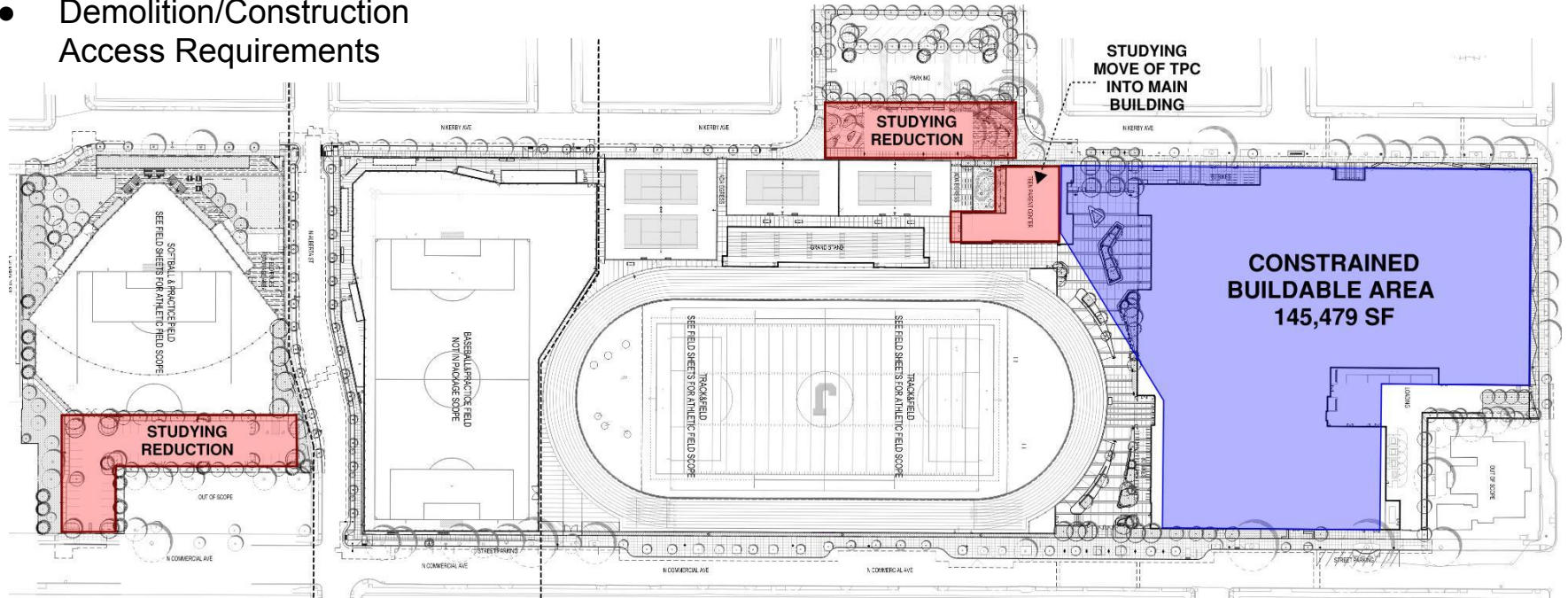
Site Opportunities & Constraints

Constrained Site Area Caused By:

- Students Occupying the Existing Building
- Crossblock Requirements
- Demolition/Construction Access Requirements

Opportunities for Site Scope Reduction:

- Reduction of new parking south of Alberta
- Reduction of landscape improvements to Kerby Grove area.
- Relocation of Teen Parent Center to inside the main building.



Adjustments to Building Size

Ed Spec Minimum

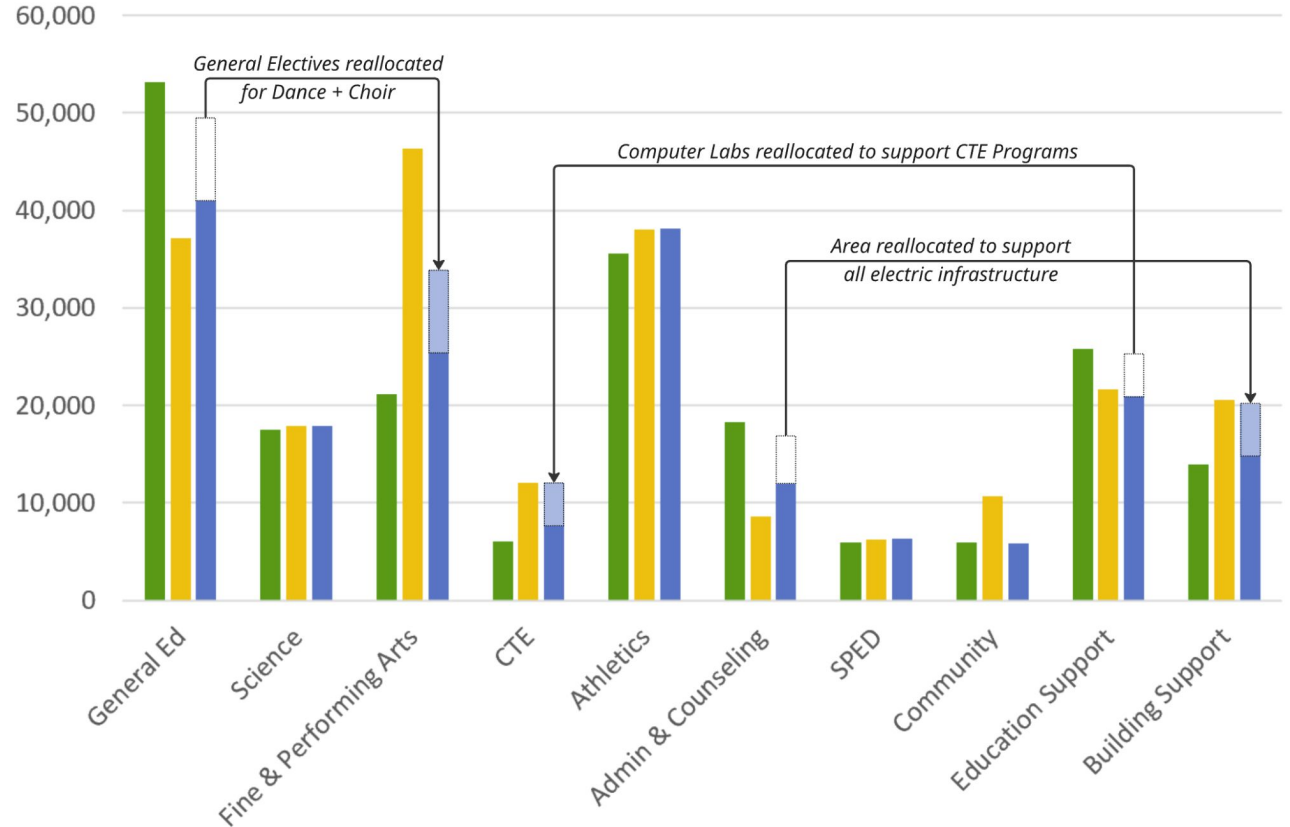
Building Area
281,098 GSF

Previous Design

Building Area
311,139 GSF

Jefferson High School Cost Reduction Study

Building Area
295,716 GSF



Building Size Comparison

Ed Spec Minimum

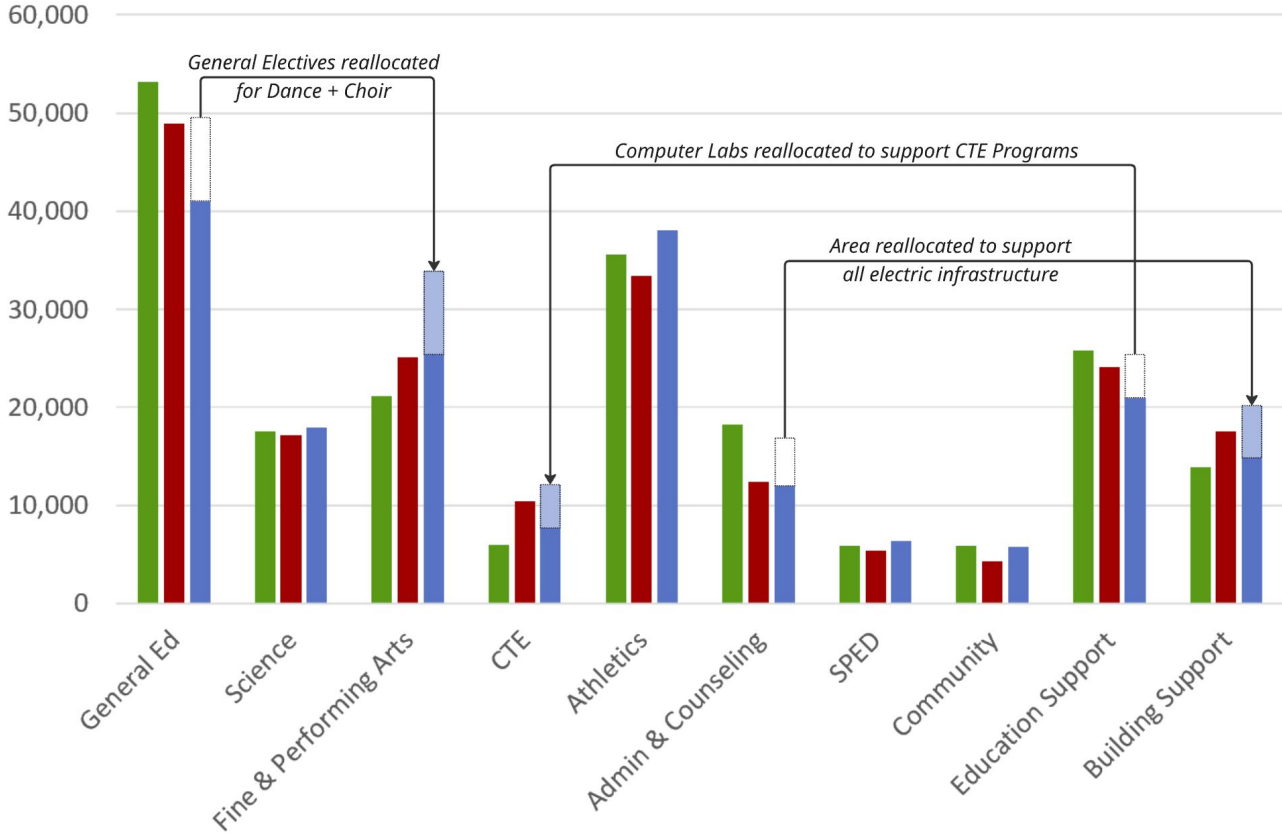
Building Area
281,098 GSF

Lincoln High School

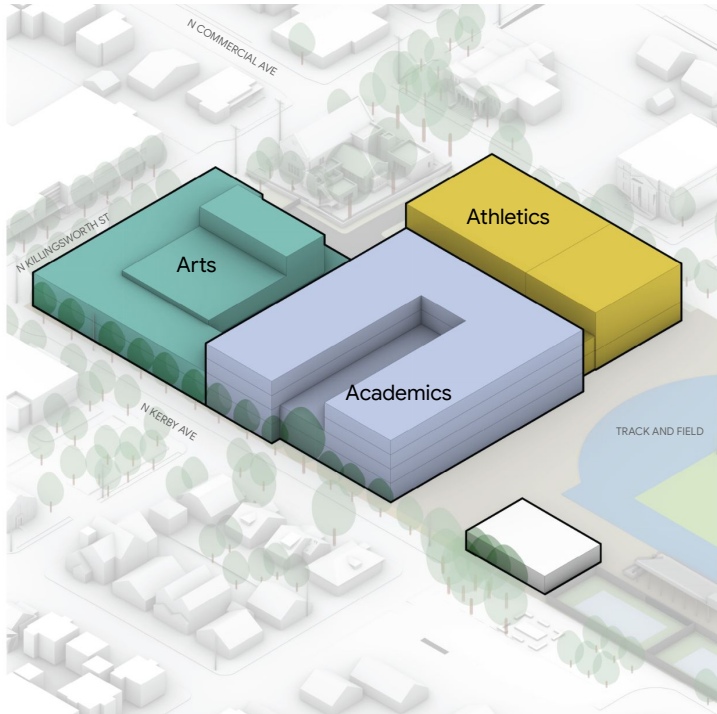
Building Area
295,749 GSF

**Jefferson High School
Cost Reduction Study**

Building Area
295,716 GSF



Current Design Strategy

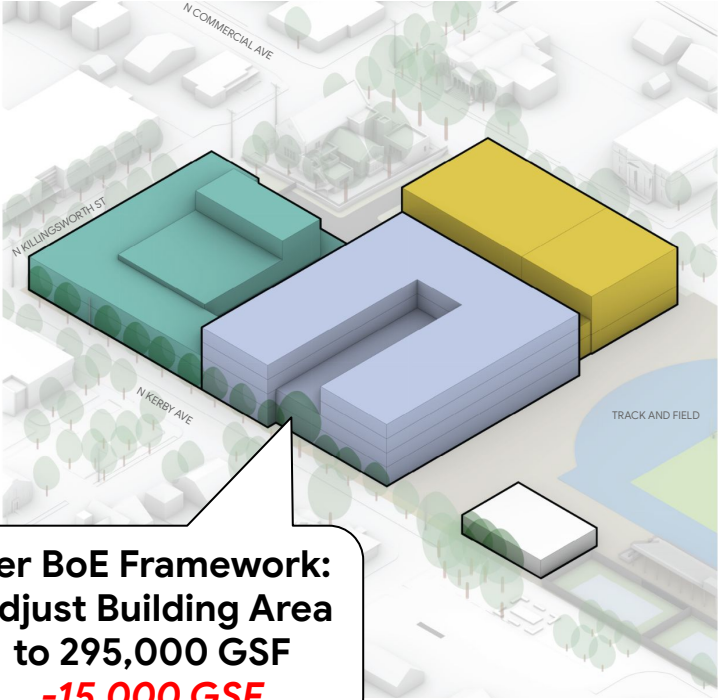


Project will maintain:

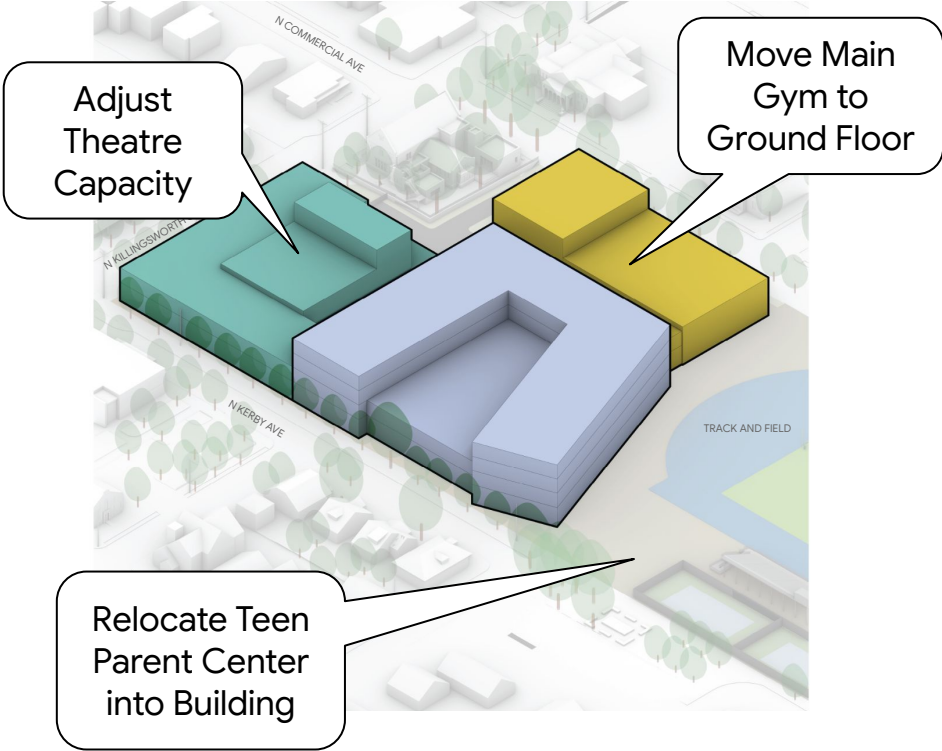
- Students will stay on-site during construction
- 1700-student capacity
- Building stays on the North
- Main entry stays on Kerby
- Athletic Fields remains as designed
- Maintain relationship of Athletics/Gyms next to fields on Commercial
- Activating Killingsworth
- Crossblock connection required
- Alignment with community priorities

Building Design: Update

Previous Design



Updated Design



 ACADEMICS  PERFORMING ARTS  ATHLETICS

Building Design: Floor Plan Updates

Level 1



ADMIN & PARTNER
RELATED SPACES



ACADEMIC
RELATED SPACES



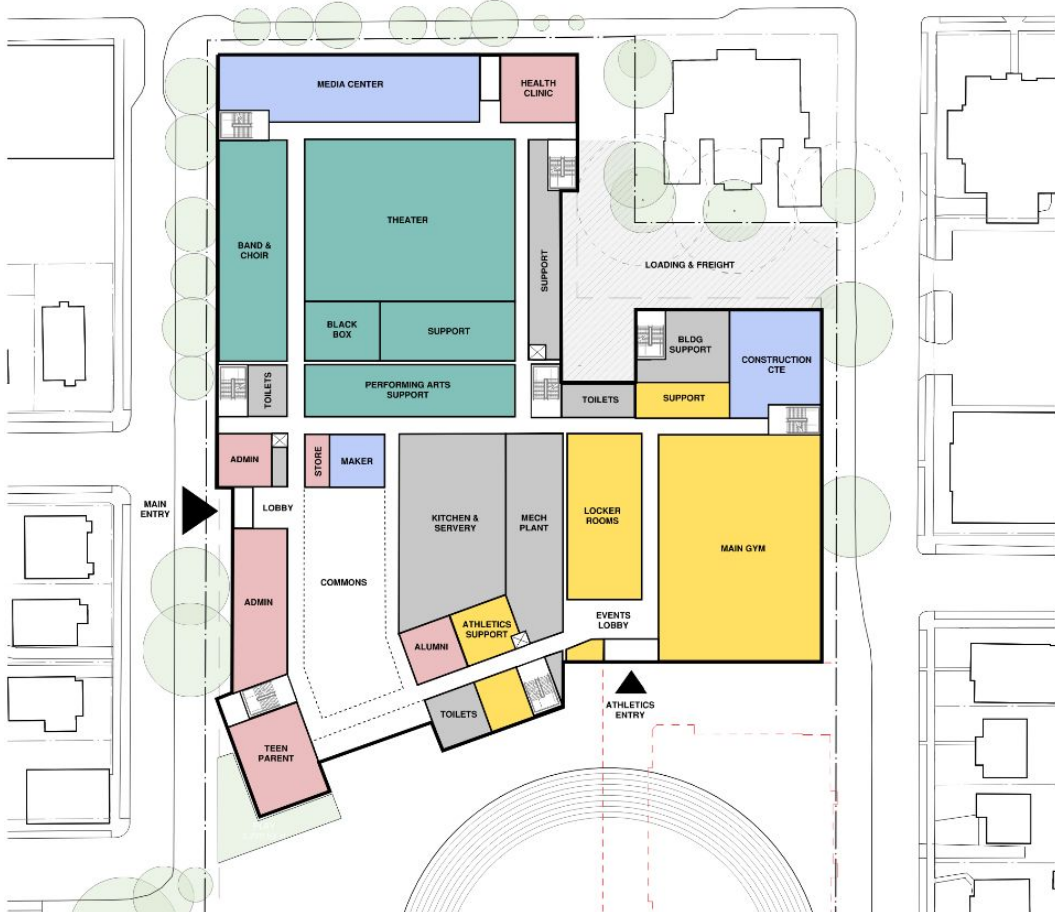
PERFORMING ARTS
RELATED SPACES



ATHLETIC RELATED
SPACES



BUILDING SUPPORT
RELATED SPACES



Building Design: Floor Plan Updates

Level 2



ADMIN & PARTNER
RELATED SPACES



ACADEMIC
RELATED SPACES



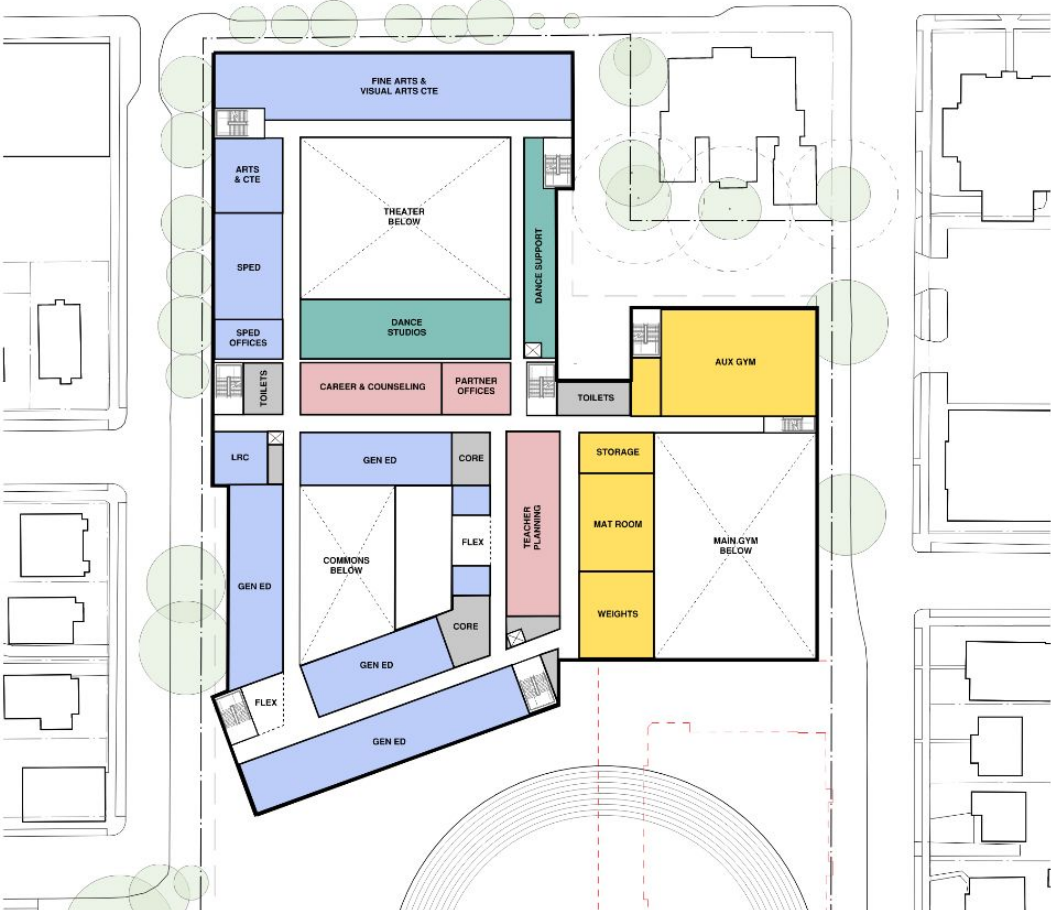
PERFORMING ARTS
RELATED SPACES



ATHLETIC RELATED
SPACES



BUILDING SUPPORT
RELATED SPACES



Building Design: Floor Plan Updates

Level 3



ADMIN & PARTNER
RELATED SPACES



ACADEMIC
RELATED SPACES



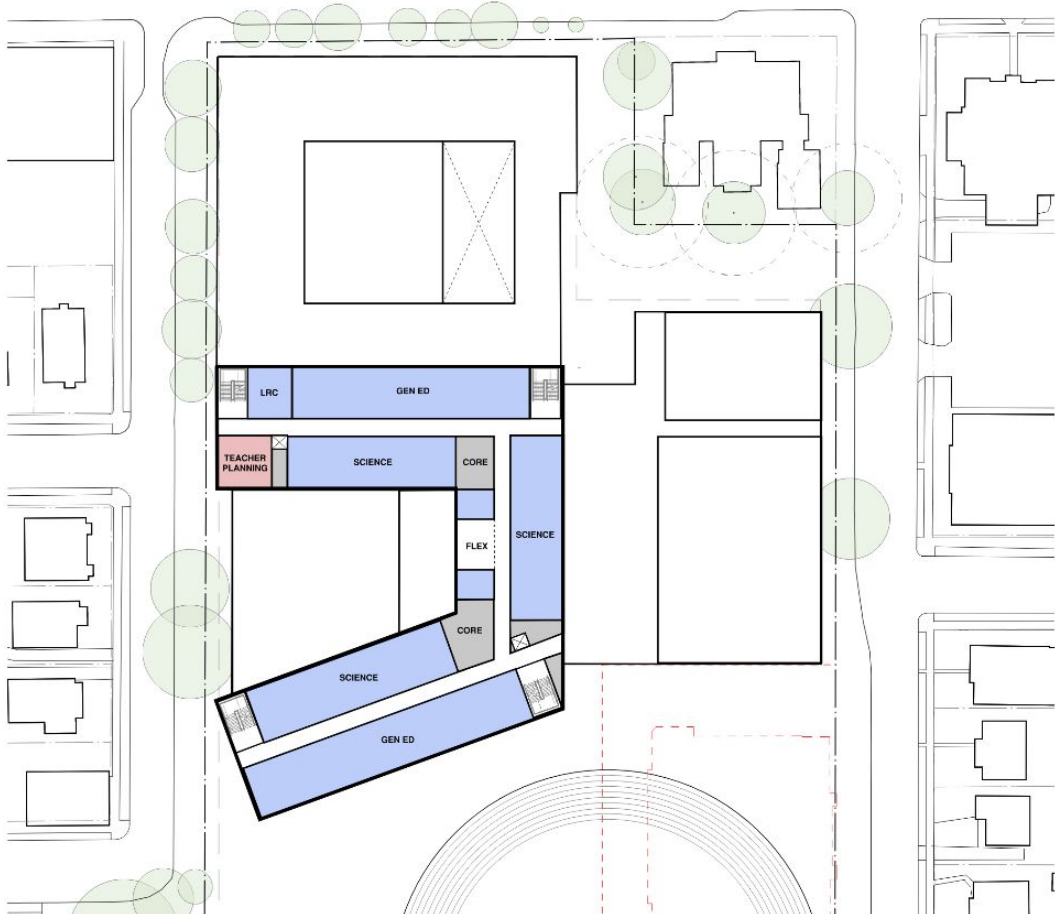
PERFORMING ARTS
RELATED SPACES



ATHLETIC RELATED
SPACES



BUILDING SUPPORT
RELATED SPACES



Building Design: Floor Plan Updates

Level 4



ADMIN & PARTNER
RELATED SPACES



ACADEMIC
RELATED SPACES



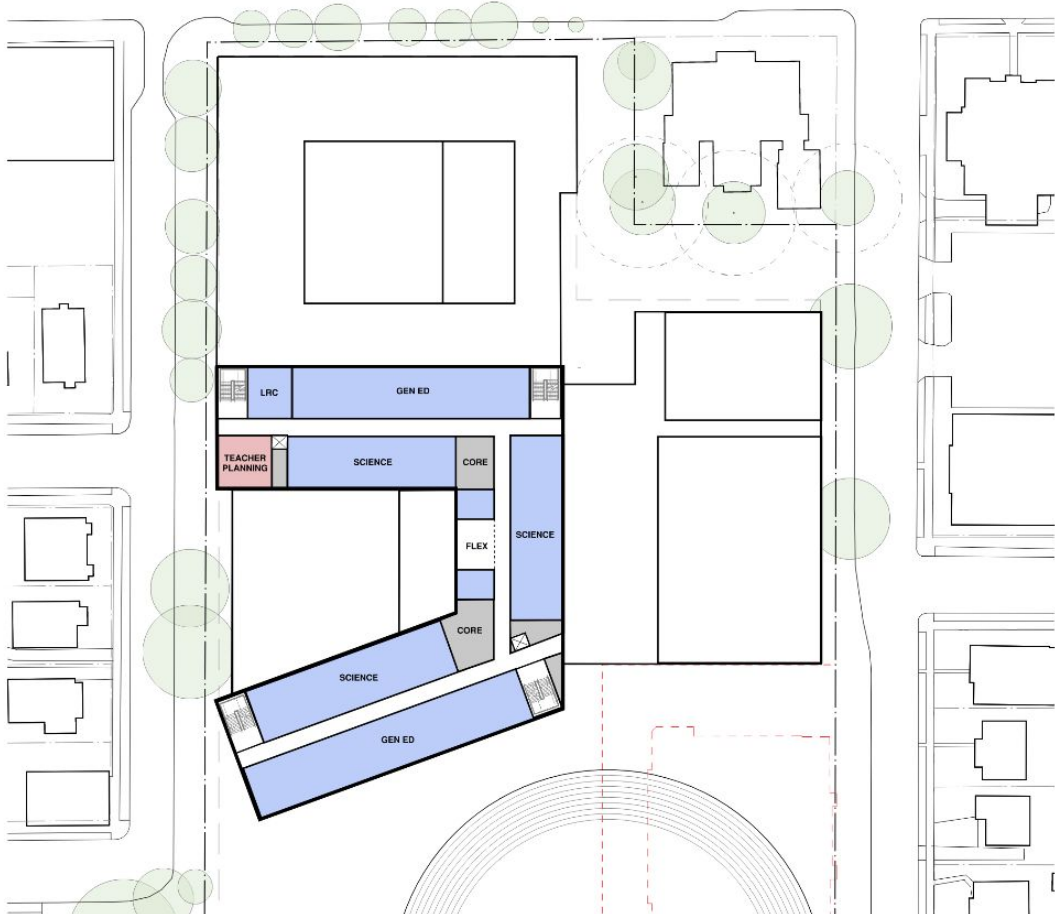
PERFORMING ARTS
RELATED SPACES



ATHLETIC RELATED
SPACES



BUILDING SUPPORT
RELATED SPACES



BoE Framework Directives

Teen Parent Center

Based on current feedback from PPS District Leadership, there is a demonstrated need for the Teen Parent Center at Jefferson HS and it is currently included in the project. To reduce costs it will be incorporated into the main building.

Health Center

JHS has an existing Health Center. The project maintains the size according to HS Ed Specs and keeps that space within the main building.

Commitment to PPS Climate Policy - All Electric Infrastructure

The project maintains a commitment to all electric infrastructure and the design team is only studying building system options that maintain this standard.

Alternatives to LEED Gold Certification

The project will seek sustainable solutions that are practical, maintainable and cost effective

Additional Options / Trade-Offs To Save Cost or Square Footage

The project team is studying cost efficient solutions for the following:

- Mechanical systems
- Structural options & constructability
- Building material selections

Update on Cost Reductions

Draft Cost Summary

JHS Modernization Budget

COMPONENT	2022		2023		2025			
	BOE APPROVED COMPREHENSIVE PLAN		BOE APPROVED PROJECT PIVOT		COST REDUCTION STUDY			
					LOW	HIGH		
TOTAL PROJECT BUDGET	\$	366,000,000	\$	490,752,797	\$	457,500,000	\$	465,500,000
Savings Range					\$	(33,252,797)	\$	(25,252,797)

Community Information Session



When: Tomorrow, Wednesday, April 9, 6-8pm

Where: Jefferson High School Cafeteria, 5210 N. Kerby Ave

APRIL 8, 2025 - COST REDUCTION STUDY UPDATE

Cleveland High School

BOARD MEETING

PORTLAND PUBLIC SCHOOLS

Meeting Board Framework

Topics for Review

- > Review Site Opportunities and Constraints
- > Review Proposed Design
- > Updated Floor Plans
- > Updated Athletic Fields
- > Updated Budget



Site Opportunities and Constraints



(1) Main Site
4.0 acres

(3) Track Site
6.5 acres

(2) Parking Lot Site
1.0 acre

Powell Boulevard

Site Opportunities and Constraints

CURRENT CHS BUILDING
254,000sf



- > 4 acre main site; smallest in District
- > On Powell Boulevard (state highway)
- > 2-3 story configuration fills entire site
- > No secure outdoor space for students
- > No extra space for construction logistics; parking lot separated by 26th Avenue
- > Opportunity to create secure open space in new design
- > Opportunity to reduce construction logistics costs with smaller building

Proposed Design

CURRENT CHS BUILDING
254,000sf



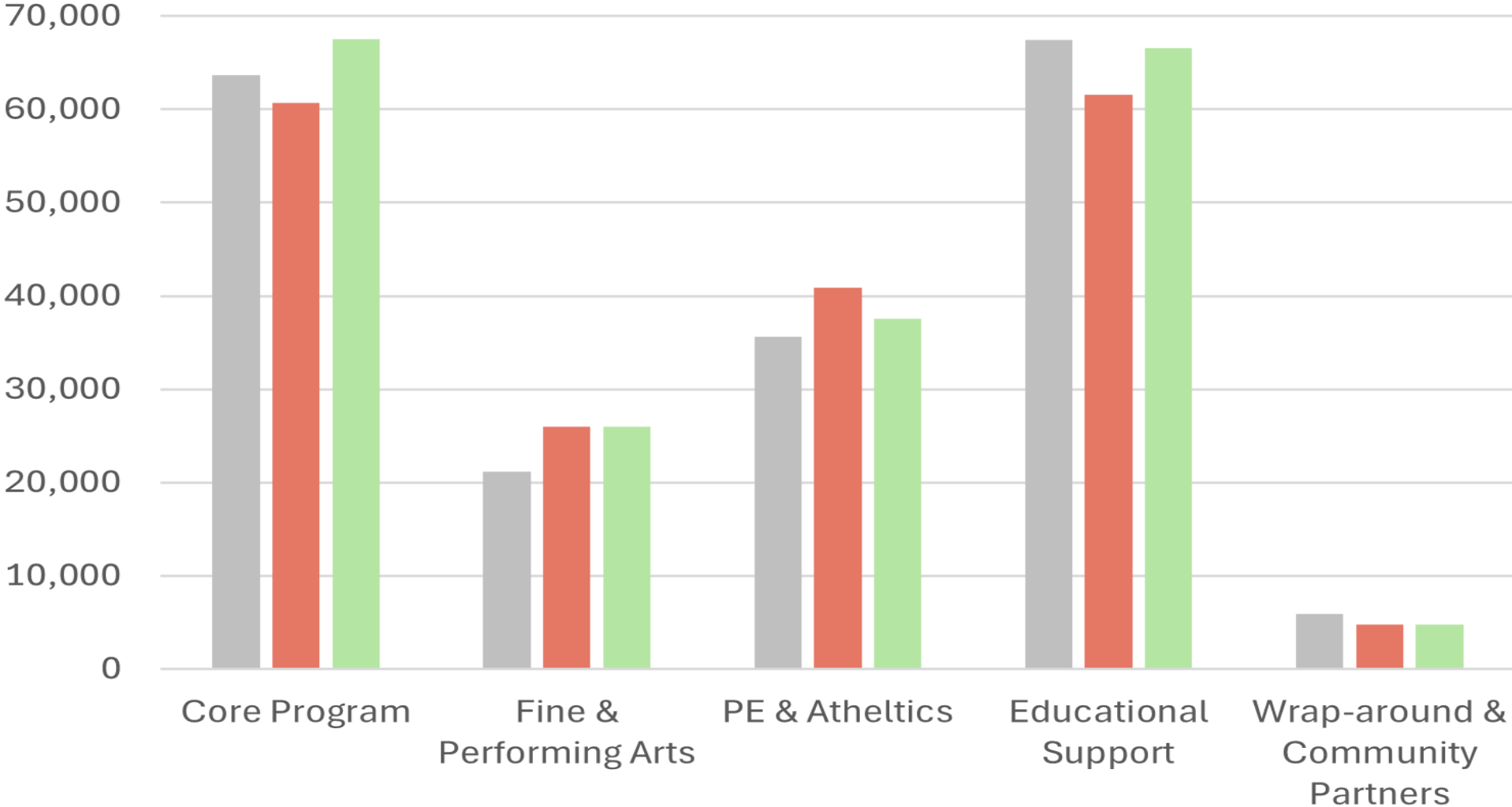
PROPOSED BUILDING
Approx. 297,000sf





Area Program Comparison

- Educational Specification
- Lincoln High School
- Cleveland High School



Building Design: Floor Plan Updates

L01

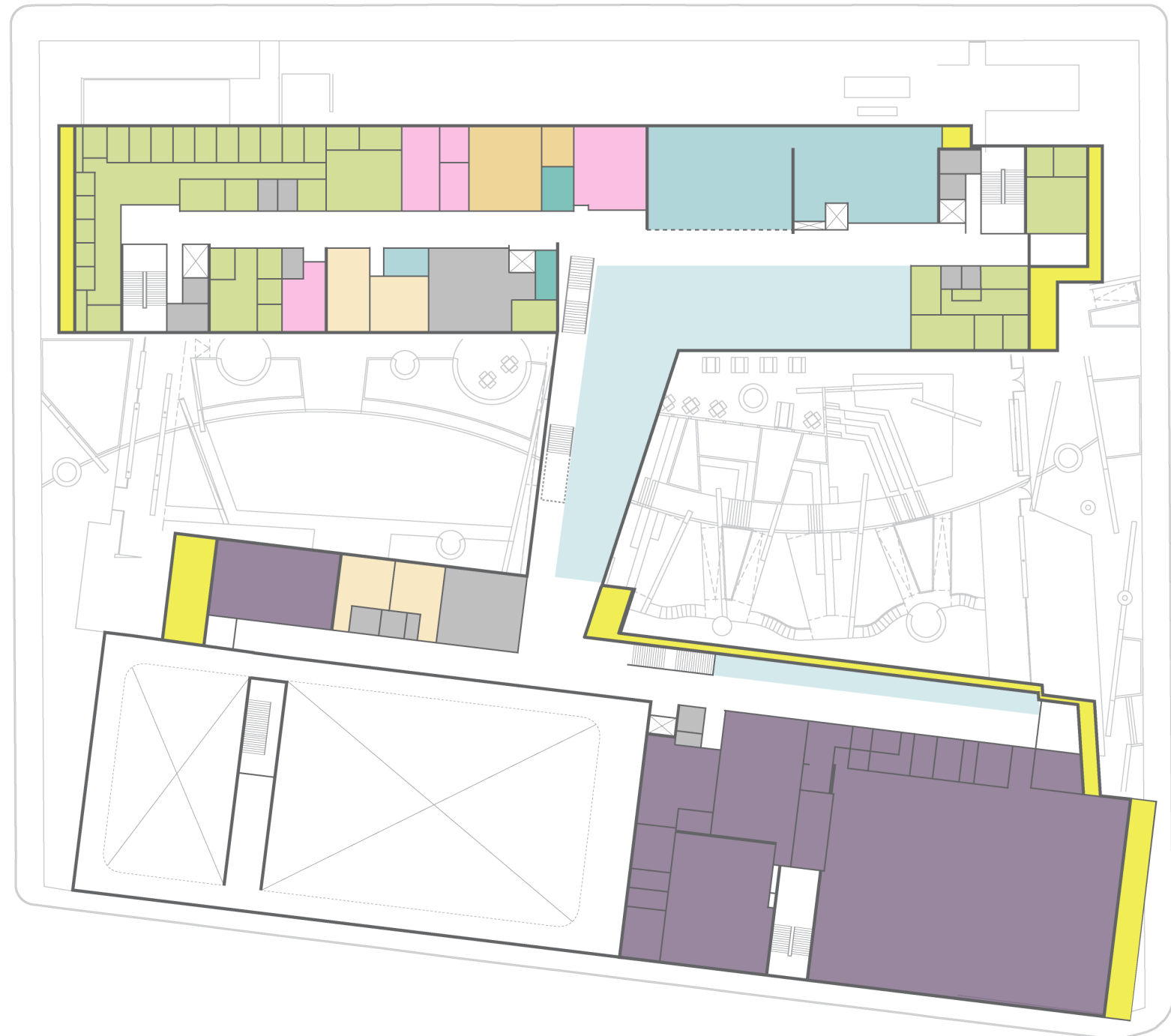
- ADMIN
- SPED + LRC
- GYM + ATHLETICS
- ART + CTE
- WRAPAROUND SERVICES
- BUILDING SUPPORT SERVICES
- SQUARE FOOT REDUCTIONS



Building Design: Floor Plan Updates

L02

- ADMIN
- LRC
- GENERAL CLASSROOMS
- GYM + ATHLETICS
- PERFORMING ARTS
- WRAPAROUND SERVICES
- STUDENT COMMONS
- KITCHEN + SERVERY
- FLEX LEARNING
- BUILDING SUPPORT SERVICES
- SQUARE FOOT REDUCTIONS



Building Design: Floor Plan Updates

L03

- LIBRARY
 - ADMIN
 - LRC
 - GENERAL CLASSROOMS
 - CTE
 - PERFORMING ARTS
 - FLEX LEARNING
 - BUILDING SUPPORT SERVICES
-
- SQUARE FOOT REDUCTIONS



Building Design: Floor Plan Updates

L04

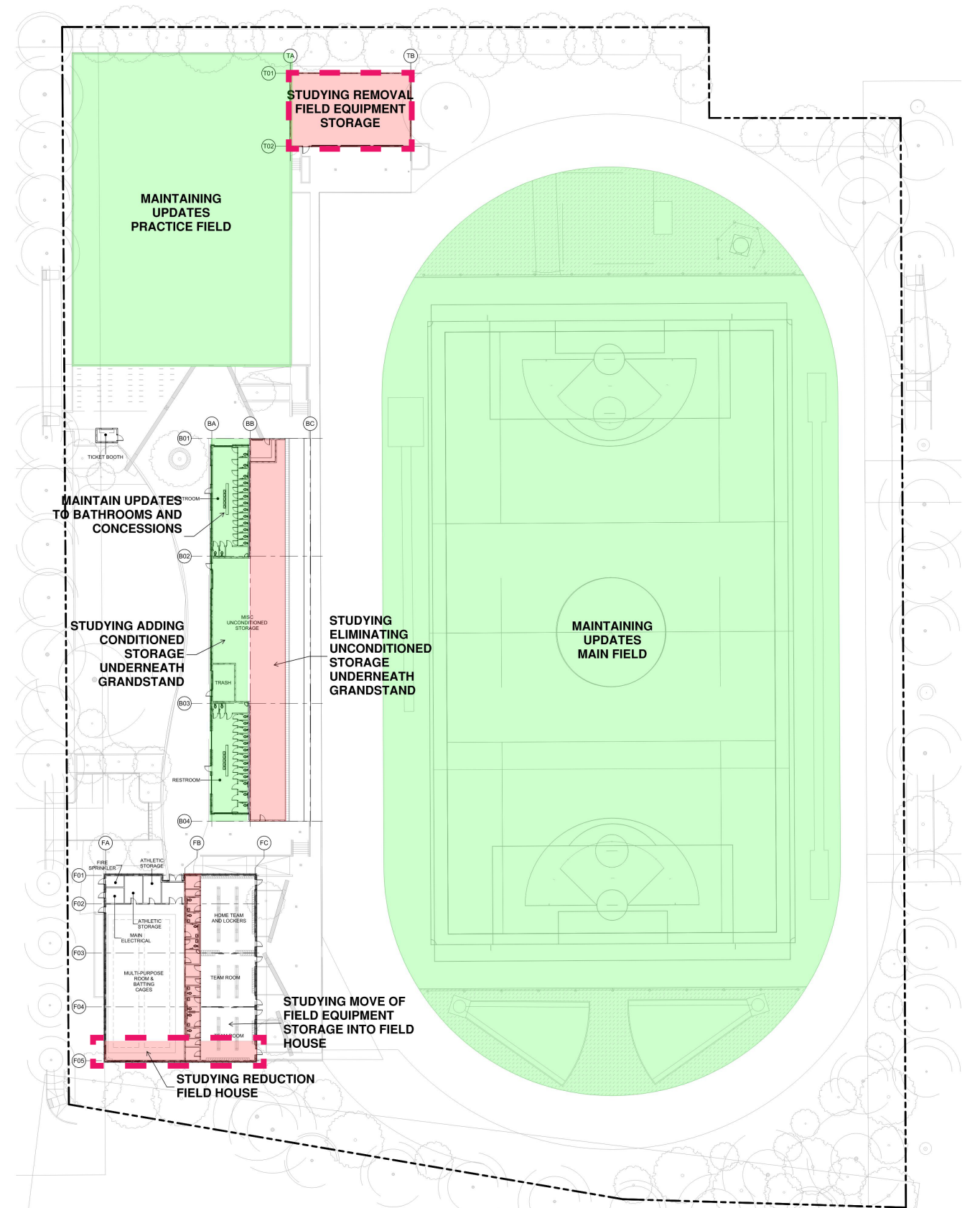
- ADMIN
- GENERAL CLASSROOMS
- CTE
- FLEX LEARNING
- BUILDING SUPPORT SERVICES
- SQUARE FOOT REDUCTIONS



Updated Athletic Fields

Athletics Cleveland Stadium Site

- > Reduced size of Field House
- > Number of team rooms from 3 to 2
- > Removal of storage building; utilize new grandstand structure instead
- > Batting facility/multi-purpose space
- > New practice field
- > Updated field lighting
- > Replacement of main field turf



Updated Athletic Fields

Potential Powell Park Improvements - Preferred Option

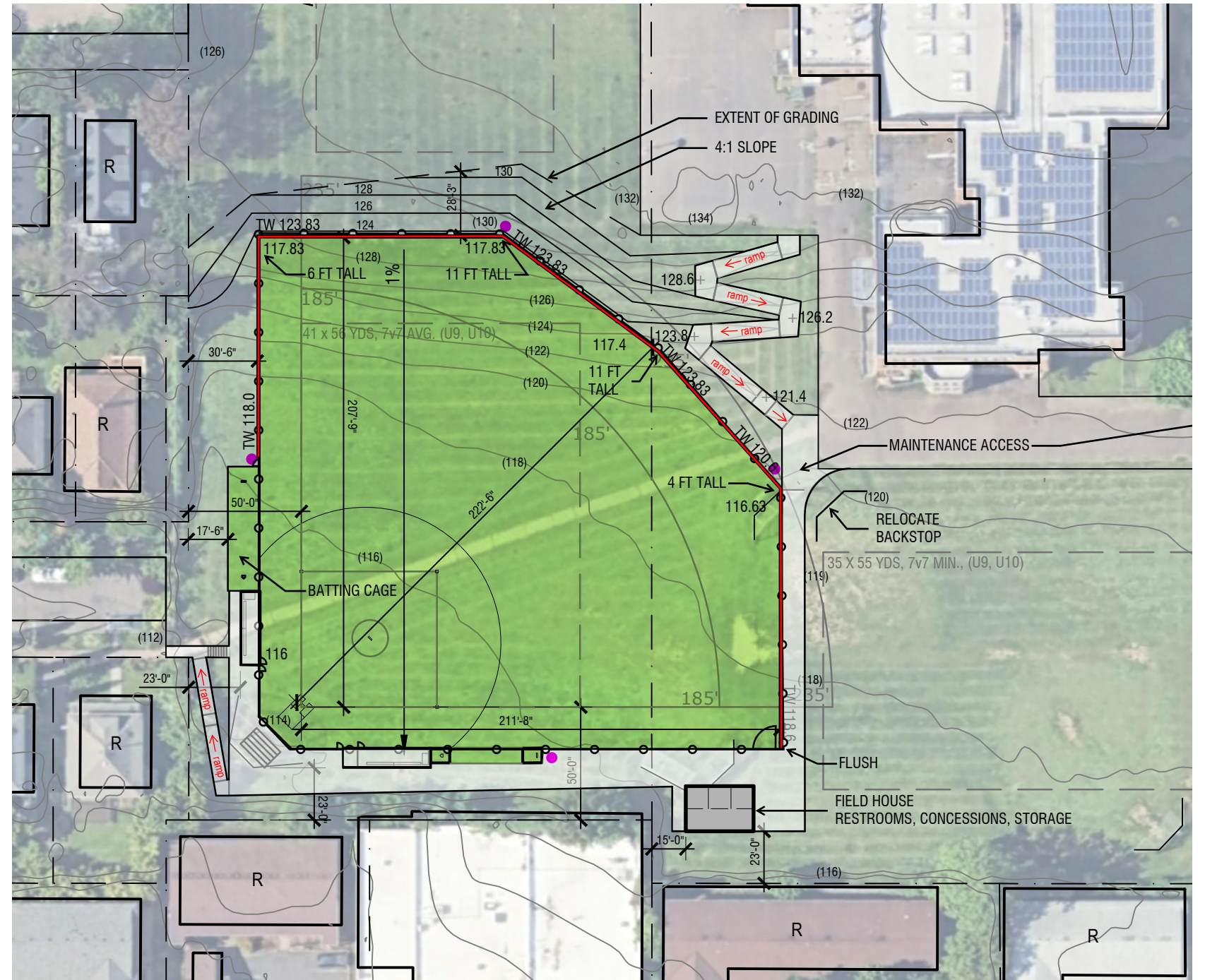
- > Baseball field & multi-purpose field for soccer and lacrosse
- > Separate softball field



Updated Athletic Fields

Potential Hosford MS Improvements

- > Softball field only
- > Baseball field does not fit
- > Athletic teams prefer to be together at Powell Park



Updated Budget

COMPONENT	2024		2025			
	BOE APPROVED COMPREHENSIVE PLAN		COST REDUCTION STUDY RANGE			
			LOW	HIGH		
TOTAL PROJECT BUDGET*	\$	468,644,850	\$	450,405,000	\$	462,005,000
Savings Range			\$	(18,239,850)	\$	(6,639,850)
Powell Park Improvements (softball/baseball)	\$	15,000,000	\$	15,000,000	\$	15,000,000

***Includes 2020 Bond funding of \$20,000,000**



PORTLAND PUBLIC SCHOOLS

Ida B. Wells High School

Cost Reduction Study Update
Board Meeting
April 8, 2025

BORA

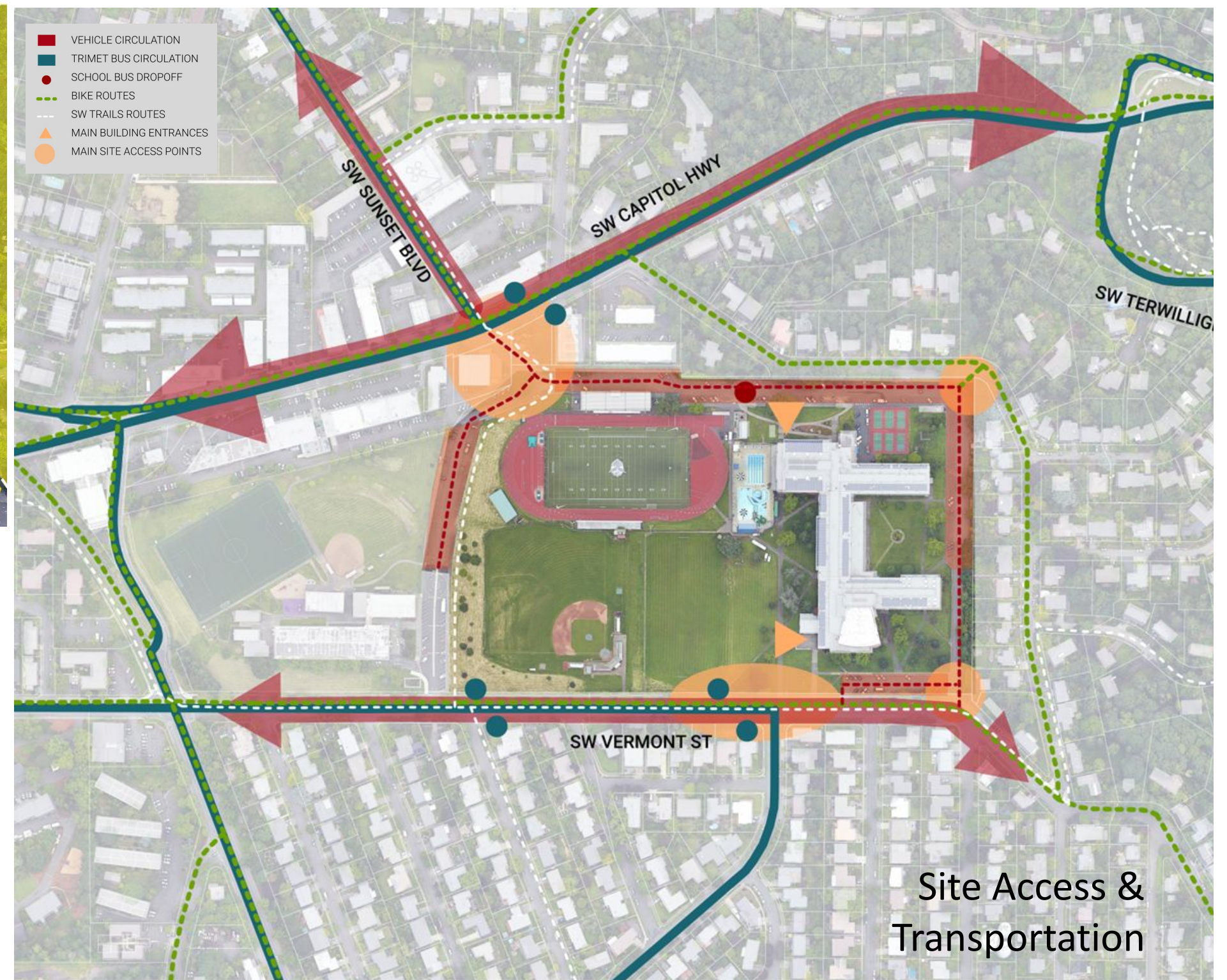


COST REDUCTION STUDY UPDATE

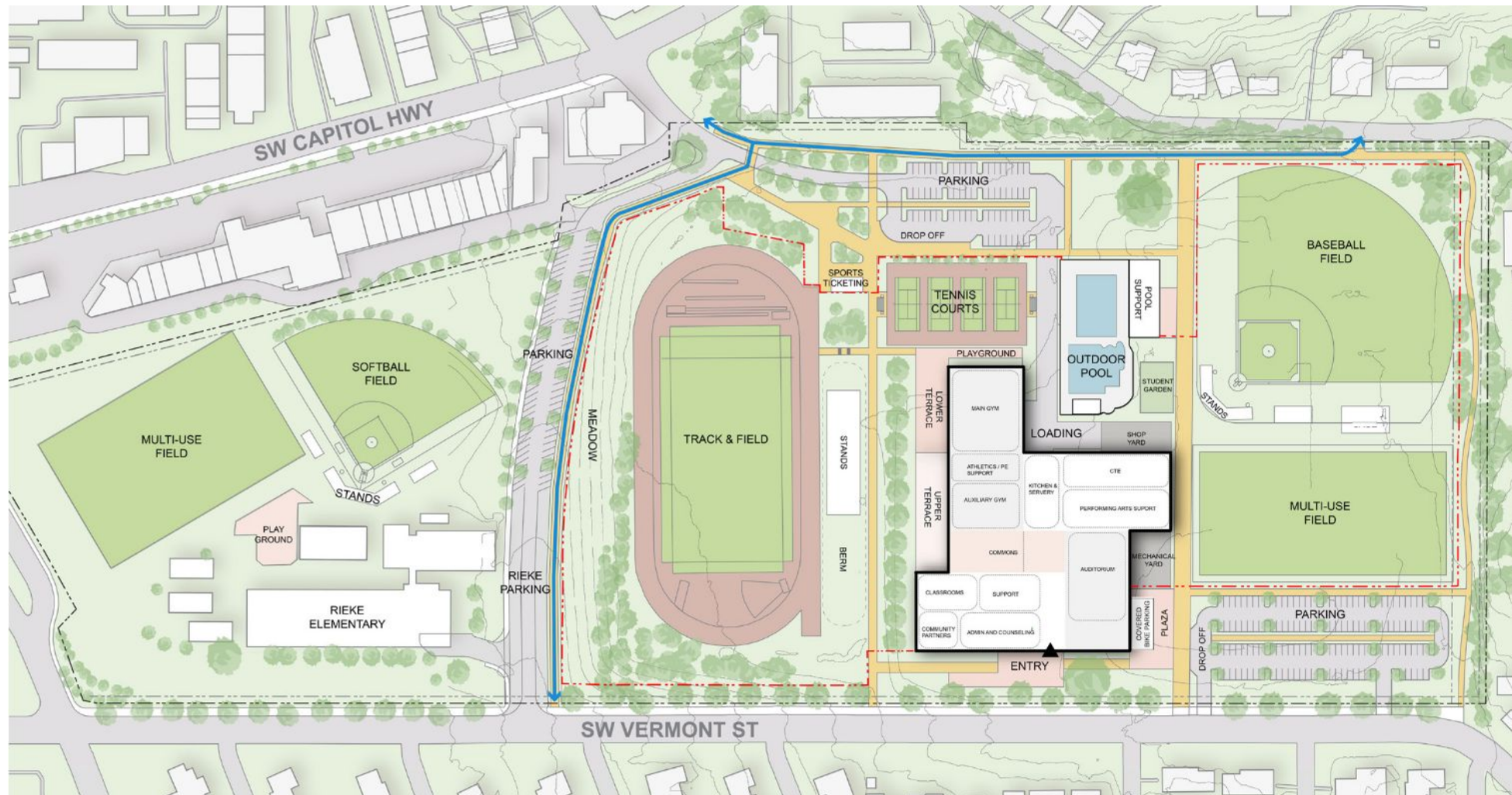
Topics for Review

- Review: Site Opportunities and Constraints
- Review: Site & Building Organization
- Update: Floor Plans and Massing Model
- Update: Health Clinic
- Update: Budget (Draft)
- Next Steps

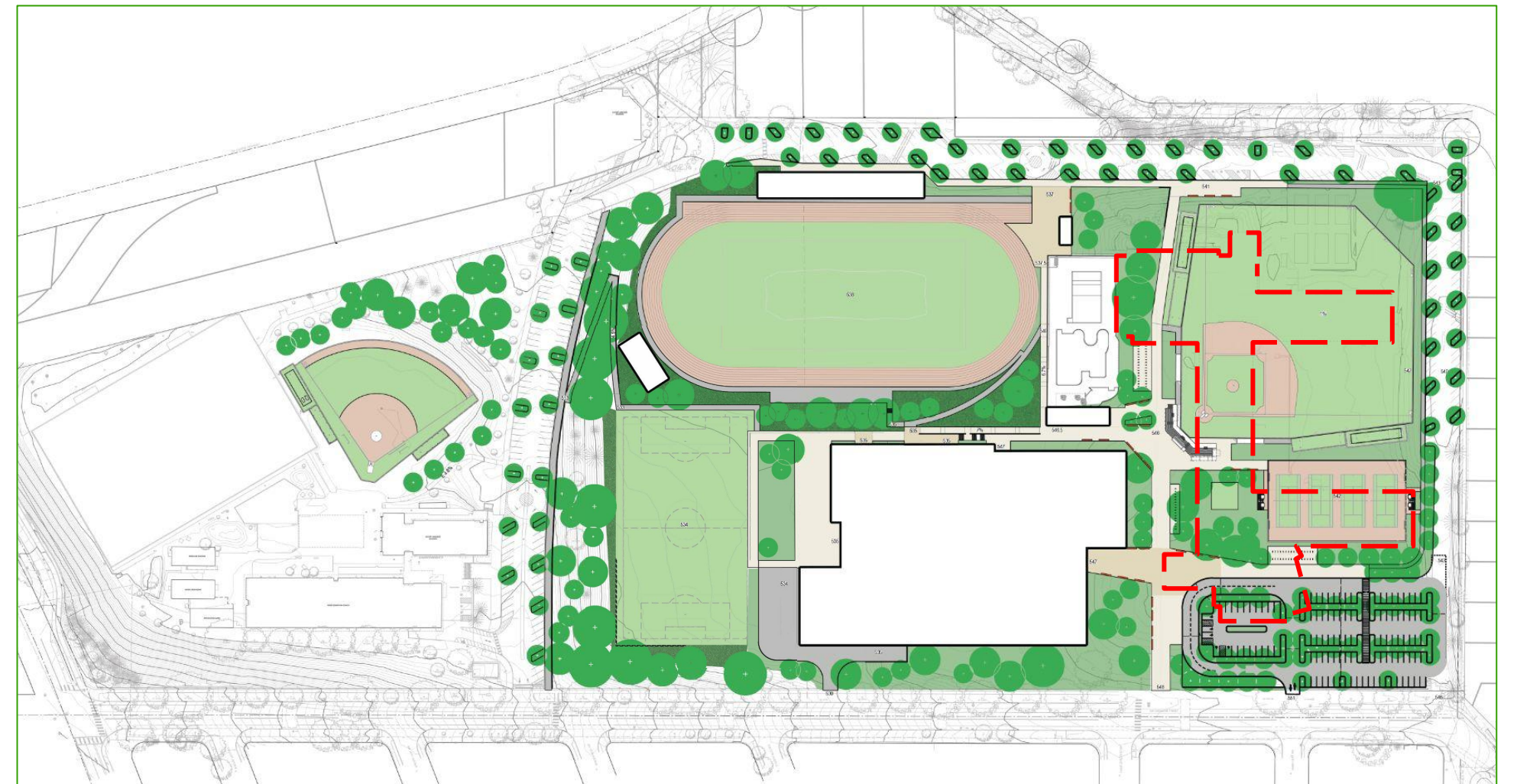
REVIEW: SITE OPPORTUNITIES & CONSTRAINTS



REVIEW: SITE ORGANIZATION SITE PLAN COMPARISON

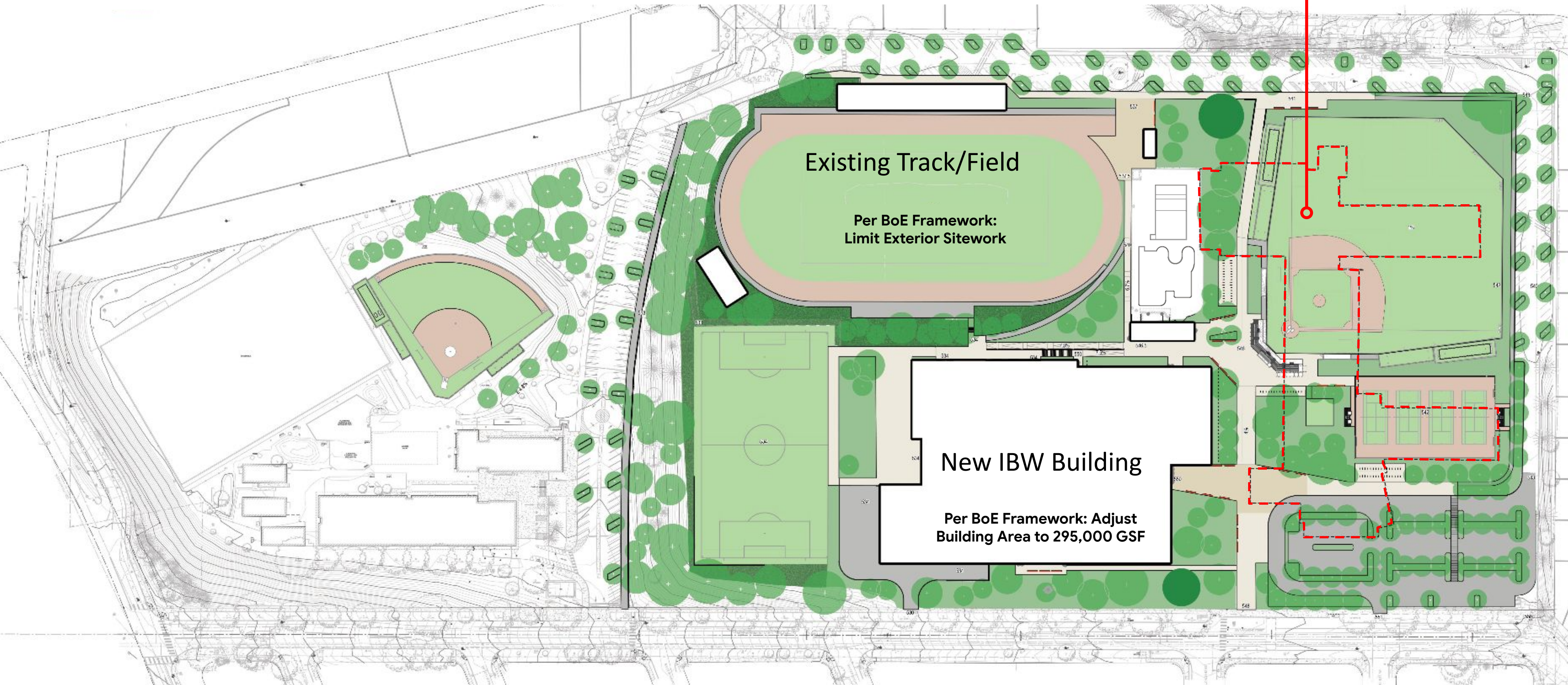


2024 Board-Approved Comprehensive Plan



Plan Aligned with 2025 Board Cost Reduction Framework

REVIEW: SITE ORGANIZATION SITE PLAN



Existing IBW Building

Existing Track/Field

Per BoE Framework:
Limit Exterior Sitework

New IBW Building

Per BoE Framework: Adjust
Building Area to 295,000 GSF

REVIEW: BUILDING ORGANIZATION

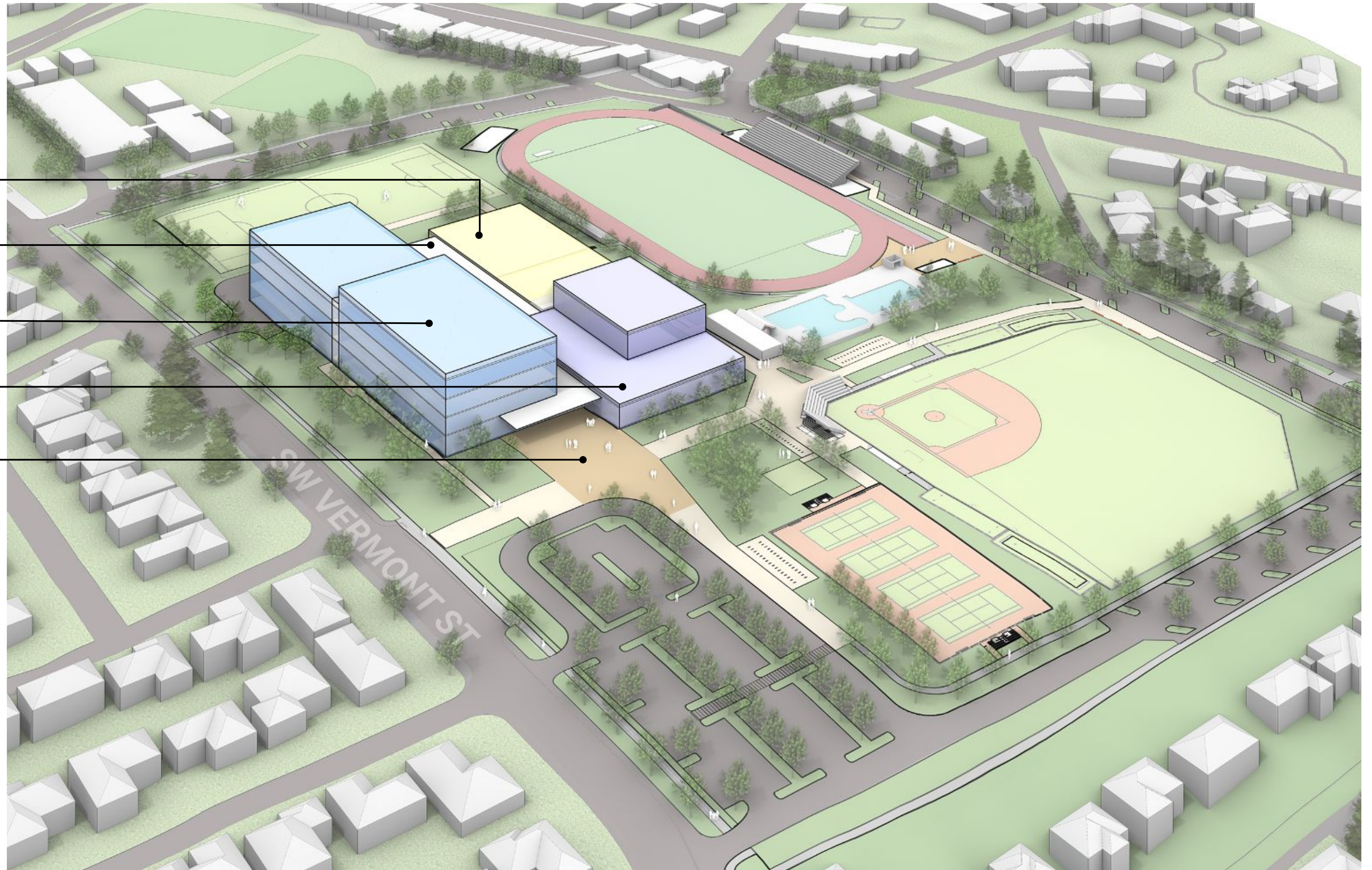
ATHLETICS

COMMONS

ACADEMICS

PERFORMING ARTS

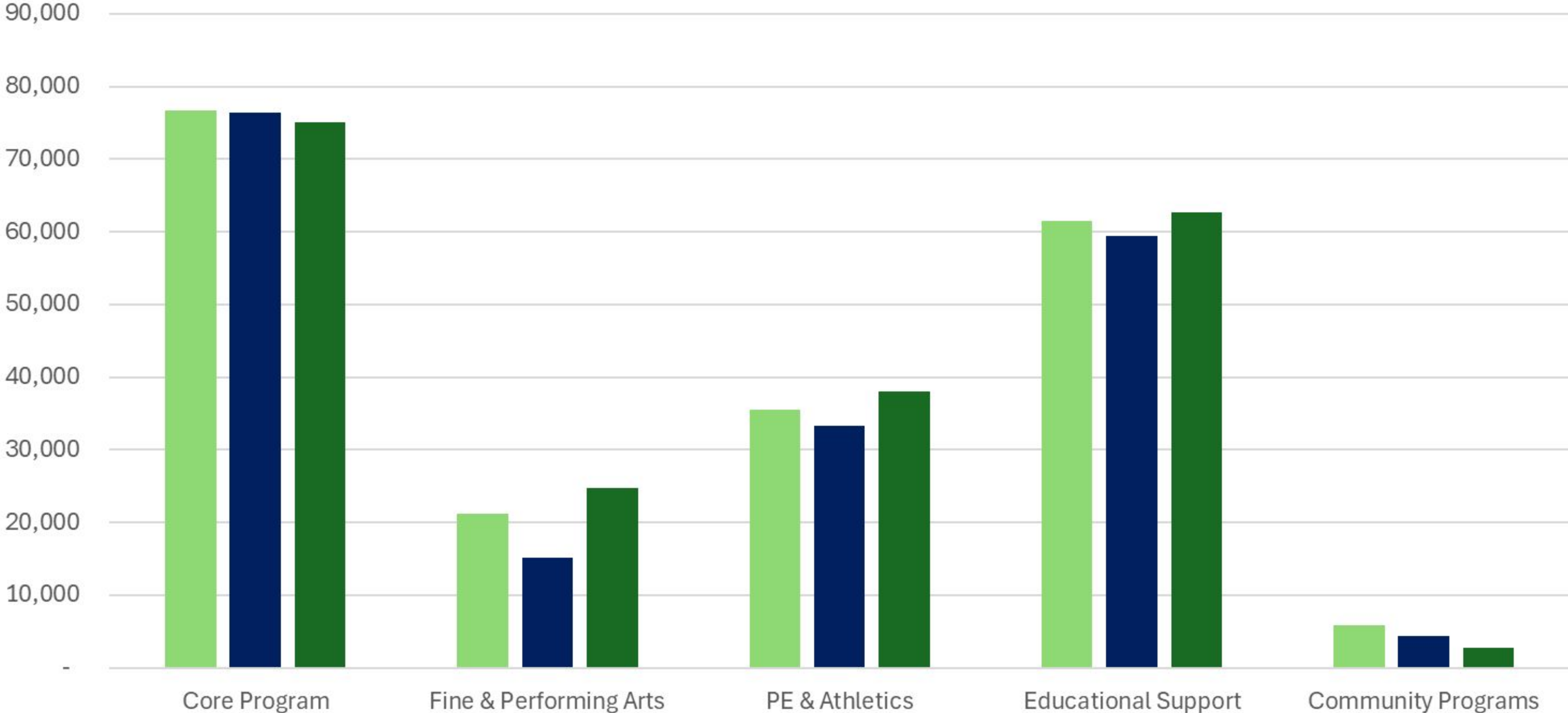
MAIN ENTRY



Board's Framework

Area Program Comparison

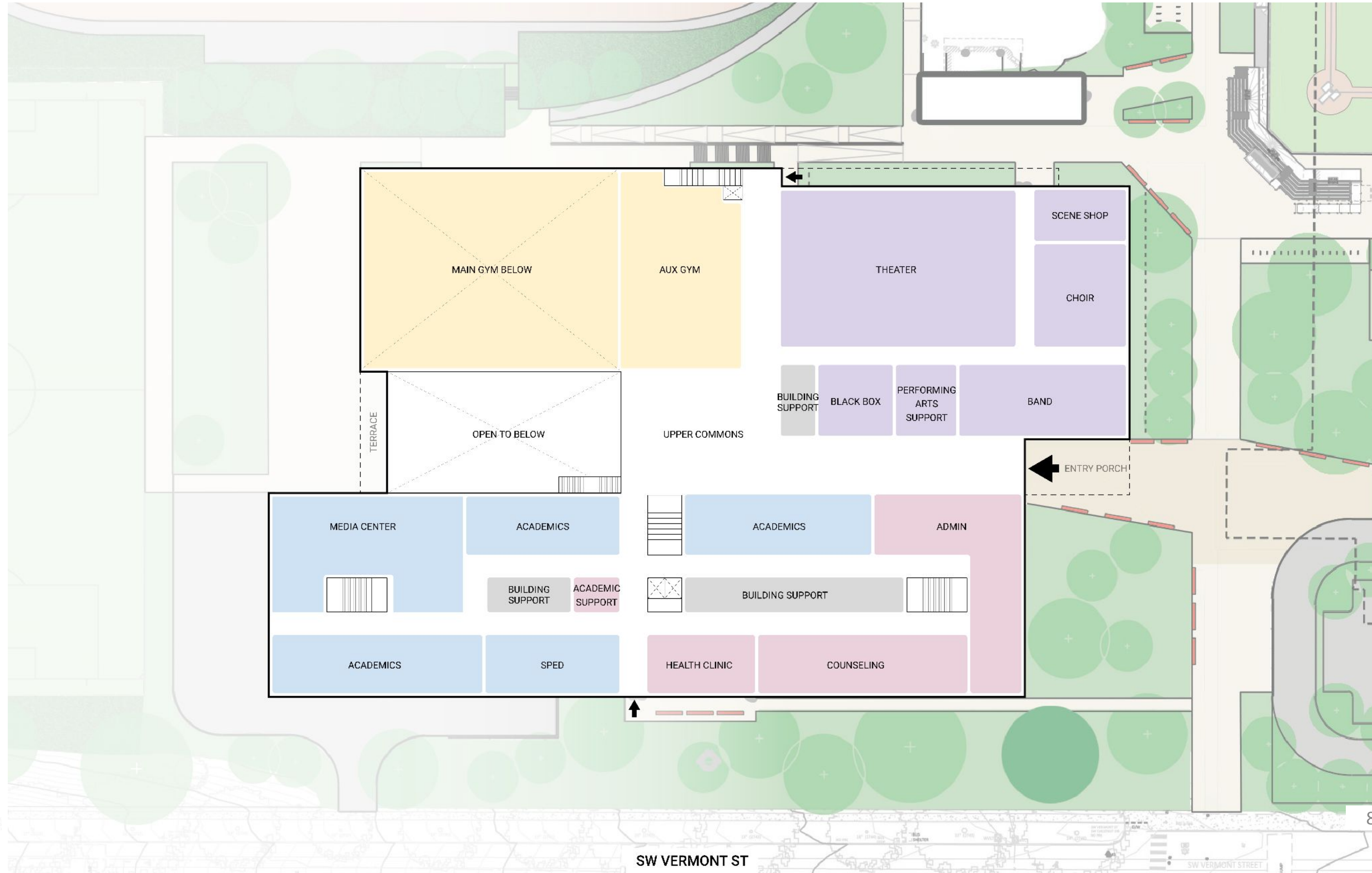
- Educational Specification
- Lincoln High School
- Ida B Wells High School



UPDATE: BUILDING ORGANIZATION First Level Floor Plan

KEY:

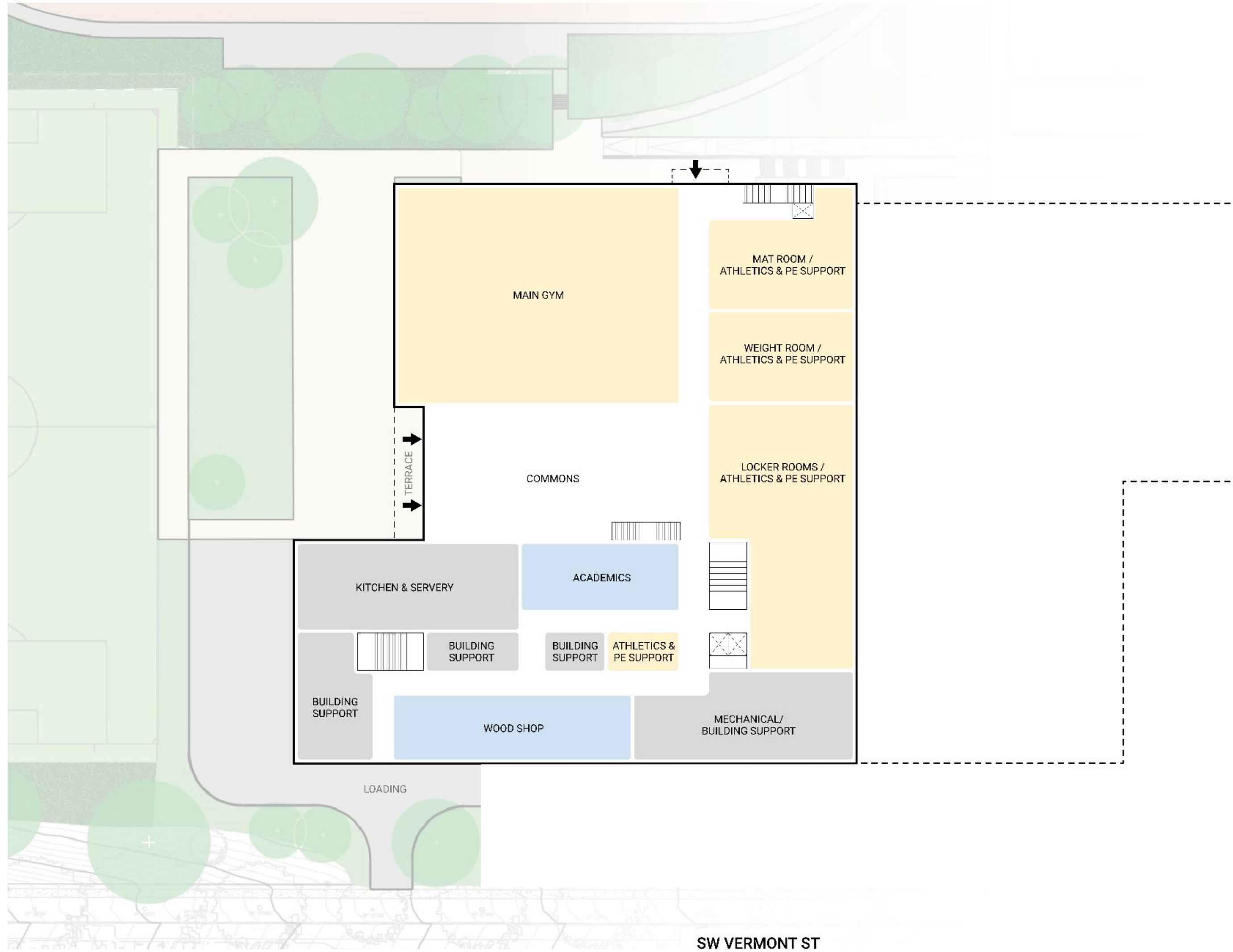
- Performing Arts related spaces
- Athletics related spaces
- Admin and Partners related program and spaces
- Academic related spaces
- Building support related spaces



UPDATE: BUILDING ORGANIZATION Lower Level Floor Plan


KEY:

- Performing Arts related spaces
- Athletics related spaces
- Admin and Partners related program and spaces
- Academic related spaces
- Building support related spaces

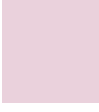


UPDATE: BUILDING ORGANIZATION Second Level Floor Plan

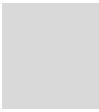
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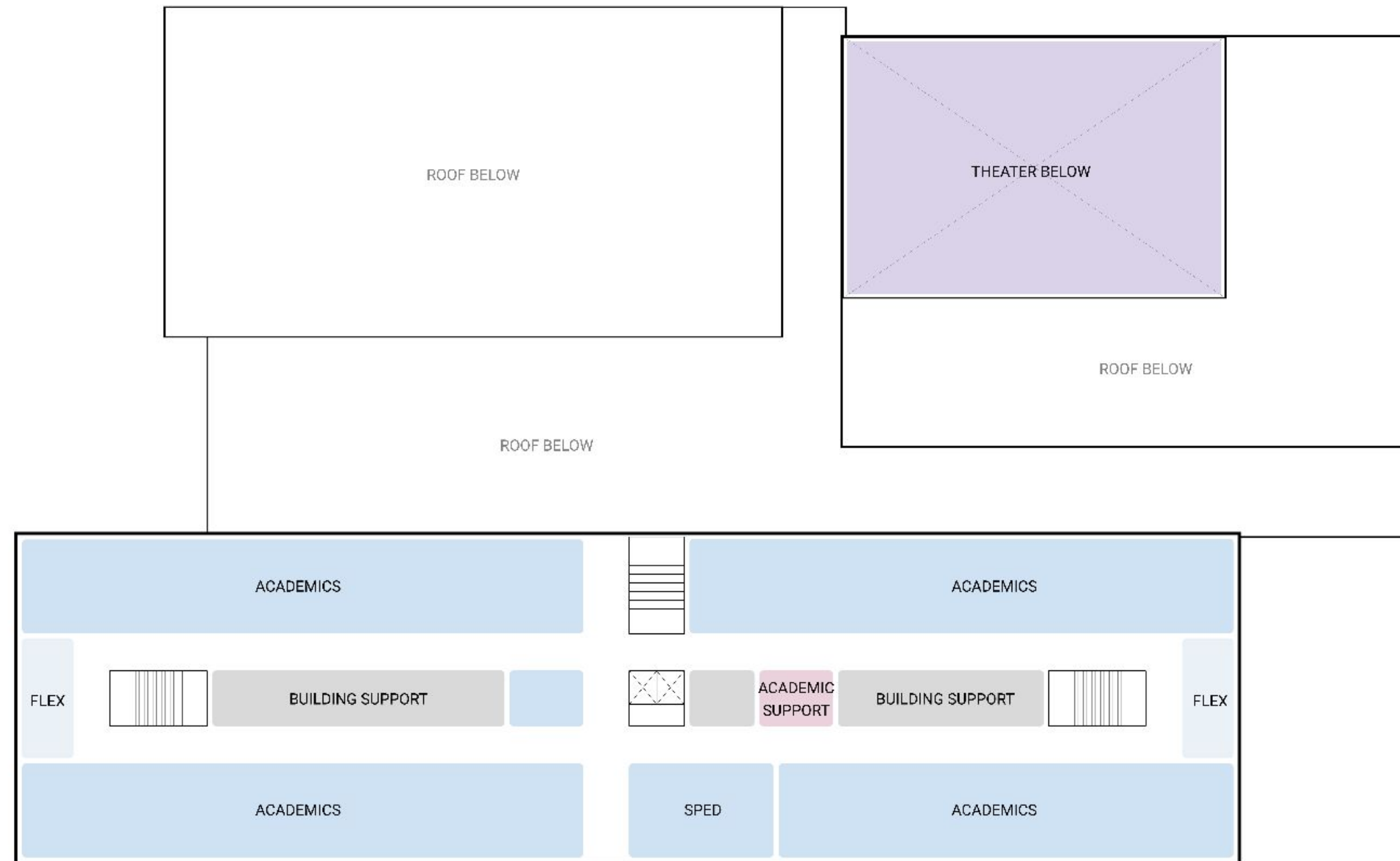
 Performing Arts related spaces

 Athletics related spaces

 Admin and Partners related program and spaces


 Academic related spaces

 Building support related spaces

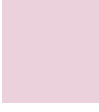


UPDATE: BUILDING ORGANIZATION Third Level Floor Plan

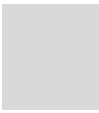
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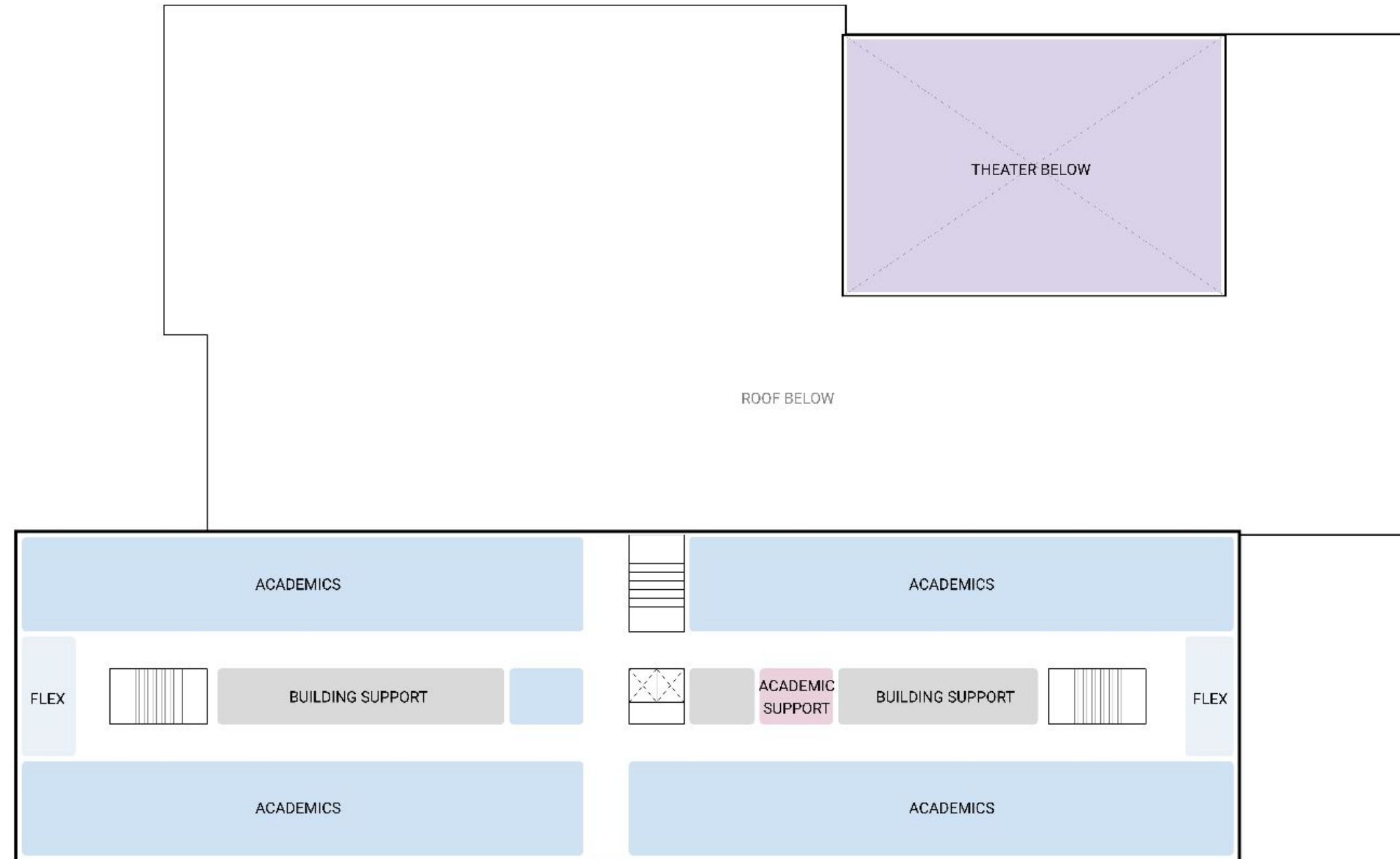
 Performing Arts related spaces

 Athletics related spaces

 Admin and Partners related program and spaces

 Academic related spaces

 Building support related spaces



UPDATE: BUILDING ORGANIZATION Fourth Level Floor Plan

KEY:

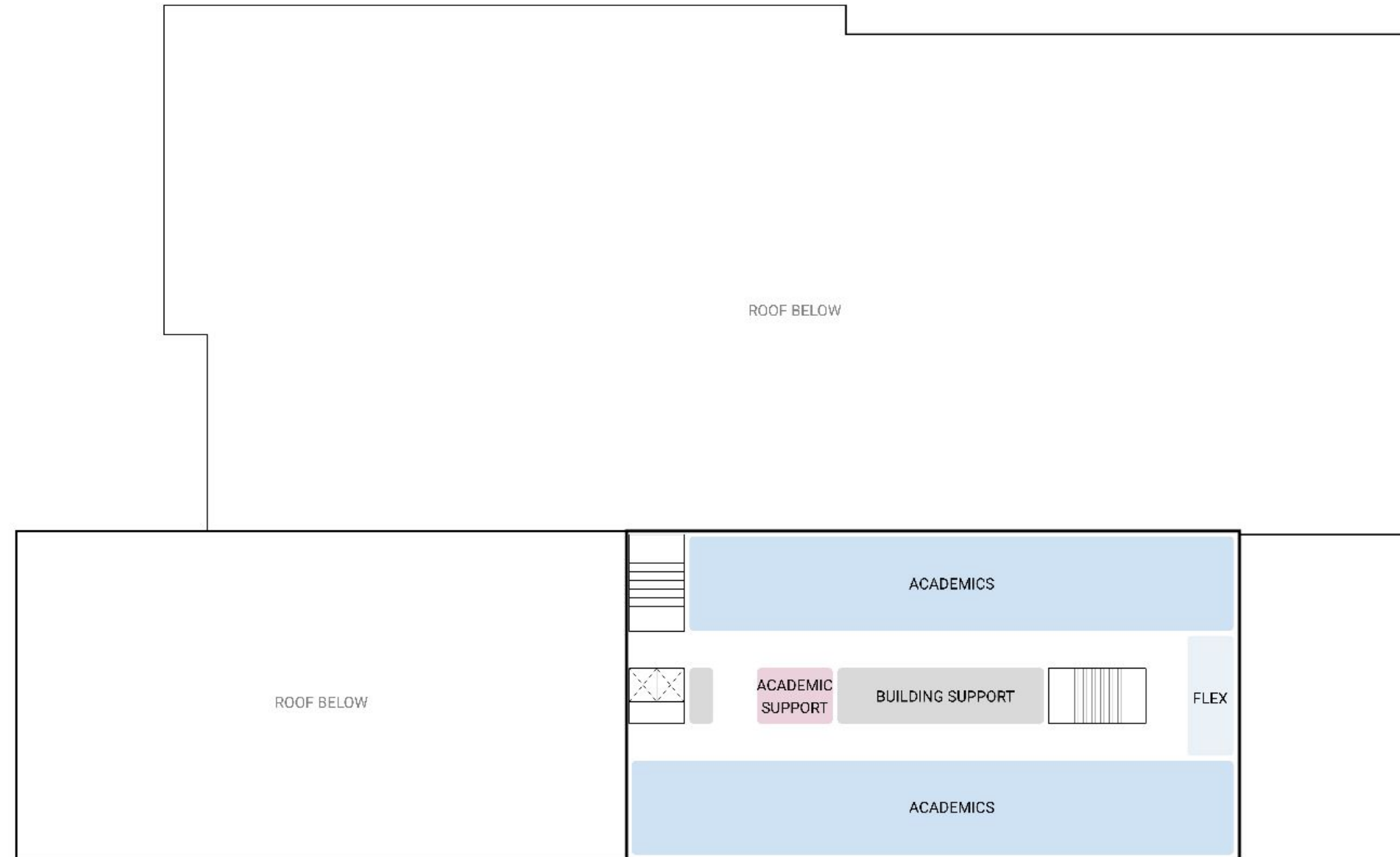
Performing Arts related spaces

Athletics related spaces

Admin and Partners related program and spaces

Academic related spaces

Building support related spaces



UPDATE: Board's Framework

HEALTH CENTER

“Projects will only include a Health Center if there is a commitment from a health provider to provide services”

- A commitment from a health care provider is in the planning stages
- The project team suggests including a Health Center and considering alternate uses of the space in the event that a provider cannot be identified

UPDATE: BUDGET, IN PROGRESS

COMPONENT	2024		2025			
	BOE APPROVED COMPREHENSIVE PLAN		COST REDUCTION STUDY RANGE			
			LOW	HIGH		
TOTAL PROJECT BUDGET*	\$	455,000,518	\$	439,500,000	\$	452,000,000
Savings Range			\$	(15,500,518)	\$	(3,000,518)

***Includes 2020 Bond funding of \$20,000,000**

NEXT STEPS

Building Size and Ed Specs:

- Reviewing with Stakeholders and Design Advisory Group
- Team continues to search for ways to refine and reduce building size without impacting students or staff

Construction Costs:

- Costs will be refined to address any additional space savings

Community Open House at IBW: April 30, 2025 4:00-6:00 pm



PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3741

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

Date: April 4, 2025

To: Board of Education

CC: Dr. Kimberlee Armstrong, Superintendent

From: Rosanne Powell, Senior Board Manager

Subject: Revisions to Policy 5.10.066-P Ethics and Conflict of Interest Policy

At the November 13 Policy Committee meeting, Committee Chair Brim-Edwards proposed a revision to the 5.10.066-P Ethics and Conflict of Interest Policy, which would prohibit current board members from applying for or accepting any offers of employment from the District. The Committee discussed and considered questions submitted by Board Members on the proposed revisions.

The proposed revisions were again discussed at the January 13 Policy Committee meeting. On February 26, the Policy Committee recommended that the revisions to 5.10.066-P Ethics and Conflict of Interest Policy be referred to the full Board for a first reading at the March 18 board meeting and 21-day public comment period.

An amendment to the proposed revisions was brought forward at the April 3 Policy Committee meeting, which provides a process under which a board member can seek from the Board an exemption to the prohibition if they want to pursue school-based employment.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

1. Purpose

Board of Education (Board) members and employees are expected to perform the District's business with integrity and accountability to the law and the community we serve; as responsible stewards of the District's resources; and without undue or the perception of undue influence in the performance of our jobs. Board members and employees have been entrusted with the important task of educating our community's children and should strive to live up to the highest ethical standards.

This policy establishes ethical standards of conduct for Board members and employees, whether elected or appointed, paid or unpaid, and sets forth conduct that is incompatible with such standards. Violations of this policy may subject employees to discipline, up to and including dismissal.

2. Definitions

"Actual Conflict of Interest" means any action, decision, or recommendation by a person acting in a capacity as a District representative, the effect of which is to the private financial benefit or avoidance of financial detriment to the person or the person's relative(s) or any business with which the person or a relative of the person is associated unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person's official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
- c) Membership on the board of directors of or service in a nonremunerative capacity for a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

“Confidential Information” means specific information, rather than generalized knowledge, that is shared only with a specific person or persons within the District, including information made confidential by law.

“District action” means (i) a decision, determination, finding, ruling, purchase order, grant, payment, award, license, contract, transaction, sanction, approval or denial, authorization, or other similar action, or (ii) any proceeding, application, submission, request for a ruling or other determination, contract, claim, case, or other such matter that the Board member or employee believes, or has reason to believe, is one to which the District is, or will be a party or is one in which the District has a direct and substantial interest.

“Gift or Gratuity” means anything with an aggregate value in excess of \$50 to a Board member or District employee from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision, authorization, or vote of that Board member or District employee.

“Member of household” means any person who resides with the District employee or Board member.

“Potential Conflict of Interest” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private financial benefit or detriment of the person or the person’s relative, or a business with which the person or the person’s relative is associated, unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person’s official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged.
- c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

“Participate” means to personally and substantially consider, investigate, advise, recommend, approve/disapprove, authorize, decide, or take other similar action.

“Reasonable travel expenses” are those expenses that either (1) do not exceed the District established per diem for travel or (ii) are otherwise reimbursable under District policy.

“Relative” means spouse or domestic partner, child, step-child, parent, step-parent, sibling, step-sibling, child-in-law of the employee; or the parent, step-parent, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides financial benefits to the employee, or who receives any direct benefit from the employee’s public employment.

3. Code of Ethics

All Board members and District employees shall act with trust, equity, and accountability.

a. Trust. All Board members and District employees shall treat their office as a public trust. They should avoid the appearance of impropriety and conflicts of interest, and take District Actions and implement policies in good faith as equitably as possible.

b. Equity. Board members and District employees will create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population, employees, and community.

c. Accountability. Board members and employees will strive to carry out their work efficiently and transparently.

4. Gifts

State law limits Gifts and Gratuities to Board members or employees, their relatives, and members of their household. Gift or gratuity does not include the following items:

- a. Anything of value that is received as District property and used for District purposes (such as textbooks and classroom supplies);
- b. Discounts available to an individual as a member of an employee group, occupation or similar broad-based group;



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

- c. A plaque, trophy, or other honoraria;
- d. Unsolicited awards for professional achievement;
- e. Reimbursement to the District for enrollment and course fees and reasonable travel expenses incurred by the District in connection with a Board member's or employee's speech, presentation, or appearance made in an official capacity; provided that the reimbursement is memorialized in writing;
- f. Campaign contributions that are solicited or received and reported by an elected official or candidate in accordance with applicable law; and
- g. Employee or Board compensation.

5. Conflicts of Interest.

All Board members and District employees must disqualify themselves from participating in District Actions in which they have an actual conflict of interest.

This means, among other things, that:

- a. Use of Position. Board members and District employees may not use their position to obtain financial gain or avoidance of financial detriment for themselves, as well as for their relatives and members of their households. Additionally, Board members are prohibited from being compensated by the District as an employee or contractor, and no Board member or employee may benefit under any District contract for which they participated in the authorization for two years following Board service or employment, respectively.
- b. Sale of instructional or training materials. Employees may not claim, promote, or sell instructional, training, or other materials and/or equipment to third parties developed on District time or District property nor may they promote or sell instructional, training, or other materials they developed on their own time to the District. Exceptions may be granted under exceptional circumstances with the written consent of the Superintendent.



Ethics and Conflict of Interest Policy

- c. Confidential Information. Board members and employees may not use confidential information gained in the course of or by reason of their position or activities for personal gain or advantage to them or their relatives or members of their household.
- d. Interest in Contracts. Board members and employees, along with their relatives and members of their household, may not take District Action related to any District contract for which they have a financial interest.
- e. Use of District Time. A District employee may not perform any duties related to an outside job during their regular scheduled or actual working hours unless leave is approved pursuant to District procedures; nor may an employee use any District facilities, equipment, resources or materials in performing outside work.

Retaliation Prohibited. Retaliation or threats of retaliation, both direct and indirect, for good-faith reporting of possible violations of this policy or ORS chapter 244 are prohibited. Any employee found to have engaged in any such conduct shall be subject to disciplinary action.

Notice.

1. Board Member. If a Board member has a potential or actual conflict of interest, they should state the conflict at the meeting when the agenda item is raised.
 2. Employee. If an employee has an actual conflict of interest, they must notify a supervisor in writing of the nature of the conflict. The supervisor should assume responsibility for or reassign the matter creating the conflict. If an employee has a potential conflict of interest, they should notify a supervisor in writing of the nature of the potential conflict of interest, and the supervisor will determine if any reassignment of the matter creating the potential conflict is appropriate.
6. **Avoiding the Appearance of Conflicts of Interest**

Board Members and District employees should avoid the appearance of a conflict of interest when feasible.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

7. **Complaints Against Employees**

Concerns that an employee is engaged in a District Action for which they have an actual conflict of interest shall be reported to the employee's supervisor (who should report it to Human Resources) or Human Resources. If the employee is the Superintendent, the concern shall be raised to the Board Chair.

8. **Restrictions on Board Member Employment by District**

~~Current Board members and those who have served as a Board member within the preceding 365 days may not apply for or accept any offer of employment from the District.~~

In the last six months of a board member's term, exceptions can be granted with a majority approval by the Board of Education. To seek an exception, a Board member must send a communication to board members stating their intent to potentially pursue school-based employment with the District and the board leadership will place the request for an exception on the agenda of the next meeting of the Board in the normal course of agenda setting, No application for, discussion, or acceptance of District employment should occur before the Board approves the exception.



Ethics and Conflict of Interest Policy

9. Annual Training for Board Members and Senior District Leadership

Each year, Board members and senior District staff members shall complete a District-sponsored training on ethics, including conflicts of interest, public meetings laws, and public records laws. Each Board member and senior District staff shall certify in writing completion of the training.

Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

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Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

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“Gift or Gratuity” means anything with an aggregate value in excess of \$50 to a Board member or District employee from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision, authorization, or vote of that Board member or District employee.

“Member of household” means any person who resides with the District employee or Board member.

“Potential Conflict of Interest” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private financial benefit or detriment of the person or the person’s relative, or a business with which the person or the person’s relative is associated, unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person’s official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged.
- c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.



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Ethics and Conflict of Interest Policy

“Participate” means to personally and substantially consider, investigate, advise, recommend, approve/disapprove, authorize, decide, or take other similar action.

“Reasonable travel expenses” are those expenses that either (1) do not exceed the District established per diem for travel or (ii) are otherwise reimbursable under District policy.

“Relative” means spouse or domestic partner, child, step-child, parent, step-parent, sibling, step-sibling, child-in-law of the employee; or the parent, step-parent, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides financial benefits to the employee, or who receives any direct benefit from the employee’s public employment.

3. Code of Ethics

All Board members and District employees shall act with trust, equity, and accountability.

a. Trust. All Board members and District employees shall treat their office as a public trust. They should avoid the appearance of impropriety and conflicts of interest, and take District Actions and implement policies in good faith as equitably as possible.

b. Equity. Board members and District employees will create an inclusive environment that reflects and supports the racial and ethnic diversity of our student population, employees, and community.

c. Accountability. Board members and employees will strive to carry out their work efficiently and transparently.

4. Gifts

State law limits Gifts and Gratuities to Board members or employees, their relatives, and members of their household. Gift or gratuity does not include the following items:

- a. Anything of value that is received as District property and used for District purposes (such as textbooks and classroom supplies);
- b. Discounts available to an individual as a member of an employee group, occupation or similar broad-based group;



Board Policy

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Ethics and Conflict of Interest Policy

- c. A plaque, trophy, or other honoraria;
- d. Unsolicited awards for professional achievement;
- e. Reimbursement to the District for enrollment and course fees and reasonable travel expenses incurred by the District in connection with a Board member's or employee's speech, presentation, or appearance made in an official capacity; provided that the reimbursement is memorialized in writing;
- f. Campaign contributions that are solicited or received and reported by an elected official or candidate in accordance with applicable law; and
- g. Employee or Board compensation.

5. Conflicts of Interest.

All Board members and District employees must disqualify themselves from participating in District Actions in which they have an actual conflict of interest.

This means, among other things, that:

- a. Use of Position. Board members and District employees may not use their position to obtain financial gain or avoidance of financial detriment for themselves, as well as for their relatives and members of their households. Additionally, Board members are prohibited from being compensated by the District as an employee or contractor, and no Board member or employee may benefit under any District contract for which they participated in the authorization for two years following Board service or employment, respectively.
- b. Sale of instructional or training materials. Employees may not claim, promote, or sell instructional, training, or other materials and/or equipment to third parties developed on District time or District property nor may they promote or sell instructional, training, or other materials they developed on their own time to the District. Exceptions may be granted under exceptional circumstances with the written consent of the Superintendent.



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Ethics and Conflict of Interest Policy

- c. Confidential Information. Board members and employees may not use confidential information gained in the course of or by reason of their position or activities for personal gain or advantage to them or their relatives or members of their household.
- d. Interest in Contracts. Board members and employees, along with their relatives and members of their household, may not take District Action related to any District contract for which they have a financial interest.
- e. Use of District Time. A District employee may not perform any duties related to an outside job during their regular scheduled or actual working hours unless leave is approved pursuant to District procedures; nor may an employee use any District facilities, equipment, resources or materials in performing outside work.

Retaliation Prohibited. Retaliation or threats of retaliation, both direct and indirect, for good-faith reporting of possible violations of this policy or ORS chapter 244 are prohibited. Any employee found to have engaged in any such conduct shall be subject to disciplinary action.

Notice.

- 1. Board Member. If a Board member has a potential or actual conflict of interest, they should state the conflict at the meeting when the agenda item is raised.
 - 2. Employee. If an employee has an actual conflict of interest, they must notify a supervisor in writing of the nature of the conflict. The supervisor should assume responsibility for or reassign the matter creating the conflict. If an employee has a potential conflict of interest, they should notify a supervisor in writing of the nature of the potential conflict of interest, and the supervisor will determine if any reassignment of the matter creating the potential conflict is appropriate.
6. **Avoiding the Appearance of Conflicts of Interest**

Board Members and District employees should avoid the appearance of a conflict of interest when feasible.



Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

7. **Complaints Against Employees**

Concerns that an employee is engaged in a District Action for which they have an actual conflict of interest shall be reported to the employee's supervisor (who should report it to Human Resources) or Human Resources. If the employee is the Superintendent, the concern shall be raised to the Board Chair.

8. **Restrictions on Board Member Employment by District**

~~Current Board members and those who have served as a Board member within the preceding 365 days may not apply for or accept any offer of employment from the District.~~



**Ethics and Conflict of Interest
Policy**

8. Annual Training for Board Members and Senior District Leadership

Each year, Board members and senior District staff members shall complete a District-sponsored training on ethics, including conflicts of interest, public meetings laws, and public records laws. Each Board member and senior District staff shall certify in writing completion of the training.

Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024



Ethics and Conflict of Interest Policy

1. Purpose

Board members and employees are expected to perform the District's business with integrity and accountability to the law and the community we serve; as responsible stewards of the District's resources; and without undue or the perception of undue influence in the performance of our jobs. Board members and employees have been entrusted with the important task of educating our community's children and should strive to live up to the highest ethical standards.

This policy establishes ethical standards of conduct for Board members and employees, whether elected or appointed, paid or unpaid, and sets forth conduct that is incompatible with such standards. Violations of this policy may subject employees to discipline, up to and including dismissal.

2. Definitions

"Actual Conflict of Interest" means any action, decision, or recommendation by a person acting in a capacity as a District representative, the effect of which is to the private financial benefit or avoidance of financial detriment to the person or the person's relative(s) or any business with which the person or a relative of the person is associated unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person's official capacity, which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
- c) Membership on the board of directors of or service in a nonremunerative capacity for a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.

"Confidential Information" means specific information, rather than generalized knowledge, that is shared only with a specific person or persons within the District, including information made confidential by law.



Ethics and Conflict of Interest Policy

“District action” means (i) a decision, determination, finding, ruling, purchase order, grant, payment, award, license, contract, transaction, sanction, approval or denial, authorization, or other similar action, or (ii) any proceeding, application, submission, request for a ruling or other determination, contract, claim, case, or other such matter that the Board member or employee believes, or has reason to believe, is one to which the District is, or will be a party or is one in which the District has a direct and substantial interest.

“Gift or Gratuity” means anything with an aggregate value in excess of \$50 to a Board member or District employee from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision, authorization, or vote of that Board member or District employee.

“Member of household” means any person who resides with the District employee or Board member.

“Potential Conflict of Interest” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private financial benefit or detriment of the person or the person’s relative, or a business with which the person or the person’s relative is associated, unless the financial benefit or detriment arises out of the following:

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Ethics and Conflict of Interest Policy

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- c. A plaque, trophy, or other honoraria;
- d. Unsolicited awards for professional achievement;



Ethics and Conflict of Interest Policy

- e. Reimbursement to the District for enrollment and course fees and reasonable travel expenses incurred by the District in connection with a Board member's or employee's speech, presentation, or appearance made in an official capacity; provided that the reimbursement is memorialized in writing;
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Ethics and Conflict of Interest Policy

- d. Interest in Contracts. Board members and employees, along with their relatives and members of their household, may not take District Action related to any District contract for which they have a financial interest.
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Retaliation Prohibited. Retaliation or threats of retaliation, both direct and indirect, for good-faith reporting of possible violations of this policy or ORS chapter 244 are prohibited. Any employee found to have engaged in any such conduct shall be subject to disciplinary action.

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Board Members and District employees should avoid the appearance of a conflict of interest when feasible.

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Board Policy

5.10.066-P

Ethics and Conflict of Interest Policy

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Each year, Board members and senior District staff members shall complete a District-sponsored training on ethics, including conflicts of interest, public meetings laws, and public records laws. Each Board member and senior District staff shall certify in writing completion of the training.

Legal Reference: ORS [Chapter 244](#)

History: Adopted 2/20/2024

RESOLUTION No. 7078

Resolution to Adopt Revised Board of Education Policy–1.20.010-P

RECITALS

- A. On January 13, 2025, and February 26, 2025, the Board Policy Committee reviewed and considered the proposed revisions of the Board of Education Policy–1.20.010-P.
- B. On March 18, 2025, the Board presented the first reading of the revised Board of Education 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 Board of Education Policy–1.20.010-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: March 18, 2025

PUBLIC COMMENT FOR Revision of Policy 1.20.010-P: Board of Education

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:
April 8th, 2025**

Summary: Board of Education 1.20.010

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
Draft Policy - Redlined	04
Original Policy	07



PORTLAND PUBLIC SCHOOLS

Office of General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

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

STAFF REPORT

Date: March 6, 2025

To: PPS Board of Education

From: Liz Large, Contracted Senior Legal Advisor

CC: Dr. Kimberlee Armstrong, Superintendent
Sharon Toncray, Interim General Counsel

Subject: Board of Education Policy–1.20.010-P

BACKGROUND

In planning the process for the vacancy created by Director Scott's resignation, the District discovered that Policy 1.20.020-P contained language that did not align with the state statute governing the same process, ORS 332.030. (The vacancy was filled in compliance with state law.) The proposed policy revision deletes the part of the policy that conflicts with state law: "If no eligible zone resident declares an interest in the vacant position, the Board shall appoint an eligible resident from the district at large."

FISCAL IMPACT

There is no predictable fiscal impact.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The Policy Committee did not receive public comment on the policy.

STAFF RECOMMENDATION

Staff recommends that the policy be approved by the Board.

ATTACHMENTS

- A. Board of Education 1.20.010-P



Board Policy

Board of Education

1.20.010-P

I. Composition/Elections

(1) The Board of Portland public school district No. 1 Multnomah County, Oregon, shall consist of seven (7) school board members, nominated by zone and elected at large in accordance with the elections laws of the State of Oregon. Elections shall take place in each odd-numbered year on the third Tuesday in May.

II. Eligibility

(1) To be eligible for a position on the Board of the Portland public school district No. 1 Multnomah County, a person must at the time of their election:

(a) Be a citizen of the United States and of Oregon;

(b) Have been a resident of the district for a period of one (1) year immediately preceding their election; and,

(c) Be a registered voter and a resident of the respective zone to which they seek nomination or appointment.

(2) No person who is an employee of the district is eligible to serve as a board member while so employed.

III. Term

- (1) Each Board member shall serve for a term of four (4) years; three shall be elected at one biennial election and four in the subsequent biennial election, except where additional vacancies of Board positions occur because of temporary appointments. The term of office of regularly elected board members shall begin on July 1 next following the election.
- (2) In the event of a Board vacancy, the position shall be filled by majority vote of the remaining members of the Board.
- (3) The Board member so designated shall meet the eligibility requirements of ORS 332.018 and reside in the zone in which the vacancy occurs. The Board shall advertise for a 20-day period in an attempt to find an eligible resident from the same zone to fill the vacancy. ~~If no eligible zone resident declares interest in the vacant position, the Board shall appoint an eligible resident from the district at large.~~ The Board member appointed shall serve until June 30 following the next regular district election, at which time his/her successor shall be elected to fill the



Board Policy

1.20.010-P

Board of Education

remainder, if any, of the unexpired term. If the term to which the Board member was appointed expires on June 30 following the election of the successor, the successor shall be elected to a full term.

(4) In the event a majority of the Board member positions are vacant, the governing body of the Multnomah Education Service District shall fill the vacancies according to law.

V. Student Representation

1) In addition to the seven (7) Board members, there shall be one (1) student representative on the Board to provide for the efficacious representation of students.

(2) The student representative shall be entitled to all the rights, responsibilities, duties, and privileges of a Board member with the following exceptions:

(a) The student representative shall not have an official vote in Board matters, but shall be entitled to an unofficial vote recorded in the minutes.

(b) The student representative shall not be involved in, have an unofficial vote on, or receive materials pertaining to personnel or legal matters except as designated by the Board.

(c) The student representative shall not participate in or attend executive sessions without the consent of the Board.

(d) The student representative shall not be held responsible for representing constituencies aside from the district student body.

(3) The student representative shall be a student regularly attending a district high school in grades ten (10) through twelve (12).

(4) The student representative shall serve on the Board for a period of one (1) year.

V. Election of Board Chair and Vice Chair

(1) The Board shall elect one of its members as Board chair and one of its members as Board vice chair. The Board shall elect by majority vote the chair and vice chair at such times and for such periods as follows:

(a) At the first regular meeting in January for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding July;

(b) At the first regular meeting in July for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding January.



Board Policy

Board of Education

1.20.010-P

- (2) The Board may, for any reason it deems adequate, elect any members to serve as chair and vice chair; provided however, that in no case may a Board member serve as chair for more than four consecutive years.

Legal References: ORS 255.335; ORS 332.015; ORS 332.016; ORS 332.118; ORS 332.122; ORS 332.124; ORS 332.040; Oregon Constitution, Article II, Section 2

History: Adpt 6/71; Amd 5/21/01, BA 1878; Amd. 9/9/02; BA 2417; Amd. _____

1.20.010-P Board of Education

I. Composition/Elections

- (1) The Board of Portland public school district No. 1 Multnomah County, Oregon, shall consist of seven (7) school board members, nominated by zone and elected at large in accordance with the elections laws of the State of Oregon. Elections shall take place in each odd-numbered year on the third Tuesday in May.

II. Eligibility

- (1) To be eligible for a position on the Board of the Portland public school district No. 1 Multnomah County, a person must at the time of their election:
 - (a) Be a citizen of the United States and of Oregon;
 - (b) Have been a resident of the district for a period of one (1) year immediately preceding their election; and,
 - (c) Be a registered voter and a resident of the respective zone to which they seek nomination or appointment.
- (2) No person who is an employee of the district is eligible to serve as a board member while so employed.

III. Term

- (1) Each Board member shall serve for a term of four (4) years; three shall be elected at one biennial election and four in the subsequent biennial election, except where additional vacancies of Board positions occur because of temporary appointments. The term of office of regularly elected board members shall begin on July 1 next following the election.
- (2) In the event of a Board vacancy, the position shall be filled by majority vote of the remaining members of the Board.
- (3) The Board member so designated shall meet the eligibility requirements of ORS 332.018 and reside in the zone in which the vacancy occurs. The Board shall advertise for a 20-day period in an attempt to find an eligible resident from the same zone to fill the vacancy. If no eligible zone resident declares interest in the vacant position, the Board shall appoint an eligible resident from the district at large. The Board member appointed shall serve until June 30 following the next regular district election, at which time his/her successor shall be elected to fill the remainder, if any, of the unexpired term. If the term to which the Board member was appointed expires on June 30 following the election of the successor, the successor shall be elected to a full term.

1.20.010-P Board of Education

- (4) In the event a majority of the Board member positions are vacant, the governing body of the Multnomah Education Service District shall fill the vacancies according to law.

IV. Student Representation

- (1) In addition to the seven (7) Board members, there shall be one (1) student representative on the Board to provide for the efficacious representation of students.
- (2) The student representative shall be entitled to all the rights, responsibilities, duties, and privileges of a Board member with the following exceptions:
- The student representative shall not have an official vote in Board matters, but shall be entitled to an unofficial vote recorded in the minutes.
 - The student representative shall not be involved in, have an unofficial vote on, or receive materials pertaining to personnel or legal matters except as designated by the Board.
 - The student representative shall not participate in or attend executive sessions without the consent of the Board.
 - The student representative shall not be held responsible for representing constituencies aside from the district student body.
- (3) The student representative shall be a student regularly attending a district high school in grades ten (10) through twelve (12).
- (4) The student representative shall serve on the Board for a period of one (1) year.

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- (1) The Board shall elect one of its members as Board chair and one of its members as Board vice chair. The Board shall elect by majority vote the chair and vice chair at such times and for such periods as follows:
- At the first regular meeting in January for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding July;
 - At the first regular meeting in July for the period from such election until the election of the succeeding chair or vice chair, as the case may be, at the first regular meeting in the succeeding January.

1.20.010-P Board of Education

(2) The Board may, for any reason it deems adequate, elect any members to serve as chair and vice chair; provided however, that in no case may a Board member serve as chair for more than four consecutive years.

Legal References: ORS 255.335; ORS 332.015; ORS 332.016; ORS 332.118; ORS 332.122; ORS 332.124; ORS 332.040; Oregon Constitution, Article II, Section 2

History: Adpt 6/71; Amd 5/21/01, BA 1878; Amd. 9/9/02; BA 2417

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Michelle Morrison
Chief Financial Officer

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

STAFF REPORT

DATE March 25, 2025
TO Portland Public Schools Board of Education
FROM Michelle Morrison, Chief Financial Officer
CC Dr. Kimberlee Armstrong
SUBJECT Amendment to the 2025-26 Budget Calendar

BACKGROUND

Staff is requesting that the Board resolve to amend the 2025-26 budget calendar at the April 8, 2025 board meeting.

The 2025-26 budget calendar was adopted on November 6, 2024. Subsequent Board of Education schedule adjustments have prompted staff to adjust two dates in this calendar:

- Adjust date of the event *School Board Budget Public Comment Session and Budget Work Session* from May 1, 2025 to April 29, 2025
- Adjust the date of the event *School Board Meeting to Approve Budget* from May 20, 2025 to May 19, 2025

RELATED POLICIES/BEST PRACTICES

Action is being taken to:

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

ANALYSIS OF SITUATION

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

FISCAL IMPACT

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

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The leadership of the Community Budget Review Committee have received the budget calendar. Community engagement will continue with the budget process.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If approved, staff will continue work on developing the budget for 2025-26 as scheduled.

BOARD OPTIONS WITH ANALYSIS

See Analysis of Situation section above.

CONNECTION TO BOARD GOALS

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

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to adopt the amended 2025-26 Budget Calendar.

As a member of the Superintendent's Cabinet, I have reviewed this staff report.

MM (Initials)

ATTACHMENT

Resolution to amend the 2025-26 Budget Calendar

Resolution No. 7079

Resolution to amend the Budget Calendar for 2025-26

The Portland Public Schools Board of Education amends the following Budget Calendar for 2025-26 budget development:

<p align="center">Portland Public Schools Calendar to Adopt the 2025-26 Budget <i>Adopted November 6, 2024</i> <i>Amended April 8, 2025</i></p>					
			Board Inform / Review	Board Action	
BUDGET PLANNING	October 8, 2024	School Board Meeting Board reviews draft 2025-26 Budget Calendar	✓		PEC
	October 2024	Budget Community Engagement			TBD
	November 6, 2024	School Board Meeting Board adopts 2025-26 Budget Calendar Board appoints Community Budget Review Committee (CBRC) members		✓	PEC
	December 17, 2024	School Board Budget Work Session Establish priorities, budget principles, and policies	✓		PEC
	January - March 2025	School Board Budget Work Sessions Inclusive of the ODE Integrated Guidance application, CBRC work session engagement, and school staffing	✓		PEC
BUDGET BUILDING	April 2025	Publish 1st Notice of Budget Committee Meeting <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 2025	Publish 2nd Notice of Budget Committee Meeting <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 22, 2025	School Board Meeting <i>CBRC in attendance</i> Proposed Budget: Superintendent delivers 2025-26 Proposed Budget message and presentation <i>Present and approve 2025-2027 ODE Integrated Grant Application</i>	✓		PEC
	April 29, 2025 Amended	School Board Budget Public Comment Session and Budget Work Session Board receives public comment on the Proposed Budget		✓	TBD
	May 6, 2025	School Board Meeting <i>CBRC presents 2025-26 Proposed Budget Report to the Board</i> Board discussion and feedback focused on the budget	✓		PEC
	May 19, 2025 Amended	School Board Meeting Approved Budget: Board as Budget Committee approves 2025-26 Proposed Budget		✓	PEC
	June 2025	Publish Notice of Budget Hearing and Budget Summary <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	June 10, 2025	TSCC Hearing (prior to School Board Meeting, pending TSCC confirmation) TSCC certifies 2025-26 Approved Budget School Board Meeting Adopted Budget: Board conducts a public hearing, adopts budget, makes appropriations, and imposes taxes	✓		PEC
	July 15, 2025	Submit Tax Certification documentations <i>File budget information with County Recorder and Designated Agencies</i>			

RESOLUTION No. 7080

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- March 18, 2025 – Work Session with Vote on a Consent Agenda



PORTLAND PUBLIC SCHOOLS

Board of Education

Tuesday, March 18, 2025

Work Session with Vote on Consent Agenda

Meeting Minutes

(Draft for Approval)

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Pursuant to notice made by posting to the Board's public notices webpage and emailed to persons on the mailing list, a Work Session with Vote on Consent Agenda of the Portland Public Schools Board of Education was held at Dr. Matthew Prophet Education Center - Board Auditorium, 501 N. Dixon St, Portland, OR 97227 and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Attendance

Director Julia Brim-Edwards: Present, Director Michelle DePass: Present, Director Herman Greene: Absent, Director Gary Hollands: Present, Director Christy Splitt: Present, Director Patte Sullivan: Present, Director Edward Wang: Present. Student Representative JJ Kunsevi: Present
Student Representative JJ Kunsevi:

Call to Order / Introductions

Time: 6:12

Chair Wang presented a 5 year lanyard for Janise Hansen celebrating her 5 years with the district.

Consent Agenda (Resolutions 7073-7076 and Amended Resolution 7067)

Time: 6:14 pm

There was a request to receive an update on the 8th grade capstone field trip. There was no Board discussion.

Director DePass moved and Director Splitt seconded the motion to approve the Consent Agenda, including 7073 through 7076 and Amended Resolution 7067. The motion was put to a voice vote and passed (6 yes – 0 no), with Student Representative Kunsevi voting yes (unofficial)

Directors Brim-Edwards: Yes, DePass: Yes, Greene: Absent, Hollands: Yes, Splitt: Yes, Sullivan: Yes, Wang: Yes; Student Rep Kunsevi: Yes (unofficial)

Graduation Rates for the Class of 2024 with Advanced Placement (AP)/International Bachelorette (IB) and Career and Technical Education (CTE) Pathways Data

Time: 6:16 pm

Staff: Jon Franco - Chief of Schools; Kristina Howard - Chief Academic Officer; Dr. Filip Hristic – Senior Director; Margaret Calvert – Assistant superintendent

Staff provided an overview of the 2023-2024 graduation rate data, including overall completion rates, demographic breakdowns, and available diploma and dual credit options. Board Members asked questions. Discussion covered factors influencing graduation rates, including the impact of homelessness, Measure 98 funding, and student participation in AP, IB, and dual credit courses. Board members requested disaggregated data by high school to assess school specific program effectiveness and enrollment in advanced coursework. It was noted that a primary factor in declining Seal of Biliteracy attainment is due to limited English proficiency assessment options, however staff are working to expand measurement methods. A deeper analysis of AP data is scheduled for April.

Update: High School Modernization Projects

Time: 6:56 pm

Donna Bezio – Senior Project Manager, Ida B Wells High School; Becca Cavell – Bora Architects; Ayesha Coning – Principal, Ida B. Wells; Abby Dacey - Mahlum Architects; Steve Effros – Senior Project Manager; Erik Gerding – Senior Project Manager; Cleveland High School; Dan Jung - Chief Operating Officer; Natalie Mutchler - Bora Architects; Stormy Shanks – Senior Director of School Modernization; Amber Turner - Bora Architects

Staff provided an overview of the cost reduction study for Jefferson High School, Cleveland High School, and Ida B. Wells High School, detailing site constraints, opportunities for cost savings, and next steps. In all cases, the revised designs maintain square footage above the educational specifications but below the original plans.

Discussion regarding Jefferson High School covered scope reductions, cost estimates, LEED certification modifications, classroom and Career and Technical Education (CTE) space allocations, and criteria for a teen parent center. Discussion regarding Cleveland High School focused on geothermal energy potential, health center partnerships, and space utilization. Discussion regarding Ida B. Wells addressed site challenges, classroom layouts, underground spaces, and a proposed timeline extension to reduce labor costs and safety risks. There was a suggestion to integrate off-site athletic upgrades for Cleveland into the modernization plans.

First Reading of Draft Policies

Time: 8:22 pm

Director Brim-Edwards introduced proposed revisions to two policies. Each policy will be posted on the district's website and open for public comment for at least 21 days.

- 1.20.010-P Board of Education: The revisions align with state law and clarify governance structures.
- 5.10.066-P Ethics and Conflicts of Interest: A new section is being added to provide guidelines for board members and staff which includes a provision that prohibits Board Member/District employment negotiations for employment at the district. The Board discussed the potential need for and or impact of this restriction, comparisons to state-level "cooling-off" rules, and the Board's influence over hiring decisions despite only directly hiring the superintendent and auditor. There was interest in discussing potential exceptions for board members who are teachers and may wish to return to district employment.

Budget Work Session-School-Based Resources Preview

Time: 8:38 pm

Staff: Michelle Morrison - Chief Financial Officer; Dr. Jon Franco – Senior Chief of Operations; Deborah Kafoury – Chief of Staff

Staff provided an update on preliminary school staffing, budget reductions, and legislative advocacy, emphasizing efforts to balance fiscal responsibility while maintaining high-impact student supports. It was noted that adjustments were made based on school feedback, including maintaining at least 0.5 Full-time employee (FTE) instructional coaches at all schools and allowing flexibility in allocating college and career coordinator positions. Enrollment declines account for 9% of reductions, and a 25% reduction in Title I funding is anticipated, with potential further cuts in nutrition services.

Board members asked questions about enrollment projections, equity in staffing allocations, the impact of minimum class sizes on under-enrolled schools, and transparency in budget cuts. There was discussion on the distribution of additional FTE to schools impacted by the Southeast Guiding Coalition, as well as the need for clear support strategies for blended-grade classrooms. Staff noted that details on central office reorganizations would be presented in April.

Board Committee and Conference Reports

Time: 9:35 pm

It was noted that the majority of reports would be presented at the next meeting.

- Audit Committee: The next committee meeting scheduled for April 15, 2025.

Adjourn

The meeting was adjourned by Board Chair Eddie Wang at 9:37 pm.

Submitted by:

Kara Bradshaw
Executive Assistant/Board Clerk
Portland Public Schools

Resolutions As Adopted

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RESOLUTION No. 7067 - AMENDED

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

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Hoffman Construction Corporation	3/5/25 through 6/30/26	Construction Manager / General Contractor CMGC 95595	Preconstruction services for Ida B. Wells High School modernization. Request for Proposals 2024-023	\$956,730	D. Jung Fund 459 Dept. 5511 Project DE120	No
Skanska USA Building, Inc.	3/5/25 through 12/31/28	Construction Manager / General Contractor CMGC 95964	Preconstruction services for Cleveland High School modernization. Request for Proposals 2024-024	\$932,860	D. Jung Fund 459 Dept. 5511 Project DE120	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.

It is FURTHER RESOLVED

1. At the March 18 PPS Board of Education Special Meeting, the Superintendent or her designee will provide a detailed update on each of the high school modernization projects and site specific challenges or opportunities. Time will be available for questions and discussion.
2. At the April 8 PPS Board of Education meeting, the Superintendent or her designee will present the revised draft modernization designs and an update on cost reductions. Time will be available for questions and discussion.
3. No later than the April 22, PPS Board of Education meeting, the Superintendent or her designee will present updated designs, projected cost reductions, and a status report on how the designs meet the goals of similar features and elements to the previous high school modernizations and meet the districts education specifications. Staff will also provide the board with an outline of cost reductions or savings in the contracting method. Time will be available for questions and discussion.
4. Regular reports and updates will be brought to the Board through May 1.
5. PPS high schools have wide divergences in enrollment numbers. The Board will be provided an outline of a path to enrollment balancing across PPS high schools and a general enrollment strategy to address the reductions in enrollment PPS across the district.

RESOLUTION No. 7073

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- March 04, 2025 – Regular Meeting

RESOLUTION No. 7074

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

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Computer Technology Link Corp.	3/19/25	Purchase Order PO 171716	Ongoing maintenance and repair on CTL computer products. Sole Source PPS-47-0275	\$306,405	D. Giles Funding Source Varies	No
Redefyne Moving, Inc	3/19/25 through 3/19/27 Option to renew for three additional one-year terms through 3/19/30	Services S 96249	On-call moving services for Districtwide use. Request for Proposals 2024-032	\$3,000,000	D. Jung Funding Source Varies	no
Suddath Moving & Storage	3/19/25 through 3/19/27 Option to renew for three additional one-year terms through 3/19/30	Services S 96240	On-call moving services for Districtwide use. Request for Proposals 2024-032	\$3,000,000	D. Jung Funding Source Varies	No
ASM, LLC dba All Service Moving	3/19/25 through 3/19/27 Option to renew for three additional one-year terms through 3/19/30	Services S 96244	On-call moving services for Districtwide use. Request for Proposals 2024-032	\$3,000,000	D. Jung Funding Source Varies	No
Chipman Relocation and Logistics	3/19/25 through 3/19/27 Option to renew for three additional one-year terms through 3/19/30	Services S 96245	On-call moving services for Districtwide use. Request for Proposals 2024-032	\$3,000,000	D. Jung Funding Source Varies	No
Lile Relocation Services	3/19/25 through 3/19/27 Option to renew for three additional one-year terms through 3/19/30	Services S 96247	On-call moving services for Districtwide use. Request for Proposals 2024-032	\$3,000,000	D. Jung Funding Source Varies	No
Llama Movers	3/19/25 through 3/19/27	Services S 96248	On-call moving services for Districtwide use.	\$3,000,000	D. Jung Funding Source Varies	MBE, ESB

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
	Option to renew for three additional one-year terms through 3/19/30		Request for Proposals 2024-032			
Rose City Moving and Storage	3/19/25 through 3/19/27 Option to renew for three additional one-year terms through 3/19/30	Services S 96250	On-call moving services for Districtwide use. Request for Proposals 2024-032	\$3,000,000	D. Jung Funding Source Varies	No
Point Monitor Corporation	3/19/25 through 3/18/26	Construction C 96272	2020 Bond Security Upgrades (surveillance cameras, recording devices, surveillance network installation) – Phase 3B Invitation to Bid – Construction 2024-042	\$1,728,444	D. Jung Fund 459 Dept. 5511 Project DS019	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source
Better Air Northwest LLC	3/19/25 through 12/15/29	Multnomah County COA 96271	HVAC duct cleaning services districtwide.	\$250,000	D. Jung Fund 101 Dept. 5592

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 7075

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; %
3/21-3/27/25	Lincoln HS Baseball, 32	Teamwork, accountability, sportsmanship, building culture	Anaheim, CA	\$2000	N/A
3/22-3/26/25	Roosevelt HS Baseball, 14	Baseball tournament	Glendale, AZ	\$1168	\$2850
3/23-3/28/25	Grant HS Baseball, 20	Teamwork, leadership, communication skills	Phoenix, AZ	\$1850	N/A
4/3-4/4/25	Franklin HS AVID, 17	College tour	Seattle, WA	\$158.05	
4/3-4/26/25	Franklin HS Social Studies, 2	Urban Debate National Championship	Atlanta, GA	\$0 - paid by Debate Leagues	N/A
4/7-4/13/25	Lincoln HS Constitution Team,	National We the People Team competition	Washington DC	\$3100	N/A
4/21-5/2/25	Roseway Heights VDLI, 10	Use target language & culture knowledge to navigate field study	Vietnam	\$4800	\$15,000
4/11-4/26/25	Harrison Park & Tubman Mandarin LI, 10	Use language skills & cross-cultural knowledge to problem-solve & navigate culture	Taiwan	\$4000	N/A
4/11-4/23/25	Mt Tabor Japanese DL, 40 (Sakai)	Negotiate Japanese culture & society using learned language & cultural skills	Japan	\$4500	N/A

Date(s)	School, Course, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
4/11-4/23/25	Mt Tabor Japanese DL, 40 (Bacon-Brenes)	Negotiate Japanese culture & society using learned language & cultural skills	Japan	\$4500	N/A
4/24-4/26/25	Lincoln HS Mass Communications, 20	National High School Journalism Conference	Seattle, WA	\$350	N/A

RESOLUTION No. 7076

Students Requesting Exemption from PE State Requirement

RECITALS

- A. In accordance with OAR 581-022-1910, Portland Public Schools may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:
- B. Approval of the exemption shall be based upon and shall include:
 - a) A written request from the student's parent or guardian or the student, if that student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;
 - b) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).
- C. Following approval by Portland Public Schools Board of Education, and upon completion of the alternative, credit shall be granted to the student.

RESOLUTION

- 1. Be it resolved that the Board of Education approves seven Portland Public Schools high school students to be granted exemption from the state PE requirement.
- 2. In accordance with OAR 581-022-1910, all students have a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written state of agreement from their parent/guardian. All students will replace the PE credit requirement with alternative coursework as required.

RESOLUTION No. 7081

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

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Pacific Sports Turf	4/9/25 through 3/19/28	Flexible Services Contractor Pool FSCP 96255	Provide landscaping services on an as-needed basis. Request for Proposals 2024-038	\$1,000,000	D. Jung Funding Source Varies	No
Green Scape Landscaping LLC	4/9/25 through 3/19/28	Flexible Services Contractor Pool FSCP 96262	Provide landscaping services on an as-needed basis. Request for Proposals 2024-038	\$1,000,000	D. Jung Funding Source Varies	No
Maia Learning, Inc.	6/1/25 through 6/30/30	Digital Resource DR 96370	Deliver a software solution that provides comprehensive career and college readiness tools for students in grades 6-12. Software and Hardware Maintenance, Licenses, Subscriptions, and Upgrades PPS-47-0288(11)	\$644,663	J. Buno Fund 101 Dept. 5424	No
Talbot, Korvola, & Warwick, LLP	4/9/25 through 3/31/30 Option to renew for up to five additional one-year terms through 3/31/35	Personal Services PS 96383	Financial audit services. Request for Proposals 2024-039	Original Term: \$1,549,000 Total through all renewals: \$3,846,498	M. Morrison Fund 101 Dept. 5520	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
David Douglas School District	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 96369	Columbia Regional Inclusive Services will deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$181,000	J. Buno Fund 205 Dept. 5433 Grant G2308

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Smucker Foodservice, Inc.	7/1/25 through 6/30/26	Materials Requirement MR 93508 Amendment 3	Provide District with USDA commodity processed peanuts. This amendment extends the contract for one additional year and adds funds. Request for Proposals 2021-2946	\$840,000 \$2,120,000	D. Jung Fund 202 Dept. 5570	No
Curtis Matthews	4/9/25 through 12/31/25	Personal Services PS 89507 Amendment 1	Mid and final construction audits for Benson HS Modernization project. This amendment adds funds to the contract. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$78,840 \$210,280	D. Jung Fund 456 Dept. 5511 Project DF120	No
Miller Nash LLP	4/9/25 through 6/30/26	Legal Services LS 95903 Amendment 1	Provide legal services to the District. This amendment adds funds to the contract. Direct Negotiation – Legal Services PPS-46-0525(13)	\$400,000 \$800,000	S. Toncray Fund 101 Fund 5460	No

RESOLUTION No. 7082

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
State of Oregon	7/1/23 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 96326	Funding for the cost of educational services provided to pediatric residents in Pediatric Nursing facilities.	\$2,205,170	J. Buno
State of Oregon	2/22/24 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 96358	CTE Revitalization Grant to support Emergency Medical Responder Project at Roosevelt High School.	\$246,644	J. Buno

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Revenue Contracts

RESOLUTION No. 7083

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; %
4/10-4/13/25	Roosevelt HS Track, 2	Arcadia Invitational Meet	Arcadia High School, CA	\$894	100%
4/11-4/13/25	McDaniel HS Performing Arts, 34	Perform in national music festival	San Francisco, CA	\$790	\$
4/11-4/14/25	Lincoln HS Ethics, 5	National HS Ethics Bowl	University of NC	\$1700	N/A
4/15-4/20/25	Grant HS Robotics, 35	STEM/Robotics Competition	Houston, TX	\$1711	N/A
4/20-4/27/25	RHS CHS MHS Indigenous Alliance, 17	Increase post secondary exposure among historically underserved populations	New Mexico & Colorado	\$2608	\$70,000
4/24-4/26/25	Roosevelt HS Mass Comms, 27	National HS Journalism Conference	Seattle, WA	\$581	100%
4/24-4/26/25	Cleveland HS Journalism, 14	National HS Journalism Conference	Seattle, WA	\$350	N/A
4/25-4/30/25	Wells HS DECA, 16	International Career Development Conference	Orlando, FL	\$2500	N/A
6/21-6/28/25	Roosevelt HS Theater, 25	International Thespian Festival	University of Indiana	\$2260	\$2200 STEF



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

STAFF REPORT

Date: 3/20/2025

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 Portland Public Schools Head Start.**

1. Updated PPS Head Start Policy & Procedures

1.A. Parent Policy Council – PPS Head Start has revised Parent Policy Council procedures in accordance with the Head Start Program Performance Standard §1301.3(c), program grant requirements, and the current approved Policy Council Bylaws. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Community Assessment – PPS Head Start has revised the Community Assessment policy and procedure to align the Head Start Program Performance §1302.11 – Determining community strengths, needs, and resources. PPS Early Learners will conduct a comprehensive community needs assessment at least every five years. This community needs assessment will be updated annually in order to ensure appropriate design and delivery of services to meet the needs within the defined service area. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.D. Active Supervision – PPS Head Start has written an Active Supervision Policy that aligns the Head Start Performance Standards §1302.90 – Personnel policies. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct. PPS Head Start Parent Policy Council will review this procedures on April 9, 2024. Board approval of new

policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. 2023 – 2024 PPS Head Start Program Annual Report

The Head Start Program Performance Standards provide requirements and procedures for the Annual Report. The Annual Report includes yearlong information regarding Head Start program data. It is used as a community resource and contains information from the Program Information Report (PIR). Program budget information is also shared in the annual report. PPS Head Start Parent Policy Council reviewed the Program Annual Report on January 15, 2025. A Board Letter of Approval and Resolution are requested.

3. 2024 – 2025 PPS Head Start Program Self-Assessment Timeline

The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the Self-Assessment Timeline on December 11, 2024. A Board Letter of Approval and Resolution are requested.

4. 2023 – 2024 PPS Head Start Program Information Report (PIR)

The annual Program Information Report provides comprehensive data on the services, staff, children, and families served by Head Start. All grantees are required to submit a PIR each year. The PIR is an important source of descriptive and service data for the Head Start community, their partners, Congress, and for the general public. PIR data is compiled for use at the federal, regional, state, and local levels. This report is for the Governing Body's information only. Governing Body approval is not required.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Training & Selection Criteria for SY25-26

PPS Early Learners enrolls students in Head Start according to Section 645 of the Head Start Act. Federal Poverty Guidelines are used to determine income eligibility for participation in Head Start programs. The poverty guidelines are adjusted for families of different sizes and may be used to determine financial eligibility for certain federal programs such as Head Start services. The guidelines are issued each year in the Federal Register, and as such, the program must provide an annual training to the Parent Policy Council and board on their ERSEA procedures and Enrollment Selection Criteria for the following school year. PPS Head Start Parent Policy Council received training and approved the SY25-26 Enrollment Selection Criteria on March 12, 2025. Board approval is required. A Board Letter of Approval and Resolution are requested.

6. Certification of Health & Safety Screening

The Office of Head Start requires the submission of a health and safety screener as a part of the 5-year grant award. This is conducted in collaboration between PPS Head Start staff and district departments (ie Facilities, Risk, Nutrition, etc.) Board Chair signature is required.

7. Portland Children’s Levy Mid-Year Report

PPS Head Start submitted its mid-year report as required by the Portland Children’s Levy (PCL). The PCL funds four of the Head Start program’s teachers and two educational assistants. The mid-year report is provided for informational awareness only. Board approval of the report is not required.

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. Policy Council fiscal documentation is linked in the meeting notes.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items on November 13, 2024, December 11, 2024, January 15, 2025, February 12, 2025, and March 12, 2025 as noted above and as reflected in the attached meeting minutes.

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.

__KH__ (Initials) – Kristina Howard

ATTACHMENTS

- A. Policy and Procedures
 - a. Parent Policy Council
 - b. Community Assessment
 - c. Active Supervision
- B. Policy and Procedures Board Approval Letter
 - a. Parent Policy Council
 - b. Community Assessment
 - c. Active Supervision
- C. Policy and Procedures Board Resolution
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- R. 1.15.25 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report
- S. 2.12.25 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report
- T. 3.12.25 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report

RESOLUTION No. 7084

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. The Head Start Program Performance Standards outlines requirements and procedures for the Active Supervision. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct.

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.



Active Supervision Policy and Procedure

Performance Standard

§1302.90 Personnel policies.

(a) *Establishing personnel policies and procedures.* A program must establish written personnel policies and procedures that are approved by the governing body and policy council or policy committee and that are available to all staff.

(c) Standards of conduct.

(1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:

(i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;

(ii) Ensure staff, consultants, contractors, and volunteers do not engage in behaviors that maltreat or endanger the health or safety of children, including, at a minimum:

(A) Corporal punishment; or physically abusive behavior, defined as intentional use of physical force that results in, or has the potential to result in, physical injury. Examples include, but are not limited to, hitting, kicking, shaking, biting, pushing, restraining, force feeding, or dragging;

(B) Sexually abusive behavior, defined as any completed or attempted sexual act, sexual contact, or exploitation. Examples include, but are not limited to, behaviors such as inappropriate touching, inappropriate filming, or exposing a child to other sexual activities;

(C) Emotionally harmful or abusive behavior, defined as behaviors that harm a child's self worth or emotional well-being; and

(D) Neglectful behavior, defined as the failure to meet a child's basic physical and emotional needs including access to food, education, medical care, **appropriate supervision by an adequate caregiver**, and safe physical and emotional environments. Examples include, but are not limited to, leaving a child unattended on a bus, withholding food as punishment or refusing to change soiled diapers as punishment;

(vi) **Ensure no child is left alone or unsupervised.**

Active Supervision: <https://headstart.gov/safety-practices/article/active-supervision>

Active supervision promotes a safe environment and prevents injuries in young children. It requires focused attention and intentional observation at all times. Staff use active supervision strategies to make sure children of all ages explore their environments safely. Each program can keep children safe by teaching all staff how to look, listen, and engage.

Keeping children safe is a top priority for all Head Start programs ([45 CFR §1302.102](#)). The Head Start Program Performance Standards require that programs "ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care" ([45 CFR §1302.90](#)).

Using active supervision, staff position themselves so that they can always observe all children — watching, counting, and listening. During transitions, they account for all children with name-to-face recognition by visually identifying each child. Staff also use their knowledge of each child's development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely. Review "Caring for Our Children" standard [2.2.0.1: Methods of Supervision of Children](#).

All Head Start staff and volunteers are responsible for making sure no child is left unsupervised. Active supervision is a strategy that works. It can be used in classrooms, family child care, playgrounds, and buses. It can also be shared with families as a tool to use at home. Read below for how to implement active supervision, and print and display the at-a-glance handout and poster to remind everyone of active supervision strategies.

Policy

All staff, and adults in our program are responsible for actively supervising children at all times. Staff will use active supervision strategies to position themselves, scan and count children, anticipate behaviors, listen carefully, and engage and redirect as needed to promote a safe and supportive environment.

Procedure

Staff Roles & Responsibilities:

All Staff

- Maintain constant supervision of all children in their care, including field trips and on transportation.
- Use active supervision strategies, including positioning, scanning, counting, and engaging with children.
- Ensure no child is left alone or unsupervised at any time, including field trips and on transportation.

Classroom Teacher

- Establish and implement the active supervision plan for the classroom and outdoor areas.
- Assign supervision zones to staff to ensure full visibility of children during different routines of the day (ex. outside and center time). Have zoning plans easily accessible and articulated with the team.
- Have [Active Supervision Daily Schedule Tracker](#) with the number of children in attendance updated at all times. Must be completed at all threshold transitions and should be clearly visible as people enter the classroom.
- Monitor transitions to ensure all children are accounted for. Clearly establish responsibility for who will count and write the attendance number on the attendance board for all transition times. Make all staff and volunteers in the classroom aware of active supervision procedures.
- Post [Active Supervision Poster](#) and [Scan and Count Poster](#) near doorway in classroom
- Substitute folder should include explicit plans for active supervision across the day. Updated 1520 report with children's names and emergency contacts in substitute folder and emergency backpack.

Educational Assistants

- Follow the active supervision plan and maintain clear communication with the lead teacher.
- Assist in scanning, counting, and engaging children in a way that ensures safety.
- Maintain [Active Supervision Daily Schedule Tracker](#) with the number of children in attendance updated at all times. Must be completed at all threshold transitions.
- Immediately report concerns or potential hazards to lead teacher
- If teacher is not in the classroom (ie. on break or substitute teacher) take over teacher role in scanning and counting or advise others in the room to do so.

Program Leadership

- Provide [Active Supervision Poster](#) and safety signs for all classrooms, hallways and transition points.
 - Provide training to all staff on active supervision and ensure compliance with grant safety standards.
 - Anytime a coach, administrator, mental health consultant, or family advocate (or other program staff that is not assigned to a classroom) enters the classroom, they need to scan and count children and check with the number written on the daily schedule tracker. Verbally state the number of children counted. If there is a discrepancy, work with the teacher to make sure all children are accounted for and the correct number documented on the tracker.
 - Conduct regular observations – formal and unannounced – to assess supervision effectiveness and provide corrective feedback as needed. See monitoring procedures below.
-

Active Supervision Expectations

1. Set Up the Environment

- Arrange furniture and play areas to maximize visibility.
- Keep pathways clear for easy movement and supervision.
- Ensure outdoor play areas are free of hazards and that staff have clear sightlines to all children.

2. Position Staff Strategically

- Staff should position themselves to see and hear all children at all times.
- During free play, staff should be stationed near high-risk areas (e.g., climbers, doorways).
- Staff should remain mobile, shifting their positions as needed to maintain supervision.
- **Classrooms Roles and Responsibilities Form includes Zoning Plans.** Documentation especially for nap time, centers, and playground. Maps will be posted on the playground.

3. Scan and Count

- Staff must continuously scan the environment to monitor children's activities.
- Conduct frequent headcounts throughout the day.
- Write the number of children on [Active Supervision Daily Schedule Tracker](#). Must be **completed at all threshold transitions** and should be **clearly visible** as people enter the classroom.
- Change the total number as children arrive or leave early.
- Extra vigilance is required when moving between spaces (ie. classroom to playground, bathroom, etc.)

Ongoing Communication

- If children are taken outside of the classroom/gym/playground (ex. To the bathroom), staff will clearly state, "I am taking X number of students. You have X number of students with you."
- If children arrive late or leave early, staff **verbally communicate** to all other staff of change of attendance number. Staff verbally acknowledges change in number. Attendance board updated when returns to classroom.

Scan and Count Procedure for Transitions

Before Transitioning to a New Location:

- Classroom staff **count** all children.
- The total number of children is **stated out loud** so all staff can hear.
- Staff visually checks that the **count matches and documents** the number on the tracker.
- Once the numbers align, the transition begins.

Upon Arrival at the New Location:

- Classroom staff **immediately count** all children again.
- The updated count is **stated out loud** for all staff to confirm.

4. Listen Actively

- Pay attention to sounds, as unusual silence or distress may indicate a concern.
- Use auditory cues, such as bells, alarm or chimes on doors, to monitor safety

5. Anticipate Children's Behavior

- Use knowledge of children's development to predict behaviors and potential risks.
- Observe individual children for signs of distress, distraction, or unsafe play.
- Intervene early to prevent conflicts or unsafe situations.

6. Engage and Redirect

- Stay actively involved with children’s play and learning.
 - Provide guidance and redirection to encourage safe and positive interactions.
 - Support children in problem-solving and making safe choices.
-

Emergency Procedures

- If a child is missing, staff must:
 - Immediately alert the lead teacher
 - Conduct an immediate search of the area while ensuring other children are supervised.
 - If a child is not found within one (1) minute, alert Early Learners Admin on the 2-way radio (or phone if radio is not available) to call for support in the classroom to continue search.
 - Deploy School Emergency Response team until the child is located.
-

Training & Accountability

- All staff (including staff that are hired throughout the year) will receive training on active supervision during Onboarding and annually thereafter.
 - Training will be incorporated into professional development throughout the school year.
 - Program leadership will conduct routine monitoring and provide feedback to staff.
 - Any lapses in active supervision will be documented in the Active Supervision ChildPlus module and addressed with additional training and/or corrective actions.
-

Monitoring Procedures

To ensure consistent implementation of active supervision strategies, program leadership will monitor each of the six domains through structured observations and documentation.

1. Set Up the Environment, Position Staff, and Scan & Count

- Program leadership will **complete the [Active Supervision Checklist](#)** during transition times in each classroom to document active supervision procedures.
- Monitoring will occur **monthly** within the first two weeks of the month.
- Completed checklists will be **entered in ChildPlus** under "Management" → "Internal Monitoring" → Active Supervision. Early Learners Administrators and/or delegate will collect checklists and enter data.
- Monthly reports will be run by the Data Manager to verify compliance and identify any areas needing reinforcement. Data will be reviewed at the School Emergency Team (SET) at the monthly meeting.

2. Anticipate Behavior, Listen Actively, and Engage & Redirect

- These supervision strategies will be monitored through **classroom observations** conducted **quarterly** using the **Danielson Observation Tool**.
- Observations will focus on staff responsiveness to children's behaviors, active listening, and effective redirection technique.
- Documentation of these observations will be recorded in Classroom Mosaic to track implementation and provide targeted coaching or support as needed.



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: Active Supervision Policy

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved the program’s revised Active Supervision Policy.

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

Thank you.

Head Start Director

3/20/2025

Date

Governing Board Chair

Date



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

STAFF REPORT

Date: 3/20/2025

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 Portland Public Schools Head Start.**

1. Updated PPS Head Start Policy & Procedures

1.A. Parent Policy Council – PPS Head Start has revised Parent Policy Council procedures in accordance with the Head Start Program Performance Standard §1301.3(c), program grant requirements, and the current approved Policy Council Bylaws. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Community Assessment – PPS Head Start has revised the Community Assessment policy and procedure to align the Head Start Program Performance §1302.11 – Determining community strengths, needs, and resources. PPS Early Learners will conduct a comprehensive community needs assessment at least every five years. This community needs assessment will be updated annually in order to ensure appropriate design and delivery of services to meet the needs within the defined service area. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.D. Active Supervision – PPS Head Start has written an Active Supervision Policy that aligns the Head Start Performance Standards §1302.90 – Personnel policies. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct. PPS Head Start Parent Policy Council will review this procedures on April 9, 2024. Board approval of new

policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. 2023 – 2024 PPS Head Start Program Annual Report

The Head Start Program Performance Standards provide requirements and procedures for the Annual Report. The Annual Report includes yearlong information regarding Head Start program data. It is used as a community resource and contains information from the Program Information Report (PIR). Program budget information is also shared in the annual report. PPS Head Start Parent Policy Council reviewed the Program Annual Report on January 15, 2025. A Board Letter of Approval and Resolution are requested.

3. 2024 – 2025 PPS Head Start Program Self-Assessment Timeline

The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the Self-Assessment Timeline on December 11, 2024. A Board Letter of Approval and Resolution are requested.

4. 2023 – 2024 PPS Head Start Program Information Report (PIR)

The annual Program Information Report provides comprehensive data on the services, staff, children, and families served by Head Start. All grantees are required to submit a PIR each year. The PIR is an important source of descriptive and service data for the Head Start community, their partners, Congress, and for the general public. PIR data is compiled for use at the federal, regional, state, and local levels. This report is for the Governing Body's information only. Governing Body approval is not required.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Training & Selection Criteria for SY25-26

PPS Early Learners enrolls students in Head Start according to Section 645 of the Head Start Act. Federal Poverty Guidelines are used to determine income eligibility for participation in Head Start programs. The poverty guidelines are adjusted for families of different sizes and may be used to determine financial eligibility for certain federal programs such as Head Start services. The guidelines are issued each year in the Federal Register, and as such, the program must provide an annual training to the Parent Policy Council and board on their ERSEA procedures and Enrollment Selection Criteria for the following school year. PPS Head Start Parent Policy Council received training and approved the SY25-26 Enrollment Selection Criteria on March 12, 2025. Board approval is required. A Board Letter of Approval and Resolution are requested.

6. Certification of Health & Safety Screening

The Office of Head Start requires the submission of a health and safety screener as a part of the 5-year grant award. This is conducted in collaboration between PPS Head Start staff and district departments (ie Facilities, Risk, Nutrition, etc.) Board Chair signature is required.

7. Portland Children’s Levy Mid-Year Report

PPS Head Start submitted its mid-year report as required by the Portland Children’s Levy (PCL). The PCL funds four of the Head Start program’s teachers and two educational assistants. The mid-year report is provided for informational awareness only. Board approval of the report is not required.

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. Policy Council fiscal documentation is linked in the meeting notes.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items on November 13, 2024, December 11, 2024, January 15, 2025, February 12, 2025, and March 12, 2025 as noted above and as reflected in the attached meeting minutes.

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.

__KH__ (Initials) – Kristina Howard

ATTACHMENTS

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- T. 3.12.25 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report

RESOLUTION No. 7085

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. The Head Start Program Performance Standards provide requirements and procedures for the Annual Report. The Annual Report includes yearlong information regarding Head Start program data. It is used as a community resource and contains information from the Program Information Report (PIR). Program budget information is also shared in the annual report.

RESOLUTION

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



PORTLAND
Public Schools



Head Start

Annual Report 2023–2024



PORTLAND Public Schools

Our Vision:

Our vision is children growing and thriving in a supportive, nurturing environment of parents, family, neighborhood, and community where they and their families have options and opportunities for optimum growth, development, and learning.

Our Mission:

As proven leaders in early childhood education and family development, Portland Public Schools Head Start is dedicated to enhancing the quality of life for vulnerable children and families in Multnomah County. Our knowledgeable and caring staff accomplish our mission by providing early education and family support to families of children from three to five years old, emphasizing healthy outcomes and school readiness, promoting family self-sufficiency, and partnering with individuals, school districts, and our community. When we say "school readiness," we mean children are ready for school, families are ready to support their children's learning, and schools are ready for children.

Our Core Values:

- Recognizing, honoring, and giving voice to the racial, ethnic, and linguistic diversity of the families we serve.
- Working as a team, we can effectively promote respectful, sensitive, and proactive approaches to learning and growth.
- Nurturing the cognitive, physical, social, and emotional development of each child.
- Fostering community partnerships to support families and children during and after the Head Start experience.
- Valuing individuality while recognizing that children and adults develop and prosper within the context of relationships.
- Empowering families to achieve self-sufficiency by identifying their own strengths, needs, and interests while finding solutions and making positive changes.
- Implementing shared decision making as a collective responsibility of families, governing bodies, and staff where ideas and opinions are heard and respected.
- Supporting healthy behaviors that enhance wellness.
- Emphasizing learning through play.
- Keeping families' hopes and dreams as our central focus.



Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

Annual Report 2023–2024

Director: Dana Stiles

Dear Portland Public Schools Head Start Family,

Our community is kind, generous, and responsive. It is composed of individuals dedicated to racial equity, social emotional safety, and an implementation of research-based learning frameworks to improve student outcomes. Together, we navigated a number of unexpected challenges including a teacher’s strike, ice storm, and school closures. I am deeply grateful for the unwavering dedication of our staff, partnership of families, collaboration with PPS and support of our community partners. A strong Parent Policy Council guided the program’s direction and doing what is best for children and families is our enduring north star.

This report reflects the experiences and continued resolve of a community of people who refuse to accept the status quo and who unconditionally embrace the PPS Head Start mission and vision.

Dana Stiles

Director, PPS Head Start

Basic Program Facts

The Portland Public Schools Head Start program served 592 children—ages three-to five-years—in 36 classrooms (participants were enrolled for at least 1 day during the school year). Our Head Start grantee is Portland Public Schools, a PreK-12 school district, so the program follows the district’s school calendar.

The program’s curriculum, Tools of the Mind®, aligns with the Portland Public Schools Instructional Framework. Our progress monitoring tool is the Desired Results Developmental Profile (DRDP), an observational assessment tool. In a typical year, ongoing child observation and assessment in the areas of: Cognitive, Language, Social/Emotional and Physical Development, are used to measure progress and share that progress with students’ parents/caregivers. Head Start parents are engaged in their child’s learning to support progress toward their educational goals. Parents are involved in leadership, educational, literacy, and employment-related opportunities to support lifelong learning experiences in the community.

Who We Served—Children & Families 2023–2024

Enrollment Opportunities		
	23-24	Full
Applegate	39	72
Clarendon	114	126
Creston Annex	57	72
Faubion	18	18
Grout	38	36
Jason Lee	31	54
Kelly Center	119	108
Rosa Parks	15	18
Sacajawea	84	108
Sitton	35	36
Whitman	42	36
Total Funded Enrollment	592	648

* Separate total slots from enrollment opportunities. The numbers for 2023-24 reflect the total number of children who were enrolled for at least one day during the school year; the second number reflects the total number of funded slots at each site.

Total Funded Enrollment 592/648

Age

3 year olds	39.1%
4 year olds	60.9%

Ethnicity

Hispanic	42.2%
Non-Hispanic	57.8%

Race

Black/African American	17.3%
American Indian/Alaskan Native	2.5%
White	55.7%
Asian	11.8%
Hawaiian/Pacific Islander	1.4%
Bi-racial/Multi-racial	10.3%



Dual Language Learners (DLL) 48.5%

Spanish	28.5%
Chinese	5.0%
Vietnamese	5.2%
Other	9.6%

Home Languages

Arabic, Burmese, Chinese, Creole, Dari, English, Farsi, Hindi, Igbo, Karenni, MaayMaay, Nepali, Oromo, Portuguese, Russian, Somali, Spanish, Swahili, Tibetan, Tongan, Ukrainian, Vietnamese



21% of our Head Start enrollment were children with disabilities.

Family Engagement

Services Provided

Number of referrals to Community Agencies

Emergency/Crisis Intervention	393
Housing Assistance (e.g., subsidies, utilities, repairs)	97
Mental Health Services	100
Research-based Parenting Education	26
English as a Second Language (ESL) Training	198
Adult education/Job Training	79
Substance Misuse Prevention/Treatment	19
Relationship Education	32
Preventive Medical and Oral Health Education	360
Nutrition Education	348
Assistance to Families of Incarcerated Individuals	9

Caregivers receiving at least one service 531

Assistance Type by Percent of Families

Families Receiving TANF	17.0%
Families Receiving SSI	4.3%
Families Receiving WIC	53.2%
Families Experiencing Houselessness	19.5%
Families Receiving SNAP	52.3%

Health Services

Students with health insurance	99%
Students with a medical home	96%
Student with a dental home	88%
Students screened for vision concerns	96%
Student screened for hearing concerns	96%
Student screened for dental concerns	90%

This year we implemented monthly "health huddles" with Family Service staff, created a process to improve our Health Status Determination numbers, and made progress toward becoming a more health literate organization.

Family Engagement Activities

- Policy Council
- Parent /Caregiver Workshops
- Parent/Caregiver Input Surveys
- Health Advisory Committee
- Family and Child Home Visits
- Multnomah County Library "Every Child a Reader" program

During this school year families were highly involved in their child's learning. PPS Head Start encourages families to engage in their child's education and school community. PPS Head Start presented many opportunities to provide feedback and be involved in decision-making for the program.

PPS Head Start parents/caregivers are engaged in their child's learning to support progress toward their educational goals. Families are involved in leadership, educational, literacy and employment-related opportunities to support lifelong learning experiences in the community.



Head Start Operating Expenses

Program Expenses — Totals from Budget-to-Actual Reports

Grant Description – Fiscal Year 2024

Federal Head Start Grant	\$ 6,237,131.00	44%
Oregon PreK Grant	\$ 7,335,703.00	51%
Portland Children’s Levy	\$ 694,351.00	5%
	\$ 14,267,185.00	100%

Average cost per child for Fiscal Year (Expenses/648)	\$ 22,017.00
Average cost per Federal Awarded Slots for grant year 11/1/23-10/31/24 (Award/297)	\$ 21,000.00
Average cost per State Awarded Slots for grant year 7/1/23-6/30/24 (Award/351)	\$ 21,631.00

Grant Description – Fiscal Year 2023

Federal Head Start Grant	\$ 5,830,128.00	42%
Oregon PreK Grant	\$ 7,592,337.00	54%
Portland Children’s Levy	\$ 562,348.00	4%
	\$ 13,948,813.00	100%

Average cost per child for Fiscal Year (Expenses/648)	\$ 21,526.00
Average cost per Federal Awarded Slots for grant year 11/1/22-10/31/23 (Award/297)	\$ 19,630.00
Average cost per State Awarded Slots for grant year 7/1/22-6/30/23 (Award/351)	\$ 21,631.00

Grant Description – Fiscal Year 2022

Federal Head Start Grant	\$ 5,686,462.00	46%
Oregon PreK Grant	\$ 5,799,811.00	47%
Portland Children’s Levy	\$ 560,845.00	5%
Federal Title IA Grant	\$ 240,000.00	2%
	\$ 12,287,118.00	100%

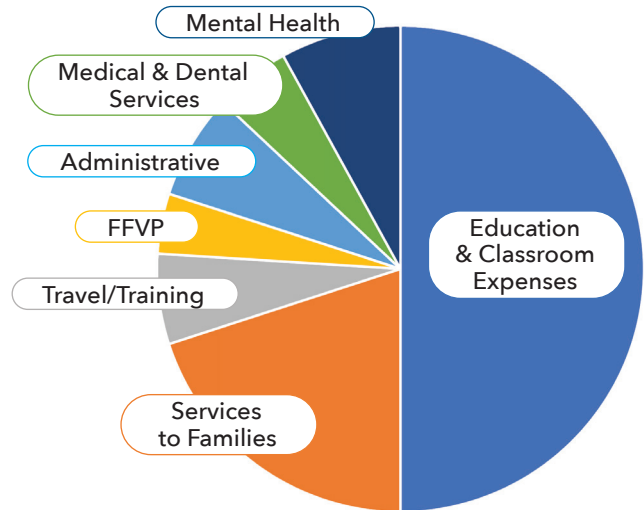
Average cost per child for Fiscal Year (Expenses/760)	\$ 16,067.00
Average cost per Federal Awarded Slots for grant year 11/1/21-10/31/22 (Award/297)	\$ 19,146.00
Average cost per State Awarded Slots for grant year 7/1/21-6/30/22 (Award/463)	\$ 12,527.00





Projected Expenditures 2024-2025

■ Education & Classroom Expenses	50%
■ Services to Families	20%
■ Travel/Training	6%
■ Fresh Fruit & Veggie Program (FFVP)	4%
■ Administrative Expenses	7%
■ Medical & Dental Services	5%
■ Mental Health	8%



Federal Monitoring Results

- A Federal Focus Area 1 review will occur during the 2024-2025 school year.
- PPS Head Start received a Federal Focus Area 2 review in March 2022. There were no findings and no deficiencies noted.
- PPS Head Start received a Federal Focus Area 1 review in October 2019. There were no findings. Our program was determined to be in compliance with all Head Start Program Performance Standards.

Child Outcomes

PPS Head Start conducts assessment of children throughout the year to monitor developmental progress. The program used the Desired Results Developmental Profile (DRDP) to complete progress monitoring on all enrolled students. In addition, other formative assessments were completed. Student outcome data showed that all students showed progress in at least one developmental domain. Teachers met in bi-monthly Professional Learning Communities and used the data collected to inform their planning and instruction. These data analyses in combination with the comprehensive Program Self-Assessment enabled the program to monitor its progress on and update its 5-Year Program Goals and School Readiness Goals.

DRDP Child Development Summary 2023–2024

The vertical line represents the median score for the group.

Key: RE = Responding Earlier, RL = Responding Later, EE = Exploring Earlier, EM = Exploring Middle, EL = Exploring Later, BE = Building Earlier, BM = Building Middle, BL = Building Later, IE = Integrating Earlier

Approaches to Learning–Self-Regulation (ATL-REG):

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024			1%	8%	15%	27%	27%	21%
Winter 2024			4%	15%	20%	33%	23%	5%
Fall 2023			10%	27%	24%	27%	10%	1%

Social and Emotional Development (SED):

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024	1%		1%	5%	19%	26%	30%	19%
Winter 2024			4%	9%	27%	34%	20%	4%
Fall 2023	1%	1%	7%	18%	34%	29%	9%	2%





DRDP Child Development Summary 2023-2024

Language and Literacy Development (LLD):

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024			1%	2%	2%	21%	30%	31%	14%
Winter 2024			2%	3%	7%	27%	35%	22%	5%
Fall 2023			3%	5%	13%	35%	33%	9%	2%

Cognition, Including Math and Science (COG):

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural.

	RE	RL	EE	EL	BE	BM	BL	IE
Spring 2024			1%	5%	15%	35%	28%	16%
Winter 2024		1%	3%	9%	23%	41%	18%	5%
Fall 2023			5%	20%	28%	32%	9%	2%

Physical Development (PD-HLTH):

The Physical Development knowledge or skill areas in this domain include perceptual motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

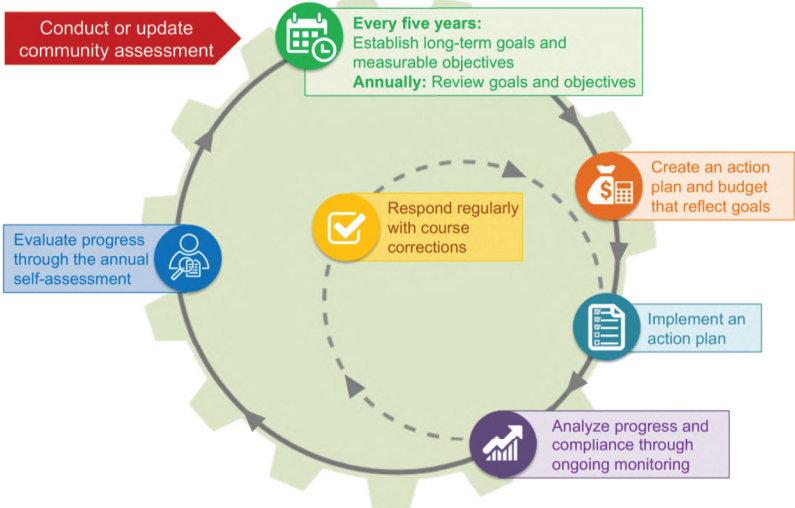
	RE	RL	EE	EM	EL	BE	BM	BL	IE
Spring 2024				1%	1%	9%	27%	36%	26%
Winter 2024				1%	3%	18%	37%	34%	7%
Fall 2023				1%	8%	24%	41%	22%	4%

The vertical line represents the median score for the group.

Key: RE = Responding Earlier, RL = Responding Later, EE = Exploring Earlier, EM = Exploring Middle, EL = Exploring Later, BE = Building Earlier, BM = Building Middle, BL = Building Later, IE = Integrating Earlier

Five-Year Goals — Year One 2023–2024 Progress

Head Start programs engage in a cyclical planning process. Prior to the first year of the five-year project period, the program’s planning team determines strategic goals that are informed by data and findings from the community assessment, annual self-assessment, and related child, family, and community data. These strategic goals set the course for continuous improvement and innovation. It promotes continuous quality improvement and allows programs to work toward the achievement of positive outcomes for children and families. Through this process programs develop goals, objectives, and expected outcomes, and monitor and evaluate progress toward their program goals, which include school readiness goals. They also ensure compliance with the Head Start Program Performance Standards (HSPPS).



Tools for Measuring Progress: DRDP reports, ChildPlus reports, Parent Survey Results, Ongoing Monitoring, CLASS observations, Family survey results, attendance for workshops and conferences, Tools of the Mind information, Staff attendance rates, Staff Survey results, PPS Arc of Professional Learning, Ongoing Monitoring, Dual Language classroom enrollment rates, Enrollment records, ASQ SE data, Coaching documentation, Student Attendance Rate reports, Child Outcomes reports, Staff workshop attendance rates, Follow-Up and Treatment Completion Rates, Health Examination Completion Rates, Family workshop attendance rates, Documentation from mental health workshops, Staff attendance/retention rates

Sources for Objectives: DRDP Reports, Self Assessment, Ongoing Monitoring, Early Learning Outcomes Framework, Parent Family and Community Engagement Framework, CNA, Parent Survey results

Program Goal 1:

PPS Head Start will ensure that all children are ready for academic success in kindergarten and beyond.

Objective 1.1: The program will provide all children with high quality, culturally responsive instruction.

Expected Outcomes:

- 100% of all children enrolled in the Fall will progress two developmental levels by Spring on the DRDP in all domains.
- 100% of students achieve equivalent progress toward ‘Building Later’ across groups disaggregated for race, language, gender, ethnicity, and IFSP status.
- The program will meet the OHS thresholds for CLASS observations: 6 for the Emotional Support domain; 6 for the Classroom Organization domain; 3 for the Instructional Support domain

Five-Year Goals — Year One 2023–2024 Progress

Progress + Challenges:

DRDP Report 5022 shows a summary of all five domains by student. DRDP Report 5040 shows the kids individually in each domain. Using these reports, >80% of students met outcomes.

- How to best utilize data from our assessment tool is a challenge. DRDP tracks developmental progress and skill acquisition from 3 to 5 years old. DRDP provides helpful individualized data about students for teachers, but we are still figuring out how to best aggregate the data for programmatic decision-making and measuring progress towards school readiness goals. We are using TPOT and need to consider additional data sources for program monitoring and quality improvement.

CLASS observations were only conducted in specific classrooms.

- Observed classrooms exceeded thresholds (4 observations)
- T&TA deployed for CLASS training with Education Supervisors and Program Coaches. Training education leadership is part of a plan to build leadership and coaching capacity for future CLASS observation and coaching cycles.

Objective 1.2: The program will actively engage families in their children’s learning progress.

Expected Outcomes:

- 75% of families will report positive outcomes for their children on the year-end Family Survey.
- Mental Health Consultants will offer parenting series at every site to promote program-wide targeted PBIS skills.
- Caregivers will be invited to participate in classroom activities, celebrations and volunteer opportunities.
- Family conferences are held 2x year.

Progress + Challenges:

91% of families reported they received sufficient information about their child’s progress over the course of the year. 89% of families were able to use this info to support learning at home.

- Although there are high satisfaction rates from families, volunteerism has not bounced back to what it was before COVID. Family service and clerical teams considering ways to increase volunteer opportunities for families inside and outside the classroom.
- Attendance at parenting series has been inconsistent. Need to better track attendance.
- Despite disruptions in the year, family conferences were held two times.

Objective 1.3: The program will provide the most vulnerable children with individualized instruction and inclusive learning support. This includes children with learning differences, and/or challenging behavior (as determined by a mental health consultation or an IFSP), and/or Dual language learners.

- 100% of children will grow two levels on DRDP assessment in the language and social-emotional assessment domains.
- 100% of children with an ASQ SE result of monitor/refer will have at least one contact with their mental health consultant or Early Interventionist.
- Students who attend 85% of the time and are eligible for Early Childhood Special Education services or receiving Mental Health consultation will show growth at all assessment points in the Social Emotional Domain.
- All children who have a mental health referral will receive at least 3 contacts per month (either staff or caregivers).
- Educational staff receive timely coaching and support to be able to differentiate instruction for all learning needs.

Five-Year Goals — Year One 2023–2024 Progress

Objective 1.3 (continued)

Progress + Challenges:

21% of enrolled students received special education services; From our screenings as well as from the teacher report of concerns, we have formally referred 133 children to the Multnomah Early Childhood Program (EIEC provider).

- Protected time for team collaboration is needed to support outcomes for SWD.
- Need a consistent lesson plan template across the program to evaluate the effectiveness of planning and differentiation for student needs.

All contact and follow up outcomes were met.

- 19.8% of enrolled children had a mental health referral. 7% of the referrals came from the classroom. Initial data suggest an over-referral of students of color. Further disaggregation of the referral data is needed to assess implicit bias and intersection of health and disability.

Program Goal 2: PPS Head Start will ensure that each child and family will have the supports needed to be healthy and thrive in school every day.

Objective 2.1: 80% of children will be available for learning with an attendance rate of 85% or greater.

Expected Outcomes:

- Individual attendance success plans will be created and updated for children whose attendance falls below 85% by November. Progress will be documented monthly.
- Strong attendance (85% and above) will be positively reinforced program wide quarterly.
- Analyze monthly attendance data to determine trends and successes. Data will be sent to the teacher, FSW, FSM, Education Supervisor and health team monthly.

Progress, + Challenges:

Average attendance rate for the school year is 80%.

- Attendance impacted by a high illness rate this year compared to previous years.
- Looking at data, parents and teachers are not reporting the reason for absences properly. This also applies to tardies/late arrivals.



Five-Year Goals — Year One 2023–2024 Progress

Some families needing an attendance plan might not have one that is meeting their needs.

- Addressing bus ticket requests versus transportation reasons for absences.
- Training needed developing attendance plans, including an exemplar plan.
- Consider incentives to improve attendance rates.

Working on improving Sick Policy adherence and accountability.

- Consistent review (monthly) of data to meet Outcome 3.
- Further disaggregation of the data needed.
- Training needed for consistent coding, especially for Family Concerns in Child Plus.

Objective 2.2: Children’s medical, dental, vision, and hearing needs will be identified early and addressed promptly.

Expected Outcomes:

- The Family Service team will support parents to complete all required health and development screenings within 30/45/90 day timelines.
- The program will increase the amount of needed vision follow up and dental treatment started by 10% from the previous school year.
- Through the lens of health equity, the health team will conduct an ongoing review of the program’s health education materials, processes, and partnerships for achieving health standards.
- Documented support will be given to parents to help them access needed health resources at least monthly.

Progress + Challenges:

Across HS sites, screening completion was >90%.

- In conjunction with revised health policies, address injuries in classrooms through better data entry and prevention measures. Continue to use injury form, monthly review of documentation by health team.

During spring review, 83% of children who needed follow-up for vision had at least one chart note. 11% of children needing appointments had them scheduled.

- Updating vision forms to be more demographic-specific and providing formal deadlines for follow-up can improve care.

During spring review, 81% of children who needed follow-up for dental had at least one note. 32% of children needing appointments had them scheduled.

In our 23-24 SY parent survey, 91% of families were either very satisfied or satisfied with the support they received by staff to address health-related concerns.

Nutrition requires intervention and focus on community partnerships. WellChild data indicated a significant number of children are obese.

- Improve well-child checkups, including advocacy at the state level, establishing school-based health centers, and facilitating access to healthcare for families.

Five-Year Goals — Year One 2023–2024 Progress

Program Goal 3: PPS Head Start will ensure children, families, and staff have access to experiences that support wellness, joy, and mental health.

Objective 3.1: The program will increase families' access to mental health support, including involvement opportunities both at the site and at the community levels.

Expected Outcomes:

- 50% of families will attend family activities - including wellness workshops - during the school year.
- 100% of parents will have access to mental health consultation and parenting curriculum workshops.

Progress + Challenges:

All parents had access to mental health consultation and parenting workshops were conducted at all large sites.

- The team is considering ways to better track attendance and parent feedback from wellness events.

Objective 3.2: The program staff will report improved work satisfaction, and the program will see reduced staff absenteeism.

Expected Outcomes:

- A Wellness Institute will be held annually at the beginning of the school year.
- The Wellness Committee will plan at least one monthly wellness opportunity during the school year.
- The staff handbook will reflect updated attendance policies for staff.
- Staff Survey results will show reduced compassion fatigue and increased work satisfaction compared to previous years.

Progress + Challenges:

A wellness event was held at the beginning of the school year.

- Implemented a Teacher Spotlight at the beginning of each Staff Meeting.
- Included kudos in the bulletin to promote positive recognition.
- Consider adding a feedback mechanism to the Wellness Institute. Introduce "highlight week" for staff to share about themselves.

The staff handbook was updated with the exception of sections that related to labor union agreements that were in bargaining throughout the year.

- Need a specific question in the staff survey to accurately track a reduction in compassion fatigue; same for tracking an increase in work satisfaction.

Objective 3.3: The program will increase pathways for staff and families to communicate about their experience with PPS Head Start.

Expected Outcomes:

- 80% of staff will report strong communication on the End-of-Year Staff Survey.
- 80% of families will report strong communication on the End-of-Year Family Survey.
- 80% of staff will report participating in wellness or mental health support activities.
- Site leaders will hold regular listening sessions with families.
- The Family Service team will communicate with caregivers monthly regarding updated resources.

Five-Year Goals — Year One 2023–2024 Progress

Progress + Challenges:

- Site leaders held monthly Principal Coffee Chats with families.
- Each site planned monthly family engagement activities, at least 50% of families attended at least one event.

Monthly family newsletter sent with updates, resources and engagement opportunities.

- Considering ways to better align with elementary schools, particularly with families who have multiple children (including Head Start) at the school.

91% of families reported receiving communication in their home language, and at least 80% of families reported that various forms of communication were helpful or very helpful.

- Need to ensure that everyone who is hosting an event knows the process and is able to enter attendance; this should include clear guidance on what is and what is not considered family engagement.

Program Goal 4: PPS Head Start will ensure that the diversity of every child, family, and staff member is valued and reflected in all program actions and decisions.

Objective 4.1: The program will increase pathways for parents to receive information and to engage in PPS Head Start.

Expected Outcomes:

- 100% of families will be offered volunteer opportunities, both in the classroom and/or other program areas.
- There will be an increased Policy Council participation with representatives from 50% of sites attending monthly PC meetings.
- 20% of current staff are former Head Start students or parents.
- The PPSHS social media, department website, newsletter, and school website will be updated regularly by designated staff. Management team and staff will submit relevant information for families.
- The leadership team will conduct an ongoing review of communication tools through an equity lens, modifying and/or adding as needed.

Progress + Challenges:

Policy Council has 50% participation with representatives from 50% of sites but attendance is inconsistent.

- October attendance is high, then decreases. Evening meetings can be busy for families but Saturday meetings may not be ideal.
- Suggestions include staggered staff start times, enhanced community building efforts, and breaking up training components across multiple meetings.
- Family Service Workers are crucial for family comfort and personal invites increase parent attendance.

20% of current staff are former Head Start students or parents.

Consider utilizing more social media platforms like Smore, increasing staff event submissions, and exploring the effectiveness of two Facebook pages.

- Addressing concerns about average newsletter reading times, age demographics, and expanding social media presence like TikTok and Instagram are also important.
- Collaboration with the District Comms team is needed for wider outreach.

Five-Year Goals — Year One 2023–2024 Progress

Objective 4.2: Provide meaningful and relevant professional development for all PPS Head Start staff.

Expected Outcomes:

- 100% of staff will receive at least 15 units of professional development related to their Head Start responsibilities.
- 100% of staff will have an opportunity to share professional development topics that would be helpful in their job.
- 75% of staff will report professional development opportunities were meaningful and relevant.
- Family Service staff will receive training on Motivational Interviewing and working with challenging behaviors.
- Educational staff will participate in regular professional development and instructional coaching. All PD and instructional coaching will be standards and curriculum-aligned.

Progress + Challenges:

All classified staff had opportunities for meaningful, job-relevant professional development.

All classified staff met the goal of 15 units of professional development for the year.

- Ensuring all part time staff have access to devices for virtual training
- Offer the same training to EAs that teachers receive - 10 hours over the course of the year on non-child days
- Increase training/cross-training opportunities for clerical staff

Staff Survey reports staff would like future training on the following topics:

- Phonological knowledge and alphabet knowledge
- Classroom assessment - DRDP
- Supporting native/indigenous students
- Opportunities to learn from other staff/shadow in other classrooms

Objective 4.3: Students, families and staff will have opportunities to share their cultures, languages and traditions within the program.

Expected Outcomes:

- 100% of families and children's identities are reflected in respectful and meaningful ways throughout the program.
- 100% of families report that their family culture is respected and valued by the program on the Family Survey.
- 100% of staff report experiencing opportunities to share their culture, language and traditions with their colleagues.

Progress + Challenges:

87% of families feel the program is knowledgeable, respectful, and inclusive of their culture. All large sites hosted cultural performances and celebrations to students and families.

- The program continues to seek ways to increase culturally-affirming opportunities for families. Ideas include volunteering at the school (not just in the classroom), monitoring/organizing pantries, Smart Readers, chaperones, student helpers, buddy reader programs, take-your-kids to work, decorating, supporting events
- Clerical team is developing a more consistent way to track volunteer hours in ChildPlus.

Community Partners

Portland Public Schools Head Start is actively involved in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners. We work diligently to improve the delivery of community services to children and families.

Partnerships are established within our school district between programs such as curriculum and instruction, student services, early childhood education, transportation, nutrition services, special education, English as a Second Language, technology services. City-wide partnerships are numerous and include health, social service and early childhood education organizations, colleges and universities, ESDs, and more.



Many thanks to our numerous community partners, including—but not limited to—the following:

A Children’s Place Bookstore
 Albina Early Head Start Family Center
 Black Parent Initiative
 Bradley Angle House
 Bravo Youth Orchestra
 CASA For Children
 Casey Eye/OHSU/Elks Preschool Vision Program
 Catholic Charities
 Childcare Resource & Referral
 Children’s Book Bank
 Children’s Community Clinic
 Community Immunization Clinic
 Community Warehouse
 Dental 3
 DHS
 Dougy Center
 El Programa Hispano Católico
 Francis Center
 Helensview School
 Home Forward
 Human Solutions
 Impact NW
 Impact NW Child & Family Services
 IRCO (Immigrant and Refugee Community Organization)
 JOIN
 La Clinica de Buena Salud

Lutheran Family Services
 Mainspring
 MESD
 Metropolitan Family Services
 MHCC Head Start
 Morrison Child & Family Services
 Mt. Scott Community Center
 Mult. County Health Clinics
 Mult. County Library Outreach
 Mult. County Women & Children’s Recovery Center
 NARA Indian Health Clinic
 NARA Wellness And Youth Center
 New Columbia Apartments
 New Hope Baptist Church
 North By NW Community Health Center
 NW Primary Care Sellwood Moreland Health Center
 OHSU CDRC/Case Manager
 OHSU Doernbecher Children’s Hospital
 OHSU Richmond Family Health Center
 OHSU Russell Street Dental Clinic
 Operation Nightwatch/SE Hospitality Center
 Oregon Outreach
 Oregon Pediatrics
 PCC Metropolitan Workforce Training Center

Pioneer United Methodist Church
 PIVOT Job Corps Center
 Planned Parenthood NE Health Center
 Planned Parenthood SE Health Center
 Portland Children’s Levy
 Portland Homeless Family Solutions
 Portland Housing Center
 Portland Work Source Metro
 Portland Work Source SE
 Providence Medical Group
 Providence Swindells Resource Center
 Reach Community Development
 Rose Community Development
 Rosewood Family Health
 Russian Oregon Social Services
 Salvation Army Family Services
 Self-Enhancement, Inc.
 Shriners Hospital Social Work
 Southeast Uplift
 The ARC of Mult. County
 Transition Project Walnut Park Shelter
 University Park Dental
 Urban League Youth Family Services
 VOA Youth & Family Services
 YMCA Northeast Community Center
 YMCA Southeast Child Development Center





PORTLAND
Public Schools



PPS Early Learners Office

4803 NE 7th Ave
Portland, OR 97211
Phone: 503-916-5449
www.pps.net/prek

PPS Head Start Locations

Applegate • 7650 N Commercial St, 97217

Boise-Eliot/Humboldt • 620 N Fremont Ave, 97227

Clarendon Early Learning Academy

• 9325 N Van Houten Ave, 97203

Creston Annex • 4620 SE Powell Blvd, 97206

Faubion • 2930 NE Dekum St, 97211

Grout • 3119 SE Holgate St, 97202

Jason Lee • 2222 NE 92nd Ave, 97220

Kelly Center • 9015 SE Rural St, 97266

Rosa Parks • 8960 N Woolsey Ave, 97203

Sacajawea 4800 NE 74th Ave, 97218

Sitton • 9930 N Smith St, 97203

Whitman • 7326 SE Flavel St, 97206

PPS Early Learners Leadership Team

Dana Stiles

Director of Early Learners

Amparo Garcia-Yurchenco

Early Learners Administrator

Terry Marchyok

Early Learners Administrator

Mary Pearson

Early Learners Administrator

Jason Roepel

Early Learners Administrator

Rhiannon Martin

Family Service Manager

Daniella DeYoung

Inclusion Manager

Paula Zaninovich

Mental Health Manager

Keely Moon, RN

Nurse Consultant

Nikki Zanotti

Health Coordinator

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PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

STAFF REPORT

Date: 3/20/2025

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 Portland Public Schools Head Start.**

1. Updated PPS Head Start Policy & Procedures

1.A. Parent Policy Council – PPS Head Start has revised Parent Policy Council procedures in accordance with the Head Start Program Performance Standard §1301.3(c) , program grant requirements, and the current approved Policy Council Bylaws. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Community Assessment – PPS Head Start has revised the Community Assessment policy and procedure to align the Head Start Program Performance §1302.11 – Determining community strengths, needs, and resources. PPS Early Learners will conduct a comprehensive community needs assessment at least every five years. This community needs assessment will be updated annually in order to ensure appropriate design and delivery of services to meet the needs within the defined service area. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.D. Active Supervision – PPS Head Start has written an Active Supervision Policy that aligns the Head Start Performance Standards §1302.90 – Personnel policies. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct. PPS Head Start Parent Policy Council will review this procedures on April 9, 2024. Board approval of new

policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. 2023 – 2024 PPS Head Start Program Annual Report

The Head Start Program Performance Standards provide requirements and procedures for the Annual Report. The Annual Report includes yearlong information regarding Head Start program data. It is used as a community resource and contains information from the Program Information Report (PIR). Program budget information is also shared in the annual report. PPS Head Start Parent Policy Council reviewed the Program Annual Report on January 15, 2025. A Board Letter of Approval and Resolution are requested.

3. 2024 – 2025 PPS Head Start Program Self-Assessment Timeline

The [annual Self-Assessment](#) is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the Self-Assessment Timeline on December 11, 2024. A Board Letter of Approval and Resolution are requested.

4. 2023 – 2024 PPS Head Start Program Information Report (PIR)

The annual Program Information Report provides comprehensive data on the services, staff, children, and families served by Head Start. All grantees are required to submit a PIR each year. The PIR is an important source of descriptive and service data for the Head Start community, their partners, Congress, and for the general public. PIR data is compiled for use at the federal, regional, state, and local levels. This report is for the Governing Body's information only. Governing Body approval is not required.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Training & Selection Criteria for SY25-26

PPS Early Learners enrolls students in Head Start according to Section 645 of the Head Start Act. Federal Poverty Guidelines are used to determine income eligibility for participation in Head Start programs. The poverty guidelines are adjusted for families of different sizes and may be used to determine financial eligibility for certain federal programs such as Head Start services. The guidelines are issued each year in the Federal Register, and as such, the program must provide an annual training to the Parent Policy Council and board on their [ERSEA procedures](#) and Enrollment Selection Criteria for the following school year. PPS Head Start Parent Policy Council received training and approved the SY25-26 Enrollment Selection Criteria on March 12, 2025. Board approval is required. A Board Letter of Approval and Resolution are requested.

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PPS Head Start submitted its mid-year report as required by the Portland Children's Levy (PCL). The PCL funds four of the Head Start program's teachers and two educational assistants. The mid-year report is provided for informational awareness only. Board approval of the report is not required.

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. Policy Council fiscal documentation is linked in the meeting notes.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items on November 13, 2024, December 11, 2024, January 15, 2025, February 12, 2025, and March 12, 2025 as noted above and as reflected in the attached meeting minutes.

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:

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- *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.

KH (Initials) – *Kristina Howard*

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RESOLUTION No. 7086

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. Determining community strengths, needs, and resources is a grant requirement. PPS Early Learners will conduct a comprehensive community needs assessment at least every five years. This community needs assessment will be updated annually in order to ensure appropriate design and delivery of services to meet the needs within the defined service area.

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.

Determining Community Strengths, Needs, and Resources

Performance Standard

§ 1302.11 Determining community strengths, needs, and resources.

(a) Service area.

- (1) A program must propose a service area in the grant application and define the area by county or sub-county area, such as a municipality, town or census tract or jurisdiction of a federally recognized Indian reservation.
 - (i) A tribal program may propose a service area that includes areas where members of Indian tribes or those eligible for such membership reside, including but not limited to Indian reservation land, areas designated as near-reservation by the Bureau of Indian Affairs (BIA) provided that the service area is approved by the tribe's governing council, Alaska Native Villages, Alaska Native Regional Corporations with land-based authorities, Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established reservation.
 - (ii) If the tribe's service area includes any area specified in paragraph (a)(1)(i) of this section, and that area is also served by another program, the tribe may serve children from families who are members of or eligible to be members of such tribe and who reside in such areas as well as children from families who are not members of the tribe, but who reside within the tribe's established service area.
- (2) If a program decides to change the service area after ACF has approved its grant application, the program must submit to ACF a new service area proposal for approval.

(b) Community wide strategic planning and needs assessment (community assessment).

- (1) A program must conduct a comprehensive community assessment at least once over the five-year grant period and annually review and update if any significant changes are needed as described in paragraph (b)(5) of this section to:
 - (i) Identify populations most in need of services including prevalent social or economic factors, challenges, and barriers experienced by families and children;
 - (ii) Inform the program's design and to ensure equitable, inclusive, and accessible service delivery that reflect needs and diversity of the community;
 - (iii) Inform the enrollment, recruitment, and selection process to prioritize the enrollment of those populations with relevant circumstances identified under paragraph (b)(1)(i) of this section;
 - (iv) Identify strengths and resources in the community that can be leveraged for service delivery, coordination, and partnership efforts for education, health, nutrition, and referrals to social services to eligible children and families; and,
 - (v) Identify the communication methods and modalities available to the program that best engage with prospective and enrolled families in accessible ways.
- (2) In conducting the community assessment, the program must collect and utilize data that describes community strengths, needs, and resources and include, at a minimum:
 - (i) Relevant demographic data about eligible children and expectant mothers, including:
 - (A) Race and ethnicity;
 - (B) Children living in poverty;
 - (C) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A));
 - (D) Children in foster care;
 - (E) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies; and
 - (F) Geographic location and languages they speak.
 - (ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors, challenges, and barriers to program participation such as

Performance Standard § 1302.11 Determining community strengths, needs, and resources.

- transportation needs;
 - (iii) Typical work, school, and training schedules of parents with eligible children;
 - (iv) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded State and local preschools, and the approximate number of eligible children served and their ages;
 - (v) Resources that are available in the community to address the needs of eligible children and their families, especially transportation resources, and culturally appropriate and responsive supports;
 - (vi) Strengths of the community; and,
 - (vii) Gaps in community resources in areas relevant to addressing the needs of eligible children and their families such as gaps in health and human services, housing assistance, food assistance, employment assistance, early childhood development, and social services.
- (3) Programs should have a strategic approach:
- (i) To determine what data to acquire to reach goals in paragraph (b)(1) of this section prior to conducting the community assessment; and
 - (ii) For how to use the data acquired to reach goals in paragraph (b)(1) of this section after conducting the community assessment.
- (4) When determining what data to acquire under paragraph (b)(2) of this section programs should consider what information is most relevant to inform services for families most in need. Data gathering should be informed by the program's understanding of the community and be intentionally designed to help the program identify community strengths, needs and resources, and plan the program accordingly. Programs are not required to collect all information themselves; rather programs should utilize community partners and utilize existing available data sources relevant to the local community.
- (5) A program must annually review and, where needed, update the community assessment to identify any significant shifts in community demographics, needs, and resources that may impact program design and service delivery. As described in paragraph (b)(4) of this section, programs should consider results from their self-assessment as required in subpart J of this part (§§ 1302.101 through 1302.103) and their annual funding application to inform this process. The annual update review must consider at a minimum: changes related to children and families experiencing homelessness; how the program addresses equity, accessibility, and inclusiveness in its provision of services; and changes to the availability of publicly-funded pre-kindergarten and whether it meets the needs of families. Programs must consider how the annual review and update can inform and support management approaches for continuous quality improvement, program goals, and ongoing oversight.
- (6) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less than its eligible funded enrollment.

Policy

PPS Early Learners will conduct a comprehensive community needs assessment at least every five years. This community needs assessment will be updated annually in order to ensure appropriate design and delivery of services to meet the needs within the defined service area.

Procedure

1. PPS Early Learners serves children in Multnomah County within the boundaries of the Portland Public School District on the east side of the Willamette River. MOU will be established and reviewed annually between fellow Head Start funded programs within Multnomah County.
2. A full community needs assessment will be completed every five years. The information will be used to inform the next five year grant application. The community needs assessment will include at a minimum the information mandated by Performance Standards. The report will contain:
 - a. Number of eligible children, including relevant demographic information
 - b. Children experiencing homelessness

Performance Standard § 1302.11 Determining community strengths, needs, and resources.

- c. Children in foster care
 - d. Children with disabilities
 - e. Education, health, nutrition and social service needs of children, including any barriers to participation in the program
 - f. Work/school schedules of eligible families
 - g. Other preschool opportunities in the community
 - h. Resources for families, including strengths and gaps in the community
3. The program will update the community needs assessment annually to identify any significant shifts in needs, demographics, resources, etc in order to evaluate program design and implementation.
 4. The program will continue to partner with various publicly funded programs to ensure children and families are receiving appropriate services to meet their needs, both in preschool enrollment and community resources.

DRAFT



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

STAFF REPORT

Date: 3/20/2025

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 Portland Public Schools Head Start.**

1. Updated PPS Head Start Policy & Procedures

1.A. Parent Policy Council – PPS Head Start has revised Parent Policy Council procedures in accordance with the Head Start Program Performance Standard §1301.3(c), program grant requirements, and the current approved Policy Council Bylaws. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Community Assessment – PPS Head Start has revised the Community Assessment policy and procedure to align the Head Start Program Performance §1302.11 – Determining community strengths, needs, and resources. PPS Early Learners will conduct a comprehensive community needs assessment at least every five years. This community needs assessment will be updated annually in order to ensure appropriate design and delivery of services to meet the needs within the defined service area. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.D. Active Supervision – PPS Head Start has written an Active Supervision Policy that aligns the Head Start Performance Standards §1302.90 – Personnel policies. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct. PPS Head Start Parent Policy Council will review this procedures on April 9, 2024. Board approval of new

policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. 2023 – 2024 PPS Head Start Program Annual Report

The Head Start Program Performance Standards provide requirements and procedures for the Annual Report. The Annual Report includes yearlong information regarding Head Start program data. It is used as a community resource and contains information from the Program Information Report (PIR). Program budget information is also shared in the annual report. PPS Head Start Parent Policy Council reviewed the Program Annual Report on January 15, 2025. A Board Letter of Approval and Resolution are requested.

3. 2024 – 2025 PPS Head Start Program Self-Assessment Timeline

The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the Self-Assessment Timeline on December 11, 2024. A Board Letter of Approval and Resolution are requested.

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6. Certification of Health & Safety Screening

The Office of Head Start requires the submission of a health and safety screener as a part of the 5-year grant award. This is conducted in collaboration between PPS Head Start staff and district departments (ie Facilities, Risk, Nutrition, etc.) Board Chair signature is required.

7. Portland Children’s Levy Mid-Year Report

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ANALYSIS OF SITUATION

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COMMUNITY ENGAGEMENT

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TIMELINE FOR IMPLEMENTATION / EVALUATION

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BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

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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:

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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.

__KH__ (Initials) – Kristina Howard

ATTACHMENTS

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RESOLUTION No. 7087

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.
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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.



PPS Head Start Self-Assessment Timeline 2024-25

December 2024

- Policy Council Approval of Self-Assessment Timeline and Process, identify 1-2 parents to sit on committee
- Formation of Self-Assessment Committee

January 2025 (1/30)

- Orient Self-Assessment Committee to:
 - Self-assessment process
 - Related Performance Standards
- Review 5-year goals and objectives
- Review School Readiness Goals
- Determine who/what data is needed to review progress (ie. attendance data, DRDP data, enrollment data, health data)
- Identify protocol to analyze data ([Project Zero](#) or [CLEE](#))

February-April 2025 (2/20, 3/6, 4/17)

- Small groups review program data to assess progress toward goals, groups rotate monthly
- Review survey questions prior to April meeting
- Send Family and Staff Surveys (in early May)

May 2025 (5/8)

- Review survey results
- Review updated Community Needs Assessment
- Draft Self Assessment Report
 - Year 1 progress
 - School Readiness Goal progress
 - Parent and Staff Survey results

June 2025 (5/22-earlier due to end of school year)

- Review DRDP final data
- Finalize Draft Report
- Policy Council review and approve Self Assessment Report

July 2025

- Finalize Self-Assessment Report
- Submit to Grantors



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: Program Self-Assessment Timeline 2025

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved the program's Self-Assessment timeline for SY24-25

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

Thank you.

Head Start Director

12/11/2024

Date

Governing Board Chair

Date



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

STAFF REPORT

Date: 3/20/2025

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

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- G. 2024-2025 Self-Assessment Timeline
- H. 2024-2025 Self-Assessment Timeline Board Approval Letter
- I. 2024-2025 Self-Assessment Timeline Board Resolution
- J. 2023-2024 Program Information Report (PIR)
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- L. 2025-26 ERSEA Training & Selection Criteria Board Approval Letter
- M. 2025-26 ERSEA Training & Selection Criteria Board Resolution
- N. Certification of Health and Safety Screening
- O. Portland Children's Levy Mid-Year Report
- P. 11.13.24 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report
- Q. 12.11.24 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report
- R. 1.15.25 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report
- S. 2.12.25 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report
- T. 3.12.25 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report

RESOLUTION No. 7088

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. PPS Early Learners enrolls students in Head Start according to Section 645 of the Head Start Act. The guidelines are issued each year in the Federal Register, and as such, the program must provide an annual training to the Parent Policy Council and board on their Eligibility, Recruitment, Selection, Enrollment and Attendance procedures and Enrollment Selection Criteria for the following 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.

ERSEA Annual Training

Eligibility, Recruitment, Selection, Enrollment and Attendance



PORTLAND
Public Schools

Eligibility

In order to enroll in Portland Public Schools PreK children must:

- Live within the PPS School District boundaries, east of the Willamette River
- Be 3 or 4 years old by September 1st
- Be determined eligible (some priority populations include low SES, experiencing homelessness, receiving SNAP/TANF/SSI, in foster/kinship care, refugee status)
- Income based eligibility:
 - Families under 130% are eligible for all three funding streams.
 - Families under 200% are eligible for Preschool Promise and Preschool for All
 - Families over 200% are eligible for Preschool for All.



Recruitment

- Recruitment is a year-round, team supported activity
- Community Needs Assessment (updated annually) is used to identify key recruitment areas
- Some ways we recruit for our waiting list:
 - Posters at PPS schools
 - District Comms supporting community messaging
 - Community partner notifications
 - Banners and A-frame signs at all sites
 - Yard signs (let us know if you want one!)
 - Community resources fairs and networking events
 - Social media/Website updates
 - Open House events at all locations
 - Word of mouth through current and past enrolled families

Selection

We focus on enrolling children with the least access to quality preschool and have several priority populations. Once applications are submitted they are placed on a weighted wait list based on the information provided. We do not enroll on a first come, first served basis. Our [selection criteria](#) are approved annually but our Parent Policy Council and governing board (PPS School Board).

Examples of priority populations that increase enrollment potential:

- Children experiencing homelessness
- Children in foster care
- Children with developmental disabilities
- Children of color (specifically Black, African, Refugee, Latinx, American Indian or Alaska Native)
- Children who speak English as a second language
- Children who have experienced trauma

SELECTION CRITERIA 2024-25

AREA	DESCRIPTION	POINTS
Inclusion		(Entered by Inclusion staff)
Diagnosed Condition	MECP	10
No Disability	None	00
Income		(auto assigned by ChildPlus)
Under 100% of FPL	Elig	200
Public Assistance	TANF/SSI	200
Foster Child	Foster	200
Verified Homeless	Homeless	200
100-130% of FPL	130%	100
130-200% of FPL	200%	50
Over 200% of FPL	Over	00
Other Factors		(entered by PS team)
Transfer from other HS or EHS	Tran or EHS	75
Referral from another agency	Ref	50
Sibling enrolled in last 5 years	Sib	10
Other environmental factors: former or current parental incarceration, divorce, drug/alcohol addiction, domestic violence, child abuse/neglect, death or significant health need in household, presence of significant community violence, parent in military, English Language Learners, Black/African/Refugee or Native American status, unstable or poor housing conditions	Need	10 pts per issue
Age		(auto assigned by ChildPlus)
Four by September 1st	Four	100
Four by December 31st	3 ½	50
Three	Three	00

Enrollment

Updates:

- Starting July 1 PPS Early Learners has updated our enrollment team to include three dedicated enrollment staff who focus on this role throughout the school year.
- Since July 1, 2024 that team has completed 66% of our current program enrollment
- The Pre K application opened March 1st, we are already enrolling families for next school year

Timeline:

- Enrollment for new children starts in March and continues through the Spring and Summer
- Enrollment for returning children starts immediately following Spring Break
- Classroom placement occurs in August

Notes on our process:

- Enrollment team supports parents through the enrollment process in order to complete all required forms
- As a part of ongoing training our team is trained on how to conduct respectful and sensitive interviews with parents during the enrollment process.
- All families receive an initial Teacher home visit before starting in the classroom

Attendance



Get ready for one of the biggest adventures of your child's life!

School will be starting soon. These tips can help your children look forward to attending school every day.

Did you know that missing just one or two days of preschool or kindergarten every few weeks can make it harder for children to develop reading skills, and to be prepared for kindergarten or first grade?

Adventure Time!

Take your child to visit the school to see the building

- If possible, meet their teacher and visit their classroom!
- Visit with neighbors to see who is going to the same school. It's always fun to have a buddy.
- Explore a pick-up and drop off sharing plan with neighbors, or a "Walking School Bus."
- Respond right way to outreach from your child's teacher. Ask any questions you have!

Story Time!



- Our program monitors attendance regularly, following up with all families whose children are absent for more than two consecutive days to determine if supports are needed
- If a child falls below 85% attendance the Family Service Worker creates an Attendance Success Plan with the family to increase attendance
- Attendance is monitored for the program as a whole in order to address systemic or common attendance barriers for families

Questions?

Contact-Rhiannon Martin
Program Manager-Enrollment & Data

rhmartin@pps.net

971-706-1806

**Parent Policy Council and Governing Board (PPS School Board) approval is required to approve our current selection criteria.*



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Robert Colombini
Regional Program Manager
Office of Head Start

Subject: ERSEA Eligibility Policy – Revised 2025

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

3/20/2025

Date

Governing Board Chair

Date



2025-26 Selection Criteria

AREA	DESCRIPTION	POINTS
Inclusion		(Entered by Inclusion staff)
Diagnosed Condition	MECP	10
No Disability	None	00
Income		
		(auto assigned in CP)
Under 100% of FPL	Elig	200
Public Assistance	TANF/SSI	200
Foster Child	Foster	200
Verified Homeless	Homeless	200
100-130% of FPL	130%	100
130-200% of FPL	200%	50
Over 200% of FPL	Over	00
Other Factors		
		(entered by FA team)
Transfer from other HS or EHS	Tran or EHS	75
Referral from another agency	Ref	50
Sibling enrolled in last 5 years	Sib	10
Other environmental factors: former or current parental incarceration, divorce, drug/alcohol addiction, domestic violence, child abuse/neglect, death or significant health need in household, presence of significant community violence, parent in military, English language learners, unstable or poor housing conditions, or other priority population status	Need	10 pts per issue
Age		
		(auto assigned in CP)
Four by September 1st	Four	100
Four by December 1 st	3 ½	50
Three	Three	00



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

STAFF REPORT

Date: 3/20/2025

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 Portland Public Schools Head Start.**

1. Updated PPS Head Start Policy & Procedures

1.A. Parent Policy Council – PPS Head Start has revised Parent Policy Council procedures in accordance with the Head Start Program Performance Standard §1301.3(c), program grant requirements, and the current approved Policy Council Bylaws. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Community Assessment – PPS Head Start has revised the Community Assessment policy and procedure to align the Head Start Program Performance §1302.11 – Determining community strengths, needs, and resources. PPS Early Learners will conduct a comprehensive community needs assessment at least every five years. This community needs assessment will be updated annually in order to ensure appropriate design and delivery of services to meet the needs within the defined service area. PPS Head Start Parent Policy Council approved these revised procedures on December 11, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.D. Active Supervision – PPS Head Start has written an Active Supervision Policy that aligns the Head Start Performance Standards §1302.90 – Personnel policies. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct. PPS Head Start Parent Policy Council will review this procedures on April 9, 2024. Board approval of new

policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. 2023 – 2024 PPS Head Start Program Annual Report

The Head Start Program Performance Standards provide requirements and procedures for the Annual Report. The Annual Report includes yearlong information regarding Head Start program data. It is used as a community resource and contains information from the Program Information Report (PIR). Program budget information is also shared in the annual report. PPS Head Start Parent Policy Council reviewed the Program Annual Report on January 15, 2025. A Board Letter of Approval and Resolution are requested.

3. 2024 – 2025 PPS Head Start Program Self-Assessment Timeline

The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the Self-Assessment Timeline on December 11, 2024. A Board Letter of Approval and Resolution are requested.

4. 2023 – 2024 PPS Head Start Program Information Report (PIR)

The annual Program Information Report provides comprehensive data on the services, staff, children, and families served by Head Start. All grantees are required to submit a PIR each year. The PIR is an important source of descriptive and service data for the Head Start community, their partners, Congress, and for the general public. PIR data is compiled for use at the federal, regional, state, and local levels. This report is for the Governing Body's information only. Governing Body approval is not required.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Training & Selection Criteria for SY25-26

PPS Early Learners enrolls students in Head Start according to Section 645 of the Head Start Act. Federal Poverty Guidelines are used to determine income eligibility for participation in Head Start programs. The poverty guidelines are adjusted for families of different sizes and may be used to determine financial eligibility for certain federal programs such as Head Start services. The guidelines are issued each year in the Federal Register, and as such, the program must provide an annual training to the Parent Policy Council and board on their ERSEA procedures and Enrollment Selection Criteria for the following school year. PPS Head Start Parent Policy Council received training and approved the SY25-26 Enrollment Selection Criteria on March 12, 2025. Board approval is required. A Board Letter of Approval and Resolution are requested.

6. Certification of Health & Safety Screening

The Office of Head Start requires the submission of a health and safety screener as a part of the 5-year grant award. This is conducted in collaboration between PPS Head Start staff and district departments (ie Facilities, Risk, Nutrition, etc.) Board Chair signature is required.

7. Portland Children’s Levy Mid-Year Report

PPS Head Start submitted its mid-year report as required by the Portland Children’s Levy (PCL). The PCL funds four of the Head Start program’s teachers and two educational assistants. The mid-year report is provided for informational awareness only. Board approval of the report is not required.

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. Policy Council fiscal documentation is linked in the meeting notes.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items on November 13, 2024, December 11, 2024, January 15, 2025, February 12, 2025, and March 12, 2025 as noted above and as reflected in the attached meeting minutes.

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.

__KH__ (Initials) – Kristina Howard

ATTACHMENTS

- A. Policy and Procedures
 - a. Parent Policy Council
 - b. Community Assessment
 - c. Active Supervision
- B. Policy and Procedures Board Approval Letter
 - a. Parent Policy Council
 - b. Community Assessment
 - c. Active Supervision
- C. Policy and Procedures Board Resolution
 - a. Parent Policy Council
 - b. Community Assessment
 - c. Active Supervision
- D. 2023-2024 Program Annual Report
- E. 2023-2024 Program Annual Report Board Approval Letter
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- S. 2.12.25 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report
- T. 3.12.25 PPS Head Start Parent Policy Council Meeting Minutes and Financial Report

RESOLUTION No. 7089

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start has revised Parent Policy Council procedures in accordance with program performance standards, grant requirements, and the current approved Policy Council Bylaws.

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

Robert Colombini
Regional Program Director
Office of Head Start

Subject: Parent Policy Council

Dear Mr. Robert Colombini,

Portland Public Schools Head Start Governing Board has approved the program’s revised Parent Policy Council procedures.

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

Thank you.

Head Start Director

3/20/2025

Date

Governing Board Chair

Date

Policy Council and Policy Committee

Head Start Performance Standard

§1301.3 Policy council and policy committee

- (a) Establishing policy councils and policy committees. Each agency must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level. If an agency delegates operational responsibility for the entire Head Start program to one delegate agency, the policy council and policy committee may be the same body.
- (b) Composition.
- (1) A program must establish a policy council in accordance with section 642(c)(2)(B) of the Act, or a policy committee at the delegate level in accordance with section 642(c)(3) of the Act, as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the policy council and on the policy committee at the delegate level.
 - (2) The program must ensure members of the policy council, and of the policy committee at the delegate level, do not have a conflict of interest pursuant to sections 642(c)(2)(C) and 642(c)(3)(B) of the Act. Staff may not serve on the policy council or policy committee at the delegate level except parents who occasionally substitute as staff. In the case of tribal grant recipients, this exclusion applies only to tribal staff who work in areas directly related to or which directly impact administrative, fiscal, or programmatic issues.
- (c) Duties and responsibilities.
- (1) A policy council is responsible for activities specified at section 642(c)(2)(D) of the Act. A policy committee must approve and submit to the delegate agency its decisions in each of the following areas referenced at section 642(c)(2)(D)(i) through (vii) of the Act.
 - (2) A policy council, and a policy committee at the delegate level, must use ongoing monitoring results, data on school readiness goals, other information described in §1302.102, and information described in section 642(d)(2) of the Act to conduct its responsibilities.
- (d) Term.
- (1) A member will serve for one year.
 - (2) If the member intends to serve for another year, s/he must stand for re-election.
 - (3) The policy council, and policy committee at the delegate level, must include in its bylaws how many one-year terms, not to exceed five terms, a person may serve.
 - (4) A program must seat a successor policy council, or policy committee at the delegate level, before an existing policy council, or policy committee at the delegate level, may be dissolved.
- (e) Reimbursement. A program must enable low-income members to participate fully in their policy council or policy committee responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the low-income members.

Policy

PPS Early Learners will establish a parent policy council in accordance with the Head Start Performance Standards, program grant requirements, and the current approved [Policy Council Bylaws](#).

Procedure

1. Composition of the Policy Council will be determined during the first site-level family gathering. Each site will elect at least one representative per site, with no more than two representatives per classroom. Policy Council membership is established by October 31st annually, PPS employees and members of their immediate family are prohibited from serving on Policy Council.
2. Roles and responsibilities of the Policy Council will include, but not be limited to, approval and submission to the Governing Body decisions about each of the following activities:
 - A. 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.
 - B. Program recruitment, selection and enrollment priorities.
 - C. Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
 - D. Budget planning for program expenditures, including policies for reimbursement and participation in Policy Council activities.
 - E. Bylaws for the operation of the Policy Council.
 - F. Program personnel policies and decisions regarding the employment of program staff, consistent with Section 642(c) paragraph (1)(E)(IX) of the Head Start Act, including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.
 - G. Developing procedures for how members of the Policy Council will be selected.
 - H. Recommendations on the selection of delegate agencies and the service areas for such agencies.
 - I. Approve the amount and the use of the Parent Activity Funds that are allocated to the Policy Council.
3. Caregivers are asked to complete their Oct–Oct term and continue in a policy council role until new parents are elected. No caregiver shall serve more than five consecutive terms on the Policy Council.
4. Reimbursement
 - A. Childcare will be provided so parents can participate in Policy Council and parent committees.
 - B. Bus tickets provided as needed.
 - C. Program will cover all costs of members attending state/regional training.
 - D. Parents will receive reimbursement for reasonable and agreed upon expenses
 - E. Appropriate expense receipts must be maintained.



PORTLAND PUBLIC SCHOOLS

ENROLLMENT & TRANSFER CENTER

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3205 / Fax: (503) 916-3699

Date: March 25, 2025

To: School Board

From: Deborah Giles, Interim Chief Technology Officer
Judy Brennan, Director, Enrollment and Transfer

Subject: 2025-26 Inter-District Transfers

BACKGROUND

Oregon School Boards are required by law to determine annually the standard inter-district transfers procedures for their districts. This memo summarizes the outcomes of the 2024-25 standard interdistrict transfer process and provides information about Right to Return and emergency/hardship transfers, for context.

For the 2025-26 school year, staff recommends a continuation of the following standard inter-district transfer procedures:

1. An unlimited number of non-resident students currently attending PPS schools will be allowed to return to the same schools next year, or to change to a different PPS schools where space is available.
2. An unlimited number of non-resident applicants who have siblings currently attending PPS schools will be allowed to enroll in PPS, if space is available at their requested schools.
3. Up to 100 additional students will be allowed to enroll in PPS, so long as space is available at their requested schools.
4. An unlimited number of students will be released to remain in the districts they are currently attending, if they moved into the PPS district within the past twelve months..
5. An unlimited number of PPS resident students will be released to other districts where their siblings are currently enrolled.

In addition to these standard interdistrict procedures, PPS will continue the Right to Return transfer partnership which was launched in 2023. Right to Return offers students who live in David Douglas, Parkrose and Reynolds school districts a simplified transfer process into most North/Northeast Portland Public schools, in recognition of the generational harmful effects of urban renewal and gentrification.

RELATED POLICIES/BEST PRACTICES

PPS 4.10.040-P, Inter-District Transfers

ANALYSIS OF SITUATION

Overview

The rate of PPS students who live in other districts has increased slightly over the past ten years, from 2.4% to 3.3%. Most students who attend PPS schools while living in other districts started as resident students and then moved out of the PPS boundary. Inter-district transfers are an important tool for providing educational continuity for such students, as well as others seeking specialized programs not available in their home districts.

Table 1: District and Non-resident enrollment comparison: 2014-15 and 2024-25 school years

	2014-15	2024-25	Change
PPS students who reside in other districts	1,169	1,466	+297
Total enrollment	48,469	44,359	-4,110
Percentage of all students	2.4%	3.3%	+.9%

Source: [PPS Research, Assessment & Accountability](#), March, 2024

Students who attend PPS schools and live in other districts are more racially and ethnically diverse than the overall PPS population, as shown in the table below. Furthermore, 49% of PPS students who live in other districts qualify for free meals through direct certification, versus 32% of the overall district population. The rate of Emerging Bilingual (ELL) students who live in other districts and attend PPS schools is 18%, twice the district average of 9%.

Table 2: Race/Ethnicity of PPS students living in other districts, compared to district averages

	Asian	Black	Latino	Multiple - Other	Multiple - Asian/ White	Native American	Pacific Islander	White
District Average (44,359)	6%	8%	19%	7%	6%	1%	1%	54%
All Non-PPS Students (1,466)	11%	15%	24%	9%	4%	2%	2%	36%

Source: [PPS Research, Assessment & Accountability](#), October 2024

Demographic information for non-resident students is provided for context only as state law prevents school districts from considering race, home language, economic status, disability or other factors when deciding standard inter-district transfers.

PPS schools with the highest number of non-resident students include charter schools (exempt from the standard inter-district transfer process), high schools with boundaries close to bordering districts, and language immersion programs.

Table 3: 2024-25 Schools and programs with the most students who live in other districts

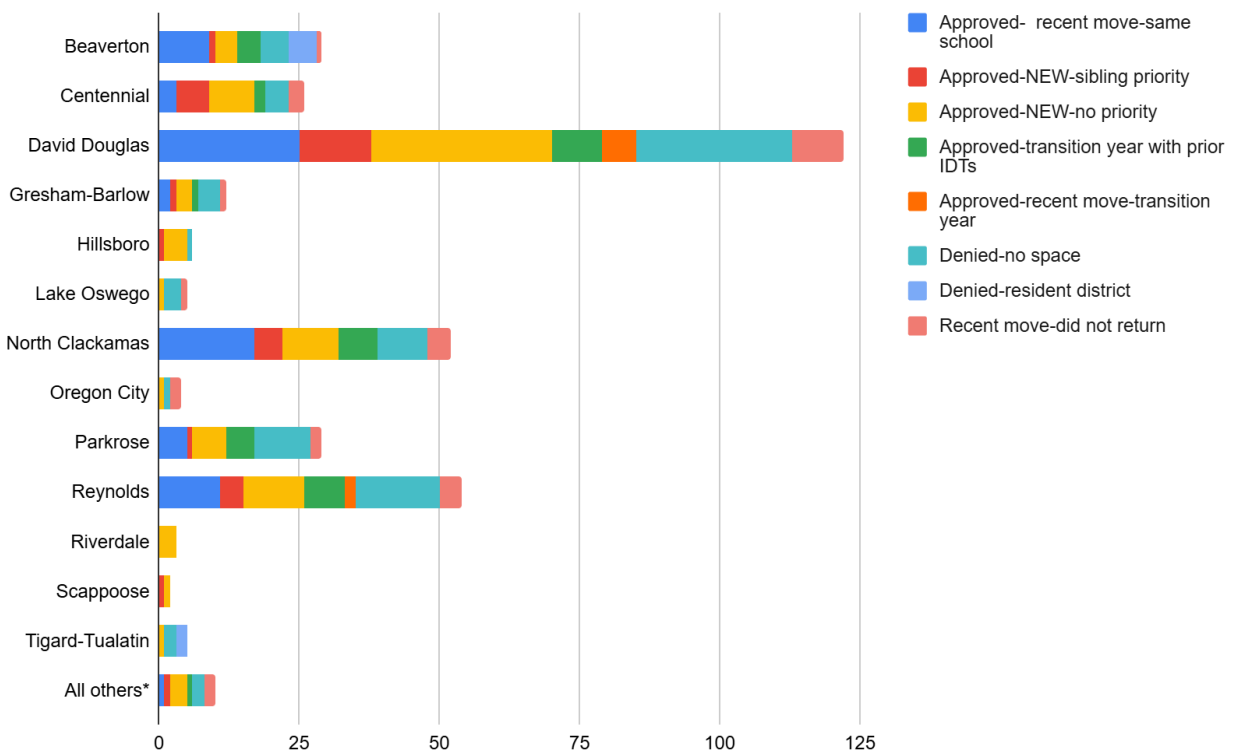
School or program	Students living in other districts	Percent of total school or program enrollment
Kelly - Russian Immersion	96	69%
McDaniel HS - all programs	86	5%
Portland Village School Charter	79	19%
Arthur Academy	74	46%
Franklin HS - all programs	69	4%
Benson HS	66	7%
Lincoln - all programs	54	3%
Kairos PDX Charter	51	23%
Kellogg - all programs	32	5%
Rose City Pk-Vietnamese Immersion	31	15%

The data above pertains to all PPS students who live in other districts, while the charts below describe the outcome of standard inter-district transfer requests for the 2024-25 school year.

Standard Inter-district Transfers

To date, Enrollment and Transfer staff have processed 359 standard inter-district transfer requests into PPS for the 2024-25 school year, and 155 standard transfers out of PPS to other districts. David Douglas remained the district with the most students applying both in and out of PPS. See the attached [table](#) for a comparison of recent years by district.

Chart 1: 2024-25 Standard Inter-district transfer applications INTO PPS



Compared to the prior year, the rate of new, non-resident applicants into PPS schools fell by 23%. Additionally the rate of denials into PPS schools due to space limitations increased from 62 in 2023-24 to 84 in 2024-25. As a result of these and other factors, the number of new students approved to transfer into PPS from other districts declined in 2024-25.

Table 4: Comparison of Transfer requests INTO PPS: 2023-24 vs 2024-25

	Approved-recent move	Approved-sibling	Approved-space available	Approved-transition year	Total Approved	Denied-no space	Denied-by resident district	Recent move-did not return	Total Applicants
2024-25	73	34	88	44	239	84	7	29	359
2023-24	134	33	78	68	313	62	20	48	443
Difference	(61)	1	10	(24)	(74)	22	(13)	(19)	(84)

Meanwhile, standard inter-district transfers out of PPS remained very similar to the prior year, with 96 students receiving transfers through this process while 58 were denied transfers.

Chart 2: 2023-24 Standard Inter-district transfer applications OUT of PPS

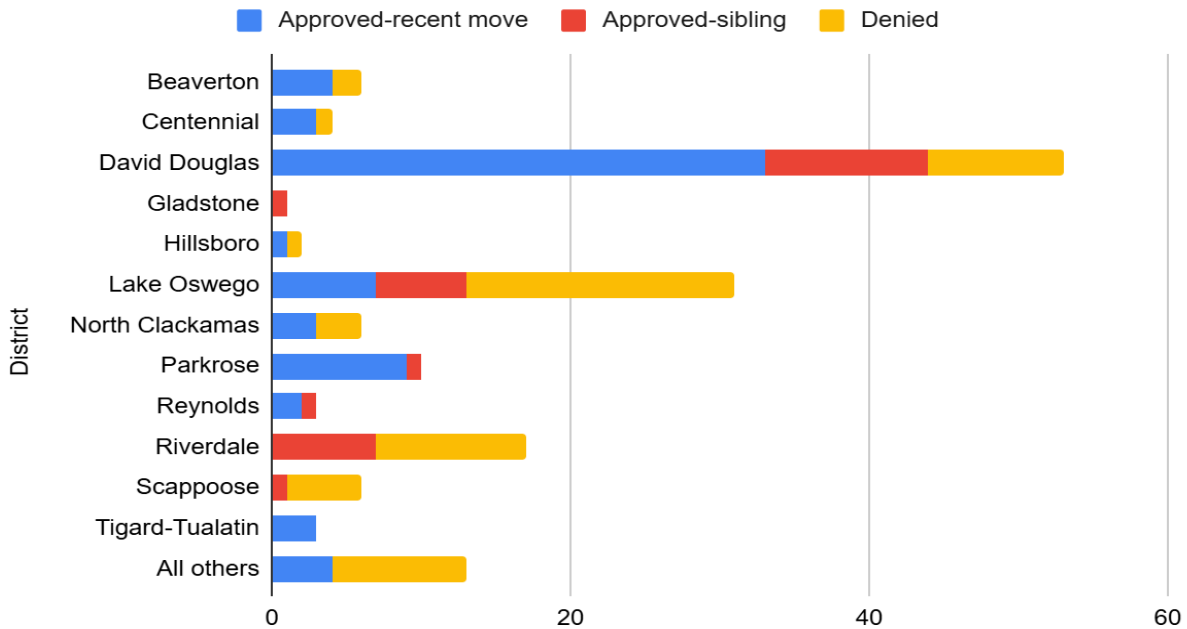


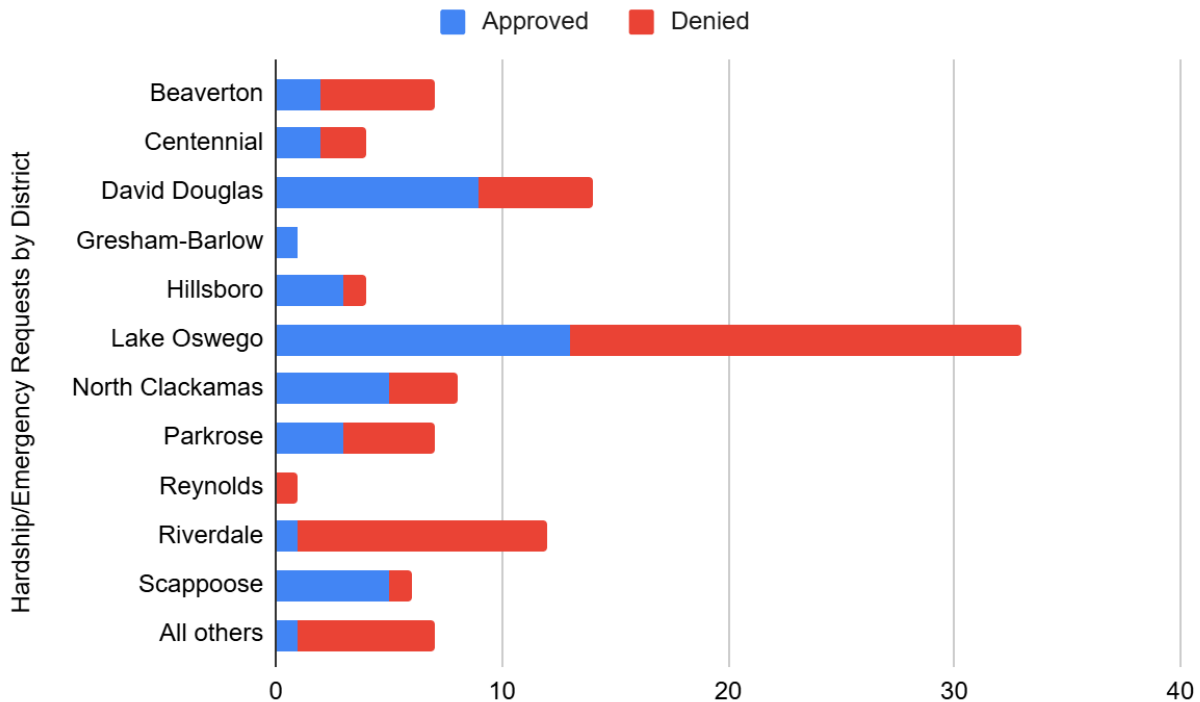
Table 5: Comparison of Transfer requests OUT of PPS: 2023-24 vs 2024-25

	Approved-recent move	Approved-sibling	Total Approved	Denied-did not meet criteria	Total Applicants
2024-25	69	28	97	58	154
2023-24	67	29	96	43	139
Difference	2	(1)	1	(15)	(15)

Emergency/Hardship Inter-District Transfers Out of PPS

The Emergency/Hardship Inter-district process provides a way for families who do not meet the standard process criteria to request transfer to a different district. At least two staff from Enrollment and Transfer and a Senior Director of Schools reviews each Emergency/Hardship request. The Oregon Department of Education’s criteria for emergency/hardship transfers is very narrow and many requests are denied, particularly if parents initiate transfers to other districts without first trying their neighborhood school or other PPS options.

Chart 3: Emergency/Hardship Transfer Applications OUT of PPS



We recently learned of a small residential development straddling the Beaverton School District (BSD)/PPS district line. The county line was changed several years ago to incorporate all 25 homes into Washington County but twelve of the homes remain within the PPS boundary. Adding bus routes to serve these homes would be very costly, so we are working with County and BSD staff on a district boundary change. In the meantime, we intend to utilize the emergency/hardship IDT process to transfer students from homes currently in the PPS portion of the development into BSD.

Right to Return Inter-District Transfers Into PPS

Right to Return is an enrollment opportunity intended to address some of the harmful impacts of gentrification and urban renewal practices in North/Northeast Portland. Families who were displaced from North/Northeast Portland neighborhoods and now live in the David Douglas, Parkrose or Reynolds school districts can transfer through a single application and enroll in one of nineteen North/Northeast PPS schools, based on space availability. Once enrolled, students may remain through the highest grade and then move with their cohorts to the neighborhood schools serving the next level.

The program was called for by African-American community leaders and is generally based upon the City of Portland’s [North/Northeast housing priority](#). David Douglas, Parkrose and Reynolds signed onto the agreement in early 2023, and the Right to Return application and [website](#) was launched in April 2023. The information was shared with partner districts, schools located in the Right to Return zone and community partners.

PPS received 24 Right to Return applications for the 2023-24 school year. 23 were approved and one student was denied due to space limitations at the requested school. For the 2024-25 school year, PPS received six applications; four were approved and two were denied due to lack of space.

Table 6: Status of Right to Return (RTR) Transfers 2023-24 through 2024-25

Approved RFR School	Continuing RTR	Continuing-moved back to PPS	Attending different PPS school	Unenrolled	Graduated	Total
Boise-Eliot/Humboldt ES	2					2
Dr ML King Jr ES	2	2		2		6
Irvington ES	1					1
Faubion K-8	2					2
Vernon K-8	2					2
Harriet Tubman MS		1		1		2
Grant HS			1			1
Jefferson HS	4		1		1	6
McDaniel HS	2			1		3
Roosevelt HS	1		1			2
Total	16	3	3	4	1	27

The table below shows the distribution of Right to Return approvals by home district and student race/ethnicity.

Table 7: Right to Return Students 2023-24 through 2024-25 by Home District and Race

Home District	Student Race			
	Black	Hispanic	Multiracial	White
David Douglas	5	3	1	
Parkrose	8	1	1	1
Reynolds	3	1	3	
Total	16	5	5	1

FISCAL IMPACT

State school funds are transferred into or out of PPS for students approved through the standard inter-district transfer process.

COMMUNITY ENGAGEMENT

Families who have moved out of PPS within the past twelve months will receive customized transfer information through email and/or regular mail and phone calls, including links to applications and contact information for their new home districts. Information is posted on the Enrollment and Transfer website, and the application is available online in five supported languages. Lists of students who need to obtain inter-district transfers in order to remain in PPS schools are shared with principals, secretaries, and counselors so they can help inform families through the application process.

TIMELINE FOR IMPLEMENTATION/EVALUATION

April 8: PPS Board of Education Standard Inter-District Transfer vote
 April 15: Inter-District transfer applications available
 May 17: Deadline for early notice applications
 May 30: Early notice results provided to districts with May 31 deadlines
 June 1-Sept 15: Rolling decisions and notices continue

BOARD OPTIONS WITH ANALYSIS

The Board could choose to expand or eliminate any of the categories listed in the staff recommendation, including adding or deleting transfers for students who have not experienced recent moves or who are siblings of enrolled students.

STAFF RECOMMENDATION

Staff recommends continuation of the following standard inter-district transfer priorities for School Year 2025-26:

Transfer priority for applications INTO PPS	Details
Students enrolled in PPS who move to a different district and wish to remain in their current school	<ul style="list-style-type: none"> ● No limit ● Not subject to space availability ● Effective through the highest grade of the current school
Siblings of students enrolled in PPS in 2024-25, who will remain enrolled in 2025-26	<ul style="list-style-type: none"> ● No limit ● Subject to space availability ● Effective through the highest grade of the new school
Students who live in other districts, are completing their highest grade in a PPS school this year, and apply for the next school level	<ul style="list-style-type: none"> ● No limit ● Subject to space availability ● Effective through the highest grade of the new school
New students who do not qualify for above priorities	<ul style="list-style-type: none"> ● Limited to 100 approvals into all schools ● Subject to space availability ● Effective through the highest grade of the new school
Transfer priority for applications OUT OF PPS	Details
Students who moved to a PPS address within the past twelve months and wish to remain in their current district	<ul style="list-style-type: none"> ● No limit ● Transfers good through 12th grade (state law)
Siblings of students enrolled in the requested district in 2024-25, who will remain enrolled in 2025-26.	<ul style="list-style-type: none"> ● No limit ● Transfers good through 12th grade (state law)

I have reviewed this staff report and concur with the recommendation to the Board.

 Dr. Kimberlee Armstrong
 Superintendent
 Portland Public Schools

Attachment:

Resolution
Standard IDT chart
Right to Return Year Two Report (DRAFT)

RESOLUTION No. 7090

2025-26 Standard Inter-District Student Transfers

RECITALS

- A. State law requires district school boards to decide each year whether to participate in the standard inter-district transfer process, including:
1. The maximum number of resident students, if any, who will be released to schools in other district,
 2. The maximum number of non-resident students, if any, who will be accepted for enrollment in district schools,
 3. The priorities that will apply in a random lottery, in the event that there are more requests than maximum number of slots for releases or approvals, and
 4. The length of time that agreements will be in effect for non-resident students who transfer into district school.
- B. More than 1,4600 PPS students are residents of other districts, comprising 3.3% of district enrollment. Approximately 250 students will need standard inter-district transfers in order to remain in PPS schools next year.
- C. For the 2025-26 school year, Superintendent Armstrong recommends the PPS Board of Directors approve the following plan for accepting residents of other districts into PPS through the standard inter-district transfer process, so long as they have received permission from their home districts:
1. An unlimited number of students will be allowed to transfer into PPS if they apply by September 15, 2025 and meet at least one of the following priorities
 - a. Students who had a legal change of residence out of the PPS boundary during the past year will be allowed to remain enrolled at their current PPS schools.
 - b. Students who have siblings already enrolled in PPS will be accepted, so long as space is available at the requested schools.
 - c. Students who have reached the highest grade of their current PPS schools and wish to continue at the next school level (such as elementary to middle school or middle to high school) will be allowed, so long as space is available at the requested schools.
 2. Additionally, up to 100 students who do not qualify for any of the above priorities will be admitted to PPS, so long as space is available at the requested schools.
 - a. If there are more applicants than slots a random number will be used as a tie-breaker.
 3. New transfers will remain in effect through the highest grade of the approved school, subject to conditions described in PPS 4.10.090-AD.
- D. Superintendent Armstrong recommends the PPS Board of Directors approve the following plan for releasing PPS resident students to schools in other district through the standard inter-district transfer process:
1. An unlimited number of students will be released out of PPS if they apply by September 15, 2025 and meet at least one of the following priorities:
 - a. Students who had a legal change of residence into the PPS boundary during the past year will be released from PPS in order to remain enrolled in their current districts.

- b. Students not yet enrolled in a different district will be released from PPS if they have siblings who attended their requested districts during the 2024-25 school year and will remain enrolled there during 2025-26.
 2. In accordance with state law, releases to other districts remain in effect through 12th grade.
 3. No transfer slots are allocated for resident students who do not meet the above criteria.
- E. Superintendent Armstrong directs staff to develop timelines and procedures to assist families with successfully participating in the standard inter-district transfer request process.

RESOLUTION

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

**STANDARD INTER-DISTRICT TRANSFERS APPROVED IN AND OUT OF PPS
2019-20 through 2024-25 School Years**

School District	2024-25			2023-24			2022-2023			2021-2022			2020-21			2019-20		
	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET
Beaverton	4	18	14	5	32	27	1	24	23	3	25	22	7	21	14	4	32	28
Centennial	3	19	16	1	32	31	5	22	17	0	29	29	1	23	22	0	24	24
Corbett			0	0	0	0	0	0	0	0	2	2	0	0	0	0	1	1
David Douglas	44	85	41	36	98	62	20	134	114	47	109	62	14	70	54	39	132	93
Gladstone	1		-1	1	0	-1	3	1	-2	2	1	-1	1	0	-1	2	0	-2
Gresham-Barlow		7	7	0	17	17	0	5	5	1	13	12	0	6	6	3	11	8
Hillsboro	1	5	4	4	2	-2	0	7	7	2	3	1	3	0	-3	2	3	1
Lake Oswego	13	1	-12	12	3	-9	6	4	-2	10	3	-7	20	2	-18	5	11	6
North Clackamas	3	39	36	2	60	58	4	58	54	9	54	45	5	25	20	10	54	44
Oregon City		1	1	0	2	2	0	6	6	0	2	2	0	3	3	0	6	6
Parkrose	10	17	7	13	21	8	5	14	9	10	23	13	9	11	2	2	23	21
Reynolds	3	35	32	8	28	20	0	20	20	1	38	37	1	32	31	3	27	24
Riverdale	7	3	-4	5	1	-4	5	1	-4	5	1	-4	6	1	-5	9	0	-9
Scappoose	1	2		1	1	0	3	5	2	1	1	0	0	1	1	3	8	5
St. Helens			0	0	0	0	0	0	0	0	0	0	2	0	-2	0	4	4
Tigard-Tualatin	3	1	-2	7	1	-6	0	9	9	5	8	3	1	11	10	7	6	-1
WL/Wilsonville	0		0	0	0	0	1	1	0	1	0	-1	1	1	-2	3	0	-3
All others*	4	6	2	1	15	14	1	4	3	2	7	5	5	1	-4	2	8	6
Total	97	239	142	96	313	217	54	315	261	99	319	220	76	208	128	94	350	256

Notes:

Does not include transfers into PPS charter schools, CBOs or transfers through the emergency/hardship or Right to Return process

*Other districts includes Banks, Canby, Estacada, Forest Grove, Lebanon, Marcola, Molalla, Newberg, North Marion, North Wasco, Oregon Trail, Rainier, Salem-Kaiser, Paisley, Silver Falls, Silverton, Woodburn, Yamhill-Carlton

**APPROVED INTER-DISTRICT TRANSFER IN AND OUT OF PPS
2017-18 through 2022-23 School Years**

School District	2022-2023			2021-2022			2020-21			2019-20			2018-19						2017-18					
	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT		IN		NET	OUT		IN	NET			
	Stand IDT	Stand IDT		Stand IDT	Stand IDT		Stand IDT	Stand IDT		Stand IDT	Stand IDT		Open Enroll	Stand IDT	Total	Open Enroll	Stand IDT	Total		Open Enroll	Stand IDT	Total	Stand IDT	Total
Beaverton	1	24	23	3	25	22	7	21	14	4	32	28		1	1	1	28	29	28			0	26	26
Centennial	5	22	17	0	29	29	1	23	22	0	24	24		2	2	4	20	24	22		2	2	24	22
Corbett	0	0	0	0	2	2	0	0	0	0	1	1	4		4			0	-4					
David Douglas	20	134	114	47	109	62	14	70	54	39	132	93	40	17	57	10	86	96	39	26	21	47	115	68
Gladstone	3	1	-2	2	1	-1	1	0	-1	2	0	-2	5	1	6				-6	4	2	6	4	-2
Gresham-Barlow	0	5	5	1	13	12	0	6	6	3	11	8		4	4	3	3	6	2		3	3	8	5
Hillsboro	0	7	7	2	3	1	3	0	-3	2	3	1		1	1		1	1		7	1	8	3	-5
Lake Oswego	6	4	-2	10	3	-7	20	2	-18	5	11	6	11	10	21	1	2	3	-18	27	11	38		-38
North Clackamas	4	58	54	9	54	45	5	25	20	10	54	44	6		6	7	46	53	47	18	7	25	76	51
Oregon City	0	6	6	0	2	2	0	3	3	0	6	6		1	1		6	6	5	1		1	6	5
Oregon Trail	0	0	0	0	0	0	0	0	0	0	0	0					1	1	1				1	1
Parkrose	5	14	9	10	23	13	9	11	2	2	23	21		4	4	8	21	29	25	11	3	14	29	15
Reynolds	0	20	20	1	38	37	1	32	31	3	27	24	6	3	9	8	22	30	21		5	5	35	30
Riverdale	5	1	-4	5	1	-4	6	1	-5	9	0	-9		10	10		1	1	-9		11	11		-11
Scappoose	3	5	2	1	1	0	0	1	1	3	8	5		2	2		1	1	-1				1	1
St. Helens	0	0	0	0	0	0	2	0	-2	0	4	4				1	1	2	2				3	3
Tigard-Tualatin	0	9	9	5	8	3	1	11	10	7	6	-1	4		4		9	9	5	3	3	6	4	-2
WL/Wilsonville	1	1	0	1	0	-1	1	1	-2	3	0	-3									4	4	1	-3
Woodburn	0	0	0	0	0	0	0	0	0	0	1	1												0
All others*	1	4	3	2	7	5	5	1	-4	2	7	1	2		15		1	1	-1	3		3		-3
Total	54	315	261	99	319	220	76	208	128	94	350	252	91	56	147	43	249	292	145	100	73	173	336	163

Notes:
Does not include transfers into PPS charter schools, CBOs or transfers through the emergency/hardship process

*Banks, Canby, Estacada, Forest Grove, Lebanon, Marcola, Molalla, Newberg, North Marion, North Wasco, Rainier, Salem-Kaiser, Paisley, Silver Falls, Silverton, Yamhill-Carlton

The State Legislature ended Open Enrollment after the 2018-19 school year



[Home](#) / [Housing Bureau](#) / [N/NE Neighborhood Housing Strategy](#)

Preference Policy

Information

The N/NE Preference Policy aims to address the harmful impacts of urban renewal by giving preference to housing applicants with generational ties to North/Northeast Portland.

Apply for the N/NE Preference Policy Waitlist

Access both rental and homeownership applications from the new portal.

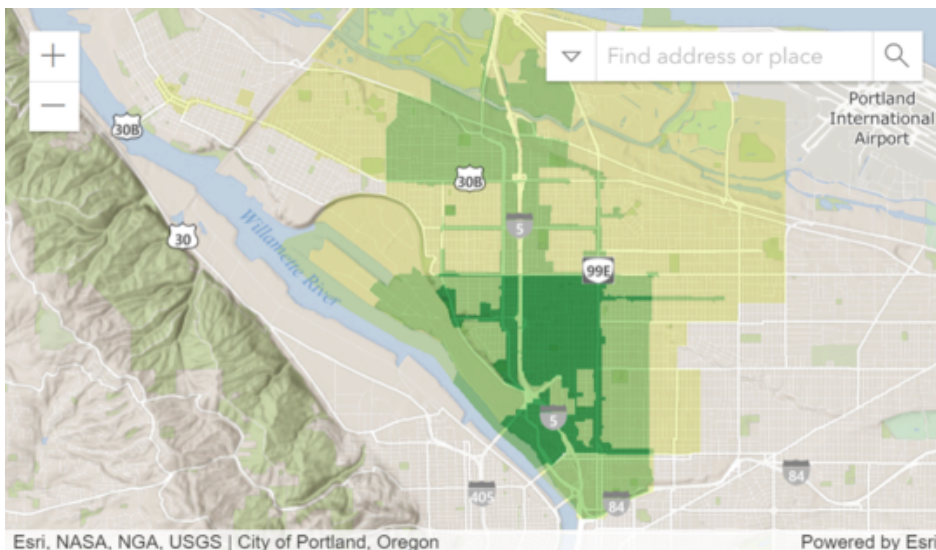
[Apply online](#)

[Rental Housing Opportunities](#)

Application window status

- **Rental waitlist** open year-round. If you applied in 2021 or later, no need to reapply.
- **Homeownership waitlist** - Application round closed. [What happens next?](#)

Have questions?



[Checklist: What do I need to complete the application?](#)

- Find information on eligibility, how to apply, reasonable accommodation requests, and more in [Frequently Asked Questions](#).

Preference Policy

[Housing Opportunities](#)

[FAQ](#)

[Map and Preference Points](#)

[Verification Documents](#)

Contact

N/NE Preference Policy Waitlist - Helpline

[✉ PHBWaitlist@portlandoregon.gov](mailto:PHBWaitlist@portlandoregon.gov)

[📞 503-823-4147](tel:503-823-4147)

Call or email the helpline for assistance. Staff are available to support and answer questions.

[📞 503-865-3278](tel:503-865-3278)

Topics

[Rent or own property](#)

Recent news

[Press Release](#)

[Portland Housing Bureau Celebrates 10 Years of N/NE Neighborhood Housing Strategy](#)

March 13, 2025 1:35 pm

[Blog Post](#)

- For technical assistance, [contact the Preference Policy Hotline](#).

[M. Carter Commons Begins Construction](#)

February 3, 2025 3:56 pm

Newsletter

[October 2024 N/NE Neighborhood Housing Strategy Newsletter](#)

October 30, 2024 3:00 pm

Press Release

[New affordable housing project in desirable North Portland neighborhood breaks ground, will give preference to displaced families](#)

October 17, 2024 1:35 pm

[See all news for this page](#)

Past Events

Community Event

[N/NE Preference Policy: Verifying Your Preference Points](#)

📅 August 7, 2024
6:30 pm – 8:00 pm
Available Online

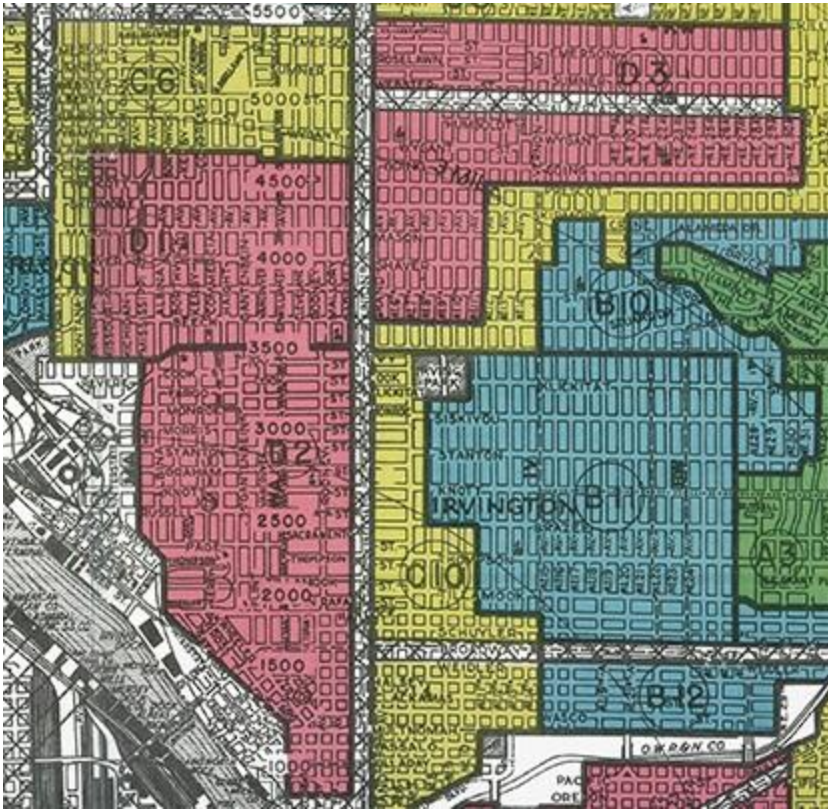
Community Event

[N/NE Preference Policy: Verifying Your Preference Points](#)

📅 July 31, 2024
6:30 pm – 8:00 pm
Available Online

Community Event

About the Program



Historic Albina Neighborhood

The N/NE Preference Policy aims to address the harmful impacts of urban renewal and displacement in the North and Northeast Portland community.

It is a housing waitlist developed to support current and former residents of North and Northeast Portland who have been involuntarily displaced or are at risk of displacement from the region. Applicants with historical ties to the area will be considered before applicants without a previous history of residence in the area for existing and upcoming rental and homeownership opportunities. [Learn more in the FAQ](#).

Helpful Links

Calculate your household Area Median Income.

[AMI Calculator](#)

[Income Limits & Eligibility](#)

 [2024 AMI Table](#) 208.73 KB

How to search addresses and calculate your preference points.

[Map Guide](#)

Stay informed! Receive updates about the program, including new housing opportunities in North and Northeast Portland.

[Sign up for email updates](#)

[N/NE Preference Policy: Verifying Your Preference Points](#)

📅 July 27, 2024
1:00 pm – 2:30 pm
Available Online

Community Event

[N/NE Preference Policy: Verifying Your Preference Points](#)

📅 July 24, 2024
6:00 pm – 7:30 pm
Available Online

[more](#)

Date: March 25, 2025

To: Dr. Paul Coakley, Superintendent, MESD
Multnomah County Superintendents and Inter-district Transfer Staff

CC: Judy Brennan, PPS Enrollment Director

From: Superintendent Kimberlee Armstrong

Subject: Right to Return Student Transfer Update

Introduction

We are pleased to share with you a summary of results for the Right to Return transfer option. Over the past two years the agreement between Portland, David Douglas, Parkrose and Reynolds school districts has allowed 27 students to enroll into inner North/Northeast Portland schools through a streamlined process.

We expect interest in the program to grow as more families learn about the opportunity. Growth could also occur if additional partner districts sign onto the agreement.

Background

Urban renewal and gentrification have resulted in the displacement of students and families to neighboring communities and cities, disproportionately impacting Black Portland residents whose children attended schools in North and Northeast Portland.

In July 2017, Portland Black and civil rights leaders provided public testimony to the PPS Board of Education requesting a “right to return” opportunity for children of families displaced from the Albina community in Northeast Portland. The request was initially addressed through an Open Enrollment “Return to Albina” transfer option. However, that state transfer mechanism sunset in 2018, and subsequent discussions with ODE leaders about adding displacement as a factor in state intradistrict transfer policies were paused during the pandemic.

ODE engaged a consultant to review a permanent rule change in 2021. The consultant ultimately determined that because so much time had passed since the idea was originally presented, there may not be significant interest in the transfer option, and recommended that PPS proceed with a Memorandum of Understanding (MOU) with its neighboring districts. Multnomah County district superintendents reviewed and responded to a draft Right to Return plan in Fall 2022. David Douglas, Parkrose and Reynolds school districts agreed to the MOU in Winter 2023, while Centennial and Gresham-Barlow school districts chose not to enter into the agreement.

What is “Right to Return”?

Right to Return is an enrollment opportunity for students whose families have been harmed by urban renewal practices in North/Northeast Portland. Families who were displaced from

North/Northeast Portland neighborhoods but wish to have their children attend schools in this area can be approved for transfer through a single application, even if they reside in a different school district. Approved students do not have to reapply to remain in PPS, and transfers cannot be revoked due to attendance or behavior concerns. The agreement does not include transportation.

The program is generally based upon the City of Portland’s [North/Northeast Housing Priority](#), and [preference zone](#) which provides housing opportunities for families who have been harmed by urban renewal practices in North/Northeast Portland.

Right to Return Transfer Results: 2023-24 through 2024-25

PPS launched the Right to Return application and [website](#) in April 2023. The information was shared with partner districts, schools located in the Right to Return zone and community partners.

PPS received 24 Right to Return applications for the 2023-24 school year. 23 were approved and one student was denied due to space limitations at the requested school. For the 2024-25 school year, PPS received six applications; four were approved and two were denied due to lack of space.

Chart 1 shows the current enrollment status of students approved to PPS schools through Right to Return transfers.

Chart 1: Status of Right to Return (RTR) Transfers 2023-24 through 2024-25

Approved RFR School	Continuing RTR	Continuing-moved back to PPS	Attending different PPS school	Unenrolled	Graduated	Total
Boise-Eliot/Humboldt ES	2					2
Dr ML King Jr ES	2	2		2		6
Irvington ES	1					1
Faubion K-8	2					2
Vernon K-8	2					2
Harriet Tubman MS		1		1		2
Grant HS			1			1
Jefferson HS	4		1		1	6
McDaniel HS	2			1		3
Roosevelt HS	1		1			2
Total	16	3	3	4	1	27

The chart below shows the distribution of Right to Return approvals by home district and student race/ethnicity.

Chart 2: Right to Return Students 2023-24 through 2024-25 by Home District and Race

Home District	Student Race			
	Black	Hispanic	Multiracial	White
David Douglas	5	3	1	
Parkrose	8	1	1	1
Reynolds	3	1	3	
Total	16	5	5	1

Next Steps

Right to Return applications for the 2025-26 school year will be available beginning April 15, 2025. We appreciate the commitment of our partner district to publicize the application through their websites.

We recommend adding the phrase “*so long as the student remains actively enrolled in a PPS school.*” to the Right to Return application to clarify that students are not guaranteed a continuing seat if they unenroll from the district. In such a circumstance, a family would have to submit a new application and approval would be based on space availability. A revised application highlighting the change is attached.

As always, additional partner districts are encouraged to join the program, and feedback is welcome.

Attachments

[Right to Return website](#)

[Right to Return application](#) (updated)

RESOLUTION No. 7091

Settlement Agreement

The authority is granted to pay a total of \$90,000.00 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 7092

Settlement Agreement

The authority is granted to pay a total of \$95,000.00 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 7093

Settlement Agreement

The authority is granted to pay a total of \$145,000.00 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.