

Work Session with Vote on Consent
Agenda
Tuesday, March 14, 2023 6:00 PM

Dr. Matthew Prophet Education Center -
Mazama Conference Room (floor 2)
501 N. Dixon St.
Portland, OR 97227

Agenda

1. 6:00 pm Consent Agenda - Resolution 6682
2. 6:05 pm - Integrated Grant Application with the Community Budget Review Committee (CBRC)

RESOLUTION NO. 6680

Oregon Department of Education Integrated Grant Application 2023-25 for School District No. 1J,
Multnomah County, Oregon

RECITALS

- A. Through *Aligning for Student Success: Integrated Grant Guidance*, the Oregon Department of Education has integrated six initiatives: High School Success, Student Investment Account, Continuous Improvement Planning, Career and Technical Education, Every Day Matters and Early Indicator and Intervention Systems.
- B. For PPS, these six programs have common goals and elements that are strongly aligned with *Forward Together*.
- C. Through a comprehensive and collaborative process, PPS has developed a plan that directly aligns to the stated purposes for the Integrated Grant funds.
- D. For School Year 2023-24, Integrated Grant funds collectively represent \$51.9M in state and federal funding for PPS (based on the preliminary allocation and including charter school and community-based organization allocations).

Program	PPS Preliminary Allocation	
	2023-24	2024-25
High School Success (HSS)	\$13,397,923	\$13,944,777
Student Investment Account (SIA)	\$36,431,620	\$36,847,254
Continuous Improvement Planning (CIP)	\$1,507,230	TBD
Career Technical Education - Perkins V (CTE)	\$435,071	\$435,071
Every Day Matters (EDM)	\$0*	\$0*
Early Indicators & Intervention Systems (EIS)	\$130,764	\$130,764
Total Allocation	\$51,902,608	\$52M (Estimate)

* EDM is an unfunded program. Requirements are embedded in the five other programs.

- E. The PPS Integrated Grant budget plan allocates Student Investment Account funds to charter schools and community-based organizations (CBOs). This plan allocates \$1.69M to charter schools and CBOs for School Year 2023-24. The allocation includes:
 - Funding based on a weighted Average Daily Membership (ADMw) to ensure the schools and organizations receive the SIA funds our district was allocated for our shared students.
 - An additional equity allocation based on the district’s equity formula. The equity funding is designed to bolster support for historically underserved students.
- F. The district will provide targeted, periodic updates specific to this plan as required by the Oregon Department of Education’s Integrated Grant Guidance.
- G. The Oregon Department of Education requires Board approval of the Integrated Grant Application.

RESOLUTION

- 1. BE IT RESOLVED that the Board of Directors approve the 2023-25 Integrated Grant Application that will be submitted to the Oregon Department of Education.



FORWARD
TOGETHER

Superintendent's 2023-24 Proposed Budget

Phase II: Integrated Grants Plan and ESSER

March 14, 2023

Our Guide



Destination



Roadmap



Compass

Portland Public Schools reimagined
Preparing Our Students to Lead Change and Improve the World

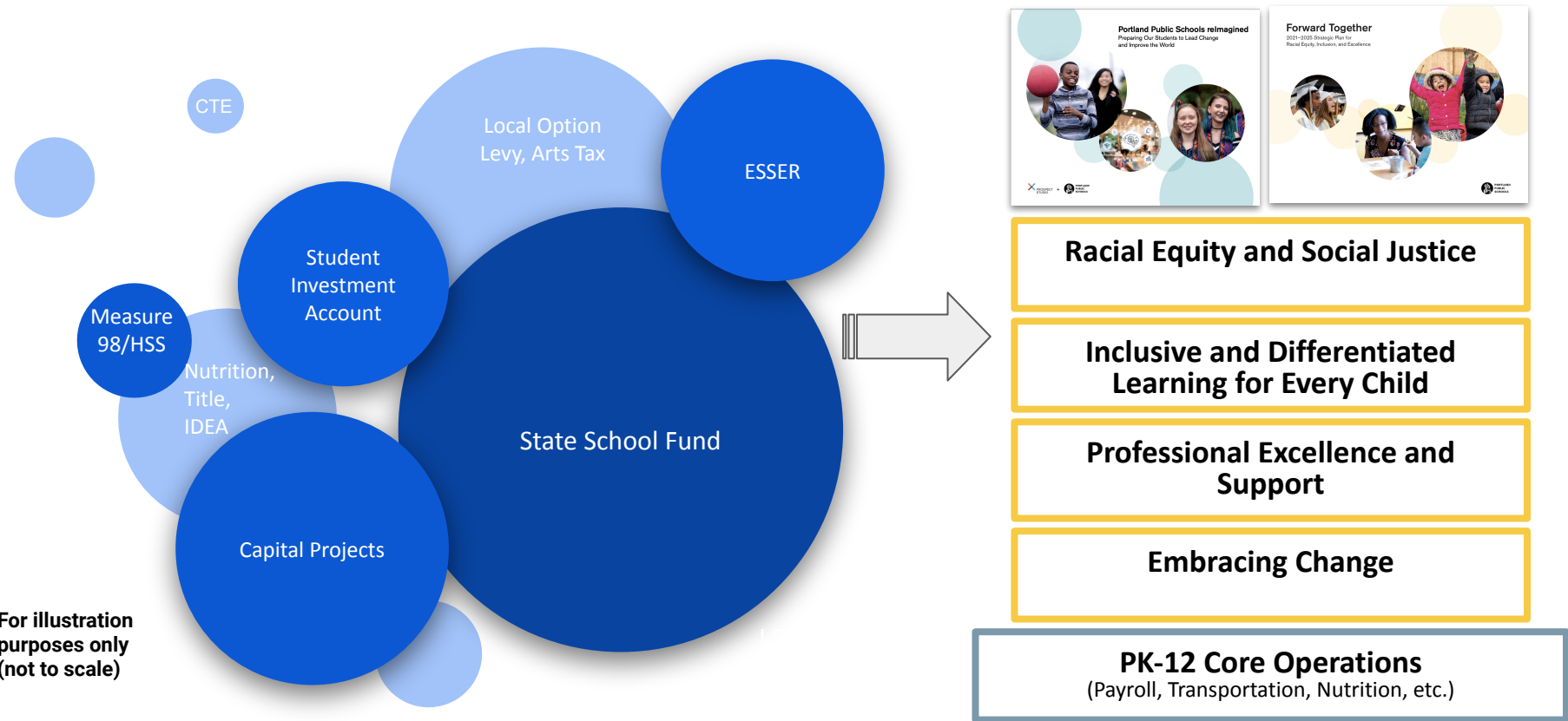
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Forward Together
2021–2025 Strategic Plan for
Racial Equity, Inclusion, and Excellence

Eliminate Opportunity Gaps

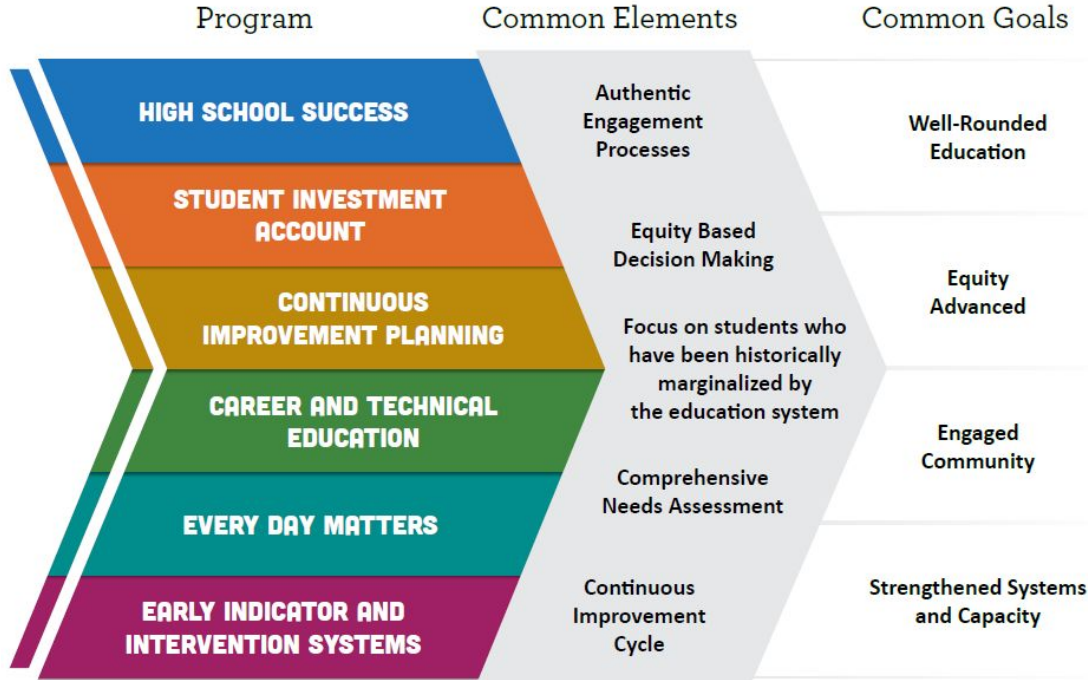
Student Academic Achievement Goals

Aligning Investments Towards Our Strategic Plan



Integrated Grant Plan

Integrated Grant Program Overview



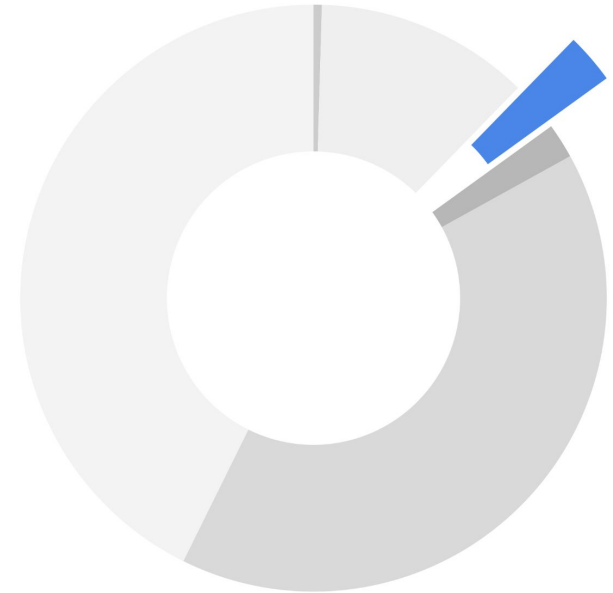
2023-2024 School Year
\$51.9 Million



Integrated Grant Funds Represent About 3% of PPS Budget

Our estimated **\$1.88 Billion PPS Budget*** can be categorized:

- **General (42.7%)**
Primary source of dollars used for day-to-day operations of the District, this includes funds such as Local Option Levy, Arts Tax and the fund balance.
- **Special Revenue (11.8%)**
Restricted dollars from Nutrition Services, IDEA, Local Grants (e.g. Foundations)
 - **Integrated Grant Guidance (2.8% of overall)** Restricted dollars from the integrated grant plan, which includes High School Success (M98), Student Investment Account (SIA), CTE, EDM, EIIS
 - **ESSER (1.9% of overall)** Restricted dollars from the federal emergency relief
- **Capital Projects and Debt Service (40.3%)**
Construction/renovation of school facilities, technology and curriculum upgrades and payment of long-term debt (e.g. PERS, etc)
- **Internal Service (0.4%)**
Cost-reimbursement resources (e.g. insurance, worker's comp)



* Total Budget and Percentages use current year numbers as an approximate and for illustrative purposes only.

State Allocation by Program

Program	PPS Preliminary Allocations	
	2023-24	2024-25
High School Success (HSS)	\$13,397,923	\$13,944,777
Student Investment Account (SIA)	\$36,431,620	\$36,847,254
Continuous Improvement Planning (CIP)	\$1,507,230	TBD
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Every Day Matters (EDM)	\$0*	\$0*
Early Indicators & Intervention Systems (EIS)	\$130,764	\$130,764
Total Preliminary Allocation	\$51,902,608	\$52M (Estimate)

* EDM is unfunded and requirements are embedded in the five other programs.

Alignment of IGG Dollars to Strategic Plan

Forward Together Outcome	Forward Together Goal (IGG Plan Strategy)	2023-24 PPS Preliminary Allocation
Cultivate a Culture of Racial Equity and Care	Partnership and collaboration with culturally specific, multiracial partners and community	\$4,188,752
Develop an Integrated Instructional Framework	Developmental continuum (PK–12) of the Graduate Portrait	\$100,000
	Support adult learning related to effective implementation of Instructional Framework	\$2,177,230
Design Learning Experiences that Promote Self-Directed, Future-Ready Learning	Differentiated and flexible learning experiences	\$10,662,118
	Career-related learning	\$1,265,858
Implement Multi-Tiered System of Supports (MTSS)	MTSS school-level systems and structures, (i.e Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams)	\$24,141,770
	Transformative Social Emotional Learning (TSEL)	\$7,024,713
	Restorative Justice Resources	\$1,100,540
Embed System-Wide Data-Driven Continuous Improvement Practices	Data-driven continuous improvement	\$124,990
Indirect		\$1,116,637
Total		\$51,902,608

Continued Direct Investment to PPS Schools in 2023-24

Integrated Grant Plan Highlights

Student Investment Account

- Instructional coaches K-12 (31.5 FTE)
- Improve class size across K-12 schools (54.9 FTE)
- Improve arts education pathway (21.75 FTE)
- Kindergarten education assistants (11 FTE)
- Mental & behavioral health, substance abuse (17.1 FTE)
- School counselors (14 FTE)
- School-based social workers (46.5 FTE)
- School-based restorative justice support (9 FTE)
- Culturally-specific community partnerships (\$1.7 Million)
- Allocation to CBO and charter schools (\$1.6 million)

CSI/TSI Activity Budget

- Educator professional development at CSI/TSI schools

High School Success (Measure 98)

- High school college coordinators (10 FTE)
- Student attendance coaches (12.5 FTE)
- Student success team (SST) leads and instructional coaches (12.5 FTE)
- SST Release time (16.5 FTE)
- CTE teachers and other staff (5.6 FTE)
- 8th grade transition & 9th grade success
- Expand college and career awareness, exploration and preparation
- AP coursework supports for students of color

Since 2017-18, CTE enrollment at PPS has doubled (5,000 to 10,000 students)!

Integrated Grant Plan Budget for the 2023-24 School Year



Portland Public Schools
ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGIG)
2023-2023 IGG Budget

Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type	CTE Function Codes	Min. allowable Uses	MS Activity Categories	MS Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--		Total Allocation 2023-24:		324.53							\$1,507,230.32	\$435,070.80	\$130,764.48	\$13,397,922.92	\$36,431,620.00	\$51,902,608.52
--		Total Budgeted Amounts (Autosum):									\$1,507,230.32	\$435,070.80	\$130,764.48	\$13,397,922.92	\$36,431,620.00	\$51,902,608.52
--		Unbudgeted (Autocalculate):									\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.01
Indirect	Indirect	Indirect/Administration	N/A	N/A	N/A	2600	N/A	N/A	N/A	690 Indirect	\$0.00	\$19,212.65	\$5,774.54	\$591,649.82	\$500,000.00	\$1,116,637.00
ID-A3	50	Professional development and implementation of curricular resources	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31X Instructional	\$0.00				\$900,000.00	\$900,000.00
ID-B3	3	Improved FTE ratios for 6th-8th grade electives	N/A	4	General: Multiple subjects teacher (middle/high)	N/A	N/A	N/A	N/A	111 Licensed					\$390,108.42	\$390,108.42
ID-B3	6	Improved FTE ratios for 6th-8th Grade electives FRINGE	N/A	FRINGE	General: Multiple subjects teacher (middle/high)	N/A	N/A	N/A	N/A	2XX Benefits					\$99,256.59	\$99,256.59
ID-B3	9	Improved Arts Pathway	N/A	21.75	Arts: Fine & Performance Arts (art/ music/ theatre/)	N/A	N/A	N/A	N/A	111 Licensed					\$2,121,214.92	\$2,121,214.92
ID-B3	10	Improved Arts Pathway FRINGE	N/A	FRINGE	Arts: Fine & Performance Arts (art/ music/ theatre/)	N/A	N/A	N/A	N/A	2XX Benefits					\$539,707.78	\$539,707.78
ID-B3	13	College/Career Coordinator(s)	N/A	3.5	Supports: Other	N/A	N/A	H63	H63	111 Licensed					\$259,986.45	\$259,986.45
ID-B3	14	College/Career Coordinator(s) FRINGE	N/A	FRINGE	Supports: Other	N/A	N/A	N/A	H63	2XX Benefits					\$66,149.23	\$66,149.23
ID-B3	42	Additional Special Education support	N/A	9.38	Special Education (all positions)	N/A	N/A	N/A	H63	111 Licensed					\$956,632.65	\$956,632.65
ID-B3	43	Additional Special Education support FRINGE	N/A	FRINGE	Special Education (all positions)	N/A	N/A	N/A	H63	2XX Benefits					\$243,399.24	\$243,399.24
ID-B3	54	PK to 3rd grade transition supports and resources	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31X Instructional					\$60,000.00	\$60,000.00
ID-B3	55	Support to promote technology enhanced learning opportunities	N/A	3.2	Other: Other staff position not listed	N/A	N/A	N/A	N/A	111 Licensed					\$314,400.00	\$314,400.00
ID-B3	56	Support to promote technology enhanced learning opportunities FRINGE	N/A	FRINGE	Other: Other staff position not listed	N/A	N/A	N/A	N/A	2XX Benefits					\$79,994.00	\$79,994.00
ID-B3	57	Visual & Performing Arts Pathway support	N/A	3	Arts: Fine & Performance Arts (art/ music/ theatre/)	N/A	N/A	N/A	N/A	11X Other Salaries					\$271,979.09	\$271,979.09
ID-B3	58	Visual & Performing Arts Pathway support FRINGE	N/A	FRINGE	Arts: Fine & Performance Arts (art/ music/ theatre/)	N/A	N/A	N/A	N/A	2XX Benefits					\$69,200.55	\$69,200.55
ID-B3	59	Visual & Performing Arts Pathway support and resources	N/A	N/A	N/A	N/A	N/A	N/A	N/A	460 Non					\$478,820.36	\$478,820.36
ID-C1	1	Instructional Coaches at identified schools K-5	N/A	23.5	General: Elementary Teacher	N/A	N/A	N/A	N/A	111 Licensed					\$2,218,923.79	\$2,218,923.79
ID-C1	2	Instructional Coaches at identified schools K-5 FRINGE	N/A	FRINGE	General: Elementary Teacher	N/A	N/A	N/A	N/A	2XX Benefits					\$564,568.17	\$564,568.17
ID-C1	3	Instructional Coaches at identified schools 6-12	N/A	30	General: Multiple subjects teacher (middle/high)	N/A	N/A	N/A	N/A	111 Licensed					\$1,075,292.57	\$1,075,292.57
ID-C1	4	Instructional Coaches at identified schools 6-12 FRINGE	N/A	FRINGE	General: Multiple subjects teacher (middle/high)	N/A	N/A	N/A	N/A	2XX Benefits					\$273,590.28	\$273,590.28
ID-C1	7	Improved 6th-8th grade class size	N/A	25.9	General: Multiple subjects teacher (middle/high)	N/A	N/A	N/A	N/A	111 Licensed					\$2,525,951.85	\$2,525,951.85
ID-C1	8	Improved 6th-8th grade class size FRINGE	N/A	FRINGE	General: Multiple subjects teacher (middle/high)	N/A	N/A	N/A	N/A	2XX Benefits					\$642,886.39	\$642,886.39
ID-C1	11	Student re-engagement, transition supports and interventions	N/A	2	Supports: Other	N/A	N/A	N/A	H65	111 Licensed					\$195,054.21	\$195,054.21
ID-C1	12	Student re-engagement, transition supports and interventions FRINGE	N/A	FRINGE	Supports: Other	N/A	N/A	N/A	H65	2XX Benefits					\$49,628.50	\$49,628.50
ID-C1	17	Improved K-5 class size	N/A	29	General: Elementary Teacher	N/A	N/A	N/A	R63	111 Licensed					\$2,828,286.03	\$2,828,286.03
ID-C1	18	Improved K-5 class size FRINGE	N/A	FRINGE	General: Elementary Teacher	N/A	N/A	N/A	R63	2XX Benefits					\$719,610.23	\$719,610.23
ID-C1	19	Kindergarten Educational Assistants at schools	N/A	11	Other: Other staff position not listed	N/A	N/A	N/A	N/A	112 Classified					\$509,407.68	\$509,407.68
ID-C1	20	Kindergarten Educational Assistants at schools FRINGE	N/A	FRINGE	Other: Other staff position not listed	N/A	N/A	N/A	N/A	2XX Benefits					\$129,610.30	\$129,610.30
ID-C1	25	Transition supports for schools exiting Title I/CSI/TSI status K-12	N/A	10.75	Supports: Other	N/A	N/A	N/A	N/A	11X Other Salaries					\$1,000,000.00	\$1,000,000.00

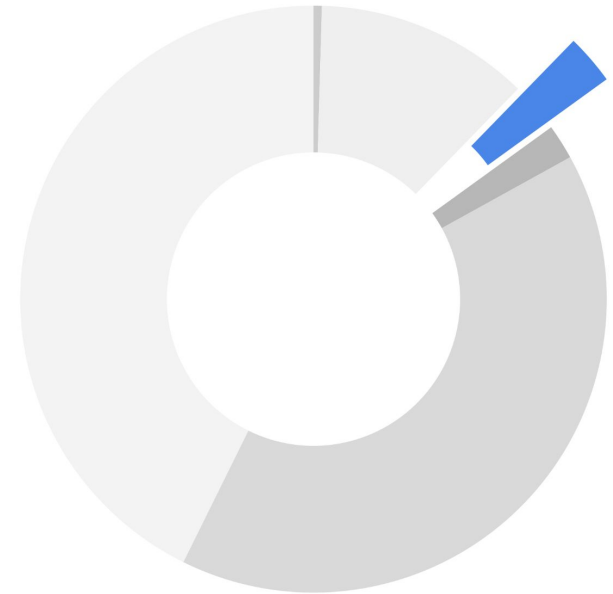
Questions and Comments

ESSER Fund

ESSER Represents About 2% of PPS Budget*

Our estimated **\$1.88 Billion PPS Budget*** can be categorized:

- **General (42.7%)**
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- **Special Revenue (11.8%)**
Restricted dollars from Nutrition Services, IDEA, Local Grants (e.g. Foundations)
 - **Integrated Grant Guidance (2.8% of overall)** Restricted dollars from the integrated grant plan, which includes High School Success (M98), Student Investment Account (SIA), CTE, EDM, EIIS
 - **ESSER (1.9% of overall)** Restricted dollars from the federal emergency relief
- **Capital Projects and Debt Service (40.3%)**
Construction/renovation of school facilities, technology and curriculum upgrades and payment of long-term debt (e.g. PERS, etc)
- **Internal Service (0.4%)**
Cost-reimbursement resources (e.g. insurance, worker's comp)



* Total Budget and Percentages are an approximate and for illustrative purposes only.

Alignment of ESSER Dollars to Strategic Plan

Forward Together Outcome	Forward Together Goal	2023-24
Cultivate a Culture of Racial Equity and Care	Partnership and collaboration with culturally specific, multiracial partners and community	\$600,000
	RESJ adult learning and site supports	\$2,599,810
Develop an Integrated Instructional Framework	Developmental continuum (PK–12) of the Graduate Portrait	\$7,550,000
	Develop and implement a culturally responsive and culturally sustaining Instructional Framework	\$30,000
Design Learning Experiences that Promote Self-Directed, Future-Ready Learning	Differentiated and flexible learning experiences	\$4,584,243
Implement Multi-Tiered System of Supports (MTSS)	MTSS school-level systems and structures, (i.e Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams)	\$11,309,614
FEMA Reimbursement (HOLD)		\$6,659,858
Safe Operation of Schools		\$1,500,000
Indirect		\$1,483,908
Total		\$36,317,433

Continued Direct Investment to PPS Schools in 2023-24

ESSER Fund Highlights

- Learning Acceleration Specialists to support reading and math for Black and Native students (20 FTE)
- Professional development/curriculum (\$7.55 million)
- Instructional summer programming (\$4 million)
- Gun Violence Prevention (summer programming) (\$300k)
- RESJ summer partner contracts and SUN Supports (\$2.6 million investment)
- Evening Scholars and High School Credit Recovery (3.75 FTE)
- ESSER School Based Improvement Grants (\$8.8 million investment)
 - Provide flexibility for schools to make a strategic investment per principal feedback
 - To address achievement gaps
 - professional development
 - targeted Intervention for a focal set of students,
 - FTE for academic support,
 - other efforts
 - **In Progress:** Principals submitting ESSER plans until Friday, March 10. More information will be provide on/or before Tuesday, March 14.

ESSER Budget for the 2023-24 School Year

Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type	ESSER Theme	ESSER Category	SIA Allowable Uses	Object Code	ESSER Activity Budget
--		Estimated Remaining 2023-24:	--	25.75	--			--	--	\$36,317,433
--		Total Budgeted Amounts (Autosum):	--	--	--			--	--	\$36,317,433
--		Unbudgeted (Autocalculate):	--	--	--			--	--	\$0
Indirect	Indirect	Indirect/Administration	N/A	N/A	N/A	District Administrative Costs	24 - Indirect Hold	N/A	690 - Indirect	\$1,483,908
N/A		Misc COVID Supplies/Supports (Masks, cleaning supplies, cleaning contracts, misc materials, etc)	N/A	N/A	N/A	Safe Operation of Schools & Covid Costs	1 - Student & Staff PPE, Enhanced Cleaning & Health	N/A	410 - Consumables	\$1,500,000
ID-C1		Learning Acceleration Specialists to support Reading & Math for Black and Native Students	N/A	20	Other: Electives teacher not listed	Addressing Student Learning Needs	5 - Student Re-engagement/Targeted Instructional Supports	WRE	111 - Licensed	\$2,250,000
RE-B2		Innovation Studio to target problems of practice with school communities	N/A	N/A	N/A	Social Emotional & Mental Health Services	14 - WrapAround Supports (inclusive of RESJ supports)	H&S	Other	\$150,000
ID-A2		Curriculum/Prof Development Needs	N/A	N/A	N/A	Addressing Student Learning Needs	15 - Instructional Professional ...	WRE	31X - Instructional Services	\$7,550,000
ID-B3		Instructional Summer Programming	N/A	N/A	N/A	Addressing Student Learning Needs	23 - Summer School	WRE	31X - Instructional Services	\$4,000,000
ID-C1		Gun Violence Prevention (Summer Programming)	N/A	N/A	N/A	Social Emotional & Mental Health Services	14 - WrapAround Supports (incl...	H&S	Other	\$300,000
RE-B1		RESJ Summer Partner Contracts & SUN Supports	Physical/Mental/Social Well-Being	1	Supports: Other	Addressing Student Learning Needs	23 - Summer School	WRE	31X - Instructional Services	\$2,599,810
ID-C1		ESSER School Based Improvement Grants	N/A	TBD	Other: Other staff position not listed	Addressing Student Learning Needs	5 - Student Re-engagement/Ta...	WRE	31X - Instructional Services	\$8,759,614
ID-B3		Evening Scholars/Credit Recovery	N/A	3.75	General: Multiple subjects teacher (middle/high school)	Addressing Student Learning Needs	8 - Credit recovery support (incl...	WRE	111 - Licensed	\$584,243
N/A		FEMA Hold	N/A	N/A	N/A	District Administrative Costs	27 - Administrative Leadership	N/A	410 - Consumables	\$6,659,858
ID-A1		Core View Contract supporting instructional framwork planning	N/A	N/A	N/A	Addressing Student Learning Needs	27 - Administrative Leadership	N/A	640 - Dues/Fees	\$30,000
RE-B2		Climate Crisis Response	N/A	1	Supports: Family/Community Engagement (incl. McKinney-Vento)	Social Emotional & Mental Health Services	14 - WrapAround Supports (incl...	N/A	Other	\$450,000

Questions and Comments

Next Steps

- **Integrated Grant Plan:** On March 21, the PPS Board of Education will consider and vote to approve our Integrated Grant Plan. PPS must submit plan to the Oregon Department of Education by March 31, 2023.
- **Student Experience and Resource Use:** School Board discussion with ERS is scheduled for March 21, 2023. Staff will share 2023-2024 classroom staffing projections.
- **Full budget proposal (Phase III):** Superintendent Guerrero will present 2023-24 budget proposal on April 25.
 - Phase I: School Staffing and Central Office Actions (Jan)
 - Phase II: Integrated Grants Plan and ESSER (Mar)
 - Phase III: Full Budget Proposal (Apr)



Thank you.

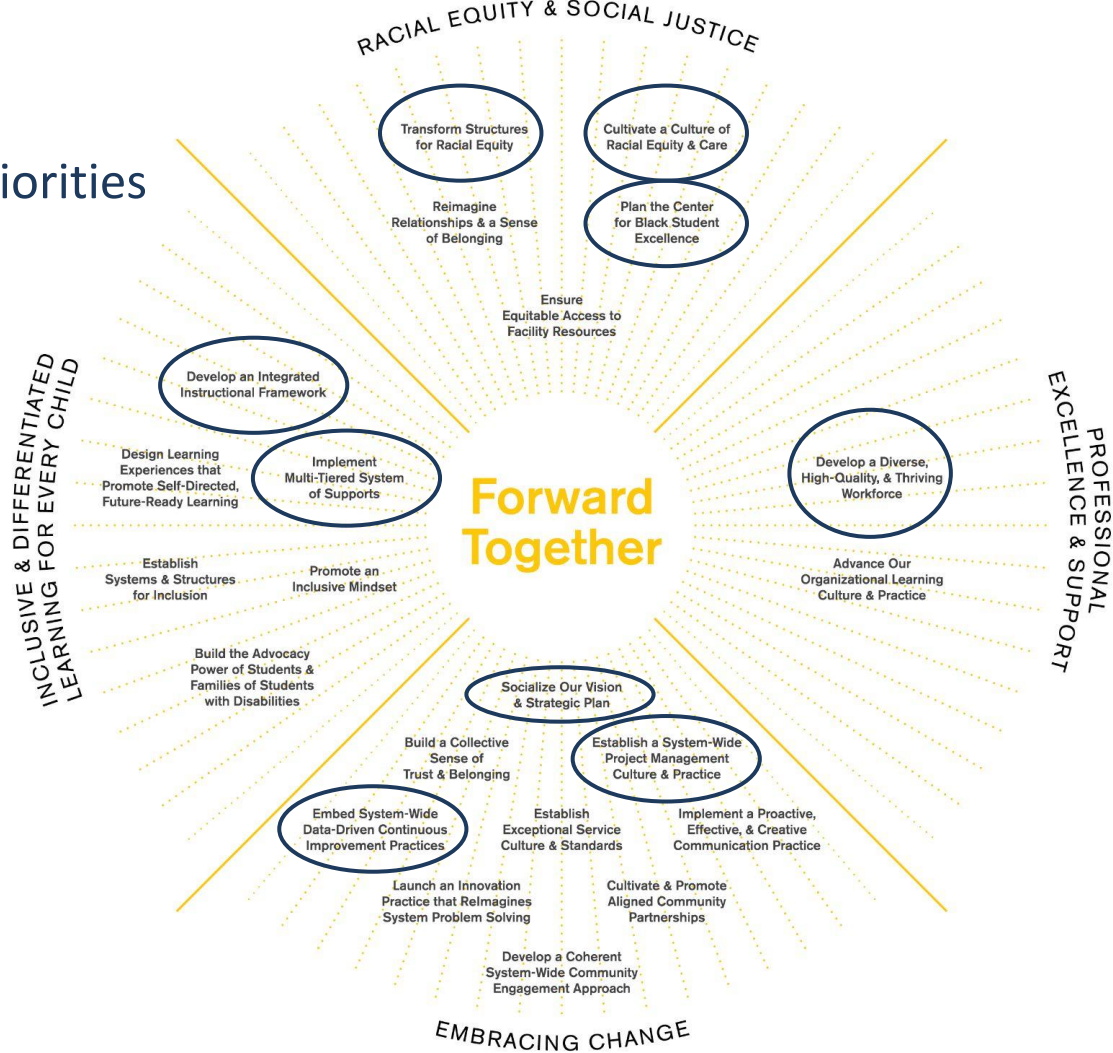
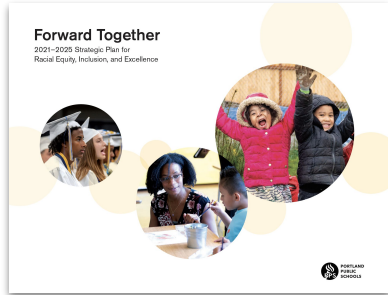
Appendix

Strategic Alignment - Superintendent's Leadership Team Priorities and Goals for 2022-2023 School Year



Strategic Plan

22-23 - Nine Focus Priorities



Application Narrative & Budgets (See Attachments)

Portland Public Schools

- Integrated Application Narrative
- Integrated Plan & Budget

Charter Schools

- **District-sponsored Charter Schools**
 - Emerson School
 - Le Monde French Immersion Public Charter School
 - Portland Arthur Academy: Integrated Plan & Budget
 - Portland Village School
- **State-sponsored Charter Schools**
 - Cottonwood School of Civics and Science
 - The Ivy School

Required Planning Processes

- Use of an equity lens
- Community engagement
- Tribal Consultation
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model and Student Success Plans
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities

Process Highlights

- District visioning launched in 2019 resulting in PPS reImagined
- District strategic planning launched in 2020 resulting in Forward Together
- District budget engagement and analysis for the 2023-2024 budget
- Ongoing needs assessments, including engagement, for more targeted investments (i.e., CTE, Instructional Framework, RESJ Partnerships, school climate and culture)

Community Engagement

Budget Engagements

- Community-wide surveys
- Focal group sessions with
 - Migrant Education and Spanish speaking families
 - District Student Council
 - Indian Education families
 - Black families
 - Special Education families
 - General PPS communities

Themes from budget community engagement that helped inform our planning (inclusive of non-IGG funds):

- Prioritize classroom size stability
- Visual arts and programming
- Mental health support
- Differentiated supports for schools with higher needs
- Teacher professional development

Our district's core need: Eliminate the educational opportunity and outcome gaps for our Students of Color. Focus on gaps in:

- 3rd grade reading
- 5th grade math
- 8th grade readiness
- HS graduation.

Longitudinal Performance Growth Targets (LPGTs)

PPS will follow ODE's guidance to develop Longitudinal Performance Growth Targets

- Data provided to PPS by ODE for longitudinal analysis;
- Guidance established by ODE; and
- LPGTs will be developed for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates
 - Other local metrics may be used to develop applicable performance growth targets.



Referred to as
"5 Common Metrics"

NOTE: LPGTs to be finalized in collaboration with ODE and presented to the Board when the Grant Agreements are executed.

Overview of Federal Stimulus Funds: Elementary and Secondary School Emergency Relief (ESSER I/II/III)

U.S. Congressional Action	K-12 Public School Funding Across the Nation	How much for Oregon Public Schools?	About How Much for Portland Public Schools?*	Must be Invested /Obligated By
CARES Act (Coronavirus Aid, Relief, and Economic Security Act, ESSER I Mar-2020)	\$13.2 billion	\$114 million	\$8 million	Sep-2022
CRRS Act (Coronavirus Response and Relief Supplemental Appropriations Act, ESSER II Dec-2020)	\$54.3 billion	\$484 million	\$33 million	Sept-2023
American Rescue Plan Act (ESSER III Mar-2021)	\$122.8 billion	\$1 billion	\$74 million	Sept-2024

**Totals are projected allocations before pass through to other entities and other allocation requirements per federal and state relief guidelines*

Summary of 2023-24 ESSER Investments by ESSER Theme

ESSER Theme	2023-24
Addressing Student Learning Needs	\$25,623,857
FEMA Hold	\$6,659,858
Social Emotional & Mental Health Services	\$1,049,810
Safe Operation of Schools & Covid Costs	\$1,500,000
Indirect	\$1,483,908
Total Preliminary Allocation	\$36,317,433

Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type	ESSER Theme	ESSER Category	SIA Allowable Uses	Object Code	ESSER Activity Budget
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--		Unbudgeted (Autocalculate):	--	--	--			--	--	\$0
Indirect	Indirect	Indirect/Administration	N/A	N/A	N/A	District Administrative Costs	24 - Indirect Hold	N/A	690 - Indirect	\$1,483,908
N/A		Misc COVID Supplies/Supports (Masks, cleaning supplies, cleaning contracts, misc materials, etc)	N/A	N/A	N/A	Safe Operation of Schools & Covid Costs	1 - Student & Staff PPE, Enhanced Cleaning & Health	N/A	410 - Consumables	\$1,500,000
ID-C1		Learning Acceleration Specialists to support Reading & Math for Black and Native Students	N/A	20	Other: Electives teacher not listed	Addressing Student Learning Needs	5 - Student Re-engagement/Targeted Instructional Supports	WRE	111 - Licensed	\$2,250,000
RE-B2		Innovation Studio to target problems of practice with school communities	N/A	N/A	N/A	Social Emotional & Mental Health Services	14 - WrapAround Supports (inclusive of RESJ supports)	H&S	Other	\$150,000
ID-A2		Curriculum/Prof Development Needs	N/A	N/A	N/A	Addressing Student Learning Needs	15 - Instructional Professional ...	WRE	31X - Instructional Services	\$7,550,000
ID-B3		Instructional Summer Programming	N/A	N/A	N/A	Addressing Student Learning Needs	23 - Summer School	WRE	31X - Instructional Services	\$4,000,000
ID-C1		Gun Violence Prevention (Summer Programming)	N/A	N/A	N/A	Social Emotional & Mental Health Services	14 - WrapAround Supports (incl...	H&S	Other	\$300,000
RE-B1		RESJ Summer Partner Contracts & SUN Supports	Physical/Mental/Social Well-Being	1	Supports: Other	Addressing Student Learning Needs	23 - Summer School	WRE	31X - Instructional Services	\$2,599,810
ID-C1		ESSER School Based Improvement Grants	N/A	TBD	Other: Other staff position not listed	Addressing Student Learning Needs	5 - Student Re-engagement/Ta...	WRE	31X - Instructional Services	\$8,759,614
ID-B3		Evening Scholars/Credit Recovery	N/A	3.75	General: Multiple subjects teacher (middle/high school)	Addressing Student Learning Needs	8 - Credit recovery support (incl...	WRE	111 - Licensed	\$584,243
N/A		FEMA Hold	N/A	N/A	N/A	District Administrative Costs	27 - Administrative Leadership	N/A	410 - Consumables	\$6,659,858
ID-A1		Core View Contract supporting instructional framework planning	N/A	N/A	N/A	Addressing Student Learning Needs	27 - Administrative Leadership	N/A	640 - Dues/Fees	\$30,000
RE-B2		Climate Crisis Response	N/A	1	Supports: Family/Community Engagement (incl. McKinney-Vento)	Social Emotional & Mental Health Services	14 - WrapAround Supports (incl...	N/A	Other	\$450,000

Aligning for Student Success: Integrated Guidance for Six ODE Initiatives Application Narrative

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This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting. (ODE guidance and supporting resources can be found [here](#).)

Needs Assessment Summary

- 1. Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.
(500 words or less)**

Our process began in May 2019 when PPS adopted our vision, [PPS reimagined](#). This visioning document developed through a community process involving hundreds of educators, parents, and community-based partners and leaders. It captures our district’s desired destination, knitting together our community’s aspirations for our graduates, educators, and system. It is also our promise to our students, their families, and our community about the future of public education in our city.

If *PPS reimagined* is the destination, our Strategic Plan – [Forward Together](#) – is the map. *Forward Together* articulates a comprehensive set of strategies by which PPS will realize our vision. The Strategic Plan outlines a variety of system shifts within our district, which, along with new curricula, will accelerate achievement for students of color.

That is our district’s core need: to eliminate the educational opportunity and outcome gaps for our Students of Color. We are particularly focused on gaps in third grade reading, fifth grade math, eighth grade readiness, and high school graduation. Our ongoing reflection and planning uses data to drive system shifts that address identified needs.

Our Career and Technical Education (CTE) department, for example, uses data to identify how programs can boost equal access and outcomes. Through this work, we have identified that students receiving Special Education and English Language Learners likely need additional support to access CTE programs.

We are adopting grade-level and standards-aligned curriculum, and implementing a new instructional framework with the help of ongoing research and evaluation. We study our implementation process and the impact on student outcomes, both in the short- and long-term. Our findings will continue to inform how we implement new curricula and instructional framework, and how we offer professional development for those.

Research and evaluation also inform our workforce development. With the help of exit surveys, focus groups, and interviews – alongside research around recruiting, hiring, and retaining diverse staff – we are shifting our hiring practices to hire and retain more educators of color.

And because our core need is rooted in racial equity, we monitor outcomes over time for students who participate in our Racial Equity and Social Justice partnerships with culturally specific and multi-racial community-based organizations (CBOs). Every quarter, we engage our partner CBOs in continuous

improvement cycles to identify what works and what does not. We intend to improve academic and social emotional outcomes for students of color. We're also building our Center for Black Student Excellence by gathering feedback from members of the community. These data will set a foundation for the project and identify stakeholder needs.

We report on our Strategic Plan progress on a quarterly basis internally, and to our Board and community every year. In the fall of 2022, we identified indicators and gathered baseline data on each Forward Together strategic outcome, which we will continue to monitor as we work toward our goals.

Plan Summary

- 1. Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. (500 words or less)**

Grant investments deepen and expand our work to disrupt inequities, foster inclusive partnerships and collaboration, and provide inclusive and differentiated learning opportunities. Our plan aligns investments, activities, and specific strategies from our Strategic Plan. These investments are highly interrelated and together, they advance PPS's commitment to rigorous, high-quality, and inclusive academic learning that disrupts racial inequities.

This integrated plan invests in focal student groups and schools based on need, with an emphasis on improving culturally-responsive, site-based learning experiences. Our investments align with key priorities identified in our needs assessment – priorities also expressed by our community:

- Improved classroom experience
- Stronger multi-tiered systems of supports, including wrap-around social, emotional, mental, and behavioral health services
- Racial equity and social justice (RESJ) partnerships to support Students of Color
- Restorative justice advocates, who build and strengthen community, and to repair harm, as part of our work to reorient discipline
- Professional learning, to complement and deepen our bond and general fund investments in new core curricula and instructional framework
- Personalized learning, with differentiated and flexible experiences that increase access to arts, interest-based electives, self-directed learning, and engagement
- Career-related programming that emphasizes real-world, hands-on learning
- Data-driven continuous improvement

The plan for these investments is just part of our larger, district-wide Strategic Plan. Both plans directly reflect our core values and priorities. As noted in the Needs Assessment, PPS tracks and reports on Strategic Plan progress quarterly for internal review, and annually for our Board and community. In the fall of 2022, we identified indicators and gathered baseline data on each strategic outcome, which we

will continue to monitor as we work toward our goals. We will also provide more targeted, periodic updates specific to this investment plan as required by ODE’s Integrated Guidance.

Equity Advanced

(250 words or less per question)

1. What strengths do you see in your district or school in terms of equity and access?

A basic core strength is our collective recognition that our district needs to eliminate educational and opportunity gaps for our Students of Color. Our commitment is visible in our vision, plan, and work. We employ targeted universalism to set clear student achievement goals and identify instructional strategies focused on underserved students.

We braid racial equity into our instructional core using materials and curricula that nurture our students’ sense of belonging, cultural identities, and academic success. The Center for Equity and Inclusion has facilitated professional development for PPS, and racial equity and justice ground all professional development. We’ve built systems that support every student – with particular attention to underserved students – at periods of transition. These systems especially support the transition to kindergarten, and from eighth grade to high school. Additionally, we’ve built strong community partnerships to drive this work.

Portland Public Schools is also focused on systems and structures for the implementation of equitable access and inclusionary practices for students with disabilities. An outcome of this focus is that 80% of our students who receive special education spend 80+% of their instructional time accessing and engaging with core instruction.

We’re pleased by some positive indicators. Among students who participated in last summer’s acceleration program, students from underserved racial and ethnic communities saw comparable success to white students. We have begun to narrow the literacy gaps among our kindergarteners and first graders and have seen a 4% uptick in our Black student graduation rate, a climb of 20 times the statewide increase.

2. What needs were identified in your district or school in terms of equity and access?

As noted in our Needs Assessment, we have persistent, generational, and unacceptable gaps for our Students of Color. These students represent nearly 40% of the PPS community. 8.3% are Black students who, along with Native Students, often demonstrate the lowest academic achievement of all student groups. For example, fewer than two in ten Black or Native students are proficient readers by the end of third grade. By the end of fifth grade, only one in twenty Black students and one in ten Native students are proficient in mathematics. These metrics, among others, signal a lack of equitable instruction and educational opportunity across PPS.

Working from these broader indicators, we have identified instructional and learning needs among Students of Color with particular attention to Black and Native students. We know our Students of Color need:

- Adult staff and partners who reflect their cultural identities
- A sense of belonging and safety in their school communities
- Culturally-affirming and culturally-relevant instruction
- Social-emotional, behavior, and mental health supports that are also culturally-specific

We also noted distinct service and support needs. Recent years have been hard, and the students we have the privilege of serving walk into school each day carrying that burden. Our students need instructional systems and structures that reflect inclusionary practices, especially our students with disabilities. They need tiered, aligned, and individualized support based on student data and educator collaboration. They need social-emotional and behavioral interventions that are culturally-responsive, evidence-based, and aimed at reducing barriers to learning.

3. Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

[PPS Racial Equity and Social Justice Lens](#)

4. Describe how you used this tool in your planning.

Our [Racial Equity and Social Justice \(RESJ\) Lens](#) is used throughout the district by all departments and schools in research and assessment, planning, decision-making, and continuous improvement. In the 2022-2023 school year, PPS is applying the lens in four high-leverage areas:

- Revising and improving our instructional framework
- Delivering special education services
- Developing our 2023-2024 proposed budget
- Prioritizing action items from our Strategic Plan

The RESJ Lens has led PPS to invest more in programming that supports Students of Color, particularly during the summer. During the past two summers, we have invested in accelerated learning and enrichment through partnerships with a wide variety of culturally-specific and culturally-responsive organizations. PPS served more than 10,000 students over both summers providing engaging, meaningful, and prosocial extended learning including wildlife science discovery, robotics, performing arts production and design, creative writing, and many more programs.

The RESJ Lens also guided us as we developed this plan. Coupled with our Strategic Plan, the Lens informed where we needed site-based resources to support focal student groups; that information, in turn, shaped funding decisions. For example, based on this process, we have continued to invest in Restorative Justice advocates, and we have deepened culturally-specific services for mental health and wrap-around supports. These decisions resulted in reduced centralized district funding and they were in line with our community's vision, our values, and our ongoing commitment to racial equity and social justice partnerships.

5. Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Our investment plan will have a number of impacts benefitting every student. We anticipate that improved classroom experiences, new curriculum, new instructional framework, and enhanced

professional development opportunities braided with the implementation of racial equity strategies will positively impact academic achievement for every PPS student. PPS students will likewise benefit from our restorative justice advocates and multi-tiered systems of support that, together, offer a whole-student approach to the increased social, emotional, mental, and behavioral health issues we're seeing across our system.

But these investments will benefit our focal student groups in distinct ways. They will support culturally-relevant and affirming instruction, and continued professional development that advances that goal. These funds will help us provide culturally-specific student supports, and to continue adopting inclusive and equitable curricula.

As noted, we have planned these changes to achieve our community's vision for the district, which has been articulated by our Board of Education in ambitious racial equity-centered goals. Our Board has charged us with improving standardized test performance in reading and math at the third, fifth, and eighth grade levels, and increasing the graduation rates of Students of Color. The goals are further broken into groups to monitor progress and ensure we are closing achievement gaps for underserved students.

6. What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

Several factors could impact the success of our plan. We operate within a system that, for generations, has underserved Students of Color, contributing to persistent and generational gaps. Our community recognizes its shared responsibility for these gaps and supports our work, but there is residual skepticism. We have worked to rebuild partnerships with trusted community-based organizations working with focal students, and to integrate those organizations into school communities as much as funding has allowed.

Another potential impact is a shift in how we discipline students. Our former discipline policies disproportionately impacted Students of Color and students receiving special education services, so we have intentionally reoriented those policies to instruct and educate rather than simply punish. We've worked with our educators, staff, school leaders, parents, and students to create evidence-based and trauma-informed directives aimed at building relational trust and repairing harm. We want teachers and students to feel safe and supported. We are hopeful these new directives will support our other work centering underserved students and eliminate gaps in their achievement.

It is also true that funding shifts may impact our work. Like other districts around the state and country, we've used one-time pandemic relief funds to address an array of disruptions and targeted support. The end of these funds, coupled with declining enrollment, means we must find ways to continue building on our progress and successes with fewer funds.

7. What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

PPS has clearly defined processes and procedures to maintain the confidentiality of our students regardless of their living situation. All student information remains locked and accessible for only

designated staff members. As part of their yearly training about the McKinney-Vento program, school and central staff learn about privacy provisions regarding homeless students. Informational materials on the rights of students and parents experiencing homelessness are also publicly accessible in all school offices.

Our offices of Student Support Services and Funded Programs work closely together to support school staff in the frontline work of meeting students' and families' distinct needs. This collaboration provides individualized, direct support, and ensures we identify, address, and remove potential barriers to a student's educational success. The yearly professional development training on the McKinney-Vento Program's key provisions ensures all students receiving services have the same academic experiences as a student with stable housing. Our McKinney-Vento team monitors and tracks student data, collaborates across departments, and provides ongoing guidance to support students' overall academic success.

Our McKinney-Vento team also continuously builds relationships and maintains consistent communication with school staff. Our school communities diligently identify what individual students need so that services and supports are personalized. Schools are likewise called upon to build positive, inclusive school cultures where every student feels supported and free from stigma.

CTE FOCUS

1. What strengths do you see in your CTE Programs of Study in terms of equity and access?

Over the last nine years, significant attention to career and technical education (CTE) has more than quadrupled the number of career-focused learning opportunities. We now offer seventy-eight programs that span all twenty curricular tracks in the National Career Cluster framework. CTE programming is available at every high school, and Computer Science, Digital Media, Engineering, and Business/Marketing are available at nearly all high schools.

We are proud that these programs have very low barriers to participation. PPS does not have an application process for students interested in taking CTE courses, and there are no additional criteria or barriers to enrolling.

Participation is also improving across all demographics. Currently, 68% of all high school students are enrolled in a CTE course. In the last five years, the percentage of students completing a CTE program has more than doubled. Looking at underserved populations specifically, the increase is only slightly less – but closing that gap completely remains a goal.

CTE students also graduate at higher rates. In 2021, our general graduation rate was 84%. Among students who had completed three years in a CTE program, the graduation rate was 95%. Even students who took just one CTE course surpassed the general graduation rate, graduating at a rate of 93%.

2. What needs were identified in your CTE Programs of Study in terms of equity and access?

The district can improve how we address the distinct needs of underserved CTE learners. Special Education and English Language Learners, for example, likely need particular support to participate fully in CTE classes. We are developing professional training on how best to serve these CTE students, and our investment plan will further that important equity work.

Specific programs are limited to specific high schools, and are therefore only accessible to students who attend the specific schools. To some degree, programs are also limited by their school's physical space: not all schools can host Transportation or Hospitality/Tourism programs, to name two examples. Program expansion is also limited by our ability to find qualified CTE educators to develop and run new programs. Because of this, the decision to add a program is often linked to the specific teacher who can create it. This has proven to be a significant barrier to providing equitable CTE programming.

And although we do a lot to raise awareness, it is also clear that we can improve how we provide early guidance about CTE programs. This should happen in middle-grade years – especially eighth grade, when students are preparing to enter high school. Right now, many students first learn about CTE programs when they reach high school, often in our College & Career Exploration course.

3. What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Schools develop their own recruitment strategies but with an eye toward collaboration. The district also provides opportunities for cadres of similar programs to plan and share effective strategies. For example, most programs bring promotional materials and showcase student work at eighth grade nights. These events usually take place in the fall and allow current students to engage with rising ninth graders and their families. During the spring, forecasting fairs represent another opportunity to recruit students. At these fairs, eighth graders sign up for their ninth grade courses, and CTE programs provide hands-on demonstrations to showcase potential courses.

Aside from direct recruitment, CTE programs also engage counselors. They engage personally with counselors and other educators or staff in hopes of identifying students who might enjoy a particular program. The CTE educators then write personal invitations encouraging those students to enroll. CTE programs chiefs also educate counselors about different courses and who might enjoy them.

In all of these examples, we place special emphasis on equitable and inclusive recruitment.

In addition to these strategies, PPS has an extensive network of Career Coordinators (CCs). These CCs promote and educate students and staff about the benefits and opportunities of CTE, and each high school has a Career Coordinator that works with a caseload of focal students and provides them with individualized career related experiences based on their interests. CCs partner with business, industry, and community leaders of color to provide industry site visits, career days, and job shadows for focal group students.

4. How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Racial equity and inclusion are core values for our district across all subjects, as you will note in our Needs Assessment and Plan. To this end, there are frequent professional development opportunities—both required and optional—spanning a variety of equity topics. In particular, educators receive professional development on equitable grading practices, implicit bias, and creating inclusive classrooms, among other issues. We have discussed this above, as it goes hand-in-hand with adopting new curricula and our new instructional framework.

Collaboration between CTE programs, community-based organizations, and school-based affinity groups address common barriers for underserved learners. These partnerships are facilitated by the Career Coordinators present at each high school.

The district CTE team uses data to analyze the needs of students across the district, with particular attention to focal student groups as discussed above. Data feeds continuous improvement in equitable access and outcomes from CTE programs – how and where PPS develops new programs, for example. We balance student interest, community wishes, economic and wage trends, and demographic participation in existing, related programs to encourage focal group participation in CTE programs.

Well-Rounded Education

(250 words or less per question)

- 1. Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).**

Well-rounded education begins with a vision. Our vision is to graduate compassionate, critical thinkers who are able to collaborate, solve problems, and lead a more socially-just world. To achieve that goal, our processes are student-centered and trauma-informed, and our learning materials promote inquiry, exploration, and critical thinking. As students age, we want them to take responsibility for their own learning and begin making connections between their schools and their community. We aim to create learning environments that are inclusive, participatory, motivating, and positive.

This begins with our youngest learners. Pre K students read, speak, listen, problem-solve, create, and play each day. We align instructional practices with our [PPS Early Learners Core Values](#), which spans PreK to second grade. In our elementary classrooms, our core requirements ensure that every student has daily opportunities to engage in all core content areas, move and play, and develop key social skills (see #4).

Comprehensive learning experiences look somewhat different in sixth through twelfth grade. Our new core curricula are grade-level and standards-aligned, but students also have access to a wide range of electives. These include World Languages, AVID, Health and Physical Education, and a variety of arts pathways as articulated in our Master Arts Education Plan.

We are also deeply committed to bilingualism. Nearly half of our 81 schools now host a dual language immersion program in one of five languages: Vietnamese, Russian, Chinese, Spanish, and Japanese. Every year more PPS graduates earn the Seal of Biliteracy – a nearly threefold increase since 2019.

- 2. Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?**

It is our firm belief that no well-rounded school experience is complete without access to high-quality arts education. That means every student should have access to arts education at every step along their K-12 journey. The arts have the power and potential to help our students see the world in new ways and to embrace those multiple perspectives – qualities which are squarely aligned with our vision and plan.

Every elementary school provides each student with one to two enrichment arts classes per week at forty-five minutes per class. Across our schools, we have educators trained to offer the full range of arts disciplines in these classes.

Every comprehensive high school offers a CTE arts, audiovisual, and communication program. Our twenty-six arts programs span photography, video, audio engineering, theater, product design, and ceramics. Participating students are encouraged to follow a course sequence that includes introductory, intermediate, and advanced levels. All of our programs have post-secondary alignment with local community colleges and industry partnerships. Students who complete programs have the opportunity to earn industry-recognized certifications along with exposure to industry equipment and experience.

3. How do you ensure students have access to strong library programs?

Every elementary school has a library staffed by a certified library media specialist. We require that all elementary students receive at least one enrichment period with the specialist each week. Library visits may focus on reading engagement, or lessons driven by the Oregon School Library Standards. Specialists have also been trained in our new English Language Arts curriculum so they can supplement and support the knowledge-building themes students learn in their core classrooms.

The PPS Core Program Guide outlines the staffing requirements for libraries, including a minimum of 0.5 FTE for comprehensive middle schools and K-8 schools. While library programming varies, it aims to inspire students to become lifelong readers, teach Oregon School Library Standards for accessing and using information, and support core content educators. Our middle grades libraries serve the distinct developmental needs of middle grades students by providing both scheduled and free-time access.

All PPS high school libraries have a full-time specialist who provides programming focused on independent student information needs and interests, the effective and ethical use of information, and collaboration with classroom educators. Our high school libraries are multifunctional spaces where students can also work independently or with small groups.

In line with our vision and plan, we stock a variety of materials across our libraries that celebrate diverse cultural identities and lived experiences. As we have need and resources to purchase new materials, we seek to expand these resources.

4. How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

We recognize that nutrition, movement, and play are also opportunities to build community, exchange perspectives, and ensure students' overall well-being.

For our youngest learners, our core program requirements allow flexibility in meeting students' nutrition and movement needs. In our PreK classrooms, students eat family-style meals with the guidance and support of staff. Indoor and outdoor movement and play are incorporated into the learning day. Kindergarteners through fifth graders have a minimum of twenty minutes to eat lunch and a minimum of ten minutes for breakfast, after they have been served. Students also have mid-morning or mid-afternoon snack breaks and two recesses per day, for a total recess time ranging from thirty-five to

forty minutes. Our PE teams also provide resources to support structured movement breaks in the classroom during instructional transitions.

At our secondary sites, students have five-minute passing periods and thirty-minute lunches which provide students access to nutrition, stretching, movement, and social interaction with their peers. Physical education classes are required for two semesters, but students have a choice between six options: physical education, group fitness, strength and conditioning, cardio and core conditioning, lifetime fitness, and mind and body. These options follow district scopes and sequences, and they are aligned to the state physical education standards. Students also have movement opportunities if they take theater and dance classes.

5. Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Our PreK-12 curricula are built around knowledge-building content themes organized into a project-based learning approach that emphasizes critical thinking, inquiry, and cross-disciplinary content, so our educators intentionally weave scientific themes (such as “the heart”) through reading, writing, speaking, and listening instruction.

Our PreK-2 classrooms now have one device for every two students and our 3-12 classrooms now have 1:1 device access. This enables educators to both supplement and provide access to the core curriculum across all content areas. 1:1 devices have also helped facilitate collaboration among students by allowing them to work together on projects in real-time, share information, and exchange ideas. This has led to a deeper understanding of STEAM concepts and has promoted critical thinking and problem-solving skills.

Math is problem-based and built on the principle that all students can learn STEAM. Students build on their current understanding of math, their lived experiences, and the world around them as resources for problem-solving. Rich problem-based learning activities invite students to build on their facets of understanding and share their knowledge and sense-making across content areas with other students through carefully crafted instructional routines. Students use 1:1 devices to create videos, podcasts, or interactive presentations that demonstrate their understanding of concepts.

For some schools, we are embarking on a master schedule redesign process that allows for more access to electives, including STEAM opportunities. Additionally, our newly adopted curriculum is hands-on and explores real-world problems through the processes of critical thinking and inquiry.

6. Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Our curriculum adoption process is rigorous and inclusive, and aligned with ODE’s adopted curricula, our vision, and our Strategic Plan.

Our process begins with a scope and sequence based on state and national standards. All our curricula are standards-aligned. Content leads from PPS’s Central Office assemble an adoption committee that consists of teachers, school-based administrators, and specialists. Using best practices in the field,

committee members develop a rubric to evaluate instructional materials. This rubric may take different forms, but it will always include state and federal standards, and racial equity and cultural relevance criteria.

We apply our rubric to ODE’s adopted curricula and identify which options meet our criteria; we then crosswalk this list with EdReports to select the highest rated curricula. In some cases, curricula may not meet the needs/standards of PPS. When this happens, we pursue an independent adoption process based on ODE’s guidelines. That independent process will use the same rubric to ensure both standards and values alignment. Curricular options are then narrowed based on the rubric, material review, and interviews after field testing. During field testing, students, community members, and families are invited to review and rate materials through community events and presentations.

Supplemental curricula are reviewed after we adopt base curricula. This ensures that supplemental materials support the new curricula. Supplemental materials are reviewed in a similar process as base materials.

7. Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

We believe that grade-level standards-aligned instruction – braided with racial equity strategies – will ensure the conditions necessary for equitable and engaging classroom instruction for every student.

As described in our Plan, we have adopted new highly-rated and standards-aligned curricula. We are confident that it lays a foundation for intentional, engaging, and challenging teaching, and we’re currently training our educators to ensure that happens.

New curricula are anchored to our new [instructional framework](#), which defines our vision for high-quality teaching and learning. This framework aligns grade-level standards with our district's [racial equity and social justice standards](#), and our Office of Teaching and Learning collaborates with our Office of Racial Equity and Social Justice to provide professional development. In implementing the instructional framework, district administrators, school leaders and instructional specialists observe classrooms, record data, and reflect on data as part of a district-wide process to improve classroom instruction, tighten alignment with standards, and improve our cultural responsiveness.

All schools also have School Continuous Improvement Plans (SCIPs). SCIPs are reviewed three times each year, with Area Senior Directors and Senior Leadership providing feedback. All SCIPs address instructional goals but must also include how our staff can continue growing as racial equity leaders.

8. How will you support, coordinate, and integrate early childhood education programs?

We recognize that an early love for learning is crucial to future successes. We are grateful to Multnomah County voters for supporting PreSchool for All and we hope to build on that foundation as the program matures. Currently, we offer and support forty-nine PreK/Head Start classrooms at thirteen different sites. Next year, we will add two more classrooms and one additional site.

Our Early Learners department supports high-quality teaching and learning in these spaces. Professional learning and professional learning communities align our programs internally and with our instructional

framework, and help us to implement curriculum. Since many of our programs are grant-funded, our Early Learners department provides technical support to ensure compliance with grant requirements. They also provide instructional coaching, including site-based leadership coaching. Finally, they connect families with resources and support community engagement.

We have also built a robust and inclusive PreK through third grade advisory council over the past four years. This council guides our vertical alignment across spaces, and it has helped us analyze and improve our kindergarten transition process. Kindergarten Innovation Cohorts are perfect examples of the Council's work. These site-based cohorts support our kindergarten educators developing creative approaches to teach our rigorous standards-based curricula using developmentally-appropriate practices.

9. What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

As reflected in our Needs Assessment and Plan, our transition strategies center racial equity, and recognize that focal student groups need distinct support as they progress from one learning space to the next.

We offer rising ninth graders a summer program we call "Leap into Ninth Grade." The program pairs students with their new teachers and peers during the summer before they start high school. The curriculum celebrates lived experiences as valid forms of knowledge, embraces multiple ways of knowing, and encourages students to recognize their distinct learning processes. These elements reflect our community's vision for our graduates and nurture students' senses of belonging, safety, stability, self-efficacy, and agency.

As students begin their ninth grade year, they are assigned to Student Success Teams. Each team has at least three interdisciplinary teachers who work together to review student data, and identify supports and instructional strategies to improve student outcomes.

For postsecondary transitions, students rely on career coordinators, college coordinators, and counselors to ensure they encounter a variety of postsecondary opportunities. Career coordinators expose students to career options, developing partnerships with community and local businesses that help students develop postsecondary plans. College coordinators, counselors, and their support team – including ASPIRE mentors, Near Peer mentors, and/or community partners – assist students with financial aid, college applications, and other college-related activities.

We also partner with Portland Community College to host a Bridge program. That program has two goals: decrease "summer melt," and jumpstart the college application process for incoming twelfth graders.

10. How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

As articulated in our Needs Assessment, we aim to close persistent, unacceptable achievement gaps between White students and Students of Color. Our Research and Assessment team works with our

educators, school staff, school leaders, and Office of Student Support Services to continually reevaluate how we identify and support students' needs.

PPS provides multi-tiered systems of support (MTSS) and a continuum of instructional support. MTSS focuses on the whole child, supporting academic learning while addressing behavior, social-emotional needs, and attendance. We identify equitable, evidence-based instruction, intervention, and assessment practices to ensure that every student receives the support they need. To that end, our comprehensive assessment includes universal screening, diagnostic assessment, common formative assessment, benchmark assessment, and summative measures.

Within the MTSS framework, PPS dedicates time for professional learning communities. These meet regularly to collaborate around standards-based instruction, common assessment, learning progress, and learning response. Through these communities, educators collaboratively strategize how they can best meet students' needs.

11. What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

There are multiple pathways to support students who exceed standards. Our TAG Department (Talented and Gifted) leads this work in collaboration with many departments, such as our Student Supports and Services, English Language Development, Racial Equity and Social Justice, and Visual and Performing Arts. Together, they work to identify gifted students from underrepresented groups. They look at academic and intellectual ability, but are also developing processes for identifying giftedness in leadership, creativity, and the arts.

At all schools, weekly grade-level Professional Learning Communities (PLCs) use the DuFor Four Questions to drive their work. One of these is, "How will we extend the learning for students who are already proficient?" This means that every week, our educators are pausing to consider how they can extend learning for our brightest students. As part of our TAG services, we provide educators with learning resources and training to differentiate and accelerate students aligned with our new curricula. Individual TAG plans are also available to support continued academic growth.

There are structures and procedures in place for students to accelerate a whole grade starting at the end of kindergarten. We offer single subject acceleration in mathematics and, like other districts across the country, are currently reviewing how to best sequence math concepts to accelerate students without missing key concepts. As students progress into middle and high schools, various advanced pathways are built into the course catalog. All high schools offer Career Technical Education and a variety of Dual Credit, Advanced Placement, or International Baccalaureate courses.

CTE FOCUS

- 1. How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?**

At PPS, career exploration begins as eighth grade students prepare to enter high school. In hopes of getting eighth graders to enroll, CTE programs provide career exploration opportunities. Program representatives showcase their programs at eighth grade nights, offering potential students access to teachers, examples of student work, and details about each program. Middle school counselors also participate in an after-hours program called Cheers to Careers, which informs them about the CTE programs available to their students at the high school level. CTE programs also facilitate special programs where eighth graders meet professionals from a variety of industries and learn about those careers.

During their enrollment, students benefit from a close working relationship between each high school's CTE programs and their career center staff. Districtwide, our speakers bureau provides in-classroom presentations from industry professionals, and we also support a Career Expo. Students undergo mock interviews, participate in informational interviews, and attend career-focused events. During the summer, students can participate in a paid experience through our Summer Works program, and we support internships and mentorships both in the summer and during the school year.

2. How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

As a starting place, we would reiterate what we do to ensure all students know about CTE course offerings and programs. That includes showcasing at eighth grade nights, creating hands-on demonstrations that showcase courses, writing personal invitations encouraging specific students to enroll, and engaging with middle grades counselors to raise awareness of program offerings. Each campus's course catalog highlights CTE courses and programs, and one-page program portraits share information about each specific program. Those portraits highlight specific educators and their industry experience, describe some specifics about the current school year, and showcase exemplary student work.

As referenced above, each high school site has a Career Coordinator that works with a caseload of focal students and provides them with individualized career related experiences based on their interests. Coordinators work with business or industry leaders of color to host student experiences. Examples of this include site visits, job shadows, and internships – all for students from focal groups.

We're also working to grow enrollment from focal groups. The College & Career Readiness team has hosted listening sessions for focal group families across the district. During these listening sessions, we present families with information about the course offerings – both general coursework and CTE programs. We also inquire about their distinct needs and desires for future programming. We've learned that students and families are often unaware of the many college and career activities, events, and other opportunities being offered.

3. How are you providing equitable work-based learning experiences for students?

In line with our community's vision, values, and our strategic plan, we aspire to eliminate district-wide opportunity gaps in career learning for underserved students.

We particularly prioritize racial equity when planning work-based learning (WBL) experiences. We vet each WBL partner to ensure they share that priority and are committed to upholding it in their work with

us. Internally, we make sure there are a plentiful variety of WBL opportunities during the school day and, as often as we can, we provide transportation and arrange compensation. These elements eliminate three barriers that might otherwise inhibit participation.

These themes arose in recent months as we engaged focal students and families to learn how we could best provide them with WBL opportunities. We anticipate continuing to work with industry partners and CTE teachers to expand WBL experiences within our classrooms.

Career Coordinators are also collaborating with PPS's Partnerships Manager to develop WBL experiences that reflect focal students' interests and prioritize their participation. Career Coordinators have surveyed focal students, and they have then aligned student interests with WBL partners. We track participation through a platform that allows us to monitor the race and gender of students who are participating in WBL experiences, which in turn enables us to provide more targeted opportunities across the district.

4. Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

In previous answers, we've spoken about how we ensure all students have a well-rounded education. Guided by our vision, we adopt processes that are student-centered and trauma-informed, and learning materials that promote inquiry, exploration, and critical thinking. We encourage older students to take responsibility for their own learning and begin making connections between their schools and their community. And whether general or CTE, our learning environments aspire to be inclusive, participatory, motivating, and positive.

Within this framework, we believe skills will improve through high-quality teaching and learning. To ensure that, we have created a mentoring program for our new CTE educators. Participating educators receive observations, feedback, and curriculum support from CTE Teachers on Special Assignment.

We also hold our CTE students to rigorous well-rounded standards. As a part of their CTE programs, students are assessed on their technical skills on standards that are pegged to industry-standard skills and knowledge. Each PPS high school offers a variety of CTE dual credit classes where students can earn high school and college credit simultaneously. Dual credit courses include Health Sciences, Multimedia, Computer Science, Automotive Service Technology, Computer Applications Systems, Welding, Building Construction Technology and more. Students in these courses are considered college students and are therefore able to use the resources and supports offered by the college.

5. What activities will you offer to students that will lead to self-sufficiency in identified careers?

We recognize that the best people to judge how our students can become self-sufficient are those already doing the work. For that reason, we have accelerated access to Industry Recognized Credentials (IRCs) in our CTE programs. IRCs derive from real professionals and allow students to demonstrate that they have the knowledge and skills to be successful in specific work. We aspire to extend this across all career-focused programs and to help our students build upon essential employability and career skills.

We also have a number of active Career and Technical student organizations across PPS. These groups are student-led and driven, providing students a venue to develop the self-sufficiency traits they will need to thrive in their post-secondary pathway of choice. For example, our students participate in Oregon DECA, a Business and Management organization that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management. DECA challenges our CTE students' use of on-the-job experience while emphasizing academic and vocational excellence. These competitions demonstrate a direct relationship between education and the needs of business and industry, giving students a sense of their own competency that extends beyond a grade or test result.

6. How will you prepare CTE participants for non-traditional fields?

We intend for all PPS students to learn employability skills that help them to be successful. We know the barriers – educational equity, sexist recruitment practices, perceived gender norms – and we actively train our educators, counselors, and career coordinators to help students overcome them through professional development, role play, and looking at best practices nationally.

Part of ensuring students are prepared to enter non-traditional fields is ensuring they have adequate mentors and role models. As a part of their CTE programs, students regularly hear from industry presenters, and we ensure women from non-traditional fields are well-represented among our speakers. We also provide students with access to mentorship programs in non-traditional fields. The Plumbing, Air, Carpentry, Electrical Mentorship Program, for example, includes women and underrepresented people in construction as instructors.

We study, and will continue to study, to see if we are shifting the gender balance within targeted fields. In recent years we have seen a significant increase in female participation in Computer Science and Engineering Programs of Study.

7. Describe any new CTE Programs of Study to be developed.

Thanks to our school bond measure, we've been able to expand – and anticipate expanding – programs at newly modernized schools. Grant High School's modernization meant it could accommodate more students, and the larger student body wanted to add a new Culinary program. New audio/visual spaces and equipment enable us to add Audio Engineering at Lincoln High School, along with a Construction program that utilizes new shop space. Other spatial changes enable us to support a new Mass Communications program at McDaniel High School, a Health Science program at Roosevelt High School, and an Education at Lincoln High School.

We are also growing our programming in schools that have not yet been modernized. For example, based on student interest and regional workforce trends we are developing Design and Applied Arts and Mass Communication programs at Ida B. Wells. Jefferson High School, a middle college program, is leveraging a secondary partnership with Portland Community College to provide CTE Health Science and Digital Media programs.

Additionally, PPS will actively support schools to develop new programs that align with our post-secondary education partners, or collaborate with business and industry partners. We will continue

to leverage our relationship with local industry experts to analyze regional and national workforce trends. Any new programs will align with ODE’s High Quality Program Rubric.

Engaged Community

(250 words or less per question)

- 1. If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?**

Whether developing our vision, shaping our strategic plan, or checking in with our communities, Portland Public Schools is deeply committed to meaningful, authentic, and ongoing community engagement. We leverage community-based partners, advisory bodies, and existing networks. Many of these are rooted in underserved student populations, and we make a point of approaching these students and their families first. Our work is guided by communications and engagement plans, and we’re constantly reflecting on our practices to incorporate improvements.

This work is not without its challenges. We constantly weigh the right level and format to provide information to all of our communities. We strive to balance and align the timing of engagement and feedback with timing needed to make decisions. We are also continuously evaluating the engagements we request of our community to respect their time while honoring their voices. Coordination is also a challenge, as we’re often working across multiple departments. Securing sufficient program participation is another challenge, as is ensuring we have thorough input from underserved and marginalized communities.

To address these challenges, we’re always improving the information flow between communities and the district. We’re intentional about connecting with focal communities on key decision points and standardizing that through annual, systemic processes. We’re also continually working to improve internal and external partnerships.

- 2. What relationships and/or partnerships will you cultivate to improve future engagement?**

As discussed above, we strive to cultivate deep, trusting, and direct relationships with students and families from focal groups. We build direct relationships through advisory groups at the district and school levels, including the District Student Council and student affinity groups. We bolster these by engaging culturally-specific organizations working with focal student communities – partnerships that include our families, school-based staff, and other Portland Public Schools staff. Our success improves when we have strong and collaborative relationships with all of our stakeholders.

- 3. What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?**

We are immensely grateful that our community, Board, and staff have supported our engagement work. We are also grateful that ODE asks how it, too, can support us.

We believe our engagement efforts would be improved by simple public-facing information about district operations. We often get questions from our community about our district operations and finances. These operations require a degree of information literacy which favors dominant populations, who are adept at navigating systems. ODE could design and distribute resources that clearly and simply explain school district processes. ODE could also provide foundational information for things like the State School Fund, education laws, and state grant funding.

For our continuous improvement efforts, we would like to develop a more cohesive annual planning process so that we might better incorporate community engagement data into our decision-making. This would require us to have access to more highly trained data engaged professionals available throughout the district. More timely communication from ODE regarding requirements, processes and data are critical components for enhancing our district's improvement efforts in this area.

4. How do you ensure community members and partners experience a safe and welcoming educational environment?

How we treat our community members is crucial to our success as an educational institution.

To ensure all PPS learning spaces are positive, safe, and welcoming, our schools have incorporated strategies within their School Choice & Improvement (SCIP) goals. Additionally, all of our schools maintain a school site council that includes community members, which reviews and updates improvement goals and strategies. We also regularly survey our community on their perceptions about school safety and inclusivity. Our schools use this data to create their SCIP goals and strategies.

Every community-wide communication is translated into our six most commonly-spoken languages – Spanish, Chinese, Vietnamese, Russian, Somali, and English – and schools translate school-wide messages based on the language needs of their community. When a community experiences a particular crisis, we remind community members of anonymous reporting methods and the array of support services available to them.

We are also very cognizant as a district that our students and communities desire staff who look like them and reflect the community they live, learn, and work in. Our HR team integrates racial equity language into each posting, implements consistent screening to increase the probability of candidates of color moving forward, and uses a scoring matrix that increases the racial and linguistic diversity of applicants. These changes have resulted in hiring Letter-of-Intent cohorts that are roughly 50% candidates of color. We're also proud recipients of a Wallace Foundation grant to create a racial equity centered principal pipeline – so that our schools are also led by people reflective of our communities.

5. If you sponsor a public charter school, describe their participation in the planning and development of your plan.

There are four district-sponsored and two state-sponsored charter schools included in the district's application. A fifth district-sponsored charter school, KairosPDX, elected to apply independently for Student Investment Act (SIA) funds.

The six charter schools in this application are partially administered by the district. This means that the district passes through SIA funds and provides broad fiscal and monitoring oversight, but each charter school maintains its own SIA plan and budget. These schools' SIA activities align with the outcomes and strategies you'll find in our application. Where applicable, PPS actively engages with all charter leaders – district-sponsored or state-sponsored – to administer SIA funds, including coordinating budgets and aligning strategies.

The four district-sponsored charter schools' have also engaged their school communities to inform their SIA plans. **Portland Village School** surveyed families and staff to inform SIA investments. The survey was sent out through email and in their newsletter. **Le Monde** solicited feedback with a survey, focused discussions, and during open public board meetings. **Portland Arthur Academy** solicited feedback through a survey, family listening nights, and direct phone calls to families. And finally, **the Emerson School** solicited feedback through a survey, community meetings, via email, and during board, teacher, and staff meetings.

6. **Who was engaged in any aspect of your planning processes under this guidance?**
(Check all that apply)

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth

- Community leaders
- Other _____

7. How were they engaged?

(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

1. [Forward Together PPS Strategic Plan](#) Community Engagement Process (pages 10-11)
2. [Instructional Framework Implementation RESJ Partnership Outreach](#)
3. [Memo on Community Engagement on PPS Investments](#)
4. [Successful Schools Survey](#) Overview
5. [High School Success and CTE Family Listening Session](#)

1. Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

As addressed in our Needs Assessment and Plan, Portland Public Schools has undergone a multi-year plan to engage our community, identify a shared vision for our graduates, and articulate a plan to actualize that vision. The artifacts we’ve uploaded represent key points along the way. They demonstrate successful engagement with in diverse stakeholders. Reading across these documents, you will see that our values, vision, and plan align with our budget investment decisions. You will also see a growing understanding of what’s needed for student well-being and safe, welcoming, and positive learning spaces. Finally, these artifacts collectively demonstrate alignment between our community’s needs and both high school supports and CTE investments.

2. Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Our first strategy is focus groups. After returning to in-person learning, PPS hosted a number of focus groups with English Language Learners and Students of Color. We wanted to hear from students directly about their challenges and successes during remote learning and what their experiences had been with CTE learning. This feedback helped to inform the kinds of support students needed and how to improve the career opportunities available to them. This strategy fell on the Consult and Involve spectrum.

A second PPS strategy – also on the Consult and Involve spectrum – has been listening sessions. This winter, for example, PPS hosted listening sessions with Latinx, Pacific Islander, and Native students and families at Franklin and Roosevelt High schools to discuss labor market data, CTE programming, and college level opportunities. The sessions gave us a better understanding of families’ awareness of our current efforts. Families were able to ask questions and let us know how we could better communicate with them about the High School Success Plan investment in CTE and college-level coursework. Families encouraged us to continue to reach out through mailings, phone calls, and collaborations with our culturally-specific partners, including our racial equity and social justice partners.

3. Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

We have found that surveys are an effective strategy for engaging staff. In winter 2022, PPS partnered with a third party to survey principals on district investments and other factors that must be in place to support our goals. Our plan was to to better understand the current practices and opportunities that support school leaders, teachers, and personalized time and attention for students. Principal feedback from this survey has been and will continue to be used internally to support decision-making. This strategy fell on the Consult and Involve spectrum.

In Spring of 2022, a Design Team of central office leaders led a process to develop a new integrated instructional framework centered around Educational Equity. The team engaged a variety of stakeholders to draft teacher and student indicators across the four components - Grade Level and Standards Align, Culturally Affirming, Deeply Engaging, and Data Driven. An Advisory Group consisting of over 100 members, including students, community members, teachers, instructional coaches and specialists, building leaders, and central office leaders, met to provide input about evolving drafts of the framework finalized in June 2022. During the 2022-23 school year, the Advisory Group has continued to provide feedback about implementation of the framework and develop additional resources, including a Developmental Continuum that backwards maps the PPS Graduate Portrait. This process is also aligned with the Consult and Involve engagement spectrum.

4. Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Throughout this application, and especially in our Needs Assessment and Plan, we have addressed what we've learned from our community, which, in our thinking, always includes our staff. Our community gave us our vision, shaped our Strategic Plan, and informed our curricula adoption and instructional framework. They have enriched our CTE offerings, identified holes in our programming, and – crucially – helped us advance toward achieving a learning environment of greater racial equity and social justice. We hope and believe the connection between community input and our planning is evident throughout our application.

Several concrete examples from recent years illustrate this linkage. Our community asked us to stabilize classroom sizes and, last year, we used pandemic relief dollars to ensure staffing ratios remained the same. Community feedback indicated a desire to grow visual and performing arts programming, and we have created a Master Arts Education Plan that will do this comprehensively and equitably. Our community told us we needed to grow our multi-tiered systems of support, and we've done that. Likewise, our school leaders asked us for a funding structure that would allow them to make direct investments, and we'll be piloting that next year.

CTE FOCUS

1. How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Any expansion begins with centering and engaging students – especially underserved students – to get a sense of their interests and identify relevant experiences. We've surveyed families and held focus groups to understand this better. We've also stated a key area for expansion: growing the number of Work-Based Learning opportunities for focal student groups.

WBL opportunities are defined by the state as “structured learning in the workplace or simulated environment that provide opportunities for sustained interactions with industry or community professionals that foster in-depth, first-hand experience of the expectations and application of knowledge and skills required in a given career field.”

In order to meet the rigorous state-defined threshold – and armed with data from focal groups –PPS Partnerships Managers actively engage with local and regional employers. They host and attend business-community events, partner with Portland Business Alliance and other industry groups, and work closely with employers throughout the year. These targeted efforts lead to expanded and improved WBL opportunities that are relevant and meaningful for both students and employers.

A recent example is the internship program we're piloting in high-demand fields with Worksystems. These internships provide paid experiences for the students who will complete 200 hours by the end of the school year. Student internship programs include the McDaniel High School partnership with Worksystems, the partnership with PPS to create video content for CTE programs, and the project with OHSU where students are learning about surgery department careers and performing a research project based on OHSU services for underserved communities.

Affirmation of Tribal Consultation

1. If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

(250 words or less per question)

- 1. How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**

A foundational goal in our Strategic Plan is to intentionally recruit, hire, develop, and support a diverse workforce. These efforts are currently underway and include analyzing our current culture, processes, policies and systems; deepening our understanding of the current and ideal employee experience; and implementing inclusive and equitable processes, practices, and accountability systems. At the same time, we are thoughtfully leveraging our existing programming and professional development such as our Grow-Your-Own career pathway programs, Racial Equity-Centered Pipeline Initiative (partnership with the Wallace Foundation), a comprehensive approach to teacher professional learning, monthly professional learning for administrators, and coaching/mentoring for new educators.

In addition to investing in the workforce broadly, there is an urgent need to hire more educators of color, including multilingual individuals, who bring a range of benefits to students, schools, and the community. PPS is investing in recruiting and retaining diverse educators by focusing recruitment strategies, retention bonuses, and personalized professional learning opportunities on educators of color and hard-to-fill positions who serve our students furthest from educational justice. Currently, we are aligning our recruitment and retention strategies for educators of color with national best practices and creating a shared recruitment framework that includes a vision, metrics, and an implementation plan for future years. This will include increasing our social, emotional, and wellness programs and supports, as well as culturally affirming support for educators of color.

- 2. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?**

Every student deserves a high-quality and equitable learning experience – and for the focal students addressed in the question, effective education is imperative. We ensure our educators can deliver this by providing ample professional learning opportunities. Our professional learning communities and student intervention team meetings also monitor student progress and identify instructional strategies to support focal students. These spaces invite particular attention to the distinct needs experienced by the focal groups named in the question.

In PPS, we gauge high-quality teaching and learning using, in part, the Danielson Framework and our Instructional Framework. Consistent, specific, and timely feedback are critical for all teachers, but especially our new or less effective teachers. School administrators are consistently in classrooms observing and providing feedback, which informs summative teacher evaluations in accordance with best practices and our labor partner contract.

We also seek to address disparities through targeted support. Sixteen Learning Acceleration Instructional Specialists, for example, help close achievement gaps of Black and Native American students at seventeen prioritized schools. These licensed educators provide direct support to students in third-grade reading, fifth-grade math, and ninth-grade readiness. Educators also provide high-dosage tutoring three times a week to groups of no more than four students at 23 priority schools. These educators provide Tier 3 services that support foundational literacy skills and algebra readiness for high school. Finally, challenging focal group students by enrolling them in advanced coursework is likewise a crucial piece of this puzzle.

3. How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

PPS believes that each of our students is brilliant and talented, and capable of learning, growing, and achieving. With this as our starting point, our job is to shape discipline policies that unlock each student's full potential. Our discipline data shows that, for years and years, Black, Native American, and other students of color have been referred out of class significantly more often, and special education students have also been disproportionately disciplined.

To address these disparities, we've overhauled our discipline system. PPS's [new administrative directive on student conduct and discipline](#) corresponds to the updated 2022-2023 [Student Rights, Responsibilities, and Discipline Handbook](#) and aligns with [Board Policy](#).

Together, these documents identify that the following strategies to reduce the need for disciplinary actions:

- Culturally-responsive positive behavioral supports
- Transformative Social Emotional Learning
- Restorative Justice
- Trauma-informed strategies
- Family engagement
- Culturally relevant instruction

These strategies center individual students' needs. Within a tiered system of support and aligned with transformative social-emotional learning, these strategies focus on community and relationships, and on repairing harm through inclusive processes that engage all stakeholders. Our aim is to shift the focus from punishment to proactive learning, and from a focus on the individual to the community.

In this work, PPS provides professional development to all our educators on addressing root causes of behavior. We want our educators to respond as quickly as possible once harm occurs to restore the community and the relationship. In addition, schools are provided training on the Student Intervention Team process.

4. How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Professional learning is a continuous improvement cycle and grounded in data. Schools, district leaders, and teacher professional learning is in alignment with our roadmap to educational equity focusing on curriculum adoptions and the Instructional Framework. Data is used in a variety of ways to align the professional growth and development of the schools, teachers, and district leaders.

Teachers have a comprehensive professional learning plan consisting of thirty 90 minute staff meetings throughout the school year, weekly PLC meetings, and six full-day opportunities (three summer institute days and three embedded days). After every teacher professional learning event, teachers complete session surveys providing qualitative feedback that is analyzed by the facilitators and transparently shared with participants to make adjustments to future learning. Professional learning sessions have core learning that can be made visible by classroom observations. Assessments such as iReady Diagnostic, MAP, and OSAS provide quantitative student data to determine professional learning next steps.

District leaders participate in monthly professional learning sessions focused on instructional coaching grounded in observation and feedback cycles, which include instructional rounds. Similar to the teacher professional learning sessions, surveys are provided to participants around a key set of questions and adjustments are transparently shared with participants in future sessions. Learning Walks are scheduled quarterly with several stakeholders with the sole intention to observe growth in curriculum implementation. This observation data is shared with school leaders as a continuous improvement data point for professional learning and curriculum implementation.

5. How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

The Comprehensive Coaching Framework consists of continuous improvement cycles: plan and prepare, implement and assess, and analyze and reflect. The Comprehensive Coaching Framework is used by central office leaders, instructional coaches, and school administrators.

This framework is grounded on the research-based approach of the Dufour Critical Questions: What do we want all students to know and be able to do? (plan and prepare); How will we know if they learn it? (implement and assess); How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? (analyze and reflect).

An example of planning and preparing is having teachers unpack units and lessons during PLC time and Cadres (staff meeting time) in order to prepare for high-quality classroom instruction. Within implementing and assessing, teachers model the lessons they have prepared and instructional coaches and administrators observe their instruction and provide feedback using the 5Ps+C observation and feedback tool.

The 5Ps + C model is a framework for a debrief conversation after an observation where the observer will share feedback: Praise, Probe, Prioritized Action Step, Practice/Plan, and Close-Out. During the analyze

and reflect section, teachers analyze student learning data to determine instructional moves in the future. This cycle continues throughout the year in order to improve teaching and learning.

Central office leaders, instructional coaches, and school administrators receive ongoing professional learning on the Comprehensive Coaching Framework throughout the school year.

6. What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

The PPS continuum of supports for at-risk students includes specific strategies for prevention and intervention, as well as systems of response. As a Multi-Tiered System of Support (MTSS) district, PPS provides a continuum of student-centered supports that fuel academic growth and achievement as well as address behavioral and social-emotional needs and attendance issues. The new Instructional Framework for Educational Equity is focused on data-driven, culturally affirming, and deeply engaging instruction and learning in our classrooms. This, combined with high-quality instructional materials and professional learning, will have a significant impact on student engagement and behavior.

Two key structures of our school-based MTSS framework are Student Intervention Teams (SIT) and Professional Learning Communities (PLCs). SIT teams are versatile, and participants vary by school. Academic interventionists, site support specialists, student success staff, counselors, school psychologists, school social workers, QMHPs, school administrators, and classroom teachers make up these teams. Students who are supported by SIT teams are recommended when they show signs of struggle in one or more identified areas. PLCs are grade- or subject-specific small groups of educators who meet regularly to discuss shared students and educational practices.

PPS also prioritizes mental health supports like school psychologists, social workers, counselors, QMHPs, CADCs, student success advocates, and mental health and culturally specific contracted community partners. Additionally, PPS invests in attendance and family engagement supports for student success.

7. How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

In planning these transitions, we center students and their experiences. The cornerstone of a successful transition is providing the student opportunities to experience their future educational space. We have tight vertical alignment between students' current spaces and the spaces they will enter. That includes ensuring staff are communicating and working together.

Guided by these broad principles, we make specific provisions for each transition. As noted earlier, our prekindergarten through third grade advisory council helps us analyze and improve student transitions to kindergarten and our eighth grade Student Success Teams facilitate successful transitions from eighth grade to high school. Site level teams support students through forecasting, high school options process, and social-emotional lessons.

All 9th grade students are part of Student Success Teams, which are composed of communities or academies. Each team has at least three interdisciplinary teachers who share a common release time to review student data and discuss supports and instructional strategies.

Leap into 9th Grade, a summer bridge program, prepares students to excel in high school and get a head start working with their new teachers and peers in the summer for four weeks. The program embraces multiple ways of knowing and acknowledges funds of knowledge. The program individualizes learning experiences, and students receive a 0.5 high school elective credit upon successful completion.

We also partner with Portland Community College to host a bridge program to decrease summer melt and a summer Jumpstart program for incoming 12th grade students to be ready for college applications and deadlines.

Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized
[PPS Racial Equity and Social Justice Lens](#)
- Community Engagement Artifacts
 - a. [Forward Together PPS Strategic Plan](#) Community Engagement Process (pages 10-11)
 - b. [Instructional Framework Implementation RESJ Partnership Outreach](#)
 - c. [Memo on Community Engagement on PPS Investments](#)
 - d. [Successful Schools Survey](#) Overview
 - e. [High School Success and CTE Family Listening Session](#)
- DRAFT Longitudinal Performance Growth Targets (and any optional metrics) NOTE: To be finalized in collaboration with ODE and presented to the Board when the Grant Agreements are executed.
- [Affirmation of Tribal Consultation](#)
- District-sponsored Charter School Plans
 - Emerson School: [Integrated Plan & Budget](#), [District Charter Program Agreement \(DCPA\)](#)
 - Le Monde French Immersion Public Charter School: [Integrated Plan & Budget](#), [DCPA](#)
 - Portland Arthur Academy: [Integrated Plan & Budget](#), [DCPA](#)
 - Portland Village School: [Integrated Plan & Budget](#), [DCPA](#)
- State-sponsored Charter School Plans

- Cottonwood School of Civics and Science: [Integrated Plan & Budget](#), [DCPA](#)
- The Ivy School: [Integrated Plan & Budget](#), [DCPA](#)

Assurances

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

START HERE

Select your institution from the drop down list to the right: 2180-Portland SD 1J

Please provide contact information for the person completing this budget

Name	
Phone	
Email	

Tab 2 - Planning - PPS IGG Crosswalk



Portland Public Schools

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

IGG Investments by PPS Theme, Strategic Outcome, and Goal

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	PPS Goal (IGG Plan Strategy)	CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
Racial Equity and Social Justice	Transform Structures for Racial Equity	We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.	RE-A1	Disrupt racial inequities by applying the PPS RESJ Lens to analyze and interrogate high-leverage system change opportunities, including policies, processes, and resource allocation.						Outcome Activities on Budget Tabs
			RE-A2	Every educator can articulate their role and responsibility within the RESJ Framework and Plan and understand how it fits within their work as reflected in their professional goals, published teamwork plans, and quarterly reviews.						
			RE-A3	In service of board goals, the RESJ Advisory Council supports the implementation of the RESJ Framework and Plan to ensure that the district measures, monitors, evaluates, and acts to track progress toward equitable student outcomes.						
	Cultivate a Culture of Racial Equity and Care	We are cultivating the conditions for an organizational culture of racial equity and care to collectively bring about meaningful change.	RE-B1	Develop and implement RESJ professional learning and school site supports aligned to the RESJ PD Framework and the Professional Learning Master Plan. This is done in collaboration with school teams, departments, and external partners so the entire system is engaged in continuous RESJ learning and improvement.						
			RE-B2	Engage meaningfully with students, families, and community leaders through intentional and inclusive partnership and collaboration with culturally specific, multiracial partners and community, and in coordination with our Community Engagement team. Implement RESJ strategies in every school and department to meet the needs of students and families.				X	X	
	Plan the Center for Black Student Excellence	A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.	RE-C1	A robust and detailed community, student, and stakeholder engagement plan, developed in coordination with our Community Engagement team, is reviewed, vetted, and approved.						
			RE-C2	Our community- and student-focused engagement process produces a vision and mission, and a comprehensive plan that outlines educational outcomes, partnership needs/development, physical space needs, oversight, and responsibility.						
			RE-C3	Create and implement a plan to hire, train, and promote educators, and others, who reflect the cultural and racial diversity of our student demographics.						

Tab 2 - Planning - PPS IGG Crosswalk

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	PPS Goal (IGG Plan Strategy)	CSI/TSI	CTE	EIS	HSS	SIA	ACTIVITIES
Inclusive and Differentiated Learning for Every Child	Develop an Integrated Instructional Framework	Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.	ID-A1	Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.						
			ID-A2	Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.				X		
			ID-A3	Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.	X			X	X	
			ID-A4	Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.						
	Design Learning Experiences that Promote Self-Directed, Future-Ready Learning	Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.	ID-B1	Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a “design guide” that is incorporated into the Integrated Instructional Framework.						
			ID-B2	Support schools at all levels to redesign master schedules centered on learning experiences, and support the implementation of flexible learning experiences K-12.						
			ID-B3	Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.				X	X	
			ID-B4	Develop a comprehensive plan and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.		X		X		

Tab 2 - Planning - PPS IGG Crosswalk

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	PPS Goal (IGG Plan Strategy)	CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
Inclusive and Differentiated Learning for Every Child - CONTINUED	Implement Multi-Tiered System of Supports (MTSS)	Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.	ID-C1	Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.	X			X	X	
			ID-C2	All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.					X	
			ID-C3	All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.					X	
Professional Excellence and Support	Develop a Diverse, High-Quality, Thriving Workforce	We have a diverse, high-quality, thriving workforce that is supported in personal and professional well-being and success.	PE-A1	Implement inclusive and equitable processes, practices, and accountability systems to decrease racial disproportionality of recruitment, hiring, retention, and promotion, prioritizing the growth and development of educators of color in their careers.						
			PE-A2	Increase the health and well-being of every educator by implementing social, emotional, and wellness best practices and supports, including identifying culturally affirming supports for educators of color.						

Tab 2 - Planning - PPS IGG Crosswalk

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	PPS Goal (IGG Plan Strategy)	CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
Embracing Change	Socialize Our Vision and Strategic Plan	We socialize our vision, PPS reimagined, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and create meaning together.	EC-A1	Develop and implement a plan to create opportunities for internal and external stakeholders, especially our students, to make meaning of the vision and the strategic plan, and to understand how they can proactively support, lead, and help us collectively achieve our goals.						
	Establish a System-Wide Project Management Culture and Practice	Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.	EC-B1	Create and implement a shared project management framework with common standards, processes, and tools to monitor and execute the strategic plan.						
			EC-B2	Establish an Enterprise Project Management Office, based on professional industry practice and the unique needs of our environment. The office provides ongoing organizational leadership and staffing toward a consistent, effective project management experience for all educators.						
			EC-B3	Support sites and departments to create action plans aligned with the strategic plan, and develop processes for ongoing coordination of implementation efforts.						
	Embed System-Wide Data-Driven Continuous Improvement Practices	We use data effectively and consistently to drive cycles of continuous improvement that leads to decisions and actions that improve student outcomes.	EC-C1	Strategic plan priorities are being monitored quarterly and publicly reported annually to ensure progress toward our equitable metrics and indicators.						
			EC-C2	A shared model of data-driven continuous improvement cycles has been adopted by schools and departments, and supports for effective implementation are in place.			X			
			EC-C3	The Board of Education, the district, central office departments, schools, and grade-level teams will establish regular cycles of review as part of their continuous improvement process.						
			EC-C4	Strengthen capacity to provide effective instruction that leads to closure of our significant gaps in student outcomes through access to real-time student progress monitoring data, such as formative assessments and other measures.						
			EC-C5	Develop an integrated data-management infrastructure that is responsive and accurate so that effective data-driven continuous improvement practice is supported throughout the district.						
	Indirect					X	X	X	X	X



Portland Public Schools

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG) 2023-2023 IGG Budget

Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type
--		Total Allocation 2023-24:	--	324.33	--
--		Total Budgeted Amounts (Autosum):	--	--	--
--		Unbudgeted (Autocalculate):	--	--	--
Indirect	Indirect	Indirect/Administration	N/A	N/A	N/A
ID-A3	50	Professional development and implementation of curricular resources for K-12	N/A	N/A	N/A
ID-B3	5	Improved FTE ratios for 6th-8th grade electives	N/A	4	General: Multiple subjects teacher (middle/high school)
ID-B3	6	<i>Improved FTE ratios for 6th-8th Grade electives FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)
ID-B3	9	Improved Arts Pathway	N/A	21.75	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)
ID-B3	10	<i>Improved Arts Pathway FRINGE</i>	N/A	FRINGE	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)
ID-B3	13	College/Career Coordinator(s)	N/A	3.5	Supports: Other
ID-B3	14	<i>College/Career Coordinator(s) FRINGE</i>	N/A	FRINGE	Supports: Other
ID-B3	42	Additional Special Education support	N/A	9.38	Special Education (all positions)
ID-B3	43	<i>Additional Special Education support FRINGE</i>	N/A	FRINGE	N/A
ID-B3	54	PK to 3rd grade transition supports and resources	N/A	N/A	N/A
ID-B3	55	Support to promote technology enhanced learning opportunities	N/A	3.2	Other: Other staff position not listed
ID-B3	56	<i>Support to promote technology enhanced learning opportunities FRINGE</i>	N/A	FRINGE	Other: Other staff position not listed
ID-B3	57	Visual & Performing Arts Pathway support	N/A	3	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)
ID-B3	58	<i>Visual & Performing Arts Pathway support FRINGE</i>	N/A	FRINGE	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)
ID-B3	59	Visual & Performing Arts Pathway support and resources	N/A	N/A	N/A
ID-C1	1	Instructional Coaches at identified schools K-5	N/A	21.5	General: Elementary Teacher
ID-C1	2	<i>Instructional Coaches at identified schools K-5 FRINGE</i>	N/A	FRINGE	General: Elementary Teacher
ID-C1	3	Instructional Coaches at identified schools 6-12	N/A	10	General: Multiple subjects teacher (middle/high school)
ID-C1	4	<i>Instructional Coaches at identified schools 6-12 FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)
ID-C1	7	Improved 6th-8th grade class size	N/A	25.9	General: Multiple subjects teacher (middle/high school)
ID-C1	8	<i>Improved 6th-8th grade class size FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)
ID-C1	11	Student re-engagement, transition supports and interventions	N/A	2	Supports: Other
ID-C1	12	<i>Student re-engagement, transition supports and interventions FRINGE</i>	N/A	FRINGE	Supports: Other
ID-C1	17	Improved K-5 class size	N/A	29	General: Elementary Teacher

Budget 23-24



Strategy #	CTE Function Codes	EIIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	--	--	--	--	--	\$1,507,230.32	\$435,070.80	\$130,764.48	\$13,397,922.92	\$36,431,620.00	\$51,902,608.52
--	--	--	--	--	--	\$1,507,230.32	\$435,070.80	\$130,764.48	\$13,397,922.92	\$36,431,620.00	\$51,902,608.51
--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.01
Indirect	2600	N/A	N/A	N/A	690 - Indirect	\$0.00	\$19,212.65	\$5,774.54	\$591,649.82	\$500,000.00	\$1,116,637.00
ID-A3	N/A	N/A	N/A	WRE	31X - Instructional Services					\$900,000.00	\$900,000.00
ID-B3	N/A	N/A	N/A	WRE	111 - Licensed					\$390,108.42	\$390,108.42
ID-B3	N/A	N/A	N/A	WRE	2XX - Benefits					\$99,256.59	\$99,256.59
ID-B3	N/A	N/A	N/A	WRE	111 - Licensed					\$2,121,214.92	\$2,121,214.92
ID-B3	N/A	N/A	N/A	WRE	2XX - Benefits					\$539,707.78	\$539,707.78
ID-B3	N/A	N/A	N/A	H&S	111 - Licensed					\$259,986.45	\$259,986.45
ID-B3	N/A	N/A	N/A	H&S	2XX - Benefits					\$66,149.23	\$66,149.23
ID-B3	N/A	N/A	N/A	H&S	111 - Licensed					\$956,632.65	\$956,632.65
ID-B3	N/A	N/A	N/A	H&S	2XX - Benefits					\$243,399.24	\$243,399.24
ID-B3	N/A	N/A	N/A	WRE	31X - Instructional Services					\$60,000.00	\$60,000.00
ID-B3	N/A	N/A	N/A	WRE	111 - Licensed					\$314,400.00	\$314,400.00
ID-B3	N/A	N/A	N/A	WRE	2XX - Benefits					\$79,994.00	\$79,994.00
ID-B3	N/A	N/A	N/A	WRE	11X - Other Salaries					\$271,979.09	\$271,979.09
ID-B3	N/A	N/A	N/A	WRE	2XX - Benefits					\$69,200.55	\$69,200.55
ID-B3	N/A	N/A	N/A	WRE	460 - Non Consumables					\$478,820.36	\$478,820.36
ID-C1	N/A	N/A	N/A	WRE	111 - Licensed					\$2,218,923.79	\$2,218,923.79
ID-C1	N/A	N/A	N/A	WRE	2XX - Benefits					\$564,568.17	\$564,568.17
ID-C1	N/A	N/A	N/A	WRE	111 - Licensed					\$1,075,292.57	\$1,075,292.57
ID-C1	N/A	N/A	N/A	WRE	2XX - Benefits					273,590.28	\$273,590.28
ID-C1	N/A	N/A	N/A	WRE	111 - Licensed					\$2,525,951.85	\$2,525,951.85
ID-C1	N/A	N/A	N/A	WRE	2XX - Benefits					\$642,686.35	\$642,686.35
ID-C1	N/A	N/A	N/A	H&S	111 - Licensed					\$195,054.21	\$195,054.21
ID-C1	N/A	N/A	N/A	H&S	2XX - Benefits					\$49,628.30	\$49,628.30
ID-C1	N/A	N/A	N/A	RCS	111 - Licensed					\$2,828,286.03	\$2,828,286.03

Budget 23-24

Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type
ID-C1	18	<i>Improved K-5 class size FRINGE</i>	N/A	FRINGE	General: Elementary Teacher
ID-C1	19	Kindergarten Educational Assistants at schools	N/A	11	Other: Other staff position not listed
ID-C1	20	<i>Kindergarten Educational Assistants at schools FRINGE</i>	N/A	FRINGE	Other: Other staff position not listed
ID-C1	25	Targeted supports for schools exiting Title I/CSI/TSI status K-12	N/A	10.28	Supports: Other
ID-C1	26	<i>Targeted supports for schools exiting Title I/CSI/TSI status K-12 FRINGE</i>	N/A	FRINGE	Supports: Other
ID-C1	27	Credit Recovery	N/A	3.01	General: Multiple subjects teacher (middle/high school)
ID-C1	28	<i>Credit Recovery FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)
ID-C1	29	High Dosage Tutoring	N/A	0	N/A
ID-C1	30	<i>High Dosage Tutoring FRINGE</i>	N/A	FRINGE	N/A
ID-C1	36	Tiered RJ/SEL intervention support and development	N/A	4	Supports: Social Emotional Learning (SEL)
ID-C1	37	<i>Tiered RJ/SEL intervention support and development FRINGE</i>	N/A	FRINGE	Supports: Social Emotional Learning (SEL)
ID-C1	38	Intervention tracking resources	N/A	N/A	N/A
ID-C1	39	MTSS coaching and PD support	N/A	2	Supports: Other
ID-C1	40	<i>MTSS coaching and PD support FRINGE</i>	N/A	FRINGE	Supports: Other
ID-C1	41	MTSS coaching PD and curriculum resources	N/A	N/A	N/A
ID-C1	44	Mental Health, Substance Use, Behavioral Health supports	N/A	17.1	Health: QMHP/Psychologist/LCSW
ID-C1	45	<i>Mental Health, Substance Use, Behavioral Health supports FRINGE</i>	N/A	FRINGE	Health: QMHP/Psychologist/LCSW
ID-C1	46	Mental Health, Substance Use, Behavioral Health PD, supports and resources	N/A	N/A	N/A
ID-C1	47	Specialized supports to provide accommodations, crisis response & recovery	N/A	2.75	Other: Other staff position not listed
ID-C1	48	<i>Specialized supports to provide accommodations, crisis response & recovery</i>	N/A	FRINGE	Other: Other staff position not listed
ID-C1	49	Specialized supports and resources to provide accommodations, crisis response &	N/A	N/A	N/A
ID-C2	15	School Counselors	N/A	14	Supports: School Counselor/School Social Worker
ID-C2	16	<i>School Counselors FRINGE</i>	N/A	FRINGE	Supports: School Counselor/School Social Worker
ID-C2	23	School-based Social Workers	N/A	46.5	Supports: School Counselor/School Social Worker
ID-C2	24	<i>School-based Social Workers FRINGE</i>	N/A	FRINGE	Supports: School Counselor/School Social Worker
ID-C3	21	School-based Restorative Justice support	N/A	9	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)
ID-C3	22	<i>School-based Restorative Justice support FRINGE</i>	N/A	FRINGE	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)
RE-B2	31	CBO allocations	Community-Based Organization	N/A	N/A
RE-B2	32	Charter school allocations	N/A	N/A	N/A
RE-B2	33	Charter school equity allocation	N/A	N/A	N/A
RE-B2	34	Student affinity groups and leadership opportunities for students of color	N/A	N/A	N/A
RE-B2	35	RESJ Culturally Specific Community Partnership services	Community-Based Organization	N/A	N/A
RE-B2	51	Supports for Native students	Indian Community-Based Organization	1.44	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)

Budget 23-24

Strategy # (Continued)	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type
ID-C1	91	Freshman Success Team TOSA	N/A	1	General: Multiple subjects teacher (middle/high school)
ID-C1	92	<i>Freshman Success Team TOSA FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)
ID-C1	103	Maintain systems to ensure on-time graduation	N/A	N/A	N/A
ID-C1	104	Support teaming structures for authentic educator collaboration	N/A	0	N/A
ID-C1	105	<i>Support teaming structures for authentic educator collaboration FRINGE</i>	N/A	FRINGE	N/A
ID-C1	107	Improve school climate and reduce chronic absenteeism	N/A	N/A	N/A
RE-B2	114	Expand culturally specific partnerships for focal student groups	Community-Based Organization	N/A	N/A

Budget 23-24

Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type
RE-B2	52	<i>Supports for Native students FRINGE</i>	Indian Community-Based Organization	FRINGE	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)
RE-B2	53	Supports and resources for Native students	Indian Community-Based Organization	N/A	N/A
EC-C2	64	Support the implementation of EWIS software and supports	N/A	0.5	Other: Other staff position not listed
EC-C2	65	<i>Support the implementation of EWIS software and supports FRINGE</i>	N/A	FRINGE	Other: Other staff position not listed
ID-A3	60	Targeted additional PD for TSI/CSI Schools	N/A	N/A	N/A
ID-C1	61	School-based improvement supports at TSI/CSI schools	N/A	1.02	Supports: Other
ID-C1	62	<i>School-based improvement supports at TSI/CSI schools FRINGE</i>	N/A	FRINGE	Supports: Other
ID-C1	63	Non FTE School-based improvement supports at TSI/CSI schools	N/A	N/A	N/A
ID-B4	66	Perkins CTE Program Renewal	N/A	N/A	N/A
ID-B4	67	Perkins CTE Program Advisory Councils, Partnerships & Networking	N/A	0	N/A
ID-B4	68	<i>Perkins CTE Program Advisory Councils, Partnerships & Networking FRINGE</i>	N/A	FRINGE	N/A
ID-B4	69	Perkins CTE Regional PD	N/A	N/A	N/A
ID-B4	70	Perkins CTE Professional Development- Career Coordinator and Work Based	N/A	N/A	N/A
ID-B4	71	<i>Perkins CTE Professional Development- Career Coordinator and Work Based</i>	N/A	N/A	N/A
ID-B4	72	Perkins CTE Site Visits - Best Practices Professional Development	N/A	N/A	N/A
ID-B4	73	Perkins CTE Extended Hours for Curriculum Development, Standards Alignment,	N/A	0	N/A
ID-B4	74	<i>Perkins CTE Extended Hours for Curriculum Development, Standards Alignment,</i>	N/A	FRINGE	N/A
ID-B4	75	Perkins CTE Technical Skills Assessment Expenses	N/A	N/A	N/A
ID-B4	76	Perkins CTE Teacher Licensure and Certification	N/A	N/A	N/A
ID-B4	77	Perkins CTE Equipment expansion and enhancement- software	N/A	N/A	N/A
ID-B4	78	Perkins CTE Equipment expansion and enhancement- hardware	N/A	N/A	N/A
ID-B4	79	Perkins CTE Equipment expansion and enhancement- non-consumable	N/A	N/A	N/A
ID-B4	80	Perkins CTE Equipment expansion and enhancement- consumable	N/A	N/A	N/A
ID-B4	81	Perkins CTE Develop pathways that integrate CTE programs, work-based learning,	N/A	0	N/A
ID-B4	82	<i>Perkins CTE Develop pathways that integrate CTE programs, work-based learning,</i>	N/A	FRINGE	N/A
ID-A2	109	Implement standards based Equitable Grading Practices	N/A	N/A	N/A
ID-A3	108	Provide culturally responsive and sustaining practices PD	N/A	N/A	N/A
ID-B3	93	HS College Coordinators	N/A	10	Supports: Other
ID-B3	94	<i>HS College Coordinators FRINGE</i>	N/A	FRINGE	Supports: Other
ID-B3	95	HS Counselor on Special Assignment	N/A	1	Supports: School Counselor/School Social Worker

Budget 23-24

Strategy # (Continued)	CTE Function Codes	EIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
RE-B2	N/A	N/A	N/A	WRE	2XX - Benefits					\$27,566.00	\$27,566.00
RE-B2	N/A	N/A	N/A	WRE	410 - Consumables					\$0.00	\$0.00
EC-C2	N/A	STF - Staffing	N/A	N/A	11X - Other Salaries			\$99,744.59			\$99,744.59
EC-C2	N/A	STF - Staffing	N/A	N/A	2XX - Benefits			\$25,245.35			\$25,245.35
ID-A3	N/A	N/A	N/A	N/A	Other	\$1,007,230.32					\$1,007,230.32
ID-C1	N/A	N/A	N/A	N/A	111 - Licensed	\$81,382.36					\$81,382.36
ID-C1	N/A	N/A	N/A	N/A	2XX - Benefits	\$20,597.88					\$20,597.88
ID-C1	N/A	N/A	N/A	N/A	8XX - Misc	\$398,019.76					\$398,019.76
ID-B4	2210	N/A	N/A	N/A	31X - Instructional Services		\$10,000.00				\$10,000.00
ID-B4	2210	N/A	N/A	N/A	13X - Addt'l Salaries		\$3,990.10				\$3,990.10
ID-B4	2210	N/A	N/A	N/A	2XX - Benefits		\$1,009.89				\$1,009.89
ID-B4	2210	N/A	N/A	N/A	31X - Instructional Services		\$11,000.00				\$11,000.00
ID-B4	2240	N/A	N/A	N/A	13X - Addt'l Salaries		\$15,960.42				\$15,960.42
ID-B4	2240	N/A	N/A	N/A	2XX - Benefits		\$4,039.59				\$4,039.59
ID-B4	2240	N/A	N/A	N/A	34X - Travel Costs		\$20,000.00				\$20,000.00
ID-B4	2210	N/A	N/A	N/A	13X - Addt'l Salaries		\$39,859.69				\$39,859.69
ID-B4	2210	N/A	N/A	N/A	2XX - Benefits		\$10,140.31				\$10,140.31
ID-B4	2210	N/A	N/A	N/A	31X - Instructional Services		\$10,000.00				\$10,000.00
ID-B4	2210	N/A	N/A	N/A	640 - Dues/Fees		\$15,000.00				\$15,000.00
ID-B4	2210	N/A	N/A	N/A	470 - Comp Software		\$25,000.00				\$25,000.00
ID-B4	2210	N/A	N/A	N/A	480 - Comp Hardware		\$150,000.00				\$150,000.00
ID-B4	2210	N/A	N/A	N/A	460 - Non Consumables		\$50,000.00				\$50,000.00
ID-B4	2210	N/A	N/A	N/A	410 - Consumables		\$40,000.00				\$40,000.00
ID-B4	2210	N/A	N/A	N/A	13X - Addt'l Salaries		\$7,867.01				\$7,867.01
ID-B4	2210	N/A	N/A	N/A	2XX - Benefits		\$1,991.14				\$1,991.14
ID-A2	N/A	N/A	DP PL	N/A	Other				\$100,000.00		\$100,000.00
ID-A3	N/A	N/A	DP PL	N/A	Other				\$270,000.00		\$270,000.00
ID-B3	N/A	N/A	CLO STA	N/A	11X - Other Salaries				\$845,025.51		\$845,025.51
ID-B3	N/A	N/A	CLO STA	N/A	2XX - Benefits				\$215,002.66		\$215,002.66
ID-B3	N/A	N/A	CLO STA	N/A	111 - Licensed				\$104,910.71		\$104,910.71

Budget 23-24

Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type
ID-B3	96	<i>HS Counselor on Special Assignment FRINGE</i>	N/A	FRINGE	Supports: School Counselor/School Social Worker
ID-B3	97	CTE teaching staff at Identified High Schools	N/A	2	Arts (Applied): CTE (Approved Program of Study)
ID-B3	98	<i>CTE teaching staff at Identified High Schools FRINGE</i>	N/A	FRINGE	Arts (Applied): CTE (Approved Program of Study)
ID-B3	99	CTE central office staff (Asst Director, Strategic Partnership Mgr, 2 CTE TOSAs)	N/A	4	Arts (Applied): CTE (Approved Program of Study)
ID-B3	100	<i>CTE central office staff (Asst Director, Strategic Partnership Mgr, 2 CTE TOSAs) FRINGE</i>	N/A	FRINGE	Arts (Applied): CTE (Approved Program of Study)
ID-B3	101	CTE Pathways teacher release time at Identified High Schools	N/A	5.37	Arts (Applied): CTE (Approved Program of Study)
ID-B3	102	<i>CTE Pathways teacher release time at Identified High Schools FRINGE</i>	N/A	FRINGE	Arts (Applied): CTE (Approved Program of Study)
ID-B3	106	Maintain systems to ensure equitable assignment to advanced courses	N/A	N/A	N/A
ID-B3	110	Implement programming to support 8th-9th grade transition	N/A	0	N/A
ID-B3	111	<i>Implement programming to support 8th-9th grade transition FRINGE</i>	N/A	FRINGE	N/A
ID-B3	112	Implement 8th grade on-track systems and college & career programming	N/A	0	N/A
ID-B3	113	<i>Implement 8th grade on-track systems and college & career programming FRINGE</i>	N/A	FRINGE	N/A
ID-B3	115	Provide advanced coursework supports for focal student groups	N/A	N/A	N/A
ID-B3	116	Enhance or expand advanced course curriculum	N/A	N/A	N/A
ID-B3	117	Expand advanced course options and "advanced coursework for all" programs	N/A	N/A	N/A
ID-B3	118	Expand college & career awareness, exploration, and preparation activities	N/A	N/A	N/A
ID-B4	119	Enhance or expand CTE POS instruction	N/A	0	N/A
ID-B4	120	<i>Enhance or expand CTE POS instruction FRINGE</i>	N/A	FRINGE	N/A
ID-B4	121	Enhance and expand CTE POS non-consumable equipment items	N/A	N/A	N/A
ID-B4	122	Enhance and expand CTE POS hardware	N/A	N/A	N/A
ID-B4	123	Enhance and expand CTE POS software	N/A	N/A	N/A
ID-B4	124	Capital outlay for CTE POS for non-bond schools	N/A	N/A	N/A
ID-B4	125	Create real-world hands-on experiences, including work-based learning,	Business/Industry	N/A	N/A
ID-B4	126	Provide interdisciplinary (core+CTE) project based learning PD	N/A	N/A	N/A
ID-B4	127	Provide CTE Industry Recognized Certifications for students	Business/Industry	N/A	N/A
ID-C1	83	Student Attendance Coaches	N/A	12.5	Supports: Other
ID-C1	84	<i>Student Attendance Coaches FRINGE</i>	N/A	FRINGE	Supports: Other
ID-C1	85	Freshman Success Team teacher release time	N/A	16.5	General: Multiple subjects teacher (middle/high school)
ID-C1	86	<i>Freshman Success Team teacher release time FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)
ID-C1	87	Instructional Coach/Freshman Success Team Lead	N/A	12.5	General: Multiple subjects teacher (middle/high school)
ID-C1	88	<i>Instructional Coach/Freshman Success Team Lead FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)
ID-C1	89	Other Support Staff at Identified High Schools	N/A	3.63	General: Multiple subjects teacher (middle/high school)
ID-C1	90	<i>Other Support Staff at Identified High Schools FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)

Budget 23-24

Strategy # (Continued)	CTE Function Codes	EIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
ID-B3	N/A	N/A	CLO STA	N/A	2XX - Benefits				\$26,692.79		\$26,692.79
ID-B3	N/A	N/A	CTE STA	N/A	111 - Licensed				\$204,081.63		\$204,081.63
ID-B3	N/A	N/A	CTE STA	N/A	2XX - Benefits				\$51,925.17		\$51,925.17
ID-B3	N/A	N/A	CTE STA	N/A	11X - Other Salaries				\$442,442.60		\$442,442.60
ID-B3	N/A	N/A	CTE STA	N/A	2XX - Benefits				\$112,572.15		\$112,572.15
ID-B3	N/A	N/A	CTE STA	N/A	111 - Licensed				\$479,591.84		\$479,591.84
ID-B3	N/A	N/A	CTE STA	N/A	2XX - Benefits				\$122,024.16		\$122,024.16
ID-B3	N/A	N/A	DP PL	N/A	Other				\$235,000.00		\$235,000.00
ID-B3	N/A	N/A	DP PL	N/A	13X - Addt'l Salaries				\$129,279.39		\$129,279.39
ID-B3	N/A	N/A	DP PL	N/A	2XX - Benefits				\$32,720.61		\$32,720.61
ID-B3	N/A	N/A	DP MS8	N/A	13X - Addt'l Salaries				\$179,554.70		\$179,554.70
ID-B3	N/A	N/A	DP MS8	N/A	2XX - Benefits				\$45,445.29		\$45,445.29
ID-B3	N/A	N/A	CLO PL	N/A	Other				\$320,000.00		\$320,000.00
ID-B3	N/A	N/A	CLO CUR	N/A	Other				\$200,000.00		\$200,000.00
ID-B3	N/A	N/A	CLO PL	N/A	Other				\$360,000.00		\$360,000.00
ID-B3	N/A	N/A	DP OCG	N/A	Other				\$605,000.00		\$605,000.00
ID-B4	N/A	N/A	CTE PL	N/A	13X - Addt'l Salaries				\$79,802.09		\$79,802.09
ID-B4	N/A	N/A	CTE PL	N/A	2XX - Benefits				\$20,197.91		\$20,197.91
ID-B4	N/A	N/A	CTE ESF	N/A	460 - Non Consumables				\$100,000.00		\$100,000.00
ID-B4	N/A	N/A	CTE ESF	N/A	480 - Comp Hardware				\$200,000.00		\$200,000.00
ID-B4	N/A	N/A	CTE ESF	N/A	470 - Comp Software				\$100,000.00		\$100,000.00
ID-B4	N/A	N/A	CTE ESF	N/A	5XX - Capital				\$200,000.00		\$200,000.00
ID-B4	N/A	N/A	CTE OCG	N/A	Other				\$50,000.00		\$50,000.00
ID-B4	N/A	N/A	CTE PL	N/A	Other				\$50,000.00		\$50,000.00
ID-B4	N/A	N/A	CTE CUR	N/A	Other				\$50,000.00		\$50,000.00
ID-C1	N/A	N/A	DP STA	N/A	11X - Other Salaries				\$849,011.48		\$849,011.48
ID-C1	N/A	N/A	DP STA	N/A	2XX - Benefits				\$216,016.83		\$216,016.83
ID-C1	N/A	N/A	DP STA	N/A	111 - Licensed				\$1,683,673.47		\$1,683,673.47
ID-C1	N/A	N/A	DP STA	N/A	2XX - Benefits				\$428,170.21		\$428,170.21
ID-C1	N/A	N/A	DP STA	N/A	111 - Licensed				\$1,311,383.93		\$1,311,383.93
ID-C1	N/A	N/A	DP STA	N/A	2XX - Benefits				\$333,659.79		\$333,659.79
ID-C1	N/A	N/A	DP STA	N/A	111 - Licensed				\$347,257.65		\$347,257.65
ID-C1	N/A	N/A	DP STA	N/A	2XX - Benefits				\$88,353.92		\$88,353.92

Budget 23-24

Strategy #	CTE Function Codes	EIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
ID-C1	N/A	N/A	N/A	RCS	2XX - Benefits					\$719,610.23	\$719,610.23
ID-C1	N/A	N/A	N/A	WRE	112 - Classified					\$509,407.68	\$509,407.68
ID-C1	N/A	N/A	N/A	WRE	2XX - Benefits					\$129,610.30	\$129,610.30
ID-C1	N/A	N/A	N/A	WRE	11X - Other Salaries					\$1,002,578.92	\$1,002,578.92
ID-C1	N/A	N/A	N/A	WRE	2XX - Benefits					\$255,089.50	\$255,089.50
ID-C1	N/A	N/A	N/A	WRE	111 - Licensed					\$293,556.28	\$293,556.28
ID-C1	N/A	N/A	N/A	WRE	2XX - Benefits					\$74,690.51	\$74,690.51
ID-C1	N/A	N/A	N/A	WRE	13X - Addtl Salaries					\$314,057.82	\$314,057.82
ID-C1	N/A	N/A	N/A	WRE	2XX - Benefits					\$79,488.03	\$79,488.03
ID-C1	N/A	N/A	N/A	H&S	11X - Other Salaries					\$478,812.54	\$478,812.54
ID-C1	N/A	N/A	N/A	H&S	2XX - Benefits					\$121,187.46	\$121,187.46
ID-C1	N/A	N/A	N/A	H&S	470 - Comp Software					\$140,000.00	\$140,000.00
ID-C1	N/A	N/A	N/A	H&S	111 - Licensed					\$239,406.28	\$239,406.28
ID-C1	N/A	N/A	N/A	H&S	2XX - Benefits					\$60,593.72	\$60,593.72
ID-C1	N/A	N/A	N/A	H&S	4XX - Other Supplies/Materials					\$250,000.00	\$250,000.00
ID-C1	N/A	N/A	N/A	H&S	111 - Licensed					\$807,936.00	\$807,936.00
ID-C1	N/A	N/A	N/A	H&S	2XX - Benefits					\$204,489.00	\$204,489.00
ID-C1	N/A	N/A	N/A	H&S	Other					\$923,000.00	\$923,000.00
ID-C1	N/A	N/A	N/A	H&S	Other					\$191,639.00	\$191,639.00
ID-C1	N/A	N/A	N/A	H&S	Other					\$48,504.00	\$48,504.00
ID-C1	N/A	N/A	N/A	H&S	Other					\$100,000.00	\$100,000.00
ID-C2	N/A	N/A	N/A	H&S	111 - Licensed					\$1,410,312.50	\$1,410,312.50
ID-C2	N/A	N/A	N/A	H&S	2XX - Benefits					\$358,830.52	\$358,830.52
ID-C2	N/A	N/A	N/A	H&S	111 - Licensed					\$4,189,596.62	\$4,189,596.62
ID-C2	N/A	N/A	N/A	H&S	2XX - Benefits					\$1,065,973.02	\$1,065,973.02
ID-C3	N/A	N/A	N/A	H&S	11X - Other Salaries					\$877,320.63	\$877,320.63
ID-C3	N/A	N/A	N/A	H&S	2XX - Benefits					\$223,219.61	\$223,219.61
RE-B2	N/A	N/A	N/A	H&S	Other					\$649,458.00	\$649,458.00
RE-B2	N/A	N/A	N/A	H&S	Other					\$1,029,357.24	\$1,029,357.24
RE-B2	N/A	N/A	N/A	H&S	Other					\$11,977.76	\$11,977.76
RE-B2	N/A	N/A	N/A	OCG	Other					\$75,000.00	\$75,000.00
RE-B2	N/A	N/A	N/A	OCG	Other					\$1,700,000.00	\$1,700,000.00
RE-B2	N/A	N/A	N/A	WRE	11X - Other Salaries					\$144,520.00	\$144,520.00

Budget 23-24

Strategy # (Continued)	CTE Function Codes	EIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
ID-C1	N/A	N/A	DP STA	N/A	111 - Licensed				\$104,910.71		\$104,910.71
ID-C1	N/A	N/A	DP STA	N/A	2XX - Benefits				\$26,692.79		\$26,692.79
ID-C1	N/A	N/A	DP PL	N/A	Other				\$315,000.00		\$315,000.00
ID-C1	N/A	N/A	DP PL	N/A	13X - Addt'l Salaries				\$171,574.50		\$171,574.50
ID-C1	N/A	N/A	DP PL	N/A	2XX - Benefits				\$43,425.51		\$43,425.51
ID-C1	N/A	N/A	DP OCG	N/A	Other				\$405,000.00		\$405,000.00
RE-B2	N/A	N/A	DP OCG	N/A	Other				\$550,873.10		\$550,873.10



Portland Public Schools
ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)
2024-2025 IGG Budget

Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type	CTE Function Codes
--		Total Allocation 2024-25:	--	320.33	--	--
--		Total Budgeted Amounts (Autosum):	--	--	--	--
--		Unbudgeted (Autocalculate):	--	--	--	--
Indirect	Indirect	Indirect/Administration	N/A	N/A	N/A	2600
ID-A3		Professional development and implementation of curricular resources for K-12	N/A	N/A	N/A	N/A
ID-B3		Improved FTE ratios for 6th-8th grade electives	N/A	4	General: Multiple subjects teacher (middle/high school)	N/A
ID-B3		<i>Improved FTE ratios for 6th-8th Grade electives FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)	N/A
ID-B3		Improved Arts Pathway	N/A	21.75	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)	N/A
ID-B3		<i>Improved Arts Pathway FRINGE</i>	N/A	FRINGE	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)	N/A
ID-B3		College/Career Coordinator(s)	N/A	3.5	Supports: Other	N/A
ID-B3		<i>College/Career Coordinator(s) FRINGE</i>	N/A	FRINGE	Supports: Other	N/A
ID-B3		Additional Special Education support	N/A	9.38	Special Education (all positions)	N/A
ID-B3		<i>Additional Special Education support FRINGE</i>	N/A	FRINGE	N/A	N/A
ID-B3		PK to 3rd grade transition supports and resources	N/A	N/A	N/A	N/A
ID-B3		Support to promote technology enhanced learning opportunities	N/A	3.2	Other: Other staff position not listed	N/A
ID-B3		<i>Support to promote technology enhanced learning opportunities FRINGE</i>	N/A	FRINGE	Other: Other staff position not listed	N/A
ID-B3		Visual & Performing Arts Pathway support	N/A	3	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)	N/A
ID-B3		<i>Visual & Performing Arts Pathway support FRINGE</i>	N/A	FRINGE	Arts: Fine & Performance Arts (art/ music/ theatre/ dance)	N/A
ID-B3		Visual & Performing Arts Pathway support and resources	N/A	N/A	N/A	N/A
ID-C1		Instructional Coaches at identified schools K-5	N/A	21.5	General: Elementary Teacher	N/A
ID-C1		<i>Instructional Coaches at identified schools K-5 FRINGE</i>	N/A	FRINGE	General: Elementary Teacher	N/A
ID-C1		Instructional Coaches at identified schools 6-12	N/A	10	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		<i>Instructional Coaches at identified schools 6-12 FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		Improved 6th-8th grade class size	N/A	25.9	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		<i>Improved 6th-8th grade class size FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		Student re-engagement, transition supports and interventions	N/A	2	Supports: Other	N/A
ID-C1		<i>Student re-engagement, transition supports and interventions FRINGE</i>	N/A	FRINGE	Supports: Other	N/A
ID-C1		Improved K-5 class size	N/A	29	General: Elementary Teacher	N/A

Tab 4 - Budget 24-25



Strategy # Continued	EIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	--	--	--	--	\$0.00	\$435,070.80	\$130,764.48	\$13,944,776.91	\$36,847,254.21	\$51,357,866.40
--	--	--	--	--	\$1,377,051.53	\$435,070.80	\$130,764.48	\$13,944,776.91	\$36,847,254.21	\$52,734,917.93
--	--	--	--	--	-\$1,377,051.53	\$0.00	\$0.00	\$0.00	\$0.00	-\$1,377,051.53
Indirect	N/A	N/A	N/A	690 - Indirect	\$0.00	\$19,212.65	\$5,774.54	\$615,798.79	\$500,000.00	\$1,140,785.97
ID-A3	N/A	N/A	WRE	31X - Instructional Services					\$900,000.00	\$900,000.00
ID-B3	N/A	N/A	WRE	111 - Licensed					\$411,564.38	\$411,564.38
ID-B3	N/A	N/A	WRE	2XX - Benefits					\$99,256.59	\$99,256.59
ID-B3	N/A	N/A	WRE	111 - Licensed					\$2,237,881.74	\$2,237,881.74
ID-B3	N/A	N/A	WRE	2XX - Benefits					\$539,707.78	\$539,707.78
ID-B3	N/A	N/A	H&S	111 - Licensed					\$274,285.70	\$274,285.70
ID-B3	N/A	N/A	H&S	2XX - Benefits					\$66,149.23	\$66,149.23
ID-B3	N/A	N/A	H&S	111 - Licensed					\$1,009,247.45	\$1,009,247.45
ID-B3	N/A	N/A	H&S	2XX - Benefits					\$243,399.24	\$243,399.24
ID-B3	N/A	N/A	WRE	31X - Instructional Services					\$60,000.00	\$60,000.00
ID-B3	N/A	N/A	WRE	111 - Licensed					\$331,692.00	\$331,692.00
ID-B3	N/A	N/A	WRE	2XX - Benefits					\$79,994.00	\$79,994.00
ID-B3	N/A	N/A	WRE	11X - Other Salaries					\$286,937.94	\$286,937.94
ID-B3	N/A	N/A	WRE	2XX - Benefits					\$69,200.55	\$69,200.55
ID-B3	N/A	N/A	WRE	460 - Non Consumables					\$478,820.36	\$478,820.36
ID-C1	N/A	N/A	WRE	111 - Licensed					\$2,340,964.60	\$2,340,964.60
ID-C1	N/A	N/A	WRE	2XX - Benefits					\$564,568.17	\$564,568.17
ID-C1	N/A	N/A	WRE	111 - Licensed					\$1,134,433.66	\$1,134,433.66
ID-C1	N/A	N/A	WRE	2XX - Benefits					273,590.28	\$273,590.28
ID-C1	N/A	N/A	WRE	111 - Licensed					\$2,664,879.20	\$2,664,879.20
ID-C1	N/A	N/A	WRE	2XX - Benefits					\$642,686.35	\$642,686.35
ID-C1	N/A	N/A	H&S	111 - Licensed					\$205,782.19	\$205,782.19
ID-C1	N/A	N/A	H&S	2XX - Benefits					\$49,628.30	\$49,628.30
ID-C1	N/A	N/A	RCS	111 - Licensed					\$2,983,841.76	\$2,983,841.76

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Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type	CTE Function Codes
ID-C1		<i>Improved K-5 class size FRINGE</i>	N/A	FRINGE	General: Elementary Teacher	N/A
ID-C1		Kindergarten Educational Assistants at schools	N/A	11	Other: Other staff position not listed	N/A
ID-C1		<i>Kindergarten Educational Assistants at schools FRINGE</i>	N/A	FRINGE	Other: Other staff position not listed	N/A
ID-C1		Targeted supports for schools exiting Title I/CSI/TSI status K-12	N/A	10.28	Supports: Other	N/A
ID-C1		<i>Targeted supports for schools exiting Title I/CSI/TSI status K-12 FRINGE</i>	N/A	FRINGE	Supports: Other	N/A
ID-C1		Credit Recovery	N/A	3.01	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		<i>Credit Recovery FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		High Dosage Tutoring	N/A	0	N/A	N/A
ID-C1		<i>High Dosage Tutoring FRINGE</i>	N/A	FRINGE	N/A	N/A
ID-C1		Tiered RJ/SEL intervention support and development	N/A	4	Supports: Social Emotional Learning (SEL)	N/A
ID-C1		<i>Tiered RJ/SEL intervention support and development FRINGE</i>	N/A	FRINGE	Supports: Social Emotional Learning (SEL)	N/A
ID-C1		Intervention tracking resources	N/A	N/A	N/A	N/A
ID-C1		MTSS coaching and PD support	N/A	2	Supports: Other	N/A
ID-C1		<i>MTSS coaching and PD support FRINGE</i>	N/A	FRINGE	Supports: Other	N/A
ID-C1		MTSS coaching PD and curriculum resources	N/A	N/A	N/A	N/A
ID-C1		Mental Health, Substance Use, Behavioral Health supports	N/A	13.1	Health: QMHP/Psychologist/LCSW	N/A
ID-C1		<i>Mental Health, Substance Use, Behavioral Health supports FRINGE</i>	N/A	FRINGE	Health: QMHP/Psychologist/LCSW	N/A
ID-C1		Mental Health, Substance Use, Behavioral Health PD, supports and resources	N/A	N/A	N/A	N/A
ID-C1		Specialized supports to provide accommodations, crisis response & recovery	N/A	2.75	Other: Other staff position not listed	N/A
ID-C1		<i>Specialized supports to provide accommodations, crisis response & recovery</i>	N/A	FRINGE	Other: Other staff position not listed	N/A
ID-C1		Specialized supports and resources to provide accommodations, crisis response &	N/A	N/A	N/A	N/A
ID-C2		School Counselors	N/A	14	Supports: School Counselor/School Social Worker	N/A
ID-C2		<i>School Counselors FRINGE</i>	N/A	FRINGE	Supports: School Counselor/School Social Worker	N/A
ID-C2		School-based Social Workers	N/A	46.5	Supports: School Counselor/School Social Worker	N/A
ID-C2		<i>School-based Social Workers FRINGE</i>	N/A	FRINGE	Supports: School Counselor/School Social Worker	N/A
ID-C3		School-based Restorative Justice support	N/A	9	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)	N/A
ID-C3		<i>School-based Restorative Justice support FRINGE</i>	N/A	FRINGE	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)	N/A
RE-B2		CBO allocations	Community-Based Organization	N/A	N/A	N/A
RE-B2		Charter school allocations	N/A	N/A	N/A	N/A
RE-B2		Charter school equity allocation	N/A	N/A	N/A	N/A
RE-B2		Student affinity groups and leadership opportunities for students of color	N/A	N/A	N/A	N/A
RE-B2		RESJ Culturally Specific Community Partnership services	Community-Based Organization	N/A	N/A	N/A
RE-B2		Supports for Native students	Indian Community-Based Organization	1.44	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)	N/A

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Strategy # Continued	EIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
ID-C1	N/A	N/A	RCS	2XX - Benefits					\$719,610.23	\$719,610.23
ID-C1	N/A	N/A	WRE	112 - Classified					\$537,425.10	\$537,425.10
ID-C1	N/A	N/A	WRE	2XX - Benefits					\$129,610.30	\$129,610.30
ID-C1	N/A	N/A	WRE	11X - Other Salaries					\$1,057,720.76	\$1,057,720.76
ID-C1	N/A	N/A	WRE	2XX - Benefits					\$255,089.50	\$255,089.50
ID-C1	N/A	N/A	WRE	111 - Licensed					\$309,701.88	\$309,701.88
ID-C1	N/A	N/A	WRE	2XX - Benefits					\$74,690.51	\$74,690.51
ID-C1	N/A	N/A	WRE	13X - Addt'l Salaries					\$0.00	\$0.00
ID-C1	N/A	N/A	WRE	2XX - Benefits					\$0.00	\$0.00
ID-C1	N/A	N/A	H&S	11X - Other Salaries					\$505,147.23	\$505,147.23
ID-C1	N/A	N/A	H&S	2XX - Benefits					\$94,852.77	\$94,852.77
ID-C1	N/A	N/A	H&S	470 - Comp Software					\$140,000.00	\$140,000.00
ID-C1	N/A	N/A	H&S	111 - Licensed					\$252,573.63	\$252,573.63
ID-C1	N/A	N/A	H&S	2XX - Benefits					\$60,593.72	\$60,593.72
ID-C1	N/A	N/A	H&S	4XX - Other Supplies/Materials					\$250,000.00	\$250,000.00
ID-C1	N/A	N/A	H&S	111 - Licensed					\$852,372.48	\$852,372.48
ID-C1	N/A	N/A	H&S	2XX - Benefits					\$204,489.00	\$204,489.00
ID-C1	N/A	N/A	H&S	Other					\$523,000.00	\$523,000.00
ID-C1	N/A	N/A	H&S	Other					\$202,179.15	\$202,179.15
ID-C1	N/A	N/A	H&S	Other					\$48,504.00	\$48,504.00
ID-C1	N/A	N/A	H&S	Other					\$100,000.00	\$100,000.00
ID-C2	N/A	N/A	H&S	111 - Licensed					\$1,487,879.69	\$1,487,879.69
ID-C2	N/A	N/A	H&S	2XX - Benefits					\$358,830.52	\$358,830.52
ID-C2	N/A	N/A	H&S	111 - Licensed					\$4,420,024.43	\$4,420,024.43
ID-C2	N/A	N/A	H&S	2XX - Benefits					\$1,065,973.02	\$1,065,973.02
ID-C3	N/A	N/A	H&S	11X - Other Salaries					\$925,573.26	\$925,573.26
ID-C3	N/A	N/A	H&S	2XX - Benefits					\$223,219.61	\$223,219.61
RE-B2	N/A	N/A	H&S	Other					\$649,458.00	\$649,458.00
RE-B2	N/A	N/A	H&S	Other					\$1,029,357.24	\$1,029,357.24
RE-B2	N/A	N/A	H&S	Other					\$11,977.76	\$11,977.76
RE-B2	N/A	N/A	OCG	Other					\$75,000.00	\$75,000.00
RE-B2	N/A	N/A	OCG	Other					\$1,653,854.35	\$1,653,854.35
RE-B2	N/A	N/A	WRE	11X - Other Salaries					\$152,468.60	\$152,468.60

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Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type	CTE Function Codes
RE-B2		<i>Supports for Native students FRINGE</i>	Indian Community-Based Organization	FRINGE	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)	N/A
RE-B2		Supports and resources for Native students	Indian Community-Based Organization	N/A	N/A	N/A
EC-C2		Support the implementation of EWIS software and supports	N/A	0.5	Other: Other staff position not listed	N/A
EC-C2		<i>Support the implementation of EWIS software and supports FRINGE</i>	N/A	FRINGE	Other: Other staff position not listed	N/A
ID-A3		Targeted additional PD for TSI/CSI Schools	N/A	N/A	N/A	N/A
ID-C1		School-based improvement supports at TSI/CSI schools	N/A	1.02	Supports: Other	N/A
ID-C1		<i>School-based improvement supports at TSI/CSI schools FRINGE</i>	N/A	FRINGE	Supports: Other	N/A
ID-C1		Non FTE School-based improvement supports at TSI/CSI schools	N/A	N/A	N/A	N/A
ID-B4		Perkins CTE Program Renewal	N/A	N/A	N/A	2210
ID-B4		Perkins CTE Program Advisory Councils, Partnerships & Networking	N/A	0	N/A	2210
ID-B4		<i>Perkins CTE Program Advisory Councils, Partnerships & Networking FRINGE</i>	N/A	FRINGE	N/A	2210
ID-B4		Perkins CTE Regional PD	N/A	N/A	N/A	2210
ID-B4		Perkins CTE Professional Development- Career Coordinator and Work Based	N/A	N/A	N/A	2240
ID-B4		<i>Perkins CTE Professional Development- Career Coordinator and Work Based</i>	N/A	N/A	N/A	2240
ID-B4		Perkins CTE Site Visits - Best Practices Professional Development	N/A	N/A	N/A	2240
ID-B4		Perkins CTE Extended Hours for Curriculum Development, Standards Alignment,	N/A	0	N/A	2210
ID-B4		<i>Perkins CTE Extended Hours for Curriculum Development, Standards Alignment,</i>	N/A	FRINGE	N/A	2210
ID-B4		Perkins CTE Technical Skills Assessment Expenses	N/A	N/A	N/A	2210
ID-B4		Perkins CTE Teacher Licensure and Certification	N/A	N/A	N/A	2210
ID-B4		Perkins CTE Equipment expansion and enhancement- software	N/A	N/A	N/A	2210
ID-B4		Perkins CTE Equipment expansion and enhancement- hardware	N/A	N/A	N/A	2210
ID-B4		Perkins CTE Equipment expansion and enhancement- non-consumable	N/A	N/A	N/A	2210
ID-B4		Perkins CTE Equipment expansion and enhancement- consumable	N/A	N/A	N/A	2210
ID-B4		Perkins CTE Develop pathways that integrate CTE programs, work-based learning,	N/A	0	N/A	2210
ID-B4		<i>Perkins CTE Develop pathways that integrate CTE programs, work-based learning,</i>	N/A	FRINGE	N/A	2210
ID-A2		Implement standards based Equitable Grading Practices	N/A	N/A	N/A	N/A
ID-A3		Provide culturally responsive and sustaining practices PD	N/A	N/A	N/A	N/A
ID-B3		HS College Coordinators	N/A	10	Supports: Other	N/A
ID-B3		<i>HS College Coordinators FRINGE</i>	N/A	FRINGE	Supports: Other	N/A
ID-B3		HS Counselor on Special Assignment	N/A	1	Supports: School Counselor/School Social Worker	N/A

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Strategy # Continued	EIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
RE-B2	N/A	N/A	WRE	2XX - Benefits					\$27,566.00	\$27,566.00
RE-B2	N/A	N/A	WRE	410 - Consumables					\$0.00	\$0.00
EC-C2	STF - Staffing	N/A	N/A	11X - Other Salaries			\$105,230.54			\$105,230.54
EC-C2	STF - Staffing	N/A	N/A	2XX - Benefits			\$19,759.40			\$19,759.40
ID-A3	N/A	N/A	N/A	Other	\$940,671.31					\$940,671.31
ID-C1	N/A	N/A	N/A	111 - Licensed	\$85,858.39					\$85,858.39
ID-C1	N/A	N/A	N/A	2XX - Benefits	\$20,597.88					\$20,597.88
ID-C1	N/A	N/A	N/A	8XX - Misc	\$329,923.95					\$329,923.95
ID-B4	N/A	N/A	N/A	31X - Instructional Services		\$10,000.00				\$10,000.00
ID-B4	N/A	N/A	N/A	13X - Addt'l Salaries		\$3,990.10				\$3,990.10
ID-B4	N/A	N/A	N/A	2XX - Benefits		\$1,009.89				\$1,009.89
ID-B4	N/A	N/A	N/A	31X - Instructional Services		\$11,000.00				\$11,000.00
ID-B4	N/A	N/A	N/A	13X - Addt'l Salaries		\$15,960.42				\$15,960.42
ID-B4	N/A	N/A	N/A	2XX - Benefits		\$4,039.59				\$4,039.59
ID-B4	N/A	N/A	N/A	34X - Travel Costs		\$20,000.00				\$20,000.00
ID-B4	N/A	N/A	N/A	13X - Addt'l Salaries		\$39,859.69				\$39,859.69
ID-B4	N/A	N/A	N/A	2XX - Benefits		\$10,140.31				\$10,140.31
ID-B4	N/A	N/A	N/A	31X - Instructional Services		\$10,000.00				\$10,000.00
ID-B4	N/A	N/A	N/A	640 - Dues/Fees		\$15,000.00				\$15,000.00
ID-B4	N/A	N/A	N/A	470 - Comp Software		\$25,000.00				\$25,000.00
ID-B4	N/A	N/A	N/A	480 - Comp Hardware		\$150,000.00				\$150,000.00
ID-B4	N/A	N/A	N/A	460 - Non Consumables		\$50,000.00				\$50,000.00
ID-B4	N/A	N/A	N/A	410 - Consumables		\$40,000.00				\$40,000.00
ID-B4	N/A	N/A	N/A	13X - Addt'l Salaries		\$7,867.01				\$7,867.01
ID-B4	N/A	N/A	N/A	2XX - Benefits		\$1,991.14				\$1,991.14
ID-A2	N/A	DP PL	N/A	Other				\$100,000.00		\$100,000.00
ID-A3	N/A	DP PL	N/A	Other				\$270,000.00		\$270,000.00
ID-B3	N/A	CLO STA	N/A	11X - Other Salaries				\$891,501.91		\$891,501.91
ID-B3	N/A	CLO STA	N/A	2XX - Benefits				\$215,002.66		\$215,002.66
ID-B3	N/A	CLO STA	N/A	111 - Licensed				\$110,680.80		\$110,680.80

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Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type	CTE Function Codes
ID-B3		<i>HS Counselor on Special Assignment FRINGE</i>	N/A	FRINGE	Supports: School Counselor/School Social Worker	N/A
ID-B3		CTE teaching staff at Identified High Schools	N/A	2	Arts (Applied): CTE (Approved Program of Study)	N/A
ID-B3		<i>CTE teaching staff at Identified High Schools FRINGE</i>	N/A	FRINGE	Arts (Applied): CTE (Approved Program of Study)	N/A
ID-B3		CTE central office staff (Asst Director, Strategic Partnership Mgr, 2 CTE TOSAs)	N/A	4	Arts (Applied): CTE (Approved Program of Study)	N/A
ID-B3		<i>CTE central office staff (Asst Director, Strategic Partnership Mgr, 2 CTE TOSAs) FRINGE</i>	N/A	FRINGE	Arts (Applied): CTE (Approved Program of Study)	N/A
ID-B3		CTE Pathways teacher release time at Identified High Schools	N/A	5.37	Arts (Applied): CTE (Approved Program of Study)	N/A
ID-B3		<i>CTE Pathways teacher release time at Identified High Schools FRINGE</i>	N/A	FRINGE	Arts (Applied): CTE (Approved Program of Study)	N/A
ID-B3		Maintain systems to ensure equitable assignment to advanced courses	N/A	N/A	N/A	N/A
ID-B3		Implement programming to support 8th-9th grade transition	N/A	0	N/A	N/A
ID-B3		<i>Implement programming to support 8th-9th grade transition FRINGE</i>	N/A	FRINGE	N/A	N/A
ID-B3		Implement 8th grade on-track systems and college & career programming	N/A	0	N/A	N/A
ID-B3		<i>Implement 8th grade on-track systems and college & career programming FRINGE</i>	N/A	FRINGE	N/A	N/A
ID-B3		Provide advanced coursework supports for focal student groups	N/A	N/A	N/A	N/A
ID-B3		Enhance or expand advanced course curriculum	N/A	N/A	N/A	N/A
ID-B3		Expand advanced course options and "advanced coursework for all" programs	N/A	N/A	N/A	N/A
ID-B3		Expand college & career awareness, exploration, and preparation activities	N/A	N/A	N/A	N/A
ID-B4		Enhance or expand CTE POS instruction	N/A	0	N/A	N/A
ID-B4		<i>Enhance or expand CTE POS instruction FRINGE</i>	N/A	FRINGE	N/A	N/A
ID-B4		Enhance and expand CTE POS non-consumable equipment items	N/A	N/A	N/A	N/A
ID-B4		Enhance and expand CTE POS hardware	N/A	N/A	N/A	N/A
ID-B4		Enhance and expand CTE POS software	N/A	N/A	N/A	N/A
ID-B4		Capital outlay for CTE POS for non-bond schools	N/A	N/A	N/A	N/A
ID-B4		Create real-world hands-on experiences, including work-based learning,	Business/Industry	N/A	N/A	N/A
ID-B4		Provide interdisciplinary (core+CTE) project based learning PD	N/A	N/A	N/A	N/A
ID-B4		Provide CTE Industry Recognized Certifications for students	Business/Industry	N/A	N/A	N/A
ID-C1		Student Attendance Coaches	N/A	12.5	Supports: Other	N/A
ID-C1		<i>Student Attendance Coaches FRINGE</i>	N/A	FRINGE	Supports: Other	N/A
ID-C1		Freshman Success Team teacher release time	N/A	16.5	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		<i>Freshman Success Team teacher release time FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		Instructional Coach/Freshman Success Team Lead	N/A	12.5	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		<i>Instructional Coach/Freshman Success Team Lead FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		Other Support Staff at Identified High Schools	N/A	3.63	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		<i>Other Support Staff at Identified High Schools FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)	N/A

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Strategy # Continued	EIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
ID-B3	N/A	CLO STA	N/A	2XX - Benefits				\$26,692.79		\$26,692.79
ID-B3	N/A	CTE STA	N/A	111 - Licensed				\$215,306.12		\$215,306.12
ID-B3	N/A	CTE STA	N/A	2XX - Benefits				\$51,925.17		\$51,925.17
ID-B3	N/A	CTE STA	N/A	11X - Other Salaries				\$466,776.94		\$466,776.94
ID-B3	N/A	CTE STA	N/A	2XX - Benefits				\$112,572.15		\$112,572.15
ID-B3	N/A	CTE STA	N/A	111 - Licensed				\$505,969.39		\$505,969.39
ID-B3	N/A	CTE STA	N/A	2XX - Benefits				\$122,024.16		\$122,024.16
ID-B3	N/A	DP PL	N/A	Other				\$235,000.00		\$235,000.00
ID-B3	N/A	DP PL	N/A	13X - Addt'l Salaries				\$129,279.39		\$129,279.39
ID-B3	N/A	DP PL	N/A	2XX - Benefits				\$32,720.61		\$32,720.61
ID-B3	N/A	DP MS8	N/A	13X - Addt'l Salaries				\$179,554.70		\$179,554.70
ID-B3	N/A	DP MS8	N/A	2XX - Benefits				\$45,445.29		\$45,445.29
ID-B3	N/A	CLO PL	N/A	Other				\$320,000.00		\$320,000.00
ID-B3	N/A	CLO CUR	N/A	Other				\$200,000.00		\$200,000.00
ID-B3	N/A	CLO PL	N/A	Other				\$360,000.00		\$360,000.00
ID-B3	N/A	DP OCG	N/A	Other				\$605,000.00		\$605,000.00
ID-B4	N/A	CTE PL	N/A	13X - Addt'l Salaries				\$97,921.17		\$97,921.17
ID-B4	N/A	CTE PL	N/A	2XX - Benefits				\$24,783.85		\$24,783.85
ID-B4	N/A	CTE ESF	N/A	460 - Non Consumables				\$200,000.00		\$200,000.00
ID-B4	N/A	CTE ESF	N/A	480 - Comp Hardware				\$400,000.00		\$400,000.00
ID-B4	N/A	CTE ESF	N/A	470 - Comp Software				\$200,000.00		\$200,000.00
ID-B4	N/A	CTE ESF	N/A	5XX - Capital				\$200,000.00		\$200,000.00
ID-B4	N/A	CTE OCG	N/A	Other				\$50,000.00		\$50,000.00
ID-B4	N/A	CTE PL	N/A	Other				\$50,000.00		\$50,000.00
ID-B4	N/A	CTE CUR	N/A	Other				\$50,000.00		\$50,000.00
ID-C1	N/A	DP STA	N/A	11X - Other Salaries				\$849,011.48		\$849,011.48
ID-C1	N/A	DP STA	N/A	2XX - Benefits				\$216,016.83		\$216,016.83
ID-C1	N/A	DP STA	N/A	111 - Licensed				\$1,683,673.47		\$1,683,673.47
ID-C1	N/A	DP STA	N/A	2XX - Benefits				\$428,170.21		\$428,170.21
ID-C1	N/A	DP STA	N/A	111 - Licensed				\$1,311,383.93		\$1,311,383.93
ID-C1	N/A	DP STA	N/A	2XX - Benefits				\$333,659.79		\$333,659.79
ID-C1	N/A	DP STA	N/A	111 - Licensed				\$347,257.65		\$347,257.65
ID-C1	N/A	DP STA	N/A	2XX - Benefits				\$88,353.92		\$88,353.92

Tab 4 - Budget 24-25

Strategy #	PPS Financial Act #	Proposed Activity	Outside Partnership	FTE	FTE Type	CTE Function Codes
ID-C1		Freshman Success Team TOSA	N/A	1	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		<i>Freshman Success Team TOSA FRINGE</i>	N/A	FRINGE	General: Multiple subjects teacher (middle/high school)	N/A
ID-C1		Maintain systems to ensure on-time graduation	N/A	N/A	N/A	N/A
ID-C1		Support teaming structures for authentic educator collaboration	N/A	0	N/A	N/A
ID-C1		<i>Support teaming structures for authentic educator collaboration FRINGE</i>	N/A	FRINGE	N/A	N/A
ID-C1		Improve school climate and reduce chronic absenteeism	N/A	N/A	N/A	N/A
RE-B2		Expand culturally specific partnerships for focal student groups	Community-Based Organization	N/A	N/A	N/A

Tab 4 - Budget 24-25

Strategy # Continued	EIS Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
ID-C1	N/A	DP STA	N/A	111 - Licensed				\$104,910.71		\$104,910.71
ID-C1	N/A	DP STA	N/A	2XX - Benefits				\$26,692.79		\$26,692.79
ID-C1	N/A	DP PL	N/A	Other				\$315,000.00		\$315,000.00
ID-C1	N/A	DP PL	N/A	13X - Addt'l Salaries				\$171,574.50		\$171,574.50
ID-C1	N/A	DP PL	N/A	2XX - Benefits				\$43,425.51		\$43,425.51
ID-C1	N/A	DP OCG	N/A	Other				\$405,000.00		\$405,000.00
RE-B2	N/A	DP OCG	N/A	Other				\$536,690.22		\$536,690.22

Tab 5 - Additional & Tiered Planning



Portland Public Schools

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

IGG Tiered Planning Budget

Strategy #	PPS Financial Act #	Proposed Activity	FTE	FTE Type	CTE Function Codes	EIS Allowable Uses
--		Total Budgeted Amounts (Autosum):	--	--	--	--
EC-C2		EWIS software	N/A	N/A	N/A	SSS - Systems
ID-A2		Integrated Instructional Framework strategic initiative	TBD	Other: Other staff position not listed	N/A	N/A
ID-A3		K-12 curriculum and instructional resources	N/A	N/A	N/A	N/A
ID-B2		Climate Justice Supports	N/A	N/A	N/A	N/A
ID-B3		Learning Acceleration Programming	N/A	N/A	N/A	N/A
ID-B3		Middle School Redesign supports and resources	N/A	N/A	N/A	N/A
ID-B3		Middle school and high school transition supports	N/A	N/A	N/A	N/A
ID-B3		Expand college preparedness/readiness	1	Other: Other staff position not listed	N/A	N/A
ID-B3		Expand credit recovery options	N/A	N/A	N/A	N/A
ID-B3		Fully implement 8th Grade Success Teams	N/A	N/A	N/A	N/A
ID-B3		Expand teacher PD and support to engage families	0.5	General: Multiple subjects teacher (middle/high school)	N/A	N/A
ID-B3		Reconnection Services student supports	1.625	Supports: Other	N/A	N/A
ID-B4		Fully implement Benson Pathways/Academies	1	Other: Other staff position not listed	N/A	N/A
ID-C1		High Dosage Tutoring	N/A	N/A	N/A	N/A
ID-C1		Improved 9-12th grade class size	TBD	General: Multiple subjects teacher (middle/high school)	N/A	N/A
ID-C1		Learning Acceleration Specialists	N/A	N/A	N/A	N/A
ID-C1		Summer Programming	N/A	N/A	N/A	N/A
ID-C1		SEGC transition for impacted schools (non-FTE)	N/A	N/A	N/A	N/A
ID-C3		Youth Violence Prevention	2	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)	N/A	N/A
PE-A1		Diverse, High-Quality, and Thriving Workforce strategic initiative	TBD	Other: Other staff position not listed	N/A	N/A
RE-A2		Cultivate a Culture of Racial Equity and Care strategic initiative	TBD	Other: Other staff position not listed	N/A	N/A
RE-A3		Transform structures for racial equity strategic initiative	TBD	Other: Other staff position not listed	N/A	N/A
RE-C2		Center for Black Excellence supports and resources	N/A	N/A	N/A	N/A

Forward Together

2021–2025 Strategic Plan for
Racial Equity, Inclusion, and Excellence



Realizing Our Vision, Together

In May 2019, PPS adopted our community-informed vision, *Portland Public Schools reimagined*. This vision, which serves as a map toward a shared “north star,” knits together our community’s long-term aspirations for our graduates, educators*, and the overall school system. It is also our promise to students, their families, and our community about the future of public education in our city.

Forward Together: PPS’s 2021–2025 Strategic Plan for Racial Equity, Inclusion and Excellence is the first of a series of multi-year strategic plans for the district, outlining this important step toward realizing our vision. In the following pages, you will see a set of collective and coherent actions and goals that together represent the changes we believe will get us closer to bringing our vision to life. This strategic plan is a high-level description; further implementation steps will be articulated in detailed action plans.

PPS reimagined (our vision) serves as our compass; Forward Together (our strategic plan) is our roadmap.

Forward Together marks the start of an accelerated journey of significant improvement and growth for our school system, one that leaves us with a far stronger culture to serve and support our schools, students, families, and educators to thrive and achieve excellence.

In *Forward Together*, you will see four major themes that we have identified as areas of focus, aimed at producing meaningful outcomes. We believe that the most innovative ideas and productive actions to help us achieve our strategic goals are not yet identified and will be developed in deep collaboration with educators, students, culturally specific partners, and support teams that make up the PPS ecosystem. *Forward Together* will direct our energy and resources where they are most needed. Our plan is also intended to be iterative, and thus leaves room for adjustment and recalibration based on future insights and new learning, fresh evidence, continuing community input, and further exploration of the issues we are committed to addressing.

* Educators

A school district is a community of adults that supports student learning in various ways. For this reason, everyone working at PPS is an educator in the context of our Vision and Strategic Plan. The district pledges to create the conditions to support and cultivate the necessary attributes, which we refer to as the Educator Essentials, in every supportive adult in the system who works to ensure student success.

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Our strategic plan, now merely words, will become reality in PPS, when:

- Every student, regardless of background, has access to the essential supports and resources necessary to engage successfully in a more personalized learning experience. This will be especially true when our students, with their broad range of talents and abilities, including those from diverse cultural and linguistic backgrounds, are provided more opportunities to develop, and ultimately exhibit, the elements of our Graduate Portrait. Our vision's Graduate Portrait represents a clear description of what skills and dispositions our community wants our students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers and “be prepared to lead change in a more socially just world.”
- Our community of school-based educators, and the central office educators who support them, all fully embrace change and actively participate in a culture of continuous improvement. The sharing of ideas, inspirations and best practices is ingrained in the PPS culture so

we grow our knowledge and build meaningful connections across hallways, schools and neighborhoods—all in a shared effort to effectively serve every student in the school system.

This plan is a reflection of the collective time, energy, and insights of the talented legion of dedicated people on Team PPS. I am grateful for their and your continued partnership.

Thank you, in advance, for your support and engagement as we roll up our sleeves to make our audacious strategic plan widely understood, relevant, and real, in order to ensure the success of everyone at Portland Public Schools.

Forward Together,



Guadalupe Guerrero, Superintendent

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Theme 2: Inclusive and
Differentiated Learning for
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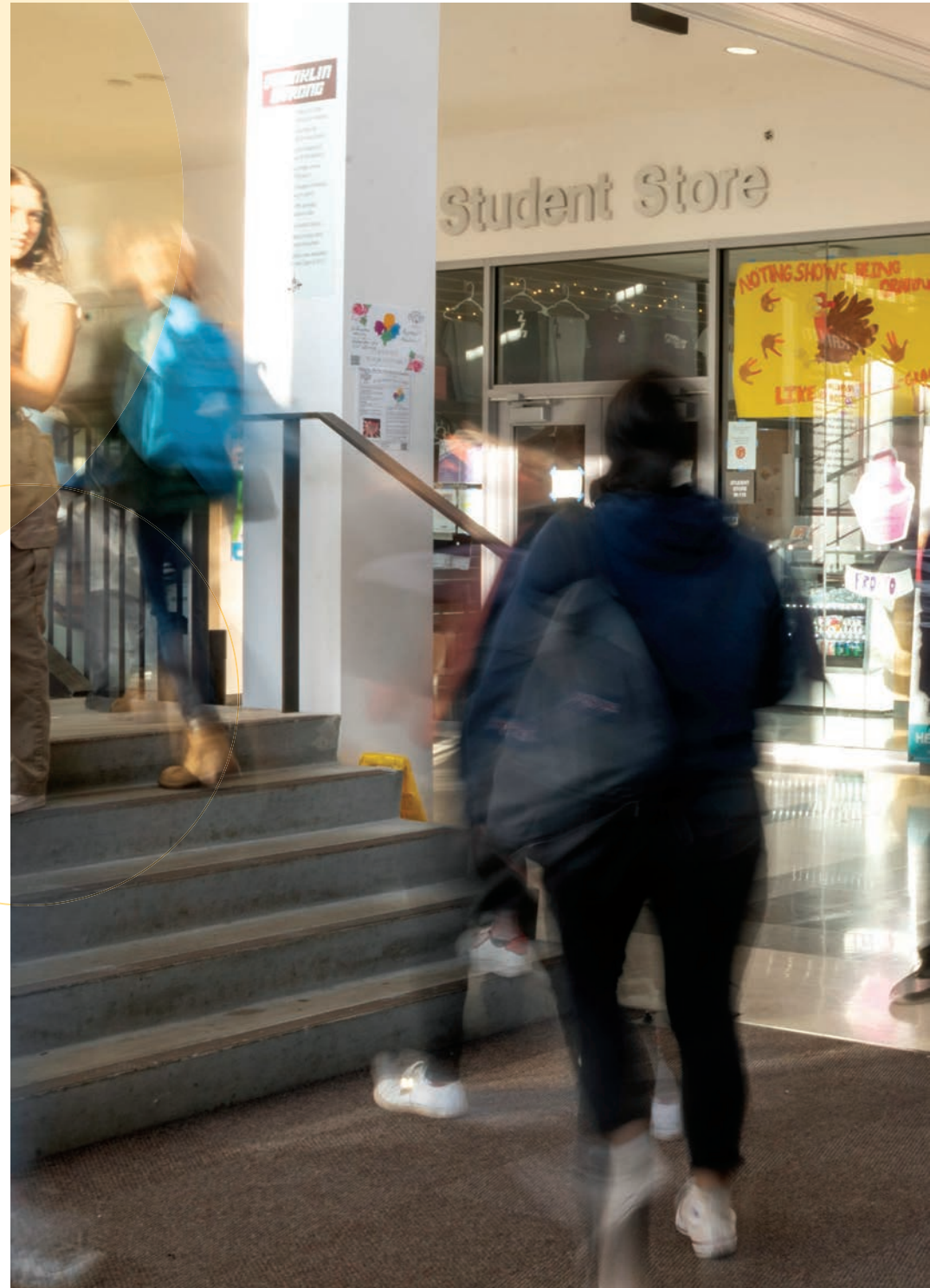
Theme 3: Professional
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Overview





MICHIGAN COUNTY
student
CENTER

Wednesday
A tutorial
1st 8:15-9:30
2nd 9:30-10:50
3rd 11:00-12:00
Lunch-12:00-12:30
4th 12:30-2:00
Tutorial-2:00-2:30

What is a Strategic Plan?

A vision describes our destination: what we want to be true for our school district by 2030. A strategic plan describes how we will reach our destination. This plan covers the years 2021 to 2025 and outlines the first stage of our journey toward our vision. It describes a set of collective and coherent actions and goals that, taken together, will set in motion the changes needed to bring our vision to fruition. This is still a high-level description; the implementation details are in the site level and department plans. As the vision is long-term, we will need several strategic plans to chart our course.

Vision

The vision describes the change we want to see in the world. Our vision document describes our hopes for students (the Graduate Portrait) and for all of the educators who work at Portland Public Schools (the Educator Essentials), and articulates how the system needs to change to support the educators to support the students (the System Shifts).

Ultimately, everything in the vision document supports the following:

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

Mission

Our mission describes what we as an organization will do to realize the vision:

We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.





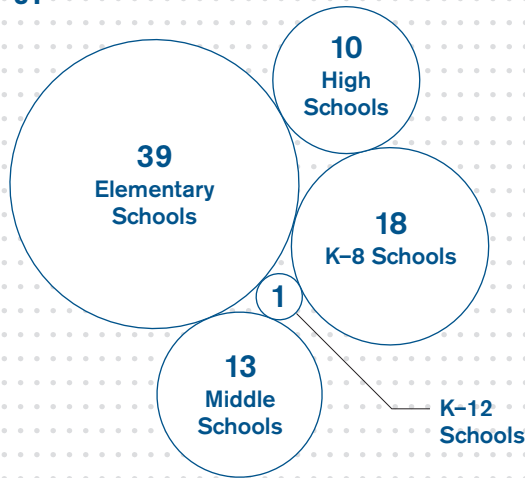
Integrated Diagram

This diagram integrates the Graduate Portrait elements with the Educator Essentials and Educational System Shifts. It shows the Graduate Portrait elements at the center, at the heart of everything the school district does. Supporting the Graduate Portrait are the Educator Essentials. Some of these elements align directly with those in the Graduate Portrait, for example, around Empathy with Caring, Empathetic, and Relational educators supporting Reflective, Empathetic, and Empowering Graduates. Others cover the less direct, but equally powerful ways Educators create an ecosystem in which students can thrive. Around the outer layer are the Educational System Shifts, which further develop this ecosystem and provide the supports for both educators and students as they develop the knowledge, skills, and dispositions that will take them into the future.

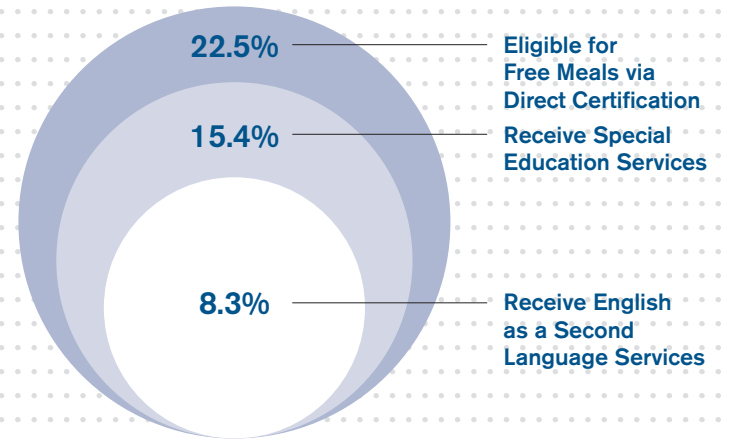
PPS Profile

Portland Public Schools, founded in 1851, is Oregon's largest PK-12 school district, preparing students to "lead change, and improve the world." With more than 47,000 students in 81 schools, PPS strives to ensure academic excellence and personal success for every student, especially our Black, Native American, students of color and/or with disabilities. Central to this goal is affirming and operationalizing our deeply held community value of racial equity, social justice and inclusion.

Total Schools 81

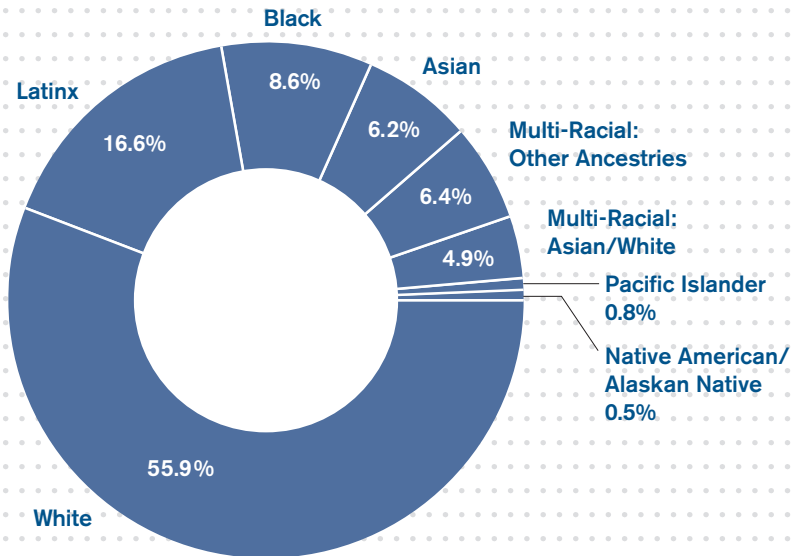


Additional Student Services

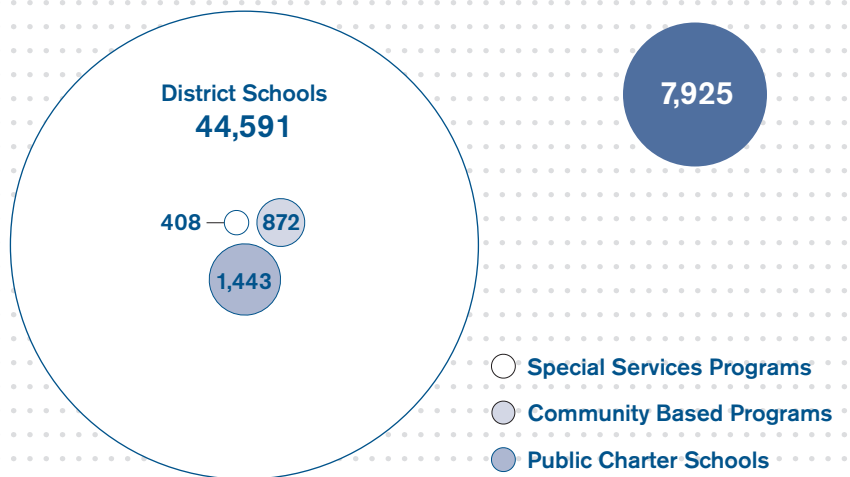


Data from the 2020-2021 school year. Our schools include the Head Start Early Childhood Education program, seven community-based programs, six charter schools, two alternative programs, and seven special services programs

Student Demographics



Total Student Enrollment 47,314



Core Values

Students at the Center

We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

Racial Equity and Social Justice

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Honesty and Integrity

We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision-making in service of our students, families, staff, and community.

Excellence

We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

Respect

We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

Relationships

We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

Creativity and Innovation

We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

Partnerships and Collaboration

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Grounded in the Spirit of Portland

We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.

Joyful Learning and Leadership

We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.

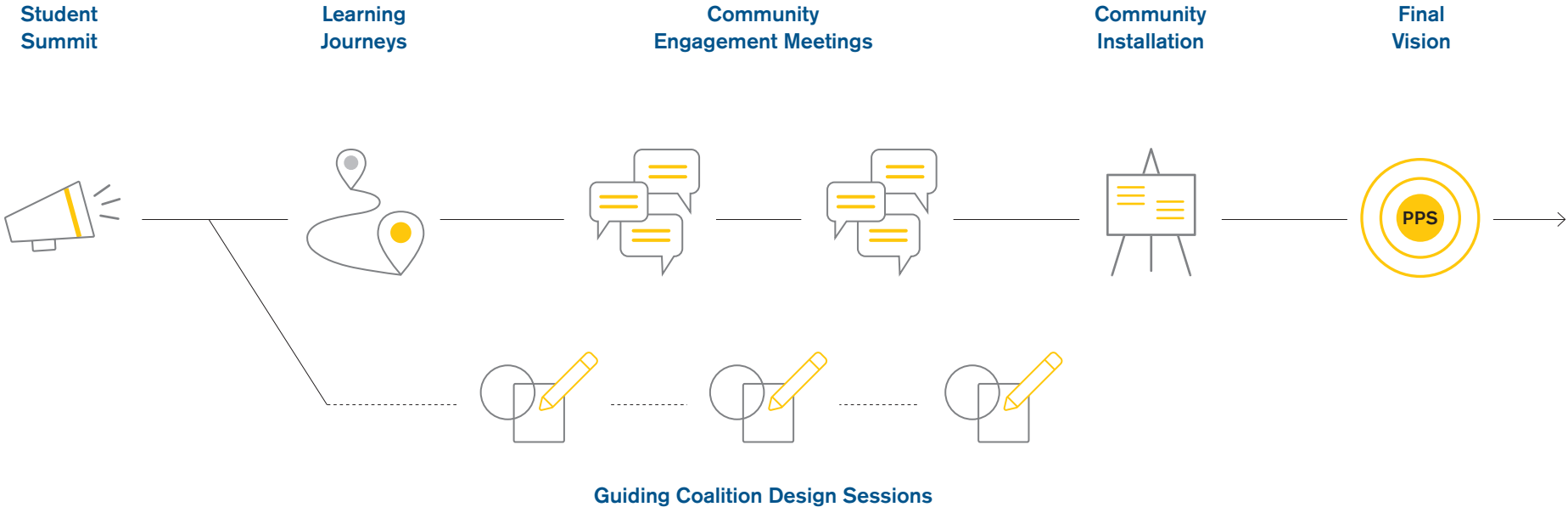
How did we get here?

In fall 2018, the Board of Education and the Superintendent of PPS launched a community-wide process to develop a long-term Vision for public education in Portland. This Vision describes our goals for our PPS Graduates, and the educational experience that will increasingly be the reality for each one of them from 2019 onward.

The elements of the Vision were co-developed by our Guiding Coalition—a group of approximately 90 people from across Portland, representing diverse communities and viewpoints—and from input shared by the broader community, over the course of more than 35 community meetings and two community

surveys. The work included an exploration of future trends that are likely to impact education in Portland; learning journeys to schools and organizations already engaged in ideas that PPS might be interested in adopting; and design exercises that considered the needs of students, educators, families, and community members.

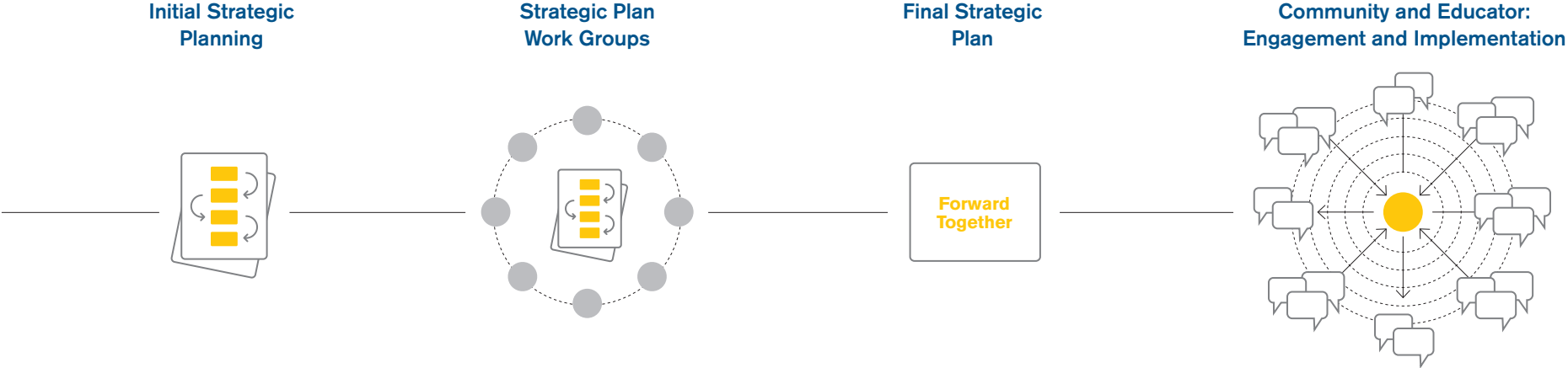
The process engaged thousands of stakeholders—including students, families, educators, district staff, and civic, business, community, and philanthropic leaders—and produced nearly 16,000 data points which became the basis for the various elements of the Vision.



Strategic Plan Process

Following the community-formed vision process, we identified five of the System Shifts to create an initial Strategic Plan for the school year 2020–21. Building on that plan, we have now created a four-year plan, which continues the work of the initial plan and adds several key areas of work. Despite the constraints brought by the COVID-19 pandemic, integrating diverse perspectives from students and educators representing different parts of the organization was central to the development of this plan. We conducted a student survey and held student focus groups and we conducted a series of educator

focus groups, including three in which more than two dozen school-based educators of color from across PPS came together for sessions with senior staff. Three student interns joined a 148 person Advisory Committee to provide input on priorities for the plan. Advisory Committee members also took part in System-Shift-specific work groups to develop the details of strategic outcomes and goals. Each work area follows the guidance provided by the community during the vision process, and we will continue to have significant community engagement throughout the implementation of the strategic plan.





Summary of Strategic Plan

Themes and Outcomes

The focus areas of the plan, described as strategic outcomes (i.e., what will be true once they are achieved) are organized under four main themes:

Theme 1: Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students. We have to attack racism and longstanding, structural inequities in our system. We have to remove barriers to teaching and learning. We have to create a sense of belonging for everyone. And we will establish a Center for Black Student Excellence, a constellation of built environments and a designated set of culturally responsive strategies that celebrate and advance Black student achievement at PPS. The issues of race, racism and racial equity are important to the strategic plan as a whole—and they suffuse other themes and action areas throughout. It is important that all stakeholders see opportunities to confront racism and promote equity in every element of our plan.

Strategic Outcomes

Transform Structures for Racial Equity

We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.

Cultivate a Culture of Racial Equity and Care

We are cultivating the conditions for an organizational culture of racial equity and affirmation to collectively bring about meaningful change.

Reimagine Relationships and a Sense of Belonging

Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.

Plan the Center for Black Student Excellence

A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.

Ensure Equitable Access to Facility Resources

We reimagine the use of space to provide more equitable access to facilities and supporting resources, enabling greater options for student success.

Theme 2: Inclusive and Differentiated Learning for Every Child

We celebrate the diversity of our students, and are working to provide differentiated learning experiences and supports that meet every child where they are, work with their interests, and enable them to thrive at PPS. We have a significant population who have varying abilities that require special attention and programs. Many students with disabilities, and those with complex learning needs, were not well-served by COVID-19 virtual learning. We need to strengthen educational offerings for every student, including those with disabilities, and expand resources for their physical and emotional safety. And we must make learning relatable and relevant for real-world contexts—for jobs, technology, and challenges of the future—for every student.

Strategic Outcomes

Develop an Integrated Instructional Framework

Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

Design Learning Experiences that Promote Self-Directed, Future-Ready Learning

Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.

Implement Multi-Tiered System of Supports

Our strongly aligned system of tiered supports provides progressively targeted and individualized supports for students, based on student data, decision criteria, educator collaboration, and using evidenced-based academic, social-emotional, and behavioral interventions that are culturally responsive and eliminate barriers to learning.

Establish Systems and Structures for Inclusion

All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.

Promote an Inclusive Mindset

We all share the mindset that students with disabilities are everyone's students.

Build the Advocacy Power of Students and Families of Students with Disabilities

We ensure that all families and students, especially those historically underserved, have the knowledge, information and support they need to fully engage in, and contribute to, the special education process.





Theme 3: Professional Excellence and Support

To become a world-class school district, we must hire talented people from diverse backgrounds and experiences. We also know that our world-class staff needs ongoing professional support and resources. This will require action across many forms, including better communication and coordination; career pathways for educators, building our educators' capacity in social and emotional support to students; and a culture of adult learning to accelerate student achievement.

Strategic Outcomes

Develop a Diverse, High-Quality, and Thriving Workforce

We have a diverse, high-quality, and thriving workforce that is supported in personal and professional well-being and success.

Advance Our Organizational Learning Culture and Practice

Our coherent, system-wide, culture of adult learning provides systems and supports that spur growth, innovation, and collaboration.



Theme 4: Embracing Change

We need to create and support a culture open to positive change—as a system. The way we solve problems systematically, the way we build a culture and approach to successfully manage our work, the way we build trust and promote empathy, the way we communicate within our system and to our stakeholders—all of these are actions that require constant refinement and improvement.

Strategic Outcomes

Socialize Our Vision and Strategic Plan

We socialize our vision, *PPS reimagined*, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and make meaning together.

Build a Collective Sense of Trust and Belonging

Our educators and community collectively foster an environment of belonging, trust, and shared ownership for the success of our students, educators, and school district.

Establish a System-Wide Project Management Culture and Practice

Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.

Embed System-Wide Data-Driven Continuous Improvement Practices

We effectively and consistently use data to drive cycles of continuous improvement that lead to decisions and actions that improve student outcomes.

Establish Exceptional Service Culture and Standards

We deliver exceptional central services to our schools, students, and families.

Implement a Proactive, Effective, and Creative Communication Practice

Our communications practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

Launch an Innovation Practice that Reimagines System Problem Solving

Our system-wide innovation practice addresses challenges in the system by generating creative solutions and moving promising practices to implementation at scale.

Cultivate and Promote Aligned Community Partnerships

Our partnerships equitably support our students to achieve the Graduate Portrait.

Develop a Coherent System-Wide Community Engagement Approach

Stakeholder engagement is a core competency through which the perspectives and voice of educators, students, families, and community are authentically integrated.



For a larger version of this diagram see the diagram at the center of the Strategic Plan quickguide.

Student-Centered Indicators

- > Black and Native students will narrow opportunity gaps in learning shown by increasing numbers of students prepared for 1st grade as measured by an appropriate set of early learning indicators.
- > Narrowing the opportunity gaps for our Black and Native students: (These are aligned to Board Goals)
 - By 3rd Grade, our Black and Native students will narrow opportunity gaps in reading shown by more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments
 - By 5th Grade, our Black and Native students will narrow opportunity gaps in math by showing more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments
 - By 8th Grade, our Black and Native students will narrow opportunity gaps in both reading and math shown by increasing numbers of students who meet or exceed proficiency in both English Language Arts and Mathematics as measured by Smarter Balanced Assessment Consortium (SBAC) assessments
 - By graduation, our Black and Native students will narrow postsecondary opportunity gaps shown by greater increases of students, as compared to other subgroups, who meet at least one of the following postsecondary readiness indicators as stated in the current board goals:
 - Successful completion (C or better) of 3 or more Advanced Placement courses,
 - Successful completion (C or better) of 3 or more International Baccalaureate courses,
 - Successful completion (C or better) of 3 or more Dual Credit courses,
 - Successful completion of Career and Technology Pathway (2 or more courses in the same path),
 - Successful achievement of the seal of biliteracy (AP foreign language: 3 or above).

Strategic Plan Objectives

These Strategic Plan Objectives describe the high-level indicators of success for our strategic plan. What does success look like at the end of the strategic planning period?

- > Students report increasing sense of belonging as measured by the Successful Schools Survey
- > Students report learning is more engaging and relevant for their future
- > Reduce disproportionate identification of students in Special Education, especially our Black, Native, and English Learner students
- > Reduce disproportionality in exclusionary discipline measures for our Black and Native students
- > Students are able to self-assess growth on the Graduate Portrait, including an adapted Graduate Portrait for students with disabilities, using a developmentally appropriate continuum
- > Growth in number of students on track for the Graduate Portrait milestones as expressed by the Graduate Portrait continuum
- > Students report their learning experiences support their understanding and attainment of the Graduate Portrait

Other Success Indicators Related to Educator Essentials and Implementation of Key Strategies

- > Increase in number of educators of color who are hired and retained
- > Increase in educators of color reporting feeling a sense of belonging
- > Educators use the Educator Essentials to self-assess professional growth
- > Data driven, continuous improvement practices evident at grade level, schools, departments, and district as a whole
- > Evidence that educators are aligning their work and professional learning to the Vision



**Theme 1
Racial Equity
and Social Justice**





NOVEMBER 3, 2020

Portland voters approve historic \$1.2 billion PPS Bond, including \$60 million to launch the Center for Black Student Excellence.

Racial Equity and Social Justice

Transform Structures for Racial Equity

Strategic Outcome

We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.

Description

We are disrupting entrenched institutional and cultural racism by integrating the PPS RESJ Lens into critical district structures and processes and continuously examining and changing beliefs, mindsets, policies, actions, and decision-making to eliminate disparities in access to opportunities and outcomes for students of color.

Goal #1

Disrupt racial inequities by applying the PPS RESJ Lens to analyze and interrogate high-leverage system change opportunities, including policies, processes, and resource allocation.

Goal #2

Every educator can articulate their role and responsibility within the RESJ Framework and Plan and understand how it fits within their work as reflected in their professional goals, published teamwork plans, and quarterly reviews.

Goal #3

In service of board goals, the RESJ Advisory Council supports the implementation of the RESJ Framework and Plan to ensure that the district measures, monitors, evaluates, and acts to track progress toward equitable student outcomes.

The vignettes in the bubbles show some of the progress already made, either through district work or the results of student advocacy, that support the direction of this plan, and show that while our plan is bold, it is also achievable.



Cultivate a Culture of Racial Equity and Care

Strategic Outcome

We are cultivating the conditions for an organizational culture of racial equity and care to collectively bring about meaningful change.

Description

We are creating an organizational culture of racial equity that is characterized by respect, care, affirmation, and interconnectedness. This culture results from widespread use of the PPS RESJ Lens and from educators developing our individual capacity to understand oppression in education. This enables us to successfully collaborate with others to bring about meaningful change that increases student success, resilience, and empowerment.

Goal #1

Develop and implement RESJ professional learning and school site supports aligned to the RESJ PD Framework and the Professional Learning Master Plan. This is done in collaboration with school teams, departments, and external partners so the entire system is engaged in continuous RESJ learning and improvement.

Goal #2

Engage meaningfully with students, families, and community leaders through intentional and inclusive partnership and collaboration with culturally specific, multiracial partners and community, and in coordination with our Community Engagement team. Implement RESJ strategies in every school and department to meet the needs of students and families.

Reimagine Relationships and a Sense of Belonging

Strategic Outcome

Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.

Description

Our “design principles for belonging,” based on collaborative work with students, student groups, families and communities, and external research, build capacity throughout the system to reimagine relationships, foster community and belonging, and reimagine discipline. The design process identifies needed resources and creates the conditions for greater physical and emotional safety for students and educators.

Goal #1

Complete a process of exploratory learning and gathering input on what is needed to build a sense of belonging and supportive relationships.

Goal #2

Based on the results of goal #1, prototype a set of “design principles for belonging” that create the conditions for educators to foster emotional regulation and healthy environments for every student.

Goal #3

Develop and implement a comprehensive plan, building on goals #1 and #2, that increases access to, and representation of, student-led activities that support cultural and social identity, enhancing a sense of safety and belonging at every school site.



Plan the Center for Black Student Excellence

Strategic Outcome

A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.

Description

In partnership with Black community leaders, education and youth development experts, and educators, our community launches a racial equity centered design and planning process that informs both the educational programming and the physical design and implementation of the Center for Black Student Excellence in schools and facilities in the heart of the historic Albina neighborhood around Jefferson High School. Drawing from local, national, and international expertise as well as student, family, and community engagement, the collective sets the framework and design for implementation of the Center.

Goal #1

A robust and detailed community, student, and stakeholder engagement plan, developed in coordination with our Community Engagement team, is reviewed, vetted, and approved.

Goal #2

Our community- and student-focused engagement process produces a vision and mission, and a comprehensive plan that outlines educational outcomes, partnership needs/development, physical space needs, oversight, and responsibility.

Goal #3

Create and implement a plan to hire, train, and promote educators, and others, who reflect the cultural and racial diversity of our student demographics.





JANUARY 26, 2021

The PPS Board of Education unanimously approves changing the name of Woodrow Wilson High School to Ida B. Wells-Barnett High School, making it the first time in 170-year history that a PPS High School will be named after a Black person.

Ensure Equitable Access to Facility Resources

Strategic Outcome

We reimagine the use of space to provide more equitable access to facilities and supporting resources, thereby enabling greater options for student success.

Description

Our response to the question, “How might we change enrollment, budgeting, and partnership policies and practices to create an equitable allocation of resources and more flexible and future-focused schools, including non-comprehensives, such as CBO alternative schools?” results in a reimagined use of space. Student needs are the driver, and the Graduate Portrait is the frame that guides access to spaces and allocation of resources, supporting multiple pathways to graduation.

Goal #1

Develop and implement guidelines and plans for intentional and equitable upgrading of every inaccessible and aging facility in the school district.

Goal #2

Regular, two-way, engagement informs facilities planning and resource allocation developed in coordination with our Community Engagement team.

Goal #3

Develop and implement administrative policies and processes that allow students to flexibly access multiple educational programs and offerings, virtually or physically, and in conjunction with ongoing career learning academy development work.

Theme 2
Inclusive and
Differentiated Learning
for Every Child





Inclusive and Differentiated Learning for Every Child

MAY 21, 2021

Governor Kate Brown signs into law House Bill 2052, requiring all Oregon school districts to allow students to wear Native American regalia during graduations and other ceremonies.

Develop an Integrated Instructional Framework

Strategic Outcome

Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

Description

The framework describes an interrelated set of tools, practices, and expectations that guide how we support inquiry-based, disciplinary, and interdisciplinary learning. It also describes teaching that is inclusive, culturally responsive, learner-centered, interactive, engaging, and intellectually rigorous.

Goal #1

Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.

Goal #2

Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.

Goal #3

Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.

Goal #4

Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.

Design Learning Experiences that Promote Self-Directed, Future-Ready Learning

Strategic Outcome

Every student has access to flexible, personalized, differentiated learning experiences throughout their PK–12 journey. These experiences are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.

Description

Educators and diverse groups of students collaborate, in coordination with our Community Engagement team, to design and implement flexible, personalized learning experiences and environments. These experiences and environments build upon student interests and needs; use space and time creatively, in ways that expand the learning environment beyond the traditional “bell” structure; and are aligned to the Graduate Portrait. This collaborative design process intentionally develops self-directed learning skills for students.

Our initial work identifies key principles for designing flexible, interest-based learning experiences that can be applied across the system. The principles can be adopted by other students and educators to make learning more engaging, relevant, and self-directed for all students. The design principles also inform and influence the redesign of multiple interest-based learning experiences PK–12. Examples include the PK–3 alignment and design work, Middle School redesign efforts, college and career pathways to graduation or a certificate of completion, and alternative pathways for students PK–12. The design principles are integrated into the district’s instructional framework.

Goal #1

Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a “design guide” that is incorporated into the Integrated Instructional Framework.

Goal #2

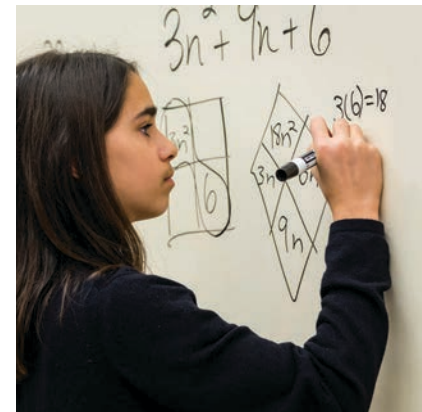
Support schools at all levels to redesign master schedules centered on learner needs and student access to equitable learning experiences, and support the implementation of flexible learning experiences PK–12.

Goal #3

Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.

Goal #4

Develop a comprehensive plan, and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.



Implement Multi-Tiered System of Supports (MTSS)

Strategic Outcome

Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.

Description

Multi-tiered System of Support (MTSS) is a framework focused on prevention and problem solving for all students, using data-based decision making. This framework promotes educational systems that provide equitable outcomes for all students. MTSS uses evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and ensure equitable outcomes. MTSS integrates Racial Equity, Social Emotional Learning, and Restorative Justice practices to promote a culture of emotional safety and respect for students and educators.

Goal #1

Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.

Goal #2

All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.

Goal #3

All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.





Establish Systems and Structures for Inclusion

Strategic Outcome

All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.

Description

Our system-wide capacity for inclusion of students is supported by the consideration of special education needs in planning for professional development, curriculum adoption, budget, MTSS, Career and Technical Education (CTE), and staffing. This ensures that every student can attain the Graduate Portrait, and every educator can develop their capacity to be inclusive and responsive to all diverse learners, as reflected in the Educator Essentials.

Goal #1

District-wide planning for professional development, curriculum adoption, budget, MTSS, CTE, and staffing is inclusive of special education.

Goal #2

Develop and fund an inclusion team that focuses on coaching support and mentoring for general education teachers around the inclusion of students with complex needs.



Promote an Inclusive Mindset

Strategic Outcome

We all share the mindset that students with disabilities are everyone's students.

Description

We understand and implement inclusionary practices for students with disabilities, including full implementation of MTSS, Universal Design for Learning (UDL), comprehensive professional development, and tiered academic supports, aligned to the Graduate Portrait and Educator Essentials.

Goal #1

Every educator receives professional training and resources to optimize opportunities for students with disabilities to succeed. The professional development is aligned with the Professional Learning Master Plan and includes a full implementation of UDL practices in special education and general education, and tiered academic supports, including culturally responsive pedagogy. This supports our belief that students with disabilities are everyone's students and expands our understanding of the importance of inclusion.

Goal #2

We are reducing exclusions from general education by increasing awareness, reducing bias and discriminatory practices, and increasing inclusionary practices by educators in the general education setting.

Goal #3

We have increased training, education, and support for educators, aligned with the Professional Learning Master Plan, in the use of the Multilingual SpEd Family Toolkit.

Build the Advocacy Power of Students and Families of Students with Disabilities

Strategic Outcome

We ensure that all families and students, especially those who have been underserved historically, have the knowledge, information, and support they need to fully engage in, and contribute to, the special education process.

Description

We work with families and students to identify information needs and expand resources about all aspects of the special education process, including evaluation, eligibility, and Individual Education Plan (IEP) processes. We empower students to lead their own IEPs. Educators have the training and support to be fully inclusive of all families and students and help create connections between special education supports and the Graduate Portrait.

Goal #1

We ensure that students with disabilities and their families understand the Graduate Portrait elements to help students realize them. We also explore those elements in an adapted Graduate Portrait for students with complex needs, in collaboration with students and families, to ensure that every student sees themselves in our Graduate Portrait.

Goal #2

Expand our Multilingual SpEd Family Toolkit to increase education and awareness for families and guardians, especially our historically underserved families, regarding special education processes and practices.

Goal #3

Use our expanded Multilingual SpEd Family Toolkit to increase student awareness and engagement in special education processes so that students can learn to lead their own IEPs and understand how special supports connect to meeting Graduate Portrait goals, especially for our historically underserved students.



Theme 3
**Professional
Excellence and
Support**







Professional Excellence and Support

Develop a Diverse, High-Quality, Thriving Workforce

Strategic Outcome

We have a diverse, high-quality, thriving workforce that is supported in personal and professional well-being and success.

Description

We have a diverse workforce that reflects student demographics through intentional recruitment, hiring, retention, and development of educators of color. We have a high-quality, thriving workforce that is supported by professional experiences throughout the entire employee lifecycle, to ensure each educator's personal and professional well-being, growth, and success.

Goal #1

Implement inclusive and equitable processes, practices, and accountability systems to decrease racial disproportionality of recruitment, hiring, retention, and promotion, prioritizing the growth and development of educators of color in their careers.

Goal #2

Increase the health and well-being of every educator by implementing social, emotional, and wellness best practices and supports, including identifying culturally affirming supports for educators of color.

JUNE 4, 2020

With new investments in direct student supports (social workers, counselors, culturally-specific partnerships and more), PPS Superintendent Guadalupe Guerrero announces the discontinued regular presence of School Resource Officers in PPS Schools.

Advance Our Organizational Learning Culture and Practice

Strategic Outcome

Our coherent, system-wide culture of adult learning provides systems and supports that spur growth, innovation, and collaboration.

Description

We are a learning organization that facilitates individual growth for educators at all levels, through pathways that are aligned to the Educator Essentials, differentiated supports, and professional learning choices. Our supportive adult learning culture and professional learning system encourages innovation and increases collaboration and knowledge sharing system-wide, resulting in stronger professional practice across the district.

Goal #1

Create a Professional Learning Master Plan that identifies system-wide learning requirements, options, and guidance on developing individual and site-specific learning plans that integrate system-wide learning needs, individual needs, and interests.

Goal #2

Identify and implement culturally affirming and differentiated supports and resources to support employee growth, including individualized professional growth plans.

Goal #3

Develop and implement professional learning that is aligned across sites and departments and integrates a continuum toward mastery for a prioritized set of Educator Essentials aligned to the Graduate Portrait.

Goal #4

Design and develop a Knowledge and Learning Management System that supports knowledge building, sharing, and learning for all educators.



Theme 4
Embracing Change







Embracing Change

FEBRUARY 23, 2021

The Board approved the renaming of Madison High School to Leodis V. McDaniel High School, honoring a Black Portlander and educator who led the former Madison school through cultural shifts in his community with his own racial equity and social justice lens.

Socialize Our Vision and Strategic Plan

Strategic Outcome

We socialize our vision, *PPS reimagined*, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and create meaning together.

Description

Our socialization process invites our educators, students, and community stakeholders to explore the ideas, ask questions, and think through the implications of both our vision and our strategic plan. Through a variety of ongoing opportunities, our community develops a shared understanding and commitment to our vision and our strategic plan, and each stakeholder can see that they play an important role in reaching our shared aspirations.

Goal #1

Develop and implement a plan to create opportunities for internal and external stakeholders, especially our students, to make meaning of the vision and the strategic plan, and to understand how they can proactively support, lead, and help us collectively achieve our goals.



Build a Collective Sense of Trust and Belonging

Strategic Outcome

Our educators and community collectively foster an environment of belonging, trust, and shared ownership for the success of our students, educators, and school district.

Description

In collaboration with our community, we have identified the actions that build relational trust and those that dismantle it. With this understanding, we nurture trusting relationships through meaningful collaboration and investment in understanding each other's backgrounds, perspectives, and motivations (our why). We continually realign to our shared purpose, building a collective sense of belonging, to create a system that powers our students' success.

Goal #1

Establish shared definitions of relational trust and belonging, based on an understanding of the actions that build or dismantle them.

Goal #2

Use the understanding and definitions developed through goal #1 to develop and implement a plan to strengthen our capacity to build relational trust and a collective sense of belonging.

Establish a System-Wide Project Management Culture and Practice

Strategic Outcome

Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.

Description

The successful execution of the strategic plan is brought about through the establishment of a system-wide Project Management Office. This ensures consistent, sustainable, and synchronized implementation of plans, including site and department action plans, through common project management standards practiced throughout the organization. System-wide coordination of these efforts increases visibility, effective communication, and organizational alignment.

Goal #1

Create and implement a shared project management framework with common standards, processes, and tools to monitor and execute the strategic plan.

The office provides ongoing organizational leadership and staffing toward a consistent, effective project management experience for all educators.

Goal #2

Establish an Enterprise Project Management Office, based on professional industry practice and the unique needs of our environment.

Goal #3

Support sites and departments to create action plans aligned with the strategic plan, and develop processes for ongoing coordination of implementation efforts.

Embed System-Wide Data-Driven Continuous Improvement Practices

Strategic Outcome

We use data effectively and consistently to drive cycles of continuous improvement that leads to decisions and actions that improve student outcomes.

Description

Effective data-driven continuous improvement practices are evident throughout the district, especially at the classroom, grade-level, school, and central office department levels. Educators have the capacity to set measurable goals, collect outcome and implementation data from multiple sources, analyze data, adjust actions, and monitor progress toward goals. Diverse stakeholders are involved in data analysis to strengthen interpretation, and this informs decisions and actions, especially resource allocations, that lead to improved outcomes.

Goal #1

Strategic plan priorities are being monitored quarterly and publicly reported annually to ensure progress toward our equitable metrics and indicators.

Goal #2

A shared model of data-driven continuous improvement cycles has been adopted by schools and departments, and supports for effective implementation are in place.

Goal #3

The Board of Education, the district, central office departments, schools, and grade-level teams will establish regular cycles of review as part of their continuous improvement process.

Goal #4

Strengthen capacity to provide effective instruction that leads to closure of our significant gaps in student outcomes through access to real-time student progress monitoring data, such as formative assessments and other measures.

Goal #5

Develop an integrated data-management infrastructure that is responsive and accurate so that effective data-driven continuous improvement practice is supported throughout the district.



Establish Exceptional Service Culture and Standards

Strategic Outcome

We deliver exceptional central services to our schools, students, and families.

Description

Our central office is transforming to better serve our schools for the benefit of students and families. We have a performance management system that supports educators to improve services continuously, using a meaningful set of multiple measures, grounded in a customer service culture and a research-based framework. This reflects our belief that student achievement can be accelerated when schools are supported by central services that are performed reliably and accurately, convey trust and confidence through knowledge of products and services, communicate caring and individualized attention, and provide help willingly and promptly.

Goal #1

Develop and implement a district-wide performance management system that is grounded in a research-based Customer Service Excellence model.

Goal #2

Establish Professional Learning Communities, aligned with our Professional Learning Master Plan, across service departments to support cross-departmental collaboration on challenging problems of practice. Identify actions to improve service performance.



Implement a Proactive, Effective, and Creative Communication Practice

Strategic Outcome

Our communication practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

Description

Internal and external communication is consistent and accurate, and it informs stakeholders in a timely fashion. Attention to accessibility has made methods and content responsive to audience needs. By using a variety of data and media, we “show the system to itself” through stories of growth and accomplishment, keeping our community proactively informed as to progress across the district.

Goal #1

Develop and implement our guidelines for clear, accessible, inclusive, and meaningful communications created in collaboration with students, families, site educators and the central office so that we can target our messages to diverse stakeholders.

Goal #2

Identify and implement creative methods to proactively develop and share, both internally and externally, stories that celebrate and share the progress we are collectively making toward realizing our vision.



Launch an Innovation Practice that Reimagines System Problem Solving

Strategic Outcome

Our system-wide innovation practice addresses challenges in the system by generating creative solutions and moving promising practices to implementation at scale.

Description

Our innovation practice enables all educators and students to address challenges in the system and puts a supportive structure in place to enable them to do so. This structure is the Innovation Studio, which includes training, resources, and incentives that promote a culture of creativity, iterative design improvements, and managed risk-taking.

Innovation approaches are described in a PPS Innovation Framework, and regularly applied to ensure that solutions meet the needs of intended stakeholders and are resilient to potential future forces. Innovation is non-linear and often includes ideating broadly to tackle problems that are ill-defined and for which effective solutions are unknown. An innovation practice involves design research and human-centered design to learn insights from those for whom the solution is designed. Then, through exercises that harness creativity, through design thinking and prototyping, new and innovative solutions to challenges are developed.

Goal #1

Establish the PPS Innovation Studio and train the initial diverse team of innovation process facilitators for projects, in alignment with the Professional Learning Master Plan.

Goal #2

Complete the development of a PPS Innovation Framework to provide a clear definition of innovation in PPS with written guidelines and expectations on the innovation practice in the district.

Goal 3

Establish a robust plan to continue building our innovation practice, including ongoing support systems and additional trained facilitators, including students.

Cultivate and Promote Aligned Community Partnerships

Strategic Outcome

Our partnerships equitably support our students to achieve the Graduate Portrait.

Description

Internal and external stakeholders are active partners supporting our vision, *PPS reimagined*, and have clear options and opportunities to align their efforts with our vision. We cultivate, foster, and sustain partnerships so that our collective efforts to support our students to achieve the Graduate Portrait are maximized.

Goal #1

Collaboratively develop a partnership framework, in coordination with our Community Engagement team, that defines types and elements of effective partnerships, outlines RESJ-focused criteria for partnerships, and provides guidelines on fostering and sustaining effective partnerships.

Goal #2

Redefine and develop our culture of giving that grows sustainable partnerships with stakeholders, and build multiple meaningful and aligned opportunities for all community members to take action in support of our vision.

Goal #3

Establish a citywide campaign of partners that collectively aligns a shared set of priorities to achieve the Graduate Portrait.



Develop a Coherent System-Wide Community Engagement Approach

Strategic Outcome

Stakeholder engagement is a core competency through which the perspectives and voice of educators, students, and families are authentically integrated.

Description

Our coherent, system-wide approach to internal and external community engagement uses consistent guidelines for departments and sites on the design of engagement activities to ensure that they are meaningful and transparent. Guidelines clarify expectations as to the purpose and outcomes of engagement, including expectations for collaboration and feedback loops, and help stakeholders feel that their participation is valued by understanding how their input, feedback, and collaborative design efforts will be used.

Goal #1

Develop and iteratively improve engagement guidelines and tools to support sites and departments to authentically engage stakeholders. This includes protocols and expectations for participation and communication, and feedback loops so that participants understand the purpose, methods, and outcomes to engagement initiatives in which they have participated.

Goal #2

Map engagement efforts of all strategic plan efforts, and collaborate proactively with strategic plan project leads to ensure that all engagement efforts follow the guidelines.

Goal #3

Establish district-wide principles for creating meaningful and actionable feedback loops with clear expectations so that educators, families, and students feel heard and appreciated, and understand how their feedback will be used.



Thank you to the staff and students who worked on our strategic plan.

Allison Adams	Daniel Cogan	Jennifer Hernandez	John Lyons	Lydia Poole	Elizabeth Thiel
Louna Agoro	Kevin Crotchett	Claire Hertz	David Marienburg	Rosanne Powell	Carmella Thomas
Ari Alberg	Kregg Cuellar	Casey Hoffman	Lori Martin	Aaron Presberg	Lindsay Trapp
Aimee Alexander-Shea	Tricia Curley	Aisha Hollands	Brenda Martinek	Lori Preston	Robert Unzueta
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Jennifer Anderson	Sarah Davis	Filip Hristic	Kimberly Matier	Sharon Reese	Alma Velazquez
Nicole Bassen	Nolberto Delgadillo	Katherine Hu	Megan McCarter	Dana Riemer	Jill Vogt
Michelle Batten	Yeng Dhabolt	Charnetta Hutson	Lisa McConachie	Nailah Roque	Emily Walsh
Loretta Benjamin-Samuels	Kathleen Ellwood	Aurora Hymel	Tania McKey	Genevieve Rough	Karen Werstein
Shawn Bird	Molly Emmons	Camille Idedevbo	Naomi Montelongo	David Roy	Courtney Westling
Angela Bonilla	Nicole Enyeart	Elizabeth Israel-Davis	Sage Morgillo	Amy Ruona	Kristyn Westphal
Kristen Brayson	Guadalupe Guerrero	Tiel Jackson	Angela Morrill	Yian Saechao	Dana White
Brandon Breeden	Robyn Faraone	Stetson James	Zulema Naegele	Marifer Sager	Chris Williams
Judy Brennan	Lorna Fast Buffalo Horse	Dan Jung	Giselle Naranjo-Nelson	Megan Salvador	Karmin Williams
Russell Brown	William Fernandez	Stacey Jung	Dana Nerenberg	Carlos Sanchez Huizar	Reiko Williams
Jill Bryant	Sarah Fitch	Paulina Larenas	Meanroth Ny	Keyla Santiago	Curtis Wilson III
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Oscar Campos	Emily Glasgow	Melissa Lim	Juniper Painton	Keeley Simpson	Korinna Wolfe
Isaac Cardona	Matt Goldstein	Jeremy Lo	Margarett Peoples	Noelle Sisk	Don Wolff
Junho Chang	Natasha Grannis	Deon Logan	Lana Perice	Tullan Spitz	Patrice Woods
Shanice Clarke	Antonye Harris	Karl Logan	Christie Petersen	Steven Stapleton	
	Marshall Haskins	Lidia Lopez Gamboa	Christine Pitts	Erica Stavis	
	Shawn Helm		Meisha Plotzke	Nathan Swoverland	

Forward Together



RESJ

Racial Equity and Social Justice





PPS RESJ Partners

RESJ Partner Meeting - Quarter 3

April 21, 2022

2:00 - 4:00 PM

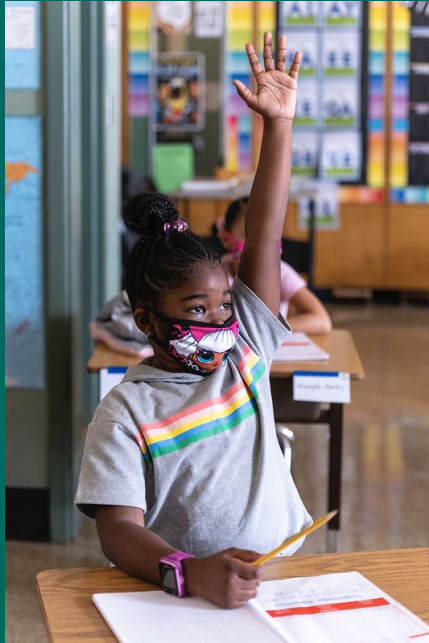


Warm Welcome

In the Chat:

1. Name, Organization, Gender Pronouns
2. What is something you are looking forward to this summer?

Superintendent's Welcome



Welcome and Agenda

- Superintendent's Welcome
- Collective Performance Management
- Instructional Framework
- Enrollment Balancing Update
- Racial Equity Centered Pipeline Initiative - Wallace Foundation
- Closing



Summer Enrichment 2022

Recommended Proposals by Programming Category

Programming Category	Number of Programs	Estimated # of Students Served
Arts	29	3,210
Childcare	7	583
STEM/STEAM	24	2,413
Youth Employment	29	522
General Enrichment	47	7,385
Sports/Athletics	15	2,132

Recommended Proposals by Age Served

Ages Served	Number of Programs	Estimated # of Students Served
K-5	28	3,320
Middle School	35	2,965
High School	35	1,683

Hub Sites - Summer Learning Academy

Boise-Eliot	Bridger	Chavez	Benson @ Marshall
Chapman	Grout	Faubion	Cleveland
James John	Kelly	Beaumont	Franklin
Lee	Markham	Harriet Tubman	Grant
Marysville	Peninsula	Jackson	Jefferson
Rosa Parks	Riger	Kellogg	Lincoln
Sitton	Vestal	Ockley-Green	McDaniel
Woodlawn	Woodmere	Roseway Heights	Roosevelt & Ida B. Wells



Learning Together with Data

Celebrating our work together

Portland Public Schools	Together	CBOs
<ul style="list-style-type: none">• Panorama Successful School Survey• Postsecondary success report• Attendance• Engagement• Grades/ GPA	<ul style="list-style-type: none">• Access to resources• Interactions with school staff and leadership• Access to additional leadership/ community service opportunities• Engaged in discussing cultural identity	<ul style="list-style-type: none">• Student name• Student ID• # Student hours served• Type of service• Racial/ ethnic diversity of staff

We will also ask for you to answer...

- What? Summarize what your program included to-date.
- So, what? Describe the things that are going well and challenges you are experiencing.
- Now what? How will you use this information to make adjustments to your program?

Q3 Data Review

STRATEGY 1 Culturally Specific Family Engagement

Cumulative hours: 6,660 Total Students: 283

Organization	Service Hours	Students Served	Families Served
Black Parent Initiative	30	32	13
NAYA	691	79	108
Latino Network	395	12	35
IRCO	796	86	58
YEP	740	50	62
Total	2,622	226	276

Q3 Data Review

STRATEGY 2 Wrap Around Services

Cumulative hours: 111,550 Total Students: 1,164

Organization	Service Hours	Students Served
NAYA	250	20
Latino Network	665	75
Open School/Step Up	27,090	385
IRCO	1,300	93
POIC	NA	NA
SEI	7,360	396
REAP	13	7
Total	36,677	945

Q3 Data Review

STRATEGY 3: Mentoring/Leadership Development

Cumulative Hours: 19,694 Total Students: 499

Organization	Service Hours	Students Served
Michael Grice	1,683	36
Unite Oregon	NA	NA
Coalition of Black Men	565	43
Latino Network	82	14
IRCO	607	45
YEP	3,843	112
SEI	31	26
POIC	NA	NA
TIAA	3,196	116
REAP	865	48
Total	10,872	424

Q3 Data Review

STRATEGY 4 Extended Learning and Enrichment

Cumulative Hours: 18,519 Total Students: 645

Organization	Service Hours	Students Served
Maurice Lucas Foundation	1,600	69
Chess for Success	1,090	238
Urban League	8,372	119
SEI	1,032	114
Total	12,093	529

Q3 Data Review

STRATEGY 5 Positive Cultural Identity Development and Advocacy

Cumulative Hours: 5,535 Total Students: 604

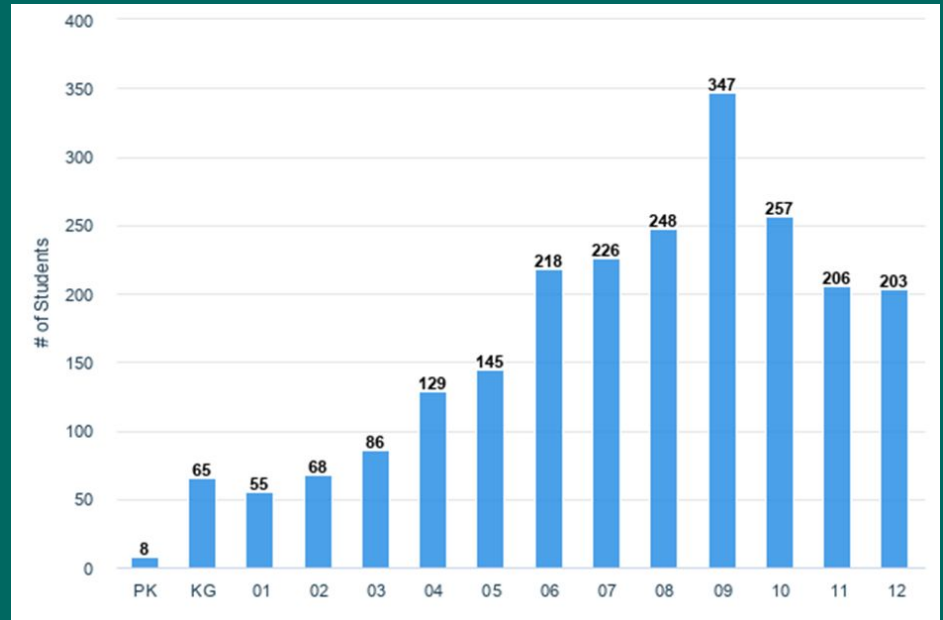
Organization	Service Hours	Students Served
Black Parent Initiative	252	71
NAYA	388	30
Latino Network	349	185
IRCO	305	38
SEI	1,037	52
Black Excellence Group	730	134
Total	3,060	508

Demographics and Participation

Demographics of youth across all strategies

Student Subgroup	# Students	% of Students
Total	2,261	100.0%
Female	1,131	50.0%
Male	1,121	49.6%
Non Binary	9	0.4%
Asian	98	4.3%
Black	848	37.5%
Latino	629	27.8%
Multiple	304	13.4%
Native Am	31	1.4%
Pac Isl	58	2.6%
White	293	13.0%
ELL	378	16.7%
SPED	405	17.9%

Number of youth from all strategies across grades





Break Out Group Discussion Questions:

1. What is going well in programming? Opportunity to share individual student/family success stories (Partners)
2. What has been challenging in establishing services and partnership and how can PPS support? (Partners)
3. What can we do together to support student and family needs? (Partners and PPS Staff)

PPS

Instructional Framework

RESJ Partner Meeting
April 21, 2022

Forward Together Strategic Plan

PPS's 2021-2025 Strategic Plan for Equity, Inclusion & Excellence

PPS reimagined Theory of Action

IF... We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realize the vision of the Graduate Portrait.



Forward Together Strategic Plan aligns with our Graduate Portrait with themes:

- Racial Equity and Social Justice
- Inclusive and Differentiated Learning for Every Child
- Professional Excellence and Supports
- Embracing Change

Forward Together

2022-2023



Inclusive & Differentiated Learning for Every Child

Strategic Outcome

Develop an Integrated Instructional Framework

Strategic Outcome

Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

Description

The framework describes an interrelated set of tools, practices, and expectations that guide how we support inquiry-based, disciplinary, and interdisciplinary learning. It also describes teaching that is inclusive, culturally responsive, learner-centered, interactive, engaging, and intellectually rigorous.

Goal #1

Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.

Goal #2

Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.

Instructional Framework Problem of Practice

We collectively acknowledge the challenges we have in front of us:

- Significant gaps in student outcomes persist and are predictable by race
- Achievement levels of students of color are, on average, far below grade-level expectations
- The quality of student learning experiences varies dramatically, both inter- and intra-school
- Inconsistent support, resources, and expectations from central office teams around instruction

In order to address these challenges, we must ensure all students have equitable access to high-quality instruction. There must be a **consistent vision for high-quality instruction** that drives teaching and learning in every classroom for every student.

Instructional Framework Overview

- We will collaborate to answer the question “*what does excellent teaching and learning look like in PPS*”?
- The framework will establish and define the **core elements of standards-aligned instruction we commit to providing all students**. The collaboratively developed framework will align us on common language and guide decisions and discussions at the central office, school, and classroom levels as we plan professional learning opportunities.
- Our goal is to have the framework and aligned professional learning in place for the 2022-23 school year.

The Instructional Framework will:

- Provide a consistent, district-wide vision for teaching and learning that will allow all district stakeholders to **align actions and resources to ensure equity of access** to high-quality instruction across schools, classrooms, and student demographics.
- Identify a series of components and supporting **Look Fors** that every PPS student should experience in order **to achieve the Graduate Portrait**.

Instructional Framework Engagement Process

- To make equity actionable, we are **partnering with a diverse group of stakeholders** to develop the instructional framework and aligned professional learning plan
- **Multiple rounds of stakeholder feedback and iteration:** We will develop multiple drafts of the framework over the next two months through an iterative process
- **Design Team:** The core Design Team with OTL, OSP, OSSS members will be responsible for developing multiple drafts of the framework based upon feedback
- **Advisory Group:** Diverse group of stakeholders who will lend their expertise and unique perspectives to the development of the framework to ensure it is comprehensive and successful
- **Additional Collaboration and Input Opportunities:** We will create additional opportunities for collaboration and input, including with but limited to PAT, PAPSA, Leadership, Principal Advisory, RESJ Partners, Students, Families, etc. These touchpoints are layered in throughout our working plan to share regular updates and offer additional opportunities for feedback

April RESJ Partnership Meeting - Processing Questions

- In your small group, take a few minutes to capture ideas and questions on the Jamboard and discuss
- [JAMBOARD LINK](#) - each group has a separate Jamboard slide
 - When you think about excellent teaching and learning, what comes to mind for you?
 - What suggestions do you have / opportunities you are aware of for sharing with families and our local communities during our instructional framework process? (add your name and organization/school so we can follow-up with you)
 - What questions are coming up for you about the instructional framework?



Enrollment Balancing



Portland Public Schools

Enrollment & Program Balancing Phase 2

Draft Recommendation



**PORTLAND
PUBLIC
SCHOOLS**

April 2022



Process Phases

Phase 1 in 2020 (COMPLETE):

A focus on the opening of Kellogg Middle School in 2021



Phase 2 in 2021-22:

Comprehensive enrollment and program balancing for K-8 in Southeast Portland

Future phases in 2023 and onward:

Focus on High Schools, North, Northeast and West Portland





Overarching Goals

Every student has a robust academic experience in each school.

Middle School Conversion

- Greater than 500 students leads to more equitable programming with enrichments and core academics
- Conversion to middle schools began in 2016 with Ockley Green and continued through 2021 with opening of Harriet Tubman, Roseway Heights, and Kellogg MS

Phase II Charge

- Convert Harrison Park to a middle school
- Relocate Harrison Park's K-5 students
- Add students to Lane MS





Modeling Drivers

- A. Preferred middle school enrollment above 500 students
- B. Preferred elementary school enrollment above 270 students
- C. Preferred classroom use within 80% of capacity
- D. Avoid moving boundaries across major arterial streets where possible
- E. Limit scope to grades K-8 and schools/programs directly related to Harrison Park and Lane MS decisions



Modeling Drivers

Programmatic guidelines to accomplish the Board's Charge

- A. Whole-school K-5 DLI is preferred, but balanced co-location is acceptable
- B. No single strand neighborhood programs on co-located campuses
- C. Avoid multiple DLI programs at a single middle school ideally
- D. Creative Science will remain in Southeast as a K-8
 - Consider partner school sites that have initial space for both programs

Phase 2 Process

- SE Guiding Coalition of parents/guardians, principals and community members representing 20 schools met 19 times and reviewed 15 proposals
 - The SEGC did not come to consensus on a proposal, but is sending to the Deputy Superintendent the plan that garnered the most support
 - The Board will discuss her recommendation on May 10 and vote on May 24
- Community voice continues to be gathered through direct messages from individuals and school communities, surveys, and targeted outreach to linguistically-diverse families and families of color in areas that may see the most impact



Draft Recommendation





Harrison Park MS
588 MS students
66% utilization

Woodstock Chinese DLI (2)
Clark Chinese DLI (1)
Atkinson
Vestal
Clark

Creative Science K-8
@ Bridger
Includes Bridger N'hood K-5

Lane MS
598 MS students
78% utilization

Kelly Russian DLI (1)
Whitman
Woodstock
Woodmere

Mt. Tabor MS
456 MS students
67% utilization

Glencoe
Richmond Japanese DLI (4)
Whole school DLI

Draft Proposal F-3: K-8 Feeder Patterns

Kellogg MS
694 MS students
89% utilization

Atkinson Spanish DLI (1)
Lent Spanish DLI (3)
Arleta Whole school DLI
Marysville N'hood opt-out for Lent

Hosford MS
480 MS students
69% utilization

Buckman
Abernethy
Grout
Creston

Sellwood MS
536 MS students
79% utilization

Duniway
Llewellyn
Lewis

Roseway Heights MS
470 MS students
59% utilization

Rose City Park Vietnamese DLI (2)
Rose City Park
Lee
Scott Spanish DLI (2)

- Program Changes/Consolidation**
- Middle school Chinese DLI at Harrison Park MS
 - Middle school Spanish DLI at Kellogg MS
 - Bridger K-5 Spanish DLI moves to Lent, Lent English-only program phased out
 - (#) is number of DLI classrooms per grade

- K-5 neighborhood school w/ boundary change
- K-5 neighborhood school w/ MS feeder and boundary change
- K-5 neighborhood school w/ no change
- Creative Science K-8 at neighborhood school
- K-5 immersion (DLI) program w/ MS feeder change
- K-5 immersion (DLI) program w/ no feeder change

Enrollment estimates and building utilization based on 2025-26 PSU projections



Potential impacts: schools with most Black and Native American students

- **Marysville, Whitman, Woodmere, Vestal, Lane and Harrison Park** would all see **enrollment climb** above minimum guidelines, which could positively impact opportunities
 - **Enrollment drops** below the recommended minimum at **Roseway Heights** when Vestal becomes part of the Harrison Park MS boundary. **Roseway Heights could add another feeder school in the next phase** of enrollment and program balancing to offset the loss.
- **Bridger and Lent** would no longer have single-strand neighborhood programs
 - Students in the **Lent** neighborhood program would have guaranteed access to Spanish DLI in the future—a program proven to lead to increased achievement for Black and Native students. However, current neighborhood program students would have to move to **Marysville** beginning in 2023, which is further away and requires transportation.
 - Students in the **Bridger** neighborhood program would join with **Creative Science**, which has fewer Black and Native students.

Potential impacts

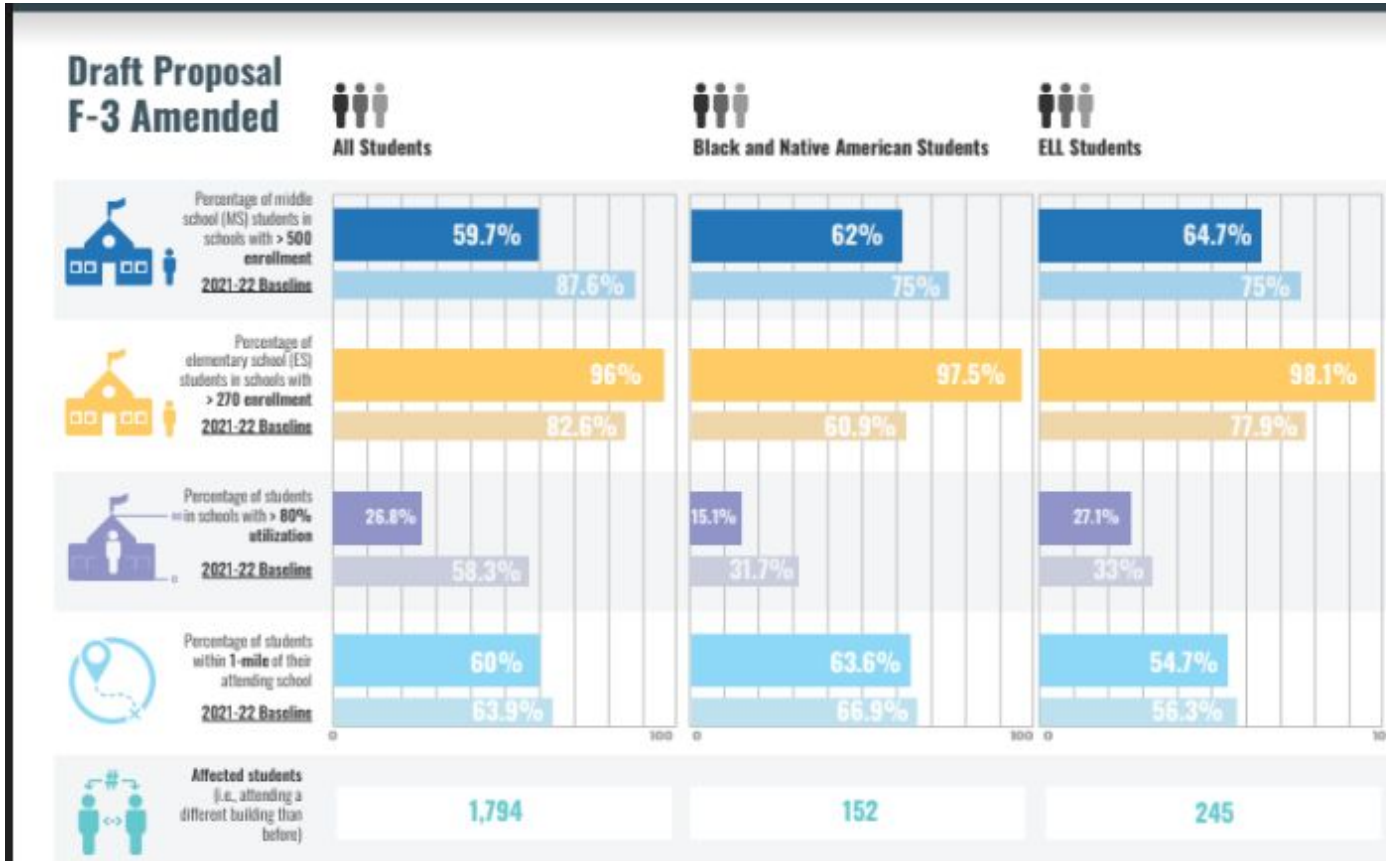
- Harrison Park neighborhood grades 6-8 and Bridger neighborhood programs would have significantly smaller cohorts of Black and Native students

School	Program	2021-22 Actual	If F3a were fully implemented this year
Harrison Park	Neighborhood Program	K-8: 28.4%	6-8: 14.5%
Bridger	Neighborhood Program	K-5: 16.7%	K-8: 7.2%

- The overall rate of students who qualify for free meals may go down at some schools, but the impact on **Title I** resources cannot be predicted at this time
- Culturally specific resources, including **partner programs**, will continue and follow students to new schools
- There will be space to expand **early learning** opportunities: Lent and Marysville in 2022, and potentially more schools in additional years



Racial Equity Impact Measures for Recommendation





Recommended timeline

- Implementation begins in Fall **2023**, but planning for success begins immediately
- **Boundary** changes will phase in, starting with new Kindergarteners and 6th graders
- **Program** changes will be implemented all at once:
 - Harrison Park K-5 to Clark
 - Creative Science K-8 from Clark to Bridger
 - Bridger K-5 Spanish Immersion to Lent Spanish Immersion
 - Lent K-5 students not in Spanish Immersion to Marysville
 - Hosford Chinese Immersion to Harrison Park
 - Mt. Tabor Spanish Immersion to Kellogg



Planning for success

- New/revised **transportation** routes, including for immersion locations
- **Funding stability** for Harrison Park and small schools during the transition period
- Working with labor partners on **staffing** procedures early and providing clear guidelines for impacted staff members
- **Community building** to start growing new relationships immediately





Resources

[PPS enrollment and program balancing webpage](#)

<https://www.pps.net/Page/13615>





Q & A / Discussion



PPS Equity-Centered Principal Pipeline Initiative (R-ECPI)

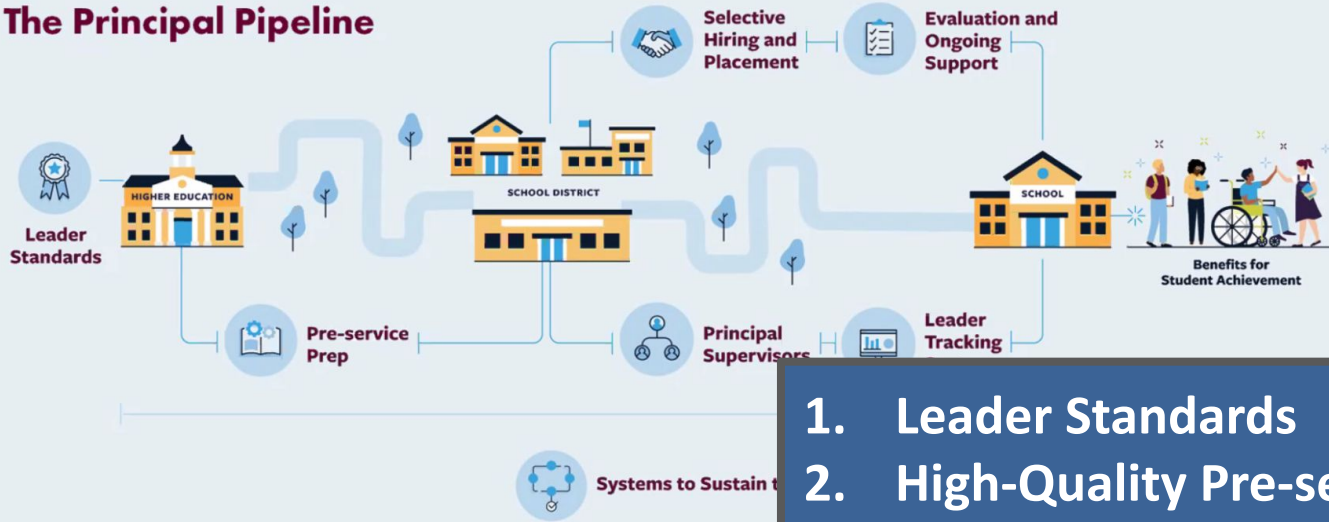
Presentation to our RESJ Partners
Loretta Benjamin-Samuels, Senior Director
Emily Donaldson Walsh, Program Manager
Office of Professional Learning and Leadership

Our ECPI Vision: An opportunity to put our racial equity policies, commitments, & values into practice

We envision every single PPS school led by a leader equipped with the skills to ensure every single student in the building - particularly Black, Indigenous, and other students of color - have access to an excellent academic and school experience.

We also envision a school leadership corps that reflects the diversity of our student population.

The Principal Pipeline



1. Leader Standards
2. High-Quality Pre-service preparation
3. Strategic hiring & placement
4. On-the-job support and evaluation
5. Principal Supervision
6. Leader Tracking System
7. Systemic support

Definition of Equity

Our definition of racial equity is realizing an educational community where race, along with other intersecting identities, no longer predicts which students thrive and succeed in school.

We envision schools that support each PPS student - especially our Black and Native students - to achieve the academic excellence that poises them to become our next generation of social justice leaders.

Equity-Centered Leaders

Jamboard Link



Draft PPS Leadership Profile

PPS LEADER PROFILE - ADAPTED FROM the OREGON LEADER PROFILE

1 Influencer

Oregon School Leader Standard 1

2 Active Advocate

Oregon School Leader Standards 2, 8

3 Accountable Reformer

Oregon School Leader Standards 3, 5, 10

4 Instructional Strategist

Oregon School Leader Standards 4, 6, 7, 10

5 Effective Communicator

Oregon School Leader Standards 9, 2, 1

6 Critically Conscious Practitioner

Oregon School Leader Standards 3, 8



Small group feedback questions

For your assigned disposition:

- Is there anything that you would change, add, or remove in this disposition?
- What would be different about schools if a leader engaged in these actions regularly?



Next steps - RECPI

1. Continuing to refine our definitions of equity and equity-centered leaders
2. Self-study of the seven parts of the pipeline
3. Design our action plan for the pipeline for next year
4. Plan sharing of Equity Review results with Superintendent and Jonathan



Thank you!

**For more information go to:
[PPS RESJ Partnerships Page](#)**



ENGAGEMENT THEMES

What did we learn from PPS communities?

Budget Engagement Survey

Concurrent with budget engagement sessions, Portland Public Schools distributed a budget survey via mass email to all recipients of general district communications. The survey was provided in English, Spanish, Chinese (simplified), Vietnamese, Russian, and Somali. A hardcopy version of the survey was available at the district central office location and at the in-person events. The district conducted targeted outreach to support survey completion from historically underserved communities.

Demographics: How do the demographics of the survey respondents compare with the PPS student population?

At the time of analysis, there were 569 respondents to the survey. To understand how the survey respondents compared to the PPS student population, the district compared respondent's self-reported demographic information with district data on student population.

Compared to the [PPS student population](#), the survey respondents were more likely to be White and less likely to be Latino/Latina/Latinx/Hispanic and Black. Note that more than 20% of respondents did not provide their self-identified race/ethnicity.

Overall, the most frequent selections included:

- White (58%)
- Woman (62%)
- Parent/Guardian (69%)
- English speaker (91%)
- Respondents most frequently selected Kindergarten through fifth grade (53%)

Additional frequent selections included:

- Employee - School Site (23%)
- Spanish speaker (5%)

Due to the small sample size, disaggregating responses by respondent demographics did not provide further insights. Historically underserved communities were underrepresented in the sample and disaggregating the response data by race/ethnicity resulted in data points with a small number of responses.



Closed Response Detail

Following are community responses to the general budget engagement survey. Respondents were asked to prioritize investments in six questions, aligned to categories that originated from prior engagements during the development of the original Student Investment Account (SIA) and further reinforced during the response to the pandemic:

- Addressing Unfinished Learning
- Increasing Learning Opportunities
- Providing High-Quality Emotional, Mental Health, and Wraparound Supports
- Make Meaningful Progress on our Community's Top Priorities
- Creating More Time for Professional Educators to Plan, Collaborate and Prepare
- Accelerating Equitable Student Learning



With respect to **Addressing Unfinished Learning**, the district has invested in:

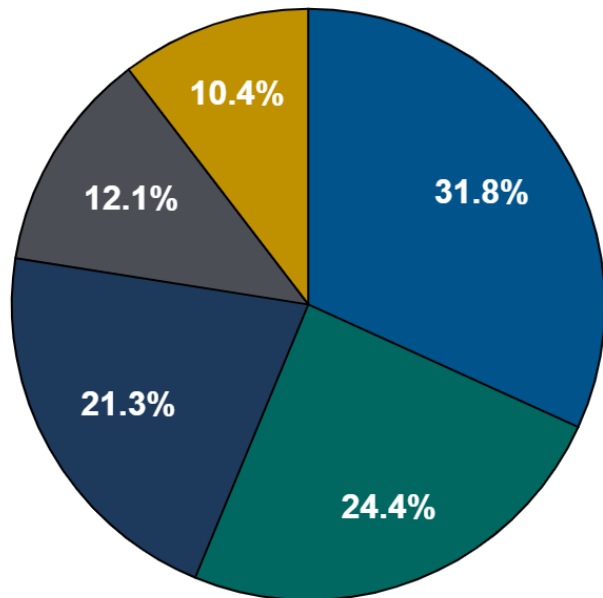
- High School Credit Recovery and Supports
- Learning Specialist in CSI/TSI/Title I Schools (i.e. schools with Federal & State designations not meeting certain academic targets)
- Summer Acceleration Academy
- High Dosage Tutoring

Which one of these would you prioritize to address unfinished learning?

Response	Count	Percent
Learning Specialist in CSI/TSI/Title I Schools	181	31.8%
High Dosage Tutoring	139	24.4%
High School Credit Recovery and Supports	121	21.3%
Summer Acceleration Academy	69	12.1%
Other	59	10.4%

Which one of these would you prioritize to address unfinished learning?

- Learning Specialist in CSI/TSI/Title I Schools
- High Dosage Tutoring
- High School Credit Recovery and Supports
- Summer Acceleration Academy
- Other





Regarding **Increasing Learning Opportunities**, the district has invested in:

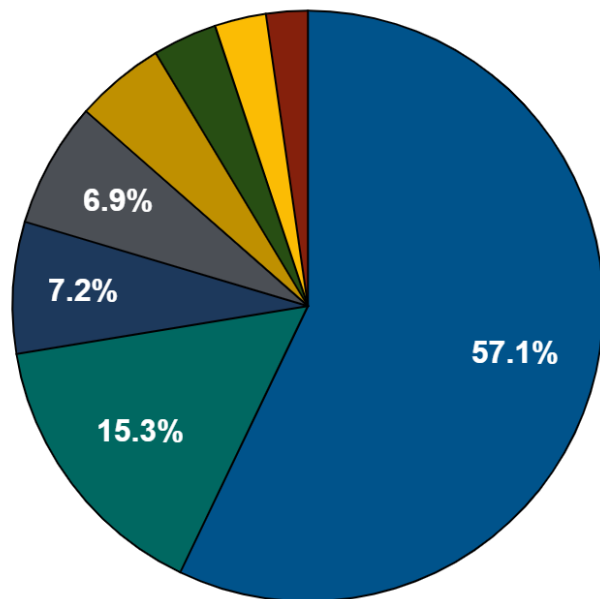
- Classroom Size Reduction/Stability
- Middle School Redesign and Supports (e.g. 7th Period Day in Middle Schools)
- Expansion of visual and performing arts programming
- Career and Technical Education
- College Readiness
- Alternative Schools
- Enhanced Supports for Special Education Families

Which one of these would you prioritize to increase learning opportunities?

Response	Count	Percent
Classroom Size Reduction/Stability	325	57.1%
Expansion of visual and performing arts programming	87	15.3%
Enhanced Supports for Special Education Families	41	7.2%
Career and Technical Education	39	6.9%
Alternative Schools	28	4.9%
Other	20	3.5%
College Readiness	16	2.8%
Middle School Redesign and Supports (e.g. 7th Period Day in Middle Schools)	13	2.3%

Which one of these would you prioritize to increase learning opportunities?

- Classroom Size Reduction/Stability
- Expansion of visual and performing arts programming
- Enhanced Supports for Special Education Families
- Career and Technical Education
- Alternative Schools
- Other
- College Readiness
- Middle School Redesign and Supports (e.g. 7th Period Day in Middle Schools)





With respect to **Providing High-Quality Emotional, Mental Health, and Wraparound Supports**, the district has invested in:

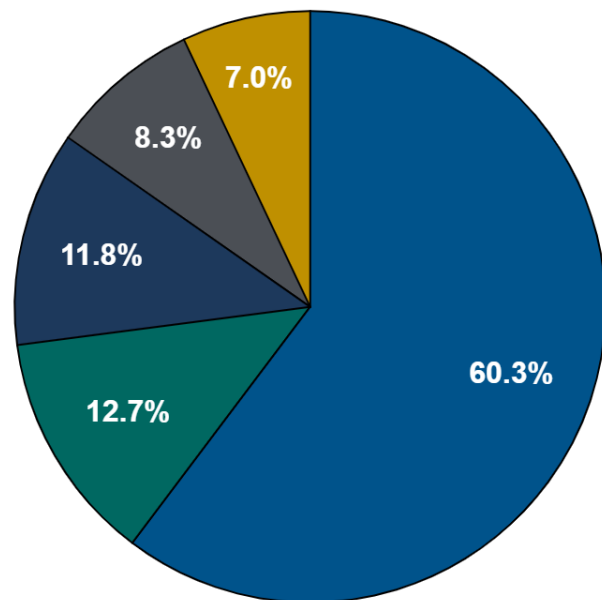
- Additional counselors, social workers and other mental/health staff
- Family, student and community supports
- Increased partnerships with mental health providers and experts
- Partnerships with culturally specific community organizations

Which of one of these would you prioritize to provide high-quality emotional, mental health, and wraparound supports?

Response	Count	Percent
Additional counselors, social workers and other mental/health staff	343	60.3%
Increased partnerships with mental health providers and experts	72	12.7%
Family, student and community supports	67	11.8%
Other	47	8.3%
Partnerships with culturally specific community organizations	40	7.0%

Which of one of these would you prioritize to provide high-quality emotional, mental health, and wraparound supports?

- Additional counselors, social workers and other mental/health staff
- Increased partnerships with mental health providers and experts
- Family, student and community supports
- Other
- Partnerships with culturally specific community organizations





Regarding **Creating More Time for Professional Educators to Plan, Collaborate and Prepare**, the district has invested in:

- Fulfilling bond commitments for new science, dual language, math and English language arts curriculum
- Professional development for educators to support rollout of new curriculum adoptions

Do you feel that these investments should continue?

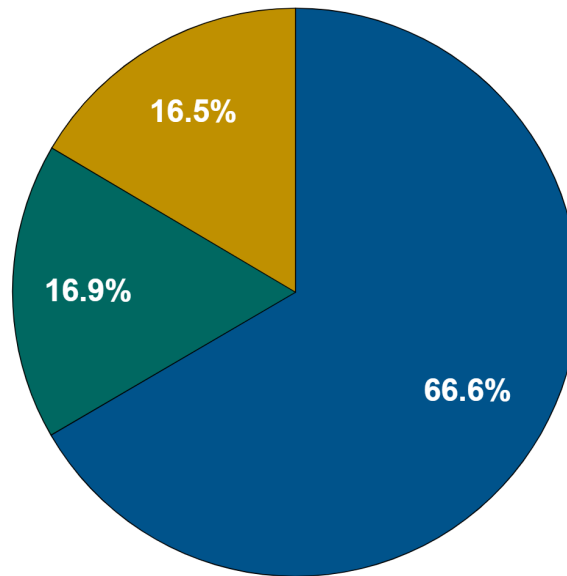
Response	Count	Percent
Yes	379	66.6%
Other	96	16.9%
No	94	16.5%

Regarding **Creating More Time for Professional Educators to Plan, Collaborate and Prepare**, the district has invested in:

- Fulfilling bond commitments for new science, dual language, math and English language arts curriculum
- Professional development for educators to support rollout of new curriculum adoptions

Do you feel that these investments should continue?

- Yes
- Other
- No





When it comes to accelerating equitable student learning, what investments are most important to you? Select up to 5.

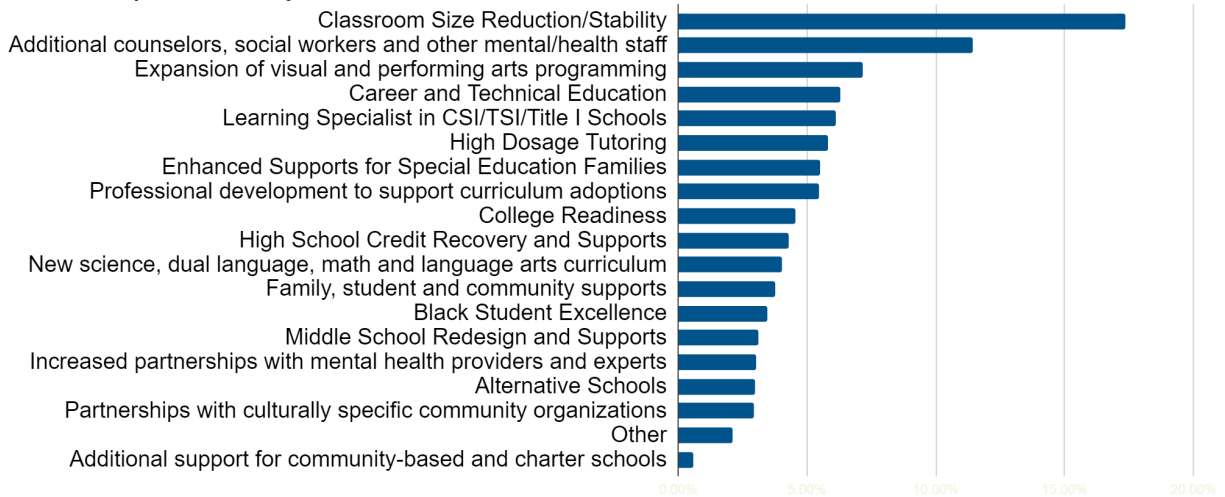
- High School Credit Recovery and Supports
- Learning Specialist in CSI/TSI/Title I Schools (with Federal & State designations not meeting certain academic targets)
- Summer Acceleration Academy
- High Dosage Tutoring
- Classroom Size Reduction/Stability
- Middle School Redesign and Supports (e.g 7th Period Day in Middle Schools)
- Expansion of visual and performing arts programming
- Career and Technical Education
- College Readiness
- Alternative Schools
- Enhanced Supports for Special Education Families
- Additional counselors, social workers and other mental/health staff
- Family, student and community supports
- Increased partnerships with mental health providers and experts
- Partnerships with culturally specific community organizations
- Additional support for community-based and charter schools
- Black Student Excellence
- New science, dual language, math and English language arts curriculum
- Professional development for educators to support rollout of our math and language arts curriculum adoptions
- Other

Response (Ranked by most frequently selected)	Percent
Classroom Size Reduction/Stability	17.4%
Additional counselors, social workers and other mental/health staff	11.4%
Expansion of visual and performing arts programming	7.2%
Career and Technical Education	6.3%
Learning Specialist in CSI/TSI/Title I Schools (with Federal & State designations not meeting certain academic targets)	6.1%
High Dosage Tutoring	5.8%
Enhanced Supports for Special Education Families	5.5%
Professional development for educators to support rollout of our math and language arts curriculum adoptions	5.5%
College Readiness	4.6%
High School Credit Recovery and Supports	4.3%
New science, dual language, math and English language arts curriculum	4.0%
Family, student and community supports	3.8%



Black Student Excellence	3.5%
Middle School Redesign and Supports (e.g 7th Period Day in Middle Schools)	3.1%
Increased partnerships with mental health providers and experts	3.0%
Alternative Schools	3.0%
Partnerships with culturally specific community organizations	2.9%
Other	2.1%
Additional support for community-based and charter schools	0.6%

When it comes to accelerating equitable student learning, what investments are most important to you?





Open Responses

There were more than 1,400 responses to the eight open-ended questions in the survey. These responses were shared with programmatic staff and district leadership during the Integrated Grant budget development process to inform ongoing community engagement, programmatic activity planning and budget planning for next year and ongoing years.

Responses to open-ended questions included community insights related to:

- Class size
- Curriculum and curriculum adoption
- Professional development
- Individualized education
- Safety
- Facilities
- Designing measures and evaluating data

Budget Engagement Session Insights and Themes

The **objectives** for the in-person and virtual engagement sessions were to:

- Build understanding of:
 - PPS budget basics and development timeline
 - PPS Board goals and strategic plan
 - Key investments
- Create space for community discussion
- Receive feedback on District investments and priorities

Following are details on the sessions:

Event	Date	Location
General Community	December 1, 2022	Virtual
Migrant Education and Spanish Speakers	December 15, 2022	Rigler Elementary School
District Student Council	January 3, 2023	Prophet Education Center
General Community	January 5, 2023	Roosevelt High School
Indian Education	January 18, 2023	Virtual
Black Families	January 20, 2023	Jefferson High School
Special Education Families	January 31, 2023	Virtual



During the sessions, community members were presented with high-level information on the district budget, budget process and prioritization frameworks (PPS Board of Education goals and the PPS strategic plan). Community members were guided through discussions and the following questions were asked:

- What are your initial reactions to the presentation and priority investments presented to you today?
- What has been the most impactful service to you? Including any not on this list? (If any)
- What are your wonderings?
- What feedback do you have for the district as they consider future budgets?

The district provided multiple ways to engage during the sessions, including:

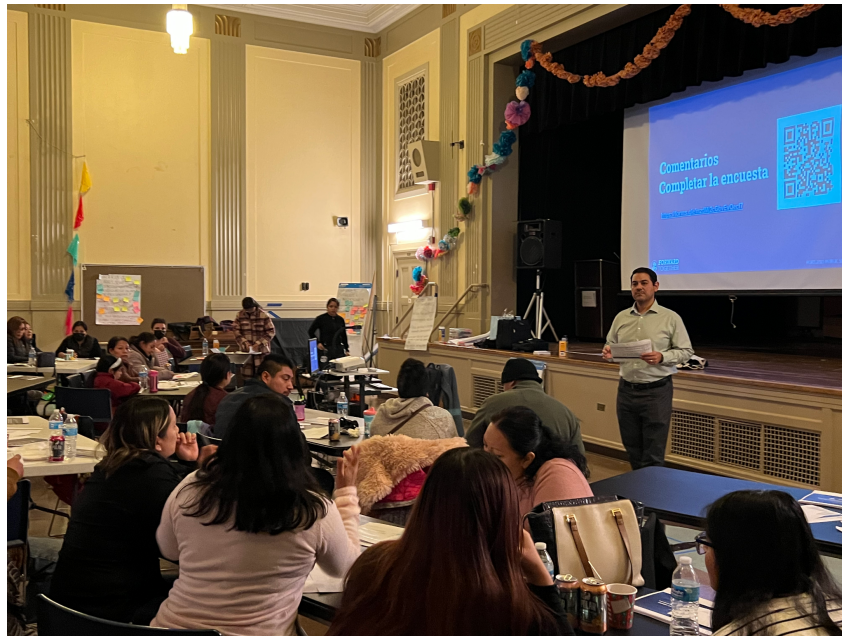
- Full and small group discussions with debrief (optional share out from community members)
- Questions and answers with the Chief Financial Officer

Resources to support the engagement included:

- Budget overview presentation
- Subject-matter experts
- Detailed descriptions on key investments aligned to the survey

Focal groups included:

- Migrant Education and Spanish speaking families
- District Student Council
- Indian Education families
- Black families
- Special Education families
- General PPS communities

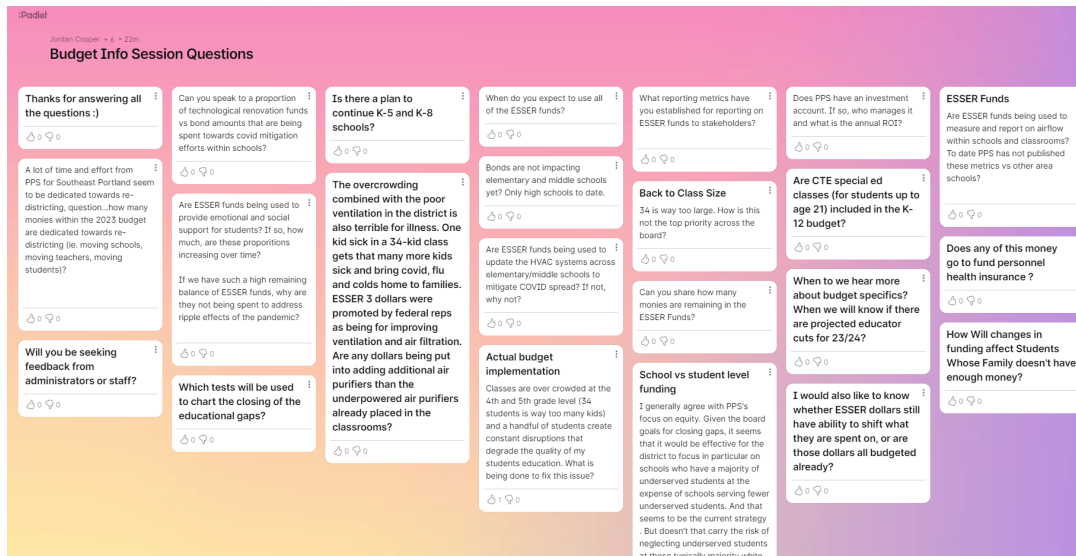


Nolberto Delgadillo, PPS's Chief Financial Officer, presents information (in Spanish) and shares the PPS budget feedback survey with the Migrant Education and Spanish speaking community participants at an engagement event on December 15, 2022 at Rigler Elementary School.

Staff collected community insights by taking notes during facilitated community discussions. Community members also provided additional written comments during the sessions.

What themes surfaced during the **General Community Session 1**? Some participants:

- Supported a reduction in class sizes
- Supported HVAC improvements in PPS buildings
- Supported additional supports for historically underserved students at non-designated/more affluent schools
- Described student behavior concerns
- Described a need for more information on ESSER investments



The above image shows the General Community Session 1 Padlet with community questions and comments.

What themes surfaced during the **Migrant Education and Spanish Speakers Session**? Some participants:

- Supported a reduction in class sizes
- Supported increased supports for students with disabilities
- Supported additional one to one or individualized supports for students
- Supported more supports for non-English speaking families
- Supported additional funding for college readiness
- Described a need for culturally-specific curriculum
- Described a need for increased safety measures and security staff

What themes surfaced during the **District Student Council Session**? Some participants:

- Supported increased student choice in the educational experience
- Supported additional supports for programs that have been impactful, including: SUN (Schools Uniting Neighborhoods), SEI (Self-Enhancement, Inc.), CTE (Career & Technical Education)
- Supported more high school counselors
- Supported a focus on school modernization at elementary and Kindergarten through eighth grade schools
- Described a need for increased diversity in AP (Advanced Placement) and IB (International Baccalaureate) programs
- Described a need for increased student involvement in the budget engagement and development process
- Described a need for increased budget transparency and feedback opportunities



What themes surfaced during the **General Community Session 2**? Some participants:

- Supported a reduction in class sizes
- Described frustration with the decision-making process and timing of teacher staffing
- Supported funding for facilities and maintenance
- Requested information on the Athletics funding for boys and girls sports

What themes surfaced during the **Indian Education Session**? Some participants:

- Said Native students are an underserved population in the district
- Said there is disproportionate discipline of Native students
- Said there is overidentification of Native students for Special Education
- Supported increased mental health, drug and alcohol supports for Native students
- Supported a reduction in classroom sizes
- Supported increased summer programming opportunities
- Supported academic and culturally-specific enrichment
- Supported an increase in Indian Education staff
- Supported increased supports to inform school staff about Multi-tiered Systems of Support, the Instructional Framework and Career and Technical Education
- Described a need for an increased sense of belonging and resources supporting Native student engagement

What themes surfaced during the **Black Families Session**? Some participants:

- Shared concerns that dual-located immersion programs negatively impact native English-speaking student outcomes for the students in the immersion program
- Shared dual-located immersion programs have larger class sizes in the English program
- Supported increased teacher and staff diversity and supported enhanced outreach efforts to recruit Black teachers outside of Oregon
- Described a need for cultural competency training for White educators
- Said there is over-identification of Black students in SPED
- Said the district had not communicated with community members about the high dosage tutoring program and there is a need for improved communication
- Described a need for program experts to be in the engagement space to answer questions and provide information
- Discussed opportunities for community action, increased involvement and advocacy in policies and decision-making

What themes surfaced during the **Special Education Families Session**? Some participants:

- Supported increased summer programming opportunities
- Described a need for more specific information on SPED budgets
- Described a need for information on how 1:1 paraprofessional staff were resourced
- Said the district had not communicated with community members about the high dosage tutoring program and there is a need for improved communication



How was this feedback used to inform Integrated Grant budgets?

Although our survey respondents skewed more heavily as elementary school parents (53%) who are White (58%) and women (62%) and not as diversely represented as our historically underserved communities, a few themes emerged that helped inform our planning (inclusive of non-IG funds): prioritizing classroom size stability, visual arts and programming, additional mental health support, differentiated supports for schools with higher needs and teacher professional development. And as such:

- School staffing ratios are remaining the same for the the upcoming 2023-24 school year,
- Visual arts programming pathways will see minimal change barring enrollment declines,
- Schools that were recently redesignated as non-CSI/non-TSI were provided with supports to phase out federal funding (versus experiencing a fiscal cliff) and continue progress towards achieving outcomes,
- Instructional Coaches are being assigned to each school,
- We are piloting a School Improvement Grant to all schools to provide flexibility for schools to make a strategic investment per differentiated community needs; in FY24 the funding source for this grant is ESSER and as such will learn from this pilot to determine future iterations and non-ESSER funding sources.



CALENDAR



ENROLL



CONTACT



The 2022-23 PPS Successful Schools Survey gathers student, family, and staff feedback

[Español](#) | [Tiếng Việt](#) | [中文](#) | [Русский](#) | [Soomaali](#)

On Monday, January 23, Portland Public Schools will begin the annual Successful Schools Survey that allows us to gather data to make informed decisions about school climate and culture.

Four segments of the PPS community will take part in the anonymous survey:

1. Students in grades 3 through 12 will cover teacher-student relationships, sense of belonging, school safety and climate, engagement, cultural awareness, and diversity and inclusion.
2. All PPS families will cover school fit, school climate, barriers to engagement, and school safety.
3. All PPS staff will cover school climate, relationships, educating students, growth mindset, staff-family relationships, and school safety.
4. All PPS building leaders will cover school climate, staff-family relationships, district leadership relationships, overall district engagement, professional learning, feedback and coaching, and staff engagement.

SURVEY FAQ

- [Frequently Asked Questions for families](#)
- [Preguntas frecuentes para las familias](#)
- [Những câu hỏi thường gặp dành cho các gia đình](#)
- [家庭的常见问题](#)
- [Часто задаваемые вопросы для семей](#)
- [Su'aalaha badanaa la waydiiyo qoysask](#)

The Successful Schools Survey will be completed online and made available via a link. Students will be provided the link, access code and time during the school day to complete the survey. Families will receive communication from their schools with the link to the survey. Staff and school leaders will receive a link to their respective surveys. The Successful Schools Survey will

take individuals approximately 15-30 minutes to complete and will be accessible in English, Spanish, Russian, Somali, Vietnamese and Chinese.

Take the Survey

The survey has closed.

Survey Archives

The current format for the Successful Schools Survey, with partner Panorama Education, started in the 2018-19 school year.

- [2021-22 Successful Schools Survey](#)
- [2020-21 Successful Schools Survey](#)
- [2019-20 Successful Schools Survey](#)
- [2018-19 Successful Schools Survey](#)

Questions?

Email: research@pps.net

Translate



Select Language ▼

PORTLAND PUBLIC SCHOOLS



501 N. Dixon St
Portland, OR 97227



(503) 916-2000

Connect with PPS



[Site Map](#) • [Terms and Conditions](#)

[Questions or Feedback?](#)

The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on perceived or actual race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; veteran's status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

504 Coordinator: Marquita Guzman, mguzman@pps.net 971-393-8633

ADA Coordinator: Jey Buno, jbuno@pps.net, 503-916-3360

Title IX Director: Liane O'Banion, lobanion@pps.net, 503-568-2646

[Accessibility Statement](#)

[Conflict/Complaint Resolution Process](#)

District Offices: 501 N. Dixon St. Portland, OR 97227
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PPS Students and Families' Voices

**Preparing for Life
After High School**

2022/2023



What Are We Sharing and What Is The Role of Families in the Process Right Now?



We are sharing resources available

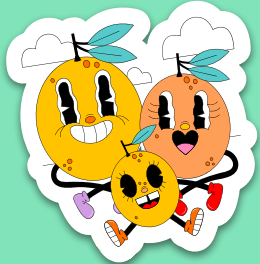
We want to hear your questions and reactions

We will continue to learn from our families as we work to improve



Why Now?

- We continue to see **gaps in student outcomes and access to opportunities**
- **Student learning experiences vary** within a school and between schools
- **Lack of consistent support and resources** from the central office for our schools

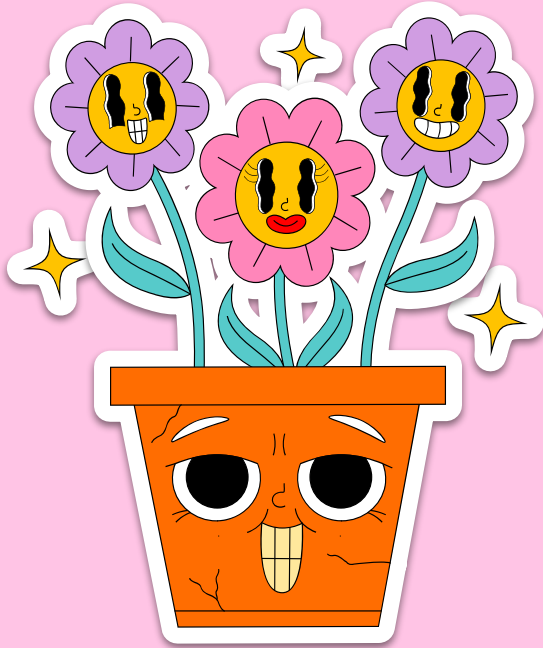


In order to address these challenges, we must ensure **all students** have equitable access to high-quality and challenging classes and learning opportunities **for every student.**

Agenda



Time	Topic
15 min	Purpose, Introductions, Warm Welcome
20 min	Data & PPS Overview
30 min	Small group discussion
	LUNCH
20 min	Full group discussion and questions
5 min	Closing



Welcome and Introductions

College and Career Readiness Support in PPS

PPS High School College and Career Coordinators lead the work of the College & Career Centers, where students can receive assistance with:

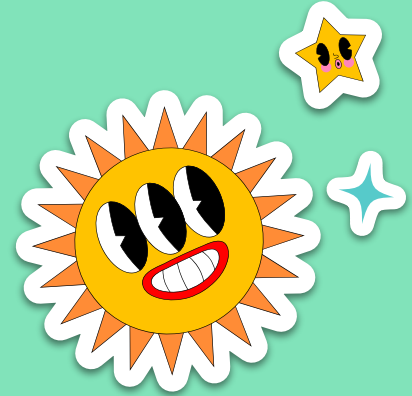


- Career and college field trips
- College and career searches
- Workshops and guest speakers
- Meeting with college admissions staff
- Accessing financial aid and scholarship information
- Job Shadows, Internships, and employment opportunities
- Resume building and other PLRs_completion workshops
- Events: College Application Week, FAFSA Night, Decision Day
- Drop-in hours for students or parents

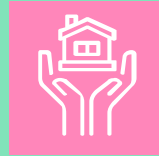


Warm Welcome

Find a partner and share:



**Introductions - name,
student's grade**

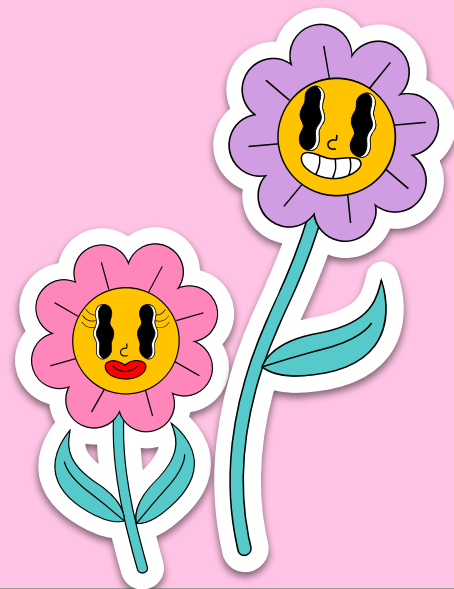


**Students: Think about your plan after high school
Parents/Guardians: Think about your child's plan
for after high school
*What tools/supports do you think would be
helpful?***

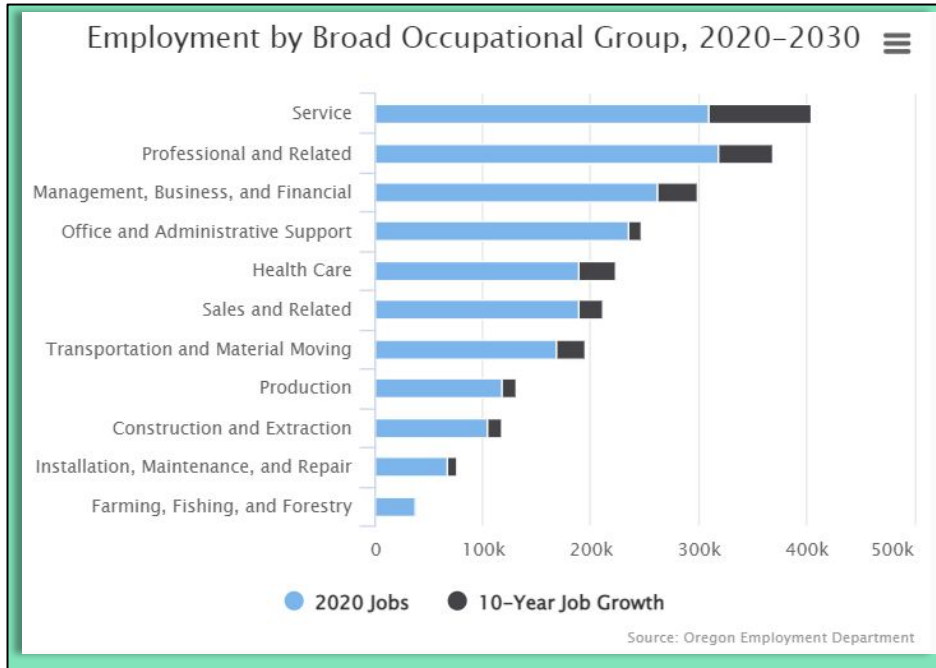
Labor Market Information

Highlights for Portland Metropolitan Area

Prepared by Portland Area CTE Consortium
October, 2022



Statewide Employment Projected Growth



Oregon's job growth will total 16% between 2020 and 2030, adding 318,000 jobs to the state economy. The Portland tri-county area is expected to grow by 17%.



Portland Area Employment Projections

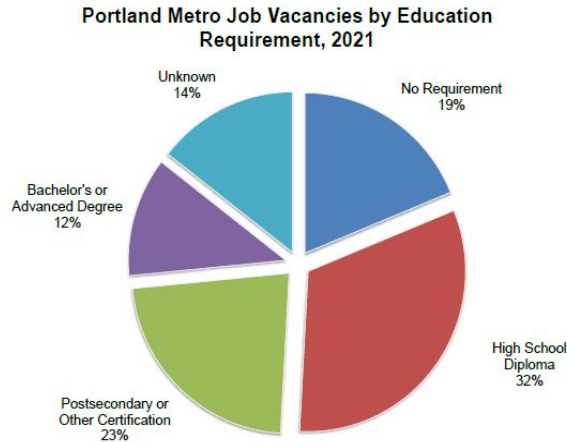


High-Demand and High-Wage



Many of the occupations with the highest short-term demand and prospective job growth are *not* high wage, nor high skill.

About half (51%) of the Portland Metro job vacancies required no education beyond high school.



WorkSystems Portland considers that the 2022 regional self-sufficiency wage for a family with two working adults, one infant, and one toddler is \$22.17/hr. per working adult.



High-Wage, High-Demand Occupations in the Region

(most projected openings in the region or facing current immediate need)

Agriculture & Natural Resources	Arts & Communication	Business & Management
Natural Sciences Managers	Software Developers	Project Management Specialists
Geoscientists	Information Security Analysts	Financial Managers
Environmental Scientists and Specialists	Software Quality Assurance Analysts and Testers	Marketing Specialists and Research Analysts
Health Sciences	Human Services	Industrial & Engineering
Medical Assistants	Lawyers	Construction Managers
Registered Nurses	Child, Family & School Social Workers	Carpenters
Dental Assistants	Elementary School Teachers	Plumbers, Pipefitters & Steamfitters



ECMC ASKED TEENS ABOUT THEIR FUTURE

Powered by **ECMC Group**

50%



More than 50% of you are open to something other than four-year college.

56%



56% of you think a career-based education makes sense today.

58%



58% of you are confident in your future — now you just need to find the right path.



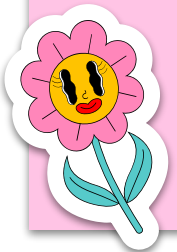
A promotional graphic for Career Technical Education (CTE). It features four diverse students (two boys and two girls) standing in front of a globe. The text "CAREER TECHNICAL EDUCATION" is overlaid in three horizontal bars (orange, teal, green). A teal banner at the bottom contains the text "Learn how CTE prepares learners for their future." The CTE logo is visible in the top right and bottom left corners of the graphic.

CAREER
TECHNICAL
EDUCATION

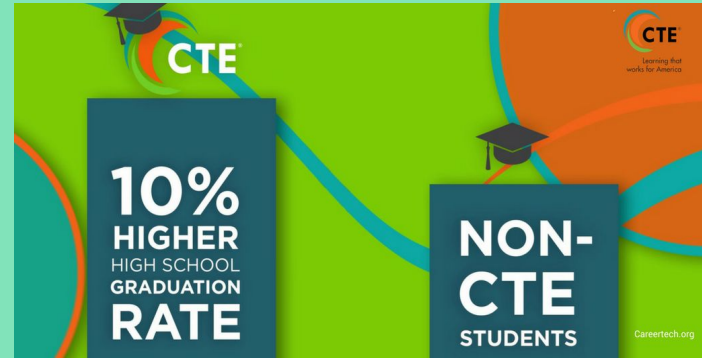
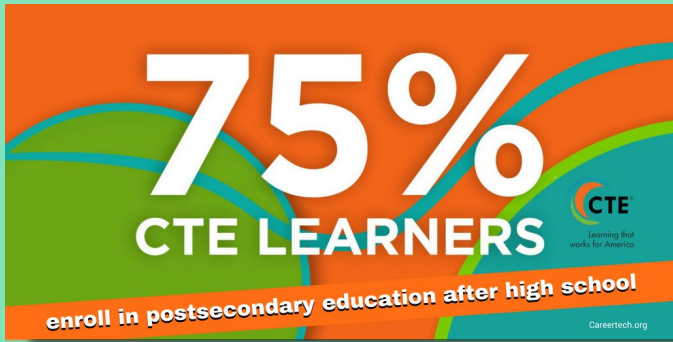
Learn how CTE prepares learners for their future.

CTE
Learning that works for America

CTE
Learning that works for America



Career & Technical Education (CTE) Courses in High School



CTE's unique opportunities to build social capital with peers, instructors and employers with similar interests is one of the main CTE values that resonates with Black, Latinx and low income learners



Career & Technical Education (CTE) Programs in PPS

HS State-Approved CTE Programs of Study 2022-23

Career Clusters	Alliance (Kenton & Meek)	CBO (Mt. Scott)	Benson	Cleveland	Franklin	Grant	Jefferson ¹	Lincoln	McDaniel	MLC	Roosevelt	Wells	
Natural Resources	Natural Resources ✗								Sustainable Ag ✗				
Architecture & Construction			Construction ✗ 1 2 3 4 Electrical ✗ 1 2 3 4	Construction ✗ 1 2 3 4	Construction ✗ 1 2 3 4	Construction ✗ 1 2 3 4	Electrician Millwright HVAC Maintenance	*Construction ✗ 1 2 3 4	Construction ✗ 1 2 3 4		Construction ✗ 1 2 3 4	Construction ✗ 1 2 3 4	
Arts, AV, Communication	Digital Media Design Applied Arts 1 2 3		Digital Media Broadcasting Design Applied Arts 1 2 3	Digital Media Mass Comm 1 2 3	Video Production 1 2 3	Design: Applied Arts Multi-Media Theater Digital Media Audio Engineering 1 2 3	Multimedia Prof Musician *Digital Media 1 2 3	Mass Comm Audio Eng. Design Applied Arts 1 2 3	Digital Media Design Applied Arts *Mass Comm 1 2 3	Mass Comm 1 2 3	Mass Comm Multi-Media Theater 1 2 3	Digital Media *Mass Communications Audio Engineering Design and Applied Arts 1 2 3	
Business & Management					Business Mgmt 1 2 3 4 5	Business Mgmt 1 2 3 4 5		Business Mgmt 1 2 3 4	Business Mgmt 1 2 3 4		Business Mgmt 1 2 3 4		
Education & Training					Education 3 4			*Education 3 4	Education 3 4	Education 3 4		*Education 3 4	
Finance													
Gov & Public Administration													
Health Services			Health Sciences ✗ 1 2 3 4 5			Health Sciences ✗ 1 2 3 4 5	Health Services Medical Technology Medical Imaging Medical Billing *Health Sciences ✗ 1 2 3 4 5		Health Sciences ✗ 1 2 3 4 5		*Health Sciences ✗ 1 2 3 4 5	Health Sciences ✗ 1 2 3 4 5	
Hospitality & Tourism	Hospitality/ Culinary ✗ 1 2	Hospitality/ Culinary ✗ 1 2		Hospitality/ Culinary ✗ 1 2	Hospitality/ Culinary ✗ 1 2	Hospitality/ Culinary ✗ 1 2		Hospitality/ Culinary ✗ 1 2					
Human Resources							Fire Protection						
Information Technology			Computer Science 1 2 3		Computer Science 1 2 3	Computer Science 1 2 3		Computer Science 1 2 3	Computer Science 1 2 3		Computer Science 1 2 3	Computer Science 1 2 3	
Law Public Safety Security													
Manufacturing	Manufacturing 1 2 3		Manufacturing 1 2 3		Manufacturing 1 2 3								
Marketing Sales				Marketing 1 2 3 4								Marketing 1 2 3 4	
STEM			Engineering 1 2 3			Engineering 1 2 3			Engineering 1 2 3		Engineering 1 2 3	Engineering 1 2 3	
Transportation Logistics	Auto ✗ 1 2 3		Auto ✗ 1 2 3										
Athletic & Outdoor													
Total CTE Programs	6	1	10	5	7	10	2	8	10	2	7	10	78



Legend for Labor Market Information

- ✗ Hard to Fill
- 1 High Growth
- 3 High Wage
- 2 High Demand
- 4 High Skill

* Program In Development

¹ Students access at PCC Cascade or PCC Swan Island

Labor Market/ Industry Growth Areas 2017-2027



Advanced Courses in High School



Start on a pathway to a college degree or certificate

Create a bridge to college to prepare for college expectations

Earn college credit for free or at a reduced cost

- Advanced Placement (AP)
- Dual Credit - PCC, PSU, Clackamas CC, Mt. Hood CC, Oregon Tech



Advanced Placement (AP) Courses available at Roosevelt

Course Name
AP Biology
AP Calculus AB
AP Chemistry
AP English Language and Composition
AP English Literature and Composition
AP Environmental Science
AP Govt & Politics: United States
AP Human Geography
AP Spanish Language and Composition
AP Spanish Literature and Composition
AP Statistics
AP US History



Dual Credit Courses available at Roosevelt

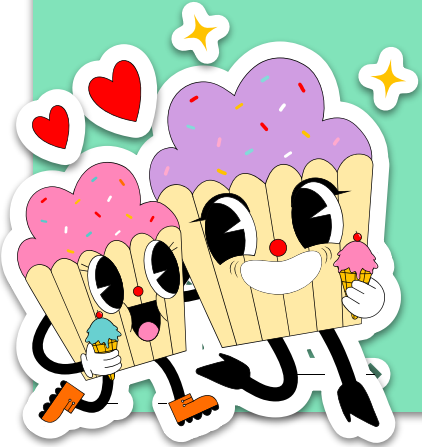


Course Name	College
College Algebra: Math 111	Portland Community College
English 7-8	Portland Community College
Senior Inquiry	Portland State University
Principles of Engineering	Portland Community College
Senior Theatre	Portland Community College
Stagecraft	Portland Community College
Advanced Stagecraft	Portland Community College





Discussion





Small Group Time (20 minutes)

Hello

1. Take a few minutes to **reflect** about what you have heard today on your handout
2. **Share** anything that stood out to you from your handout
3. What **questions** do you have about what you've heard today?



Full Group Discussion and Questions

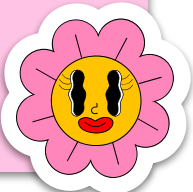
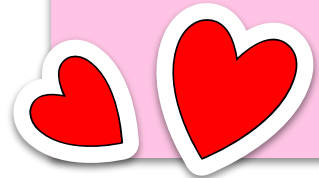
- Each group has an opportunity to share feedback from their discussions.
- What additional questions do you have?



Thanks!



- **Thank you so much for attending our Listening Session - we appreciate you!**
- We look forward to your continued partnership to provide better opportunities and experiences for our students.





February 10, 2023

To Whom it May Concern:

This letter serves as evidence that representatives from Portland Public Schools and the Confederated Tribes of Siletz Indians are engaged in ongoing and meaningful consultation, including but not limited to the six grants contained in Aligning for Student Success and the Title programs outlined in ESSA.

Confederated Tribes of Siletz Indians Representatives:

Katy Holland, Education Specialist *Katy Holland*

Sonya Moody-Jurado, Education Specialist *Sonya Moody-Jurado*

Portland Public Schools Representatives:

Gillian Murr, Director of Indian Education *Gillian Murr*
Gillian Murr (Feb 17, 2023 12:42 PST)

Aurora Hymel, Director of CTE, AP & IB *Aurora Hymel*

Alexandra Martin, Program Manager of Finance *Alexandra Martin*

Jill Vogt, Educational Consultant *Jill Vogt*
Jill Vogt (Feb 17, 2023 12:21 PST)

Leslie O'Dell, Sr. Director of Funded Programs *LODell*

**CONTRACT BETWEEN THE EMERSON CHARTER SCHOOL AND PORTLAND PUBLIC
SCHOOL DISTRICT NO 1J**

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4, of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide The Emerson Charter School (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained , this Grant shall be effective on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Effective Date”) and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Expiration Date”).

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohnson5@pps.net

4.2 Grantee’s Grant Manager is:

Sunita Sandoz, School Administrator
428 NW 20th Avenue
Portland, OR 97209
503-525-6124
sunita@emersonschool.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the “Performance Period”).

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the Extended ADMw reports for the most recent *closed school year* for the purposes described in Section 2 and Project described in Exhibit A. and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period. (*note: “closed school year” refers to 2021-22 for the 2023-24 SIA allocations and 2022-23 for the 2024-25 SIA allocations.*)

6.1.1 **Administrative Rate.** Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise agreed by the parties.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 12 has occurred.

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 Recovery of Grant Funds. Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand, but in any event no later than 30 business days after the District's written demand.

7.4 Duplicate Payment. Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to District that:

8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;

8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;

8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035; and

8.1.5 The representations and warranties set forth in this section are in addition to, and not in

lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: PERFORMANCE TARGETS

- 10.1 Grantee will identify longitudinal performance growth targets (the "Targets") in accordance with the guidance published by the Department. Targets must be disaggregated according to Section 12, subparagraph 1, of the Act.
- 10.2 Grantee shall identify Targets in any Target category for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.3 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report pursuant to ORS 338.095 and as otherwise agreed upon by both Parties.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

11.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: DEFAULT

12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations, including but not limited to its financial accounting or reporting requirements under this Grant.

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, and/or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee,

exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and

enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed] (the "Project").

SECTION 30: SIGNATURES

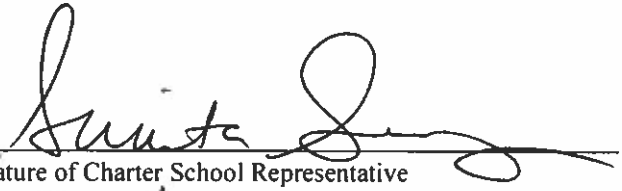
IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: Emily Courtage February 20, 2023
School District Representative Date
Emily Courtage, Director of Purchasing & Contracting
Printed Name, Title

The Emerson Charter School

By:


Signature of Charter School Representative

1/30/23
Date

Sunita Sandoz, Administrator
Printed Name, Title

THE EMERSON CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement as a component of the Quarterly Financial Reports to the District. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to the District	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

Select your institution from the drop down list to the right: 3991-Emerson School

Please provide contact information for the person completing this budget

Name Sunita Sandoz

Phone 503-525-6124

Email sunita@emersonschool.org

Tab 2 - PPS Planning

Emerson School

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

IGG Investments by PPS Theme, Strategic Outcome, and Goal

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/T SI	CTE	EIIS	HSS	SIA	
Inclusive and Differentiated Learning for Every Child	Develop an Integrated Instructional Framework	Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.	ID-A1	Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.						
			ID-A2	Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.						
			ID-A3	Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.						
			ID-A4	Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.						
	Design Learning Experiences that Promote Self-Directed, Future-Ready Learning	Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.	ID-B1	Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a “design guide” that is incorporated into the Integrated Instructional Framework.						
			ID-B2	Support schools at all levels to redesign master schedules centered on learning experiences, and support the implementation of flexible learning experiences K-12.						
			ID-B3	Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.						
			ID-B4	Develop a comprehensive plan, and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.						
				ID-C1	Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.					X

Tab 2 - PPS Planning

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/T SI	CTE	EIS	HSS	SIA
	Implement Multi-Tiered System of Supports (MTSS)	Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.	ID-C2	All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.					
			ID-C3	All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.					

Emerson School
 ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)
 2023-2023 IGG Budget

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE Function Code	EII Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$83,661.31	\$83,661.31
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$83,661.31	\$83,661.31
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ID-C1	Additional SEL and instructional coach duties for school		0.8	Supports: Other				H&S	111					\$65,745.00	\$65,745.00
ID-C1	SEL and instructional coach <i>BENEFITS</i>							H&S	2XX					\$17,916.31	\$17,916.31

Emerson School
 ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)
 2024-2025 IGG Budget

Outcome and Strategy	Proposed Activity	Partnership		FTE Type	CTE Function Code	EII Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
		FTE													
--	Total Allocation 2024-25:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$87,075.98	\$87,075.98
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$87,075.98	\$87,075.98
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
															\$0.00
ID-C1	Additional SEL and instructional coach duties for school		0.8	Supports: Other				H&S	111					\$68,747.35	\$68,747.35
ID-C1	SEL and instructional coach <i>BENEFITS</i>							H&S	2XX					\$18,328.63	\$18,328.63

**CONTRACT BETWEEN LE MONDE FRENCH IMMERSION CHARTER SCHOOL AND
PORTLAND PUBLIC SCHOOL DISTRICT NO 1J**

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4, of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Le Monde French Immersion Charter School (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained , this Grant shall be effective on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Effective Date”) and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Expiration Date”).

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohanson5@pps.net

4.2 Grantee’s Grant Manager is:

Shouka Rezvani, Charter School Contact
2044 E. Burnside Street
Portland, OR 97214
503-467-7529
shouka@lemondeimmersion.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the “Performance Period”).

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the Extended ADMw reports for the most recent *closed school year* for the purposes described in Section 2 and Project described in Exhibit A. and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period. (*note: “closed school year” refers to 2021-22 for the 2023-24 SIA allocations and 2022-23 for the 2024-25 SIA allocations.*)

6.1.1 **Administrative Rate.** Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise agreed by the parties.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable

administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 12 has occurred.

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 Recovery of Grant Funds. Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand, but in any event no later than 30 business days after the District's written demand.

7.4 Duplicate Payment. Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to District that:

8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;

8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;

8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035; and

8.1.5 The representations and warranties set forth in this section are in addition to, and not in

lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: PERFORMANCE TARGETS

- 10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance with the guidance published by the Department. Targets must be disaggregated according to Section 12, subparagraph 1, of the Act.
- 10.2 Grantee shall identify Targets in any Target category for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.3 Grantee will report to District each year on its progress toward meeting Targets in the Grantee’s annual report pursuant to ORS 338.095 and as otherwise agreed upon by both Parties.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

- 11.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: DEFAULT

- 12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations, including but not limited to its financial accounting or reporting requirements under this Grant.
 - 12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.
- 12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

- 13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, and/or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee,

exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and

enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed] (the "Project").


SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: Emily Courtage February 20, 2023
School District Representative Date
Emily Courtage, Director of Purchasing & Contracting
Printed Name, Title

Le Monde French Immersion Charter School

By: ✓  Signature of Charter School Representative
1/26/23 Date
Shouka Rezvani, Executive Director
Printed Name, Title

LE MONDE FRENCH IMMERSION CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement as a component of the Quarterly Financial Reports to the District. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to the District	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

Tab 1 - Start Here

Select your institution from the drop down list to the right: 5060-Le Monde French Immersion Public Charter School

Please provide contact information for the person completing this budget

Name Shouka Rezvani

Phone 503-467-7529

Email shouka@lemondeimmersion.org

Tab 2 - PPS Planning

Le Monde French Immersion

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

IGG Investments by PPS Theme, Strategic Outcome, and Goal

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/T SI	CTE	EIIS	HSS	SIA
Inclusive and Differentiated Learning for Every Child	Develop an Integrated Instructional Framework	Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.	ID-A1	Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.					
			ID-A2	Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.					
			ID-A3	Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.					
			ID-A4	Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.					
	Design Learning Experiences that Promote Self-Directed, Future-Ready Learning	Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.	ID-B1	Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a “design guide” that is incorporated into the Integrated Instructional Framework.					
			ID-B2	Support schools at all levels to redesign master schedules centered on learning experiences, and support the implementation of flexible learning experiences K-12.					
			ID-B3	Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.					
			ID-B4	Develop a comprehensive plan, and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.					

Tab 2 - PPS Planning

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/T SI	CTE	EIS	HSS	SIA
	Implement Multi-Tiered System of Supports (MTSS)	Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.	ID-C1	Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.					X
			ID-C2	All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.					
			ID-C3	All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.					

Tab 3 - Budget 23-24

Le Monde French Immersion

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

2023-2023 IGG Budget

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE Function Codes	EII Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$250,332.51	\$250,332.51
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$250,332.51	\$250,332.51
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ID-C1	Additional Classroom Assistants for school		3	Other: Other staff position not listed				RCS	11X					\$150,000.00	\$150,000.00
ID-C1	Classroom Assistants and Intervention Specialist <i>BENEFITS</i>							RCS	2XX					\$47,000.00	\$47,000.00
ID-C1	Additional Intervention Specialist for school (literacy)		1	Supports: Intervention Specialist				WRE	111					\$53,332.51	\$53,332.51

Tab 4 - Budget 24-25

Le Monde French Immersion

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

2024-2025 IGG Budget

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE Function Codes	EII Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	Total Allocation 2024-25:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$260,549.92	\$260,549.92
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$260,549.92	\$260,549.92
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ID-C1	Additional Classroom Assistants for school		3	Other: Other staff position not listed				RCS	11X					\$155,500.00	\$155,500.00
ID-C1	Classroom Assistants and Intervention Specialist <i>BENEFITS</i>							RCS	2XX					\$49,000.00	\$49,000.00
ID-C1	Additional Intervention Specialist for school (literacy)		1	Supports: Intervention Specialist				WRE	111					\$56,049.92	\$56,049.92

**CONTRACT BETWEEN PORTLAND ARTHUR ACADEMY CHARTER SCHOOL AND
PORTLAND PUBLIC SCHOOL DISTRICT NO 1J**

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4, of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Portland Arthur Academy Charter School (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained , this Grant shall be effective on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Effective Date”) and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Expiration Date”).

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohnson5@pps.net

4.2 Grantee’s Grant Manager is:

Stephani Walker
13809 SE Division St. Suite A
Portland, OR 97236
503-762-6061
swalker@arthuracademy.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the “Performance Period”).

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the Extended ADMw reports for the most recent *closed school year* for the purposes described in Section 2 and Project described in Exhibit A. and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period. (*note: “closed school year” refers to 2021-22 for the 2023-24 SIA allocations and 2022-23 for the 2024-25 SIA allocations.*)

6.1.1 **Administrative Rate.** Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise agreed by the parties.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

- 7.2.2 No default as described in Section 12 has occurred.
- 7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand, but in any event no later than 30 business days after the District's written demand.
- 7.4 **Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 **Organization/Authority.** Grantee represents and warrants to District that:
- 8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- 8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- 8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035; and
- 8.1.5 The representations and warranties set forth in this section are in addition to, and not in

lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: PERFORMANCE TARGETS

- 10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance with the guidance published by the Department. Targets must be disaggregated according to Section 12, subparagraph 1, of the Act.
- 10.2 Grantee shall identify Targets in any Target category for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.3 Grantee will report to District each year on its progress toward meeting Targets in the Grantee’s annual report pursuant to ORS 338.095 and as otherwise agreed upon by both Parties.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

- 11.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: DEFAULT

- 12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations, including but not limited to its financial accounting or reporting requirements under this Grant.

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

- 12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

- 13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, and/or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee,

exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District.

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SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

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In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

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SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed] (the "Project").

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: 
School District Representative

February 20, 2023
Date

Emily Courtnage, Director of Purchasing & Contracting
Printed Name, Title

Portland Arthur Academy Charter School

By:

Stephani Walker

Signature of Charter School Representative

1-27-2023

Date

Stephani Walker Executive Director

Printed Name, Title

PORTLAND ARTHUR ACADEMY CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement as a component of the Quarterly Financial Reports to the District. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to the District	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

Tab Budget 23-24

Portland Arthur Academy Charter School
 ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)
 2023-2023 IGG Budget

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE Function Codes	EII Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$109,163.65	\$109,163.65
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$109,163.65	\$109,163.65
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
															\$0.00
ID-C1	Additional small groups teacher to allow for smaller instructional groups in the K-5 classrooms.		1	General: Elementary Teacher				RCS	111					\$60,000.00	\$60,000.00
ID-C2	Additional SEL Teacher to provide social and emotional learning support.		0.2	Supports: Social Emotional Learning (SEL)				H&S	111					\$15,765.00	\$15,765.00
ID-C1	Small Groups/SEL Benefits								2XX					\$33,398.65	\$33,398.65

Portland Arthur Academy Charter School
 ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)
 2024-2025 IGG Budget

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE Function Codes	EII Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)	Total Activity Budget (24-25) (Autosum)
--	Total Allocation 2024-25:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$113,619.20	\$113,619.20
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$113,619.20	\$113,619.20
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
															\$0.00
ID-C1	Additional small groups teacher to allow for smaller instructional groups in the K-5 classrooms.		1	General: Elementary Teacher				RCS	111					\$65,000.00	\$65,000.00
ID-C2	Additional SEL Teacher to provide social and emotional learning support.		0.2	Supports: Social Emotional Learning (SEL)				H&S	111					\$10,000.00	\$10,000.00
ID-C1	Small Groups/SEL Benefits								2XX					\$38,619.20	\$38,619.20

Portland Arthur Academy Charter School

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

IGG Investments by PPS Theme, Strategic Outcome, and Goal

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/TS I	CTE	EIIS	HSS	SIA
Inclusive and Differentiated Learning for Every Child	Develop an Integrated Instructional Framework	Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.	ID-A1	Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.					
			ID-A2	Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.					
			ID-A3	Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.					
			ID-A4	Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.					
	Design Learning Experiences that Promote Self-Directed, Future-Ready Learning	Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.	ID-B1	Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a “design guide” that is incorporated into the Integrated Instructional Framework.					
			ID-B2	Support schools at all levels to redesign master schedules centered on learning experiences, and support the implementation of flexible learning experiences K-12.					
			ID-B3	Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.					
			ID-B4	Develop a comprehensive plan, and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.					

Tab PPS Planning

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/TS I	CTE	EIS	HSS	SIA
Inclusive and Differentiated Learning for Every Child CONTINUED	Implement Multi-Tiered System of Supports (MTSS)	Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.	ID-C1	Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.					X
			ID-C2	All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.					X
			ID-C3	All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.					

Tab START HERE

Select your institution from the drop down list to the right: 4400-Portland Arthur Academy Charter School

Please provide contact information for the person completing this budget

Name Jill Domine

Phone 503-762-6061

Email jdomine@arthuracademy.org

**CONTRACT BETWEEN PORTLAND VILLAGE CHARTER SCHOOL AND PORTLAND
PUBLIC SCHOOL DISTRICT NO 1J**

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4, of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Portland Village Charter School (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained, this Grant shall be effective on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Effective Date”) and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Expiration Date”).

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohnson5@pps.net

4.2 Grantee’s Grant Manager is:

[NAME]Charter School Contact
[ADDRESS]
Portland, OR 97XXX
[PHONE]
[EMAIL]

*Jennifer Stackhouse
7054 N. Delaware
Portland OR 97217
503-445-0056
jstackhouse@portlandvillage
School.org*

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the “Performance Period”).

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the Extended ADMw reports for the most recent *closed school year* for the purposes described in Section 2 and Project described in Exhibit A. and District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the “Funding Source”). Funds received by the Grantee under this Agreement (the “Grant Funds”) may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period. (*note: “closed school year” refers to 2021-22 for the 2023-24 SIA allocations and 2022-23 for the 2024-25 SIA allocations.*)

6.1.1 **Administrative Rate.** Grantee may not use any of the Grantee’s allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines that any completed Project activities or documentation are not acceptable in the District’s reasonable discretion and that any deficiencies are the responsibility of Grantee, District shall prepare a detailed written description of the deficiencies and will deliver such notice to Grantee. Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise agreed by the parties.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Conditions Precedent to Disbursement.** District’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable

administrative discretion, to make the disbursement.

7.2.2 No default as described in Section 12 has occurred.

7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand, but in any event no later than 30 business days after the District's written demand.

7.4 **Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to District that:

8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;

8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;

8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035; and

8.1.5 The representations and warranties set forth in this section are in addition to, and not in

lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: PERFORMANCE TARGETS

- 10.1 Grantee will identify longitudinal performance growth targets (the “Targets”) in accordance with the guidance published by the Department. Targets must be disaggregated according to Section 12, subparagraph 1, of the Act.
- 10.2 Grantee shall identify Targets in any Target category for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.3 Grantee will report to District each year on its progress toward meeting Targets in the Grantee’s annual report pursuant to ORS 338.095 and as otherwise agreed upon by both Parties.

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney’s fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this section).

11.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: DEFAULT

12.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:

12.1.1 Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations, including but not limited to its financial accounting or reporting requirements under this Grant.

12.1.2 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.

12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both, and/or (g) pursue termination of the charter contract as per ORS 338.105. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement or in the current executed charter contract.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee,

exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 **By District.** District may terminate this Grant as follows:

16.2.1 Upon 30 days advance written notice to Grantee;

16.2.2 Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;

16.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;

16.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or

16.2.5 As otherwise expressly provided in this Grant.

16.3 **By Grantee.** Grantee may terminate this Grant as follows:

16.3.1 Upon 30 days advance written notice to District;

16.3.2 Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District.

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and

enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to District annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed] (the "Project").

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: *Emily Courtney*
School District Representative

February 20, 2023
Date

Printed Name, Title Director, Purchasing & Contracting

Portland Village Charter School

By:



Signature of Charter School Representative

Date

11/3/23

Jennifer Stackhouse, Executive Director

Printed Name, Title

PORTLAND VILLAGE CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement as a component of the Quarterly Financial Reports to the District. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to the District	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

Select your institution from the drop down list to the right: 4534-Portland Village School

Please provide contact information for the person completing this budget	
Name	Jennifer Stackhouse
Phone	503-445-0056
Email	jstackhouse@portlandvillageschool.org

Portland Village School

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

IGG Investments by PPS Theme, Strategic Outcome, and Goal

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/ TSI	CTE	EIIS	HSS	SIA	
Inclusive and Differentiated Learning for Every Child	Develop an Integrated Instructional Framework	Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.	ID-A1	Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.						
			ID-A2	Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.						
			ID-A3	Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.						
			ID-A4	Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.					x	
	Design Learning Experiences that Promote Self-Directed, Future-Ready Learning	Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.	ID-B1	Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a “design guide” that is incorporated into the Integrated Instructional Framework.						
			ID-B2	Support schools at all levels to redesign master schedules centered on learning experiences, and support the implementation of flexible learning experiences K-12.						
			ID-B3	Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.						
			ID-B4	Develop a comprehensive plan, and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.						
				ID-C1	Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.					x

Tab - PPS Planning

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/ TSI	CTE	EIS	HSS	SIA
Inclusive and Differentiated Learning for Every Child CONTINUED	Implement Multi-Tiered System of Supports (MTSS)	Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.	ID-C2	All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.					
			ID-C3	All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.					x
Professional Excellence and Support	Develop a Diverse, High-Quality, Thriving Workforce	We have a diverse, high-quality, thriving workforce that is supported in personal and professional well-being and success.	PE-A1	Implement inclusive and equitable processes, practices, and accountability systems to decrease racial disproportionality of recruitment, hiring, retention, and promotion, prioritizing the growth and development of educators of color in their careers.					
			PE-A2	Increase the health and well-being of every educator by implementing social, emotional, and wellness best practices and supports, including identifying culturally affirming supports for educators of color.					

Tab - PPS Planning

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/ TSI	CTE	EIS	HSS	SIA
Embracing Change	Socialize Our Vision and Strategic Plan	We socialize our vision, PPS reImagined, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and create meaning together.	EC-A1	Develop and implement a plan to create opportunities for internal and external stakeholders, especially our students, to make meaning of the vision and the strategic plan, and to understand how they can proactively support, lead, and help us collectively achieve our goals.					
	Establish a System-Wide Project Management Culture and Practice	Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.	EC-B1	Create and implement a shared project management framework with common standards, processes, and tools to monitor and execute the strategic plan.					
			EC-B2	Establish an Enterprise Project Management Office, based on professional industry practice and the unique needs of our environment. The office provides ongoing organizational leadership and staffing toward a consistent, effective project management experience for all educators.					
			EC-B3	Support sites and departments to create action plans aligned with the strategic plan, and develop processes for ongoing coordination of implementation efforts.					
	Embed System-Wide Data-Driven Continuous Improvement Practices	We use data effectively and consistently to drive cycles of continuous improvement that leads to decisions and actions that improve student outcomes.	EC-C1	Strategic plan priorities are being monitored quarterly and publicly reported annually to ensure progress toward our equitable metrics and indicators.					
			EC-C2	A shared model of data-driven continuous improvement cycles has been adopted by schools and departments, and supports for effective implementation are in place.					
			EC-C3	The Board of Education, the district, central office departments, schools, and grade-level teams will establish regular cycles of review as part of their continuous improvement process.					
			EC-C4	Strengthen capacity to provide effective instruction that leads to closure of our significant gaps in student outcomes through access to real-time student progress monitoring data, such as formative assessments and other measures.					
			EC-C5	Develop an integrated data-management infrastructure that is responsive and accurate so that effective data-driven continuous improvement practice is supported throughout the district.					

Portland Village School

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

2023-2024 IGG Budget

Outcome and Strategy	Proposed Activity	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2023-24:	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$279,369.97	\$279,369.97
--	Total Budgeted Amounts (Autosum):	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$279,369.97	\$279,369.97
--	Unbudgeted (Autocalculate):	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
									\$0.00
ID-C1	School Counselor	H&S	111					\$62,238.00	\$62,238.00
ID-C1	Math Specialist	WRE	111					\$51,633.00	\$51,633.00
ID-C1	Instructional Coach TOSA	WRE	111					\$18,896.40	\$18,896.40
ID-C1	SEL/Academic intervention support staff	H&S	112					\$34,320.00	\$34,320.00
ID-C1	SIA funded staffing <i>BENEFITS</i>	H&S	2XX					\$78,674.34	\$78,674.34
ID-C3	Coaching and training in DEI and implement practices that support inclusion and close achievement gaps for historically underserved student populations.		Other					\$5,000.00	\$5,000.00
ID-C1	Curriculum materials for ELA, Math, CORE, SEL and intervention		410					\$17,198.23	\$17,198.23
ID-A4	Professional development in Waldorf and other educational practices to provide students a safe and well rounded education		Other					\$7,000.00	\$7,000.00
ID-C1	Release time for teachers to collaborate to review data & plan instruction to		Other					\$4,410.00	\$4,410.00

Portland Village School
 ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)
 2024-2025 IGG Budget

Outcome and Strategy	Proposed Activity	Partnership		FTE Type	CTE Function Code	EII Allowable Uses	HSS Activity Categories	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
			FTE												
--	Total Allocation 2024-25:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$290,772.56	\$290,772.56
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$290,772.56	\$290,772.56
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
															\$0.00
ID-C1	School Counselor		1	Supports: School Counselor/School Social Worker					111					\$62,488.00	\$62,488.00
ID-C1	Math Specialist		1	Core: Math					111					\$53,754.00	\$53,754.00
ID-C1	Instructional Coach TOSA		0.3	Other: Other staff position not listed					111					\$31,494.00	\$31,494.00
ID-C1	SEL/Academic intervention support staff		1	Supports: Intervention Specialist					112					\$34,819.20	\$34,819.20
ID-C1	SIA funded staffing <i>BENEFITS</i>								2XX					\$84,669.19	\$84,669.19
ID-C3	Coaching and training in DEI and implement practices that support inclusion and close achievement gaps for historically underserved student populations.								Other					\$5,000.00	\$5,000.00
ID-C1	Curriculum materials for ELA, Math, CORE, SEL and intervention								410					\$6,738.17	\$6,738.17
ID-A4	Professional development in Waldorf and other educational practices to provide students a safe and well rounded education								Other					\$7,000.00	\$7,000.00
ID-C1	Release time for teachers to collaborate to review data & plan instruction to close achievement gaps								Other					\$4,810.00	\$4,810.00

CONTRACT BETWEEN COTTONWOOD SCHOOL OF CIVICS AND SCIENCE, A STATE-SPONSORED CHARTER SCHOOL, AND PORTLAND PUBLIC SCHOOL DISTRICT NO 1J

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”), Multnomah County School District No. 1J (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4, of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Cottonwood School of Civics and Science, an ODE sponsored Charter School, (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained , this Grant shall be effective on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Effective Date”) and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with the Oregon Department of Education (the “Department” or “ODE”) (the “Expiration Date”).

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Kristin Johnson, Financial Operations Manager, Grant Accounting
501 N. Dixon St.
Portland, OR 97227
503-916-3161
kjohnson5@pps.net

4.2 Grantee’s Grant Manager is:

Amanda McAdoo, Executive Director
640 S Bancroft Street
Portland, OR 97239
503-244-1697
amandamcadoo@thecottonwoodschool.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall perform the project activities set forth in Exhibit A (the "Project"), attached hereto and incorporated herein by this reference for the period beginning on the Effective Date and ending on the Expiration Date (the "Performance Period").

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report for the purposes described in Section 2 and Project described in Exhibit A. District shall pay the Grantee from solely monies available through its District SIA Grant Allocation (the "Funding Source"). Funds received by the Grantee under this Agreement (the "Grant Funds") may be used only for eligible expenditures authorized by this Grant and incurred during the Performance Period.

6.1.1 Administrative Costs. Grantee may not use any of the Grantee's allocation for administrative costs.

6.1.2 The Grantee must establish a separate account for all funds received as part of the Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 District shall disburse Grant Funds by Electronic Funds Transfer within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 If District determines, or is notified by ODE as the Grantee's sponsor, that any completed Project activities or documentation are not acceptable in the District's or ODE's reasonable discretion and that any deficiencies are the responsibility of Grantee, upon notification of deficiencies, Grantee shall correct any deficiencies at no cost to District within 30 business days or as otherwise agreed by the parties.

7.1.3 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 Conditions Precedent to Disbursement. District's obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 District has received sufficient funding to allow District, in the exercise of its reasonable administrative discretion, to make the disbursement.

- 7.2.2 No default as described in Section 12 has occurred.
- 7.2.3 Grantee's representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's or ODE's written demand, but in any event no later than 30 business days after the District's or ODE's written demand.
- 7.4 **Duplicate Payment.** Grantee shall not be compensated for, or receive any other form of duplicate, overlapping or multiple payments for the same costs financed by or costs and expenses paid for by Grant Funds from any agency of the State of Oregon or the United States of America or any other party, organization or individual.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 **Organization/Authority.** Grantee represents and warrants to District that:
- 8.1.1 Grantee is an Oregon Nonprofit Corporation duly organized and validly existing under the laws of the State of Oregon, is eligible to receive the Grant Funds and has full power, authority and legal right to make this Grant and to incur and perform its obligations hereunder;
- 8.1.2 The making and performance by Grantee of this Grant (a) have been duly authorized by Grantee, (b) do not and will not violate any provision of any applicable law, rule, regulation, or order of any court, regulatory commission, board, or other administrative agency or any provision of Grantee's Articles of Incorporation or Bylaws; and (c) do not and will not result in the breach of, or constitute a default or require any consent under any other agreement or instrument to which Grantee is a party or by which Grantee or any of its properties may be bound or affected. No authorization, consent, license, approval of, or filing or registration with or notification to any governmental body or regulatory or supervisory authority is required for the execution, delivery or performance by Grantee of this Grant, other than those that have already been obtained;
- 8.1.3 This Grant has been duly executed and delivered by Grantee and constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4 Grantee is, and throughout the Performance Period will be, in compliance with its charter agreement and all Oregon laws applicable to charter schools operating in the State of Oregon including, without limitation, ORS 338.035, as reported by ODE, which is the school's sponsor; and

8.1.5 The representations and warranties set forth in this section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GOVERNING LAW, CONSENT TO JURISDICTION

This Grant shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively "Claim") between District or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant shall be brought and conducted solely and exclusively within the Circuit Court of Multnomah County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. Grantee, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.

SECTION 10: PERFORMANCE TARGETS

- 10.1 Grantee will identify longitudinal performance growth targets (the "Targets") in accordance with the guidance published by the Department. Targets must be disaggregated according to Section 12, subparagraph 1, of the Act.
- 10.2 Grantee shall identify Targets in any Target category for which the Grantee serves students and has accountability data. In addition to those Targets required by the Act, Grantee may identify local Targets.
- 10.3 Grantee will report to its sponsor (ODE) each year on its progress toward meeting Targets in the Grantee's annual report pursuant to ORS 338.095 and as otherwise agreed upon between Grantee and its sponsor (ODE).

SECTION 11: INDEMNIFICATION

- 11.1 Grantee shall defend, save, hold harmless, and indemnify the District and its officers, directors, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorney's fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, directors, employees, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this section).

11.2 **Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: DEFAULT

- 12.1.1 **Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events as determined by District or by school's sponsor (ODE):
- 12.1.2 Grantee fails to perform, observe or discharge any of its covenants, agreements, or obligations, including but not limited to its financial accounting or reporting requirements under this Grant.
- 12.1.3 Grantee uses or expends Grant Funds for any purpose other than that defined in this Grant.
- 12.2 **District.** District will be in default under this Grant if District fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant.

SECTION 13: REMEDIES

- 13.1 **District Remedies.** In the event Grantee is in default under Section 12, District may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to (a) termination of this Grant under Section 16, (b) reducing or withholding payment for Project activities that Grantee has failed to complete according to the Act, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (d) withholding payment of State School Funds, (e) repayment of unused or inappropriately used Grant funds, including exercise of its right of recovery of overpayments under Section 14 of this Grant or setoff, or both. These remedies are cumulative to the extent the remedies are not inconsistent, and District may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 13.2 **Grantee Remedies.** In the event District is in default under Section 12 and whether or not Grantee elects to exercise its right to terminate this Grant under Section 16.3.2, Grantee's remedy may be exercised through any dispute provisions in this agreement.

SECTION 14: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 15: LIMITATION OF LIABILITY

EXCEPT FOR LIABILITY ARISING UNDER OR RELATED TO SECTION 11, NEITHER PARTY WILL BE LIABLE FOR INCIDENTAL, CONSEQUENTIAL, OR OTHER INDIRECT DAMAGES ARISING OUT OF OR RELATED TO THIS GRANT, REGARDLESS OF WHETHER THE LIABILITY CLAIM IS BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, PRODUCT LIABILITY OR OTHERWISE. NEITHER PARTY WILL BE LIABLE FOR ANY DAMAGES OF ANY SORT ARISING SOLELY FROM THE TERMINATION OF THIS GRANT IN ACCORDANCE WITH ITS TERMS.

SECTION 16: TERMINATION

16.1 Mutual. This Grant may be terminated at any time by mutual written consent of the Parties.

16.2 By District. District may terminate this Grant as follows:

- 16.2.1** Upon 30 days advance written notice to Grantee, which notice Grantee will within 5 business days provide to its sponsor (ODE);
- 16.2.2** Immediately upon written notice to Grantee, if District fails to receive funding, or allocations, or other expenditure authority at levels sufficient in District's reasonable administrative discretion, to perform its obligations under this Grant;
- 16.2.3** Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that the District's performance under this Grant is prohibited or District is prohibited from paying for such performance from the planned funding source;
- 16.2.4** Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 30 days after written notice thereof to Grantee; or
- 16.2.5** As otherwise expressly provided in this Grant.

16.3 By Grantee. Grantee may terminate this Grant as follows:

- 16.3.1** Upon 30 days advance written notice to District;
- 16.3.2** Immediately upon written notice to District, if District is in default under this Grant and such default remains uncured 30 days after written notice thereof to District; or

16.3.3 As otherwise expressly provided in this Grant.

16.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee will immediately cease all activities under this Grant, unless District expressly directs otherwise in such notice. Upon termination, Grantee will deliver to District all documents, information, and reports related to the Grant.

SECTION 17: INSURANCE

Grantee shall maintain insurance set forth in the charter contract and any necessary insurance to cover activities related to the Project as reasonably determined by the District or its sponsor (ODE).

SECTION 18: NONAPPROPRIATION

District's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon District receiving funding, appropriations, limitations, allocations, or other expenditure authority sufficient to allow District, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant.

SECTION 19: AMENDMENTS

The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

SECTION 20: NOTICE

Except as otherwise expressly provided in this Grant, any notices to be given relating to this Grant must be given in writing by facsimile, email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address, fax number or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section 20. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system. Any notice given by facsimile becomes effective upon electronic confirmation of successful transmission to the designated fax number.

SECTION 21: SEVERABILITY

The Parties agree that if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and

provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

SECTION 22: COUNTERPARTS

This Grant may be executed in several counterparts, all of which when taken together shall constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

SECTION 23: COMPLIANCE WITH LAW

In connection with their activities under this Grant, the Parties shall comply with all applicable federal, state and local laws.

SECTION 24: INTENDED BENEFICIARIES

District and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third parties unless such third parties are individually identified by name herein and expressly described as intended beneficiaries of this Grant.

SECTION 25: TIME IS OF THE ESSENCE

Time is of the essence in Grantee's performance of the Project activities under this Grant.

SECTION 26: MERGER, WAIVER

This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given. EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

SECTION 27: RECORDS MAINTENANCE, MUNICIPAL AUDIT, AND ACCESS

Grantee shall maintain all financial records relating to this Grant in accordance with generally

accepted accounting principles. In addition, Grantee shall maintain any other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant in such a manner as to clearly document Grantee performance. All financial records, other records, books, documents, papers, plans, records of shipments and payments, and writings of Grantee, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees that District, Grantee's sponsor (ODE), and the Oregon Secretary of State's Office and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. All Funds received by Grantee as part of the Grant shall be accounted for separately and included in the Grantee's municipal audit according to ORS 338.095 and reported to ODE as Grantee's sponsor annually. Grantee shall retain and keep accessible all Records for a minimum of five (5) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

SECTION 28: HEADINGS

The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

SECTION 29: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: [INSERT relevant documents as needed] (the "Project").

SECTION 30: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1J

By: Emily Courtage February 6, 2023
School District Representative Date

Emily Courtage, Director of Purchasing & Contracting
Printed Name, Title

Cottonwood School of Civics and Science

By:

Amanda McAdo

Signature of Charter School
Representative

1/27/23

Date

Amanda McAdo, Executive Director

Printed Name, Title

COTTONWOOD CHARTER SCHOOL

EXHIBIT A THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a two-year (2 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The two-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. The Grantee will submit Plan and Budget to District in the format provided by ODE in the *Integrated Planning and Budget Template*.

SECTION II – DISTRICT REVIEW

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District by the due date communicated by the District, before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

District school board approval of the Grantee's application does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall report quarterly and annually as a required component of the District's SIA reporting.

SECTION VI – FINANCIAL REPORTING

In addition to quarterly reporting as a component part of the District’s Quarterly Report, the Grantee shall report all expenses paid with Grant Funds to its sponsor (ODE) within 180 days of disbursement as a component of the Quarterly Financial Reports to its sponsor (ODE). The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District’s request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Report on Grant Funds in detail as component part of Quarterly Financial Reports to Grantee’s sponsor (ODE)	Charter School	Quarterly Each Year: January 31, April 30, July 31, October 31
Any additional reporting or monitoring as determined by District, the Act, or the Grantee	District or Charter School	As determined

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Select your institution from the drop down list to the right: 4604-The Cottonwood School of Civics and Science
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Please provide contact information for the person completing this budget	
Name	Amanda Keane McAdoo
Phone	503.244.1697
Email	amandamcadoo@thecottonwoodschool.org

Tab - PPS Planning Template

The Cottonwood School of Civics and Science

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

IGG Investments by PPS Theme, Strategic Outcome, and Goal

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/T SI	CTE	EIIS	HSS	SIA
Inclusive and Differentiated Learning for Every Child	Develop an Integrated Instructional Framework	Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.	ID-A1	Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.					
			ID-A2	Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.					
			ID-A3	Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.					
			ID-A4	Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.					
	Design Learning Experiences that Promote Self-Directed, Future-Ready Learning	Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.	ID-B1	Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a “design guide” that is incorporated into the Integrated Instructional Framework.					
			ID-B2	Support schools at all levels to redesign master schedules centered on learning experiences, and support the implementation of flexible learning experiences K-12.					
			ID-B3	Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.					
			ID-B4	Develop a comprehensive plan, and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.					

Tab - PPS Planning Template

THEME	PPS Outcome	PPS Strategic Outcome Description	Strategy #	IGG Strategy (PPS Goal)	CSI/T SI	CTE	EIS	HSS	SIA
Inclusive and Differentiated Learning for Every Child CONTINUED	Implement Multi-Tiered System of Supports (MTSS)	Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.	ID-C1	Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.					X
			ID-C2	All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.					
			ID-C3	All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.					

The Cottonwood School of Civics and Science
 ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)
 2023-2024 IGG Budget

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE Function Code	EII Allowable Uses	HSS Activity Category	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2023-24:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$124,319.25	\$124,319.25
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$124,319.25	\$124,319.25
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
															\$0.00
ID-C1	School Counselor		0.7	Supports: School Counselor/School Social Worker				WRE	111					\$43,624.00	\$43,624.00
ID-C1	Diversity, Equity, Inclusion & Belonging Coordinator		0.75	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				WRE	112					\$37,745.00	\$37,745.00
ID-C1	Educational Assistant		0.5	Supports: Other				RCS	11x					\$15,299.25	\$15,299.25
ID-C1	FTE Associated Benefits		1.45	Supports: Other				WRE	2XX					\$27,651.00	\$27,651.00

Tab - Budget 24-25

Outcome and Strategy	Proposed Activity	Partnership	FTE	FTE Type	CTE Function Code	EII Allowable Uses	HSS Activity Category	SIA Allowable Uses	Object Code	CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)	Total Activity Budget (23-24) (Autosum)
--	Total Allocation 2024-25:	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$129,393.38	\$129,393.38
--	Total Budgeted Amounts (Autosum):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$129,393.38	\$129,393.38
--	Unbudgeted (Autocalculate):	--	--	--	--	--	--	--	--	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
															\$0.00
ID-C1	School Counselor		0.7	Supports: School Counselor/School Social Worker				WRE	111					\$45,369.00	\$45,369.00
ID-C1	Diversity, Equity, Inclusion & Belonging Coordinator		0.75	Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				WRE	112					\$39,255.00	\$39,255.00
ID-C1	Educational Assistant		0.5	Supports: Other				RCS	11x					\$16,141.38	\$16,141.38
ID-C1	FTE Associated Benefits		1.45	Supports: Other				WRE	2XX					\$28,628.00	\$28,628.00

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Select your institution from the drop down list to the right: 4720-The Ivy School

Please provide contact information for the person completing this budget

Name Nikki Jones

Phone 503-288-8553

Email Nikki.Mitchell@theivyschool.org

The Ivy School

ODE's Aligning for School Success: Integrated Guidance for Six ODE Initiatives (IGG)

IGG Investments by PPS Theme, Strategic Outcome, and Goal

OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	
Strategies	Outcome-A	Close the achievement gap in reading for our underserved students of color. 80% of students of color will meet or exceed growth targets (as measured by i-Ready) by spring 2022					
	A1	Create a culture of high expectations and rigor that supports teaching and learning by providing additional instruction to Tier II & Tier III students in grades 1-8.					x
	A2	Create a safe and culturally responsive environment for all students by implementing effective solutions for increasing students access, educational equity and schoolwide diversity.					x
	A3	Create a culture of safety for all students that supports the social, emotional and physical well being of students.					x

