

Regular Meeting
Tuesday, September 6, 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 6568 through 6572 Vote- Public Comment Accepted
 - 2.(a) Resolution 6568 - Adoption of the Index to the Minutes
 - 2.(b) Resolution 6569 - Approval of Head Start Policy Council Recommendation (enrollment modification)
 - 2.(c) Resolution 6570 - Approval of Head Start Policy Council Recommendation (School Readiness Goals)
 - 2.(d) Resolution 6571 - Expenditure Contracts
 - 2.(e) Resolution 6572 - Revenue Contracts
3. 6:10 pm - Student and Public Comment
 - 3.(a) Comments from the Portland Association of Teachers (PAT)
4. 6:25 pm - Student Representative's Report
5. 6:30 pm - Board Committee and Conference Reports
6. 6:35 pm - Report: Start of School
7. 6:50 pm - Report: Summer School
8. 7:35 pm - RESJ Community Advisory Committee Approval (Resolution 6573) Vote - public comment accepted
9. 7:50 pm - Other Business / Committee Referrals
10. 7:55 pm - Adjourn

RESOLUTION No. 6568

The Following Index to the Minutes are offered for Adoption

- 8/23/22 – Regular Meeting



Index to the Minutes

(Draft for Approval)

Regular Meeting

August 23, 2022

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on August 23, 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=LTrQqcNIRc8&list=PL8CC942A46270A16E&index=2&t=386s>

Attendance

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

Absent: DePass

INDEX

Actions Taken.....	02
Statements for the Record	NA

RESOLUTIONS

<u>No.</u>	<u>Resolution Title</u>	<u>Page</u>
6564	Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority.....	03
6565	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	04
6566	Resolution Approving Substitute Incentives at Low Fill-Rate Schools.....	06
6567	Settlement Agreement	07

ACTIONS TAKEN

- **Consent Agenda – Resolutions 6564, 6565 and 6567**

Director Greene moved and Director Hollands seconded the motion to approve the Consent Agenda, including Resolution Numbers 6564, 6565 and 6567. The motion was put to a voice vote and passed (6 yes – 0 no).

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

- **Resolution 6566: Memorandum of Understanding Between Portland Public Schools and Portland Association of Teachers Sub Incentive for Schools with Historically Low Fill Rates**

Director Greene moved and Director Brim-Edwards seconded the motion to approve Resolution 6566. The motion was put to a voice vote and passed (6 yes – 0 no).

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

RESOLUTION No. 6564

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	8/23/22 through 9/30/24	Intergovernmental Agreement / Revenue IGA/R 91926	Seismic Rehabilitation grant for Benson High School gym.	\$2,500,000	D. Jung Fund 438 Dept. 5511 Project J0357
Centennial School District	7/1/22 through 6/30/23	Intergovernmental Agreement/Revenue IGA/R 91981	Provide school age classroom services for children who are Deaf/Hard of Hearing.	\$262,855	C. Proctor Fund 299 Dept. 5422 Grant S0031
North Clackamas School District	7/1/22 through 6/30/23	Intergovernmental Agreement/Revenue IGA/R 91982	Provide school age classroom services for children who are Deaf/Hard of Hearing.	\$208,360	C. Proctor Fund 299 Dept. 5422 Grant S0031
Portland Public Schools	7/1/22 through 6/30/23	Intergovernmental Agreement/Revenue IGA/R 91988	Provide school age classroom services for children who are Deaf/Hard of Hearing.	\$783,060	C. Proctor Fund 299 Dept. 5422 Grant S0031
Oregon Commission for the Blind	7/1/22 through 6/30/23	Intergovernmental Agreement/Revenue IGA/R 91990	Provide Pre-Employment Transition Services and Vocational Rehabilitation Services to students enrolled in Columbia Regional Program who are blind or visually impaired.	\$190,340	C. Proctor Fund 205 Dept. 5430 Grant G2250

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6565

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
Catapult Learning West	9/1/22 through 8/31/23	Personal Services PS 91965	Design and implement supplemental instructional programs for Title I eligible students enrolled in private schools. Request for Proposals 2019-2698	\$189,849	C. Proctor Funding Source Varies	No
Catalyst Pathways	9/1/22 through 8/31/23	Personal Services PS 91964	Design and implement supplemental instructional programs for Title I eligible students enrolled in private schools. Request for Proposals 2019-2698	\$218,204	C. Proctor Funding Source Varies	No
Music Celebrations International	3/23/23 through 4/1/23	Personal Services PS 91930	Lincoln HS choir and band travel for Spring Break 2023 to be paid with funds contributed by families and community and/or fundraised by choir and band members.	\$427,032	C. Proctor Funding Source Varies	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperatives

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
Portland State University	8/5/22 through 6/30/23	Intergovernmental Agreement IGA 91969	Senior inquiry courses at Jefferson, McDaniel, and Roosevelt High Schools.	\$340,200	C. Proctor Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
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Apple Computers, Inc.	8/24/22 through 3/31/23	Cooperative Contract COA 62388 Amendment 4	Purchase of Apple products on an as-needed basis. This amendment extends the contract end date and increases estimated contract spend to up to \$5,000,000.	\$2,000,000 0 \$5,000,000 0	D. Wolff Funding Source Varies	No
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RESOLUTION No. 6566

Resolution Approving Substitute Incentives at Low Fill-Rate Schools

RECITALS

- A. Portland Public Schools is experiencing a decline in substitute job fill rates, particularly at underserved schools.
- B. Substitutes ranked daily rate of pay as the highest incentive in taking jobs.
- C. The District recommends increasing incentive pay for substitutes at schools that experience low fill rates to \$50/day and \$35/half day. The approximate cost of this incentive is \$550,000 and will be funded by leveraging vacancy savings.

RESOLUTION

The Portland Public Schools Board of Education authorizes the implementation of incentive pay as described above, effective the 2022-23 school year.

RESOLUTION No. 6567

Settlement Agreement

The Board of Education grants authority to pay \$475,000 in a settlement agreement to resolve a disputed claim. The agreement will be in a form approved by the General Counsel's Office.

RESOLUTION No. 6569

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval for PPS Head Start to modify its overall enrollment from 760 to 648 slots, converting its remaining part-day slots to extended day to meet the needs of families.

RESOLUTION

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

PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM

ENROLLMENT MODIFICATION NARRATIVE

FEDERAL HEAD START GRANT #10CH010719

FISCAL YEAR 2022

TABLE OF CONTENTS

Goal.....1

Proposal.....1

Rationale.....1-2

Plan.....2

Goal: Provide increased access to extended day services and supports to children and families eligible for Head Start.

Proposal: Convert remaining state part-day slots to extended day slots and not create any additional classrooms.

Rationale: Enrollment trends and our Community Needs Assessment show that the majority of families prefer and need access to full day services for their children. Historically, part-day slots have been extremely difficult to fill and presented a challenge in terms of reaching full enrollment. These classrooms also experience high turnover rates as families found full-day care options. Research suggests that children may progress further and more quickly given increased contact time in high quality early learning environments.

In addition, our county is experiencing an increase in access to universal preschool. New city and state funding sources have resulted in increased competition for enrollment as there is no regulatory distinction in income levels for eligibility. In essence, families who may be eligible for Head Start may also be eligible for Preschool Promise and Preschool For All spaces. Portland Public Schools itself is expanding its preschool slots by 90 spaces.

As of this amendment submission (August 16, 2022), we have 500 families engaged in the enrollment process for Head Start. Our hypothesis is that many families may still be reluctant to send their children to in-person school, haven't yet vaccinated their children, have sought other forms of care as COVID variants continue to persist, and/or may have been displaced out of our service area by COVID.

By not adding classrooms, this reduces overall center-based enrollment by 112 total slots (760 to 648). This also results in an increase in our state grant of over \$500,000. An added benefit is that

class size in each of our extended day classrooms will decrease from 20 students per class to 18 students per class. This should provide a higher quality early learning experience for children and families.

The additional state grant funds will be used to expand and improve our mental health services and supports to children, families, and staff. A new Health Coordinator position will be funded by these additional funds.

Plan: PPS Head Start applied for conversion to duration slots with the Oregon Department of Education Early Learning Division. Our application was approved and we will be funded accordingly. The plan is to reduce overall slots from 760 to 648, maintain 36 extended day classrooms, and reduce classroom size from 20 to 18 students each. Additional state grant funds will be used to expand and improve our mental health consultation services and supports. We have already hired an additional full-time mental health consultant and a new full-time Health Coordinator. These positions increase and improve our internal capacity to respond to the needs of our children, families, and staff.



Robert Cantwell <rcantwell@pps.net>

Re: URGENT: Head Start Parent Policy Council Needs Approval Votes on 2 Action Items

Huynh Pool <huynh.pool@gmail.com>

Sun, Aug 21, 2022 at 3:14 PM

To: Robert Cantwell <rcantwell@pps.net>

Cc: Matt Blairstone <matt.blairstone@gmail.com>, Rhiannon Martin <rhmartin@pps.net>, Crystal Ball <cball@pps.net>, Nancy Robles <nrobles@pps.net>

Hi Robert,

The Policy Council voted and **Approves Both Motion:**

1.) 2022-2023 School Readiness Goals - allowing Head Start to continue through to the end of this 5-year grant cycle.

Motion to Approve: Matt Blairstone

Second: Kim Amez

Votes to Approve:

- o Kate Blairstone
- o Kim Richards
- o Sherly Paul
- o Jennifer Albers
- o Dora Kaske

7 Votes Approve

0 Votes Disapprove

0 Votes Abstain

Motion Passes

2.) Head Start Enrollment Modification Request - allowing PPS Head Start to submit a Change in Scope amendment to the Office of Head Start to convert the remaining part-day slots to full-day to all extended day classrooms.

Motion to Approve: Matt Blairstone

Second: Kim Amez

Votes to Approve:

- o Kate Blairstone
- o Kim Richards
- o Sherly Paul
- o Jennifer Albers
- o Dora Kaske

7 Votes Approve

0 Votes Disapprove

0 Votes Abstain

Motion Passes

If you have any other questions or concerns, please let me know. Thank you!

Huynh Pool

Huynh.Pool@gmail.com
971.275.0682

On Sat, Aug 20, 2022 at 10:54 AM Robert Cantwell <rcantwell@pps.net> wrote:

Hello, Huynh and Matt,

I haven't counted, but I think we may have enough votes of approval now. Can you double check and then send me an email with the vote tally and a statement that the Policy Council approves both motions?

Many, many thanks!

Robert

On Fri, Aug 19, 2022 at 11:35 PM Dora Kaske <dkdorita1@gmail.com> wrote:

I Dora Kaske approve both motions

On Fri, Aug 19, 2022, 4:58 PM Kenneth. baz vq bqhtyhh_ Albers <kcmomma54@gmail.com> wrote:

Approve

On Thu, Aug 18, 2022, 9:09 PM sherly paul <sherlyp2967@gmail.com> wrote:

Approve

On Thu, Aug 18, 2022 at 8:05 AM GMAIL: Huynh Pool <huynh.pool@gmail.com> wrote:

Good morning Everyone!

Hope your summer is going great! Many congratulations to those who have incoming kindergarteners and many cheers for those who have incoming little ones continuing another year at Head Start! It has been quite a busy year for us all.

Robert has brought 2 important action items that need Parent Policy Council members to take a vote on and approve (at least 6 votes of approval in order to pass).

I would like to share with you all what Robert has presented for the action items needed for a motion of approval:

1. **2022-2023 School Readiness Goals** (attached): We update these each year. These are the same as last year and will take us through to the end of this 5-year grant cycle. PC approval is required.

2. **Enrollment Modification Request** (attached): Based on our Community Needs Assessment showing that the large majority of families want and need full-day preschool and the fact that our part-day slots have been very difficult to fill and keep filled, which challenges our full enrollment requirement, we applied for and were granted conversion of our remaining part-day slots to full-day. This resulted in a decrease in our overall enrollment from 760 to 648 spaces, all extended day across our 36 classrooms. This also resulted in an increase of over \$500,000 to our state grant because full day slots are funded at a higher rate than part-day slots. In addition, we were able to reduce class size for all classrooms from 20 to 18. Research suggests that smaller class sizes and higher adult to student ratios support a higher quality early learning experience. We need to submit a Change in Scope amendment to the Office of Head Start, and PC approval is required. Approving the second document attached will get this done.

Robert and Nancy are available for discussion on any one or all of these items. We can also schedule a virtual meeting as well if it makes you feel more comfortable before casting your vote. If you do not have any questions or concerns, I would like to proceed in asking to get a motion for a vote:

I, Huynh Pool, current sitting officer of PPS Head Start Policy Council would like to make a motion to approve the 1st action item: 2022-2023 School Readiness Goals,

that will allow Head Start to continue through to the end of this 5-year grant cycle.

I, Huynh Pool, current sitting officer of PPS Head Start Policy Council would like to make a motion to approve the 2nd action item: Enrollment Modification Request, where PPS Head Start will submit a Change in Scope amendment to the Office of Head Start that will convert the remaining part-day slots to full-day which will decrease the overall enrollment from 760 to 648 spaces, all extended day across the 36 classrooms, but with the increase funds of over \$500,000 to the state grant bringing class sizes from 20 to 18, a ratio to best support students for a higher quality early learning experience.

Please submit your vote for **both action items** of either: APPROVE / DISAPPROVE / ABSTAIN FROM VOTE

I will share the final results with Robert so he can process the needed items to be submitted before the start of this school year for Head Start.

Thank you for your time!

Huynh Pool

--

Dr. Robert D. Cantwell (he/him)
Head Start Director/Principal
Portland Public Schools
503-916-5724

[Children are the living messages we send to a time we will not see. - Neil Postman](#)

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Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: Enrollment Modification Request

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Policy Council has approved the program's request to reduce its overall enrollment from 760 to 648 slots starting in fall 2022. The Oregon Early Learning Division has approved the program's request to convert its remaining part-day state slots to extended day slots to meet the needs of families.

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

Thank you,

Head Start Director

8/22/22
Date

Huynh Pool
Policy Council Chair

8/22/2022
Date



**HEAD START
PROGRAM**

PORTLAND PUBLIC SCHOOLS
Head Start Program
4800 NE 74th Avenue
Portland, OR 97218
503-916-5724 • Fax: 503-916-2670

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: Enrollment Modification Request

Dear Ms. Kathy Schuknecht,

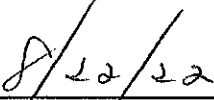
Portland Public Schools Head Start Governing Board has approved PPS Head Start's request to modify its overall enrollment from 760 to 648 slots. All slots are now extended day to meet the needs of families.

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

Thank you.



Head Start Director



Date

Governing Board Chair

Date

RESOLUTION No. 6570

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval for PPS Head Start's updated 2022-2023 School Readiness Goals.

RESOLUTION

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



School Readiness Goals 2022–2023

Goal: To improve academic achievement and strengthen services for all children in order to ensure school readiness and successful transitions to kindergarten and beyond.

Comprehensive Services Supporting All School Readiness Goals

Comprehensive Services will be provided for in the following service areas:

- Education
- Disabilities
- Health (Nutrition, Mental Health and Child Health and Safety)
- Family/Community Partnerships

Social & Emotional Development

HSELOF Domain: Social & Emotional Development		Measured by DRDP	Fall	Winter	Spring	Achievement Goal
Domain Element: ★ Social Relationships	SRG 1: Children will demonstrate healthy relationships and interactions with adults and peers.	SED-3 SED-4				EoY Outcome Benchmark: 95%
Domain Element: ★ Self-Regulation	SRG 2: Children will increase their ability to recognize and regulate emotions, attention, impulses, and behavior.	SED-1 SED-2				EoY Outcome Benchmark: 95%

Perceptual, Motor, and Physical Development

HSELOF Domain: Physical Development & Health		Measured by DRDP	Fall	Winter	Spring	Achievement Goal
Domain Element: ☆ Gross Motor Skills	SRG 3: Children will increase the control of large muscles for movement, navigation, and balance, developing motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	PD-HLTH-2 PD-HLTH-3 PD-HLTH-9				EoY Outcome Benchmark: 95%

Language and Literacy						
HSELOF Domain: Language Development		Measured by DRDP	Fall	Winter	Spring	Achievement Goal
Domain Element: ★ Expressive Language	SRG 4: Increase the quantity, and quality of children’s receptive and expressive language. Children will demonstrate the ability to use language to engage in communication, conversations, and storytelling.	LLD-1 LLD-2				EoY Outcome Benchmark: 95%
HSELOF Domain: Literacy Knowledge & Skills		Measured by DRDP	Fall	Winter	Spring	Achievement Goal
Domain Element: ★ Phonological Awareness	SRG 5: Children will demonstrate awareness that language can be broken into words, syllables, and smaller pieces of sound.	LLD-8				EoY Outcome Benchmark: 95%
Domain Element: ★ Alphabet Knowledge	SRG 6: Children will demonstrate alphabet knowledge by understanding the names and sounds associated with letters.	LLD-9				EoY Outcome Benchmark: 95%
Domain Element: ☆ Early Writing	SRG 7: Children transitioning to kindergarten will demonstrate familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	LLD-10				EoY Outcome Benchmark: 95%
HSELOF Domain: English Language Development		Measured by DRDP	Fall	Winter	Spring	Achievement Goal
Domain Element: ★ Receptive and Expressive English Language Skills	SRG 8: English Language Learners will demonstrate an increase in the quantity and quality of their receptive and expressive use of English while maintaining their home language.	ELD-1 ELD-2				EoY Outcome Benchmark: 95%
Cognition						
HSELOF Domain: Cognition		Measured by DRDP	Fall	Winter	Spring	Achievement Goal
Domain Element: ☆ Reasoning & Problem Solving	SRG 9: Children will demonstrate the ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.	COG-8 COG-9 COG-10				EoY Outcome Benchmark: 95%
HSELOF Domain: Mathematic Development		Measured by DRDP	Fall	Winter	Spring	Achievement Goal
Domain Element: ★ Number Concepts and Quantities	SRG 10: Children will understand that numbers represent quantities using one-to-one counting to determine quantity.	COG-3 COG-4				EoY Outcome Benchmark: 95%
Domain Element: ★ Patterns	SRG 11: Children will recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.	COG-2 COG-6 COG7				EoY Outcome Benchmark: 95%
Approaches to Learning						
HSELOF Domain: Approaches to Learning		Measured by DRDP	Fall	Winter	Spring	Achievement Goal

School Readiness Goals 2022-23

Domain Element: ☆ Persistence and Attentiveness	SRG 12: Children will demonstrate the ability to begin and finish activities with persistence and attention.	ATL-REG-4 ATL-REG-6				EoY Outcome Benchmark: 95%
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Robert Cantwell <rcantwell@pps.net>

Re: URGENT: Head Start Parent Policy Council Needs Approval Votes on 2 Action Items

Huynh Pool <huynh.pool@gmail.com>

Sun, Aug 21, 2022 at 3:14 PM

To: Robert Cantwell <rcantwell@pps.net>

Cc: Matt Blairstone <matt.blairstone@gmail.com>, Rhiannon Martin <rhmartin@pps.net>, Crystal Ball <cball@pps.net>, Nancy Robles <nrobles@pps.net>

Hi Robert,

The Policy Council voted and **Approves Both Motion:**

1.) 2022-2023 School Readiness Goals - allowing Head Start to continue through to the end of this 5-year grant cycle.

Motion to Approve: Matt Blairstone

Second: Kim Amez

Votes to Approve:

- o Kate Blairstone
- o Kim Richards
- o Sherly Paul
- o Jennifer Albers
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7 Votes Approve

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Motion Passes

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If you have any other questions or concerns, please let me know. Thank you!

Huynh Pool

Huynh.Pool@gmail.com
971.275.0682

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I Dora Kaske approve both motions

On Fri, Aug 19, 2022, 4:58 PM Kenneth. baz vq bqhtyhh_ Albers <kcmomma54@gmail.com> wrote:

Approve

On Thu, Aug 18, 2022, 9:09 PM sherly paul <sherlyp2967@gmail.com> wrote:

Approve

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Good morning Everyone!

Hope your summer is going great! Many congratulations to those who have incoming kindergarteners and many cheers for those who have incoming little ones continuing another year at Head Start! It has been quite a busy year for us all.

Robert has brought 2 important action items that need Parent Policy Council members to take a vote on and approve (at least 6 votes of approval in order to pass).

I would like to share with you all what Robert has presented for the action items needed for a motion of approval:

1. **2022-2023 School Readiness Goals** (attached): We update these each year. These are the same as last year and will take us through to the end of this 5-year grant cycle. PC approval is required.

2. **Enrollment Modification Request** (attached): Based on our Community Needs Assessment showing that the large majority of families want and need full-day preschool and the fact that our part-day slots have been very difficult to fill and keep filled, which challenges our full enrollment requirement, we applied for and were granted conversion of our remaining part-day slots to full-day. This resulted in a decrease in our overall enrollment from 760 to 648 spaces, all extended day across our 36 classrooms. This also resulted in an increase of over \$500,000 to our state grant because full day slots are funded at a higher rate than part-day slots. In addition, we were able to reduce class size for all classrooms from 20 to 18. Research suggests that smaller class sizes and higher adult to student ratios support a higher quality early learning experience. We need to submit a Change in Scope amendment to the Office of Head Start, and PC approval is required. Approving the second document attached will get this done.

Robert and Nancy are available for discussion on any one or all of these items. We can also schedule a virtual meeting as well if it makes you feel more comfortable before casting your vote. If you do not have any questions or concerns, I would like to proceed in asking to get a motion for a vote:

I, Huynh Pool, current sitting officer of PPS Head Start Policy Council would like to make a motion to approve the 1st action item: 2022-2023 School Readiness Goals,

that will allow Head Start to continue through to the end of this 5-year grant cycle.

I, Huynh Pool, current sitting officer of PPS Head Start Policy Council would like to make a motion to approve the 2nd action item: Enrollment Modification Request, where PPS Head Start will submit a Change in Scope amendment to the Office of Head Start that will convert the remaining part-day slots to full-day which will decrease the overall enrollment from 760 to 648 spaces, all extended day across the 36 classrooms, but with the increase funds of over \$500,000 to the state grant bringing class sizes from 20 to 18, a ratio to best support students for a higher quality early learning experience.

Please submit your vote for **both action items** of either: APPROVE / DISAPPROVE / ABSTAIN FROM VOTE

I will share the final results with Robert so he can process the needed items to be submitted before the start of this school year for Head Start.

Thank you for your time!

Huynh Pool

--

Dr. Robert D. Cantwell (he/him)
Head Start Director/Principal
Portland Public Schools
503-916-5724

[Children are the living messages we send to a time we will not see. - Neil Postman](#)

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Kathy Schuknecht
Regional Program Manager
Office of Head Start

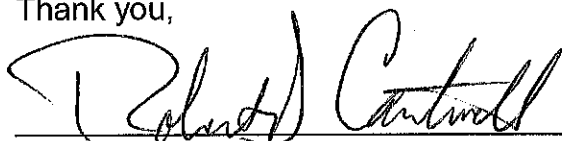
Subject: 2022-2023 School Readiness Goals

Dear Ms. Kathy Schuknecht,

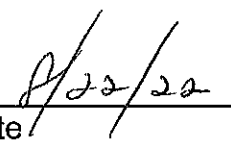
Portland Public Schools Head Start Policy Council has approved the program's updated School Readiness Goals for 2022-2023.

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

Thank you,



Head Start Director


Date


Policy Council Chair

8/22/2022
Date



**HEAD START
PROGRAM**

PORTLAND PUBLIC SCHOOLS
Head Start Program
4800 NE 74th Avenue
Portland, OR 97218
503-916-5724 • Fax: 503-916-2670

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: 2022-2023 School Readiness Goals

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's updated 2022-2023 School Readiness Goals.

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

Thank you.

Head Start Director

Date

Governing Board Chair

Date

RESOLUTION No. 6571

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
Parking NW, LLC	10/1/22 through 8/31/23	Lease Agreement LA 92047	Lease of parking space for Lincoln High School staff.	\$277,200	D. Jung Fund 457 Dept. 5511 Project DA006	No
The Leadership Academy	9/7/22 through 8/31/23	Personal Services PS 92073	Racial Equity Centered Pipeline Initiative – professional development for Office of School Performance. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$243,000	C. Proctor Fund 299 Dept. 5449 Grant S0455	No
Stoel Rives LLP	9/7/22 through 6/30/24	Legal Services LS 92081	Legal services on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$350,000	L. Large Fund 101 Dept. 5560	No
Keller Rohrback LLP	9/7/22 through 6/30/24	Legal Services LS 92082	Representation with respect to claims against the manufacturers and wholesalers of e-cigarettes and related products. Direct Negotiation – Legal Services PPS-46-0525(13)	Sliding Contingent Fee	L. Large Fund 101 Dept. 5560	No
Black Excellence Group	9/7/22 through 6/30/23 Option to renew for one additional one-year term through 6/30/24	Personal Services PS 92091	Provide cultural identity development and advocacy at Markham, Bridlemile, Rosa Parks, and Dr. MLK Jr. Schools. Direct Negotiation – Unique Expertise or Knowledge PPS-46-0525(4)	\$149,316 Total through all renewals: \$298,632	D. Ledezma Fund 101 Dept. 5432	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

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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T-Mobile USA	9/7/22 through 6/30/24 Option to renew for up to five additional one-year terms through 6/30/29	State of Utah Oregon Cooperative Procurement Program COA 92054	Purchase of communications equipment and service.	\$5,000,000	D. Wolff Funding Source Varies	No
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NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2022-23 School Year
Black Excellence Group

1. Synopsis of Contractor's Work:

Strategy 5: Cultural Identity Development and Advocacy

Utilizing our Black Excellence Group™ program and practicing our five foundational modules, we will implement and lead Black Excellence programming that fosters a sense of belonging, positive cultural identity, and intentional skills development necessary to thrive in the classroom and community. Black Excellence students will obtain BE Able skills, increased instructional time, expanded “excellence” experiences, and an intentional culturally relevant community that is critically necessary on the road to achieving the PPS Portrait of a Graduate.

Our program vision and rhythms target the same critical North Star in alignment with the PPS Reimagined Core Values. We believe in student-centered excellence and relationships anchored in innovative RESJ solutions. This program addresses students’ health and safety needs and provides direct services and engagement with historically underserved Black students. In the event we return to virtual learning, the program will occur virtually.

Black Excellence Group will provide school programs and student engagement at four (4) PPS elementary schools:

#1 Markham, #2 Bridlemile, #3 Rosa Parks, and #4 Dr MLK Jr. (launch date to be collaborated with Principals, est 10/3/22)

- Black Excellence Program (22 weeks), K/1 + 4/5 curr. edition (School 1 - Markham, up to 80 students, contains double cohorts)
- Black Excellence Program (22 weeks), K/1 curriculum edition (school 2 - Bridlemile, up to 20 students, 1 cohort)
- Black Excellence Program (22 weeks), K/1 curriculum edition (school 3 - Rosa Parks, up to 20 students, 1 cohort)
- Black Excellence Program (22 weeks), K/1 curriculum edition (school 4 - Dr MLK Jr, up to 20 students, 1 cohort)

School selection remains consistent and scaling beyond 22 weeks on hold until January 2023 for budget increase consideration. The fall back for this year three is to wait to increase students or schools. The basis for the program scaling was data driven by direct certification data, black student enrollment, disproportionately high/low black #s, and alignment with the RESJ lens to increase support for black principals.

Program Framework Components:

- Conduct 30-minute weekly Black Excellence group program during WIN time, group time TBD in partnership with school Principal
 - Onboarding specifics include: upfront onboarding meeting with program champion (Principal/counselor), securing dedicated space, group schedule determination, student roster, advanced teacher communications, school building access
- Contractor will provide Black Excellence staffing team sufficient to fulfill these direct student services. Our Program Director, Lead Facilitators, and Co-Facilitators will all be staffed with experienced African American/Black professionals to conduct this work. Additionally, Black Excellence Group staff may serve more than one staff role as needed for optimal program management.
 - Program Director covers streamlined program integration and implementation consulting, professional development and training to ensure successful facilitator and school program onboarding and execution. Ongoing program management with the school and facilitator teams, and quarterly integration touchpoints with key school staff. These services also include portal management and content pushes for the four (4) schools’ cohorts for the duration of this scope of work.
 - All schools will have two BE Program Facilitators to provide professional facilitation that leads the program for that school and provides in-classroom-only support during group sessions. The primary role of the BE Program Facilitators are weekly group facilitators, relationship builders, and program team connector for consistency of program communications.
- Provide the Black Excellence programmatic materials and supplies kit bundle to conduct the five modules and corresponding units



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2022-23 School Year
Black Excellence Group

- Weekly content/lesson plans, facilitator guides, cohort supplies kits, experience access, and portal platform
- Leverage our Black Excellence Family Portal platform. Our BE family portal serves two purposes: 1) digital program management that efficiently scales and 2) meaningful family engagement that's seamless. Portal content includes cohort data, documentation, and program framework. For families, the portal includes bi-monthly: module intro-based text/email pushes with our Black Excellence Family Connect messages to engage them during our five major module themes during the BE student journey.

To clarify the existing arrangement, Black Excellence Group will indeed use subcontractors as done during the previous school year for this scope of work. Consistent with our agreements, ownership and use of the Black Excellence Group brand and work is the exclusive property and work product of Black Excellence Group and shall only be used during the period of this contract by Portland Public Schools. Additionally, we shall both indemnify each organization mutually for this scope of work. Finally, in the event that a breach occurs to this scope of work, both parties are entitled to any available legal and equitable remedies.

A. Ongoing collaboration, engagement and feedback with PPS leadership:

- Attend quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff.
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan
 - Balanced Program and Enrollment Process
 - Middle School Redesign
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - Talent Diversity and Professional Development
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute August 8-12, 2022

2. Performance Period/ Dates and Times of Service:

This Contract runs from September 1, 2022 through June 30, 2023.

Locations/sites (please list): School 1 Markham ES, Bridlemile, Rosa Parks, MLK Jr

3. Detailed Description of Goals and Activities:

Goal #1: Increase student sense of belonging and positive cultural identity in the school environment

Lead a culturally relevant weekly black excellence group with student cohorts. This will occur during the school day for additional instructional time and students will experience an intentional safe space community where they hear and know they belong, are valued, loved, able, and excellent.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2022-23 School Year
Black Excellence Group

Goal #2: Develop BE Able skills necessary on the path to realizing the Graduate Portrait

Program lessons actually live our approach and mantra: Observe → Practice → BE
The group facilitators will model our skills development weekly for students to observe, students will learn and practice the BE Able skills, and the reward is in the muscle memory outcomes. Our students will BE Able.

Goal #3: Increase opportunities for students access to “excellence” experiences and essential needs support

Program provides student access to diverse experiences in an effort to ensure the students’ sense of belonging in community via “excellence” experiences identified as providing exposure to high quality enriching activities and culturally relevant community offerings. *(For example: BE has provided pre-paid access to student sports registrations and uniforms for multiple cohort students)* This support has also been expended to provide essential needs support due to so many of our families experiencing foundational gaps necessary to be able to thrive. The major four areas of struggle over the past two years have been food insecurity, transportation, clothing, and power restoration.

Goal #4: Increased student advocacy with teachers, school staff, and PPS leadership

Provide communications to key school staff and PPS leadership to advocate on behalf of BE student health, safety, system flags, and academic need gaps that are identified or occasional intervention recommendations. Provide conference cycle integrated input to homeroom teachers for BE cohorts, when appropriate. *(For example: a Kinder cohort student that appears to be struggling in the general classroom has been thriving in group and taking a leadership role to lead our call-and-response affirmations, a beautiful example of the power of an intentional environment to produce sparked progress and new confidence and skills. A diversity in feedback about this student will help him be seen, grow, and thrive.)*

Goal #5: Increased sense of belonging among PPS black staff

The program proactively builds relationships with existing black PPS staff in an effort to serve and support them as well with our Black Excellence Group programming. Our goal is to serve the staff by inviting them, loving them well, and being a source of safe and affirming community for them in the school environment. When schedules allow, black staff know they are always welcome in weekly groups. We ensure the BE students are introduced to the black staff and we encourage fostering those relationships throughout the week. (e.g. being known and well loved, hello by name, lunch time meet up, occasional fun parent phone call home)

4. Tasks and Reports:



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2022-23 School Year
Black Excellence Group

Activities & Reporting	Time Frame/Due Date
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2022-23 School Year
Black Excellence Group

Quarterly progress report for Quarter 1	10/26/22
Quarterly progress report for Quarter 2	1/19/2023
Quarterly progress report for Quarter 3	4/24/2023
Final report – cumulative summary	6/30/2023

All Reports will be sent to Dani Ledezma (dledezma@pps.net), cc: Amy Liu (aliu@pps.net). Using [this](#) report template.

5. Contract Performance Measures: Measurements and parameters of expectations are currently under revision.

Number of students served (total and per school)	Total Number of Students: approx. 130 Students School 1 (Markham ES) – up to 80 students School 2 (Bridlemile ES) – up to 20 students School 3 (Rosa Parks ES) – up to 20 students School 4 (Dr MLK Jr ES) – up to 20 students
Number of hours per student	Each student will receive approximately 15 hours of service via black excellence programming and weekly group.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2022-23 School Year
Black Excellence Group

Staff Demographics	African American/Black professionals, black teachers, and black community leaders will be conducting all direct service to the students and families. Contractor service provider is black/woman owned and operated.
Staff FTE	Black Excellence Group staff contractors: 10 BE Program Staff
Number of PPS Black staff served	Total Number of PPS black staff: approx. 12 Black staff School 1 (Markham ES) – 5 black staff School 2 (Bridlemile ES) – at least 1 black staff, TBD School 3 (Rosa Parks ES) – 3 black staff School 4 (Dr MLK Jr ES) – 3 black staff
Number of hours per PPS Black staff	Each Black staff member will receive approximately 5 hours of intentional engagement. And staff that participates in weekly group will receive up to 15 hours of additional support via black excellence programming.
Leveraged funding/staffing	n/a

6. Payment: See Contract Section 4(a) through 4(d). The total amount of this contract is **\$149,316.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected-custom-invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2022-23 School Year
Black Excellence Group

7. Budget: (see page 7 of this Ex A.)

8. Contractor Mandatory Training: Contractors and staff who work directly with students must complete all required trainings. [Staff List & Student List Template](#)

9. PPS agrees to:

- provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 14 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 14 days to complete the mandatory trainings and forward Certificates of Completion to the contract manager.

Contractor shall:

- communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program;
- ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises. Contractor shall provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2022-23 School Year
Black Excellence Group

Strategy 5 – Positive Cultural Identity Development and Advocacy

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing Wages and Benefits % FTE or Hourly Rate	Budget reflects weekly rate pricing for defined scope		
Black Excellence program direction, implementation consulting, + PD training (across 4 elementary schools, 5 cohorts) Program Director (FTE) weekly rate \$1,500	\$34,500		
BE Program Staff (per 10 staff), weekly rate \$400	\$80,270		
Ongoing collaboration and partner engagement with PPS leadership, qtlly meetings, thought leadership, pepper trainings. Program Director (FTE) weekly rate \$900	\$18,375		
Equipment, Supplies, Curriculum & Transportation			
Cohort supplies bundle* (5 classroom program cohort kits required upfront)	\$11,171 One-time payment, Sept		
Experiences hard cost expenses (student activity fees/registration, essential supports for students)	\$5,000		
Administration			
Total	\$149,316.00		\$149,316.00

* To ensure program consistency and provide a turn-key scaling implementation, schools will each be provided with an upfront cohort kit of supplies to have classroom-ready supplies to conduct each of the weeks of programming. Materials and time to procure and assemble the class bundle sets of Black Excellence notebooks, program shirts, stickers, BE medals, room signage, and end of year celebration supplies. Additionally, these classroom supplies are a class sets of pencils, multicultural crayons, multicultural markers, paper, and a community rug or excellence experience artifacts that will transform our space into the BE "family room". This budget item will be invoiced upfront as a one-time payment in September 2022.

RESOLUTION No. 6572

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
Molalla River School District	7/1/22 through 6/30/23	Intergovernmental Agreement/Revenue IGA/R 92027	Columbia Regional Program will provide school age classroom services and ASL interpreter services for students who are Deaf/Hard of Hearing.	\$163,673	C. Proctor Fund 299 Dept. 5430 Grant S0031
State of Oregon	8/24/22 through 12/31/27	Intergovernmental Agreement / Revenue IGA/R 91999	State grant for the relocation of Tubman Middle School.	\$120,000,000	D. Jung Fund 445 Dept. 5597 Project K0274

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts



FORWARD
TOGETHER

TEACHING AND LEADING FOR EQUITY

**SUPERINTENDENT'S
BACK TO SCHOOL REPORT**

SCHOOL BOARD MEETING

September 6, 2022





FORWARD TOGETHER



“The main sense of ownership I feel is making sure our Black and brown kids' needs are met...it's my specific calling to make sure that work happens here...”

Principal Chrysanthius Lathan



UPDATE ON STUDENT ENROLLMENT



PPS STUDENT ENROLLMENT	ACTUAL 2020-21*	ACTUAL 2021-22*	PROJECTED 2022-23	REGISTERED 2022-23**
KINDERGARTEN	3,245	3,195	3,328	3,014
ELEMENTARY (1st to 5th)	18,591	17,129	16,891	16,547
MIDDLE (6th to 8th)	11,017	10,345	10,089	10,126
HIGH (9th to 12th)	14,084	14,336	14,505	14,147
TOTAL	46,937	45,005	44,813	43,834

* AS OF OCTOBER 1 OF SCHOOL YEAR

**REGISTERED AS OF SEPTEMBER 2, 2022, KG REGISTRATIONS ARE INCOMPLETE FOR 2022-23

DISTRICT ENROLLMENT INCLUDES CBOS AND CHARTERS

STAFFING UPDATE

CLASSROOM OR CORE CONTENT* BASED STAFFING (licensed)	CURRENT STAFF* (licensed)	VACANT OR IN PROCESS OF BEING FILLED* (licensed)
ELEMENTARY & K-8 SCHOOLS**	1023	7
MIDDLE SCHOOL	264	15
HIGH SCHOOL	436	3
SPECIAL EDUCATION	325	13
CUSTODIANS () = Part-Time Positions	309 (20)	38 (5)
NUTRITION SERVICE WORKERS	196	34

(AS OF SEPTEMBER

6)

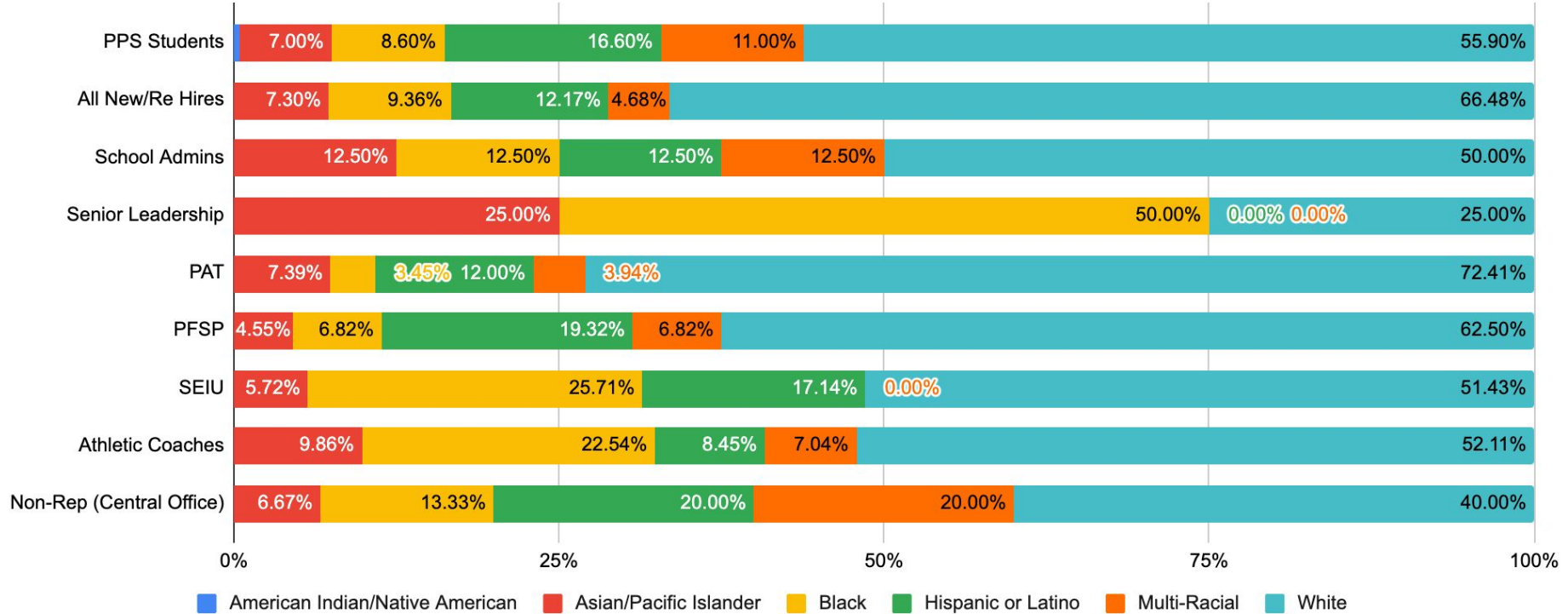


* Core content includes math, science, language arts, and social studies teachers

** Includes homeroom classrooms and K-8 core content

A BRIEF UPDATE ON RACIAL DEMOGRAPHICS OF NEW RE/HIRES

JULY 1 TO PRESENT (TOTAL RE/HIRES: 534)



Climate Crisis Resilience Plan for PPS

At PPS, we are preparing our communities, buildings, infrastructure, and natural spaces for the impacts of climate change, including extreme heat, while continuing to champion district efforts to reduce greenhouse gas emissions and increase climate literacy.

Our bond program will continue to address infrastructure challenges in our aging buildings. We also know we need—and are preparing for—action paired with this long term solution.

We are moving forward as a District to form a heat wave plan that will have tangible actions we can take to mitigate indoor heat, as well as developing procedures in preparation for other abnormal climatic events in the near future.





Back to School 2022





FORWARD TOGETHER

TEACHING AND LEADING FOR EQUITY

2022 Summer Acceleration Academy
September 6, 2022

Academic Programs

SUMMER PPS



3rd Grade
Reading



5th Grade Math



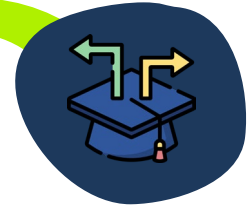
8th Grade
Readiness



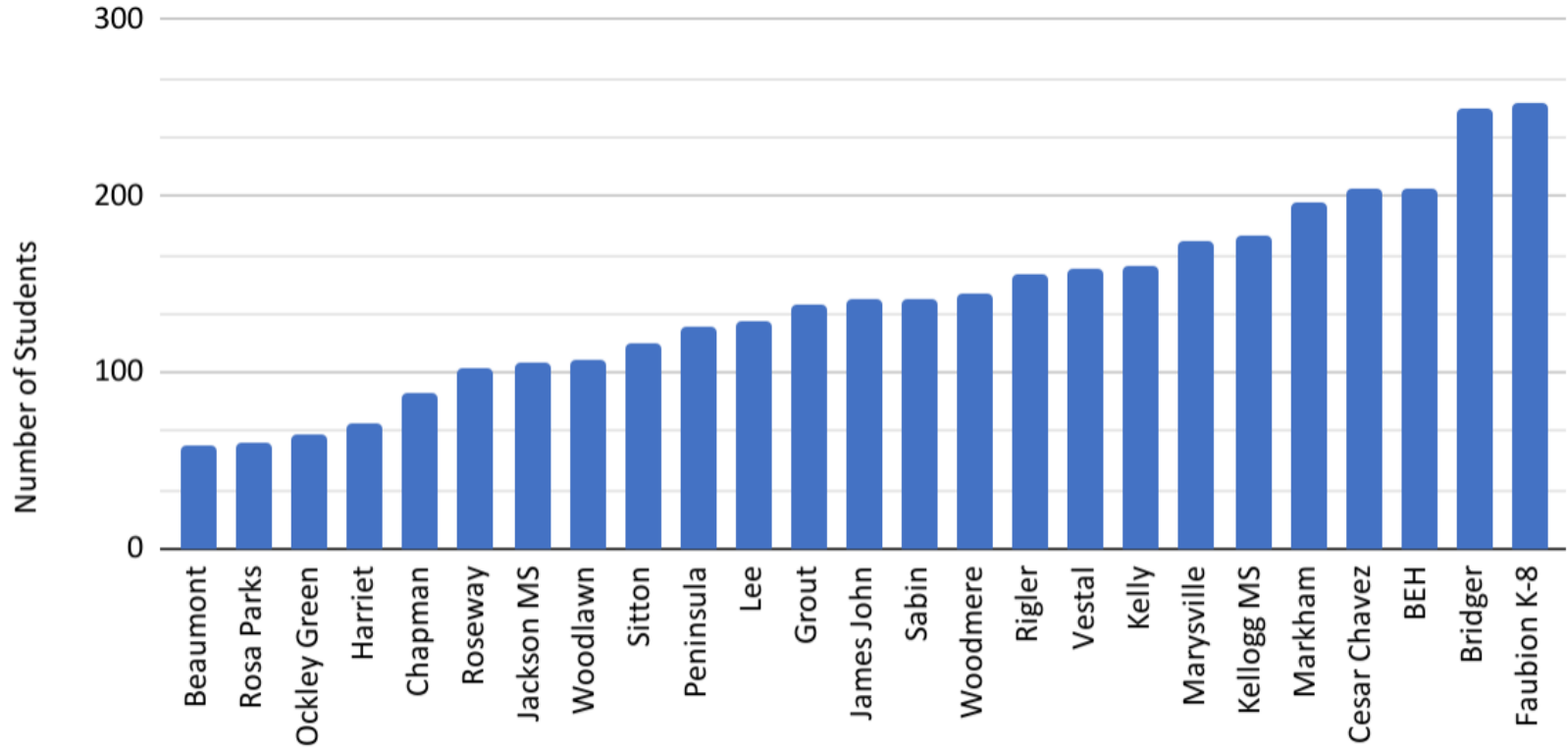
High School
Graduation



Post Secondary
Readiness

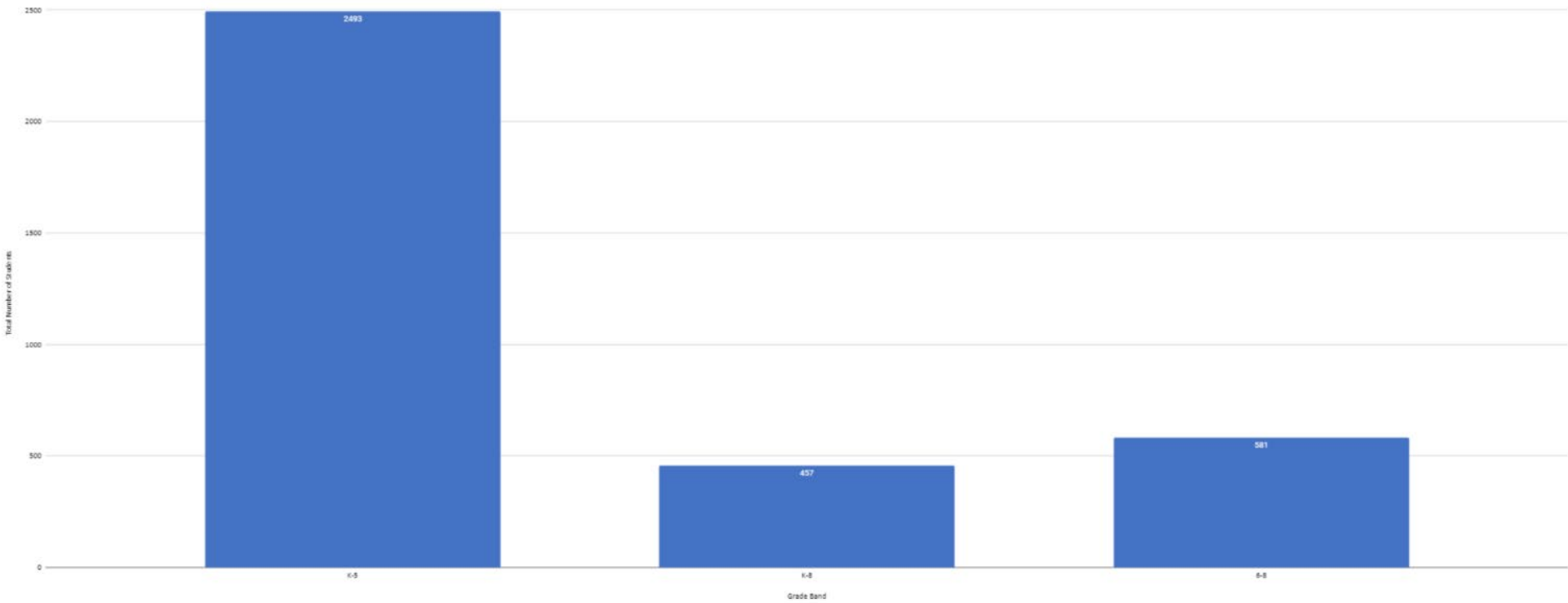


Program Enrollment by Site

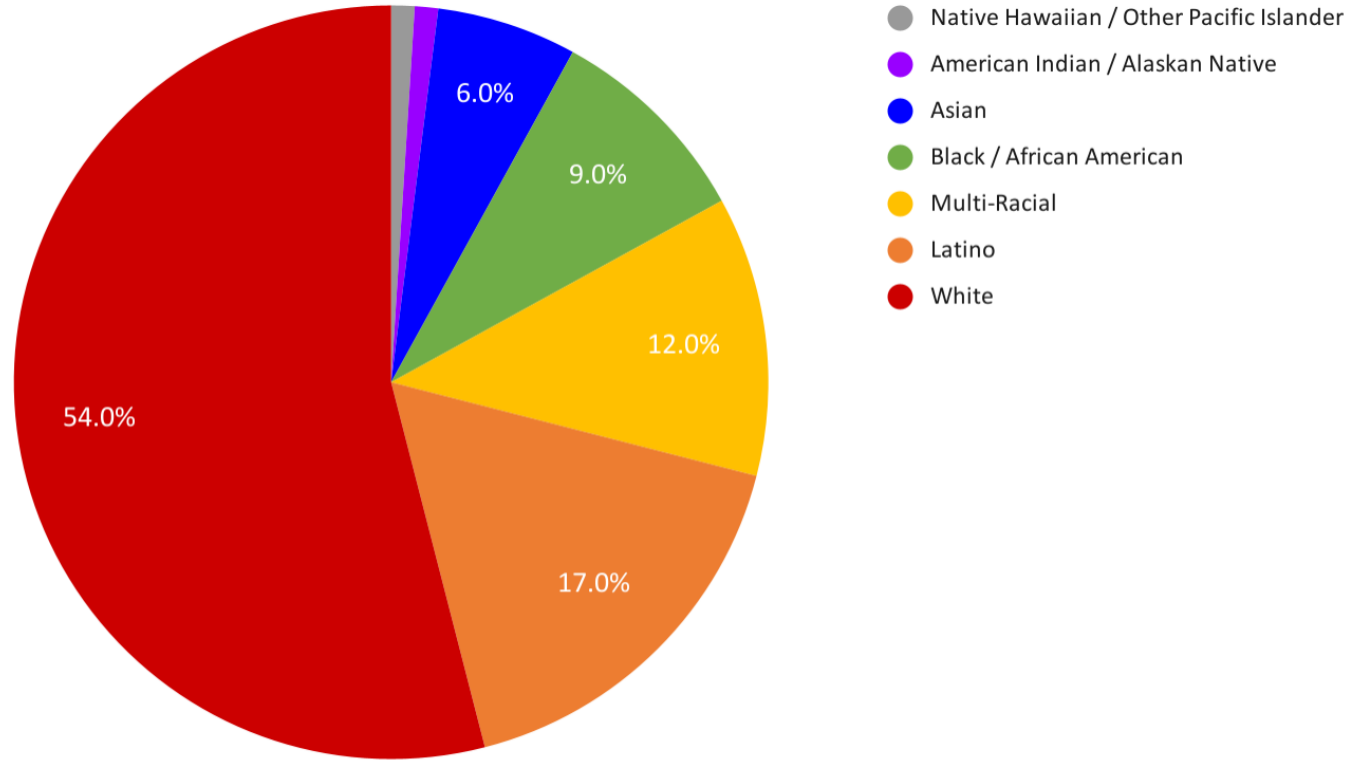


K-8 Enrollment by Grade Band

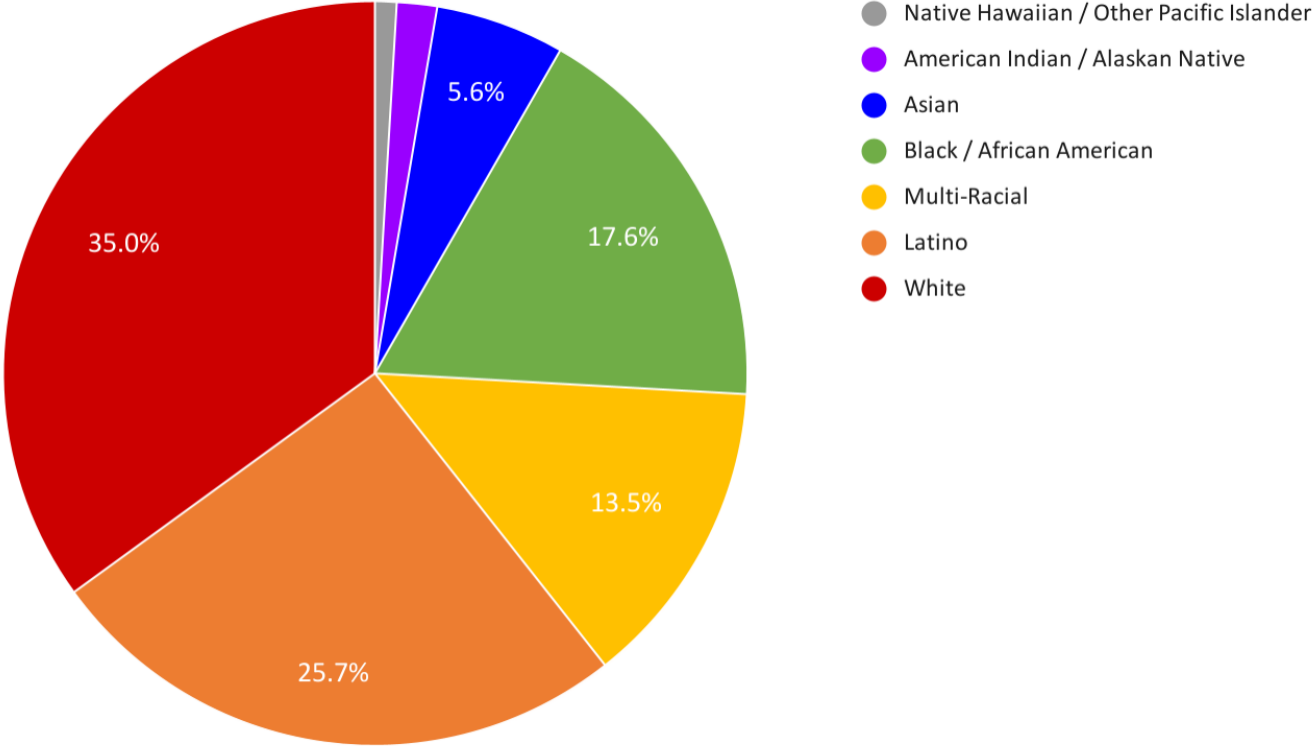
Total Number of Students by Grade Band



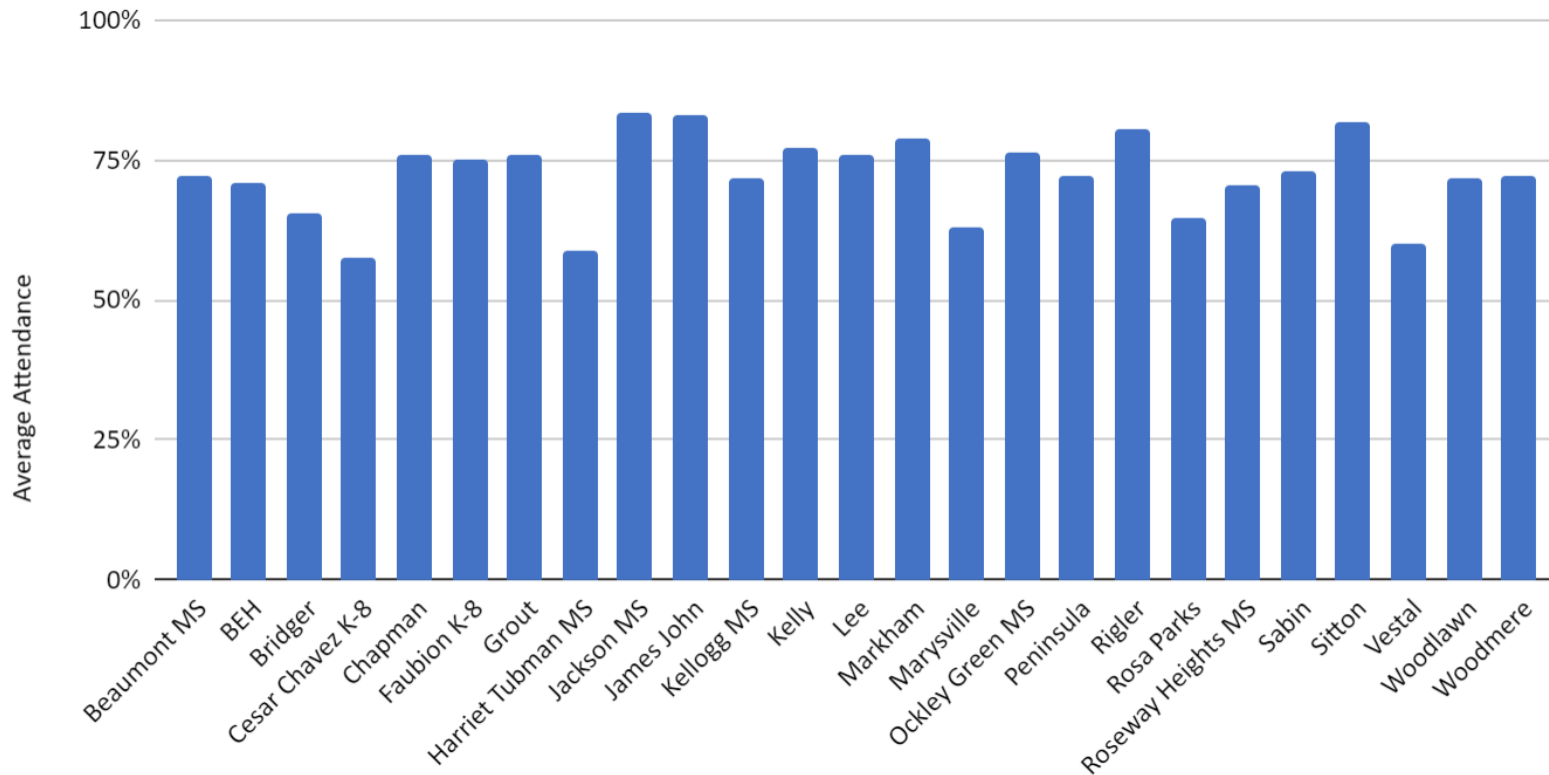
Portland Schools Population by Race/Ethnicity



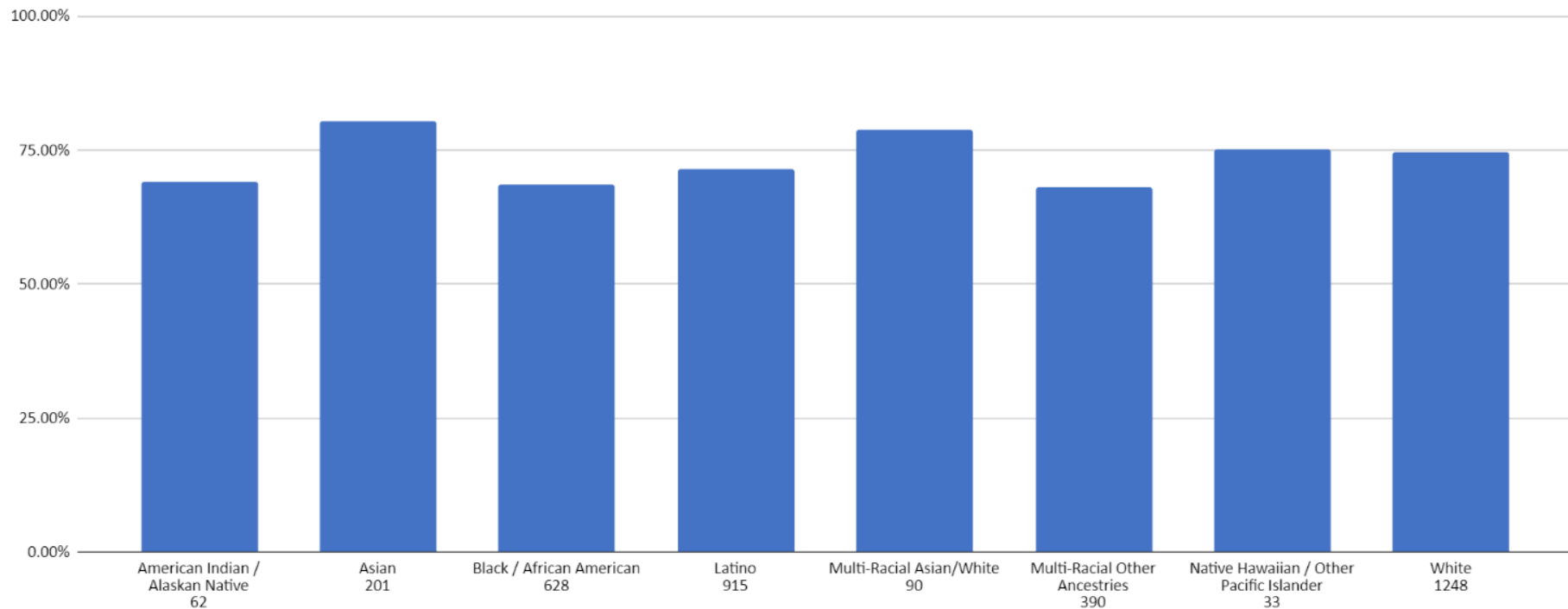
Summer Acceleration Academy by Race/Ethnicity



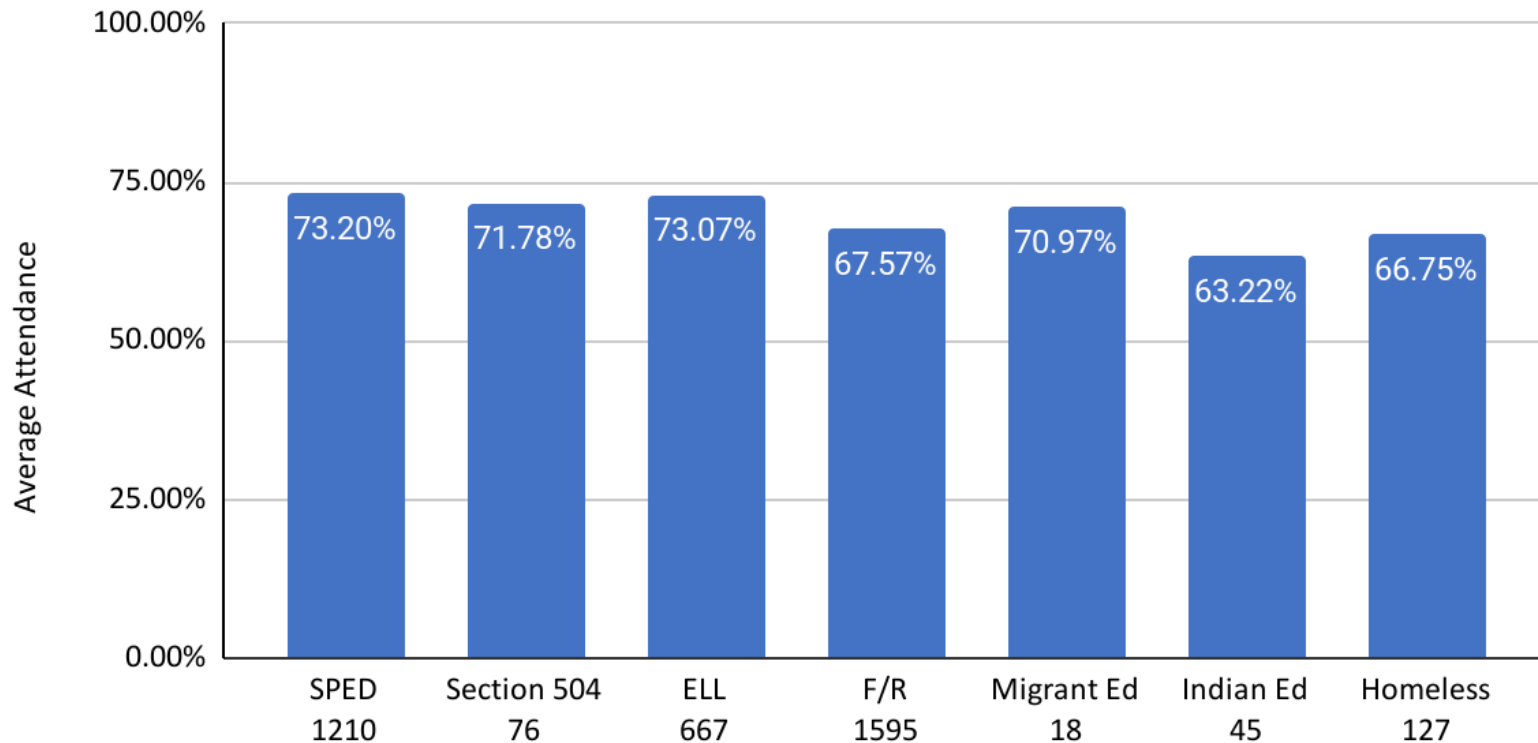
Average Daily Attendance



Average Daily Attendance by Race/Ethnicity



Average Daily Attendance by Program



Program	Estimated Program Cost
1st-8th Summer Acceleration Academy	\$6,000,000
Summer Acceleration Recovery services (SPED) - federal funding	\$697,000
High School Credit Completion Camp	\$200,000
HS Portland Summer Scholars (pre- approved for ESSER funds)	\$324,829
RFP for Summer Programming (new)	\$8,800,000
Indian Ed Summer Bridge/ Summer Tutoring	\$25,000
SUN Costs for K-8 Summer Enrichment (potential funds from the county-tbd)	\$135,000
Leap into 9th	\$259,718
ESY- federal funding	\$195,000
EKT (250K dept funds, 73K funded programs) -asking for \$6840 for snacks	\$323,000
DART (K-12)	\$60,000
PIL Trajectory Math Program (MS grades)	\$431,474
Credits for High School Interns	\$125,000
Summer Arts (6-9th)	\$196,000
PTHVP (K-12)	\$150,000
Security across all summer programs	\$30,000
Total	\$17,952,021

Summer Academic Programs Preliminary Budget

ODE School District Allocations for Summer 22-23

Summer Academic Support (grades 9-12)			
Subgrant ODE Alloc.	Indirect Costs	Allocation/Budget	PPS share 25%
<u>\$2,724,130.83</u>	\$127,247.29	\$2,596,883.54	\$681,032.71
Summer Enrichment/Academic Program Grant (K-8)			
Subgrant ODE Alloc.	Indirect Costs	Allocation/Budget	PPS share 25%
<u>\$5,587,525.81</u>	\$260,999.78	\$5,326,526.03	\$1,396,881.45
\$8,311,656.64	\$388,247.07	\$7,923,409.57	\$2,077,914.16

Oregon Department of Education Allocation

Preliminary Analysis

- Full use of ODE K-8 Summer Funds
- \$677,000 from Student Success Act Summer Funds - designated for students from 8 schools: Boise-Eliot-Humboldt, Kelly, Lent, Ockley-Green, Peninsula, Sitton, Vestal, Woodmere
- \$500,000 from ESSER

Expenditures not yet finalized.

Unused K-8 funds will return to ESSER.

Student Identification

Students were identified and referred for different programs in different ways.

Attendance

Counseling Referrals

Academic Performance

Achievement of Educational Goals

Diagnostic & Formative Assessments

Social Emotional Learning Support

Demographic Data

Recovery Services



Shifts Made from Lessons Learned in 2021

- We expanded SAA from 3 to 4 weeks!
- We added in more planning time for teachers and provided more specific instructional guidance.
- We enrolled students earlier using a centralized process.
- We began our hiring earlier and endeavor to start this even sooner in 2023.
- We identified licensed administrators within PPS not currently working as administrators (TOSAs, teachers, etc.) and recruited them to be site administrators - growing our district's collective capacity.

We are part of a longitudinal study in partnership with NWEA, AIR and the Calder Center to track the longer term impact of participation in summer programming.

We offered a constellation of programs and experiences:

Early Kindergarten Transition serving 272 rising kindergartners from 19 sites.

Summer Acceleration Academy serving 3700 from rising 1st-8th graders at 25 HUB sites including students from every PPS elementary, middle, and K-8 school.

Summer Arts Academy serving 160 rising 6th-9th graders culminating in amazing celebration and performance at the Newmark Theater.

LEAP into 9th Grade serving 422 students with 80% earning a .5 High School elective credit for participating.

Summerworks providing summer employment opportunities for 306 PPS high school students.

We offered a constellation of programs and experiences:

Summer Scholars serving 2,789 students across two sessions at five sites with an 89% passage rate!

Portland Interscholastic League Math Trajectory serving 130 middle school students and 34 Summerworks high school students at McDaniel and Roosevelt.

Indian Education serving 75 students through a 1st-5th camp, scholarships to OMSI, tutoring, and the Cultural Connection Canoe Experience.

Migrant Education serving 62 students in a four week program.

SUN - Afternoon Enrichment Support of SAA

Collaborative Planning and Referral with 5 SUN Agencies



SUN Enrichment programming in the afternoon at **33** sites serving **2,232** students

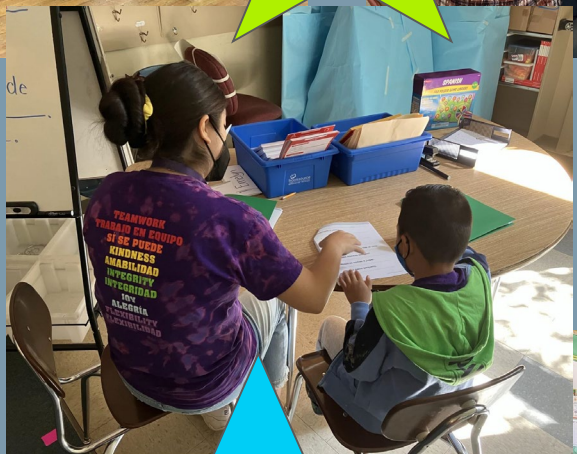




Summer Arts



EKT



Summer Acceleration Academy



Summer Works



Support Services

Special Education Summer Programmings

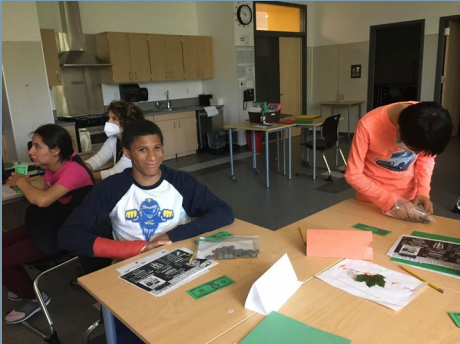
First of two year focus on addressing special education needs that occurred as result of the pandemic.

Extended School Year

Support for Summer Scholars

Support for EKT

IEP Determined Goals



Support for Summer Acceleration Academy

Recovery Services



Shifts Made from Lessons Learned in 2021

- Adjusted program schedules to accommodate students able to access all summer programming.
- Established committees with staff, specialists, and administration for program planning and recruitment.

Over 1200 Students Received Services

Extended School Year - 170 students

K-8 Summer Acceleration Academy - 620 Students

Recovery Services: 60 hours of additional instruction

- Pioneer - 59
- CTP - 12
- High School - 45
- K-8 Co-located with Student Acceleration Academy = 312



Over 1200 Students Received Services

YTP Services - 24 high school and CTP engaged in paid summer internships

857 Students that receive special education supported by programs run by our partners this summer

140 PPS Special Education Staff served and supported students this summer





“It was the best summer both emotionally and academically for my child. She did not just recoup regression but made progress. She had the least stressful first day of school she’s ever had today, she was calm and not anxious and excited to go. The summer programming is absolutely the reason for that. Structure and support for students like her during the summer months is so needed and appreciated by parents “

RESJ Enrichment and Safety

Goals of the RESJ Enrichment and Safety Programming

1. Provide robust and comprehensive in person programming for PPS students throughout the summer of 2022 to complement Accelerated Learning.
2. Provide culturally responsive programming that is safe and fun and engages student interests and passions.
3. Provide youth employment opportunities through staffing in summer enrichment programs.
4. Underserved students (including Black, Indigenous and students of color, Emerging English Speakers and students with disabilities) have the opportunity for free activities throughout the summer.
5. Support youth violence prevention through partnerships and programming proven to support safe and resilient communities.



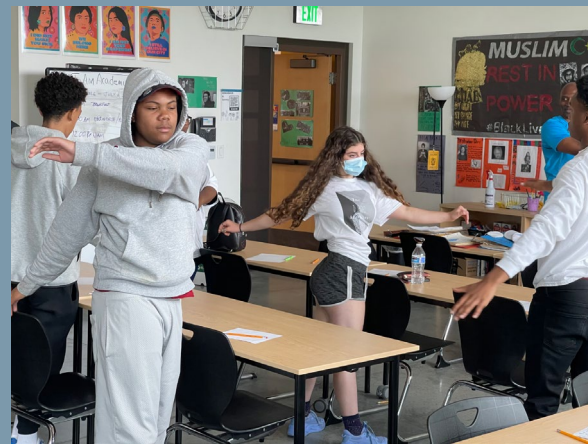
RESJ Enrichment and Safety by the Numbers

5,396 Students Enrolled in 50 different programs run by Partners

- Approximately 17% enrolled in special education
- Approximately 14% eligible for ELL

Programming in 26 PPS Summer HUB sites and 7 Off campus Programs

272 PPS Student Employees, earning \$113,428 to date.



Partner Presentation - Black Excellence, Mashari Tyson



BE Summer of Excellence

RESJ 2022 Summer Safety and Enrichment Partner Programming

4 Strategy 4: Extended Learning and Enrichment

5 Strategy 5: Positive Cultural Identity Development and Advocacy



OUR STUDENTS FELT THEY BELONGED, WERE VALUED, LOVED, ABLE, AND EXCELLENT...
THANK YOU PPS TEAM



RESJ SUMMER PARTNER SNAPSHOT: Black Excellence Group

Number of Students Served: 153

% of Black Students Served: 100%

Layers of BE Program Support

Program Supported
Historically Underserved
Students

- Customized summer camps and BE experiences
- Red-zone students tutoring
- Middle school early access
- Family case management
- Student support bags
- Engagement incentives
- Just-right books and kits



153
BE STUDENTS
SERVED
(June - Sept)

BE Summer of Excellence - Experience Highlights

- OMSI
- Zoo
- Art Exploration
- Nature
- Arial Arts
- Swim
- Art Soccer
- Tutoring
- Dance
- Robotics
- Sports Camp
- Gymnastics
- Clown

Program Collaborations and Essential Supports

- BE/SUN Minicamp at Markham
- BE/Radio Cab family transport
- BE/PPS Youth Employment Interns
- Connection to:

- gas/transportation
- a lifeline to grocery essentials
- basic clothing/shoes
- utility support/fans distribution



BE Summer of Excellence Overview

We designed an enrichment program that centered our BE students, their passions and talents, as well as connected them to vital supports necessary to thrive this summer. Our custom intake process allowed us to prioritize students with the most need and align supports just-right for that student/family. BE family advocates and program staff served as case managers/concierge in order to ensure a safe, joyful, and enriching summer for our students.

FOUNDATIONAL BE FAMILY OUTCOMES

- BELONGING
- ENRICHMENT
- ACCESS
- SAFETY
- PEACE OF MIND
- EXCELLENCE



Student Breakdown

Grades Supported:

- Kinder
- 5th
- 1st
- 6th
- 2nd
- 8th
- 4th

Represented Schools

BE Students K-MS:

- Rosa Parks ES
- Bridlemile ES
- MLK Jr ES
- Jackson MS
- Markham ES
- Ockley Green MS



Agenda

- 9:10-9:30: Free time
- 9:30-10:00: Snack/Play/practice
- 10:00-11:00:
- 11:00-12:00: Dragon Dance
- 12:00-2:00:
- 2:00-3:00:



MAO SCIENCE

Partner Presentation - NAYA - Daniel Guilfoyle, Director of Youth Programs



RESOLUTION No. 6573

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

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. One August 9, 2022, the Board of Education approved the Racial Equity and Social Justice Community Advisory Committee Charter. The charter specifies that the committee will have up to 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)
- D. Following approval of the Racial Equity and Social Justice Community Advisory Committee Charter, membership application outreach to Community Representatives , as the first round of applicants, in order to have the first members in place by September 15, 2022.
- E. A second round of outreach to students, parents, and staff will begin in August with a recommendation to the Board of Education in October.

RESOLUTION

The Portland Public Schools Board of Education appoints Adriel Person, Ernie Guerrero, and Kolini Fusitua to the Racial Equity and Social Justice Community Advisory Committee through August 31, 2024.



RESJ Community Advisory Committee

September 6, 2022





Adriel Person

Director of Youth Services, POIC

I am a product of the PPS school system and a parent of a current PPS student. I am also a professional working in partnership with PPS's RESJ collective. I also volunteered as Co-Chair for the SEGC collective during the pandemic to help provide a voice to historically underserved and underrepresented PPS communities.





Kohlini Futsui

Pacific Islander Community Coordinator, IRCO

I am a Immigrant from the tiny island nation of Tonga. I'm the first in my family and our Tongan Portland Community to graduate from college. I've provided services funded by PPS in various programs in the past 13 years. I have witness the benefit of the PPS funds and the challenges the shortage of funds to serve underrepresented populations.





Ernie Guerrero

Director of Step Up, Open School

I have also worked in the BIPOC nonprofit field as a Director of Programs for several organizations that operated in public high schools that served a majority of BIPOC youth. As a Chicano leader of multiple programs in Portland, I have extensive background, training, and experience with diversity, equity, inclusion and justice. Step Up works daily in PPS buildings, and is in close relationship with students and families as they navigate school, systems, issues, and successes - - I believe this perspective would be a valuable one on this committee.





PORTLAND PUBLIC SCHOOLS
OFFICE OF RACIAL EQUITY AND SOCIAL JUSTICE

501 North Dixon Street / Portland, OR 97227
Mailing Address: P. O. Box 3107 / 97208-3107

Staff Report

Date: August 29, 2022
To: School Board
From: Dani Ledezma, Senior Advisor, RESJ
CC: Superintendent Guadalupe Guerrero
Subject: Phase I: Membership Recommendation - Racial Equity and Social Justice Community Advisory Committee.

This memo will provide the Superintendent's recommendation for approval of the first three members of the PPS RESJ Community Advisory Committee. (See Attached Applications)

1. Adriel Person
2. Ernie Guerrero
3. Kolini Fusitua

All three applicants work for culturally specific RESJ partner organizations and have extensive experience and expertise in working with and advocating for students of color in PPS. These applicants also represent the diversity of our Portland community and have deep and authentic ties to communities of color locally. What stands out about these partners is their commitment to the mutual success of PPS in the community. All three are committed to ensuring that PPS meets its mission so that our students realize the vision of the graduate portrait. In working with each of them, they have both systems understanding and frontline perspective and are delightful to work with. It is our opinion that they will make excellent members of the inaugural PPS RESJ Community Advisory Committee and contribute greatly to our shared success.

Background:

As part of the district's implementation of the recently passed SB 732 to establish a RESJ Community Advisory Committee, the Superintendent and staff are charged with making recommendations for committee membership for Board of Education Approval. 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.

The language of the bill stipulates that district's with over 10,000 student populations must hold their first meeting by September 15, 2022. In order to meet this deadline, staff proposed and the board approved a phased outreach and membership plan which is outlined in the charter:

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

Upon approval of the charter, the PPS staff team released the membership application and did general and specific outreach to our RESJ partners. During the PPS August Leadership Institute, the Superintendent and staff also invited and encouraged partners to apply. Staff also made phone calls to partners to encourage them to apply. As part of the collaboration with the school board, two board members were identified to be part of the application process: Michelle DePass and Julia Brim-Edwards. Since we received the same number of applications as positions available and the high caliber of the applicants we received, after staff reviewed we made recommendation to both the board and Superintendent to propose all three for consideration for membership.

Upon approval, the staff will convene a first meeting with members either prior to or on September 15th. At that first orientation meeting, we will continue to gather input and feedback about the committee as well as review the outreach and engagement plans for Phase 2 of membership recruitment.

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 Implementation

An internal staff team has worked with other districts and the Oregon Department of Education to implement 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.