

Work Session with Vote on Consent
Agenda
Tuesday, February 24, 2026 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 and Introductions
2. 6:05 pm - Consent Agenda - Resolutions 7251 through 7256 Vote - Public comment accepted
 - 2.(a) Resolution 7251 - Adoption of the Minutes
 - 2.(b) Resolution 7252 - Expenditure Contracts
 - 2.(c) Resolution 7253 - Revenue Contracts
 - 2.(d) Resolution 7254 - Students Requesting Exemption from PE State Requirement
 - 2.(e) Resolution 7255 - Settlement Agreement
 - 2.(f) Resolution 7256 - Resolution to Appoint Student Representatives to Portland Public Schools Board of Education Committees
3. 6:10 pm - Metropolitan Learning Center Programmatic Restructuring Public Comment will be accepted on this topic
4. 7:10 pm - Graduation data for SY 2024-2026; Post Secondary Readiness Indicators
5. 7:40 pm - Enterprise Resource Planning (ERP) Update
6. 8:00 pm - Finance Focus
7. 8:30 pm - Other Business and Future Agenda Items
8. 8:35 pm - Adjourn

RESOLUTION No. 7251

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- January 27, 2026 – Special Meeting and Work Session
- February 10, 2026 – Regular Meeting



Meeting Minutes

(Draft for Approval)

INDEX

Meeting Location and Attendance	02
Call to Order	02
Bond Update	02
2026 Legislative Priorities (Resolution 7240)	02
Consent Agenda (Resolutions 7241 and 7242)	03
Adjournment	03
Resolutions as adopted	04

Pursuant to notice made by posting to the Board's public notices webpage and emailed to persons on the mailing list, a Work Session and Special Meeting of the Portland Public Schools Board of Education was held virtually and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Attendance

Present:

Chair Eddie Wang; Vice-Chair Michelle DePass; Directors Rashelle Chase-Miller, Stephanie Engelsman, Virginia LaForte, Christy Splitt, and Patte Sullivan; Student Representative Ian Ritorto; and Superintendent Kimberlee Armstrong

Call to Order

The meeting was called to order at 6:05 pm by Board Chair Eddie Wang.

Bond Update

Time: 6:06 pm

Staff: Deborah Kafoury – Chief of Staff; Sarah Norman – Executive Director, Procedeo; and TJ Hopkins – Senior Director Bond Program

Staff provided a monthly bond update, including the current status of bond projects, procurement and construction timelines, and an overview of the bond program dashboards showing overall spending, project completion, and outstanding work. Staff also noted plans to establish a pool of contractors to support multiple projects as needed.

Board members asked questions and provided comments on topics including the potential use of remaining 2012 bond funds, seismic upgrades, procurement methods and schedules, and athletic project timing. Staff noted that 2012 bond funds may be used for seismic upgrades as are consistent with the project scope outlined in the 2012 bond package. Further clarification was provided regarding group procurement and contracting process. It was noted that a meeting was held with Portland Parks and Recreation regarding Powell Park athletic improvements. Staff confirmed their intent to prioritize local, minority-owned, and women-owned businesses, while recognizing that some specialized work may require out-of-state contractors.

2026 Legislative Priorities (Resolution 7240)

Time: 6:52 pm

Staff: Deborah Kafoury – Chief of Staff and Ben Gurewitz – Senior Manager of Government Affairs

Staff provided an overview of the proposed legislative priorities for the upcoming short session, including the session's focus and recommended advocacy positions, with an emphasis on seeking additional education funding.

Board members asked questions and provided comments on topics including funding advocacy, use of the Education Stability Fund by the state to improve school funding, and coordination on legislative engagement with students, community and union partners. Discussion included support for protections for students from immigrant families, maintaining funding for summer learning programs, and positions related to state funding measures, including proposed changes to the "kicker" formula and other education-related legislation. Clarification was also provided regarding the role of individual board members in legislative advocacy and the timing and strategy of upcoming lobby efforts.

Actions Taken:

- Director Splitt moved and Vice-Chair DePass seconded the motion to adopt Resolution 7240, Resolution to Approve 2026 Legislative Priorities, as amended. The motion was put to a voice vote and passed (7 yes – 0 no – 0 abstain)

Chase-Miller: Yes; DePass: Yes; Engelsman: Yes; La Forte: Yes; Splitt: Yes; Sullivan: Yes; Wang: Yes; Student Representative Ritorto: Yes (unofficial)

Subsidiary Motions:

- Director Splitt moved and Director Chase-Miller seconded the motion to amend the legislative priorities to add “additional” to No Unfunded Mandates. (7 yes – 0 no – 0 abstain)

Chase-Miller: Yes; DePass: Yes; Engelsman: Yes; La Forte: Yes; Splitt: Yes; Sullivan: Yes; Wang: Yes; Student Representative Ritorto: Yes (unofficial)

Consent Agenda (Resolutions 7241 and 7242)

Time: 7:36 pm

Staff: Dr. Jon Franco – Senior Chief of Operations; Deborah Kafoury – Chief of Staff; and Sarah Norman – Executive Director, Procedeo

There was discussion regarding contracts for seismic services, focusing on how schools were selected for projects and how those decisions intersect with ongoing right-sizing and consolidation planning. Board members expressed concern about the lack of clarity around the selection process, including the equity lens, risk scores, and data used, while also cautioning against delaying safety-related work. Staff explained that the seismic projects for the contracts on the agenda are funded through the 2020 bond, not the 2025 bond, with much of the work not scheduled to begin until 2027. It was noted that plans can shift if needed as consolidation decisions are made, and committed to bringing a detailed seismic project overview to a full board work session.

Actions Taken:

- Director Sullivan moved and Vice-Chair DePass seconded the motion to adopt the Consent Agenda, including Resolutions 7241 and 7242. The motion was put to a voice vote and passed (7 yes – 0 no – 0 abstain)

Chase-Miller: Yes; DePass: Yes; Engelsman: Yes; La Forte: Yes; Splitt: Yes; Sullivan: Yes; Wang: Yes; Student Representative Ritorto: Yes (unofficial)

Other / Future Topics

8:09 pm

It was noted that Board leadership and staff are continuing to consider some of the topics that have been previously requested.

Adjourn

The meeting was adjourned by Board Chair Eddie Wang at 8:10 pm.

Submitted by:

Kara Bradshaw
Executive Assistant/Board Clerk

Resolutions As Adopted

<u>No.</u>	<u>Title</u>	<u>Page</u>
7240	Resolution to Approve 2026 Legislative Priorities	05
7241	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	06
7242	A Resolution Appointing a Deputy Clerk	07

RESOLUTION No. 7252

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

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

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

NEW CONTRACTS

No New Contracts

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Mahlum Architects	2/25/2026 Through 12/31/2029	Architecture ARCH 94069 Amendment 22	Amendment for Phase 2 design work on Cleveland HS Modernization. Request for Proposals 2023-032	\$15,149,440 \$29,092,728	J. Franco Fund: 461 Dept: 5511	No
AskReply, Inc.	2/25/2026 Through 1/30/2027	Digital Resources DR 85815 Amendment 3	Amendment extends contract and adds funds for continuing use of B2G Certified Business Tracking Software. PPS 47-0288(11) Software and Hardware Maintenance Upgrades	\$23,548.30 \$152,751.30	J. Franco Fund: 458 Dept: 5511	No

RESOLUTION No. 7253

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No new Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Admin, Funding Source
State of Oregon Department of Education	7/1/2025 Through 9/30/2029	Intergovernmental Agreement / Revenue IGA/R 97036 Amendment 1	Amendment extends date and increases funds for Oregon Comprehensive Literacy State Development Grant.	\$4,404,638.80 \$5,504,638.80	K. Howard

RESOLUTION No. 7254

Students Requesting Exemption from PE State Requirement

RECITALS

- A. In accordance with OAR 581-022-1910, Portland Public Schools may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:
- B. Approval of the exemption shall be based upon and shall include:
 - 1) A written request from the student's parent or guardian or the student, if that student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;
 - 2) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).
- C. Following approval by Portland Public Schools Board of Education, and upon completion of the alternative, credit shall be granted to the student.

RESOLUTION

- 1. Be it resolved that the Board of Education approves six 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 .



Board of Education Informational Report

MEMORANDUM

Date: February 12, 2026
To: Members of the Board of Education
From: Korinna Wolfe, Senior Director of Schools
Subject: Students requesting exemption from state PE requirement

As part of Division 22 standards, all students requesting an exemption from the state Physical Education (PE) credit requirement must receive approval by their local School Board in order for a waiver to be granted and the requirement to be removed from their transcript.

The Portland School District currently has six students who have requested waivers from PE. In accordance with the OAR listed below, all students have a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written statement of agreement from their parent/guardian. All students will replace the PE credit requirement with alternative coursework as required by the OAR. For the sake of student confidentiality, we are not including the list of students with this memo. However, if you have any specific questions about the students and their requests, you may contact the Office of High Schools to discuss the request.

OAR: 581-02201910 Exemptions:

1) The school district may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:

(a) 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).

(b) Following approval by the district school board, and upon completion of the alternative, credit shall be granted to the student.

2) The school district may approve and grant credit to a student for the alternative to a state required program or learning activity if the procedures in the section (1) of this rule are followed.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

RESOLUTION No. 7255

Settlement Agreement

The authority is granted to pay a total of \$375,000 to resolve a disputed claim. The settlement agreement will be in a form approved by the Chief Legal Officer.

Resolution No. 7256

**Resolution to Appoint Student Representatives to Portland Public Schools Board of Education
Committees**

RECITALS

- A. The Portland Public Schools Board of Education Policy 1.20.014-P Board Committees authorizes Board committees to appoint, subject to Board approval, advisory members from the student body or community in order to obtain internal and external stakeholder input; and to determine the length of term for such advisory members.
- B. Policy 1.20.014-P also states that advisory members may not be counted toward quorum requirements and may not vote on recommendations made to the Board.
- C. Additionally, 1.20.012-P Student Representative and District Student Council Policy states that the Student Representative shall present opportunities to members of the District Student Council (DSC) to advise Board and District committees and task forces on issues of significance to the DSC and to Portland Public Schools students.
- D. The Portland Public Schools Board of Education values student voice and seeks to strengthen student voice and engagement in the work of Board committees by appointing Student Representative members from the District Student Council.

RESOLVED

The Portland Public Schools Board of Education hereby appoints Eve Thompson and Mel Schuller to serve as student advisory members on the Teaching, Learning, and Enrollment Committee, and Nora Isles and Eesa Taylor to serve as student advisory members on the Policy Committee, through June 30, 2026.



MLC Community Meeting with Dr. Kimberlee Armstrong & Team

February 18, 2026



Kristina Howard, Sr. Chief of Academics

Purpose and Goals

Purpose: to center family and community voices regarding the decision to conclude the 9-12 programming at MLC

Goals:

- **Share** our thinking and the context behind how the decision was made
- **Hear** directly from you about how this decision has impacted you and your community
- **Explore** possible next steps together

Our Timing



6:00 pm - 6:10 pm

Welcome and Introductions



6:10 pm - 6:30 pm

Deeper dive into the decision and context



6:30 pm - 6:45 pm

Next Steps



6:45 pm - 7:45 pm

Question & Answer



Dr. Kimberlee Armstrong, Superintendent

**When decisions affect students,
how they unfold matters.**

Community Agreements:

How We'll be Together Tonight

Stay Engaged

We commit to being fully present in this conversation, with curiosity, humility, and openness to learning.

Speak Your Truth

We share from our own experience, using “I” statements rather than speaking for others or entire groups.

Experience Discomfort

We expect and accept that discomfort may arise. Growth requires stretching our comfort zones.

Lean Into Courage, Not Perfection

This is not about saying everything “right,” but about showing up with care, honesty, and a willingness to learn.

Listen to Understand, Not to Respond

We listen for understanding, especially when perspectives differ from our own. Listening is an act of respect and community building.

Center the Voices Closest to the Pain

We recognize and prioritize the lived experiences of students, families, and communities most impacted by this conversation.

Honor Intent and Impact

We can mean well and still cause harm. When this happens, we pause, repair, and recommit to the work.

Stay Curious, Not Critical

We approach ideas and people with curiosity, asking “what am I learning?” instead of “what’s wrong with this?”

Expect and Accept Non-Closure

This work is ongoing. We won’t solve everything tonight, but we can move forward together in understanding and partnership.

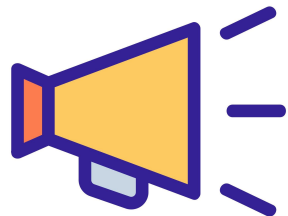
Protect the Space

We uphold confidentiality and respect, ensuring this is a space for brave, honest, and compassionate dialogue.

The How : Budget Engagement Plan

What programs and services overlap and which can be combined to maximize programming and supports across PPS?

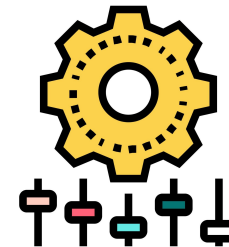
Week of January 12
Targeted Engagement



Week of January 19
Community Engagement



Week of January 26
Synthesis + Decisions



Week of February 2
Staffing Release

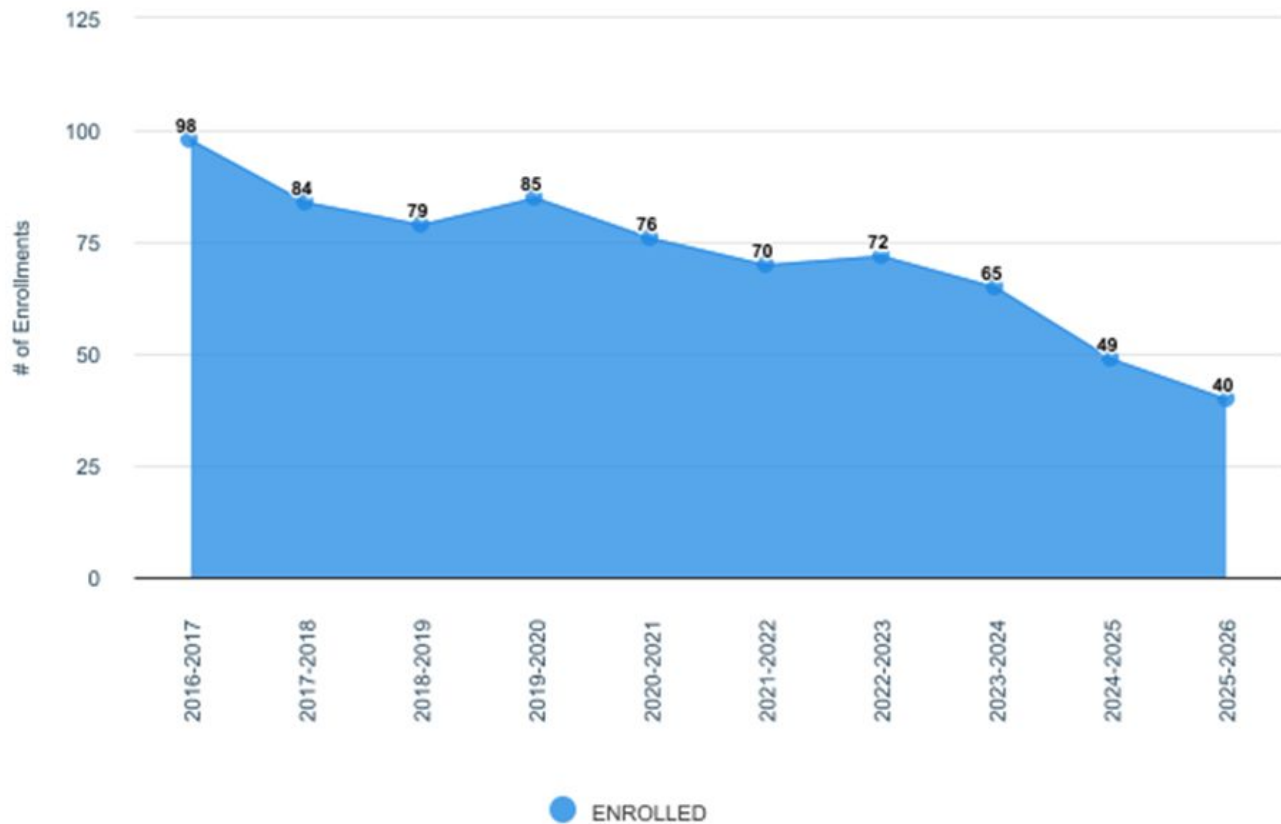


Current High School Alternative and Focus Options

In District Alternative School	HS Diploma / Traditional HS Programs	Career and College Focused & GED Options	Focus Option High Schools
Alliance High School	Mt. Scott Learning Center	PCC Yes to College - SE Campus	Jefferson High School
Metropolitan Learning Center	NAYA Many Nations Academy	PCC Yes to College - Cascade Campus	Benson High School
	Rosemary Anderson Prep - Lents	PCC Yes to College - Sylvania Campus	
	Rosemary Anderson Prep - North	Portland Youth Builders (PYB)	
	Helensview		
	Open School		

Enrollment

MLC Grades 9-12 Enrollment Over the Last Ten Years



Grade	Students with a Disability	All Students	% Receiving Special Education Services
9-12 Totals	14	40	35.0%

Descriptor	Number	Percent
Enrolled in MLC prior to 9th grade	13	32.5%
Enrolled in MLC in 9th grade or later	27	67.5%
Only High School has been MLC	33	82.5%
More than one High School enrollment	7	17.5%

Context: Our Investments in Alternative Learning

Quality, Stability, Equity of Access

Sustaining the **Quality** of the High School Experience

Over time, enrollment in our alternative learning environment has declined to a level where we are no longer able to consistently provide:

- A broad and responsive range of course options
- Stable staffing and the depth of instructional support students need
- The diverse pathways, wraparound services, and personalized supports that define strong alternative programs

When enrollment falls below a sustainable level, the flexibility, individualized attention, and comprehensive supports that students rely on become increasingly difficult to maintain.

Staffing **Stability** and Instructional Continuity

A strong alternative learning environment depends on:

- Educators who can provide personalized, relationship-centered instruction
- Flexible yet reliable schedules that support individualized pathways
- Consistent staffing that builds trust and continuity for students

When enrollment drops to very small levels, staffing often requires split roles, blended groupings, and complex scheduling structures. Over time, these adjustments can strain the individualized supports and stability that alternative learning environments are designed to provide.

Equity of Access to Opportunity

Students in alternative learning environments deserve meaningful academic opportunities, enrichment, and strong peer connections.

At the current scale, it is difficult to provide the same range of experiences available in larger settings.



Dr. Isaac Cardona, Chief of Schools

No two students are alike



26-27 High School Alternative and Focus Options

In District Alternative School	HS Diploma / Traditional HS Programs*	Career and College Focused & GED Options	Focus Option High Schools
Alliance High School	Mt. Scott Learning Center	PCC Yes to College - SE Campus	Jefferson High School
	NAYA Many Nations Academy	PCC Yes to College - Cascade Campus	Benson High School
	Rosemary Anderson Prep - Lents	PCC Yes to College - Sylvania Campus	
	Rosemary Anderson Prep - North	Portland Youth Builders (PYB)	
	Helensview		
	Open School		

*Currently in the application renewal process

MLC Student Options Fair

When: Next Tuesday, February 24, from 10:00 am - 11:30 am

Where: MLC Auditorium

Who Will be Present: PPS Multiple Pathways to Graduation Alternative Schools



The Reconnection Services, Enrollment and Transfer, and representatives from PPS's alternative schools will be available on-site to work individually with students.

MLC Student School Tours

Jefferson High School

When: Next Wednesday, February 25, at 2:00 pm

Benson High School

When: Next Thursday, February 26, at 2:45 pm

Alliance High School

When: Next Thursday, February 26, at 2:00 pm

The Reconnection Services Team is ready to support students. Outreach Coordinators will be available to work individually, join the tours, and provide support and information



Questions and Answers

Your Feedback Matters

Thank you for attending tonight's session.
Your perspective matters!

Please take a few minutes to share your feedback.

Scan the QR code or go to this link:
<https://forms.gle/FuQ3Pi9jd3xYuhCE7>





**TOGETHER,
WE RISE**

WITH EXCELLENCE. WITH PURPOSE.

Metropolitan Learning Center Programmatic Restructuring

February 24, 2026

Learning Target and Success Criteria

I am learning about the data that informed the decision to conclude the 9-12 programming at Metropolitan Learning Center.

I can articulate the reasoning and context surrounding the decision.

Our Investments in Alternative Learning

Quality, Stability, Equity of Access

Sustaining the **Quality** of the High School Experience

Over time, enrollment in our alternative learning environment has declined to a level where we are no longer able to consistently provide:

- A broad and responsive range of course options
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When enrollment drops to very small levels, staffing often requires split roles, blended groupings, and complex scheduling structures. Over time, these adjustments can strain the individualized supports and stability that alternative learning environments are designed to provide.

Equity of Access to Opportunity

Students in alternative learning environments deserve meaningful academic opportunities, enrichment, and strong peer connections.

At the current scale, it is difficult to provide the same range of experiences available in larger settings.

MLC Enrollment Process

Students enter MLC through two procedures:

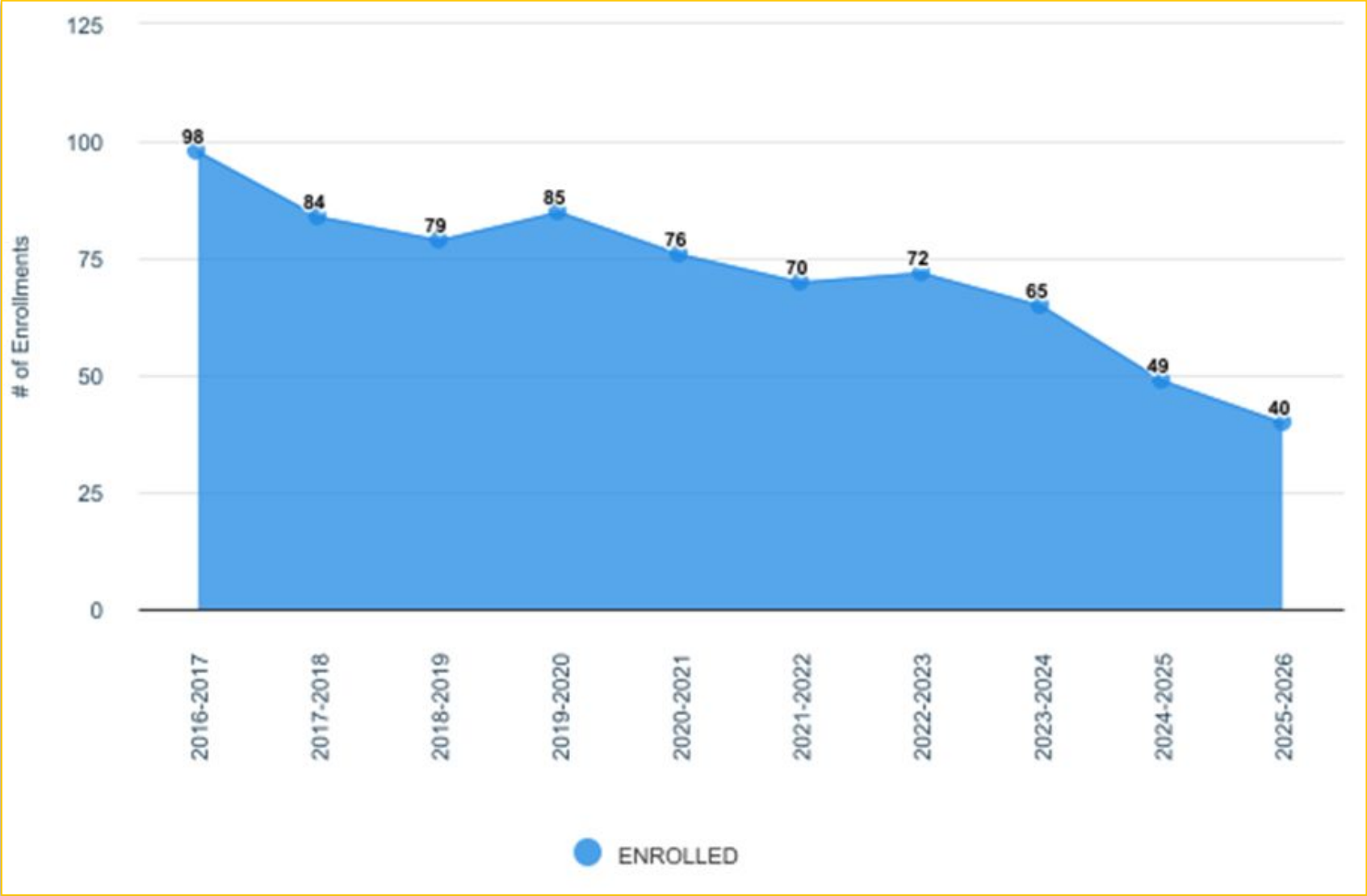
1. Annual School Choice Lottery

- i. Online application
- ii. Initial lottery result in January
- iii. Waitlist in place for follow-up offers
- iv. All families encouraged to visit

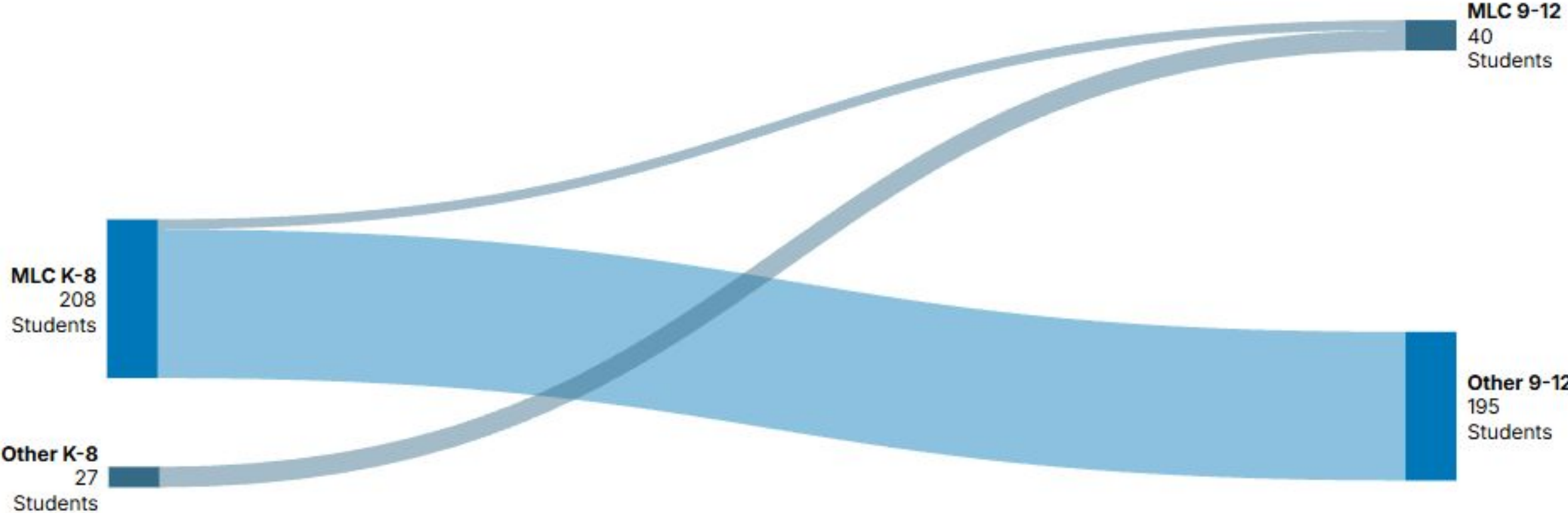
2. Reconnection Services Referral

- i. Students and families discuss goals, interests, and needs with an Outreach Coordinator
- ii. Families meet with school staff before a final decision is made

MLC HS 10-Year Enrollment Trends



MLC Student Progression Over the Last Four Years



Enrollment Demographics

Student Group	MLC Grades 9-12	Alliance	All PPS 9-12
Asian	0.0%	0.0%	5.9%
Black	2.5%	9.5%	8.5%
Latinx	7.5%	19.8%	17.9%
Multi-Racial	10.0%	18.6%	12.0%
Native	0.0%	0.4%	0.5%
Pacific Islander	0.0%	0.0%	0.7%
White	80.0%	50.2%	54.4%

MLC Grades 9-12	Students with a Disability	All Students	% Receiving Special Education Services
Totals	14	40	35.0%

Descriptor	Number	Percent
Enrolled in MLC prior to 9th grade	13	32.5%
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More than one High School enrollment	7	17.5%

Sample MLC Student Profiles



Brendan

Brendan has had two (2) enrollments. He spent part of grade 9 at Alliance @ Benson HS and the rest of grades 9-11 at MLC.



Kyle

Kyle has had three (3) enrollments. He split grade 9 among Ida B. Wells, Edwards, and MLC. Since then he has been enrolled in MLC and is in grade 11.



KC

KC has had four (4) enrollments. They attended Grant, Southern School, Edwards, and MLC for part of grade 9. They are now at MLC and are in grade 11.



Erin

Currently in grade 12 at MLC, Erin completed grade 9 at Grant and split grades 10 among Online Learning Academy, Mt. Scott Learning Center, and MLC.

Sample Student Schedules

Sample 9th Grade Schedule	
Period	Course Title
1	Spanish 4*
2	Geometry 2*
3	Teacher Aide
4	NGSS Chemistry 2*
5	Independent Study*
6	Art 2*
7	English 2*
8	Advisory (Wed. Only)

Sample 11th Grade Schedule	
Period	Course Title
1	Health 2*
2	Geometry 2*
3	NGSS Biology 2
4	English 6*
5	Virtual Scholars Online Course*
6	Spanish 2*
7	Economics*
8	Advisory (Wed. Only)

*Note: Denotes courses where more than one course is being taught at the same time or multiple student grade levels are present.

MLC and Alliance HS: A Comparison

MLC

- Grades K-12
- Environmental Education Focus
- Motto “The City is our Campus”
- Programming for cross-age programming
 - MLC Electives Program (adults, middle and high school students can submit a proposal to co-lead an elective with staff for students in grades 1-5 MLC Elective Program)
- Student Portfolios, Student led conferences
- Social Emotional Supports for students enrolled
- Advisory model for students in grades 6 -12 (Retro / Metro)
- CTE - Mass Communications, previously had internships

Alliance Alternative High School

- Grades 9-12
- Project Based Learning - Experiential Learning
- School-wide Advisory model
- Programming for integrated content areas to support course completion for students who are course and credit deficient
- Two school models: 5 period block and also a self paced model
- Two school schedules: 5 day and 4 day schedules intended to be flexible schedules to support specific student needs and remove barriers to continued school enrollment
- Social Emotional Supports for students enrolled
- CTE focus - Natural Resources, Auto, Manufacturing, Digital Media

Program Staffing Comparisons

How Many Students Are Needed to Maintain/Sustain Programming?

9-12 Comparisons	Teachers Only	Teachers and 1 Social Worker	Teachers, Social Worker, and 1 VP
MLC Projected FTE per Student	8.3	6.8	5.8
Alliance 9-12 FTE per student	16.7	15.7	14.9
PPS Median High School FTE per student	21.8	21.4	20.6
9-12 MLC Projected Enrollment	38	38	38
9-12 MLC Students Needed To Match Alliance FTE per Student	77	88	98
9-12 MLC Students Needed To Match PPS Median FTE per Student by High School	100	120	136

Sustainability of Program

25-26 Year	HS Staffing
Scheduled Teacher Sections FTE	4.6
Assistant Principal	1.0
Social Worker	1.0
Other	0.4
Total	7.0

25-26 Grades	Student:Staff
MLC 9-12	5.7 : 1
PPS 9-12	17 : 1

MLC at PPS HS Staffing Rates	HS Staffing
Teacher FTE	1.6
Assistant Principal	1.0
Social Worker	0
Other	0
Total	2.6

Sustainability of Program

Smaller programs are more costly to operate.

Student Group	Students	Per Student Costs*
MLC 9-12	40	\$28,120
PPS 9-12	13,276	\$8,729
Alliance 9-12	275	\$14,221

*Note: Per student costs are for the current school year (2025-2026).

Projected savings from discontinuing programming in MLC HS grades is \$1.1M.

High School Alternative and Focus Options

In-District Alternative Schools	HS Diploma / Traditional HS Programs	Career and College Focused & GED Options	Focus Option High Schools
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	NAYA Many Nations Academy	PCC Yes to College - Cascade Campus	Benson High School
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	Rosemary Anderson Prep - North	Portland Youth Builders (PYB)	
	Helensview		
	Open School		

MLC Student Options Fair

When: Tuesday, February 24, from
10:00 am - 11:30 am

Where: MLC Auditorium

When: Tuesday, February 24, from
4:30 pm - 6:00 pm

Where: Prophet Education Center,
501 N. Dixon St.

The Reconnection Services, Enrollment and Transfer, and representatives from PPS' alternative schools will be available on-site to work individually with students.

MLC Student School Tours

Jefferson High School

When: Wednesday, February 25, at 2:00 pm

Benson High School

When: Thursday, February 26, at 2:45 pm

Alliance High School

When: Thursday, February 26, at 2:00 pm

The Reconnection Services Team is ready to support students. Outreach Coordinators will be available to work individually, join the tours, and provide support and information



TOGETHER,

WE RISE

WITH EXCELLENCE. WITH PURPOSE.

Q&A



TOGETHER,
WE RISE

WITH EXCELLENCE. WITH PURPOSE.

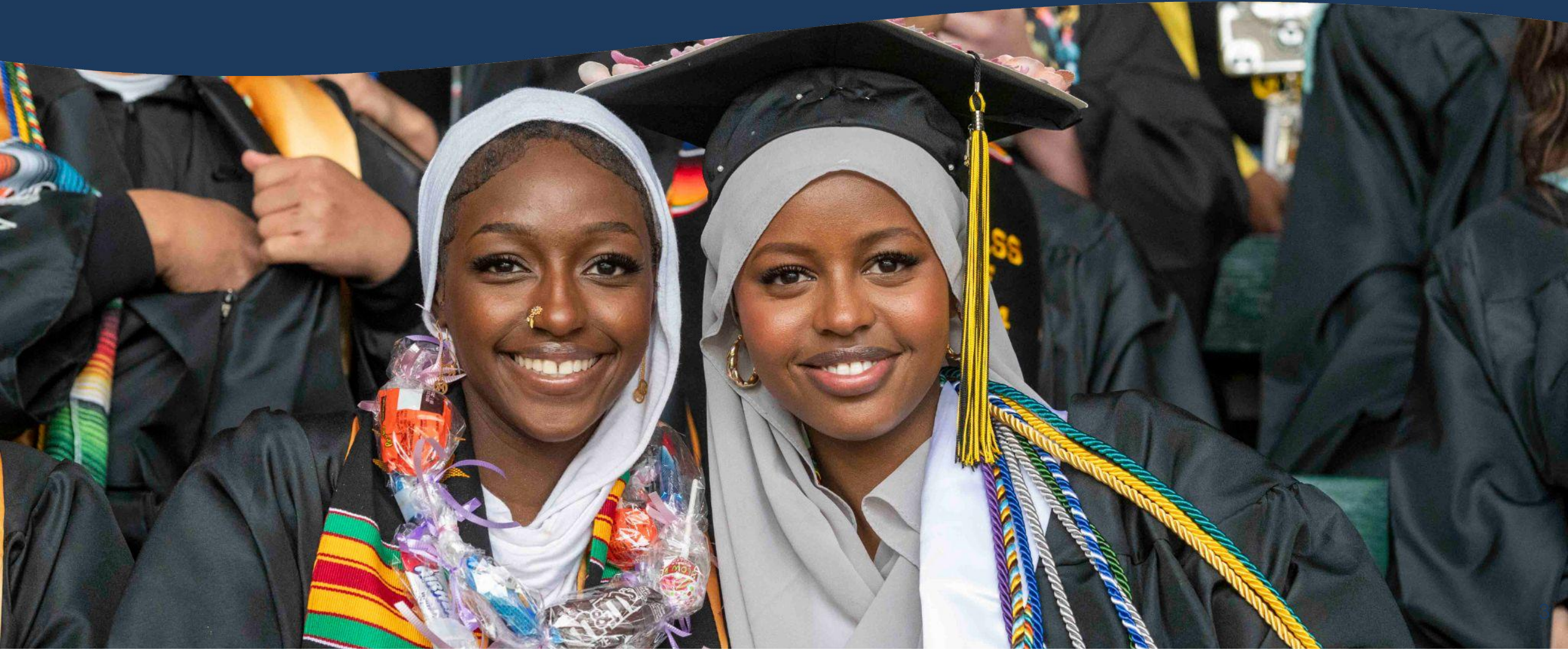
**Data Dive Winter 2026:
Graduation and Postsecondary
Readiness Rates for the Class of 2025**

Learning Target and Success Criteria

I am learning about the current rates of graduation, completion, and postsecondary readiness for the class of 2025.

I can articulate the graduation, completion, and postsecondary rates as well as the targeted action steps PPS staff are taking in response to these data.

Graduation and Completion Rates



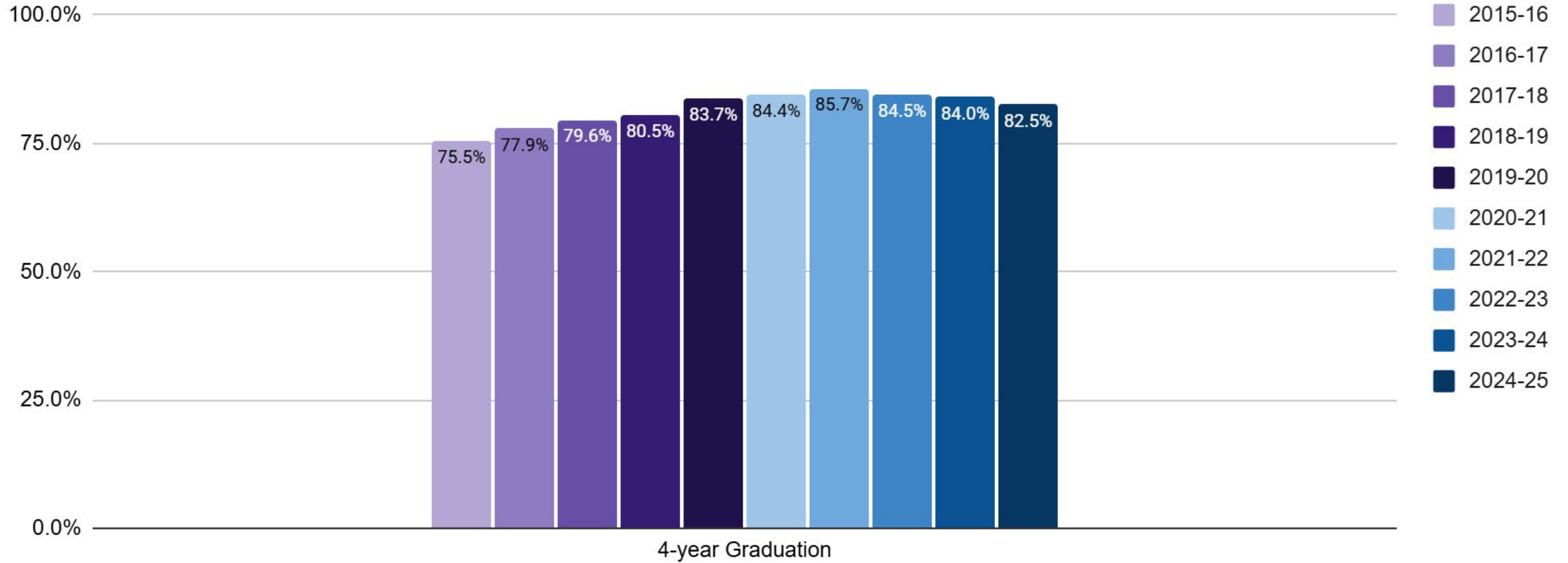
4 Year Cohort Graduation Rate

A **cohort** is defined as a group of **students who entered into 9th grade during the same year.**

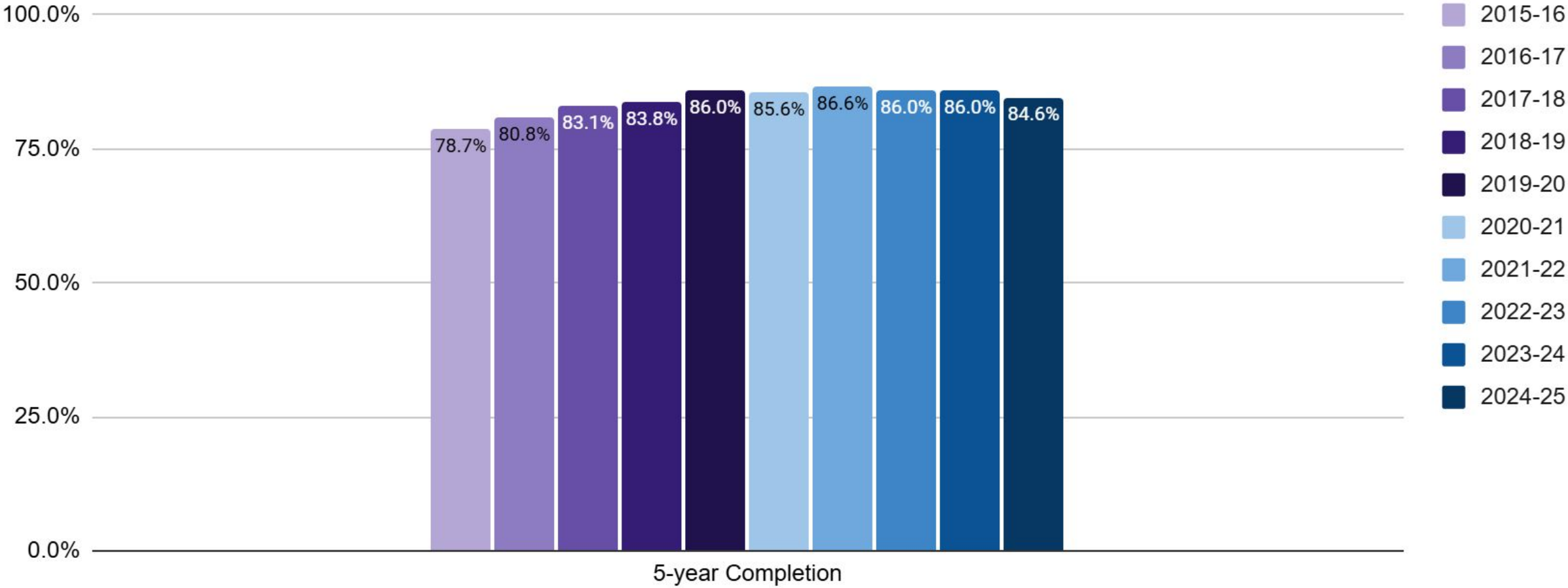
Number of Students Who Graduated Within 4 Years

Initial Cohort + Transfers In - Transfers Out/Deceased

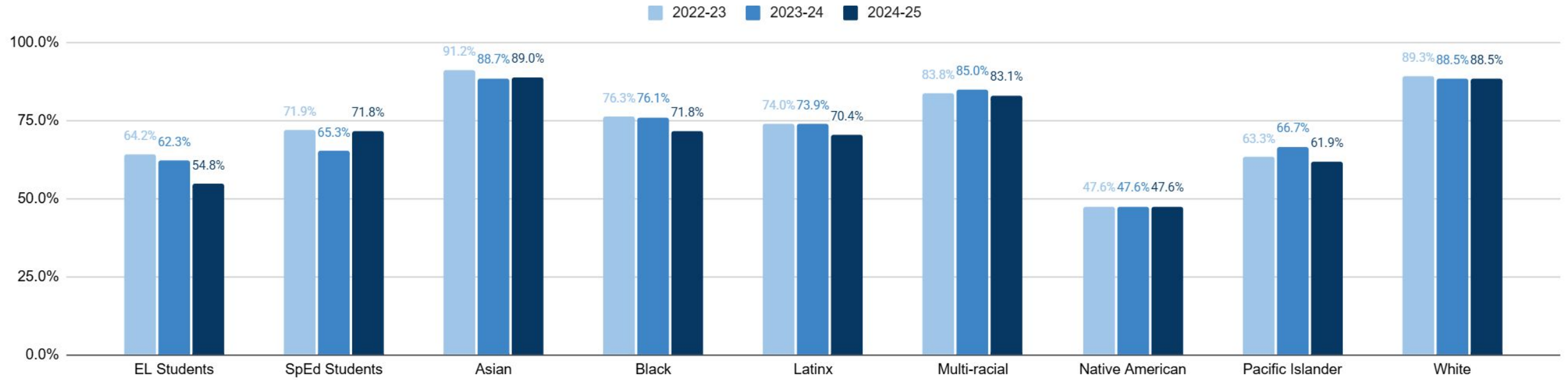
4-Year Graduation Rates, 10-Year Trend



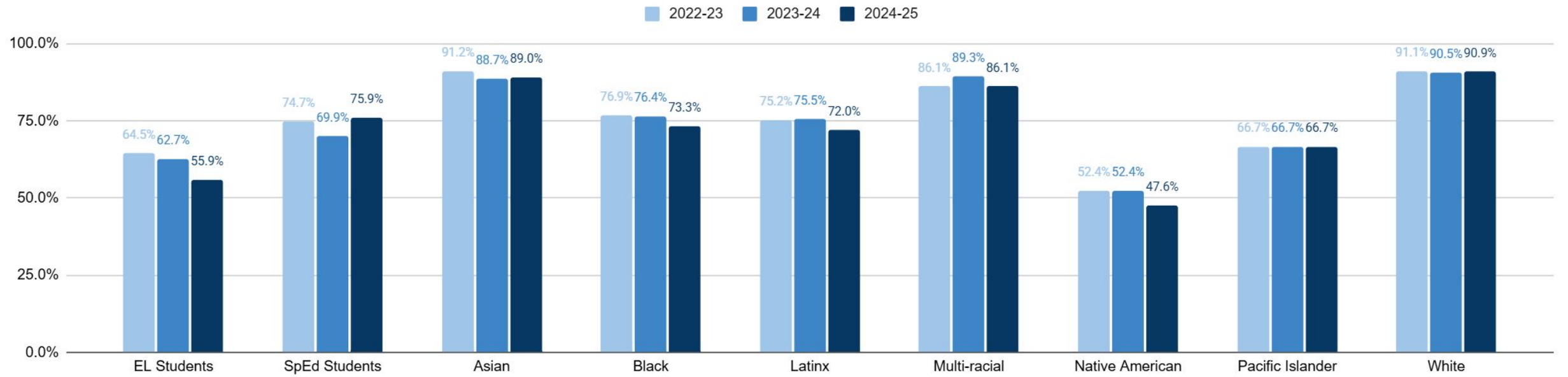
5-Year Completion Rates, 10-Year Trend



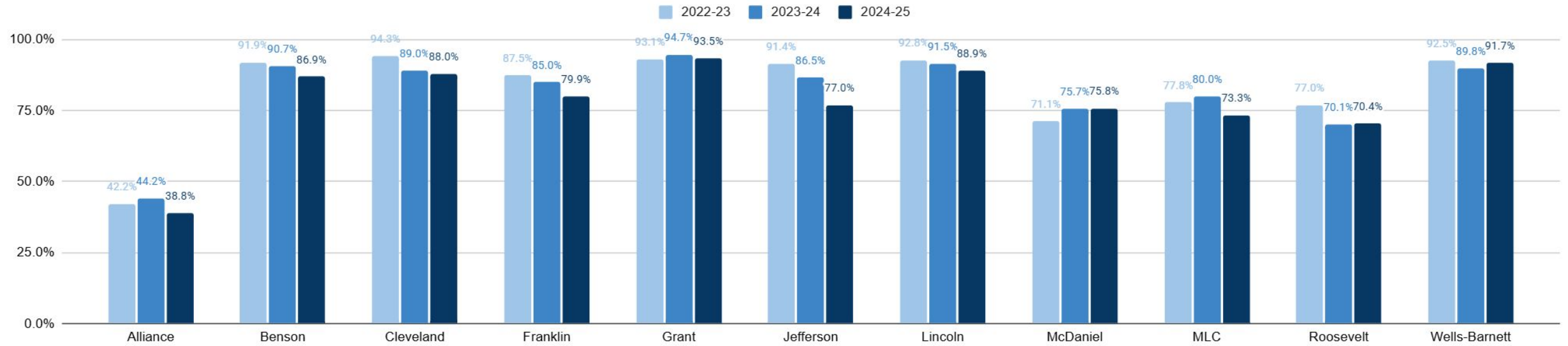
4-Year Graduation Rates by Student Group, 3 Years



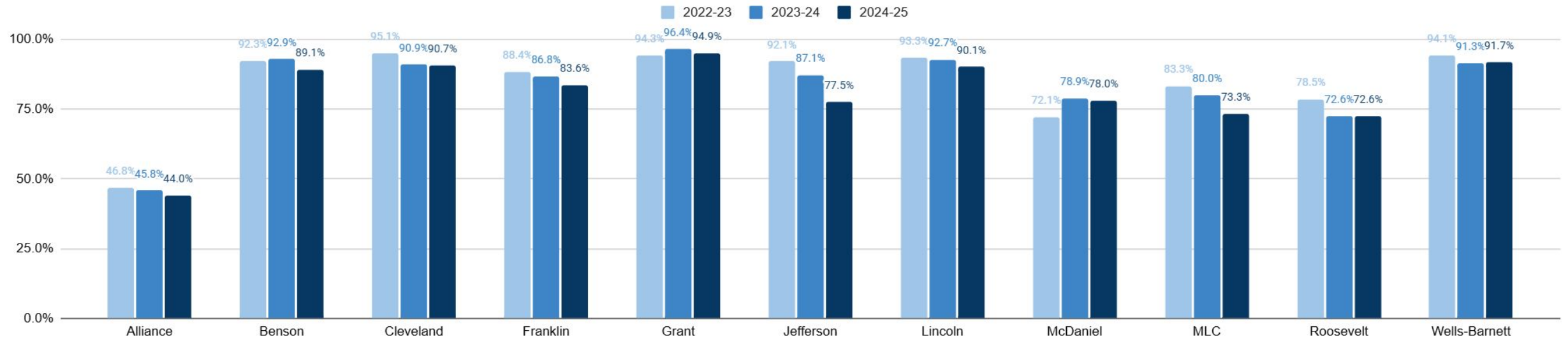
5-Year Completion Rates by Student Group, 3 Years



4-Year Graduation Rates by School, 3 Years



5-Year Completion Rates by School, 3 Years



What We Have Learned

Time in PPS Matters

The more time a student spends in a PPS high school, the greater the chance that the student will graduate on time. Students who are with us for all 4 years have a graduation rate of 96.1%

Time in PPS Matters

Students who attend a PPS high school for 3 years have a graduation rate of 71.8%. That drops to 51.1% for students attending two years, and 35.9% for those students attending just one year.

What We Have Learned

Racial Disparities

All students of color saw declines in graduation rate. These declines widen our achievement gaps. We must recognize, celebrate, and support difference without allowing it to predict outcomes.

Language Barriers

Our students who are learning English continue to struggle across academic indicators. As a system, we have to find opportunities to continue to strengthen our academic supports for our multilingual learners.

Special Education

Our students with disabilities are showing progress and we have provided support and training in this area. We need to replicate that support for other student groups.

Data Systems

We are recognizing that we can improve our data supports to schools and strengthen our communications and trainings regarding these supports.

Project: Graduation



○ **What**

A regular, ongoing series of focused support meetings where we identify root causes, data and practice gaps, and supports needed for schools and students.

○ **Why**

Our data are not trending in a positive direction, which alerts us to the need for increased and targeted supports for students and schools.

○ **How**

A collaborative effort between HS principals and central office teams (academics, student support services, equity, data and accountability) to drive increased support and improved outcomes for students.

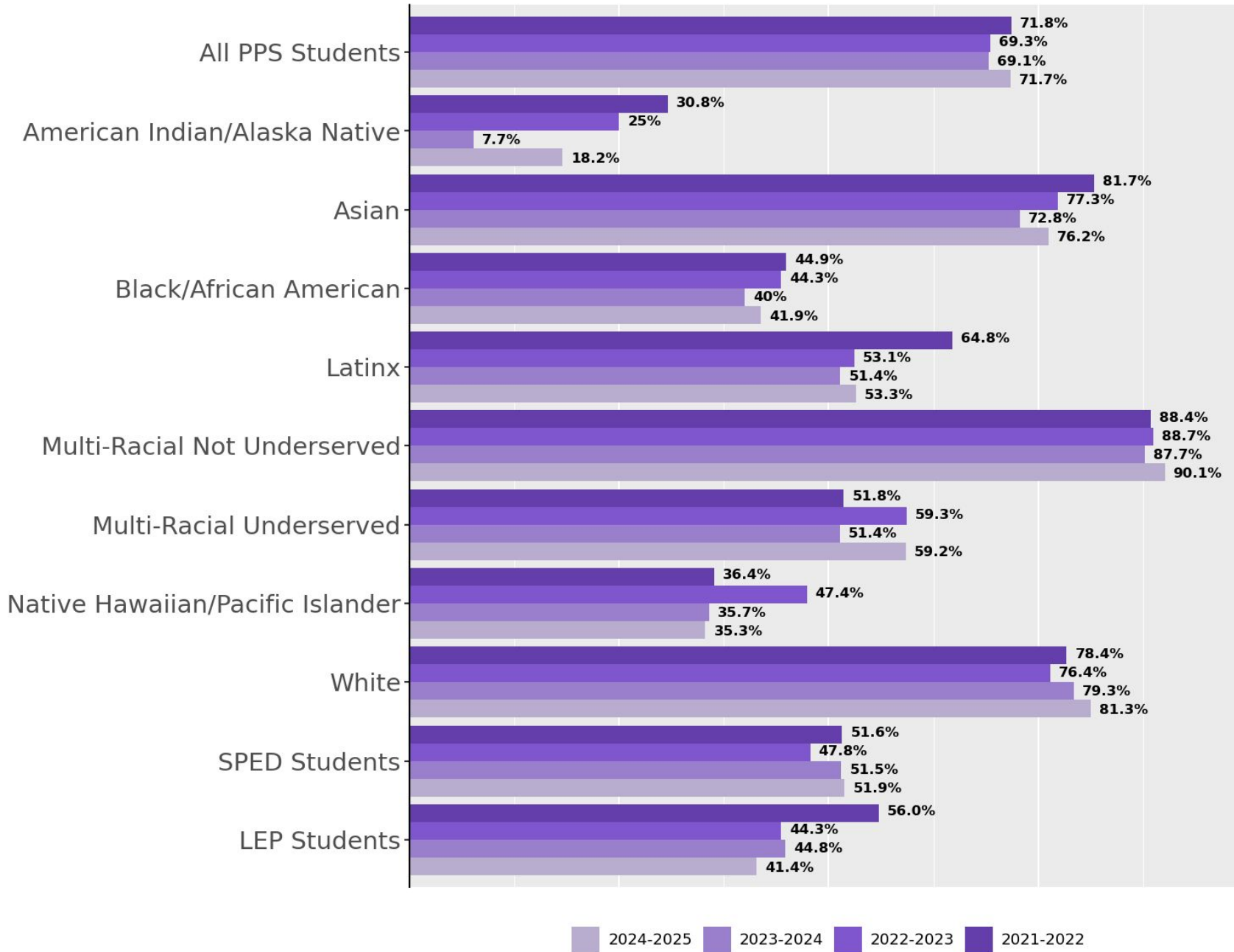
Postsecondary Readiness



Postsecondary Readiness

1. Successful completion (C or better) of 3 or more **Advanced Placement** courses,
2. Successful completion (C or better) of 3 or more **International Baccalaureate** courses,
3. Successful completion (C or Better) of 3 or more **Dual Credit** courses,
4. Successful completion of a **Career and Technical Pathway** (3 or more courses in the same pathway),
5. Successful attainment of the **Seal of Biliteracy**, or
6. Successful achievement of a postsecondary readiness score on the **PSAT, SAT, or ACT**.

Post Secondary Readiness (Overall) Rates



Postsecondary Readiness Continuum



- 8th grade success teams
- Counseling and teacher collaboration
- Summer programming

- Student communities
- 9th Grade Success Teams

- High Quality Instructional Materials
- Common Assessments
- Tiered Supports

- Career Exploration
- CTE awareness and recruitment
- CTE Program of Study completion

- AP, IB, and Dual Credit for all
- College advising
- Dual Credit expansion



Student Education Plan & Profile

College & Career Counseling/Advising

Credit Recovery & MPG



TOGETHER,
WE RISE

WITH EXCELLENCE. WITH PURPOSE.

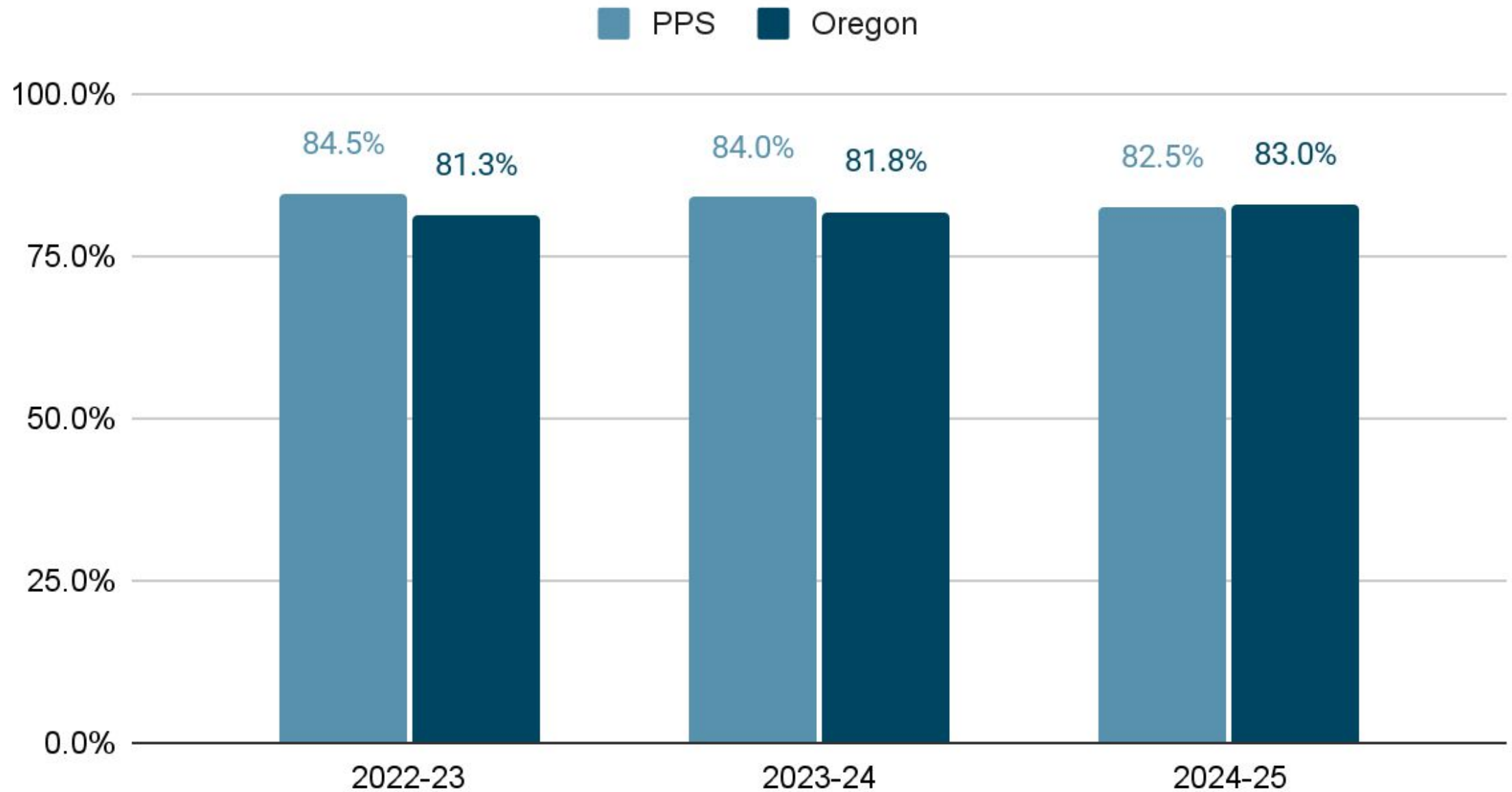


TOGETHER,
WE RISE

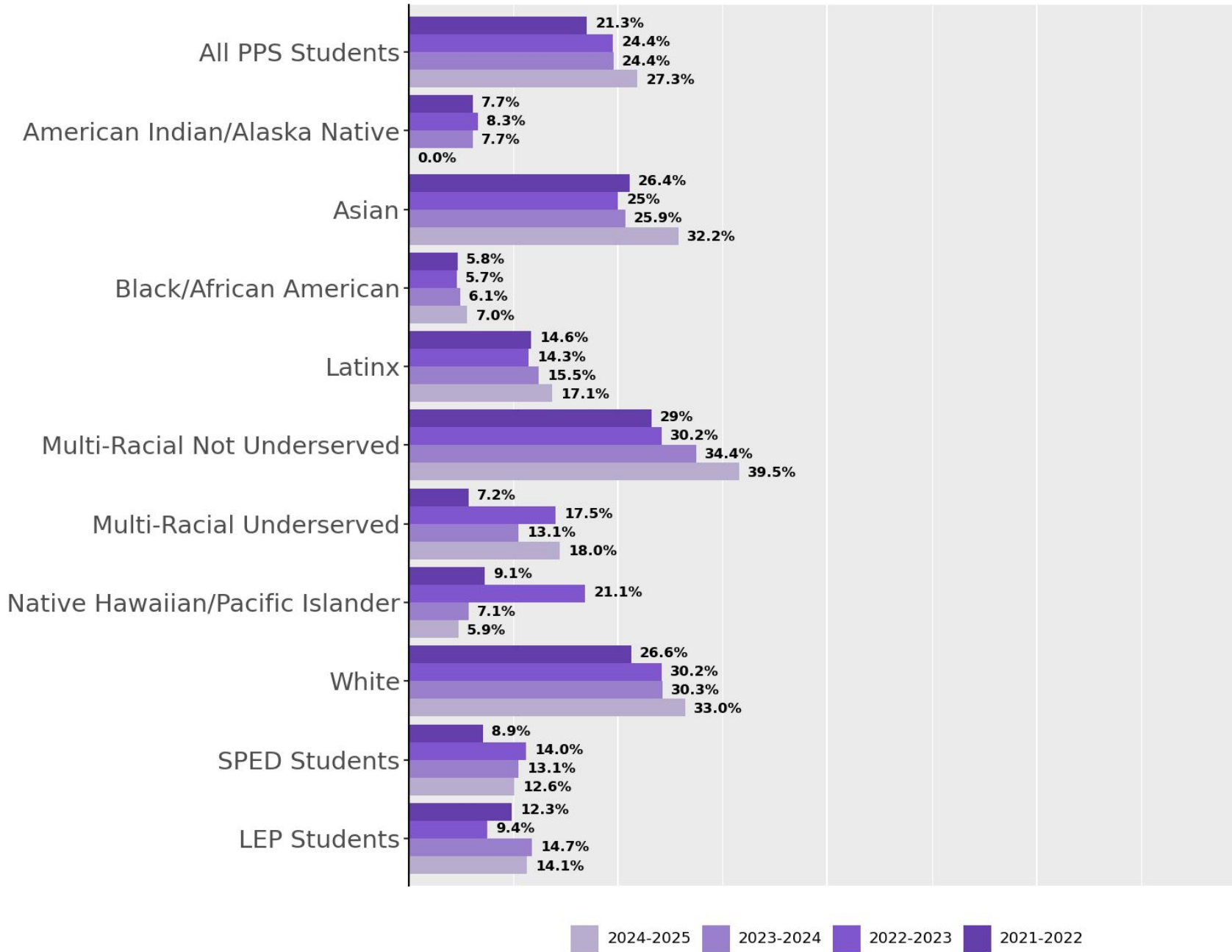
WITH **EXCELLENCE.** WITH **PURPOSE.**

Appendices

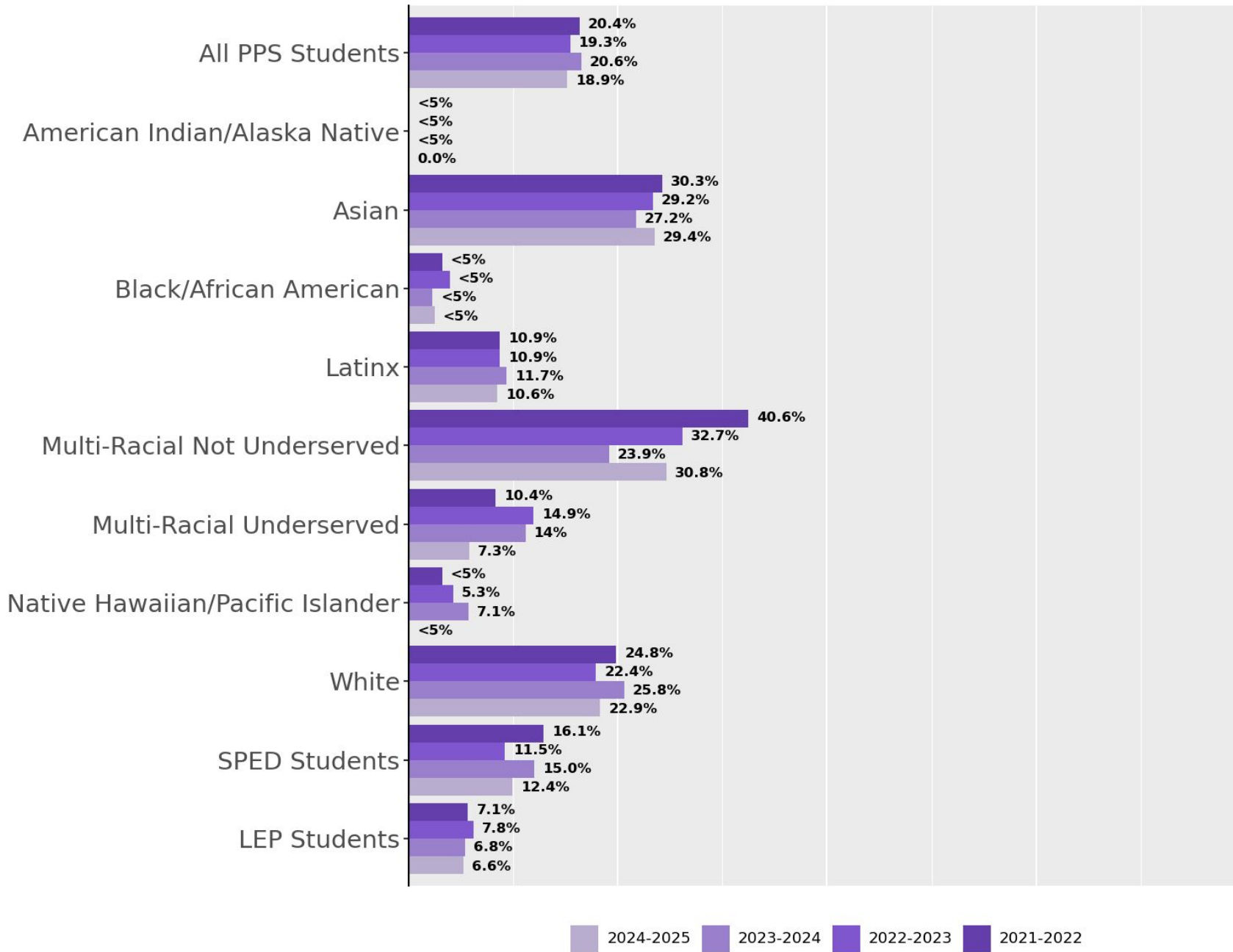
4-Year Graduation Rates, PPS and Statewide



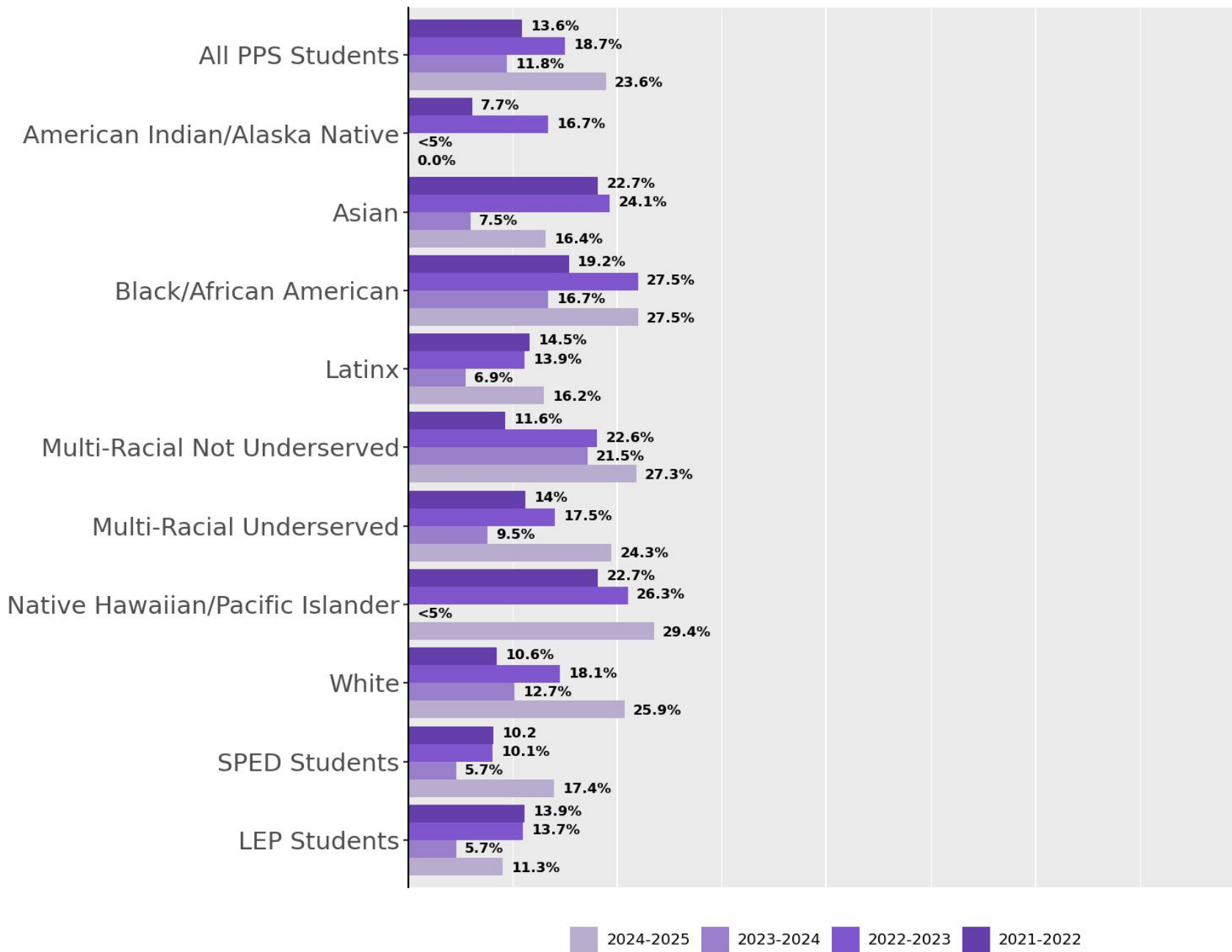
Post Secondary Readiness (AP) Rates



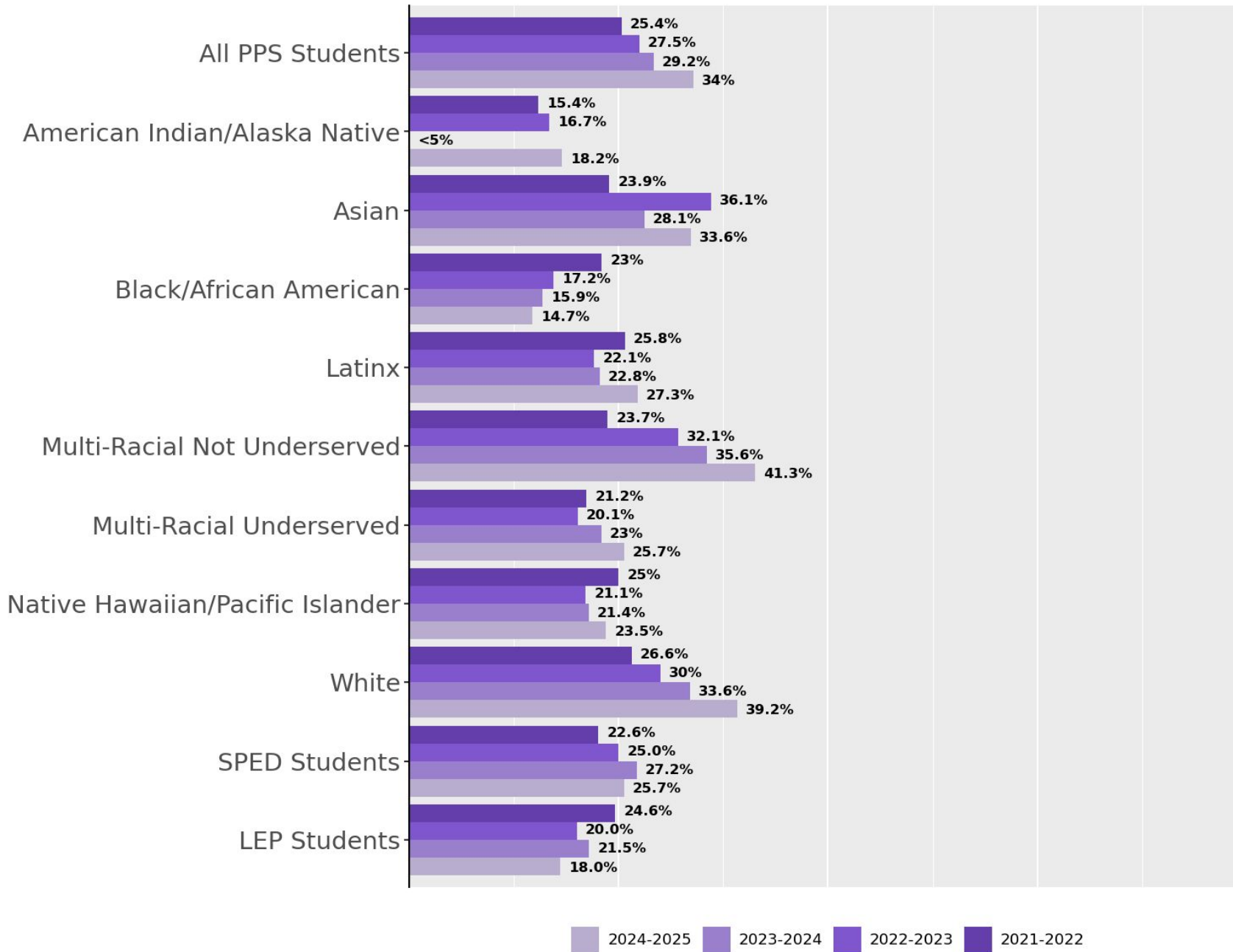
Post Secondary Readiness (IB) Rates



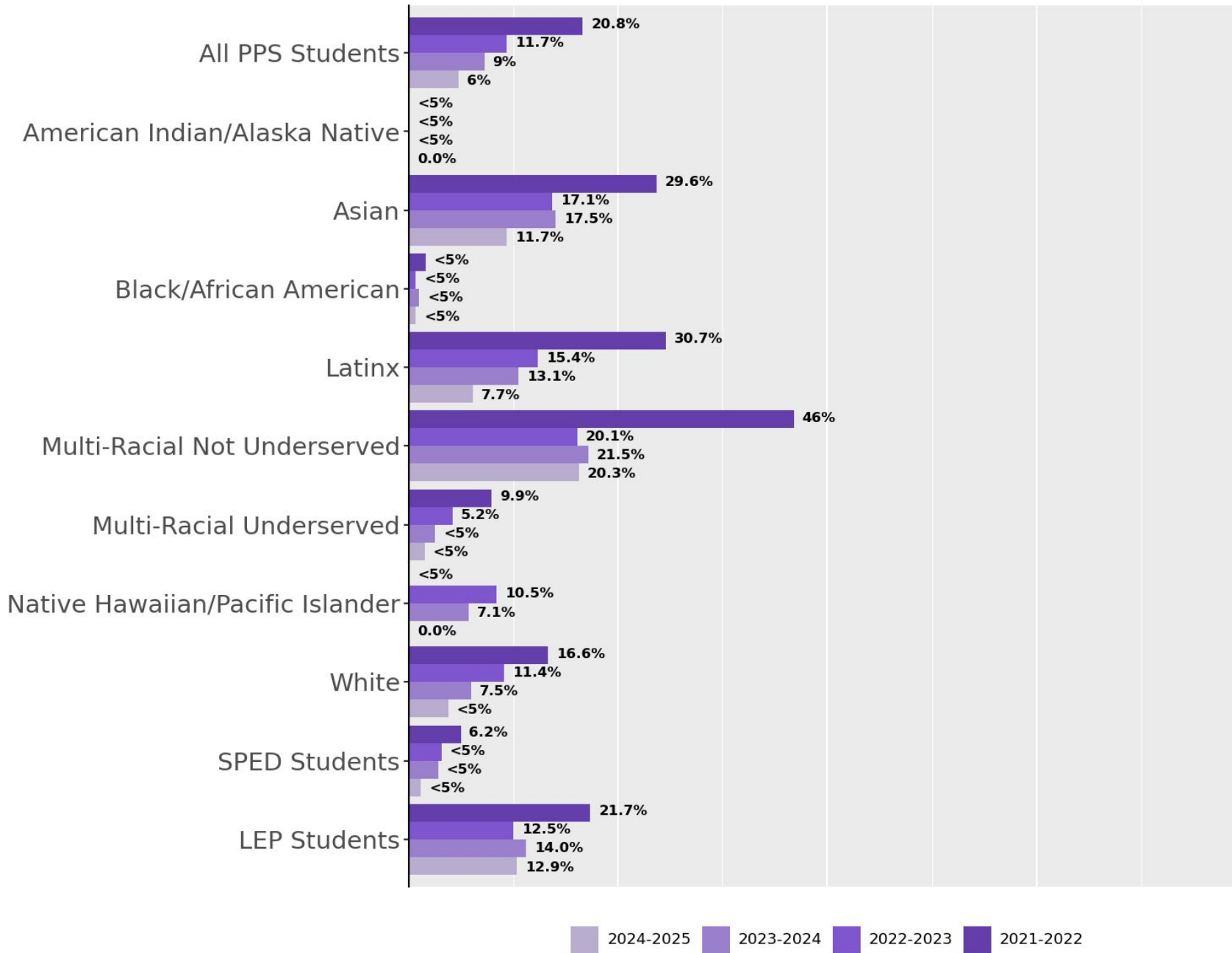
Post Secondary Readiness (Dual Credit) Rates



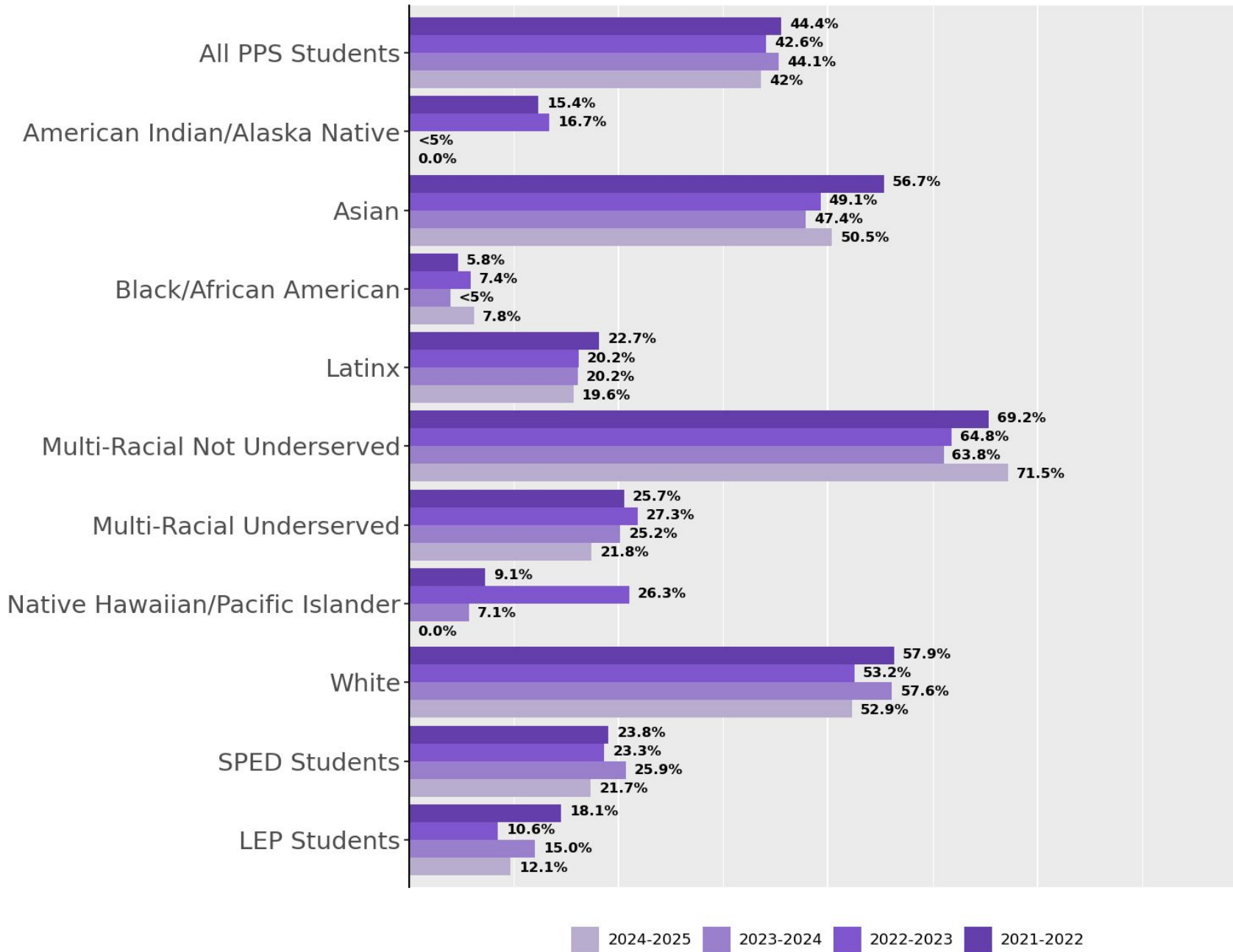
Post Secondary Readiness (CTE) Rates



Post Secondary Readiness (Seal of Biliteracy) Rates



Post Secondary Readiness (PSAT SAT ACT Test Scores) Rates





Enterprise Resource Planning (ERP) Modernization Program Update

Board Discussion

Feb. 24, 2026



Agenda

- Quick Refresh: Program Charter & Scope
- Technical Solution - vendor selection
- Implementation Partner - RFP status and timeline
- Next Steps



Program Charter: ERP Modernization

A tightly coordinated multi-year program to redesign how **people, processes, and technology** work together across PPS to streamline work and unlock better outcomes.

The opportunity is to devote **more time, resources, and energy** toward student learning and success.

The challenge is to build **efficient** workflows, driven by **meaningful** data using **modern** tools, that result in better decision-making across PPS.

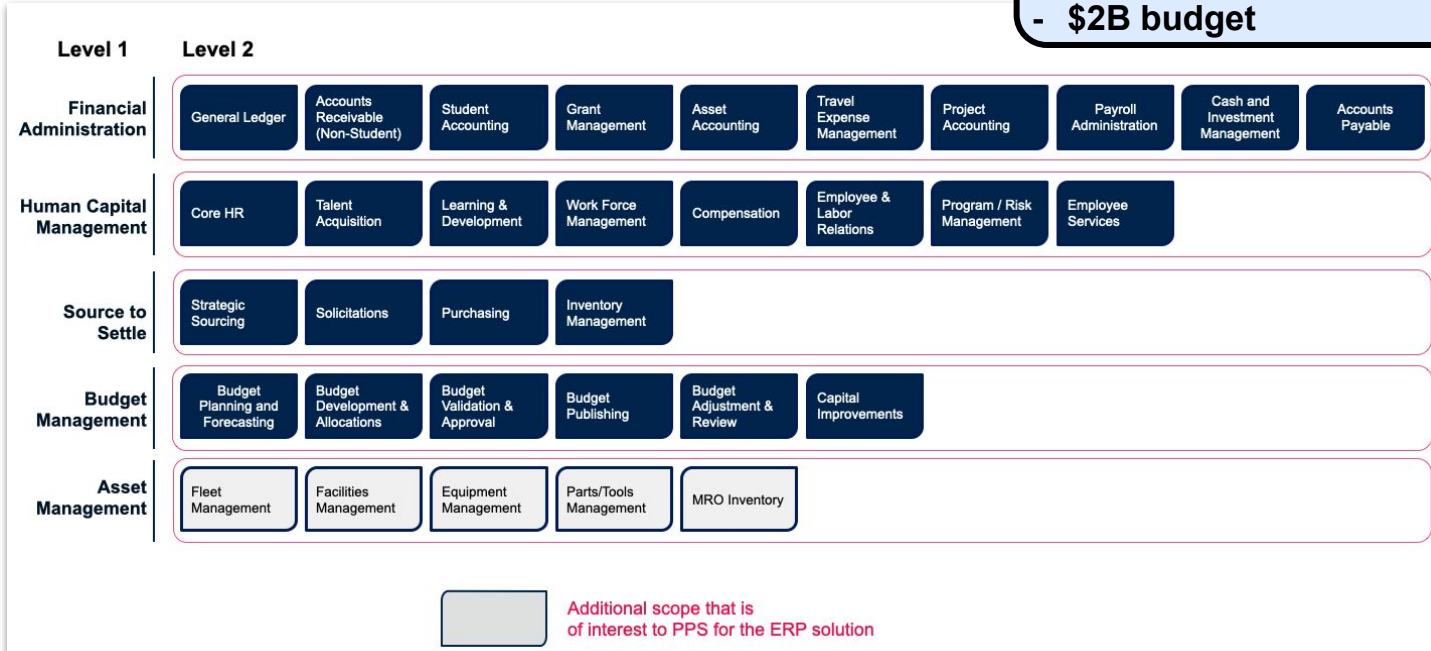
The program is funded via 2020 & 2025 bonds

This transformation will be enabled by the implementation of a new ERP that best serves PPS for the long-term

The current PPS ERP was implemented 25 years ago and no longer has the capability or flexibility to best serve a modern K-12 district

Scope of Impact: Business Functions

- 8,000+ system users
- 1,000's of vendors & contractors
- 100's of reporting requirements
- \$2B budget



ERP Solution

Timeline to Contract Signature

Milestone	Date
RFP Issued	November 14, 2025
Proposals Due	January 8, 2026
Proposal Scoring complete = Finalists Selected	January 22, 2026
Software Demonstrations and Interviews	Jan. 28 - Feb. 2, 2026
Demo Scoring complete = Scoring closed	February 4, 2026
Leadership Reviews	February 10, 2026
Notice of Intent to Award	February 12, 2026
Inform at Board Work Session	February 24, 2026
Contract Negotiations (5 weeks - estimated)	Feb 16 - March 20, 2026
Board Work Session	March 31, 2026
Board Regular Session (<i>consent agenda</i>)	April 14, 2026

Intent to Award

ERP Technical Solution = Workday



Technical Implementation team = Accenture & Meridian



Lead Contractor = Meridian



RFP for Implementation Services

Program Management (PM)

Strategy and Roadmap

Program Governance

Program Planning and Status Reporting

Success Metrics / KPI's

Business Process Fit Gap Analysis

Workflow Development

Risk Management

Test Planning and Execution

Training Planning and Execution

Organizational Change Management (OCM)

Strategy and Roadmap

Stakeholder and Impact Assessment

Readiness and Sentiment Analysis

Governance Model

Success Metrics / KPI's

Organizational Change Management

Process Improvement

Communications and Engagement

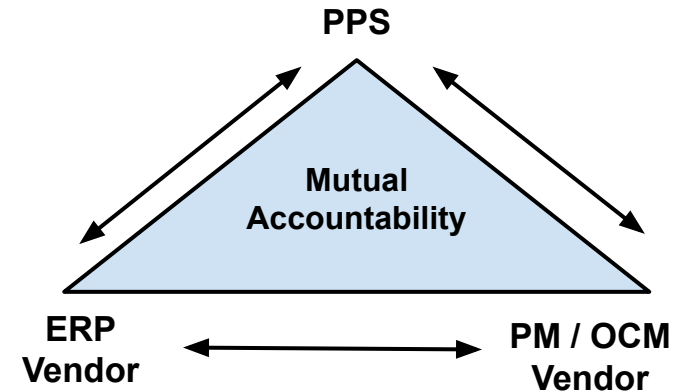
Workforce Enablement

Training Assessment and Curriculum Design

Adoption, Readiness, and Cutover Support

Implementation Services Program Mgmt & Change Mgmt

Milestone	Date
RFP Issued	January 13, 2026
Proposals Due	February 12, 2026
Proposal Scoring complete = Finalists Selected	February 20, 2026
Finalist Interviews	March 2 - 5, 2026
Interview Scoring complete = Scoring Closed	March 6, 2026
Notice of Intent to Award	March 12, 2026
Contract Negotiations	March 16 - March 20, 2026
Board Work Session	March 31, 2026
Board Regular Session	April 14, 2026



Estimated Cost

ERP Vendor Contract (Meridian / Accenture / Workday)

User Licenses,
either 5 yr or 10 year
agreement

Implementation
Costs over 18-24
months

Product and
Technical support
for 12 months

Implementation Services (To Be Awarded on March 12)

Program
Management

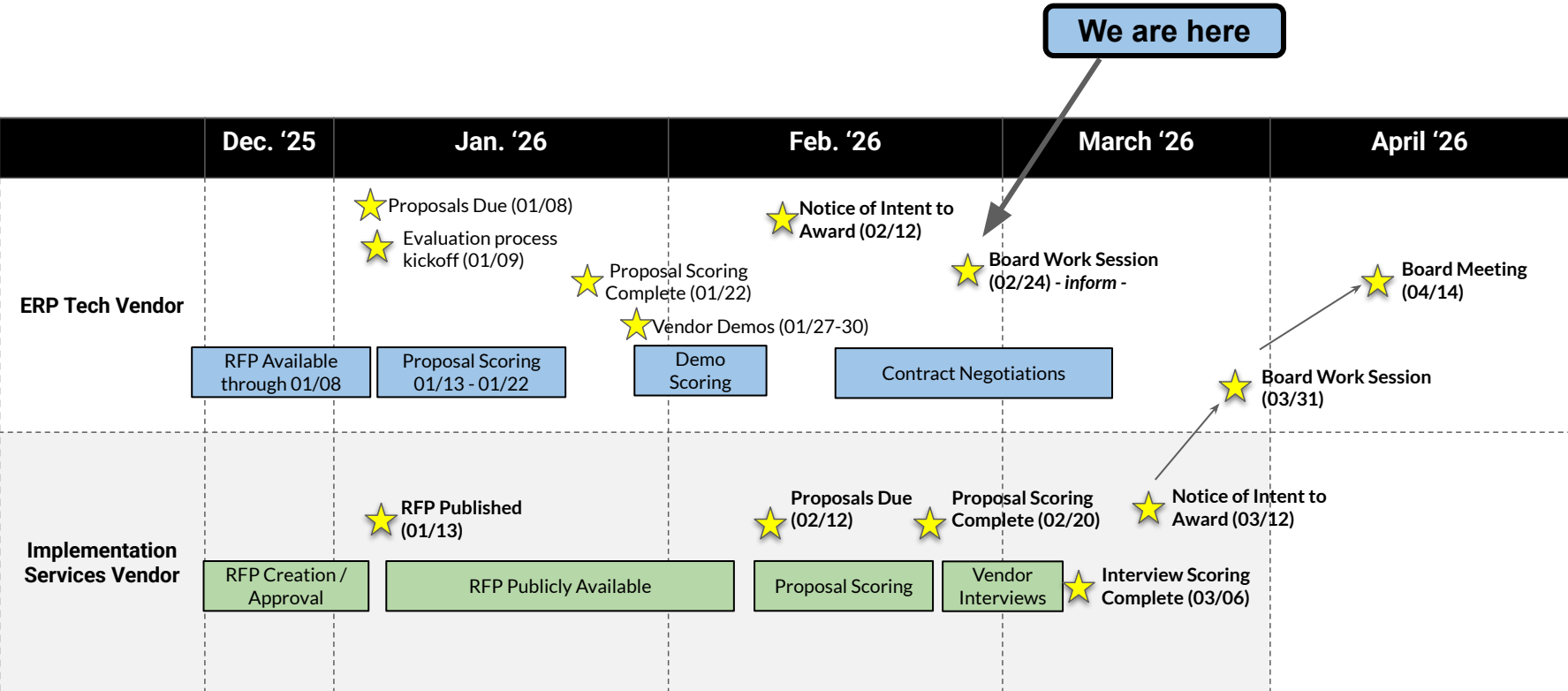
Change
Management


Range of total contract cost

\$40M

\$28M

Combined Timeline





Next Update
March 31



Appendix



What is an “ERP”

- An Enterprise Resource Planning (ERP) system is an integrated software platform that manages core business processes – **finance, human resources, procurement, payroll, operations, and inventory**
- The goal of an ERP is to **streamline operations, improve data accuracy, and enable better decision-making** by providing real-time visibility across all departments.
- The ERP is the digital backbone – **connecting people, processes, and data** - to drive smarter, faster, and more efficient operations.
- Our goal is to replace fragmented legacy systems and spreadsheets with a unified platform that will:
 - **Automate** workflows, streamlines review and approval cycles, and **reduces manual effort**
 - Provides a **single source of truth** across different dimensions for the whole district
 - Supports **compliance, security, reporting, and analytics**
 - Scales with **modern technology** and **changing** business needs

Board of Education Meeting 2026-27 Finance Focus Public Employee Retirement System (PERS)



PORTLAND

Public Schools

February 24, 2026



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Zone 5
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STUDENTS IN PUBLIC CHARTER SCHOOLS

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ELEMENTARY



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HIGH

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K-8

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MIDDLE

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K-12

District Continuous Improvement Plan
GOAL AREAS



ATTENDANCE



LITERACY

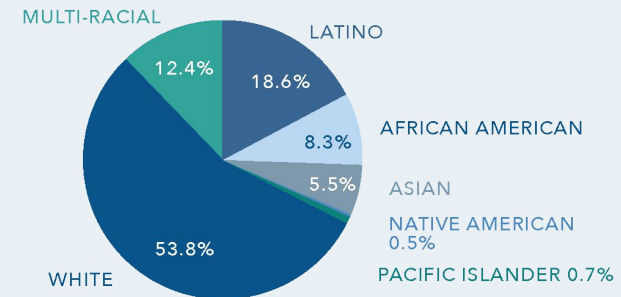


MATH



9th Grade SUCCESS

STUDENT INFORMATION



RECEIVE ESL SERVICES

10%

ELIGIBLE FOR FREE MEALS via direct certification

31.3%
2023-24 school year

RECEIVE SPED SERVICES

17%

*Numbers are approximate



TOGETHER,

WE RISE

WITH EXCELLENCE. WITH PURPOSE.

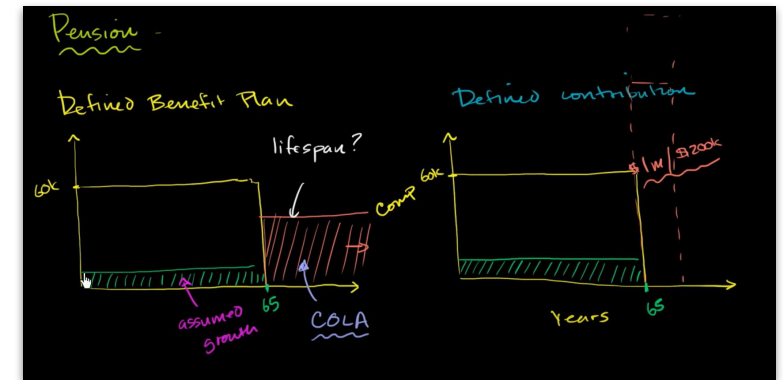
Finance Focus: Public Employee Retirement System

- **Overview of the Defined Benefit Program (Pension)**
- **System Administration: design and reform impacts**
- **Employer Responsibilities**
- **Employee Benefits: Deferred income for life**



Overview of the Defined Benefit Program (Pension)

- Purpose: To provide a reliable, long-term retirement income for public employees through a structured pension plan.
- Structure: Defined Benefit programs offer a specific, predetermined monthly benefit upon retirement, rather than being based solely on investment contributions.



[Khan Academy Defined Benefit vs. Defined Contribution Program Informational Video](#)

System Administration: Design and

Reform Impacts

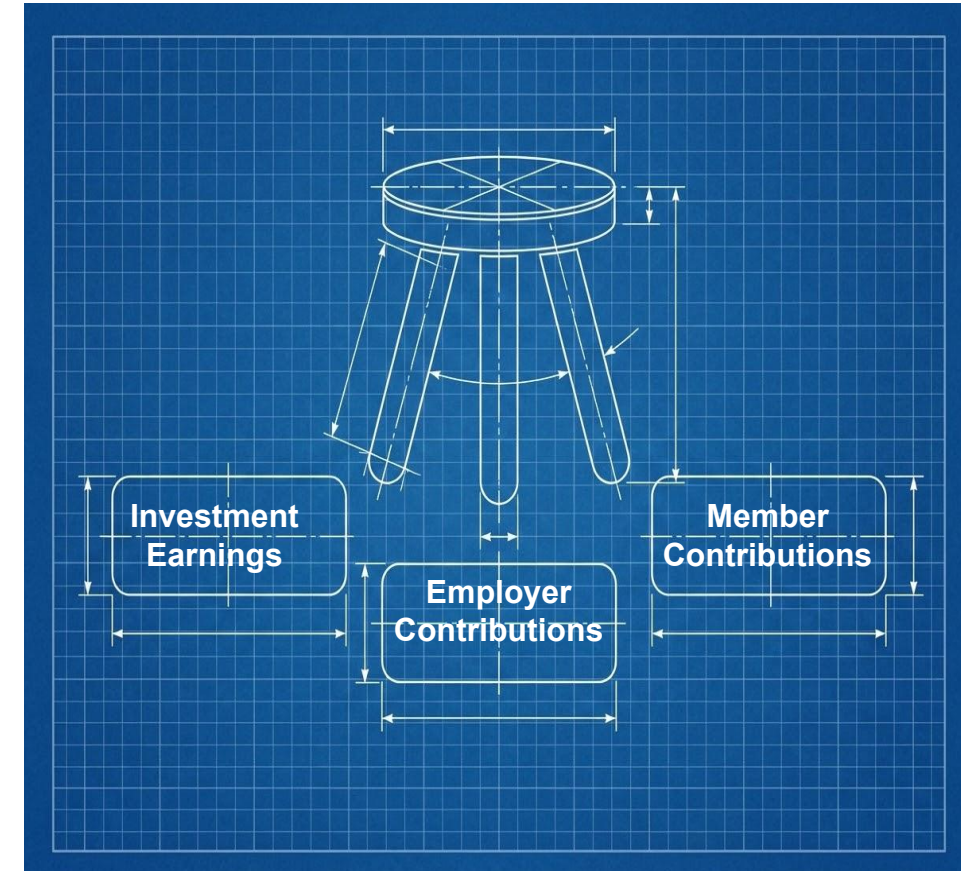
- System Design: Covers how the pension plan is organized and managed at the state and district levels.
- Reform Impacts: Addresses the ongoing legal and administrative changes to the system and how these adjustments affect long-term sustainability and benefit structures.

Employer Responsibilities

Employer Financial Contributions

- School districts and public agencies are responsible for funding a significant portion of the retirement system.
- For a typical teacher, the district pays approximately \$22,578 annually toward PERS and debt service for Pension Obligation Bonds.

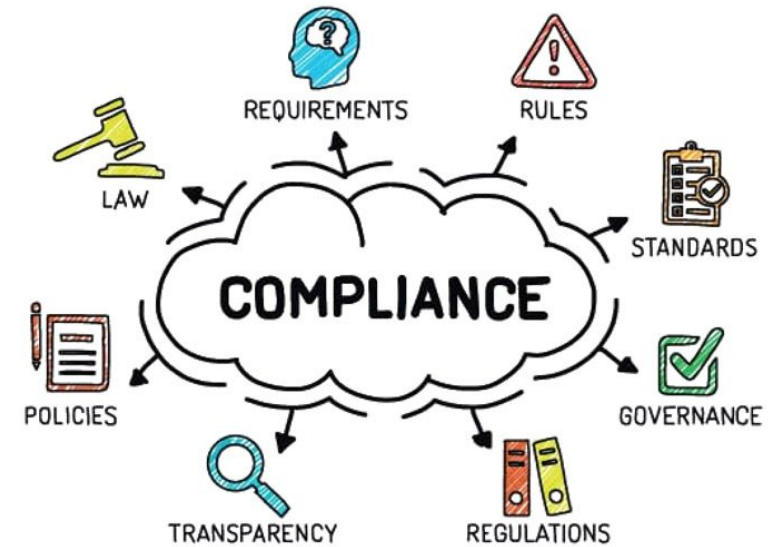
The 3 Sources of Funding for PERS



Member contributions are fixed. Employer Contributions fluctuate to offset investment gains/losses (6.9% assumed rate of return).

Employer Compliance and Reporting

- Accurate reporting of employee hours to PERS is mandatory to ensure proper benefit calculations.
- Regular internal audits are conducted to ensure that financial practices align with state standards and laws.



Operationalizing System Changes

- Mitigating financial impacts: forecasting for and mitigating impacts of rate fluctuations (budget reductions, pension obligation bonds)
- Administering reforms: changes to employee contribution options, retiree work limitations, etc.

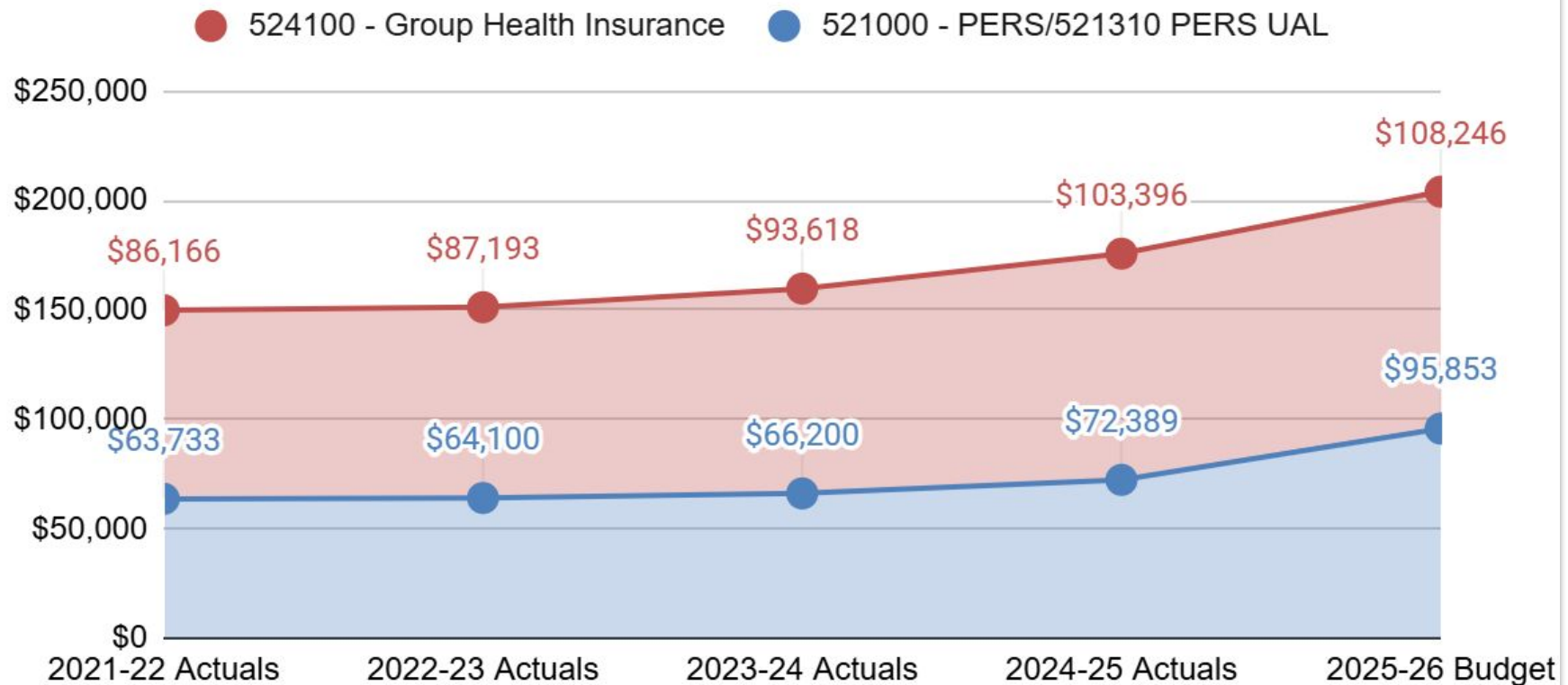
Every Employer is different based on:

- Employee demographics and service type
- Whether or not they have established a side account by selling pension obligation bonds
- NOTE: debt service on pension obligation bonds is paid from the operating budget
- Expiration of side accounts eliminates the rate credit which increases employer rates

For PPS, the 2021-23 valuation period that set employer rates for 2025-27 increased by 5.33 percentage points and is equivalent to \$28 million each year in additional employer contributions.

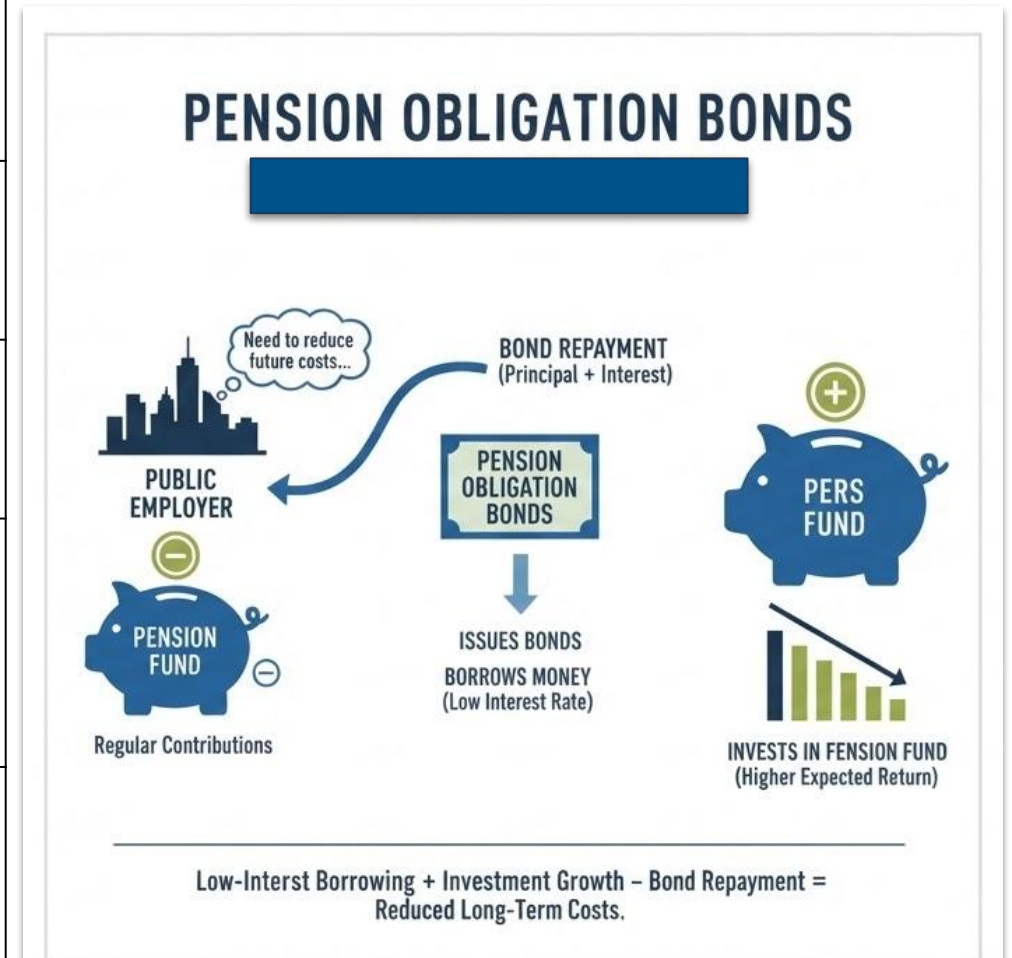
Recent Budget Impacts of Changes

2021-22 Actuals, 2022-23 Actuals, 2023-24 Actuals, 2024-25 Budget and 2025-26 Budget

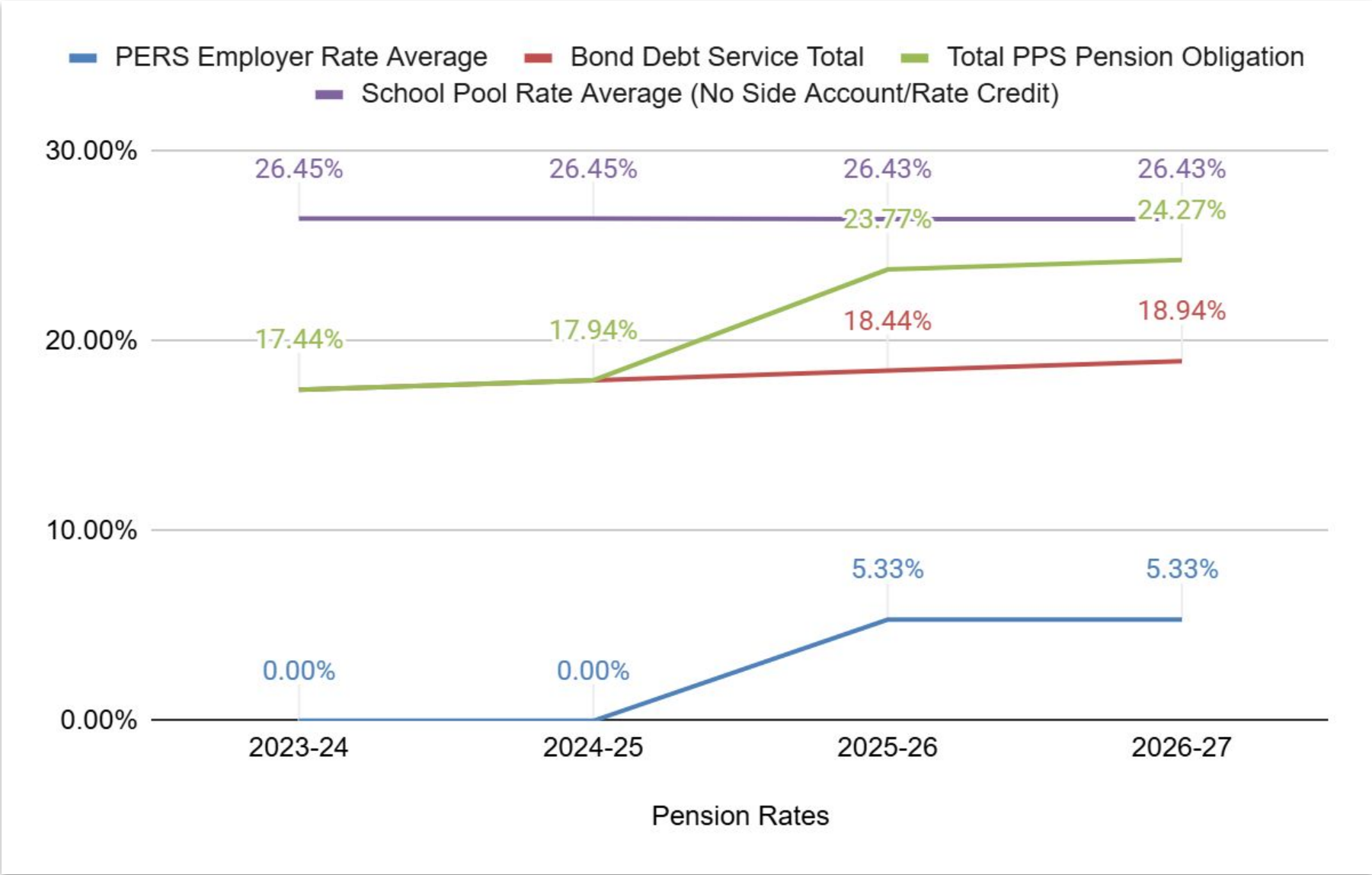


Side Accounts and Pension Bonds

Goal	To reduce the employer's ongoing PERS contribution rates.
Source	Lump-sum deposits from bonds or budget surpluses.
Impact	Acts as a credit against the employer's pension debt.
Visible In	PERS contribution rate tables (like the one you are viewing) as a reduced percentage.
Costs	Cost of issuance, principal, and interest paid from operations budget



PPS Pension Obligation vs. School Pool



Employee Benefits:

Deferred income for life

For Employees: Deferred Income for Life

- **Guaranteed Income:** The system is designed to provide retirees with "deferred income for life," ensuring financial security throughout their retirement years.
- **Compensation Package:** *Retirement benefits are a core component of the total compensation for public employees,* often making up a significant portion of employer-paid benefits.



Post-reform PERS Benefit Tiers

Feature	Tier 1	Tier 2	OPSRP
Hire Date	Before Jan 1, 1996	Jan 1, 1996 – Aug 28, 2003	On or after Aug 29, 2003
Normal Retirement	Age 58 (or 30 years service)	Age 60 (or 30 years service)	Age 65 (or 58 with 30 years)
General Formula	1.67% × FAS* × Years	1.67% × FAS* × Years	1.50% × FAS* × Years
Calculation Methods	Higher of Full Formula, Money Match, or Formula + Annuity	Higher of Full Formula or Money Match	Full Formula only
Unused Sick Leave	50% added to FAS*	50% added to FAS*	Not included in FAS*
Vacation Payout	Included in FAS*	Not included in FAS*	Not included in FAS*

* FAS = Final Average Salary, calculated on highest three years of earnings

Scenario: OPSRP (Tier 3) Educator (fully eligible)

- General Formula portion of benefit:
 - Final Average Salary (FAS)= \$105,000
 - FAS = \$105,000/yr or \$8,750/mth
 - $.45 \times \$105,000 = \$47,250/\text{yr}$ or $\$3,938/\text{mth}$
- Individual Account Program (IAP) portion:
 - $.33 \times \$47,250 = \$15,593/\text{yr}$ or $\$1,299/\text{mth}$
- **Total benefit = \$62,843/yr or \$5,237/mth***

for LIFE

Feature	OPSRP
Hire Date	On or after Aug 29, 2003
Normal Retirement	Age 65 (or 58 with 30 years)
General Formula	$1.50\% \times$ $FAS^* \times \text{Years}$
Calculation Methods	Full Formula only

* COLA Applied 2-2.8% annually afterwards

Present Value of Future Benefits

- Total benefit of \$62,843/yr for a 20 year period = \$1,256,860
- \$1,256,860 divided over 30 years of service for full eligibility = \$41,895 each year
- Regardless of amount earned in any given year prior to the FAS, this staff member is gaining \$41,895 in future benefits



Deferred Compensation

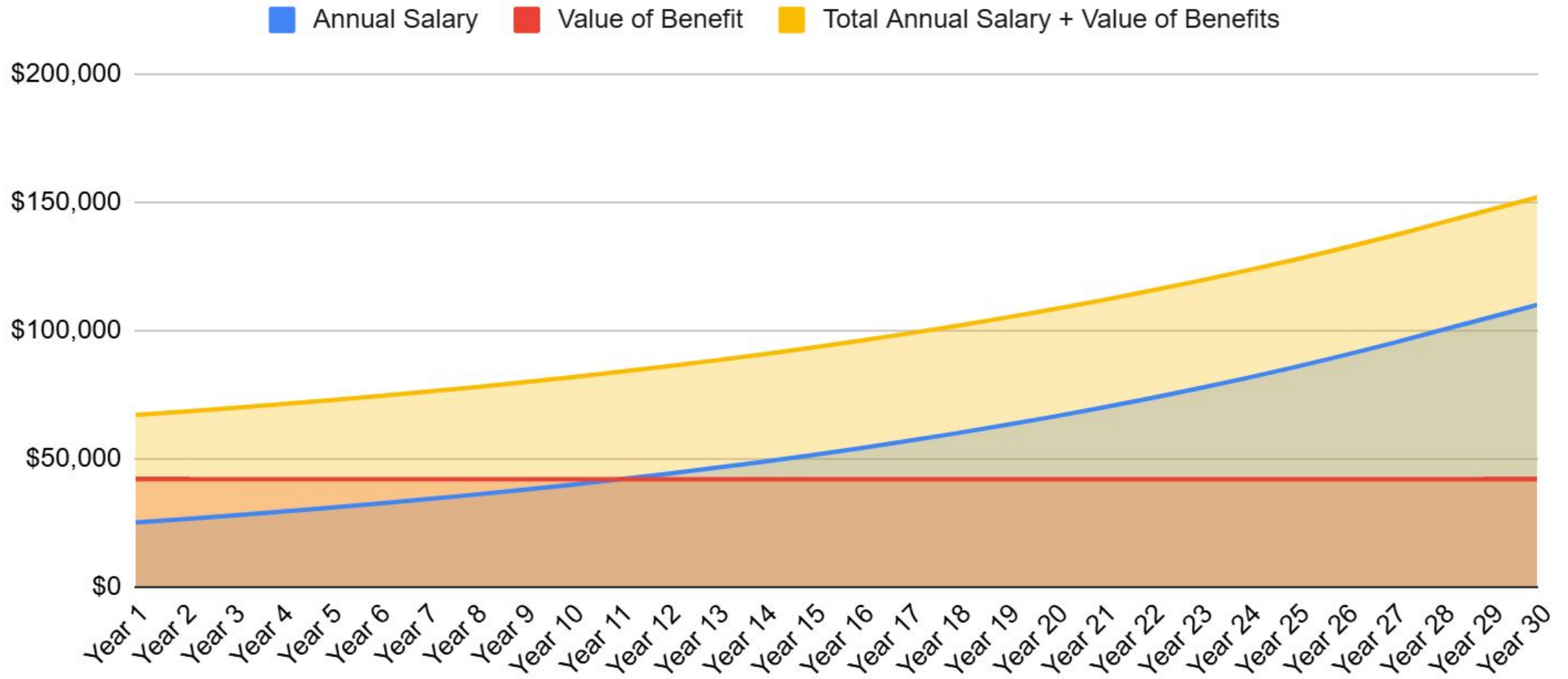
[di-'fərd ,kəm-pən-'sā-shən]

An addition to an employee's salary that is not paid out or taxed as income until a future date.

 Investopedia

* COLA Applied 2-2.8% annually afterwards

Annual Salary, Value of Benefit and Total



* COLA Applied 2-2.8% annually afterwards

Questions?

Michelle Morrison
Chief Financial Officer
mimorrison@pps.net

Strategies to increase revenue, reduce costs, or adjust your budget assumptions and targets



Appendix

Prior period highlights and reference slides.

Budget Principles

Principles create a shared understanding of the overarching values that underpin budget development.

- Providing students with an exceptional educational experience and ensuring their academic success should drive the budget process
- Decisions should be driven by data
- Base resourcing decisions on cost-effectiveness
- Prioritize the Core Program in all schools
- Critically re-examine patterns of spending
- Provide every student with equitable access
- Take a long-term perspective
- Be transparent

District Continuous Improvement Plan: Four Goal Areas



ATTENDANCE



LITERACY



MATH

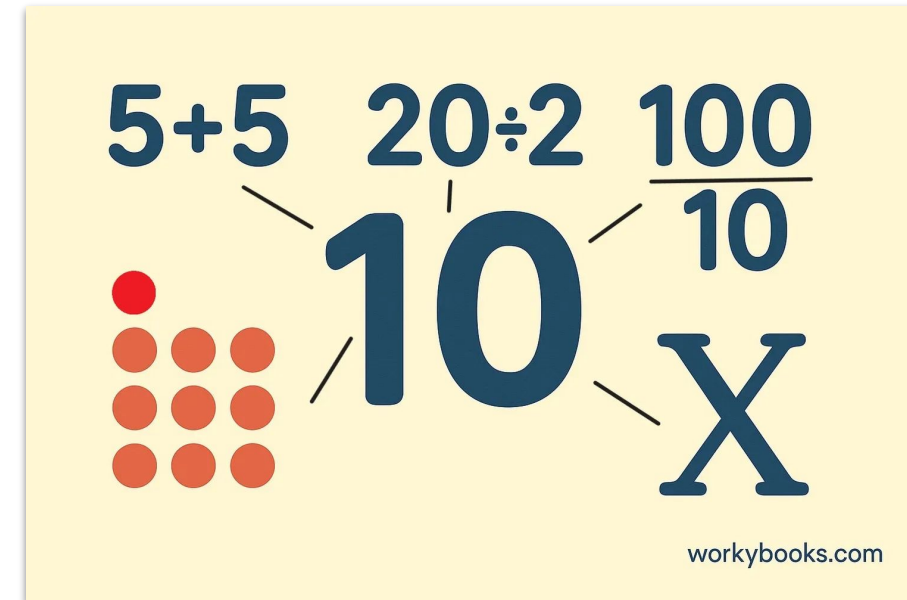


**9TH GRADE
SUCCESS**

\$50 million Budget Gap for 2026-27

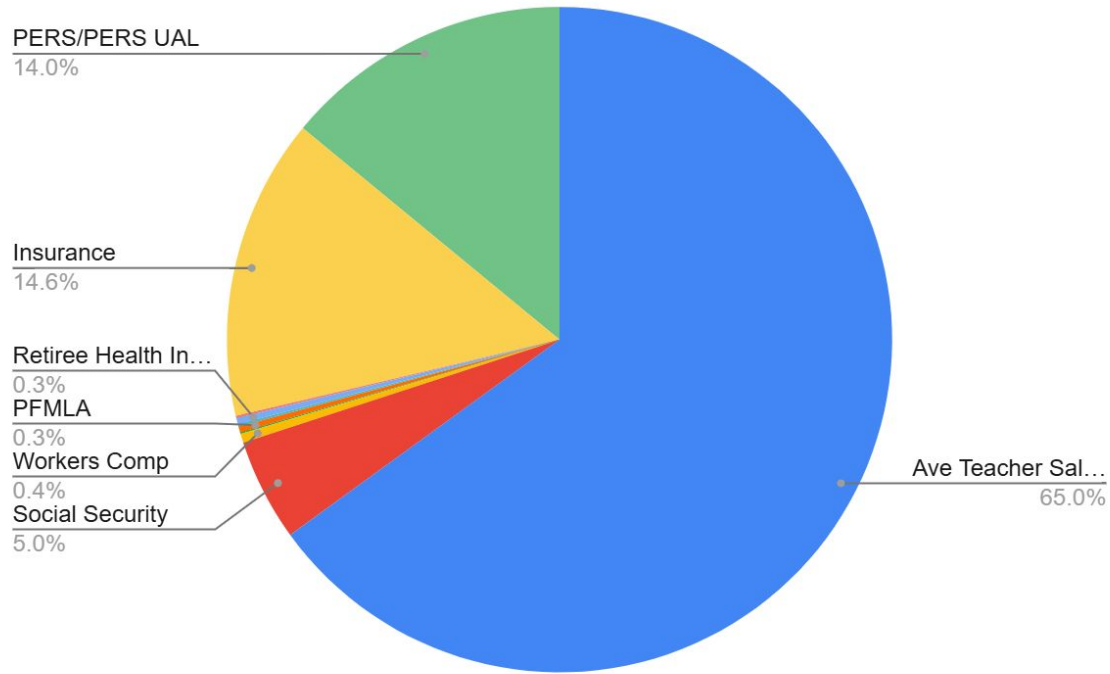
Equivalent Values:

- \$1,179 per student (42,404 students)
- 14.5 school days (\$3.5 million each)
- 312.5 Educator FTEs (\$160k each)
- 650 Paraeducators/Instructional Assistant FTE
- 12.5 Annual Elementary School operating budgets (\$4.0 million each)
- + 3.0 Student to Classroom Teacher Ratio (averaged across system)



Board Information Requests

2025-26 Adopted Budget- Average Teacher Cost Components



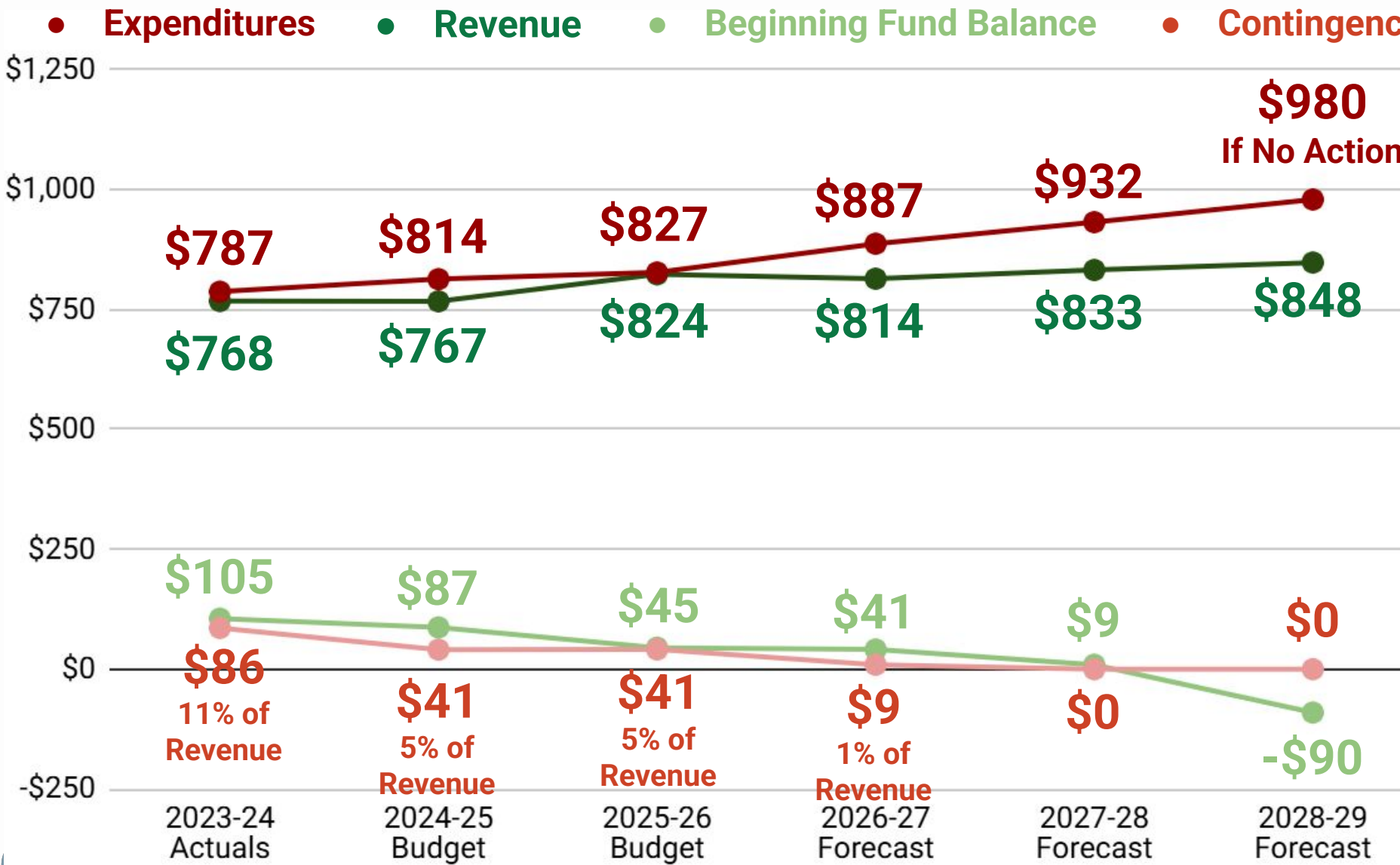
Ave Teacher Salary	\$104,579
Social Security	\$8,000
Workers Comp	\$711
Unemployment Comp	\$105
PFMLA	\$471
Other Employer Paid Benefits	\$188
Retiree Health Insurance	\$492
Early Retirement Benefits	\$167
Insurance	\$23,561
PERS/PERS UAL	\$22,578
Total Cost Per FTE	\$160,851

Unfunded Mandates and Valuation

- Research based on COSA Legislative Reports
 - [2025](#), [2024](#)
 - [2023](#), [2022](#), [2021](#)
- Long-standing rules
 - [Division 22 Requirements](#)
 - [FAPE \(Free and Appropriate Education\)](#)
 - Participation in the [Public Employee Retirement System](#)
 - Providing equitable access and instruction to [English Learners](#)
 - [Student Transportation](#) and Access



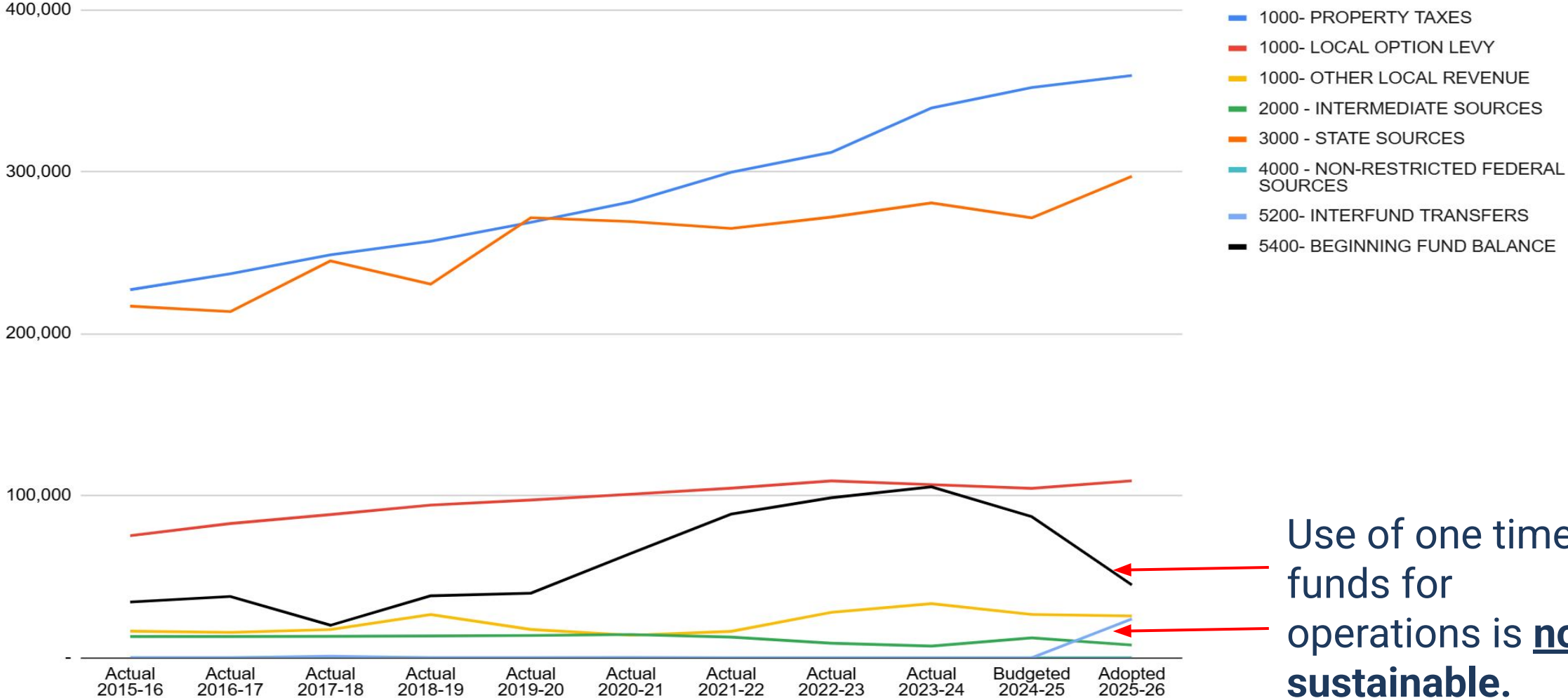
2025-26 Projected General Fund (In Millions)



Expenses are increasing while revenue declines. If no action is taken, reserves are depleted and the budget deficit will compound every year.

DRAFT: Estimates are preliminary.

2015-16 to 2025-26 General Fund Revenue (In Thousands)



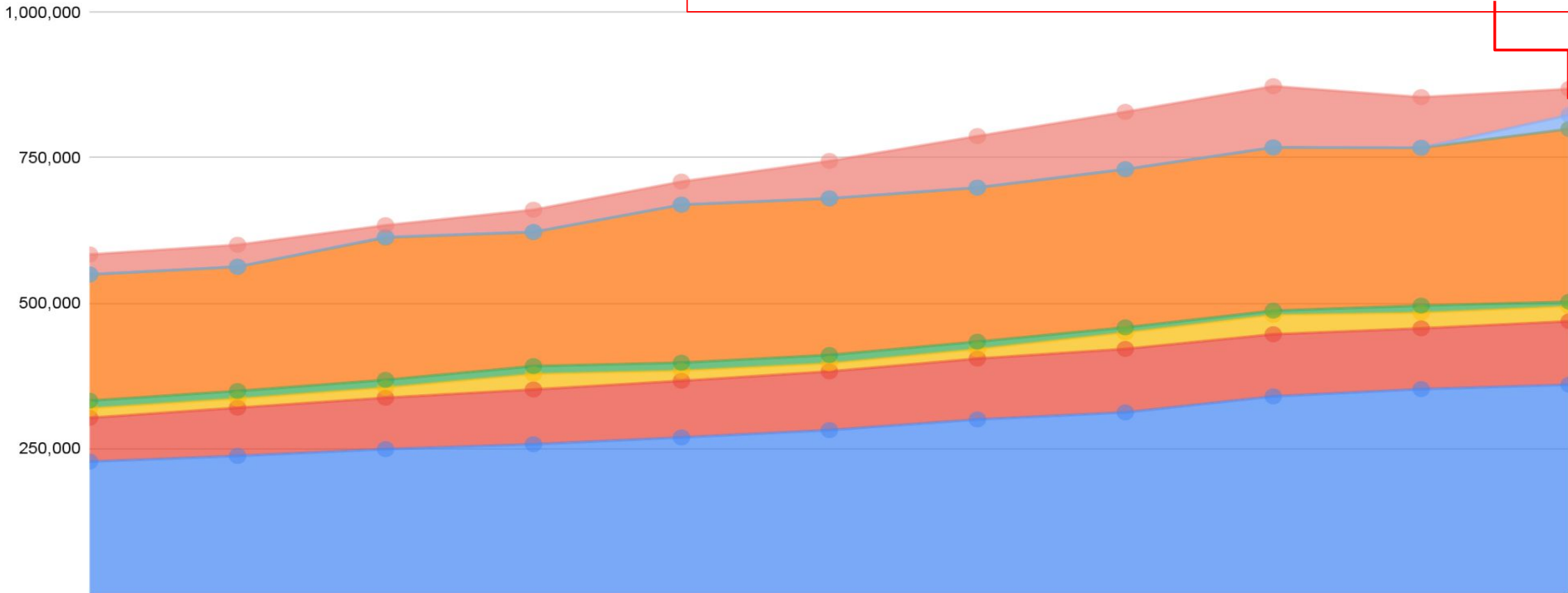
Use of one time funds for operations is **not sustainable.**

Resources

2015-16 to 2025-26 General Fund Revenue (In Thousands)

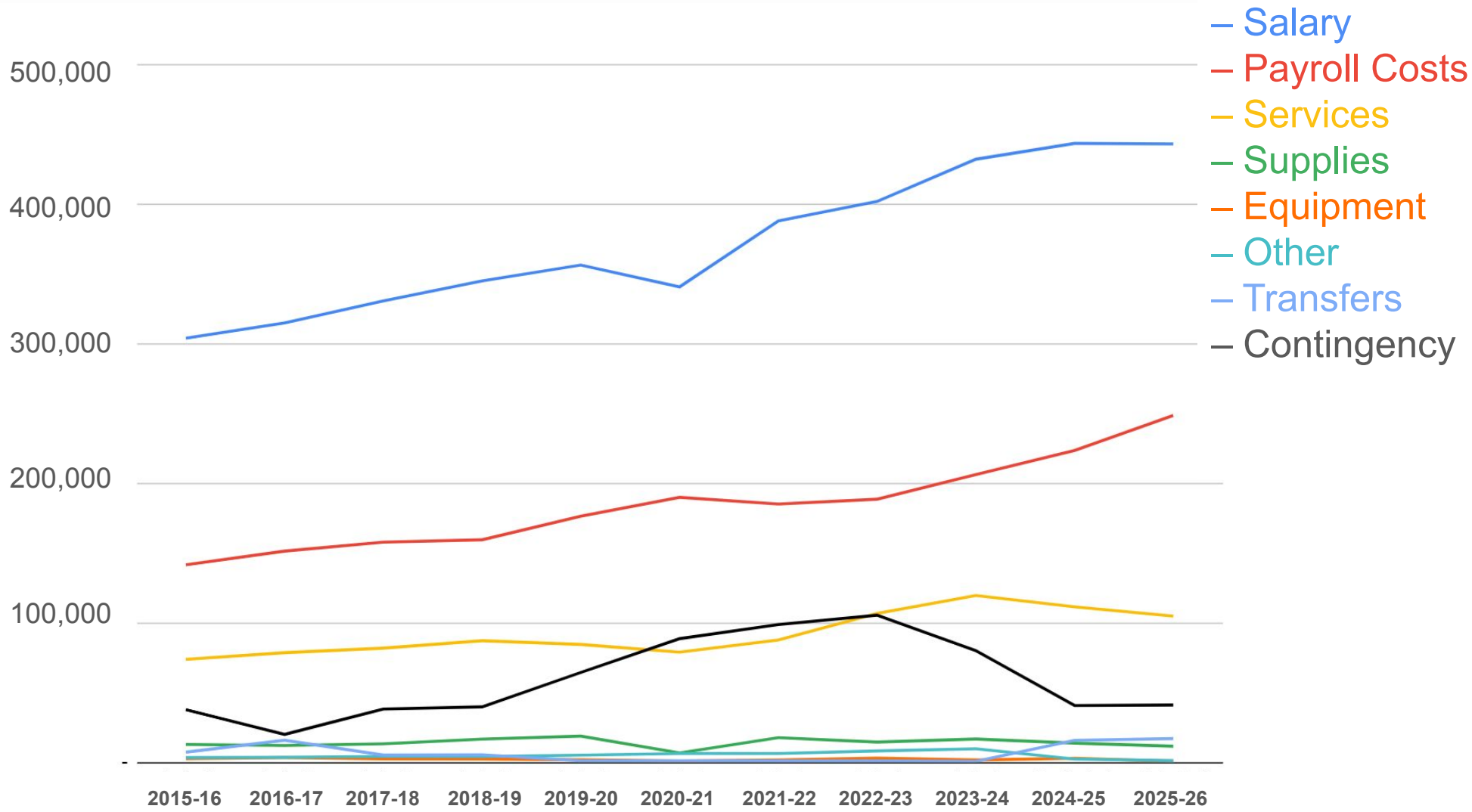
2025-26 transfer of full reserves as fund balance reached the minimum.

General Fund Composition



- 5400- BEGINNING FUND BALANCE
- 5200- INTERFUND TRANSFERS
- 4000 - NON-RESTRICTED FEDERAL SOURCES
- 3000 - STATE SOURCES
- 2000 - INTERMEDIATE SOURCES
- 1000- OTHER LOCAL REVENUE
- 1000- LOCAL OPTION LEVY
- 1000- PROPERTY TAXES

2015-16 to 2025-26 General Fund Expenses (In Thousands)



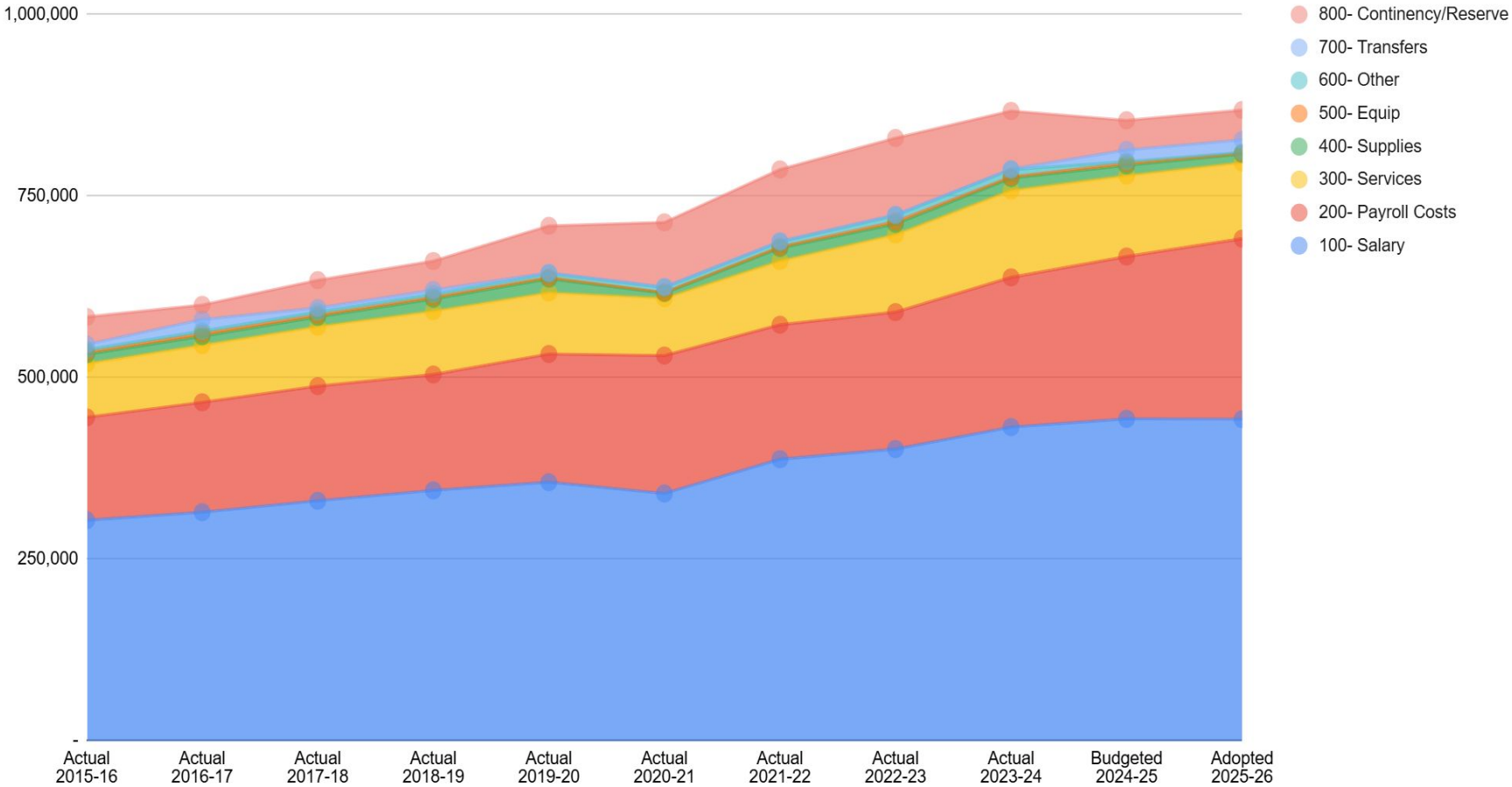
→ Expenses for staffing have been rising, even with reductions to FTE

→ Contingency has been reduced to the minimum target of 5%

→ Contingency funds are one-time and should not be used for regular staffing or operations

2015-16 General Fund Spending Stacked (In Millions)

General Fund Composition



- ▶ Expenses for staffing have been rising, even with reductions to FTE
- ▶ Note: contingency has been reduced to the minimum target of 5%
- ▶ Contingency funds are one-time and should not be used for regular staffing or operations

Board of Education Meeting Budget Update



PORTLAND

Public Schools

February 24, 2026



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GOAL AREAS



ATTENDANCE



LITERACY

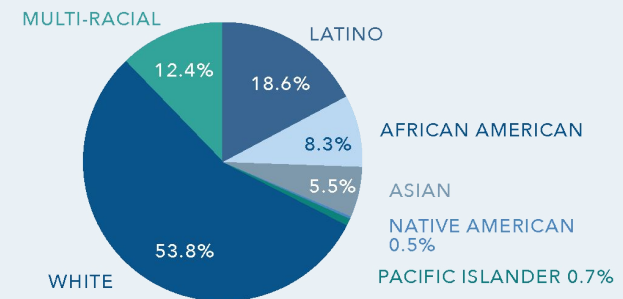


MATH



9th Grade SUCCESS

STUDENT INFORMATION



RECEIVE ESL SERVICES

10%

ELIGIBLE FOR FREE MEALS via direct certification

31.3%
2023-24 school year

RECEIVE SPED SERVICES

17%

*Numbers are approximate



TOGETHER,

WE RISE

WITH EXCELLENCE. WITH PURPOSE.

Agenda

- **Review current year budget assumptions**
- **Variances since adoption**
- **Current year-end projection**
- **Mitigation plans and impacts to schools**



Review 2025-26 Budget Assumptions

“Bridging the Gap: Contingencies and Risks”

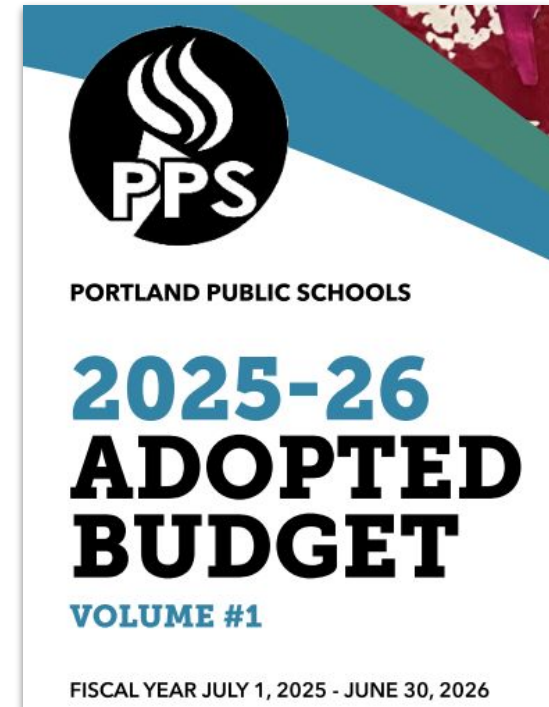
(April 22, 2025 Budget Proposal)

Given the significant budget gap we are facing, it may be necessary to:

- Maintain a minimal General Fund reserve
- Draw from the PERS Stabilization Fund (Fund 225)
- Implement spending restrictions
- Restrict Central Office hiring

To shield schools from the impacts of reductions as much as possible, we are willing to take these risks.

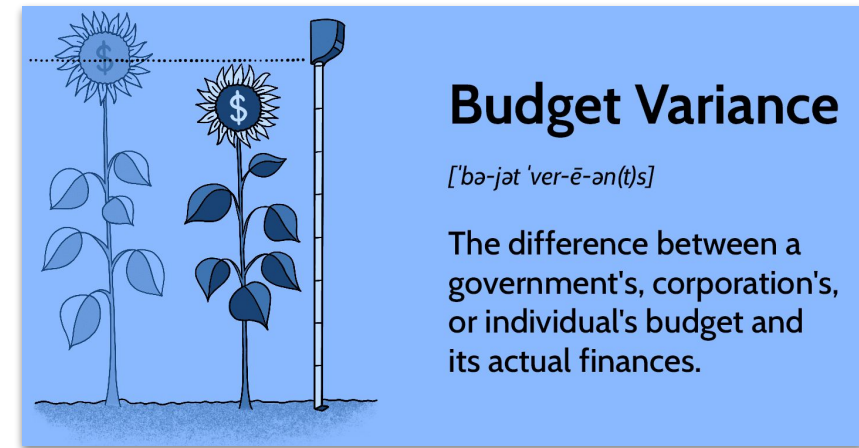
The budget is a *plan*, if our situation changes, this plan would also change.



Variations since Budget Adoption

The primary drivers include the following:

- Vacancy savings not materializing at projected levels
- Higher transportation and maintenance costs
- Unanticipated costs stemming from multiple federal lawsuits
- Services restored during the year without full offset reductions (teacher set-aside, legal requirements)
- \$5 million shortfall in the Local Option Levy due to declining commercial property values within the district.
- Expenditures of \$2.5 million for seven emergency facility declarations



Current Year-end Projections

- Informed by final closing of the 2024-25 year
- July-December Actuals (budget reconciliation)
- Projected variance of 2.5% (equivalent to \$22.5 million)
 - \$12.5 million in discretionary savings has been identified
 - There is a \$10 million gap remaining

Mitigation Plan and Impact to Schools

Immediate spending controls to close this gap before June 30:

- Continued spending controls on all budgets (consolidated, general fund, federal funds, and state funds)
- Limit substitute and overtime use
- Conduct additional operational expenditure reviews
- Evaluate other balancing strategies
- Cancel the March 2 Professional Development Day (non school day) for designated CSI and TSI schools.



Ongoing 2026-27 Budget Engagement

- Engagement and Outreach
 - Principal Recommendations
 - Union Partners Updates
 - Staff/Educators
 - Community Partners
 - Students and Families
- Preliminary Recommendation for Reductions is under circulation
- Feedback used to inform school staffing
- Transparency Website and Video Series



Roles in Budget Development

Superintendent

Define vision and priorities; set and staff organizational structure; propose budget

Cabinet Leaders

Inform and enable vision and priorities; lead coordinated initiatives

Cross-Functional Teams

Coordinate process and produce deliverables

Principals

Inform priorities; implement staffing and budget



Board of Education

Set direction; serve as Budget Committee; approve levies and appropriations; receive public comment

Community Budget Review Committee

Review budget and local option levy; make recommendations to the Board

Tax Supervising and Conservation Commission

Certify approved budget and tax levies

Students, PPS Teams, Community Members, Partners

Inform priorities, elevate insights and impacts

Budget Calendar and Activities

March 10, 2026	<i>Budget Update</i>
March 31, 2026	<i>School Board Budget Work Session with CBRC</i> Presentation on proposed strategic initiatives, community engagement findings, Q/A, facilitated discussion with CBRC
April 14, 2026	<i>Budget Committee Training (Full Board)</i>
April 28, 2026	<i>Budget Committee Meeting (School Board Work Session)</i> <i>CBRC in attendance</i> <u>Proposed Budget:</u> Superintendent delivers 2026-27 Proposed Budget message and presentation
May 12, 2026	<i>School Board Meeting</i> <i>CBRC presents 2026-27 Proposed Budget Report to the Board</i> Board discussion and feedback focused on the budget
May 19, 2026	<i>Budget Committee Meeting and Budget Work Session</i> Board conducts a public hearing and work session on the Proposed Budget
May 26, 2026	<i>Budget Committee Meeting</i> <u>Approved Budget:</u> Board as Budget Committee approves 2026-27 Proposed Budget
June 23, 2026	<i>TSCC Hearing (pending TSCC confirmation)</i> TSCC certifies 2026-27 Approved Budget <i>Budget Committee Meeting (School Board Meeting)</i> <u>Adopted Budget:</u> Board conducts a public hearing, adopts budget, makes appropriations, and imposes taxes

Questions?

Michelle Morrison
Chief Financial Officer
mimorrison@pps.net

Strategies to increase revenue, reduce costs, or adjust your budget assumptions and targets



Appendix

Prior period highlights and reference slides.

Budget Principles

Principles create a shared understanding of the overarching values that underpin budget development.

- Providing students with an exceptional educational experience and ensuring their academic success should drive the budget process
- Decisions should be driven by data
- Base resourcing decisions on cost-effectiveness
- Prioritize the Core Program in all schools
- Critically re-examine patterns of spending
- Provide every student with equitable access
- Take a long-term perspective
- Be transparent

District Continuous Improvement Plan: Four Goal Areas



ATTENDANCE



LITERACY



MATH

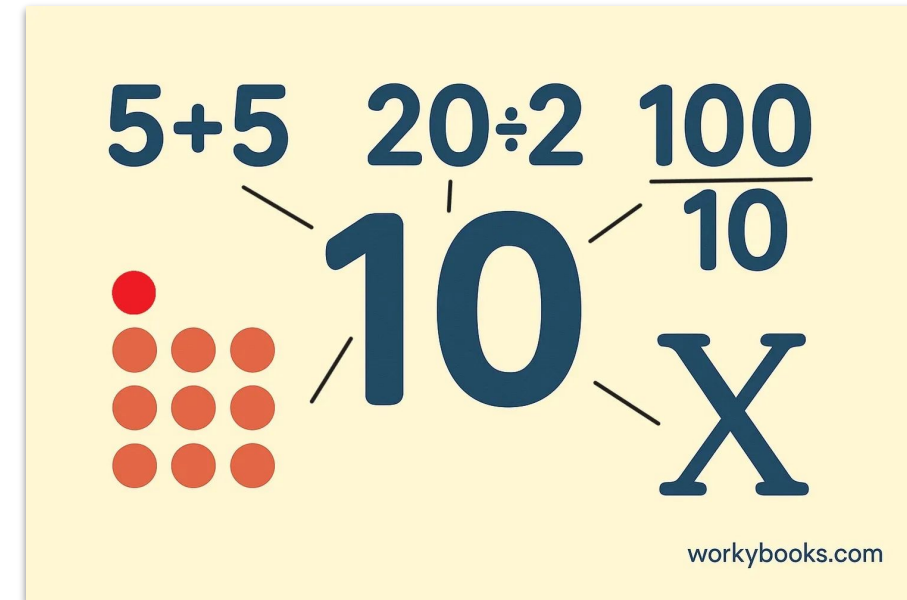


**9TH GRADE
SUCCESS**

\$50 million Budget Gap for 2026-27

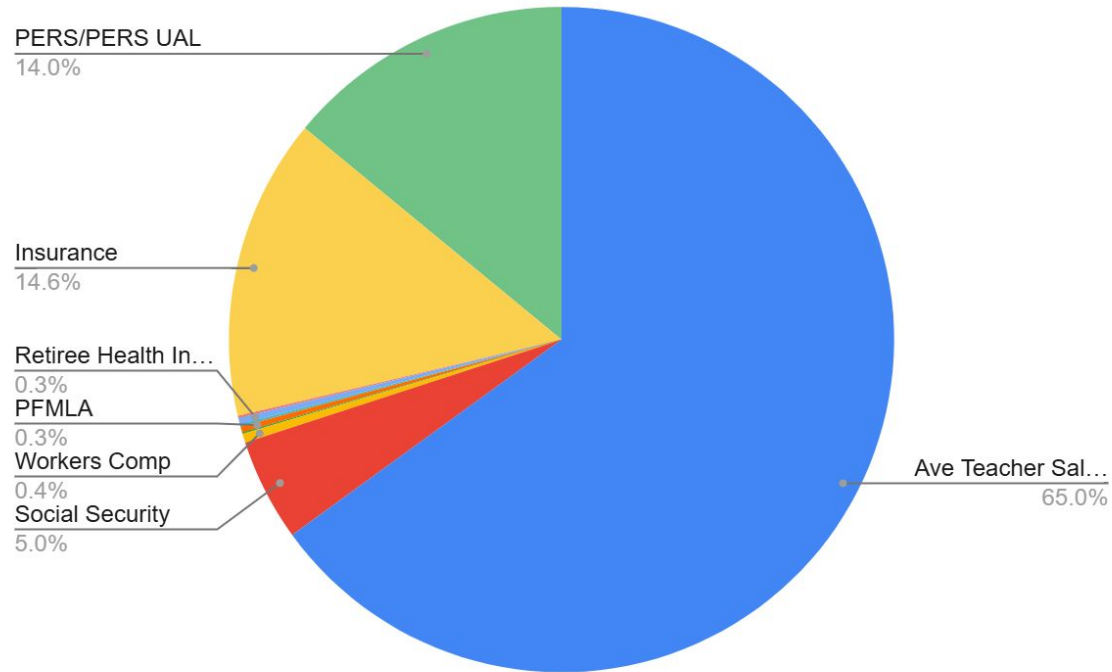
Equivalent Values:

- \$1,179 per student (42,404 students)
- 14.5 school days (\$3.5 million each)
- 312.5 Educator FTEs (\$160k each)
- 650 Paraeducators/Instructional Assistant FTE
- 12.5 Annual Elementary School operating budgets (\$4.0 million each)
- + 3.0 Student to Classroom Teacher Ratio (averaged across system)



Board Information Requests

2025-26 Adopted Budget- Average Teacher Cost Components



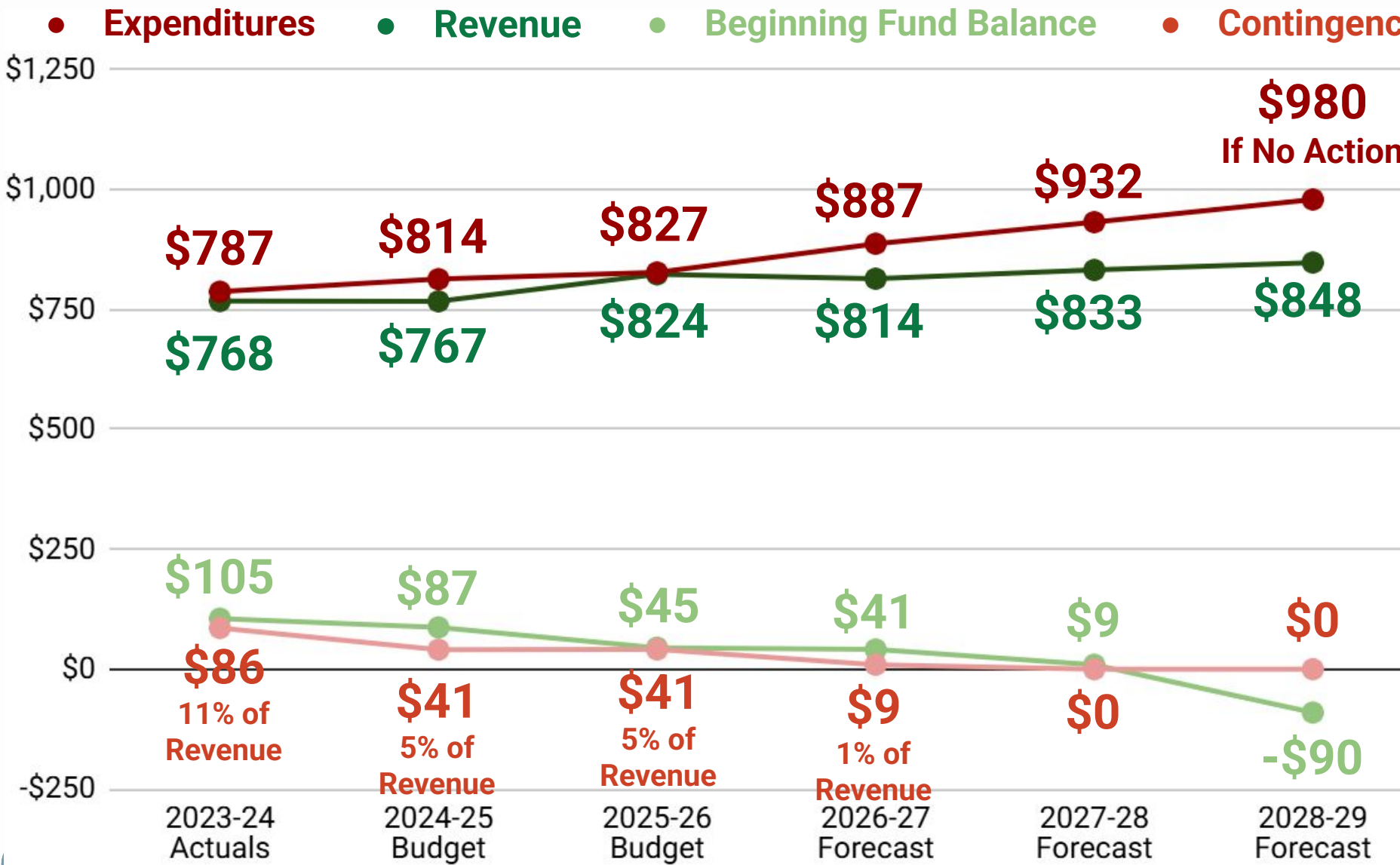
Ave Teacher Salary	\$104,579
Social Security	\$8,000
Workers Comp	\$711
Unemployment Comp	\$105
PFMLA	\$471
Other Employer Paid Benefits	\$188
Retiree Health Insurance	\$492
Early Retirement Benefits	\$167
Insurance	\$23,561
PERS/PERS UAL	\$22,578
Total Cost Per FTE	\$160,851

Unfunded Mandates and Valuation

- Research based on COSA Legislative Reports
 - [2025](#), [2024](#)
 - [2023](#), [2022](#), [2021](#)
- Long-standing rules
 - [Division 22 Requirements](#)
 - [FAPE \(Free and Appropriate Education\)](#)
 - Participation in the [Public Employee Retirement System](#)
 - Providing equitable access and instruction to [English Learners](#)
 - [Student Transportation](#) and Access



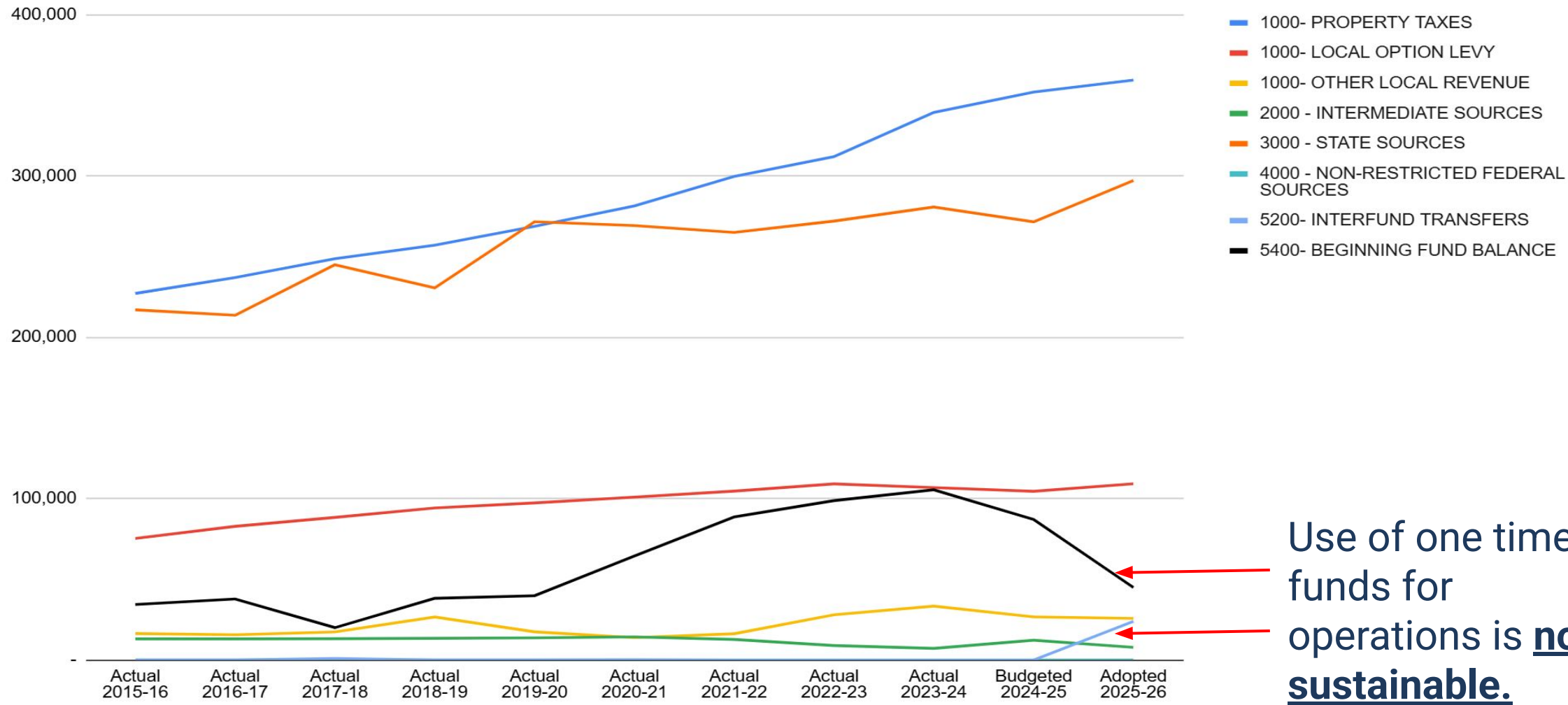
2025-26 Projected General Fund (In Millions)



Expenses are increasing while revenue declines. If no action is taken, reserves are depleted and the budget deficit will compound every year.

DRAFT: Estimates are preliminary.

2015-16 to 2025-26 General Fund Revenue (In Thousands)



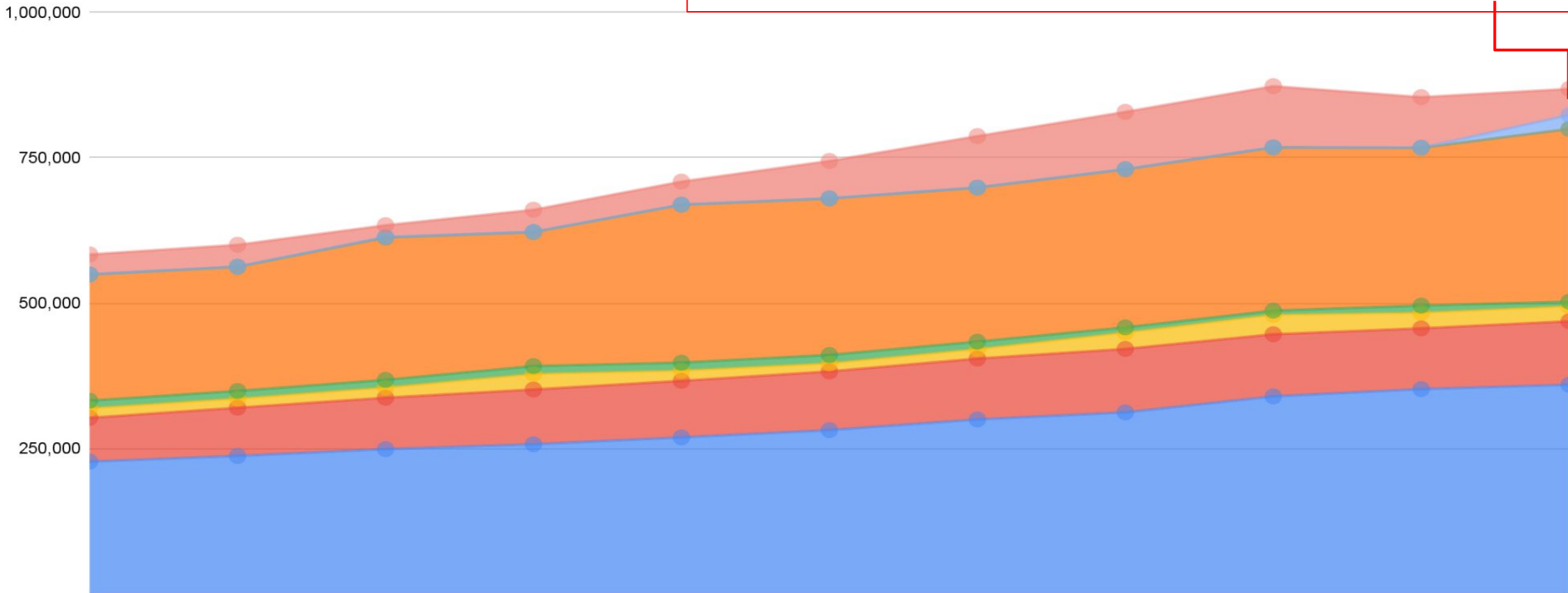
Use of one time funds for operations is **not sustainable.**

Resources

2015-16 to 2025-26 General Fund Revenue (In Thousands)

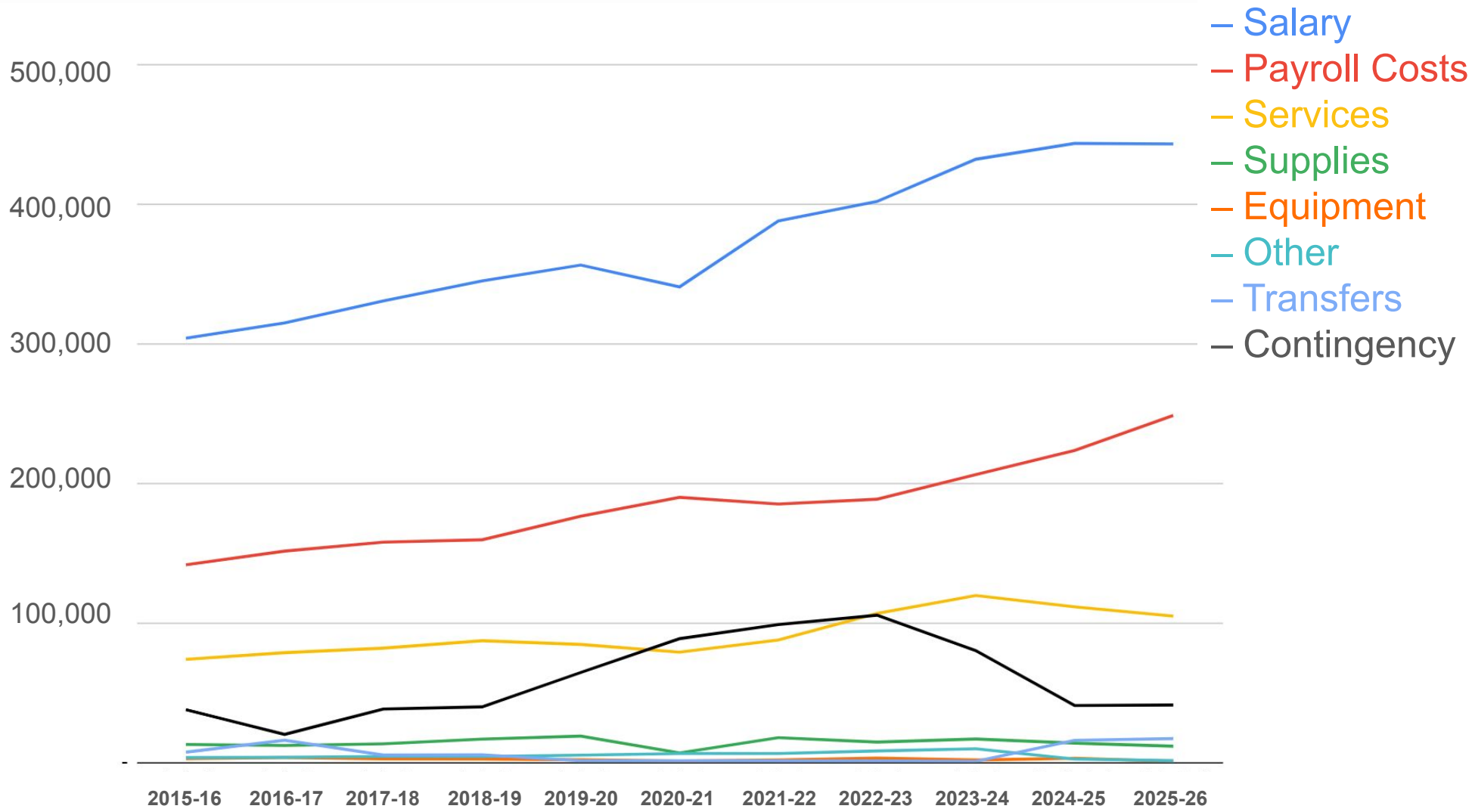
2025-26 transfer of full reserves as fund balance reached the minimum.

General Fund Composition



- 5400- BEGINNING FUND BALANCE
- 5200- INTERFUND TRANSFERS
- 4000 - NON-RESTRICTED FEDERAL SOURCES
- 3000 - STATE SOURCES
- 2000 - INTERMEDIATE SOURCES
- 1000- OTHER LOCAL REVENUE
- 1000- LOCAL OPTION LEVY
- 1000- PROPERTY TAXES

2015-16 to 2025-26 General Fund Expenses (In Thousands)



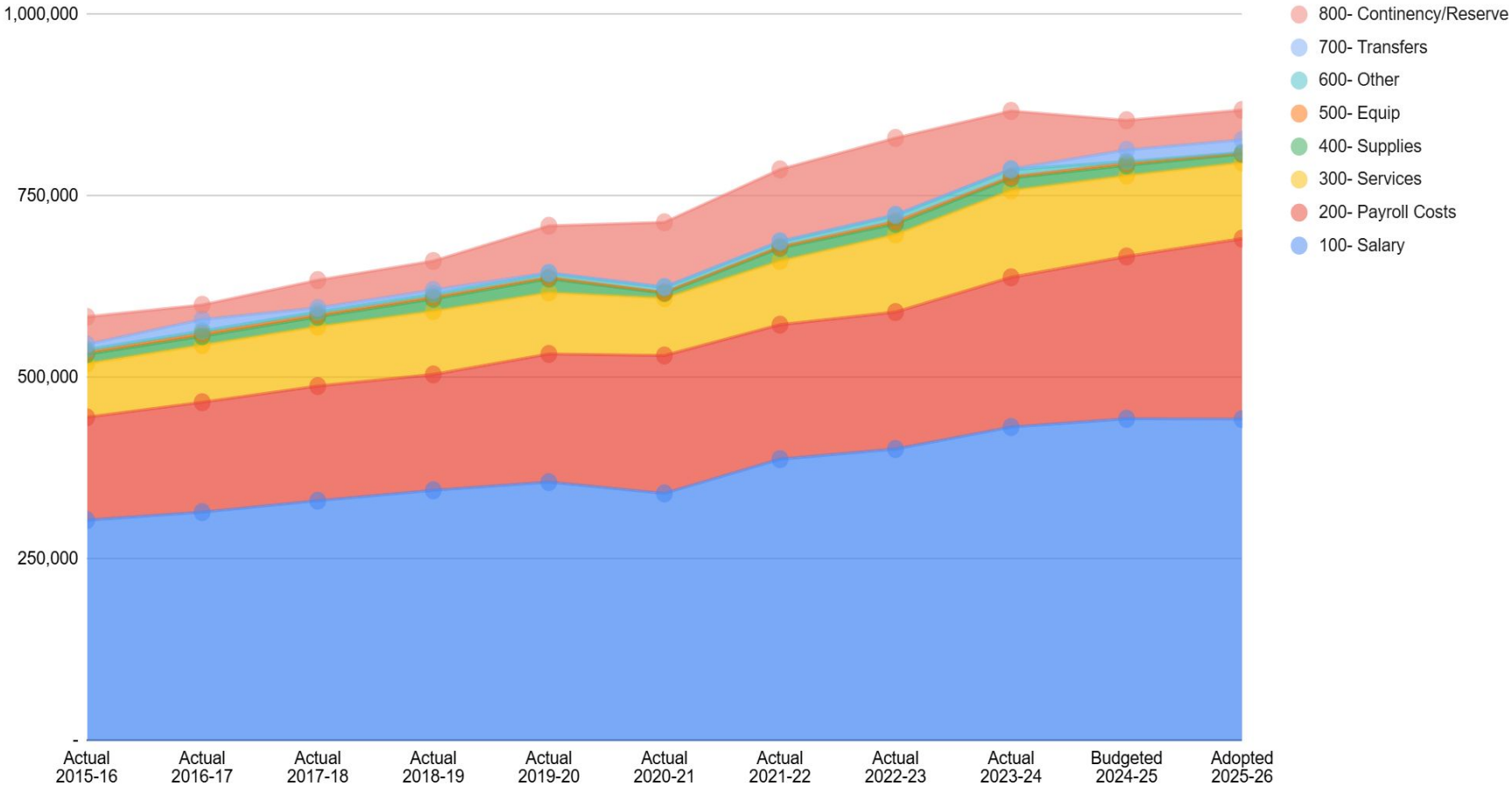
→ Expenses for staffing have been rising, even with reductions to FTE

→ Contingency has been reduced to the minimum target of 5%

→ Contingency funds are one-time and should not be used for regular staffing or operations

2015-16 General Fund Spending Stacked (In Millions)

General Fund Composition



- ▶ Expenses for staffing have been rising, even with reductions to FTE
- ▶ Note: contingency has been reduced to the minimum target of 5%
- ▶ Contingency funds are one-time and should not be used for regular staffing or operations