

Regular Meeting
Tuesday, June 28, 2022 6:00 PM

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

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Consent Agenda: Resolutions 6526 through 6535, and 6539 Vote- Public Comment Accepted
 - 2.(a) Resolution 6526 - Adoption of the Index to the Minutes
 - 2.(b) Resolution 6527 - Expenditure Contracts
 - 2.(c) Resolution 6528 - Revenue Contracts
 - 2.(d) Resolution 6529 - Head Start
 - 2.(e) Resolution 6530 - Head Start
 - 2.(f) Resolution 6531 - Head Start
 - 2.(g) Resolution 6532 - Head Start
 - 2.(h) Resolution 6533 - Authorizing Board Travel
 - 2.(i) Resolution 6534 - Clarification of middle school enrollment options for Rigler neighborhood students
 - 2.(j) Resolution 6535 - Resolution to approve a Cost of Living Adjustment for Non-Represented Employees for Fiscal Year 2022-2023
 - 2.(k) Resolution 6539 - Resolution to Approve Adding a Jumpstart Days for 6th, 9th, 12th graders for the 2022-23 School District Calendar
3. 6:10 pm - Student and Public Comment
4. 6:30 pm - Student Representative's Report
5. 6:40 pm - Superintendent's Report
6. 6:50 pm - Board Committee and Conference Reports
7. 7:00 pm - Portland Association of Teachers and School District No. 1J, Multnomah County, Oregon, Ratification of the Collective Bargaining Agreement 2022 - 2023 (Resolution 6536) Vote - Public Comment Accepted
8. 7:10 pm - Service Employees International Union and School District No. 1J, Multnomah County, Oregon, Ratification of the Collective Bargaining Agreement 2022 - 2023 (Resolution 6540) Vote - Public Comment Accepted
9. 7:25 pm - Resolution to Adopt Portland Public Schools Board Goals for 2022-2027 (Resolution 6538)
10. 7:40 pm - First Reading of Policy Rescissions
 - Risk Management Program Policy 8.60.010-P
 - Student Transportation Policy 8.60.030-P
 - Capital Projects Policy 8.80.015-P
11. 7:45 pm - First Reading of Policy Revisions
 - Workers' Compensation- Self Insurance 8.60.022-P
12. 7:50 pm - Other Business / Committee Referrals
13. 7:55 pm - Adjourn

RESOLUTION No. 6526

The Following Index to the Minutes are offered for Adoption:

- June 14, 2022 - Regular Meeting



Index to the Minutes

(Draft for Approval)

Regular Meeting

June 14, 2022

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on June 14, 2022. In accordance with ORS 192.650, the District’s official School Board Meeting Minutes are maintained via video recording and may be viewed at <https://www.youtube.com/watch?v=4alsetA6j8Q&list=PL8CC942A46270A16E&index=6&t=2570s>

Attendance

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

Absent: None

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LIST OF RESOLUTIONS

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ACTIONS TAKEN

- **Resolution 6500: Adoption of the 2022-2023 Regular Board Meeting Calendar**

Director Greene moved and Director Kohnstamm seconded the motion to approve Resolution 6500. The motion was put to a voice vote and passed (7 yes – 0 no) with Student Representative Weinberg voting yes (unofficial)

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

- **Resolution 6501: Resolution to Rescind Board Policies**

Director Greene moved and Director Hollands seconded the motion to approve Resolution 6501. The motion was put to a voice vote and passed (7 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)

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

- **Resolution 6502: Resolution to Adopt Revised Diploma Requirements Policy 4.20.042-P**

Director Greene moved and Director Scott seconded the motion to approve Resolution 6502. The motion was put to a voice vote and passed (7 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)

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

- **Resolution 6503: Resolution to Adopt revised Integrated Pest Management Policy 3.30.082-P**

Director Hollands moved and Director Greene seconded the motion to approve Resolution 6503. The motion was put to a voice vote and passed (7 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)

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

- **Consent Agenda – Resolutions 6515 through 6519 and 6525**

Director Greene moved and Director Lowery seconded the motion to approve Resolution 6515 through 6519 and 6525. The motion was put to a voice vote and passed (7 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)

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

- **Technical Amendment to the adopted budget for Fiscal Year 2022-2023 as Recommended by the TSCC**

Director Scott moved and Director Lowery seconded the motion to make a technical amendment to the adopted budget for FY 2022-2023 as recommended by the TSCC. The motion was put to a voice vote and passed (7 yes - 0 no), with Student Representative Weinberg voting yes (unofficial)

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

- **Resolution 6520: Impose Taxes and Adoption of the 2022-23 Budget for School District No. 1J, Multnomah County, Oregon**

Director Scott moved and Director Lowery seconded the motion to approve Resolution 6520. The motion was put to a voice vote and passed (6 yes, 1 no) with Student Representative Weinberg voting yes (unofficial)

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

- **Resolution 6521: Amendment No. 2 to the Fiscal Year 2021-22 Budget for School District No. 1J, Multnomah County, Oregon**

Director Scott moved and Director Brim-Edwards seconded the motion to approve Resolution 6521. The motion was put to a voice vote and passed (7 yes – 0 no) with Student Representative Weinberg voting yes (unofficial)

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

- **Resolution 6522: Resolution to Adopt Revised Administering Medicines to Students Policy 4.50.026-P**

Director Greene moved and Director Hollands seconded the motion to approve Resolution 6522. The motion was put to a voice vote and passed (7 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)

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

- **Resolution 6523: Resolution to Adopt Revised Weapons Prohibited Policy 3.30.014-P**

Director Greene moved and Director Kohnstamm seconded the motion to approve Resolution 6523. The motion was put to a voice vote and passed (7 yes - 0 no), with Student Representative Weinberg voting yes (unofficial)

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

- **Resolution 6524: Resolution to Recognize June as Pride Month in Portland Public Schools**

Director Scott moved and Director Brim-Edwards seconded the motion to approve Resolution 6524. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

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

RESOLUTION No. 6500

Calendar of Regular Board Meetings School Year 2022-23

RESOLUTION

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2022-23 school year. Regular Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and, unless otherwise noticed, begin at 6:00pm on Tuesdays. Board meetings may be held in a school building and all will be live streamed.

July 12, 2022	January 24, 2023
August 9, 2022	February 7, 2023
August 23, 2022	February 21, 2023
September 06, 2022	March 7, 2023
September 20, 2022	March 21, 2023
October 11, 2022	April 11, 2023
October 25, 2022	April 25, 2023
November 1, 2022	May 9, 2023
November 15, 2022	May 23, 2023
December 13, 2022	June 13, 2023
January 10, 2023	June 27, 2023

RESOLUTION No. 6501

Resolution to Rescind Board Policies

Rescission of

- i. 3.30.080-P Resource Conservation
- ii. 5.50.070-P Reimbursement of Expenses
- iii. 5.60.020-P Term of Administrative Contracts
- iv. 6.30.020-P Special Education Students and CIM
- v. 8.50.100-P Public Contracting and Purchasing Rules
- vi. 8.80.010-P High Performance Facility Design
- vii. 4.40.040-P Rose Festival Programs
- viii. 5.20.030-P Appointment of Teachers
- ix. 6.60.010-P Summer Schools

RECITALS

- A. On March 9, 2022 the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 3.30.080-P Resource Conservation
 - ii. 5.50.070-P Reimbursement of Expenses
 - iii. 5.60.020-P Term of Administrative Contracts
 - iv. 6.30.020-P Special Education Students and CIM
 - v. 8.50.100-P Public Contracting and Purchasing Rules
 - vi. 8.80.010-P High Performance Facility Design
- B. On April 5, 2022, the Board presented the first reading of each of those policies for rescission.
- C. On April 20, 2022 the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 4.40.040-P Rose Festival Programs
 - ii. 5.20.030-P Appointment of Teachers
 - iii. 6.60.010-P Summer Schools
- D. On May 10, 2022, the Board presented the first reading of each of those policies for rescission.
- E. The public comment period was open for at least 21 days for each of the policies, and no public comments were received.

RESOLUTION

The Board hereby rescinds each of the following policies:

- i. 3.30.080-P Resource Conservation
- ii. 5.50.070-P Reimbursement of Expenses
- iii. 5.60.020-P Term of Administrative Contracts
- iv. 6.30.020-P Special Education Students and CIM
- v. 8.50.100-P Public Contracting and Purchasing Rules
- vi. 8.80.010-P High Performance Facility Design
- vii. 4.40.040-P Rose Festival Programs
- viii. 5.20.030-P Appointment of Teachers
- ix. 6.60.010-P Summer Schools

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

RESOLUTION No. 6502

Resolution to Adopt Revised Diploma Requirements Policy 4.20.042-P

RECITALS

- A. On March 30, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Diploma Requirements Policy 4.20.042-P.
- B. On April 5, 2022, the Board presented the first reading of the revised Diploma Requirements Policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

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

RESOLUTION No. 6503

Resolution to Adopt revised Integrated Pest Management Policy 3.30.082-P

RECITALS

- A. On March 9, 2022, the Board Policy Committee reviewed and considered the proposed revised Integrated Pest Management policy 3.30.082-P.
- B. On April 5, 2022, the Board presented the first reading of the revised Integrated Pest Management policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Integrated Pest Management policy and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6515

The Following Index to the Minutes are offered for Adoption

- May 04, 2022 – Special Meeting
- May 10, 2022 – Regular Meeting
- May 24, 2022 – Regular Meeting
- June 01, 2022 – Special Meeting

RESOLUTION No. 6517

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Albina Head Start, Inc.	8/15/22 through 7/7/23	Personal Services PS 91662	Teen Parent child care program. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$466,840	C. Proctor Fund 101 Dept. 4306	No
Eastbay dba Foot Locker	6/15/22 through 6/30/22	Purchase Order PO 159721	Purchase of uniforms, gear, athletics supplies, and equipment for all schools pursuant to Nike agreement PS-59471. Sole-Source Procurements PPS-47-0275	\$515,000	C. Proctor Fund 101 Dept. 5423	No
Professional Minority Group	6/15/22 through 12/30/22	Construction C 91671	Asbestos abatement at King School. Invitation to Bid – Construction 2022-012	\$219,748	D. Jung Fund 456 Dept. 5511 Project DS002	MBE, WBE
3 Kings Environmental, Inc.	6/15/22 through 10/31/22	Construction C 91583	Asbestos abatement at Lincoln High School. Invitation to Bid – Construction 2021-3015	\$1,545,000	D. Jung Fund 457 Dept. 3120 Project DA006	No
IRS Environmental of Portland, Inc.	6/15/22 through 12/30/22	Construction C 91674	Asbestos abatement at Woodstock School Invitation to Bid – Construction 2022-013	\$169,848	D. Jung Fund 456 Dept. 5511 Project DS002	MBE, WBE
IRS Environmental of Portland, Inc.	6/15/22 through 12/30/22	Construction C 91676	Asbestos abatement at Winterhaven School. Invitation to Bid – Construction 2022-015	\$196,150	D. Jung Fund 456 Dept. 5511 Project DS002	MBE, WBE
Houghton Mifflin Harcourt Publishing Co.	6/15/22 through 6/30/24	Personal Services PS 91710	Professional development – Into Literature Grades 6-12. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$646,270	C. Proctor Fund 191 Dept. 5445 Project H0315	No
Houghton Mifflin Harcourt Publishing Co.	6/15/22 through 6/14/28	Digital Resource DR 91713	Into Literature Grades 6-12 curriculum. Approved Special Class Procurement – Copyrighted and Creative Works PPS-47-0288(4)	\$4,992,641	C. Proctor Funding Source Varies	No

Jigsaw Learning LLC dba TeachTown	6/20/22 through 6/30/25	Digital Resource DR 91715	Special Education curriculum, materials, and training. Approved Special Class Procurement – Copyrighted and Creative Works PPS-47-0288(4)	\$486,341	C. Proctor Fund 205 Dept. 5414 Grant G2082	No
Guitar Center Stores dba Music & Arts	6/15/22 through 6/14/23 Option to renew for up to nine additional one-year terms through 6/14/32	Materials Requirement MR 91743	Purchase of musical instruments for SIA funded program start up, Title I funded projects, and PPS Modernization projects (Benson, Harrison Park, etc.). Invitation to Bid 2022-023	Original Term: \$1,620,000 Total through all renewals not to exceed: \$7,000,000	C. Proctor Funding Source Varies	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperatives

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No new IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Bora Architects, Inc.	6/15/22 through 12/31/22 Option to renew through Phase 2 – approximately 12/31/28	Architecture ARCH 91616 Amendment 1	Architecture and engineering services for Jefferson HS Modernization – Phase 1.2. Request for Proposals 2021-3051	\$1,266,754 Estimated Total through all renewals: \$22,800,000	D. Jung Fund 458 Dept. 5511 Project DA011	No
CTL (Computer Technology Link Corp)	6/15/22 through 12/1/22	Cooperative Contract COA 66669 Amendment 4	Purchase of Chromebooks Cooperative Procurement Group - OETC	\$5,000,000 \$11,000,000	D. Jung Funding Source Varies	No

RESOLUTION No. 6518

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval for PPS Head Start to apply for federal COLA and Quality Improvement (QI) funds in the amounts of \$128,209 and \$15,457 respectively, for a total of \$143,666.

RESOLUTION

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

RESOLUTION No. 6519

Resolution to Increase School Meal Prices for 2022-23

RECITALS

- A. Portland Public Schools Policy *3.60.040-P Nutrition Services, Meal Pricing and Purchasing* requires the Board of Education to establish prices for adult meals and student reimbursable meals.

RESOLUTION

The Board of Education approves the recommended price increase for paid student school breakfasts and lunches in all grades by 10 cents, for adult school breakfast by \$1.00, and for adult school lunches by \$1.10 beginning in the 2022-23 school year.

RESOLUTION NO. 6520

Impose Taxes and Adoption of the 2022-23 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.428 requires that each legal jurisdiction's Budget Committee approves a budget and specifies the *ad valorem* property tax amount or rate for all funds.
- B. The Board of Education (Board) serves as the Budget Committee for the school district. The Board appointed a Community Budget Review Committee (CBRC) to review the Proposed Budget and current year expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- C. On May 17, 2022, the Board, acting in their capacity as the Budget Committee, received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.
- D. On June 1, 2022, by way of Resolution No. 6514, and under the provisions of Oregon Local Budget Law (ORS Chapter 294), the Budget Committee for School District No. 1J, Multnomah County, Oregon ("District"), approved the 2022-23 budget and tax rates.
- E. Oregon Budget Law, ORS 294.431, requires submission of the budget document to the Tax Supervising Conservation Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date. Portland Public Schools ("PPS") applied for, and was granted an extension to this deadline, and submitted the PPS budget to TSCC as required.
- F. The TSCC held a public hearing on the Approved Budget on June 14, 2022.
- G. ORS 457.445 (6) (d) provides the opportunity for a school district to be excluded from urban renewal division of tax calculations with a statutory rate limit on July 1, 2003 that is greater than \$4.50 per \$1,000 of assessed value. To the extent that the rate limit was increased under section 11 (5) (d), Article XI of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year no later than July 15.
- H. Portland Public Schools has a statutory rate limit that is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI of the Oregon Constitution.

RESOLUTION

1. BE IT RESOLVED that the Board of Directors of School District 1J, Multnomah County, Oregon, hereby adopts the budget for fiscal year 2022-23 in the total amount of \$1,883,261,000. This budget is on file at the District's Offices, located at 501 N Dixon St, Portland, Oregon 97227.
2. BE IT RESOLVED that the Board of Directors of School District 1J, Multnomah County, Oregon, hereby appropriates for the fiscal year beginning July 1, 2022, the amounts summarized by fund and function in Attachment A for the fiscal year 2022-23.
3. The Board resolves that the District hereby imposes the taxes provided for in the adopted budget:
 - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
 - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
 - c. In the amount of \$151,000,000 for exempt bonds.

And that these taxes are hereby imposed and categorized for tax year 2022-23 upon the assessed value of all taxable property within the district.

4. Taxes are hereby imposed and categorized for purposes of Article XI section 11 (b) for tax year 2022-23 upon the assessed value of all taxable property in the District, as follows:

	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$151,000,000

5. The Board further resolves that \$0.5038 per \$1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d). Article XI of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy). The District will notify the county assessors that for the 2022-23 fiscal year \$0.5038 of the District's permanent tax rate levy is to be excluded from the urban division of tax calculations under the provisions of ORS 457.445 (6) (d).

Portland Public Schools
2022-23 Adopted Budget
June 14, 2022

(in thousands)

ATTACHMENT A

	PROPOSED		APPROVED		ADOPTED
	Original	Adjustment	Original	Amendment	
100 - General Funds					
1000 - INSTRUCTION	399,183	7,154	406,337	0	406,337
2000 - SUPPORT SERVICES	339,250	2,522	341,772	0	341,772
3000 - ENTERPRISE AND COMMUNITY SVCS	3,100	0	3,100	0	3,100
5100 - DEBT SERVICE	783	0	783	0	783
5200 - TRANSFERS OF FUNDS	1,302	0	1,302	0	1,302
6000 - CONTINGENCIES	50,967	(199)	50,768	0	50,768
Fund Total	794,585	9,477	804,062	0	804,062
200 - Special Revenue Funds					
1000 - INSTRUCTION	124,738	5,540	130,278	0	130,278
2000 - SUPPORT SERVICES	116,062	260	116,322	0	116,322
3000 - ENTERPRISE AND COMMUNITY SVCS	32,948	0	32,948	0	32,948
4000 - FACILITIES ACQUISITION AND CON	89	0	89	0	89
5100 - DEBT SERVICE	199	0	199	0	199
7000 - UNAPPROPRIATED ENDING FUND BALANCE	31,442	0	31,442	0	31,442
Fund Total	305,478	5,800	311,278	0	311,278
300 - Debt Service Funds					
5100 - DEBT SERVICE	226,741	575	227,316	0	227,316
7000 - UNAPPROPRIATED ENDING FUND BALANCE	19,149	0	19,149	(4,055)	15,094
Fund Total	245,890	575	246,465	(4,055)	242,410
400 - Capital Project Funds					
2000 - SUPPORT SERVICES	498	1,784	2,282	0	2,282
4000 - FACILITIES ACQUISITION AND CON	513,114	848	513,962	0	513,962
5200 - TRANSFERS OF FUNDS	621	0	621	0	621
Fund Total	514,233	2,632	516,865		516,865
600 - Capital Project Funds					
2000 - SUPPORT SERVICES	339	3,051	3,390	0	3,390
6000 - CONTINGENCIES	8,281	(3,025)	5,256	0	5,256
Fund Total	8,620	26	8,646	0	8,646
All Funds Total	1,868,806	18,510	1,887,316	(4,055)	1,883,261

RESOLUTION NO. 6521

Amendment No. 2 to the Fiscal Year 2021-22 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 15, 2021, the Board of Education (“Board”), by way of Resolution No. 6323, voted to adopt an annual budget for the Fiscal Year 2021-22 as required under Local Budget Law; and
- B. Board Policy 8.10.030-AD, “Budget Reallocations - Post Budget Adoption,” establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board; and
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines; and
- D. This Amendment No. 2. revises appropriations to align the budget with current projections. Changes in appropriation levels are summarized in Attachment A to this resolution.
 - a. Amendment No. 2 includes the following major components:
 - i. \$250,000 - Special Revenue Fund (Fund 200) - Requirements reduced in Instruction and increased in Facilities Acquisition and Construction
 - 1. Reduce requirements in Instruction by \$250,000
 - 2. Increase requirements in Facilities Acquisition and Construction by \$250,000; projections showed a risk in exceeding appropriation level in Facilities Acquisition and Construction
 - ii. \$622,000 - Internal Service Fund (Fund 600) - Requirements reduced in Contingency and increased in Support Services
 - 1. Reduce requirements in Contingency by \$622,000.
 - 2. Increase requirements in Support Services by \$622,000. projections showed a risk of exceeding appropriations in Fund 600 in the appropriation category Support Services. Therefore, \$622,000 will be moved from Contingency in the same fund.
- E. This resolution is to enable the Board to approve Amendment No. 2 to the annual budget for the Fiscal Year 2021-22, and is allowed under ORS 294.471(a) (b) (c) (d) & (h) which state that the budget may be amended at a regular meeting of the governing body.
- F. The Superintendent recommends approval of this resolution.

RESOLUTION

BE IT RESOLVED that the Board of Directors of Portland Public Schools, hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2021.

RESOLUTION No. 6522

Resolution to Adopt Revised Administering Medicines to Students Policy 4.50.026-P

RECITALS

- A. On April 20, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Administering Medicines to Students Policy 4.50.026-P.
- B. On May 10, 2022, the Board presented the first reading of the revised Administering Medicines to Students Policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Administering Medicines to Students Policy 4.50.026-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6523

Resolution to Adopt Revised Weapons Prohibited Policy 3.30.014-P

RECITALS

- A. On April 20, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Weapons Prohibited Policy 3.30.014-P.
- B. On May 10, 2022, the Board presented the first reading of the revised Weapons Prohibited Policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was public comment received during the comment period. The Policy Committee considered public comment and additional staff comment at the June 1, 2022, Policy Committee meeting.

RESOLUTION

The Board hereby adopts the revised Weapons Prohibited Policy 3.30.014-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Resolution 6524

Resolution to Recognize June as Pride Month in Portland Public Schools

Recitals

- A. As the Portland community comes together to celebrate Lesbian, Gay, Bisexual, Transgender, Queer, Two Spirit, Intersex, Asexual, plus (LGBTQ2SIA+) Pride Month, Portland Public Schools (PPS), with the full support of the Superintendent, continues to create supports for LGBTQ2SIA+ students and staff, and expand and strengthen partnerships through this month and beyond.
- B. Portland Public Schools is a district where we value and celebrate diversity and inclusion.
- C. A 2021-25 Strategic Outcome of the Portland Public Schools Strategic Plan is to help students develop a strong sense of belonging, and foster safe, healthy, and positive learning and working environments.
- D. Portland Public Schools' goal is to help educators cultivate positive and safe school environments that empower youth with the confidence and knowledge needed to succeed every day.
- E. Portland Public Schools is committed to safety, inclusion, representation, and affirmation for all students.
- F. The recent community debate focused on the exclusion of LGBTQ2SIA+ inclusive teaching and widespread national efforts to further institutionalize transphobia, biphobia, and homophobia has invited us all to reflect on our long-held beliefs and commitment to inclusion, knowing that educational environments where students recognize the diversity that makes them special in their interactions and experiences at school helps to create an atmosphere where students feel empowered as scholars to succeed.
- G. Systemic transphobia, biphobia, and homophobia can push LGBTQ2SIA+ youth out of school and cause long-lasting negative educational and mental health outcomes.
- H. We know LGBTQ2SIA+ youth, particularly LGBTQ2SIA+ youth of color, still face significant discrimination and barriers to inclusion as compared to their White and/or straight peers, including disproportionate rates of school disciplinary action and are two-to-four times more likely than their peers to be physically assaulted or threatened at school, leading them to be less likely to attend school, according to a national study (2017 RTI Report, "Violence and LGBTQ+ Communities").
- I. Affirming diverse sexual orientations and gender identities and expressions is one of the most effective mental health interventions for supporting LGBTQ2SIA+ youth.
- J. We acknowledge that creating LGBTQ2SIA+ and gender-expansive inclusivity in Portland Public Schools is not complete with any one action, and it does not happen holistically with the change of a policy, or the passage of a resolution. Instead, it requires an unwavering commitment to a systematic shift in paradigms to increase the understanding of sexual and gender diversity.

Resolution

- 1. Portland Public Schools supports all students and staff by affirming their right to be their authentic selves, including the right to be open about their sexual orientation or gender identity and to speak about their personal and family lives.

2. Portland Public Schools encourages its schools to display in classrooms, offices, or halls, a rainbow Pride flag, Transgender Pride flag, or other sign of support for LGBTQ2SIA+ students or staff in accordance with ORS 186.110.
3. Portland Public Schools will continue to honor and respect a student's self-reported gender identity and gender expression at school.
4. Portland Public Schools and Board of Education, and appropriate stakeholders commit to both the urgency and the need for long-term, sustainable, and well-informed action around LGBTQ2SIA+ inclusivity.
5. Portland Public Schools will be proactive in decreasing anti-LGBTQ language, behaviors, and bullying.

RESOLUTION No. 6525

Resolution Approving Referral Bonuses for High-Need Summer Positions

RECITALS

- A. Portland Public Schools is committed to providing summer enrichment and extended learning programs for students, which include opportunities for students of all ages and academic support, enrichment activities, and culturally specific learning experiences.
- B. Portland Public Schools is experiencing significant staff shortages in critical positions to provide those summer programs. Significant vacancies for Summer Acceleration Academy, Special Education Extended School Year, Special Education Learning Acceleration, and Special Education Recovery Services programs ("Summer Programs") currently exist for classroom educators, school-based counselors and social workers, educational assistants, special education classroom educators, and paraeducators, and the district may identify additional hard-to-fill positions ("High-Needs Positions").
- C. To address the staffing shortage, increase the number of job applicants, and attract and retain employees for summer programming, the District has designated a referral incentive bonus to current employees who refer successful candidates for the High-Needs Positions.
- D. This program is narrowly tailored to address PPS's most significant staffing needs for the 2022 Summer Programs.
- E. The temporary referral bonus program provides an incentive payment to a current employee who successfully refers a candidate who is hired and remains employed for the duration of the Summer Programs in the High-Needs Positions.
- F. The program is part of a targeted recruitment strategy and is not a long-term wage or budget commitment.

RESOLUTION

The Portland Public Schools Board of Education authorizes the implementation of and payments under the referral program described herein, effective June 14, 2022, as applied to the High-Needs Positions for the Summer Programs.

RESOLUTION No. 6527

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
University of Virginia Darden School Foundation	7/1/22 through 6/30/23	Personal Services PS 91670	Executive education and tailored support Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$164,500	C. Proctor Fund 101 Dept. 5490	N/A - nonprofit
DKS Associates	6/29/22 through 6/28/23 Option to renew for up to four additional one-year terms through 6/28/27	Related Services RS 91773	On-call traffic engineering for 2020 Bond Program Request for Proposals 2022-3064	Original Term \$1,500,000 Total through renewals: \$1,500,000	D, Jung Funding Source Varies	No
Enome, Inc dba Goalbook	6/22/22 through 6/30/25	Digital Resources DR 91776	Goalbook Toolkit subscription for Special Education teachers Special Class Procurement - Copyrighted materials and creative works PPS 47-0288(4)	\$589,050	C. Proctor Fund 205 Dept. 5414 Grant 2082	No
Native American Youth and Family Center (NAYA)	7/1/22 through 6/30/23	Personal Services PS 91796	RESJ Culturally Specific Family Engagement, Wrap Around Services, and Cultural Identity and Development Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$450,000	D. Ledezma Fund 101 Dept. 5432	N/A - nonprofit
Garland/DBS Inc.	6/29/22 through 12/16/22	Construction C xxxx**	Remove and replace roofing at BESC Auto Maintenance Building Cooperative Contract (Omnia Partners) + Quotes	\$320,773	D. Jung Funds 404, 438 Dept. 5591	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

**Staff is seeking Advanced Authorization for this contract pursuant to Administrative Directive 8.50.105-AD.

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Admin, Funding Source	Certified Business
Johnson Controls, Inc.	6/29/22 through 4/22/25 Option to renew for up to one additional one year term through 4/22/26	State of Minnesota Sourcewell COA 91765	Provide scheduled equipment services and as-needed services for District fire extinguishers	\$360,000	D. Jung Fund 101 Dept. 5593	No

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No new IGAs

AMENDMENTS TO EXISTING CONTRACTS

No new amendments to existing contracts



PORTLAND PUBLIC SCHOOLS
OFFICE OF PURCHASING & CONTRACTING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3421 / Fax: (503) 916-3109
Mailing Address: P. O. Box 3107 / 97208-3107

Date: 6/17/2022
To: Board of Education
From: Patrick LeBoeuf, Director of Projects & Construction Facilities
Subject: Advanced Authorization for roofing construction at the BESC

The Purchasing and Contracting Delegation of Authority Administrative Directive, 8.50.105-AD, provides:

- All District Contracts exceeding \$150,000 shall be presented to the Board of Education on their consent agenda for approval.
- The District may seek “advanced authorization” from the PPS Board of Education for any contract, upon the approval of the Director of Purchasing & Contracting. The cost of the contract shall be a “Not to Exceed” amount. Once the Board has approved it, no further authorization for the contract is required, providing the contract value remains at or below the “Not to Exceed” amount.

When the Board provides advance authorization for a contract, it means that the contract can be signed by the Purchasing & Contracting Director as soon as it is fully negotiated and vetted by the Purchasing & Contracting department, without waiting for a subsequent Board meeting. Upon receipt of the fully negotiated contract, Purchasing & Contracting staff will undertake all steps of the standard contract review process. Contract work may begin only after the fully vetted contract is signed by authorized signers for both parties.

Staff seek advanced authorization for the following contract:

Contractor Name: Garland Co.
Contract Amount: \$320,773.00
Fund Source: 404 Capital Fund, and 438 Capital Fund
Contract Term: 6/29/2022 - 12/16/2022

Short Contract Description: Remove the failing asbestos roofing system at the Auto Maintenance Building at the BESC and replace with a built-up roofing system. Install overflow drains to bring the building up to code.

Solicitation Method: Cooperative Contract Agreement - Omni Partners. We received three (3) quotes:

Pacific Tech Construction	\$320,773.00
All American Roofing	\$326,188.00

Arrow Roofing

\$378,817.00

Solicitation Issue Date: 4/25/22

Contract Manager Name & Title: Patrick LeBoeuf, Director of Projects and Construction FAM

Reason for advance authorization request: We budgeted approximately half of the lowest price quote received. Determining how we were going to fully fund the work required evaluating other projects and determining which were less pressing and could be delayed. This effort took longer than anticipated and therefore we do not yet have a fully negotiated contract. The nature of this work requires ordering some long lead material and requires dry weather for installation. Waiting until the next Board meeting for approval could mean the long lead material might not be delivered until inclement weather starts in the fall.

I understand that I am seeking the Board's advance approval only and that no work may begin until the proposed contract (with all attachments) is reviewed by Purchasing & Contracting and signed by authorized signers for both parties.

Contract Manager's signature:

Patrick LeBoeuf

RESOLUTION No. 6528

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Reliable Asset Solutions	6/29/22 through 6/30/25	Revenue R 91700	Packaging, processing, and purchasing end-of-life IT assets.	\$300,000	D. Jung Fund 101 Dept. 5581

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	4/4/22 through 12/31/22	Intergovernmental Agreement / Revenue IGA/R 91794	Funding for High School Summer Academic Support	\$2,724,130.83	C. Proctor Fund 205 Dept. 5470 Grant G2224
State of Oregon	4/4/22 through 12/31/22	Intergovernmental Agreement / Revenue IGA/R 91795	Funding for K-8 Summer Enrichment Projects	\$5,587,525.81	C. Proctor Fund 205 Dept. 5470 Grant G2224
David Douglas School District	6/8/22 through 08/31/31	Intergovernmental Agreement / Revenue IGA/R 91749	DDSD will reimburse for purchase and installation of ADA compliant playground equipment for preschool programs at Marysville and Lent	\$315,600	C. Proctor Dept. 5453

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount	Responsible Administrator, Funding Source
State of Oregon	7/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 90676 Amendment 1	Continued funding for Head Start	\$7,592,336.96	C. Proctor Fund 205 Dept. 6303 Grant G2246

RESOLUTION No. 6529

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval of PPS Head Start's policy and procedures to create Employee Affinity Groups.

RESOLUTION

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



PORTLAND PUBLIC SCHOOLS

Office of Head Start/Early Learners

501 N Dixon St / Portland, OR 97227

P: (503) 916-5724 - F: (503) 916-2480

Date: June 8, 2022

To: PPS School Board

From: Dr. Emily Glasgow, Interim Senior Director of PK-5 Core Academics
Dr. Robert D. Cantwell, Principal/Director of Head Start

Subject: Head Start Action Items

BACKGROUND

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

1. EMPLOYEE AFFINITY GROUPS POLICY

PPS Head Start has developed a procedure to align with Head Start Program Performance Standard 1302.93(b) Staff health and wellness. These procedures include the ability of staff to request approval to create affinity groups. The primary focus of Employee Affinity Groups is to help advance inclusive excellence throughout the program by fostering an inclusive workplace community that values the rich diversity of identities, backgrounds, experiences, and perspectives of our employees. We believe these groups can assist our program with recruitment, retention, and personal and professional development of employees, as well as provide support for students and families. PPS Head Start Parent Policy Council approved this new policy and procedures on June 7, 2022. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. APPLICATION FOR FEDERAL GRANT RENEWAL

Board approval is required to apply for continuation of grant funds (\$5,686,462) for Fiscal Year 2023. The Head Start Parent Policy Council approved PPS Head Start applying for these funds on June 7, 2022. Application is due August 1, 2022. A Board Letter of Approval and Resolution are requested.

3. PROGRAM SELF-ASSESSMENT REPORT

The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process

provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the Self-Assessment Report and its recommendations on June 7, 2022. Board approval of the annual Self-Assessment Report is required. A Board Letter of Approval and Resolution are requested.

4. SHIFT IN HEALTH SERVICES STAFFING

One of the program's contracted MESD nurses is retiring by June 30, 2022. An assessment of the current staffing structure has revealed that two full-time contract nurses are not required to fulfill the contracted scope of work. Shifting one of the full-time positions to a Student Success Program Supervisor/Health Coordinator position that is a Head Start staff member will result in improved services and better support for the remaining full-time MESD nurse. The contracted MESD nurse that is continuing with the program has recommended this change. PPS Head Start Parent Policy Council approved the shift in Health Services staffing structure on June 7, 2022. A Board Letter of Approval and Resolution are requested.

RELATED POLICIES/BEST PRACTICES

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

ANALYSIS OF SITUATION

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

FISCAL IMPACT

The PPS Head Start budget will support the Employee Affinity Groups as needed and able. Failing to apply and renew our federal grant (almost \$5.7million) will have a significantly negative impact on our program. The Self-Assessment Report has no direct fiscal impact. Changing the Health Services staffing structure will result in a budget savings.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

PPS Head Start Parent Policy Council reviewed, provided input, and approved this action on June 7, 2022 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation will be the 2022-23 School Year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

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

Portland Public Schools' vision is this: Every student, every teacher, and every school succeeding. The school district's mission is that every student by name is prepared for college, career, and participation as an active community member, regardless of race, income, or zip code. The Board adopted the following four priorities for the 2018-19 school year to move the school district toward the above aspirations:

- Set a clear vision and strategic plan.
- Create equitable opportunities and outcomes for all students.
- Build management accountability systems and structures.
- Allocate budget, funding, and resources focused on improving outcomes for students.

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

STAFF RECOMMENDATION

Develop Board resolution and obtain signature approval of the Board Chair of the attached documents.

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

_____ (Initials)

ATTACHMENTS

- A. Affinity Groups Policy Board Resolution
- B. Affinity Groups Policy Board Approval Letter
- C. Affinity Groups Policy Policy Council Approval Letter
- D. Affinity Groups Policy and Procedures
- E. Federal Grant Application Board Resolution
- F. Federal Grant Application Board Approval Letter
- G. Federal Grant Application Policy Council Approval Letter
- H. Self-Assessment Report Board Resolution
- I. Self-Assessment Report Board Approval Letter
- J. Self-Assessment Report Policy Council Approval Letter
- K. 2021-2022 Self-Assessment Report
- L. Shift in Health Services Staffing Board Resolution
- M. Shift in Health Services Staffing Board Approval Letter
- N. Shift in Health Services Staffing Policy Council Approval Letter
- O. 6.7.22 PPS Head Start Parent Policy Council Meeting Minutes



Staff Health and Wellness Affinity Groups

Performance Standard

§ 1302.93(b) Staff health and wellness

- (b) A program must make mental health and wellness information available to staff regarding health issues that may affect their job performance, and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.
-

Procedure

The program will ensure that adequate staff time, monetary support, and professional development opportunities are in place to maintain this program.

Affinity Groups

1. Purpose of Affinity Groups within PPS Head Start: Employee Affinity Groups are voluntary associations of employees who share common interests. The affinity group members will get together to empower each other in a safe space that allows them to freely express themselves. These groups can play an important role in articulating, promoting, and supporting their collective concerns, as well as engaging colleagues throughout PPS Head Start in advancing your mission and strategic priorities. The primary focus of Employee Affinity Groups is to help advance inclusive excellence throughout the program by fostering an inclusive workplace community that values the rich diversity of identities, backgrounds, experiences, and perspectives of our employees. The groups can assist PPS Head Start with the recruitment, retention, and personal and professional development of employees, as well as provide support for students and families. By empowering its members, Employee Affinity Groups can also help increase morale, provide insights, and enhance organizational community engagement efforts.
2. Approval: For any Employee Affinity Group to be officially recognized by PPS Head Start, it must request and gain approval from the director, management team, policy council and governing body. Approval will allow official name recognition and usage of facilities. In order to be approved, the founding documents of an Employee Affinity Group must contain specific comprehensible language that states the group adheres to all policies of the PPS Head Start. The approving entities reserve the right to reject any groups that violate PPS Head Start policies and regulations and procedures that are not aligned with the mission and values of the organization.
3. Membership: Groups must refrain from discrimination as defined by PPS Head Start policies and procedures. Group membership must be inclusive and open to all persons who support the Affinity Group's mission. The Affinity Group cannot admit an individual to membership who is not a current employee of Head Start which includes all staff. Non-employees may participate in group events at the discretion of the Employee Affinity Group.
4. Affinity Group structure: The successful formation of an Employee Affinity Group typically requires the identification and commitment of a small group of dedicated and interested employees. It takes commitment from these individuals to ensure the group organizes itself in such a way as to guarantee

continuity. The following are the recommended procedures for establishing an Employee Affinity Group:

- A. Employees identify at least two employees to serve as the organizers of the Employee Affinity Group. Organizers are responsible for:
 - i. Confirming employee interest in establishing the Employee Affinity Group
 - ii. Submitting the Employee Affinity Group application and founding documents to the approving entity(ies), to include the director, management team, policy council, and governing body. Organizing the initial meetings and activities of the Employee Affinity Group.
 - iii. Budgets for Affinity Groups will be equivalent to annual classroom budgets, and can request additional funding as needed
- B. Coordinating the development Employee Affinity Group foundational document:
 - i. The foundational document describes the mission, purpose, and objectives of the Employee Affinity Group. The founding documents also communicate procedural information regarding membership, leadership roles and selection process, meeting and event notices, and the primary activities of the group.
 - ii. Foundational documentation must demonstrate adherence to the guidelines identified in this policy.
- C. Submit application for new Employee Affinity Groups, and policy and procedure, through the PPS Head Start approval process (to include the director, management team, and Equity Leadership Team). Each group will review the application and foundational documents and provide determination of approval within 30 days of submission.
- D. Upon approval, organizers must attend an Employee Affinity Group Organization meeting sponsored by the Equity Leadership Team. Among the topics that will be discussed in the meeting include:
 - i. Group goals, activities, and resources.
 - ii. Best practice strategies on building and sustaining momentum.
 - iii. Protocols if the need for dissolution of the Employee Affinity Group arises.
- E. Organize and promote the first membership meeting.
 - i. Groups are responsible for all meeting logistics, including securing the meeting location, desired refreshments, technology needs, speakers, and any other resources needed to achieve the goals of the meeting.
 - ii. The first meeting should include a presentation of the group's approved foundational documents including all information identified in items B(i) and B(ii) of this Section 4 of this policy.
- F. This policy will be reviewed at least annually for revisions and updates to meet the needs of the Affinity groups.



PORTLAND PUBLIC SCHOOLS

Office of Head Start - Sacajawea Main

4800 NE 74th Ave / Portland, OR 97218

P: (503) 916-5724 - F: (503) 916-2480

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: Affinity Groups Policy and Procedures

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Governing Board has approved the program's creation of policy and procedures related to the establishment of Employee Affinity Groups.

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

Thank you.

Robert D. Cantwell

Head Start Director

June 8, 2022

Date

Governing Board Chair

Date



PORTLAND PUBLIC SCHOOLS

Office of Head Start - Sacajawea Main

4800 NE 74th Ave / Portland, OR 97218

P: (503) 916-5724 - F: (503) 916-2480

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: Affinity Groups Policy and Procedures

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Policy Council has approved the program's creation of policy and procedures related to the establishment of Employee Affinity Groups.

The signature below is confirmation the Head Start Policy Council has approved this request.

Thank you,

Robert D. Cantwell

Head Start Director

June 8, 2022

Date

Huynh Pool

Policy Council Chair

6/8/2022

Date



Parent Policy Council Minutes

Zoom Call

6-7-22

Info	Warm Welcome Agenda Overview In Attendance: Marciella Ortega, Lauren Rose, Huynh Pool, Betsy Freeman, Jennifer Albers, Kim Acusa, Crystal Ball, Robert Cantwell, Rhiannon Martin, Kimberly Richards, Jeff Wiser, Interpreters (released after 15 minutes)	Chair - Huynh Pool
	Prize Wheel	Crystal Ball Notes: Winner Marciella
Action	Minutes: Review and approve minutes from May meeting	Secretary-Matt B. (Absent), Jon Anderson Notes: Motion to approve Lauren, Second Kim, Approved 6
Action	Treasurer's Report	Maricela Notes: Review of document. Motion to approve: Kim, Second Betsy, 6 Approve
Action	Director's Report	Robert Notes: Review of document. State grant was accepted. Converting all ½ days to full day. Fed Grant due Aug 1st. COLA QI app sub May 31st and School Board review Tuesday June 14. New Hires need approval. Report Motion to approve Kim, Second Betsy Approve 6
Action	Creation of Head Start Staff Affinity Groups Policy	Robert Notes: Review of changes to document. Motion to approve: Jennifer, 2nd Mericella 6 Approve
Action	Application for Federal Grant Renewal; due Aug. 1	Robert Notes:
Action	Approval of 2022 Self-Assessment Final Report	Rhiannon Notes: Review of assessment process and results. Low response level may skew results. Motion: Second
Info	Change in Health Services staffing; maintain 1.0 Nurse; shift other 1.0 FTE Nurse to a Health Coordinator	Robert Notes: Change in staffing to health services-initially thought we required approval but shifted to info item, historically we have had

	(Student Success Program Supervisor)	1.5 nurses, this year we had 2 FT nurses, one is retiring and the remaining nurse has assessed our needs and feels we only need 1 FT nurse, not required to have a licensed nurse just that we provide high quality health services, many programs have a Health Coordinator rather than 2 nurses. Position would be titled a Student Success Programs Supervisor (this person would help with coordinating services, T/TA, data tracking, and supporting staff)
Info	Update: exploration of culturally specific classrooms as part of PPS Early Learning Department. Region X and ELD feedback obtained on May 10. Stakeholder meeting on May 26 for both Black/AA and Vietnamese DLI classrooms.	Robert/Huynh Notes: Exploring creation of additional culturally specific classrooms, currently 3 DLI classrooms and 1 Native American culturally specific classroom-2 ideas being researched (Vietnamese DLI classroom and a Black/African American culturally specific classroom)-on May 26th combined meeting with both committees to discuss process, give updates, learning experience between two ideas-discuss next steps, still in beginning stages3-so far support has been given from all stakeholders. Huynh Pool attended this meeting and participated, shared an update from her perspective. Both groups seemed to be getting the same feedback from elders based on generational trauma and pushing back on the ideas; all participants agreed to basic communication agreements to keep discussion moving forward and be respectful of each other
Info	Federal Performance Progress Report due June 30	Robert Notes:
Info	Fundraising Update	Crystal Ball, Kim Richards Notes: Kennedy School fundraiser on October 5th, 5-10pm, 50% of all profits will go to Policy Council, Kennedy School set a goal of \$5000. Could we hold the vote/training for the new Policy Council that night at Kennedy School?
Info	OHSA Conference Report Out	Huynh/Jennifer/ Crystal Notes:
	Prize Wheel	Crystal Ball Notes: Crystal shared, sessions were great, a lot of team building and acknowledgement of hard times, building resilience and community, main theme was community and supporting

		<p>one another. Great to meet new people, eat with our team. Participated in the scholarship committee, our youth are doing some amazing things! Robert went to sessions around staff retention, issues and strategies. Huynh shared that the weather was great, she brought her family, the conversation was so good that the meeting went into the next section. Enjoyed Amy Williams presentation-joy and challenges of parenting-we all experience similar things with our children. Is there a budget to invite her to speak to parents next year, possibly hosting 1-2 sessions? Being in person was fantastic!</p>
Info	New/Old News Adjournment	Chair- Huynh Pool
<p>Next Meeting as needed during summer or in fall before the next election of Policy Council Officers.</p>		

RESOLUTION No. 6530

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval for PPS Head Start to apply for Fiscal Year 23 Federal Grant funds.

RESOLUTION

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



PORTLAND PUBLIC SCHOOLS

Office of Head Start/Early Learners

501 N Dixon St / Portland, OR 97227

P: (503) 916-5724 - F: (503) 916-2480

Date: June 8, 2022

To: PPS School Board

From: Dr. Emily Glasgow, Interim Senior Director of PK-5 Core Academics
Dr. Robert D. Cantwell, Principal/Director of Head Start

Subject: Head Start Action Items

BACKGROUND

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

1. EMPLOYEE AFFINITY GROUPS POLICY

PPS Head Start has developed a procedure to align with Head Start Program Performance Standard 1302.93(b) Staff health and wellness. These procedures include the ability of staff to request approval to create affinity groups. The primary focus of Employee Affinity Groups is to help advance inclusive excellence throughout the program by fostering an inclusive workplace community that values the rich diversity of identities, backgrounds, experiences, and perspectives of our employees. We believe these groups can assist our program with recruitment, retention, and personal and professional development of employees, as well as provide support for students and families. PPS Head Start Parent Policy Council approved this new policy and procedures on June 7, 2022. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. APPLICATION FOR FEDERAL GRANT RENEWAL

Board approval is required to apply for continuation of grant funds (\$5,686,462) for Fiscal Year 2023. The Head Start Parent Policy Council approved PPS Head Start applying for these funds on June 7, 2022. Application is due August 1, 2022. A Board Letter of Approval and Resolution are requested.

3. PROGRAM SELF-ASSESSMENT REPORT

The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process

provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the Self-Assessment Report and its recommendations on June 7, 2022. Board approval of the annual Self-Assessment Report is required. A Board Letter of Approval and Resolution are requested.

4. SHIFT IN HEALTH SERVICES STAFFING

One of the program's contracted MESD nurses is retiring by June 30, 2022. An assessment of the current staffing structure has revealed that two full-time contract nurses are not required to fulfill the contracted scope of work. Shifting one of the full-time positions to a Student Success Program Supervisor/Health Coordinator position that is a Head Start staff member will result in improved services and better support for the remaining full-time MESD nurse. The contracted MESD nurse that is continuing with the program has recommended this change. PPS Head Start Parent Policy Council approved the shift in Health Services staffing structure on June 7, 2022. A Board Letter of Approval and Resolution are requested.

RELATED POLICIES/BEST PRACTICES

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

ANALYSIS OF SITUATION

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

FISCAL IMPACT

The PPS Head Start budget will support the Employee Affinity Groups as needed and able. Failing to apply and renew our federal grant (almost \$5.7million) will have a significantly negative impact on our program. The Self-Assessment Report has no direct fiscal impact. Changing the Health Services staffing structure will result in a budget savings.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

PPS Head Start Parent Policy Council reviewed, provided input, and approved this action on June 7, 2022 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation will be the 2022-23 School Year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

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

Portland Public Schools' vision is this: Every student, every teacher, and every school succeeding. The school district's mission is that every student by name is prepared for college, career, and participation as an active community member, regardless of race, income, or zip code. The Board adopted the following four priorities for the 2018-19 school year to move the school district toward the above aspirations:

- Set a clear vision and strategic plan.
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- Allocate budget, funding, and resources focused on improving outcomes for students.

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

STAFF RECOMMENDATION

Develop Board resolution and obtain signature approval of the Board Chair of the attached documents.

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

_____ (Initials)

ATTACHMENTS

- A. Affinity Groups Policy Board Resolution
- B. Affinity Groups Policy Board Approval Letter
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- O. 6.7.22 PPS Head Start Parent Policy Council Meeting Minutes



PORTLAND PUBLIC SCHOOLS

Office of Head Start - Sacajawea Main

4800 NE 74th Ave / Portland, OR 97218

P: (503) 916-5724 - F: (503) 916-2480

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: Application for Federal Grant Renewal FY2023

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Policy Council has approved the program's application for the Fiscal Year 2023 Federal Grant renewal.

The signature below is confirmation the Head Start Policy Council has approved this request.

Thank you,

Robert D. Cantwell

Head Start Director

June 8, 2022

Date

Huynh Pool

Policy Council Chair

6/8/2022

Date



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Thank you.

Robert D. Cantwell

Head Start Director

June 8, 2022

Date

Governing Board Chair

Date



Parent Policy Council Minutes

Zoom Call

6-7-22

Info	Warm Welcome Agenda Overview In Attendance: Marciella Ortega, Lauren Rose, Huynh Pool, Betsy Freeman, Jennifer Albers, Kim Acusa, Crystal Ball, Robert Cantwell, Rhiannon Martin, Kimberly Richards, Jeff Wiser, Interpreters (released after 15 minutes)	Chair - Huynh Pool
	Prize Wheel	Crystal Ball Notes: Winner Marciella
Action	Minutes: Review and approve minutes from May meeting	Secretary-Matt B. (Absent), Jon Anderson Notes: Motion to approve Lauren, Second Kim, Approved 6
Action	Treasurer's Report	Maricela Notes: Review of document. Motion to approve: Kim, Second Betsy, 6 Approve
Action	Director's Report	Robert Notes: Review of document. State grant was accepted. Converting all ½ days to full day. Fed Grant due Aug 1st. COLA QI app sub May 31st and School Board review Tuesday June 14. New Hires need approval. Report Motion to approve Kim, Second Betsy Approve 6
Action	Creation of Head Start Staff Affinity Groups Policy	Robert Notes: Review of changes to document. Motion to approve: Jennifer, 2nd Mericella 6 Approve
Action	Application for Federal Grant Renewal; due Aug. 1	Robert Notes:
Action	Approval of 2022 Self-Assessment Final Report	Rhiannon Notes: Review of assessment process and results. Low response level may skew results. Motion: Second
Info	Change in Health Services staffing; maintain 1.0 Nurse; shift other 1.0 FTE Nurse to a Health Coordinator	Robert Notes: Change in staffing to health services-initially thought we required approval but shifted to info item, historically we have had

	(Student Success Program Supervisor)	1.5 nurses, this year we had 2 FT nurses, one is retiring and the remaining nurse has assessed our needs and feels we only need 1 FT nurse, not required to have a licensed nurse just that we provide high quality health services, many programs have a Health Coordinator rather than 2 nurses. Position would be titled a Student Success Programs Supervisor (this person would help with coordinating services, T/TA, data tracking, and supporting staff)
Info	Update: exploration of culturally specific classrooms as part of PPS Early Learning Department. Region X and ELD feedback obtained on May 10. Stakeholder meeting on May 26 for both Black/AA and Vietnamese DLI classrooms.	Robert/Huynh Notes: Exploring creation of additional culturally specific classrooms, currently 3 DLI classrooms and 1 Native American culturally specific classroom-2 ideas being researched (Vietnamese DLI classroom and a Black/African American culturally specific classroom)-on May 26th combined meeting with both committees to discuss process, give updates, learning experience between two ideas-discuss next steps, still in beginning stages3-so far support has been given from all stakeholders. Huynh Pool attended this meeting and participated, shared an update from her perspective. Both groups seemed to be getting the same feedback from elders based on generational trauma and pushing back on the ideas; all participants agreed to basic communication agreements to keep discussion moving forward and be respectful of each other
Info	Federal Performance Progress Report due June 30	Robert Notes:
Info	Fundraising Update	Crystal Ball, Kim Richards Notes: Kennedy School fundraiser on October 5th, 5-10pm, 50% of all profits will go to Policy Council, Kennedy School set a goal of \$5000. Could we hold the vote/training for the new Policy Council that night at Kennedy School?
Info	OHSA Conference Report Out	Huynh/Jennifer/ Crystal Notes:
	Prize Wheel	Crystal Ball Notes: Crystal shared, sessions were great, a lot of team building and acknowledgement of hard times, building resilience and community, main theme was community and supporting

		<p>one another. Great to meet new people, eat with our team. Participated in the scholarship committee, our youth are doing some amazing things! Robert went to sessions around staff retention, issues and strategies. Huynh shared that the weather was great, she brought her family, the conversation was so good that the meeting went into the next section. Enjoyed Amy Williams presentation-joy and challenges of parenting-we all experience similar things with our children. Is there a budget to invite her to speak to parents next year, possibly hosting 1-2 sessions? Being in person was fantastic!</p>
Info	New/Old News Adjournment	Chair- Huynh Pool
<p>Next Meeting as needed during summer or in fall before the next election of Policy Council Officers.</p>		

RESOLUTION No. 6531

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval of PPS Head Start's Self-Assessment Report for the 2021-22 school year.

RESOLUTION

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



PORTLAND PUBLIC SCHOOLS

Office of Head Start/Early Learners

501 N Dixon St / Portland, OR 97227

P: (503) 916-5724 - F: (503) 916-2480

Date: June 8, 2022

To: PPS School Board

From: Dr. Emily Glasgow, Interim Senior Director of PK-5 Core Academics
Dr. Robert D. Cantwell, Principal/Director of Head Start

Subject: Head Start Action Items

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BOARD OPTIONS WITH ANALYSIS

Board approval needed.

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STAFF RECOMMENDATION

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

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2021-2022 PPS Head Start Self-Assessment Report

I. Introduction

Portland Public Schools Head Start is currently funded for 760 children. Our service area is PPS school district boundaries, east of the Willamette River. We have 31 extended day classrooms and 5 double session classrooms. While we worked all school year towards full enrollment, due to the continued COVID-19 pandemic, we reached an average enrollment of 480 children this year. The Office of Head Start issued guidance in December 2021 stating that no program will be monitored for full enrollment this school year.

The Self-Assessment process is an annual reflection and assessment of our PPS Head Start program goals, outcomes, and planning. A Self-Assessment is completed every year, using the data and information to re-evaluate, update, and analyze program goals and data.

This self-assessment report information will be shared with staff, parents, and Policy Council.

II. Methodology

The results from this 2021-2022 Self-Assessment process will be used to update PPS Head Start's 5-year Program Goals for Year 5.

The following tools were used to gain data:

- DRDP
- 2021-22 Attendance and Enrollment data
- Budget Program Planning Committee minutes
- Head Start Staff Survey data
- Head Start Parent/Caregiver Survey data
- 2021 Community Needs Assessment
- Review of current 5-Year Program Goals for Year 3

The committee reviewed current 5-Year Program Goals and Objectives for Year 4, reflected on outcomes and determined whether additional strategies/activities are needed or progress is still needed on current program activities to support our Goals and Objectives.

Self-Assessment committee members:

Lauren Rosenthal, Policy Council Parent
Huynh Pool, Policy Council Parent (Chair)
Kim Amez, Policy Council Parent
Dr. Robert Cantwell, Director
Amparo Garcia-Yurchenko, Education Supervisor
Nalota Herms, Education Supervisor
Jason Roepel, Education Supervisor
Dr. Tami Gowdy, Education Supervisor
Paula Zaninovich, Mental Health Manager
Susan Fodell, Inclusion Manager
Lisa Switalla, School Admin Assistant II
Jean Borgerding, Health Coordinator
Keely Moon, Health Coordinator
Rhiannon Martin, Family Services Manager
Katherine Arellano, Family Service Worker
Anayancy Berumen, Family Service Worker
Melia Todd, Teacher
Erica Jordan, Teacher
Julie Mainwaring, Educational Assistant
Crystal Ball, Community & Family Outreach Coordinator
Andrea Murphy, Data Management Coordinator
Christina Rosado, Technology Specialist
Donna Jones, Bookkeeper
Nancy Robles, Business Operations Analysts I
Nadia Sanchez Rivera, Administrative Assistant
Leah VanWinkle, Registered Dietitian

The Self-Assessment timeline (see attached) was presented and approved at the March 2022 Parent Policy Council meeting.

III. Data Analysis Highlights

A. Demographic information for all enrolled children:

IFSP	English	DLL	Asian	Black/ African	NA/AN	NH/PI	Multi-racial	Latinx/Hispanic	White
17.5%	58%	41%	17%	19%	6%	2%	27%	38%	48%

Demographic information for all current staff:

Multi-lingual	Asian	Black/ African	NA/AN	PI/AA	Multi-racial	Latinx/ Hispanic	White
40%	22%	8%	2%	0%	2%	18%	66%

B. Staff surveys

32% (57/180) of staff completed the anonymous survey listed in the staff bulletin from May 12-20, 2022.

75% of respondents work at large sites (Applegate, Clarendon, Creston, Kelly Center, Sacajawea).

Demographics of respondents:

Asian	Black	NA/AN	PI/AA	White	Latinx/Hispanic	Prefer not to Answer
22%	7%	5%	0%	58%	9%	7%

Role of respondents:

Clerical	Educational Assistant	Family Service Worker	Management	Teacher
7%	44%	6%	4%	40%

Staff opportunities to share input:

	Never	Sometimes	Often
Do you have opportunity to give input	19%	54%	28%
Do you feel respected?	19%	42%	33%

Do you see input reflected?	20%	52%	21%
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PPS Head Start commitment to Equity

- a. 60% of respondents are aware or very aware of program focus on Equity, 20% are somewhat aware.
- b. *When asked what would be the most authentic and helpful ways for RESJ work to happen in our program:*
 - i. 60% of respondents suggest awareness training regarding intergenerational trauma, triggers and support with related factors.
 - ii. 60% of respondents suggest collaborating with community partners.
 - iii. 42% of respondents suggest peer presentations of antiracist, equity and inclusion books, activities, frameworks and approaches at teacher meetings.
 - iv. 39% of respondents want to work with a consultant/trainer or coach.
 - v. 30% of respondents suggest including RESJ topics and goals related to every meeting and discussion of decisions.
- c. *When asked what content or topics would be most helpful in raising respondents personal skill level in moving RESJ work forward:*
 - i. 50% want to see anti-racist strategies at work in the classroom.
 - ii. 49% stated implicit bias and how to recognize it at work and in the classroom.
 - iii. 44% suggest education in racially and socially inequitable history and modern day policy.
 - iv. 29% suggest support in seeing through an intergenerational lens.
- d. 46% of respondents have witnessed or experienced being treated disrespectfully due to racism or implicit bias at work at least once.

Student Supports

- e. 46% of respondents feel children have received very good/good support for SEL, 9% feel children received little or no SEL support.

Sharing of Information

- f. 72% of respondents report accessing the staff bulletin weekly.
- g. 39% of respondents access the staff Google site weekly and 11% report never accessing the site.
- h. 65% of respondents are aware of Professional Development Funds.
- i. 89% respondents prefer virtual/hybrid all staff meetings.

Impactful/Valuable Staff Supports

- j. 81% of respondents found co-workers to be a valuable resource in their job.
- k. 53% of respondents did not access or did not find PBIS strategies helpful.
- l. 68% of respondents did not access or did not find practice based coaching helpful.
- m. 31% of respondents found MECP collaboration meetings very helpful/helpful.
- n. 35% of respondents found MECP Inclusion Specialists very helpful/helpful.
- o. 40% of respondents found Mental Health Consultant Support very helpful/helpful.
- p. 50% of respondents found their direct supervisor very helpful/helpful.

- q. 32% of respondents found the management/leadership team very helpful/helpful.

Narrative Feedback

- r. *When asked what has made their job more challenging respondents replied (48 individual responses):*
 - i. 38% report student behavior
 - ii. 23% report low morale
 - iii. 23% report lack of communication
- s. *When asked what can the Head Start Management team and the Director do to support you in your position (39 individual responses):*
 - i. 43% of respondents listed a desire to be heard or asked for input regarding program decisions.
 - ii. 17% of respondents listed a desire for more targeted training opportunities.
 - iii. 10% of respondents listed a need for more staff.

C. Family surveys

- a. Completed - 29% (141/485), all 9 sites had responses to the survey

Asian	Black/African	NA/AN	NH/PI	Latinx/Hispanic	White
24%	19%	9%	1%	34%	38%

- b. Ways our families learned about our program
 - i. 59% through word of mouth
 - ii. 13% through social media (Facebook/website)
 - iii. 10% through PPS Head Start mailing
- c. 70% of families who completed the survey are working full or part time
- d. 79% of families who completed the survey feel staff are always knowledgeable, respectful, and inclusive of their culture; 7% feel staff are usually or sometimes knowledgeable, respectful and inclusive of their culture
- e. 86% of parents feel their child is more ready for kindergarten after attending Head Start
- f. 97% of families felt they received helpful developmental information to better prepare them for their child to attend Kindergarten
- g. 58% of parents feel they have received enough communication from HS staff; 21% were not satisfied with the level of communication
- h. 21% of families who completed the survey accessed Mental Health/School Counselors
- i. 99% of families who completed the survey took their child in for a health exam in the last 12 months
- j. 27% of families who completed the survey would like help with accessing electronic health records for their child
- k. 60% of families who completed the survey feel their input is welcomed by the program; 12% do not feel their input is welcome
- l. 82% of families who completed the survey felt resources provided were very helpful; 13% somewhat helpful

- m. 79% of families who completed the survey prefer text or email communication; 46% prefer a phone call; 40 % prefer in person communication

IV. Key Insights

A. After reviewing the collected data, the following strengths were identified:

- 40% of staff are multilingual with high proficiency in all languages
- 81% of respondents found peer collaborations to be helpful/very helpful
- Family respondents reported feeling supported and that their children are better prepared for Kindergarten due to their time in Head Start
- Family survey respondent demographics are representative of our total enrollment
- Families report children have made friends and built social emotional skills

B. Identified areas for growth:

- Need to improve communication around systems, roles and responsibilities program wide
- Improve consistent onboarding of new staff, to include management, in order to share historical knowledge as well as engage new staff in current program culture, policies and procedures
- Due to current underutilization of the PBIS strategies, specifically the PBIS notebooks, the program needs to look at how staff are trained in PBIS, which staff are trained, and the ways PBIS strategies are being implemented or not
- Research additional support strategies to address increase in challenging behaviors and needs in the classroom

V. Progress of the program in meeting its goals and objectives

PPS Head Start has data to support progress toward meeting our 5-year, Year 4 goals. Data is captured in the 5-Year Program Goal Self-Assessment Team [Review Document Year 4](#). This is the [template used in the past](#).

IV. Recommendations for program improvement

- Ensure multiple ways for staff to be heard and provide input on program decisions and services
- Content Area Managers looking deeper at data and systems to ensure staff and children feel supported and successful
- Increase teaming opportunities between all classroom staff, creating space for consistent collaboration, and improving confidence in all classroom staff to support students; recommendation to use coaching staff to support EA's
- Now that PT EA's are more fully engaged in the school day more training is needed as well as an updated job description to better reflect their role. Some options presented were to conduct training on NCD, give staff the option to flex their time if they are not needed on NCD, as well as to start their work year prior to students starting in September.
- Ensure a more coordinated plan to support staff in order to better meet the needs of children exhibiting behavioral challenges and families with high needs earlier in the school year

- Provide professional development for all staff (including clerical, FS, DLL) on PBIS, basic NeuroEd, family engagement, etc
- Develop a plan to address concerns expressed in annual data collection (Staff and Parent Survey, Self Assessment, etc); develop communication plan to ensure follow up is shared with all stakeholders
- Acknowledge and provide support for fostering staff resiliency and work satisfaction, including opportunities for staff collaboration, participation in policy/procedure development and positive climate activities.
- Shift Self-Assessment timeline to have final report completed in August/September. Ready for Policy Council review and approval at the first meeting in October.



PPS Head Start Self-Assessment Process/Timeline 2021-2022 Year 4

November 2021

- Policy Council Approval of Self-Assessment Timeline and Process
- Formation of Self-Assessment Committee

December 2021 - May 2022

- Managers and Self-Assessment Committee review Performance Standards regarding achieving program goals
- Review Year 4 of 5-year goals and objectives
- Review program data to assess achievement toward goals (through end of year)
- Continue service area data gathering (through end of year)
- Analyze collected service area/program data (through end of year)
- Quarterly summary of ongoing monitoring results

April - May 2022

- Staff and Parent Interviews (parent drop-ins, surveys)
- Update Community Needs Assessment
- Create Year 5 of 5-Year Program Goals and Objectives based on Self-Assessment and Community Needs Assessment findings
- Review and update Program Management, Planning, and Oversight Systems document (formerly known as Program Systems and Planning Document)

June 2022

- Complete Self-Assessment Report and recommendations
- Policy Council review and approve program planning documents



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Kathy Schuknecht
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Subject: Program Self-Assessment Report

Dear Ms. Kathy Schuknecht,

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

Thank you.

Robert D. Cantivell

Head Start Director

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Action	Treasurer's Report	Maricela Notes: Review of document. Motion to approve: Kim, Second Betsy, 6 Approve
Action	Director's Report	Robert Notes: Review of document. State grant was accepted. Converting all ½ days to full day. Fed Grant due Aug 1st. COLA QI app sub May 31st and School Board review Tuesday June 14. New Hires need approval. Report Motion to approve Kim, Second Betsy Approve 6
Action	Creation of Head Start Staff Affinity Groups Policy	Robert Notes: Review of changes to document. Motion to approve: Jennifer, 2nd Mericella 6 Approve
Action	Application for Federal Grant Renewal; due Aug. 1	Robert Notes:
Action	Approval of 2022 Self-Assessment Final Report	Rhiannon Notes: Review of assessment process and results. Low response level may skew results. Motion: Second
Info	Change in Health Services staffing; maintain 1.0 Nurse; shift other 1.0 FTE Nurse to a Health Coordinator	Robert Notes: Change in staffing to health services-initially thought we required approval but shifted to info item, historically we have had

	(Student Success Program Supervisor)	1.5 nurses, this year we had 2 FT nurses, one is retiring and the remaining nurse has assessed our needs and feels we only need 1 FT nurse, not required to have a licensed nurse just that we provide high quality health services, many programs have a Health Coordinator rather than 2 nurses. Position would be titled a Student Success Programs Supervisor (this person would help with coordinating services, T/TA, data tracking, and supporting staff)
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Info	Federal Performance Progress Report due June 30	Robert Notes:
Info	Fundraising Update	Crystal Ball, Kim Richards Notes: Kennedy School fundraiser on October 5th, 5-10pm, 50% of all profits will go to Policy Council, Kennedy School set a goal of \$5000. Could we hold the vote/training for the new Policy Council that night at Kennedy School?
Info	OHSA Conference Report Out	Huynh/Jennifer/ Crystal Notes:
	Prize Wheel	Crystal Ball Notes: Crystal shared, sessions were great, a lot of team building and acknowledgement of hard times, building resilience and community, main theme was community and supporting

		<p>one another. Great to meet new people, eat with our team. Participated in the scholarship committee, our youth are doing some amazing things! Robert went to sessions around staff retention, issues and strategies. Huynh shared that the weather was great, she brought her family, the conversation was so good that the meeting went into the next section. Enjoyed Amy Williams presentation-joy and challenges of parenting-we all experience similar things with our children. Is there a budget to invite her to speak to parents next year, possibly hosting 1-2 sessions? Being in person was fantastic!</p>
Info	New/Old News Adjournment	Chair- Huynh Pool
<p>Next Meeting as needed during summer or in fall before the next election of Policy Council Officers.</p>		

RESOLUTION No. 6532

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval of PPS Head Start's shift in Health Services Staffing.

RESOLUTION

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



PORTLAND PUBLIC SCHOOLS

Office of Head Start - Sacajawea Main

4800 NE 74th Ave / Portland, OR 97218

P: (503) 916-5724 - F: (503) 916-2480

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: Shift In Health Services Staffing

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Policy Council has approved the program's planned shift in Health Services Staffing.

The signature below is confirmation the Head Start Policy Council has approved this request.

Thank you,

Robert D. Cantwell

Head Start Director

June 8, 2022

Date

Huynh Pool

Policy Council Chair

6/8/2022

Date



PORTLAND PUBLIC SCHOOLS

Office of Head Start - Sacajawea Main

4800 NE 74th Ave / Portland, OR 97218

P: (503) 916-5724 - F: (503) 916-2480

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: Shift In Health Services Staffing

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Governing Board has approved the program's planned shift in Health Services Staffing.

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

Thank you.

Robert D. Cantwell

Head Start Director

June 8, 2022

Date

Governing Board Chair

Date



PORTLAND PUBLIC SCHOOLS

Office of Head Start/Early Learners

501 N Dixon St / Portland, OR 97227

P: (503) 916-5724 - F: (503) 916-2480

Date: June 8, 2022

To: PPS School Board

From: Dr. Emily Glasgow, Interim Senior Director of PK-5 Core Academics
Dr. Robert D. Cantwell, Principal/Director of Head Start

Subject: Head Start Action Items

BACKGROUND

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

1. EMPLOYEE AFFINITY GROUPS POLICY

PPS Head Start has developed a procedure to align with Head Start Program Performance Standard 1302.93(b) Staff health and wellness. These procedures include the ability of staff to request approval to create affinity groups. The primary focus of Employee Affinity Groups is to help advance inclusive excellence throughout the program by fostering an inclusive workplace community that values the rich diversity of identities, backgrounds, experiences, and perspectives of our employees. We believe these groups can assist our program with recruitment, retention, and personal and professional development of employees, as well as provide support for students and families. PPS Head Start Parent Policy Council approved this new policy and procedures on June 7, 2022. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. APPLICATION FOR FEDERAL GRANT RENEWAL

Board approval is required to apply for continuation of grant funds (\$5,686,462) for Fiscal Year 2023. The Head Start Parent Policy Council approved PPS Head Start applying for these funds on June 7, 2022. Application is due August 1, 2022. A Board Letter of Approval and Resolution are requested.

3. PROGRAM SELF-ASSESSMENT REPORT

The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process

provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families. PPS Head Start Parent Policy Council approved the Self-Assessment Report and its recommendations on June 7, 2022. Board approval of the annual Self-Assessment Report is required. A Board Letter of Approval and Resolution are requested.

4. SHIFT IN HEALTH SERVICES STAFFING

One of the program's contracted MESD nurses is retiring by June 30, 2022. An assessment of the current staffing structure has revealed that two full-time contract nurses are not required to fulfill the contracted scope of work. Shifting one of the full-time positions to a Student Success Program Supervisor/Health Coordinator position that is a Head Start staff member will result in improved services and better support for the remaining full-time MESD nurse. The contracted MESD nurse that is continuing with the program has recommended this change. PPS Head Start Parent Policy Council approved the shift in Health Services staffing structure on June 7, 2022. A Board Letter of Approval and Resolution are requested.

RELATED POLICIES/BEST PRACTICES

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

ANALYSIS OF SITUATION

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

FISCAL IMPACT

The PPS Head Start budget will support the Employee Affinity Groups as needed and able. Failing to apply and renew our federal grant (almost \$5.7million) will have a significantly negative impact on our program. The Self-Assessment Report has no direct fiscal impact. Changing the Health Services staffing structure will result in a budget savings.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

PPS Head Start Parent Policy Council reviewed, provided input, and approved this action on June 7, 2022 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation will be the 2022-23 School Year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

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

Portland Public Schools' vision is this: Every student, every teacher, and every school succeeding. The school district's mission is that every student by name is prepared for college, career, and participation as an active community member, regardless of race, income, or zip code. The Board adopted the following four priorities for the 2018-19 school year to move the school district toward the above aspirations:

- Set a clear vision and strategic plan.
- Create equitable opportunities and outcomes for all students.
- Build management accountability systems and structures.
- Allocate budget, funding, and resources focused on improving outcomes for students.

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

STAFF RECOMMENDATION

Develop Board resolution and obtain signature approval of the Board Chair of the attached documents.

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

_____ (Initials)

ATTACHMENTS

- A. Affinity Groups Policy Board Resolution
- B. Affinity Groups Policy Board Approval Letter
- C. Affinity Groups Policy Policy Council Approval Letter
- D. Affinity Groups Policy and Procedures
- E. Federal Grant Application Board Resolution
- F. Federal Grant Application Board Approval Letter
- G. Federal Grant Application Policy Council Approval Letter
- H. Self-Assessment Report Board Resolution
- I. Self-Assessment Report Board Approval Letter
- J. Self-Assessment Report Policy Council Approval Letter
- K. 2021-2022 Self-Assessment Report
- L. Shift in Health Services Staffing Board Resolution
- M. Shift in Health Services Staffing Board Approval Letter
- N. Shift in Health Services Staffing Policy Council Approval Letter
- O. 6.7.22 PPS Head Start Parent Policy Council Meeting Minutes



Parent Policy Council Minutes

Zoom Call

6-7-22

Info	Warm Welcome Agenda Overview In Attendance: Marciella Ortega, Lauren Rose, Huynh Pool, Betsy Freeman, Jennifer Albers, Kim Acusa, Crystal Ball, Robert Cantwell, Rhiannon Martin, Kimberly Richards, Jeff Wiser, Interpreters (released after 15 minutes)	Chair - Huynh Pool
	Prize Wheel	Crystal Ball Notes: Winner Marciella
Action	Minutes: Review and approve minutes from May meeting	Secretary-Matt B. (Absent), Jon Anderson Notes: Motion to approve Lauren, Second Kim, Approved 6
Action	Treasurer's Report	Maricela Notes: Review of document. Motion to approve: Kim, Second Betsy, 6 Approve
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		<p>one another. Great to meet new people, eat with our team. Participated in the scholarship committee, our youth are doing some amazing things! Robert went to sessions around staff retention, issues and strategies. Huynh shared that the weather was great, she brought her family, the conversation was so good that the meeting went into the next section. Enjoyed Amy Williams presentation-joy and challenges of parenting-we all experience similar things with our children. Is there a budget to invite her to speak to parents next year, possibly hosting 1-2 sessions? Being in person was fantastic!</p>
Info	New/Old News Adjournment	Chair- Huynh Pool
<p>Next Meeting as needed during summer or in fall before the next election of Policy Council Officers.</p>		

RESOLUTION No. 6533

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

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

RESOLUTION

The Board affirms Chair Michelle DePass and Director Herman Greene to attend the School Board Partners Annual Conference in Denver Colorado from July 10, 2022 to July 13, 2022, and for Vice-Chair Andrew Scott to attend the Oregon School Board Associations Summer Conference in Bend, Oregon from July 8, 2022 through July 10, 2022.

RESOLUTION No. 6534

Clarification of middle school enrollment options for Rigler neighborhood students

RECITALS

- A. Dual Language Immersion (DLI) is a proven strategy for increasing academic outcomes for emergent bilingual students as well as English speakers (Thomas & Collier 2002; Steele, et al 2015). Expanding DLI programs to meet the need and improving equity of access for historically underserved students is a priority.
- B. The Rigler Spanish DLI program began in 2005 and was expanded to include all interested neighborhood families in 2012.
- C. The popularity and growth of Spanish DLI at Rigler has coincided with declining enrollment in the school's Neighborhood-based English program. Currently only one of six grade levels has 25 or more students enrolled in the Neighborhood-based English program and only 29 students at K-2.
- D. Low enrollment in the Neighborhood-based English program, and a corresponding size imbalance between the English and Spanish Dual Language program, have resulted in the following challenges:
 - i. Blended grade classes in English program
 - ii. Lack of common instructional program focus to professionally collaborate with grade level teams
 - iii. Providing a more robust set educational services for students with high needs
- E. In 2016, the Dual Language Expansion committee prioritized addressing the low program enrollment in the Rigler neighborhood-based English program. Updates on this issue were provided to the Board's Teaching and Learning Committee in spring and fall 2017.
- F. In fall 2017, District staff collected feedback from teachers and parents at Rigler and Scott schools regarding a proposal to convert Rigler into a Spanish DLI only school and combine the Rigler and Scott neighborhood-based English programs into a single program located at Scott School.
 - i. Students currently enrolled in the Rigler neighborhood-based English program would move to Scott School beginning in fall 2018.
 - ii. Starting next year, new students from the Rigler neighborhood would select enrollment in Rigler Spanish DLI or Rigler/Scott Combined English program at Scott. Newly enrolling students in grades 1-5 would have to show Spanish language proficiency in order to participate in the Spanish DLI program. Students whose native language is Spanish would not need to be assessed, as per department policy.
 - iii. Transportation would be provided to either school, following standard PPS guidelines.
 - iv. Students enrolled in Rigler Spanish DLI would continue to matriculate to Beaumont Middle School. Students enrolled in other schools, including the Rigler/Scott Combined English program at Scott would matriculate to Roseway Heights Middle School. All Rigler and Scott students matriculate to McDaniel High School.

Based on feedback received from community members, an option was considered to allow the current cohort of 4th grade students in the Rigler Neighborhood-based English program to remain at Rigler next year, and then move on to Beaumont the following year. However, a major reason for making this change in program is to create a more balanced co-located program at Scott to meet the needs of the English program students from both schools with two classrooms at each grade level. The forecasted numbers for Scott 5th grade with the addition of Rigler students would have potentially set up one large 5th grade class at Scott (30-34) and one small and isolated 5th grade class at Rigler (11-15). The opportunities to serve high needs students in either site would have been diminished and Rigler's ability to focus the anticipated reduced resources, as a result of the smaller enrollment overall, on one instructional program would also be negatively impacted.

- G. As a result of the program move, most grade levels of the combined Rigler-Scott English program will be able to offer two sections per grade level beginning in 2018. In so doing, Scott would be able to offer:
 - i. Opportunities for learner peers to be mixed and matched to better meet their academic and social needs

- ii. More on site services and supports such as SPED, ESL, etc. to meet the needs of students
 - iii. Provide more professional collaboration for grade level teachers to improve instruction and curriculum for students
- H. In monitoring the enrollment and continuing to provide balanced co-located programs at Scott, it may be important for PPS to recommend boundary changes in future years as PPS continues to balance enrollment across the Eastside to ensure right sized schools that offer a solid core instructional program.
- I. On January 16, 2018, the Board's Enrollment & Forecasting Committee unanimously agreed with the recommendation to convert Rigler to a Spanish DLI only school and relocate the Rigler Neighborhood-based English program to Scott School.
 - i. The committee did not endorse a specific transition plan, but offered feedback on the pros and cons of phasing out the program, versus moving all grade levels at once.
 - ii. The committee requested additional information on the impact of the program change on staff at Rigler.

RESOLUTION

1. The Board of Education endorses the conversion of Rigler to a Spanish DLI only school and relocate the Rigler Neighborhood-based English program to Scott School, beginning in the 2018-19 school year.
 - a. All neighborhood students who attend Rigler Spanish Immersion through 5th grade have the right to enroll in Beaumont Middle School. All Rigler neighborhood students who attend other elementary schools have the right to enroll in Roseway Heights Middle School.
2. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing and other operational adjustments to support effective implementation of this plan.
3. The Board directs the Superintendent to present a transition plan developed by a committee represented by parents and staff from both communities to help ensure a positive and inclusive integration of the two English neighborhood based programs at Scott.
4. The Board acknowledges and appreciates the participation of Rigler and Scott community members in this process.



PORTLAND PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT

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

Date: June 28, 2022
To: School Board
From: Don Wolff, Chief Technology Officer
Judy Brennan, Director, Enrollment and Transfer
Subject: Clarification of middle school enrollment options for Rigler neighborhood students

BACKGROUND

School Board Resolution 5566, adopted January 23, 2018, established Rigler Elementary School as a whole-school Spanish dual language immersion program for neighborhood students entering at kindergarten or at upper grades for new neighborhood students with backgrounds in both languages. The resolution also designated Scott Elementary School as the enrollment option for Rigler neighborhood kindergartners who opt-out of the dual language program or who enter at upper grades and do not have experience in both languages. Students who complete 5th grade at Rigler progress to Beaumont Middle School, while Rigler neighborhood students who attend Scott progress to Roseway Heights Middle School. All Rigler neighborhood students progress to McDaniel High School.

A recent review found that Resolution 5566 does not provide clear middle school enrollment options for Rigler neighborhood students who attend elementary schools other than Rigler or Scott. The proposed resolution revision, as described below and shown in Exhibit A, would clarify that Rigler neighborhood students who attend elementary schools other than Rigler or Scott, or who move into the Rigler neighborhood during grades 6-8 without background in both English and Spanish, are assigned to Roseway Heights Middle School.

RELATED POLICIES/BEST PRACTICES

Related Policy: 4.10.045-P Student Assignment to Neighborhood Schools

ANALYSIS OF SITUATION

Staff from central office departments and impacted schools have been guiding Rigler neighborhood families through their unique enrollment options since the 2018-19 school year. The following middle school language appears on the PPS [Schoolfinder website](#) for all Rigler neighborhood addresses: “Beaumont Middle School for students who complete Rigler Spanish Immersion program only. Roseway Heights Middle School for all other students.”

Each year the Enrollment and Transfer Center receives several requests for admission to Beaumont MS from families who reside in the Rigler neighborhood but whose children did not attend either Rigler Spanish Immersion or Scott English programs. A recent review of

Resolution 5566 found that it did not clearly address the middle school options for such students.

FISCAL IMPACT

Based on recent enrollment data, approximately 60 middle grade students live in the Rigler neighborhood and attend elementary schools other than Rigler or Scott. However, only about thirty students in this category are expected to attend Roseway Heights, because many students have approved transfers to immersion programs, focus options, alternative and charter schools that last through at least 8th grade. The students generate approximately one full-time staff position at Roseway Heights.

COMMUNITY ENGAGEMENT

Families and students who live in the Rigler neighborhood learn about their enrollment options primarily through the PPS website, interactions with school staff and information packets sent to all 5th graders before the start of the annual transfer cycle. All websites and materials will be updated before the start of the 2022-23 year to reflect the middle school enrollment option clarification.

TIMELINE FOR IMPLEMENTATION/EVALUATION

Upon adoption, district and school enrollment information will be updated. Seven Rigler neighborhood students who recently requested transfer to Beaumont have been approved, due to the lack of clarity in the original resolution language. There are no pending applications from similar students.

BOARD OPTIONS WITH ANALYSIS

The Board could assign Rigler neighborhood students who do not attend Rigler or Scott elementary schools to Beaumont instead of Roseway Heights.

Roseway Heights has more capacity than Beaumont to accommodate Rigler neighborhood students. However, Beaumont is closer to home for many Rigler neighborhood families.

If Rigler neighborhood students who do not attend Scott are given the opportunity to enroll at Beaumont, it would be consistent and fair to extend the option to those who attend Scott, as well. A boundary change from Roseway Heights to Harrison Park MS will take effect in Fall 2023, and loss of additional students could have a negative impact on program opportunities at Roseway Heights.

I have reviewed this staff report.

Don Wolff

ATTACHMENTS

- A. Resolution: Clarification of middle school enrollment options for Rigler neighborhood students
- B. Resolution 5566 revised, redlined

EXHIBIT A: Proposed changes to Resolution No. 5566

RESOLUTION No. 5566

Change Rigler Elementary School to a Neighborhood-based Spanish Dual Language Immersion Program Only School

RECITALS

- A. Dual Language Immersion (DLI) is a proven strategy for increasing academic outcomes for emergent bilingual students as well as English speakers (Thomas & Collier 2002; Steele, et al 2015). Expanding DLI programs to meet the need and improving equity of access for historically underserved students is a priority.
- B. The Rigler Spanish DLI program began in 2005 and was expanded to include all interested neighborhood families in 2012.
- C. The popularity and growth of Spanish DLI at Rigler has coincided with declining enrollment in the school's Neighborhood-based English program. Currently only one of six grade levels has 25 or more students enrolled in the Neighborhood-based English program and only 29 students at K-2.
- D. Low enrollment in the Neighborhood-based English program, and a corresponding size imbalance between the English and Spanish Dual Language program, have resulted in the following challenges:
 - i. Blended grade classes in English program
 - ii. Lack of common instructional program focus to professionally collaborate with grade level teams
 - iii. Providing a more robust set educational services for students with high needs
- E. In 2016, the Dual Language Expansion committee prioritized addressing the low program enrollment in the Rigler neighborhood-based English program. Updates on this issue were provided to the Board's Teaching and Learning Committee in spring and fall 2017.
- F. In fall 2017, District staff collected feedback from teachers and parents at Rigler and Scott schools regarding a proposal to convert Rigler into a Spanish DLI only school and combine the Rigler and Scott neighborhood-based English programs into a single program located at Scott School.
 - i. Students currently enrolled in the Rigler neighborhood-based English program would move to Scott School beginning in fall 2018.
 - ii. Starting next year, new students from the Rigler neighborhood would select enrollment in Rigler Spanish DLI or Rigler/Scott Combined English program at Scott. Newly enrolling students in grades 1-5 would have to show Spanish language proficiency in order to participate in the Spanish DLI program. Students whose native language is Spanish would not need to be assessed, as per department policy.
 - iii. Transportation would be provided to either school, following standard PPS guidelines.

- iv. Students enrolled in Rigler Spanish DLI would continue to matriculate to Beaumont Middle School. Students enrolled in other schools, including the Rigler/Scott Combined English program at Scott would matriculate to Roseway Heights Middle School. All Rigler and Scott students matriculate to Madison McDaniel High School.

Based on feedback received from community members, an option was considered to allow the current cohort of 4th grade students in the Rigler Neighborhood-based English program to remain at Rigler next year, and then move on to Beaumont the following year. However, a major reason for making this change in program is to create a more balanced co-located program at Scott to meet the needs of the English program students from both schools with two classrooms at each grade level. The forecasted numbers for Scott 5th grade with the addition of Rigler students would have potentially set up one large 5th grade class at Scott (30-34) and one small and isolated 5th grade class at Rigler (11-15). The opportunities to serve high needs students in either site would have been diminished and Rigler's ability to focus the anticipated reduced resources, as a result of the smaller enrollment overall, on one instructional program would also be negatively impacted.

- G. As a result of the program move, most grade levels of the combined Rigler-Scott English program will be able to offer two sections per grade level beginning in 2018. In so doing, Scott would be able to offer:
 - i. Opportunities for learner peers to be mixed and matched to better meet their academic and social needs
 - ii. More on site services and supports such as SPED, ESL, etc. to meet the needs of students
 - iii. Provide more professional collaboration for grade level teachers to improve instruction and curriculum for students
- H. In monitoring the enrollment and continuing to provide balanced co-located programs at Scott, it may be important for PPS to recommend boundary changes in future years as PPS continues to balance enrollment across the Eastside to ensure right sized schools that offer a solid core instructional program.
- I. On January 16, 2018, the Board's Enrollment & Forecasting Committee unanimously agreed with the recommendation to convert Rigler to a Spanish DLI only school and relocate the Rigler Neighborhood-based English program to Scott School.
 - i. The committee did not endorse a specific transition plan, but offered feedback on the pros and cons of phasing out the program, versus moving all grade levels at once.
 - ii. The committee requested additional information on the impact of the program change on staff at Rigler.

RESOLUTION

- 1. The Board of Education endorses the conversion of Rigler to a Spanish

DLI only school and relocate the Rigler Neighborhood-based English program to Scott School, beginning in the 2018-19 school year.

- a. All neighborhood students who attend Rigler Spanish Immersion through 5th grade have the right to enroll in Beaumont Middle School. All Rigler neighborhood students who attend other elementary schools have the right to enroll in Roseway Heights Middle School.
2. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing and other operational adjustments to support effective implementation of this plan.
3. The Board directs the Superintendent to present a transition plan developed by a committee represented by parents and staff from both communities to help ensure a positive and inclusive integration of the two English neighborhood based programs at Scott.
4. The Board acknowledges and appreciates the participation of Rigler and Scott community members in this process.

RESOLUTION No. 6535

Resolution to approve a Cost of Living Adjustment for Non-Represented Employees for Fiscal Year 2022-2023

RECITALS

1. On June 14, 2022, the Board approved an operating budget for the District for the 2022-23 fiscal year that included a COLA and a step increase for eligible non-represented employees.
2. Consistent with the adopted budget, the Superintendent recommends a 4.0% cost-of-living-adjustment (COLA) and a step increase for eligible non-represented employees. The cost of the recommended COLA and step increase is within the amount budgeted in the Board-approved operating budget for the 2022-23 fiscal year.

RESOLUTION

The Board authorizes a 4.0% COLA and a step increase for eligible non-represented employees for the 2022-23 fiscal year consistent with the Board-adopted budget.

RESOLUTION No. 6539

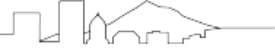
Resolution to Approve Adding a Jumpstart Days for 6th, 9th, 12th graders for the 2022-23 School District Calendar

RESOLUTION

The Board of Education hereby adopts the 2022-23 School District Calendar with Jumpstart Days.



PORTLAND PUBLIC SCHOOLS
2022-23 District Calendar



JULY 2022					AUGUST 2022					SEPTEMBER 2022					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
				1									1	2	
4	5	6	7	8	1	2	3	4	5	5	6	♥ K	7	8	9
11	12	13	14	15	8	9	10	11	12	12	♥ PK	13 *	14	15	16
18	19	20	21	22	15	16	17	18	19	19	20 *	21	22	23	
25	26	27	28	29	22	23	24	25	26	26	27 *	28	29	30	
					29	30	★	31							

OCTOBER 2022					NOVEMBER 2022					DECEMBER 2022					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
													1	2	
3	4 *	5	6	7		1 *	2	3	4	5	6 *	7	8	9	
10	11	12	13	14	7	8 *	9	10	11	12	13 *	14	15	16	
17	18 *	19	20	21	14	15 *	16	17	18	19	20	21	22	23	
24	25 *	26	27	28	21	+	22	23	24	25	26	27	28	29	30
31					28	29 *	30								

JANUARY 2023					FEBRUARY 2023					MARCH 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
							1	2	3			1	2	3
2	3 *	4	5	6	6	7 *	8	9	10	6	7 *	8	9	10
9	10 *	11	12	13	13	14 *	15	16	17	13	14 *	15	16	17
16	17	18	19	20	20	21	22	23	24	20	21 *	22	23	24
23	24 *	25	26	27	27	28				27	28	29	30	31
30	31 *													

APRIL 2023					MAY 2023					JUNE 2023					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
													1	2	
3	4 *	5	6	7	1	2 *	3	4	5	5	6 *	7	8	9	
10	11	12	13	14	8	9 *	10	11	12	12	13	★	14	15	16
17	18 *	19	20	21	15	16 *	17	18	19	19	20	21	22	23	
24	25 *	26	27	28	22	23 *	24	25	26	26	27	28	29	30	
					29	30	31								

	Schools closed due to holiday or break period	☾	High school transfer deadline
★	First/last day of school for students; At comprehensive middle schools and high schools, the first day of school is 6th, 9th, and 12th grades only. 7th, 8th, 10th, and 11th grades start on Aug. 31.	◆	End of quarter
+	Day/evening conferences (no school for students)	📅	Teacher Professional Development/planning day (no school for students); Planning days always occur after the end of a quarter
▲	Statewide inservice (no school for students)	❄️	Possible snow make-up day
♥ K	Kindergarten first day: Kindergarten Ramp Up Aug 30 - Sep 2; K Students attend 1 day between Aug. 30 - Sep. 2 in small groups	♥ PK	Pre-Kindergarten/Head Start first day
📁	Mid-Term Progress Reports	*	Staff Meetings
📁	New Educator Orientation	📅 *	Additional Professional Development Day(s) for Designated CSI & TSI Schools: 9/23, 10/14, & 2/17; Teachers from non-CSI/TSI schools are invited to participate in PD on these dates on a voluntary basis



PORTLAND PUBLIC SCHOOLS
DIVISION OF INSTRUCTION & SCHOOL COMMUNITIES

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3702

Website: <https://www.pps.net/>

Date: June 23, 2022
To: Portland Public School Board
From: Dr. Cheryl Proctor, Deputy Superintendent
Subject: Adding "MS and HS Jump Start" Days to the 2022-23 School District Calendar

Staff is submitting this recommended change to the 2022-23 School District Calendar for the Board to consider and vote on at the June 28, 2022 Board meeting.

Related Policies:

3.20.010-P Annual Calendar
OAR 581-022-2320 Required Instructional Time

Middle School Jump Start:

The move from 5th-6th grade is a significant developmental milestone because of the transition from having one teacher during elementary to many teachers in middle school, and from a smaller elementary with known peers to a large comprehensive with many unknown peers. Many middle schools have traditionally held Jump Start on the first day of school for 6th graders only to have a first day building relationships in a smaller supported peer group, learn the "how to's" of middle school, and to experience class for the first time in a 6th-grade only setting. This is an essential support for social-emotional well-being and for students to be set up for success in middle school expectations.

Approving this plan will mean the 14 comprehensive middle schools will have only 6th graders attend on the first day of school, August 30; Students in grades 7-8 will start on August 31.

High School Jump Start:

Like the MS Jump Start, the recommendation for the 7 comprehensive, 2 focus option high schools, and MLC is to have only 9th graders and 12th graders attend on the first day of school, August 30.

This day is intended to provide a focused start time for these two grade levels:

- 9th graders will have a half day to acclimate them to high school. 9th grade teams will plan focused activities around learning the school, community building, and academic stamina.
 - In all years, a 9th grade day to acclimate to high school is important. This year is of particular importance as this group of students had such an uneven middle school experience.
- To help meet instructional hours requirements, seniors will also have a half day on the first day of school. This will serve as community building and college and career planning.
- 10th and 11th graders start on August 31.

Analysis of the Situation:

Middle Schools will easily meet the required instructional time for students in grades K-8 of 900 hours. Removing one instructional day from 7th and 8th graders will be well worth the investment of time to ensure the school year gets off to a positive start.

The High School schedule has students in grade 10-11 scheduled to meet the requirement for 990 hours without being present on the first day of school. Part of the reason for having 12th graders attend on the 1st day of school as well is to ensure that they will meet the 966 hours required for 12th graders each year.

For staff that work with other grade levels (7, 8, 10, 11), the expectation is that they will also be doing outreach and engagement for their students during this time. Here are some sample activities for schools to choose from:

- For teachers of students at other grades, engaging with focal grades may include times for:
 - Participating in whole school tours with students
 - Co-leading activities with 6th/9th grade teachers and staff
- Focus on student outreach to each teacher's assigned students. This may include:
 - Phone calls to students and families
 - Home visits
 - Drop in google meets sessions for students
 - Drop in google meets sessions for parents and community
 - Grade level outreach opportunities

Timeline for Implementation/Communication:

Individual Schools will be communicating to their school communities to let them know the schedule for the beginning of the school year. School teams will be working in August to finalize their lessons for these jump starts dates.

Board Analysis With Options

This change will impact OAR 581-022-2320 Required Instructional Time for students in grades 7-8 and 10-11. Time requirements are as follows:

- Grade 12: 966 hours
- Grades 9–11: 990 hours
- Grades K–8 — 900 hours

Changing August 30 into a school day for 6th, 9th and 12th graders only at comprehensive Middle Schools and High Schools will leave us scheduled with approximately the following instructional hours for the grade levels that will start the school year on August 31:

- Grades 9: 1029 hours
- Grades 10-11: 1026 hours
- Grade 12: 1008 hours
- Grades 7-8: 950 hours

Community Engagement:

Labor Partners are in agreement that jump start days are needed to support the transition of students into 6th grade and 9th grade. Additionally, parents of 6th and 9th graders have provided overwhelmingly positive feedback when schools started the year with these grades only and provided an orientation for students.

Connection to Board Goals:

These jumpstart days support the district focus on ensuring that we are improving the conditions in our schools and classrooms so that students are able to demonstrate both the proficiency in their knowledge base and in the skills and dispositions described in the Graduate Portrait.

Staff Recommendation:

Staff recommends that the Board approve this change to the calendar to provide students in grades 6th, 9th, and 12th grade a jumpstart on the first day of school.

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

___CP___ (Initials)

RESOLUTION No. 6536

Portland Association of Teachers and School District No. 1J, Multnomah County, Oregon, Ratification of the Collective Bargaining Agreement 2022 - 2023

RECITALS

The Collective Bargaining Agreement between Portland Public Schools and Portland Association of Teachers (PAT) expires on June 30, 2022.

RESOLUTION

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

Contract Extension Agreement Between
Portland Public Schools,
School District No. 1J, Multnomah County, Oregon
And
Portland Association of Teachers

Portland Public Schools (“PPS”) and Portland Association of Teachers (“PAT”) hereby agree to the following:

1. PPS and PAT will enter into a one-year Agreement that begins on July 1, 2022 and runs through June 30, 2023.
2. Except as expressly modified by this Contract Extension Agreement, the terms of the 2020-2022 Agreement will continue in full force and effect until June 30, 2023, unless the parties mutually agree otherwise.
3. On July 1, 2022, the salaries will be adjusted according to the attached salary schedule reflecting a **four percent (4%)** increase to the 2021-22 salary schedule. In addition, all members shall receive a one-time retention stipend of five hundred (\$500). The five-hundred-dollar retention payment shall be made as part of the regular summer pay.
4. PPS and PAT agree to schedule the first bargaining session on the successor contract no later than October 15, 2022.
5. This Agreement will take effect immediately upon ratification by PAT membership and approval by the Board of Education.
6. This contract extension agreement does not prejudice either party’s position and should not be used as evidence in any current grievances pending between the parties.

For PPS

For PAT

Date

Date

RESOLUTION No. 6540

Service Employees International Union and School District No. 1J, Multnomah County, Oregon,
Ratification of the Collective Bargaining Agreement 2022 - 2023

RECITALS

The Collective Bargaining Agreement between Portland Public Schools and Service Employees International Union (SEIU) expires on June 30, 2022.

RESOLUTION

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

CONTRACT EXTENSION AGREEMENT

Between

SCHOOL DISTRICT NO. 1, MULTNOMAH COUNTY, OREGON (“PPS”)

and

Service Employees International Union Local 503, School Employees Union Local 140 (“SEIU”)

PPS and SEIU hereby agree to the following:

1. PPS and SEIU are parties to a collective bargaining agreement (“CBA”) effective July 1, 2019 through June 30, 2022 at 11:59 PM.
2. PPS and SEIU agree to enter into a one-year contract extension agreement.
3. The new expiration date of the CBA will be 11:59 PM on June 30, 2023.
4. Except as expressly modified by this Contract Extension Agreement, the terms of the 2019-2022 CBA will continue in full force and effective until June 30, 2023 unless the parties mutually agree otherwise in writing.
5. On July 1, 2022, the salaries will be adjusted according to the attached salary schedules (to be provided by the District) reflecting a fifteen percent (15%) increase for Custodial employees; a seven percent (7%) increase for the Nutrition Services Lead position; and a nineteen and eight-tenths percent (19.8%) for the Nutrition Services Assistant position.
6. On July 1, 2022, step interval on Appendix B, Custodians, will be increased from 2.5% to 3.4%.
7. On July 1, 2022, the CBA language in Appendix B, Custodians, Section 5, will be modified as follows: “Any employee who is promoted will move to the next highest pay in the new range that results in a minimum of a 3.4% increase.”
8. On July 1, 2022, employees who have not reached the top step will advance one step on the Salary schedule.
9. Within thirty (30) calendar days following July 1, 2022, PPS will make a one-time-only payment of five hundred dollars (\$500) to all Nutrition Services employees employed on July 1, 2022. This payment will be subject to all appropriate taxes, withholdings and deductions.
10. The parties agree to meet on paid time prior to the start of 2023 bargaining to discuss our respective compensation studies.
11. The parties agree to schedule the first bargaining session for successor contract negotiations no later than February 10, 2023.
12. This MOA will take effect upon ratification by SEIU and approval by the Board of Education.

For Portland Public Schools

Guadalupe Guerrero
Superintendent, PPS

Date: _____

For SEIU

Melissa Unger
Executive Director, SEIU Local 503

Date: _____

RESOLUTION No. 6538

Resolution to Adopt Portland Public Schools Board Goals for 2022-2027

RECITALS

- A. It is the core mission and responsibility of Portland Public Schools to provide rigorous, high-quality academic learning experiences that are inclusive and joyful, and disrupt racial inequities in order to create vibrant environments for every student to demonstrate excellence.
- B. On June 25, 2019, the Board of Education passed Resolution 5909, "Adoption of Portland Public Schools "Portland Public Schools ReImagined: Preparing Our Students to Lead Change and Improve the World" as the district Vision", which described the skills and dispositions of the community's vision of a Graduate Portrait.
- C. Supporting this Vision requires Portland Public Schools to take a differentiated approach to how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth. This requires prioritizing the work and resources necessary to support students who are most underserved in Portland Public Schools.
- D. Every student must be prepared to read to learn and should read proficiently by the end of third grade.
- E. All students need a strong foundation in mathematics in order to access higher levels of learning in both the middle and high school grades.
- F. All students must successfully complete high school in order to live successful and fulfilling lives, and have access to the opportunities which allow them to achieve their full potential.

RESOLUTION

The Portland Public Schools Board of Education, in working with the Superintendent and staff, has developed goals for our students aligned with our vision, Portland Public Schools ReImagined: Preparing Our Students to Lead Change and Improve the World.

The Board of Education the following "Goals for our Students":

GOALS FOR OUR STUDENTS

Third Grade Reading

*We must accelerate achievement for students of color in order to **eliminate persistent gaps by narrowing by half the opportunity and outcome gaps in third grade reading** between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).*

Fifth Grade Mathematics

*We must accelerate achievement for students of color in order to **eliminate persistent gaps by narrowing by half the opportunity and outcome gaps in fifth grade mathematics** between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).*

Eighth Grade Readiness

*We must accelerate achievement for students of color in order to **eliminate persistent gaps by narrowing by half the opportunity and outcome gaps in eighth grade readiness** between students of*

color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).

High School Graduation

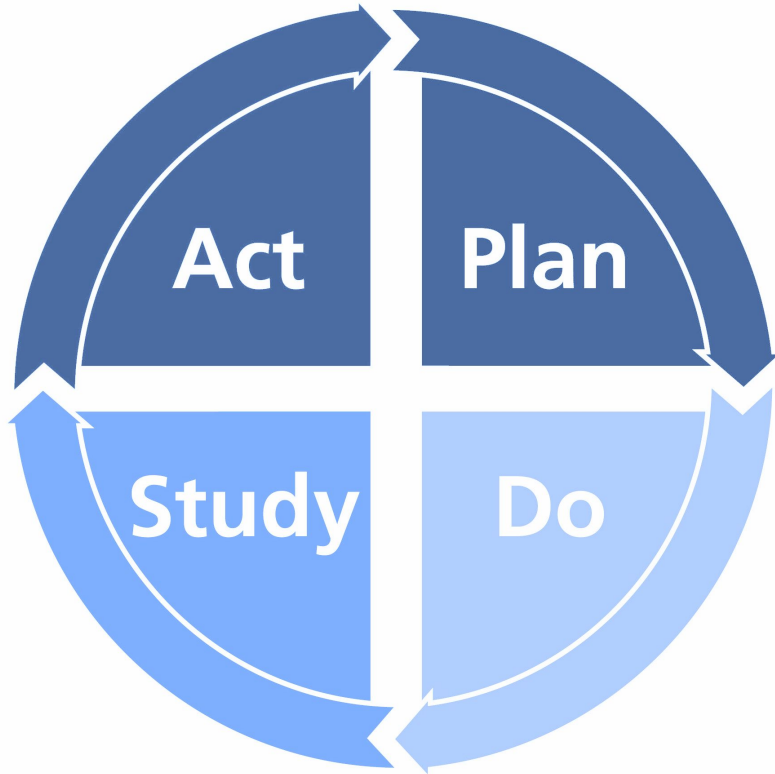
*We must accelerate achievement for students of color **by eliminating the graduation gaps** between students of color and their White peers by fall of 2027, as measured by the four-year cohort graduation rate.*



Board Goals: 2022-2027

June 28, 2022

Continuous Improvement



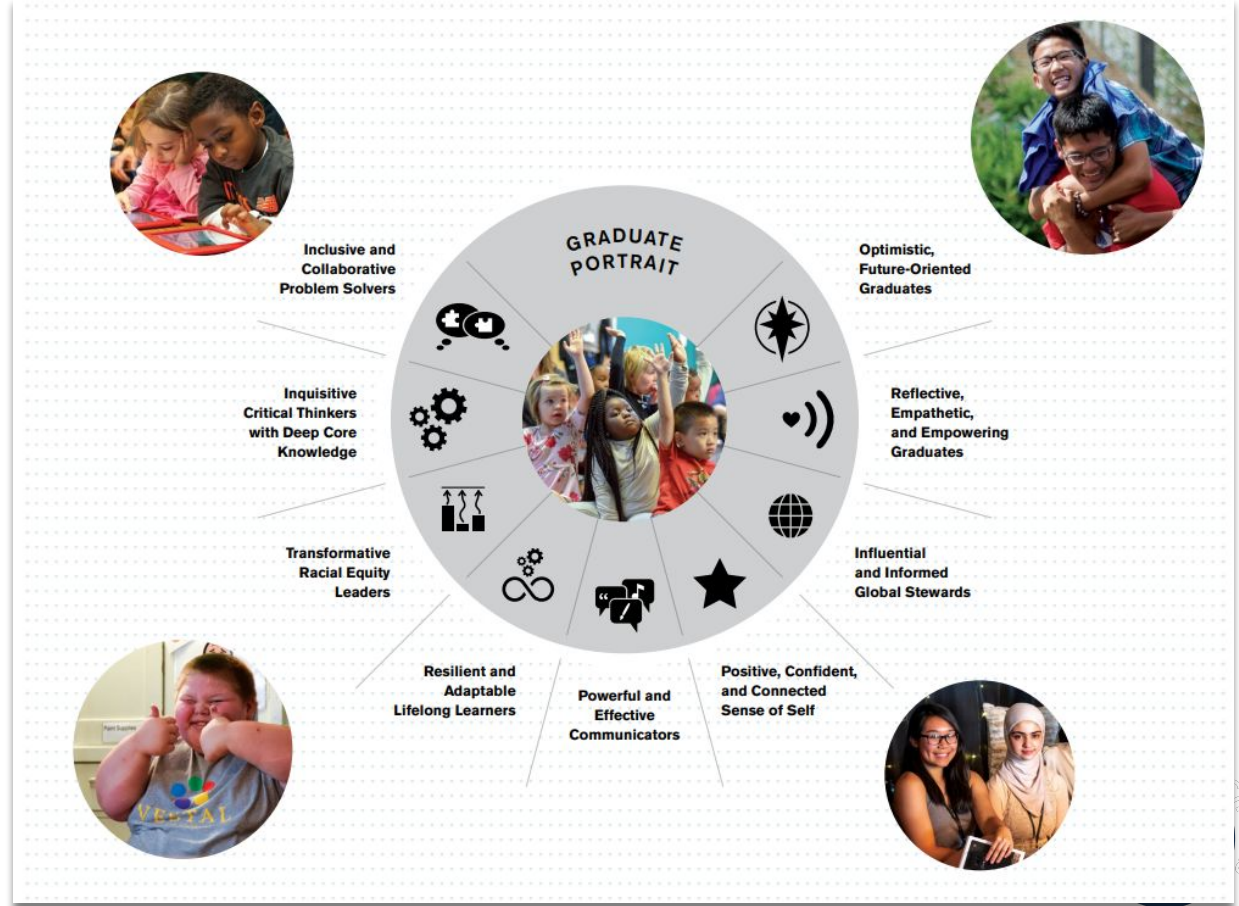
1. What is our current state?
2. What is our desired state?
3. How do we go about bridging the gap between the current and desired states?

Principles for Effective Measurement and Goal Calibration

- Every school should see themselves in one or more of the Board Goals
 - Goals will drive continuous improvement in schools as progress is needed at all levels
- Every student is expected to demonstrate achievement aligned to grade level standards
 - We will also monitor student growth towards proficiency
- Goals should represent a progressively rigorous ladder of achievement in reading/English Language Arts and mathematics
- Goals should serve as a catalyst for improved outcomes for ALL students

The Graduate Portrait

A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.



Recommended Focal Areas for Board Goals

- Third Grade Reading
- Fifth Grade Mathematics
- Eighth Grade Readiness
- High School Graduation



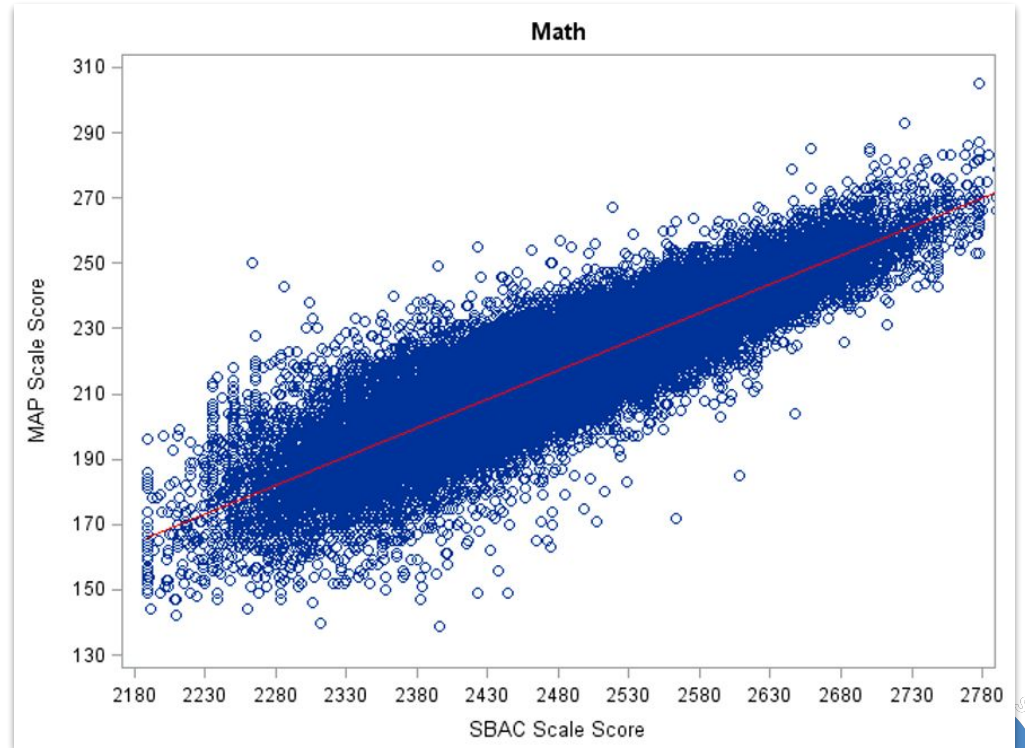
To be clear, the gaps in student performance along the lines of race are persistent, generational, unacceptable, and at odds with our belief that all students can learn. Here at PPS, *we intend to eliminate gaps in opportunity and outcomes completely.*



Methodology

MAP-OSAS Relationship

- MAP correlations with OSAS:
 - ELA: .83 -.87
 - Math: .89 -.91
- Overall, MAP achievement correctly predicts OSAS scores 83-91% of the time.

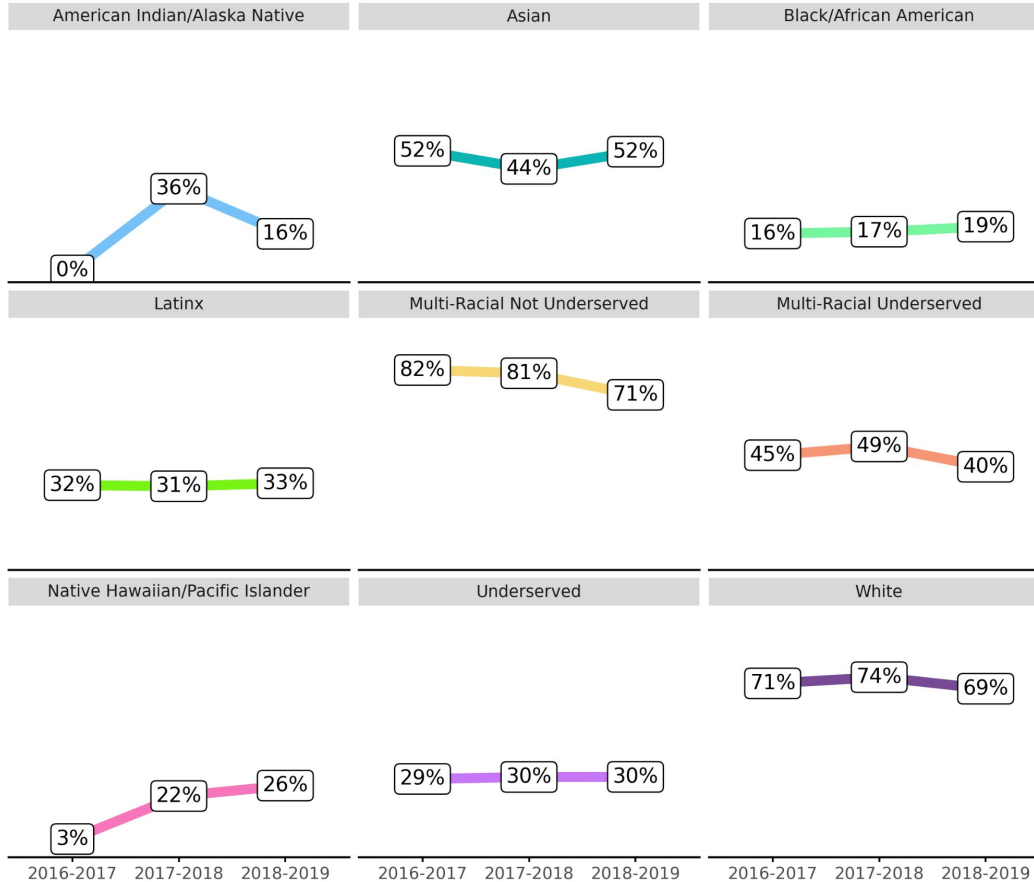


Third Grade Reading

- A first and critical step along the Graduate Portrait continuum is preparing all students to read to learn by the end of Grade 3.
- Foundational reading skills unlock the pathways for all the remaining learning that students will encounter for the rest of their lives.
- Reading is a civil right and it is our responsibility to ensure that all students can read.

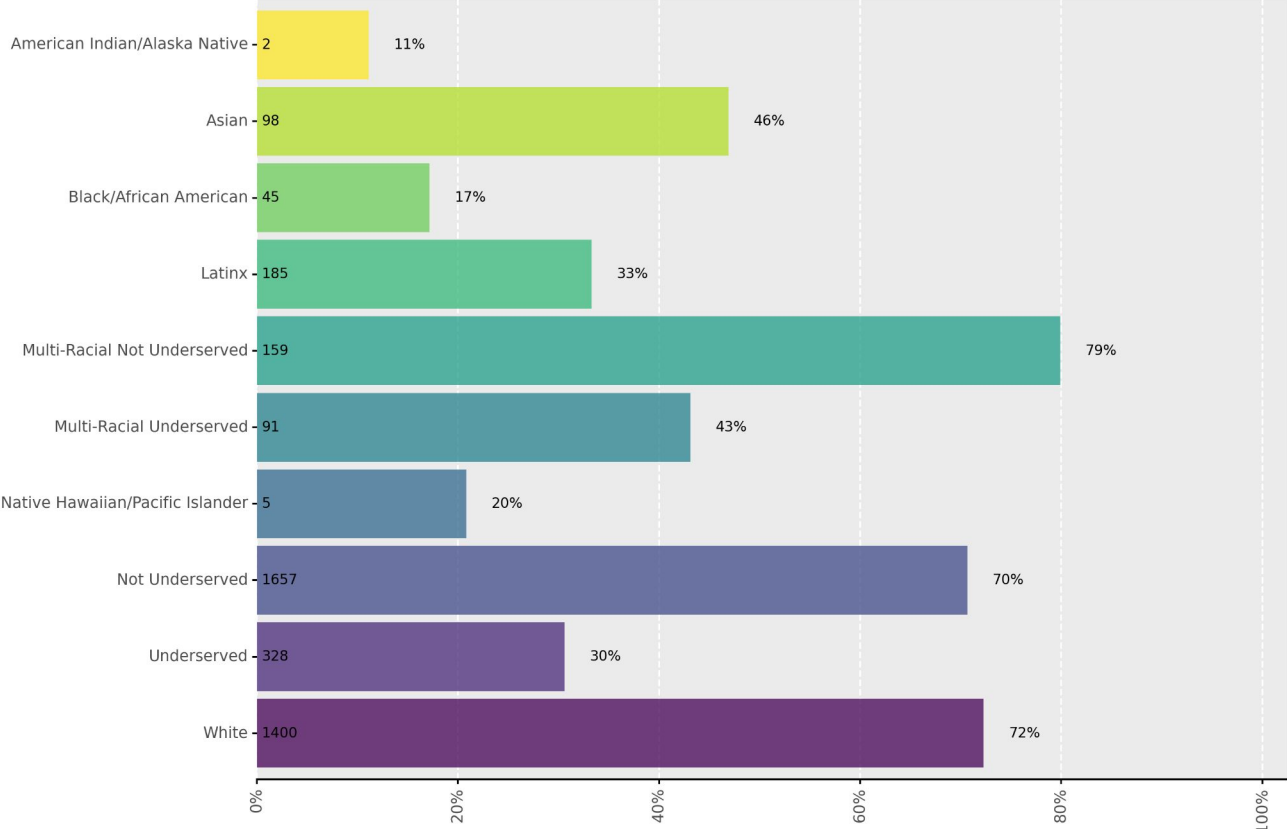
Trends: Third Grade Reading

OSAS Grade 03 ELA
Level 3/4 Achievement Rate



Projections: Third Grade Reading

Grade 03 Students Predicted to Achieve ELA OSAS Level 3/4 Based on 2021-2022 MAP Data



Proposed Goal: Third Grade Reading

We must accelerate achievement for students of color in order to eliminate persistent gaps by narrowing by half the opportunity and outcome gaps in third grade reading between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).

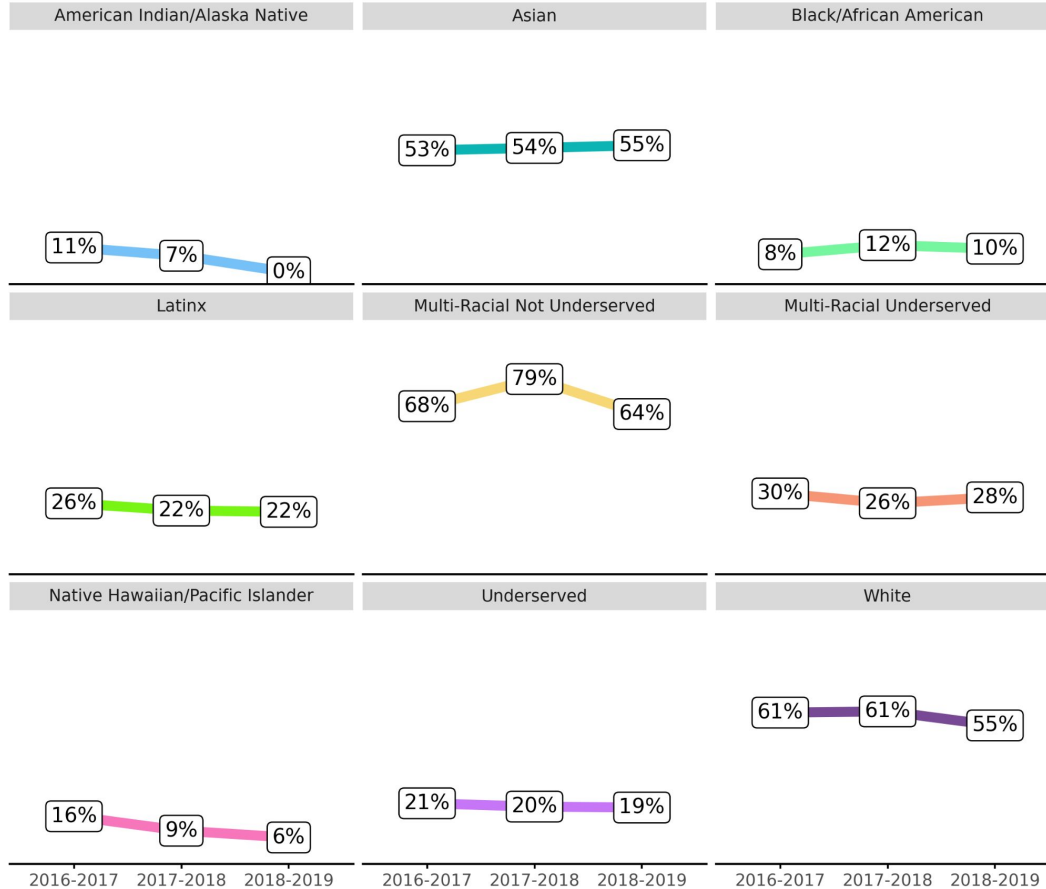


Fifth Grade Mathematics

- A solid grasp of the foundations of mathematics is needed in order to be effectively prepared for the rigor of middle school mathematics
- In middle school, the connections between mathematical areas of conceptual understanding becomes more complex, indicating a necessity for procedural fluency built in elementary school.
- We are sending far too many students of color to the rigors of middle school without the necessary mathematical foundation.

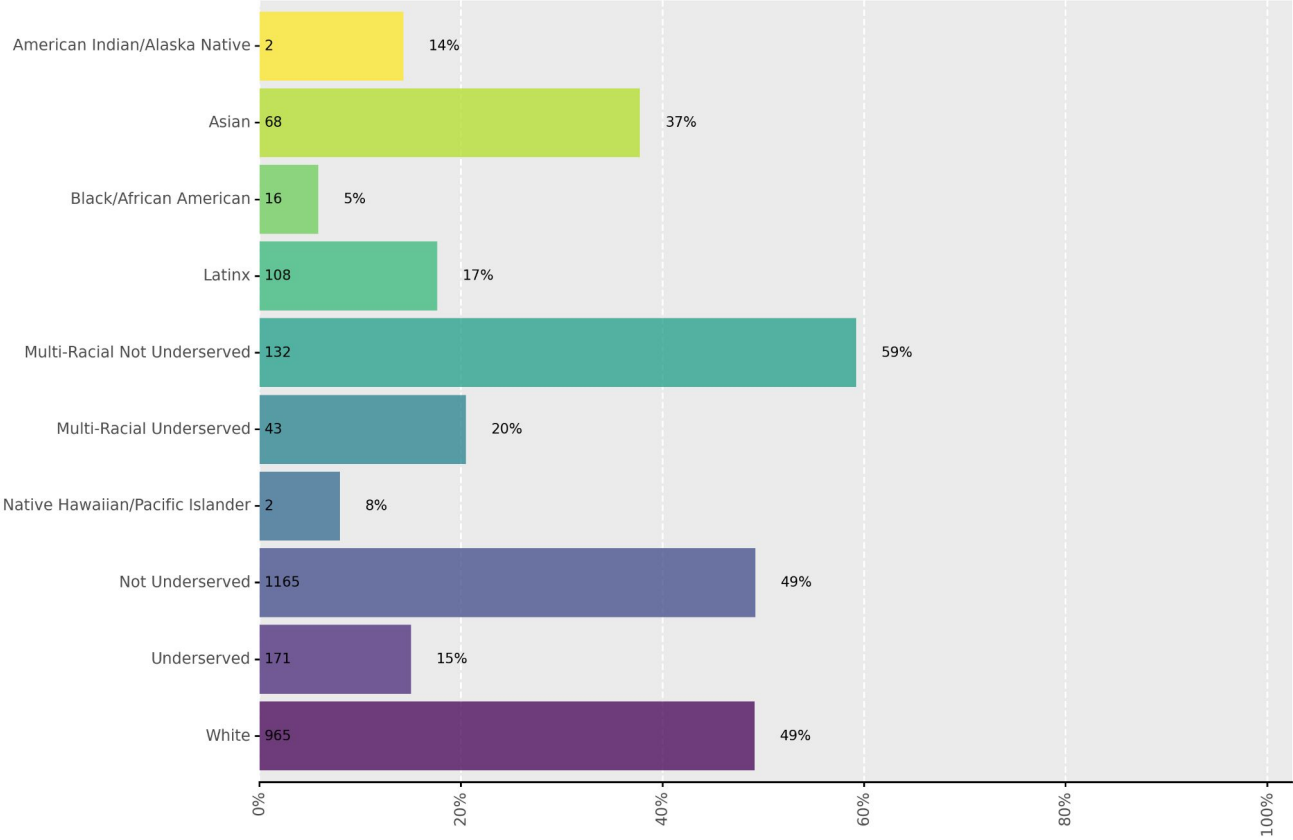
Trends: Fifth Grade Mathematics

OSAS Grade 05 Mathematics
Level 3/4 Achievement Rate



Projections: Fifth Grade Mathematics

Grade 05 Students Predicted to Achieve Math OSAS Level 3/4 Based on 2021-2022 MAP Data



Proposed Goal: Fifth Grade Mathematics

We must accelerate achievement for students of color in order to eliminate persistent gaps **by narrowing by half the opportunity and outcome gaps in fifth grade mathematics** between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).

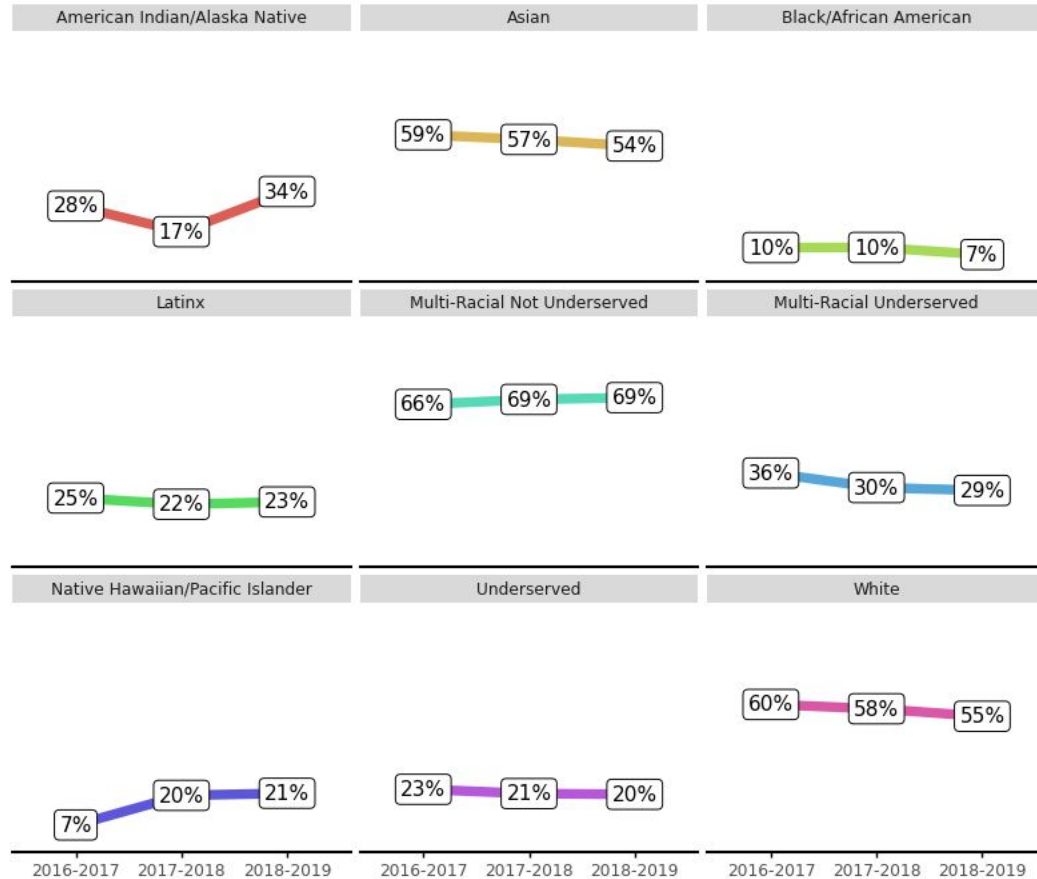


Eighth Grade Readiness

- 8th grade students should be prepared to navigate and adapt to high school's complex challenges
- Entering high school with grade level proficiency in English language arts and mathematics positions students for more advanced coursework
- Students who enter high school without mastery of core academic knowledge face barriers to a successful high school experience and experience lower-level coursework

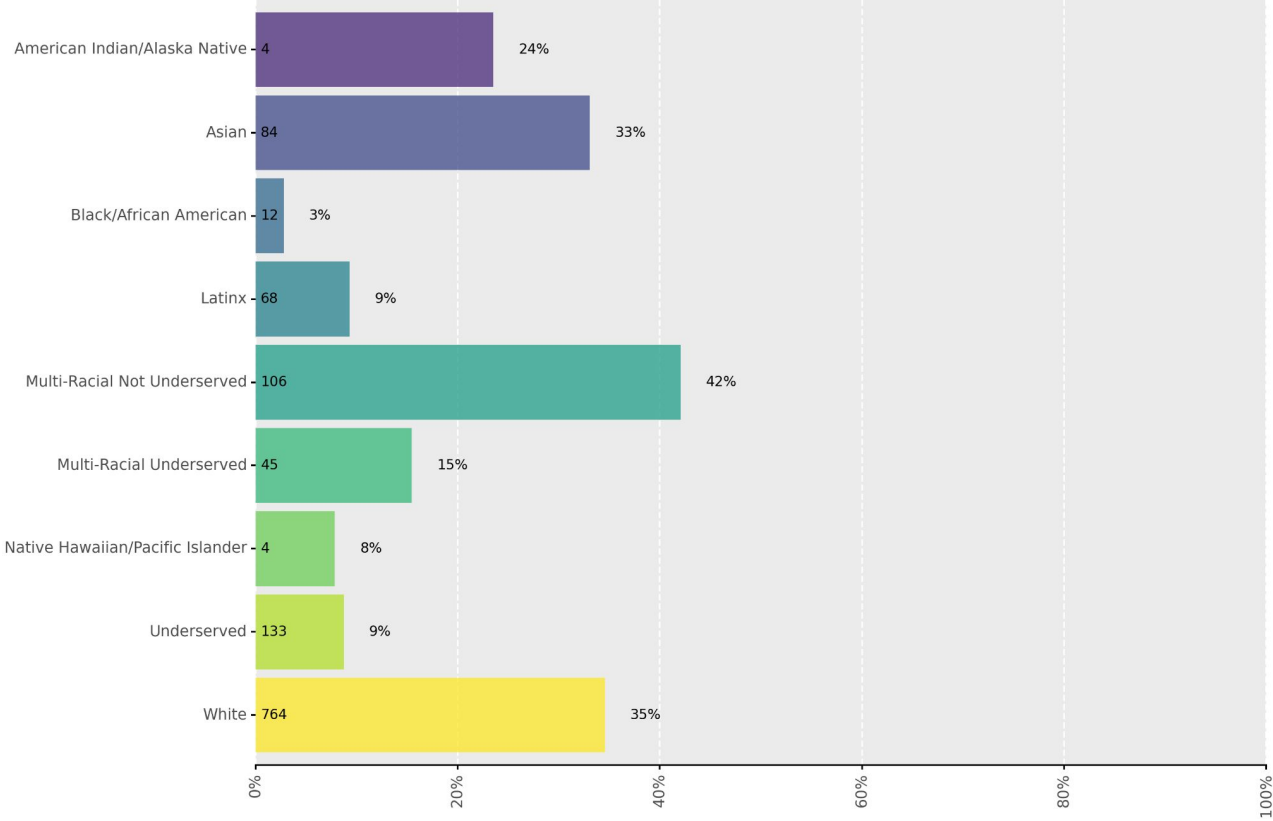
Trends: Eighth Grade Readiness

8th Graders Achieving Level 3/4 in both
ELA and Mathematics



Projections: Eighth Grade Readiness

Grade 08 Students Predicted to Achieve OSAS Level 3/4 in Both ELA and Mathematics
Based on 2021-2022 MAP Data



Proposed Goal: Eighth Grade Readiness

We must accelerate achievement for students of color in order to eliminate persistent gaps **by narrowing by half the opportunity and outcome gaps in eighth grade readiness** between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).

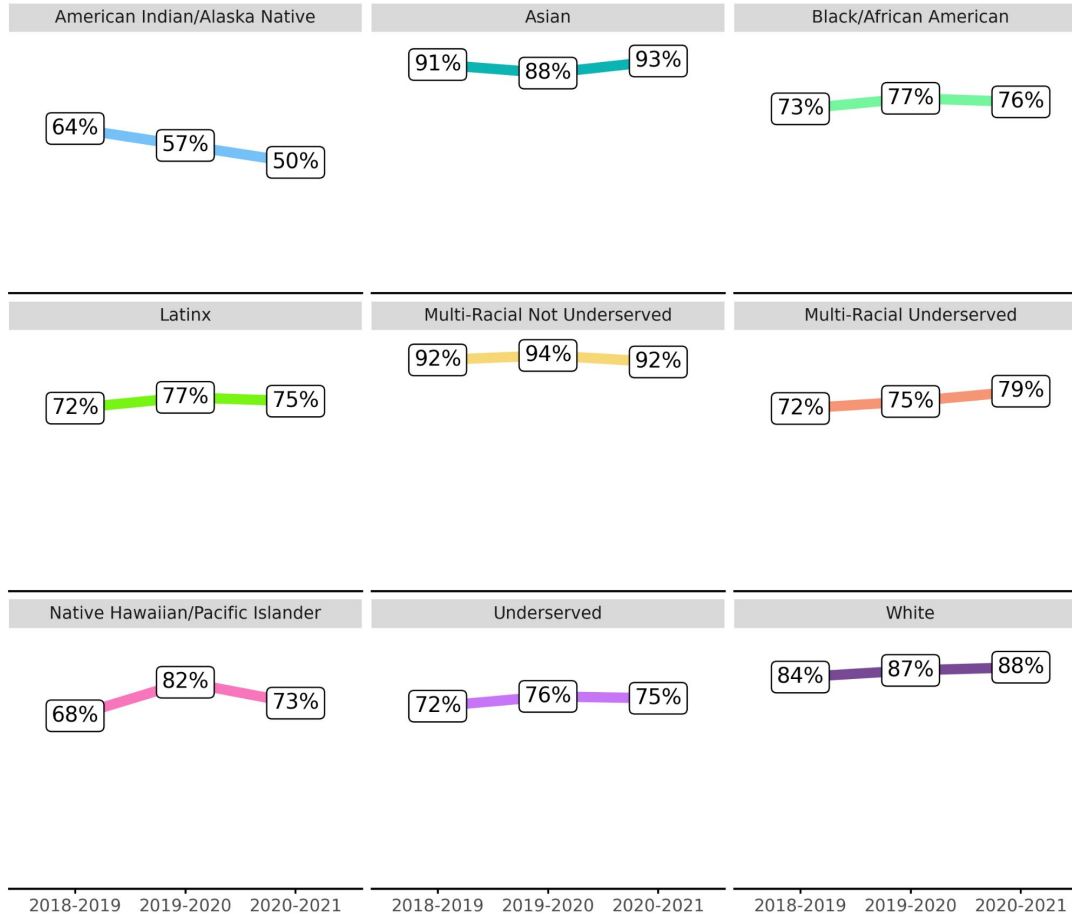


High School Graduation

- Successful completion of high school leaves students prepared for wherever their future might take them—college, military or career.
- Failure to complete high school creates a future earnings and opportunity gap that cannot be bridged later in life.
- In addition to the opportunity to earn a higher income, high school graduates also gain access to better living conditions and better health care services.

Trends: High School Graduation

Graduation Rate by Race/Ethnicity



Proposed Goal: High School Graduation

We must accelerate achievement for students of color **by eliminating the graduation gaps** between students of color and their White peers by fall of 2027, as measured by the four-year cohort graduation rate.



Narrowing and Eliminating the Gaps: Yearly Percentage Point Gains to Achieve Goals

Student Group	G3 Reading	G5 Math	G8 Readiness	Graduation
African American	5.5	4.4	3.2	2.4
Asian	2.6	1.2	–	–
Latino	3.9	3.2	2.6	2.6
Multi Underserved	2.9	3.9	2.0	1.8
Native American	6.1	3.5	1.1	7.6
Pacific Islander	5.0	4.1	2.7	3.0
Underserved	4.2	3.4	2.6	2.6

Note: Gaps in Grades 3, 5, and 8 are based on achievement projections.



Summary

The proposed Board Goals represent a rigorous set of benchmarks along the Pre-K to 12 academic continuum that, if adopted, will allow us to gauge student progress towards realizing the promise of the Graduate Portrait.





Portland Public Schools Goals for Our Students

2022-2027

June 28, 2022

Introduction

It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance. This will include a focus on building our individual and organizational capacity through ongoing professional learning and differentiated support for teachers, leaders, and central office staff.

We understand that this work will require focus and intentionality to interrogate how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both grade-level proficiency and the skills and dispositions described in our Graduate Portrait.

Included here are a set of academic milestones along the pre-K to 12 continuum that we intend to progress monitor and hold ourselves accountable to achieving. Since students of color currently demonstrate the greatest gaps in achievement and performance, our goals reinforce an explicit expectation of accelerated growth and gap closure for students of color. **To be clear, the gaps in student performance along the lines of race are persistent, generational, unacceptable, and at odds with our belief that all students can learn. Here at PPS, we intend to eliminate gaps in opportunity and outcomes completely.** We will begin this work with a focused effort on narrowing the persistent gaps in student outcomes in order to eventually eliminate these gaps completely.

Third Grade Reading

*We must accelerate achievement for students of color in order to eliminate persistent gaps by **narrowing by half the opportunity and outcome gaps in third grade reading between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).***

Reading is arguably the most important and critical skill we teach in school. Therefore, a first and critical step along the Graduate Portrait continuum is preparing all students to read to learn by the end of Grade 3. During the early elementary years, students transition from learning to read to reading to learn. They move from learning alphabetic principles and decoding site words to making deep meaning of text to which they are exposed.

Foundational reading skills unlock the pathways for all the learning in which students will engage for the rest of their lives. Disciplinary literacy—the ability to read, write and reason across a variety of content areas such as science and social studies—begins with the ability to independently and fluently read for information with great understanding.

Reading is a civil right and it is our responsibility to ensure that all students can read. The data on reading are clear: students who do not read proficiently by 3rd grade are four times more likely to leave high school without a diploma than are proficient readers. We must ensure that all students are reading on grade level by the end of their 3rd grade year.

Fifth Grade Mathematics

*We must accelerate achievement for students of color in order to eliminate persistent gaps **by narrowing by half the opportunity and outcome gaps in fifth grade mathematics** between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).*

Fifth grade mathematics is a critical touch point for a number of reasons. It is important for students to have a solid grasp on the foundations of mathematics established in elementary school in order to be effectively prepared for the rigor of middle school mathematics. As students enter middle school, the connections between mathematical areas of conceptual understanding becomes more complex, indicating a necessity for procedural fluency. Procedural fluency builds from an initial exploration and discussion of number concepts to using informal reasoning strategies and the properties of operations to develop general methods for solving problems.

Without a solid foundation in mathematics, students are at risk of falling into a mathematics gap of conceptual understanding as they may experience greater challenges as they grapple to understand concepts through middle school mathematics and beyond. Successful completion of advanced high school coursework in mathematics is predicated on having a solid foundation established in elementary school. It is imperative that students receive grade-level high quality instruction every year in mathematics in order to realize the characteristics of the Graduate portrait, specifically as critically thinking problem solvers.

Eighth Grade Readiness

*We must accelerate achievement for students of color in order to eliminate persistent gaps **by narrowing by half the opportunity and outcome gaps in eighth grade readiness** between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).*

When students exit Grade 8 ready for the complexities and rigor of high school, a world of possibilities and coursework opens for them. Eighth grade students should be prepared to navigate and adapt to high school's complex challenges and reading, writing and performing mathematics on grade level is one of the key ways by which we can ensure that they are adequately prepared.

Entering high school with grade level proficiency in English language arts and mathematics positions students for more advanced coursework. That advanced coursework, in turn, creates and strengthens college and career readiness of students. Grade 8 readiness can be considered a gateway to postsecondary success.

Conversely, students who enter high school without mastery of core academic knowledge face barriers to a successful high school experience and experience lower-level coursework. If we

want every student to have the opportunity to experience the full range of high school coursework – CTE, arts, AP, IB and more—we must commit to adequately preparing them for such by ensuring that students are proficient in English Language arts and mathematics by the end of Grade 8.

High School Graduation

*We must accelerate achievement for students of color **by eliminating the graduation gaps** between students of color and their White peers by fall of 2027, as measured by the four-year cohort graduation rate.*

There are persistent and predictable gaps in graduation rates among groups of students and while our graduation data certainly looks a fair bit better than our assessment data, there are still achievement gaps that demand our attention. Therefore, instead of halving the graduation gaps here in PPS, we are proposing that we eliminate them completely.

Successful completion of high school leaves students prepared for wherever their future might take them— college, military or career. We want our students to have infinite possibilities for their future based on following whatever dreams they might have. This often cannot happen without successfully completing high school with a diploma.

Failure to complete high school creates a future earnings gap that cannot be bridged later in life. What's more, in addition to the opportunity to earn a higher income, high school graduates also gain access to better living conditions, healthier foods, and better health care services. High school graduation unlocks endless possibilities for students. We must ensure that all students graduate from high school.

Summary

The proposed Board Goals represent a rigorous set of benchmarks along the Pre-K to 12 academic continuum that will allow us to gauge student progress towards realizing the promise of the Graduate Portrait. These goals and targets strongly and transparently signal our need to double down on our equity work on behalf of our students to realize the promise of eliminating persistent, generational and unacceptable outcome gaps along the lines of students' race and ethnicity. The time is now. Our students deserve no less. We have an urgent need to accelerate achievement and performance for students of color here in PPS as we have a series of critically important instructional benchmarks and indicators such as reading, mathematics, high school readiness and graduation, among others, that demonstrate chronic underperformance of students of color. In order to eliminate these gaps, we will leverage systemic investments and supports through high quality, standards-aligned curriculum materials, a unified vision of teaching and learning via our instructional framework, and ongoing, job-embedded professional learning for all educators in order to improve systemic instructional practices.

Proposed amendments

RESOLUTION No. 6538

Resolution to Adopt Portland Public Schools Board Goals for 2022-2027

RECITALS

- A. It is the core mission and responsibility of Portland Public Schools to provide rigorous, high-quality academic learning experiences that are inclusive and joyful, and disrupt racial inequities in order to create vibrant environments for every student to demonstrate excellence.
- B. On June 25, 2019, the Board of Education passed Resolution 5909, "Adoption of Portland Public Schools "Portland Public Schools Relmaged: Preparing Our Students to Lead Change and Improve the World" as the district Vision", which described the skills and dispositions of the community's vision of a Graduate Portrait.
- C. Supporting this Vision requires Portland Public Schools to take a differentiated approach to how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth. This requires prioritizing the work and resources necessary to support students who are most underserved in Portland Public Schools.
- D. Every student must be prepared to read to learn and should read proficiently by the end of third grade.
- E. All students need a strong foundation in mathematics in order to access higher levels of learning in both the middle and high school grades.
- F. All students must successfully complete high school in order to live successful and fulfilling lives, and have access to the opportunities which allow them to achieve their full potential.

RESOLUTION

The Portland Public Schools Board of Education, in working with the Superintendent and staff, has developed goals for our students aligned with our vision, Portland Public Schools Relmaged: Preparing Our Students to Lead Change and Improve the World.

The Board of Education adopts the following "Goals for our Students":

GOALS FOR OUR STUDENTS

Third Grade Reading

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

African - American Students by 5.5 percentage points per year

Pacific Islanders by 5.0 percentage points per year

Native - American Students by 6.1 percentage points per year

Latino Students by 3.9 percentage points per year

Asian Students by 2.6 percentage points per year

~~by narrowing by half the opportunity and outcome gaps in third grade reading between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).~~

Proposed amendments

Fifth Grade Mathematics

We must accelerate achievement for students of color in order to **eliminate persistent gaps**. *Our goal is to close the opportunity and outcome gaps in fifth grade mathematics between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)*

African - American Students by 4.4 percentage points per year

Pacific Islanders by 4.1 percentage points per year

Native American Students by 3.5 percentage points per year

Latino Students by 3.2 percentage points per year

Asian Students by 1.2 percentage points per year

~~*by narrowing by half the opportunity and outcome gaps in fifth grade mathematics between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).*~~

Eighth Grade Readiness

We must accelerate achievement for students of color in order to **eliminate persistent gaps**. *Our goal is to close the opportunity and outcome gaps in eighth grade readiness between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)*

African - American Students by 3.2 percentage points per year

Pacific Islanders by 2.7 percentage points per year

Native - American Students by 1.1 percentage points per year

Latino Students by 2.6 percentage points per year

Asian Students by - percentage points per year

~~*by narrowing by half the opportunity and outcome gaps in eighth grade readiness between students of color and their White peers by fall of 2027, as measured by the Oregon State Assessment System (OSAS).*~~

High School Graduation

We must accelerate achievement for students of color **by eliminating the graduation gaps**.

Our goal is to eliminate the opportunity and outcome gaps in graduation rates for our students of color while setting higher graduation requirements for all our students, by the metrics set forth, measured by the four-year cohort graduation rate.

African - American Students by 2.4 percentage points per year

Pacific Islanders by 3.0 percentage points per year

Native - American Students by 7.6 percentage points per year

Latino Students by 2.6 percentage points per year

Asian Students by - percentage points per year

Reporting

Post-secondary Readiness

We must accelerate achievement for students of color in order to eliminate persistent gaps in post-secondary readiness. Every student needs to have the core academic knowledge and opportunity of experience that will prepare them for post-secondary success that are reflective of the diverse skills and interest that our students have pursued through their high school career, including but not limited to, successful completion or achievement of: (a) Career Technical Education, (b) Visual & Performing Arts pathways, (c) Dual-Credit coursework, (d) Advanced Placement, (e) Seal of Biliteracy, (f) International Baccalaureate or (g) college readiness.

Proposed amendments

We will annually report – in a disaggregated form – the high school students who are successfully completing one or more of the following post-secondary indicators.

1. Successful completion of Career and Technology Pathway (2 or more courses in the same path).
2. Successful completion of Visual & Performing Arts pathways (2 or more courses in the same path).
3. Successful completion (C or Better) of 3 or more Dual Credit courses.
4. Successful completion (C or better) of 3 or more International Baccalaureate courses.
5. Successful completion (C or better) of 3 or more Advanced Placement courses.
6. Successful achievement of the seal of biliteracy
 - [1]I. AP foreign language: 3 or above
 - II. IB foreign language: 4 or above
 - III. SLIP: 6 or above in both Writing and Speaking
 - IV. STAMP: 6 or above in all of Reading, Writing, Listening, Speaking

~~between students of color and their White peers by fall of 2027, as measured by the four-year cohort graduation rate.~~



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

501 N Dixon, Portland, OR 97227
503-916-3570

Date: June 23, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Recommended policy rescissions

The Board Policy Committee met on June 22, 2022, and discussed continuing to review policies to determine which needed updates and which should be rescinded. Three policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies, copies attached, be forwarded to the full Board with a recommendation for First Reading en route to rescission:

8.60.010-P Risk Management Program

This policy was last amended in 1980. The information contained within is not helpful or necessary as a policy. All current risk management information can be found on the District's website.

8.60.030-P Student Transportation

This policy was last amended in 2002. It is a recitation of state law without any additional guidance.

8.80.015-P Capital Projects

This policy was last amended in 2001. This policy contains guidance that is found in other policies and is duplicative.

Attachments

8.60.010-P Risk Management Program
8.60.030-P Student Transportation
8.80.015-P Capital Projects

8.60.010-P Risk Management Program

The superintendent shall maintain a Risk Management Program to:

- (1) Analyze risks to which the district's physical plant and educational programs are exposed;
- (2) Establish programs by which the risks may be controlled, reduced or eliminated; and
- (3) Establish financial protection through procurement of insurance contracts and establishment of self-insurance funds to provide for payment of losses that do occur.

Legal References: ORS 332.107; ORS 332.437

History: Adpt. 10/27/80



8.60.030-P Student Transportation

- (1) School transportation services shall be provided by the district as required by law. The district may enter into agreements to provide such services with authorized contractors. Contractors shall furnish for such service a motor vehicle or vehicles, which conform to the requirements of state law and the rules and regulations promulgated by Oregon State Board of Education governing school buses. Vehicles must be operated by an appropriately licensed driver employed by the district or provided by the contractor.
- (2) The superintendent or designee are authorized to execute contracts with other school districts for local transportation of students to other school districts, as district equipment and driver time are available for such use. The services shall be billed to the using school district at no less than cost, and the contract shall be approved as to form by the General Counsel for the district.
- (3) The building principal, program supervisor or designee shall ensure transportation officials receive notification of students having special medical or behavioral protocols identified in student records. Transportation officials shall ensure information and/or training is provided to drivers, as appropriate, including confidentiality requirements.

Legal References: ORS 327.006; OAR 581-022-1530; ORS 327.033; OAR 581-053-0002; ORS 327.043; OAR 581-053-0004; ORS 332.405; OAR 581-053-0230; ORS 332.415; ORS 332.427; ORS 820.100; ORS 820.110; ORS 820.120

History: Adpt. 6/71; Amd. 1/8/79; Amd. 10/13/83; Amd. 10/28/02, BA 2462

8.80.015-P Capital Projects

- (1) Capital projects are those projects for public improvements or public works and include both the design and construction phases of the work. Staff shall develop an annual capital budget for approval by the Board and report progress on capital projects to the Board quarterly.
- (2) The superintendent or designee is authorized to implement a process for completion of capital projects consistent with established Board policies, administrative directives and rules adopted by the Board acting as its own local contract review board.
- (3) The Board shall approve contract awards that exceed the delegation set forth at 8.90.010-P Contracts and change orders under the circumstances described in this policy.
- (4) At the time of Board approval, the superintendent shall report the following information:
 - (a) Name of contractor;
 - (b) Description of the project;
 - (c) Amount of the award;
 - (d) Amount of contingency;
 - (e) Whether or not the project is within the annual capital budget approved by the Board. If the project is one that has not been included in the annual capital budget, then an explanation must be provided describing the need for the work;
 - (f) Description of the public involvement process used by staff to receive input in the development stages of the project from affected local building administrators and community members, including a report on the outcome of such participation;
 - (g) Superintendent's recommendation;
 - (h) Resolution approving the award; and
 - (i) Any other information deemed necessary by district staff.

Legal References:

History: Adpt 8/28/01, BA 1397

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 - (g) Superintendent's recommendation;
 - (h) Resolution approving the award; and
 - (i) Any other information deemed necessary by district staff.

Legal References:

History: Adpt 8/28/01, BA 1397



PORTLAND PUBLIC SCHOOLS
Office of the general counsel

501 North Dixon Street / Portland, OR 97227

Date: June 23, 2022
To: School Board
From: Liz Large, Contracted General Counsel
cc: Guadalupe Guerrero, Superintendent
Joe Crelier, Director, Risk Management
Subject: Amendment of Workers' Compensation–Self-Insurance Policy, 8.60.022-P

BACKGROUND

PPS's Workers' Compensation–Self-Insurance Policy, 8.60.022-P, sets forth the Board's expectations for the District's handling of workers' compensation claims, including thresholds for Board approval of settlement of such claims and the establishment of a reserve to pay for workers' compensation claims. The policy was last amended in 2000. On June 14, 2022, changes to the Board's Liability Claims Handling Policy, 8.60.021-P, had a First Reading to change Board-approval thresholds, eliminate reference to outdated structures and processes, and to require quarterly reporting of claims settled below the revised Board-approval thresholds. That policy will have a second reading on July 12, 2022. No public comment related to that policy has been received as of this date.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies on a regular basis and to make sure they provide clear guidance to the District and the public on what is authorized by the Board. It is also important to have consistency between and among policies that cover similar topics and business processes.

ANALYSIS OF SITUATION

The proposed revisions to the policy streamline the policy language and also increase the threshold for Board approval from \$25,000 to \$75,000 to adjust for inflation since the policy was last amended in 2000 and to make the threshold consistent with the proposed changes to Liability Claims Handling Policy, 8.60..021-P. In addition and also consistent with the proposed changes to the Liability Claims Handling Policy, the proposed revisions also add a quarterly report from the General Counsel to the Board on all workers' compensation claims settled below the Board-approval threshold, so that the Board has visibility to those settlements.

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The proposed policy revisions were discussed at the June 22, 2022, Policy Committee meeting; there was no additional community engagement or community feedback received. There has been no public comment on the parallel Liability Claims Handling Policy.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Will be implemented upon final approval of the Board.

STAFF RECOMMENDATION

Approve the revised policy as recommended by the Policy Committee.

8.60.022-P Workers' Compensation—Self-Insurance

I. Self-Insurance, Workers' Compensation Claim Administration and Safety Services

- (1) The district is self-insured for its Workers' Compensation. The superintendent shall establish a claims staff within the Risk Management Department with administrative capabilities to receive reports of claims, administer claims, defend appeals before the Workers' Compensation Board, investigate causes of injuries, recommend modifications of work procedures and facilities, and train staff in safe work procedures.
- (2) The district shall engage the services of a company offering Workers' Compensation claims consultation and employee safety services skilled in Workers' Compensation law to aid the district in its tasks described in section I(1) of this policy.
- (3) The superintendent is authorized to establish check and settlement authority for the Risk Management Department, subject to appropriate regulation for fidelity bonding, check control, auditing, requiring the signature of the chief financial officer or custodian of funds on each check and limiting check and settlement authority to under \$25,000 per claim and under \$25,000 per individual check.
- (4) All settlements over \$20,000 of \$25,000 and over and each check payment on a claim exceeding \$20,000 of \$25,000 and over shall be approved by the Board, except that the superintendent or his designee may authorize district payment of medical, wage, or other emergency employee costs where total payment, including payment authorized in this paragraph, does not exceed \$25,000, but only if, in his judgment, it is necessary for the health and welfare of the employee, and delay would be prejudicial to the district.

II. Establishment of Reserve

- (1) A reserve fund is established pursuant to ORS 332.437 for the purpose of paying the costs incurred by the district under this policy and paying Workers' Compensation claims of the district in accordance with this policy.
- (2) This reserve fund shall be maintained by the district on a sound actuarial basis so that at any time it is sufficient to pay the costs for the current fiscal year, which are described in section I(1) of this policy and, in addition, the district's estimated liability in future years for claims made in prior fiscal years. Recommendations for the amounts to be maintained in the reserve shall be made by the superintendent, who, for this purpose, may use the services of a professional insurance actuary. Additions during a fiscal year beyond the amount budgeted may be made by resolution of

8.60.022-P Workers' Compensation—Self-Insurance

the Board, as prescribed by ORS Chapter 294. Withdrawals from the reserve account may be made from time to time by the Board, upon finding that the reserve is in excess of that required by this paragraph.

- (3) The resource of the reserve fund shall be adjusted from year to year by reason of earnings on investment of money in said reserve and additions thereto made pursuant to this policy. Expenditures there-from shall be made only pursuant to this policy for the purpose for which said reserve fund had been created.

Legal References: ORS Chapter 294; ORS 332.435; ORS 332.437; ORS Chapter 654; ORS 656.403 - 656.455

History: Adpt 6/12/78; Amd 10/13/83; Amd 6/14/84; Amd 11/30/95; Rev 8/28/00, BA 1401



8.60.022
-P

**Workers’
Compensation—Self-
Insurance**

I. Self-Insurance, Workers’ Compensation Claim Administration and Safety Services

- (1) The ~~d~~District is largely self-insured for its Workers’ Compensation, which applies to all work-related injuries or illnesses. The superintendent shall establish a claims staff within the Risk Management Department with administrative capabilities to ~~shall~~ receive reports of claims, administer claims, defend appeals before the Workers’ Compensation Board, investigate causes of injuries, recommend modifications of work procedures and facilities, and train staff in safe work procedures and may engage the services of an external program administrator/provider to assist the District.
- (2) The ~~d~~District shall engage the services of a company offering Workers’ Compensation claims consultation and employee safety services skilled in Workers’ Compensation law to aid the ~~D~~district in its tasks described in section I(1) of this policy.
- (3) The ~~s~~Superintendent is authorized to establish check and settlement authority for the Risk Management Department, subject to appropriate regulation for fidelity bonding, check control, auditing, requiring the signature of the chief financial officer or custodian of funds on each check and limiting check and settlement authority to resolve workers’ compensation claims under \$725,000 per claim and under \$25,000 per individual check.
- (4) All settlements over ~~\$20,000 of \$275,000 and over~~ and each check payment on a claim exceeding ~~\$20,000 of \$25,000 and over~~ shall be approved by the Board, except that the superintendent or his designee may authorize district payment of medical, wage, or other emergency employee costs where total payment, including payment authorized in this paragraph, does not exceed \$25,000, but only if, in his judgment, it is necessary for the health and welfare of the employee, and delay would be prejudicial to the district.¶
- (5) Within 30 days of the end of each quarter, the General Counsel’s Office shall provide the Board with a list of summary of the workers’ compensation settlements of claims resolved below the board-approval threshold.

II. Establishment of Reserve

- (1) A reserve fund is established pursuant to ORS 332.437 for the purpose of paying the costs incurred by the district under this policy and paying Workers’ Compensation claims of the ~~d~~District in accordance with this policy.
- (2) This reserve fund shall be maintained by the ~~d~~District on a sound actuarial basis so that at any time it is sufficient to pay the costs for the current fiscal year, which are described in section I(1) of this policy and, in addition, the ~~d~~District’s estimated liability in future years for claims made in prior fiscal years. Recommendations for the amounts to be maintained

8.60.022
-P

**Workers’
Compensation—Self-
Insurance**

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may **be made** using the services of a professional insurance actuary.
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-P

**Workers’
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ORS 656.403 - 656.455

History: Adpt 6/12/78; Amd 10/13/83; Amd 6/14/84; Amd 11/30/95; Rev 8/28/00, BA 1401; **Amd ____/2022**