

Regular Meeting  
Tuesday, October 12, 2021 6:00 PM

Board Auditorium  
501 N. Dixon St  
Portland, OR 97227

## **Agenda**

- I. 6:00 pm - Opening
- II. 6:05 pm - Resolution to Designate October 2021 as Dyslexia Awareness Month (Resolution 6375) *Vote - Public Comment Accepted*
- III. 6:20 pm - Proclamation: National Principal's Month (Resolution 6376) *Vote - Public Comment Accepted*
- IV. 6:35 pm - Consent Agenda (Resolutions 6377 through 6380, and 6383 through 6384) *Vote - Public Comment Accepted*
  1. Resolution 6377: Adoption of the Index to the Minutes
  2. Resolution 6378: Expenditure Contracts
  3. Resolution 6379: Revenue Contracts
  4. Resolution 6380: Council of the Great City Schools (CGCS) Annual Conference Attendance
  5. Resolution 6383: Amalgamated Transit Union and School District No. 1J, Multnomah County, Oregon, Ratification of the Letter of Agreement – Driver Pay Scale Increase
  6. Resolution 6384: Approving Board Member National Meeting Attendance
- V. 6:40 pm - Student and Public Comment
- VI. 7:10 pm - Student Representative's Report
- VII. 7:15 pm - Board Committee and Conference Reports
- VIII. 7:25 pm - First Reading of a Policy
  1. 5.5.020-P Liability of Employees of the District
  2. 1.70.020-P Policies and Administrative Directives
  3. 5.60.031-P Vacations & District Holidays (Formerly Vacation Eligibility and Scheduling)
- IX. 7: 35 pm - First Reading of Policy Rescissions
  - 5.70.052-P Work Year Vacations
  - 5.50.064-P Religious Holidays-Teachers
  - 2.10.020-P Concept of Administration
  - 3.10.020-P Additional Building Administration Personnel
  - 3.30.050-P Visitors To Schools
  - 5.20.020-P Certification
  - 5.30.010-P Substitute Teachers
- X. 7: 45 pm - Second Reading of Policies for Rescission (Resolution 6381) *Vote - Public Comment Accepted*
  - 5.50.073-P Health and Welfare Trust
  - 5.60.040-P Administrator Consultations
  - 5.70.054-P Compensation - Miscellaneous
  - 5.70.060-P Personnel File

- XI. 7:50 pm - Approval of the Budget Calendar to Prepare for the 2022-23 Budget  
(Resolution 6382) *Vote - Public Comment Accepted*
- XII. 8:00 pm - Update: Southeast Guiding Coalition (SEGC)
- XIII. 8:20 pm - Other Business / Committee Referrals
- XIV. 8:25 pm - Adjourn

## **RESOLUTION No. 6375**

### Resolution to Designate October 2021 as Dyslexia Awareness Month

#### **RECITALS**

- A. Dyslexia is a specific learning disability that is neurobiological in origin;
- B. Individuals with dyslexia may have difficulty in identifying or sequencing the individual sounds of spoken language, which affects the ability of an individual to speak, read, spell, and often learn a language;
- C. An individual with dyslexia may have a weakness in decoding or reading fluency and may have strength in higher level cognitive functions, such as reasoning, critical thinking, concept formation, or problem solving;
- D. Dyslexia is the most commonly occurring learning disability, 10-15% of the population is said to have dyslexia;
- E. Great progress has been made in understanding dyslexia on a scientific level, including the epidemiology, cognitive and neurobiological bases of dyslexia;
- F. Effective reading instruction for all children, screening to identify students at risk for dyslexia, as well as supplemental reading support for students at risk can help prevent reading problems;
- G. Early diagnosis of dyslexia is critical to ensure individuals with dyslexia receive focused, evidence-based intervention. Correct identification and intervention provides students with dyslexia, self-awareness and self-empowerment. Provision of necessary accommodations and instruction help to ensure school and life success;
- H. Portland Public Schools developed the five year Dyslexia Priority Plan in 2019, in partnership with a cross-departmental team as well as family/community stakeholders, and continues to improve upon the support and commitment to our students with dyslexia.

#### **RESOLUTION**

1. The Portland Public Schools Board of Education recognizes that dyslexia has significant educational implications that must be addressed; and designates October 2021 as "Dyslexia Awareness Month".

## **RESOLUTION No. 6376**

### Resolution to Recognize October 2021 as National Principals Month in Portland Public Schools

#### **RECITALS**

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

#### **RESOLVED**

The Board of Education recognizes October 2021 as National Principals Month and extends sincere appreciation and gratitude to school principals, vice principals, and assistant principals, for their individual and collective commitment to the success of every student in Portland Public Schools.

**RESOLUTION No. 6377**

The Following Index to the Minutes are offered for Adoption

- September 28, 2021 – Regular Meeting



## Index to the Minutes

*(Draft for Approval)*

**Regular Meeting**  
September 28, 2021

Attendance

Present: Chair DePass; Vice-Chair Scott; Directors Brim-Edwards, Greene, Hollands, Kohnstamm, and Lowery; Student Representative Weinberg

Absent: None

<u>Index</u>	<u>Page</u>
	Actions Taken..... 02
6371	Resolution Proclaiming the Celebration of International Translation Day at Portland Public Schools..... 03
6372	Adoption of the Minutes ..... 05
6373	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority ..... 06
6374	Resolution to Suspend Portions of Administrative Employees' Terms of Employment Policy 5.60.010-P ..... 08

## Actions Taken

- **Resolution 6371: Resolution Proclaiming the Celebration of International Translation Day at Portland Public Schools**

Director Konstamm moved and Director Brim-Edwards seconds the motion to approve Resolution 6371. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Consent Agenda – Resolutions 6372 through 6373**

Director Scott moved and Director Brim-Edwards seconded the motion to adopt consent agenda as amended to exclude contract 90707-PS (TTF Solutions) from Resolution 6373. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Contract Number 90707-PS (TTF Solutions)**

Director Scott moved and Director Greene seconded the motion to put the vote to approve contract 90707 (TTF Solutions) on hold until the next regular meeting. The motion was put to a voice vote and passed (5 yes, 2 no), with Student Representative Weinberg voting no (unofficially).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: No, Director Eilidh Lowery: No, Director Andrew Scott: Yes; Student Representative Weinberg: No (Unofficial)

- **Resolution 6374: Resolution to Suspend Portions of Administrative Employees' Terms of Employment Policy 5.60.010-P**

Director Brim-Edwards moves motion and Director Scott seconded the motion to approve the Resolution 6374 as amended. The motion was put to a voice vote and passed (7 yes, 0 no), with Student Representative Weinberg voting yes (unofficial).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

## Resolution No. 6371

### Resolution Proclaiming the Celebration of International Translation Day at Portland Public Schools

#### RECITALS

- A. On 24th of May 2017, the United Nations General Assembly passed a resolution announcing the 30th of September as International Translation Day to acknowledge the contributions of the language professional community – translators, interpreters, and terminologists – who play an important role in bringing communities together, facilitating dialogue, fostering understanding and cooperation, and contributing to settlement and strengthening of linguistically diverse communities around the world. The American Translators Association has celebrated International Translation Day since 2018.
- B. The celebration of International Translation Day is a salute to the language professionals who facilitate communication, disseminate the right information, and promote understanding between people speaking different languages. It is also a day to recognize their contribution, particularly during times of crisis.
- C. Portland Public Schools recognizes that languages have complex implications for identity, communication, social integration, education and development. Multilingual communications are critical in building inclusive spaces and preserving cultural heritage. By promoting tolerance, multilingualism ensures effective and increased participation across the PPS school district, as well as greater effectiveness, better performance and improved transparency.
- D. Understanding, recognizing, and promoting the assets of our linguistically diverse students, staff, families and community is an important part of celebrating International Translation Day;
- E. Each year, approximately 10,000 students and their families enrolled in the Portland Public Schools speak a language other than English at home.
- F. 20 percent of our employees speak a language other than English at home. They contribute to the accomplishment of PPS's mission at every level within every department and division of the District,
- G. PPS, through its Language Access Services department, celebrates multilingualism and highlights the role of our language access specialists, translators, interpreters, and other language professionals as critical conduits to our linguistically diverse communities who create the pathways for them to meaningfully connect with the district.
- H. PPS recognizes the importance of supporting our linguistically diverse community, offering services in over 110 languages, including American Sign Language.
- I. PPS supports district-wide written communications for six communities with the largest incidence across the district: English, Spanish, Vietnamese, Chinese, Somali, and Russian.
- J. There are seven supported languages used in PPS meetings: English, Spanish, Vietnamese, Cantonese-Chinese, Mandarin-Chinese, Somali, and Russian.
- K. PPS translators handle all kinds of documents, from statements by the Board of Education, the Superintendent and his Cabinet, to reports prepared by expert teams. The documents they translate cover every topic on the PPS agenda, including RESJ, curricula for the immersion program, technical documentation, etc. PPS district-wide communications are issued simultaneously in the District's six supported languages (English, Spanish, Vietnamese, Chinese, Somali, and Russian). PPS Language Access Services Department has the ability to provide translations in other languages upon request.
- L. Our schools honor and preserve the linguistic and cultural assets of students through student clubs like The Asian Desi Pacific Islander (ADPI) Student Union, Jewish Student Union, Latinx Student Union, Model United Nations (MUN), Muslim Student Association, etc. and enrichment programs such as our Dual Language Immersion Program, English as a Second Language classes, and the option to obtain a seal of Biliteracy upon graduation that honor and enrich the diverse backgrounds of our heritage speakers, while exposing non-native speakers to diverse multilingual and multicultural perspectives;

- M. We recognize that when we lift up our linguistically diverse students, staff, families, and community members, we strengthen our entire district; when we create more pathways to educational opportunity, we provide the chance for all students to reach their greatest potential;
- N. Portland Public Schools' core value of Racial Equity and Social Justice is that we believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts – and build leaders to disrupt – systems of oppression;
- O. Portland Public Schools reimagined, our District's vision and "north star," articulates a portrait of a graduate of Portland Public Schools as a compassionate critical thinker, able to collaborate and solve problems, and prepared to lead a more socially just world. Graduates will be Transformational Equity Leaders, educators will be Racial Equity and Social Justice Centered, and the school district will advance Racial Equity Aligned Systems and Structures;
- P. Closing opportunity gaps while raising achievement for all students is the top priority of the Board of Education, the Superintendent, and all district staff; and
- Q. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community.

### **RESOLVED**

1. The Portland Public Schools Board of Education hereby promotes September 30th as a day to celebrate International Translation Day and encourages staff, students, and community to observe, recognize, and celebrate the language, culture, heritage, and economic contributions of translators, interpreters, terminologists, and other language professionals to Portland, Oregon, and the United States through relevant activities that feature translated literature, reflecting on the work of a translator, or listening to the lived experience of a translator.

**RESOLUTION No. 6372**

The Following Index to the Minutes are offered for Adoption

- 9/14/2021 – Regular Meeting
- 8/10/2021 – Special Meeting

**RESOLUTION No. 6373**

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**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>	<b>Certified Business Type*</b>
Yalem Medical	10/1/21 through 9/30/26	Services S 90696	Provide transportation services to students who are unable to be served by a school bus and as determined by IEPs. Special Class Procurement – Secure, Specialized Transportation PPS-47-0288(20)	\$500,000	C. Hertz Fund 101 Dept. 5560	None
Flat Transportation, LLC	11/1/21 through 10/31/26	Services S 90695	Provide transportation services to students who are unable to be served by a school bus and as determined by IEPs. Special Class Procurement – Secure, Specialized Transportation PPS-47-0288(20)	\$500,000	C. Hertz Fund 101 Dept. 5560	None
eCIFM Solutions Inc.	10/1/21 through 9/30/24	Digital Resource DR 90702	TRIRIGA software platform, data warehouse hosting, and system development support. Special Class Procurement – Software and Hardware Maintenance, Licenses, Subscriptions, and Upgrades PPS-47-0288(11)	\$506,100	C. Hertz Fund 101 Dept. Multiple	None
Center for Equity & Inclusion, LLC	9/29/21 through 6/30/22	Personal Services PS 90717	Provide training on racial equity and social justice to District staff. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$321,000	D. Ledezma  Fund 101 Dept. 5432	MBE
Native American Youth and Family Center (NAYA)	9/29/21 through 6/30/22	Personal Services PS 90718	Culturally relevant, intergenerational experiences for Native youth. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$450,000	D. Ledezma  Fund 101 Dept. 5432	NA (Nonprofit)
Cumming Management Group, Inc.	9/29/21 through 7/28/25  Option to renew for four additional one-year terms through 7/28/29	Related Services RS 90437	On-call cost estimating services. Request for Proposals 2020-2860	\$3,000,000	C. Hertz  Funding Source Varies	None

Renaissance Learning Inc.	9/30/21 through 9/30/22	Digital Resource DR 90736	Renaissance myON Reader literacy software licenses and products. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$273,000	S. Bird  Fund 205 Dept. 5581 Grant G1561	None
Clarity Construction, Inc.	9/29/21 through 9/30/24	Flexible Services Contractor Pool FSCP 90708	Flexible Services Contractor Pool – District-wide painting services. Request for Proposals 2021-2963	Not to Exceed \$3,000,000	C. Hertz  Funding Source Varies	ESB

\*A Certified Business is a for-profit business certified as 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
Organization for Educational Technology and Curriculum	10/13/21 through 7/12/24	Cooperative Contract COA 90740 OETC	Purchase One2One Manager student device products for District-wide use.	\$600,000	C. Hertz Funding Source Varies

### NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County	9/1/21 through 6/30/22	Intergovernmental Agreement IGA 90712	Provide access to school based mental health services.	\$177,000	S. Bird Fund 101 Dept. 5424

### AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

**RESOLUTION No. 6374**

Resolution to Suspend Portions of Administrative Employees' Terms of Employment Policy 5.60.010-P

**RECITALS**

- A. Portland Public School Board Policy 5.60.010-P, last updated in 2005, requires the Board, upon recommendation by the Superintendent, to authorize the promotion of an existing employee or the hiring of a new employee into certain administrative positions. This policy has not been consistently applied since its adoption in 2005, and current practices do not align with certain provisions in the policy.
- B. Board Leadership recommends the Board temporarily suspend portions of Board Policy 5.60.010-P because it is not clear this policy incorporates statutory changes since its enactment or represents best practice with regard to the promotion or hiring of certain administrative positions.

**RESOLVED**

The Portland Public Schools Board of Education hereby authorizes a suspension of the portions of Board Policy 5.60.010-P: Administrative Employees' Terms of Employment Policy, Sections III(1)(a) and (c) and V(1), that require the superintendent to (1) present to the Board for approval the hiring or promotion of any administrative positions or (2) the approval of any administrative employment contract, other than the Superintendent's, if the contract complies with state law and does not provide health & welfare or retirement benefits or vacation accruals that deviate from the District's current practice as reflected in the PPS Non-Represented Employees Benefits Summary currently posted on the PPS website and the current vacation administrative practice.

Further, the Board directs the Policy Committee to review Policy 5.60.010-P and bring forward a recommended amended policy by January 1, 2022, that appropriately reflects the Board's role in establishing personnel policies and the superintendent's authority to make hiring decisions.

**RESOLUTION No. 6378**

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**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Admin, Funding Source</b>	<b>Certified Business</b>
Peregrine Sports, LLC	10/13/21 through 6/6/24	Hotel, Catering, Space Rental HCS 90766	Hosting graduation ceremonies for 11 high schools at Providence Park for three years. Special Class Procurement – Hotel, Catering, and Space Rental Contracts PPS-47-0288(26)(a)	\$327,861	S. Bird Fund 101 Dept. 5404	N/A
Andersen Construction Co.	10/13/21 through 8/6/24	Flexible Services Contractor Pool FSCP 90643	Flexible Services Contractor Pool – District-wide painting services Request for Proposals 2021-2963	Not to Exceed \$3,000,000	C. Hertz Funding Source Varies	No
Daniel Shamebo Sabore dba Languages Translation Services	10/13/21 through 10/12/22 Option to renew for up to three one-year terms through 10/12/25	Personal Services PS 90813	Translation Services – technical translation of educational materials. Request for Proposals 2021-3003	Not to Exceed \$200,000 through all renewals	S. Bird Funding Source Varies	No
CAL Interpreting and Translation, Inc.	10/13/21 through 10/12/22 Option to renew for up to three one-year terms through 10/12/25	Personal Services PS 90804	Translation Services – technical translation of educational materials Request for Proposals 2021-3003	Not to Exceed \$600,000 through all renewals	S. Bird Funding Source Varies	No
IDEA Translations	10/13/21 through 10/12/22 Option to renew for up to three one-year terms through 10/12/25	Personal Services PS 90802	Translation Services – technical translation of educational materials Request for Proposals 2021-3003	Not to Exceed \$600,000	S. Bird Funding Source Varies	No
Oracle America Inc.	12/16/21 through 12/15/22	Purchase Order PO 157082	Oracle technical support services. Special Class Procurement – Software and Hardware Maintenance, Licenses, Subscriptions, and Upgrades PPS-47-0288(11)	\$522,489	C. Hertz Fund 101 Dept. 5582	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**

<b>Contractor</b>	<b>Contract Term, Renewal Options</b>	<b>Administering Contracting Agency</b>	<b>Description of Goods or Services</b>	<b>Estimated Spend During Contract Term</b>	<b>Responsible Administrator, Funding Source</b>	<b>Certified Business</b>

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Gresham Barlow School District	7/1/21 through 6/30/22	Intergovernmental Agreement IGA 90756	Regional services to eligible individuals with Autism Spectrum Disorder.	\$265,100	S. Bird Fund 205 Dept. 5430 Grant G2070
David Douglas School District	7/1/21 through 6/30/22	Intergovernmental Agreement IGA 90757	Regional services to eligible individuals with Autism Spectrum Disorder.	\$194,700	S. Bird Fund 205 Dept. 5430 Grant G2070

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments

**RESOLUTION No. 6379**

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

**RECITAL**

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

**RESOLUTION**

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

**NEW REVENUE CONTRACTS**

No New Revenue Contracts

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

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Reynolds School District	7/1/21 through 6/30/22	Intergovernmental Agreement / Revenue IGA/R 90750	Columbia Regional will provide school age classroom services and/or ASL interpreter services for children who are Deaf/Hard of Hearing.	\$383,710	S. Bird Fund 299 Dept. 5430 Grant S0031

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

No Amendments to Existing Revenue Contracts

**RESOLUTION No. 6380**

Approving Board Member National Meeting Attendance

**RECITALS**

- A. Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.
- B. Portland Public Schools is a member of the Council of Great City Schools, and the Council is holding its Virtual 65th Annual Fall Conference October 19-23, 2021.
- C. The Board Chair has approved the participation of individual Board Members to attend the conference.

**RESOLUTION**

The Board affirms Chair Michelle DePass and Director Eilidh Lowery to attend the Council of Great City Schools Virtual 65th Annual Fall Conference.

**RESOLUTION No. 6383**

Amalgamated Transit Union and School District No. 1J, Multnomah County, Oregon, Ratification of the Letter of Agreement – Driver Pay Scale Increase

**RECITALS**

Portland Public Schools and Amalgamated Transit Union (ATU) have entered into an agreement to increase the pay scale in the contract before the contract expires in order to recruit and retain employees.

**RESOLUTION**

The Superintendent is authorized and directed to execute the ratification of the Letter of Agreement between the ATU and School District No. 1J, Multnomah County, Oregon, as provided to the Board of Education and filed in the record of this meeting.



# PORTLAND PUBLIC SCHOOLS

OFFICE OF Human Resources

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3544

**Date:** October 8, 2019  
**To:** School Board  
**From:** Sharon Reese, Chief Human Resources Officer  
Genevieve Rough, Director, Employee and Labor Relations  
**Subject:** Amalgamated Transit Union (ATU) wage increase

---

## **BACKGROUND**

School districts, and most employers, have experienced a significant shortage of qualified candidates this summer and fall. At Portland Public Schools, we have been unable to fill critical roles in our Transportation department. Not being able to fill bus driver positions has resulted in a high number of bus routes being cancelled.

## **RELATED POLICIES/BEST PRACTICES**

N/A

## **ANALYSIS OF SITUATION**

An increase of \$3.00 per hour to the ATU wages where we are currently experiencing high volumes of vacancies in bus driver positions, will help us attract new talent and retain our current staff.

## **FISCAL IMPACT**

The cost to increase the ATU driver wages for the 2021-2022 school year will cost Portland Public Schools \$417,098. The PPS/ATU contract expires June 30, 2021 at which time new wages will be negotiated. The new wage rates for bus drivers will be as follows:

<b>STEP</b>	<b>DESCRIPTION</b>	<b>HOURLY RATE</b>
1		\$23.33
2		\$23.74
3		\$25.05
4		\$26.55
5	FIVE (5) YEAR LONGEVITY	\$28.25

6	TEN (10) YEAR LONGEVITY	\$28.71
7	FIFTEEN (15) YEAR LONGEVITY	\$29.87
8	TWENTY (20) YEAR LONGEVITY	\$30.81
9	TWENTY-FIVE (25) YEAR LONGEVITY	\$31.58

**Type 10**

1		\$22.64
2		\$23.74

**TIMELINE FOR IMPLEMENTATION / EVALUATION**

New wages will take effect October 16, 2021.

**STAFF RECOMMENDATION**

We recommend the Board support the increase to the wages for ATU drivers.

---

**ATTACHMENTS**

- A. LOA – ATU driver pay scale increase

**LETTER OF AGREEMENT  
between  
Portland Public Schools  
and  
Amalgamated Transit Union**

**Driver Pay Scale Increase**

This Agreement is between the Portland Public Schools, School District No. 1J, Multnomah County, Oregon (“the District”) and Amalgamated Transportation Union (“ATU”), together, “the parties.” The existing collective bargaining agreements remain in full effect. The following represents the terms and conditions of the agreement between Portland Public Schools and the Amalgamated Transit Union to increase the driver pay scale.

1. The District agrees to increase the current hourly rates (steps and longevity rates) for Bus Drivers and Type 10 drivers by \$3.00 per hour.
2. The increase to the current hour rates will be effective on October 16, 2021.
3. The new wage rates for bus drivers will be as follows:

STEP	DESCRIPTION	HOURLY RATE
1		\$23.33
2		\$23.74
3		\$25.05
4		\$26.55
5	FIVE (5) YEAR LONGEVITY	\$28.25
6	TEN (10) YEAR LONGEVITY	\$28.71
7	FIFTEEN (15) YEAR LONGEVITY	\$29.87
8	TWENTY (20) YEAR LONGEVITY	\$30.81
9	TWENTY-FIVE (25) YEAR LONGEVITY	\$31.58
<b>Type 10</b>		
1		\$22.64
2		\$23.74

4. This Agreement is contingent on ratification by the Union and the approval by the District's Board of Education.

For School District 1J:

For the Union:

\_\_\_\_\_  
Sharon Reese  
Chief Human Resource Officer, PPS

date

\_\_\_\_\_  
Fred Casey  
Vice President, ATU

date

10/09/2021

date

RESOLUTION No. 6384

Approving Board Member National Meeting Attendance

**RECITALS**

- A. Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.
- B. The Association of Latino Administrators and Superintendents held it's 18th Annual National Summit, in Washington D.C. on October 7-9, 2021.
- C. Chair DePass attended the t Association of Latino Administrators and Superintendents Annual National Summit in Washington D.C.

**RESOLUTION**

The Board affirms Chair Michelle DePass attending the Association of Latino Administrators and Superintendents Annual National Summit in Washington D.C.



**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF GENERAL COUNSEL**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3181

**Date:** September 24, 2021  
**To:** Policy Committee  
**From:** Liz Large, Contracted General Counsel  
**Subject:** Proposed amendments to the Liability of Employees of the District Policy, 5.50.020-P

---

The proposed amendments to the Liability of Employees of the District Policy, 5.50.020-P, are in two general areas:

1. Nonsubstantive updates and clarifying language.
2. Adding a narrow additional District-provided representation for in-house attorneys (employees) who are facing regulatory proceedings (e.g., from the Oregon State Bar) if the in-house attorney was acting in the course of their role as an in-house attorney and did not engage in misconduct. There is an unfortunate record of filings with the Oregon State Bar or other regulatory complaints against PPS in-house attorneys for reasons perhaps related to the District's position on an issue and unrelated to actual misconduct. Those complaints are almost uniformly dismissed at the first stage, but the defense of that proceeding can cost up to \$10,000. These types of claims are not covered by the Oregon Tort Claims Act, so indemnification of employee attorneys under these circumstances is not authorized by the existing policy.

This draft policy amendment provides criteria and guardrails for the representation and it is not automatic coverage. The district has full discretion. If an in-house attorney were found to have engaged in misconduct, then PPS would not be required to pay the representation costs.



## Liability of Employees of the District

DRAFT DATED 9/24/2021

- (1) Defense in Civil Actions. Because the nature of the services required of employees of the dDistrict may expose them to claims ~~based upon negligence or carelessness arising from~~ in the performance of their duties, the Ddistrict ~~shall~~ may provide liability insurance in amounts as may be determined from time to time for actions brought against its employees and/or the dDistrict, as described below.
- (2) ~~Conditions and Extent of Defense~~ Notice of Claims. Any current or former employee seeking assistance under this policy shall promptly notify the Office of the Superintendent and the General Counsel that a civil or regulatory action may be or has been brought against ~~him/her~~ them in ~~his/her~~ their official or individual capacity related to their work or any injury on or damage to District property:
  - ~~(a) Any claims related to action taken, work done, or omission in his/her/their official capacity, or in the course of his/her/their employment; or~~
  - ~~(b) Any claims related to injuries to persons or property resulting from an occurrence involving any dDistrict property.~~
- (3) The dDistrict shall provide ~~the employees~~ with the defense authorized by the Oregon Tort Claims Act.
- (4) This assistance in ~~legal~~ litigation shall apply in litigation arising out of performance of the employee's professional duties whether or not the employee has left the employment of the dDistrict at the time the action is brought.
- (5) Expenses Incurred by a District in-house attorney when Claim is by a Governmental Entity or Professional Licensing Authority.
  - (a) Expenses incurred by a District in-house attorney who is an employee of the District ("in-house attorney") in the defense of a Claim brought by a governmental entity or a professional licensing authority may be advanced or reimbursed by the dDistrict if the dDistrict, in its sole discretion, determines that the Claim arose out of the in-house attorney's



## Liability of Employees of the District

performance of official duties. Any expenses advanced or reimbursed in excess of \$25,000 per ~~C~~claim must be approved by the Board of Education. Such advancement or reimbursement constitutes part of the in-house attorney's official compensation package for purposes of ORS Chapter 244. The ~~d~~District may decline to ~~pay~~reimburse an in-house attorney for any expenses incurred prior to the ~~d~~District's written commitment to provide such payment. The in-house attorney must promptly notify the Office of the Superintendent and the General Counsel that any such claims have been brought against them.~~give notice of any such claims against them~~

- (b) Expenses shall be paid by the ~~d~~District in advance of the final disposition of a Claim at the written request of the in-house attorney if:
  - (1) The ~~d~~District determines, in its sole discretion, that the conduct of such in-house attorney was in good faith and that the in-house attorney reasonably believed that such conduct was in the best interests of the District.; and
  - (2) The in-house attorney enters into a written agreement ~~furnishes the with the~~ ~~d~~District a ~~written undertaking~~ to repay such advance to the extent it is ultimately determined by the ~~d~~District, in its sole -discretion, that such in-house attorney is not entitled to be indemnified by the ~~d~~District under this section or under any other indemnification rights granted by the ~~d~~District to such in-house attorney.

~~Such advances shall be made without regard to the in-house attorney's ability to repay such advances.~~

- (c) If the District pays expenses in defense of a claim, the General Counsel shall have the exclusive authority to select counsel and to defend against any Claim. The General Counsel will consult with the in-house attorney regarding any term of a settlement agreement that affects the legal rights or licensing status of the in-house attorney. Authority to settle claims against General Counsel ~~shall be is~~ delegated to the Superintendent or ~~his~~ the Superintendent's designee.
- (d) The ~~d~~District shall not pay for expenses under this section in the case of ~~malfeasance in office or willful or~~ misconduct or wanton gross negligence ~~neglect of duty~~ or any act or omission that may constitute criminal conduct, as determined by the District in its sole discretion.



## Liability of Employees of the District

- (e) The ~~d~~District may choose to advance or reimburse expenses to an in-house attorney under a reservation of rights. An in-house attorney shall cooperate fully with the District. If the District determines, in its sole discretion, that the in-house attorney has not so cooperated or has otherwise acted to prejudice the defense of the Claim, the ~~d~~District may at any time terminate its obligation to advance or reimburse expenses or proceed under a reservation of rights.
- (f) The term "Claim" means any threatened, pending, or completed investigation, action, suit, or proceeding except one brought, made, or initiated by the ~~d~~District.
- (+) (g) This section shall not be deemed exclusive of any other rights to which an in-house attorney may be entitled under any statute, agreement, insurance policy, general or specific action of the ~~d~~District, or otherwise. Any repeal of this section shall be prospective only, and no repeal or modification shall adversely affect the rights under this section in effect at the time of the alleged occurrence of any action or omission to act that is the cause of any Claim.

Legal Reference: ORS 30.260 - 30.300 History: Adpt 6/71; Amd. 6/14/84; Amd.

## 5.50.020-P Liability Of Employees of the District

- (1) **Defense in Civil Actions**. Because the nature of the services required of employees of the district may expose them to claims based upon negligence or carelessness in the performance of their duties, the district shall provide liability insurance in amounts as may be determined from time to time for actions brought against its employees and/or the district, as described below.
- (2) **Conditions and Extent of Defense**. An employee shall promptly notify the Office of the Superintendent that a civil action may be or has been brought against him/her in his/her official or individual capacity.
  - (a) Any action taken, work done, or omission in his/her official capacity, or in the course of his/her employment; or
  - (b) Any injuries to persons or property resulting from an occurrence involving any district property.
- (3) **The district shall provide the employee with the defense authorized by the Oregon Tort Claims Act.**
- (4) This assistance in legal litigation shall apply in litigation arising out of performance of the employee's professional duties whether or not the employee has left the employment of the district at the time the action is brought.

Legal Reference: ORS 30.260 - 30.300

History: Adpt 6/71; Amd. 6/14/84



**PORTLAND PUBLIC SCHOOLS**  
**Office of General Counsel**

501 North Dixon Street  
Portland, OR 97227  
Telephone: (503) 916-3274

**Date:** October 6, 2021  
**To:** School Board  
**From:** Liz Large, Contracted General Counsel  
Mary Kane, Senior Legal Counsel  
**Subject:** Staff Analysis Report to the Board- Policy Revision  
**Policy # and Name:** 5.60.031-P Vacation Eligibility and Scheduling

---

**BACKGROUND**

The Board Policy Committee has begun a review of District policies to determine whether they continue to align with current law and practice. The Policies and Administrative Directives policy was written in 1971 and last updated in 1983. The policy as written, provided little information about the purpose of policies nor did it include advances in our policy development guidance that have become standard practice in the development of policies in the District. The Policy Committee reviewed proposed amendments to the policy at its September 29, 2021, meeting and recommended that it be put before the entire Board for approval.

**RELATED POLICIES/BEST PRACTICES**

It is best practice for policies to be reviewed regularly to ensure that they continue to reflect and support the administrative responsibilities and actions of the District.

**ANALYSIS OF SITUATION**

The primary changes were to move much of the information that is currently contained in the companion Administrative Directive into the policy because the policy process is defined by the Board. Additionally, language was added to update the procedures for policy development to better reflect current practice. Once the revisions have been approved by the Board, staff recommends rescission of the Administrative Directive as duplicative.

**FISCAL IMPACT**

These changes will incur no financial impact.

**COMMUNITY ENGAGEMENT**

There was no community engagement as the recommended changes are primarily a result of moving information from the administrative directive into the policy.

**TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN**

The policy does not create any new practices that need to be implemented.

**STAFF RECOMMENDATION**

Staff recommends approval of the revised policy.

---

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

\_\_\_\_\_ *(Initials)*

**ATTACHMENTS**

- A. XXXX
- B. XXXX

# 1.70.020-P Policies and Administrative Directives

Staff proposed amendments 9/22 (and recommendation to delete existing AD)

## I. Roles and Responsibilities

- (1) It is the responsibility of the Portland Public School Board of Education (Board) to develop, evaluate, and adopt policies for the governance of the District.
- (2) It is the responsibility of the superintendent to initiate and direct the development of administrative directives, which implement board-adopted policy.
- ~~(3) The superintendent shall develop and maintain administrative directives that ensure an open, participatory and consistent process for the adoption and use of policies and administrative directives.~~
- ~~(4)~~(3) Policies and administrative directives are intended both as tools for District management and as sources of information for students, parents/guardians, staff, and other community members about how the District operates and the District's values.
- ~~(5)~~(4) The superintendent shall ensure that policies and administrative directives are available on the Portland Public School website Web site and in manuals kept in each school, as soon as practicable following their adoption and share them with staff and community as they are relevant.
- ~~(6)~~(5) The superintendent shall use the district's public Web site to ensure draft and proposed policies are made available to the public for review and comment.

## II. Purpose of Board Policies

A Board policy represents a formal, written statement that creates a framework for:

- (1) Regulating Board or District business;
- (2) Establishing educational, operational, and other expectations for the District's staff and students;
- (3) Guiding the actions of those to whom the Board delegates authority and responsibility; and
- (4) Ensuring compliance with state and federal law.

## III. Definitions

As used in the District policies and administrative directives:

- (1) Administrative Directive or Directive means a statement of actions adopted by the superintendent that implements Board policy.
- (2) Policy means a statement of general governing principles adopted by the Board.

#### IV. Policy Development

- (1) A proposal for a new policy or a change in existing policy may be made by:
  - (a) A Board member;
  - (b) Superintendent;
  - (c) A District employee;
  - (d) A parent or guardian of a student;
  - (e) A student;
  - (f) A District volunteer;
  - (g) A committee appointed by the Board or Superintendent; or
  - (h) A community member who is also a resident of the District.
- (2) When a proposal for a new policy or change in existing policy is received by the Board or Board committee(s) responsible for policy development, the Board committee may take the following action(s) or may request that the superintendent:
  - (a) Collect additional information concerning the policy proposal, including a staff evaluation of options and recommended action;
  - (b) Appoint an advisory committee soliciting the views of persons representing the interests of those likely to be affected by the proposed policy or use other appropriate methods to obtain public views, especially from families and community members who have been and are underrepresented in district policymaking, to assist the Board in this policy development process;
  - (c) Seek appropriate legal and other advice as necessary to ensure that the policy proposal, if adopted, will be in compliance with applicable law; and/or,
  - (d) Take no further action on the policy proposal.

#### V. Policy Adoption

(1) When a Board committee recommends a policy for adoption by the Board, the Board may elect to schedule the policy for a first and second reading at a regularly scheduled Board meeting, except as otherwise provided in this policy.

(a) The first reading of a proposed policy shall include:

- (A) A summary of the content of the proposed policy or amendments;
- (B) Posting on the PPS website of the proposed language if new, or redlined version if a revision; and
- (C) A stated opportunity for the public to submit comments on the proposed policy, with a deadline date for submission of such comments.

(b) The second reading of a proposed policy shall not occur until there has been at least 21 (twenty-one) days allowed for public comment, following the first reading. ~~The second reading shall include discussion of the comments of staff and the public and any substantive changes made to the policy since the first reading.~~

~~(c)~~

~~(d)~~(c) If the language of the proposed policy has changed substantially, as determined by the Board, since the first reading, the revised proposed policy shall be set for an additional first reading to allow for public input on the changes.

~~(e)~~(d) At the time of the second reading the Board may take the following actions:

- (A) Approve the policy proposal as presented;
- (B) Modify the policy proposal and approve it as modified;
- (C) Schedule the policy proposal for an additional first reading;
- (D) Defer the policy proposal for further discussion or action; or
- (E) Reject the policy proposal.

(2) Exceptions

(f) (a) Corrections or revisions that do not substantially change a policy may be adopted without a recommendation of a board committee; but such changes shall have a First and Second Reading.

(g) (b) In the event of an emergency necessitating urgent action on a policy proposal, the Board may adopt the same at a lawfully called meeting of the Board. If the Board takes such action, the Board shall state and enter into the record the nature of the emergency and the basis for its determination that urgent action was necessary.

## VI. Date Policies Become Effective

A new or revised policy shall become effective upon adoption of the Board, unless the Board otherwise specifies a different effective date in the policy.

## ~~VI.~~ VII. Review of Policies

- (1) The superintendent or designee shall advise the Board when they believe an any existing policy needs to be reviewed for potential repealed, revision ed, or replacement. Such necessity may occur when:
  - (a) Practice is not in compliance with the pPolicy and the practice differs to such an extent that a review of existing policy is warranted;
  - (b) A policy proposal revision is received by the superintendent;
  - (c) State or federal law has changed in such a manner as to require review or modification of existing policy; or
  - (d) A policy is not aligned with professional practices, district values or is becomes-outdated or ineffective.
- (2) The Board or Board committee shall strive to review all policies at least once every four (4) years, with at least one to two sections reviewed annually, in order to ensure policies are current, relevant, in compliance with the law and are consistent with each other and the District-approved mission, vision, and goals. If needed, appropriate policy proposal revisions shall be submitted for consideration.

## VIII. Administrative Directives

- (1) Administrative Directives are issued or modified by the Superintendent and do not need to be approved by the Board prior to their issuance.
- (2) Administrative Directives shall be consistent with Board policies.
- (3) The superintendent or designee shall notify Board members that a new or revised Administrative Directive has been issued. New Administrative Directives that impact staff or community should be shared with impacted parties when they are issued.

## IX. Administration in Absence of Policy or Administrative Directive

The Superintendent and other District staff members to whom administrative or supervisory authority has been delegated are authorized to use their professional judgment in the absence of a specific policy or administrative directive governing proper action to take, provided that such action shall not be in conflict with well recognized professional, educational, and ethical practices; the spirit and intent of existing District policy; the general values and objectives of the District; or any local, state, or national law.

Legal References: ORS 332.107 History:

ad 6/71; am 12/83; amended \_\_\_\_\_

1

---

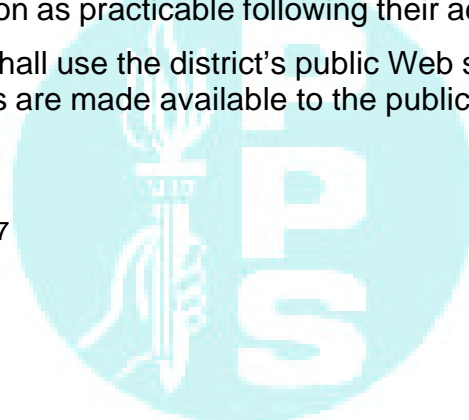
<sup>1</sup> Formatting and layout of this policy will be corrected with the final clean copy

## 1.70.020-P Policies and Administrative Directives

- (1) It is the responsibility of the Portland Public School Board (Board) to develop, evaluate and adopt policies for the governance of the district.
- (2) It is the responsibility of the superintendent to initiate and direct the development of administrative directives, which implement board-adopted policy.
- (3) The superintendent shall develop and maintain administrative directives that ensure an open, participatory and consistent process for the adoption and use of policies and administrative directives.
- (4) Policies and administrative directives are intended both as tools for district management and as sources of information for students, parents, staff and other community members about how the district operates.
- (5) The superintendent shall ensure that policies and administrative directives are available on the Portland Public School Web site and in manuals kept in each school, as soon as practicable following their adoption.
- (6) The superintendent shall use the district's public Web site to ensure draft and proposed policies are made available to the public for review and comment.

Legal References: ORS 332.107

History: ad 6/71; am 12/83;





**PORTLAND PUBLIC SCHOOLS**  
**Office of General Counsel**

501 North Dixon Street  
Portland, OR 97227  
Telephone: (503) 916-3274

**Date:** October 6, 2021  
**To:** School Board  
**From:** Liz Large, Contracted General Counsel  
Mary Kane, Senior Legal Counsel  
**Subject:** Staff Analysis Report to the Board- Policy Revision  
**Policy # and Name:** 5.60.031-P Vacation Eligibility and Scheduling

---

**BACKGROUND**

The Board Policy Committee has begun a review of District policies to determine whether they continue to align with current law and practice, including reliance on a review conducted by the Department of Human Resources. Currently, the topic of employee vacations and holidays can be found in three separate policies: 5.50.064-P Religious Holidays-Teachers; 5.60.031-P Vacation Eligibility and Scheduling; and 5.70.052-P Work Year -Vacations. The Committee recommended that two of the policies be rescinded and that the Vacation Eligibility and Scheduling policy be amended. On September 29, 2021, the Policy Committee recommended that this policy go before the full Board for approval.

**RELATED POLICIES/BEST PRACTICES**

It is best practice for policies to be reviewed regularly to ensure that they continue to reflect and support the administrative responsibilities and actions of the District. In this instance, a single policy that is updated serves the District's interests of providing clear and accessible information.

**ANALYSIS OF SITUATION**

The amendments to this policy update the current outdated policies, consolidate the information into a single policy, and allow the Board to approve vacation by resolution instead of through the policy-making process .

**FISCAL IMPACT**

These changes will incur no financial impact.

**COMMUNITY ENGAGEMENT**

Because the policy is centered on internal employment decisions, there was no community engagement conducted for this policy.

**TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN**

Policy will be in effect upon adoption.

**STAFF RECOMMENDATION**

Staff recommends approval of the revised policy.

---

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

\_\_\_\_\_ *(Initials)*

**ATTACHMENTS**

- A. Redline copy of Vacation Eligibility and Scheduling Policy
- B. Clean copy of Vacation Eligibility and Scheduling Policy

## 5.60.031-P ~~Vacation Eligibility and Scheduling~~ and District Holidays for Non-represented employees

The Superintendent shall develop a vacation accrual schedule applicable to non-represented employees to be approved by the Board of Education in the form of a resolution. The vacation accrual schedule will include the annual limit on accrued vacation that can be carried forward into a new fiscal year.

Once approved, the schedule will be posted on the District website. Modifications to the schedule will be approved by the Board.

The Board shall also approve by resolution the addition of any paid holidays for non-represented employees. Approved paid holidays shall be posted on the District website.

### I. ~~Vacation Eligibility and Accrual Rate~~

~~(1) Administrative employees in grades 20-24, as designated by the district, shall receive an annual vacation with pay of 22 days accrued at a rate of 14.7 hours a month.~~

~~(2) Administrative employees in grades 19 and below, as designated by the district, shall receive an annual vacation with pay as specified below:~~

<del>Completed Years of Employment</del>	<del>Days of vacation/rate of</del>
<del>accrual 1-4 years:</del>	<del>10 days / 6.7 hours per month</del>
<del>5 years:</del>	<del>11 days / 7.4 hours per month</del>
<del>6 years:</del>	<del>12 days / 8.0 hours per month</del>
<del>7 years:</del>	<del>13 days / 8.7 hours per month</del>
<del>8 years:</del>	<del>14 days / 9.4 hours per month</del>
<del>9 years:</del>	<del>15 days / 10.0 hours per month</del>
<del>10 years:</del>	<del>16 days / 10.7 hours per month</del>
<del>11 years:</del>	<del>17 days / 11.4 hours per month</del>
<del>12 years:</del>	<del>18 days / 12.0 hours per month</del>
<del>13 years:</del>	<del>19 days / 12.7 hours per month</del>
<del>14 years:</del>	<del>20 days / 13.4 hours per month</del>
<del>15 years:</del>	<del>21 days / 14.0 hours per month</del>
<del>16 years:</del>	<del>22 days (maximum) / 14.7 hours per month</del>

¶

## ~~II. Vacation Scheduling~~¶

- ~~(1) It is recommended that a vacation plan for all 12-month administrative personnel be developed cooperatively with employees and their supervisors annually.¶~~
- ~~(2) The number of days accumulated at the end of each calendar year shall be taken by December 31 of the following calendar year.¶~~

¶

## ~~III. Exceptions~~¶

- ~~(1) Exceptions to this policy may be made in individual circumstances and shall be approved by the employee's supervisor and the superintendent or designee.¶~~

Legal references: ORS 332.107; ORS 332.505

History: Adpt. 6/71; Amd, 5/02; Rev. 6/24/02, Amd \_\_/21

Related policies: Superintendent contract policy; Administrative Employees' Terms of Employment policy

## 5.60.031-P Vacation Eligibility and Scheduling

## 5.60.031-P Vacation Eligibility and Scheduling

### I. Vacation Eligibility and Accrual Rate

- (1) Administrative employees in grades 20-24, as designated by the district, shall receive an annual vacation with pay of 22 days accrued at a rate of 14.7 hours a month.
- (2) Administrative employees in grades 19 and below, as designated by the district, shall receive an annual vacation with pay as specified below:

<u>Completed Years of Employment</u>	<u>Days of vacation/rate of accrual</u>
1-4 years:	10 days / 6.7 hours per month
5 years:	11 days / 7.4 hours per month
6 years:	12 days / 8.0 hours per month
7 years:	13 days / 8.7 hours per month
8 years:	14 days / 9.4 hours per month
9 years:	15 days / 10.0 hours per month
10 years:	16 days / 10.7 hours per month
11 years:	17 days / 11.4 hours per month
12 years:	18 days / 12.0 hours per month
13 years:	19 days / 12.7 hours per month
14 years:	20 days / 13.4 hours per month
15 years:	21 days / 14.0 hours per month
16 years:	22 days (maximum) / 14.7 hours per month

### II. Vacation Scheduling

- (1) It is recommended that a vacation plan for all 12-month administrative personnel be developed cooperatively with employees and their supervisors annually.
- (2) The number of days accumulated at the end of each calendar year shall be taken by December 31 of the following calendar year.

### III. Exceptions

- (1) Exceptions to this policy may be made in individual circumstances and shall be approved by the employee's supervisor and the superintendent or designee.

Legal references: ORS 332.107; ORS 332.505

# 5.60.031-P Vacation Eligibility and Scheduling

History: Adpt. 6/71; Amd, 5/02; Rev. 6/24/02





**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF GENERAL COUNSEL**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3181

**Date:** October 7, 2021  
**To:** School Board  
**From:** Mary Kane, Senior Legal Counsel  
**Subject:** Recommendations for policy rescissions

---

On September 29, 2021 the Portland Public Schools Policy Committee met to discuss several policies which were in need of review as they were out of date and inconsistent with current and/or best practices, or were governed by collective bargaining agreements. Seven policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following seven policies be forwarded to the full Board with a recommendation for First Reading en route to rescission:

**a. 2.10.020-P Concept of Administration**

The policy states delineation of authority that is in statute. Therefore the policy is not necessary.

**b. 3.10.020-P Additional Building Administration Personnel**

This issue is addressed in the annual staffing process which is then approved by the Board in its annual budget review. Therefore the policy is not necessary.

**c. 3.30.050-P Visitors to Buildings**

The language encourages an important practice, but it is not a policy.

**d. 5.20.020-P Certification**

Provisions are governed by the Collective Bargaining Agreement.

**e. 5.30.010-P Substitute Teachers**

Provisions are governed by the Collective Bargaining Agreement.

**f. 5.50.064-P Religious Holidays- Teachers**

Provisions are governed by the Collective Bargaining Agreement.

**g. 5.70.052-P Work Year Vacations**

This policy is redundant and information regarding vacations has been updated in 5.60.031-P Vacation Eligibility and Scheduling.

## 2.10.020-P Concept of Administration

- (1) The Board believes that all administrative offices and functions in the district must focus on facilitating and assuring quality instruction for all students. While the Board reserves for itself the responsibility for determining all policies which guide the decision-making process governing all activities of the schools, its aim is to make possible the full exercise of professional expertise, competence and judgment by the professional staff within the framework of those policies.
- (2) It is, accordingly, the intent and policy of the Board that the district shall be so organized and the number of administrators adequate to assure efficient and effective governance of the system.
- (3) All administrators shall derive their authority from and be assigned their duties by the superintendent. The authority relationships between the various administrators shall be clearly defined so that each will be accountable according to the definitions of his/her role.
- (4) It is expected that members of the administrative staff will perform all of their duties and responsibilities with highest levels of competence and dedication to quality education, to the children and to the parents and citizens of the district.

Legal References: ORS 332.505; Anderson v. Central Point School District No. 6, 554 F. Supp. 600 (D. Oregon 1982); aff'd in part, 746 F. 2d 505 (9th Cir. 1984); Connick v. Myers, 461 U.S. 138 (1983)

History: Adpt 6/71; Amd 9/9/02; BA 2418

## 3.10.020-P Additional Building Administration Personnel

- (1) Additional administrative assistants in elementary schools may be provided according to the size of the school and with reference to the special needs, problems or programs of the school, as authorized by the Board, upon recommendation of the superintendent. Ordinarily, only larger elementary schools will be allocated such assistants.
- (2) Middle and high schools shall assigned administrative support personnel according to the special needs or programs of the school, as authorized by the Board upon recommendation of the superintendent. Duties of administrators subordinate to the principal shall be established by the principal of the school to which the administrator is assigned, and a copy of such duties filed in the office of the designated supervisor.

Legal References: ORS 332.107; ORS 332.505; OAR 581-022-1720

History: Adpt 6/71; Amd 5/84; Amd 9/9/02; BA 2419



## 3.30.050-P Visitors To Schools

The Board believes that a better understanding of the district's educational program and improved relationships between the school and community can be developed through school and classroom visitations of parents and patrons. Such visitations should be encouraged, arranged and permitted within considerations for the requirements of the educational program, the orderly administration of the school and classroom, and the safety and welfare of students.

Legal References: ORS 164.245; ORS 164.255; ORS 166.025; ORS 166.155 - 166.165; ORS 332.107

History: Adpt 6/71; Amd 9/9/02; BA 2419

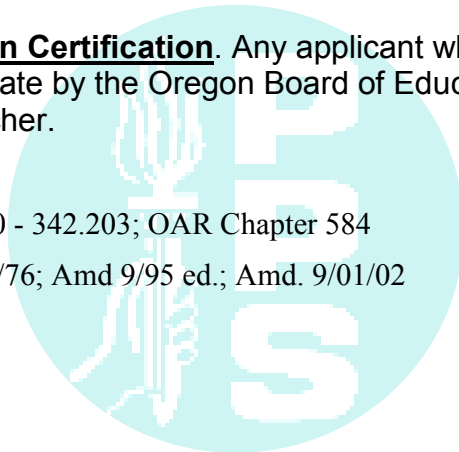


## 5.20.020-P Certification

- (1) **Certificate**. An applicant for a position in this school district shall be eligible for and obtain the necessary certificate of qualification required for the particular position for which he/she is applying. A teacher must have a copy of a valid certificate recorded in the Office of Personnel Services by a date specified by Oregon law.
- (2) **Eligibility**. Eligibility for positions in the district shall require compliance with all standards established for personnel in such positions by state law, state and local boards and the office of the superintendent.
- (3) **Counselor Certification**. All teachers who counsel one-half time or more will be required to hold the educational specialty certificate for counselors in addition to their regular teaching certificate, unless they have held continuous certification for teaching in the public schools under provisional and/or standard certificates obtained under regulations effective prior to 1965.
- (4) **Career Education Certification**. Any applicant who has been issued a vocational certificate by the Oregon Board of Education may be elected a probationary teacher.

Legal References: ORS 342.120 - 342.203; OAR Chapter 584

History: Adpt. 6/71; Amd. 6/28/76; Amd 9/95 ed.; Amd. 9/01/02



## 5.30.010-P Substitute Teachers

- (1) **Recruitment and Selection**. In order to assure productive, educational experiences for students in the absence of regularly employed teachers, the district shall maintain a systematic program for the recruitment, selection, and appointment of able substitute teachers.
- (2) **Qualifications**. Personnel employed as substitute teachers must hold a valid teachers' certificate and place on file in the office of the superintendent evidence of having passed a medical examination, as required by state law.
- (3) **Responsibilities**. Such teachers shall observe the regulations governing regular teachers and any additional guidelines, which are promulgated for them by the office of the superintendent and the respective building principals.
- (4) **Orientation**. An orientation program shall be established through which substitute teachers may be apprised of school programs, policies and practices, of the expectations related to their respective roles, and of the resources available for assistance in their work.

Legal References: ORS 332.507; ORS 342.420; ORS 342.610; ORS 342.815; OAR 581-005-0001; OAR 584-020-0000 to -0045

History: Adpt. 6/71; Amd. 9/95

## 5.50.064-P Religious Holidays – Teachers

Teachers who are members of a religious faith may be absent without loss of pay on days specified by that faith as religious holidays, which require participation during the school day in religious observances.

Legal References: ORS 332.107; ORS 659.020

History: Adpt. 6/71



## 5.70.052-P Work Year - Vacations

### (1) Vacations — General.

- (a) Twelve-month employees not otherwise designated shall be entitled to receive vacations with pay on the following basis:

#### Monthly Accrual Factor (Hours)

1-5 years:	2 weeks vacation (6.7)
6 years:	2 weeks vacation plus 1 day (7.4)
7 years:	2 weeks vacation plus 2 days (8.0)
8 years:	2 weeks vacation plus 3 days (8.7)
9 years:	2 weeks vacation plus 4 days (9.4)
10 years:	3 weeks vacation (10.0)
11 years:	3 weeks vacation plus 1 day (10.7)
12 years:	3 weeks vacation plus 2 days (11.4)
13 years:	3 weeks vacation plus 3 days (12.0)
14 years:	3 weeks vacation plus 4 days (12.7)
15 years:	4 weeks vacation (maximum) (13.4)
Designated employees.	1 month (14.7)

- (b) Employees who begin service with the district after July 1 of any year shall receive vacation according to the following formula: 5/6 workday for each whole month between the time of employment and the end of the fiscal year.
- (c) Employees who occupy a 210 day work year position and transfer to a 12-month position may count the time employed in the 210-day position for vacation allowances. The basis for vacation credit will be the total number of days worked in the 210-day position divided by a 22-day calendar month. This will be accredited to the total accumulated vacation time, as outlined above.
- (d) Vacations must be used during the fiscal year; i.e., July 1 to the following June 30. They do not accrue.

## 5.70.052-P Work Year - Vacations

- (2) **No Vacations Allowed**. Unless otherwise provided in these rules and regulations or as may be specifically authorized by the Board, vacations with pay shall not be granted to employees whose employment is on less than a 12-month basis or to classified personnel (daily or hourly).

Legal References: ORS 332.107; ORS 332.505

History: Adpt. 6/71



**RESOLUTION No. 6381**

Resolution to Rescind Board Policies

Rescission of

- i. 5.50.073-P Health and Welfare Trust
- ii. 5.60.040-P Administrator Consultations
- iii. 5.70.054-P Compensation- Miscellaneous
- iv. 5.70.060-P Personnel File

**RECITALS**

- A. On September 8, 2021, the Board of Education’s Policy Committee reviewed and considered the necessity and relevance of:
  - i. 5.50.073-P Health and Welfare Trust
  - ii. 5.60.040-P Administrator Consultations
  - iii. 5.70.054-P Compensation- Miscellaneous
  - iv. 5.70.060-P Personnel File
- B. On September 14, 2021, the Board presented the first reading of each of those policies for rescission.
- C. The public comment period was open for at least 21 days, and no public comments were received.

**RESOLUTION**

The Board hereby rescinds each of the following policies:

- i. 5.50.073-P Health and Welfare Trust
- ii. 5.60.040-P Administrator Consultations
- iii. 5.70.054-P Compensation- Miscellaneous
- iv. 5.70.060-P Personnel File

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



**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF LEGAL COUNSEL**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3274

**Date:** September 10, 2021  
**To:** School Board  
**From:** Mary Kane, Senior Legal Counsel  
**Subject:** Recommendations for policy rescissions

---

In 2018, the Human Resources Department conducted a review of all “Personnel” policies. It determined that many of the policies did not provide substantive information or were out of date and inconsistent with current and/or best practices. A number of policies were rescinded in 2018-2019, but the work was paused by the Policy Committee when the District began working with OSBA to conduct a review of all District policies. The current Board Policy Committee met on September 8 to discuss resumption of review of policies to determine which were in need of updates and which should be rescinded. Four personnel policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following four policies be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. **5.50.073-P Health and Welfare Trust Fund**

The text of this policy states only “See provisions in Professional Agreement.” It is true that Health and Welfare Trust Fund provisions are contained in the District’s Collective Bargaining Agreements, but that does not constitute a policy.

b. **5.60.040-P Administrator Consultations**

This policy was adopted in 1971 to comply with ORS 342.460 which was repealed in 1973.

c. **5.70.054-P Compensation – Miscellaneous**

This policy was adopted in 1971 and amended in 1972; OSBA also recommends rescission of this policy. The policy is outdated in both content and language, and it is largely redundant of collective bargaining agreements and the compensation information that is approved annually by the Board.

d. **5.70.060-P Personnel File**

The text for this one simply states “See provisions in Professional Agreement,” which does not constitute a policy. There is a separate “Personnel File” policy that provides substantive policy statements [5.20.110-P Personnel Records].

# 5.50.073-P Health And Welfare Trust Fund

See Provisions in the Professional Agreement

History:



## 5.60.040-P Administrator Consultations

- (1) Unless determined otherwise in subsequent elections conducted according to Board adopted procedure, and ORS 342.460(4), the administrators of this district included in that statute shall be represented individually in conferring, consulting and discussing with the Board of Directors, or a committee thereof, matters of salary and related economic policies affecting their services.
- (2) Outside the scope of the statute, however, and in order to facilitate this arrangement, the Board or its representative(s) shall meet with a representative group of administrators for discussions on salaries and related economic benefits.

Legal References: ORS 332.107; ORS 332.505

History: Adpt. 6/71



## 5.70.054-P Compensation - Miscellaneous

- (1) All administrative-clerical and school-secretarial personnel on a monthly or annual salary shall, upon initial employment only, receive an increment if employed prior to March 1 of their established working year.
- (2) The annual salary increment for regularly employed classified personnel shall be granted on July 1 of each year.
- (3) Any employee who is at the maximum of his/her salary schedule, if his/her salary schedule is increased or if he/she is transferred to a higher salary schedule, shall receive his/her earned increment at the time the transfer to a higher schedule becomes effective following the date that normal increments are granted.
- (4) An employee must be regularly employed 50 percent of the established work year to be eligible for an increment the following year. Regularly granted sick leave shall be counted as days worked.

Legal References: ORS 332.107; ORS 332.505

History: Adpt. 6/71; Amd. 11/72



## 5.70.060-P Personnel File

See provisions in Negotiated Agreement.


History:



**RESOLUTION No. 6382**

Resolution to Approve the Budget Calendar to Prepare for the 2022-23 Budget

The Portland Public Schools Board of Education approves the following Budget Calendar to prepare for the 2022-23 fiscal year budget.

 <b>Portland Public Schools</b> <b>Budget Calendar to Prepare the 2022-23 Budget</b> <i>Adopted TBD</i>							
					Board Inform / Review	Board Action	
<b>Budget Planning</b>	September 28, 2021	<b>School Board Meeting 6:00 PM</b> Board reviews draft 2022-23 Budget Calendar	✓		BESC		
	October 12, 2021	<b>School Board Meeting 6:00 PM</b> Board approves 2022-23 Budget Calendar		✓	BESC		
	October 26, 2021	<b>School Board Meeting 6:00 PM</b> Board appoints Community Budget Review Committee (CBRC) members Establish goal for the fund balance		✓	BESC		
	November- 2021	<b>Community Engagement Events</b> School Finance 101 & Strategic Plan Fund Balance Usage Recommendation	✓	✓	BESC		
	March 15, 2022	<b>School Board Meeting 6:00 PM</b> <i>Work session with CBRC</i> Board reviews Strategic Plan and Multi-Year Business Plan	✓		BESC		
<b>Budget Building</b>	April 3, 2022	<i>Publish 1<sup>st</sup> Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>			The Oregonian Web Site		
	April 10, 2022	<i>Publish 2<sup>nd</sup> Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>			The Oregonian Web Site		
	April 26, 2022*	<b>School Board Budget Meeting 6:00 PM</b> <i>*Not a Regularly Scheduled Board Meeting</i> <i>CBRC in attendance</i> <b>Proposed Budget:</b> Superintendent delivers 2022-23 Proposed Budget message and presentation	✓		BESC		
	May 4, 2022*	<b>School Board Budget Work Session 6:00 PM</b> <i>*Not a Regularly Scheduled Board Meeting</i> Board conducts public engagement session on Proposed Budget		✓	BESC		
	May 10, 2022	<b>School Board Meeting 6:00 PM</b> CBRC presents 2022-23 Proposed Budget Report to the Board	✓		BESC		
	May 17, 2022*	<b>School Board Budget Work Session 6:00 PM</b> <i>*Not a Regularly Scheduled Board Meeting</i>	✓		BESC		
	May 24, 2022	<b>School Board Meeting 6:00 PM</b> <b>Approved Budget:</b> Board as Budget Committee approves 2022-23 Proposed Budget		✓	BESC		
	June 5, 2022	<i>Publish Notice of Budget Hearing and Budget Summary</i>			The Oregonian Web Site		
	June 14, 2022	<b>TSCC Hearing 4:30 PM</b> TSCC certifies 2022-23 Approved Budget  <b>School Board Meeting 6:00 PM</b> <b>Adopted Budget:</b> Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	BESC		
	July 15, 2022	<i>Submit Tax Certification documentations</i> <i>File budget information with County Recorder and Designated Agencies</i>					



# PORTLAND PUBLIC SCHOOLS

## Office Of the Chief Financial Officer

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3380

**Date:** October 12, 2021  
**To:** Portland Public Schools Board of Directors  
**From:** Nolberto Delgadillo, Chief Financial Officer  
**Subject:** Approval of the proposed 2022-23 Budget Calendar

---

### **BACKGROUND**

Staff is requesting that the Board approve the 2022-23 budget calendar. Feedback provided by the Board at the September 28<sup>th</sup> meeting has been incorporated, specifically adding an extra work session. The extra work session has been scheduled for Tuesday, May 17, 2022. This calendar will help guide the work towards planning and building next year's (2022-2023) budget.

### **RELATED POLICIES/BEST PRACTICES**

Action is being taken to comply with Oregon Local Budget law, to leverage Government Finance Officers Association (GFOA) best budgeting practices, to ensure the budget aligns with the state revenue forecast, and Meritorious Budget Award (MBA) requirements.

This year's budget process will include ongoing efforts to support the recently approved strategic plan and incorporate it into a multiyear strategic finance plan. There will be a renewed effort to have community engagement during the fall to socialize school finance fundamentals but also garner community feedback regarding budgeting. This will be in combination with the ongoing work of the Community Budget Review Committee (CBRC).

A budget work session with CBRC and the Board is proposed for March 15<sup>th</sup> to share strategic plan investments and include preliminary high-level budget information to be incorporated in the proposed budget. Furthermore, there are three dates, April 26<sup>th</sup>, May 4<sup>th</sup> and May 17<sup>th</sup>, that are non-routine board meeting dates to allow for more time to discuss the budget.

It should be noted that the presentation of the Superintendent's Proposed Budget is scheduled on April 26<sup>th</sup> during a non-regularly scheduled board meeting. Management plans to share with the board a pre, almost final, version of the Superintendent's Proposed Budget during the week of April 11<sup>th</sup>. These dates are consistent with prior years and allow for an adequate production time of the budget materials.

### **ANALYSIS OF SITUATION**

The Board may choose to approve the budget calendar as presented, approve it with revisions, or not approve it. It includes steps of budget preparation and is built around

mandated requirements to allow sufficient time to complete the entire budget process before June 30, as required by ORS 294.40 Not complying with these statutes may compromise receipt of funds.

### **FISCAL IMPACT**

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

### **COMMUNITY ENGAGEMENT (IF APPLICABLE)**

CBRC will play an important role throughout the budget development process, and the calendar gives additional time for the Board to review the budget in the spring of 2022.

### **TIMELINE FOR IMPLEMENTATION / EVALUATION**

If approved, staff will work on developing the budget for 2022-23 as scheduled.

### **BOARD OPTIONS WITH ANALYSIS**

See Analysis of Situation section above.

### **CONNECTION TO BOARD GOALS**

The budget calendar for the preparation of the 2022-2023 budget has been developed to incorporate public engagement, the planning of resources to core operating requirements and the district's strategic plan (Forward Together) within the compliance requirements of the state of Oregon. This includes a discussion and recommendation during the month of November-2021 to determine fund balance levels.

### **STAFF RECOMMENDATION**

Staff recommends the passage of the board resolution to approve the 2022-23 Budget Calendar.

---

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

\_\_\_\_\_ *CH (Initials)*

ATTACHMENT  
Final\_2022-23 Budget Calendar v3Oct12



## Portland Public Schools Budget Calendar to Prepare the 2022-23 Budget

*Adopted TBD*

			Board Inform / Review	Board Action	
<b>Budget Planning</b>	September 28, 2021	<b>School Board Meeting 6:00 PM</b> Board reviews draft 2022-23 Budget Calendar	✓		BESC
	October 12, 2021	<b>School Board Meeting 6:00 PM</b> Board approves 2022-23 Budget Calendar		✓	BESC
	October 26, 2021	<b>School Board Meeting 6:00 PM</b> Board appoints Community Budget Review Committee (CBRC) members Establish goal for the fund balance		✓	BESC
	November- 2021	<b>Community Engagement Events</b> School Finance 101 & Strategic Plan Fund Balance Usage Recommendation	✓	✓	BESC
	March 15, 2022	<b>School Board Meeting 6:00 PM</b> <b>Work session with CBRC</b> Board reviews Strategic Plan and Multi-Year Business Plan	✓		BESC
<b>Budget Building</b>	April 3, 2022	<b>Publish 1<sup>st</sup> Notice of Budget Committee Meeting</b> <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 10, 2022	<b>Publish 2<sup>nd</sup> Notice of Budget Committee Meeting</b> <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 26, 2022*	<b>School Board Budget Meeting 6:00 PM</b> <b>*Not a Regularly Scheduled Board Meeting</b> <b>CBRC in attendance</b> <b>Proposed Budget:</b> Superintendent delivers 2022-23 Proposed Budget message and presentation	✓		BESC
	May 4, 2022*	<b>School Board Budget Work Session 6:00 PM</b> <b>*Not a Regularly Scheduled Board Meeting</b> Board conducts public engagement session on Proposed Budget		✓	BESC
	May 10, 2022	<b>School Board Meeting 6:00 PM</b> CBRC presents 2022-23 Proposed Budget Report to the Board	✓		BESC
	May 17, 2022*	<b>School Board Budget Work Session 6:00 PM</b> <b>*Not a Regularly Scheduled Board Meeting</b>	✓		BESC
	May 24, 2022	<b>School Board Meeting 6:00 PM</b> <b>Approved Budget:</b> Board as Budget Committee approves 2022-23 Proposed Budget		✓	BESC
	June 5, 2022	<b>Publish Notice of Budget Hearing and Budget Summary</b>			The Oregonian Web Site
	June 14, 2022	<b>TSCC Hearing 4:30 PM</b> TSCC certifies 2022-23 Approved Budget  <b>School Board Meeting 6:00 PM</b> <b>Adopted Budget:</b> Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	BESC
	July 15, 2022	<b>Submit Tax Certification documentations</b> <i>File budget information with County Recorder and Designated Agencies</i>			



## Portland Public Schools Budget Calendar to Prepare the 2022-23 Budget

*Adopted TBD*

			Board Inform / Review	Board Action	
<b>Budget Planning</b>	September 28, 2021	<b>School Board Meeting 6:00 PM</b> Board reviews draft 2022-23 Budget Calendar	✓		BESC
	October 12, 2021	<b>School Board Meeting 6:00 PM</b> Board approves 2022-23 Budget Calendar		✓	BESC
	October 26, 2021	<b>School Board Meeting 6:00 PM</b> Board appoints Community Budget Review Committee (CBRC) members Establish goal for the fund balance		✓	BESC
	November- 2021	<b>Community Engagement Events</b> School Finance 101 & Strategic Plan Fund Balance Usage Recommendation	✓	✓	BESC
	March 15, 2022	<b>School Board Meeting 6:00 PM</b> <b>Work session with CBRC</b> Board reviews Strategic Plan and Multi-Year Business Plan	✓		BESC
<b>Budget Building</b>	April 3, 2022	<b>Publish 1<sup>st</sup> Notice of Budget Committee Meeting</b> <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 10, 2022	<b>Publish 2<sup>nd</sup> Notice of Budget Committee Meeting</b> <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 26, 2022*	<b>School Board Budget Meeting 6:00 PM</b> <b>*Not a Regularly Scheduled Board Meeting</b> <b>CBRC in attendance</b> <b>Proposed Budget:</b> Superintendent delivers 2022-23 Proposed Budget message and presentation	✓		BESC
	May 4, 2022*	<b>School Board Budget Work Session 6:00 PM</b> <b>*Not a Regularly Scheduled Board Meeting</b> Board conducts public engagement session on Proposed Budget		✓	BESC
	May 10, 2022	<b>School Board Meeting 6:00 PM</b> CBRC presents 2022-23 Proposed Budget Report to the Board	✓		BESC
	May 17, 2022*	<b>School Board Budget Work Session 6:00 PM</b> <b>*Not a Regularly Scheduled Board Meeting</b>	✓		BESC
	May 24, 2022	<b>School Board Meeting 6:00 PM</b> <b>Approved Budget:</b> Board as Budget Committee approves 2022-23 Proposed Budget		✓	BESC
	June 5, 2022	<b>Publish Notice of Budget Hearing and Budget Summary</b>			The Oregonian Web Site
	June 14, 2022	<b>TSCC Hearing 4:30 PM</b> TSCC certifies 2022-23 Approved Budget  <b>School Board Meeting 6:00 PM</b> <b>Adopted Budget:</b> Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	BESC
	July 15, 2022	<b>Submit Tax Certification documentations</b> <i>File budget information with County Recorder and Designated Agencies</i>			



**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF THE DEPUTY SUPERINTENDENT**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3205 / Fax: (503) 916-3699

**Date:** October 12, 2021

**To:** School Board

**From:** Claire Hertz, Deputy Superintendent, Business and Operations  
Dr. Esther Omogbehin, Regional Superintendent  
Margaret Calvert, Regional Superintendent  
Shanice Clarke, Director, Community Engagement  
Judy Brennan, Director, Enrollment and Transfer

**Subject:** SE Guiding Coalition Phase 2 Update

**BACKGROUND**

In June of 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reImagined*, co-constructed by a broad coalition of students, staff, and community stakeholders, that provides an aspirational North Star, core values, and direction to guide the transformation of our school system. While PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the district also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent launched an enrollment and program balancing process with district-wide goals and a phased, regional implementation approach.

Phase one of SE enrollment and program balancing began in fall 2020 and resulted in the conversion of five K-8 schools and new boundary and program assignments for Kellogg Middle School. On May 25, 2021, the Board adopted a phase two charge centered on converting Harrison Park from a K-8 to a middle school and increasing enrollment at Lane Middle School.

Partnership and collaboration are core values that have shaped the overall design and roles for the process. A Southeast Guiding Coalition (SEGC) comprised of parents, guardians, community members, principals and students, played an important role in phase one and will continue in phase two. This memo provides an update on the phase two charge, the SEGC and community engagement timeline and related enrollment issues.

**RELATED POLICIES/BEST PRACTICES**

Related Policy: 4.10.045-P Student Assignment to Neighborhood Schools

## **ANALYSIS OF SITUATION**

The phase two charge to the SEGC is to propose revisions to attendance area boundaries and specialized program locations, including dual language immersion, special education focus option, and pre-k, in order to support equitable access to programs and services. Specifically, the Coalition will recommend:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

The coalition began meeting last spring, welcoming several new members from schools not represented in phase one as well as community partners representing SE BIPOC families. In preliminary meetings, they heard from school principals, agreed upon a coalition charter (see attached), which includes coalition co-chairs. The coalition did not meet during the summer, but staff and contractors continued to gather perspectives about school climate and enrollment concerns from potentially impacted community members, including virtual meetings with BIPOC families from Harrison Park, Lane and nearby schools, as well as a phone survey of families with middle grades students who live in neighborhoods not included in phase one.

The SEGC will begin considering draft enrollment and program balancing scenarios on October 21. PPS leaders will provide direction on special program locations and configurations. A new dashboard created by FLO analytics, one of our partners, will aid the coalition in their work by identifying possible racial equity impacts, including minimum enrollment thresholds, potential overcrowding and distance to schools. The impact measures are intended to ensure that potential effects of enrollment change on BIPOC families are visible in every iteration of scenario development, providing quantitative measures to enhance the robust community engagement efforts that will occur in early November and December.

The SEGC will make a recommendation to Deputy Superintendent Hertz by early January. The Board of Education will vote on a final package of changes by early February. A full SEGC schedule is attached.

The phase two SEGC charge is focused on enrollment and program balancing at the K-8 level, and ensuring space for Pre-K expansion. However, preliminary enrollment data shows that high school enrollment has exceeded forecast expectations, resulting in critical overcrowding at Franklin and Grant high schools. Office of School Performance staff have begun developing enrollment change options that could bring relief to these schools beginning in the 2022-23 school year, in advance of a district-wide high school enrollment and program balancing process. Details regarding the options as well as the overlap between the HS and SEGC phase two efforts are also in development.

## **FISCAL IMPACT**

Staffing schools is based on enrollment, and allocations will follow the students as they are assigned to neighborhood and program-based schools. Most likely, there will not be significant operational staffing costs as changes are made for the region. There will be initial costs for setting up expanded elective programs for the middle schools with increasing enrollment.

With the transition to a model of comprehensive middle schools in the SE region, there will be facility upgrades needed in schools with increasing enrollment. The 2020 Bond program includes an allocation to support enrollment and capacity needs as Phase 2 is completed.

## **COMMUNITY ENGAGEMENT**

With the thought partnership of the SEGC, students, families, and community members, a diverse set of perspectives will help shape a recommendation from the SEGC. Racial Equity and Social Justice shape the engagement design to help realize our vision, PPS reImagined. We have partnered with BRIC Architecture to develop and deliver community perspectives and help ensure the communities closest to the change participate in shaping it.

### **SEGC Engagement Phases**

1. Launch: Grounding, understand the charge, and review charter and goals. (Complete)
2. Learn: Continue defining RESJ, identify top student needs, listen to school experiences. (Ongoing)
3. Brainstorm: Brainstorm outcomes with RESJ (Begins October 21)
4. Testing: Collaboration for input from the community, draft and test various solutions. (November 5-12 and December 6-13)
5. Recommend: Complete a recommendation process on a SEGC Phase 2 recommendation by January 6, 2022

### **Engagement Methods**

- Website
- Survey
- Text Messaging
- Student Forums
- Focus Groups
- Open House
- RESJ Partners Advisory
- Tribal Community Engagement
- School-hosted Parent Meetings
- Listening and Learning Sessions

## **TIMELINE FOR IMPLEMENTATION/EVALUATION**

A Phase two SEGC schedule is attached. The process is expected to lead to a Board decision by early February, in time for the annual staffing, budgeting and student forecasting timeline.

**BOARD OPTIONS WITH ANALYSIS**

Staff asks the Board of Directors to review these materials in preparation for a brief presentation and time for discussion during the board meeting.

Question 1: What suggestions or concerns do you have about the BIPOC-centered community engagement approach?

Question 2: What suggestions or concerns do you have about launching targeted high school enrollment changes next year, to address serious overcrowding?

**I have reviewed this staff report.**

*Claire Hertz*

October 5, 2021

**Claire Hertz  
Deputy Superintendent**

**Date**

**ATTACHMENTS**

- A. [SEGC Phase 2 Charge](#)
- B. [SEGC Charter](#)
- C. [\\_Summary of September BIPOC Listening and Learning Sessions](#)
- D. [SEGC Phase 2 Schedule](#)
- E. [\\_Preliminary HS enrollment](#)

## Charge for the SE Guiding Coalition - Phase 2:

The Coalition will propose revisions to attendance area boundaries and specialized program locations, including dual language immersion, special education services, focus option programs/schools, and pre-k programs, in order to support equitable access to programs and services. Specifically, the Coalition will recommend:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

The Coalition will strive to support racial equity, social justice, Middle School Redesign, balanced enrollment, and optimized facilities for the 2022-23 school year and beyond. To inform their work, the Coalition will become familiar with current and forecast enrollment data and student demographic and facility utilization information. In addition, PPS staff will provide guidance on preferred locations and configurations of dual language immersion programs, special education services, focus option programs, and pre-K services. SEGC Phase 2 will also be informed by enrollment targets, developed in collaboration with PPS Middle School Redesign efforts.

PPS has launched a Middle School Redesign process anchored to its middle school philosophy. It advocates that students be able to explore and establish their own identity. This can be accomplished by ensuring students have access to a variety of electives and avenues for exploring their interests. There will be opportunities for project-based learning that deepens students' understanding and extends learning through application in authentic settings.

Rethinking middle schools also emphasizes the need to honor the whole child and build upon their physical, mental, and emotional well-being. Middle School Redesign connects PPS ReImagined and the emerging strategic plan's priorities and goals to the middle school experience.

The Coalition will receive feedback on their proposals via two virtual public open houses and additional listening opportunities with key stakeholders. The Coalition will provide a recommendation to the Deputy Superintendent on, or before, the last committee meeting in December, 2021. The Deputy Superintendent will be responsible for evaluating the Coalition's recommendations and bringing a proposal forward to the Portland Public School Board of Directors at the first board meeting in January 2022.

## Guiding Principles

Core values serve as guiding principles for the SE Guiding Coalition throughout the enrollment and program balancing process. Guiding principles are not prioritized and are all important to promote.

When considering enrollment and program balancing the Coalition will stand for the following core values, as stated in the PPS Vision:

- Students at the center
- Racial equity and social justice
- Honesty and integrity
- Excellence
- Respect
- Relationships
- Creativity and innovation
- Partnerships and collaboration

- Grounded in the spirit of Portland
- Joyful learning and leadership

### Outcome Goal

Support equitable programming to improve the middle school experience, particularly at Harrison Park and Lane middle schools. In order to meet this goal, the SE Guiding Coalition will use current and forecast enrollment data, student demographic and facility utilization information, programs goals and middle school enrollment targets to:

- Balance students across SE middle schools, ensuring Harrison Park and Lane middle schools have sufficient enrollment to offer full programming. This may be accomplished through boundary adjustments, whole-school feeder pattern changes, and specialized program movement.
- Realign middle school boundaries so that the Kellogg building is located within its own attendance area.
- Determine the future location for Harrison Park K-5 students, and related boundary changes and specialized program moves.



**DRAFT - Southeast Guiding Coalition  
Phase 2 Charter**

Name	Southeast Guiding Coalition Phase 2
Mission Statement	Portland Public Schools has launched a multi-year process to develop a plan to balance student enrollment and programs across our district, which serves nearly 50,000 students in 81 schools. Enrollment and Program Balancing uses both a data-driven analysis process and community input to address needs such as equity and inclusion, transportation, facilities constraints, and program needs.
Coalition Purpose	<p>Each phase of work will have a Guiding Coalition of local parents, students, principals, teachers and community members representing the interests of their schools and communities. PPS staff and FLO consultants will propose initial scenarios. The Guiding Coalition meets regularly to review and discuss the proposed scenarios. PPS uses the Guiding Coalition's feedback to refine the scenarios into a proposal to be considered by the wider community.</p> <p>The SEGC <a href="#">Phase 2 charge</a> was adopted by the PPS Board of Education on May 25, 2021.</p>
Agreements	<ol style="list-style-type: none"> <li>1. Stay Engaged</li> <li>2. Speak your truth responsibly</li> <li>3. Listen to understand, to believe</li> <li>4. Take Space/Make Space - If you are someone who tends to not speak a lot, challenge yourself to contribute by speaking more. If you tend to speak a lot, make space for others to participate and focus on listening.</li> <li>5. Be willing to do things differently and experience discomfort</li> <li>6. Expect and accept non-closure</li> </ol>
5 Elements of Phase 2	<p>Launch</p> <ul style="list-style-type: none"> <li>● Learn the charge of the Southeast Guiding Coalition Phase 2 Process</li> <li>● Review goals and charter</li> <li>● Grounding and building capacity'</li> </ul> <p>Learn</p> <ul style="list-style-type: none"> <li>● Continue defining Racial Equity &amp; Social Justice as it relates to the work of the SE Guiding Coalition</li> <li>● Notice and Identify Top Needs for Students</li> <li>● Listen to Experiences with Key Topics</li> </ul> <p>Brainstorm</p> <ul style="list-style-type: none"> <li>● Brainstorm Outcomes with Racial Equity and Social Justice</li> </ul> <p>Testing</p> <ul style="list-style-type: none"> <li>● Draft and Test Solutions</li> <li>● Collaboration for Input from Community</li> </ul> <p>Recommend</p> <ul style="list-style-type: none"> <li>● Build Consensus on Phase 2 Recommendation</li> </ul>



<p>Phase 2 Goals</p>	<p>The Board of Education set out the following goals in the SEGC Phase 2 Charge:</p> <ul style="list-style-type: none"><li>● Establishing feeder patterns that support robust enrollment across middle schools: Lane and Harrison Park (converting to a middle school in 2022-23) will both need a boost in enrollment through feeder pattern changes, boundary changes, DLI program placement, or a combination of all three.</li><li>● Providing a neighborhood school for Harrison Park K-5 students: With the conversion of Harrison Park K-8 to a middle school, its K-5 students will need to relocate. A nearby option is the Clark building, which currently houses the Creative Science K-8 focus program. To consider this option, the coalition will need clear guidance from PPS on viable alternate locations for Creative Science (or clear guidance that Creative Science cannot relocate at this time). Alternatively, the coalition could distribute Harrison Park K-5 students among other nearby elementary schools through boundary changes.</li></ul>
<p>Operating Guidelines</p>	<p>The primary purpose of the SEGC is to develop a recommendation for enrollment changes by leveraging the voices of community members.</p> <ol style="list-style-type: none"><li>1. Co-Chairs will be selected by the SEGC, and will help orient new members, inform overall planning, and represent the SEGC to the Board of Education.</li><li>2. SEGC members will receive information and guidance on the Racial Equity and Social Justice framework and lens, as well as PPS preferences for enrollment targets and program locations prior to reviewing proposals for enrollment change.<ul style="list-style-type: none"><li>○ FLO analytics and PPS staff will develop initial proposals for SEGC consideration</li><li>○ SEGC members will provide feedback on proposals and suggest alternatives, utilizing RESJ tools and conduct outreach to stakeholders in their representative communities</li></ul></li><li>3. SEGC meetings are open to the community<ol style="list-style-type: none"><li>a. Community members may observe SEGC meetings and provide input through feedback forms available on the SEGC webpage.</li><li>b. Interpreters are available upon request for regular SEGC meetings</li><li>c. SEGC meeting agendas and documents for use throughout the process will be translated in PPS supported languages and posted on the SEGC webpage. Translation of meeting specific documents are available in the form of a summary upon request.</li></ol></li><li>4. The coalition will co-convene and co-design an equity centered engagement process, involving methods throughout Phase 2 to be coupled with the recommendation:<ol style="list-style-type: none"><li>a. Website, Survey</li><li>b. Student Survey, Student Poll</li><li>c. Student + Multilingual Family Text Messaging</li><li>d. Student Forums</li><li>e. BIPOC Focus Groups</li><li>f. Open House</li><li>g. RESJ Partners Advisory</li><li>h. Tribal Community Engagement</li><li>i. School-hosted Meetings</li></ol></li></ol>



	j. All materials for engagement events will be available in PPS supported languages.
Timeframe	May-December 2021 Draft meeting <a href="#">schedule</a>
Executive Sponsor	Deputy Superintendent of Business and Operations, Claire Hertz Regional Superintendent, Esther Omeghbein
Membership	<p>These schools will participate in Phase 2. Principals, parents and guardians of each school are voting <a href="#">members of the coalition</a>:</p> <ul style="list-style-type: none"> <li>● Arleta Elementary</li> <li>● Atkinson Elementary (neighborhood and Spanish DLI)</li> <li>● Bridger Elementary (neighborhood and Spanish DLI)</li> <li>● Creative Science Focus Option K-8</li> <li>● Creston Elementary</li> <li>● Glencoe Elementary</li> <li>● Harrison Park K-8 (neighborhood and Chinese DLI)</li> <li>● Hosford Middle (neighborhood and Chinese DLI)</li> <li>● Kellogg Middle (neighborhood and Spanish DLI)</li> <li>● Kelly Elementary (neighborhood and Russian DLI)</li> <li>● Lane Middle (neighborhood and Russian DLI)</li> <li>● Lent Elementary (neighborhood and Spanish Immersion)</li> <li>● Lewis Elementary</li> <li>● Marysville Elementary</li> <li>● Mt. Tabor Middle (neighborhood, Japanese and Spanish Immersion)</li> <li>● Richmond Japanese Immersion</li> <li>● Sellwood Middle</li> <li>● Vestal Elementary</li> <li>● Whitman Elementary</li> <li>● Woodmere Elementary</li> <li>● Woodstock Elementary (neighborhood and Chinese Immersion)</li> </ul> <p>Additionally, at-large members will represent stakeholder groups including but not limited to:</p> <ul style="list-style-type: none"> <li>● Coalition of Black Men</li> <li>● Nothing But Quality</li> <li>● Latino Network</li> <li>● Portland Association of Teachers</li> <li>● PPS students</li> </ul>
Staff Membership	<p>Departments represented to provide technical assistance to the Southeast Guiding Coalition include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Special Education</li> <li>● Transportation</li> <li>● Facilities Planning</li> <li>● Office of School Performance</li> <li>● Teaching and Learning</li> <li>● Enrollment &amp; Transfer</li> </ul>



	<ul style="list-style-type: none"> <li>• Early Learning</li> <li>• Community Engagement</li> </ul> <p><i>Technical assistance provided by FLO Analytics</i></p>
Team Resources	<p>SEGC Google Drive Discord (member chat) Interpretation and translation services as requested</p> <p><i>All sources are subject to a public records request. For help to access any platforms, please email Megan Salvador.</i></p>
Decision-Making Framework	<p>The SE Guiding Coalition will use modified consensus-making to develop a recommendation to the Deputy Superintendent. The SE Guiding Coalition will use the Fist to Five Consensus Building method to reach consensus. If consensus cannot be reached, the Guiding Coalition may use a majority vote rule. The Deputy Superintendent can modify the recommendation before forwarding to the PPS Board of Education. The PPS Board of Education makes the final decision, and can adjust the recommendation based on engagement from the following groups:</p> <ul style="list-style-type: none"> <li>• Student Forums + Student Groups</li> <li>• Southeast Guiding Coalition</li> <li>• Broader Engagement: BIPOC Engagement, Open Houses + Other Focus Groups</li> </ul>

*As a member of the Southeast Guiding Coalition, I have reviewed expectations in this charter.*

\_\_\_\_\_ (Initials)



## **Southeast Guiding Coalition**

### **Key Themes from Listening and Learning Sessions - Draft October 3, 2021**

- Schools should offer culturally dynamic curriculum and activities that are reflective of the student body.
  - The richness of experiences and perspectives offered by the diversity at Harrison Park is widely accepted as one of the key features of the success of that school. Parents from other schools expressed a desire to see such diversity in their neighborhood school.
- PPS should provide an equitable distribution of programs among all neighborhood schools. Where you live should not dictate your child's educational experience.
- Critical importance of authentic interpersonal connections between students, families, and staff.
  - If K-8 schools need to be broken up, keep K-5 kids together.
  - The presence of community (language) liaisons to connect with BIPOC and historically marginalized communities is critical.
- Schools should foster environments where BIPOC students and families feel safe and have ample social emotional supports.
- Schools have the necessary staffing ratios, and instructional philosophies to promote Differentiated Instruction among students of all backgrounds, ability levels, and learning styles.
- Privilege should not drive access to programs: BIPOC and underserved families are disproportionately impacted by transportation barriers, to the extent that it effectively limits school choice among these communities.
- Asking families to choose between schools with proximity to their home and those offering more robust programs and service is unfair and disproportionately disadvantages BIPOC and historically underserved communities.
- Racial, ethnic, and cultural diversity is an asset to any school and crucial to making BIPOC students and families feel welcomed, seen, and valued.
  - BIPOC kids have other students and staff that look like them. Representation.
- Historical Devaluing of BIPOC Voices / Distrust of PPS' Processes / Accountability.
  - How do we ensure that the ultimate approach does not benefit one group at the expense of another?
- CSS parents definitely want the school to remain as a K-8. On the other hand, Harrison Park families have accepted that their school WILL be transitioning to the K-5/MS model and have generally made peace with the idea.



## Supporting Quotes from Listening and Learning Sessions

*“You can’t be respected until you’re acknowledged. As far as what my child needs: consistency and an acknowledgement of the historical trauma that our kids come with. But equally important is the acknowledgement of the historical strength and wisdom that they come with. I’m not a fan of the word, resilience, I hate that word resilience. And it’s because it’s weaponized, generally against marginalized communities. And it’s a way to say, hey, look, great job, you jumped another hoop while they’re putting another hoop for you to jump up, you know, like, great, stop calling us resilient and give us a chance to thrive. Because I’m over it. I’m over being resilient. I want to thrive”. – BIPOC Parent CSS*

*“My concern with this change is not being able to connect in the same way in this new school environment and just maybe isolating the kids a little bit from the community that they currently have, and not continue to foster the same level of togetherness that they have, the same level of you know, we’re all in this together. We’re learning together, maybe not at the same pace, but we’re all children of immigrants. We know someone who’s an immigrant, we know someone who speaks a different language. You know, English is not the one and only language, but it’s okay to be different. And it’s okay not to speak correctly, all the time, because it’s an environment where learning is encouraged”. – BIPOC parent at HP*

*“My biggest fear for him and his classmates is just to be at completely and entirely different schools and feel like they are less than the students that were there previously or their students that had that privilege to, to know a system that is different from the one that they’ve had”. – HP Parent*

*“Show the parents that you do care that inequality is not something that you will continue to do for the years to come and that you’re doing something about it. That will be reflected by not making people choose to go to other schools, because they know that they have the same opportunities in their neighborhood school, not making people choose to go in a lottery system because they think we will have other, better opportunities: providing that language at the middle school level so that we don’t feel like we have to fight for that one spot or that we have to live in the appropriate neighborhood in order to have the same level of education that someone who lives in that neighborhood has”. – BIPOC Parent at HP*

*“A really bad outcome would be just a change of boundary lines and not a change of much else; A lot more focus on just numbers and enrollment and how many kids we have at each school without thinking about all the other pieces that are going to be important”. – BIPOC parent at Lewis*

*“I would just love to know why there are not more people of color in the school. So far people have been great, but it’s kind of a little sad, because my daughter came home saying that nobody looked like her life and that it would be easier if she was a white boy”. – BIPOC Parent at CSS*

*“We should be teaching our kids to be proud of the diversity that they bring, to feel confident because they are able to speak a different language and learn another one on top of that, and to continue to do just as great as their peers. And I’m afraid that if we move in a direction where that’s not fostered, that the kids will feel withdrawn, and that the kids will really not feel welcomed in a new in a new environment where diversity is not recognized or seen”. – BIPOC parent at HP*



*“I guess I don’t trust the process, and I know that there are going to be folks with privilege, money, and power that will fight like hell to create the boundaries that they want that works for them and their real estate. So, I get tired. So, I guess my fear is that energy and effort put towards making something work for our needs and our kids will ultimately lead to serving some other group, some other folks”. – BIPOC parent at CSS*

## **Key takeaways from September 23<sup>rd</sup> SEGC Meeting**

### **Hopes and Aspirations**

- Develop thoughtful long-term solutions instead of “quick fix” band aid approaches.
- The goal of increasing demographic diversity at the affected schools (including at the elementary level) should officially be part of the SEGC’s charge.
- Identify strategies for actively recruiting and retaining BIPOC teachers, administrators, and staff at PPS schools.
- Equalize distribution of programs, including providing age-appropriate elective options to middle grade students in K-8 facilities and expanding dual language programs across schools.
- Promote culturally centered schools that provide a sense of welcoming and belonging to all students and families, including immigrant communities.
- Invest in effective teaching and learning practices, such as project-based learning, to position all students for a successful transition to high school.
- Support the physical, social and emotional needs of all students by providing fairly distributed resources across schools to meet students’ basic needs and ensure that every student arrives ready to learn.

### **Doubts and Fears**

- BIPOC students/families will feel devalued or excluded.
- Additional burdens will be placed on families that are already marginalized.
- Loud voices will threaten to derail the SEGC’s work.

Meeting	Date(s)	Purpose
Community Engagement Listen & Learn with BRIC	09/01/21 - 9/30/21	Small Focus group engagement
SEGC Meeting #3	09/23/21	Refresh on process, schedule updates, share/reflect on empathy interviews Receive and respond to 1) summary of Phase 1 BIPOC input 2) staff direction for target enrollment ranges (K-5 and MS) 3) draft data dashboard 4) racial impact assessment tools
SEGC Meeting #4	10/07/21	Receive and respond to 1) BRIC listening and learning report 2) staff direction for CSS and DLJ programs 3) fall enrollment counts and potential impacts
SEGC Meeting #5	10/21/21	Receive starter scenarios and begin analysis Small group work
SEGC Meeting #6 - Scenario deep dive	10/23/21	Community engagement update Refine starter scenarios Review impact to BIPOC and other groups Narrow scenario set through consensus exercise Suggest modifications to remaining scenarios
SEGC Meeting #7	11/04/21	Community engagement update Decide on scenarios for community engagement through consensus exercise Work on impact statements for community engagement
Community Engagement	11/08/21 - 11/15/21	Multiple opportunities for stakeholders to learn about proposals and provide input SEGC participates in all engagement opportunities
SEGC Meeting #8	11/18/21	Review community and School Board input Refine scenarios Suggest modifications to scenarios Review impact to BIPOC and other groups
SEGC Meeting #9	12/02/21	Community engagement update Decide on scenarios for community engagement Review impact to BIPOC and other groups Narrow scenario set through consensus exercise
Community Engagement	12/06/21 - 12/13/21	Multiple opportunities for stakeholders to learn about proposals and provide input SEGC participates in all engagement opportunities
SEGC Meeting #10	12/16/21	Review community and School Board input Decide on final scenario modifications through consensus exercise Work on impact statements
SEGC Meeting #11	01/06/22	Decide on final scenario through consensus exercise, vote Finalize impact statements and other supporting documents

<b>Oct 1. High School Enrollment by Year and School</b>				
<b>School</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22 Projection</b>	<b>2021-22 Preliminary Enrollment</b>
Alliance	214	213	275	163
Benson	1,055	1,005	975	901
Cleveland	1,560	1,581	1,590	1,625
Franklin	1,936	2,010	2,060	2,035
Grant	1,813	1,965	2,057	2,134
Ida B. Wells-Barnett	1,558	1,540	1,640	1,590
Jefferson	641	620	612	596
Lincoln	1,588	1,481	1,511	1,476
McDaniel	1,079	1,173	1,280	1,391
Metro. Learning Center	85	75	79	71
Online Learning Academy	NA	NA	NA	158
Roosevelt	1,195	1,292	1,366	1,398
<b>District Total</b>	<b>12,724</b>	<b>12,955</b>	<b>13,445</b>	<b>13,538</b>
<p>Notes:</p> <p>Alliance enrolls students throughout the year, so October counts are always lower.</p> <p>Charters, CBO's, special programs, and PCC students are excluded from all of the data shown above, including Projections.</p> <p>The Enrollment Projections are provided by the PSU demographer, based on 2020-21 October 1st Enrollment, and adjusted for other factors affecting population.</p>				

## Charge for the SE Guiding Coalition - Phase 2:

The Coalition will propose revisions to attendance area boundaries and specialized program locations, including dual language immersion, special education services, focus option programs/schools, and pre-k programs, in order to support equitable access to programs and services. Specifically, the Coalition will recommend:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

The Coalition will strive to support racial equity, social justice, Middle School Redesign, balanced enrollment, and optimized facilities for the 2022-23 school year and beyond. To inform their work, the Coalition will become familiar with current and forecast enrollment data and student demographic and facility utilization information. In addition, PPS staff will provide guidance on preferred locations and configurations of dual language immersion programs, special education services, focus option programs, and pre-K services. SEGC Phase 2 will also be informed by enrollment targets, developed in collaboration with PPS Middle School Redesign efforts.

PPS has launched a Middle School Redesign process anchored to its middle school philosophy. It advocates that students be able to explore and establish their own identity. This can be accomplished by ensuring students have access to a variety of electives and avenues for exploring their interests. There will be opportunities for project-based learning that deepens students' understanding and extends learning through application in authentic settings.

Rethinking middle schools also emphasizes the need to honor the whole child and build upon their physical, mental, and emotional well-being. Middle School Redesign connects PPS ReImagined and the emerging strategic plan's priorities and goals to the middle school experience.

The Coalition will receive feedback on their proposals via two virtual public open houses and additional listening opportunities with key stakeholders. The Coalition will provide a recommendation to the Deputy Superintendent on, or before, the last committee meeting in December, 2021. The Deputy Superintendent will be responsible for evaluating the Coalition's recommendations and bringing a proposal forward to the Portland Public School Board of Directors at the first board meeting in January 2022.

## Guiding Principles

Core values serve as guiding principles for the SE Guiding Coalition throughout the enrollment and program balancing process. Guiding principles are not prioritized and are all important to promote.

When considering enrollment and program balancing the Coalition will stand for the following core values, as stated in the PPS Vision:

- Students at the center
- Racial equity and social justice
- Honesty and integrity
- Excellence
- Respect
- Relationships
- Creativity and innovation
- Partnerships and collaboration

- Grounded in the spirit of Portland
- Joyful learning and leadership

### Outcome Goal

Support equitable programming to improve the middle school experience, particularly at Harrison Park and Lane middle schools. In order to meet this goal, the SE Guiding Coalition will use current and forecast enrollment data, student demographic and facility utilization information, programs goals and middle school enrollment targets to:

- Balance students across SE middle schools, ensuring Harrison Park and Lane middle schools have sufficient enrollment to offer full programming. This may be accomplished through boundary adjustments, whole-school feeder pattern changes, and specialized program movement.
- Realign middle school boundaries so that the Kellogg building is located within its own attendance area.
- Determine the future location for Harrison Park K-5 students, and related boundary changes and specialized program moves.



**DRAFT - Southeast Guiding Coalition  
Phase 2 Charter**

Name	Southeast Guiding Coalition Phase 2
Mission Statement	Portland Public Schools has launched a multi-year process to develop a plan to balance student enrollment and programs across our district, which serves nearly 50,000 students in 81 schools. Enrollment and Program Balancing uses both a data-driven analysis process and community input to address needs such as equity and inclusion, transportation, facilities constraints, and program needs.
Coalition Purpose	<p>Each phase of work will have a Guiding Coalition of local parents, students, principals, teachers and community members representing the interests of their schools and communities. PPS staff and FLO consultants will propose initial scenarios. The Guiding Coalition meets regularly to review and discuss the proposed scenarios. PPS uses the Guiding Coalition's feedback to refine the scenarios into a proposal to be considered by the wider community.</p> <p>The SEGC <a href="#">Phase 2 charge</a> was adopted by the PPS Board of Education on May 25, 2021.</p>
Agreements	<ol style="list-style-type: none"> <li>1. Stay Engaged</li> <li>2. Speak your truth responsibly</li> <li>3. Listen to understand, to believe</li> <li>4. Take Space/Make Space - If you are someone who tends to not speak a lot, challenge yourself to contribute by speaking more. If you tend to speak a lot, make space for others to participate and focus on listening.</li> <li>5. Be willing to do things differently and experience discomfort</li> <li>6. Expect and accept non-closure</li> </ol>
5 Elements of Phase 2	<p>Launch</p> <ul style="list-style-type: none"> <li>● Learn the charge of the Southeast Guiding Coalition Phase 2 Process</li> <li>● Review goals and charter</li> <li>● Grounding and building capacity'</li> </ul> <p>Learn</p> <ul style="list-style-type: none"> <li>● Continue defining Racial Equity &amp; Social Justice as it relates to the work of the SE Guiding Coalition</li> <li>● Notice and Identify Top Needs for Students</li> <li>● Listen to Experiences with Key Topics</li> </ul> <p>Brainstorm</p> <ul style="list-style-type: none"> <li>● Brainstorm Outcomes with Racial Equity and Social Justice</li> </ul> <p>Testing</p> <ul style="list-style-type: none"> <li>● Draft and Test Solutions</li> <li>● Collaboration for Input from Community</li> </ul> <p>Recommend</p> <ul style="list-style-type: none"> <li>● Build Consensus on Phase 2 Recommendation</li> </ul>



<p>Phase 2 Goals</p>	<p>The Board of Education set out the following goals in the SEGC Phase 2 Charge:</p> <ul style="list-style-type: none"><li>● Establishing feeder patterns that support robust enrollment across middle schools: Lane and Harrison Park (converting to a middle school in 2022-23) will both need a boost in enrollment through feeder pattern changes, boundary changes, DLI program placement, or a combination of all three.</li><li>● Providing a neighborhood school for Harrison Park K-5 students: With the conversion of Harrison Park K-8 to a middle school, its K-5 students will need to relocate. A nearby option is the Clark building, which currently houses the Creative Science K-8 focus program. To consider this option, the coalition will need clear guidance from PPS on viable alternate locations for Creative Science (or clear guidance that Creative Science cannot relocate at this time). Alternatively, the coalition could distribute Harrison Park K-5 students among other nearby elementary schools through boundary changes.</li></ul>
<p>Operating Guidelines</p>	<p>The primary purpose of the SEGC is to develop a recommendation for enrollment changes by leveraging the voices of community members.</p> <ol style="list-style-type: none"><li>1. Co-Chairs will be selected by the SEGC, and will help orient new members, inform overall planning, and represent the SEGC to the Board of Education.</li><li>2. SEGC members will receive information and guidance on the Racial Equity and Social Justice framework and lens, as well as PPS preferences for enrollment targets and program locations prior to reviewing proposals for enrollment change.<ul style="list-style-type: none"><li>○ FLO analytics and PPS staff will develop initial proposals for SEGC consideration</li><li>○ SEGC members will provide feedback on proposals and suggest alternatives, utilizing RESJ tools and conduct outreach to stakeholders in their representative communities</li></ul></li><li>3. SEGC meetings are open to the community<ol style="list-style-type: none"><li>a. Community members may observe SEGC meetings and provide input through feedback forms available on the SEGC webpage.</li><li>b. Interpreters are available upon request for regular SEGC meetings</li><li>c. SEGC meeting agendas and documents for use throughout the process will be translated in PPS supported languages and posted on the SEGC webpage. Translation of meeting specific documents are available in the form of a summary upon request.</li></ol></li><li>4. The coalition will co-convene and co-design an equity centered engagement process, involving methods throughout Phase 2 to be coupled with the recommendation:<ol style="list-style-type: none"><li>a. Website, Survey</li><li>b. Student Survey, Student Poll</li><li>c. Student + Multilingual Family Text Messaging</li><li>d. Student Forums</li><li>e. BIPOC Focus Groups</li><li>f. Open House</li><li>g. RESJ Partners Advisory</li><li>h. Tribal Community Engagement</li><li>i. School-hosted Meetings</li></ol></li></ol>



	j. All materials for engagement events will be available in PPS supported languages.
Timeframe	May-December 2021 Draft meeting <a href="#">schedule</a>
Executive Sponsor	Deputy Superintendent of Business and Operations, Claire Hertz Regional Superintendent, Esther Omeghbein
Membership	<p>These schools will participate in Phase 2. Principals, parents and guardians of each school are voting <a href="#">members of the coalition</a>:</p> <ul style="list-style-type: none"> <li>● Arleta Elementary</li> <li>● Atkinson Elementary (neighborhood and Spanish DLI)</li> <li>● Bridger Elementary (neighborhood and Spanish DLI)</li> <li>● Creative Science Focus Option K-8</li> <li>● Creston Elementary</li> <li>● Glencoe Elementary</li> <li>● Harrison Park K-8 (neighborhood and Chinese DLI)</li> <li>● Hosford Middle (neighborhood and Chinese DLI)</li> <li>● Kellogg Middle (neighborhood and Spanish DLI)</li> <li>● Kelly Elementary (neighborhood and Russian DLI)</li> <li>● Lane Middle (neighborhood and Russian DLI)</li> <li>● Lent Elementary (neighborhood and Spanish Immersion)</li> <li>● Lewis Elementary</li> <li>● Marysville Elementary</li> <li>● Mt. Tabor Middle (neighborhood, Japanese and Spanish Immersion)</li> <li>● Richmond Japanese Immersion</li> <li>● Sellwood Middle</li> <li>● Vestal Elementary</li> <li>● Whitman Elementary</li> <li>● Woodmere Elementary</li> <li>● Woodstock Elementary (neighborhood and Chinese Immersion)</li> </ul> <p>Additionally, at-large members will represent stakeholder groups including but not limited to:</p> <ul style="list-style-type: none"> <li>● Coalition of Black Men</li> <li>● Nothing But Quality</li> <li>● Latino Network</li> <li>● Portland Association of Teachers</li> <li>● PPS students</li> </ul>
Staff Membership	<p>Departments represented to provide technical assistance to the Southeast Guiding Coalition include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Special Education</li> <li>● Transportation</li> <li>● Facilities Planning</li> <li>● Office of School Performance</li> <li>● Teaching and Learning</li> <li>● Enrollment &amp; Transfer</li> </ul>



	<ul style="list-style-type: none"> <li>• Early Learning</li> <li>• Community Engagement</li> </ul> <p><i>Technical assistance provided by FLO Analytics</i></p>
Team Resources	<p>SEGC Google Drive Discord (member chat) Interpretation and translation services as requested</p> <p><i>All sources are subject to a public records request. For help to access any platforms, please email Megan Salvador.</i></p>
Decision-Making Framework	<p>The SE Guiding Coalition will use modified consensus-making to develop a recommendation to the Deputy Superintendent. The SE Guiding Coalition will use the Fist to Five Consensus Building method to reach consensus. If consensus cannot be reached, the Guiding Coalition may use a majority vote rule. The Deputy Superintendent can modify the recommendation before forwarding to the PPS Board of Education. The PPS Board of Education makes the final decision, and can adjust the recommendation based on engagement from the following groups:</p> <ul style="list-style-type: none"> <li>• Student Forums + Student Groups</li> <li>• Southeast Guiding Coalition</li> <li>• Broader Engagement: BIPOC Engagement, Open Houses + Other Focus Groups</li> </ul>

*As a member of the Southeast Guiding Coalition, I have reviewed expectations in this charter.*

\_\_\_\_\_ (Initials)



## **Southeast Guiding Coalition**

### **Key Themes from Listening and Learning Sessions - Draft October 3, 2021**

- Schools should offer culturally dynamic curriculum and activities that are reflective of the student body.
  - The richness of experiences and perspectives offered by the diversity at Harrison Park is widely accepted as one of the key features of the success of that school. Parents from other schools expressed a desire to see such diversity in their neighborhood school.
- PPS should provide an equitable distribution of programs among all neighborhood schools. Where you live should not dictate your child's educational experience.
- Critical importance of authentic interpersonal connections between students, families, and staff.
  - If K-8 schools need to be broken up, keep K-5 kids together.
  - The presence of community (language) liaisons to connect with BIPOC and historically marginalized communities is critical.
- Schools should foster environments where BIPOC students and families feel safe and have ample social emotional supports.
- Schools have the necessary staffing ratios, and instructional philosophies to promote Differentiated Instruction among students of all backgrounds, ability levels, and learning styles.
- Privilege should not drive access to programs: BIPOC and underserved families are disproportionately impacted by transportation barriers, to the extent that it effectively limits school choice among these communities.
- Asking families to choose between schools with proximity to their home and those offering more robust programs and service is unfair and disproportionately disadvantages BIPOC and historically underserved communities.
- Racial, ethnic, and cultural diversity is an asset to any school and crucial to making BIPOC students and families feel welcomed, seen, and valued.
  - BIPOC kids have other students and staff that look like them. Representation.
- Historical Devaluing of BIPOC Voices / Distrust of PPS' Processes / Accountability.
  - How do we ensure that the ultimate approach does not benefit one group at the expense of another?
- CSS parents definitely want the school to remain as a K-8. On the other hand, Harrison Park families have accepted that their school WILL be transitioning to the K-5/MS model and have generally made peace with the idea.



## Supporting Quotes from Listening and Learning Sessions

*“You can’t be respected until you’re acknowledged. As far as what my child needs: consistency and an acknowledgement of the historical trauma that our kids come with. But equally important is the acknowledgement of the historical strength and wisdom that they come with. I’m not a fan of the word, resilience, I hate that word resilience. And it’s because it’s weaponized, generally against marginalized communities. And it’s a way to say, hey, look, great job, you jumped another hoop while they’re putting another hoop for you to jump up, you know, like, great, stop calling us resilient and give us a chance to thrive. Because I’m over it. I’m over being resilient. I want to thrive”. – BIPOC Parent CSS*

*“My concern with this change is not being able to connect in the same way in this new school environment and just maybe isolating the kids a little bit from the community that they currently have, and not continue to foster the same level of togetherness that they have, the same level of you know, we’re all in this together. We’re learning together, maybe not at the same pace, but we’re all children of immigrants. We know someone who’s an immigrant, we know someone who speaks a different language. You know, English is not the one and only language, but it’s okay to be different. And it’s okay not to speak correctly, all the time, because it’s an environment where learning is encouraged”. – BIPOC parent at HP*

*“My biggest fear for him and his classmates is just to be at completely and entirely different schools and feel like they are less than the students that were there previously or their students that had that privilege to, to know a system that is different from the one that they’ve had”. – HP Parent*

*“Show the parents that you do care that inequality is not something that you will continue to do for the years to come and that you’re doing something about it. That will be reflected by not making people choose to go to other schools, because they know that they have the same opportunities in their neighborhood school, not making people choose to go in a lottery system because they think we will have other, better opportunities: providing that language at the middle school level so that we don’t feel like we have to fight for that one spot or that we have to live in the appropriate neighborhood in order to have the same level of education that someone who lives in that neighborhood has”. – BIPOC Parent at HP*

*“A really bad outcome would be just a change of boundary lines and not a change of much else; A lot more focus on just numbers and enrollment and how many kids we have at each school without thinking about all the other pieces that are going to be important”. – BIPOC parent at Lewis*

*“I would just love to know why there are not more people of color in the school. So far people have been great, but it’s kind of a little sad, because my daughter came home saying that nobody looked like her life and that it would be easier if she was a white boy”. – BIPOC Parent at CSS*

*“We should be teaching our kids to be proud of the diversity that they bring, to feel confident because they are able to speak a different language and learn another one on top of that, and to continue to do just as great as their peers. And I’m afraid that if we move in a direction where that’s not fostered, that the kids will feel withdrawn, and that the kids will really not feel welcomed in a new in a new environment where diversity is not recognized or seen”. – BIPOC parent at HP*



*“I guess I don’t trust the process, and I know that there are going to be folks with privilege, money, and power that will fight like hell to create the boundaries that they want that works for them and their real estate. So, I get tired. So, I guess my fear is that energy and effort put towards making something work for our needs and our kids will ultimately lead to serving some other group, some other folks”. – BIPOC parent at CSS*

## **Key takeaways from September 23<sup>rd</sup> SEGC Meeting**

### **Hopes and Aspirations**

- Develop thoughtful long-term solutions instead of “quick fix” band aid approaches.
- The goal of increasing demographic diversity at the affected schools (including at the elementary level) should officially be part of the SEGC’s charge.
- Identify strategies for actively recruiting and retaining BIPOC teachers, administrators, and staff at PPS schools.
- Equalize distribution of programs, including providing age-appropriate elective options to middle grade students in K-8 facilities and expanding dual language programs across schools.
- Promote culturally centered schools that provide a sense of welcoming and belonging to all students and families, including immigrant communities.
- Invest in effective teaching and learning practices, such as project-based learning, to position all students for a successful transition to high school.
- Support the physical, social and emotional needs of all students by providing fairly distributed resources across schools to meet students’ basic needs and ensure that every student arrives ready to learn.

### **Doubts and Fears**

- BIPOC students/families will feel devalued or excluded.
- Additional burdens will be placed on families that are already marginalized.
- Loud voices will threaten to derail the SEGC’s work.

Meeting	Date(s)	Purpose
Community Engagement Listen & Learn with BRIC SEGC Meeting #3	09/01/21 - 9/30/21  09/23/21	Small Focus group engagement  Refresh on process, schedule updates, share/reflect on empathy interviews Receive and respond to 1) summary of Phase 1 BIPOC input 2) staff direction for target enrollment ranges (K-5 and MS) 3) draft data dashboard 4) racial impact assessment tools
SEGC Meeting #4	10/07/21	Receive and respond to 1) BRIC listening and learning report 2) staff direction for CSS and DLJ programs 3) fall enrollment counts and potential impacts
SEGC Meeting #5	10/21/21	Receive starter scenarios and begin analysis Small group work
SEGC Meeting #6 - Scenario deep dive	10/23/21	Community engagement update Refine starter scenarios Review impact to BIPOC and other groups Narrow scenario set through consensus exercise Suggest modifications to remaining scenarios
SEGC Meeting #7	11/04/21	Community engagement update Decide on scenarios for community engagement through consensus exercise Work on impact statements for community engagement
Community Engagement	11/08/21 - 11/15/21	Multiple opportunities for stakeholders to learn about proposals and provide input SEGC participates in all engagement opportunities
SEGC Meeting #8	11/18/21	Review community and School Board input Refine scenarios Suggest modifications to scenarios Review impact to BIPOC and other groups
SEGC Meeting #9	12/02/21	Community engagement update Decide on scenarios for community engagement Review impact to BIPOC and other groups Narrow scenario set through consensus exercise
Community Engagement	12/06/21 - 12/13/21	Multiple opportunities for stakeholders to learn about proposals and provide input SEGC participates in all engagement opportunities
SEGC Meeting #10	12/16/21	Review community and School Board input Decide on final scenario modifications through consensus exercise Work on impact statements
SEGC Meeting #11	01/06/22	Decide on final scenario through consensus exercise, vote Finalize impact statements and other supporting documents

<b>Oct 1. High School Enrollment by Year and School</b>				
<b>School</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22 Projection</b>	<b>2021-22 Preliminary Enrollment</b>
Alliance	214	213	275	163
Benson	1,055	1,005	975	901
Cleveland	1,560	1,581	1,590	1,625
Franklin	1,936	2,010	2,060	2,035
Grant	1,813	1,965	2,057	2,134
Ida B. Wells-Barnett	1,558	1,540	1,640	1,590
Jefferson	641	620	612	596
Lincoln	1,588	1,481	1,511	1,476
McDaniel	1,079	1,173	1,280	1,391
Metro. Learning Center	85	75	79	71
Online Learning Academy	NA	NA	NA	158
Roosevelt	1,195	1,292	1,366	1,398
<b>District Total</b>	<b>12,724</b>	<b>12,955</b>	<b>13,445</b>	<b>13,538</b>
<p>Notes:</p> <p>Alliance enrolls students throughout the year, so October counts are always lower.</p> <p>Charters, CBO's, special programs, and PCC students are excluded from all of the data shown above, including Projections.</p> <p>The Enrollment Projections are provided by the PSU demographer, based on 2020-21 October 1st Enrollment, and adjusted for other factors affecting population.</p>				