

Study Session with vote of a Consent
Agenda
Monday, August 28, 2023 6:00 PM

Dr. Matthew Prophet Education Center -
Windows Cafeteria / Conference Room (Floor
2)
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Consent Agenda (Resolutions 6749 - 6751)
 - 1.(a) Resolution 6749: Adoption of the Index to the Minutes
 - 1.(b) Resolution 6750: Expenditure Contracts
 - 1.(c) Resolution 6751: Revenue Contracts
2. First Reading of Policy Revisions
 - 2.50.020-P Student Educational Records
 - 6.40.010-P Instructional Materials Selection
3. Board Work Plan Development
4. Board Protocols Discussion
5. Overview of the Superintendent Evaluation Process and Timeline

RESOLUTION No. 6749

The Following Index to the Minutes are offered for Adoption

- July 11, 2023 – Regular Meeting
- August 03, 2023 – Special Meeting
- August 08, 2023 – Regular Meeting



Index to the Minutes

(Draft for Approval)

Regular Meeting

July 11, 2023

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on July 11, 2023. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at <https://youtu.be/icEMDo1qryw>

This meeting came to order at 6:10 pm at the call of Board Chair Scott; and was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97227 and streamed live at: <https://www.youtube.com/user/ppscotts/videos>.

Board Member Attendance

Present: Chair Scott; Vice-Chair Hollands; Directors Brim-Edwards, DePass, Greene, Sullivan, and Wang; Student Representative Silverstein

Absent: None

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RESOLUTIONS AS ADOPTED

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AGENDA

<i>Time Started</i>	<i>Agenda Title</i>
6:10 pm	Called to Order
6:18 pm	Election of Board Chairperson and Board Vice-Chairperson
6:23 pm	Public Comment
6:52 pm	Recess
6:58 pm	Resolution to Establish Board Committees for the 2023-24 School Year
6:59 pm	Discussion: Update to the 2023-24 School Year Budget and State School Fund
7:38 pm	Local Option Levy Overview and Proposed Timeline
7:46 pm	Consent Agenda
7:55 pm	Other Business
7:56 pm	Adjourned

STUDENT AND PUBLIC COMMENT

General Public Comment

- Willow Washburn
- Elizabeth Nelson
- Malak Elkher

Union Representatives

- Service Employees International Union (SEIU)

ACTIONS TAKEN

- **Resolution 6730: Election of Board Chairperson**

Director DePass moved and Director Brim-Edwards seconded the motion to approve Resolution 6730. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

- **Resolution 6731: Election of Board Vice-Chairperson**

Director Brim-Edwards moved and Director DePass seconded the motion to approve Resolution 6731. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

- **Resolution 6732: Resolution to Establish Board Committees for the 2023-24 School Year**

Director Greene moved and Director Brim-Edwards seconded the motion to approve Resolution 6732. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

- **Consent Agenda – Resolutions 6733 through 6738**

Contract Number 93572-RS was pulled from Resolution 6733 for individual consideration at the August 08, 2023 meeting.

Director Greene moved and Director Hollands seconded the motion to approve the Consent Agenda, including Resolutions 6733 through 6738, with contract 93572-RS pulled from Resolution 6733. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

RESOLUTION No. 6730

Election of Board Chairperson

Director Gary Hollands is hereby elected Chairperson of the Board for the period beginning July 11, 2023, until his/or her successor is elected.

RESOLUTION No. 6731

Election of Board Vice-Chairperson

Director Herman Greene is hereby elected Vice-Chairperson of the Board for the period beginning July 11, 2023, until his/or her successor is elected.

Resolution No. 6732

Resolution to Establish Board Committees for the 2023-24 School Year

RECITALS

- A. Board Policy 1.20.014-P Board Committees states that Board committees may be formed to consider actions or issues in detail that would otherwise monopolize the Board agenda and provide policy advice for the Board's action or consideration, as appropriate.
- B. Board committees serve in a fact-finding, deliberative and advisory role rather than as a legislative or administrative body and will make recommendations directly to the Board as a whole, which alone may take action.
- C. It is the responsibility of the Board Chair to appoint members to those committees established by the Board.

RESOLVED

For the 2023-24 school year, The Board of Education approves the establishment of the Audit Committee, Student Success Committee, Facility and Operations Committee, Policy Committee, and the Task Force in Equity in Contracting.

RESOLUTION No. 6733

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
BH365, LLC	7/12/23	Purchase Order PO 164888	Purchase of Black History 365 textbooks for 7 th , 8 th , and HS grades. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$748,351	K. Armstrong Fund 458 Dept. 5511 Project DC201	No
Pediatric Services of America Inc., dba Aveanna Healthcare	7/12/23 through 6/30/26	Personal Services PS 93517	Provide up to two nurses a year for two PPS students. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$836,640	K. Armstrong Fund 101 Dept 5414	No
Smucker Foodservice, Inc.	8/1/23 through 7/1/24 Option to renew for up to two additional one-year terms through 6/30/26	Materials Requirement MR 93508	Provide District with USDA commodity processed peanuts into ready-to-serve products. Request for Proposals 2021-2946	Original Term: \$360,000 Total through renewals: \$1,080,000	D. Jung Fund 202 Dept. 5570	No
CommonLit, Inc.	7/12/23 through 6/30/26	Digital Resource DR 93463	School Essentials & Canvas school wide licenses for District schools. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$309,660	K. Armstrong Fund 458 Dept. 5445 Project DC160	No
AspirEDU, Inc.	8/1/23 through 7/31/25	Digital Resource DR 93523	Dropout Detective licenses for all middle and high school students. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$156,031	K. Armstrong Fund 458 Dept. 5445 Project DC160	No
Highstreet IT Solutions, LLC	7/12/23 through 6/30/25	Digital Resource DR 93459 and DR 93459 Amend 1	PeopleSoft hosting and Managed Services. Approved Special Class Procurement – Software and Hardware Upgrades/Maintenance PPS-47-0288(11)	\$1,642,390	D. Wolff Fund 101 Dept. 5582	No

TierPoint Hosted Solutions, LLC	8/1/23 through 7/31/24	Digital Resource DR 93547	Mimecast email archiving, hosting, and support. Sole Source PPS 47-0275	\$166,038	D. Wolff Fund 101 Dept. 5582	No
InLine Commercial Construction Inc.	7/12/23 through 2/29/24	Construction C 93543	ADA and SPED upgrades at eight schools. Invitation to Bid 2023-018	\$5,229,356	D. Jung Fund 458 Dept 5511 Project DS015/16	No
InLine Commercial Construction Inc.	7/12/23 through 2/29/24	Construction C 93542	ADA and SPED upgrades at 11 schools. Invitation to Bid 2023-019	\$3,481,625	D. Jung Fund 458 Dept 5511 Project DS015/16	No
Skyward Construction LLC	7/12/23 through 2/29/24	Construction C 93544	ADA and SPED upgrades at 11 schools. Invitation to Bid 2023-020	\$4,400,000	D. Jung Fund 458 Dept 5511 Project DS015/16	No
Wenaha Group, Inc.	7/12/23 through 7/11/28	Related Services RS 93498	On call, as needed project management/ construction management services for Office of School Modernization and Facilities and Asset Management projects. Request for Proposals 2023-014	\$5,000,000	D. Jung Fund TBD	MBE
Aecom Technical Services	7/12/23 through 7/11/28	Related Services RS 93490	On call, as needed project management/ construction management services for Office of School Modernization and Facilities and Asset Management projects. Request for Proposals 2023-014	\$5,000,000	D. Jung Fund TBD	No
Cumming Management Group, Inc.	7/12/23 through 7/11/28	Related Services RS 93494	On call, as needed project management/ construction management services for Office of School Modernization and Facilities and Asset Management projects. Request for Proposals 2023-014	\$5,000,000	D. Jung Fund TBD	No
Otak, Inc.	7/12/23 through 7/11/28	Related Services RS 93496	On call, as needed project management/ construction management services for Office of School Modernization and Facilities and Asset Management projects. Request for Proposals 2023-014	\$5,000,000	D. Jung Fund TBD	No
Shiels Oblatz Johnsen, Inc.	7/12/23 through 7/11/28	Related Services RS 93499	On call, as needed project management/ construction management services for Office of School Modernization and Facilities and Asset Management projects. Request for Proposals 2023-014	\$5,000,000	D. Jung Fund TBD	MBE
Turner & Townsend Heery, LLC	7/12/23 through 7/11/28	Related Services RS 93492	On call, as needed project management/ construction management services for Office of School Modernization and Facilities and Asset Management projects. Request for Proposals 2023-014	\$5,000,000	D. Jung Fund TBD	No
Piper Mechanical	7/12/23 through 12/31/25	Construction C 93509	Mechanical Upgrades at Kelly Invitation to Bid - Construction 2023-031	\$10,245,400	D. Jung Fund 458 Dept 5511 Project DS018	No
Piper Mechanical	7/12/23 through 12/31/25	Construction C 93510	Mechanical Upgrades at Bridger Invitation to Bid - Construction 2022-055	\$6,676,310	D. Jung Fund 458 Dept 5511 Project DS018	No

BrainPOP	7/12/23 through 6/30/25	Digital Resource DR 93553	Subscription to BrainPOP and BrainPOP Jr. for 14 high schools/charter schools/special programs. 82 licenses for elementary and middle schools. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$317,487.31	K. Armstrong Fund 458 Dept 5445 Project DC160	No
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*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No NEW COOPERATIVE PURCHASING AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No NEW INTERGOVERNMENTAL AGREEMENTS

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
PDX Yellow Cab LLC	7/12/23 through 6/30/26	Services S 90041 Amend 2	Provide specialized transportation services to District students who are unable to be served by a school bus, as determined by their IEPs. Approved Special Class Procurement - Secure, Specialized Transportation PPS 47-0288(19)	\$2,700,000, \$4,700,000	D. Jung Fund 101 Dept 5560	No

RESOLUTION No. 6734

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

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

RESOLUTION

The Board affirms Directors Julia Brim-Edwards, Michelle DePass, Gary Hollands, Andrew Scott, Patte Sullivan, and Eddie Wang to attend the Council of the Great City Schools Accelerating Board Capacity Conference in Cambridge, MA July 16, 2023 – July 19, 2023.

RESOLUTION No. 6735

The Following Index to the Minutes are offered for Adoption

- June 13, 2023 – Regular Meeting
- June 27, 2023 – Special Meeting
- June 27, 2023 – Special Meeting
- June 27, 2023 – Special Meeting

RESOLUTION No. 6736

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

RECITALS

- A. At the beginning of each fiscal year, the Portland Public Schools Board of Education, establishes depositories for school funds (ORS 328.441, 294.805 – 294.895).
- B. The District desires to pass a resolution to name official depositories during the 2023-24 fiscal year.

RESOLVED

- 1. RESOLVED that the following depositories are hereby, approved as official depositories of Portland Public Schools funds during the 2023-24 fiscal year:

Institutions:

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

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

Deputy Superintendent of Business & Operations

Chief Financial Officer

Senior Director Financial Services

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

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

Senior Director of Financial Services

Senior Manager/Treasury

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

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

RESOLUTION No. 6737

Appointment of Clerk and Deputy Clerks

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks for the 2023-24 fiscal year.
- B. ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy Clerks may also be appointed.

RESOLVED

- 1. The Portland Public Schools Board of Education appoints Superintendent Guadalupe Guerrero as Clerk of Portland Public Schools for the 2023-24 fiscal year.
- 2. The Portland Public Schools Board of Education appoints Chief of Staff Jonathan García, and Director of Purchasing & Contracting Emily Courtneage as Deputy Clerks of Portland Public Schools for the 2023-24 fiscal year.

RESOLUTION No. 6738

Appointment of Budget Officer

RECITALS

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

RESOLVED

The Portland Public Schools Board of Education designates Junho Chang, Budget Manager as Budget Officer of Portland Public Schools for the 2023–24 fiscal year.



Index to the Minutes

(Draft for Approval)

Special Meeting

August 03, 2023

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at <https://youtu.be/1hxPJCYWACI>

This meeting was held virtually and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Board Member Attendance

Present: Chair Hollands; Directors Brim-Edwards, DePass, Scott, and Wang; Superintendent Guerrero

Absent: Vice-Chair Greene; Director Sullivan; Student Representative Silverstein

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6748	Authorizing Off-Campus Travel.....	04

Agenda

<i>Time Started</i>	<i>Agenda Title</i>
1:47 pm	Authorization of Off-campus Activities
1:50 pm	Adjourned

Student and Public Comment

None

Statement for the Record

- **Director Andrew Scott**

Submitted 8/3/23

The reason for this special meeting is to approve a field trip. The only reason the board needs to approve the field trip is because of a misguided board policy that requires the board to approve all out-of-state or foreign field trips.

In my four years on the board, our review and approval of these field trips has not added any value. We rarely ask questions, and when we do they are usually about broader field trip policy, not the specific field trip in question. One of my takeaways from our Harvard Leadership Institute is the importance of focusing on student achievement and results without getting bogged down in day-to-day administrative issues. There is not a more clear example of a day-to-day administrative issue than approving a field trip.

Our review also takes up valuable staff time. Board approval of this particular trip has taken staff time to pull together materials and schedule a meeting, not to mention the need to redact non-public information. All of this time could better be spent on activities that further student achievement. Board review also puts the field trip itself in limbo, keeping staff and families from finalizing travel plans until we have officially voted.

Last year I asked the Policy Committee to revise this policy, but a majority of the committee decided to retain it. The argument at the time was that the board is interested in ensuring equity in field trip opportunities for all of our students. But I would argue this policy does nothing to ensure equity because only out-of-state field trips come to the board for approval, so we only see a small slice of overall field trips and our review does nothing to encourage equity. If this is the board's goal, we should request quarterly reports of all field trips and schedule committee time to discuss whether we are meeting our equity goals.

I once again ask our Board Chair and the Policy Committee Chair to please revisit this policy and put approval where it belongs -- with the administrators who have a responsibility for ensuring these field trips are safe, equitable, and educationally sound.

Let's make today's "special meeting" to approve a field trip our last.

ACTIONS TAKEN

- **Resolution 6748: Authorization of Off-campus Activities**

Director DePass moved and Director Scott seconded the motion to approve Resolution 6748. The motion was put to a voice vote and passed (5 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Absent, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Absent, Director Eddie Wang: Yes, Student Representative Silverstein: Absent

RESOLUTION No. 6748

Authorization for Off-Campus Activities

RECITAL

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

RESOLUTION

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

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
8/7-8/9/23	RHS & MHS (Athletics), 100	Math Trajectory enrichment incentive	Anaheim, CA	\$900	N/A



Index to the Minutes

(Draft for Approval)

Regular Meeting

August 08, 2023

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at <https://youtu.be/mRXFMskI2pc>

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97227 and streamed live to <https://www.youtube.com/@ppsboardofeducation/live>

Board Member Attendance

Present: Chair Gary Hollands; Vice-Chair Herman Greene; Directors Julia Brim-Edwards, Michelle DePass, Andrew Scott, Patte Sullivan, and Eddie Wang; Student Representative Frankie Silverstein

Absent: None

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6740	Approval of the Headstart Policy Council Recommendation (Coordinated Communication Plan)	05
6741	Approval of the Headstart Policy Council Recommendation (Federal Grant Application).....	06
6742	Approval of the Headstart Policy Council Recommendation (Health Policies).....	07
6743	Allocation of ESSER II / II Funds – Helensview	08
6744	Resolution to approve a Cost of Living Adjustment for Non-Represented Employees for Fiscal Year 2023-2024	09
6745	Expenditure Contracts.....	10
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Agenda

<i>Time Started</i>	<i>Agenda Title</i>
6:00 pm	Opening, Monthly Recognitions, Announcements
6:05 pm	Superintendent's Report
6:15 pm	Student Representative's Report
6:22 pm	IGA TriMet Youth Passes (Resolution 6739)
6:26 pm	Allocation of ESSER II / II Funds – Helensview (Resolution 6743)
6:26 pm	Public Comment
6:48 pm	Discussion: Update to the 2023-2024 School Year Budget and State School Fund
7:10 pm	Preparing for the 2023-24 School Year
7:40 pm	Board Committee and Conference Reports
7:56 pm	Consent Agenda: Resolutions 6740 through 6742, 6744, 6745, and 6747
8:07 pm	Comments from Our Union Partners
8:32 pm	Adjourn

Student and Public Comment

General Student Comment

None

General Public Comment

- *Ryan Healy*
- *Karanja Crews*
- *Devon Ghani*
- *Antonye Harris*

ACTIONS TAKEN

- **Resolution 6739: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority (TrimMet IGA)**

Director Brim-Edwards moved and Director DePass seconded the motion to approve Resolution 6739. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

- **Resolution 6743: Approving Capital Projects for Contracted Alternative Schools using ESSER II and ESSER III funds**

Director Greene moved and Director Sullivan seconded the motion to approve Resolution 6743. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

- **Consent Agenda – Resolutions 6740, 6741, 6742, 6744, 6745, and 6747**

Director Greene moved and Director Brim-Edwards seconded the motion to approve the Consent Agenda, including Resolutions 6740, 6741, 6742, 6744, 6745, and 6747, as amended to exclude contract 93572-RS from Resolution 6745. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

RESOLUTION No. 6739

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

RECITAL

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

RESOLUTION

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

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Tri-Met	8/29/23 through 6/24/24	Intergovernmental Agreement IGA 93732	Purchase of the student transit pass program through Tri-Met.	\$1,987,333	D. Jung Fund 101 Dept. TBD

RESOLUTION No. 6740

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Parent Policy Council recommends the approval of Head Start's Coordinated Communication Plan policy.

RESOLUTION

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

RESOLUTION No. 6741

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Parent Policy Council recommends the approval for PPS Head Start to apply for Fiscal Year 2024 Federal Grant funds.

RESOLUTION

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

RESOLUTION No. 6742

Approval of Head Start Policy Council Recommendation

RECITALS

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

RESOLUTION

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

RESOLUTION No. 6743

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

RECITALS

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

RESOLUTIONS

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

- a. 2180-11: Helensview Recovery Center

RESOLUTION No. 6744

Resolution to approve a Cost of Living Adjustment for Non-Represented Employees for Fiscal Year
2023-2024

RECITALS

1. On June 13, 2023, the Board of Education adopted an operating budget for the District for the 2023-2024 fiscal year. The budget includes funds for a COLA for eligible non-represented employees.
2. Consistent with the adopted budget, the Superintendent recommends a 3.0% cost-of-living-adjustment (COLA) for non-represented employees. The cost of the recommended COLA is within the amount budgeted in the Board-adopted operating budget.

RESOLUTION

The Board authorizes a COLA for eligible non-represented employees for the 2023-24 fiscal year consistent with the Superintendent's recommendation and the Board-adopted budget.

RESOLUTION No. 6745

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Northwest Control Company, Inc.	8/9/23 through 8/9/26	Flexible Services Contractor Pool FSCP 93524	Boiler and HVAC repairs and upgrades on an as-needed basis. Request for Proposals 2023-026	Not to Exceed \$3,000,000	D. Jung Funding Source Varies	No
Yadon Mechanical, LLC	8/9/23 through 8/9/26	Flexible Services Contractor Pool FSCP 93528	Boiler and HVAC repairs and upgrades on an as-needed basis. Request for Proposals 2023-026	Not to Exceed \$3,000,000	D. Jung Funding Source Varies	MBE
Ainsworth, Inc.	8/9/23 through 8/9/26	Flexible Services Contractor Pool FSCP 93535	Boiler and HVAC repairs and upgrades on an as-needed basis. Request for Proposals 2023-026	Not to Exceed \$3,000,000	D. Jung Funding Source Varies	No
Hydro-Temp Mechanical, Inc	8/9/23 through 8/9/26	Flexible Services Contractor Pool FSCP 93511	Boiler and HVAC repairs and upgrades on an as-needed basis. Request for Proposals 2023-026	Not to Exceed \$3,000,000	D. Jung Funding Source Varies	No
Basic Fire Protection, Inc.	8/9/23 through 8/8/26	Services S 93513	Fire system inspection and correction at all sites. Request for Proposals 2023-022	\$950,000	D. Jung Fund 101 Dept. 5592	No
Sevla Transportation, LLC	8/9/23 through 7/31/28	Services S 93597	Transportation services for students who are unable to be served by a school bus and as determined by their IEP. Approved Special Class Procurement – Secure Specialized Transportation PPS-47-0288(19)	Not to Exceed \$3,000,000	D. Jung Funding Source Varies	No
PDX Cloud Transport, LLC	8/9/23 through 7/31/28	Services S 93584	Transportation services for students who are unable to be served by a school bus and as determined by their IEP. Approved Special Class Procurement – Secure Specialized Transportation PPS-47-0288(19)	Not to Exceed \$2,500,000	D. Jung Funding Source Varies	No
Assist Services, Inc.	8/9/23 through 7/31/28	Services S 93700	Transportation services for students who are unable to be served by a school bus and as determined by their IEP. Approved Special Class Procurement – Secure Specialized Transportation PPS-47-0288(19)	Not to Exceed \$600,000	D. Jung Funding Source Varies	No

Peace in Schools	8/9/23 through 6/30/24	Personal Services PS 93621	Mindfulness class for eight high schools for the 23-24 school year. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$163,300	K. Armstrong Fund 101 Dept. 5465	NA - Nonprofit
Miller Nash Graham Dunn LLP	8/9/23 through 6/30/25	Legal Services LS 93702	Legal services on an as-needed basis.	\$350,000	L. Large Fund 101 Dept. 5460	No
Northwest Textbook Depository Co.	8/9/23	Purchase Order PO 165266	Purchase of student materials for MidSchool Math curriculum adoption. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$200,379	K. Armstrong Fund 191 Dept. 5445 Project H0315	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source	Certified Business
SHI International	8/9/23 through 9/30/25	OMNIA Partners COA 93598	Purchase of software products for District-wide use.	\$2,000,000	D. Wolff Funding Source Varies	No

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland State University	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 93660	Senior Inquiry college credit courses for Jefferson, McDaniel, & Roosevelt.	\$295,650	K. Armstrong Fund 205 Dept. 5438 Grant G2298

AMENDMENTS TO EXISTING CONTRACTS

NO NEW AMENDMENTS

RESOLUTION No. 6747

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
U.S. Dept of Education	10/1/23 through 9/30/28	Intergovernmental Agreement / Revenue IGA/R 93659	Multi year federal award to provide statewide technical assistance, consultation, and resources for students who are DeafBlind, their families, and educators.	\$667,715	K. Armstrong Fund 205 Dept. 5430 Grant G2123
David Douglas School District	7/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 93588	Columbia Regional Inclusive Services provided David Douglas SD school age classroom services for children who are Deaf/Hard of Hearing.	\$165,732	K. Armstrong Fund 299 Dept. 5422 Grant S0163

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
Multnomah County	7/1/23 through 6/30/24	Intergovernmental Agreement / Revenue IGA/R 92200 Amendment 1	Preschool for All grant for 23-24 school year.	\$1,999,500 \$3,439,500	K. Armstrong Fund 205 Dept. 5453 G2320

RESOLUTION No. 6750

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
REAP, Inc.	8/29/23 through 6/30/24	Personal Services PS 93798	RESJ services at multiple District sites. Request for Proposals 2019-2700	\$290,000	R. Adams Fund 101 Dept. 5432	No
Latino Network	8/29/23 through 6/30/24	Personal Services PS 93802	RESJ services at multiple District sites. Request for Proposals 2019-2700	\$1,427,000	R. Adams Fund 101 Dept. 5432	N/A Nonprofit
Black Parent Initiative	8/29/23 through 6/30/24	Personal Services PS 93801	RESJ services at multiple District sites. Request for Proposals 2019-2700	\$315,000	R. Adams Fund 101 Dept. 5432	N/A Nonprofit
Immigrant & Refugee Community Organization (IRCO)	8/29/23 through 6/30/24	Personal Services PS 93806	RESJ services at multiple District sites. Request for Proposals 2019-2700	\$915,000	R. Adams Fund 101 Dept. 5432	N/A Nonprofit
Horizon Counseling Services	8/29/23 through 6/30/24	Personal Services PS 93804	RESJ services at multiple District sites. Request for Proposals 2019-2700	\$190,000	R. Adams Fund 101 Dept. 5432	No
Open School, Inc.	8/29/23 through 6/30/24	Personal Services PS 93805	RESJ services at multiple District sites. Request for Proposals 2019-2700	\$1,500,000	R. Adams Fund 101 Dept. 5432	N/A Nonprofit
Native American Youth & Family Center (NAYA)	8/29/23 through 6/30/24	Personal Services PS 93811	RESJ services at multiple District sites. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$330,000	R. Adams Fund 101 Dept. 5432	N/A Nonprofit
Portland Opportunities Industrialization Center, Inc. (POIC)	8/29/23 through 6/30/24	Personal Services PS 93812	RESJ services at multiple District sites. Request for Proposals 2019-2700	\$200,000	R. Adams Fund 101 Dept. 5432	N/A Nonprofit

Self Enhancement, Inc. (SEI)	8/29/23 through 6/30/24	Personal Services PS 93810	RESJ services at multiple District sites. Request for Proposals 2019-2700	\$2,050,000	R. Adams Fund 101 Dept. 5432	N/A Nonprofit
Black Excellence Group	8/29/23 through 6/30/24	Personal Services PS 93813	RESJ services at multiple District sites. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$202,600	R. Adams Fund 101 Dept. 5432	No
Catalyst Pathways	9/1/23 through 8/31/24 Option to renew for up to four additional one-year terms through 8/31/28	Personal Services PS 93768	Design and implement supplemental instructional programs for Title I eligible students. Request for Proposals 2023-015	Original Term: \$479,087 Total through all renewals not to exceed: \$2,500,000	K. Armstrong Funding Source Varies	No
Believe to Achieve Education Services, LLC	9/1/23 through 8/31/24 Option to renew for up to four additional one-year terms through 8/31/28	Personal Services PS 93742	Design and implement supplemental instructional programs for Title I eligible students. Request for Proposals 2023-015	Original Term: \$125,000 Total through all renewals not to exceed: \$800,000	K. Armstrong Funding Source Varies	No
Krista McNeil	9/1/23 through 8/31/24 Option to renew for up to four additional one-year terms through 8/31/28	Personal Services PS 93808	Design and implement supplemental instructional programs for Title I eligible students. Request for Proposals 2023-015	Original Term: \$58,312 Total through all renewals not to exceed: \$350,000	K. Armstrong Funding Source Varies	No
Northwest Evaluation Association (NWEA)	8/29/23 through 6/30/26	Digital Resource 93835	Purchase of MAP Growth and MAP Fluency Assessment and Reporting Platform. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(11)	\$850,000	R. Adams Fund 101 Dept. 5439	No
Schetky Northwest	8/29/23	Purchase Order PO 165325	Purchase of two electric school buses. Request for Proposals 2023-008	\$559,077	D. Jung Fund 101 Dept. 5560	No
PAE Consulting Corp.	8/29/23 through 1/31/25	Related Services RS 93572	Deliver a “decarbonization roadmap” that helps the District understand how best to prioritize a variety of greenhouse gas emissions reduction measures.	\$445,900	D. Jung Funding Source Varies	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperatives

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

NO NEW IGAS

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Carahsoft Technology Corp.	8/29/23 through 9/25/26	Cooperative Contract COA 90176 Amendment 1	Adds purchase of SmartSheets licenses, adds funding to the contract to cover this software.	\$850,000 \$1,000,000	D. Wolff Funding Source Varies	No
Quaver Ed, Inc.	8/27/23 through 8/27/25	Digital Resource DR 90658 Amendment 2	2 year renewal for Quaver Ed's Grade K-5 Music Curriculum Resources and Quaver Ed's K-8 Music Curriculum Resources. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(11)	\$190,800 \$358,800	K. Armstrong Fund 458 Dept. 5445 Project DC160	No

Encumbered contracts: \$9,936,976

Amendments: \$1,040,800

EXHIBIT A

STATEMENT OF WORK

Instructions for PPS Contract Managers: Complete the following detailed and specific description of services and deliverables. You may attach additional exhibits to further elaborate on the scope of work and budget.

1. Detailed Description of Services:

As needed, contractor will design and implement supplemental instructional programs for Title I eligible students enrolled in private schools, or enrolled in the Indian Education Program, McKinney Vento Program and Migrant Education Program or CBO's. See also Ranking Sheet, Private School Participation , Baseline Data Sheet, and Participation and Monitoring Log as part of Exhibit F - RFP 2023-015. See statement of work in Exhibit F - RFP 2023-015.

2. Dates and Times of Service:

September 1, 2023 - August 31, 2024

3. Contract deliverables: What is the contractor expected to achieve or produce? How will the contractor's performance be measured?

Supplemental instruction to Title I eligible students enrolled in private schools.

Equitable share of Title I under Every Child Succeeds Act (ESSA).

Private schools and contractor will submit a program evaluation at the end of the contract.

EXHIBIT A

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Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
REAP, Inc.

1. Synopsis of Contractor's Work:

REAP will serve 100 of students, at 4 locations: Beach, Lane, Mt Tabor, Kellogg

Strategy 3 - Mentoring and Leadership Development -

REAP's mission is to proactively ignite, elevate and engage the next wave of leaders for the future now. REAP is a year-round multicultural leadership program committed to empowering diverse young leaders.

REAP serves student populations that typically fare worse in comparison to statewide averages in terms of academic, health, and other socioeconomic outcomes. REAP targets students in grades 3 through 12 who represent our most disengaged student population; 85% are culturally diverse students and/or immigrant/refugees; 80% are low-income (eligible for federal free or reduced lunch). REAP is a multicultural organization, representing culturally diverse students and families in Portland who come from locations including Africa, South America, China, Haiti, Korea, and Romania.

Contractor will engage a total of 100 youth in mentoring services (minimum contact 4 x per week or 128 hours per month). and parents/caregivers enrolled (minimum contact 1x per month). All 100 youth will participate in group mentoring activities held an average of 8x per month, per school, with an average of 25 students per group.

A. Contract amount changes:

- 2022-23 Contract amount per strategy:
 - Strategy 3 - \$300,000.00

- 2023-24 Contract amount per strategy:
 - Strategy 3 - \$290,000.00

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

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
REAP, Inc.

- o RESJ Plan and Framework
- o RESJ Professional Learning
- o PPS Budget and Investment Strategies
- o Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 22, 2023 through June 30, 2024.
 Tuesday-Friday, during school hours and after school

3. Detailed Description of Goals and Activities:

Goal #1: Eliminate the opportunity/access gaps for students of color
Activities: Provide mentoring and leadership opportunities to support social emotional learning of students. REAP staff offering the following: 1. Scheduled one-on-one check-ins (/in-person) 2. Weekly student group meetings (/in-person) 3. Provide community leadership activities
Goal #2: Reduced racial disparities in academic performance
Activities: REAP staff will participate in and/or co-facilitate in school offerings throughout the day including but not limited to: classroom push-ins to support students
Goal #3: Increased educational equity
Activities: Provide weekly culturally responsive mentoring and leadership activities and supports

4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1	Aug 29 to Nov 2 November 13, 2023
Quarterly progress report for Quarter 2	Nov 3 to Jan 25 February 5, 2024
Quarterly progress report for Quarter 3	Jan 26 to April 4



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
REAP, Inc.

	April 15, 2024
Quarterly progress report for Quarter 4	April 5 to June 11 June 17, 2024
End Of Year: Final 2023-24 data	June 17, 2023

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Number of students served (total and per school)	Total: 100 Per School: 25
Number of hours per family	32/MONTHLY
Number of Families served	100
Number of hours per student <i>*This is hours of direct service to a student that the student accessed.*</i>	8/MONTHLY
Staff Demographics	Multicultural
Staff FTE	4.0
Leveraged funding/staffing	NA
Serve up to:	Students: 100
Staff Attendance at PD -	5
Student Service Hours -	32/MONTHLY
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> • Attendance 	



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
REAP, Inc.

<ul style="list-style-type: none"> ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	
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6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$290,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.

8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Nonperformance:** As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
REAP, Inc.

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #3 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Youth Essentials Coordinator (4 FTE 100%)	\$270,000	\$25,000	\$315,000
Youth Direct Services Manager		\$65,000	\$65,000
Equipment, Supplies, Curriculum & Transportation	\$20,000		
Administration	-0-	-0-	-0-
Total	\$290,000.00	\$90,000	\$380,000



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
BPI (Black Parent Initiative)

1. Synopsis of Contractor's Work:

BPI will serve 70 # of students, at 7 locations:

Strategy 1 - Irvington, Chief Joseph, Sabin, Vernon, Sitton

Strategy 5 - Faubion, Beaumont

Strategy 1: Culturally Specific Family Engagement:

Contractor will engage a total of 8 parents/caregivers in individualized support (minimum contact 2x per month per family), 2 families in in-home tutoring (1x/month per family), 5 families annually in group activities (that occur an average of 1x per month, per school, with 12 families per event) and 8 youth in family group activities (that occur an average of at least once per quarter with 15 youth per event). Larger scale events with 20 participants will occur 2x per year.

BPI will engage parents who care for African American/Black students by providing an empowerment group, provide individual parent support when needed and increase the communication and positive relationship between parents and their children's teacher by increasing the positive interactions between the two as well as create and nurture a shared goal/outcome for the children.

Parent Empowerment Groups will be held monthly, but will be held in cohorts as well; virtual groups, and or in person groups. Individual Parent Support can be done in person, phone call, or via virtual online meeting. Depending on the type of support needed.

They will adapt to how many students were planning on being served as well as the amount of students being served at one time.

Strategy 5: Cultural Identity Development and Advocacy:

Contractor will engage a total of 75 youth to participate in group activities held an average of 1x per month, per school, with an average of 50 students per group.

Through the art of film BPI will lead groups that will foster a sense of belonging, self advocacy, positive culture identity and a number of interpersonal and interpersonal skills aligned with PPS Reimagined Core Values. Students will obtain these skills and characteristics all while creating a documentary and a short film that will allow them to express themselves appropriately.

Within groups students will come up with a social conscious, or social justice themed story and a selected few will have the task of writing it with guidance from a script writer. Once the story is completed, a casting audition will take place during one of the groups. This will allow for students to decide who will play certain roles in their film. When the filming begins via weekends, students will log on to a virtual platform where they will be able to view the filming of the short film live. Between scenes the student group will be consulted and changes will be made accordingly. This will allow for students to have directing power from a distance.

A. Contract amount changes:



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
BPI (Black Parent Initiative)

- 2022-23 Contract amount per strategy:
 - Strategy 1 - **\$219,880.00**
 - Strategy 5 - **\$160,500.00**
- 2023-24 Contract amount per strategy:
 - Strategy 1 - **\$180,000.00**
 - Strategy 5 - **\$135,000.00**

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

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 1, 2023 through June 30, 2024.

Sept. 1, 2023 - Dec. 1, 2023

Jan 8, 2024 - March 15, 2024

April 8, 2024 - May 31, 2024

Monday - Thursday 8am - 7pm

3. Detailed Description of Goals and Activities:

Strategy 1: Culturally Specific Family Engagement -



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
BPI (Black Parent Initiative)

Goal #1: Increase parent sense of belonging and connection with school
<u>Activities designed to help achieve this goal:</u>
By facilitating Parent Empowerment Groups, we will utilize empathy interviewing and improvement science to identify issues and implement interventions. Facilitating Parent-Teacher Social Events will also help parents and teachers with getting on the same page regarding students and build a more concrete relationship between parents and teachers. This will alleviate any concern for judgment or misunderstanding and should prompt more in class participation from parents, as well as increase communication between parent and teacher.
Goal #2: Familiarizing parents with and empowering parents to gain the ability to address barriers and become knowledgeable of PPS vision
<u>Activities designed to help achieve this goal:</u>
Parents will receive training in advocacy and parent voice. This will occur during individual interactions/meetings, Parent Empowerment Groups, and Parent-Teacher Social Events.
Goal #3: Reduce racial disparities in 3rd grade literacy
<u>Activities designed to help achieve this goal:</u>
Individual, in-home reading tutoring for 3rd grade students, outside of their academic learning environment to support parent education engagement, support what is being learned in class and to increase students literacy level.

Strategy 5: Cultural Identity Development and Advocacy

Goal #1: Increase attendance
<u>Activities designed to help achieve this goal:</u>
Participating in the creation of film(s) is contingent on students' attendance to class. Students will have the opportunity to earn awards for consistent attendance.
Goal #2: Decrease behaviors resulting in disciplinary action
<u>Activities designed to help achieve this goal:</u>
Groups teach conflict resolution, communication skills, and seeking or explaining to gain or give further understanding.
Goal #3: Attainment of PPS reimagined Graduate Portrait attributes
<u>Activities designed to help achieve this goal:</u>



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The groups will teach students to be powerful and effective communicators, critical thinkers and inquisitive, while gaining confidence through learning the art of interviewing and interviewing. The films that they will create will be thought provoking and will be social conscious or have a direct focus on social justice. The documentaries and the films they create will be used to educate, spark critical thinking and nurture a positive cultural identity in other students and adults.

Goal #4: Increase opportunities for students to explore and embrace their cultural identity

Activities designed to help achieve this goal:

Through group conversations and interviewing students will have the opportunity to explore and embrace their cultural identity in a positive light.

Goal #5: Improve sense of belonging in school environment

Activities designed to help achieve this goal:

During group discussions we will use empathy interviewing and improvement science to identify and address how to improve current school environment conditions.

4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1	Aug 29 to Nov 2 November 13, 2023
Quarterly progress report for Quarter 2	Nov 3 to Jan 25 February 5, 2024
Quarterly progress report for Quarter 3	Jan 26 to April 4 April 15, 2024
Quarterly progress report for Quarter 4	April 5 to June 11 June 17, 2024



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Final report – cumulative summary	6/17/2024
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All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Number of students served (total and per school)	Total: 100 Chief Joseph 8 Irvington 8 Vernon 8 Sabin 8 Sitton 8 Beaumont 25 Faubion 50
Number of hours per family	7 hrs
Number of Families served	40
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	13
Staff Demographics	
Staff FTE	
Leveraged funding/staffing	
Serve up to:	100 Students
Staff Attendance at PD -	
Student Service Hours -	
District will analyze the following measures regarding partner performance and impact on students:	



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<ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	
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6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$315,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.

8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS’ in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS’ spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Nonperformance:** As used in this Contract, “failure to perform” means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days’ written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C).



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Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #1 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
.75 FTE Parent Engagement Manager	\$67,244		
.2 FTE Program Director	\$25,078		
.2 FTE Evaluations Specialist	\$13,819		
1 FTE Education Impact Coordinators	\$46,750		
	\$152,891		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Groups/Bookfair	\$9,109		



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Administration (10%)	\$18,000		
Total	\$180,000.00		

Strategy #5 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Director of photography - \$32 p/h Camera Op - \$28 p/h Boom Op - \$28 p/h Grip - \$15 p/h Gaffer - \$15 p/h Photographer/Videographer for "Making of Documentary" - \$28 p/h Total hourly per week: \$1,822.00 Total Hourly Per Month: \$7,288.00 Total Per 8 Month Period: \$58,304.00	\$58,304		
Location Manager (one-time cost)	\$2,000		
Shoot Coordinator (one-time cost)	\$2,000		
Director budget (one-time cost)	\$3,000		
Production Designer (one-time cost)	\$3,000		
Actor Budget, (multiple actors – one-time cost each)	\$2,000		
Screen writer Fee, (one-time cost)	\$2,000		
Editor for Documentary, (one-time cost)	\$2,000		
Editor for short films (Kid's Feature), (one-time cost)	\$2,000		
Editor for the "Making of Documentary," (one-time cost)	\$2,000		
Mix & Mastering for Audio (All Projects), (one-time cost)	\$3,000		
Post Graphic Design / VFX Title Artist, (one-time cost)	\$1,000		
Guest Speakers Rate (one-time cost)(cost funded by BPI general operating budget)	\$1,000		
Staffing Wages and Benefits Subtotal	\$24,000		



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Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Equipment / Equipment Rentals (GoPros, stands, audio recording equipment for no-contact recording, gimbal (for movement fluidity)	\$3,000		
Triple Echo Studio	\$13,000		
Production Design Budget	\$1,000		
Wardrobe Budget	\$300		
Travel Accommodations for Kids (Bus / OtherTransportation)	\$500		
Misc Expenses	\$1,446		
Equipment, Supplies, Curriculum & Transportation Subtotal	\$31,000		
Administration	\$20,250		
Total	\$135,000.00		



Exhibit A
Portland Public Schools
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Latino Network

1. Synopsis of Contractor’s Work:

Latino Network will serve students at the following locations:

Strategy 1: Chavez, Scott, Lent

Strategy 2: Benson, Roosevelt, Jefferson, Chavez

Strategy 3: Harrison Park, Lane, Ockley Green, Kellogg

Strategy 5: Middle Schools: Harrison Park, Roseway Heights, Ockley Green, Kellogg, Beaumont, Hosford, Robert Gray, Faubion, West Sylvan, George, Harriet Tubman, Vernon, da Vinci, Astor, Jackson and Sellwood

Strategy 1: Culturally Specific Family Engagement

Juntos Aprendemos (“Juntos”) is a culturally specific, parent-child early learning program focused on family involvement as a key principle in building the foundation for children’s healthy development and success in school. Our program brings Latino children and their parents or caregivers to their neighborhood school for 30 weekly, 2 hour-long classes. In Juntos, children become confident participants in our weekly reading circle; they engage in age-appropriate activities for learning letters, numbers, and colors; they enhance their ability to use language and to socialize positively with peers and teachers; and they experience themselves as successful in the school environment. While children develop the crucial first building blocks of academic success, their parents learn strategies for supporting their children’s cognitive, emotional and cultural development in the home.

Contractor will engage a total of 54 families annually in group activities (that occur an average of 4x per month, per school, with 18 families per group) and 54 children in family group activities (that occur 4x per month per school with 18 youth per group).

Strategy 2: Wrap Around Services

Latino Network’s culturally specific programs are proven to support youth to achieve greater educational attainment. Recognizing that systems operate from a majority culture lens that is often neither equitable nor inclusive, Latino Network programs are designed to ensure the Latinx community has access to programming that speaks specifically to our cultural needs. Our school-based programs include culturally specific after-school programming for Latinx students and parents through Conexiones (7th and 8th grades), Early Escalera (9th and 10th grades), Escalera (11th and 12th grades), and Colegio de Padres (family engagement for families with youth in middle or high school).

Contractor will engage a total of 146 youth in case management/wrap around supports 30 min per month enrolled, after-school group activities (minimum 1 x per week per school for 30 weeks 50 parents/caregivers served annually. Minimum 2 contact per month for 9 months).

Strategy 3: Mentoring and Leadership Development



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Latino Network's culturally specific programs are proven to support youth to achieve greater educational attainment. Our school-based programs include culturally-specific after-school programming for Latinx students and parents through Conexiones (7th and 8th grades), Early Escalera (9th and 10th grades), Escalera (11th and 12th grades), and Colegio de Padres (family engagement for families with youth in middle or high school). The goal of these programs is to support youth and parents to attain better academic outcomes and advocate for a more just and deserving educational experience. Our programs address the Mentoring/Leadership strategy by providing both students and parents with group sessions focused on academic support and tutoring; social-emotional skill development, with a particular focus on healthy relationship building; and engaging enrichment opportunities that promote positive cultural identity, and college and career readiness. Students receive case management and parents receive service referrals from bilingual and bicultural staff. Particularly for youth, having mentors who reflect their culture and live experiences is critical to ensuring students achieve academic success. Together, these program activities provide positive support and relationship development to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color.

Contractor will engage a total of 51 youth in mentoring services (30 minutes per month). 20 parents/caregivers enrolled (minimum contact 1x per month). All youth will participate in group mentoring activities held an average of 4x per month, per school.

Strategy 5: Positive Cultural Identity Development and Advocacy

Latino Network will provide staffing and programming to support Latinx student affinity clubs.

Programming: Latino Network will facilitate weekly Latinx affinity group meetings at each site. The groups will focus on cultural identity and students' experiences within schools, home, and community to develop solidarity, support, and a sense of belonging. Group meetings and activities will provide connections and opportunities to relate to culturally specific role models and other resources. Each cohort will identify a student-led group project.

Contractor will engage a total of 240 youth to participate in group activities held an average of 4x per month, per school, with an average of 15 students per group.

A. Contract amount changes:

- 2022-23 Contract amount per strategy:
 - Strategy 1 - \$250,383.00
 - Strategy 2 - \$751,900.00
 - Strategy 3 - \$247,408.00
 - Strategy 5 - \$383,990.00

- 2023-24 Contract amount per strategy:
 - Strategy 1 - \$200,000.00
 - Strategy 2 - \$600,000.00



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- Strategy 3 - \$245,000.00
- Strategy 5 - \$382,000.00

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

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 22, 2023 through June 30, 2024.

List days & times

Strategy 1:

1. Weekly parent/child preschool and family engagement groups, 30 sessions, 2 hours each, for a total of 60 hours of programming per participant. Days of the week and time of day varies by school site and is dependent on school space availability and program staffing schedules.
2. Average of 18 children ages 3-5 and 18 parents/caregivers enrolled and attend at each of 3 school sites

Strategy 2:

1. Twice a month individual case management meetings for a minimum of 15 minutes each, for a total of 30 minutes each month per student
2. 136 youth attend Early Escalera/Escalera sessions once a week for 60-90 minutes (depends on SUN school schedule)
3. 10 youth attend Ballet Folklorico sessions twice a month for 90 minutes (Cesar Chavez School)



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Strategy 3:

1. Conexiones - Twice a month individual case management meetings for a minimum of 15 minutes each, for a total of 30 minutes each month per student
2. 51 youth attend Conexiones sessions once a week for 60-90 minutes (depends on SUN school schedule)
3. Twice a month evening sessions per site, for a total of 20 sessions/cohort per year. Each Colegio de Padres session is between 90-120 minutes

Strategy 5

1. All SOL sessions will be offered once a week at each school.
2. Each SOL session will be up to 1 hour long.
3. SOL sessions will be scheduled during lunch, Advisory class, clubs period, or after school. It will depend on the school’s space availability and scheduled accommodations.

3. Detailed Description of Goals and Activities:

Strategy 1: Culturally Specific Family Engagement - Juntos Aprendemos

Goal #1: Improve children’s early learning & readiness for success in kindergarten
Activities:
<ul style="list-style-type: none"> ● Weekly parent-child activities designed to build children’s written and oral language abilities, help children recognize their name in writing, develop fine motor skills and spark their interest in the natural world. ● Weekly family story time that helps children develop enhanced early literacy skills and verbal skills by answering teacher questions about the stories, anticipating outcomes, relating stories to their own experiences, identifying letters in the story, and by counting objects and naming colors in the book. ● Weekly preschool classes to promote physical, social, emotional and intellectual development. Each activity is presented in a language-rich context that builds the child’s receptive and expressive vocabulary and that affirms the child’s sense of accomplishment.
Goal #2: Increase family engagement in early learning
Activities:



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- Weekly parent-child activities that provide opportunities for guided practice in utilizing positive communication strategies to affirm their children’s sense of accomplishment, and in applying techniques to teach their children early academic and social skills
- Weekly family story time which provides modeling from staff to help parents learn effective strategies for engaging their children in reading at home
- Weekly parent workshops where families discover and analyze the skills their children need to become successful readers, and make educational tools such as colorful alphabet cards to display on their child’s wall, puzzles for matching words with pictures and games for enhancing oral language skills

Strategy 2: Wrap Around Services - Early Escalera/Escalera/Ballet Folklorico

Goal #1: Increase school attendance
Activities:
<ul style="list-style-type: none"> ● Individual student assessments completed within 30 days of enrollment to our program ● Individual development plans created with Youth Engagement Specialist ● Review students synergy account to monitor grades and overall school performance ● Family engagement to provide wrap around support at a minimum of once a quarter
Goal #2: Increase school belongingness, engagement, leadership in Latino youth
Activities:
<ul style="list-style-type: none"> ● 2 Field Trip per school per year for college and/or career exploration for youth ● Monitor and call students and families of those who don’t show up for session

Strategy 3: Mentoring and Leadership Development - Conexiones

Goal #1: Increase school attendance
Activities:
<ul style="list-style-type: none"> ● Providing culturally-specific intensive case management & academic support services to youth. Twice a month individual case management meetings for a minimum of 15 minutes each, for a total of 30 minutes each month per student ● Individual student assessments completed within 30 days of enrollment to our program ● Individual development plans created with Youth Engagement Specialist ● Review students synergy account to monitor grades and overall school performance



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<ul style="list-style-type: none"> Family engagement to provide wrap around support at a minimum of once a quarter
Goal #2: Increase school belongingness, engagement, leadership in Latino youth
Activities:
<ul style="list-style-type: none"> youth attend Conexiones sessions once a week for 60-90 minutes (depends on SUN school schedule) Engaging sessions touching on teambuilding, academic success, social emotional learning, culture and identity exploration, and college and career. 2 Field Trip per school per year for college and/or career exploration for youth Monitor and call students and families of those who don't show up for session

Strategy 3: Mentoring and Leadership Development - Colegio de Padres

Goal #1: Fostering family involvement and engagement in the youth's educational progress and attainment.
Activities:
<ul style="list-style-type: none"> Parents receive case management on an as needed basis 1 Field trip per CDP staff for college exploration
Goal #2: Increase two-way communication and relational engagement between schools and families
Activities:
<ul style="list-style-type: none"> CDP curriculum fosters parent engagement, monitoring, and advocacy towards their children's educational progress and attainment Monitor and call families who missed CDP session Coordinated efforts and services with other Community-Based Organizations

Strategy 5: Positive Cultural Identity Development/Advocacy

Goal #1: Increase sense of belonging among participating youth
<p>Activities: Weekly meetings led by Latino Network coordinator, including facilitated discussions among youth participants, building on relationships within the group and connecting the students with participants at other sites, other programs such as Latino Network's Conexiones program, and other individuals in the community.</p>
Goal #2: Increase positive cultural identity among participating youth



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Activities: Coordinators will connect students with individuals and organizations in the community to explore and affirm Latinx identity and culture and will provide culturally specific curriculum centered on Latinx culture, history, and identity.

4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1	Aug 29 to Nov 2 November 13, 2023
Quarterly progress report for Quarter 2	Nov 3 to Jan 25 February 5, 2024
Quarterly progress report for Quarter 3	Jan 26 to April 4 April 15, 2024
Quarterly progress report for Quarter 4	April 5 to June 11 June 17, 2024
Final report – cumulative summary	June 17, 2023

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Strategy 1:

Number of students served (total and per school)	Total: 54 Per School: 18
Number of hours per family	2 hours per week, 30 weeks, total of 60 hours per family



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Number of Families served	54
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	2 hours per week, 30 weeks, total of 60 hours per student
Staff Demographics	<ul style="list-style-type: none"> see chart below
Staff FTE	The program is staffed by a full time Early Childhood Department Director, Parent Team Program Manager, Children’s Team Program Manager, 2 full time CEW coordinators and 3 full time CEWs. Additional support is provided by Deputy Director of Programs, Disability Justice Coordinators, Workforce Development Manager and Associate Director of Early Childhood Programs.
Leveraged funding/staffing	This program at these 3 sites includes an investment from PPS at \$200,000 with a total of \$101,000 in leveraged funds from Portland Children’s Levy and State of Oregon Early Childhood Equity Fund
Serve up to:	54 Students
Staff Attendance at PD -	TBD, as needed and as available
Student Service Hours -	2 hours per week, 30 weeks, total of 60 hours per student
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> Attendance GPA Achievement (MAP, Graduation, etc.) Sense of Belonging Referrals and discipline 	

Strategy 2: Wrap Around Services-Early Escalera/Escalera/Ballet

Number of students served (total and per school)	Total: 146 Benson HS Escalera (34 students), Roosevelt HS Escalera (34 students), Jefferson HS Escalera (34 students), Jefferson HS Early
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	Escalera (34 students), Ballet Folklorico @ Cesar Chavez (10 students)
Number of hours per family	Colegio de Padres is twice a month evening sessions per site, for a total of 20 sessions/cohort per year. Each Colegio de Padres session is between 90-120 minutes. Parents receive case management on an as needed basis
Number of Families served	Roosevelt (20 parents) and Jefferson (20 parents) Benson HS (10 parents) for Colegio de Padres. For a total of 50 parents.
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	Twice a month individual case management meetings for a minimum of 15 minutes each, for a total of 30 minutes each month per student. Group sessions occur once a week for 60-90 min (depending on the SUN school schedule).
Staff Demographics	*See Chart below
Staff FTE	4 full time youth engagement specialists and 1.73 family engagement specialists, as well as limited time for the director, associate director and manager.
Leveraged funding/staffing	The proposed program will have a PPS investment of \$600,000, leveraging an additional \$ 232,187 from SUN Youth Advocacy and \$222,698 from Portland Children’s Levy to fund an additional 4 Early Escalera and Escalera staff, 0.3 Colegio de Padres staff, plus management, at Benson, McDaniel and Roosevelt for a total cost of \$1,054,885
Serve up to:	146_ Students
Staff Attendance at PD -	TBD, as needed and as available
Student Service Hours -	Twice a month individual case management meetings for a minimum of 15 minutes each, for a total of 30 minutes each month per student. Group sessions occur once a week for 60-90 min (depending on the SUN school schedule).



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District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	
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Strategy 3: Mentoring and Leadership Development - Conexiones & Colegio de Padres

Number of students served (total and per school)	Total: 51 Harrison Park (17 students) Ockley Green (17 students) Kellogg (17 students)
Number of hours per family	Colegio de Padres occurs twice a month evening sessions per site, for a total of 20 sessions/cohort per year. Each Colegio de Padres session is between 90-120 minutes. Parents receive case management on an as needed basis.
Number of Families served	Lane and Kellogg Colegio de Padres (20 parents)
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	Twice a month individual case management meetings for a minimum of 15 minutes each, for a total of 30 minutes each month per student. Group sessions occur once a week for 60-90 min (depending on the SUN school schedule).
Staff Demographics	*See Chart below
Staff FTE	1 full time youth engagement specialist and 0.6 family engagement specialist, as well as limited time for the director, associate director and manager.
Leveraged funding/staffing	The proposed program will have a PPS investment of \$245,000 leveraging an additional \$161,289 from SUN Youth Advocacy for a total cost of \$406,289.
Serve up to:	_51_ Students



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Staff Attendance at PD -	TBD, as needed and as available
Student Service Hours -	Twice a month individual case management meetings for a minimum of 15 minutes each, for a total of 30 minutes each month per student. Group sessions occur once a week for 60-90 min (depending on the SUN school schedule).
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	

Strategy 5:

Number of students served (total and per school)	Total: 240 Per School: 15
Number of hours per family	N/A
Number of Families served	N/A
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	1 hr per week
Staff Demographics	*See Chart below
Staff FTE	4.25 FTE Includes: 4 Direct program staff, 1 Supervisor, and 1 Program oversight.
Leveraged funding/staffing	N/A
Serve up to:	<u>240</u> Students
Staff Attendance at PD -	



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
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Student Service Hours -	1 time a week for up to 1 hour each session.
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	

*** Latino Network Demographics Chart**

	# of Organization Direct Service Staff	% of Direct Service Staff	# Organization Management Staff	% Management Staff
Total Unduplicated Numbers	84		32	
1. Gender	84	100%	32	100%

Male	18	21%	11	34%
Female	63	75%	21	66%
Not Given	3	4%		
2. Race/ Ethnicity	84	100%	32	100%
Hispanic or Latino/a	68	81%	24	75%
White	4	5%	5	16%
Not Given	12	14%	3	9%



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Latino Network

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$1,427,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.

8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Nonperformance:** As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.



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- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #1 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate SUBTOTAL	155,760	76,957	232,717
Program Manager - Children's Team .19 FTE @ 73,971 annual salary	14,000		
Program Manager - Parent Team .22 FTE @ 63,102 annual salary	14,000		
Juntos Aprendemos CEW Program Coordinators .62 FTE @ 58,000 annual salary	36,000		
Juntos Aprendemos Community Education Worker (CEW) 1.0 FTE @ 42,500 annual salary	45,000		
Early Childhood Program Director .125 FTE @ \$91,813 annual salary	11,500		
Fringe (Payroll Taxes & Benefits) @ 32% of wages	37,760		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item) SUBTOTAL	19,200	10,000	29,200
Program Supplies	4000		
Meeting Expenses	2500		
Office Supplies	800		
Parking & Mileage	2500		
Training & Development	2000		
IT Services	800		
Evaluation	300		
Printing & Copying	800		



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Rent	2500		
Phone & Internet	2000		
Administration @ 15% SUBTOTAL	26,040	13,043	39,083
TOTAL	\$200,000.00	\$100,000	\$301,000

Strategy #2 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	600,000	342,697	1,054,885
Benson HS Escalera Youth Engagement Specialist \$57,774 @1.0FTE	57,774		
Roosevelt HS Escalera Youth Engagement Specialist \$48,924 @ 1.0FTE	48,924		
Jefferson HS Escalera Youth Engagement Specialist \$48,008 @ 1.0FTE	48,008		
Jefferson HS Early Escalera \$52,838 @ .91FTE	48,435		
Roosevelt & Jefferson HS Colegio de Padres Family Engagement Specialist \$48,008 @ 0.93FTE	44,647		
Benson Colegio de Padres Family Engagement Specialist \$57,132 @ 0.4FTE	22,853		
Director \$72,080 @ .2FTE	14,416		
Manager \$58,000 @ .41FTE	23,780		
Senior Manager \$65,000 @.52FTE	33,800		
Fringe (Payroll Taxes & Benefits) @ 32% of wages	107,916		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	76,587	\$36,790 (SUN YA) \$16,065 (PCL)	\$129,442
Contracted Services	5,400		



Exhibit A
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Student, Instructional, and Family Engagement Services Contracts:
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Training and Development	4,867		
Program Supplies	10,100		
Program Transportation	2,200		
Meeting Expenses	9,300		
Childcare	600		
Travel and Meals	1,910		
Repairs and Maintance	1,338		
Office Supplies	1,237		
Parking & Mileage	611		
Event	16,000		
IT Services	2,449		
Evaluation	804		
Printing & Copying	1,250		
Rent	7,806		
Phone & Internet	10,617		
Misc	100		
Admin 15%	78,261	\$30,285(15% SUN YA) \$29048 (15% PCL)	\$137,594
Total	\$600,000.00		

Strategy #3 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate		161,289	
-Harrison Park MS Conexiones Youth Engagement Specialist \$51,379 @0.75FTE	38,534		
-Ockley Green Conexiones Youth Engagement Specialist \$48,008 @0.72FTE	34,566		
-Kellogg Conexiones Youth Engagement Specialist \$48,925 @.34FTE	16,634		
-Family Engagement Specialist \$52,838 @.91FTE	48,435		



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	30,660		
Training and Development	2,044		
Meeting Expenses	4,900		
Program Transportation	1,450		
Program Supplies	1000		
Childcare	800		
Parking and Mileage	285		
Repairs and Maintenance	581		
Equipment	1000		
Telephone and Internet	4,436		
IT Services	1,563		
Event	7,400		
Office Supplies	837		
Printing and Copying	543		
Rent and Utilities	3,389		
Evaluation	349		
Misc	82		
Administration 15%	31,957		
Total	\$245,000.00	161,289	406,289

Strategy #5 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	\$192,547		\$192,547
Fringe	\$61,615		\$61,615
Director of Community Engagement 0.20FTE	\$16,662		
SOL Program Coordinator 1.00FTE	\$48,076		
SOL Program Coordinator 0.75FTE	\$34,485		
SOL Program Coordinator 1.0FTE	\$44,647		



Exhibit A
Portland Public Schools
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SOL Program Coordinator 1.0FTE	\$40,144		
Director of Advocacy 0.07FTE	\$8,533		
Contract Services (amount per site)	\$300	0	\$4,800
Meeting Expenses (amount per site)	\$1200	0	\$19,200
Curriculum (amount per site)	\$500	0	\$8,000
Transportation (amount per site)	\$125	0	\$2,000
Events (per site)	\$515	0	\$8,240
Volunteer recognition (per site)	\$100	0	\$1,600
Advertising (per site)	\$50	0	\$3,200
Printing + Copying (per site)	\$90	0	\$1,440
Office Supplies (per site)	\$115	0	\$1,840
Parking and Mileage (amount per site)	\$500	0	\$8,000
Phone and Internet (amount per site)	\$450	0	\$7,200
Professional development (amount per site)	\$300	0	\$4,800
OTHER:			\$7627
Administration	\$49,825		\$49,825
Total	\$382,000.00		



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Horizon Counseling Services, Youth Empowerment Project (YEP)

1. Synopsis of Contractor's Work:

YEP will serve 100 students total, at 4 locations: Franklin, Roseway Heights, Harrison Park, George

Strategy 3: Mentoring and Leadership Development

Mentoring and leadership development will occur at each of the 4 schools assigned to the Youth Empowerment Project. YEP mentors will offer both individual and group student interventions. YEP establishes weekly group meeting times in alignment with the school schedules at each level (K-8 higher grades, middle and high school) in partnership with school administration and staff teams. Weekly groups will take place for students referred to our program by the counseling and staff team as well as parent requests. YEP mentors will work consistently with previous students as well as new YEP students. Contractor will engage a total of 7 youth in mentoring services (minimum contact 1x per week or 2 hours per month). All 100 youth will participate in group mentoring activities held an average of 3 times per month, per school, with an average of 7 students per group.

A. Contract amount changes:

- 2022-23 Contract amount per strategy:
 - Strategy 1 - \$81,216.00
 - Strategy 3 - \$190,085.00
- 2023-24 Contract amount per strategy:
 - Strategy 3 - \$190,000.00

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

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning



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Student, Instructional, and Family Engagement Services Contracts:
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Horizon Counseling Services, Youth Empowerment Project (YEP)

- o PPS Budget and Investment Strategies
- o Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 22, 2023 through June 30, 2024.

List days & times

Services are typically provided between 8a-5p Mondays-Fridays with some enrichment programming (Field trips and workshops, etc) occurring during evening and weekends depending on needs of program participants and individual schools.

3. Detailed Description of Goals and Activities:

Goal #1: 75% youth attendance maintained or increase
Activities
<ol style="list-style-type: none"> 1. Engage with caregivers to establish relationships- support to mutually sustain and increase student attendance. 2. Facilitate and advocate for barrier reductions as they become known through mentoring groups. Communicate with families regarding student attendance.
Goal #2: 75% youth discipline instances maintained or decrease
Activities
<ol style="list-style-type: none"> 1. Convene group and one-on-one mentoring sessions with youth to identify and overcome issues as they arise. 2. Construct safe environments in group sessions for youth to share issues as a means to build a peer-to-peer support network for youth. Mentor facilitation of topics regarding maintaining personal safety as students of color, establishing personal goals within your specific cultural context, and 'knowing your rights' legally.
Goal #3: Increased/ maintained MAP assessment outcomes. Progress/ maintained progress toward PPS reimagined graduate portrait attributes.
Activities
<ol style="list-style-type: none"> 1. Convene group and one-on-one mentoring sessions with youth to identify and overcome academic issues as they arise 2. Construct safe environments in group sessions for youth to share issues as a means to build a peer-to-peer support network for youth regarding academic struggles. 3. YEP staff work in tandem with PPS staff to connect students in need to extra services as issues arise



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Horizon Counseling Services, Youth Empowerment Project (YEP)

4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1 Reports Due	Aug 29 to Nov 2 November 13, 2023
Quarterly progress report for Quarter 2	Nov 3 to Jan 25 February 5, 2024
Quarterly progress report for Quarter 3	Jan 26 to April 4 April 15, 2024
Quarterly progress report for Quarter 4	April 5 to June 11 June 17, 2024
Final report – cumulative summary	6/17/2024

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Number of students served	Total:100 Per School:25
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	Total Program: 6000 Per Student: 60
Staff Demographics	1 Executive Director - African American 1 Program Evaluator-Bi-racial, African American and White 1 Finance Manager-White 1 Operations Manager-African American 1 Mentor Manager - African American



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Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Horizon Counseling Services, Youth Empowerment Project (YEP)

	8-10 Mentors-TBA Currently 100% Mentors are African American (Culturally specific providers)
Staff FTE	.5 FTE and rest contractors
Leveraged funding/staffing	7000 in kind
Serve up to:	100
Staff Attendance at PD -	
Student Service Hours -	2000
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> ● Attendance ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$190,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.

8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.



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Horizon Counseling Services, Youth Empowerment Project (YEP)

9. **Nonperformance:** As used in this Contract, “failure to perform” means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days’ written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #3 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Finance Manager	7,560	0	7,560
Program Supervisor	25,000		25,000



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Mentors: Group and Individual Mentorship	90,000		90,000
Program Director	15,000	3000	15,000
Research and Evaluation	5700		5700
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Cell phone	0	2000	0
Activities	10,000		10,000
Food for students	7,000		7,000
Training	0	2000	0
Mileage	440		440
Parent Engagement Activities	2000		2000
Student Celebrations and Recognitions	1500		1500
Clothing	3000		3000
Total strategy 3 costs:	161,500	7000	168,500
Administration	28,500		28,500
Total	\$190,000.00	\$7,000	\$197,000



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2023-24 School Year
Open School, Inc.

1. Synopsis of Contractor's Work:

Step Up will serve 315 total number of students, at 3 locations: McDaniel, Franklin, Roosevelt

Strategy 2: Wrap Around Services

Open School's Step Up Program is an equity and relationship-based program designed to help freshman students successfully transition from middle school to and through high school. Step Up works with freshman, sophomore, junior and senior students to build the skills they need to succeed in high school and beyond. Step Up targets students identified by PPS as not on track to graduate utilizing the PPS Academic Priority designation and middle school administration, counselor and teacher referrals for enrollment. Through Step Up's strength-based model, students are given the opportunity to develop the habits, attitudes, resources, and behaviors that will help them achieve a high level of success both in and out of school. Step Up provides students with year-long personalized academic and social/emotional support beginning with a Summer Leadership Camps before they enter the ninth grade and continuing into their high school experience. In 2023-24, Step Up Leadership Camps will not take place due to funding availability.

Case Management/Wrap Around Supports -

Step Up Counselor at each site will have a base caseload of 20 students throughout the year. The students in the caseload will vary throughout the year, as students need changes. Counselors will serve up to 40 students per year. Counselors facilitate 3 student check-ins (approx. 30 minute in length,) per day during after school programming, 12 per week for a total of 360 minutes to members of their caseload per week.

Contractor will engage a total of 120 youth across all three sites in case management/wrap around supports (minimum contact 2 check-ins per month (4 week period),

After School Academic Support -

Step Up programming occurs after school from approximately 3:30pm-5:30pm, Monday through Thursday. There are 7 Advocates per site. Each Advocate works with members of their cohort of students (15-20 per Advocate group) in a classroom setting. For 100% attendance, students are required to attend 2 sessions per every four offered, totaling 4 hours per 4 days of programming (which is usually 4 hours per week, barring any holidays, or non-program days). Hours of attendance are recorded daily by Advocates and submitted to Admin weekly.

After-school group activities offered (approximately 7 groups x per week (Mon-Thur) per school for 9 weeks per quarter with average of 7-10 students per group).

Parents Served -

Step Up communicates with family members throughout the school year. Advocates perform a minimum of 2 two-way communications (email, text, phone calls) per month. With 105 students per site, Advocates make approximately 210 two-way communications with family members per month during the school year.



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Advocates also make a minimum of 1 home visit per student family per school year. With 315 students across all sites, Step Up performs approximately 315 home visits per year.

At each site, Step Up facilitates 4 Family Nights per school year, 1 per quarter. Each Family Night brings in a minimum of 25 family members per Family Night per site, with a total of 75 family members per quarter across sites. And totaling 300 family members per school year.

300 parents/caregivers served annually during Family Nights. Minimum 2 two-way contacts per month for 10 months).

A. Contract amount changes:

- 2022-23 Contract amount per strategy:
 - Strategy 2 - \$1,800,000.00

- 2023-24 Contract amount per strategy:
 - Strategy 2 - \$1,500,000.00

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

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute: August 7-11, 2023



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Open School, Inc.

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 22, 2023 through June 30, 2024.

List days & times:

Step Up programming occurs after school for two hours, from approximately 3:30pm-5:30pm, Monday through Thursday. There are 7 Advocates per site. Each Advocate works with members of their cohort of students (15-20 per Advocate group) in a classroom setting. For 100% attendance, students are required to attend 2 sessions per every four offered, totaling 4 hours per 4 days of programming (which is usually 4 hours per week, barring any holidays, or non-program days). Hours of attendance are recorded daily by Advocates and submitted to Admin weekly.

3. Detailed Description of Goals and Activities:

<p>Goal #1: Student academic success of historically underserved students (BIPOC, LGBTQ+, trauma impacted) through relationship and RESJ-based practices</p>
<p><u>Activities designed to help achieve this goal:</u></p>
<ul style="list-style-type: none"> ● Academic assistance and tutoring – cohort programming time and individual ● Teacher – student advocacy ● Academic tracking – Advocates have access to student Synergy data and use this to track student progress. Advocates also create site-based Step Up Grade Tracker that tracks daily/weekly grades and activities ● Individual and group homework sessions outside of programming time ● Strength-based approach to student achievement
<p>Goal #2: Work with students to develop a deep sense of self through Social emotional learning and addressing trauma, race, identity, and expression</p>
<p><u>Activities designed to help achieve this goal:</u></p>
<ul style="list-style-type: none"> ● Counseling and check-ins by Counselor ● Courageous conversations – by all staff ● Mentoring – performed by Advocate
<p>Goal #3: Develop relationship-based partnerships with student families that promote the social emotional and academic success of students.</p>
<p><u>Activities designed to help achieve this goal:</u></p>
<ul style="list-style-type: none"> ● Home visits ● Family-focused activities ● Communications ● Family Academy
<p>Goal #4: Provide staff who demographically represent the students enrolled into Step Up, and are</p>



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Student, Instructional, and Family Engagement Services Contracts:
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2023-24 School Year
Open School, Inc.

trained and skilled at addressing racial equity, social justice, LGBTQ+, trauma-informed, anti-blackness
<u>Activities designed to help achieve this goal:</u>
<ul style="list-style-type: none"> ● Maintain a programmatic culture that promotes diversity, equity and inclusion ● Staff training ● Ongoing professional development – site and org based ● Other: affinity groups, book studies, conference and workshop participation
Goal #5: Work in collaboration with PPS high school administrators, teachers, staff to advance the social emotional and academic success of historically underserved students (BIPOC, LGBTQ+, trauma impacted)
<u>Activities designed to help achieve this goal:</u>
<ul style="list-style-type: none"> ● Communication with admin, staff, counseling team ● Meetings & committees at the high school building level ● Incident support – participating in meetings regarding student incident ● Counseling communication ● Parent student & school meetings

4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1 Reports Due	Aug 29 to Nov 2 November 13, 2023
Quarterly progress report for Quarter 2	Nov 3 to Jan 25 February 5, 2024
Quarterly progress report for Quarter 3	Jan 26 to April 4 April 15, 2024
Quarterly progress report for Quarter 4	April 5 to June 11 June 17, 2024
End Of Year: Final 2023-24 data	June 17, 2023



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
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Open School, Inc.

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Number of students served (total and per school)	Total: 315 Per School: 105
Number of hours per family	Family Nights - 2hrs per event per quarter at each site. Total 8 hours per site. Total across sites: 24.
Number of Families served	Family Nights - 30 family members per event. 120 per site per year. 360 total family members served.
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	Our goal is that a student attends two 2-hr sessions of after school academic support programming for every four sessions offered. This is considered 100% Step Up attendance. This equates to approximately 30-35 hours per quarter.
Staff Demographics	Black - 11 Asian - 2 Black/Latinx - 1 Black/PI - 1 Indigenous - 1 Latinx - 9 Latinx/Indigenous - 1 White - 4 87% Black, Indigenous and people of color Woman - 20 Man - 5 Non Binary - 3 Woman non binary - 2
Staff FTE	32.5 FTE when fully staffed currently 30 FTE
Leveraged funding/staffing	\$578,497
Serve up to:	315 Students across all three sites.
Staff Attendance at PD -	Staff usually are invited to school PD. Staff attend if it does not interfere with after school programming.
Student Service Hours -	As for Student service hours of after school programming that are offered to all Step Up students, this number is approximately 66-72 hours per 9-week quarter. For 100 % attendance, students need to attend approximately 30-35 hrs



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	per quarter. Each quarter the service hours offered varies slightly in number due to school cancellations of after school programming and Step Up non-programming days.
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$1,500,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.
7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.
8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.
9. **Nonperformance:** As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.



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PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget: DETAILED BUDGET ATTACHED

Strategy #2 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Wages	858,591	352,956	1,211,547
Payroll Taxes	104,075	24,080	128,155
Benefits	128,477	85,105	213,582
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Program Expenses	81,809	20,121	101,930
Administrative Expenses	99,956	29,044	129,000
Facility Expenses	23,350	150	23,500
Administration	203,742	67,042	270,784
Total	\$1,500,000.00	578,497	2,078,497

Other Funds	Total
578,497	2,078,497
	-
578,497	2,078,497
181,729	848,224
191,167	393,142
24,080	100,000
71,290	145,639
2,377	5,004
6,102	25,022
5,336	21,350
482,081	1,538,381
	3,000
	-
	2,000
	-
	-
	12,000
	12,000
	6,000
	12,000
	-
	50,000
	8,700
-	105,700
-	18,000
	2,000
	500
	8,000
	7,500
	-
	1,000
	1,000
	6,000
	6,000
	4,000
	-
	4,000
	-
	-
-	58,000
	1,000
	29,000
-	30,000

482,081	1,538,381
	193,700
482,081	1,732,081
96,416	346,416
96,416	346,416
96,416	270,784
578,497	2,078,497
578,497	2,078,497



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1. Synopsis of Contractor's Work:

IRCO will serve 199 students, at 12 sites

Strategy 1 - Jason Lee, Kelly, Sitton, Scott

Strategy 2 - Roosevelt, McDaniel, Cleveland, Franklin

Strategy 3 - George, Harrison Park, Lane, Roseway Heights

Strategy 5 - George, Harrison Park, Lane, Roseway Heights

Strategy 1: Culturally Specific Family Engagement

IRCO's Culturally Specific Family Engagement Project provides culturally and linguistically specific family engagement supports to African Immigrant and Refugee, Slavic, Asian, and Pacific Islander youth and families.

Contractor will engage a total of 54 parents/caregivers in individualized support (minimum contact 2x per month per family), 14 families in in-home tutoring (2x/month per family), 79 parents/caregivers annually in group activities (that occur an average of 1x per month, per school, with 6-12 families per event) and 45 youth in family group activities (that occur an average of at least once per quarter with 8-28 youth per event). Larger scale events with 70-135 participants will occur 1-x per year.

Strategy 2: Wrap Around Services

After-school groups will focus on academic support (tutoring), wellness/wellbeing activities (sports, cultural dance/arts, music), leadership development (participation in leadership activities and councils). Advocates will continue to connect with students during the summer through intensive summer programming, including 9th Grade Counts, and/or referral to credit recovery programs at the aforementioned high schools. Families will remain engaged to continue to support their students' success.

IRCO's wrap around supports provides intensive academic and social and emotional, relationship based case management and in-school and out-of-school time programming to African Immigrant and Refugee, Pacific Islander and Slavic Youth.

Contractor will engage a total of 73 youth in case management/wrap around supports (contact 1 x per week or 4 hours per month for 12 months), after-school group activities (minimum 2x per week per school for 27-35 weeks with average of 9-13 students per group). 75 parents/caregivers served annually. Minimum 1 contact per month for 12 months).

Strategy 3: Mentoring and Leadership Development

IRCO Youth Mentoring Project will hire bilingual/bicultural staff and volunteer mentors to provide positive relationship development and support to students who identify as African Immigrant and Refugee and/or Pacific Islander and Slavic to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. Individual community based mentoring where youth will be matched with a positive adult role model who shares cultural and/or linguistic background, as well as group mentoring activities will take place that support academic achievement and overall wellbeing. Examples include: Saturday



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homework help, after-school tutoring, book and STEM clubs. Leadership and future orientation activities will be integrated into programming through individual and group activities.

Contractor will engage a total of 60 youth in mentoring services (minimum contact 1 x per week or 4 hours per month). 46 parents/caregivers enrolled (minimum contact 1x per month). All 60 youth will participate in group mentoring activities held an average of 2x per month, per school, with an average of 5-14 students per group.

Strategy 5: Positive Cultural Identity Development and Advocacy

IRCO youth programming provides participating youth with exposure and opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers for African Immigrant and Refugee, Pacific Islander and Slavic students. Examples of activities include: Pacific Islander cultural showcase, cultural dance, native language literacy, rugby and sports teams, sewing and arts/crafts, social and emotional groups that focus on positive cultural identity/ies. Parents may be included as interested/appropriate.

Contractor will engage a total of 21 youth to participate in group activities held an average of 2x per month, per school, with an average of 4-11 students per group.

A. Contract amount changes:

- 2022-23 Contract amount per strategy:
 - Strategy 1 - \$249,600.00
 - Strategy 2 - \$385,000.00
 - Strategy 3 - \$303,500.00
 - Strategy 5 - \$111,900.00
- 2023-24 Contract amount per strategy:
 - Strategy 1 - \$225,000.00
 - Strategy 2 - \$330,000.00
 - Strategy 3 - \$280,000.00
 - Strategy 5 - \$80,000.00

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

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions



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- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 22, 2023 through June 30, 2024.

List days & times:

Mon-Thurs during school day and afterschool, some weekends and evenings

3. Detailed Description of Goals and Activities:

Strategy 1 -

Goal #1: Increase school attendance
Activities
1. Individualized support (school to home/home school communication, resource referral and navigation)
2. Parent/Family Group Activities
3. In-Home tutoring
Goal #2: Reduce racial disparities in academic performance
Activities
1. Individualized support (school to home/home school communication, resource referral and navigation)
2. Parent/Family Group Activities (culturally and linguistically specific academic activities)
3. In-Home tutoring (homework support, in-home learning)
Goal #3: Increase overall family engagement and connection to school/s
Activities
1. Individualized support (school to home/home school communication, resource referral and navigation)
2. Parent/Family Group Activities (culturally and linguistically specific activities that promote cultural identity, sense of belonging, introductions to school staff, school programs and policies)
3. Large Scale Cultural Events- engage larger school community in immigrant and refugee events and celebrations.



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Strategy 2 -

Goal #1: Increase school attendance
Activities
1. Case Management (regular school day check ins, in-class supports)
2. Family Engagement (school/home and home school communication, resource referral and navigation)
3. Group Activities (homework supports, positive youth to adult relationships and peer to peer relationships)
Goal #2: Reduce racial disparities in academic performance
Activities
1. Case Management (individual goal setting, in-class supports, monitoring students' grades/attendance,/homework assignments, credit attainment/recovery supports, connection to post secondary opportunities and leadership development)
2. Group Activities (after-school homework support, ELD specific tutoring/academic supports, activities that promote overall well being, leadership development/councils)
3. Family Engagement (school to home/home to school communication, essential resource referral and navigation, support with postsecondary exploration)

Strategy 3 -

Goal #1: Increase school attendance
Activities
1. Individual Mentoring (academic supports, goal setting, attendance monitoring, communication with school staff)
2. Group Activities (academic supports, support with sense of belonging in school)
3. Family Engagement (school to home and home to school communication, resource referral and navigation)
Goal #2: Reduce racial disparities in academic performance
Activities
1. Individual Mentoring (academic supports, goal setting)
2. Group Activities (after-school and Saturday homework supports, activities that promote overall wellbeing)
3. Family Engagement (school to home and home to school communication, resource referral and navigation)



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Strategy 5 -

Goal #1: Increase school attendance
Activities
1. Group activities that promote sense positive cultural identity/ies and sense of belonging at school
2. Cultural Events/Activities that support positive school climate
Goal #2: Increase students' overall wellbeing
Activities
1. Group activities that promote positive cultural identity/ies, sense of belonging, leadership in racial equity and connected sense of self
2. Cultural events that support positive school climate

4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1	Aug 29 to Nov 2 November 13, 2023
Quarterly progress report for Quarter 2	Nov 3 to Jan 25 February 5, 2024
Quarterly progress report for Quarter 3	Jan 26 to April 4 April 15, 2024
Quarterly progress report for Quarter 4	April 5 to June 11 June 17, 2024
End Of Year: Final 2023-24 data	June 17, 2023

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5. Contract Performance Measures:

Number of students served (total and per school)	Total: 199 Per School: JL 18 Sitton 10 Kelly 10 Scott 7 GMS 17 HPMS 33 RHMS 17 LMS 14 RHS 38 MHS 25 FHS 9 CHS 1
Number of hours per family	Estimated 24-48 hours per year
Number of Families served	189 parents/caregivers
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	Estimated 48-248 hours per year depending on program
Staff Demographics	African Immigrant/Black 7 staff 41% team Asian 1 staff 6% team Pacific Islander 4 staff 24% team Slavic/Eastern European 4 staff 24% team White 1 staff 6% team Total 17 staff
Staff FTE	10.35
Leveraged funding/staffing	
Staff Attendance at PD -	



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Student Service Hours -	
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$915,000.00** (not including in-kind contributions).
 Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.

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- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #1 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	\$190,205	\$-	\$190,205
Program Manager, 0.1 FTE	\$6,993.00	\$-	\$6,993.00
Program Coordinator, 0.5 FTE	\$32,025.00	\$-	\$32,025.00
Asian Youth and Family Engagement Lead Family Engagement Specialist/Community Coordinator, 1 FTE	\$55,499.00	\$-	\$55,499.00
African Youth and Family Engagement Family Engagement Specialist, 0.2 FTE	\$10,000.00	\$-	\$10,000.00



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Slavic Youth and Family Engagement Family Engagement Specialist, 0.5 FTE	\$25,000.00	\$-	\$25,000.00
Pacific Islander Youth and Family Engagement Family Engagement Specialist, 0.25 FTE	\$12,500.00	\$-	\$12,500.00
Casual/Hourly Pool of youth and family engagement advocates, EKT instructors, office support, 0.05 FTE	\$2,430.00	\$-	\$2,430.00
Benefits for FTE at 32%	\$45,445.00	\$-	\$45,445.00
Benefits for Casual//Hourly at 12.85%	\$312.00	\$-	\$312.00
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	\$10,330	\$-	\$10,330
Professional Development	\$500.00	\$-	\$500.00
Program Activities Costs (e.g. instructional supplies, meeting expenses, space rentals)	\$2,698.00	\$-	\$2,698.00
Office Supplies	\$500.00	\$-	\$500.00
Information Technology (\$953 annually per computer for helpdesk, software, and support, plus lease of laptop needed for 3 laptops)	\$2,859.00	\$-	\$2,859.00
Phone \$35/mo. x 12 months x 3 phones	\$1,260.00	\$-	\$1,260.00
Space (30 sq. ft x \$16.14 per sq. ft)	\$484.00	\$-	\$484.00
Insurance (at \$279 x 3.75 staff)	\$1,046.00	\$-	\$1,046.00
Professional Fees Background Checks (at \$94.50)	\$284.00	\$-	\$284.00
Client Assistance	\$500.00	\$-	\$500.00
Printing/Photocopying	\$200.00	\$-	\$200.00
Administration	\$24,465.00	\$-	\$24,465.00
Total	\$225,000.00		\$225,000.00

Strategy #2 -



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Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	\$276,451	\$-	\$276,451
Program Manager, 0.15 FTE	\$10,489.00	\$-	\$10,489.00
Program Coordinator, 1.0 FTE	\$64,050.00	\$-	\$64,050.00
Program Evaluation, Training and Data Support Coordinator, 0.1 FTE	\$6,405.00	\$-	\$6,405.00
African Lead Youth and Family Advocate, 1.0 FTE	\$53,488.00	\$-	\$53,488.00
African Youth and Family Advocate, 0.5 FTE	\$25,000.00	\$-	\$25,000.00
Pacific Islander Youth and Family Advocate, 0.75 FTE	\$37,500.00	\$-	\$37,500.00
Slavic Youth and Family Advocate, 0.25 FTE	\$12,500.00	\$-	\$12,500.00
Casual/Hourly Pool of family engagement specialists, instructors, coaches, office support	\$-	\$-	\$-
Benefits for FTE at 32%	\$67,018	\$-	\$67,018
Benefits for Casual//Hourly at 12.85%	\$0	\$-	\$0
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	\$17,667	\$-	\$17,667
Professional Development	\$500.00	\$-	\$500.00
Program Activities Costs (instructional supplies, meeting expenses, space rentals)	\$1,599.00	\$-	\$1,599.00
Office Supplies	\$500.00	\$-	\$500.00
Information Technology (\$953 annually per computer for helpdesk, software, and support, plus lease of laptop needed for 6 laptops)	\$5,718.00	\$-	\$5,718.00
Phone (\$35 month x 12 months x 6 phones)	\$2,520.00	\$-	\$2,520.00
Space (250 sq. ft at \$17.66 per sq. ft)	\$4,415.00	\$-	\$4,415.00
Insurance (at \$279 x 4 staff)	\$1,116.00	\$-	\$1,116.00
Client Assistance	\$1,000.00	\$-	\$1,000.00
Volunteers (match only)			



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Printing/Photocopying	\$300.00	\$-	\$300.00
Administration	\$35,882.00	\$-	\$35,882.00
Total	\$330,000.00		\$330,000.00

Strategy #3 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	\$229,723	\$-	\$229,723
Program Manager, 0.25 FTE	\$17,482.00	\$-	\$17,482.00
Program Coordinator, 0.5 FTE	\$57,645.00	\$-	\$57,645.00
Program Evaluation, Training and Data Support Coordinator, 0.1 FTE	\$6,405.00	\$-	\$6,405.00
African Youth and Family Advocate , 1.2 FTE	\$60,000.00	\$-	\$60,000.00
Pacific Islander Youth and Family Advocate, 0.4 FTE	\$20,000.00	\$-	\$20,000.00
Slavic Youth and Family Advocate, 0.25 FTE	\$12,500.00	\$-	\$12,500.00
Casual/Hourly Pool of youth and family advocates,instructors, coaches, family engagement specialists, arts/dance instructors, office support, 0 FTE	\$-	\$-	\$-
Benefits for FTE at 32%	\$55,690.00		\$55,690.00
Benefits for Casual//Hourly at 12.85%	\$-	\$-	\$-
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	\$19,832	\$-	\$19,832
Professional Development	\$500.00	\$-	\$500.00
Program Activities Costs (instructional supplies, meeting expenses, space rentals)	\$3,484.00	\$-	\$3,484.00
Office Supplies	\$500.00	\$-	\$500.00



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Information Technology (\$953 annually per computer for helpdesk, software, and support, plus lease of laptop needed for 6 laptops)	\$5,718.00	\$-	\$5,718.00
Phone (\$35 month x 12 months x 6 phones)	\$2,520.00	\$-	\$2,520.00
Space (250 sq. ft at \$17.66 per sq. ft)	\$4,415.00	\$-	\$4,415.00
Insurance (at \$279 x 4 staff)	\$1,395.00	\$-	\$1,395.00
Client Assistance	\$1,000.00	\$-	\$1,000.00
Volunteers (match only)	\$-	\$-	\$-
Printing/Photocopying	\$300.00	\$-	\$300.00
Administration	\$30,446.00	\$-	\$30,446.00
Total	\$280,000.00		\$280,000.00

Strategy #5 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	\$66,891	\$-	\$66,891
Program Manager 0.1 FTE	\$6,993.00	\$-	\$6,993.00
Program Coordinator 0.1 FTE	\$6,405.00	\$-	\$6,405.00
Program Evaluation, Training and Data Support Coordinator 0.1 FTE	\$6,405.00	\$-	\$6,405.00
Pacific Islander Youth and Family Lead Instructor 0.25 FTE	\$13,372.00	\$-	\$13,372.00
African Youth and Family Advocate 0.3 FTE	\$15,000.00	\$-	\$15,000.00
Slavic Youth and Family Advocate 0.05 FTE	\$2,500.00	\$-	\$2,500.00
Casual/Hourly Pool of youth and family advocates, instructors, coaches, family engagement specialists, arts/dance instructors, office support 0 FTE	\$-	\$-	\$-



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Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
IRCO

Benefits for FTE at 32%	\$16,216.00		\$16,216.00
Benefits for Casual//Hourly at 12.85%	\$-	\$-	\$-
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	\$4,410	\$-	\$4,410
Program Activities Costs (instructional supplies, meeting expenses, space rentals)	\$1,862.00	\$-	\$1,862.00
Office Supplies	\$500.00	\$-	\$500.00
Information Technology (\$953 annually per computer for helpdesk, software, and support, plus lease of laptop needed for 1 laptop)	\$953.00	\$-	\$953.00
Phone (\$35 month x 12 months x 1 phones)	\$420.00	\$-	\$420.00
Insurance (at \$279 x 1 staff)	\$279.00	\$-	\$279.00
Professional Fees Background Checks (at \$94.50)	\$189.00	\$-	\$189.00
Volunteers (match only)		\$-	
Printing/Photocopying	\$207.00	\$-	\$207.00
Administration	\$8,699.00	\$-	\$8,699.00
Total	\$80,000.00		\$80,000.00

EXHIBIT A

STATEMENT OF WORK

Instructions for PPS Contract Managers: Complete the following detailed and specific description of services and deliverables. You may attach additional exhibits to further elaborate on the scope of work and budget.

1. Detailed Description of Services:

As needed, contractor will design and implement supplemental instructional programs for Title I eligible students enrolled in private schools, or enrolled in the Indian Education Program, McKinney Vento Program and Migrant Education Program or CBO's. See also Ranking Sheet, Private School Participation, Baseline Data Sheet, and Participation and Monitoring Log as part of Exhibit F - RFP 2023-015. See statement of work in Exhibit F - RFP 2023-015.

\$57,699.00 for tutoring

\$613.00 for Family Engagment

2. Dates and Times of Service:

September 1, 2023 - August 31, 2024

3. Contract deliverables: What is the contractor expected to achieve or produce? How will the contractor's performance be measured?

Supplemental instruction to Title I eligible students enrolled in private schools.

Equitable share of Title I under Every Child Succeeds Act (ESSA).

Private schools and contractor will submit a program evaluation at the end of the contract.



Exhibit A
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Student, Instructional, and Family Engagement Services Contracts:
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Self Enhancement, Inc.

1. Synopsis of Contractor’s Work:

SEI will serve up to 492 students at 4 locations:

Strategy 1 - Boise and, King

Strategy 2 - Jefferson, Tubman

Strategy 1: Culturally Specific Family Engagement

All of SEI’s services to schools, students, and their families are guided by the SEI Relationship Model, which has been developed and validated over our 40 years of work in the local community; is grounded in Afrocentric values, culture, and experience; and is designed to foster positive human interactions, communication, and collaborative partnerships based on integrity and respect.

The SEI Relationship Model is congruent with the evidence-based principles of trauma/healing-informed care (TIC), and a full day of TIC training (which we have adapted/enhanced to ensure culturally specific relevance), is mandatory for all our full-time staff, who are also encouraged to attend regularly offered TIC “refresher” sessions. Contractor will engage a total of 75 parents/caregivers in individualized support (minimum contact 1x per month per family), 75 families annually in group activities (that occur an average of 1x per quarter, per school, with 10 families per event) and 4 youth and family group activities (that occur an average of at least once per quarter with 100 youth per event). Larger scale events with 75 participants will occur 2x per year.

Strategy 2: Wrap Around Services

Self Enhancement, Inc. (SEI) will provide comprehensive wrap-around support services at two of Portland Public Schools’ identified priority sites: Jefferson High School (JHS) and Harriet Tubman Middle School through the SEI Whole School Model (WSM).

The five key components of the SEI model comprise continued regular check-in’s with students and their families on:

- (1) Individual Success Plans (ISPs), outlining SMART goals and action steps which address;
- (2) academic objectives;
- (3) life skills and social-emotional wellness;
- (4) food security; and
- (5) home safety (e.g., support systems, channels for emergency communication, resource and referral mechanisms).

Contractor will engage a total of 350-492 youth in case management/wrap-around support (contact at minimum 2x per week for 11 months), after-school group activities (minimum 2x per week per school for 32 weeks with average of 80 students per group). 150 parents/caregivers served annually. Minimum 1 contact per month for 12 months).

A. Contract amount changes:

- 2022-23 Contract amount per strategy:
 - Strategy 1 - \$150,000.00
 - Strategy 2 - \$1,999,000.00



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- Strategy 3 - \$65,855.00
- Strategy 4 - \$112,540.00
- Strategy 5 - \$71,605.00

- 2023-24 Contract amount per strategy:
 - Strategy 1 - \$150,000.00
 - Strategy 2 - \$1,900,000.00

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

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2023 through June 30, 2024.

Monday - Thursday

October 2023 - May 2024

3:30 - 6:30pm

3. Detailed Description of Goals and Activities:

Strategy 1
Goal #1: Provide outreach to African American/Black families/caregivers at priority schools (Boise-Eliot in-school caseloads and King parents only).



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Activities
<ul style="list-style-type: none">● Provide information to increase parent/family awareness and understanding of PK5 performance benchmarks and how to support school readiness, attendance, elementary reading/math achievement, and other outcomes (e.g., healthy development and social-emotional wellness)● Contact (via home visits and/or remote visits, as safety protocols indicate) parents/families to identify barriers and assets affecting student success in school (e.g., lack of employment, substance abuse, mental illness, social issues, educational deficits, socioeconomic obstacles, needed parenting skills); increase awareness of and access to available services and benefits, as appropriate (e.g., Title X); support parents/families in an advocacy goal.
Goal #2: Facilitate parent classes/workshops, support groups, and SUN Community School activities to enhance parental engagement and knowledge/skills.
Activities
<ul style="list-style-type: none">● Encourage school participation (e.g., in back-to-school nights, Title I meetings, volunteerism, SUN culturally specific/responsive family activities and special events.● Host virtual and/or “live” monthly parent engagement gatherings as part of SUN Community School activities, and across schools at the SEI Center (as appropriate under Covid-19 protocols), to include parenting classes and support groups, and seasonal/holiday festivities (e.g., October Harvest Fest● Thanksgiving Food Baskets, December holiday gift baskets and activities)
Strategy 2
Goal 1: Provide students at Jefferson High School and Harriet Tubman Middle School with comprehensive in-school support, advocacy, and case management to assist in meeting improvement benchmarks for attendance, on-track to next grade, graduation/credit attainment, post-secondary readiness, PPS graduate portrait attributes.
Activities
<ul style="list-style-type: none">● Provide visitations● Access to Synergy for academic monitoring and credit tracking● Setting Individual Success Plan (ISP) goals for all core classes to achieve a C or better● Provide access to credit recovery via evening school or summer scholars. The moment a student fails a core class, they are signed up to recover that credit to avoid ending the year credit deficient● Teach and practice the SEI Standards, to share our governing values and hold all students accountable● Offer gender-specific groups giving students safe places to share their voice, frustrations, and future aspirations; enhance positive cultural identity; develop leadership skills (e.g., problem solving, communication, conflict resolution, time management, goal-setting) and encourage involvement in meaningful advocacy/service among peers and in the community



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4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1	Aug 29 to Nov 2 November 13, 2023
Quarterly progress report for Quarter 2	Nov 3 to Jan 25 February 5, 2024
Quarterly progress report for Quarter 3	Jan 26 to April 4 April 15, 2024
Quarterly progress report for Quarter 4	April 5 to June 11 June 17, 2024
Final report – cumulative summary	6/17/2024

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Strategy 1 -

Number of students served (total and per school)	Total: 70 Per School: Boise	Total: 0 Per School: King
Number of hours per family	5 hours monthly	
Number of Families served	75	
Number of hours per student	Boise - 4 hours per week King - no caseload for direct student services	



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<i>*This is hours of direct service to a student that the student accessed..*</i>	
Staff Demographics	Majority African American
Staff FTE	1.5
Leveraged funding/staffing	
Serve up to:	75 Students
Staff Attendance at PD -	2 of 4
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Referrals and discipline 	Attendance: 85% of students will maintain a school attendance rate of 90% or higher Achievement: African American Students are meeting benchmark <ul style="list-style-type: none"> ● Reading - increase of 5.5 percentage points per year with the goal of being at benchmark by 3rd grade ● Mathematics - increase of 4.4 percentage points per year with the goal of being at benchmark by 5th grade Referrals and discipline: 75% of students show a decrease in in-school disciplinary referrals

Strategy 2 -

Number of students served (total and per school)	Total: 300 Per School: Jefferson	Total: 150 Per School: Tubman
Number of Families served	150	
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	5 hours per week	
Staff Demographics	Majority African American	
Staff FTE	16.25	
Leveraged funding/staffing		



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Serve up to:	492 Students
Staff Attendance at PD -	2 of 4
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Referrals and discipline 	Attendance: 85% of students will maintain a school attendance rate of 90% or higher GPA: C or better in core classes Achievement: 9th grade on track to graduate with 6 credits obtained per year Referrals and discipline: 75% of students show a decrease in in-school disciplinary referrals

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$2,050,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. Strategy 2 to be funded on 1/11 basis for the contract term. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.
7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.
8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.
9. **Nonperformance:** As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under



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this Contract, then District, after giving seven days’ written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #1 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	\$ 106,302		
Parent Coordinator 1.5FTE (\$54,267/FTE average salary plus \$23,019 in fringe benefits, based on rate of 27.6%)	106,302		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	24,133		



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Family and student activities and events	3,594		
Participant awards & incentives	2,950		
Supplies	2,500		
Cell phone costs (\$50/month for 1 employees)	600		
Professional development	3,000		
Insurance	1,149		
IT contracted services	2,532		
Data and evaluation	508		
Family incentives, emergency assistance, family support and assistance	6,100		
Transportation and Mileage	1,200		
Administration @ 15%	19,565		
Total	\$150,000.00		

Strategy #2 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	\$ 1,268,019		
Coordinators - 11 FTE (Salary of \$52,499 /Average FTE plus fringe benefits at 35%)	777,239		
Parent Coordinators - 1.5 FTE (Salary of \$51,667/Average FTE plus fringe benefits at 34%)	103,641		
In-School Supervisor - 1 FTE (Salary of \$69,016 plus fringe benefits at 30%)	89,703		
Manager - 1 FTE (Salary of \$80,580 plus fringe benefits of 23%)	98,853		
Extended Day Services Director - 0.5 FTE (Salary of \$ 96,390/FTE plus fringe benefits of 31%)	62,991		
Student and Parent Services Director - 1 FTE (Salary of \$91,800/FTE plus fringe benefits of 21%)	111,413		
Extended Day Services Manager - 0.25 FTE (Salary of \$74,460/FTE plus fringe benefits of 29%)	24,179		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	384,155		



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Student activities and events	140,561		
Participant awards and incentives	79,000		
Supplies	9,000		
Computer lease and support	900		
Transportation and mileage	64,597		
Insurance	7,469		
Student and family emergency support	15,600		
Telephone	10,800		
Contracted services for classes and student activities	5,000		
IT contracted services	17,292		
Data and evaluation	33,936		
Administration @ 15%	247,826		
Total	\$1,900,000.00		



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2023-24 School Year
Native American Youth & Family Center (NAYA)

1. Synopsis of Contractor's Work:

NAYA will serve 110 of students throughout PPS

Strategy 1 - Applegate, Clarendon, Faubion, + Districtwide

Strategy 2 - Many Nations Academy, PPS High Schools.

Strategy 5 - Districtwide

Strategy 1: Culturally Specific Family Engagement

NAYA Family Center's Culturally Specific Family Engagement plan is designed to address the specific cultural and historic barriers that often keep Native American parents from becoming active advocates and communicators for their children. Although parents want their children to succeed, they often lack the understanding of school policies and programs and are intimidated by their own lack of education and past interactions with the public-school system. Mitigating these issues and creating a link between the school, family and the student is the highest priority of this program. NAYA will provide culturally appropriate support to enable parents to become involved in the child's educational life, as well as becoming confident in communicating with school staff members.

NAYA Family Center will provide after school tutoring and educational advocacy, working one-on-one with the students to help youth understand their academic strengths and to address challenge areas. Advocates will meet with students virtually, and when able to, in their schools and homes, as well as at NAYA, so that relationships can be built with educators and family members. Students are encouraged and rewarded for communicating information about homework, tests and events to parents, educators, and advocates to build awareness of their crucial role in their own success.

Contractor will engage a total of 22 parents/caregivers in individualized support (minimum contact 2x per month per family), 10 families in in-home tutoring (2x/month per family), 34 families annually in group activities (that occur an average of 2x per month, per school, with 10 families per event) and 46 youth in family group activities (that occur an average of at least once per quarter with 20 youth per event). Larger scale events with 46 participants will occur 2x per year.

Strategy 2: Wrap Around Services

NAYA will focus on students in high school and eighth grade because of the importance of these crucial academic and transitional stages. We know it is critical to reach our youth prior to high school, to avoid students falling significantly behind in educational benchmarks. NAYA Family Center has determined through experience that targeting families with Native children in this age group will be effective in promoting academic success, preventing risky social behaviors, and support for success following high school. Educational assistance, such as for IEP and 504 meetings, can continue virtually, with NAYA staff assisting parents and students, preparing for meetings, and attending to provide support with the process and to encourage positive engagement.

Youth advocates, the parent involvement advocate, and after school program staff from the NAYA College and Career Center will work with schools to build relationships with identified youth participants, families, and educators. Staff will work with school personnel to collaborate and identify ways that youth, families, and



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Native American Youth & Family Center (NAYA)

schools will be best served through the wrap around services NAYA can offer.

Contractor will engage a total of 34 youth in case management/wrap around supports (contact 2 x per week or 2 hours per month for 9 months), after-school group activities (minimum 2 x per week per school for 9 months with average of 15 students per group). 12 parents/caregivers served annually. Minimum 2 contact per month for 12 months).

Strategy 5: Positive Cultural Identity Development and Advocacy

NAYA's Youth and Education Services programming provides opportunities for youth to explore and engage in culturally affirming activities and develop positive cultural identity. Programming includes a diverse array of enrichment activities with a strong emphasis on Culture, Education and Wellness through a decolonized lens.

Outreach for these programs are conducted primarily through Youth Advocates who carry caseloads in Portland-metro area schools, as well as Title VI Indian Education programs in PPS.

Contractor will engage a total of 30 youth to participate in group activities held an average of 2x per month, per school, with an average of 15 students per group.

A. Contract amount changes:

- 2022-23 Contract amount per strategy:
 - Strategy 1 - \$200,000.00
 - Strategy 2 - \$150,000.00
 - Strategy 5 - \$100,000.00

- 2023-24 Contract amount per strategy:
 - Strategy 1 - \$130,000.00
 - Strategy 2 - \$125,000.00
 - Strategy 5 - \$75,000.00

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

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions



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- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 1, 2023 through June 30, 2024.

Learning Center after school programming: Monday-Thursday 3:00-6:30

College and Career Center College Nights: Tuesday and Thursday 3:00-6:00

Recreation, depending on sport and season: Monday-Friday 6:00-8:00 and weekend games

3. Detailed Description of Goals and Activities:

Goal #1: Improve academic outcomes for youth through culturally specific engagement
<u>Activities designed to help achieve this goal:</u>
<ul style="list-style-type: none"> ● Staff will build relationships with identified youth, families, and educators. This will be done in collaboration with school staff to identify ways that both participants and schools will be best served through culturally specific services offered by NAYA. ● Youth Advocates and identified youth will meet weekly, developing youth-directed six-month Youth Development Plans (YDPs), which can be modified to reflect progress, strengths, and future goals for the next six months. ● Advocates will continually engage with families of identified youth, respond to data, co-coordinate student enrichment instruction and activities, and provide transportation to students to ease after-school participation barriers.
Goal #2: Uplift and connect PPS families using whole-person, whole-family, and whole-community models
<u>Activities designed to help achieve this goal:</u>
<ul style="list-style-type: none"> ● Additional staff will be included in the relationship building activities of Goal #1, including a dedicated wrap-around specialist and staff from the College and Career Center, all of whom will use the Relational Worldview Model to assess client strengths and needs.



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- Client-assistance funding from Youth Advocacy and other programs at NAYA will be leveraged to ensure that basic needs at home and in the community are not barriers to student learning and achievement.
- Case-managed youth and families will be linked with other cultural and community resources as needed.

Goal #3: Increase positive cultural identity

Activities designed to help achieve this goal:

- Ensure that case-managed youth served within Goal #1 are connected to the following activities and ensure that additional PPS-enrolled youth are engaged.
- Host Learning Center activities multiple days per week for youth in grades 2 through 8, including mentoring, tutoring, reading, Indigenous arts and games, and movement-based activities.
- Host Two Spirit Safe Space Alliance meetings bi-monthly, supporting positive youth identity around the intersections of culture and gender/sexual identity, and connecting Two Spirit adult community members and staff in order to share intergenerational knowledge, serve as positive role models, and help youth explore new methods of self-expression in a safe space.
- Host Native American Culture Nights bi-monthly, sharing seasonally appropriate traditions, practicing cultural arts of all kinds, and featuring guest speakers, arts instructors, and volunteers who will guide participants to explore and preserve the many Native traditions.
-

4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1	Aug 29 to Nov 2 November 13, 2023
Quarterly progress report for Quarter 2	Nov 3 to Jan 25 February 5, 2024
Quarterly progress report for Quarter 3	Jan 26 to April 4 April 15, 2024



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Quarterly progress report for Quarter 4	April 5 to June 11 June 17, 2024
End Of Year: Final 2023-24 data	June 17, 2023

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Number of students served (total and per school)	Total: 110 Per School: 60 three schools and then district wide
Number of hours per family	3
Number of Families served	34
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	18
Staff Demographics	100% of direct service staff identify as Native American, 75% of department managers identify as Native American and 25% identify as Latinx. Many staff identify as bi-racial. The Department Director identifies as Native American and the data specialist staff identify as Romani and eastern European.
Staff FTE	3.57 FTE
Leveraged funding/staffing	\$325,000: Sources include Portland Children's Levy (both mentoring and afterschool) \$110, 000, Multnomah County SUN Youth Advocacy \$90,000, US Department of Education pass through finding through SEI with the Promise Neighborhood Initiative \$65,000, Multnomah County Successful Families \$60,000.
Serve up to:	110_ Students
Staff Attendance at PD -	4
Student Service Hours -	1,980 hours



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<p>District will analyze the following measures regarding partner performance and impact on students:</p> <ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	<ul style="list-style-type: none"> ● Attendance ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging (Utilizing the Relational Worldview Model and the NAYA Outcomes Planning Protocol) ● Referrals and discipline ● Staff/Participant Contact Hours
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6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$330,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.
7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.
8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.
9. **Nonperformance:** As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C).



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Native American Youth & Family Center (NAYA)

Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #1 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Salary/Wages	62,150		
Taxes	7,458		
Health Benefits	8,978		
Retirement	1,865		
1.34 FTE for 5 staff			
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Employee Training and Development	2,000		
Program and Office Supplies	3,038		
Program Food	3,000		
Technology and Printing	3,231		
Culturally Specific Honoraria	700		
Local Travel	2,952		
Client Assistance	11,400		



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Native American Youth & Family Center (NAYA)

Database Licenses	372		
Administration Admin & Occupancy	23,556		
Total	\$130,000.00	128,000	258,000

Strategy #2 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Salary/Wages	59,443		
Taxes	7,133		
Health Benefits	8,442		
Retirement	1,783		
1.26 FTE for 5 staff			
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Employee Training and Development	1,400		
Program and Office Supplies	4,536		
Program Food	2,500		
Technology and Printing	3,038		
Culturally Specific Honoraria	700		
Local Travel	2,470		
Client Assistance	10,697		
Database Licenses	350		
Administration Admin & Occupancy	22,508		
Total	\$125,000.00	124,000	249,000

Strategy #5 -



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Native American Youth & Family Center (NAYA)

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Salary/Wages	36,363		
Taxes	4,367		
Health Benefits	4,690		
Retirement	1,091		
0.7 FTE for 3 staff			
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Employee Training and Development	1,000		
Program and Office Supplies	2,260		
Program Food	1,125		
Technology and Printing	1,688		
Culturally Specific Honoraria	700		
Local Travel	1,135		
Client Assistance	2,211		
Database Licenses	194		
Administration Admin & Occupancy	13,176		
Total	\$75,000.00	73,000	148,000



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Portland Opportunities Industrialization Center, Inc. (POIC)

1. Synopsis of Contractor's Work:

POIC will serve 120 students, at 8 locations:

Strategy 2 - Rosemary Anderson, Jefferson

Strategy 3 - Kellogg, Lent, Bridger, Harrison Park, Rosemary Anderson, Vernon, Creative Science

Strategy 2: Wrap Around Services

POIC+RAHS will provide culturally specific and culturally responsive wraparound services to students who have transitioned from a Portland Public Schools (PPS) location to Rosemary Anderson. POIC+RAHS will offer students a variety of supports to promote student academic, emotional, and social success. This includes case management, academic tutoring and support, college prep, family engagement, workforce trainings, access to apprenticeships and internships, emergency support, credit recovery service referrals, student groups, progress monitoring, and more.

Contractor will engage a total of 60 youth in case management/wrap around supports (contact 2 x per week or 4 hours per month for 9 months), after-school group activities (minimum 1 x per week per school for 27 weeks with average of 15 students per group). 30 parents/caregivers served annually. Minimum 1 contact per month for 12 months).

Strategy 3: Mentoring and Leadership Development

POIC+RAHS will deliver a Peer Mentoring Program through which POIC+RAHS students provide group mentoring support for elementary and middle school students enrolled at Portland Public Schools.

POIC+RAHS Student Leadership students have led the Peer Mentoring Program for the last three years, during which the program has engaged over 60 elementary and middle school students on discussions about bullying and prevention; mental health awareness and support for peers; goal setting; self-care; volunteerism; race relations and police interactions; and violence prevention and personal safety. Topics are client driven, and workshops are designed with participant voice in mind to assure buy-in and relevance to participants' real world needs and barriers (Core Value: Students at the Center). Topics are focused on helping participants achieve realistic goals that can be continually built upon to achieve long-term success.

Contractor will engage a total of 60 youth in mentoring services (minimum contact 1 x per week or 4 hours per month). 50 parents/caregivers enrolled (minimum contact 1x per month). All 60 youth will participate in group mentoring activities held an average of 3 x per month, per school, with an average of 6 students per group.

A. Contract amount changes:

- 2022-23 Contract amount per strategy:
 - Strategy 2 - \$125,000.00
 - Strategy 3 - \$125,000.00



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2023-24 School Year
Portland Opportunities Industrialization Center, Inc. (POIC)

- 2023-24 Contract amount per strategy:
 - Strategy 2 - \$100,000.00
 - Strategy 3 - \$100,000.00

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

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 1, 2023 through June 30, 2024.

Monday, Tuesday, Wednesday and Thursday (11:00am -1:30 pm)

3. Detailed Description of Goals and Activities:

Strategy 2: Wrap Around Services

Goal #1: Increase school attendance
Activities
Provide weekly contact with students, engage students in Life Skills Workshops, work with students to identify barriers interrupting attendance and assist with removal, provide external referrals to mental health and other resources as needed.
Goal #2: Increase access to post graduation programs (college, apprenticeships, trades)
Activities
Provide access to work/college readiness programs
Goal #3: Decrease number of disciplinary actions required



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Portland Opportunities Industrialization Center, Inc. (POIC)

Activities Provide life skills training and ongoing case management support
Goal #4: Increase sense of belonging among students
Activities
Conduct Pre and Post Surveys to obtain student impression

Strategy 3: Mentoring and Leadership Development

Goal #1: Increase school attendance
Activities
Provide weekly contact with students, engage students in mentorship, work with students and family to identify barriers interrupting attendance and assist with removal, provide external referrals to resources as needed.
Goal #2: Decrease number of disciplinary actions required
Activities
Ongoing case management support and mentorship
Goal #3: Increase sense of belonging among students
Activities
Conduct Pre and Post Surveys to obtain student impression
Goal #4: Increase number of 8th graders on track
Activities
Tutoring support

4. Tasks and Reports: [Link to form. Student Roster Template. Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1 Reports Due	Aug 29 to Nov 2 November 13, 2023
Quarterly progress report for Quarter 2	Nov 3 to Jan 25 February 5, 2024
Quarterly progress report for Quarter 3	Jan 26 to April 4



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Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2023-24 School Year
Portland Opportunities Industrialization Center, Inc. (POIC)

	April 15, 2024
Quarterly progress report for Quarter 4	April 5 to June 11 June 17, 2024
Final report – cumulative summary	6/17/2024

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Number of students served (120)	Total: 120 Per School:6-10
Number of hours per family	Quarterly Family Information nights, Monthly calls and End a
Number of Families served	30 to 60
Number of hours per student <i>*This is hours of direct service to a student that the student accessed..*</i>	4 to 8
Staff Demographics	100% African American
Staff FTE	.9
Leveraged funding/staffing	2.2
Serve up to:	_120_ Students
Staff Attendance at PD -	100%
Student Service Hours -	8 hours per quarter per student (720)
District will analyze the following measures regarding partner performance and impact on students: <ul style="list-style-type: none"> ● Attendance 	



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Portland Opportunities Industrialization Center, Inc. (POIC)

<ul style="list-style-type: none"> ● GPA ● Achievement (MAP, Graduation, etc.) ● Sense of Belonging ● Referrals and discipline 	
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6. Payment: See Contract Section 4(a) through 4(d). The total amount of this contract is **\$200,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.

7. Contractor Mandatory Training: Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.

8. Student Information Security Protocols: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. Nonperformance: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Portland Opportunities Industrialization Center, Inc. (POIC)

days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #2 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	\$58,018	\$197,169	\$316,287
Director of Youth & Family Services % FTE - .10 Salary - \$96,298 Taxes & Benefits - \$24,000	\$9,629 \$2,889	\$86,669 \$26,000	\$125,187
Program Coordinator % FTE - .50 Salary - \$50,000 Taxes & Benefits - \$13,500	\$25,000 \$7,500	\$25,000 \$7,500	\$65,000
Program Assistant % FTE - .20 Salary - \$50,000 Taxes & Benefits - \$9,000		0	0
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Emergency Support	\$10,000	0	0



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2023-24 School Year
Portland Opportunities Industrialization Center, Inc. (POIC)

Client Engagement Incentives	\$6,000	0	0
Office Supplies and Program Materials	\$5,000	0	0
Small Equipment and Furniture, Mileage	\$4,082		0
Rent	\$6900	0\$16500	\$23400
Administration	10,000	0	0
Total	\$100,000.00		

Strategy #3 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	\$58,018	\$197,169	\$316,287
Director of Youth & Family Services % FTE - .10 Salary - \$96,298 Taxes & Benefits - \$24,000	\$9,629 \$2,889	\$86,669 \$26,000	\$125,187
Program Coordinator % FTE - .50 Salary - \$50,000 Taxes & Benefits - \$13,500	\$25,000 \$7,500	\$25,000 \$7,500	\$65,000
Program Assistant % FTE - .20 Salary - \$50,000 Taxes & Benefits - \$9,000		0	0
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Emergency Support	\$10,000	0	0
Client Engagement Incentives	\$6,000	0	0
Office Supplies and Program Materials	\$5,000	0	0
Small Equipment and Furniture, Mileage	\$4,082		0
Rent	\$6900	0\$16500	\$23400



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Portland Opportunities Industrialization Center, Inc. (POIC)

Administration	10,000	0	0
Total	\$100,000.00		



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Black Excellence Group

1. Synopsis of Contractor's Work:

For our fourth program year, Black Excellence Group will serve 250 students at 5 elementary school locations with our branded Black Excellence program: Bridlemile, Rosa Parks, MLK, and Markham, as well as a PreK cohort at Applegate, MLK, and Rosa Parks in 2023-2024. For the upcoming school year there are two tracks of program work, A) the PreK Black Excellence Group programming age 3-5 year-olds and B) the elementary school Black Excellence Group programming grades K-5.

Strategy 5: Track A (PreK). For the upcoming school year, the following summarizes the Black Excellence Group program braided budget for the two strands of PreK work at Applegate, Rosa Parks, and MLK.

- Continuation of the curriculum consulting for the extended Black Excellence PK classroom design process. Fixed fee. **\$8,400**
- Weekly PreK Black Excellence Group programming in 3 cohorts within Applegate, King, and Rosa Parks for a 22 week BE program duration this school year (Oct-Apr) with our Lead/Co teams. **\$46,200**

Total PreK budget for 2023-2024 is **\$54,600** (curriculum consulting + BE group weekly in 3 classrooms).

Strategy 5: Track B (Elementary). Cultural ID Development and Advocacy - Black Excellence Group will implement and lead Black Excellence programming that fosters a sense of belonging, positive cultural identity, and intentional skills development necessary to thrive in the classroom and community. Black Excellence students will obtain BE Able skills, increased instructional time, expanded social emotional support, and an intentional culturally relevant community that is critically necessary on the road to achieving the PPS Portrait of a Graduate. The Black Excellence vision, structured module program, and rhythms target the same critical North Star in alignment with the PPS Reimagined Core Values for student-centered excellence and relationships anchored in innovative RESJ solutions. This program addresses students' health and safety needs and provides direct services and engagement with historically underserved Black students. In the event we return to virtual learning, the program will occur virtually. Program start date (estimated Oct) will be collaborated with Principals and BE Founder.

- Black Excellence Program (19 wks), ES curriculum edition (Markham, < 105 students, 6 cohorts)
- Black Excellence Program (19 wks), ES curriculum edition (Bridlemile, up to 20 students, 1 cohort)
- Black Excellence Program (19 wks), ES curriculum edition (Rosa Parks, < 40 students, 2 cohorts)
- Black Excellence Program (19 wks), ES curriculum edition (Dr MLK Jr, up to 40 students, 2 cohorts)

Initial school selection leveraged data driven by direct certification data, black student enrollment, disproportionately high/low black #s, school climate improvement, request for partner support, and alignment with the RESJ lens to increase support for black principals. This 2023-2024 school year program is invoiced at a reduced fixed fee of \$148,000.00 and seeks to extend the program weeks once additional funding is available or grants received.

A. Contract amount changes:

- 2022-23 Contract amount per strategy:



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Black Excellence Group

- Strategy 5 (elementary) - **\$149,316**

- 2023-24 Contract amount per strategy:
 - Strategy 5 (Track B - Elementary program) - **\$148,000.00**
 - Strategy 5 (Track A - PreK braided program) - **\$54,600.00**

The combined total contract amount for Strategy 5 is \$202,600.00.

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

- Founder will attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions, as schedule allows
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - PPS Strategic Plan - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 1, 2023 through June 30, 2024.

Tentative day/times BE weekly schedule below Oct-Apr, TBD based on staff/school schedules:

King – Mondays 1pm PreK, 1:50pm, 2:30pm

Markham – Tuesdays 9:15am, 10am, 10:35, 12:50pm, 1:30pm, 2:20pm

Applegate – Monday or Thursdays 10am PreK

Bridlemile – Thursdays 1:30pm

Rosa Parks – Fridays 9:20am, 10:10am, 11am PreK

3. Detailed Description of Goals and Activities:



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Black Excellence Group

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

Activities designed to help achieve this goal:

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

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

Activities designed to help achieve this goal:

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

Goal #3: Provide increase social emotional support and modeling for historically underserved students

Activities designed to help achieve this goal:

Program provides a culturally relevant safe space for students to build a foundation of SEL, relational, and recognized superpowers necessary to thrive in the classroom and beyond. Casel aligned social emotional focus areas and culturally affirming modules and program rhythms propel their student experience.

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

Activities designed to help achieve this goal:

Model for staff how we see, value, and interact with BE students and hold high expectations as well as a very high regard for the children we love and serve. Provide guidance and/or intervention recommendations to key school staff and PPS leadership to advocate on behalf of BE student health, safety, and academic achievement obstacles. Provide ongoing student/family perspective in collaboration with staff, counselors, school and district leaders, as appropriate. As funding allows, we also support Red-Zone priority students with reading 1:1 tutoring support during the school day with professional reading support staff for increased instructional time with targeted reading proficiencies.

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

Activities designed to help achieve this goal:

The program proactively builds relationships with existing black PPS leaders and staff in an effort to serve and support them as well with our Black Excellence Group programming. Our goal is to serve the staff by inviting them, loving them well, and being a source of safe and affirming community for them in the school environment. Staff know they are always welcome in weekly groups. We ensure the BE students are introduced to the black staff and we encourage fostering those relationships throughout the week.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Black Excellence Group

4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

Activities & Reporting	Time Frame/Due Date
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1	TBD
Quarterly progress report for Quarter 2	TBD
Quarterly progress report for Quarter 3	TBD
Final report – cumulative summary	6/30/2024

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Number of students served (total and per school)	Total: 250 Per School: Markham 105, Bridlemile 20, King 40, Rosa Parks 40, Applegate PreK 15, King PreK 15, Rosa Parks PreK 15
Number of hours per family	n/a
Number of Families served	230
Number of hours per student* <i>*This is hours of direct service to a student that the student accessed.."</i>	Each student will receive approximately 15 hours of service via black excellence programming and weekly group.
Staff Demographics	12 Staff - African American/Black professionals, black teachers, and black community leaders will be conducting all direct service to the students and families. Contractor service provider is black/woman owned and operated.
Staff FTE	12 Staff
Leveraged funding/staffing	Currently being considered for grant funds to supplement PPS



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Black Excellence Group

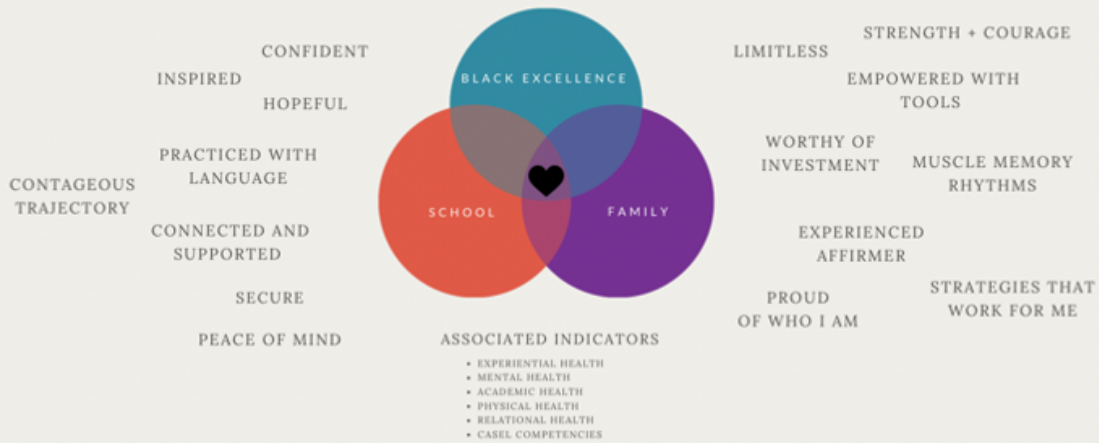
Serve up to:	250 students and approx 8-10 PPS black staff
Staff Attendance at PD -	As schedule applies, Founder looks forward to attending all opportunities to learn alongside PPS teams and partners.
Student Service Hours -	3,750 student service hours
<p>The Black Excellence Group direct impact goals for our PreK-3rd grade bands are proposed as the following. Together we will determine a primary set of metrics as well as review the critical secondary performance indicators below quarterly.</p> <p>Primary Indicators proven to support academic achievement and improved black student experience:</p> <ul style="list-style-type: none"> ● Sense of belonging ● Increased instructional time ● Casel aligned SEL skills ● School climate ● Student experience ● Attendance <p>District will analyze the following measures regarding partner performance and impact on students:</p> <ul style="list-style-type: none"> ● GPA ● Achievement (MAP, Graduation, etc.) ● Referrals and discipline 	<p>We consider ourselves an integral part of the collaborative PPS team responsible for moving the needle for our black students. We are committed to partnering to prioritize meaningful indicators that support our student’s ability to thrive. Our proposed tiered set of indicators is something we look forward to evolving together as the data determines necessary. At Black Excellence Group, we prioritize the black student experience and seeking to improve their school journey, so BE students are setup to realize the North Star Portrait of a Graduate.</p> <p>The Black Excellence Effect. Our students will thrive in the reality that they belong, are valued, loved, able and excellent. Black Excellence Group will deliver on the school board imperative to better support black students and establish the foundational skills and rhythms necessary to thrive academically and beyond.</p> <p>Primary Indicators proven to support academic achievement and improved black student human experience (program begins with PreK/K students, children Age 3-5 years-old):</p> <ul style="list-style-type: none"> ● Sense of belonging ● Increased instructional time ● Casel aligned SEL skills ● School climate ● Student experience ● Attendance <p>District will analyze the following measures regarding partner performance and impact on students:</p> <p>Secondary Indicators:</p> <ul style="list-style-type: none"> ● GPA ● Achievement (MAP, Graduation, etc.) ● Referrals and discipline



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Black Excellence Group

IMAGINE THE IMPACT

OUR STUDENTS WILL THRIVE IN THE REALITY THAT THEY BELONG, ARE VALUED, LOVED, ABLE, AND EXCELLENT



I close my eyes and picture the way the world should look and feel for our students. This programming seeks to break through generational obstacles and transform our students' experiences in such a way that propels them into a new trajectory for their lives... and their children's children's lives. We are unapologetically prioritizing human-experience outcomes... one student at a time.





Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Black Excellence Group

ADVANCING A CULTURE OF BLACK EXCELLENCE

Positive Cultural Identity Development and Student Advocacy are two strategies that confirm that students are able to be more confident and have a positive cultural identity when they are allowed to share elements of their culture with their peers. Research shows that when students have a positive, well-informed sense of self, they are able to have social and emotional success (Chen, 2005). Research also shows that when students are able to have a positive sense of their racial identity, when they can identify and critique racism, advocate for themselves, and are being offered culturally relevant instruction, then students have a clearer and more supportive opportunity to attain and maintain academic success (Ginwright, James, 2002).



American psychologist Urie Bronfenbrenner was the first to put forth the 'Ecological Systems Theory' (Bronfenbrenner, 1974) based on understanding of a child's relationship to the systems that influence them. His theory is one of the most accepted explanations about how one's environment influences an individual's development.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Black Excellence Group

EXCELLENCE IN ACTION

"CBSE Vision. Advocacy refers to the internal policies and processes to accelerate Black student excellence and external policy positions to consider that may directly or indirectly reinforce Portland Public Schools' ability to support Black students."

PPS CBSE Vision

"The opportunity of the Center for Black Student Excellence is met with research that positively correlates cultural affirmation and community networks with improved academic and social outcomes. In order to significantly elevate the Black educational experience, we need to advance a culture of Black excellence, increase the presence of Black educators, and commit to maintaining high expectations, while meaningfully integrating joy and healing. It is under these conditions, research shows, that Black students will thrive."

PPS CBSE - Board Adopted Vision

"Priority 1: *MSRD Racial Equity and Social Justice* Elevating Black and Native students and families by creating safe, inclusive environments that leverage cultural strengths where students see themselves represented."

Portland Public Schools - Middle Redesign

"We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students.

... These goals and targets strongly and transparently signal our need to double down on our equity work on behalf of our students to realize the promise of eliminating persistent, generational and unacceptable outcome gaps along the lines of students' race and ethnicity."

PPS School Board - Adopted Goals

"If we apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas—with an intentional focus on "equal outcomes" rather than "equal inputs"—students and families of color will experience more equitable outcomes."

Portland Public Schools

Research suggests that strategies to improve school climate and individual SEL could also improve the academic performance of students of color, thus contributing to more racially equitable academic outcomes.

NIH: National Library of Medicine - Racial Equity in Academic Success: The Role of School Climate and Social Emotional Learning



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2023-24 School Year
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6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$202,600.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.

8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Nonperformance:** As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:



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2023-24 School Year
Black Excellence Group

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #5 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	Budget to be managed and invoiced to the total spend for RESJ elementary vs. blended PreK		
Black Excellence program direction, implementation, + PD training (across 5 elementary schools, 11 cohorts for 19 weeks)	\$41,800.00		
BE Program Staff – elementary (12 staff) weekly rate \$400	\$80,270.00		
Ongoing collaboration and partner engagement with PPS leadership, qtlly meetings, thought leadership, trainings. Program Director (FTE) weekly rate \$900	\$14,250.00		
PreK continuation curriculum consulting	\$8,400.00		
BE Program PreK – Program Direction, Implementation, and BE Staff (across 3 elementary schools, 3 PreK cohorts for 22 weeks)	\$40,880.00		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each			



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proposed item)			
Cohort supplies bundle* (11 classroom program cohort supplies, invoice required upfront)	\$11,000.00		
Cohort supplies for PreK program* (3 classroom program cohort supplies, invoice required upfront)	\$3,000.00		
Administration General business expenses for 2023-2024 school year program (e.g. accounting, meals, parking, supplies, etc admin expenses)	\$3,000.00		
Total	\$202,600.00		

* To ensure program consistency and provide a turn-key scaling implementation, schools will each be provided with an upfront cohort kit of supplies to have classroom-ready supplies to conduct each of the weeks of programming. Materials and time to procure and assemble the class bundle sets of Black Excellence notebooks, program shirts, stickers, BE medals, room signage, student/family basic needs support, school fees, end of year celebration supplies and infrastructure subscriptions. Additionally, these classroom supplies are a class sets of pencils, multicultural crayons, multicultural markers, paper, and a community rug or excellence experience artifacts that will transform our space into the BE "family room". This budget item will be invoiced upfront as a one-time payment in August/September 2023.



Memorandum

TO: Portland Public Schools Board of Education

FROM: Renard Adams Ed.D., Chief of Research of Assessment and Accountability

CC: Guadalupe Guerrero, Superintendent

DATE: August 18, 2023

SUBJECT: 2023-24 RESJ Partnerships and Contract Amounts

This memo will provide an update on the 2023-24 RESJ partnerships in advance of contract approval requests at the August 22, 2023, Board meeting.

Background:

These contracts are part of the [Request for Proposal that was released in 2020](#) with the exception of Black Excellence Group, NAYA & Kairos whose contracts are under a Direct Negotiation Justification process.

Portland Public Schools/RESJ (Racial Equity and Social Justice) has been contracting with culturally specific and multiracial organizations to provide services in up to five strategies in order to improve outcomes for students of color in alignment with our vision: PPS reimagined. Organization submitted proposals to perform services responsive to any single strategy or multiple strategies.

These strategies include:

1. Culturally Specific Family Engagement
2. Wrap Around Services
3. Mentoring /Leadership Development
4. Extended Learning and Enrichment
5. Student Advocacy/Positive Cultural Identity Development

This is the last year that contracts will be renewed under the RFP listed above. A new RFP will be released during the current school year.

RESJ Partnership Programs Over \$150,0000 (Require Board Approval)

Proposer	Contract Amount	Program Summary
Black Excellence Group	\$202,600	<p>Strategy #5: Positive Cultural Identity Development and Advocacy</p> <p>Black Excellence Group will serve 250 students at 5 elementary school locations with our branded Black Excellence program: Bridlemile, Rosa Parks, MLK, and Markham, as well as a PreK cohort at Applegate, MLK, and Rosa Parks in 2023-2024.</p>

		For the upcoming school year there are two tracks of program work: A) the PreK Black Excellence Group programming age 3-5 year-olds and B) the elementary school Black Excellence Group programming grades K-5.
Black Parent Initiative	\$315,000	<p>Strategy #1: Culturally Specific Family Engagement BPI will engage a total of 8 parents/caregivers in individualized support (minimum contact 2x per month per family), 2 families in in-home tutoring (1x/month per family), 5 families annually in group activities (that occur an average of 1x per month, per school, with 12 families per event) and 8 youth in family group activities (that occur an average of at least once per quarter with 15 youth per event). Larger scale events with 20 participants will occur 2x per year.</p> <p>Strategy #5: Positive Cultural Identity Development and Advocacy BPI will engage a total of 75 youth to participate in group activities held an average of 1x per month, per school, with an average of 50 students per group. Through the art of film BPI will lead groups that will foster a sense of belonging, self advocacy, positive culture identity and a number of interpersonal and interpersonal skills aligned with PPS Reimagined Core Values. Students will obtain these skills and characteristics all while creating a documentary and a short film that will allow them to express themselves appropriately.</p>
IRCO	\$915,000	<p>Strategy 1: Culturally Specific Family Engagement: IRCO will engage a total of 60 parents/caregivers in individualized support (minimum contact 2x per month per family), 15 families in in-home tutoring (2x/month per family), 88 families annually in group activities (that occur an average of 1x per month, per school, with 10-15 families per event) and 50 youth in family group activities (that occur an average of at least once per quarter with 10-30 youth per event). Larger scale events with 100-150 participants will occur 1-2x per year.</p> <p>Strategy 2: Wrap Around Services: IRCO will engage a total of 85 youth in case management/wrap around support (contact 1x per week or 4 hours per month for 12 months), after-school group activities (minimum 2x per week per school for 27-32 weeks with average of 10-15 students per group). 75 parents/caregivers served annually. Minimum 1 contact per month for 12 months).</p> <p>Strategy 3: Mentoring and Leadership Development: IRCO will engage a total of 65 youth in mentoring services (minimum contact 1x per week or 4 hours per month). 50 parents/caregivers enrolled (minimum contact 1x per month). All 50 youth will participate in group mentoring activities held an average of 2x per month, per school, with an average of 5-15 students per group.</p> <p>Strategy 5: Positive Cultural Identity Development and Advocacy: IRCO will engage a total of 30 youth to participate in group activities held an average of 2x per month, per school, with an average of 5-15 students per</p>

		group.
Latino Network	1,427,000	<p>Strategy #1: Culturally Specific Family Engagement Juntos Aprendemos (“Juntos”) is a culturally specific, parent-child early learning program focused on family involvement as a key principle in building the foundation for children’s healthy development and success in school. Our program brings Latino children and their parents or caregivers to their neighborhood school for 30 weekly, 2 hour-long classes. Latino Network will engage a total of 54 families annually in group activities (that occur an average of 4x per month, per school, with 18 families per group) and 54 children in family group activities (that occur 4x per month per school with 18 youth per group).</p> <p>Strategy 2: Wrap Around Services Latino Network’s culturally specific programs are proven to support youth to achieve greater educational attainment. Recognizing that systems operate from a majority culture lens that is often neither equitable nor inclusive, Latino Network programs are designed to ensure the Latinx community has access to programming that speaks specifically to our cultural needs. Latino Network will engage a total of 146 youth in case management/wrap around supports 30 min per month enrolled, after-school group activities (minimum 1x per week per school for 30 weeks 50 parents/caregivers served annually. Minimum 2 contact per month for 9 months).</p> <p>Strategy 3: Mentoring and Leadership Development Latino Network’s culturally specific programs are proven to support youth to achieve greater educational attainment. Our school-based programs include culturally-specific after-school programming for Latinx students and parents through Conexiones (7th and 8th grades), Early Escalera (9th and 10th grades), Escalera (11th and 12th grades), and Colegio de Padres (family engagement for families with youth in middle or high school). Latino Network will engage a total of 51 youth in mentoring services 30 minutes per month). 20 parents/caregivers enrolled (minimum contact 1x per month). All youth will participate in group mentoring activities held an average of 4x per month, per school.</p> <p>Strategy 5: Positive Cultural Identity Development and Advocacy Latino Network will provide staffing and programming to support Latinx student affinity clubs and facilitate weekly Latinx affinity group meetings at each site. The groups will focus on cultural identity and students’ experiences within schools, home, and community to develop solidarity, support, and a sense of belonging. Group meetings and activities will provide connections and opportunities to relate to culturally specific role models and other resources. Each cohort will identify a student-led group project. Latino Network will engage a total of 240 youth to participate in group activities held an average of 4x per month, per school, with an average of 15 students per group.</p>
NAYA	\$330,000	Strategy 1: Culturally Specific Family Engagement

		<p>NAYA Family Center will provide after school tutoring and educational advocacy, working one-on-one with the students to help youth understand their academic strengths and to address challenge areas. Advocates will meet with students virtually, and when able to, in their schools and homes, as well as at NAYA, so that relationships can be built with educators and family members. NAYA will engage a total of 22 parents/caregivers in individualized support (minimum contact 2x per month per family), 10 families in in-home tutoring (2x/month per family), 34 families annually in group activities (that occur an average of 2x per month, per school, with 10 families per event) and 46 youth in family group activities (that occur an average of at least once per quarter with 20 youth per event). Larger scale events with 46 participants will occur 2x per year.</p> <p>Strategy 2: Wrap Around Services NAYA will focus on students in high school and eighth grade because of the importance of these crucial academic and transitional stages. Youth advocates, the parent involvement advocate, and after school program staff from the NAYA College and Career Center will work with schools to build relationships with identified youth participants, families, and educators. Staff will work with school personnel to collaborate and identify ways that youth, families, and schools will be best served through the wrap around services NAYA can offer. Contractor will engage a total of 34 youth in case management/wrap around supports (contact 2 x per week or 2 hours per month for 9 months), after-school group activities (minimum 2 x per week per school for 9 months with average of 15 students per group). 12 parents/caregivers served annually. Minimum 2 contact per month for 12 months).</p> <p>Strategy 5: Positive Cultural Identity Development and Advocacy NAYA’s Youth and Education Services programming provides opportunities for youth to explore and engage in culturally affirming activities and develop positive cultural identity. Programming includes a diverse array of enrichment activities with a strong emphasis on Culture, Education and Wellness through a decolonized lens. Outreach for these programs are conducted primarily through Youth Advocates who carry caseloads in Portland-metro area schools, as well as Title VI Indian Education programs in PPS. NAYA will engage a total of 30 youth to participate in group activities held an average of 2x per month, per school, with an average of 15 students per group.</p>
POIC	\$200,000	<p>Strategy 2: Wrap Around Services POIC+RAHS (Rosemary Anderson High School) will provide culturally specific and culturally responsive wraparound services to students who have transitioned from a Portland Public Schools (PPS) location to Rosemary Anderson. POIC+RAHS will offer students a variety of supports to promote student academic, emotional, and social success. This includes case management, academic tutoring and support, college prep, family engagement, workforce trainings, access to apprenticeships and internships,</p>

		<p>emergency support, credit recovery service referrals, student groups, progress monitoring, and more. POIC will engage a total of 60 youth in case management/wrap around supports (contact 2x per week or 4 hours per month for 9 months), after-school group activities (minimum 1 x per week per school for 27 weeks with average of 15 students per group). 30 parents/caregivers served annually. Minimum 1 contact per month for 12 months).</p> <p>Strategy 3: Mentoring and Leadership Development POIC+RAHS (Rosemary Anderson High School) will deliver a Peer Mentoring Program through which POIC+RAHS students provide group mentoring support for elementary and middle school students enrolled at Portland Public Schools. The program has engaged over 60 elementary and middle school students on discussions about bullying and prevention; mental health awareness and support for peers; goal setting; self-care; volunteerism; race relations and police interactions; and violence prevention and personal safety. NAYA will engage a total of 60 youth in mentoring services (minimum contact 1x per week or 4 hours per month). 50 parents/caregivers enrolled (minimum contact 1x per month). All 60 youth will participate in group mentoring activities held an average of 3x per month, per school, with an average of 6 students per group.</p>
REAP	\$290,000	<p>Strategy 3 - Mentoring and Leadership Development - REAP's mission is to proactively ignite, elevate and engage the next wave of leaders for the future now. REAP is a year-round multicultural leadership program committed to empowering diverse young leaders. REAP will engage a total of 100 youth in mentoring services (minimum contact 4 x per week or 128 hours per month). and parents/caregivers enrolled (minimum contact 1x per month). All 100 youth will participate in group mentoring activities held an average of 8x per month, per school, with an average of 25 students per group.</p>
SEI	2,050,000	<p>Strategy 1: Culturally Specific Family Engagement All of SEI's services to schools, students, and their families are guided by the SEI Relationship Model, which has been developed and validated over our 40 years of work in the local community; is grounded in Afrocentric values, culture, and experience; and is designed to foster positive human interactions, communication, and collaborative partnerships based on integrity and respect. SEI will engage a total of 75 parents/caregivers in individualized support (minimum contact 1x per month per family), 75 families annually in group activities (that occur an average of 1x per quarter, per school, with 10 families per event) and 4 youth and family group activities (that occur an average of at least once per quarter with 100 youth per event). Larger scale events with 75 participants will occur 2x per year.</p> <p>Strategy 2: Wrap Around Services Self Enhancement, Inc. (SEI) will provide comprehensive wrap-around support services at two of Portland Public Schools' identified priority sites: Jefferson High School (JHS) and Harriet</p>

		<p>Tubman Middle School through the SEI Whole School Model (WSM). The five key components of the SEI model comprise continued regular check-in's with students and their families on:</p> <ul style="list-style-type: none"> ● Individual Success Plans (ISPs), outlining SMART goals and action steps which address; ● academic objectives; ● life skills and social-emotional wellness; ● food security; and ● home safety (e.g., support systems, channels for emergency communication, resource and referral mechanisms). <p>Step Up will engage a total of 350-492 youth in case management/wrap-around support (contact at minimum 2x per week for 11 months), after-school group activities (minimum 2x per week per school for 32 weeks with average of 80 students per group). 150 parents/caregivers served annually. Minimum 1 contact per month for 12 months).</p>
Step Up - Open School	\$1,500,000	<p>Strategy 2: Wrap Around Services Open School's Step Up Program is an equity and relationship-based program designed to help freshman students successfully transition from middle school to and through high school. Step Up works with freshman, sophomore, junior and senior students to build the skills they need to succeed in high school and beyond. Step Up targets students identified by PPS as not on track to graduate utilizing the PPS Academic Priority designation and middle school administration, counselor and teacher referrals for enrollment.</p> <p>Case Management/Wrap Around Supports - Step Up Counselor at each site will have a base caseload of 20 students throughout the year. The students in the caseload will vary throughout the year, as students need changes. Counselors will serve up to 40 students per year. Counselors facilitate 3 student check-ins (approx. 30 minute in length,) per day during after school programming, 12 per week for a total of 360 minutes to members of their caseload per week. Step Up will engage a total of 120 youth across all three sites in case management/wrap-around support (minimum contact 2 check-ins per month (4 week period).</p> <p>After School Academic Support - Step Up programming occurs after school from approximately 3:30pm-5:30pm, Monday through Thursday. There are 7 Advocates per site. Each Advocate works with members of their cohort of students (15-20 per Advocate group) in a classroom setting. For 100% attendance, students are required to attend 2 sessions per every four offered, totaling 4 hours per 4 days of programming (which is usually 4 hours per week). Hours of attendance are recorded daily by Advocates and submitted to Admin weekly. After-school group activities offered (approximately 7 groups x per week (Mon-Thur) per school for 9 weeks per quarter with average of 7-10 students per group).</p> <p>Parents Served -</p>

		<p>Step Up communicates with family members throughout the school year. Advocates perform a minimum of 2 two-way communications (email, text, phone calls) per month. With 105 students per site, Advocates make approximately 210 two-way communications with family members per month during the school year. Advocates also make a minimum of 1 home visit per student family per school year. With 315 students across all sites, Step Up performs approximately 315 home visits per year. At each site, Step Up facilitates 4 Family Nights per school year, 1 per quarter. Each Family Night brings in a minimum of 25 family members per Family Night per site, with a total of 75 family members per quarter across sites. And totaling 300 family members per school year.</p>
Horizon Counseling Youth Empowerment Project (YEP)	\$190,000	<p>Strategy 3: Mentoring and Leadership Mentoring and leadership development will occur at each of the 4 schools assigned to the Youth Empowerment Project. YEP mentors will offer both individual and group student interventions. YEP establishes weekly group meeting times in alignment with the school schedules at each level (K-8 higher grades, middle and high school) in partnership with school administration and staff teams. Weekly groups will take place for students referred to our program by the counseling and staff team as well as parent requests. YEP mentors will work consistently with previous students as well as new YEP students. YEP will engage a total of 7 youth in mentoring services (minimum contact 1x per week or 2 hours per month). All 100 youth will participate in group mentoring activities held an average of 3 times per month, per school, with an average of 7 students per group.</p>

RESJ Partnership Programs Under \$150,000 (Provided for Informational Purposes)

Center for Intercultural Organizing (Unite Oregon)	\$65,000	<p>Strategy 3: Mentoring and Leadership Unite Oregon will serve 30-45 of students and engage in mentoring services (8 hours per month). All 45 youth will participate in group mentoring activities held an average of 8x per month, per school, with an average of 15 students per group.</p>
Chess for Success	\$95,000	<p>Strategy 4: Enrichment and Extended Day Chess for Success (CFS) will serve approximately 300 students, at 15 locations (20 students per site). Chess for Success (CFS) will provide after-school chess, and youth development, programming, along with weekend tournaments that offer opportunities for family and peer to peer engagement, to specific PPS schools that meet the school district's stated goal to "strategically utilize and invest resources in a targeted manner to achieve racial equity and social justice".</p>
Coalition of Black Men	\$120,000	<p>Strategy 3: Mentoring and Leadership Our mentoring enrichment program, "Dream Bigger," focuses on cultural identity, career exploration, self-efficacy, and leadership. Our target population is young Black men in middle school;</p>

		<p>however, no one is denied participation. We target to serve at least 15 students at each school we serve. The Dream Bigger program has adopted numerous, well-researched and prescribed approaches to engaging middle school Black boys in the US, to include having a timely and intentional curriculum that is implemented by capable and empathetic men who reflect the students' life experiences. The inclusion of team building exercises is intended to foster a sense of belonging. Group discussions are utilized to drive the importance of education; influence appropriate and address inappropriate behavior; and draw links between both negative and positive actions and their consequences. The student's participation in the Dream Bigger program will affect the student's behavior positively which will translate to a positive impact on the student's attendance, behavior, and academic achievement.</p>
Kairos	\$30,000	<p>Strategy 1: Culturally Specific Family Engagement KairosPDX Community Relations Team works to provide care and connection to families. KairosPDX Early Learning Network is an avenue for building community and supporting caregivers of children ages 0-5 through services and gatherings that provide research-based support and early childhood learning opportunities that prepare children for success in Kindergarten. KairosPDX will employ a Community Relations Team to build trusting relationships between home and school, strengthen partnerships with organizations that serve families, and host routine culturally specific events and workshops to build intellectual, social and human capital of families. KairosPDX Learning Academy is a culturally responsive K-5 public charter school that works to close the prolific racial achievement and opportunity gaps by cultivating confident, creative and compassionate leaders.</p>
Urban League of Portland	\$100,000	<p>Strategy 4: Extended Learning and Enrichment Urban League will serve 40 students and engage with school counselors, school social workers, teachers, school administration, and existing after school programming/partners to assist in recruiting effort and to create and implement meaningful programming that enhances the overall school culture and experience. Programming will immerse middle school students in art, technology, outdoor excursions, cultural awareness training and community services activities with an underlay of individual and communal social/emotional development. The enrichment schedule will be one day per week for each school beginning at 3:00 pm and ending at 6pm with programming being delivered at the school, at the Urban League, or virtually depending on meeting space availability, school needs, and District in person programming guidelines.</p>

RESOLUTION No. 6751

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	7/18/23 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 93701	Funding for Preschool Promise program.	\$3,822,000	K. Armstrong Fund 205 Dept. 5453 Grant 2291

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No Amendments to Existing Revenue Contracts



STAFF REPORT

Date: August 16, 2023

To: School Board

From: Ramzi Adas, Director, Records Management – Publication Services
Amanda Jones, Manager-Archivist, Records Management
Mary Kane, Senior Legal Counsel, General Counsel

Subject: Updated Student Education Records Board Policy 2.50.020-P

BACKGROUND

Portland Public Schools adheres to state and federal rules and policies regarding retention and archival of student education records. The Board has a policy that was adopted 6/1971 with a final amendment done 9/2002. In a twenty-year span of time, records types and retention schedules have changed and this updated policy reflects those changes. It is the district's responsibility to remain in compliance with these rules and laws.

RELATED POLICIES

2.50.021-AD Education Records Management
2.50.022-AD School Records Retention

ANALYSIS OF SITUATION

Student education records types have changed in the past twenty years as well as state and federal rules regarding the retention and archival requirements. Some records series have been eliminated and new ones added, automation has developed, and state and federal rules have been redefined to reflect updated student records types. The last policy update is over twenty years old.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Starting school year 2023/2024

CONNECTION TO BOARD GOALS

The proposed changes align with the Board's goal of following state and federal law.

STAFF RECOMMENDATION

Approval of updated policy.

ATTACHMENTS

- A. Redline copy 2.50.020-P
- B. Clean copy 2.50.020-P

2.50.020-P Student Education Records

7/26/2023 DRAFT

- (1) Education records are those records maintained by the ~~D~~istrict that are directly related to a student.
- (2) In addition to the protection and procedures included in this policy and accompanying administrative directive, students with disabilities and their parents have additional rights under federal and state law with regard to student education records. Those rights and procedures have been included in the Special Education Manual located on the ~~d~~District website [\[insert link\]](#).
- (3) The primary reason for the keeping and maintaining of education records for students is to help the individual student in ~~his/her~~their educational development by providing pertinent information for the student, ~~his/her~~their teachers and ~~his/her~~their parents/guardians. ~~These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.~~
- ~~(4) It is the policy of t~~The ~~D~~istrict ~~to~~ shall keep education records for students ~~to~~ conform as required by ~~with~~ state and federal laws and regulations.
- (5) Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the ~~student's~~students educational development.
- ~~(6) The district will develop administrative directives for the maintenance, access and release of education records as well as for preserving confidentiality and for challenging the content of those records.~~
- ~~(7) The district may withhold the grade reports, diploma or other records of students who owe fees, fines or damages until those fees, fines or damages are paid. Students or parents will receive written notice stating the district's intent to withhold records. The notice will include an itemization of the fees, fines or damages owed and will notify parents of their right to request a hearing. The district may waive fees, fines and charges if the student or parents cannot pay.~~
- (8) ~~The District has an affirmative duty to provide r~~Records requested by another school district to determine a ~~student's~~students appropriate placement ~~may not be withheld.~~
- (9) The ~~D~~istrict shall give full rights to education records to either parent, ~~or legal guardian~~, unless the ~~D~~istrict has been provided legal evidence that specifically revokes ~~or modifies~~ these rights. However, once the student reaches age 18, those rights transfer to the student.
- (10) A copy of this policy and administrative regulation shall be made available upon request by parents/~~guardians~~ and students 18 years or older or emancipated.

2.50.020-P Student Education Records

Legal References: ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ~~ORS 330.260~~; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to ~~ri0440~~; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR Section 300.501 (2000).

History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424; Amd ___/23

2.50.020-P Student Education Records

- (1) Education records are those records maintained by the District that are directly related to a student.
- (2) In addition to the protection and procedures included in this policy and accompanying administrative directive, students with disabilities and their parents have additional rights under federal and state law with regard to student education records. Those rights and procedures have been included in the Special Education Manual located on the District website [insert link].
- (3) The primary reason for the keeping and maintaining of education records for students is to help the individual student in their educational development by providing pertinent information for the student, their teachers and their parents/guardians. The District shall keep education records for students as required by state and federal laws and regulations.
- (4) Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's educational development.
- (5) The District has an affirmative duty to provide records requested by another school district to determine a student's appropriate placement.
- (6) The District shall give full rights to education records to either parent, or legal guardian, unless the District has been provided legal evidence that specifically revokes or modifies these rights. However, once the student reaches age 18, those rights transfer to the student.
- (7) A copy of this policy and administrative regulation shall be made available upon request by parents/guardians and students 18 years or older or emancipated.

Legal References: ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to 0440; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR Section 300.501 (2000).

History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424; Amd ___/23.



Date: August 16, 2023
To: School Board
From: Dr. Kimberlee Armstrong
Subject: Proposed Revisions to the Instructional Materials Policy 6.40.010-P

BACKGROUND

This policy was last amended in 2002 and was in need of updates both as to language and practices for the development and adoption of instructional materials. PPS is committed to equitable access to high quality instructional materials, as further defined through the [Instructional Roadmap](#). Educational Equity is central within this roadmap. PPS is committed to closing predictable outcomes of student achievement through the use of high quality instructional materials resulting in high quality teaching and learning outcomes. The adoption toolkit specifies community engagement, in stewardship of bond funds dedicated to curriculum. This commitment is also realized through high quality teacher professional learning and implementation of the adopted materials.

RELATED POLICIES/BEST PRACTICES

It is important to keep PPS policies in line with current and best practices.

FISCAL IMPACT

None

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no community engagement about the policy itself however, the District engages in extensive community engagement. See [Instructional Resources Adoption Toolkit](#)

TIMELINE FOR IMPLEMENTATION / EVALUATION

To be implemented upon adoption by the Board of Education.

STAFF RECOMMENDATION

To adopt the proposed amendments.

ATTACHMENTS

- A. [Redline Instructional Materials 6.40.010-P](#)
- B. [Clean Copy Instructional Materials 6.40.010-P](#)

6.40.010-P Instructional Materials Selection

The Board recognizes the important contributions that can be made to the instruction of young people by high quality educational and instructional materials enhance our students' learning and educational experiences, and they. It is the intent of the Board that such materials shall be available in the Portland schools. The Superintendent shall is therefore charged with the responsibility of establishing procedures for the selection of textbooks and instructional materials in accordance with state law, State Board of Education rules, and criteria to which will help realize the goals of education as enunciated by the State, and the District. and adopted District curriculum guides. Materials will be selected with consideration of their ability to address state and local common curriculum goals and content standards. In developing such procedures and in the selection and approval of textbooks and instructional materials for use in district schools, the following guidelines shall be followed.

I. Textbook and Instructional Materials Selection

- (1) Textbooks and instructional materials shall be selected on a designated schedule with the exception of those materials that are determined to be satisfactory with regard to content, as well as availability for replacement copies of textbooks/instructional materials and essential consumables. Ordinarily such selection schedules shall coincide with those of the State Board of Education.

II. State Approved and Supplementary

- (1) Textbooks and instructional materials adopted by the State Board of Education may be approved for use in District schools by the Office of the Superintendent.

III. Textbooks and Instructional Materials Not State Approved

- (1) Textbooks and instructional materials other than those approved by the State Board of Education to be used in the elementary and secondary schools shall require approval and adoption by the District's school Board of Education upon the recommendation of the Superintendent.

IV. Supplementary Books and Instructional Materials

- (1) Supplementary books, maps, library books, courses of study, instructional guides, all media materials, and other instructional materials in used in District schools shall require approval according to a process established by the Office of the Superintendent.

V. Guidelines for Inclusion

- (1) Criteria for selection of instructional materials shall include accurate

- portrayal of the diversity of our society, including the contributions of ~~both men and women,~~ and the roles and contributions of different racial, ethnic, **gender,** and religious groups to the development of Oregon and the United States.
- (2) ~~If instructional materials used selected by the dDistrict are not should be~~ free from bias or prejudice on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation, ~~staff has an affirmative responsibility to minimize the adverse effects of such bias or prejudice in any classroom where such materials are used. It is the duty of staff to interpret the material in the light of the policies, administrative directives and educational standards of the dDistrict, which reject discrimination or prejudice against any person on account of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.¶~~
- (3) ~~The Board expects, nonetheless, that~~ instructional materials (will/may) include controversial items which stimulate critical thinking and analysis of issues on the part of students. ~~in accordance with 6.20.010-P, Academic Freedom, 6.20.011-AD Academic Freedom in the Instructional Program, and 6.20.012-AD, Instructional Materials and Academic Freedom.~~
- (4) The ~~s~~Superintendent shall continue to advise publishers of instructional materials of the district's policies and administrative directives for inclusion and use, and to request them to submit instructional materials to the ~~d~~District that are consistent therewith.

VI. Use of Selected Instructional Materials

- (1) Administrators and educators shall implement the use of adopted instructional materials in relevant instructional areas.

VII. No fees charged for regular instructional materials and school-required technology.

- (1) In general, fees may not be charged for regular textbooks, other instructional materials, and school-required technology.
- (2) Fees may be charged for optional, extracurricular activities or for materials for individual projects in courses such as woodworking, metals, clothing design, etc., that are beyond the basic requirements of the class.
- (3) No student will be denied an education because of their inability to pay supplemental fees.

(4) Students may be charged for lost or damaged books, locks, materials, supplies, and equipment. The Superintendent shall develop administrative guidance for the charging of fees for lost or damaged items and criteria for fee waivers.

Legal References: ORS 336.035; ORS 337.120; ORS 337.141; ORS 337.150; ORS 337.260; ORS 339.155; OAR 581-01-0050 to fi0119; OAR 581-022-0045; OAR 581-022-0046; OAR 581-022-1520; OAR 581-022-1640; Improving America's Schools Act of 1994 (IASA), [P.L. 103-382], Title I, Sections 1001-1604/

History: Adpt 6/71; Amd 5/74; Amd 2/9/81; Amd 5/9/85; Amd 9/9/02; BA 2421; Amd __/2023_

PPS Board Operating Protocols Recommendations

I. Roles and Responsibilities

As elected members of the Board of Education for Portland Public Schools, our roles and responsibilities are outlined in Board policy and statute; these expectations and protocols do not replace or override Board policies, District administrative directives, or any applicable law.

Highlights of board responsibilities include:

- A. Establishing an overarching educational vision for the district and setting actionable district goals and guardrails to equitably provide the highest quality educational experience for each PPS student;
- B. Providing financial oversight and direction for the District, including reviewing and adopting a student-focused annual budget, establishing general financial goals, authorizing bonds, and exercising taxing authority;
- C. Hiring-and evaluating the Superintendent annually, and maintaining a mutually supportive relationship with the Superintendent in pursuit of established district goals;
- D. Focusing on policy making, goal setting, monitoring, and evaluation to further the goals and priorities of the District,
- E. Acting as an ambassador to the community, both sharing District information with the public, including working to make students and the community aware of the goals and priorities, and communicating public thought to the District.

As Board members do this work responsibly, we commit to:

- A. Honoring student voice; centering and prioritizing the voices and experiences of our students of color.
- B. Utilizing a Racial Equity Lens in decision-making with the goal of closing the achievement and opportunity gap for Black, Native American and Students of Color.

C. Respecting the role of the Superintendent as the chief executive officer of the District, which includes sole authority over directing employees with the exception of the employees in the Office of the Independent Performance Auditor whose work is directed by the Board of Education.

D. Making decisions as a whole Board only at public meetings. Individual members have no authority to take stand-alone action in policy or in district and school administrative matters or to speak on behalf of the Board without express delegation of authority.

E. Complying with Board policies, understanding our fiduciary responsibilities, and being aware that our actions at all times reflect on the integrity, reputation, and functioning of the District.

F. Encouraging and modeling constructive public discourse in Board decision making.

II. **Priority Setting and Board and Superintendent Evaluation**

A. Student Outcomes Focused Priority Setting

1. The Board will adopt a vision that describes what the community expects all students to know and be able to do. Then the Board will adopt one to five SMART goals that describe the high priority student outcomes that the District will focus on for the next three to five years.

2. The Board may adopt one to five guardrails that describe the high priority, non-negotiable values of the community that must be honored by the District as it pursues accomplishment of the goals.

3. The Board will align its work with the Board-adopted goals and guardrails. The Superintendent will develop a strategic plan and proposed budgets that align with the Board-adopted goals and guardrails.

4. The Board will monitor the District's progress in meeting these goals every month with an intention of investing at least half of its minutes each month in board meetings into goal monitoring.

5. Board Leadership will meet regularly with the Superintendent and key staff to evaluate past Board meetings and determine the agenda for upcoming Board meetings. The Board Leadership will solicit input from Board members.

6. Board leadership will regularly check in with the full Board regarding the Board meeting structure, progress on Board goals, and addressing Board member priorities.

B. Board Professional Development and Board Self Evaluation

1. The Board will self-assess its performance at least annually using a research-informed instrument that provides specific feedback regarding areas for improvement. Board leadership will regularly evaluate Board meetings and work sessions. All Board members are encouraged to provide feedback to the Board leadership to improve the Board's performance. The Board leadership will annually set expectations and priorities for Board professional development. Board leadership will annually review the Board Office budget to ensure there are sufficient funds to support the Board's professional development.

C. Superintendent's Evaluation

1. The Board will evaluate the Superintendent annually based on accomplishment of the Board-adopted goals and adherence to any Board-adopted guardrails. The Board will engage in a process that provides for thoughtful and deliberative discussion of the Superintendent's work based on those goals and guardrails at least annually.

2. The Board will check-in with the Superintendent quarterly to collaboratively assess progress toward achieving district goals, identify any barriers to success, and make course corrections as necessary.

III. Meetings

A. Agenda Creation

1. The Board Chair, Vice Chair, Superintendent, and/or designee(s) shall review the agenda before it is printed and the Board Chair shall have final authority over whether any item on the agenda is placed in accordance with Board policy. In making this determination, the Board Chair will prioritize items that the Board is legally required to consider or that have a direct impact on student achievement. All other agenda requests will be considered "optional" and will only be placed on the agenda if Board Leadership or a majority of the board determine that the item be a focus of the board's work.

B. Board Agenda Timeline For Regular Meetings

1. 12 Days Before Board Meeting: For each Board meeting, the Superintendent will provide a draft of all items to be considered – including legal documents, support materials, staff presentations, etc. – to Board Members at least 12 days prior to the Board meeting during which the items will be considered. The Superintendent will provide a draft agenda to the public and all appropriate supporting documentation at least 12 days prior to a Regular Board meeting. The Superintendent will always provide a substantiated recommendation for items that require Board approval. All consent-eligible items will be placed, by default, on the consent agenda. Once Board Members receive the materials, they may immediately begin submitting questions to the Superintendent. Any items not provided to the Board at least 12 days in advance will not be eligible for consideration and will be moved to the subsequent meeting agenda.
2. 8 Days Before Board Meeting: Board Members will have 4 days to submit questions about the agenda items to the Superintendent.
3. 5 Days Before Board Meeting: The Superintendent will have 3 days to create a Q&A document of responses to Board Member questions. This document may not indicate who asked which questions so as to avoid creating a serial meeting.
4. 4 Days Before Board Meeting: Board members will have by end of day four days prior to the board meeting to request items be removed from the “consent” agenda and placed on the “regular” agenda for discussion and consideration. If a board member requests an item be moved from the consent agenda, the Superintendent will immediately make the change.
 - If a majority of board members vote to remove an item from the consent agenda during the board meeting, this motion will table the item to the next regular board meeting's regular (non-consent) agenda.
 - If Board members need to recuse themselves from participation in an item on the agenda because of a conflict of interests, they must declare that in writing to the Superintendent and copy the Board Chair. If the Superintendent receives a declaration, they will create a second consent agenda item -- a “recusal consent” agenda -- to place items on that are subject to a conflict of interests so that Board members can vote on the standard consent agenda without voting on an item on the conflicted consent agenda.
 - In situations where Board Members have not identified conflicts in advance, they may still vote, “Aye, with the exception of contract x as to which I recuse myself” to remain in legal compliance.
5. 3 Days Before Board Meeting: The Superintendent will post the final agenda 72 hours in advance of the meeting. The Board meeting agenda must include a copy

of the Q&A document. No additional changes will be made to the Board agenda during the 72 hour period prior to the Board meeting.

6. Day of Board Meeting: No items may be added or removed from any part of the agenda by Board members during the Board meeting. Motions to that effect will be ruled out of order by the Board Chair. A majority of the Board can vote to add an item to a future board agenda.

C. Additional Meeting Expectations

1. Board members will be prepared for each meeting by reviewing materials in advance and agree to attend regularly scheduled Board meetings. Board members and board office staff will collaborate on scheduling special meetings and/or work sessions.

2. The times allotted at board meetings for each agenda item are estimates and are to be used as a guideline by the Chair in managing the meeting.

3. Board members agree to strive to start and end meetings on time.

4. Board members agree to uphold the legal requirement for confidentiality on all matters arising from Board executive sessions and any other confidential communications or information.

5. Board members agree to listen carefully and with courtesy when other people are speaking during Board meetings. Discussions between Board members will serve as a model for acceptable public dialogue. Members will seek to clarify issues by soliciting each other's points of view.

6. Board members are expected to cast a vote or abstain on all matters except when a conflict of interest arises and an abstention is dictated by the ethics policy.

7. If they miss a meeting, Board members and Leadership Team staff agree to review the video of that meeting to remain current on the Board and district's work.

8. Board members will submit all technical and tactical questions prior to the board meeting. The board should not expect the superintendent to be prepared to respond to technical or tactical questions that are asked, for the first time, during school board meetings. Instead, the superintendent will respond to those questions in writing during the following week's regular board update.

IV. Communication

A. Communication Between Board Members & Community Members

1. Board Members recognize that they may not speak on behalf of the Board unless authorized to do so; and may not commit the Board or staff to any particular action.
2. For general comments or feedback, the Board Member will:
 - Listen respectfully.
 - Relay information about the District in a manner that is constructive and that seeks resolution.
 - Provide the community member with information about how to contact the appropriate staff person, or if that is not known, to the Superintendent's designee for general comments. Board members will not contact District staff on behalf of community members.
3. For specific comments or complaints, the Board Member will:
 - Ask if the individual has followed the District's procedures and/or chain of command.
 - If the individual does not know the correct procedures or chain of command, the Board Member will refer to the appropriate staff member or, where appropriate, will provide information about the District's complaint procedures and the online system for filing complaints.
 - Board members will not contact District staff on behalf of community members.
 - The Superintendent will maintain a system to ensure that Board Members are informed of the resolution of any referred comment/complaint.
4. Board members should apply a racial equity lens to communications with constituents. Board members may hear more from communities and individuals who already have a lot of social capital in our system. Board members should proactively engage with historically underrepresented communities/constituents to broaden their understanding of the entire system.

B. Communication Between Board Members & Staff Who Do Not Report To The Board

1. Board Members will not initiate communication about District business with District staff except for the Superintendent or designee. This is intended to protect staff from inappropriate behavior from board members, not prevent staff from initiating communication with board members.
2. If contacted by District staff without the direction of the Superintendent, Board Members will follow the procedure, "Communication Between Board Members & Community Members". If the communication from district staff could have legal or

financial implications for the district, the board member should notify the superintendent.

3. Board members agree to communicate directly with the Superintendent or the Superintendent's designee when Board members have a substantive question, or when a significant concern about PPS operations is voiced by a staff member, student, parent, or other community member.

C. Communication Between Board Members & Staff Who Report Directly To The Board

1. The only staff members who report directly to the board are the superintendent and internal audit staff.

2. In their communication with staff who report directly to the Board, Board Members will recognize that the staff report to the Board as an entity and not to any individual Board Member, including the Board Chair.

- All requests made by Board Members should be made to the Direct Report or their designee and copy Board leadership.

- If a Board Member makes a written request for a document that already exists, the Direct Report will provide it no later than seven (7) business days after the request.

- If a Board Member makes a written request for a document that does not already exist that the Direct Report believes can be handled in fewer than fifteen (15) minutes of staff time to complete or create, the Direct Report shall provide the document no later than seven (7) business days after the request.

- If a Board Member makes a written request for a document that does not already exist that the Direct Report believes will take more than fifteen (15) minutes of staff time to complete or create, the Direct Report is required to:

- Notify the Board Chair; and
- With the Board Chair's approval, add the request to the next Board Meeting agenda for the full Board to decide on.

4. Any response to a question or request, whether written or verbal, that is submitted by a Board Member to a Direct Report of the Board must be shared with all Board Members in the weekly update that is emailed to all Board Members.

5. Board Members understand that most information requests to the Board's Direct Reports will be addressed in a weekly written update that is emailed to all Board Members each Friday unless the Direct Reports determines that a more immediate response is required.

6. Because the Superintendent reports to the Board as an entity, and not to any individual Board Member, only the Board as a whole may make obligations on the Superintendent's time or delegate authority to individual Board Members to do so.

7. The Board and Superintendent should operate on a “no surprises” basis. A high level of communication between board members, the superintendent, and senior staff is appropriate, desired, and beneficial.

8. When receiving questions from Board members, the Superintendent or designee will confirm receipt of the communication in a timely way and indicate how and when a response will be made.

D. From time to time, the Board may be required to make findings of fact that can be appealed to another government agency (e.g., personnel matters or charter school application hearings). In these situations, no Board member will discuss the substance of the matter with any person(s) directly involved in the issue, other than PPS staff, outside the formal hearing and deliberation process.

V. Requests for Information or Decision making

A. Providing Documents to Board for Review in Advance of Meetings.

1. The Board Chair and Vice-Chair(s) in consultation with the Superintendent will establish the agenda and major business agenda items for full Board meetings no fewer than 14 days prior to the Board meeting.

2. Notes from agenda setting meetings will be sent out to the entire Board by the Board chair. Board agendas are made up of action and discussion items, with reports from the Student Representative and Superintendent.

3. The majority of items that require Board action will be first reviewed in a Board Committee meeting, an executive session, or a Board meeting.

4. If a PowerPoint presentation will be given by staff during a Board meeting, it will be included in the Board packet as well, with the understanding that there may be changes at the final Board presentation and any changes will be noted for the Board. Copies of final materials and presentations will be posted as part of the meeting materials.

5. For contracts listed in the Business Consent Agenda, staff will provide memos for each Personal Services Contract and the actual contract will be available electronically to Board Members as requested. Memos and contracts will be posted as part of the meeting materials.

VI. **Committee Protocols**

- A. At the beginning of each academic year, the full Board determines the committee structure. Board leadership appoints Board members to create the membership and leadership of each committee. No committee may ever meet unless the Board chair has assigned:
 - 1. a specific written deliverable that the committee is to produce and
 - 2. a timeline for when the deliverable must be provided to the full board.
- B. Any time a committee ceases to have a current assigned deliverable and/or due date, it is immediately dissolved.
- C. Committees represent the full Board and are intended to provide a mechanism for deeper monitoring and analysis of board work –Committees are expected to keep the full Board apprised of important issues under their purview and produce recommendations for action to be considered for adoption.
- D. The annual agenda and meeting agendas for Committee and Task Force meetings are co- developed by the Committee Chair and staff lead[s] designated by the Superintendent, with input from the entire Board. Committee meeting materials will be provided at least 48 hours in advance of the meeting. Absent extenuating circumstances, committee meetings will be publicly noticed 48 hours ahead of time and agendas will be posted prior to the meeting.
- E. Recommendations coming from a Committee should be referenced in a written committee chair report for discussion items and resolutions for action items before the full Board.
- F. The Committee Chair will review all minutes before they are sent to the rest of the Committee and posted on the Committee web page.
- G. All Committee meetings will be recorded for record keeping purposes and are available upon request, excluding executive sessions.

VII. **Performance Concerns**

- A. Board Member Concerns About The Performance Of Staff Who Do Not Report Directly To The Board
 - 1. When a Board Member becomes concerned about the performance of District employees they must direct their concerns to the Superintendent or

designee. Board Members must remain cognizant that District personnel are the responsibility of the Superintendent, not the Board. Such concerns must be limited to:

- Actions by staff which are/could be illegal
- Actions by staff which are/could be violations of Board policy

2. No Board Member should speak publicly about concerns with staff performance without first completing the steps above.

B. Board Member Concerns About The Performance Of Staff Who Report Directly To The Board

1. In general, concerns that Board Members have about the performance of the Board's Direct Reports should model the District's belief in restorative practices by attempting to address the matter in a non-public, healing manner. That is the intention of the following steps that follow a graduated approach to performance concerns, except in cases of illegal conduct.

- In the event of alleged or suspected illegal conduct, Board Members should confer with the District's legal counsel about appropriate steps to take.
- Steps in this process should be skipped if compliance with the process would create a violation of open meeting laws.

2. If, at any time, a Board Member becomes concerned that a Direct Report may have (1) breached any term of the Direct Report's contract; (2) violated a Board Policy or Operating Procedure; or (3) failed within a reasonable amount of time to address a specific issue identified by the Board, the following process will be used:

- One-on-One Communication: The concerned Board Member will meet privately with the Direct Report to discuss their concerns in order to resolve the issue(s).
- One-on-One, Two-on-One, or Full Board Communication: If the concerned Board Member does not feel that the resolution is satisfactory, the Board Member may take their concern to the Board Chair. The Board Chair may choose to meet privately with the Direct Report, meet jointly with the Direct Report, or bring the matter before the full Board at a subsequent closed session Board meeting.

C. Board Member Concerns About The Performance Of Board Members

1. In general, Board Member concerns about the performance of other Members should model the District's belief in restorative practices by attempting to address the matter in a non-public, healing manner. In the event of alleged illegal activity, Board Members should confer with the District's legal counsel to determine if this process is most appropriate or if an alternative process would be more appropriate.

2. One-on-One Conference: If a Board Member believes another Member has violated the Conflict of Interest rules, Board Rules and Procedures, Board Policy, State or Federal law, it is the responsibility of the concerned Board Member to discuss the alleged violation directly with the other Board Member in private, unless the nature of the allegation requires immediate escalation to the Board Chair or legal authorities. Notably, the Board Member should not first go to other Board Members, social media, or anywhere else other than the Board Member who they believe has committed a violation. The Board Member may choose to include the Board Chair at their discretion.

3. Full Board Conference: If, after the one-on-one or small group conference, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the Board Chair may call a special meeting of the Board to determine whether the allegations are substantiated. During the special meeting one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to substantiate allegations, or a motion to find the allegations are unsubstantiated.

- Dismissal: A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order unless new information comes to light that was previously unavailable. A motion to dismiss allegations requires a majority vote to pass.

- Substantiated: A motion to substantiate allegations is the Board's formal assertion that the allegations are founded in evidence. This is an administration finding, not a criminal or civil finding. A motion to substantiate allegations requires a majority vote to pass.

If, after the special meeting of the Board to discuss the alleged violation, the Board determines that the allegations are substantiated, the Board should inform the Board Member in writing that the allegations have been substantiated and that the Board Member is to refrain from any further such behavior.

- Unsubstantiated: A motion to find the allegations are unsubstantiated is the Board's formal assertion that the allegations are not founded in evidence. This is an administration finding, not a criminal or civil finding. A motion to find the allegations are unsubstantiated requires a majority vote to pass.

4. Full Board Action: If, within the six months after the full Board has substantiated the allegations, the concerned Board Member remains unsatisfied that the substantiated violation has been addressed, the Board Chair may call a special meeting of the Board to consider the potential consequences for the violation. During the special meeting, in order for the alleged violation to be considered, one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to admonish, or a motion to censure.

- Dismissal: A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order unless new information comes to light that was previously unavailable. A motion to dismiss allegations requires a majority vote to pass.
- Admonition: An admonition is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact language of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass.
- Censure: A censure is an action that is a change in Board Member status that is permanent unless and until lifted by the Board via a majority vote of the Board. A censure serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to censure must be presented in writing and must contain the exact language of the alleged violation and the proposed censure. A copy of the motion to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires a 2/3 majority vote to pass. A motion to censure can only be lifted by a motion to dismiss censure that occurs at least one (1) meeting after the motion to censure was passed. If the censure is imposed by the Board, it carries two key enforcement elements:

**Timeline for Completion of Performance Evaluation
of Superintendent Guerrero
for the 2022-23 school year**

September

- Study Session on September 26
School Board receives disaggregated OSAS Spring 2022 student performance data and outcomes

October

- Executive Session #1 on October *
Superintendent meets with Directors and presents his self-evaluation
- Executive Session #2 on October *
Board will meet, discuss, and begin to outline draft of final performance evaluation
- Board designee will author evaluation document that reflects Directors' input and feedback
- Executive Session #3 on October *
Board will provide the Superintendent with his 2022-23 performance evaluation
- Board will adopt the Superintendent's final evaluation *

*Dates of the executive session to be determined.