

Regular Meeting
Tuesday, August 9, 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 6555 through 6558 Vote- Public Comment Accepted
 - 2.(a) Resolution 6555: Adoption of Index to the Minutes
 - 2.(b) Resolution 6556: Expenditure Contracts
 - 2.(c) Resolution 6557: Approving Capital Projects for Contracted Alternative Schools using ESSER II and ESSER III funds
 - 2.(d) Resolution 6558: Approval of Settlement Participation Form
3. 6:10 pm - Student and Public Comment
4. 6:30 pm - Comments from the Portland Association of Teachers
5. 6:35 pm - Comments from the Portland Federation of School Professionals
6. 6:40 pm - Student Representative's Report
7. 6:45 pm - Appointment of Members to the Climate Crisis Response Committee (Resolution 6560) Vote- Public Comment Accepted
8. 7:00 pm - Racial Equity Social Justice (RESJ) Community Advisory Committee Charter (Resolution 6563) Vote- Public Comment Accepted
9. 7:15 pm - Superintendent's Evaluation Template (Resolution 6559) Vote- Public Comment Accepted
10. 7:35 pm - Second Reading of Policy Revisions (Resolution 6561) Vote- Public Comment Accepted
 - 8.60.022-P Workers' Compensation- Self Insurance
11. 7:40 pm - Second Reading of Policy Rescissions (Resolution 6562) Vote- Public Comment Accepted
 - 8.60.010-P Risk Management Program
 - 8.60.030-P Student Transportation
 - 8.80.015-P Capital Projects
12. 7:45 pm - Other Business / Committee Referrals
13. 7:50 pm - Adjourn

RESOLUTION No. 6555

The Following Index to the Minutes are offered for Adoption

- July 12, 2022 – Regular Meeting



Index to the Minutes

(Draft for Approval)

Regular Meeting

July 12, 2022

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on July 12, 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=PB8P8Vsf1fw&list=PL8CC942A46270A16E&index=2>

Attendance

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

Absent: Director Kohnstamm

INDEX

Actions Taken.....	02
Statement(s) for the Record.....	03

RESOLUTIONS

<u>No.</u>	<u>Resolution Title</u>	<u>Page</u>
6541	Election of the Board Chairperson	04
6542	Election of the Board Vice-chairperson.....	05
6543	Adoption of the Index to the Minutes	06
6544	Expenditure Contracts.....	07
6545	Revenue Contracts	09
6546	Authorizing Off-Campus Travel.....	10
6547	Appointment of Financial Auditor	11
6548	Appointment of Clerk and Deputy Clerks.....	12
6549	Appointment of Budget Officer.....	13
6550	A Resolution Regarding Depository Banks for the Funds of the Portland Public School District (School District No. 1-J, Multnomah County Oregon.....	14
6551	Resolution to Adopt Revised Complaint Policy 4.50.030-P	16
6552	Resolution to Adopt Revised Liability Claims Policy 8.60.021-P	17
6553	Resolution to Adopt Revised School-Site Councils Policy 7.10.010-P	18
6554	Resolution to Rescind Board Policies	19

ACTIONS TAKEN

- **Resolution 6541: Election of Board Chairperson**

Director Brim-Edwards moved and Director Lowery seconded the motion to approve Resolution 6541. The motion was put to a voice vote and passed (6 yes – 0 no), with Student Representative McMahon voting yes (unofficial).

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

- **Resolution 6542: Election of Board Vice-Chairperson**

Director Greene moved and Director Brim-Edwards seconded the motion to approve the Resolution 6542. The motion was put to a voice vote and passed (6 yes – 0 no)

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

- **Consent Agenda – Resolutions 6543 through 6545 and 6546 through 6550**

Director Scott moved and Director Hollands seconded the motion to approve the Consent Agenda, including Resolutions 6543 through 6545 and 6547 and 6550. The motion was put to a voice vote and passed (6 yes -0 no).

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

- **Resolution 6546: Authorizing Off-Campus Travel**

Director Hollands moved and Director Lowery seconded the motion to adopt Resolution 6546. The motion was put to a voice vote and passed (5 yes – 0 no – 1 abstain).

Director Julia Brim-Edwards: Abstain, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Amy Kohnstamm: Absent, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Byronie McMahon: Yes (Unofficial)

- **Resolution 6551: Resolution to Adopt Revised Complaint Policy 4.50.030-P**

Director Scott moved and Director Lowery seconded the motion to approve Resolution 6551. The motion was put to a voice vote and passed (6 yes – 0 no).

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

- **Resolution 6552: Resolution to Adopt Revised Liability Claims Policy 8.60.021-P**

Director Lowery moved and Director Scott seconded the motion to approve 6552. The motion was put to a voice vote and passed (6 yes – 0 no).

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

- **Resolution 6553: Resolution to Adopt Revised School-Site Councils Policy 7.10.010-P**

Director Lowery moved and Director Scott seconded the motion to approve Resolution 6553. The motion was put to a voice vote and passed (6 yes – 0 no).

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

- **Resolution 6554: Resolution to Rescind Board Policies**

The Board put to a voice vote the adoption of Resolution 6554 and passed (6 yes – 0 no).

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

STATEMENT(S) FOR THE RECORD

- **Julia Brim-Edwards**

I abstained from Res. 6546 because the packet that was submitted to the Board did not include a complete schedule for this out-of-state field trip, including the educational aspects of the trip. I did receive separate, additional information from Dr. Proctor, which outlined generally the educational outcomes, that appears to make this a substantive experiential learning experience, but it wasn't included in the PPS materials we received.

July 12, 2022

RESOLUTION No. 6541

Election of Board Chairperson

Director Andrew Scott is hereby elected Chairperson of the Board for the period beginning July 12, 2022, until his/or her successor is elected.

July 12, 2022

RESOLUTION No. 6542

Election of Board Vice-Chairperson

Director Gary Hollands is hereby elected Vice-Chairperson of the Board for the period beginning July 12, 2022, until his/or her successor is elected.

RESOLUTION No. 6543

The Following Index to the Minutes are offered for Adoption

- June 28, 2022 – Regular meeting

RESOLUTION No. 6544

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
Tierpoint Hosted Solutions, LLC	8/1/22 through 7/31/23	Digital Resource DR 91807	Annual Mimecast email archiving, hosting, and support agreement. Approved Special Class Procurement – Software and Hardware Maintenance, Licenses, Upgrades PPS-47-0288 (11)	\$156,841	D. Wolff Fund 101 Dept. 5581	No
eCIFM Solutions Inc.	7/13/22 through 3/31/27	Digital Resource DR 91840	Annual Tririga licensing for maintenance. Approved Special Class Procurement – Software and Hardware Maintenance, Licenses, Upgrades PPS-47-0288 (11)	\$331,235	D. Jung Fund 101 Dept. 5592	No
Ferrellgas	7/15/22 through 6/30/28 Option to renew for up to two additional two-year terms through 6/30/32	Materials Requirement MR XXXXX**	Supply and delivery of propane gas for fueling of student transportation vehicles at four locations. Invitation to Bid 2022-027	\$9,350,000	D. Jung Fund 101 Dept. 5560	No
Wilson Language Training Corp	7/13/22 through 7/12/25	Digital Resource DR 91856	Purchase of Just Words curriculum. Approved Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$454,003	C. Proctor Fund 458 Dept. 5445 Project DC204	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, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source	Certified Business
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CDW Government, Inc.	7/12/22 through 2/28/23 Option to renew for up to three additional one-year periods through 2/28/26	Intermountain Education Service District Association of Educational Purchasing Agencies	Purchase of software and services.	\$1,000,000	D. Wolff Funding Source Varies	No
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NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Origami Risk, LLC	7/13/22 through 6/30/25	Cooperative Contract COA 65640 Amendment 3	Additional three year license of Risk Management information system. Administering Contracting Agency: Multnomah County	\$396,185 \$870,545	L. Large Fund 101 Dept. 5540	No

RESOLUTION No. 6545

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	9/7/21 through 6/30/23	Intergovernmental Agreement/Revenue IGA/R 91814	Secondary Career Pathways grant to improve and enhance CTE programs.	\$348,194	C. Proctor Fund 205

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6546

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools (“District”) Policy 6.50.010-P (“Off-Campus Activities”) requires the Board of Education (“Board”) consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost Per Student
8/7-8/9/22	PIL Athletics, 84	Enrichment activity for summer program Trajectory Program; college visit	Anaheim, CA	\$700

RESOLUTION No. 6547

Appointment of Financial Auditor

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a financial auditor for the 2022-23 fiscal year.
- B. ORS 328.456, 327.137, 297.405 require the appointment of a financial auditor for the School District.

RESOLVED

The Portland Public Schools Board of Education appoints Talbot Korvola & Warwick (TKW) to serve as the financial auditor for the 2022–23 fiscal year.

RESOLUTION No. 6548

Appointment of Clerk and Deputy Clerks

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks for the 2022–23 fiscal year.
- B. ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy Clerks may also be appointed.

RESOLVED

- 1. The Portland Public Schools Board of Education appoints Superintendent Guadalupe Guerrero as Clerk of Portland Public Schools for the 2022–23 fiscal year.
- 2. The Portland Public Schools Board of Education appoints Chief Financial Officer Nolberto Delgadillo, and Director of Purchasing & Contracting Emily Courtnage as Deputy Clerks of Portland Public Schools for the 2022–23 fiscal year.

RESOLUTION No. 6549

Appointment of Budget Officer

RECITALS

- 1) To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall designate a person to serve as the Budget Officer.
- 2) ORS 294.331 requires the Board of Education to designate a person to serve as the Budget Officer. The Budget Officer shall prepare or supervise the preparation of the budget document and act under the direct supervision of the Superintendent.

RESOLVED

The Portland Public Schools Board of Education designates Chief Financial Officer, Nolberto Delgadillo, as Budget Officer of Portland Public Schools for the 2022–23 fiscal year.

RESOLUTION No. 6550

A Resolution Regarding Depository Banks for the Funds of the Portland Public School District (School District No. 1-J, Multnomah County Oregon)

RECITALS

- A. At the beginning of each fiscal year, the Portland Public Schools Board of Education, establishes depositories for school funds (ORS 328.441, 294.805 – 294.895).
- B. The District desires to pass a resolution to name official depositories during the 2022–23 fiscal year.

RESOLUTION

- 1. RESOLVED that the following depositories are hereby, approved as official depositories of Portland Public Schools funds during the 2022–23 fiscal year:

Institutions:

U.S. Bank
Wells Fargo Bank
Umpqua Bank
Washington Federal Bank
Bank of the West
Bank of New York Mellon
JPM Chase Bank
Bank of America
Local Government Investment Pool (LGIP)

- 2. RESOLVED that any of the following of the District’s officers [designate titles only]; and in their absence as the Superintendent designates:

Deputy Superintendent of Business & Operations
Chief Financial Officer

(each such designated officer an “Officer”), is individually authorized to:

- a) open or close one or more deposit and/or securities accounts (the “Accounts”) with any depository institution qualified by the Oregon State Treasurer under Oregon Revised Statutes (ORS) 295 (herein after called “Bank” which account shall be in the name of the District;
 - b) execute and deliver in the District’s name such agreement (s) regarding the Accounts and the services related thereto as Bank may from time to time require;
 - c) authorize and execute transactions on the Accounts, including, without limitation,
 - i) signing checks and other instruments withdrawing funds from the Accounts,
 - ii) requesting funds transfers by Bank to and from the Accounts,
 - iii) entering into arrangements for the processing of automated clearing house (“ACH”) debit entries and/or ACH credit entries to and from the Accounts, and
 - iv) endorsing on behalf of the District, and otherwise negotiating, checks and other items payable to the District;
 - d) incur overdrafts and other obligations in the Accounts at Bank in connection with any of the products, services, or activities authorized by these resolutions;
- 3. RESOLVED, that any one of the following of the District’s officers [designate titles only]:

Senior Director of Financial Services
Senior Manager/Treasury

(each such designated officer a “Limited Officer”), is authorized to: i) request funds transfers by Bank to and from the Accounts, (ii) enter into arrangements for the processing of automated clearing house (“ACH”) debit entries and/or ACH credit entries to and from the Accounts.

4. RESOLVED, that each Officer and each Limited Officer is individually authorized to designate one or more District officials [each such designated official, an "Official"] to: (a) sign checks withdrawing funds from their respective school checking Accounts, including those payable to cash; and (b) issue and release stop payments on checks drawn on their respective school checking Accounts.
5. RESOLVED, that the District is authorized to enter into any other arrangements, agreements and documents with respect to any Bank's deposit and treasury management products and services, in such form and on such terms and conditions as may be agreed to by an Officer signing such agreements and documents, after appropriate Board of Education approval is obtained, if necessary;
6. RESOLVED, that except to the extent provided otherwise in any agreement between the District and Bank, the District authorizes Bank to rely on any act or communication, including telephone, wire or electric communication, purporting to be done by any Officer, Limited Officer or Official of the District if such reliance is in good faith, and the District shall be bound to Bank by such act or communication relied on by Bank in good faith;
7. RESOLVED, that these resolutions are in addition to, and not by way of limitation on, other resolutions, if any, of the District in favor of Bank, and that the authority conferred by these resolutions shall be deemed retroactive and any and all acts authorized by these resolutions performed prior to the passage of these resolutions are hereby approved and ratified as the official acts and deeds of the District; and
8. RESOLVED, that each of these resolutions shall continue in full force and effect until Bank has received express written notice of its rescission or modification by a resolution duly adopted by the District's Board of Education and certified by a Secretary or Deputy Clerk of the District.

RESOLUTION No. 6551

Resolution to Adopt Revised Complaint Policy 4.50.030-P

RECITALS

- A. On June 1, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Complaint Policy 4.50.030-P.
- B. On June 14, 2022, the Board presented the first reading of the revised Complaint 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 Complaint Policy 4.50.030-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6552

Resolution to Adopt Revised Liability Claims Policy 8.60.021-P

RECITALS

- A. On June 1, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Liability Claims Policy 8.60.021-P.
- B. On June 14, 2022, the Board presented the first reading of the revised Liability Claims 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 Liability Claims Policy 8.60.021-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6553

Resolution to Adopt Revised School-Site Councils Policy 7.10.010-P

RECITALS

- A. On June 1, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the School-Site Councils Policy 7.10.010-P.
- B. On June 14, 2022, the Board presented the first reading of the revised School-Site Councils 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 School-Site Councils Policy 7.10.010-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6554

Resolution to Rescind Board Policies

Rescission of:

- i. 5.10.080-P Deferred Compensation
- ii. 5.20.010-P District Employment Practices
- iii. 5.30.030-P Education Student Training Programs
- iv. 5.50.060-P Leaves of Absence- Voluntary
- v. 5.60.070-P Administrative Salaries
- vi. 5.70.051-P Leaves of Absence
- vii. 6.10.090-P Private Schools- Request for Funding

RECITALS

- A. On June 1, 2022 the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 5.10.080-P Deferred Compensation
 - ii. 5.20.010-P District Employment Practices
 - iii. 5.30.030-P Education Student Training Programs
 - iv. 5.50.060-P Leaves of Absence- Voluntary
 - v. 5.60.070-P Administrative Salaries
 - vi. 5.70.051-P Leaves of Absence
 - vii. 6.10.090-P Private Schools- Request for Funding

- B. On June 14, 2022, the Board presented the first reading of each of those policies for rescission.

- C. The public comment period was open for at least 21 days for each of the policies, and no public comments were received.

RESOLUTION

The Board hereby rescinds each of the following policies:

- i. 5.10.080-P Deferred Compensation
- ii. 5.20.010-P District Employment Practices
- iii. 5.30.030-P Education Student Training Programs
- iv. 5.50.060-P Leaves of Absence- Voluntary
- v. 5.60.070-P Administrative Salaries
- vi. 5.70.051-P Leaves of Absence
- vii. 6.10.090-P Private Schools- Request for Funding

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. 6556**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
Stand for Children Leadership Center	8/10/22 through 6/30/23	Personal Services PS 91876	Technical assistance in the implementation of the Ninth Grade Success Partnership. Direct Negotiation – Ongoing, Long-Term Relationship PPS-46-0525(3)	\$185,425	C. Proctor Fund 205 Dept. 5438 Grant G2255	N/A - Nonprofit
Wilson Language Training Corp.	8/10/22 through 7/14/24	Personal Services PS 91910	Professional development for Wilson Reading Systems and Wilson Just Words curriculum. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$191,100	C. Proctor Fund 191 Dept. 5445 Project H0315	No
Oh Planning & Architecture	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91890	Markham partial re-roof design. Request for Proposals 2022-009	\$430,871	D. Jung Fund 458 Dept. 5511 Project DS017	WBE
Oh Planning & Architecture	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91903	Vernon partial re-roof design. Request for Proposals 2022-009	\$464,759	D. Jung Fund 458 Dept. 5511 Project DS017	WBE
IBI Group	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91893	Winterhaven partial re-roof design. Request for Proposals 2022-009	\$357,663	D. Jung Fund 458 Dept. 5511 Project DS017	No
IBI Group	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91903	Richmond partial re-roof design. Request for Proposals 2022-009	\$338,935	D. Jung Fund 458 Dept. 5511 Project DS017	No
Chown Hardware & Machinery	8/10/22 through 7/31/23	Services S 91908	Security & ADA hardware upgrades at all district sites. Invitation to Bid 2022-025	\$2,468,206	D. Jung	No

					Fund 458 Dept. 5511 Project DS019	
Wayside Publishing	8/10/22 through 8/9/25	Digital Resource DR 91932	French curriculum. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$447,501	C. Proctor Fund 191 Dept. 5445 Project H0315	No
Cengage Learning	8/10/22 through 8/9/28	Digital Resource DR 91942	Chinese curriculum. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$195,920	C. Proctor Fund 458 Dept. 5445 Project DC211	No
Bassetti Architects P.S.	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91896	Meek partial re-roof design. Request for Proposals 2022-009	\$589,532	D. Jung Fund 458 Dept. 5511 Project DS017	No
Bassetti Architects P.S.	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91901	Skyline partial re-roof design. Request for Proposals 2022-009	\$305,305	D. Jung Fund 458 Dept. 5511 Project DS017	No
Klett World Languages, Inc.	8/10/22 through 8/9/25	Digital Resource DR 91935	Middle school Spanish curriculum. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$748,559	C. Proctor Fund 458 Dept. 5445 Project DC211	No
Vista Higher Learning, Inc.	8/10/22 through 8/9/28	Digital Resource DR 91934	World Language curriculum Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$762,278	C. Proctor Fund 458 Dept. 5445 Project DC211	No
Textbook Warehouse	8/10/22 through 3/1/23	Materials Requirement MR 91956	Classroom library sets for grades K-5 for both Great Minds, and Wit & Wisdom curriculum. Invitation to Bid 2022-028	\$1,240,244	C. Proctor Fund 458 Dept. 5445 Project DC203	No
Kirton McConkie PC	8/15/22 through 6/30/24	Legal Services LS 91958	Legal services in connection with the pursuit of claims for damages associated with JUUL and e-cigarettes. Direct Negotiation – Legal Services PPS-46-0525(11)	\$ TBD	L. Large Funding Source Varies	No
Northwest Textbook Depository Co.	8/10/22	Purchase Order PO 160395	Purchase of materials for MidSchoolMath curriculum. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$367,613	C. Proctor Fund 191 Dept. 5445 Project H0315	No

Greenpower Motor Company Inc.	8/10/22	Purchase Order PO 160488	Purchase of two 2022 nano EBAST type A electric school buses. Invitation to Bid – 2022-3061	\$562,178	D. Jung Fund 101 Dept. 5560	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”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source	Certified Business
Portland Community College	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 91874	Partnership with PCC for Jefferson Middle College.	\$560,000	C. Proctor Funding Source Varies	No
Tri-Met	8/30/22 through 6/25/23	Intergovernmental Agreement IGA 91952	Provide public transit passes to high school students in lieu of yellow bus service.	\$1,987,333	D. Jung Fund 101 Dept. 5560	No

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Total Amount	Responsible Administrator, Funding Source	Certified Business
Smartest EDU, Inc.	8/9/22 through 9/14/23	Digital Resource DR 90685 Amendment 1	Adds funds for final year of contract for purchase of formative teaching and assessment solution. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$161,500 \$323,000	C. Proctor Fund 458 Dept. 5445 Project DC160	No
Vanderhouwen & Associates, Inc.	8/9/22 through 12/31/22	Personal Services PS 90703 Amendment 3	Adds funds to cover interim staffing needs in Grant Accounting & Budget departments. Direct Negotiation – Interim or Temporary Staffing PPS-46-0525(11)	\$49,000 \$159,250	N. Delgadillo Funding Source Varies	No
Multnomah Education Service District (MESD)	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 65600 Amendment 4	Adds funds and extends end date for agreement relating to Title 1D, Part 2. Title 1D, Part 2 provides education continuity for children and youths in state-run institutions for juveniles.	\$42,224 \$160,914	C. Proctor Fund 205 Dept. 5485 Grant G2056	No



OFFICE OF THE SUPERINTENDENT

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3380

Mailing Address: P.O. Box 3107/97208-3107

Date: August 9, 2022

To: Board of Education

From: Courtney Westling, Director of Government Relations
Kate Wilkinson, Assistant General Counsel

Subject: TriMet Student Passes for '22-23 School Year

BACKGROUND

Since 2009, PPS has had an agreement with TriMet to provide student transit passes to the district's high school students in lieu of traditional yellow bus service.

Historically, PPS has carried a \$2.9M contract with TriMet, of which the district has been responsible for \$1,933,333. Due to the impacts of COVID-19 on the '20-21 school year, we adjusted the IGA that year to allow for some flexibility for the program since our students were virtual for the majority of that school year. We reverted back to the traditional IGA for the '21-22 school year since we were back to in-person learning.

The 2022-23 academic year will be a full in-person school year, so this IGA reflects that. The District is responsible for the \$1,933,333 program cost plus \$45,000 for the 15,000 initial HOP cards (separate from the 2,000 initial cards that TriMet covers). Additionally, in order to accommodate any lost or stolen cards, the IGA includes an additional up to \$9,000 to cover the cost of replacement cards. The total cost to PPS is up to **\$1,987,333**.

ANALYSIS OF SITUATION

Without this agreement, PPS would have to fund the entire \$2.9 million to run the program or make the choice to eliminate it altogether or revert to yellow bus service, which would not only be more costly for the district, but would not offer the same level of flexibility as TriMet.

RELATED POLICIES/BEST PRACTICES

The direct benefits of providing this service to students are immediate and long-term. The partnership with Tri-Met directly supports the first pillar of the PPS [Climate Crisis Response Policy](#) (CCRP): Reduce Environmental Impact and Costs. Specifically, this partnership advances Goal 1.4 to minimize greenhouse gas emissions from student and staff transportation. Further, a central goal of this policy is to promote racial equity and climate justice. Providing Tri-Met passes allows students who do not have regular access to their own vehicle or consistent transportation to have greater access to pursue educational and career opportunities that may be a barrier to access otherwise. Through supporting a culture of public transit, the PPS

community can help to reduce single occupancy vehicles on the roadways, reducing air pollution from cars that disproportionately impacts our most vulnerable communities.

FISCAL IMPACT

The total cost of the TriMet Youth Pass program is \$2.9 million annually, with PPS historically paying \$1,933,333 and TriMet “in-kinding” the additional \$966,666. PPS has a waiver with the Oregon Department of Education that allows the district to purchase transit passes rather than yellow bus services at a 70% district reimbursement. For the '21-22 school year, for example, the reimbursement to PPS was approximately \$1,353,333.

This year, the IGA includes an additional \$45,000 to cover the cost of the initial 15,000 Hop cards, plus \$9,000 to accommodate the cost of additional cards in the case of loss or theft. The total cost to PPS is \$1,987,333.

COMMUNITY ENGAGEMENT

Because this is an annual renewal, there has been no student outreach.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The transit passes are valid from August 30, 2022 through June 25, 2023.

STAFF RECOMMENDATION

Staff recommends board approval of this IGA.

ATTACHMENTS

- Intergovernmental Agreement



PORTLAND PUBLIC SCHOOLS
OFFICE OF TEACHING & LEARNING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000

Date: August 9th, 2022

To: School Board

From: Ruth Tucker, Assistant Director, Dual Language and World Languages
Dana Nerenberg, Senior Director, Academic Programs
Dr. Kimberlee Armstrong, Chief Academic Officer, Office of Teaching & Learning

Subject: 6th-12th World Language/Dual Language Immersion Continuation Programs Instructional Materials Adoption

BACKGROUND

PPS World Language (WL) programs have the following common vision:

“Prepare all WL students to become compassionate critical thinkers, able to collaborate and solve programs, and be prepared to lead a more socially just world as described in the PPS Vision of a PPS Graduate (Page 10 under Final Vision for a PPS Graduate)”.

To work towards this vision, PPS WL/Dual Language Immersion (DLI) Continuation Programs have the following goals:

- Prepare all WL/DLI continuation students to obtain Oregon Seal of Biliteracy in high school (PPS school board goals 2019~2022, page 3, goal 4e) through Standards-Based Measure of Proficiency (STAMP) tests, Advanced Placement (AP) or International Baccalaureate (IB).
- Prepare all WL/DLI continuation students for the language & cultural learning they choose in high school, so they will be college or career-ready in 12th grade.

In order to ensure we meet these goals, it is important to have high quality, culturally responsive and equitable materials. Unfortunately, most of the existing WL/DLI instructional materials have been published more than 10 years ago, lack cultural relevance, and do not reflect advances in instructional supports/digital access. This has resulted in teachers creating their own materials, thus impacting standards alignment and common instructional and assessment practices across our district. Therefore, there is a necessity to adopt new instructional materials for our WL/DLI Continuation Courses.

RELATED POLICIES/BEST PRACTICES

Best practices in World Language instruction requires that there is a common instructional scope and sequence where each grade is anchored in current World Language and language proficiency standards. Teaching and learning needs to be supported by high-quality instructional materials that develop content knowledge and skills across the four domains: listening, speaking, reading and writing. The curriculum must also address cross-cultural responsiveness, and offer a variety of materials to ensure student engagement, such as authentic texts, interviews, videos, and tasks that would ask students to use the language in a real, relevant context.

ANALYSIS OF SITUATION

Our World Languages teachers need centrally provided instructional materials which are vertically and horizontally articulated to support all students based on language proficiency standards. Common World Language instructional materials enable district-wide shared focus on implementing and sustaining culturally relevant teaching practices through ongoing professional development and using student work to reflect on effectiveness of instructional practices and equitable assessment practices for all students. Current research tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success (Hattie, 2012). Common, high quality World Language instructional materials allow for professional development with a strong focus on shifting instruction and teacher collaboration. World Language teachers are often the one person in the building teaching the course, so bringing teachers together from across the district so they can engage in planning using centrally provided curriculum will have a great impact not only on our students, but also on our teachers as we build collective efficacy.

FISCAL IMPACT

There are four WL/DLI contracts going before the Board:

- Cengage: \$195,919.69 (Bond Funded) Contract # 91942
 - WL/DLI Courses Covered Underneath this Contract:
 - High School-
 - Chinese World Language (AP/IB) 1-2, 3-4, 5-6, 7-8 & 9-10
 - Chinese DLI Continuation 5-6, 7-8, & 9-10
 - Middle School-
 - Chinese DLI Continuation Grades 6, 7 & 8
- Vista Higher Learning: \$762,277.37 (Bond Funded) Contract # 91934
 - WL/DLI Courses Covered Underneath this Contract:
 - High School-
 - French World Language Dual Credit 7-8
 - Italian World Language 1-2 & 3-4
 - German World Language 1-2, 3-4, & 5-6
 - Spanish World Language 1-2, 3-4, 5-6 7-8 & 9-10
 - Spanish DLI Continuation 5-6, 7-8 & 9-10
- Klett World Languages: \$748,558.44 (Bond Funded) Contract # 91935
 - WL/DLI Courses Covered Underneath this Contract:
 - Middle School-
 - Spanish World Language 1-2 & 3-4
- Wayside Publishing: \$447,500.73 (General Funds) Contract # 91932 (Note: This contract was put under general funds set aside for professional development contracts tied to these WL/DLI materials contracts; luckily professional development was negotiated to be in-kind. Due to inflation, these Bond funded material contracts were over budget, but by leveraging general funds this allowed us to stay on the Bond budget)
 - WL/DLI Courses Covered Underneath this Contract:
 - High School-
 - French World Language 1-2, 3-4, 5-6, & 9-10
 - Spanish World Language 9-10 (AP/IB) & 11-12 (AP/IB)

COMMUNITY ENGAGEMENT

At the start of the adoption process, in Spring 2021, a survey was sent to all DLI/WL students asking poignant questions on what engages them within classes, what they like to read, and what makes them feel confident in their language skills. Nearly 700 PPS students responded to this survey, which helped to drive the evaluation of materials based on the needs of the students. A survey was also sent to PPS WL/DLI teachers regarding critical instructional resources and teaching strategies needed for the ideal language classroom. 30 teachers responded to the survey and this information fed into the selection and evaluation of materials.

In addition to the surveys, the decision to fully adopt for our World Languages classrooms was driven by a 6-12 World Language Adoption of Instructional Resources (AIR) committee, consisting of teachers,

school based leaders, teachers on special assignment (TOSA) and district administrations as well a field test of 6-12 World Language instructional resources.

TIMELINE FOR IMPLEMENTATION / EVALUATION

- Initial professional development on materials will be first offered during August Summer Institute, August 15-17th. Additional professional development days will be offered in early Fall for teachers that are unable to attend the August session.
- On-going professional development will occur throughout the year through cadres and professional development days.
- Teachers will have access to digital materials as soon as the contract is signed. Physical copies of textbooks will be available as soon as possible.
- A Teacher Professional Development Plan has been developed to support teachers throughout the school year. This plan includes quarter planning, unit unpacking, and student work analysis.
- Implementation of materials will begin at the start of the 22/23 school year.
- Implementation evaluation and cycle of improvement will begin during the 22/23 school year.

BOARD OPTIONS WITH ANALYSIS

We recommend moving forward with the adoptions as these materials are aligned with the WL standards adopted by Oregon Department of Education (ODE). These standards are based on ACTFL language proficiency guidelines (American Council on the Teaching of Foreign Languages). Additionally, these curriculums support PPS World Language (WL) scope and sequence, and meet the needs of students in our Novice and Intermediate level courses. These resources are inclusive, innovative and standard based, and ensure our Chinese, Spanish, German, Italian and French programs provide engaging themes that support students in their World Language 1-2, World Language 3-4, and World Language 5-6 classes. These units are aligned with our student center philosophy, using authentic media/scenarios, emphasizing culture and have a communicative approach to learning through projects inspired by real-world scenarios. These key features support PPS alignment with Advanced Placement or International Baccalaureate themes for ALL students to reach the Seal of biliteracy.

CONNECTION TO BOARD GOALS

A strong and comprehensive 6-12 World Language instructional materials adoption supports Board Goal #4 - By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.

Through World Language learning that features high-leverage instructional strategies and is grounded in common instructional resources, all students will be provided with the opportunity to realize the potential of their innate linguistic and cognitive skills in all four domains (listening, speaking, reading and writing), as measured by language proficiency standards and the Seal of Biliteracy. Students will have the opportunity to engage with authentic texts, explore different mediums in the target language, and develop their cross-cultural competence.

If we have a Transformative Curriculum and Pedagogy (Educational System Shift) then we can support all teachers to be Knowledgeable and Committed Lifelong Learners, Inclusive and Responsive to Diverse learners, and are Self-aware and Reflective (Educator Essentials) which will result in students becoming Inquisitive Critical Thinkers with Deep Core Knowledge and Inclusive and Collaborative Problem Solvers (Graduate Portrait).

STAFF RECOMMENDATION

Approve contracts for and adopt resources for the courses below:

- Cengage: WL/DLI Courses Covered Underneath this Contract:
 - High School-
 - Chinese World Language (AP/IB) 1-2, 3-4, 5-6, 7-8 & 9-10
 - Chinese DLI Continuation 5-6, 7-8, & 9-10

- Middle School-
 - Chinese DLI Continuation Grades 6, 7 & 8
- Vista Higher Learning: WL/DLI Courses Covered Underneath this Contract:
 - High School-
 - French World Language Dual Credit 7-8
 - Italian World Language 1-2 & 3-4
 - German World Language 1-2, 3-4, & 5-6
 - Spanish World Language 1-2, 3-4, 5-6 7-8 & 9-10
 - Spanish DLI Continuation 5-6, 7-8 & 9-10
- Klett World Languages: WL/DLI Courses Covered Underneath this Contract:
 - Middle School-
 - Spanish World Language 1-2 & 3-4
- Wayside Publishing: WL/DLI Courses Covered Underneath this Contract:
 - High School-
 - French World Language 1-2, 3-4, 5-6, & 9-10
 - Spanish World Language 9-10 (AP/IB) & 11-12 (AP/IB)

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

_____ (Initials)

RESOLUTION No. 6577

Resolution Approving Capital Projects for Contracted Alternative Schools using ESSER II and ESSER III funds

RECITALS

- A. During the 2020-2021 budget year, each Contracted Alternative School received an individual ESSER II and ESSER III allocation (Existing ESSER Allocation), which they may spend on a reimbursement basis, following all requirements set forth by Portland Public Schools and the Oregon Department of Education.
- B. Contracted Alternative School leaders are able to determine how to best use these ESSER II and ESSER III funds, based on feedback from their Boards of Directors and other key stakeholders.
- C. Contracted Alternative Schools are eligible for reimbursement using ESSER II and/or ESSER III funds as long as expended funds align with allowable uses for each grant and are pre-approved by Portland Public Schools and meet ODE requirements for approval.
- D. The Oregon Department of Education requires all capital expenditures over \$25,000 to be approved by each district's school board for approval as a final step for receiving funds for projects that meet eligibility criteria for reimbursement.

RESOLUTIONS

The Board of Education for Portland Public Schools approves the following Capital Expenditure projects for Mt. Scott Learning Center & Helensview School that were previously approved by the Oregon Department of Education and eligible for reimbursement, using the Existing ESSER Allocation each school previously received:

- a. 2180-03: Helensview School Sound Booth Construction
- b. 2180-04: Mt Scott Learning Center: HVAC system upgrade
- c. 2180-05: Mt Scott Learning Center: Roof Repair
- d. 2180-09: Helensview School Stage & Lights Repair



PORTLAND PUBLIC SCHOOLS
OFFICE OF Multiple Pathways to Graduation

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-5437

Date: 7/25/2022

To: School Board

From: Korinna Wolfe, Area Senior Director, Multiple Pathways to Graduation
Erica Stavis, Program Administrator, Contracted Alternative Schools

Subject: Recommendation to approve ESSER Capital Improvements exceeding \$25,000

BACKGROUND

PPS currently contracts with 9 Contracted Alternative Schools (CBO's). Each of these schools provide unique and innovative educational options for PPS students requiring tailored and individualized support. These organizations are seen as strategic partners with PPS and support our district's dropout prevention and educational advancement priorities and goals.

This memo is designed to inform and request approval from the PPS Board for 4 distinct capital improvement projects/purchases from 2 of our CBO schools. **Please note, this is not a request for new funds.** These ESSER funds have already been approved and individual ESSER allotments have been awarded to each of the Contracted Alternative Schools as part of the 2021-22 budget process. CBO school leaders may determine how to best use these funds, based on feedback from their Board of Directors and other key community stakeholders, as long as it aligns with the allowable uses for each grant. Per ODE guidelines, when schools proceed in requesting ESSER funding for capital improvements, School Board approval is now required.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), was signed into law on December 27, 2020 and provides an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund). It provides funding for state and local educational agencies to spend on allowable activities to respond to COVID-19. Elementary and Secondary School Emergency Relief Fund III (ESSER III or ARP ESSER) The American Rescue Plan Act, 2021 (ARP Act or ARPA) provides an additional \$122 billion for the Elementary and Secondary School Emergency Relief Fund III (ESSER III or ARP ESSER).

All capital expenditures using ESSER II or ESSER III funds must first be approved by ODE to be considered an eligible use of the grant funds. For the ESSER Grants, "capital expenditure" is defined as follows:

A construction project or individual non-consumable item that:

- 1) Has a useful life of more than one year; and
- 2) Costs greater than \$5,000

Additionally on 10/25/2021 ODE published a “ESSER Capital Expenditures and Reimbursement Update” which included a new regulation that “all capital expenditures over \$25,000 be presented to your district's school board for their approval”.

Two CBO schools, Mt. Scott Learning Center & Helensview School, have Capital Projects that have already been approved by ODE (please see chart below). ODE states that “Capital expenditure approvals may be submitted prior to obtaining school board approval”. We are now requesting Board approval for projects that exceed the \$25,000 threshold. Each of these requests align with allowable uses of ESSER II & ESSER III funds as [indicated on Oregon.gov](#), and confirmed with ODE approval.

Each of these approvals is listed on ODE’s [“ESSER II and ESSER III Capital Expenditures by District & ESD”](#)

The following is a list of projects which exceed \$25,000, all of which have already been approved by ODE.

\$65,000	<i>Approved by ODE</i>
Project tag: 2180-03 Helensview School - Contract # IGA 90891 Sound Booth Construction	
Separation for students engaging in broadcasting and promoting CTE programming. Individual spaces are necessary for preventing Covid transmission. This CTE programming has been the most popular and successful of CTE programs at Helensview.	

\$253,374.00	<i>Approved by ODE</i>
Project tag: 2180-04 Mt Scott Learning Center - Contract # PS 90294 HVAC System	
New HVAC system for the entire building. The existing system is not compatible with the new state-wide mandated 'fresh-air & filtration, better than MERV 13 rating.' Will bring heating & cooling to all classrooms and offices. Oil heat will be decommissioned”	

\$50,000	<i>Approved by ODE</i>
Project tag: 2180-05 Mt Scott Learning Center - Contract # PS 90294 Roof Repair	
Repair to the roof preparatory to installing the new HVAC System, which is needed to bring the school up to the new state-wide mandated 'fresh-air & filtration, better than MERV 13 rating.'	

\$28,902.43	<i>Approved by ODE</i>
Project tag: 2180-09 Helensview School	

Stage & Lights Upgrade

Stage and Lights safety Upgrade for Helensview Campus. Current facility is unusable and unsafe. Theater and drama are proven healers for trauma, anxiety and grief. After the pandemic, many of our students - which are already trauma impacted - were reluctant to come back to school due to fears caused by the pandemic. Being able to offer drama for students will offer them a way to process grief/anxiety and work to heal through storytelling, catharsis and community building.

RELATED POLICIES/BEST PRACTICES

- PPS has developed a fund contract with each of our CBO schools which codifies various requirements of each grant available. This contract is updated annually to ensure compliance with updated standards.
- Each school has a fund approval planner between CBO executive leadership and PPS Leadership. This document is used to ensure the appropriate use of funds, based on the various projects they wish to undertake. Additionally the appropriate approvals are detailed on each school's fund planner.

FISCAL IMPACT

The funding identified for the requested capital improvements at Contracted Alternative Schools is designated ESSER funding from 2021. This funding was approved in the overall ESSER allocations plan and as a part of the PPS District Budget process. There is no new funding requested.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Each of the CBO schools has engaged with their leadership teams and individual organization's Board of Directors prior to submitting their capital improvement requests to the District.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Following Board approval of these expenditures capital improvements will take place before each funds expiration date:

- ESSER II- 9/30/2023
- ESSER III- 9/30/2024

Evaluation of implementation will take place first by the CBO schools and vendors selected. Additional evaluation will be conducted during school site visits at CBO schools by Multiple Pathways to Graduation leaders.

BOARD OPTIONS WITH ANALYSIS

CBO school leadership has discretion in how they plan to use ESSER II & ESSER III Funds, as long as it aligns with allowable uses for each grant category and follows all state and federal grant guidelines.

Results of a yes vote: CBO schools will engage in projects as previously approved by ODE. These improvements will ensure higher levels of physical and environmental safety for PPS students.

Result of a no vote: CBO schools would not be able to proceed with much needed capital improvements as outlined and approved within the ESSER allowable uses.

CONNECTION TO BOARD GOALS

Projects seeking approval, align with two specific board goals as outlined in [“Portland Public Schools Goals for Our Students 2022-2027”](#) Mt Scott Learning Center and Helensview School operations and programming are all in direct alignment with goals for High School Graduation & Post-secondary Readiness.

STAFF RECOMMENDATION

Staff recommends that each of the Capital projects outlined above, exceeding \$25,000, be approved by the Board since they meet the ESSER eligibility criteria and clearly align with district goals and priorities.

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

_____ *(Initials)*

[Complete list of Projects](#)

\$65,000
Project tag: 2180-03 Helensview School - Contract # IGA 90891 Sound Booth Construction
Separation for students engaging in broadcasting and promoting CTE programming. Individual spaces are necessary for preventing Covid transmission.
\$253,374.00
Project tag: 2180-04 Mt Scott Learning Center - Contract # PS 90294 HVAC System
New HVAC system for ENTIRE building. The existing system is not compatible with the new state-wide mandated 'fresh-air & filtration, better than MERV 13 rating.' Will bring heating & cooling to all classrooms and offices. Oil heat will be decommissioned"
\$50,000
Project tag: 2180-05 Mt Scott Learning Center - Contract # PS 90294 Roof Repair
Repair to the roof preparatory to installing the new HVAC System, which is needed to bring the school up to the new state-wide mandated 'fresh-air & filtration, better than MERV 13 rating.'
\$28,902.43
Project tag: 2180-09 Helensview School Stage & Lights Upgrade
Stage and Lights safety Upgrade for Helensview Campus. Current facility is unusable and unsafe. Theater and drama are proven healers for trauma, anxiety and grief. After the pandemic, many of our students - which are already trauma impacted - were reluctant to come back to school due to fears caused by the pandemic. Being able to offer drama for students will offer them a way to process grief/anxiety and work to heal through storytelling, catharsis and community building.

RESOLUTION No. 6558

Approval Settlement Participation Form

The Board of Education grants authority for execution of the Settlement Participation Form pursuant to the July 21, 2021 Janssen Settlement.

Settlement Participation Form

Governmental Entity: Beaverton School District	State: Oregon
Authorized Signatory: Gustavo Balderas, Superintendent	
Address 1: 16550 SW Merlo Road	
Address 2:	
City, State, Zip: Beaverton, OR 97003	
Phone: 503-356-8000	
Email: Gustavo_Balderas@beaverton.k12.or.us	

The governmental entity identified above (“Governmental Entity”), in order to obtain and in consideration for the benefits provided to the Governmental Entity pursuant to the Settlement Agreement dated July 21, 2021 (“Janssen Settlement”), and acting through the undersigned authorized official, hereby elects to participate in the Janssen Settlement, release all Released Claims against all Released Entities, and agrees as follows.

1. The Governmental Entity is aware of and has reviewed the Janssen Settlement, understands that all terms in this Election and Release have the meanings defined therein, and agrees that by this Election, the Governmental Entity elects to participate in the Janssen Settlement and become a Participating Subdivision as provided therein.
2. The Governmental Entity shall, within 14 days of the Reference Date and prior to the filing of the Consent Judgment, dismiss with prejudice any Released Claims that it has filed.
3. The Governmental Entity agrees to the terms of the Janssen Settlement pertaining to Subdivisions as defined therein.
4. By agreeing to the terms of the Janssen Settlement and becoming a Releasor, the Governmental Entity is entitled to the benefits provided therein, including, if applicable, monetary payments beginning after the Effective Date.
5. The Governmental Entity agrees to use any monies it receives through the Janssen Settlement solely for the purposes provided therein.
6. The Governmental Entity submits to the jurisdiction of the court in the Governmental Entity’s state where the Consent Judgment is filed for purposes limited to that court’s role as provided in, and for resolving disputes to the extent provided in, the Janssen Settlement.
7. The Governmental Entity has the right to enforce the Janssen Settlement as provided therein.

8. The Governmental Entity, as a Participating Subdivision, hereby becomes a Releasor for all purposes in the Janssen Settlement, including but not limited to all provisions of Section IV (Release), and along with all departments, agencies, divisions, boards, commissions, districts, instrumentalities of any kind and attorneys, and any person in their official capacity elected or appointed to serve any of the foregoing and any agency, person, or other entity claiming by or through any of the foregoing, and any other entity identified in the definition of Releasor, provides for a release to the fullest extent of its authority. As a Releasor, the Governmental Entity hereby absolutely, unconditionally, and irrevocably covenants not to bring, file, or claim, or to cause, assist or permit to be brought, filed, or claimed, or to otherwise seek to establish liability for any Released Claims against any Released Entity in any forum whatsoever. The releases provided for in the Janssen Settlement are intended by the Parties to be broad and shall be interpreted so as to give the Released Entities the broadest possible bar against any liability relating in any way to Released Claims and extend to the full extent of the power of the Governmental Entity to release claims. The Janssen Settlement shall be a complete bar to any Released Claim.


9. In connection with the releases provided for in the Janssen Settlement, each Governmental Entity expressly waives, releases, and forever discharges any and all provisions, rights, and benefits conferred by any law of any state or territory of the United States or other jurisdiction, or principle of common law, which is similar, comparable, or equivalent to § 1542 of the California Civil Code, which reads:

General Release; extent. A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release that, if known by him or her, would have materially affected his or her settlement with the debtor or released party.

A Releasor may hereafter discover facts other than or different from those which it knows, believes, or assumes to be true with respect to the Released Claims, but each Governmental Entity hereby expressly waives and fully, finally, and forever settles, releases and discharges, upon the Effective Date, any and all Released Claims that may exist as of such date but which Releasors do not know or suspect to exist, whether through ignorance, oversight, error, negligence or through no fault whatsoever, and which, if known, would materially affect the Governmental Entities' decision to participate in the Janssen Settlement.

10. Nothing herein is intended to modify in any way the terms of the Janssen Settlement, to which Governmental Entity hereby agrees. To the extent this Election and Release is interpreted differently from the Janssen Settlement in any respect, the Janssen Settlement controls.

I swear under penalty of perjury that I have all necessary power and authorization to execute this Election and Release on behalf of the Governmental Entity.

Signature:  _____

Name: GUSTAW G. BALDEWAS

Title: SUPERINTENDENT

Date: 08.02.2022



PORTLAND PUBLIC SCHOOLS
OFFICE OF GENERAL COUNSEL

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3570

Date: August 2, 2022

To: PPS Board of Education Directors

From: Kate Wilkinson, Associate General Counsel

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Oregon's Opioid Settlement; Release of Claims

BACKGROUND

The Oregon Department of Justice recently contacted PPS seeking a release of claims related to Oregon's Opioid Settlement. The settlement will result in the State, cities and counties receiving nearly \$425 million. 55% of those proceeds will be directed to cities and counties, and the remaining 45% of the funds will be used by the State. [See full settlement agreement here](#). PPS has been asked to sign a release of claims to expedite the distribution of these funds.

The settlement with defendants contains a provision that if certain special districts (one hospital district, three school districts - Salem-Keizer, Beaverton and Portland, and 15 fire districts) all sign such releases, \$45 million of the funds will be paid by the defendants in the first year instead of the money being paid over four years ("acceleration"). PPS was not a party to the lawsuit or the discussions that led to including this language in the settlement agreement.

This suit was part of multidistrict litigation (MDL) and individual state actions, made up of many plaintiffs. In Oregon, several counties and the City of Portland were removed to the MDL. All of the parties have now reached agreement to resolve their lawsuits against one manufacturer for its role in the opioid crisis, Janssen Pharmaceuticals, commonly known as Johnson & Johnson.

Impact on PPS to Signing Release

55% of the settlement funds will go to cities and counties, including the City of Portland and Multnomah County. Those funds will be distributed via grants and PPS can apply for grant funds.

All of the settlement funds will fund treatment and prevention of opioid abuse and the programs that will receive those funds are specifically targeted at those areas. See [Exhibit E](#).

Those programs will very likely directly benefit PPS families and community.

The release will allow more funds to flow into those programs in the first year. Given the doubling in opioid deaths last year, the need for prevention and treatment funds is urgent.

<https://www.oregon.gov/oha/PH/DISEASES/CONDITIONS/COMMUNICABLEDISEASES/CDSUMMARYNEWSLETTER/Documents/2022/ohd7102.pdf> and <https://www.multco.us/battling-opiate-epidemic>.

The following table illustrates the increased funds with the releases (“acceleration”):

Payment	Year	Multnomah County		City of Portland	
		As Scheduled	With Acceleration	As Scheduled	With Acceleration
Janssen Payment 1	2022	\$ 310,111.50	\$ 3,487,336.08	\$ 183,736.05	\$ 2,066,190.24
Janssen Payment 2	2022	\$ 723,496.41	-	\$ 428,659.93	-
Janssen Payment 3	2023	\$ 579,070.42	-	\$ 343,089.86	-
Janssen Payment 4	2024	\$ 889,140.31	-	\$ 526,801.26	-
Janssen Payment 5	2025	\$ 985,517.43	-	\$ 583,903.14	-
Janssen Payment 6	2026	\$ 175,890.49	\$ 175,890.49	\$ 104,212.27	\$ 104,212.27
Janssen Payment 7	2027	\$ 175,890.49	\$ 175,890.49	\$ 104,212.27	\$ 104,212.27
Janssen Payment 8	2028	\$ 175,890.49	\$ 175,890.49	\$ 104,212.27	\$ 104,212.27
Janssen Payment 9	2029	\$ 223,939.36	\$ 223,939.36	\$ 132,680.45	\$ 132,680.45
Janssen Payment 10	2030	\$ 223,939.36	\$ 223,939.36	\$ 132,680.45	\$ 132,680.45

Janssen Payment 11	203 1	\$ 223,939.36	\$ 223,939.36	\$ 132,680.45	\$ 132,680.45
TOTAL		\$ 4,686,825. 64	\$ 4,686,825.64	\$ 2,776,868.41	\$ 2,776,868.41

The opioid epidemic has had horrific effects on PPS students and families, including tragic losses of life. The Board recognized that our students are impacted by opioids and recently acted to include Naloxone (NarCan) in Policy 4.50.26-P <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.50.026-P.pdf>.

Potential negative impacts

Signing the release will release claims that PPS may have against this particular group of opioid defendants (the Janssen defendants - the company and its subsidiaries etc.) regarding their marketing and promotion of opioids. (In 2020, defendants discontinued all of its prescription pain medications in the United States).

However, there are significant obstacles to PPS individually suing opioid defendants, including enormous costs (both monetary and in staff time). PPS does not have any plans to bring claims against Janssen, and some claims may have statute of limitations hurdles. Nothing in this release precludes PPS from bringing claims in the future that arise after the date of the release.

Other Releasors

The Special Districts Association of Oregon (SDAO) is recommending that its members sign the agreement (as of July 27, 2022). [Beaverton SD](#) and [Salem-Keizer SD](#) have both approved and their superintendents have signed the release.

STAFF RECOMMENDATION

Legal counsel recommends that the Board agree to the release. PPS would be releasing claims that it has not planned to bring, enabling significant funds to be used in our community on this continuing public health crisis.

¹ Special districts are a form of local government. Most perform a single function such as water delivery, fire protection, wastewater or cemetery maintenance, etc. The Special Districts Association of Oregon (SDAO) represents approximately 950 districts across the state including the fire and hospital districts also asked to sign releases related to this settlement. <https://www.sdao.com/>

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

_____ (Initials)

RESOLUTION No. 6560

Resolution to Appoint Members to the Climate Crisis Response Committee

RECITALS

- A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .
- B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.
- C. The Climate Crisis Response Committee applications were reviewed by staff, two board members, and a student, who ultimately recommended nine candidates representing the Portland Public Schools community with a diversity of backgrounds, interests, knowledge and lived experiences to serve on the Committee .
- D. Following Board approval of the committee members, an orientation and first meeting will be held in October 2022, after which the Committee will meet quarterly with annual progress reports to the Board.

RESOLUTION

- 1. The Board of Education appoints Danny Cage (student), Jordan Steele (student), Isaac Barrow, Charity Fain and Erik Opsahl to the Climate Crisis Response Committee. The term of these appointments is one year.
- 2. The Board of Education appoints Barbie Alexander, Jane Commeault, Angela Long and Dianne Riley to the Climate Crisis Response Committee. The term of these appointments is two years.



**PORTLAND PUBLIC SCHOOLS
OFFICE OF CHIEF OF STAFF**

501 North Dixon Street / Portland, OR 97227
Telephone: (971) 421-4447

Date: August 2, 2022
To: School Board
From: Kat Davis, Advisor for Climate Justice
Subject: Climate Crisis Response Committee—Recommended Candidates

BACKGROUND

In March 2022, the PPS Board of Education (the Board) unanimously adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy). One Policy objective is to establish a Climate Crisis Response Committee (CCR Committee). The CCR Committee will bring together a diverse group of individuals with unique perspectives, insights, expertise and lived experiences to monitor the effective implementation of the District's Climate Action Plan, and to track progress of the Portland Public Schools' (the District) Policy goals. The CCR Committee informs and advises the Board, but does not have decision-making authority.

The Policy mandates that the CCR Committee is composed of no more than nine volunteer members appointed by the Board to initial staggered terms of one and two years with all subsequent terms being two years. At minimum, the majority of members (5 of 9) will identify as people of color. Two members will be current PPS students and each serve one-year terms. All non-student members of the CCR Committee are to be either members of the community or current or former PPS parents. No persons directly employed or in contract with the District may participate on the CCR Committee.

COMMUNITY ENGAGEMENT

The District created the CCR Committee application and shared this opportunity with the community. The application closed on June 15, 2022, resulting in a total of 71 applicants, 24 of which were students. The applicant pool is a representative group of diverse racial identities, professional and lived experience, geography, and school communities.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The selection for this committee is to be voted on by the Board on August 9, 2022. Upon approval, an orientation and first meeting will be held with the selected candidates in October 2022, after which the Committee will meet quarterly with annual progress reports to the Board.

SELECTION PROCESS

The selection process for the CCR Committee included a three-stage application review. The first stage was completed by the Advisor for Climate Justice, reviewing all 71 applications and assigning them into one of three tiers, Tier 1 - 3, with Tier 1 representing the strongest applicants. Applications were placed into their Tier category based on:

- completeness of applications,
- relevant skills and knowledge - including professional, volunteer, educational, and lived experience,
- expressed enthusiasm, interest, or passion for the role,
- articulated goals, and
- expressed ability to listen to and value differing perspectives.

For stage two review, the candidate applications organized by Tier were then sent to the review panel, consisting of two Board members and one student. The student participated only in the review of the adult applicants and did not have access or input on the student applications or review processes. The reviewers were instructed to review each application and assign a score to their top, second, and third choice candidates, with a restricted number of scores allowed per applicant group (student versus adult). The reviewers each conducted their reviews and placed their scores separately, with the goal of identifying the top candidates as objectively as possible.

The scores were then tallied across all candidates resulting in 11 adult candidates and 3 student candidates scoring in Tier 1. The final stage of review included a discussion primarily of the Tier 1 candidates, a review of those candidates considering the policy criteria and racial equity and social justice lens and consideration of what complementary skills and experiences would best support the CCR Committee’s work, charge and responsibilities.

BOARD OPTIONS WITH ANALYSIS

The review panel and the Advisor for Climate Justice recommend the following individuals for membership on the CCR Committee:

One-year term

- Danny Cage (student)
- Jordan Steele (student)
- Isaac Barrow
- Charity Fain
- Erik Opsahl

Two-year term

- Barbi Alexander
- Jane Commeault
- Angela Long
- Dianne Riley

These nine candidates represent the PPS community with a diversity of backgrounds, interests, knowledge and experiences that will add substantial value to monitoring of the implementation of the Policy. This recommended slate includes a wide variety of professional expertise (including expertise in sustainability, energy, planning, policy, public health, non-profit, business, and lived experience), and geographic diversity; and each candidate is connected to different school communities. In addition, all adult candidates are either parents of current or former PPS students. This group of recommended individuals also meets the Committee representation goals set in the CCR Policy.

CONNECTION TO BOARD GOALS

The approval of the CCR Committee is progress towards the Policy goals, laying the foundation to set milestones and metrics that will continue to move forward the work of meeting our net zero greenhouse gas emission goals and integrating climate change and climate justice into PPS operations, engagement, curriculum, and community engagement.

STAFF RECOMMENDATION

It is my recommendation the Board approve these candidates for the CCR Committee.

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

 JG (Initials)

ATTACHMENTS

A. Resolution

RESOLUTION No. 6563

Resolution Approving the Racial Equity and Social Justice Community Advisory Committee Charter

RECITALS

- A. In 2021, the Oregon Legislature passed SB 732 which requires each school district to convene an educational equity advisory committee, and specifies certain committee responsibilities, membership selection requirements, and an optional annual report that committees are allowed to produce.
- B. This committee's duties are to advise the school board and the superintendent and to inform the board and the superintendent. The committee includes action by and reporting to both the board and the superintendent.
- C. Portland Public Schools has worked with other districts and the Oregon Department of Education to propose a Racial Equity and Social Justice Community Advisory Committee Charter. Following board review, membership application outreach will begin with the board approving the first slate of members prior to September 15, 2022.
- D. On June 23, 2022, the Intergovernmental Committee reviewed the Racial Equity and Social Justice Community Advisory Committee Charter and recommended moving forward to the full board for consideration.

RESOLUTION

The Portland Public Schools Board of Education adopts the Racial Equity and Social Justice (RESJ) Community Advisory Committee Charter as reflected in Exhibit A.



Staff Report

TO: Portland Public Schools Board of Education

FROM: Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

CC: Guadalupe Guerrero, PPS Superintendent

DATE: August 4, 2022

SUBJECT: Board approval: Racial Equity and Social Justice (RESJ) Community Advisory Committee

This memo will provide an update and background information about the District's proposed implementation of SB 732 to establish a RESJ Community Advisory Committee. This committee is to advise the school board and administration about potential impacts of policy decisions on traditionally underrepresented students in the district. This work is highlighted as a key goal and outcome in PPS' [STRATEGIC PLAN](#), Theme 1: Racial Equity and Social Justice - Transform Systems for Racial Equity Goal 3: In service of board goals, the RESJ Community Advisory Council supports the implementation of the RESJ Framework and Plan to ensure that the district measures, monitors, evaluates, and tracks progress toward equitable student outcomes.

Senate Bill 732 Background

In 2021, the Oregon Legislature passed SB 732.

- SB 732 requires each school district to convene an educational equity advisory committee, and specifies certain committee responsibilities, membership selection requirements, and an optional annual report that committees are allowed to produce.
- The bill allows the State Board of Education to adopt rules in a number of places.

The bill stipulates that the committee will:

- (a) Advise the school district board about the educational equity impacts of policy decisions
- (b) Advise the school district superintendent about the educational equity impacts of policy decisions
- (c) Inform the school district board and school district superintendent when a situation arises in a school of the district that negatively impacts underrepresented students and advising the board and superintendent on how best to handle that situation.

The school district superintendent is responsible for coordinating the member nomination process and proposing approved finalists to the school district board.

The school district board is responsible for appointing members proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups.

The Educational Equity Advisory Committee is not a Board committee. It was specifically established by the Oregon legislature and school districts are mandated to have such a committee. No board member may serve on the committee.

PPS Board Committees are governed by Policy 1.20.014-P.

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/1.20.014-P.pdf>. Many of the PPS policy dictates are in contrast to SB 732 requirements. For example, in 1.20.014-P, the Board chair shall be ex-officio members of any Board committee. Proposed ODE rules exclude board members and the

superintendent from serving on the Educational Equity Advisory Committee. PPS Board committees are to advise the Board and serve in an advisory role to the Board.

The Educational Equity Advisory Committee duties are to advise the school board and the superintendent. The EEAC includes action by and reporting to both the board and the superintendent.

PPS Recommendations

An internal staff team has worked with other districts and the Oregon Department of Education to propose the attached PPS RESJ Community Advisory Committee Charter. The team's approach was to develop a meaningful committee and authentically engage its members in thought partnership and progress monitoring activities in order to fully inform and advise the superintendent, the school board and the larger district community about ways to make a deeper impact in racial equity and social justice.

Committee

PPS is seeking 15 Total Members with the following specific representation:

- Up to 5 Current PPS Students (e.g. middle and/or high school students)
- Up to 5 Family and Community Representatives (e.g parent, RESJ partner)
- Up to 5 PPS Staff (e.g. classified employee, educator, school principal)

Students will be asked to serve 1 year terms and adults will be asked to serve 2 year terms with the option to renew for additional terms.

Representation

In alignment with SB 732 and PPS' vision and Strategic Plan, the composition of the PPS RESJ Community Advisory Committee's membership shall be focused on ensuring that it is primarily representative of underserved student groups and may not exclude members based on immigration status. Therefore PPS will solicit members from the community that are reflective of our communities of color, and represent the diversity and intersectionality of identities throughout our community.

Student centered

Membership will be student centered and members are interested in Racial Equity and Social Justice work, personal and professional growth, and integrating these interests to fulfill PPS mission. Members are good communicators and have the ability to influence and lead. Strong community connection, accountability to community.

Role for accountability and mutual responsibility

- Provide space and time to support student voice and leadership in discussions and forums around Racial Equity and Social Justice in education.
- Monitor progress of the PPS RESJ Plan and Framework
- Develop into a community of critical friends who provide support and feedback to PPS leadership, staff and community.
- Provide opportunities for meaningful feedback and suggestions from all departments and school sites at PPS.
- Collaborate with district staff

Timeline

Charter Development and Feedback - June/July 2022

- PPS Work Group
- OR Equity Directors Work Group
- ODE Listening Sessions
- Intergovernmental Board Committee June 22
- RESJ Partners - July
- SLT and OSP - July

1st Round Membership Application Outreach: July - August 2022

1st Round Membership Application Due RESJ Partners: August 15, 2022

Superintendent Recommendation to School Board: August 31, 2022

School Board Meeting and 1st Round Approval: September 6, 2022

First Meeting: September 15, 2022

2nd Round Membership Application Outreach - August - September 2022

2nd Round Membership Application Due (Students, Parents, Staff) October 7, 2022

Superintendent Recommendation to School Board: October 18, 2022

School Board Meeting and 2nd Round Approval: October 25, 2022

PPS Staff and the Superintendent will make recommendations to the school board for final member approval. In order to ensure a fully collaborative process between the board and staff, staff will invite interested board members to participate in the application and recommendation process.



Racial Equity and Social Justice (RESJ) Community Advisory Committee*
Committee Charter
August 4, 2022

Committee Name	PPS Racial Equity and Social Justice (RESJ) Community Advisory Committee
Mission Statement	<p>PPS RESJ Community Advisory Committee (RESJ-CAC)</p> <p>In service of PPS’ mission to provide rigorous, high quality academic learning experiences that are inclusive and joyful and to disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.</p> <p>The PPS RESJ Community Advisory Committee will advise the school board, and superintendent about the racial equity and education impacts of policy decisions and work collaboratively to increase understanding and progress towards the PPS Racial Educational Equity Policy and the PPS RESJ Plan and Framework, PPS reImagined, and the PPS Strategic Plan.</p>
Team Purpose	The team’s purpose is to advise the school board and Superintendent about the educational equity impacts of policy decisions and monitor system wide Racial Equity and Social Justice progress.
Team Goals	<ul style="list-style-type: none"> ● Provide space and time to support student voice and leadership in discussions and forums around Racial Equity and Social Justice in education. ● Monitor progress of the PPS RESJ Plan and Framework ● Develop into a community of critical friends who provide support and feedback to PPS leadership, staff and community. ● Provide opportunities for meaningful feedback and suggestions from all departments and school sites at PPS. ● Collaborate with PPS Staff to ensure success.
Team Duties	<ul style="list-style-type: none"> ● Advising the school board and Superintendent about the educational equity impacts of policy decisions ● Informing the school district board and school district Superintendent when a situation arises in a school of the district that negatively impacts underrepresented students and advising the Board and Superintendent on how best to handle that situation. ● Monitor district progress in RESJ through the review of district reporting in RESJ, Hate Speech Protocols, RESJ Lens protocols ● Compliance with Oregon Open Meeting Laws



Timeline	<p>Charter Development and Feedback - June/July 2022</p> <ul style="list-style-type: none">• PPS Work Group• OR Equity Directors Work Group• ODE Listening Sessions• IG Board Committee June 22• RESJ Partners - July• SLT and OSP - July <p>1st Round Membership Application Outreach: July - August 2022 1st Round Membership Application Due RESJ Partners: August 15, 2022 Superintendent Recommendation to School Board: August 31, 2022 School Board Meeting and 1st Round Approval: September 6, 2022 First Meeting: September 15, 2022</p> <p>2nd Round Membership Application Outreach - August - September 2022 2nd Round Membership Application Due (Students, Parents, Staff) October 7, 2022 Superintendent Recommendation to School Board: October 18, 2022 School Board Meeting and 2nd Round Approval: October 25, 2022</p>
Executive Sponsor	Superintendent Guerrero
Staff	RESJ and Community Engagement teams (TBD)
Admin Support	Amy Liu
Team Leadership	<ul style="list-style-type: none">• Co-Chairs are responsible for meeting facilitation, coordination with the staff to develop meeting agendas, materials and follow up. Co-Chairs will be points of contact for the Superintendent and Board of Education.• Two co-chairs will serve one year terms. Co-Chairs will be selected by the committee. At least one co-chair needs to be a student.



<p>Membershi p Guidelines</p>	<p>In alignment with SB 732 and PPS’ vision and Strategic Plan, the composition of the PPS RESJ Community Advisory Committee’s membership shall be focused on ensuring that it is primarily representative of underserved student groups and may not exclude members based on immigration status. Therefore PPS will solicit members from the community that are reflective of our communities of color, and represent the diversity and intersectionality of identities throughout our community. Membership will be student centered and members are interested in Racial Equity and Social Justice work, personal and professional growth, and integrating these interests to fulfill PPS mission. Members are good communicators and have the ability to influence and lead. Strong community connection, accountability to community.</p> <p>Members will be selected by the Superintendent through an application process. The Superintendent will engage the school Board through the application process and selection. The Superintendent will invite interested Board members to participate in the application and selection process. The School Board will approve the members selected by the process. .</p> <p>Students members will serve one year terms. Adult members will serve 2 year terms. All members will have the option to reapply yearly for additional 1 year terms.</p>
<p>Proposed Membershi p</p>	<p>PPS is seeking 15 Total Members to serve on this committee, with the following representation:</p> <ul style="list-style-type: none"> ● Up to 5 Current PPS Students (e.g. middle and/or high school students) ● Up to 5 Family and Community Representatives (e.g parent, RESJ partner) ● Up to 5 PPS Staff (e.g. classified employee, educator, school principal)
<p>Team Resources</p>	<ul style="list-style-type: none"> ● Funding support will be made available to support committee meetings and activities (e.g childcare, refreshments) ● Public meeting support needed (e.g. minutes and postings) ● PPS administrative staff support (including translation and interpretation services)
<p>Operating Guidelines</p>	<ul style="list-style-type: none"> ● Committee will meet quarterly ● RESJ training ● Retreat time to norm meeting principles for participation and operating guidelines



- Committee meetings will be public and Oregon open meetings laws will apply.

**PPS name for the SB 732 requirement that school districts form an Educational Equity Advisory Committee*



**RESJ Community Advisory Team
Membership Application**

Name: _____

Contact Info (email and contact info): _____

Please indicate if you are:

- Family and Community Representative _____
School Community
- Student _____
School and Grade
- Staff _____
Position/Location

In 250 words or less, please respond to each of the following 5 prompts. Each response will be scored on a scale of 1 to 5 for a total of 25 points maximum.

1. Describe your relevant skills, knowledge, and lived experience as well as any volunteer, work, and/or educational experience that would serve the PPS Community Advisory Committee ability to meet its mission of monitoring and providing advice and recommendations to both the PPS Board and Superintendent.
2. Please provide a brief statement about WHY you are interested in being on the RESJ Community Advisory Committee. What excites you about the possibility of serving in this role?
3. If selected and appointed to serve, what would you hope to accomplish during your service on the PPS Community Advisory Committee?
4. Please describe your ability to listen and consider other perspectives which may be different from your own. Describe your ability to collaborate with others and your readiness to ground this committee's work on lifting the voices and experiences of underserved students and communities of color.
5. Please share examples of your experience supporting and/or advancing racial equity and social justice. Refer to examples from: your school, work, community, family, etc. Please share your experience, if any, in serving on an advisory committee.



Resolution No. 6559

Resolution to Adopt the Superintendent's Performance Evaluation Template for the 2022-2023 School Year

RESOLUTION

The Portland Public Schools Board of Education adopts the attached Superintendent's Performance Evaluation Template for the 2022-2023 school year.

Portland Public Schools Board of Education
Template for the
Superintendent's Performance Evaluation
(July 2022-June 2023)

Format of the Superintendent Performance Evaluation

In 2019-2020, the Portland Public Schools Board of Education adopted an evaluation tool that established leadership standards for the superintendent and also set performance expectations for students at all levels within the school district, with a specific focus on raising student achievement for historically underserved students.

Given the exceptional circumstance of the COVID-19 pandemic, the unprecedented changes in education and instructional delivery model, and the inability to implement a complete balanced assessment system, the Board agreed to evaluate the superintendent on evidence of his demonstration of leadership standards for the 2020-21 academic year. With the return to full-time in-person school and the accompanying expectation that the full range of student assessments, interim and summative, will be administered in the 2021-2022 school year, the Board is in the process of establishing refreshed baseline data on student performance goals for 2021-22 and 2022-23.

This evaluation template for the 21-22 and 22-23 school years again prioritizes five leadership standards and includes the Board goals as adopted in June 2022. To reflect the importance of student achievement outcomes, progress towards the Board's goals are double-weighted.

During 2021-22, the Board has received regular updates on student performance data and two Board members have met quarterly with the superintendent to discuss student achievement. The Board will meet with the superintendent again in September 2022 to receive the latest student achievement data. At the conclusion of this review period (June 2023) the superintendent will prepare a self-evaluation to provide the Board a brief synopsis of demonstrated evidence in each of the prioritized leadership standards, and the Board will prepare a written evaluation once student achievement data for 2022-23 have been received.

It is important to note that this evaluation framework focuses on only a few key areas of the district's work. Any documented progress, or areas requiring further growth or attention, represent not just the superintendent's performance, but the efforts of a committed leadership team, dedicated school leaders, educators, staff and community partners, and our talented students, all across Portland Public Schools.

Superintendent Annual Performance Evaluation Criteria for 2022-2024

Given the pandemic and the unprecedented changes in education, staff will use the 2021-22 school year to gather baseline data on the Board goals. The Superintendent will be reporting disaggregated data to the Board as it becomes available during the course of the school year.

Leadership Standards

There are a total of eight **Leadership Performance Standards** in the superintendent evaluation workbook published by the Oregon School Board Association and the Coalition of Oregon School Administrators. In an effort to adopt an evaluation tool that is not overly cumbersome, **five standards are being prioritized as a focus for 2021-2022**, which are highlighted in **BOLD** below.

- 1. Visionary Leadership**
2. Ethics and Professional Norms
- 3. Inclusive District Culture**
- 4. Culturally Responsive Instructional Leadership and Improvement**
- 5. Communications and Community Relations**
- 6. Organizational Management**
7. Fiscal Management
8. Policy, Advocacy, and Governance

A detailed description of the five focal leadership performance standards is included below. Each standard includes an overall description, sub-standards, and a performance description.

Leadership Standard #1: Visionary Leadership	
<p>The Superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.</p>	
<p>1.1 Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities</p> <p>1.2 Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision</p> <p>1.3 Implements the district’s continuous improvement plan and communicates its progress</p> <p>1.4 Makes progress on PPS’s Racial Equity and Social Justice strategy, with a focus on the professional development strategies in the RESJ framework by:</p> <ol style="list-style-type: none"> a) Hiring and retaining teachers and principals of color b) Taking a holistic approach across the District to the review of our building names, our cultural icons, including statuary, art and artifacts <p>1.5 Demonstrates a focus on improving student achievement for Black and Indigenous students</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>

Leadership Standard #3: Inclusive District Culture

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent ensures that equity is centered in all district planning and action.

3.1 Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture that actively recruits and retains teachers, administrators and central office staff of color	Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.
3.2 Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student	Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality.
3.3 Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff	Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.

Leadership Standard #4: Culturally Responsive Instructional Leadership and Improvement

This standard addresses the superintendent's skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

4.1 Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership	Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization's primary strategic objective.
4.2 Implements coordinated systems of support, including coaching and professional development for staff	Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.
4.3 Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership	Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.
4.4 Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained	

Leadership Standard #5: Communication and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with families, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the district.

5.1 Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.	Develops two-way communication strategies to reach families, students, staff, agencies and other community stakeholders.
5.2 Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.	Communicates key information to all stakeholders in a timely fashion.
5.3 Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.	Mobilizes community resources to support district goals.
5.4 Goes beyond the district and local community to advocate for students at the county, regional and/or state level.	

Leadership Standard #6: Effective Organizational Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

6.1 Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success	Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.
6.2 Establishes productive relationships with associations while managing labor relations and contract effectively	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.
6.3 Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning	
6.4 Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity	
6.5 Creates systems which track and improve the environmental sustainability of district practices	

Superintendent Annual Performance Evaluation Rubric

The superintendent's overall performance rating will be the result of a combined assessment of demonstrated **Leadership Performance Standards** and progress towards **the Board's Goals**.

The **Leadership Performance Standards** will be equally weighted and scoring will be done by each individual School Board member using the attached performance rubric for each standard.

Leadership Standard #1: Visionary Leadership

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Ineffective	<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>
Developing	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>
Effective	<p>Articulates the vision of the district in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>The district vision is focused on student learning.</p>
Accomplished	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>
Summary Rating	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Leadership Standard #3: Inclusive District Culture

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent ensures that equity is centered in all district planning and action.

<p>Ineffective</p>	<p>Planning is centered on the dominant culture.</p> <p>Data is presented in aggregate.</p> <p>Engagement activities are not differentiated to elevate the voices of underserved communities.</p>
<p>Developing</p>	<p>Planning remains centered on the dominant culture with differentiation for legally required student groups (e.g. special education or emergent bilingual students).</p> <p>Data reporting is primarily focused on aggregate performance with occasional disaggregation.</p> <p>Occasional or inconsistent efforts to engage underserved communities.</p>
<p>Effective</p>	<p>Consistent evidence of centering underserved students in planning activities.</p> <p>Data is regularly disaggregated in reporting and planning documents aligned to traditional state and federal reporting requirements.</p> <p>Consistent and intentional efforts to engage underserved communities.</p>
<p>Accomplished</p>	<p>Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.</p> <p>Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality.</p> <p>Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.</p>
<p>Summary Rating</p>	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Leadership Standard #4: Culturally responsive instructional leadership and improvement

This standard addresses the superintendent's skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Ineffective	<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>
Developing	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic</p>
Effective	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>
Accomplished	<p>Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization's primary strategic objective.</p> <p>Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.</p> <p>Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.</p>
Summary Rating	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Leadership Standard #5: Communication and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with families, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the district.

Ineffective	<p>Ineffective in communication with district staff, families, students and community stakeholders.</p> <p>Communication is infrequent, unclear and confusing.</p> <p>Few stakeholders identify positively with the school district and its leadership.</p>
Developing	<p>Communication with individuals and groups is mostly clear and somewhat timely.</p> <p>Some stakeholders identify positively with the school district and its leadership.</p>
Effective	<p>Keeps staff, students, and families informed on a regular basis.</p> <p>Communication with individuals and groups is frequent, clear and effective.</p> <p>Most stakeholders identify positively with the school district and its leadership.</p>
Accomplished	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Is alert to potential issues; predicts and shares possibilities with the board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p>
Summary Rating	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Leadership Standard #6: Effective Organizational Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

Ineffective	Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. Is antagonistic toward union leadership, doesn't work to improve relations.
Developing	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students. Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.
Effective	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Is proactive in sharing information and purposely avoids conflict.
Accomplished	Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe. Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.
Summary Rating	1) Ineffective: <input type="checkbox"/> 2) Developing: <input type="checkbox"/> 3) Effective: <input type="checkbox"/> 4) Accomplished: <input type="checkbox"/>

Board Goals for Students

We understand that this work will require us 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 so that they are able to demonstrate both the proficiency in their knowledge base and in the skills and dispositions described in our [vision's Graduate Portrait](#).

Directors have identified a set of academic milestones to progress monitor and hold ourselves accountable to achieving over time. We also know that this will require us to prioritize the work and resources necessary to support students who are most underserved. Since students of color currently demonstrate the greatest opportunity gaps, these Board goals call-out an explicit expectation of accelerated growth with these student groups in order to eliminate overall proficiency gaps. We are focusing our milestone targets on these set of indicators across all grade levels.

The **Board Goals** will be assigned a level of performance, depending on the average amount of progress towards the School Board Goals.

Rubric Score	Progress Towards Student Performance (Board) Goal
---------------------	--

1	Below Performance Target
2	Minimal Progress
3	Demonstrated Progress
4	Significant Progress

BOARD GOAL: 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

Student Group	% Proficient (Level 3 or 4)			Performance Increases		
	2022 (baseline)	2023	2024	22-23	23-24	24-25
Asian						
Black						
Latino						
Native American						
Pacific Islander						
Average Increase						

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 2.99%	<input type="checkbox"/>
3	Demonstrated Progress	3.00–3.99%	<input type="checkbox"/>
4	Significant Progress	>4.0%	<input type="checkbox"/>

BOARD GOAL: 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

Student Group	% Proficient (Level 3 or 4)			Performance Increases		
	2022 (baseline)	2023	2024	22-23	23-24	24-25
Asian						
Black						
Latino						
Native American						
Pacific Islander						
Average Increase						

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 2.99%	<input type="checkbox"/>
3	Demonstrated Progress	3.00–3.99%	<input type="checkbox"/>
4	Significant Progress	>4.0%	<input type="checkbox"/>

BOARD: 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. Asian students are already on track for this goal.

Student Group	% Proficient (Level 3 or 4)			Performance Increases		
	2022 (baseline)	2023	2024	22-23	23-24	24-25
Asian						
Black						
Latino						
Native American						
Pacific Islander						
Average Increase						

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 2.99%	<input type="checkbox"/>
3	Demonstrated Progress	3.00–3.99%	<input type="checkbox"/>
4	Significant Progress	>4.0%	<input type="checkbox"/>

BOARD GOAL: High School Graduation Rate

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. Asian students are already on track for this goal.

Student Group	Graduation Rate*			Performance Increases		
	2022 (baseline)	2023	2024	22-23	23-24	24-25
Asian	92.8					
Black	75.5					
Latino	75.0					
Native American	50.0					
Pacific Islander	73.3					
Average Increase						

**Graduation rate lags one year, so 2022 baseline results are for the Class of 2021.*

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 2.99%	<input type="checkbox"/>
3	Demonstrated Progress	3.00– 3.99%	<input type="checkbox"/>
4	Significant Progress	>4.0%	<input type="checkbox"/>

Overall Performance Rating

The overall performance rating is determined by the average scores of school board Directors for the five prioritized leadership standards and then the student performance outcome data will be double-weighted and factored-in to determine an overall score and rating.

	OSBA Standards					Performance Goals			
	Standard 1 Visionary District Leadership	Standard 3 Inclusive District Culture	Standard 4 Culturally Responsive Instructional Leadership and Improvement	Standard 5 Communication and Community Relations	Standard 6 Effective Fiscal Management	Goal 1 3 rd Grade Reading	Goal 2 5 th Grade Math	Goal 3 8 th Grade Readiness	Goal 4 Grad Rate
Total									
Average									
2x weight for Board Goals									
	(Total of Average Ratings on OSBA Standards= _____) + (Total of double-weighted Rubric Scores = _____) = _____ divided by 13 = Overall Avg. Score								
	Overall Average Score: _____ Overall Performance Rating: _____								

OVERALL AVERAGE SCORE BETWEEN:	OVERALL PERFORMANCE LEVEL RATING:
3.5 - 4.0	Accomplished*
2.5 - 3.4	Effective
1.5 - 2.4	Developing
0.0 - 1.4	Ineffective

School Year 2022-2023

August

- € Superintendent’s performance evaluation template is developed and approved by the Board
- € Office of Research, Assessment and Accountability provides an update on the Successful Schools Survey to the Board

September

- € Beginning-of-Year MAP assessments are administered to students
- € Office of Research, Assessment, & Accountability prepares disaggregated OSAS Spring 2022 student performance outcomes

October

- € Administration of Beginning-of-Year MAP assessments ends
- € Baseline data from OSAS student assessment results is entered into the superintendent’s evaluation template

November

- € Board designees have a scheduled first quarterly conference meeting with the superintendent

December

- € Office of Research, Assessment, & Accountability prepares disaggregated student performance outcomes, including post-secondary readiness outcomes for SY2021-2022

January

- € Middle-of-Year MAP assessments are administered to students
- € Office of Research, Assessment, & Accountability presents graduation data for SY2021-2022
- € Board designees have a scheduled second quarterly conference meeting with the superintendent

March

- € Office of Research, Assessment, & Accountability prepares disaggregated student performance outcomes for Middle-of-Year MAP Assessments
- € Board designees have a scheduled third quarterly conference meeting with the superintendent

April

- € OSAS summative assessments are administered to students

May

- € Board designees have a scheduled fourth quarterly conference meeting with the superintendent

School Year 2023-2024

June

- € Superintendent prepares his self-evaluation against the leadership standards

August

- € Office of Research, Assessment and Accountability provides an update on the Successful Schools Survey to the Board

September

- € Beginning-of-Year MAP assessments are administered to students
- € Office of Research, Assessment, & Accountability prepares disaggregated OSAS Spring 2022 student performance outcomes

October

- € Administration of Beginning-of-Year MAP assessments ends
- € Year two data from OSAS student assessment results are entered into the superintendent’s evaluation template
- € Superintendent’s performance evaluation is completed by the Board

RESOLUTION No. 6561

Resolution to Adopt Revised Workers' Compensation-Self-Insurance Policy 8.60.022-P

RECITALS

- A. On June 22, 2022, the Board Policy Committee reviewed and considered proposed revisions to the Workers' Compensation-Self-Insurance Policy 8.60.022-P.
- B. On June 28, 2022, the Board presented the first reading of the revised Workers' Compensation-Self-Insurance 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 Workers' Compensation-Self-Insurance Policy 8.60.022-P and instructs the Superintendent to amend any relevant administrative directives to conform to this revised policy.

Portland Public School District 1st Reading

DATE OF FIRST READING: June 28, 2022

PUBLIC COMMENT FOR Policy 8.60.022-P: Workers' Compensation- Self Insurance

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

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

Last Date for Comment: July 19, 2022

Summary: Workers' Compensation- Self Insurance Policy 8.60.022-P

1st Reading by: Director Julia Brim-Edwards
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

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

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

Included in Packet	Page
Staff Report	03
Draft Policy	04
Redlined Policy with Proposed Changes	06
Original Policy	09



Workers' Compensation- Self-Insurance

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

- (1) The District is largely self-insured for its Workers' Compensation, which applies to all work-related injuries or illnesses. The Risk Management Department 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 to assist the District.
- (2) The Superintendent is authorized to establish settlement authority for the Risk Management Department to resolve workers' compensation claims under \$75,000 per claim.
- (3) All settlements over \$75,000 shall be approved by the Board.
- (4) Within 30 days of the end of each quarter, the General Counsel's Office shall provide the Board with a list of summaries 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 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 may be made using the services of a professional insurance actuary.
- (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 from the reserve shall be made only pursuant to this policy for the purpose for which the reserve fund was created.



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 ~~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**

in the reserve ~~shall be made by the superintendent, who, for this purpose,~~
may **be made** using 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~~ **from the reserve** shall be made only pursuant to this policy for the purpose for which ~~said the~~ reserve fund ~~had been~~ **was** 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; **Amd ____/2022**

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



RESOLUTION No. 6562

Resolution to Rescind Board Policies

Rescission of:

- i. 8.60.010-P Risk Management Program
- ii. 8.60.030-P Student Transportation
- iii. 8.80.015-P Capital Projects

RECITALS

- A. On June 22, 2022 the Board of Education’s Policy Committee reviewed and considered the necessity and relevance of:
 - i. 8.60.010-P Risk Management Program
 - ii. 8.60.030-P Student Transportation
 - iii. 8.80.015-P Capital Projects
- B. On June 28, 2022, the Board presented the first reading of each of those policies for rescission.
- C. The public comment period was open for at least 21 days for each of the policies, and no public comments were received.

RESOLUTION

The Board hereby rescinds each of the following policies:

- i. 8.60.010-P Risk Management Program
- ii. 8.60.030-P Student Transportation
- iii. 8.80.015-P Capital Projects

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

Portland Public School District 1st Reading

DATE OF FIRST READING: June 28, 2022

PUBLIC COMMENT FOR 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

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

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

Last Date for Comment: July 19, 2022

Summary: **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**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

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

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

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Draft Policy Comment Form: <https://forms.gle/VqYbmVA36cqADj6n6>

Included in Packet	Page
Staff Report	03
Risk Management Program Policy 8.60.010-P	04
Student Transportation Policy 8.60.030-P	05
Capital Projects Policy 8.80.015-P	06



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

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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