

Agenda

1. 4:00 pm - Introductions - 5 min.
2. 4:05 pm - Climate Crisis Response Policy - 45 min. Committee Discussion/possible action
Public comment on action items
3. 4:50 pm - Policies Proposed for Rescission - 5 min. Committee Discussion/action
Public comment on action items
 - 3.20.011-P Planning Time
 - 5.20.080-P Evaluation of Teachers
4. 4:55 pm - Introduction of amendment to 5.10.090-P Cafeteria Plan Policy - 10 min.
Possible Referral for First Reading
Public comment on action items
5. 5:05 pm - Foundation Policy and Parent Fundraising - 20 min. Discussion
6. 5:25 pm - Terms of Employment for Non-Represented Employees Policy
5.60.010 - 20 min. Amendments/Discussion
7. 5:45 pm - Staff Update: Implementation of 3.30.010-P Community Use of School Buildings and Facilities Policy - 10 min.
8. 5:55 pm - Policies in Public Comment period - 15 min. Revisions:
 - 5.60.031-P Vacations and District Holidays
9. Rescissions:
 - 3.40.091-P Traffic Safety Patrols
 - 4.50.010-P Student Interviews And Errands
 - 4.50.020-P Health Services
 - 4.50.023-P Dental Health Services
 - 6.10.013-P Career Education – Learning Opportunities
 - 5.20.100-P Physical And Mental Health Of Staff Members
10. 6:05 pm - Public Comment - 10 min. *5 Two-Minute slots*
**To sign-up for public comment email*
PublicComment@pps.net or call
Kara Bradshaw at 503-916-3906.
11. 6:15 pm - Other Business - 2 min.



Portland Public Schools
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Date: November 6, 2021

To: Board Policy Committee

From: Aaron Presberg, Senior Program Manager, Energy & Sustainability
Ari Ettinger, Climate Resiliency Program Manager
Dan Jung, Chief Operating Officer

Subject: Climate Crisis Response Policy, Staff Input on New Proposals

Background:

The following document analyzes proposed new additions to the Climate Crisis Response Policy (CCRP) submitted via public comment at the October 19, 2021, Policy Committee meeting. The Policy Committee has asked that staff annotate each change with some basic information so that they can make an informed decision about including it or not in the next version. The red text indicates language that has been added or changed since the last draft (v. 23). The black text indicates language that previously existed and was already analyzed by staff during the last input period. In this document, staff will be providing comments and feedback on the red text, with an option to provide additional comments on the entire line item.

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040.

Department(s):	FAM
Carbon reduction potential:	High
Student education and engagement potential:	Medium
Cost impact (excluding staff time):	Medium
Staff capacity impact:	High
Notes:	Moving up the target deadline is the appropriate sentiment, but is not assessed by staff to be achievable based on forecasted funding from the state and bonds, as well as capacity to execute. To move the net zero target up by 10 years would require very significant additions to the construction and budgets district wide (building electrification, energy efficiency upgrades, solar PV installation). The primary limiting factor is the speed at which we can upgrade over 100 buildings, due partly to funding, but also due to the capacity of the local construction industry. This work is also contingent on the assumption that the District continues to successfully pass voter-approved bonds.
Staff recommendation:	Reach net-zero emissions by 2040 with investments in carbon offsets; <i>and/or</i> reach net zero emissions by 2050 without carbon offsets.

To facilitate effective implementation, transparency, and tracking of progress, PPS will establish a stakeholder committee including: frontline communities (especially communities of color), students, parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. PPS will convene this committee quarterly, and staff will provide annual progress reports to be made publicly available.

Department(s):	Operations
Carbon reduction potential:	N/A
Student education and engagement potential:	Low
Cost impact (excluding staff time):	Low
Staff capacity impact:	Medium
Notes:	

Staff recommendation:	Climate Crisis Response Committee: To monitor effective implementation, transparency, and tracking of progress, PPS will establish a nine-person committee that is made up of at least five members who identify as people of color and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board, but does not have decision-making authority.
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For the sake of emissions tracking, PPS will use a **Scope 1 and Scope 2** analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to **Scope 1 and Scope 2**, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Department(s):	FAM
Carbon reduction potential:	High
Student education and engagement potential:	Medium
Cost impact (excluding staff time):	Medium
Staff capacity impact:	Low
Notes:	In addition to scope 2, scope 1 was already intended to be part of the greenhouse gas emissions tracking.
Staff recommendation:	Staff supports the addition of “scope 1” language.

1.1.4 - Increase energy efficiency to the maximum extent feasible and minimize the indirect use of fossil fuels

Department(s):	FAM
Carbon reduction potential:	High
Student education and engagement potential:	Medium
Cost impact (excluding staff time):	Medium

Staff capacity impact:	Low
Notes:	
Staff recommendation:	This line item exists in v.23 already. Staff supports the urgency and direction, but has concerns about the addition of the new language in light of the realities of cost, organizational capacity, and contractor/market realities. The proposed language could be interpreted to require spending trade-offs that may be unintended (e.g., it's feasible to shift resources to energy efficiency projects, but that will reduce incremental staffing in a classroom; this policy language will force that allocation if not otherwise required by law or competing policy).

1.2.2 - Establish standardized systems for waste prevention practices, including reuse, recycling, composting, and food waste reduction at all campuses, such as standardized bins for recycling provided by the district.

Department(s):	FAM & Custodial
Carbon reduction potential:	Low-Medium
Student education and engagement potential:	High
Cost impact (excluding staff time):	Medium
Staff capacity impact:	High
Notes:	This would require some initial training for custodians and an upfront cost of purchasing bins for every school, classroom, office, etc. However, the ongoing cost and training would be less impactful to the budget.
Staff recommendation:	Staff supports the concept of standardized bins for recycling provided by the district but this language is already included in "recycling" and more specific about implementation than the Board generally includes in policy language. It should be used in implementation plans, not the policy language.

1.2.3 - Pursue zero waste strategies, minimize disposable materials and fully utilize all materials before disposal, with special effort to eliminate single-use items in school cafeterias.¹

Department(s):	FAM & Nutrition Services
Carbon reduction potential:	Low
Student education and engagement potential:	High
Cost impact (excluding staff time):	High
Staff capacity impact:	High
Notes:	<p>Carbon reduction potential is low because waste/disposal is a small percentage of the district's total greenhouse gas emissions.</p> <p>In order to eliminate, we would need to have all buildings have production kitchens. There are currently schools/buildings that lack proper equipment (Applegate, Terwilliger, Hollywood, e.g.) to produce food and clean dishes on site.</p> <p>Need to encourage staff and students to bring their own silverware/utensils from home since much usage comes from students who bring their own lunch from home or buy meals off campus (serve 18,000 lunches per day out of 46,400 students).</p> <p>"Special effort" is undefined and a difficult standard to operationalize consistently.</p>
Staff recommendation:	Change "eliminate" to "minimize." Also, "eliminate single-use items in school cafeterias" is more specific about implementation than the Board usually includes in policy language. This should be part of implementation, but not the policy. Delete "special efforts" language.

1.4.3 - Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact (could we add a date like 2040, 2050, 2060, etc?). Work with the state and federal government to defray costs of shifting towards electric vehicles.

¹ From public comment, relating to 1.2.3: "Disposable products, particularly single use plastic, are highly symbolic of humans' collective lack of stewardship for the Earth. We know that students carry a great deal of anxiety about the state of the Earth's ecological systems, and we know they don't like seeing single-use items in their school meals, evidenced by several groups' testimony to the school board over the past few years. Schools should model the changes necessary for creating a healthier planet; eliminating single-use items on campus is a small but highly visible way to do that."

Department(s):	Student Transportation
Carbon reduction potential:	High
Student education and engagement potential:	Medium
Cost impact (excluding staff time):	High
Staff capacity impact:	High
Notes:	PPS owns and operates 100 school buses. Electric school buses cost \$300,000 - \$400,000 each (compared to \$75,000 for a typical propane bus) so the cost impacts are significant. In addition to school buses, the district has fleet vehicles in other departments, such as Operations, Nutrition Services, and Security. District staff has not assessed cost or availability of viable EV replacements outside of school buses. Setting a target date for this transition makes sense, however, it makes more sense for staff to put into the implementation plan and report back to the Board on that. In addition to vehicle costs, the district will need to invest in charging infrastructure. Any new charging stations will likely need upgraded electrical service and new transformers installed.
Staff recommendation:	Based on current cost and fleet availability, we will struggle to meet a deadline of 20-30 years without a large increase in funding. At this time, we do not know how much costs will come down as the technology becomes mainstream for medium and heavy duty vehicles. The recommendation from Transportation would be to transition 50% of the fleet by 2040 and to put these targets in the implementation plan, but not the policy. This will still be a big lift with the cost of infrastructure.

1.5.1 (NEW) - Using best practices related to Environmentally Preferable Purchasing, incorporate climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non-post-consumer 100% recycled paper.

Department(s):	Purchasing & Contracting
Carbon reduction potential:	Medium
Student education and engagement potential:	Low
Cost impact (excluding staff time):	High
Staff capacity impact:	High
Notes:	<p>Specific staff concerns:</p> <ul style="list-style-type: none"> (1) Each department and school makes its own purchasing and contracting decisions based on their budget and needs. Because purchasing decisions are not centrally controlled, it is not clear how we could operationalize “incorporat[ing] climate impact standard and climate justice standards in all purchases [and] contracts.” (2) “All purchases, contracts, and RFPs for services and goods” is extremely broad. Would include all uses of staff PCards, all purchases from contracted suppliers and off marketplaces such as Amazon, all contracts with mentors and tutors and for space rentals, etc. It is not clear what kind of climate impact or climate justice standards would apply across all categories of purchases and contracts. This is so broad as to be impossible to operationalize in a meaningful way. (3) Schools use their own allocated budgets for paper and buy paper off a central marketplace, which has many choices of paper types and prices. Mandating purchase of a significantly more expensive paper type will have a significant impact on schools’ budgets, with a particularly large impact on schools serving underserved communities (with lower parent fundraising or donation potential). Many schools ask parents to donate paper. (4) “Special efforts” is undefined and hard to implement consistently. Mandate for paper only is more specific about implementation than the Board usually includes in policy language. This should be part of implementation when applicable, but not in the policy.
Staff recommendation:	Change to: Incorporate best practices relating to

	Environmentally Preferable Purchasing in formal solicitations for goods and services, where applicable.
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2.1.4 - Where possible, prioritize foods that are less carbon intensive, local, organic, seasonal, plantbased, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.

Department(s):	Nutrition Services
Carbon reduction potential:	Low
Student education and engagement potential:	High
Cost impact (excluding staff time):	High
Staff capacity impact:	High
Notes:	What does less carbon intensive mean? Concern: What reporting would be required for this? NS does not have a system for tracking this (though we do include language in RFPs), and many distributors do not have the ability to report this back to us if needed. Many of these items are much more expensive to purchase. Would need additional funding especially if Farm to School state and national funds are not available in the future to just maintain let alone expand NS efforts in this area.
Staff recommendation:	Remove less carbon intensive since many of the other words such as local, seasonal speak to this effort. Recommend adding to the last sentence "and strengthening state and national supply chains that support schools"

2.2.3 (NEW) - Work with students, especially students in frontline communities, and communities to develop plans for, and prepare for the adverse effects of climate change in their own communities. Including individual plans for how they and their family will stay safe during worsening climate disasters (or impacts).

Department(s):	Emergency Management / Community Engagement (?)
Carbon reduction potential:	N/A
Student education and engagement potential:	High

Cost impact (excluding staff time):	Low
Staff capacity impact:	High
Notes:	<p>Concerns that this is outside the scope of a school district's mission and expertise, particularly as to developing individual family plans; however we have heard this periodically from different stakeholders and could partner with other organizations to support this work.</p> <p>This would likely require multiple additional FTEs. Agree with focusing primarily on frontline communities.</p> <p>Some of these resources already exist (see the resources on the webpage for PPS Emergency Management), but they may not be disseminated thoroughly or personalized for families and communities based on their specific needs.</p>
Staff recommendation:	Do not include in the policy itself, but find ways for District and PPS students to engage with other organizations to advance this communication, education, and planning in the broader community.

2.2.4 (NEW) - Develop district-wide plans for how to address natural disasters such as: wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events, and others.

Department(s):	FAM / Emergency Management
Carbon reduction potential:	N/A
Student education and engagement potential:	Low
Cost impact (excluding staff time):	Med
Staff capacity impact:	Med
Notes:	The district already has plans in place to address natural disasters.
Staff recommendation:	Do not include in this policy. Addressed elsewhere.

3.2.2 (NEW) - Integrate climate justice into curriculum so all subjects have access and opportunities to engage in understanding climate change and climate solutions.

Department(s):	OTL
Carbon reduction potential:	N/A
Student education and engagement potential:	High
Cost impact (excluding staff time):	Medium
Staff capacity impact:	Medium
Notes:	This suggestion generally aligns with the work already being done as a result of Res. 5272. Creating a K-12 climate change/climate justice curriculum is a core action. "All subjects" is broad and needs to be carefully considered with dialogue between committee and OTL experts. If the proposed policy expects this to be embedded in every subject at every level, there needs to be further assessment of cost and time to implement. However deployed, curriculum needs to be action-based with students proposing and implementing solutions in their own schools and communities.
Staff recommendation:	Change "all subjects" to "all students" Costs to implement are unknown.

3.2.6 (NEW) - Provide opportunities for students to probe the underlying causes of the climate crisis, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.

Department(s):	OTL
Carbon reduction potential:	N/A
Student education and engagement potential:	High
Cost impact (excluding staff time):	Medium
Staff capacity impact:	Medium
Notes:	
Staff recommendation:	Staff supports the addition of the language. It is not necessarily enforceable language, but in line with vision and climate justice curriculum. Cost to implement is unknown.

3.2.7 (NEW) - Offer opportunities for students to recognize the vital importance of a healthy climate upon which our lives depend, and to understand how their own vision, imagination and intention, and actions can create a desired future.

Department(s):	OTL
Carbon reduction potential:	N/A
Student education and engagement potential:	High
Cost impact (excluding staff time):	Medium
Staff capacity impact:	Medium
Notes:	Creating a K-12 climate change/climate justice curriculum is a core action. Having teachers help create this and the PD required for teachers to teach this will cost money. Curriculum needs to be action-based with students proposing and implementing solutions in their own schools and communities. Students are highly interested in this topic.
Staff recommendation:	Staff supports the addition of this language. It is not necessarily enforceable language, but in line with vision and climate justice curriculum. Cost to implement is unknown.

3.3.4 - Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a school garden.

Department(s):	FAM & OTL
Carbon reduction potential:	N/A
Student education and engagement potential:	High
Cost impact (excluding staff time):	High
Staff capacity impact:	Medium

Notes:	<p>(1) School gardens may not be feasible or preferable for each community. Alternatives to school gardens such as outdoor learning areas are also good options. Working with community partners on depave projects could help achieve the goal of creating outdoor learning spaces.</p> <p>(2) Building and maintaining gardens, outdoor learning spaces, and other green schoolyard features will have significant capital cost impacts and will likely require dedicated bond dollars in order to equitably supply these to schools without robust fundraising.</p>
Staff recommendation:	Change to: "Support opportunities for students in every PPS elementary and middle school to learn in a designated outdoor learning space."



Date: November 08, 2021
To: Policy Committee
From: Dan Jung, Chief Operating Officer
Subject: Climate Crisis Response Policy: Staff Update

I. STAFF RESPONSES TO POLICY COMMENTS

As requested at the October 19, 2021 Policy Committee Meeting, staff have prepared responses to recent director, public and stakeholder comments to the Climate Crisis Response Policy (CCRP) version 24 (see attached). Staff have framed the responses around (i) carbon reduction potential; (ii) student education and engagement potential; (iii) cost impact; and (iv) staff capacity impact. We look forward to discussing the responses at the November 10 committee meeting.

Note: additional comments were provided to staff after the development of the staff responses. The comments are provided as a separate document (CCRP V. 24 - Proposed amendments/comments -2) for Committee consideration.

II. ALIGNMENT OF POLICY, ADMINISTRATIVE DIRECTIVE AND IMPLEMENTATION PLANS

In anticipation of the finalized CCRP, staff have begun planning for post-policy approval activities including baseline data gathering, development of an administrative directive, implementation planning and progress reporting. In an effort to align climate crisis response milestones and tasks with the appropriate deliverable, we propose modifying *CCRP version 24* (see attached). The proposed staff modifications are provided to the Committee for discussion and are intended to keep the policy-level language in the policy and migrate the implementation language to the administrative directive and/or department-level implementation plans. The proposed change is not indeed to erode the objectives or substance of the version 24 language.

Climate Crisis Response Policy Proposed Modification

The staff proposed modifications center the CCRP on the overarching climate response goals, and the unambiguous district-wide response to the climate crisis. The Policy also establishes a Board-appointed oversight committee. This streamlined version sets the stage for the more prescriptive tasks and goals to be developed within the subsequent Superintendent-approved administrative directive and detailed department-level climate implementation plans. The proposed modified CCRP continues to identify goals and subgoals around the same 3 pillars:

1. Reduce Environmental Impact and Costs
2. Improve Health and Wellness
3. Provide Effective Environmental and Sustainability Education

Policy Detail Example: Goal 1.1: PPS will design, construct, and operate new low-carbon, high performance schools and renovations that are energy-efficient, resilient, and adaptable.

Administrative Directive

The Administrative Directive (AD) picks up where the CCRP leaves off by specifying how each goal and subgoal will be met. The AD creates the operational framework, establishes department specific responsibilities and expectations and begins the prioritization process (targeting high return efforts). Data, including carbon emissions baseline measures, will be necessary prior to finalizing. A sample Climate Crisis Response Administrative Directive is attached. The sample AD includes many of the more prescriptive milestones or actions in the last CCRP draft (v. 24).

Administrative Directive Detail Example: Staff will use appropriate industry standards (e.g., LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.

Implementation Plans

Implementation plans are department-specific deliverables that specify how and when climate specific milestones will be met. Department leads are responsible for development and execution of the plans, as well as allocating adequate resources to meet the established objectives. Successful completion of the plan milestones makes up the bases for progress reporting.

Implementation Plan Example: District Design Standards shall reflect that all new construction projects that shall meet LEED Gold standard and meet EUI goals: New Construction (20 EUI K-5; 25 EUI K-8/MS; 30 EUI HS). All Modernization projects will achieve LEED Silver and meet EUI goals: Modernizations (30 EUI K-5/K-8/MS; 35 EUI HS)

III. ATTACHMENTS

- a. Climate Crisis Response Policy, Staff Input on New Proposals

- b. Climate Crisis Response Policy, Version 24 (alternate)
- c. SAMPLE Climate Crisis Response Administrative Directive
- d. CCRP V. 24 - Proposed amendments/comments -2

Climate Crisis Response Policy

November 10, 2021



DRAFT PRESENTATION



CCR Policy - version 24 alternate

Align level of detail with Climate Crisis Policy Deliverables

Level of Detail

High

Medium

Low

Deliverable

Policy

Administrative Directive

Implementation Plan

Responsibility

Board of Education

Superintendent

Department Leads



Climate Crisis Deliberables

Policy draft

PPS Climate Crisis Response Policy 3.30.080-P V.24 (Alternate)

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the Graduate Portrait.

The District shall prioritize investments that achieve the greatest emissions reduction, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Engagement, Resilience, and Wellness: The District will take steps to prepare schools for the effects of climate change; PPS will ensure students and staff learn about and engage in climate solutions, climate resiliency, and climate justice practices.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals:

Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design, construct, and operate new low-carbon, high performance schools and renovations that are energy efficient, resilient, and adaptable.

Goal 1.2: PPS will prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.

Goal 1.3: PPS will phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.

Goal 1.4: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management.

Goal 1.5: PPS will maximize the carbon sequestration potential and other environmental benefits of grounds and increase the ability of grounds to adapt to climate extremes.

Goal 1.6: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.

Admin Directive sample

Administrative Directive 0.00.000-AD Page 1 of

PPS Climate Crisis Response

I. Overview

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

This directive furthers the Board of Education's Climate Crisis Response Policy 0.00.000 which states: "PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040." and "The District will take steps to prepare schools for the effects of climate change. PPS will ensure students and staff learn about and engage in climate solutions, climate resiliency, and climate justice practices."

This directive also furthers the Board of Education's Resolution 5272, which directs "the Superintendent in collaboration with PPS students, teachers, and community members to develop an implementation plan so that there [are] curriculum and educational opportunities that address climate change and climate justice in all Portland Public Schools."

II. Carbon Baseline Data

A. At the direction of the Superintendent, the Operations Department will establish a timeline and plan for gathering and updating carbon baseline data. The data gathered will be used to determine XXX. The baseline gathered will include a cost analysis and rate of return on potential investments and practice changes in Portland Public Schools. The data gathering process will include an analysis of GHG emissions data. The carbon baseline data and cost analysis will help PPS departments prioritize actions when creating implementation plans.

III. Implementation Plans

A. At the direction of the Superintendent, the following departments will use the data to create implementation plans to address the Board Policy 00000 and Board Resolution 5272. The implementation planning will address specific strategies such as removing fossil fuel-fired equipment from schools and integrating climate change and climate justice principles into everyday student learning. The implementation plans will include timelines, reporting metrics, priority practices and will use the baseline data to examine to create their implementation plans and evaluate the following strategies for feasibility and effectiveness.

B. Facilities and Asset Management

- Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
- Increase energy efficiency and minimize the indirect use of fossil fuels.
- Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities, communities of color, and vulnerable populations.
- Establish standardized systems for waste prevention practices, including reuse, recycling, and food waste reduction at all campuses.
- Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.

Implementation Plan sample

2018/19 EUI: 55.5

EUI	GOAL:	The District will reduce total building energy use (EUI) to 30 kBtu/sf/year by 2040.
		STRATEGY
1		New Construction (20 EUI K-5; 25 EUI K-8/MS; 30 EUI HS)
2		Modernizations (30 EUI K-5/K-8/MS; 35 EUI HS)
3		Planned retrofits (energy projects, school conversions, etc)
4		End of life equipment replacement
5		Retro-commissioning & operational improvements
6		BAS manager/contractor

2018/19 Solar: 1.3 mW

SOLAR	GOAL:	The District will increase its amount of on-site solar to 5 MegaWatts by 2040.
		STRATEGY
1		Establish program-level solar plan for GET (1.5%) requirement (not site-specific)
2		Establish a minimum Watt per panel standard
3		Enroll modernizations/new construction projects in ETO's Whole Buildings program
4		Establish a uniform and robust monitoring system standard for all solar projects

2018/19 Water: 83.2 million gallons

Water	GOAL:	The District will reduce water consumption to an annual total of 50 million gallons by 2020.
		STRATEGY
1		Execute plumbing flexible services contract to address water leaks in a timely manner
2		Establish specs for low-flow fixtures in design standards
3		Establish operational procedures for irrigation
4		End of life equipment replacement (low-flow fixtures)

2018/19 Garbage pick-ups: 15,745 (61% of total hauls)

Waste	GOAL:	The District will reduce the number of garbage pick-ups to 8,000 per year by 2040.
		STRATEGY
1		Provide educational materials and training to students and staff on recycling and waste reduction
2		Implement food waste collection in kitchens and cafeterias district-wide
3		Purchase goods and materials that are reusable and recyclable



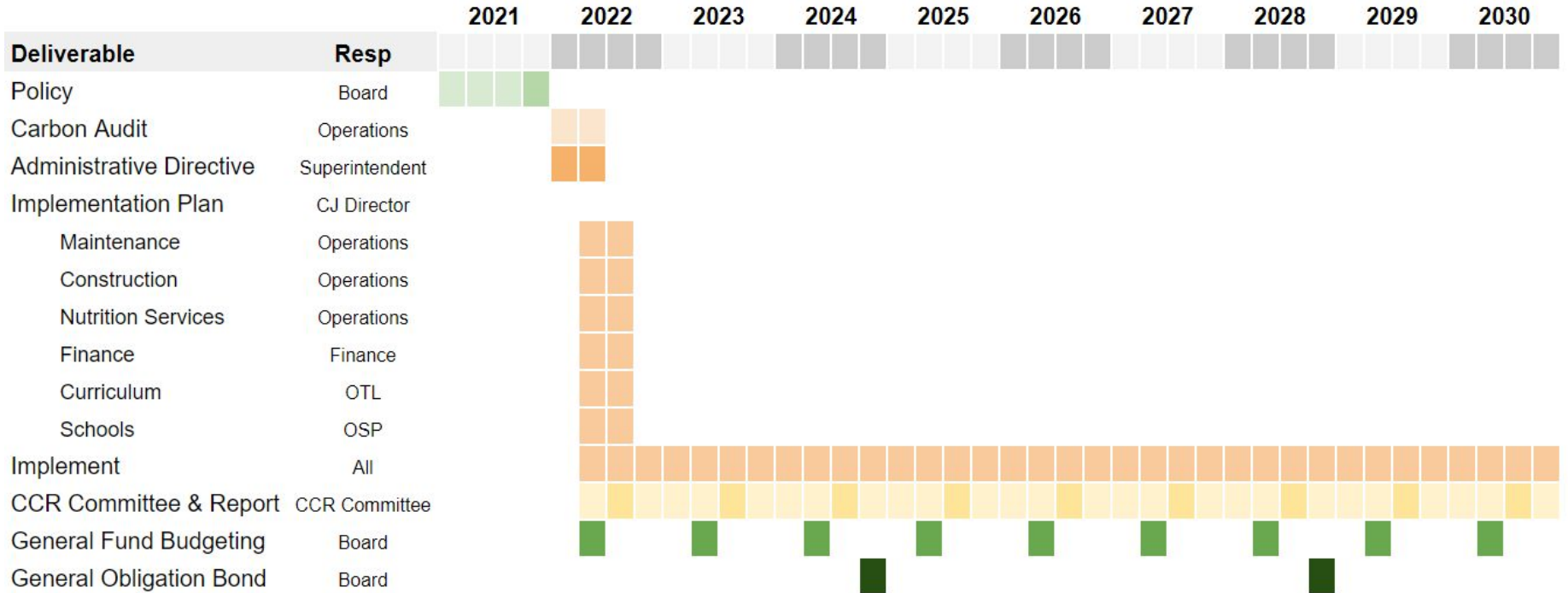
Climate Crisis Deliverables

- **Policy**
 - Provides district-wide direction: reduce GHG
 - Provides district-wide, high-level goals: carbon neutrality by 2050
- **Carbon Audit; Scope 1/2**
 - Provides baseline data to establish medium-, low-level goals
- **Administrative Directive**
 - Provides structure
 - Clarifies roles and responsibilities
 - Establishes medium-level goals
- **Implementation Plan**
 - Establishes low-level (detailed) goals
 - Identifies specific tasks, actions and milestones
 - Aligns funding with efforts
- **Progress Reporting**
 - Measures progress against CCRP



Climate Crisis Deliverables

sample schedule





Responsibility & Oversight

Board of Education

- Development and oversight of CCR Policy.
- Budget approval and future bond development
- Superintendent/Staff oversight and compliance with CCR Policy goals and directives.

CCR Committee

- The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives

Superintendent/Staff

- Development and implementation of CCR Administrative Directive
- Annual progress reporting to Board of Education

PPS Climate Crisis Response Policy 3.30.080-P V.24

Proposed amendments -1 amendments

Revisions by students and Director Lowery

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and ~~sustainability centered on our values of racial equity and climate justice while centering our values and frontline communities while advocating for racial and climate justice~~ .

Climate change will disproportionately impact the ~~vulnerable~~ **frontline communities and historical marginalized communities**. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as ~~leaders~~ **Leaders in our community** in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate and to understand the connections between their daily actions and the natural world by using community-based learning and ~~civic action~~ **civic action and engagement within community** as a context for meeting academic goals described in the Graduate Portrait.

The District shall prioritize efforts that have the largest environmental return on investment for immediate action, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by ~~2050~~2040.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Engagement, Resilience, and Wellness: The district will take steps to ~~prepare schools for the effects of climate~~ **prepare schools for the effects of climate while building climate resilience**; PPS will ensure staff and students learn about and engage in ~~climate solutions, climate resiliency, and climate justice practices~~ **climate solutions, climate resiliency, and climate justice practices**. While understanding the **connecting between racism and climate change**

To facilitate effective implementation, transparency, and tracking of progress, PPS will establish a stakeholder committee including: frontline communities (especially communities of color), students,

parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. The committee shall be made up of at least 50%+1 people who identify as people of color as we recognize BIPOC communities are some of the most severely impacted by climate change. PPS will convene this committee quarterly, and staff will provide annual progress reports to be made publicly available. A greenhouse gas inventory that follows the Greenhouse Gas (<https://ghgprotocol.org>) or the ICLEI (https://iclei.usa.org/ghg_protocols/) protocol shall be conducted every five years, and be certified by a third party. The Policy shall be reviewed and amended every five years to account for unforeseen events.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals.

Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design, construct, and operate new low-carbon, high performance schools and renovations that are energy-efficient, resilient, and adaptable. The District will:

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings **to limit carbon usage and increase energy efficiency.**
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by **20402050.**
4. Increase energy efficiency **,to the maximum extent feasible,** and minimize the indirect use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and are more sustainable (e.g. green concrete).
7. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, **earthquakes,** and storms to protect district assets and provide community respite during climate related emergencies.
8. Include infrastructure **,such as dishwashers and milk dispensers,** to support sustainable practices in school nutrition programs.

Goal 1.2: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management. The District will:

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including reuse, recycling, **composting,** and food waste reduction at all campuses **,such as standardized bins for recycling provided by the district.**
3. **Pursue zero waste strategies, m**Minimize disposable materials and fully utilize all materials before disposal. **With special effort to eliminate single-use items in school cafeterias.**

Goal 1.3: PPS will maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes. The District will:

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding.
3. Establish maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.
4. Utilize risk maps of district-owned sites and populations most vulnerable to climate impacts and plan accessible grounds improvements accordingly.
5. Phase out gas powered equipment used for grounds maintenance.
6. Phase out the use of pesticides and herbicides where feasible.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation. The District will:

1. Establish incentives for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car

commuting.

2. Offer free TriMet Youth Passes to all high school students.
3. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact (could we add a date like 2040, 2050, 2060, etc?). Work with the state and federal government to defray costs of shifting towards electric vehicles.
4. Evaluate bus routes annually to improve route efficiencies and capacities.
5. Enforce the “no idling” policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities. The District will:

1. Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions. Using best practices related to Environmentally Preferable Purchasing, incorporating climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non-post-consumer 100% recycled paper.
2. Reduce paper copying by transitioning to increased electronic communication.
3. Where feasible, divest banking investments from fossil fuel industries.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness. The District will:

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district asset assessment and management.
2. ~~In consultation with labor organizations,~~ Implement health and safety standards to ensure a climate-safe work environment (i.e., protected from heat, smoke, and pollution), in consultation with labor organizations.
3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.
4. Where possible, prioritize foods that are less carbon intensive, local, organic, seasonal, plant based, minimally processed and ~~or~~ minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.

Goal 2.2: PPS will empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events. The District will:

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
2. Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, landslides, wildfires, and flooding.
3. Work with students, especially students in frontline communities, and communities to develop plans for, and prepare for the adverse effects of climate change in their own communities. Including individual plans for how they and their family will stay safe during worsening climate disasters (or impacts).
4. Develop District-wide plans for how to address natural disasters such as: wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events, and others.
4. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities, communities of color, and vulnerable populations.
5. Host climate related emergency preparedness events for students, staff, teachers, and families.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower all PPS staff as allies for a healthy climate. The District will:

1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization

needed to respond.

2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position.
3. Establish a program to have a sustainability liaison in every school.
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Goal 3.2: With guidance from Black, Indigenous, and other People of Color (BIPOC) students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions. The District Will:

1. Develop and deliver content to help students understand, prepare for, and respond to climate change impacts, with priority, special support and resources available-provided to schools serving the most vulnerable populations.
2. Integrate climate justice into curriculum so all subjects have access and opportunities to engage in understanding climate change and climate solutions.
3. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.
4. Offer climate justice learning opportunities that are culturally relevant and solutions focused.
5. Increase workforce training in living-wage green jobs, prioritizing opportunities for students from frontline communities.
6. Support Develop and maintain relationships with partner organizations that provide hands-on, place-based, experiential climate education for students.
7. Provide opportunities for students to probe the underlying causes of the climate crisis, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.
- 5.8. Offer opportunities for students to recognize the vital importance of a healthy climate upon which our lives depend, and to understand how their own vision, imagination and intention, and actions can create a desired future.

Goal 3.43: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools. The District will:

1. Support development of youth leadership and engagement opportunities around climate solutions.
2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate related programs.
3. Support student-led climate justice, climate action, and climate resiliency initiatives.
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for ensure that students in every PPS elementary school to learn in a school garden.
5. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.
6. Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in **all** District programs.

PPS Climate Crisis Response Policy 3.30.080-P V. 24 Proposed amendments/comments -2

With proposed student revisions and proposed revisions by Director Lowery and Director DePas

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and ~~sustainability centered on our values of racial equity and climate justice while centering our values and frontline communities while advocating for racial and climate justice,~~

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Climate change will disproportionately impact ~~vulnerable frontline communities and historically marginalized communities.~~ Implementation of this policy will prioritize serving communities of color, ~~people with disabilities,~~ and other vulnerable populations.

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The District aims to educate and empower students as ~~leaders~~ Leaders in our community in the just transition to a sustainable city and restorative society. ~~A sustainable community is one that is diverse, adaptive, and resilient.~~ Our goal is for all students to be environmentally literate and to understand the connections between their daily actions and the natural world by using community-based learning and ~~civic action~~ civic action and engagement within community as a context for meeting academic goals described in the Graduate Portrait.

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Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by ~~2050~~2040.

For the sake of emissions tracking, PPS will use ~~the EPA Center for Corporate and Climate Leadership Inventory Guidance; Scope 1 and~~ Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to ~~Scope 1 and~~ Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

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Engagement, Resilience, and Wellness: The district will take steps to ~~prepare schools for the effects of climate~~ prepare schools for the effects of climate while building climate resilience; PPS will ensure staff and students learn about and engage in ~~climate solutions, climate resiliency, and climate justice practices.~~ climate solutions, climate resiliency, and climate justice practices. While understanding the ~~connections,~~ between racism and climate change.

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To facilitate effective implementation, transparency, and tracking of progress, PPS will establish a stakeholder committee made up of representatives from frontline communities (especially communities of color), students, parents, teachers, scientists, administrators, businesses, environmental non-profits, and the PPS Climate Justice Committee. The committee shall be made up of at least 50% +1 people who identify as people of color as we recognize BIPOC communities are some of the most severely impacted by climate change. PPS will convene this committee quarterly, and staff will provide annual progress reports to be made publicly available. A greenhouse gas inventory that follows the Greenhouse Gas (<https://ghgprotocol.org>) or the ICLEI (<https://iclei.usa.org/ghg-protocols/>) protocol shall be conducted every five years, and be certified by a third party. The Policy shall be reviewed and amended every five years to account for unforeseen events.

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Goal 1.1: PPS will design, construct, and operate new low-carbon, high performance schools and renovations that are energy-efficient, resilient, and adaptable. The District will:

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon’s Energy Ready Commercial Code) when designing new and modernized buildings to limit carbon usage and increase energy efficiency.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 20402050.
4. Increase energy efficiency, to the maximum extent feasible, and minimize the indirect use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and are more sustainable (e.g. green concrete).
7. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, earthquakes, storms and other natural disasters to protect district assets and provide community respite during climate related emergencies.

Commented [1]: We don't have anything to replace gas-fired equipment, or renewable options yet. We will, but limited in what can be used in the place of gas-fired equipment.

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Deleted: 8. Include infrastructure, such as dishwashers and milk dispensers, to support sustainable practices in school nutrition programs.

Goal 1.2: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management. The District will:

1. Reduce reliance on non-renewable sources of fuel and electricity.
2. Maximize water efficiency.
3. Establish standardized systems for waste prevention practices, including reuse, recycling, food waste reduction, and food composting, at all campuses, such as by providing standardized bins for recycling provided by the district, working with Metro and the City of Portland to meet mandatory food composting requirements.
4. Pursue zero waste strategies, minimize disposable materials and fully utilize all materials before disposal. Aim to eliminate single-use items in school cafeterias.

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Goal 1.3: PPS will maximize the carbon-absorbing potential of grounds and increase the ability of grounds to adapt to climate extremes. The District will:

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for increased rainfall, stronger storms and potential flooding.
3. Establish herbicide-free maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.
4. Utilize updated FEMA flood risk maps of district-owned sites and populations most vulnerable to climate impacts and plan accessible grounds improvements accordingly.
5. Phase out gas powered equipment used for grounds maintenance.

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6. Phase out the use of pesticides and herbicides where feasible.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation. The District will:

1. Establish incentive programs for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Offer free TriMet Youth Passes to all high school students.
3. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact (could we add a date like 2040, 2050, 2060, etc?). Work with the state and federal government to defray costs of shifting towards electric vehicles.
4. Evaluate bus routes annually to improve route efficiencies and capacities.
5. Enforce the “no idling” policy in front of school buildings, and other facilities to lessen emissions from private vehicles, and fleet vehicles and vendors. Establish an awareness campaign for school communities to minimize idling.

Commented [2]: This option assumes good public transportation infrastructure around District facilities.

Commented [3]: We need to understand where the technology is. Right now for instance, garbage trucks that are electric hybrid cost around \$800K.

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Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities. The District will:

1. Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions. Use the US EPA’s Buying Green for Environmental Purchases, and Green Buying Guides incorporating climate impact standards and climate justice standards in all purchases, contracts, and RFPs for services and goods. Make special efforts to eliminate the use of non-post-consumer 100% recycled paper.
2. Reduce paper copying by transitioning to increased electronic communication.
3. Where feasible, divest banking investments from fossil fuel industries.

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Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness. The District will:

1. Include climate change impacts, such as flooding, landslides, and wildfires, and other natural disasters as risks in district asset assessment and management.
2. In consultation with labor organizations, Implement health and safety standards to ensure a climate-safe work environment (i.e., protected from heat, smoke, and pollution), in consultation with labor organizations.
3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.
4. Where possible, prioritize foods that are less carbon intensive, local, organic, seasonal, plant based, minimally processed and or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.

Commented [4]: We could also consider a policy that encourages all kids go to their neighborhood schools reducing the impacts of driving students to school.

Goal 2.2: PPS will empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events. The District will:

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
2. Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, landslides, wildfires, and flooding.
3. Work with students, especially students in frontline communities, and communities to develop plans for, and prepare for the adverse effects of climate change in their own communities. Including individual plans for how they and their family will stay safe during worsening climate disasters(or impacts).
4. Develop District-wide plans for how to address natural disasters such as: wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events, and others.
5. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans

Commented [5]: This doesn't necessarily feel like it's in PPS' wheelhouse.

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should prioritize serving people with communities of color, people with disabilities, and other vulnerable populations.

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6. Host climate related emergency preparedness events for students, staff, teachers, and families.

Commented [6]: Question - is this PPS' responsibility?

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Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower all PPS staff as allies for a healthy climate. The District will:

1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position.
3. Establish a program to have a sustainability liaison in every school.
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Commented [7]: This will be unnecessary when the practices are in place. "Sustainability" practices will be the responsibility of all; stakeholders, much like racial equity work.

Goal 3.2: With guidance from Black, Indigenous, and other People of Color (BIPOC) students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions. The District Will:

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5. Increase workforce training in living-wage green jobs, prioritizing opportunities for students from frontline communities.
6. Support, develop and maintain relationships with partner organizations that provide hands-on, place-based, experiential climate education for students.
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Goal 3.43: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools. The District will:

1. Support the development of youth of color to lead and engage in climate solutions.
2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate related programs.
3. Support student-led climate justice, climate action, and climate resiliency initiatives.
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. 5. Support student and staff participation in non-partisan advocacy to local, state, and federal jurisdictions for climate policies.
6. Support youth leaders of color in their ongoing and critical role in ensuring student engagement becomes a standard practice in all District programs.

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The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the Graduate Portrait.

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Engagement, Resilience, and Wellness: The district will take steps to prepare schools for the effects of climate change; PPS will ensure students and staff learn about and engage in climate solutions, climate resiliency, and climate justice practices.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals:

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Goal 1.1: PPS will design, construct, and operate new low-carbon, high performance schools and renovations that are energy-efficient, resilient, and adaptable.

Goal 1.2: PPS will prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.

Goal 1.3: PPS will phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.

Goal 1.4: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management.

Goal 1.5: PPS will maximize the carbon sequestration potential and other environmental benefits of grounds and increase the ability of grounds to adapt to climate extremes.

Goal 1.6: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.

Goal 1.7: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will empower frontline students to build resiliency from climate change induced stressors and support preparation for and recovery from these events.

Goal 2.2: PPS will incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans will prioritize serving people with disabilities, communities of color, and vulnerable populations.

Goal 2.3: PPS will promote healthy and sustainable opportunities for its students, such as local foods, safe and active routes to school, and increased use of outdoor space for learning and gathering.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: With guidance from Black, Indigenous, and other People of Color (BIPOC) students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions.

Goal 3.2: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate and climate justice learning, leadership, preparation, and practice on a regular basis at all PPS schools.

Climate Crisis Response Committee: To monitor effective implementation, transparency, and tracking of progress, PPS will establish a nine-person committee that is made up of at least five members who identify as people of color and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board, but does not have decision-making authority.

PPS Climate Crisis Response Policy 3.30.080-P V.24

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

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The District shall prioritize investments that achieve the greatest emissions reduction, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact on emissions and require major changes in infrastructure can be implemented over the longer term.

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Our two overarching objectives are:

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040.

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For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Engagement, Resilience, and Wellness: The district will take steps to prepare schools for the effects of climate change; PPS will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals.

Key for colored text (Changes from v.23 to V.24):

- Green = Remain in policy
- Blue = Move from policy to AD and/or implementation plan
- Red = Remove altogether

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Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design, construct, and operate new low-carbon, high performance schools and renovations that are energy-efficient, resilient, and adaptable.

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon’s Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency and minimize the indirect use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and are more sustainable (e.g. green concrete).
7. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect district assets.
8. Include infrastructure to support sustainable practices in school nutrition programs.

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Commented [1]: Labeled as Goal 1.2 in staff proposal

Commented [2]: Labeled as Goal 1.3 in staff proposal

Deleted: and provide community respite during climate related emergencies.

Commented [3]: Removed. Too vague and other items address standardized waste bins (1.2.2).

Commented [4]: Labeled as Goal 1.4 in staff proposal

Deleted: The District will:

Commented [5]: Removed due to redundancy. Other items, such as 1.1.4, already address this.

Commented [6]: Removed. Too vague and difficult to track district-wide.

Commented [7]: Labeled as Goal 1.5 in staff proposal

Deleted: -absorbing

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Goal 1.2: PPS will maximize reductions in GHG emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including reuse, recycling, and food waste reduction at all campuses.
3. Minimize disposable materials and fully utilize all materials before disposal.

Goal 1.3: PPS will maximize the carbon sequestration potential and other environmental benefits of grounds and increase the ability of grounds to adapt to climate extremes.

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding.
3. Establish maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.
4. Utilize risk maps of district-owned sites and populations most vulnerable to climate impacts and plan accessible grounds improvements accordingly.
5. Phase out gas powered equipment used for grounds maintenance.
6. Phase out the use of pesticides and herbicides where feasible.

Commented [8]: Labeled as Goal 1.6 in staff proposal

Deleted: The District will:

Commented [9]: Removed. This is already district policy.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.

1. Establish incentives for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Offer free TriMet Youth Passes to all high school students.
3. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact. Work with the state and federal government to defray costs of shifting towards electric vehicles.
4. Evaluate bus routes annually to improve route efficiencies and capacities.
5. Enforce the “no idling” policy to lessen emissions for fleet vehicles and student transportation. Establish an awareness campaign for school communities to minimize idling.

Commented [10]: Removed because no idle policy already exists for PPS bus and vehicle fleet. District can work with Safe Routes to School on awareness campaign.

Commented [11]: Labeled as Goal 1.7 in staff proposal

Deleted: The District will:

Commented [12]: Removed. Not feasible at this time for such a large district.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

1. Use best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions.
2. Reduce paper copying by transitioning to increased electronic communication.
3. Where feasible, divest banking investments from fossil fuel industries.

Commented [13]: Removed. Too vague. All line items under 2.1 still suggested to stay in AD and/or implementation plan.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness. The District will:

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district asset assessment and management.
2. In consultation with labor organizations, implement health and safety standards to ensure a climate-safe work environment (i.e. protected from heat, smoke, and pollution).
3. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.
4. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.

Goal 2.2: PPS will empower frontline communities to build resiliency from climate change induced stresses and support preparation for and recover from these events.

1. Identify and monitor climate trends and impacts on district families, especially groups vulnerable to impacts of extreme heat and poor air quality. Coordinate with partner agencies to deliver relief resources.
2. Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, landslides, wildfires, and flooding.
3. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities, communities of color, and vulnerable populations.
4. Host climate related emergency preparedness events for students, staff, teachers, and families.

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Commented [15]: Labeled as Goal 2.2 in staff proposal

Goal 2.3: PPS will promote healthy and sustainable opportunities for its students, such as local foods, safe and active routes to school, and increased use of outdoor space for learning and gathering.

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Commented [16]: Newly proposed in staff proposal (Goal 2.3)

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Commented [17]: Removed. Too vague. Some line items under 3.1 are suggested to stay in AD and/or implementation plan.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower all PPS staff as allies for a healthy climate. The District will:

1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
2. Provide annual training to custodians, kitchen staff, principals, and all school staff related to climate impacts and solutions relevant to their jobs, and integrate sustainable practices into each position.
3. Establish a program to have a sustainability liaison in every school.
4. Review and remediate inadequate capacity and compensation for staff taking on extra responsibility for climate crisis response efforts.
5. Increase capacity of school and district staff to respond to climate-related crises to safeguard lives, health, facilities assets, and environment.

Commented [18]: Labeled as Goal 3.1 in staff proposal

Deleted: The District will:

Goal 3.2: With guidance from Black, Indigenous, and other People of Color (BIPOC) students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions.

1. Develop and deliver content to help students understand, prepare for and respond to climate change impacts, with priority special support and resources available to schools serving the most vulnerable populations.
2. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.
3. Offer climate justice learning opportunities that are culturally relevant and solutions focused.
4. Increase workforce training in living-wage green jobs, prioritizing opportunities for students from frontline communities.
5. Support partner organizations that provide hands-on, place-based, experiential climate education for students.

Commented [19]: Labeled as Goal 3.2 in staff proposal

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Goal 3.4: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth leadership and engagement opportunities around climate solutions.
2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate related programs.

3. Support student-led climate justice, climate action, and climate resiliency initiatives.
4. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design.
5. Support **student and staff participation in** non-partisan advocacy to local, state, and federal jurisdictions for climate policies.
6. Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.

Climate Crisis Response Committee: To monitor effective implementation, transparency, and tracking of progress, PPS will establish a nine-person committee that is made up of at least five members who identify as people of color and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board, but does not have decision-making authority.

PPS Climate Crisis Response

I. Overview

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change disproportionately impacts the vulnerable members of our community, and the District] will prioritize serving people with disabilities, communities of color, and other vulnerable populations when implementing this Directive.

This directive implements the Board of Education's Climate Crisis Response Policy 0.00.000, which states: "PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040" and "The District will take steps to prepare schools for the effects of climate change; PPS will ensure students and staff learn about and engage in climate solutions, climate resiliency, and climate justice practices."

II. Carbon Baseline Data

The Operations Department will establish a timeline and plan for gathering and updating carbon baseline data. The data gathered will be used to determine XXX. The baseline gathered will include a cost analysis and rate of return on potential investments and practice changes in Portland Public Schools. The data-gathering process will include an analysis of GHG emissions data. The carbon baseline data and cost analysis will help PPS departments prioritize actions when creating implementation plans.

III. Implementation Plans

The following departments will use the data to create implementation plans, including operational, grant, and/or capital budgets, to address the Board Policy 00000. The implementation planning will address specific strategies such as removing fossil fuel-fired equipment from schools and integrating climate change and climate justice principles into everyday student learning. The implementation plans will include timelines, reporting metrics, priority practices and will use the baseline data to examine to create their implementation plans and evaluate the following strategies for feasibility and effectiveness:

A. Facilities and Asset Management

1. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
2. Increase energy efficiency and minimize the indirect use of fossil fuels.
3. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving students with disabilities, communities of color, and vulnerable populations.

4. Establish standardized systems for waste prevention practices, including reuse, recycling, and food waste reduction at all campuses.
5. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
6. Maximize onsite stormwater management techniques such as installing bioswales, rain gardens, and de-paving projects, in preparation for intense rain and potential flooding.

B. Maintenance and Facilities Operations

1. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
2. Establish maintenance plans to care for school grounds, including through community partnerships and student stewardship programs.
3. Phase out gas powered equipment used for grounds maintenance by 2030.
4. Phase out the use of pesticides and herbicides where feasible.

C. Office of School Modernization

1. Use appropriate industry standards (e.g., LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Transition to building materials produced with less carbon and are more sustainable (e.g., green concrete).
4. Design, renovate, and construct new facilities to maximize resiliency to heat, smoke, flooding, and storms to protect District assets.

D. Transportation

1. Establish incentives for staff to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Transition PPS and contracted vehicle fleet to electric or low emissions, renewable fuels, based on a vehicle life-cycle evaluation of carbon impact. Work with the state and federal government to defray costs of shifting towards electric vehicles.
3. Evaluate bus routes annually to improve route efficiencies and capacities.
4. Work with partners to promote safe routes to schools and invest in walk and bike infrastructure on school property.

E. Emergency Management

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in District asset assessment and management.
2. In consultation with labor organizations, implement health and safety standards to ensure a climate-safe work environment (i.e., protected from heat, smoke, and pollution).
3. Coordinate with the County Office of Emergency Management to develop and distribute accessible and culturally appropriate communications to help families understand, prepare for, and respond to climate impacts such as heatwaves, smoke, heavy rain, landslides, wildfires, and flooding.

H. Purchasing and Contracting

1. Implement best practices related to environmentally preferable purchasing to make product recommendations to staff and make centralized purchasing decisions.
 2. Reduce paper copying by transitioning to increased electronic communication.
 3. Assess the cost and rate of return on transitioning away from banking investments from fossil fuel industries.
- I. Nutrition Services
1. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.
 2. Work with USDA to advocate for nutrition programs to be sourced from regenerative agriculture practices.
- K. Office of Teaching & Learning
1. Provide learning opportunities for all staff on key aspects of climate science/climate justice, and the mobilization needed to respond.
 2. Develop and deliver content to help students understand, prepare for and respond to climate change impacts, with priority special support and resources available to schools serving the most vulnerable populations.
 3. Utilize an integrative approach to teaching that recognizes the emotional impact of climate change on individuals and teaches emotional resilience.
 4. Offer climate justice learning opportunities that are culturally relevant and solutions focused.
 5. Partner with organizations that provide hands-on, place-based, experiential climate education for students.
 6. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design.
- L. Student Engagement Office
1. Support development of youth leadership and engagement opportunities around climate solutions.
 2. Co-create meaningful opportunities with BIPOC students to shape the development and implementation of climate-related programs.
 3. Support student-led climate justice, climate action, and climate resiliency initiatives.
 4. Support youth leaders in their ongoing and critical role in ensuring student engagement becomes a standard practice in District programs.
 5. Support non-partisan advocacy to local, state, and federal jurisdictions for climate policies.

IV. Implementation

- A. The department implementation plans will be carried out across the district by the respective PPS departments.

V. Reporting

- A. Using the metrics agreed upon during the implementation planning process, staff will report annual progress to the Board of Education.

After the AD is drafted, an implementation plan and schedule will be created for each respective department. This will begin with preliminary steps, such as gathering baseline GHG emissions

data, and move into implementation measures, such as removing fossil fuel-fired equipment from schools and integrating climate change and climate justice principles into everyday student learning.

AD History: Approved 00/00

References: Board Resolution 5272 (2016)

3.20.011-P Planning Time

Important contributions to good education can accrue from professional planning and in-service programs which involve the entire staff of the district. In recognition of this and for the purpose of conducting such meetings, the Board may incorporate into the regular school calendar time during which students will not attend school.

Legal References: ORS 332.075 (1)(a); OAR 581-022-1620

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



5.20.080-P Evaluation Of Teachers

(1) Evaluation of Employee Performance.

- (a) A program of systematic evaluation of employee performance is essential, both for determining fitness for retention as a member of the staff, and as a basis for guidance and assistance in improving competencies and performance.
- (b) It is the expectation of the Board that new teachers will look upon the probationary years as a time when extensive development of teaching skills should occur and when the foundation for continuous growth should be established and that each tenure teacher shall be continuously concerned with the evaluation of his/her own performance, with continuous professional growth, and with the increasingly effective use of all district instructional resources. Administrative evaluations shall reflect high standards of expectation for teacher performance. In keeping with state law, which empowers the Board to dismiss a probationary teacher for any reason it deems in good faith sufficient, it shall not be required of administrators that they prove incompetence when not recommending a probationary teacher for a subsequent contract. Teachers whose competence and performance do not, in the judgment of the administrative staff, meet the district's standards shall not be recommended for permanent status.
- (c) The performance standards for district teachers and the evaluation process with respect to their services shall be governed by this policy and the "Portland School District Teacher Evaluation Process," described in Board Resolution No. 8505, adopted September 22, 1980 as thereafter amended from time to time. The performance standards described therein are subject to amendment only by the Board. The remaining sections, exclusive of the "Job Descriptions," but including all procedural steps described therein, are adopted by the Board but are subject to amendment from time to time on the authority of the superintendent. The content of the "Job Descriptions" (with the exception of that for the superintendent) is established on the authority of the superintendent and is subject to amendment on the authority from time to time. The superintendent shall supplement the "Portland School District Teacher Evaluation Process" booklet, above described, with appropriate administrative directives and regulations, as deemed necessary to implement the process.

5.20.080-P Evaluation Of Teachers

(2) Multiethnic Education — Standard of Performance.

- (a) The competent teacher in subjects with multiethnic dimensions includes appropriate multiethnic themes in lesson plans and instruction, including historical or other information as to cultures having significant impact on the world, nation or community.
- (b) The competent teacher and administrator are aware of and appreciate cultural diversity and the importance of communication skills reflecting sensitivity to the feelings of all persons, regardless of their race, color, religion, sex, age or national origin and do such preparation and take such training as is necessary to develop such awareness and appreciation in herself or himself.
- (c) The competent administrator takes appropriate steps within his/her responsibilities to cause the elements in a. and b. above to be reflected in the school instructional program and evaluates those teachers and administrators subject to his/her evaluation and supervision with respect to their performance regarding a. and b. above. The level of competent performance required shall be determined by the professional judgment of the supervisor of the teacher or administrator.

Legal References: ORS 243.650; ORS 332.505; ORS 342.850; OAR 581-022-1720

History: Adpt. 6/71; Amd. 9/71; Amd. 1/8/79; Amd. 8/25/80; Amd. 9/22/80



**BOARD POLICY
CAFETERIA PLAN**

5.10.090-P

**PORTLAND PUBLIC SCHOOLS
CAFETERIA PLAN**

**Amended and Restated
Effective January 1, 2006**

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PORTLAND PUBLIC SCHOOLS**CAFETERIA PLAN****PARTIES**

THIS AMENDED AND RESTATED PLAN is adopted effective January 1, 2006, by the School District No. 1, Multnomah County, Oregon (“District”).

RECITALS

The District established the Portland Public Schools Cafeteria Plan (the “Plan”) effective May 1, 1994.

The Plan was last amended effective January 1, 2005.

The District intends that this Plan continue to satisfy the requirements of Section 125 of the Internal Revenue Code of 1986, as amended.

The District desires to amend the Plan to comply with changes in applicable federal law and in certain other respects, and to restate the Plan.

AMENDMENT AND RESTATEMENT

The PORTLAND PUBLIC SCHOOLS CAFETERIA PLAN is hereby amended and restated effective January 1, 2006, as set forth herein.

ARTICLE 1**NAME AND EFFECTIVE DATE**

1.1 Name. This Plan shall be known as the Portland Public Schools Cafeteria Plan.

1.2 Effective Date. The effective date of this amended and restated Plan is January 1, 2006. The benefits payable to or on behalf of a Participant in the Plan in accordance with the following provisions shall not be affected by the terms of any amendment to the Plan adopted after the Participant separates from service with the District unless the amendment expressly provides otherwise.

ARTICLE 2**DEFINITIONS**

Whenever used herein, unless the context clearly indicates otherwise, masculine, feminine, and neuter words may be used interchangeably, singular shall mean the plural and vice versa, and the following words and phrases shall have the following meanings when used with an initial capital letter:

2.1 “**Account**” means the separate record or records maintained by the Plan Administrator in the name of a Participant in accordance with this Plan.

2.2 “**Benefit Package Option**” means a qualified benefit under Code Section 125(f) that is offered under a cafeteria plan, or an option for coverage under an underlying accident or health plan (such as an indemnity option, an HMO option, or a PPO option under an accident or health plan).

2.3 “**Code**” means the Internal Revenue Code of 1986, as amended, and successor Codes thereto.

2.4 “**Compensation**” means an Eligible Employee’s wages or salary from the District during the Plan Year for personal services rendered, including bonuses, overtime, commissions, and other forms of remuneration includable in gross income.

2.5 “**Dental and Vision Care Expense**” means an expense incurred by a Participant on behalf of the Participant or the Participant’s spouse, Dependent, or child (as defined in Code Section 152(f)(1)) who has not attained age 27 as of the end of the Participant’s taxable year, for dental or vision care as defined in Code Section 223(c) which is medical care as defined under Code Section 213(d), but only to the extent such expense is reimbursable under the separate dental and vision care reimbursement account program set forth in Article 10 and not used as a deduction on the Participant’s federal income tax return.

2.6 “**Dependent Care Expenses**” means expenses described in 11.4 that are incurred by a Participant and are considered employment-related expenses as defined in Code Section 21(b)(2), but only to the extent that such amounts are reimbursable under the separate dependent care assistance program set forth in Article 11 and are not used by the Participant to obtain a credit against the Participant’s federal income tax for employment-related expenses under Code Section 21.

2.7 “**Dependent**” means, for purposes of 2.10, 2.18, and 4.3, a person who is a Participant’s dependent as defined in Code Section 152, except that, for purposes of accident or health coverage, any child to whom Code Section 152(e) applies is treated as a dependent of both parents, and, for purposes of dependent care assistance provided through a cafeteria plan, a dependent means a qualifying individual (as defined in Code Section 21(b)(1)) with respect to the Participant. For purposes of 2.5, 2.11, Article 9, and Article 10, a Dependent means a person who is a Participant’s dependent as defined in Code Section 105(b).

2.8 “**District**” means School District No. 1, Multnomah County, Oregon.

2.9 “**Eligible Employee**” means any District employee, other than the following individuals:

(a) An employee who is a member of a collective bargaining unit that has bargained in good faith with the District over the benefits provided under this Plan and the bargaining agreement does not specifically require participation in this Plan;

(b) A student worker;

(c) An employee who is employed on an on-call basis, a limited-term employee, or an employee who does not have regularly scheduled hours of employment, including classified substitutes but excluding substitute teachers;

(d) A person who performs services for the District pursuant to an agreement between the District and an organization that leases employees (including a person who is not an employee, but who is treated as an employee, for purposes of Code Sections 106, 125, and 129, by reason of being a “leased employee” as defined in Code Section 414(n));

(e) A self-employed person as defined in Code Section 401(c);

(f) A person who performs services for the District but who is treated for payroll tax purposes as other than an employee of the District (and regardless whether the person may subsequently be determined by a governmental agency, by the conclusion or settlement of threatened or pending litigation, or otherwise to be or have been an employee of the District); and

(g) An employee who has regularly scheduled hours of employment but is less than half-time.

Notwithstanding the foregoing, substitute teachers are excluded from the definition of “Eligible Employee” for purposes of the Premium Payment Benefit described in 4.1(a) only.

2.10 “**Family Member Plan**” means a cafeteria plan or Qualified Benefits Plan sponsored by the employer of the Participant’s spouse or the Participant’s Dependent.

2.11 “**Health Care Expense**” means an expense incurred by a Participant on behalf of the Participant or the Participant’s spouse, Dependent, or child (as defined in Code Section 152(f)(1)) who has not attained age 27 as of the end of the Participant’s taxable year, for medical care as defined under Code Section 213(d), but only to the extent such expense is reimbursable under the separate health care reimbursement account program set forth in Article 9 and not used as a deduction on the Participant’s federal income tax return.

2.12 **“Health Savings Account”** means a health savings account (“HSA”) as defined by Code Section 223(d). An HSA is an individual trust or custodial account separately established and maintained outside the Plan by a Participant and a qualified trustee or custodian.

2.13 **“Participant”** means an Eligible Employee who has commenced and continues participation in the Plan as provided in Article 3.

2.14 **“Plan”** means this Portland Public Schools Cafeteria Plan, as amended from time to time.

2.15 **“Plan Administrator”** means such person or persons appointed by the District to control and manage the operation and administration of the Plan. In the absence of such an appointment, the District shall be the Plan Administrator.

2.16 **“Plan Year”** means, with respect to the health care reimbursement account program, dental and vision care reimbursement account program, and the dependent care reimbursement account program, the calendar year (January 1 through December 31). The initial Plan Year of the dental and vision care reimbursement account program shall be a short Plan Year of October 1, 2013, through December 31, 2013.

Notwithstanding the foregoing, with respect only to Eligible Employees whose Premium Payment Benefit’s Plan Year is October 1 through September 30, the Plan Year for the health care reimbursement account program and dental and vision care reimbursement account program that begins January 1, 2014, shall be a short Plan Year of January 1, 2014, through September 30, 2014, and, beginning October 1, 2014, the Plan Year shall be October 1 through September 30.

With respect to the Premium Payment Benefit described in 4.1(a), the Plan Year means the plan year of the underlying group health plans. To the extent that the underlying group health plans have differing plan years, there shall be a separate Premium Payment Benefit for each group of group health plans that have the same plan year. The Plan Years for the Premium Payment Benefits are described in Exhibit A, which is attached hereto and incorporated by this reference herein. Exhibit A may be revised from time to time by the Plan Administrator without a formal amendment of this Plan document.

2.17 **“Qualified Benefits Plan”** means an employee benefit plan governing the provision of one or more benefits that are qualified benefits under Code Section 125(f). A plan does not fail to be a Qualified Benefits Plan merely because it includes a flexible spending arrangement (as defined in Code Section 106(c)(2)), provided that the flexible spending arrangement meets the requirements of Code Section 125 and the regulations thereunder.

2.18 **“Similar Coverage”** means coverage for the same category of benefits for the same individuals (e.g., family to family or single to single). For example, two plans that provide major medical coverage provide Similar Coverage. A health flexible spending arrangement is not Similar Coverage with respect to an accident or health plan that is not a health flexible spending arrangement. Coverage provided by another employer, such as a spouse’s or Dependent’s employer, may be treated as providing Similar Coverage if it satisfies the requirements of this section.

ARTICLE 3

ELIGIBILITY

3.1 Eligibility for Participation. An Eligible Employee shall be eligible to participate in this Plan on the first day of the calendar month after he or she has completed one full calendar month of employment.

3.2 Termination of Participation. In the event a Participant transfers to an ineligible class of employees or terminates employment with the District, the Participant's participation in this Plan shall cease as of the date of such transfer or termination, except as specifically provided for in this Plan.

3.3 Transfer from Ineligible to Eligible Class. In the event an ineligible employee transfers to the eligible class, he or she shall be eligible to participate in the Plan on the first day of the calendar month following the transfer if he or she is a former Participant or has previously satisfied the requirements of 3.1 and would have previously been eligible to participate if he or she had been in the eligible class.

3.4 Special Rules. Notwithstanding the provisions of 3.1, the following special rules apply.

(a) **Eligibility for HSA.** To be eligible to elect the Health Savings Account Benefit described in 4.1(e), an Eligible Employee must elect coverage under a District-provided high deductible health plan ("HDHP") option that satisfies Code Section 223(c)(2). An employee is not eligible to elect the Health Savings Account Benefit if he or she elects coverage under the Health Care Expense Reimbursement Benefit described in 4.1(b) or is covered under a general purpose, nonsuspended health reimbursement arrangement provided by the District outside the Plan. An Eligible Employee must also meet additional requirements as described in Article 12 to elect the Health Savings Account Benefit.

(b) **Eligibility for Health Care Expense Reimbursement Benefit.** An employee is not eligible to elect coverage under the Health Care Expense Reimbursement Benefit described in 4.1(b) if he or she elects coverage under a District-provided HDHP option, the Health Savings Account Benefit described in 4.1(e), or the Dental and Vision Care Expense Reimbursement Benefit described in 4.1(c).

(c) **Eligibility for Dental and Vision Care Expense Reimbursement Benefit.** An employee is not eligible to elect coverage under the Dental and Vision Care Expense Reimbursement Benefit described in 4.1(c) he or she elects coverage under the Health Care Expense Reimbursement Benefit described in 4.1(b).

ARTICLE 4

PARTICIPATION

4.1 Election to Participate. The participation election form shall be signed by the Eligible Employee, shall designate the benefits in which the Eligible Employee elects to participate, and shall designate the Plan Year (or the remaining portion of the Plan Year) as the time period for which participation will be effective. The election form shall also specify the amounts by which the employee's Compensation shall be reduced or the amount of such reduction shall be determinable from that form. A Participant's Compensation reduction election must satisfy the minimum and maximum elective contribution requirements in 5.3.

An election form filed by a Participant is subject to acceptance, modification, or rejection by the Plan Administrator. The Plan Administrator may modify or reject an election in order to satisfy the terms of this Plan or applicable legal requirements.

Subject to 3.4, an Eligible Employee may elect to receive one or more of the following benefits, all of which (except the cash benefit) shall be paid or reimbursed under this Plan by a Compensation reduction agreement with the employee:

- (a) **Premium Payment Benefit.** This benefit consists of the Participant's share of the cost of the premiums under the District-provided group health plans to the extent that coverage under such plans is excludible from income under Code Section 106. The terms, conditions, and benefits of the various health plans are set forth in separate plan documents which are incorporated herein by this reference.
- (b) **Health Care Expense Reimbursement Benefit.** This benefit consists of Health Care Expenses incurred by the Participant that are reimbursable under the health care reimbursement account program set forth in Article 9.
- (c) **Dental and Vision Care Expense Reimbursement Benefit.** This benefit consists of Dental and Vision Care Expenses incurred by the Participant that are reimbursable under the dental and vision care reimbursement account program set forth in Article 10.
- (d) **Dependent Care Expense Reimbursement Benefit.** This benefit consists of Dependent Care Expenses incurred by the Participant that are reimbursable under the dependent care assistance program set forth in Article 11.
- (e) **Health Savings Account Benefit.** This benefit consists of pre-tax Compensation reduction contributions and District contributions as described in Article 12 to a qualifying HSA established and maintained outside the Plan.
- (f) **Cash Benefit.** This benefit consists of taxable cash compensation payable in substantially equal amounts ratably over the Plan Year or over the portion of the Plan Year during which the Participant's Compensation is generally

paid when the Participant has elected to be compensated on a school year basis. An eligible Participant may elect to receive a portion of the District contribution (other than the District contribution to an HSA) as taxable cash compensation instead of electing coverage under a District-provided group health plan. The eligibility and other requirements for cashing out the District contribution are set forth in Exhibit B, which is attached hereto and incorporated by reference herein. Exhibit B may be revised from time to time by the Plan Administrator without a formal amendment of this Plan document.

4.2 Election Procedures. The following rules shall govern an Eligible Employee's elections under this Plan:

(a) **Initial Participation.** Except as otherwise provided in 4.3, if the Eligible Employee does not make the participation election before the employee is to begin participation under 3.1, the employee's election may be made only

during the annual open enrollment period and will be effective as of the first day of the Plan Year to which the open enrollment period applies.

(b) **Continuation of Participation.** A Participant shall make a new election for each Plan Year to continue participation in the Plan. A Participant's election shall be made during the annual open enrollment period chosen by the Plan Administrator, prior to the beginning of the Plan Year to which the election applies. The first day of that Plan Year shall be the effective date of the Participant's participation for that Plan Year.

(c) **Eligible Expenses.** Expenses eligible for reimbursement under a reimbursement benefit elected by the Participant shall be only the eligible expenses incurred by the Participant after the effective date of the employee's participation and during the Plan Year for which the election is made. Expenses incurred before or after the applicable Plan Year or the period of coverage shall not be reimbursable from amounts contributed by the District on behalf of the Participant during the applicable Plan Year.

(d) **Additional Eligibility Requirements.** The program and plan documents incorporated by reference into this Plan may have their own eligibility requirements for participation. The eligibility rules of this Plan are in addition to and do not override the eligibility rules of the benefit programs or plans that have been incorporated by reference herein.

4.3 Revocation and Changes. Once made, a Participant's election shall be effective for the entire Plan Year for which made and shall not be revoked or changed except as provided in this section. The reasons for which revocations or changes in elections provided in this section are permitted may be restricted pursuant to nondiscriminatory rules adopted by the Plan Administrator that are consistently applied. Except as provided below, benefit election changes must be made within 31 days after the event that entitles the Participant to make the election change. With respect to a benefit election change made under 4.3(c) on account of losing coverage under Medicaid or a state child health plan ("CHIP") or becoming eligible for a premium assistance subsidy under Medicaid or CHIP, the election change must be made within 60 days after the loss of coverage or the determination of eligibility, as applicable.

Notwithstanding the foregoing, an election to contribute to an HSA can be changed or revoked as provided in 4.3(h).

If any election change is conditioned upon an individual obtaining (or ceasing) coverage under another plan, the Plan Administrator may rely on a Participant's certification that the individual has or will obtain (or does not have or will cease) coverage under the other plan (unless the Plan Administrator has reason to believe that the certification is incorrect).

(a) **Significant Cost or Coverage Changes.** This 4.3(a) sets forth rules for election changes as a result of changes in cost or coverage. This 4.3(a) does not allow election changes with respect to the Health Care Expense

Reimbursement Benefit described in 4.1(b) or the Dental and Vision Care Expense Reimbursement Benefit described in 4.1(c).

(1) **Cost Changes.**

(A) **Automatic Changes.** If the cost of a Qualified Benefits Plan increases or decreases during a Plan Year and, under the terms of the plan, Participants are required to make a corresponding change in their payments, the Plan Administrator may, on a reasonable and consistent basis, automatically make a

prospective increase or decrease, as the case may be, in the affected Participants' Compensation reduction contributions for such plan.

(B) Significant Cost Changes. If the Plan Administrator determines that the cost charged to a Participant for a Benefit Package Option has significantly increased or decreased during a Plan Year, the Participant may make a corresponding change in election under the Plan. Changes that may be made include commencing participation in the Plan for the Benefit Package Option with a decrease in cost, or, in the case of an increase in cost, revoking an election for that coverage and, in lieu thereof, either receiving on a prospective basis coverage under another Benefit Package Option providing Similar Coverage or dropping coverage if no other Benefit Package Option providing Similar Coverage is available.

(C) Application of Cost Changes. For purposes of 4.3(a)(1)(A) and (B), a cost increase or decrease means an increase or decrease in the amount of the Compensation reduction contributions under the Plan, whether that increase or decrease results from an action taken by the Participant or the Employer.

(D) Application to Dependent Care. This 4.3(a)(1) applies in the case of a dependent care assistance plan only if the cost change is imposed by a dependent care provider who is not a relative of the Participant. For this purpose, a relative is an individual who is related as described in Code Sections 152(d)(2)(A) through (G), incorporating the rule of Code Section 152(f)(4).

(2) Coverage Changes.

(A) Significant Curtailment Without Loss of Coverage. If a Participant (or a spouse or Dependent) has a significant curtailment of coverage under a plan during the Plan Year that is not a loss of coverage as described in 4.3(a)(2)(B) (such as a significant increase in the deductible, the copay, or the out-of-pocket cost sharing limit under an accident or health plan), any Participant who had been participating in the plan and receiving that coverage may revoke his or her election for that coverage and, in lieu thereof, elect to receive on a prospective basis coverage under another Benefit Package Option providing Similar Coverage. Coverage under a plan is significantly curtailed only if there is an overall reduction in coverage provided under the plan so as to constitute reduced coverage generally.

(B) Significant Curtailment With Loss of Coverage.

If a Participant (or a spouse or Dependent) has a significant curtailment that is a loss of coverage, that Participant may revoke his or her election under the Plan and, in lieu thereof, elect either to receive on a prospective basis coverage under another Benefit Package Option providing Similar Coverage or to drop coverage if no Benefit Package Option providing Similar Coverage is available. A loss of coverage means a complete loss of coverage under the Benefit Package Option or other coverage option (including the elimination of a Benefit Package Option, an HMO ceasing to be available in the area where the individual resides, or the individual losing all coverage under the option by reason of an overall lifetime or annual limitation). The Plan Administrator may, in its discretion (which may be exercised on a case-by-case basis provided that the exercise of discretion does not discriminate in favor of highly compensated Participants), treat the following as a loss of coverage:

- (i) A substantial decrease in the medical care providers available under the option (such as a major hospital ceasing to be a member of a preferred provider network or a substantial decrease in the physicians participating in a preferred provider network or an HMO);
- (ii) A reduction in the benefits for a specific type of medical condition or treatment with respect to which the Participant, spouse, or Dependent is currently in a course of treatment; or
- (iii) Any other similar fundamental loss of coverage.

(C) Addition or Improvement of a Benefit Package

Option. If a plan adds a new Benefit Package Option or other coverage option, or if coverage under an existing Benefit Package Option or other coverage option is significantly improved during a Plan Year, eligible Participants (whether or not they have previously made an election under the Plan or have previously elected the Benefit Package Option) may revoke their election under the Plan and, in lieu thereof, make an election on a prospective basis for coverage under the new or improved Benefit Package Option.

(3) Change in Coverage Under Another Employer Plan. A Participant may make a prospective election change that is on account of and

corresponds with a change made under another employer plan (including a plan of the Employer or of another employer) if:

(A) The other cafeteria plan or Qualified Benefits Plan permits participants to make an election change that would be permitted under paragraphs (b) through (g) of Treasury Regulation Section 1.125-4 (disregarding Treasury Regulation Section 1.125-4(f)(4)); or

(B) The Plan permits Participants to make an election for a Plan Year that is different from the plan year under the other cafeteria plan or Qualified Benefits Plan.

(4) **Loss of Coverage Under Other Group Health Coverage.** A Participant may make an election on a prospective basis to add coverage under the Plan for the Participant, spouse, or Dependent if the Participant, spouse, or Dependent loses coverage under any group health coverage sponsored by a governmental or educational institution, including the following:

(A) A state's children's health insurance program under Title XXI of the Social Security Act;

(B) A medical care program of an Indian Tribal government, the Indian Health Service, or a tribal organization;

(C) A state health benefits risk pool; or

(D) A foreign government group health plan.

(b) **Change in Status.** A Participant may revoke an election during a Plan Year and make a new election for the remaining portion of the Plan Year if both (1) and (2) below are satisfied.

(1) One of the following change-in-status events occurs:

(A) **Legal Marital Status.** An event that changes a Participant's legal marital status, including marriage, death of spouse, divorce, legal separation, and annulment.

(B) **Number of Dependents.** An event that changes a Participant's number of Dependents, including birth, death, adoption, and placement for adoption (as defined in regulations under Code Section 9801).

(C) **Employment Status.** Any of the following events that change the employment status of the Participant, the Participant's spouse, or the Participant's Dependent: a termination or commencement of employment; a strike or lockout; a

commencement of or return from an unpaid leave of absence; and a change in worksite. In addition, if the eligibility conditions of the cafeteria plan or other employee benefit plan of the employer of the Participant, spouse, or Dependent depend on the employment status of that individual and there is a change in that individual's employment status with the consequence that the individual becomes (or ceases to be) eligible under the plan, then that change constitutes a change in employment under this 4.3(b)(1)(C). If a Participant terminates employment and cancels coverage during the period of unemployment, and resumes employment within 30 days (without any other intervening event that would permit a change in election), the Participant's prior election for the Plan Year is automatically reinstated. If a Participant terminates employment and cancels coverage during the period of unemployment, and resumes employment more than 30 days following termination, the Participant may return to the election in effect prior to termination of employment or make a new election under the Plan.

(D) Dependent Satisfies or Ceases to Satisfy Eligibility Requirements. An event that causes a Participant's Dependent to satisfy or cease to satisfy the eligibility requirements for coverage due to attainment of age, student status, or any similar circumstance.

(E) Residence. A change in the place of residence of the Participant, spouse, or Dependent.

(F) Nondependent Children. A change-in-status event described above that affects a Participant's child who is under age 27 and not a Dependent, including becoming newly eligible for coverage or eligible for coverage beyond the date on which the child otherwise would have lost coverage.

This subsection (F) shall be effective on the first day of the first Plan Year beginning after March 30, 2010.

(2) The election change satisfies the following consistency rules:

(A) An election change satisfies the requirements of this 4.3(b)(2) if the election change is on account of and corresponds with a change in status that affects eligibility for coverage under an employer's plan. A change in status that affects eligibility under an employer's plan includes a change in status that results in an increase or decrease in the number of a Participant's family

members or Dependents who may benefit from coverage under the plan. An election change also satisfies the requirements of this 4.3(b)(2) if the election change is on account of and corresponds with a change in status that affects expenses described in Code Section 129 (including employment-related expenses as defined in Code Section 21(b)(2)) with respect to dependent care assistance.

(B) If the change in status is the Participant's divorce, annulment, or legal separation from a spouse, the death of a spouse or Dependent, or a Dependent ceasing to satisfy the eligibility requirements for coverage, a Participant's election under the Plan

to cancel accident or health insurance coverage for any individual other than the spouse involved in the divorce, annulment, or legal separation, the deceased spouse or Dependent, or the Dependent that ceased to satisfy the eligibility requirements for coverage, respectively, fails to correspond with that change in status. In addition, if a Participant, spouse, or Dependent gains eligibility for coverage under a Family Member Plan as a result of a change in marital status under 4.3(b)(1)(A) or a change in employment status under 4.3(b)(1)(C), a Participant's election under the Plan to cease or decrease coverage for that individual under the Plan corresponds with that change in status only if coverage for that individual becomes applicable or is increased under the Family Member Plan.

(c) **Special Enrollment Rights.** To the extent that the group health plan benefits described in 4.1 are subject to the special enrollment rules provided in Section 2701(f) of the Public Health Service Act, a Participant who is entitled to special enrollment rights may revoke his or her election with respect to coverage under such group health plan during a Plan Year and make a new election that corresponds with the special enrollment rules.

(d) **Judgment, Decree, or Order.** The Plan Administrator may change a Participant's election to provide group health plan coverage for the Participant's child (or for a foster child who is a Dependent of the Participant) if a judgment, decree, or order resulting from a divorce, legal separation, annulment, or change in legal custody requires accident or health coverage for the child under the Participant's plan. A Participant may change his or her election to cancel group health plan coverage for the child if such an order requires the spouse, former spouse, or other individual to provide coverage for the child, and that coverage is, in fact, provided.

(e) **Entitlement to Medicare or Medicaid.** A Participant may prospectively cancel or reduce the Participant's, spouse's, or Dependent's coverage under an accident or health plan if the Participant, spouse, or Dependent becomes entitled to coverage (i.e., becomes enrolled) under Part A or Part B of Title XVIII of the Social Security Act (Medicare) or Title XIX of the Social Security Act (Medicaid), other than coverage consisting solely of benefits under Section 1928 of the Social Security Act (the program for distribution of pediatric vaccines). In addition, if a Participant, spouse, or Dependent who has been entitled to such coverage under Medicare or Medicaid loses eligibility for such coverage, the Participant may make a prospective election to commence or increase the Participant's, spouse's, or Dependent's coverage under the accident or health plan.

(f) **Family and Medical Leave Act.** A Participant taking leave under the Family and Medical Leave Act ("FMLA") may revoke an existing election of accident or health plan coverage and make such other election for the remaining portion of the Plan Year as may be provided for under the FMLA.

(g) **Cessation of Required Contributions.** Except as otherwise provided in 5.4 with respect to eligible Dependent Care Expenses, a benefit will cease to be provided to a Participant if the Participant fails to make the required premium payments with respect to the benefit (e.g., a Participant ceases to make premium payments for health care reimbursement account program coverage after a termination of employment). However, in such case, the former Participant may not again make a new benefit election for the remaining portion of the Plan Year.

(h) **HSA Election Changes.** A Participant's election to make pre-tax Compensation reduction contributions to an HSA can be prospectively changed on a monthly basis. Only one election change may be made per month. HSA contribution elections can be prospectively revoked if the Participant becomes ineligible to make HSA contributions. If HSA contributions are changed, the contribution amounts must continue to satisfy the HSA contribution limits described in Article 12. Election changes or revocations will be effective beginning with the payroll period during which the election change or revocation is received by the Plan Administrator (provided that the Compensation for that payroll period has not become currently available), unless the Participant elects a later effective date.

(i) **Additional Group Health Plan Election Changes.** A Participant may prospectively revoke an election of coverage under a group health plan that provides minimum essential coverage (as defined in Code Section 5000A(f)(1)) if either (1) or (2) below is satisfied. This 4.3(i) does not allow election changes with respect to the Health Care Expense Reimbursement Benefit described in 4.1(b) or the Dental and Vision Care Expense Reimbursement Benefit described in 4.1(c).

(1) **Reduction in Hours of Service.** An election change may be made due to a reduction in hours if both (A) and (B) are satisfied.

(A) The Participant was in an employment status under which he or she was reasonably expected to average at least 30 hours of service a week and the Participant's status is changed so that he or she will reasonably be expected to average less than 30 hours of service a week.

(B) The revocation of the election of coverage under the group health plan corresponds to the intended enrollment of the Participant, and any related individuals who cease coverage due to the revocation, in another plan that provides minimum essential coverage. The new coverage must be effective no later than the first day of the second month following the month in which the original coverage was revoked.

(2) **Enrollment in a Qualified Health Plan Through an Exchange.**

An election change may be made due to enrollment in a qualified health plan if both (A) and (B) are satisfied.

(A) The Participant is eligible for a special enrollment period (as provided in 45 CFR § 155.420(d)) to enroll in a qualified health plan through an exchange established under Section 1311 of the Patient Protection and Affordable Care Act or the Participant seeks to enroll in a qualified health plan through an exchange during the exchange's annual open enrollment period.

(B) The revocation of the election of coverage under the group health plan corresponds to the intended enrollment of the Participant, and any related individuals who cease coverage due to the revocation, in a qualified health plan through an exchange. The new coverage must be effective no later than the day immediately following the last day of the original coverage that is revoked.

ARTICLE 5

CREDITS AND REIMBURSEMENT PROCEDURES

5.1 Credits to Plan. The following rules shall govern the Compensation reduction credits to this Plan during a Plan Year:

(a) **Establishment of Accounts.** For each Participant, the Plan Administrator shall establish a separate Account for each reimbursement benefit under 4.1 for the Plan Year.

(b) **Compensation Reduction Credits.** For each Participant, the amount by which the Participant elects to reduce his or her Compensation for a specific benefit shall be deducted from the Participant's Compensation during the Plan Year by payroll deduction and credited to the Participant's Account for such benefit, credited against the cost of that benefit as determined by the Plan Administrator, or, for HSA contributions, deposited with the HSA trustee/custodian maintaining the Participant's HSA.

(c) **District Contributions.** Prior to the beginning of each Plan Year, the District shall determine the amount to be credited to each Participant for the purchase of benefits described in 4.1. The amount so established for each Plan Year shall be set forth in Exhibit C, to be attached hereto and incorporated by reference herein. The Plan Administrator may change the District contribution amount set forth in Exhibit C without amending this Plan. District contributions or credits may be made in substantially ratable installments throughout the Plan Year.

(d) **Records of Contributions.** The Plan Administrator shall maintain appropriate records and shall record the amounts credited for a Participant for a specified benefit under (b) and (c) above in the Participant's Account established for such benefit.

(e) **Allocation of Expense.** An eligible Dependent Care Expense submitted for reimbursement by a Participant shall be paid only from the Account established for such Participant for such expense and only to the extent of the amount recorded in the Account (after deducting earlier reimbursements made during the Plan Year). The maximum amount of Health Care Expense reimbursement under Article 9 or Dental and Vision Care Expense reimbursement under Article 10 must be available at all times during the Plan Year (properly reduced as of any particular time for prior reimbursements for the same Plan Year). Thus, the maximum amount of Health Care Expense or Dental and Vision Care Expense reimbursements at any particular time during the Plan Year cannot be limited to the amount recorded in the applicable Account at that time. Reimbursement will be deemed to be available at all times if it is paid at least monthly or when the total amount of the claims to be submitted is at least a specified, reasonable minimum amount (e.g. \$50).

(f) **Unused Amounts.** An amount remaining in an Account after the Participant has submitted all reimbursable expenses for the Plan Year of the type for which the Account is established, shall not be carried over to a subsequent Plan Year, nor shall such amount be paid, directly or indirectly, to the Participant in cash or in the form of any other benefit.

5.2 Reimbursement Payment Procedures. The following rules shall govern the reimbursement of a Participant's eligible expenses under the Health Care Expense Reimbursement Benefit, the Dental and Vision Care Expense Reimbursement Benefit, and the Dependent Care Expense Reimbursement Benefit.

(a) **Reimbursement Request.** The Participant shall submit a written request for reimbursement on the form or forms provided by the Plan Administrator. Requests for reimbursement shall be made at such time or times as specified by the Plan Administrator; however, eligible expenses incurred during a Plan Year must be submitted for reimbursement not later than three months after the close of the Plan Year. Eligible expenses that are not submitted on a timely basis in accordance with this 5.2(a) shall not be reimbursed.

(b) **Documentation.** A Participant's written request for reimbursement shall establish that the expense was incurred during the applicable time period, and must state that the amount has not been reimbursed and is not reimbursable under any other health plan or dependent care plan, and that the amount will not be used in connection with a deduction or credit on the Participant's federal income tax return. No advance reimbursement may be made of future or projected expenses. The written request must be accompanied with a written statement from an independent third party stating that the expense has been incurred and the amount of such expense.

(c) **Payment.** A Participant's request for reimbursement, when approved by the Plan Administrator, shall be paid as soon as reasonably practicable following such approval. Payments shall only be made in reimbursement to a Participant and shall not be made directly to a service provider. Except as provided in 5.1(e), reimbursements to a Participant shall not exceed the amount available in the Participant's Account for the type of expense for which reimbursement is requested.

5.3 Amount of Elective and Nonelective Contributions. The maximum amount of nonelective contributions available to any Participant under this Plan for a Plan Year shall equal the District contributions under 5.1(c). The maximum amount of elective contributions available to any Participant under this Plan for a Plan Year shall equal the annual amount of the Participant's share of the cost of the District-provided group health plan premiums for the Premium Payment Benefit, plus \$20,000.

The minimum amount of elective contributions that may be elected by any Participant under the health care reimbursement account program, the dental and vision care reimbursement account program, and the dependent care reimbursement account program shall

be \$20 per month for each program. The maximum amount for credit to the Participant's HSA is as described in Article 12.

Notwithstanding the foregoing, the maximum amount of salary reduction contributions available to any Participant under this Plan for a Plan Year for the health care reimbursement account program or dental and vision care reimbursement account program shall equal \$2,500 (plus cost-of-living adjustments permitted under applicable law) (\$2,550 for Plan Years beginning on or after January 1, 2015), prorated for any short Plan Year.

5.4 Expense Reimbursement After Participation Terminates. If, during a Plan Year, a Participant terminates employment, transfers to an ineligible class of employees, or ceases to make required contributions, he or she may nevertheless submit eligible Dependent Care Expenses incurred during the remainder of that Plan Year to the Plan Administrator for reimbursement under the dependent care reimbursement account program.

If a Participant terminates employment with the District or transfers to an ineligible class of employees and revokes his or her existing benefit elections, the Plan Administrator shall reimburse the Participant for any amount previously paid for coverage or benefits under the health care reimbursement account program or dental and vision care reimbursement account program relating to the period after the termination or transfer.

5.5 Qualified Reservist Distributions. Notwithstanding any other Plan provision to the contrary, a Participant may request a qualified reservist distribution from the Participant's health care reimbursement Account or dental and vision care reimbursement Account. The term "Account" as used in this 5.5, refers only to the foregoing two Accounts.

(a) **Definition of Qualified Reservist Distribution.** A qualified reservist distribution is a distribution to a Participant of all or a portion of the balance in the Participant's Account if: (1) the Participant is a qualified reservist as defined in (b) below, and (2) the request for a distribution is made during the period specified in (e) below.

(b) **Definition of Qualified Reservist.** A qualified reservist is a Participant who is, by reason of being a member of a reserve component (as defined in 37 U.S.C. § 101), ordered or called to active duty for a period of 180 days or more or for an indefinite period. The Plan Administrator may rely on the order or call to determine the period of active duty. If the order or call specifies that the period is for 180 days or more or is indefinite, the Participant is a qualified reservist, even if the actual period of active duty is less than 180 days or is otherwise changed. If the period of active duty specified in the order or call is less than 180 days, the Participant is not a qualified reservist unless subsequent calls or orders increase the total period of active duty to 180 days or more.

(c) **Amount Available.** The amount available as a qualified reservist distribution is the amount contributed to the Participant's Account as of the date of the request for distribution minus reimbursements received from the Account as of the date of the request.

(d) **Procedures.** A Participant must make a written request to the Plan Administrator to receive a qualified reservist distribution. The Plan Administrator must receive a copy of the order or call to active duty before a distribution can be made. Only one qualified reservist distribution is permitted with respect to a Participant during a Plan Year. A Participant may submit requests for reimbursement for medical expenses incurred before the date of the request for a qualified reservist distribution and such reimbursements will be paid in accordance with Article 5 (taking into account the amount of the qualified reservist distribution as a reimbursement). A Participant may not submit requests for reimbursement for medical expenses incurred on or after the date of the request for distribution.

(e) **Timing of Requests and Distributions.** A request for a qualified reservist distribution must be made on or after the date of the order or call to active duty and before the last day of the Plan Year during which the order or call to active duty occurred. The health care reimbursement account program or dental and vision care reimbursement account program, as applicable, shall pay the qualified reservist distribution to the Participant within a reasonable time, but not more than 60 days after the date of the request for a distribution. A qualified reservist distribution may not be made with respect to a Plan Year ending before the order or call to active duty.

ARTICLE 6

CLAIMS PROCEDURE

6.1 Initial Claim. Any person claiming a premium payment benefit under this Plan shall present the claim in writing to the Plan Administrator. Any person claiming a Dependent Care Expense Reimbursement Benefit, a Health Care Expense Reimbursement Benefit, or a Dental and Vision Care Expense Reimbursement Benefit under this Plan shall present the claim in writing to the entity that administers those benefits (“Claim Reviewer”). For purposes of this article, the person claiming a benefit (or his or her authorized representative) shall be referred to as the “Claimant.”

6.2 Decision on Initial Claim.

(a) **Time Period for Denial Notice.** A decision shall be made on the claim as soon as practicable and shall be communicated in writing by the Plan Administrator or Claim Reviewer to the Claimant within a reasonable period after receipt of the claim by the Plan Administrator or Claim Reviewer.

(b) **Contents of Notice.** If the claim is wholly or partially denied, the notice of denial shall indicate:

- (1) The specific reasons for the denial;
- (2) The specific references to pertinent Plan provisions on which the denial is based;
- (3) A description of additional material or information necessary for the Claimant to perfect the claim and an explanation of why such material or information is necessary; and
- (4) An explanation of the Plan’s claim review procedure.

6.3 Review of Denied Claim. If a Claimant receives a notice of denial, the Claimant may request a review of the claim. The request for review is made by personally delivering or mailing a written request for review, prepared by either the Claimant or his or her authorized representative, to the Plan Administrator. The Claimant’s request for review must be made within 60 days after receipt of the notice of denial. If the written request for review is not made on a timely basis, the Claimant shall be deemed to waive his or her right to review. The Claimant or his or her duly authorized representative may, at or after the time of making the request, review all pertinent documents and submit issues and comments in writing.

If a Claimant requests a review of a claim under the health care reimbursement account program, only the employee described in 9.7(b)(3) may review denied claims. Such employee shall act on behalf of the Plan Administrator in reviewing and deciding denied claims.

6.4 Decision on Review. A review shall be made by the Plan Administrator after receipt of a timely filed request for review. A decision on review shall be made and furnished in writing to the Claimant. The decision shall be made within a reasonable period of

time after receipt of the request for review. The written decision shall include the reasons for such decision with reference to the provisions of the Plan upon which the decision is based. The decision shall be final and binding upon the Claimant, the District, and all other persons involved.

6.5 Further Review. The Claimant must follow and exhaust the claims procedure described in this article before he or she can file suit for benefits. In no event may the Claimant file suit for benefits more than one year from the date on which the decision on review under 6.4 is sent to the Claimant.

The scope of any subsequent review of the benefit claim, judicial or otherwise, shall be limited to a determination as to whether the Plan Administrator acted arbitrarily or capriciously in the exercise of its discretion. In no event shall any such further review be on a de novo basis as the Plan Administrator has discretionary authority to determine eligibility for benefits and to construe the terms of this Plan.

ARTICLE 7**PLAN ADMINISTRATION**

7.1 Appointment of Plan Administrator. The District shall appoint one or more persons to act as the Plan Administrator and to serve for such terms as the District may designate or until a successor has been appointed or until removed by the District. Vacancies due to resignation, death, removal or other causes shall be filled by the District. The Plan Administrator shall be bonded except as may otherwise be allowed by law. The Plan Administrator may be paid reasonable compensation for its service; however, a Plan Administrator who is a full-time employee of the District shall serve without compensation. All reasonable expenses of the Plan Administrator shall be paid by the District. If a designation of a Plan Administrator is not made, the District shall be the Plan Administrator.

7.2 Rights and Duties. The Plan Administrator shall be the named fiduciary of the Plan. The Plan Administrator, on behalf of the Participants and their beneficiaries, shall have the authority to control and manage the operation and administration of the Plan and shall have all powers necessary to accomplish those purposes. The responsibility and authority of the Plan Administrator shall include, but shall not be limited to, the following:

- (a) Determining all questions relating to the eligibility of employees to participate;
- (b) Computing and certifying the amount and kind of benefits payable to Participants, spouses, and dependents;
- (c) Authorizing all disbursements;
- (d) Maintaining all necessary records for the administration of the Plan other than those that the District has specifically agreed to maintain;
- (e) Interpreting the provisions of the Plan and publishing such rules for the regulation of the Plan as are deemed necessary and not inconsistent with the terms of the Plan; and
- (f) Directing the District to make payments to Participants, former Participants, spouses, and dependents in accordance with the provisions of the Plan.

7.3 Information, Reporting, and Disclosure. To enable the Plan Administrator to perform its functions, the District shall supply full and timely information to the Plan Administrator on all matters relating to the Participants and such other pertinent facts as the Plan Administrator may require. The Plan Administrator shall have the responsibility of complying with the reporting and disclosure requirements of applicable law.

7.4 Independent Qualified Accountant. If required by applicable law or regulation, the Plan Administrator shall engage, on behalf of all Plan Participants, an

independent qualified public accountant who shall conduct such examinations of the financial statements of the Plan and of other books and records of the Plan as the accountant may deem necessary to enable the accountant to form an opinion as to whether the financial statements and schedules required by law to be included in any reports are presented fairly and in conformity with generally accepted accounting principles.

7.5 Allocation and Delegation of Responsibility. The Plan Administrator may allocate fiduciary responsibilities to one or more persons and may delegate to such persons the authority to carry out fiduciary responsibilities under the Plan.

The Plan Administrator, in making the above allocation of fiduciary responsibilities, may provide that a person or group of persons may serve, with respect to the Plan, in more than one fiduciary capacity.

The Plan Administrator or persons to whom fiduciary responsibilities have been delegated by the Plan Administrator may employ one or more persons to render advice with regard to any responsibility such fiduciary has under the Plan.

In the event a fiduciary responsibility is allocated to a person, no other person shall be liable for any act or omission of the person to whom the responsibility is allocated except as may be otherwise required by law. If a fiduciary responsibility is delegated to a person other than the Plan Administrator, the Plan Administrator shall not be responsible or liable for an act or omission of such person in carrying out such responsibility except as may otherwise be required by law.

7.6 Indemnification. The District hereby indemnifies and holds harmless the Plan Administrator and each person to whom a fiduciary responsibility is allocated from any loss, claim, or suit arising out of the performance of obligations imposed hereunder and not arising from the Plan Administrator's or the person's willful neglect, misconduct, or gross negligence.

ARTICLE 8**MISCELLANEOUS**

8.1 Right to Amend and Terminate. The District represents that the Plan is intended to be a continuing program for Participants but reserves the right to terminate the Plan at any time. The District may modify, alter, or amend this Plan in whole or in part.

8.2 Unsecured Right to Payment. No employee shall by virtue of this Plan have any interest in any specific asset or assets of the District. An employee has only an unsecured contract right to receive benefits in accordance with the provisions of the Plan.

8.3 No Obligation to Fund. The District shall have no obligation to establish a trust or fund for the payment of benefits or to insure any of the benefits.

8.4 No Interest. The District shall have no obligation to pay interest on any Participant's salary reduction amounts or Accounts used to provide the benefits under this Plan.

8.5 Provision Against Anticipation. No Participant shall have the right or power to alienate, anticipate, commute, pledge, encumber, or assign any of the benefits or proceeds recorded for the Participant under the terms of this Plan, and no such benefits or proceeds shall be subject to seizure by any creditor of the Participant under any writ or proceedings at law or in equity.

8.6 Right to Discharge Employees. Neither the establishment of this Plan, nor any modification thereof, nor the payment of any benefit, shall be construed as giving any Participant or any other person any legal or equitable right against the District unless the same shall be specifically provided for in this Plan, nor as giving any employee or Participant the right to be retained in the District's employ. All employees shall remain subject to discharge by the District to the same extent as if this Plan had never been adopted.

8.7 Construction. This Plan shall be construed in accordance with applicable federal law and regulations issued thereunder and, to the extent applicable, the laws of the state of Oregon.

8.8 Legally Enforceable. The District intends that the Plan terms, including those relating to coverage and benefits, are legally enforceable. The Plan is maintained for the exclusive benefit of employees.

ARTICLE 9**HEALTH CARE REIMBURSEMENT ACCOUNT PROGRAM**

9.1 General. This article is intended to qualify as an accident and health plan within the meaning of Code Section 106. It is intended that reimbursements under this program be eligible for exclusion from the gross income of Participants under Code Section 105(b). Accordingly, this program shall be interpreted and construed in accordance with Code Sections 106 and 105(e) and any regulations or other interpretations thereunder. This program represents one benefit that may be elected by Participants under the Portland Public Schools Cafeteria Plan, and a Participant under that Plan who elects the Health Care Expense Reimbursement Benefit thereunder is deemed to be a Participant under this health care reimbursement account program.

9.2 Amount of Coverage. The maximum amount of coverage that may be elected as a salary reduction contribution under this health care reimbursement account program for a Plan Year is limited to \$2,500 (plus cost-of-living adjustments permitted under applicable law) (\$2,550 for Plan Years beginning on or after January 1, 2015), prorated for any short Plan Year.

9.3 Health Care Expenses. Each Participant under this health care reimbursement account program will be entitled to receive for each Plan Year reimbursements of Health Care Expenses that are incurred during the Plan Year and that are not paid or reimbursed by insurance or otherwise, up to the dollar amount of coverage elected by the Participant for that Plan Year.

There will be no reimbursement for premiums paid by a Participant for health insurance. For example, there will not be any reimbursement for premiums paid for other health plan coverage, including premiums paid for health coverage under a plan maintained by the employer of the Participant's spouse or Dependent.

Health Care Expenses incurred after December 31, 2010, for medicines or drugs may be reimbursed under this health care reimbursement account program only if the medicine or drug (a) requires a prescription, (b) is available without a prescription (i.e., an over-the-counter medicine or drug) and the individual obtains a prescription, or (c) is insulin.

The coverage elected for a Plan Year is available only to reimburse expenses that are incurred during the Plan Year. An expense shall be treated as having been incurred when the medical, dental, or vision care that gives rise to the expense is provided or at the time the equipment, supplies, or drugs that give rise to the expense are purchased, and not when the Participant is formally billed, charged for, or pays for the expense.

9.4 Administration. The plan administrator of this health care reimbursement account program shall be the same as for the Portland Public Schools Cafeteria Plan. The procedures for making and reviewing claims, plan administration, elections and revocation of elections, and reimbursement requests and payments, shall be as set forth in the Portland Public Schools Cafeteria Plan.

9.5 Continuation Coverage. To the extent that this health care reimbursement account program is a group health plan, it is subject to the continuation coverage requirements under the Consolidated Omnibus Budget Reconciliation Act of 1985, as amended (“COBRA”), as presently set forth in Sections 2201 through 2208 of the Public Health Service Act. Accordingly, this program shall be construed in accordance with COBRA and the applicable regulations thereunder.

9.6 Military Service.

(a) **General.** The health care reimbursement account program shall comply with the Uniformed Services Employment and Reemployment Rights Act of 1994 (“USERRA”). The USERRA provisions contained in 38 USC Section 4301 et seq are incorporated by reference.

(b) **Qualifying Reemployment.** If a Participant is absent from employment due to service in the uniformed services as defined in 38 USC Section 4301(13) (“military service”), the Participant is entitled to reemployment rights and benefits if the following conditions are satisfied (“qualifying reemployment”):

(1) The Participant, or an appropriate officer of the uniformed service, must provide advance written or oral notice of the military service to the District. Notice is not required if it is precluded by military necessity or is otherwise impossible or unreasonable as described in 20 CFR Section 1002.86.

(2) The Participant’s military absence from the District must be for a cumulative period of less than five years. The Participant may be absent from employment for more than five years if the longer period of time is necessary to complete an initial period of obligated service or a Participant is ordered to or retained on active duty as described in 38 USC Section 4312(c) and 20 CFR Section 1002.103.

(3) The Participant must report to, or apply for reemployment with, the District within a certain number of days after the completion of military service. The period in which to report to the District or apply for reemployment is determined by reference to the period of military service as follows:

(A) If the period of military service is less than 31 days, or if the absence from employment is for the purposes of an examination to determine the Participant’s fitness for military service, the Participant must report to the District not later than the first work day following completion of the military service and the expiration of eight hours after a period allowing for safe transportation to the Participant’s residence.

(B) If the period of military service is for more than 30 days but less than 181 days, the Participant must submit an application for reemployment (written or oral) not later than 14 days after completion of the military service.

(C) If the period of military service is for more than 180 days, the Participant must submit an application for reemployment (written or oral) not later than 90 days after completion of military service.

(D) If the Participant is hospitalized for, or convalescing from, an illness or injury incurred in, or aggravated during, military service, the Participant shall report to the District or submit an application for reemployment at the end of the recovery period. The recovery period may not exceed two years.

The foregoing periods may be extended pursuant to 38 USC Section 4312(e) and 20 CFR Sections 1002.115-1002.117 if reporting to the District or applying for reemployment is impossible or unreasonable through no fault of the Participant.

(4) The Participant did not receive a type of discharge or separation from service described in 38 USC Section 4304 and 20 CFR Section 1002.135.

(5) If the military service exceeds 30 days, the Participant must provide, upon the District's request, documentation to establish that the requirements of 9.6(b)(2), (3), and (4) above are satisfied. This 9.6(b)(5) shall not apply if such documentation does not exist or is not readily available.

(c) **Continuation of Coverage.**

(1) **Election of Continuation Coverage.** If a Participant is absent from employment due to military service, the Participant may elect to continue the Participant's and any Dependent's coverage.

This paragraph shall be effective January 18, 2006. Coverage shall terminate on the date described in 3.2 and shall be retroactively reinstated if the Participant elects to continue coverage and pays all premiums due within the periods described below. To the extent consistent with USERRA, an election to continue coverage must be made in the same manner and time periods applicable to an election of COBRA coverage. Notwithstanding the foregoing, if the Participant does not provide advance notice of the military service because it is precluded by military necessity or is otherwise impossible or unreasonable, the election of USERRA continuation coverage must be made within 60 days after the date it becomes possible and reasonable to make the election or, if later, by the end of the COBRA election period. Notwithstanding the foregoing, if the Participant leaves employment without giving advance notice of the military service (which is not excused as described above), the Participant shall have no right to elect USERRA continuation coverage.

(2) **Duration of Continuation Coverage.** The maximum period of coverage shall be the lesser of:

(A) The 24-month period (18-month period with respect to elections made before December 10, 2004) beginning on the date on which the Participant's absence begins; or

(B) The period beginning on the date on which the Participant's absence begins and ending on the day after the date on which the Participant fails to report or apply for reemployment as described in 9.6(b)(3).

(3) **Premiums.** A Participant who elects to continue coverage may be required to pay not more than 102 percent of the full premium, except that a Participant who performs military service for less than 31 days may not be required to pay more than the employee share for the coverage.

This paragraph shall be effective January 18, 2006. To the extent consistent with USERRA, premiums are due on the due dates applicable to premiums for COBRA coverage. Notwithstanding the foregoing, if it is precluded by military necessity or is otherwise impossible or unreasonable for a Participant to pay a premium by the due date, such Participant must pay the premium within 30 days after the date it becomes possible and reasonable for him or her to do so.

(4) **Termination of Continuation Coverage.** This paragraph shall be effective January 18, 2006. To the extent consistent with USERRA, USERRA continuation coverage shall be terminated if premiums are not paid by the due date described in 9.6(c)(3) or if a Participant receives a type of discharge or separation from service described in 38 USC Section 4304 and 20 CFR Section 1002.135.

(d) **Reinstatement of Coverage.** If a Participant's or Dependent's coverage terminates due to the Participant's military service, the coverage shall be reinstated upon qualifying reemployment. An exclusion or waiting period shall not be imposed on the Participant or any Dependents in connection with the reinstatement of coverage upon qualifying reemployment if an exclusion or waiting period would not have been imposed had the coverage not been terminated due to military service. The preceding sentence shall not apply to the coverage of any illness or injury determined by the Secretary of Veterans Affairs or his or her representative to have been incurred in, or aggravated during, military service.

9.7 Protected Health Information.

(a) **Hybrid Entity.** The Plan is a hybrid entity within the meaning of 45 CFR Section 164.103. The health care reimbursement account program is the health care component of the Plan. As provided in 45 CFR Section 164.105(a), the privacy rules under the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") apply only to the health care component of the Plan. The health care component shall not disclose protected health information, as defined in 45 CFR Section 164.103 ("PHI") to a non-health care component of the Plan in circumstances in which the HIPAA privacy rules would prohibit such disclosure if the health care component and the other component were separate legal entities.

(b) **Disclosure of Protected Health Information to the District.**

(1) **Permitted and Required Uses and Disclosures of Protected Health Information.**

(A) **Plan Administration Functions.** Subject to the conditions of disclosure described in 9.7(b)(2), (3), and (4), the health care reimbursement account program, or the program's business associate, may disclose PHI to the District for plan administration functions. Plan administration functions means administration functions performed by the District on behalf of the program, such as quality assurance, claims processing, auditing, and monitoring. Plan administration functions are limited to activities that would meet the definition of payment or health care operations, as defined in 45 CFR Section 164.501, but do not include functions to modify, amend, or terminate the program or solicit bids from prospective issuers. Plan administration functions do not include any employment-related functions or functions in connection with any other benefits or benefit plans. These permitted and required uses and disclosures may not be inconsistent with 45 CFR Part 164, Subparts C and E.

(B) **Enrollment and Disenrollment Information.** The program, or the program's business associate, may disclose to the District information on whether the individual is participating in the program. Such disclosure is not subject to 9.7(b)(2), (3), and (4).

(C) **Summary Health Information.** The program, or the program's business associate, may disclose summary health information, as defined in 45 CFR Section 164.504(a), to the District, provided the District requests the summary health information for the purpose of modifying, amending, or terminating the program and the disclosure does not violate 45 CFR Section 164.502(9)(5)(i). Such disclosure is not subject to 9.7(b)(2), (3), and (4).

(2) **Conditions of Disclosure for Plan Administration Functions.** Disclosure of PHI to the District under 9.7(b)(1)(A) is permitted only upon receipt of a certification from the District that the Plan has been amended and the District has agreed to the following conditions regarding the use and disclosure of PHI. The District will:

(A) Not use or further disclose PHI other than as permitted or required by the program or as required by law;

(B) Ensure that any subcontractors or agents to whom the District provides PHI received from the program agree to the

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same restrictions and conditions that apply to the District with respect to such information;

(C) Not use or disclose PHI for employment-related actions and decisions or in connection with any other benefit or employee benefit plan of the District;

(D) Report to the program any use or disclosure of PHI that is inconsistent with the uses and disclosures provided for in the program or under HIPAA, of which it becomes aware;

(E) Make available PHI to comply with HIPAA's right to access in accordance with 45 CFR Section 164.524;

(F) Make available PHI for amendment and incorporate any amendments to PHI in accordance with 45 CFR Section 164.526;

(G) Make available the information required to provide an accounting of disclosures in accordance with 45 CFR Section 164.528;

(H) Make its internal practices, books, and records relating to the use and disclosure of PHI received from the program available to the Secretary of the Department of Health and Human Services ("DHHS"), or any other officer or employee of DHHS to whom such authority has been delegated, for purposes of determining compliance by the program with 45 CFR, Part 164, Subpart E;

(I) If feasible, return or destroy all PHI received from the program that the District still maintains in any form and retain no copies of such information when no longer needed for the purpose for which disclosure was made, except that, if such return or destruction is not feasible, limit further uses and disclosures to those purposes that make the return or destruction of the information infeasible; and

(J) Ensure that adequate separation between the program and the District, as required in 45 CFR Section 164.504(f)(2)(iii), has been established.

(3) Adequate Separation Between the Program and the District.

The District's Benefits Manager will have access to PHI under 9.7(b)(1)(A). The Benefits Manager shall only have access to and use of PHI to the extent necessary to perform the plan administration functions that the District performs for the program.

In the event that the Benefits Manager uses or discloses PHI in a way prohibited by the program or HIPAA, the District shall impose sanctions to ensure

that no further non-compliance occurs. Such sanctions may include an oral warning, a written warning, time off without pay, or termination of employment. The District shall determine the appropriate sanction based on the severity of the violation.

(4) Conditions of Disclosure of Electronic Protected Health Information. The provisions of this 9.7(b)(4) shall be effective April 20, 2006. Disclosure of electronic PHI, as defined in 45 CFR Section 160.103, to the District under 9.7(b)(1)(A) is permitted if the following rules are satisfied. The District will reasonably and appropriately safeguard electronic PHI created, received, maintained, or transmitted to or by the District on behalf of the program. The District will:

(A) Implement administrative, physical, and technical safeguards that reasonably and appropriately protect the confidentiality, integrity, and availability of the electronic PHI that it creates, receives, maintains, or transmits on behalf of the program;

(B) Ensure that any agent, including a subcontractor, to whom it provides such electronic PHI agrees to implement reasonable and appropriate security measures to protect the information;

(C) Ensure that the adequate separation required by 45 CFR Section 164.504(f)(2)(iii) and 9.7(b)(3) is supported by reasonable and appropriate security measures; and

(D) Report to the program any security incident of which it becomes aware.

9.8 Rescissions. This health care reimbursement account program will not rescind an individual's coverage under the program unless the individual (or a person seeking coverage on his or her behalf) performs an act, practice, or omission that constitutes fraud or makes an intentional misrepresentation of material fact, both of which are prohibited by the program. A rescission is as defined in 45 CFR § 147.128 or subsequent guidance. To the extent consistent with such guidance, a rescission is a cancellation or discontinuance of coverage that has retroactive effect (other than one due to a failure to timely pay required contributions). The program must provide at least 30 days advance written notice to each affected individual before coverage may be rescinded.

A Participant is prohibited from submitting for reimbursement an expense incurred by an individual other than the individuals described in 2.11. By submitting an expense for reimbursement, the Participant is making a representation that the expense is a Health Care Expense under 2.11. Whether an expense was incurred by an individual described in 2.11 is a material fact. The coverage of an individual who is not described in 2.11 may be rescinded if the requirements of this section are satisfied.

9.9 Mandatory Conversion of Account. The health care reimbursement Account of an Eligible Employee who is a Participant in this health care reimbursement account program immediately prior to October 1, 2013, and elects the Health Savings Account Benefit under 4.1(e) effective October 1, 2013, shall be converted, on a mandatory basis, to a dental and vision care reimbursement Account for the period of October 1, 2013, through December 31, 2013.

ARTICLE 10**DENTAL AND VISION CARE REIMBURSEMENT ACCOUNT PROGRAM**

10.1 General. This article is intended to qualify as an accident and health plan within the meaning of Code Section 106. It is intended that reimbursements under this program be eligible for exclusion from the gross income of Participants under Code Section 105(b). Reimbursements under this program are limited to expenses that qualify as dental or vision care under Code Section 223(c). Accordingly, this program shall be interpreted and construed in accordance with Code Sections 106, 105(e), and 223 and any regulations or other interpretations thereunder. This program represents one benefit that may be elected by Participants under the Portland Public Schools Cafeteria Plan, and a Participant under that Plan who elects the Dental and Vision Care Expense Reimbursement Benefit thereunder is deemed to be a Participant under this dental and vision care reimbursement account program.

10.2 Limitations. The maximum amount of coverage that may be elected as a salary reduction contribution under this dental and vision care reimbursement account program for a Plan Year shall equal \$2,500 (plus cost-of-living adjustments permitted under applicable law) (\$2,550 for Plan Years beginning on or after January 1, 2015), prorated for any short Plan Year.

10.3 Dental and Vision Care Expenses. Each Participant under this dental and vision care reimbursement account program will be entitled to receive for each Plan Year reimbursements of Dental and Vision Care Expenses that are incurred during the Plan Year and that are not paid or reimbursed by insurance or otherwise, up to the dollar amount of coverage elected by the Participant for that Plan Year.

There will be no reimbursement for premiums paid by a Participant for any kind of health insurance. For example, there will not be any reimbursement for premiums paid for other dental plan coverage, including premiums paid for dental coverage under a plan maintained by the employer of the employee's spouse or Dependent.

Dental and Vision Care Expenses incurred for medicines or drugs may be reimbursed under this dental and vision care reimbursement account program only if the medicine or drug (a) requires a prescription, (b) is available without a prescription (i.e., an over-the-counter medicine or drug) and the individual obtains a prescription, or (c) is insulin.

The coverage elected for a Plan Year is available only to reimburse expenses that are incurred during the Plan Year. An expense shall be treated as having been incurred when the dental or vision care that gives rise to the expense is provided or at the time the equipment, supplies, or drugs that give rise to the expense are purchased, and not when the Participant is formally billed, charged for, or pays for the expense.

10.4 Other Provisions. The provisions contained in 9.4 through 9.7 apply to this dental and vision care reimbursement account program and are hereby incorporated by reference into this Article 10.

ARTICLE 11**DEPENDENT CARE REIMBURSEMENT ACCOUNT PROGRAM**

11.1 Separate Program. This article is intended to qualify as a separate written dependent care assistance program within the meaning of Code Section 129. It is intended that reimbursements under this program be eligible for exclusion from the gross income of Participants under Code Section 129(a). Accordingly, this program shall be interpreted and construed in accordance with Code Section 129 and any regulations or other interpretations thereunder. To the extent that the requirements for such exclusion change under applicable federal law, the limitations and other rules set forth in this article shall automatically change to be consistent with such law.

This program represents one benefit that may be elected by Participants under the Portland Public Schools Cafeteria Plan, and a Participant under that Plan who elects the Dependent Care Reimbursement Benefit thereunder is deemed to be a Participant under this dependent care reimbursement account program, provided the Participant has one or more qualifying individuals at the time an election is permitted under the Portland Public Schools Cafeteria Plan. A “qualifying individual” means (a) a dependent of the Participant (as defined in Code Section 152(a)(1)) who is under age 13, or (b) a dependent (as defined in Code Section 21(b)(1)(B)) or the spouse of the Participant, if the dependent or spouse is physically or mentally incapable of self-care and has the same principal place of abode as the Participant for more than one-half of the taxable year. An individual shall not be treated as having the same principal place of abode as the Participant if at any time during the taxable year the relationship between the individual and the Participant is in violation of local law.

11.2 Nondiscrimination Requirements. The contributions and benefits provided under this program shall not discriminate in favor of highly compensated employees (as defined in Code Section 414(q)) or their dependents. The average benefits provided under all dependent care assistance programs of the District to nonhighly compensated employees must be at least 55 percent of the average benefits provided to highly compensated employees under all such programs.

11.3 Limitations. The amount of coverage that may be elected under this dependent care reimbursement account program for a Plan Year is limited to \$5,000 (the limit is \$2,500 for a married Participant who files a separate federal income tax return for the Plan Year); provided, however, that the coverage for an unmarried Participant shall not exceed the Participant’s earned income for the Plan Year, and the coverage for a married Participant shall not exceed the lesser of the Participant’s earned income or the spouse’s earned income for the Plan Year. “Earned income” means wages, salaries, tips, and other employee compensation, but only if such amounts are includible in gross income for the taxable year, plus the amount of net earnings from self-employment for the taxable year. Earned income shall be computed without regard to any community property laws. Amounts received from pensions and annuities are not included. Amounts to which Code Section 871(a) applies are not included. Earned income shall not include any amounts paid or incurred by any employer for the Participant under this or any other dependent care assistance program. The earned income of a Participant’s spouse for any month during which the spouse is a full-time student at an educational institution described in

Code Section 170(b)(1)(A)(ii) or is physically or mentally incapable of self-care shall be deemed to be not less than \$250 (if the Participant has one qualifying individual for the Plan Year), or \$500 (if the Participant has two or more qualifying individuals for the Plan Year). A full-time student is an individual who is enrolled at and attends the educational institution during each of five calendar months of the individual's taxable year for the number of course hours that is considered to be a full-time course of study. The enrollment for five calendar months need not be consecutive. School attendance exclusively at night does not constitute a full-time course of study. However, a full-time course of study may include some attendance at night.

11.4 Dependent Care Expenses. Dependent Care Expenses mean expenses for household services and expenses for the care of a qualifying individual, but only if the expenses are incurred to enable the Participant to be employed by the District for a period during which the Participant has a qualifying individual. Expenses for services outside the Participant's household will qualify only if the expenses are for the care of a dependent (as defined in Code Section 152(a)(1)) who is under age 13, or for the care of a qualifying individual who regularly spends at least eight hours each day in the Participant's household. If the outside services are provided by a dependent care center as defined in Code Section 21(b)(2)(D), the expense will qualify only if the dependent care center complies with all applicable laws and regulations of the applicable state or unit of local government. Dependent Care Expenses do not include expenses for services performed by an individual for whom a personal income tax exemption is allowable either to the Participant or the spouse, or expenses for services of a son, stepson, daughter, stepdaughter, or eligible foster child (as defined in Code Section 152(f)(1)(C)) of the Participant who has not attained age 19 at the close of the taxable year. For purposes of the preceding sentence, a Participant's child shall include a Participant's legally adopted child and a child placed with the Participant for adoption.

11.5 Administration. The plan administrator of this dependent care reimbursement account program shall be the same as for the Portland Public Schools Cafeteria Plan. The procedures for making and reviewing claims, plan administration, elections and revocation of elections, and reimbursement requests and payments shall be as set forth in the Portland Public Schools Cafeteria Plan.

ARTICLE 12**HEALTH SAVINGS ACCOUNT**

12.1 General. An Eligible Employee may elect to make pre-tax Compensation reduction contributions to an HSA under 4.1(e) subject to the terms of Article 3 and this article. To make such contributions, the Eligible Employee must (a) be an “eligible individual” within the meaning of Code Section 223(c), (b) be covered by an HDHP coverage option provided by the District, and (c) have established an HSA account with an HSA trustee/custodian satisfactory to the Plan Administrator. If an Eligible Employee elects the Health Savings Account Benefit, the District will contribute to the Eligible Employee’s HSA, subject to the Eligible Employee’s continuing eligibility to contribute to an HSA, an amount as determined by the District and listed on Exhibit C. In no event will an Eligible Employee be allowed to receive such District contribution as a Cash Benefit.

12.2 Maximum Amount of Contributions. In no event shall the annual amount of the Participant's pre-tax Compensation reduction contributions and the District Contributions to the Participant’s HSA exceed the annual limit described in Code Section 223(b). The limit is the annual statutory maximum under Code Section 223(b), as adjusted for cost-of-living increases (\$3,350 for single HDHP coverage and \$6,650 for family HDHP coverage in 2015), plus additional catch-up contribution amounts for Participants who are age 55 or older as described in Code Section 223(b)(3) (\$1,000 for 2015).

Subject to the following, if the Participant is not eligible to contribute to an HSA for the entire Plan Year under this Article 12, the maximum annual contribution will be prorated for the number of months in which the Participant is eligible to contribute to an HSA. If a Participant is eligible to make HSA contributions during the last month of a Plan Year, however, the Participant’s maximum annual HSA contribution for the Plan Year is the greater of the following:

- (a) The prorated amount described in the preceding sentence; or
- (b) The maximum annual HSA contribution under Code Section 223(b)(2)(A) or 223(b)(2)(B) based on the Participant’s HDHP coverage (self-only or family) December 1 of that Plan Year, plus catch-up contributions under Code Section 223(b)(3), if applicable.

12.3 Forwarding of Contributions. The District will forward contributions to the Participant’s HSA that the Participant has established with an HSA custodian or trustee. The Plan Administrator may limit the number of HSA providers to whom it will forward HSA contributions.

12.4 Status of HSA. The HSA Benefit under this Plan consists solely of the Participant’s ability to make pre-tax Compensation reduction contributions to the HSA and the District contributions that are made to the HSA. The terms and conditions of each Participant’s HSA are described in the HSA trust or custodial agreement provided by the applicable trustee or custodian and are not a part of this Plan.

The HSA is not an employer-sponsored employee benefit plan. It is a savings account that is established and maintained by an HSA trustee or custodian outside this Plan to be used primarily for reimbursement of “qualified medical expenses” as set forth in Code Section 223(d)(2). The District has no authority or control over the Participant’s use of the amounts contributed to the HSA, the investment or distribution of such amounts, or any other aspect of the HSA’s administration. The District’s sole duty is to forward the District contributions and Compensation reduction amounts elected by the Participant to the HSA custodian or trustee. Even though this Plan allows pre-tax Compensation reduction contributions to an HSA, the HSA is not intended to be a benefit plan sponsored or maintained by the District.

The District has caused this amended and restated Plan to be executed by its duly authorized representative as of the date set forth below.

**SCHOOL DISTRICT NO. 1,
MULTNOMAH COUNTY, OREGON**

By: _____

Date: _____

**EXHIBIT A
PORTLAND PUBLIC SCHOOLS
CAFETERIA PLAN**

**Plan Years
(Referent Section 2.16)**

The Plan Years of the separate premium payment benefits are as follows:

FEBRUARY 1 – JANUARY 31 PLAN YEAR

ATU/DCU/PFTCE

Full-Time and Part-Time Option 1 Employees:

- Kaiser
- Providence Personal Option Plan
- Providence Point of Service
- Trust Dental Plan
- Providence Vision
- Kaiser Vision
- VSP Vision
- Walgreens Prescription Mail Service
- Postal Prescriptions Mail Service
- Wellpartners Prescription Mail Service
- Providence Pharmacy Plan
- Kaiser Mail Service Pharmacy
- Caremark Mail Service Pharmacy
- Caremark Pharmacy Plan

Part-Time Option 2 Employees:

- Kaiser
- Providence Open Option Plan
- Providence Personal Option Plan
- Walgreens Prescription Mail Service
- Postal Prescriptions Mail Service
- Wellpartners Prescription Mail Service
- Providence Pharmacy Plan
- Kaiser Mail Service Pharmacy
- Caremark Mail Service Pharmacy
- Caremark Pharmacy Plan

PAT**Full-Time and Part-Time Option 1 Employees:**

- Kaiser
- Trust Preferred Provider Plan
- Providence Personal Option Plan
- Trust Dental Plan
- Kaiser Pharmacy Plan
- Providence Pharmacy Plan
- Caremark Pharmacy Plan
- Caremark Mail Service Pharmacy
- Kaiser Mail Service Pharmacy
- Providence Mail Service Pharmacy
- Trust Vision Plan
- Kaiser Vision Plan
- Trust Vision Plan

Part-Time Option 2 Employees:

- Kaiser
- Trust Indemnity Plan
- Providence Personal Option Plan
- Caremark Prescription Plan
- Caremark Mail Service Pharmacy
- Kaiser Pharmacy Plan
- Kaiser Mail Service Pharmacy

OCTOBER 1 – SEPTEMBER 30 PLAN YEAR**NON REPRESENTED AND SEIU EMPLOYEES****Full-Time and Part-Time Employees:**

- OEBB – ODS Medical Plan 6 PPO
- OEBB – ODS Medical Plan 7 PPO
- OEBB – ODS Medical Plan 9 – High Deductible Plan
- OEBB – Kaiser Medical Plan 1A
- OEBB – ODS Dental Plan 4
- OEBB – Kaiser Dental Plan 8
- OEBB – ODS Vision Plan 2
- OEBB – Kaiser Vision Plan 5
- OEBB – Kaiser Pharmacy Plan A
- OEBB – ODS Pharmacy Plan A
- OEBB – ODS Integrated Pharmacy Plan
- OEBB – Kaiser Orthodontia Plan A
- OEBB – ODS Orthodontia Plan

DCU TEAMSTERS**Full-Time and Part-Time Employees:**

- Teamsters Trust Medical Plan A
- Teamsters Kaiser Permanente Plan A
- Providence Health Plan PPO Plan A
- Teamsters Trust Kroger Pharmacy Plan A
- Teamsters Trust Dental Plan A
- Teamsters Trust VSP Vision Plan

**EXHIBIT B
PORTLAND PUBLIC SCHOOLS
CAFETERIA PLAN**

**Cash Out of District Contribution
(Referent Section 4.1(d))**

A Participant for whom the Plan Year under Exhibit A would be October 1 through September 30 shall be entitled to \$275 in taxable cash compensation in each month in which he or she elects not to receive (and does not receive) coverage under the District's medical, dental, and vision plans, provided the Participant demonstrates to the Plan Administrator's satisfaction that he or she has coverage under another group medical plan, including a government provided basic medical plan.

**EXHIBIT C
PORTLAND PUBLIC SCHOOLS
CAFETERIA PLAN**

**District Contribution
(Referent Section 5.1(c))**

The amount of the District monthly contribution for each Plan Year for each Participant shall be the District's share of the premium for coverage under the District-provided group health plans.

The District will contribute the following additional amount for each Eligible Employee who elects the Health Savings Account Benefit described in 4.1(e): (1) \$150 per month for an Eligible Employee enrolled in self-only coverage under a District-provided HDHP option, or (2) \$275 per month for an Eligible Employee enrolled in family coverage under a District-provided HDHP option.

Amendment to the [Cafeteria Policy 5.10.090-P](#)

Delete all contents of the current policy.

Amend by adding the following language:

In order to deliver on its Mission and Vision, Portland Public Schools needs to attract, retain and support a qualified workforce. In support of that, PPS offers comprehensive employee benefit offerings including health and wellness benefits and flexible spending accounts.

Legally required compliance changes to the District Cafeteria Plan will be publicly posted 10 days before plan changes are made, and the financial implications of the changes will be shared with, and may be reviewed by, the Board. Changes to the Cafeteria Plan that represent new material benefit programs will be approved by the Board.

The District's Cafeteria Plan will be publicly posted.



MEMO

TO: Policy Committee

FROM: Robyn Faraone, Director of Strategic Partnerships

DATE: November 1, 2021

SUBJECT: District Foundation Policy 7.10.030-P and School-based Groups and Fundraising at Portland Public Schools 7.10.020-P

The Fund for PPS has a website that provides the history and comprehensive information on the topic of school-based foundations: <https://fundforpps.org/localschoolfoundations>. Scroll down to the bottom of the page and click on the tabs entitled: [Compare](#), [Explore](#) and [FAQs](#).

In addition, here is a [Budget Heatmap with Foundation FTE](#) prepared by the Budget and SPP departments which summarizes school demographics and the staffing paid for from school-based foundations in the last four years. Updated 2021-22 will be available in the first week of December, as that team prepares for the next budgeting cycle.

Below are answers to the other questions raised at the October 19th Policy Committee Meeting.

1. What do other districts do regarding FTE?

[Lake Oswego Schools Foundation](#)- Fundraises for FTE in one central pot.

[Beaverton Education Foundation](#)- No fundraising for FTE. Centrally pools money.

[North Clackamas Education Foundation](#)- No fundraising for FTE.

[Foundation for Vancouver Public Schools](#)- No fundraising for FTE.

[Alliance for Education](#) (Seattle Public Schools)- Raises money for district wide programs but also "supports 120 school-based groups, booster clubs, etc.," that pay for FTE, with fiscal services. This group has asked questions about the PPS model to potentially bring more equity to their current practices.

2. What specific staff positions have been purchased for the last three years with foundation dollars? What is the PPS Parent Fund being spent on?

You can find the number and type of position funded with foundation dollars in the [Budget Heatmap with Foundation FTE](#), and how PPS Parent Funds are typically spent in the [PPS Parent Fund Grant Descriptions](#). We do not have reliable data on the actual positions added with foundation dollars because until this year, the District allowed schools to pay for the lowest paid staff with their grants, not necessarily the actual position added.

3. What are the leverage points that we can influence?



MEMO

The District allows PTAs and other school-based entities to pay for services that directly impact the school environment and education at those schools (e.g. indoor & outdoor facilities improvements, contracts with educational nonprofits). PPS has to approve of these purchases, so these are potential leverage points for increasing equity.

4. What would be the timing of any changes to policy that would be least disruptive?

If the Board were going to change the rules for school-based foundations and their ability to fundraise for FTE, it would need to become effective in a new fiscal year (July 1, 2022) because fundraising is already underway this year which will be used for 2022-23.



FROM: Jonathan Garcia, Chief of Staff
DATE: November 8, 2021
SUBJECT: FY22 Independent Local School Foundations Commitment | Changes to Operation

Chair Brim-Edwards requested information about school foundations who have a commitment letter on file for the FY22. I am providing that information below, with additional context.

Back in January 2021, we informed local school foundation leaders and school administrators that we were making changes to PPS School Foundations procedures.

Historically, there have been around eight independent school foundations that operate as independent 501(c)(3) nonprofit organizations: Ainsworth, Bridlemile, Chapman, Cleveland, Duniway, Forest Park, Lincoln, West Sylvan.

Prior to this school year, these Independent School Foundations made financial commitments to schools to expense FTE staffing decisions at their schools, but did not have to submit payment until the end of the school year.

We have now shifted the timeline for when Independent School Foundations Pay the District (fundraise for the following school year and pay the District by August, rather than reimbursing the District at the end of the school year). This change becomes effective Aug. 1, 2022 for FY23.

Why did we make this change?

- We understand that current practices of how we use foundation dollars may allow us to maximize resources and potentially fund other school-level RESJ strategies. However, we need to create more consistency and transparency in our practices in order to reduce inequities across the district.
- We need to increase our transparency with the community about what funds are raised for and how they are actually spent.
- We cannot mix funds in the back-end due to reporting requirements.
- This change will decrease liability for the district since the district will be able to have the funds before those costs are incurred by the district.

FY 22 Commitment Letters (Final)

School	FY22 Commitment from Independent Foundations (\$)	FY22 Budget Available (After 1/3 Contribution to PPS Parent Fund) (\$)
Ainsworth	147,924.63	101,950
Bridlemile	212,000	144,667
Chapman	93,000	65,333
Cleveland	90,000	63,333

Duniway	355,000	240,000
Forest Park	111,000	77,333
Lincoln	250,000	170,000
West Sylvan	42,234.25	31,490
Total	1,301,158.88	894,1060

7.10.030-P District Foundation

The Board authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the district for special and general purposes. The purposes of funds administered by the foundation may include pay for ~~instructional staff (FTE)~~, educational enhancements such as equipment, supplies, extended day activities and contracts and other activities of benefit to the district and its students. It is the intent of the Board that the foundation be guided by priorities of equity, educational excellence, preservation of a strong public school system and support district wide implementation of the Oregon Educational Act for the 21st Century, district mission and goals. Both the Board and the foundation board of directors will receive annual evaluations for all funded projects. **In addition, the foundation (The Fund for Portland Public Schools) will provide an annual report detailing expenditures to benefit individual schools.**

No funds can be donated to PPS to be used to directly or indirectly purchase any portion of a staff position (FTE). This includes but is not limited to donations raised or given by The Fund for Portland Public Schools, school foundations, PTAs, individuals, corporations, and other entities.

All exceptions, waivers, carryover funds, etc. that allow for direct or indirect fundraising to buy District FTE or equivalent will no longer apply, including but not limited to those referenced in the following Board policies, resolutions and directives:

- **Districtwide Foundation Principles (5/12/94)**
- **Guidelines for Fundraising/Gifts (7/1/98)**
- **Resolution 9577, adopting Guidelines (10/12/98)**
- **Resolution 3820 (12/10/07)**

The foundation will be incorporated under Oregon Revised Statutes and registered as a tax-exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be operated in conformance with established district wide foundation principles and governed by a board of directors whose selection, membership and functions will be set forth in the foundation's by-laws.

The district shall create an annual report, by school, listing any non-FTE supports or contract positions paid for in individual schools with donated funds.

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.

5.60.010-P Administrative Employees' Terms of Employment

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I. Definitions

- (1) Superintendent; Licensed Administrators; Non-Licensed Administrators
 - (a) Superintendent – Appointed by the Board and holds a valid, permanent or temporary Superintendents' license from the Oregon Teacher Standards and Practices Commission (TSPC.)
 - (b) Licensed Administrators – employees who have met the standards and administrative licensing requirements of the TSPC, hold a current administrator's license with TSPC, and are employed in a District position that requires TSPC licensing.
 - (c) Non-licensed Administrators - Employees of the district that are not represented by a bargaining unit, do not meet the definition of "Licensed Administrator" or "Superintendent," and whose position is classified as Grade 20 or higher on the Administrator, Supervisor, and Professional/Technical (03) salary schedule. For purposes of this policy and related Administrative Directives, a non-licensed administrator may hold a valid teaching or administrative license, but is not required by their current position to be licensed.
- (2) Employment Contracts - a binding written agreement between a Licensed Administrator or a Non-licensed Administrator and the Superintendent representing the District. All employment contracts must comply with this policy. For Licensed Administrators the employment contract must also be in compliance with ORS 342.845 (5) & (6), and policy 5.60.010-P.

II. Scope and Application

- (1) This policy applies to all PPS employees whose job duties or requirements meet the definition of licensed or non-licensed Administrator as defined in this policy.
- (2) Notwithstanding II (1) above, the terms of employment and contract provisions for the Superintendent are not covered by this policy.
- (3) Terms of employment for Administrators required by statute or allowed by this policy to have a written contract will be outlined by their individual contract. Any issues not covered by the written contract will be governed by this policy or any appropriate policy or administrative directive.

5.60.010-P Administrative Employees' Terms of Employment

- (4) Terms of employment for Administrators not required or allowed a written contract will be governed by this policy or any appropriate policy or administrative directive.

III. General Terms of Employment – Licensed and Non-licensed Administrators

(1) Appointments

- (a) The Board upon recommendation by the superintendent shall authorize the promotion of an existing employee or the hiring of a new employee into an administrative position.
- (b) The candidate for the administrative position shall meet standards of eligibility established for such a position, possess training and experience relevant to such a position, and, in the opinion of the superintendent, be a qualified candidate. The Board and Superintendent shall follow District policies regarding Equal Employment Opportunity.
- (c) Except as stated in this policy, no administrator shall begin work for the District prior to Board approval of the employment contract. Exceptions shall be approved by the Superintendent and the Chair of the Board in writing, and the full Board shall be informed of the exception prior to the work commencing. The employment contract shall presented to the full Board at the next scheduled Board meeting

- (2) Assignments. The superintendent shall have authority to assign, or alter the assignment of, and to transfer any or all administrators in accordance with Oregon law and Board policies and directives.

(3) Employment contracts.

- (a) The Superintendent shall develop a standard administrative contract. The standard contract of employment shall comply with all policies and administrative directives. The standard employment contract shall contain:
- (A) Starting date;
- (B) Position title;
- (C) Work year length; however, the work year length specified in the contract may be amended or shortened due to the fiscal status of the District. If the work year is shortened and/or a furlough is imposed upon employees, the administrator's yearly salary will be adjusted accordingly;
- (D) Starting salary;

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5.60.010-P Administrative Employees' Terms of Employment

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- (E) An ending or optional renewal date;
 - (F) Terms for participation in "pay for performance program, if such a program is available and approved by the Board and Superintendent; and,
 - (G) Term of contract and conditions for contract termination, extension, and employee resignation.
- (b) The employment contract for all administrators shall be the standard administrative contract. The superintendent must seek Board approval for any exceptions to the standard contract for any particular administrator prior to the hiring or assignment of that individual.
 - (c) Each administrator shall have a current employment contract on file in the district central office.
 - (d) Administrative contracts shall not contain provisions to expressly obligate the district to compensate an employee for work that is not performed. The employment contract may include a provision that would permit payment of severance pay of an equivalent of no more than 90 days of the base salary of the terminated employee.
- (4) Benefits.
- (a) The Superintendent shall develop a benefit plan that may include medical, dental, vision, long-term disability, life insurance, participation in annuity or other tax benefit program. The Board, prior to implementation, shall approve the benefit plan, and addendums to the plan, recommended by the Superintendent.
 - (b) All Licensed and Non-licensed Administrators shall receive identical benefits outlined in (4)(a) unless the benefit plan specifies otherwise.
- (5) Evaluation. The District shall endeavor to evaluate the performance of Administrators approximately annually, or at such other intervals as may be established by district policy or administrative directive.
- (6) Salary Schedules.
- (a) The Superintendent shall develop salary schedules for all Administrator positions. When developing the salary schedules, the Superintendent shall consider the need to attract high quality employees as well as to work within the budgetary limitations of the District. The Board shall approve the salary schedules.

5.60.010-P Administrative Employees' Terms of Employment

- (b) Administrator salary schedules shall be based on a market analysis of compensation and benefits received for like positions in the relevant public market.
 - (c) The development of the salary schedule for Licensed Administrators shall also include consultation with a representative group of licensed administrators.
 - (d) The administrator salary schedules approved under this policy shall be published annually in the district budget report.
 - (e) The salary of an individual newly hired or appointed to an Administrator position shall be determined with reference to the applicable Board approved salary schedule and following an evaluation of their training, experience, and the nature of the administrative position.
- (7) PERS: The district shall make the employer contribution to PERS. The employee contribution to PERS shall be made through a pre-tax deduction from the Administrator's salary.
- (8) Travel Reimbursement.
- (a) The Superintendent shall develop a schedule of reimbursement for necessary travel for Administrators.
 - (b) The schedule may include a stipend for related travel.
 - (c) The schedule shall include actual mileage reimbursement levels.
 - (d) The schedule shall be codified in District policy and administrative directives.

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IV. Additional Terms of Employment - Licensed Administrators

- (1) A licensed administrator below the rank of assistant superintendent shall serve a probationary period of three years. The administrator and the district may mutually agree to a shorter probationary time period.
- (2) Following successful completion of the probationary period, a licensed administrator shall, in accordance with ORS 342.845 (5), be employed pursuant to a three-year employment contract.
- (3) Subsequent dismissal, reduction in pay, or contract non-extension shall be according to provisions of Oregon Law.

5.60.010-P Administrative Employees' Terms of Employment

V. Additional Terms of Employment – Non Licensed Administrators

- (1) Vacation leave for non-licensed administrators shall be granted in accordance with policy 5.60.031-P.

VI. Recruitment/Moving Expenses – Licensed and Non-Licensed Candidates

- (1) Administrators normally will be expected to pay their own expenses associated with traveling and relocating to accept employment with the District, such as the expense of traveling to attend job interviews, travel to look for new housing, expenses associated with the sale of an existing home or purchase of a new home and expenses associated with moving a household to the Portland area. .
- (2) In exceptional circumstances, the District may agree in advance to reimburse certain limited, reasonable expenses, such as the reasonable cost of travel and moving household goods, incurred by the Administrator in relocating to accept District employment. Such exceptional instances may involve a position for which it is difficult to find a qualified candidate after the District has undertaken reasonable recruitment efforts. This may occur, for instance, when the salary offered by the District is below market-rate and the District is not able to change the salary or a sufficient number of qualified candidates do not exist. Reimbursement for relocation expenses shall be the exception rather than the rule and shall be kept to a minimum amount necessary to meet the District's recruiting objectives.
- (3) Any offer to reimburse travel for candidates or relocation expenses shall be approved in advance in writing by the superintendent before this benefit is offered to the candidate.
- (4) The Superintendent shall develop an administrative directive specifying allowable travel or moving expenses for candidates and new administrative employees.
- (5) The Board shall review and approve the administrative directive.

VII. Effective Dates

The effective date for new administrators, current non-contract administrators is upon Board approval of this policy.

Legal References: ORS 332.505, 332.507, 342.120, 342.140, 342.200, and 342.845(5)&(6)

History: 6/71, 5/76, 12/77, 1/79, 9/95, amended 2/28/2005 Board Action 3225

5.60.010-P 11/9/21 DRAFT

Delete Section III(1) (a) and (c) and (2)

Insert a new Section III (a)

(1) Appointments & Assignments. The Superintendent shall have authority to appoint, assign, or alter the assignment of, and to transfer any or all Nonrepresented Employees, in accordance with Oregon law, Board Policies, and District Administrative Directives, except for the employees of the Office of the Independent Performance Auditors whom are appointed by the Board.



FROM: Rosanne Powell, Senior Board Manager
DATE: November 3, 2021
SUBJECT: Implementation of changes to the Civic Use of Buildings Policy

At the October 19 Policy Committee meeting, there was a request for staff to provide an update on the implementation of the changes to the [3.30.010-P Community Use of School Buildings and Facilities Policy](#) adopted in May of 2019. These changes allow for schools identified as Title 1, Comprehensive Supports and Intervention (CSI) Schools, and Targeted Supports and Interventions (TSI) Schools to be provided one fee waiver annually, to cover fees associated with opening, preparation, cleaning, and closure procedures of overtime custodial coverage for PTA/PTO/Booster Club sponsored events.

In September 2019, the Civic Use of Buildings Office sent a communication to building administrators at schools who qualified for the waiver. Between October 2019 and February 2020 (before the pandemic closed buildings), a total of four schools took advantage of the waiver for school-sponsored activities.

Portland Public School District 1st Reading

DATE OF FIRST READING: November 02, 2021

PUBLIC COMMENT FOR Rescissions of the following policies:

- 3.40.091: Traffic Safety Patrols
- 4.50.010: Student Interviews And Errands
- 4.50.020: Health Services
- 4.50.023: Dental Health Services
- 5.20.100: Physical And Mental Health Of Staff Members
- 6.10.013: Career Education – Learning Opportunities

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

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

Last Date for Comment: November 23, 2021

Summary:

Rescissions of the following policies:

- 3.40.091: Traffic Safety Patrols
- 4.50.010: Student Interviews And Errands
- 4.50.020: Health Services
- 4.50.023: Dental Health Services
- 5.20.100: Physical And Mental Health Of Staff Members
- 6.10.013: Career Education – Learning Opportunities

1st Reading by:

Julia Brim-Edwards
Portland Public School Board

Recommended for a 1st Reading by:

Portland Public Schools Board of Education
Policy Committee

Draft Policy Website: <https://www.pps.net/Page/11911>

Contact:

Rosanne Powell, Senior Board Manager

Address:

P.O. Box 3107, Portland, OR 97208-3107

Telephone:

503-916-3741

E-mail:

schoolboard@pps.net

Included in Packet	Page
Staff Report	03
3.40.091: Traffic Safety Patrols	04
4.50.010: Student Interviews and Errands	05
4.50.020: Health Services	06
4.50.023: Dental Health Services	07
5.20.100: Physical and Mental Health Of Staff Members	08
6.10.013: Career Education – Learning Opportunities	09



PORTLAND PUBLIC SCHOOLS
OFFICE OF LEGAL COUNSEL

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

Date: November 2, 2021
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Recommendations for policy rescissions

The Board Policy Committee met on October 19, 2021 to discuss resumption of review of policies to determine which needed updates and which should be rescinded. Six policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following six policies be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. **3.40.091-P Traffic Safety Patrols**

This policy was adopted in 1971 and amended in 2002. The policy is outdated in both content and language that does not constitute a policy.

b. **4.50.010-P Student Interviews and Errands**

This policy was adopted in 1971 and amended in 2002. The policy has outdated language and the content is better reflected in the Student's Rights Regarding Searches and Professional Conduct policies.

c. **4.50.020-P Health Services**

This policy was adopted in 1971 and amended in 2002. The policy has outdated language and is a long-standing practice that is governed by statute, contracts and Board resolutions.

d. **4.50.023-P Dental Health Services**

This policy was adopted in 1971 and amended in 2002. The statutes upon which the policy was based have been repealed and the policy is out of date and not needed for dental clinics.

e. **5.20.100-P Physical and Mental Health of Staff Members**

This policy was adopted in 1971 and amended in 1995. The policy is outdated in both content and language. The District does not employ a medical advisor and there are current practices in place to reflect the intent of this policy.

f. **6.10.013 Career Education- Learning Opportunities**

This policy was adopted in 1971 and amended in 2002. The District has career education programs; however, this is not a policy.

3.40.091-P Traffic Safety Patrols

- (1) Schools should include in their safety education programs instruction on avoiding traffic, sidewalk and street hazards. In addition, because younger children may need special assistance in crossing streets while going to and from school, the office of superintendent shall make recommendations to the Traffic Safety Division or other appropriate agency in the formation and operation of student patrols. From time to time the superintendent may identify situations where such programs are insufficient and make recommendations to the appropriate governmental agency for the resolution of those problems.
- (2) Participation by students as safety patrol members must be by written consent of their parents, and special programs of training shall be provided to assure the effective performance of safety patrol duties.

Legal References: ORS 339.650 - 339.665; ORS 811.015

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



4.50.010-P Student Interviews And Errands

(1) Interviews.

- (a) Since the Board and its employees are responsible for the welfare of Portland students, ordinarily only employees of the district engaged in official business shall be permitted to interview a student. In unusual circumstances, when it is deemed in the best interest of the student and the school, another person may be authorized by the principal or his/her designated representative to contact a student. When an interview by another person is authorized, a staff member designated by the principal shall be present at the interview, except when such person is a parent or legal guardian. (Refer to special provisions on child abuse for law enforcement officers and Services to Children and Families caseworkers.)
- (b) An overriding issue in determining when a person who is not a parent is to be permitted to contact a student in school is whether or not such an interview is in the best interest of the student and the school. Principals are directed to exercise extreme care in granting such permission.
- (c) When parents are divorced, it may be necessary to obtain information about visitation rights of the respective parents before permitting contact with students while in school.

(2) Errands.

- (a) Students shall not be sent from the school premises by any member of the school staff to perform errands, except when necessary to the operation of the school, and then only with parental permission.

Legal References: ORS 329.150; ORS 332.107; ORS 419B.015

History: Adpt 6/71; Amd 11/82; Amd 9/9/02; BA 2420

Letter Opinion, Office of the Attorney General (August 18, 1986)

4.50.020-P Health Services

- (1) Although the primary responsibility of the district is for the education of children, the health and welfare of the students in the Portland schools is a matter of major concern to the Board. It is the intent of the Board that school programs in general be conducted in a manner which enhances student and personnel health and which is conducive to good health practices.
- (2) Physicians, licensed nurses and other personnel of the designated public health agency who may provide direct health services or consultation with school staff regarding student health problems are authorized to provide services in the schools to the extent that their services may be available and in accordance with resolution services and/or contractual agreements developed cooperatively with the district.
- (3) The superintendent shall direct the development of programs through which the intent of this policy shall be carried out and through which all members of the district staff are apprised of their responsibilities in this sphere.

Legal References: OAR 581-022-0705; OAR 581-022-1420; OAR 581-022-1440

History: Adpt 6/71; Amd 7/12/76; Amd 9/9/02; BA 2420

4.50.023-P Dental Health Services

- (1) In the interest of good dental health for all students, instruction of healthful dental care practices shall be a part of the instructional program in the schools of the district. Through such programs it is hoped that all students will develop sound oral health habits.
- (2) In order to meet the particular oral health needs of low-income students, the Portland schools, in conjunction with the Multnomah County Dental Society and the Assistance League of Portland, may operate a dental clinic. Such clinic or clinics shall provide for the dental care needs of low-income children in the elementary grades K-8. The office of the superintendent shall arrange with the Assistance League for the services of dentists and such other personnel and programs necessary to the operation of the dental clinic. The Assistance League shall schedule all patients, provide the volunteer dentists, provide the services of full-time dentists, maintain all records and underwrite all prosthetic appliances. The district shall provide building space, equipment and supplies as deemed appropriate.

Legal References: ORS 336.375 - 336.420

History: Adpt 6/71; Amd 9/9/02; BA 2420



5.20.100-P Physical And Mental Health Of Staff Members

The physical and mental health of persons who work in the education of young people is vital. Emotional stability, adequate physical vitality and general good health essential to the performance of duties must be assured for appointment to and continuance in the district.

- (1) **Appointment and Duties of Medical Advisor.** Accordingly, the Board shall select a duly qualified physician to serve at its pleasure as the medical advisor for the school district. He/she shall perform such medical examinations as may be required in accordance with Board policy and the procedures established by the office of the superintendent. He/she shall also act as the medical examiner for the teacher's retirement system.
 - (a) Compensation of the medical advisor shall be determined by the Board and shall be either on a retainer or fee basis or both.
 - (b) The medical advisor shall have authority to obtain the services of consultants and laboratories when he/she deems such service is necessary. The cost of these services shall be borne by the school district, provided that an examination costing in excess of \$100 shall not be conducted without prior authorization of the office of the superintendent.
- (2) **Superintendent's Responsibility.** The superintendent shall develop procedures which assure that a probationary and/or a permanent teacher shall be referred to the when his/her emotional stability, physical capacity or general health are such as to raise doubt about his/her ability to carry out of his/her assignment.

Legal References: ORS 332.107; ORS 342.513; ORS 342.545; Rehabilitation Act of 1973, 29 U.S.C.A. Sections 504, 791, 793 and 794 (West 1985); Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt. 6/71; Amd. 5/76; Amd. 7/12/76; Amd. 9/95

6.10.013-P Career Education – Learning Opportunities

The public schools are responsible for providing every young person with learning opportunities that will enable him/her to discover his/her individual interest and abilities. Those learning opportunities should help the student explore the many avenues of productive activity that might challenge and extend his/her talents of choice, self-direction, self-discipline and responsibility. Therefore, an orientation to the world of work and preparation for a career are necessary to each student's development. The Board gives priority to career education programs and will provide additional financial assistance to such programs as it becomes possible.

Legal References: ORS 366.035; OAR 581-022-0405

History: Adpt 6/71; Amd 9/9/02; BA 2421



Portland Public School District 1st Reading

DATE OF FIRST READING: November 02, 2021

PUBLIC COMMENT FOR **Policy 5.60.031-P:** **Vacations and District Holidays**

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

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

Last Date for Comment: November 23, 2021

Summary: **Vacations and District Holidays 5.60.031-P**

1st Reading by: **Julia Brim-Edwards**
Portland Public School Board

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

Draft Policy Web Site: <https://www.pps.net/Page/11911>

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

Included in Packet	Page
Proposed Policy - Redlined with changes proposed at 11/02/21 meeting	03
Proposed Policy - Revisions Version 1 - Redlined Policy 1st read 10/12/21	04
Original Policy	06
Staff Memo	07



Vacation 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.

Legal references: ORS 332.107; ORS 332.505

History: Adopted 6/71; Amended 5/02, 6/24/02, 11/2021

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

Completed Years of Employment	Days of vacation/rate of
accrual 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

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

I. Vacation Eligibility and Accrual Rate

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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.

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

Portland, Oregon



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