

Agenda

1. Opening
2. Student Representative Swearing In
3. Superintendent's Report
4. Student and Public Comment
5. School Re-naming
6. Fall Reentry Update
7. Development of 2020 Bond Package
8. Board Leadership
 - 8.(a) RESOLUTION 6145: Election of Board Chairperson - VOTE *public comment accepted*
 - 8.(b) RESOLUTION 6146: Election of Board Vice-Chairperson - VOTE *Public Comment Accepted*
9. Policies for a Second Reading
 - 9.(a) RESOLUTION 6144: Students' Rights Regarding Searches of Person and Property
Policy 4.30.040-VOTE *Public Comment Accepted*
10. Board Committee and Conference Reports
 - 10.(a) Audit Committee
 - 10.(b) Intergovernmental Task Force
 - 10.(c) Policy Committee
 - 10.(d) Rose Quarter I-5 Advisory Committee
 - 10.(e) School Improvement Bond Committee
11. Other Business / Committee Referrals
12. Consent Agenda - VOTE *Public Comment Accepted*
 - 12.(a) RESOLUTION 6137: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority
 - 12.(b) RESOLUTION 6138: Revenue Contract that Exceed \$150,000 for Delegation of Authority
 - 12.(c) RESOLUTION 6139: A Resolution Regarding Depository Banks for the Funds of the Portland Public School District (School District No. 1-J, Multnomah County Oregon)
 - 12.(d) RESOLUTION 6140: Appointment of Budget Officer
 - 12.(e) RESOLUTION 6141: Appointment of Clerk and Deputy Clerks
 - 12.(f) RESOLUTION 6142: Appointment of Financial Auditor
 - 12.(g) RESOLUTION 6143: Adoption of Minutes
13. Adjourn

Renaming & Redefining PPS Places

Centering the Experience of
Black, Native, and Students
of Color
Through A Racial Equity
Design Process





Racial Equity and Social Justice at Portland Public Schools



PPS reImagined

Preparing Our Students to Lead Change and Improve the World

Core Values

Our enduring beliefs that will guide our actions toward our collective vision.

Graduate Portrait

A clear and ambitious picture of what the community wants our students to know, be, and be able to do, in order to prepare them to thrive.

Educator Essentials

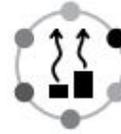
The knowledge, skills, mindsets, and dispositions needed from every adult to support the Graduate Profile in every PPS student.

Educational System Shifts

Changes to our priorities and operations that will help create the conditions for adults to do their best work in realizing the Graduate Profile in every student.



What Steps Is PPS Taking To Realize PPS reimagined?



**Racial Equity Aligned
Systems and Structures**



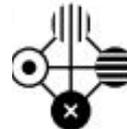
**A Connected and
Transformative School District**



**Transformative
Curriculum and Pedagogy**



**A Culture of
Physical and Emotional Safety**



**Cultivating Systemwide Learning
and a Diverse Workforce**



Theory of Action

IF...

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

...THEN

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

Preparing Our Students
to Lead Change and
Improve the World.



Racial Equity and Social Justice at Portland Public Schools



Core Value

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



Policy

In 2011, Portland Public Schools launched a Racial Educational Equity Policy and Five Year Plan to change its practices to eliminate the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories



Lens

Our Racial Equity and Social Justice Lens is a transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs.



Framework & Plan

The RESJ framework and plan intends to build on the successes of the initial equity plan while also critically examining opportunities to increase the effectiveness of Racial Equity and Social Justice practices through organizational change and system wide coordination.

RESJ Framework and Plan

Individual Readiness

We are individuals throughout the organization that are self aware of our racial identity and how that socially constructed identity has a profound significance and shapes all aspects of our lives.

PPS RESJ Professional Development Framework

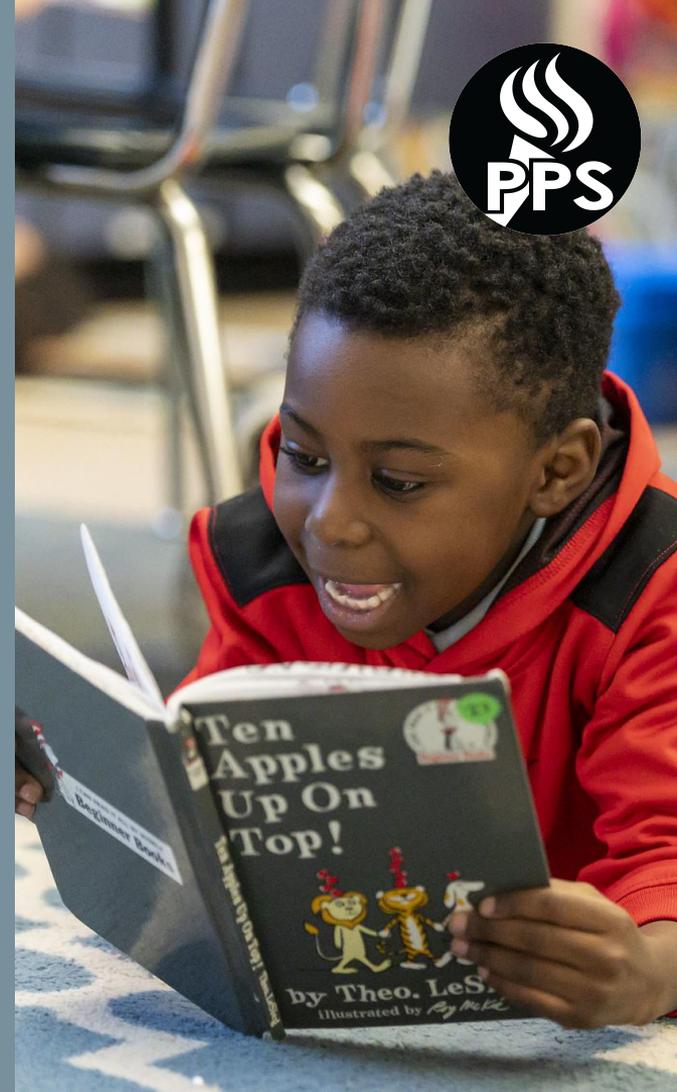
Organizational Culture

We are responsible for building a culture that proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization.

Build a positive, anti-racist culture

RESJ Systems

We are a school system that unapologetically embrace and braid RESJ practices and principles into the fabric of our dynamic system.



Goals: Student-Led Initiatives



Student Voice

Center student voice in the district's decision-making processes so that they have:

1. Ample opportunity to discuss how they experience school,
2. Facilitated discussions where they can express various viewpoints even if they are counter to dominant narratives,
3. A system for providing feedback to district leadership regarding school issues, suggestions, and desires and
4. Multiple means of expressing their perspectives on district/school issues.

Student Identity Development & Affirmation

Increase opportunities for students to develop a positive social identity and develop language and historical and cultural knowledge that affirms and accurately describes their multifaceted identity.

Goals: Teaching & Learning

Instruction

Identify, adopt, support and implement culturally responsive instructional practices.

Curriculum

Implement GVC across all content areas, ensuring equitable access and opportunity for all PPS Students by implementing a comprehensive, rigorous, and culturally responsive and sustaining core instructional program and integrating culturally and linguistically sustaining teaching practices.



Culturally Responsive/Sustaining Pedagogy



Culturally Responsive Pedagogy

1. The eradication of deficits-based ideologies of culturally diverse students
2. **The disruption of the idea that eurocentric or middle class forms of discourse, knowledge, language, culture and historical interpretations are normative.**
3. A critical consciousness and sociopolitical awareness that reflects an ongoing commitment to challenge injustice and disrupt inequities and oppression of any group of people.
4. An authentic and culturally informed notion of care for students, wherein their academic, social, emotional, psychological and cultural well-being is adhered to.
5. A recognition of the complexity of culture, in which educators allow students to use their personal culture to enhance their quest for educational excellence.

Critical Race Theory

- Counter-Storytelling
- The Permanence of Racism
- Whiteness as Property
- Interest Convergence
- Critique of Liberalism

Counter-Storytelling

Telling the stories of our BIPOC students, families and community can challenge and counteract racial inequities and catalyze the movement for racial justice.





Renaming & Redefining PPS Places

Background and Context

BIPOC Students attend schools and live in a city that venerate problematic, historical figures:

- Woodrow Wilson High School
- Blanchard Educational Student Center
- Jefferson Davis Park (Ridgefield, WA)
- Racist Slurs Permeate Oregon Geography

BIPOC Students attend schools and seldom get to see or learn about local or national BIPOC leaders.

Only in the past 5 years has the State of Oregon passed legislation requiring Ethnic Studies and Tribal History as part of core curriculum.

Culturally responsive instruction is not consistently practiced, and often school communities lack a counternarrative told by BIPOC students.



Policy:

2.20.010-P Naming District Property

Administrative Directive:

2.20.011- AD

Call to Action

Students and community members want more agency in determining who our school buildings venerate:

- Jackson MS
- Jefferson HS
- Wilson HS
- Lane MS
- Benson
- Alliance
- Kellogg



Our Approach

In 2018, the PPS Board of Education revised PPS' renaming policy to ensure the language in the policy was consistent, clear and provided the community with our organization's values for renaming school buildings. Following the completion of policy amendments, staff updated the Administrative Directive to align with the Renaming Policy. In 2020, our community--and nation--is in the midst of a uprising--in large part due to the energy and determination by our young people to disrupt the status quo which plagues individuals, culture and systems and policies all across our institutions.

As an educational organization dedicated to preparing students to lead change and improve the world, and in concert with the demands to dismantle systems of oppression, we will approach the analysis and potential renaming of our buildings by ensuring we:

- Integrate our evolving commitment to Racial Equity and Social Justice, one that centers the views and experiences of our Black, Indigenous and Students of Color.
- Strengthen the Administrative Directive by applying a racial equity community design process that incorporates acknowledgement and the dismantling of power constructs, dives deep into the history and subsequently strategies to heal as a community and one that co-creates and empathise with communities most impacted.
- Strengthen the process and approach so that our young people and broader community have a critical knowledge and the capacity to understand, interpret, analyze and express their perspectives regarding district or school issues.
- Align the process to PPS' outlined goals of racial identity development, student leadership and voice in our Racial Equity and Social Justice Framework and Plan.

Renaming and Redefining PPS Places Principles

Centered in Racial Equity and Social Justice

Student Centered - Student Co-Led

Equity Centered/Liberatory Design

Culturally Responsive/Sustaining Pedagogy

Coherence and Alignment

Reinforces Graduate Profile





Utilizing Equity-Centered Design

How do we apply it to an inclusive BIPOC student-centered process?

METHODS

Paseo Protocol

Empathy Interview

Composite User

Brainstorm

Looks Like/ Works Like

User Testing

Equity Pause

Notice Tool

AEIOU

POV MadLib

Brainwrite

Rapid Prototyping

Role Play Testing

Reflect Write

Constructivist Listening

Immersion

HMW

Constraints

Build to Learn

Storytelling

Dyad Convo

Need Statement

Levers

Think Aloud

Dyad Testing

EMPATHIZE

IDEATE

NOTICE

DEFINE

PROTOTYPE

TEST

REFLECT

Build Relational Trust

Liberatory Collaboration

Bias Toward Experimentation

Build Emotional Trust

Focus on Human Values

Focus on Human Values

Craft Clarity

Liberatory Collaboration

Focus on Human Values

Practice Self-Awareness

Embrace Complexity

Embrace Complexity

Bias Toward Action

Craft Clarity

Practice Self-Awareness

Notice Bias + Power

Practice Self-Awareness

Build Relational Trust

Practice Self-Awareness

Embrace Complexity

Embrace Complexity

Define Bias + Power

Bias Toward Experimentation

MINDSETS

Proposed Process to Amend the Renaming Administrative Directive

September 2020

Phase I: Scan - Refine the charge, review current administrative directive and procedures, conduct empathy interviews.

October - November 2020

Phase II: Case Study - Review and study Wilson HS renaming process and define issue areas and potential solutions (October - December 2020; Board Approval Tentative - December 2020)

December - January 20/21

Phase III: Ideate - brainstorm new/revised solutions

February - March 2021

Phase IV: Propose - draft AD and practice changes, propose to Superintendent

April 2021

Phase V: Reflect - develop six-month and subsequent annual review process for proposal.

Suggested Team Membership

Students:

- MS and HS
- Cultural Clubs/Leadership

Staff:

- RESJ
- Engagement
- OTL
- OSP
- Comms

Community:

- RESJ Partners





PORTLAND PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3200 / Fax: (503) 916-3110
Mailing Address: P. O. Box 3107 / 97208-3107

Date: July 13, 2020
To: PPS Board of Education
From: Guadalupe Guerrero, PPS Superintendent and
Dani Ledezma, Senior Advisor on Racial Equity and Social Justice
Subject: Superintendent's Charge RE: Renaming and Redefining PPS Spaces

This summer, amid a global pandemic, the glaring, systemic racism of our nation and its communities was brought to light for many. For over a month our community, like so many others across the US, has been in a continuous state of unrest as young people and Black, Indigenous and People of Color rise up to demand more of our institutions and put an end to systems of oppression. This collective movement has called all of us to action.

As leaders of Portland Public Schools, a 150-year-old preK-12 education system, we have the opportunity to channel the energy of this collective movement and to build upon the decades of work by Black, Indigenous and Communities of Color to disrupt the cultural and institutional racism that permeates our own system. It's tempting to dive into small tasks that journalist [Charles Blow](#) termed as "feel-good gestures that cost nothing and shift no power. They create no justice and provide no equity." Instead, he implores his audience to do "more than performative symbols of solidarity. We need more than narrow, chaste legislation."

It is this approach we implore our community to bring to our intentions and actions on the issue of renaming school buildings - a balanced approach that centers the voices and experiences of our students, especially Students of Color, and aligns with our racial equity and social justice framework and plan. While our students currently attend schools that venerate problematic historical leaders, they rarely have an opportunity to learn or see local - and national - leaders of color and therefore, school names must align to improving our teaching and learning efforts to give every student access a more robust learning experience that is culturally responsive, inclusive of a broader band of American culture, and critically stimulating.

Following the collective development and publication of our new district [Vision](#), Portland Public Schools has engaged with students, educators, and the community to reimagine how we can affirm and support our students through a positive and enriching school experience. Our theory of action clearly and unequivocally states:

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

Then...We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students who experience the greatest barriers, realizes the Vision of the Graduate Portrait.

Holding firm to our values of racial equity and social justice, PPS prioritizes our Black, Indigenous and Students of Color. We ground this work with a focus on positive school climate, adult-student relationships, students' sense of belonging, cultural responsiveness, and student physical and emotional safety. This improved relational trust and engagement of our students plays a foundational role in raising academic achievement of our students. The progress we have made since the start of the 2018-19 school year includes:

- Increased opportunities to hear student voices: we have hosted listening sessions and focus groups on key district issues including student safety, PPS policy updates, PPS's 2020-21 Budget and Investment Priorities, and the proposed Bond renewal. Student voice will be integral in the 2020-21 Reentry planning, and the Enrollment and Program balancing process.
- Alignment of resources to increase student support: as part of our planning for the implementation of the Student Success Act and Student Investment Account Application, we held our most diverse and wide-ranging engagement processes to date, to develop an investment plan that aligned our resources with the most important needs of our students.
- Adoption of the [RESJ Framework and Plan](#) and the kick-off of the RESJ Advisory Team.
- The adoption of the [RESJ Professional Development Framework](#) and first-year pilot RESJ training and partnership with the Center for Equity and Inclusion in which 10 cohorts participated in professional development.
- Re-centering our focus on building our students' sense of belonging, positive cultural identity development, and academic success.
- Start of a multi-year strategic planning process and identification of a set of initial [educational system shifts](#) that focus on the need to cultivate a school culture of physical and emotional safety where every student has a positive and supportive experience.

With this foundation, we will make more changes to realize a positive student experience. And in light of the nationwide call to action, we are proposing a process that aligns with our values, commitment, [RESJ framework and plan](#), and culturally responsive/sustaining pedagogy to **ensure that renaming spaces is not a hollow action untethered to an improved and affirming student experience in those spaces.**

Superintendent's Charge to District Leaders

We are tasking senior district leaders and staff, in collaboration with key stakeholders, to:

1. Establish a **Renaming and Redefining Committee**, co-facilitated with PPS students, to design a set of recommendations to improve our administrative directive and procedures for naming buildings.
2. The Renaming and Redefining Committee will utilize a Racial Equity Design Process to evaluate the current administrative directive and suggest improvements in alignment with RESJ.
3. The committee will commence in September 2020, after the start of the school year, in order to maximize student leadership and participation. The committee will complete a five-phase process:

- a. Phase I: Scan - Refine the charge, review current administrative directives and procedures, conduct empathy interviews. (September 2020)
- b. Phase II: Case Study - Review and study Wilson HS renaming process and define issue areas and potential solutions (October - December 2020; Board Approval Tentative - December 2020)
- c. Phase III: Ideate - brainstorm new / revised solutions in alignment with RESJ and Culturally Responsive/Sustaining pedagogy (December - January 20/21)
- d. Phase IV: Propose - Draft administrative directive and practice changes, propose to Superintendent. (February - March 2021)
- e. Phase V: Reflect - Develop six-month and subsequent annual review process for proposal (April 2021)

1. This committee will invite student representatives / District's Student Advisory Council / other student affinity groups, as well as staff from RESJ, Engagement, Office of Teaching and Learning, Office of School Performance, Office of School Modernization, Planning and Real Estate Management, Communications, School Administrators and educators. Staff and other stakeholders such as the RESJ partners will be important in our continuing efforts, the ultimate success of which will be defined, decided and declared by the students we serve.

1. Develop **clear guidance** for school communities about how the renaming process is aligned with culturally responsive/sustaining pedagogy at each school site.

1. Continue our **strategic planning process**, focused on direct student and educator engagement to promote the skills, mindsets, and dispositions of the Graduate Profile and Educator Essentials.

Alignment of Resources to Support this Work

Emphasizing student safety and school culture, the Superintendent's [2020-2021 strategic priorities, investment plan, and budget message](#) proposes to invest Student Investment Account (SIA) monies toward direct services to students and resources, programs and staffing that encourage students' sense of self, sense of belonging, and overall well being.

Our proposed investment plan includes:

- **Increased funding for Racial Equity and Social Justice strategies** to be executed by culturally specific organizations in six key areas:
 - Family Engagement
 - Wrap-Around Services
 - Mentoring and Leadership Development
 - Extended-Day and Enrichment Activities
 - Positive Cultural Identity Development and Advocacy
 - Crisis Response
- Increased funding to provide students, especially our Students of Color, meaningful opportunities to participate in **youth-led activities** such as student conferences and school-based **affinity groups**.

Coordination and Measuring Progress

We are tasking Shanice Clarke and the Community Engagement team to lead the Renaming and Redefining Spaces Committee as outlined above. We expect a quarterly progress report to help us monitor progress and maintain accountability.



Relmaging Education During the Pandemic



**PORTLAND
PUBLIC
SCHOOLS**

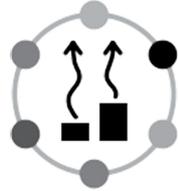
Brenda Martinek, Chief of Student Support Services

Dan Jung, Chief of Operations

Curtis Wilson, Principal Benson Tech

David Roy, Senior Director of Communications

Guiding Principles



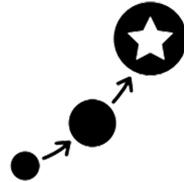
Center Racial Equity & Social Justice

System Shift: Racial Equity Aligned Systems, Structures & Culture



System Shift: A Culture of Physical & Emotional Safety

- 1. Ensure Health & Wellness for Our Staff, Students & Buildings**



System Shift: Transformative Curriculum & Pedagogy

- 2. Strengthen & Innovate the Instructional Core**



System Shift: A Connected & Transformative School District

- 3. Cultivate Connection & Relationship**





ODE Blueprint Guidance



OPERATIONAL BLUEPRINT FOR REENTRY



1. PUBLIC HEALTH PROTOCOLS



2. FACILITIES AND SCHOOL OPERATIONS



3. RESPONSE TO OUTBREAK

5. INSTRUCTION



4. EQUITY



6. FAMILY AND COMMUNITY ENGAGEMENT



7. MENTAL, SOCIAL, AND EMOTIONAL HEALTH



8. STAFFING AND PERSONNEL





ODE Blueprint Components (1-3)

1. Public Health Protocols
2. Facilities and School Operations
3. Response to Outbreak





ODE Blueprint - Building Level

Benson Tech - What is happening at the building level?

What types of decisions are principals having to make?





Re-Entry Progress

1. Capacity Analysis Completed for Physical Distancing Measures
2. Assessment of Bussing Capacity
3. Blueprint Plans in Process with Principals for ODE
4. Labor Union Discussions in Process
5. Communicable Disease Management Plan in DRAFT
6. Surveys Completed & Results Provided for Planning
7. Professional Development for Staff for Health Protocols, Online learning, & Social Emotional Support
8. Collaboration with Licensed Childcare Providers & Other After School Partners to Meet Needs of Staff & Community





Next Steps

1. Partner with DMGroup to include focus on special education discussion & planning
2. Provide engagement opportunities & feedback to planning teams
3. Communicable Disease Management Plan finalization & consultation with OHSU
4. Finalize learning options including online component
5. Identify high risk populations & develop plans for accommodation





Communications

- Communications Calendar: Weekly Cadence
- Multiple Platforms and Multimedia
- Reaching *Every* Family: Language Access and Community Partnerships
- Next Week: Begin Flagship Pieces





Questions?





Portland Public Schools

2020 School Bond Renewal



**PORTLAND
PUBLIC
SCHOOLS**

**Board meeting
July 14, 2020**



Proposed Bond Renewal Option	
BONDS TO IMPROVE HEALTH, SAFETY, LEARNING BY MODERNIZING, REPAIRING SCHOOLS	
<i>Shall Portland Public Schools repair, modernize schools; replace technology, and update curriculum; by issuing bonds estimated to maintain current tax rate?</i>	
Educational Improvements:	\$195.0M
Curriculum	53.4M
Technology	128.2M
Special Education Classrooms	13.4M
Health & Safety Projects	\$200.8M
ADA Accessibility	17.0M
Roofs	65.7M
Mechanical	75.0M
Security	25.9M
Seismic	17.2M
Modernizations & Rebuilds:	\$619M
Jefferson High School: Modernization	305.0M
Center for Black Student Excellence: Planning, Design, Pre-Construction	60.0M
Cleveland/Wilson High Schools: Planning, Design, Pre-Construction	40.0M
Benson Polytechnic High School: Completion	152.0M
Multiple Pathways to Graduation: Facility Construction	62.0M
Management (6%):	60.9M
Program Contingency (10%):	101.5M
Total	\$1.177B



PORTLAND PUBLIC SCHOOLS

Outstanding General Obligation Bonds – Actual and Projected Levy Rates

Fiscal Year ⁽¹⁾	Outstanding General Obligation Bonds								Total Assessed Value	% AV Growth	Actual Bond Rate	Taxes Collected ⁽²⁾	Projected Bond Rate
	2013A Bonds	2013B Bonds	2015A Bonds	2015B Bonds	2017A Bonds	2017B Bonds	2020 Bonds	Total					
	Debt Service												
2014	\$ 40,229,314	\$ 3,032,918						\$ 43,262,232	\$ 46,580,191,840	---	\$ 1.0890		
2015	42,330,750	2,702,600						45,033,350	48,544,520,565	4.47%	1.0854		
2016		4,257,600	30,453,394	12,611,447				47,322,441	50,812,802,433	4.16%	1.0951		
2017		4,384,275		44,355,175				48,739,450	53,227,456,836	3.98%	1.0623		
2018		4,518,125		27,512,925	76,117,749	7,881,359		116,030,158	56,163,333,260	5.11%	2.4182	95.5%	
2019		4,651,425		28,334,925	78,143,545	9,302,588		120,432,483	58,003,887,856	2.92%	2.4890	95.5%	
2020		4,792,425		29,185,925	18,540,960	71,527,588		124,046,898	60,851,556,260	4.99%	2.4053	95.5%	
2021		4,936,175		42,850,175		8,161,338	79,052,481	135,000,169	63,285,618,510	4.00%		95.5%	2.50
2022		5,086,925		10,517,425		8,407,838	59,505,800	83,517,988	65,184,187,066	3.00%		95.5%	1.50
2023		5,238,675		10,835,675		8,627,088	52,744,550	77,445,988	67,139,712,678	3.00%		95.5%	1.35
2024		5,395,675		11,158,675		8,829,588	54,382,300	79,766,238	69,153,904,058	3.00%		95.5%	1.35
2025		5,556,675		11,494,675		9,040,338	56,070,800	82,162,488	71,228,521,180	3.00%		95.5%	1.35
2026		5,725,675		11,836,425		8,833,088	36,353,800	62,748,988	73,365,376,815	3.00%		95.5%	1.00
2027		5,896,875		12,191,925		9,142,838	37,402,300	64,633,938	75,566,338,120	3.00%		95.5%	1.00
2028		6,074,675		12,556,975		9,458,838	38,481,800	66,572,288	77,833,328,263	3.00%		95.5%	1.00
2029		6,253,275		12,936,725		9,825,288	39,554,800	68,570,088	80,168,328,111	3.00%		95.5%	1.00
2030		6,442,075		13,327,975		10,211,888	12,800,300	42,782,238	82,573,377,954	3.00%		95.5%	0.61
2031		6,635,075		13,726,975		10,506,388	13,198,050	44,066,488	85,050,579,293	3.00%		95.5%	0.61
2032		6,836,300		14,137,800		10,920,288	13,498,050	45,392,438	87,602,096,672	3.00%		95.5%	0.61
2033		7,043,175		14,559,050		11,351,488	13,803,050	46,756,763	90,230,159,572	3.00%		95.5%	0.61
2034						11,803,938	15,638,700	27,442,638	92,937,064,359	3.00%		95.5%	0.35
2035						12,271,438	15,998,800	28,270,238	95,725,176,290	3.00%		95.5%	0.35
2036						12,712,938	16,405,650	29,118,588	98,596,931,579	3.00%		95.5%	0.35
2037						13,098,588	16,897,150	29,995,738	101,554,839,526	3.00%		95.5%	0.35
2038						13,489,438		13,489,438	104,601,484,712	3.00%		95.5%	0.15
2039						13,896,625		13,896,625	107,739,529,253	3.00%		95.5%	0.15
2040						14,311,813		14,311,813	110,971,715,131	3.00%		95.5%	0.15
2041						14,741,650		14,741,650	114,300,866,585	3.00%		95.5%	0.15
2042						15,184,838		15,184,838	117,729,892,582	3.00%		95.5%	0.15
2043						15,640,075		15,640,075	121,261,789,360	3.00%		95.5%	0.15
2044						16,104,600		16,104,600	124,899,643,040	3.00%		95.5%	0.15

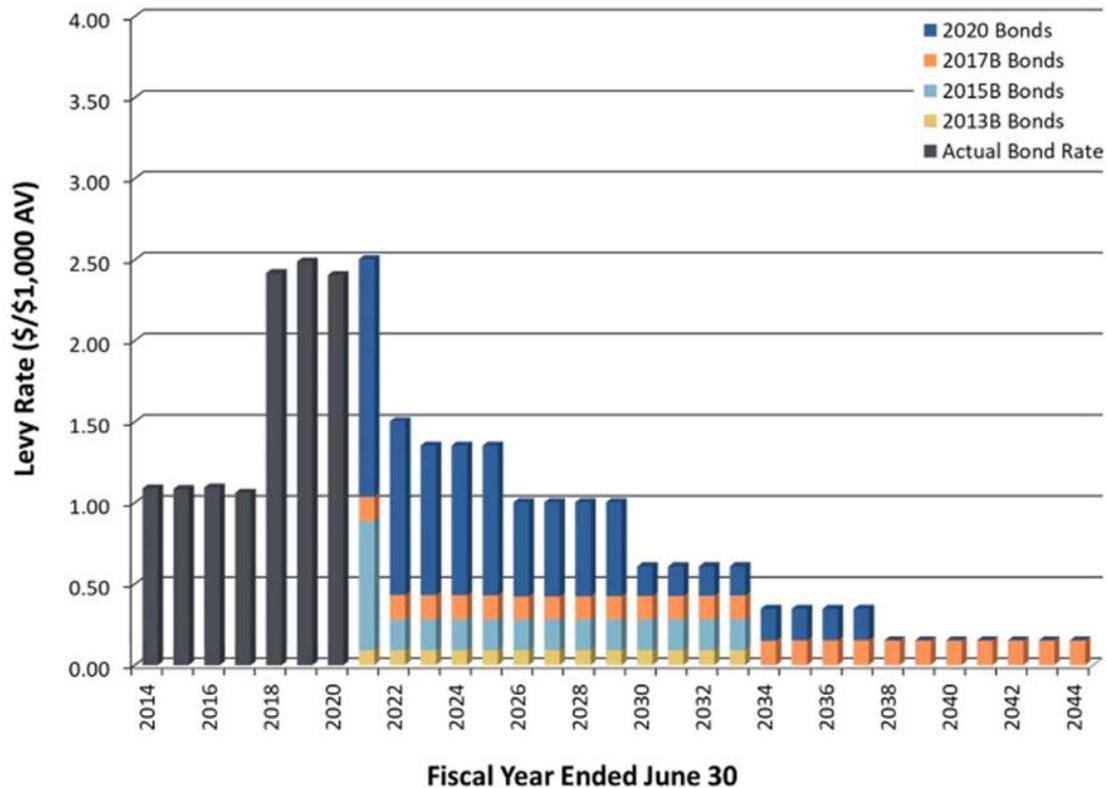
(1) Fiscal years ended June 30.

(2) Assumes collection year delinquencies will be offset by back tax collections.



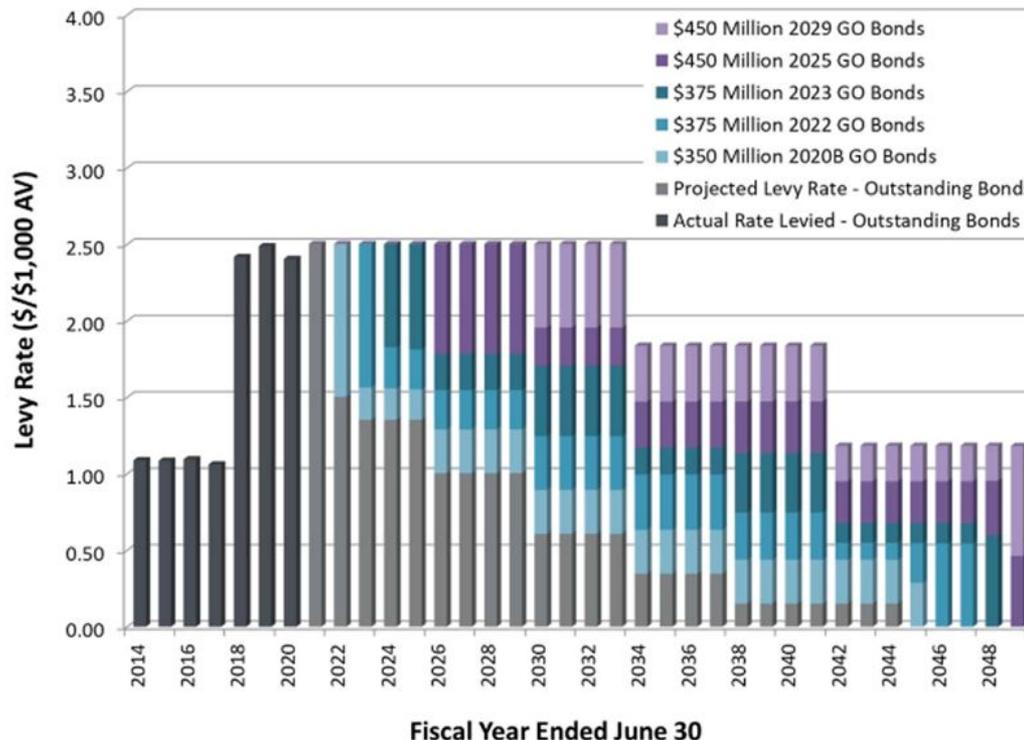
PORTLAND PUBLIC SCHOOLS

Outstanding General Obligation Bonds – Actual and Projected Levy Rates



PORTLAND PUBLIC SCHOOLS

Projected Levy Rates – \$1.1 Billion Nov. 2020 Authorization & \$900 Million Nov. 2024 Authorization



• Projected levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

Questions?





Date: July 13, 2020
To: Board of Education
From: Dan Jung, Chief Operating Officer
Subject: 2020 Bond Budget Summary

Over the past several months staff have developed potential 2020 bond scopes of work and associated costs, ranging from relatively small facility improvements to full school modernizations. This document provides a summary of the 2020 bond cost budgeting efforts to date.

OVERVIEW

All budgets are based upon the best available data. It's worth noting that data sources can vary in detail and specificity. Sources used for bond estimates include the recently completed Facilities Condition Assessment (these are "high-level" estimates based upon rapid visual inspections), completed project cost data (scope specific data but not project specific) and in the case of the high school modernizations, estimates from professional construction cost estimators, among other sources.

Cost estimates change over time as new information is learned and conditions change. To account for inevitable fluctuations various risk management strategies are used to contain costs and align scope with budgets. Examples we use include (i) utilizing project specific contingency budgets; (ii) including a robust program contingency budget; (iii) targeting a range of improvements for less defined scopes of work; and (iv) allowing flexibility in the bond language to modify scope and funding to address highest priorities as conditions change over time.

Staff has met with the Bond Accountability Committee (BAC) six times to review 2020 bond cost estimates, with the most recent meeting on June 30. Estimates in this update reflect input received from the BAC. Additionally the BAC will be provided the enclosed information to allow for any additional comments/recommendations to staff and the board.

The cost updating efforts over the past several weeks have not changed overall costs significantly. For example, in the table below Column A summarizes the 2020 bond option provided at the July 9 board work session (which primarily utilizes the estimating data from May 2020). Column B is the same option with the updated estimates. The total change is less than 1%.

	A	B	C (B-A)	
	7/9/2020 OPTION	7/9/2020 OPTION (UPDATED COSTS)	DELTA	
MODERNIZATIONS	620,000,000	619,000,000	-1,000,000	
EDUCATIONAL IMPROVEMENTS	179,044,000	170,844,000	-8,200,000	
PHYSICAL FACILITY IMPROVEMENTS	198,500,000	200,800,000	2,300,000	
CAPACITY	0	0	0	
CONTINGENCY & ADMINISTRATION	149,631,600	158,503,040	8,871,440	
TOTAL	1,147,175,600	1,149,147,040	1,971,440	0.17%
TOTAL - ROUNDED	1,150,000,000	1,150,000,000	0	0.00%

MODERNIZATIONS

CONCEPTUAL MASTER PLANS

In early 2020 staff completed Conceptual Master Plans (CMPs) for Cleveland HS, Jefferson HS and Madison HS. The goal of the CMP process was to provide a high-level scope of work for each project with an associated budget. After the November 2020 vote, all high schools that are included in the 2020 bond will complete the master planning process, which will include (i) additional community and stakeholder engagement; (ii) identifying the final modernization option; (iii) aligning the scope of the selected option with the district's High School Education Specifications; and (iv) finalizing the project budget.

The CMPs were informed by the district's High School Education Specifications, Design Guidelines and input from staff, stakeholders and the community. The construction cost estimates were provided by a professional construction cost estimator with additional design, permitting and other associated soft costs calculated based upon recent project data. Below is a summary table, including updated project budgets.

Jefferson HS	Preferred Option A	Preferred Option C	1000 Students	New Construction
Renovation / New Construction	Renovation	Renovation	Renovation	New Construction
Base Estimate	305,000,000 *	317,000,000	281,000,000	276,000,000
Base w/ Seismic Upgrade	311,000,000	323,000,000	286,000,000	281,000,000
Cleveland HS	Preferred Option 1	Preferred Option 2	Preferred Option 3	
Renovation / New Construction	Renovation	Renovation	New Construction	
Base Estimate	305,000,000	304,000,000 *	240,000,000	
Base w/ Seismic Upgrade	311,000,000	310,000,000	244,000,000	
Wilson HS	Preferred Option E	Preferred Option G	Renovation	
Renovation / New Construction	New Construction	New Construction	Renovation	
Base Estimate	252,000,000	251,000,000 *	251,000,000	
Base w/ Seismic Upgrade	256,000,000	255,000,000	256,000,000	

* Staff Recommended Option

JEFFERSON - NEW CONSTRUCTION OPTION

The CMPs are informed by the district's High School Educational Specifications which identify a student enrollment target of 1700 students. The CMP process for Jefferson reviewed several potential modernization options and identified 2 preferred options, both of which included a student enrollment capacity of 1700 and retained the original Jefferson High School building. Prior to completion of the CMP an additional 1000 student capacity option was requested and provided.

A fourth option was requested, after completion of the CMP, that included removing the original high school building and replacing it with new construction. This option is included in the updated cost information. Of note, the new construction option is not based on a specific layout, rather the costs are based upon an estimated building square footage and an assumed cost per square foot provided by a professional cost estimator.

SEISMIC

All new modernization projects meet building code standards for seismic safety. Additionally PPS's current structural standard includes increasing the structural system of one common space within each building to Risk Category IV (immediate occupancy). The intent of this increased structural component (typically the gymnasium or cafeteria¹) is to provide a potential structurally safe relief area if needed in the event of an emergency. Recent discussions have revolved around increasing PPS's standard to require all new construction buildings to meet the Risk Category IV structural standards. As requested, estimates to increase the structural system for new construction buildings to Risk Category IV are included in the modernization budgets as an independent line item.²

ESCALATION

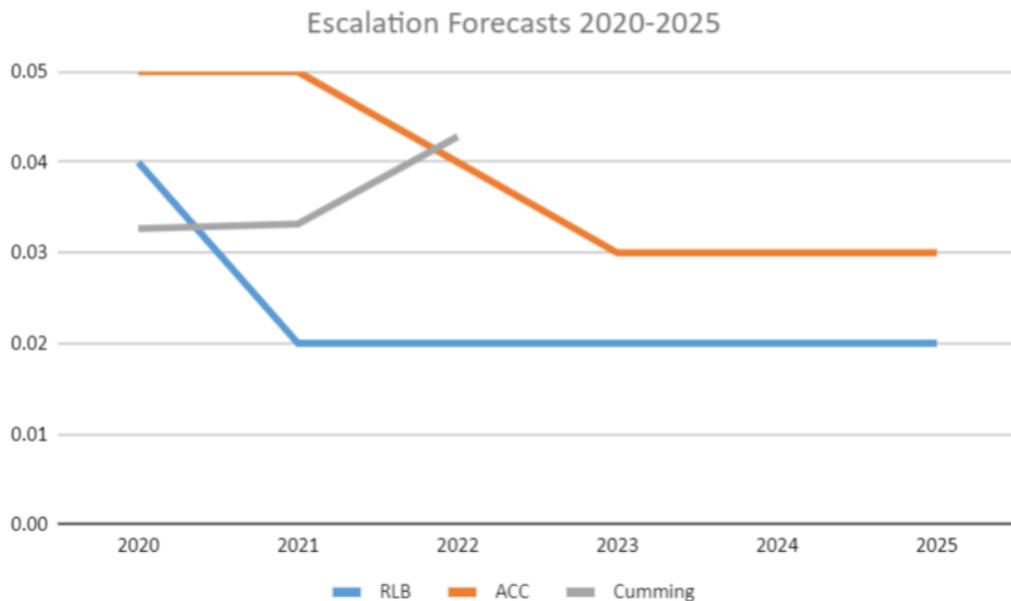
Staff have consulted with 3 professional cost estimators in recent weeks to update forecasted escalation rates based on the current market. Though some forecasts anticipate escalation rates to decrease in coming years, where others forecast an increase in rates, the overall trend appears to be a 3% - 5% increase over the next year, then dropping slightly in coming years.

For the appropriate scopes of work within this bond package, staff has utilized an escalation model that anticipates 4% growth for the next two years, then reducing to 3% growth for remaining years of each individual scope of work. Escalation is typically estimated to the midpoint of construction to account for timing of bidding and purchasing of materials and

¹ Current standards do not specify the space to allow projects to identify the space that is the most useful and has the least cost impact.

² Feedback from our professional cost estimator notes upgrading a building's structure from a Category III (Life Safety) to Category IV (Immediate Occupancy) will only add somewhere between 1-5% (often more toward the lower end of that range) to the total construction cost for a new build, depending on the building's size and geometry. Most CMP modernization options include a mixture of renovation and new construction, however the cost estimates do not separate renovation from new construction costs. For budgeting purposes, 2% has been added to the hard cost estimates for each option.

services, however exceptions do apply. Below is a table of the recent input received from the cost estimators.



2017 PROJECTS (BENSON AND MGP)

Though sometimes referred to as “Benson and MPG” or simply “Benson” the cost to complete all of the 2017 Bond projects is the delta between the total 2017 Bond project budgets and the estimate at completion. Each quarter OSM reports on the overall bond program status and updates the estimate at completion. The last report in May identified a delta of approximately \$202 million. Below is a simplified cost breakdown.

2017 PROJECT	BUDGET	ESTIMATE AT COMPLETION	DELTA
BENSON/MPG	78,702,500	357,728,000	279,025,500
LINCOLN	242,500,000	242,500,000	0
KELLOGG	59,811,150	59,811,150	0
MADISON	201,502,499	201,502,499	0
ACTIVE H&S PROJECTS	119,823,626	119,152,065	-671,561
ADMIN & UNALLOCATED BUDGET	190,197,087	113,826,392	-76,370,695
	892,536,862	1,094,520,106	201,983,244

Included in the estimate at completion is anticipated interest earnings from invested bond proceeds. Early investment projections anticipated total interest revenue of \$34 million over the life of the bond program, however due in large part to the current health pandemic, interest rates have recently dropped dramatically, reducing the overall anticipated revenue to approximately \$21.3 million, a reduction of over \$12 million. Below is a summary of the updated interest projections.

	Original Projection	Updated Projection	Delta
Earned Interest (Through August 2018)	6,500,000	5,582,726	-917,274
Earned Interest (Forecasted) 2017 Issuance	13,500,000	12,528,877	-971,123
Earned Interest (Forecasted) Future Issuance	14,000,000	3,143,898	-10,856,102
Total	34,000,000	21,255,502	-12,744,498

	2017 Issuance	2020 Issuance
FY2018 Actual	4,356,960	-
FY2019 Actual	4,885,069	-
FY2020 Preliminary	3,775,321	777,063
FY2021 Projected	2,197,669	1,673,696
FY2022 Projected	1,769,591	649,204
FY2023 Projected	1,114,163	43,935
FY2024 Projected	12,831	-
	<u>18,111,603</u>	<u>3,143,898</u>
		<u>21,255,502</u>

Based on this information, staff recommends budgeting \$214,000,000 to complete the 2017 Bond projects.

CLEVELAND & WILSON - MASTER PLANNING & DESIGN

Included in the potential 2020 bond scope of work are funds to continue master planning and designing of Cleveland HS and Wilson HS. The intent of these funds is to complete the master planning phase (including finalizing the project modernization option and budget) and proceeding into the design phase in anticipation of a future bond that will include the remaining funds necessary to complete construction.

The Lincoln and Madison projects expended approximately 5% of their total project budgets when they began construction. Taking into account project uniqueness and still undetermined final master plans and schedules, staff recommends allocating approximately 7% of the current preferred option budget for Cleveland and Wilson, which averages to approximately \$20 million for each.

A few notes:

1. It is anticipated that if the cost for this scope comes in below \$20 million, the savings would be rolled into the project budgets to complete construction.
2. The Cleveland and Wilson modernization estimates have been updated to reflect current escalation estimate percentages and durations.
3. The timing of this master planning and design is dependent upon the timing of the future bond (which influences when construction will begin).

CENTER FOR BLACK STUDENT EXCELLENCE

Included in the options for 2020 are funds to support and progress the concept of a Center for Black Student Excellence. It is important to note that this concept does not necessarily refer to a singular physical campus or facility, but rather envisions a broader definition referring to: a geographical community as well as an overall culturally-affirming approach and set of community-developed strategies, aligned towards promoting Black student excellence, from cradle to career. These funds represent a significant investment and step forward in further developing and realizing this vision of Black children, youth, and families thriving. The below table outlines the proposed scope and budget.

Amount	Line Item
\$2 Million	<p>Conceptual Design In concert with Black elders, youth and families, design a Center for Black Student Excellence that:</p> <ol style="list-style-type: none"> 1. Reflects the lived experiences and aspirations for Portland’s Black children; 2. Acknowledges Portland’s (Public Schools) trouble history with institutional, cultural and systemic racism, and centers a community engagement process that leads to healing between PPS (as an institution) and Portland’s Black community; 3. Establishes a robust Center for Black Student Excellence as both a physical built environment and as a designated set of culturally responsive strategies, immediate and long term plans and culturally-specific partnerships to advance Black student achievement in line with “PPS reimagined;” and 4. Is congruent with the Master Design Plan and Academic Programs of Jefferson High School.
\$14 Million	<p>Master Design Plan At minimum, the Master Design Plan should incorporate an interconnected early learning to eighth grade campus(es) congruent with the rebuild of Jefferson HS.</p>
\$2 Million	<p>Community Engagement and Project Management The Center for Black Student Excellence will require culturally specific strategies, outreach and engagement plans that center the lived experiences of our PPS Black families and students. This will require a dedicated team and resources to lead a meaningful process to realize the goals for the Center for Black Student Excellence.</p>
\$42 Million	<p>Construction and Implementation (Phase I) Based on the conceptual design and overall plan for the Center for Black Student Excellence, begin the phased implementation of:</p> <ul style="list-style-type: none"> ● Interconnected Early Learning to Eight Grade Campus(es) that is/are congruent with the Jefferson HS Master Plan and concepts for a Center for Black Student Excellence. ● Potential enhancements to schools in the Jefferson Cohort.
\$60 Million	Total Investment in Bond 2020 Renewal for Black Student Excellence

EDUCATION & FACILITY IMPROVEMENTS - UPDATED 07 13 2020

Beginning in March, staff have utilized the Educational & Facility Improvement Summary document to provide an overview of educational and facility improvement options and budgets. An updated Educational & Facility Improvement Summary is provided herein based on new information, refinement of scope and estimates, and recent feedback.

A few notes:

1. The curriculum scope of work has been updated to reflect full funding for the adoption of more comprehensive instructional resources and materials, across core subject areas (including language arts, math, science, the arts and social emotional learning) as well as resources to support more innovative PPS vision-oriented courses of study (e.g. climate justice, ethnic studies, middle school redesign, experiential education and portfolios, computer science).
2. All estimates (where appropriate) include the updated escalation rates.
3. The most notable decrease in cost is for the SPED Classrooms scope of work. As the estimating assumptions were re-reviewed, staff found some costs (such as overhead and administration) were being accounted for in multiple scopes and have updated the estimates.
4. The most notable increase in cost (with the exception of curriculum) is for the ADA scope of work. As staff re-reviewed the accessibility costs per square foot we realized we were using a lower per square foot estimate than appropriate based on recent work completed (particularly for the elevator work). These numbers have been updated. Please note: the scope of the work has not been reduced, only the estimated cost to complete the work has been reduced.
5. If one or more high schools are included in the 2020 bond, the scope of work for those schools will be reviewed and, if appropriate, removed. The most notable example of this is the ADA improvements for Cleveland, Jefferson and Wilson. Included in the ADA scope is approximately \$8.8 million for improvements at the three high schools, these funds would be removed if one or more schools are included in the 2020 bond. Staff are judicious and mindful of improvements to buildings that are scheduled for full modernization.

CAPACITY & ENROLLMENT

2020 Bond scenarios have included various potential scopes of work to support student capacity and enrollment. To date no specific capital improvements have been identified as required to meet capacity or enrollment needs, however the district is currently undertaking a multi-year enrollment review process that may result in capital needs.

At this time staff is not recommending a specific amount for capacity or enrollment needs, however staff recommends the 2020 bond include a robust program contingency and flexible

bond language that will allow program contingency funds to be allocated to capacity and enrollment needs if/when necessary.

ADMINISTRATION AND CONTINGENCY

ADMINISTRATION

Since 2012 bond administration costs have generally run in the 5% - 6% range. The table below provides an overview of the 2017 Bond program's current administration estimate.

2017		
Management	52,339,534	4.8%
Bond Issuance	5,000,000	0.5%
Corporate Activities Tax	4,400,000	0.4%
Owner Controlled Insurance Program	5,000,000	0.5%
TOTAL	66,739,534	6.1%

Several variables influence administration costs including the type of work managed (technology and curriculum requires less resources; health and safety improvements require more), duration of work, etc. OSM recently approximated a staffing model based upon the \$1.1 billion bond option and estimated total administration cost within the 5% - 6% range. Staff recommends budgeting 6% for program administration. Consistent with previous practice, any bond administration savings will be allocated to bond funded projects.

PROGRAM CONTINGENCY

Program contingency is a risk management tool used to buffer against unanticipated costs. Program contingency is available to cover costs including:

- Estimating errors
- Discretionary scope additions
- Higher than anticipated escalation costs
- Building code or zoning code changes
- Emergency facility needs
- Pandemic related cost impacts
- Additional staff and resources for community engagement
- Or any other unanticipated cost whether it be discretionary or nondiscretionary

It is worth noting that both the 2012 and 2017 bond experienced significant scope increases after passage of the bond. For example, after the 2012 bond vote the high school student capacity target increased from 1500 students to 1700 students, increasing the base high school size from 220,000 square feet to 280,000 square feet during the design of the Roosevelt and Franklin projects.

Anticipating unanticipated costs is by definition challenging, however a few sample scenarios that could require additional resources based upon the recent potential 2020 bond options include:

- Educational Improvements - though we have detailed many of the highest priority educational capital needs, PPS has many other areas that require attention as well including performing and visual arts, athletics, physical education, all user restrooms, CTE, etc. It's conceivable one or more of these categories of work may become a priority in coming years and require capital improvements.
- Facility improvements - recent estimates put the district's deferred maintenance needs at over \$2 billion, with many failing or near failing systems. It's reasonable to assume some additional categories of work may need capital support in coming years including (but not limited to) electrical systems, plumbing systems, playground equipment, exterior closure systems, fire sprinklers, etc.
- Capacity & Enrollment - as noted above the district is undertaking a multi-year enrollment review. Capital improvements to support enrollment needs are a possibility.
- Center for Black Student Excellence - the scope of the Center for Black Student Excellence effort is undefined, and though significant funds are being discussed to support this, additional funding may become necessary as the plans develop.

Staff recommends budgeting no less than 10% for program contingency.

A couple of notes:

- 1) All program contingency funds are ultimately allocated to and spent on capital projects.
- 2) Staff does not recommend forecasting bond premium or interest earnings in the bond budget. Though proceeds can be significant, they are also highly dependent upon the market and largely out of PPS's ability to influence.

EXHIBITS

- a. Educational & Facility Improvements Summary - Updated 07 13 2020
- b. High School Modernization Cost Summary
- c. Bond Options Comparison

EDUCATIONAL & FACILITY IMPROVEMENT SUMMARY

UPDATE: 07 13 2020

Staff has identified technology, curriculum and special education classrooms as priority scopes of work within the Educational Improvements category. Roofs, mechanical systems, security, seismic, and ADA were identified as priority scope of work within the Physical Facility Improvements category of work. Though both categories of work have many other essential needs, these scopes regularly rose to the top during discussions on need, priority and impact. Below are summaries of each.

EDUCATIONAL IMPROVEMENTS

TECHNOLOGY

Having a resilient and functioning technology infrastructure is an essential core for providing an effective school experience for our students, teachers, and staff. The technology infrastructure is critical in all aspects of the operations and functions throughout the district. The technology and network infrastructure provides the basis from which many of our most critical systems function. Starting with the Student Information System (SIS), our phone system which is our most critical element of communication, all electronic communication, access to our financial and human resources system (ERP), security access controls for our automated door locks, security cameras, paging systems, all require an up to date and well maintained infrastructure. Our classrooms and instructional materials are also dependent upon the same infrastructure to provide attendance, curriculum, communications (email, phone, and video conferencing), access to the Internet, electronic courses, learning management systems (LMS), instructional applications and a myriad of other resources. Without a healthy and well maintained core infrastructure all of those resources are at risk of failing at critical times.

Cyber security is also a component of a healthy core infrastructure. Technology changes rapidly and the advances in technology bring those same advances to the bad actors on the Internet. Aging and out of date infrastructure provides open opportunities to exploit the holes presented to be able to run malware, ransomware, and other acts of cyber crimes that put our student data, staff data, and critical resources at risk.

The infrastructure at PPS has been ignored and unattended to for many years and is so out of date that we are at risk of failing systems and leaving us vulnerable to cyber attacks. In order to provide the best educational opportunities, and in order to provide equitable access to all of the rich resources technology can make available, PPS needs a large investment to erase the technical debt that has accrued over the past 2 decades. The first, and best, of the three options presented below builds a plan to reverse the years of neglect and will bring our infrastructure up to an operational standard that will be reliable, resilient, secure, and more easily maintained. This investment will also provide the devices necessary for students to access all the abundant resources available in a fully realized digitally enabled school district. Additionally, it will lay the needed foundation from which we can build a cyber security

program to help defend against the myriad of bad actors and malicious attacks which are increasing rapidly across the country specifically targeting school districts.

Budget Options

A. \$128,200,000 - This option has been refined to align with a shorter Bond request timeline of 2-4 years. It does include all of the critical updates needed in the core infrastructure as well as classroom modernization, and device purchasing required to position us to transition to a fully realized Digital District with one-to-one programs in all of our schools. The significant adjustments in this Bond proposal are the removal of any equipment or device refresh options that would be delayed to be included in the next Bond ask from the community. Also, while we have included funds for the preparation for replacing our ERP solution, the actual replacement and transition funding are also being moved to the next Bond request.

Technology Projects	
Infrastructure and Security	\$39,600,000
Device Replacement	\$34,100,000
Classroom Modernization	\$26,600,000
ERP Replacement Planning	\$12,600,000
Implementation Services	\$15,300,000
	\$128,200,000

CURRICULUM

Portland Public Schools is committed to providing all students equitable access to a comprehensive, rigorous, equitable, and inclusive education. A core component of a comprehensive education includes students and teachers engaging with well-organized, high-quality resources that can be adapted to the needs of each class. A growing and compelling research base suggests that high-quality Tier I instructional materials can yield improvements in student learning outcomes equal to or greater than many interventions that are often more costly. A high-quality core curriculum can give educators within a school and across a school system a comprehensive and common foundation to organize the work they're undertaking at the classroom level and collaborate to develop together.

We must also reimagine learning for our students and build learning environments that are rich in digital and print materials to deepen engagement, expand access to information and content, and cultivate creativity. A digital rich environment provides extensive opportunities for more personalized learning options, anytime, anywhere while supporting students in attaining deep concepts and developing 21st-century skills. It allows educators flexibility to design and differentiate learning experiences based on their students' needs and strengths.

Portland Public Schools has not been able to prioritize the adoption of comprehensive print and digital instructional materials in the last ten years; as a result, students and teachers have been using outdated instructional resources that have impacted teaching and learning. The funds requested would support the purchasing of curriculum in core content areas such as language arts, mathematics, science,

social-emotional learning, social sciences, English as a second language, and the visual and performing arts. This investment would not only bring instructional resources current, but would also allow the district to get back on the state's materials adoption cycle and comply with ODE's Standards for Public Elementary and Secondary Schools. For the first time in decades, PPS would have a comprehensive offering of high-quality instructional resources for students across grades and nearly all subject areas.

Budget Option

\$53,444,000 - Full funding would allow for the adoption of comprehensive and current instructional materials, across core subject areas, including language arts, math, science, the arts and social emotional learning. This would lead to a) students working with high-quality, standards-based instructional materials, and, b) would allow for a return to the Oregon textbook adoption cycle.

In addition, funding at this amount would allow for the introduction and expansion of the ethnic studies instructional program, across K - 12, over the next 3 years. With an emphasis on black and Native studies, the funding would allow PPS to reflect its Vision and Theory of Action. Funding would allow for a more comprehensive implementation of the Climate Justice Initiative across K - 12.

An important priority the bond would support is the Middle School Redesign. A key aspect of the district's vision is the design and implementation of more authentic, real-world learning experiences for our students across PK - 12. The Middle School Redesign initiative focuses on such experiences, including project-based learning, work-based learning, and problem-based learning opportunities. This requires more authentic measures for assessing student learning. Students will have the opportunity to perform real-world tasks with a high cognitive demand that demonstrates clear application of relevant knowledge and skills. These experiences reflect authentic, real-world situations. The portfolios would support such learning and assessment.

The Middle School Redesign will include piloting the MSR model, representing the effort to celebrate adolescence as consequential and full of promise—the transition between childhood and adulthood and the developmental stage when the search for identity is an individual's paramount endeavor. Though this signature trait of adolescence can manifest as rebellion and cause a clash with societal and school expectations and norms, it's also each student's chance to chart a course toward a fulfilling life and career. This is the age at which students begin to tackle abstraction, grapple with complexity, and envision infinite alternatives and solutions—ones that as adults we had never imagined. Funding the MSR efforts would allow us to, both tap into and nourish this wellspring of energy, optimism, and creativity, while supporting youth through any personal and academic challenges they encounter.

Collectively, the ask represents a concerted effort to provide more integrated instruction that acknowledges students as partners in their learning. It allows us to move from adult advocacy to student agency. To achieve this, we need to set a solid foundation, temporary yet solid scaffolds, and opportunities for students to engage in leading their own learning. Doing so, in a more integrated manner, where disciplines leverage each other, and enhances the relevance of each, can lead to

higher-impact learning. The funding would provide the necessary resources to engage in more intentional teaching and learning experiences in both the virtual and in-person learning space.

SPECIAL EDUCATION

The educational suitability assessment completed as part of the FCA identified many District facilities as poor or unsatisfactory to deliver special education (SPED) programming. Many of the SPED instructional spaces receiving this designation scored low due to inadequate storage, poor acoustics, and suboptimal location within the building.

Planning & Real Estate staff began meeting with the SPED leadership in August 2019 to outline capital investments that could improve SPED spaces. Through subsequent questionnaires and interviews SPED leadership identified flexible, portable furniture and equipment as high priority investments for SPED classrooms. Examples include mobile storage units, soft seating, and portable room partitions. This approach offers a balance of flexible, adaptive classroom configurations with visual and acoustic mitigation to support distraction-free, small group instruction.

Budget Options

A. \$13,400,000 - Provides the resources to equip or update the current focus option classrooms in the District with furniture and fixed equipment aligned with PPS standards and identified by SPED leadership as high priority investments for classroom improvements. The District currently supports 82 focus option SPED classrooms; many of these classrooms are overcrowded so some allowance for expansion is accounted for here. Beyond furniture and equipment aligned with PPS standards, this option includes an allowance for classroom modifications. These modifications include acoustic baffling, replacement of fluorescent lights with dimmable LEDs, and built-in casework, to name three important examples. Combined, the addition of District standard furniture and equipment with classroom modifications will support both the instructional requirements of special education staff and the sensory-needs of our students.

B. \$8,100,000 - This option would include the same set of improvements outlined in the above option (A) but would affect fewer classrooms. The amount proposed is the mid-point between option A and option C, outlined below.

C. \$2,500,000- This lowest amount would cover the purchase and installation of furniture *only*. The option would offer some ability for SPED staff to create small, structured instructional spaces within classrooms but would be limited in its ability to provide a distraction-free learning environment. Perhaps most importantly, this option would offer the least ability to create sensory support spaces within classrooms, potentially exacerbating incidents of emotional dysregulation.

ADDITIONAL SCOPES OF WORK

In addition to the above priorities, PPS has many educational improvement needs including physical education (PE), athletics, visual and performing arts (VAPA), among others.

The educational suitability assessment identified visual and VAPA and PE as programs underserved by our facilities. In both cases, facility constraints around available space for existing programs were observed. Regarding PE, there are currently nine schools in the District without dedicated gyms (i.e. PE takes place in dual-purpose spaces such as cafeteria-gyms). To be sure, these dual-purpose spaces present significant challenges to fulfilling the number of PE minutes required by state law (HB 3141). Outdoor covered play structures offer a viable option to extend the space available for physical education. Across the District's K-5s, K8s, and MSs, 46 currently *need* covered play structures. District staff are working to develop a prototype to expedite the design and permitting process for these structures.

Regarding visual and performing arts, the educational suitability assessment identified 18 schools with VAPA programming without dedicated visual or performing arts spaces. In such cases, arts programming migrates between general-use classrooms, often without vital facility supports such as sinks, storage, and tackable wall surfaces.

Athletics is another area that could benefit from significant capital investment. Many of PPS's sites lack the facilities to provide robust athletic programming and events. PPS athletics will be a part of the forthcoming capital planning efforts that will identify overall needs and priorities. Some athletic capital needs have already been identified, including Grant Bowl, West Sylvan fields, turf fields at various high schools, etc.

PHYSICAL FACILITY IMPROVEMENTS

ROOF

Maintaining roofing systems is essential to creating spaces conducive to learning and avoid serious facility conditions such as:

- **Structural deterioration:** Continual exposure to water exposes wood in roofs to mold and rot. This can weaken the framing considerably and cause a roof collapse which is a serious threat to your personal safety and the structural integrity of your home.
- **Interior damage:** Like water, the problem can trickle downward causing damage to the rest of your building, including ceilings, flooring, electrical systems, furniture and equipment.
- **Health problems:** Wet and damp conditions promote mold growth and create unhealthy conditions.
- **General inconvenience:** Smaller issues are easier to fix than large ones. A badly damaged roof takes days to repair which is a major inconvenience, not to mention the impact it can have on your energy bills and overall comfort.

The FCA identified approximately 150 deficiencies in categories 1-4 at over 60 sites. Roofing components that need to be repaired or replaced can range from relatively small scopes such as broken access hatches, to large concerns including deteriorated roofing membranes and regular water leaks. Anticipating the performance of any individual roofing is an inexact science, however staff estimates

approximately 30 sites will require a full or majority roof replacement in the next 5-10 years with about 25 of those needing replacement within the next 3-4 years.

Budget Options

A. \$65,700,000 - Based on the current information available this amount is Staff's best estimation of the budget needed to respond to critical roofing needs over the course of the bond (approximately 12 roofs). Some roofs are likely to perform better than currently anticipated while others worse. Additional budget could be made available from Program Contingency to address additional roof needs that may arise during the course of the bond program. This option provides for approximately 4 roofs per summer.

B. \$49,300,000 - An alternative option is to budget the amount to address the sites estimated to require full or major roof replacement over the course of the bond (approximately 9 roofs). This option provides for approximately 3 roofs per summer.

Notes:

- Staff anticipate being able to replace 3-4 roofs per summer. This is also approximately the number of roofs per year to keep up with the life cycle of roofs.
- Roof replacements often include ancillary scope of work including roof level seismic improvements, additional building insulation, replacing outdated rooftop equipment, etc.
- Consistent with current practice, staff will convene regularly to review current roofing conditions and reprioritize/sequence roofing work based upon facility need.

MECHANICAL

Mechanical system impacts to teaching and learning spaces range from simple discomfort (both hot and cold) to poor indoor air quality, costly emergency repairs and even school closures due to lack of heat. Along with roofs, mechanical deficiencies are PPS's largest facility need with dozens of schools having major mechanical system components in currently critical condition. Temperature issues are the most common complaints from school staff with over 6,000 mechanical system work orders submitted last year alone.

The FCA identified approximately 1,800 deficiencies in categories 1-3 at over 80 sites, with the majority of the deficiencies noted in category 1 (Currently Critical) or 2 (Potentially Critical). Additionally the FCA identifies over 50 sites that have repair/replacement costs exceeding \$1 million.¹

Mechanical systems have many complex, dependent components making it challenging to predict a system's performance, identify the root cause of failure, design needed fixes and estimate the total cost. Detailed assessment by professional mechanical engineering firms is necessary to determine how to resolve a failing or poor performing system. However, based upon the FCA data, it's reasonable to assume many of the systems that have estimated costs exceeding \$1 million in categories 1 and 2, will

¹ The FCA estimates hard costs only. This estimate excludes projects costs including design, permitting, escalation, management, and contingency.

require full or majority system replacements in the coming years. Additionally, it is reasonable to assume many other systems will require significant capital expenditure to maintain performance.

Staff estimates full mechanical system replacements average approximately \$10 million (depending on type of system, size of school, hazardous materials present, condition of ductwork, etc.). The FCA data points to large portions of systems in the majority of the schools needing significant repair or full/majority system replacement. Considering contractor availability, staff capacity, impacts to schools with these and other major capital projects, staff estimates approximately as many as 5 large mechanical system projects could be completed annually, plus additional smaller projects.

Budget Options

A. \$75,000,000 - Staff recommends budgeting to complete 5 large mechanical projects each year at an average cost of \$5 million per project (assuming some projects will require full system replacement, while others will require only targeted improvements). This amount would address approximately 15 of PPS highest priority sites. Additional smaller projects would also be completed over the course of the bond. Additional budget could be made available from Program Contingency to address additional HVAC needs that may arise during the course of the bond program.

B. \$45,000,000 - An alternative option is to estimate completing 3 large mechanical projects per year. This amount would address approximately 9 of PPS highest priority sites.

Notes:

- Staff anticipate being able to complete as many as 5 mechanical systems per year. Work would largely take place over summer with some work also taking place during the Fall (before the heating season begins).
- Staff will convene regularly to review current mechanical system performance and reprioritize/sequence work based upon highest need.

SECURITY

PPS staff, students, parents and community members regularly emphasize the need for improved security systems throughout the district. The 2017 bond Secure Schools project is currently installing electronic access controls systems, updated public address system speakers, and other improvements at all schools in the district, but additional improvements will be of significant value.

Staff estimates \$25,900,000 will support adding locking hardware to all classroom doors throughout the district, along with additional security cameras and updated intrusion alarm systems.

Budget Options

A. \$3,800,000 - Staff estimates this amount will allow for the District to upgrade all classroom door locks to the current district standard that allows for a door to be secured from the inside of a classroom. Currently the majority of classrooms throughout district require use of a key or of a sub-standard lock to secure a classroom door.

B. \$19,800,000 - Staff estimates this amount will allow for additional surveillance systems. The estimate is based on \$1.56/Sq.Ft. plus contingency and lifecycle support costs. The majority of non-modernized schools are limited to one surveillance camera. A single camera is not adequate in monitoring, deterring or preventing unwanted activity.

C. \$2,300,000 - Staff estimates this amount will allow for the upgrade and/or replacement of intrusion systems in all non-modernized buildings. The existing intrusion systems are antiquated. Systems do not allow remote programming and cannot be integrated with other building security systems (access control/surveillance).

SEISMIC

Although all new and modernized facilities meet seismic code requirements, and a number of PPS sites have received incremental seismic improvements in recent years via with roof replacement projects or other targeted improvements, few of PPS current buildings meet current seismic code.

Seismic deficiencies were not a scope within the FCA, however reviewing previous cost estimates places the total cost to bring all PPS sites up to current code at over \$1 billion. In addition to being costly, seismic retrofits are also very invasive, and time consuming; often larger scale projects cannot be completed over a single summer.

In reviewing options for seismic retrofits, Staff reviewed smaller schools that are both on the City of Portland URM database, and are likely to receive a full roof replacement in the near future (roof replacements include seismic improvements and offer an opportune time to complete simultaneous seismic retrofits). Staff identified 9 schools that are on the City of Portland URM database and are likely to be included in a full roof replacement as a part of this bond effort.

Budget Options

A. \$17,200,000 - Staff estimates this amount could retrofit up to 3 smaller schools that are on the City of Portland URM database and are likely to be included in a full roof replacement as part of this bond effort.

Notes:

- Staff preliminary identified schools that comprise the above options. Further review and development of scope would take place before confirming sites.
- PPS has received multiple Seismic Rehabilitation Grant Program (SRGP) grants in the last 8 years. These grants offer significant funds toward completing seismic improvements, but do not offer enough to complete full retrofits. Allocating funds for seismic improvement will allow Staff to continue to pursue this (and other) matching fund sources.

ADA

Few schools within the PPS portfolio are fully accessible per ADA requirements and the current estimate to bring all sites up to current code exceeds \$100,000,000. There are currently 28 multi-level schools without elevators. PPS is in the process of updating it's ADA Transition Plan and is currently engaging

community feedback. The ADA Transition Plan update process has looked at various options for phasing of improvements.

Budget Options

A. \$33,800,000 - Staff estimates this amount would allow the District to remove barriers at the main level District-wide. Main-level accessibility would include portions of the site necessary to reach the main entrance from the bus or drop-off area, the main entrance, and access to essential programming. Here, 'essential programming' includes an individual's classroom(s), the cafeteria, library, and gym, in addition to one or more accessible restrooms.

This approach may require administrators to schedule programming around individuals with disabilities in multi-level buildings without elevators. In addition to instructional programming, sensitivity to the placement of school-clubs and other extracurricular activities must be observed.

The advantage of this framework would be its economy and relative speed to implement District-wide. By omitting elevators - far and away, the most costly accessibility improvement - the District's accessibility budget could reach many more schools.

B. \$22,400,000 - Staff estimates this amount would allow the District to remove barriers at two K-5s, one MS, and one HS, per cluster. This option would provide greater support for students experiencing disability by reducing transportation needs, potentially allowing these students to remain at their neighborhood school. Please note this option identified the most affordable path to accessibility; issues around transportation, geography, or other building deficiencies were not considered. The advantage with this option, of course, is that it allows two choices at the K-5 level, reducing the transportation onus on the most vulnerable of our student population.

Of the amount identified, \$8.8M would address barriers at Jefferson, Cleveland, and Wilson (with Jefferson taking the bulk of the cost). If the District moves forward with the Modernization of Jefferson and the design of Cleveland and Wilson, staff recommend reallocating the \$8.8M to other accessibility improvements as recommended by the forthcoming ADA Transition Plan.

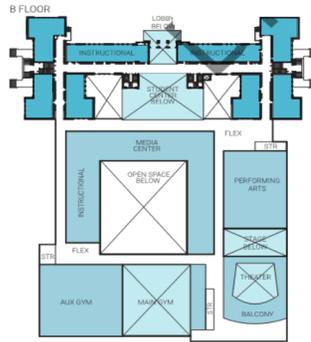
C. \$17,000,000 - Staff estimates this amount would allow the District to make fully accessible one K-5, one MS, and one HS, per cluster. Providing at a minimum of one fully accessible school configuration in each cluster. Please note this option identified the most affordable path to accessibility; issues around transportation, geography, or other building deficiencies were not considered.

As with Option B above, of the amount identified, \$8.8M would address barriers at Jefferson, Cleveland, and Wilson (with Jefferson taking the bulk of the cost). If the District moves forward with the Modernization of Jefferson and the design of Cleveland and Wilson, staff recommend reallocating the \$8.8M to other accessibility improvements as recommended by the forthcoming ADA Transition Plan.

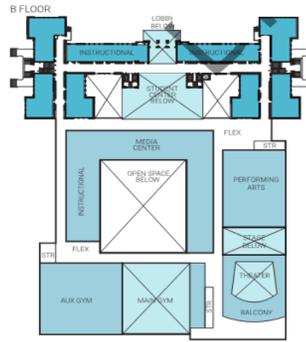
ADDITIONAL SCOPES OF WORK

PPS has many other critical physical facility needs including plumbing systems, electrical systems, asbestos remediation, energy improvements, flooring replacement, play structure repair, foundation work, etc. Staff acknowledges the need for physical facility improvements exceeds the funding capacity of a single general obligation bond, however it will be important to allocate some funds to address the highest needs amongst these and other scopes, and allow for flexibility to respond to critical needs as they arise.

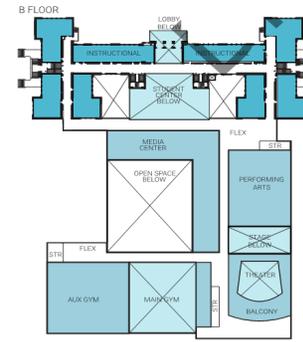
Jefferson High School Conceptual Master Plan Options



APPROACH A



APPROACH C



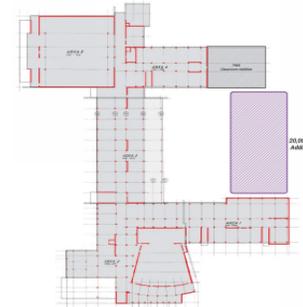
1,000 STUDENTS



NEW CONSTRUCTION

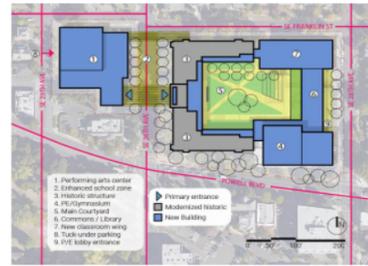
HARD COST		183,142,890		190,736,572		169,184,309		171,943,094
EST CONTINGENCY	0.00%	0	0.00%	0	0.00%	0	0.00%	0
SOFT COST	14%	25,640,005	14%	26,703,120	14%	23,685,803	14%	24,072,033
FFE	27.00	9,029,070	27.00	9,029,070	27.00	8,084,178	27.00	8,372,538
CONTINGENCY	15%	32,671,795	15%	33,970,314	15%	30,143,144	15%	30,658,150
SWING		INCL		INCL		INCL		INCL
ESCALATION	2yr @ 4%, rem @ 3%	54,442,727	2yr @ 4%, rem @ 3%	56,606,519	2yr @ 4%, rem @ 3%	50,229,103	2yr @ 4%, rem @ 3%	40,730,502
OTHER		-		-		-		-
TOTAL		304,926,487		317,045,595		281,326,537		275,776,317
TOTAL - ROUNDED		305,000,000		317,000,000		281,000,000		276,000,000
SEISMIC ADD		6,000,000		6,000,000		5,000,000		5,000,000
TOTAL W/ SEISMIC		311,000,000		323,000,000		286,000,000		281,000,000

Wilson High School Conceptual Master Plan Options



	OPTION E	OPTION G	RENOVATION	RECOMMENDATION
HARD COST	155,763,805	155,164,101	145,915,774	
EST CONTINGENCY	0.00% 0	0.00% 0	0.00% 0	
SOFT COST	14% 21,806,933	14% 21,722,974	14% 20,428,208	
FFE	27.00 7,749,000	27.00 7,722,000	27.00 7,560,000	
CONTINGENCY	10% 18,531,974	10% 18,460,908	15% 26,085,597	
SWING	INCL	INCL	INCL	
ESCALATION	2yr @ 4%, rem @ 3% 48,029,621	2yr @ 4%, rem @ 3% 47,845,437	2yr @ 4%, rem @ 3% 50,771,522	
OTHER	-	-	-	
TOTAL	251,881,332	250,915,420	250,761,102	
TOTAL - ROUNDED	252,000,000	251,000,000	251,000,000	
SEISMIC ADD	4,000,000	4,000,000	5,000,000	
TOTAL W/ SEISMIC	256,000,000	255,000,000	256,000,000	256,000,000

Cleveland High School Conceptual Master Plan Options



	OPTION 1	OPTION 2	OPTION 3	RECOMMENDATION
HARD COST	180,733,198	179,835,691	148,395,056	
EST CONTINGENCY	0.00% 0	0.00% 0	0.00% 0	
SOFT COST	14% 25,302,648	14% 25,176,997	14% 20,775,308	
FFE	27.00 8,816,202	27.00 8,583,030	27.00 7,689,546	
CONTINGENCY	15% 32,227,807	15% 32,039,358	10% 17,685,991	
SWING	INCL	INCL	INCL	
ESCALATION	2yr @4%, rem @3% 58,214,629	2yr @4%, rem @3% 57,874,224	2yr @4%, rem @3% 45,837,073	
OTHER	-	-	-	
TOTAL	305,294,484	303,509,299	240,382,974	
TOTAL - ROUNDED	305,000,000	304,000,000	240,000,000	
SEISMIC ADD	6,000,000	6,000,000	4,000,000	
TOTAL W/ SEISMIC	311,000,000	310,000,000	244,000,000	310,000,000

BOND OPTIONS COMPARISON

07 13 2020

	A	B	C	D	E
			(B-A)		(D-B)
	JULY 9 OPTION	JULY 9 OPTION (WITH UPDATED ESTIMATES)	DELTA	JULY 14 OPTION	DELTA
MODERNIZATIONS					
2017 BOND BALANCE	138,000,000	152,000,000	14,000,000	152,000,000	0
MPG BUILDING	62,000,000	62,000,000	0	62,000,000	0
JEFFERSON	320,000,000	305,000,000	-15,000,000	305,000,000	0
CENTER FOR BLACK STUDENT EXCELLENCE	60,000,000	60,000,000	0	60,000,000	0
CLEVELAND - PLANNING & DESIGN	20,000,000	20,000,000	0	20,000,000	0
WILSON - PLANNING & DESIGN	20,000,000	20,000,000	0	20,000,000	0
SUBTOTAL	620,000,000	619,000,000	-1,000,000	619,000,000	0
EDUCATIONAL IMPROVEMENTS					
TECHNOLOGY	127,500,000	128,200,000	700,000	128,200,000	0
CURRICULUM	29,244,000	29,244,000	0	53,444,000	24,200,000
SPED CLASSROOMS	22,300,000	13,400,000	-8,900,000	13,400,000	0
OTHER	0	0	0	0	0
SUBTOTAL	179,044,000	170,844,000	-8,200,000	195,044,000	24,200,000
PHYSICAL FACILITY IMPROVEMENTS					
ROOF	71,000,000	65,700,000	-5,300,000	65,700,000	0
MECHANICAL	75,000,000	75,000,000	0	75,000,000	0
SECURITY	26,500,000	25,900,000	-600,000	25,900,000	0
SEISMIC	15,000,000	17,200,000	2,200,000	17,200,000	0
ADA	11,000,000	17,000,000	6,000,000	17,000,000	0
OTHER	0	0	0	0	0
SUBTOTAL	198,500,000	200,800,000	2,300,000	200,800,000	0
CAPACITY					
OTHER	0	0	0	0	0
SUBTOTAL	0	0	0	0	0
CONTINGENCY & ADMINISTRATION					
ADMINISTRATION	49,877,200	59,438,640	9,561,440	60,890,640	1,452,000
PROGRAM CONTINGENCY	99,754,400	99,064,400	-690,000	101,484,400	2,420,000
SUBTOTAL	149,631,600	158,503,040	8,871,440	162,375,040	3,872,000
TOTAL	1,147,175,600	1,149,147,040	1,971,440	1,177,219,040	28,072,000
TOTAL - ROUNDED	1,150,000,000	1,150,000,000	0	1,180,000,000	30,000,000

Portland Public Schools 2020 School Bond Renewal

Proposed Bond Renewal Option BONDS TO IMPROVE HEALTH, SAFETY, LEARNING BY MODERNIZING, REPAIRING SCHOOLS <i>Shall Portland Public Schools repair, modernize schools; replace technology, and update curriculum; by issuing bonds estimated to maintain current tax rate?</i>	
Educational Improvements:	\$195.0M
Curriculum	53.4M
Technology	128.2M
Special Education Classrooms	13.4M
Health & Safety Projects	\$200.8M
ADA Accessibility	17.0M
Roofs	65.7M
Mechanical	75.0M
Security	25.9M
Seismic	17.2M
Modernizations & Rebuilds:	\$619M
Jefferson High School: Modernization	305.0M
Center for Black Student Excellence: Planning, Design, Pre-Construction	60.0M
Cleveland/Wilson High Schools: Planning, Design, Pre-Construction	40.0M
Benson Polytechnic High School: Completion	152.0M
Multiple Pathways to Graduation: Facility Construction	62.0M
Management (6%):	60.9M
Program Contingency (10%):	101.5M
Total	\$1.177B

The proposed bond would be a renewal of the current rate, with a plan to return to voters for another renewal at the same rate in 2024.

As currently proposed, the 2020 School Bond Renewal includes the following investments:

Proposed Educational Investments

- \$53.4 million to adopt comprehensive, culturally relevant and current instructional resources and materials, across core subject areas, including language arts, math, science, the arts and social emotional learning. This investment would provide students with high-quality, standards-based instructional materials, would allow for a return to the Oregon textbook adoption cycle, and would support more innovative PPS vision-oriented courses of study (e.g. climate justice, ethnic studies, middle school redesign, experiential education and portfolios, computer science).

JULY 14, 2020 — DRAFT FOR BOARD DISCUSSION

- \$128.2 million to provide equitable access to technology, including replacement of tablets or Chromebook laptops for students, and updates PPS' core technology infrastructure.
- \$13.4 million to improve and modify more than 82 special education classrooms across the district to provide flexible, adaptive, distraction-free spaces with visual and acoustic mitigation to support both the instructional requirements of special education staff and the sensory-needs of our students.

Proposed Health & Safety Investments

- \$17 million to remove barriers to accessibility, and make one K-5 school, one middle school, and one high school per district cluster fully accessible.
- \$65.7 million to repair or replace leaking or deteriorating school roofs at up to 12 sites.
- \$75 million to replace or repair approximately 15 highest priority mechanical systems—which heat and cool buildings—with additional funding available for smaller mechanical projects.
- \$25.9 million to upgrade all classroom door locks to current district standard, install additional security camera systems, and upgrade or replace intrusion alarm systems in schools that have not been modernized.
- \$17.2 million to retrofit up to 3 of the smallest schools on the City of Portland Unreinforced Masonry database, in coordination with full roof replacement.

Proposed Modernizations & Rebuilds

- \$305 million to modernize Jefferson High School in line with a recent master plan concept design.
- \$60 million to fund additional master planning, design and initial implementation, including focused investments in the neighborhood schools surrounding Jefferson High School, toward a community vision of a Center for Black Student Excellence.
- \$40 million for intensive design and pre-construction planning for modernization of Cleveland and Wilson High Schools. Voters could be asked to approve funding for construction in 2024 for Cleveland and Wilson, keeping both high schools on track for modernization.
- \$152 million to complete the modernization of Benson Polytechnic High School—a historic building that will cost more to modernize than was originally estimated in the 2017 bond.
- \$62 million to build a new Multiple Pathways to Graduation programs facility on the Benson campus, providing space to support the diverse and specific needs of students with programs like Alliance at Benson and Meek, DART/Clinton, Teen Parent Childcare, and Reconnection Services & Program.



Portland Public Schools

General Obligation
Bonds
Levy Rate Analysis

Carol Samuels
Managing Director
(503) 275-8301
carol.samuels@psc.com

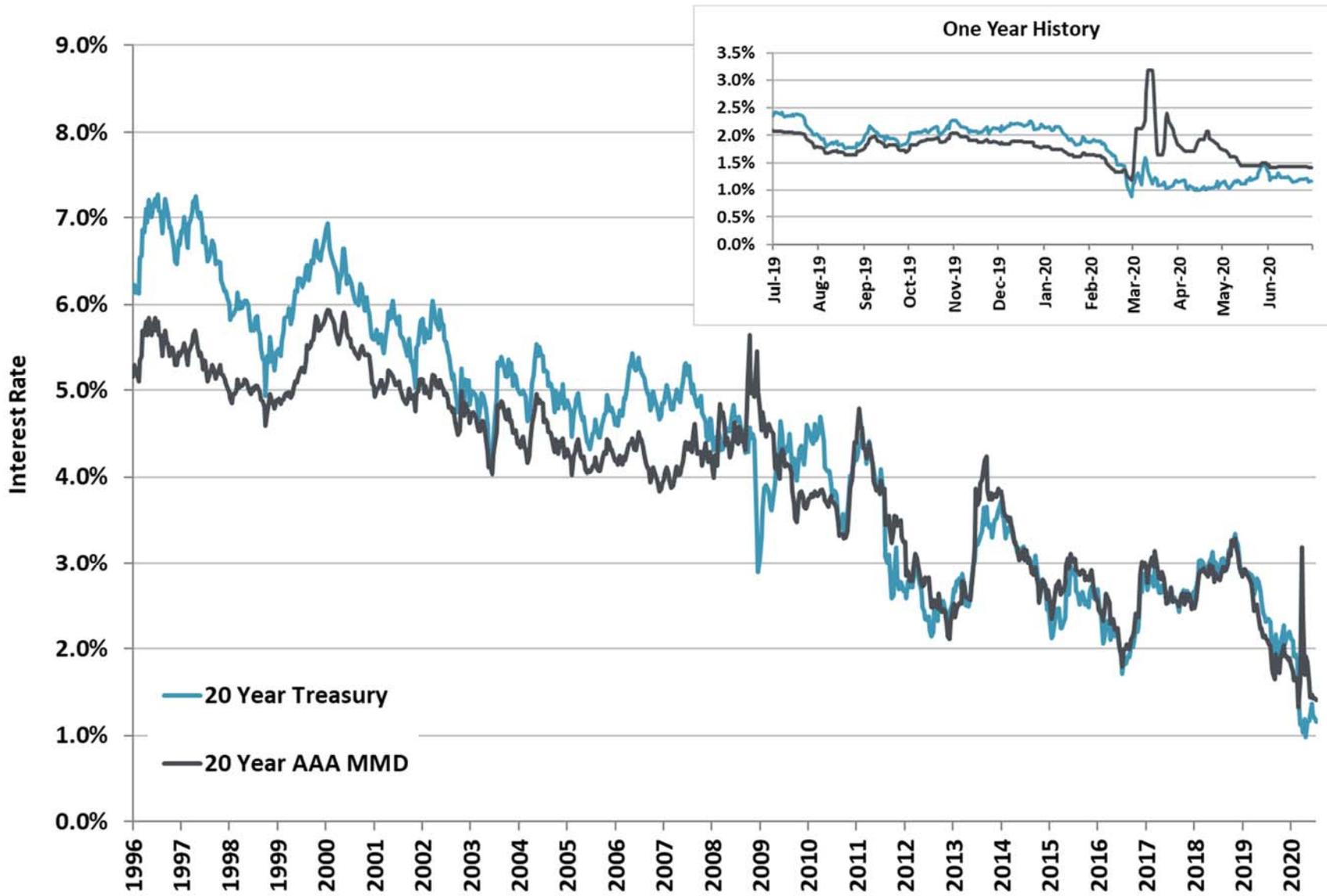
Lauren MacMillan
Senior Vice President
(503) 275-8302
lauren.macmillan@psc.com

Alex Bowers
Assistant Vice President
(503) 275-8304
alexander.bowers@psc.com

July 9, 2020

HISTORICAL INTEREST RATES

20 Year Tax-Exempt (AAA MMD) vs. 20 Year Treasury Rates



PORTLAND PUBLIC SCHOOLS

Historical Property Values

Fiscal Year	M5 Real Market Value	% RMV Growth	Total Assessed Value	% AV Growth	TOTAL PORTLAND SCHOOL DISTRICT 1J			AV for Perm. Operating Levy	AV for Bonds	% AV Growth
					Urban Renewal Excess	Standard Rate UR Excess	Reduced Rate UR Excess			
2020	\$ 134,575,991,606	2.16%	\$ 60,851,556,260	4.91%	\$ 7,148,347,709	\$ 6,567,288,896	\$ 581,058,813	\$ 53,703,208,551	\$ 54,284,267,364	4.99%
2019	131,734,570,412	8.25%	58,003,887,856	3.28%	6,891,396,654	6,297,709,281	593,687,373	51,112,491,202	51,706,178,575	2.92%
2018	121,696,547,698	13.75%	56,163,333,260	5.52%	6,457,719,471	5,922,273,221	535,446,250	49,705,613,789	50,241,060,039	5.11%
2017	106,984,143,967	17.59%	53,227,456,836	4.75%	5,882,588,429	5,428,648,161	453,940,268	47,344,868,407	47,798,808,675	3.98%
2016	90,980,416,141	10.91%	50,812,802,433	4.67%	5,237,111,063	4,842,084,279	395,026,784	45,575,691,370	45,970,718,154	4.16%
2015	82,033,050,956	10.14%	48,544,520,565	4.22%	4,907,733,462	4,410,143,918	497,589,544	43,636,787,103	44,134,376,647	4.47%
2014	74,483,054,193	5.58%	46,580,191,840	3.52%	4,833,326,001	4,335,476,889	497,849,112	41,746,865,839	42,244,714,951	3.74%
2013	70,549,498,401	-1.34%	44,995,383,189	2.87%	4,653,498,847	4,275,289,550	378,209,297	40,341,884,342	40,720,093,639	2.85%
2012	71,504,890,868	-5.79%	43,739,219,335	2.80%	4,519,149,169	4,149,320,129	369,829,040	39,220,070,166	39,589,899,206	2.82%
2011	75,901,529,198	-2.65%	42,546,259,900	3.09%	4,425,352,593	4,041,133,218	384,219,375	38,120,907,307	38,505,126,682	2.80%
2010	77,970,484,501	-0.03%	41,272,502,670	4.71%	4,189,458,606	3,816,852,096	372,606,510	37,083,044,064	37,455,650,574	3.75%
2009	77,990,308,991	6.18%	39,416,058,640	5.17%	3,635,372,101	3,314,088,948	321,283,153	35,780,686,539	36,101,969,692	4.47%
2008	73,450,509,870	15.77%	37,477,619,336	5.90%	3,200,929,276	2,919,805,165	281,124,111	34,276,690,060	34,557,814,171	5.33%
2007	63,442,963,768	11.68%	35,389,321,362	4.35%	2,830,223,819	2,581,035,042	249,188,777	32,559,097,543	32,808,286,320	3.72%
2006	56,807,699,902	11.60%	33,913,314,144	4.04%	2,512,764,455	2,282,383,952	230,380,503	31,400,549,689	31,630,930,192	3.01%
2005	50,902,863,938	6.21%	32,597,546,796	3.54%	2,107,472,811	1,891,763,964	215,708,847	30,490,073,985	30,705,782,832	3.10%
2004	47,925,838,756	5.66%	31,481,765,958	2.92%	1,909,048,311	1,698,551,026	210,497,285	29,572,717,647	29,783,214,932	2.68%
2003	45,359,512,128	5.35%	30,588,180,228	3.22%	1,791,089,577	1,582,489,361	208,600,216	28,797,090,651	29,005,690,867	2.85%
2002	43,053,977,307	9.61%	29,632,643,511	5.43%	1,643,925,096	1,431,741,882	212,183,214	27,988,718,415	28,200,901,629	4.85%
2001	39,277,975,962	--	28,107,364,445	--	1,388,176,081	1,211,048,712	177,127,369	26,719,188,364	26,896,315,733	--

Note: Local Option levy approved in 2014 now levied upon total AV. RMV numbers above for 2018 and older are sourced from DOR and do not agree with values provided by the counties.

Source: Clackamas, Multnomah and Washington Counties Departments of Assessment and Taxation and Oregon Department of Revenue.

PORTLAND PUBLIC SCHOOLS Urban Renewal

When urban renewal areas are created, they are designated as either “standard” or “reduced” rate plans and the type determines the assessed value against which general obligation bonds are levied. General obligation bonds cannot be levied on the excess assessed value in standard rate plan areas. Alternatively, general obligation bonds can be levied on the excess assessed value in reduced rate plan areas, if the bonds were approved at an election after October 6, 2001.

Urban Renewal Excess - 2020		
Plan Area	County	Amount
STANDARD RATE		
Airport Way	Multnomah	\$ 27,561,237
Convention Center	Multnomah	254,022,765
Downtown Waterfront	Multnomah	341,582,711
Gateway Regional	Multnomah	84,910
Interstate Corridor	Multnomah	1,947,841,353
Lents Town Center	Multnomah	658,524,418
North Macadam	Multnomah	915,380,706
River District	Multnomah	2,171,530,985
South Park Blocks	Multnomah	250,759,811
Total Standard Rate Urban Renewal Excess:		\$ 6,567,288,896
REDUCED RATE		
42nd Avenue	Multnomah	\$ 6,680,697
82nd & Division	Multnomah	6,680,697
Central Eastside	Multnomah	561,016,722
Cully Blvd	Multnomah	6,680,697
Total Reduced Rate Urban Renewal Excess:		\$ 581,058,813
TOTAL URBAN RENEWAL EXCESS		\$ 7,148,347,709

2020 Assessed Values		
Value Type	Amount	Levy Applied to Value
Total Assessed Value:	\$ 60,851,556,260	Local Option
Less Standard Rate Urban Renewal Value:	(6,567,288,896)	
Assessed Value (Bonds Approved After 10/06/01)	54,284,267,364	Gap Bond & GO Bonds
Less Reduced Rate Urban Renewal Value:	(581,058,813)	
Net Assessed Value (Bonds Approved Before 10/06/01)	53,703,208,551	Permanent Rate

PORTLAND PUBLIC SCHOOLS
Outstanding General Obligation Bonds

Purpose	Date of Issue	Date of Maturity	Amount Issued	Amount Outstanding*	
General Obligation Bonds:					
November 2012 Bond Measure - \$482,000,000					
Series 2013A	Roof repairs; school renovations/replacements; earthquake safety; repay	05/01/13	06/15/15	\$ 76,265,000	\$ -
Series 2013B	LOC; ADA upgrades; & science classroom upgrades	05/01/13	06/15/33	68,575,000	61,345,000
Series 2015A	Roof repairs; school renovations/replacements; earthquake safety; ADA	04/30/15	06/15/16	30,300,000	-
Series 2015B	upgrades; & science classroom upgrades	04/30/15	06/15/33	244,700,000	173,915,000
Series 2017B	Finish up Franklin, Grant & Roosevelt projects & other imp.	08/10/17	06/15/30	62,160,000	62,160,000
Total 2012 Authorization			482,000,000	297,420,000	
May 2017 Bond Measure - \$790,000,000					
Series 2017A	Lead remediation; safety, security & ADA upgrades; roof repairs; earthquake	08/10/17	06/15/20	\$ 168,950,000	\$ -
Series 2017B	safety; & school renovation/replacements (Benson, Lincoln, Madison &	08/10/17	06/15/44	179,730,000	179,730,000
Series 2020	Kellogg)	04/14/20	06/15/37	441,320,000	441,320,000
Total 2017 Authorization			790,000,000	621,050,000	
Total General Obligation Bonds				\$ 918,470,000	

Legal General Obligation Debt Capacity

Real Market Value (Fiscal Year 2020)	\$ 134,575,991,606
Debt Capacity	
General Obligation Debt Capacity (7.95% of Real Market Value)	\$ 10,698,791,333
Less: Outstanding Debt Subject to Limit	(918,470,000)
Remaining General Obligation Debt Capacity	\$ 9,780,321,333
Percent of Capacity Issued	8.58%

PORTLAND PUBLIC SCHOOLS

Outstanding General Obligation Bonds – Actual and Projected Levy Rates

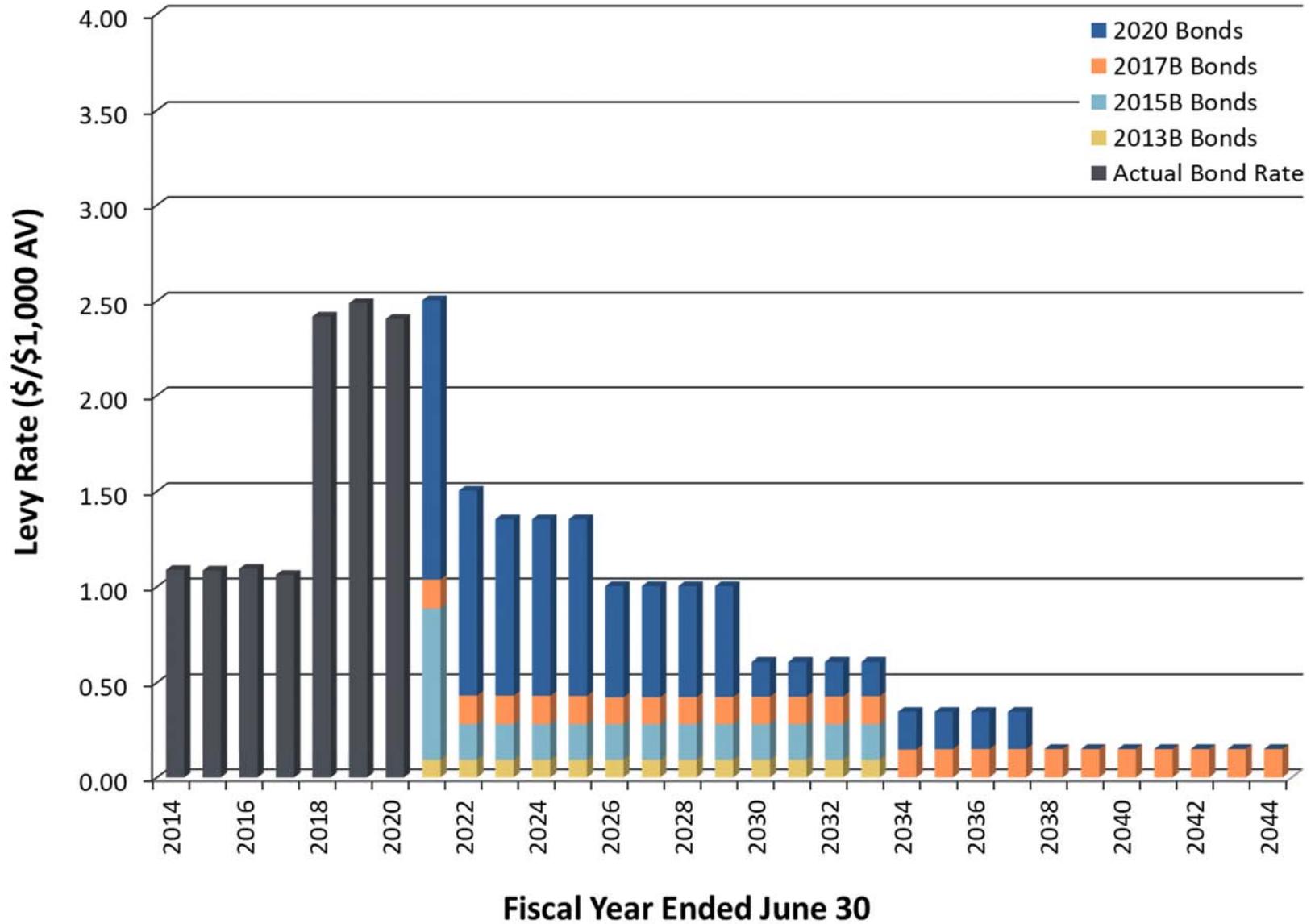
Outstanding General Obligation Bonds														
Fiscal Year ⁽¹⁾	Debt Service								Total Assessed Value	% AV Growth	Actual Bond Rate	Taxes Collected ⁽²⁾	Projected Bond Rate	
	2013A Bonds	2013B Bonds	2015A Bonds	2015B Bonds	2017A Bonds	2017B Bonds	2020 Bonds	Total						
Actual	2014	\$ 40,229,314	\$ 3,032,918						\$ 43,262,232	\$ 46,580,191,840	---	\$ 1.0890		
	2015	42,330,750	2,702,600						45,033,350	48,544,520,565	4.47%	1.0854		
	2016		4,257,600	30,453,394	12,611,447				47,322,441	50,812,802,433	4.16%	1.0951		
	2017		4,384,275		44,355,175				48,739,450	53,227,456,836	3.98%	1.0623		
	2018		4,518,125		27,512,925	76,117,749	7,881,359		116,030,158	56,163,333,260	5.11%	2.4182	95.5%	
	2019		4,651,425		28,334,925	78,143,545	9,302,588		120,432,483	58,003,887,856	2.92%	2.4890	95.5%	
	2020		4,792,425		29,185,925	18,540,960	71,527,588		124,046,898	60,851,556,260	4.99%	2.4053	95.5%	
Projected	2021		4,936,175		42,850,175		8,161,338	79,052,481	135,000,169	63,285,618,510	4.00%		95.5%	2.50
	2022		5,086,925		10,517,425		8,407,838	59,505,800	83,517,988	65,184,187,066	3.00%		95.5%	1.50
	2023		5,238,675		10,835,675		8,627,088	52,744,550	77,445,988	67,139,712,678	3.00%		95.5%	1.35
	2024		5,395,675		11,158,675		8,829,588	54,382,300	79,766,238	69,153,904,058	3.00%		95.5%	1.35
	2025		5,556,675		11,494,675		9,040,338	56,070,800	82,162,488	71,228,521,180	3.00%		95.5%	1.35
	2026		5,725,675		11,836,425		8,833,088	36,353,800	62,748,988	73,365,376,815	3.00%		95.5%	1.00
	2027		5,896,875		12,191,925		9,142,838	37,402,300	64,633,938	75,566,338,120	3.00%		95.5%	1.00
	2028		6,074,675		12,556,975		9,458,838	38,481,800	66,572,288	77,833,328,263	3.00%		95.5%	1.00
	2029		6,253,275		12,936,725		9,825,288	39,554,800	68,570,088	80,168,328,111	3.00%		95.5%	1.00
	2030		6,442,075		13,327,975		10,211,888	12,800,300	42,782,238	82,573,377,954	3.00%		95.5%	0.61
	2031		6,635,075		13,726,975		10,506,388	13,198,050	44,066,488	85,050,579,293	3.00%		95.5%	0.61
	2032		6,836,300		14,137,800		10,920,288	13,498,050	45,392,438	87,602,096,672	3.00%		95.5%	0.61
	2033		7,043,175		14,559,050		11,351,488	13,803,050	46,756,763	90,230,159,572	3.00%		95.5%	0.61
	2034						11,803,938	15,638,700	27,442,638	92,937,064,359	3.00%		95.5%	0.35
	2035						12,271,438	15,998,800	28,270,238	95,725,176,290	3.00%		95.5%	0.35
	2036						12,712,938	16,405,650	29,118,588	98,596,931,579	3.00%		95.5%	0.35
	2037						13,098,588	16,897,150	29,995,738	101,554,839,526	3.00%		95.5%	0.35
	2038						13,489,438		13,489,438	104,601,484,712	3.00%		95.5%	0.15
2039						13,896,625		13,896,625	107,739,529,253	3.00%		95.5%	0.15	
2040						14,311,813		14,311,813	110,971,715,131	3.00%		95.5%	0.15	
2041						14,741,650		14,741,650	114,300,866,585	3.00%		95.5%	0.15	
2042						15,184,838		15,184,838	117,729,892,582	3.00%		95.5%	0.15	
2043						15,640,075		15,640,075	121,261,789,360	3.00%		95.5%	0.15	
2044						16,104,600		16,104,600	124,899,643,040	3.00%		95.5%	0.15	

(1) Fiscal years ended June 30.

(2) Assumes collection year delinquencies will be offset by back tax collections.

PORTLAND PUBLIC SCHOOLS

Outstanding General Obligation Bonds – Actual and Projected Levy Rates



PORTLAND PUBLIC SCHOOLS
FY 2021 Levy Rate Matrix

Levy Rate	Total Collection %	Amount to Levy in 2021	Assessed Value Growth										
			3.00%	3.25%	3.50%	3.75%	4.00%	4.25%	4.50%	4.75%	5.00%	5.25%	5.50%
	94.5%	\$ 142,857,322	2.56	2.55	2.54	2.54	2.53	2.52	2.52	2.51	2.51	2.50	2.49
	95.0%	142,105,441	2.54	2.54	2.53	2.52	2.52	2.51	2.51	2.50	2.49	2.49	2.48
	95.5%	141,361,433	2.53	2.52	2.52	2.51	2.50	2.50	2.49	2.49	2.48	2.47	2.47
	96.0%	140,625,176	2.52	2.51	2.50	2.50	2.49	2.48	2.48	2.47	2.47	2.46	2.46
	96.5%	139,896,548	2.50	2.50	2.49	2.48	2.48	2.47	2.47	2.46	2.45	2.45	2.44
2021 Debt Service:		\$ 135,000,169	Highlights denote assumptions used in levy rate model										
2020 AV per \$1,000		\$ 54,284,267											
Amount Levied for FY 2019:		\$ 495,645											
Amount Collected for FY 2019:		\$ 474,602											
Collection Rate:		95.75%											
2019 DSF Balance		\$ 10,552,000											
FB % of 2019 DS		8.76%											
Bona Fide Debt Service Fund Balance		8.33%											

PORTLAND PUBLIC SCHOOLS

General Obligation Bonds – Proposed November 2020 Authorization – Additional Structuring Scenario

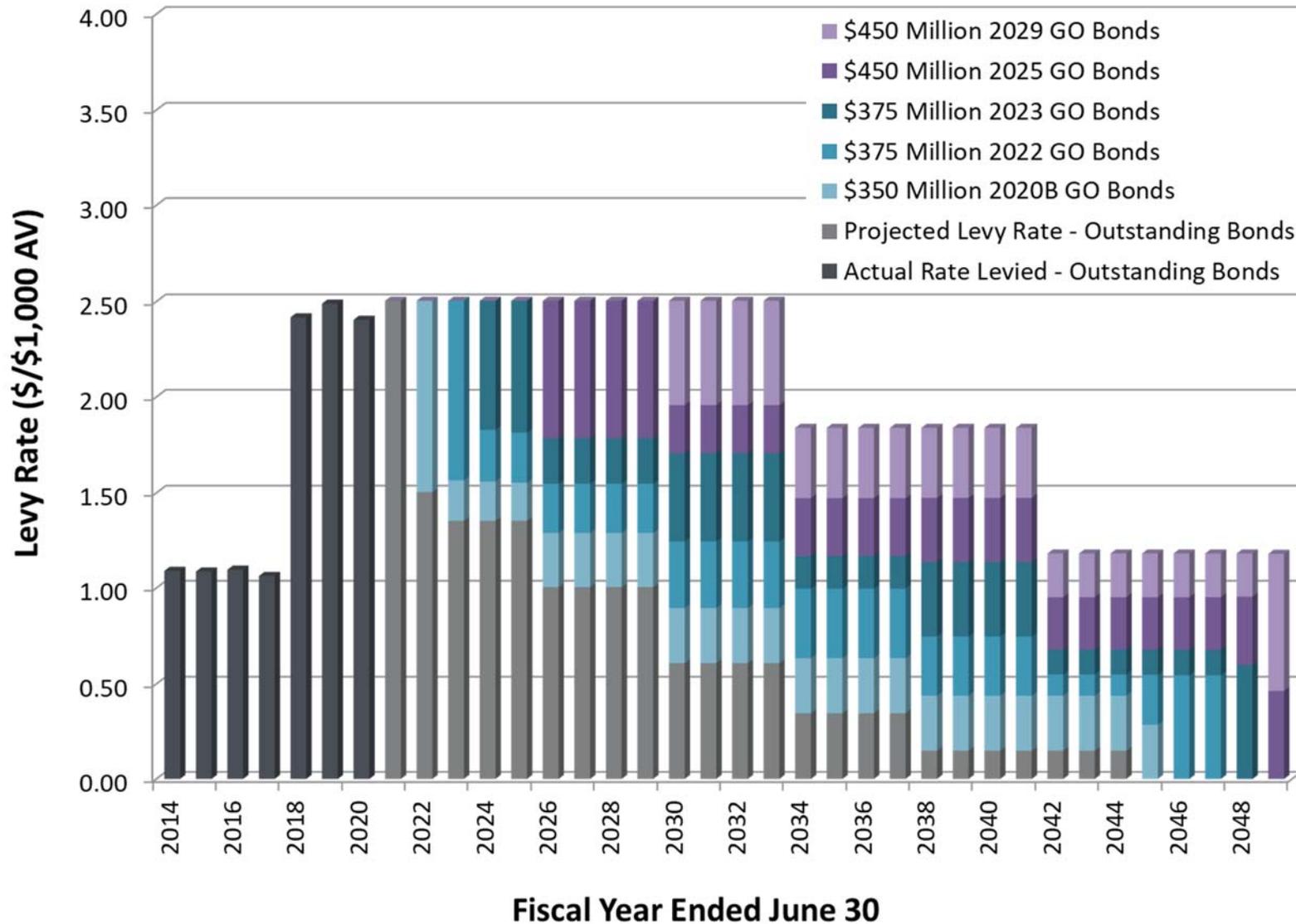
Structure		\$1.1 Billion in Nov. 2020				
Par Amount		\$1,100,000,000		\$900,000,000		\$2,000,000,000
Election		Nov. 2020		Nov. 2024		
Sales		12/16/20, 6/15/22 & 6/15/23		3/1/25 & 6/15/29		
Max Term per Series		25 Years		25 Years		
Average Life		16.0, 16.8 & 14.9 Years		14.8 & 11.7 Years		
Projected Average Levy Rates*						
	Prior Debt	New Bonds	Combined	New Bonds	Combined	Steps
2020.....	\$ 2.41	\$ -	\$ 2.41	\$ -	\$ 2.41	
2021.....	2.50	-	2.50	-	2.50	
2022.....	1.50	1.00	2.50	-	2.50	
2023-2025.....	1.35	1.15	2.50	-	2.50	
2026-2029.....	1.00	0.78	1.78	0.72	2.50	
2030-2033.....	0.61	1.10	1.71	0.80	2.50	
2034-2037.....	0.35	0.82	1.17	0.67	1.84	0.67
2038-2041.....	0.15	0.98	1.13	0.70	1.84	
2042-2044.....	0.15	0.53	0.68	0.51	1.18	0.65
2045-2047.....	-	0.68	0.68	0.51	1.18	
2048.....	-	0.60	0.60	0.58	1.18	
2049.....	-	-	-	1.18	1.18	
Interest Estimates						
Cushion over Current Interest Rates		+ 1.50% & + 2.25%		+ 2.25%		
Total Interest		\$790,624,529		\$550,279,454		\$1,340,903,983
Total Interest as % of Par		72%		61%		67%

* Projected average levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

** True interest cost is the blended, overall interest rate for the issue. Includes the interest rate cushion.

PORTLAND PUBLIC SCHOOLS

Projected Levy Rates – \$1.1 Billion Nov. 2020 Authorization & \$900 Million Nov. 2024 Authorization



* Projected levy rates are based on a variety of assumptions regarding AV growth, tax collections & interest rates. Debt service will be fixed when bonds are sold but levy rates are preliminary until the assessor certifies values each year.

Portland Public Schools
\$350,000,000
General Obligation Bonds, Series 2020B
Projected Bond Levy Rates - \$1.1 Billion Nov. 2020 Authorization
24.5 Year Issue

Bond Issue Data	
Dated Date:	12/16/2020
First Coupon:	12/15/2021
Final Maturity	06/15/2045
Term (years):	24.50
Current Market Rates Plus:	1.50%

2020 Property Tax Data (000s)	
Total Assessed Value:	\$ 60,851,556
Less Standard Rate Urban Renewal Value:	6,567,289
Assessed Value (Bonds Approved After 2001):	\$ 54,284,267
Less Reduced Rate Urban Renewal Value:	581,059
Net Assessed Value (Bonds Approved Before 2001):	\$ 53,703,209

Summary	
Issue Amount:	\$ 350,000,000
Total Interest Cost:	\$ 223,527,063
Interest Cost as a Percent of Par:	64%

Structuring Assumptions			
AV Growth		Tax Collections ⁽¹⁾	
2021	4.00%	2022	95.5%
2022	3.00%	2023	95.5%
2023	3.00%	2024	95.5%
2024	3.00%	2025	95.5%
Thereafter	3.00%	Thereafter	95.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements		
		Total Prior Debt	New Bonds	FY Total
2020	\$ 54,284,267	\$ 124,046,898	\$ -	\$ 124,046,898
2021	56,455,638	135,000,169	-	135,000,169
2022	58,149,307	83,517,988	55,535,387	139,053,375
2023	59,893,786	77,445,988	12,070,017	89,516,005
2024	61,690,600	79,766,238	12,070,017	91,836,255
2025	63,541,318	82,162,488	12,070,017	94,232,505
2026	65,447,558	62,748,988	17,930,017	80,679,005
2027	67,410,984	64,633,938	18,465,861	83,099,799
2028	69,433,314	66,572,288	19,021,707	85,593,995
2029	71,516,313	68,570,088	19,590,851	88,160,939
2030	73,661,803	42,782,238	20,181,660	62,963,897
2031	75,871,657	44,066,488	20,786,299	64,852,787
2032	78,147,806	45,392,438	21,406,752	66,799,190
2033	80,492,241	46,756,763	22,050,526	68,807,289
2034	82,907,008	27,442,638	22,711,518	50,154,156
2035	85,394,218	28,270,238	23,396,774	51,667,012
2036	87,956,045	29,118,588	24,098,347	53,216,935
2037	90,594,726	29,995,738	24,821,337	54,817,074
2038	93,312,568	13,489,438	25,563,891	39,053,328
2039	96,111,945	13,896,625	26,331,553	40,228,178
2040	98,995,303	14,311,813	27,121,132	41,432,945
2041	101,965,162	14,741,650	27,932,705	42,674,355
2042	105,024,117	15,184,838	28,771,030	43,955,868
2043	108,174,841	15,640,075	29,635,331	45,275,406
2044	111,420,086	16,104,600	30,524,491	46,629,091
2045	114,762,688	-	31,439,846	31,439,846
		\$ 1,241,659,229	\$ 573,527,063	

Projected Levy Rates ⁽¹⁾ \$/\$1,000 AV		
Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
\$ 2.41	\$ -	\$ 2.41
2.50	-	2.50
1.50	1.00	2.50
1.35	0.21	1.57
1.35	0.20	1.56
1.35	0.20	1.55
1.00	0.29	1.29
1.00	0.29	1.29
1.00	0.29	1.29
1.00	0.29	1.29
0.61	0.29	0.90
0.61	0.29	0.90
0.61	0.29	0.90
0.61	0.29	0.90
0.35	0.29	0.63
0.35	0.29	0.63
0.35	0.29	0.63
0.35	0.29	0.63
0.15	0.29	0.44
0.15	0.29	0.44
0.15	0.29	0.44
0.15	0.29	0.44
0.15	0.29	0.44
0.15	0.29	0.44
0.15	0.29	0.44
-	0.29	0.29

(1) Includes estimated delinquencies. Beginning in FY 2023 assumes collection year delinquencies will be offset by back tax collections.

(2) 2020 prior debt rate shown is actual rate levied.

Portland Public Schools
Projected Debt Service Schedule
\$350,000,000
General Obligation Bonds, Series 2020B
24.5 Year Issue

Payment Date	Principal	Coupon	Interest	Total Debt Service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2021			\$ 12,821,687	\$ 12,821,687	\$ -	\$ -	\$ -
06/15/2022	36,285,000	2.17%	6,428,701	42,713,701	55,535,387	2,616,851	58,152,238
12/15/2022			6,035,009	6,035,009			
06/15/2023			6,035,009	6,035,009	12,070,017	568,744	12,638,761
12/15/2023			6,035,009	6,035,009			
06/15/2024			6,035,009	6,035,009	12,070,017	568,744	12,638,761
12/15/2024			6,035,009	6,035,009			
06/15/2025			6,035,009	6,035,009	12,070,017	568,744	12,638,761
12/15/2025			6,035,009	6,035,009			
06/15/2026	5,860,000	2.46%	6,035,009	11,895,009	17,930,017	844,870	18,774,887
12/15/2026			5,962,931	5,962,931			
06/15/2027	6,540,000	2.51%	5,962,931	12,502,931	18,465,861	870,119	19,335,980
12/15/2027			5,880,854	5,880,854			
06/15/2028	7,260,000	2.56%	5,880,854	13,140,854	19,021,707	896,311	19,918,018
12/15/2028			5,787,926	5,787,926			
06/15/2029	8,015,000	2.61%	5,787,926	13,802,926	19,590,851	923,129	20,513,980
12/15/2029			5,683,330	5,683,330			
06/15/2030	8,815,000	2.67%	5,683,330	14,498,330	20,181,660	950,968	21,132,628
12/15/2030			5,565,650	5,565,650			
06/15/2031	9,655,000	2.74%	5,565,650	15,220,650	20,786,299	979,459	21,765,758
12/15/2031			5,433,376	5,433,376			
06/15/2032	10,540,000	3.19%	5,433,376	15,973,376	21,406,752	1,008,695	22,415,447
12/15/2032			5,265,263	5,265,263			
06/15/2033	11,520,000	3.29%	5,265,263	16,785,263	22,050,526	1,039,030	23,089,556
12/15/2033			5,075,759	5,075,759			
06/15/2034	12,560,000	3.74%	5,075,759	17,635,759	22,711,518	1,070,176	23,781,694
12/15/2034			4,840,887	4,840,887			
06/15/2035	13,715,000	3.78%	4,840,887	18,555,887	23,396,774	1,102,466	24,499,240
12/15/2035			4,581,674	4,581,674			
06/15/2036	14,935,000	3.83%	4,581,674	19,516,674	24,098,347	1,135,524	25,233,871
12/15/2036			4,295,668	4,295,668			
06/15/2037	16,230,000	4.02%	4,295,668	20,525,668	24,821,337	1,169,592	25,990,928
12/15/2037			3,969,445	3,969,445			
06/15/2038	17,625,000	4.07%	3,969,445	21,594,445	25,563,891	1,204,581	26,768,472
12/15/2038			3,610,777	3,610,777			
06/15/2039	19,110,000	4.11%	3,610,777	22,720,777	26,331,553	1,240,754	27,572,307
12/15/2039			3,218,066	3,218,066			
06/15/2040	20,685,000	4.15%	3,218,066	23,903,066	27,121,132	1,277,959	28,399,091
12/15/2040			2,788,852	2,788,852			
06/15/2041	22,355,000	4.19%	2,788,852	25,143,852	27,932,705	1,316,201	29,248,905
12/15/2041			2,320,515	2,320,515			
06/15/2042	24,130,000	4.23%	2,320,515	26,450,515	28,771,030	1,355,703	30,126,733
12/15/2042			1,810,166	1,810,166			
06/15/2043	26,015,000	4.27%	1,810,166	27,825,166	29,635,331	1,396,429	31,031,760
12/15/2043			1,254,745	1,254,745			
06/15/2044	28,015,000	4.30%	1,254,745	29,269,745	30,524,491	1,438,327	31,962,817
12/15/2044			652,423	652,423			
06/15/2045	30,135,000	4.33%	652,423	30,787,423	31,439,846	1,481,459	32,921,304
Total	\$ 350,000,000		\$ 223,527,063	\$ 573,527,063	\$ 573,527,063	\$ 27,024,835	\$ 600,551,899

(1) Beginning in FY 2023 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

Portland Public Schools
\$375,000,000
General Obligation Bonds, Series 2022
Projected Bond Levy Rates - \$1.1 Billion Nov. 2020 Authorization
25 Year Issue

Bond Issue Data	
Dated Date:	06/15/2022
First Coupon:	12/15/2022
Final Maturity	06/15/2047
Term (years):	25.00
Current Market Rates Plus:	2.25%

2020 Property Tax Data (000s)	
Total Assessed Value:	\$ 60,851,556
Less Standard Rate Urban Renewal Value:	6,567,289
Assessed Value (Bonds Approved After 2001):	\$ 54,284,267
Less Reduced Rate Urban Renewal Value:	581,059
Net Assessed Value (Bonds Approved Before 2001):	\$ 53,703,209

Summary	
Issue Amount:	\$ 375,000,000
Total Interest Cost:	\$ 303,765,528
Interest Cost as a Percent of Par:	81%

Structuring Assumptions			
AV Growth		Tax Collections ⁽¹⁾	
2021	4.00%	2023	95.5%
2022	3.00%	2024	95.5%
2023	3.00%	2025	95.5%
2024	3.00%	2026	95.5%
Thereafter	3.00%	Thereafter	95.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements		
		Total		FY
		Prior Debt	New Bonds	Total
2020	\$ 54,284,267	\$ 124,046,898	\$ -	\$ 124,046,898
2021	56,455,638	135,000,169	-	135,000,169
2022	58,149,307	139,053,375	-	139,053,375
2023	59,893,786	89,516,005	53,705,208	143,221,212
2024	61,690,600	91,836,255	15,851,232	107,687,486
2025	63,541,318	94,232,505	15,851,232	110,083,736
2026	65,447,558	80,679,005	16,036,232	96,715,236
2027	67,410,984	83,099,799	16,520,441	99,620,240
2028	69,433,314	85,593,995	17,013,774	102,607,768
2029	71,516,313	88,160,939	17,524,980	105,685,918
2030	73,661,803	62,963,897	24,717,386	87,681,283
2031	75,871,657	64,852,787	25,460,322	90,313,108
2032	78,147,806	66,799,190	26,222,125	93,021,314
2033	80,492,241	68,807,289	27,008,339	95,815,627
2034	82,907,008	50,154,156	28,733,128	78,887,283
2035	85,394,218	51,667,012	29,586,318	81,253,329
2036	87,956,045	53,216,935	30,474,489	83,691,424
2037	90,594,726	54,817,074	31,383,568	86,200,642
2038	93,312,568	39,053,328	27,500,773	66,554,101
2039	96,111,945	40,228,178	28,324,456	68,552,634
2040	98,995,303	41,432,945	29,177,881	70,610,825
2041	101,965,162	42,674,355	30,055,807	72,730,161
2042	105,024,117	43,955,868	11,096,227	55,052,094
2043	108,174,841	45,275,406	11,427,833	56,703,239
2044	111,420,086	46,629,091	11,772,886	58,401,976
2045	114,762,688	31,439,846	28,548,974	59,988,819
2046	118,205,569	-	61,464,941	61,464,941
2047	121,751,736	-	63,306,985	63,306,985
		\$ 1,815,186,292	\$ 678,765,528	

Projected Levy Rates ⁽¹⁾ \$/\$1,000 AV		
Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
\$ 2.41	\$ -	\$ 2.41
2.50	-	2.50
2.50	-	2.50
1.57	0.94	2.50
1.56	0.27	1.83
1.55	0.26	1.81
1.29	0.26	1.55
1.29	0.26	1.55
1.29	0.26	1.55
0.90	0.35	1.25
0.90	0.35	1.25
0.90	0.35	1.25
0.63	0.36	1.00
0.63	0.36	1.00
0.63	0.36	1.00
0.63	0.36	1.00
0.44	0.31	0.75
0.44	0.31	0.75
0.44	0.31	0.75
0.44	0.11	0.55
0.44	0.11	0.55
0.44	0.11	0.55
0.29	0.26	0.55
-	0.54	0.54
-	0.54	0.54

(1) Includes estimated delinquencies. Beginning in FY 2024 assumes collection year delinquencies will be offset by back tax collections.

(2) 2020 prior debt rate shown is actual rate levied.

Portland Public Schools
Projected Debt Service Schedule
\$375,000,000
General Obligation Bonds, Series 2022
25 Year Issue

Payment Date	Principal	Coupon	Interest	Total Debt Service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2022			\$ 8,462,604	\$ 8,462,604	\$ -	\$ -	\$ -
06/15/2023	36,780,000	2.92%	8,462,604	45,242,604	53,705,208	2,530,612	56,235,819
12/15/2023			7,925,616	7,925,616			
06/15/2024			7,925,616	7,925,616	15,851,232	746,917	16,598,148
12/15/2024			7,925,616	7,925,616			
06/15/2025			7,925,616	7,925,616	15,851,232	746,917	16,598,148
12/15/2025			7,925,616	7,925,616			
06/15/2026	185,000	3.13%	7,925,616	8,110,616	16,036,232	755,634	16,791,865
12/15/2026			7,922,721	7,922,721			
06/15/2027	675,000	3.21%	7,922,721	8,597,721	16,520,441	778,450	17,298,891
12/15/2027			7,911,887	7,911,887			
06/15/2028	1,190,000	3.26%	7,911,887	9,101,887	17,013,774	801,696	17,815,470
12/15/2028			7,892,490	7,892,490			
06/15/2029	1,740,000	3.31%	7,892,490	9,632,490	17,524,980	825,784	18,350,764
12/15/2029			7,863,693	7,863,693			
06/15/2030	8,990,000	3.36%	7,863,693	16,853,693	24,717,386	1,164,694	25,882,079
12/15/2030			7,712,661	7,712,661			
06/15/2031	10,035,000	3.42%	7,712,661	17,747,661	25,460,322	1,199,701	26,660,023
12/15/2031			7,541,062	7,541,062			
06/15/2032	11,140,000	3.49%	7,541,062	18,681,062	26,222,125	1,235,597	27,457,722
12/15/2032			7,346,669	7,346,669			
06/15/2033	12,315,000	3.94%	7,346,669	19,661,669	27,008,339	1,272,644	28,280,983
12/15/2033			7,104,064	7,104,064			
06/15/2034	14,525,000	4.04%	7,104,064	21,629,064	28,733,128	1,353,917	30,087,045
12/15/2034			6,810,659	6,810,659			
06/15/2035	15,965,000	4.49%	6,810,659	22,775,659	29,586,318	1,394,120	30,980,437
12/15/2035			6,452,245	6,452,245			
06/15/2036	17,570,000	4.53%	6,452,245	24,022,245	30,474,489	1,435,971	31,910,460
12/15/2036			6,054,284	6,054,284			
06/15/2037	19,275,000	4.58%	6,054,284	25,329,284	31,383,568	1,478,807	32,862,375
12/15/2037			5,612,887	5,612,887			
06/15/2038	16,275,000	4.77%	5,612,887	21,887,887	27,500,773	1,295,848	28,796,621
12/15/2038			5,224,728	5,224,728			
06/15/2039	17,875,000	4.82%	5,224,728	23,099,728	28,324,456	1,334,660	29,659,116
12/15/2039			4,793,940	4,793,940			
06/15/2040	19,590,000	4.86%	4,793,940	24,383,940	29,177,881	1,374,874	30,552,754
12/15/2040			4,317,903	4,317,903			
06/15/2041	21,420,000	4.90%	4,317,903	25,737,903	30,055,807	1,416,242	31,472,049
12/15/2041			3,793,113	3,793,113			
06/15/2042	3,510,000	4.94%	3,793,113	7,303,113	11,096,227	522,859	11,619,085
12/15/2042			3,706,416	3,706,416			
06/15/2043	4,015,000	4.98%	3,706,416	7,721,416	11,427,833	538,484	11,966,317
12/15/2043			3,606,443	3,606,443			
06/15/2044	4,560,000	5.02%	3,606,443	8,166,443	11,772,886	554,743	12,327,629
12/15/2044			3,491,987	3,491,987			
06/15/2045	21,565,000	5.05%	3,491,987	25,056,987	28,548,974	1,345,240	29,894,213
12/15/2045			2,947,471	2,947,471			
06/15/2046	55,570,000	5.08%	2,947,471	58,517,471	61,464,941	2,896,254	64,361,195
12/15/2046			1,535,993	1,535,993			
06/15/2047	60,235,000	5.10%	1,535,993	61,770,993	63,306,985	2,983,052	66,290,037
Total	\$ 375,000,000		\$ 303,765,528	\$ 678,765,528	\$ 678,765,528	\$ 31,983,716	\$ 710,749,243

(1) Beginning in FY 2024 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

Portland Public Schools
\$375,000,000
General Obligation Bonds, Series 2023
Projected Bond Levy Rates - \$1.1 Billion Nov. 2020 Authorization
25 Year Issue

Bond Issue Data	
Dated Date:	06/15/2023
First Coupon:	12/15/2023
Final Maturity	06/15/2048
Term (years):	25.00
Current Market Rates Plus:	2.25%

2020 Property Tax Data (000s)	
Total Assessed Value:	\$ 60,851,556
Less Standard Rate Urban Renewal Value:	6,567,289
Assessed Value (Bonds Approved After 2001):	\$ 54,284,267
Less Reduced Rate Urban Renewal Value:	581,059
Net Assessed Value (Bonds Approved Before 2001):	\$ 53,703,209

Summary	
Issue Amount:	\$ 375,000,000
Total Interest Cost:	\$ 263,331,938
Interest Cost as a Percent of Par:	70%

Structuring Assumptions			
AV Growth		Tax Collections ⁽¹⁾	
2021	4.00%	2024	95.5%
2022	3.00%	2025	95.5%
2023	3.00%	2026	95.5%
2024	3.00%	2027	95.5%
Thereafter	3.00%	Thereafter	95.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements		
		Total		FY
		Prior Debt	New Bonds	Total
2020	\$ 54,284,267	\$ 124,046,898	\$ -	\$ 124,046,898
2021	56,455,638	135,000,169	-	135,000,169
2022	58,149,307	139,053,375	-	139,053,375
2023	59,893,786	143,221,212	-	143,221,212
2024	61,690,600	107,687,486	39,832,053	147,519,539
2025	63,541,318	110,083,736	41,859,137	151,942,873
2026	65,447,558	96,715,236	14,788,572	111,503,808
2027	67,410,984	99,620,240	15,228,556	114,848,796
2028	69,433,314	102,607,768	15,684,463	118,292,231
2029	71,516,313	105,685,918	16,154,635	121,840,553
2030	73,661,803	87,681,283	32,392,801	120,074,083
2031	75,871,657	90,313,108	33,360,973	123,674,081
2032	78,147,806	93,021,314	34,362,789	127,384,103
2033	80,492,241	95,815,627	35,391,340	131,206,967
2034	82,907,008	78,887,283	13,809,049	92,696,332
2035	85,394,218	81,253,329	14,227,885	95,481,214
2036	87,956,045	83,691,424	14,654,461	98,345,885
2037	90,594,726	86,200,642	15,095,720	101,296,362
2038	93,312,568	66,554,101	34,589,469	101,143,570
2039	96,111,945	68,552,634	35,625,955	104,178,589
2040	98,995,303	70,610,825	36,692,706	107,303,531
2041	101,965,162	72,730,161	37,791,843	110,522,004
2042	105,024,117	55,052,094	12,981,553	68,033,647
2043	108,174,841	56,703,239	13,373,108	70,076,346
2044	111,420,086	58,401,976	13,776,126	72,178,102
2045	114,762,688	59,988,819	14,327,537	74,316,356
2046	118,205,569	61,464,941	15,037,183	76,502,124
2047	121,751,736	63,306,985	15,489,710	78,796,695
2048	125,404,288	-	71,804,320	71,804,320
		\$ 2,493,951,820	\$ 638,331,938	

Projected Levy Rates ⁽¹⁾ \$/\$1,000 AV		
Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
\$ 2.41	\$ -	\$ 2.41
2.50	-	2.50
2.50	-	2.50
2.50	-	2.50
2.50	-	2.50
1.83	0.68	2.50
1.81	0.69	2.50
1.55	0.24	1.78
1.55	0.24	1.78
1.55	0.24	1.78
1.55	0.24	1.78
1.25	0.46	1.71
1.25	0.46	1.71
1.25	0.46	1.71
1.25	0.46	1.71
1.00	0.17	1.17
1.00	0.17	1.17
1.00	0.17	1.17
1.00	0.17	1.17
1.00	0.17	1.17
1.00	0.17	1.17
0.75	0.39	1.13
0.75	0.39	1.14
0.75	0.39	1.14
0.75	0.39	1.13
0.55	0.13	0.68
0.55	0.13	0.68
0.55	0.13	0.68
0.55	0.13	0.68
0.55	0.13	0.68
0.54	0.13	0.68
0.54	0.13	0.68
-	0.60	0.60

(1) Includes estimated delinquencies. Beginning in FY 2025 assumes collection year delinquencies will be offset by back tax collections.
(2) 2020 prior debt rate shown is actual rate levied.

Portland Public Schools
Projected Debt Service Schedule
\$375,000,000
General Obligation Bonds, Series 2023
25 Year Issue

Payment Date	Principal	Coupon	Interest	Total Debt Service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2023			\$ 8,051,027	\$ 8,051,027	\$ -	\$ -	\$ -
06/15/2024	23,730,000	2.92%	8,051,027	31,781,027	39,832,053	1,876,903	41,708,956
12/15/2024			7,704,569	7,704,569			
06/15/2025	26,450,000	2.97%	7,704,569	34,154,569	41,859,137	1,972,420	43,831,557
12/15/2025			7,311,786	7,311,786			
06/15/2026	165,000	3.04%	7,311,786	7,476,786	14,788,572	696,844	15,485,416
12/15/2026			7,309,278	7,309,278			
06/15/2027	610,000	3.13%	7,309,278	7,919,278	15,228,556	717,576	15,946,132
12/15/2027			7,299,732	7,299,732			
06/15/2028	1,085,000	3.21%	7,299,732	8,384,732	15,684,463	739,058	16,423,521
12/15/2028			7,282,317	7,282,317			
06/15/2029	1,590,000	3.26%	7,282,317	8,872,317	16,154,635	761,213	16,915,848
12/15/2029			7,256,400	7,256,400			
06/15/2030	17,880,000	3.31%	7,256,400	25,136,400	32,392,801	1,526,362	33,919,163
12/15/2030			6,960,486	6,960,486			
06/15/2031	19,440,000	3.36%	6,960,486	26,400,486	33,360,973	1,571,983	34,932,955
12/15/2031			6,633,894	6,633,894			
06/15/2032	21,095,000	3.42%	6,633,894	27,728,894	34,362,789	1,619,189	35,981,977
12/15/2032			6,273,170	6,273,170			
06/15/2033	22,845,000	3.49%	6,273,170	29,118,170	35,391,340	1,667,655	37,058,994
12/15/2033			5,874,525	5,874,525			
06/15/2034	2,060,000	3.94%	5,874,525	7,934,525	13,809,049	650,688	14,459,737
12/15/2034			5,833,943	5,833,943			
06/15/2035	2,560,000	4.04%	5,833,943	8,393,943	14,227,885	670,424	14,898,309
12/15/2035			5,782,231	5,782,231			
06/15/2036	3,090,000	4.49%	5,782,231	8,872,231	14,654,461	690,524	15,344,985
12/15/2036			5,712,860	5,712,860			
06/15/2037	3,670,000	4.53%	5,712,860	9,382,860	15,095,720	711,317	15,807,037
12/15/2037			5,629,735	5,629,735			
06/15/2038	23,330,000	4.58%	5,629,735	28,959,735	34,589,469	1,629,870	36,219,339
12/15/2038			5,095,478	5,095,478			
06/15/2039	25,435,000	4.77%	5,095,478	30,530,478	35,625,955	1,678,710	37,304,665
12/15/2039			4,488,853	4,488,853			
06/15/2040	27,715,000	4.82%	4,488,853	32,203,853	36,692,706	1,728,976	38,421,681
12/15/2040			3,820,921	3,820,921			
06/15/2041	30,150,000	4.86%	3,820,921	33,970,921	37,791,843	1,780,767	39,572,610
12/15/2041			3,088,276	3,088,276			
06/15/2042	6,805,000	4.90%	3,088,276	9,893,276	12,981,553	611,696	13,593,249
12/15/2042			2,921,554	2,921,554			
06/15/2043	7,530,000	4.94%	2,921,554	10,451,554	13,373,108	630,146	14,003,254
12/15/2043			2,735,563	2,735,563			
06/15/2044	8,305,000	4.98%	2,735,563	11,040,563	13,776,126	649,137	14,425,262
12/15/2044			2,528,768	2,528,768			
06/15/2045	9,270,000	5.02%	2,528,768	11,798,768	14,327,537	675,120	15,002,656
12/15/2045			2,296,091	2,296,091			
06/15/2046	10,445,000	5.05%	2,296,091	12,741,091	15,037,183	708,558	15,745,741
12/15/2046			2,032,355	2,032,355			
06/15/2047	11,425,000	5.08%	2,032,355	13,457,355	15,489,710	729,882	16,219,592
12/15/2047			1,742,160	1,742,160			
06/15/2048	68,320,000	5.10%	1,742,160	70,062,160	71,804,320	3,383,450	75,187,770
Total	\$ 375,000,000		\$ 263,331,938	\$ 638,331,938	\$ 638,331,938	\$ 30,078,468	\$ 668,410,406

(1) Beginning in FY 2025 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

Portland Public Schools
Projected Debt Service Schedule
\$450,000,000
General Obligation Bonds, Series 2025
24.29 Year Issue

Payment Date	Principal	Coupon	Interest	Total Debt Service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2025			\$ 15,281,798	\$ 15,281,798	\$ -	\$ -	\$ -
06/15/2026	20,030,000	2.92%	9,685,647	29,715,647	44,997,444	2,120,298	47,117,743
12/15/2026			9,393,209	9,393,209			
06/15/2027	27,565,000	2.97%	9,393,209	36,958,209	46,351,417	2,184,098	48,535,515
12/15/2027			8,983,868	8,983,868			
06/15/2028	29,775,000	3.04%	8,983,868	38,758,868	47,742,737	2,249,658	49,992,394
12/15/2028			8,531,288	8,531,288			
06/15/2029	32,115,000	3.13%	8,531,288	40,646,288	49,177,577	2,317,268	51,494,845
12/15/2029			8,028,689	8,028,689			
06/15/2030	1,540,000	3.21%	8,028,689	9,568,689	17,597,377	829,196	18,426,573
12/15/2030			8,003,972	8,003,972			
06/15/2031	2,120,000	3.26%	8,003,972	10,123,972	18,127,943	854,196	18,982,139
12/15/2031			7,969,416	7,969,416			
06/15/2032	2,735,000	3.31%	7,969,416	10,704,416	18,673,831	879,919	19,553,750
12/15/2032			7,924,151	7,924,151			
06/15/2033	3,385,000	3.36%	7,924,151	11,309,151	19,233,303	906,281	20,139,584
12/15/2033			7,867,283	7,867,283			
06/15/2034	8,155,000	3.42%	7,867,283	16,022,283	23,889,567	1,125,686	25,015,253
12/15/2034			7,727,833	7,727,833			
06/15/2035	9,145,000	3.49%	7,727,833	16,872,833	24,600,666	1,159,194	25,759,859
12/15/2035			7,568,253	7,568,253			
06/15/2036	10,205,000	3.94%	7,568,253	17,773,253	25,341,505	1,194,102	26,535,607
12/15/2036			7,367,214	7,367,214			
06/15/2037	11,365,000	4.04%	7,367,214	18,732,214	26,099,428	1,229,816	27,329,244
12/15/2037			7,137,641	7,137,641			
06/15/2038	15,895,000	4.49%	7,137,641	23,032,641	30,170,282	1,421,636	31,591,918
12/15/2038			6,780,798	6,780,798			
06/15/2039	17,510,000	4.53%	6,780,798	24,290,798	31,071,597	1,464,107	32,535,703
12/15/2039			6,384,197	6,384,197			
06/15/2040	19,235,000	4.58%	6,384,197	25,619,197	32,003,394	1,508,013	33,511,407
12/15/2040			5,943,715	5,943,715			
06/15/2041	21,080,000	4.77%	5,943,715	27,023,715	32,967,431	1,553,439	34,520,870
12/15/2041			5,440,957	5,440,957			
06/15/2042	16,540,000	4.82%	5,440,957	21,980,957	27,421,915	1,292,132	28,714,047
12/15/2042			5,042,343	5,042,343			
06/15/2043	18,155,000	4.86%	5,042,343	23,197,343	28,239,687	1,330,666	29,570,352
12/15/2043			4,601,177	4,601,177			
06/15/2044	19,885,000	4.90%	4,601,177	24,486,177	29,087,354	1,370,608	30,457,962
12/15/2044			4,113,994	4,113,994			
06/15/2045	21,760,000	4.94%	4,113,994	25,873,994	29,987,989	1,413,047	31,401,035
12/15/2045			3,576,522	3,576,522			
06/15/2046	23,780,000	4.98%	3,576,522	27,356,522	30,933,045	1,457,578	32,390,623
12/15/2046			2,984,400	2,984,400			
06/15/2047	25,895,000	5.02%	2,984,400	28,879,400	31,863,801	1,501,436	33,365,236
12/15/2047			2,334,436	2,334,436			
06/15/2048	37,775,000	5.05%	2,334,436	40,109,436	42,443,872	1,999,973	44,443,845
12/15/2048			1,380,617	1,380,617			
06/15/2049	54,355,000	5.08%	1,380,617	55,735,617	57,116,234	2,691,341	59,807,575
Total	\$ 450,000,000		\$ 315,139,389	\$ 765,139,389	\$ 765,139,389	\$ 36,053,688	\$ 801,193,077

(1) Beginning in FY 2027 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

Portland Public Schools
\$450,000,000
General Obligation Bonds, Series 2029
Projected Bond Levy Rates - \$900 Million Nov. 2024 Authorization
20 Year Issue

Bond Issue Data	
Dated Date:	06/15/2029
First Coupon:	12/15/2029
Final Maturity	06/15/2049
Term (years):	20.00
Current Market Rates Plus:	2.25%

2020 Property Tax Data (000s)	
Total Assessed Value:	\$ 60,851,556
Less Standard Rate Urban Renewal Value:	6,567,289
Assessed Value (Bonds Approved After 2001):	\$ 54,284,267
Less Reduced Rate Urban Renewal Value:	581,059
Net Assessed Value (Bonds Approved Before 2001):	\$ 53,703,209

Summary	
Issue Amount:	\$ 450,000,000
Total Interest Cost:	\$ 235,140,066
Interest Cost as a Percent of Par:	52%

Structuring Assumptions			
AV Growth		Tax Collections ⁽¹⁾	
2021	4.00%	2030	95.5%
2022	3.00%	2031	95.5%
2023	3.00%	2032	95.5%
2024	3.00%	2033	95.5%
Thereafter	3.00%	Thereafter	95.5%

Fiscal Year Ending 6/30	AV for New Bond Levies (000s)	Estimated Debt Service Requirements		
		Total Prior Debt	New Bonds	FY Total
2020	\$ 54,284,267	\$ 124,046,898	\$ -	\$ 124,046,898
2021	56,455,638	135,000,169	-	135,000,169
2022	58,149,307	139,053,375	-	139,053,375
2023	59,893,786	143,221,212	-	143,221,212
2024	61,690,600	147,519,539	-	147,519,539
2025	63,541,318	151,942,873	-	151,942,873
2026	65,447,558	156,501,252	-	156,501,252
2027	67,410,984	161,200,213	-	161,200,213
2028	69,433,314	166,034,968	-	166,034,968
2029	71,516,313	171,018,129	-	171,018,129
2030	73,661,803	137,671,460	38,474,736	176,146,196
2031	75,871,657	141,802,024	39,630,662	181,432,686
2032	78,147,806	146,057,934	40,814,441	186,872,374
2033	80,492,241	150,440,269	42,041,817	192,482,086
2034	82,907,008	116,585,899	28,971,460	145,557,358
2035	85,394,218	120,081,880	29,843,937	149,925,816
2036	87,956,045	123,687,390	30,736,893	154,424,282
2037	90,594,726	127,395,790	31,661,701	159,057,491
2038	93,312,568	131,313,852	32,514,125	163,827,977
2039	96,111,945	135,250,185	33,491,288	168,741,473
2040	98,995,303	139,306,924	34,497,925	173,804,849
2041	101,965,162	143,489,434	35,532,288	179,021,722
2042	105,024,117	95,455,561	23,296,276	118,751,837
2043	108,174,841	98,316,033	23,999,779	122,315,812
2044	111,420,086	101,265,455	24,719,079	125,984,534
2045	114,762,688	104,304,344	25,457,882	129,762,226
2046	118,205,569	107,435,168	26,221,232	133,656,400
2047	121,751,736	110,660,496	27,008,986	137,669,482
2048	125,404,288	114,248,192	27,551,265	141,799,457
2049	129,166,417	57,116,234	88,674,300	145,790,534
		\$ 3,897,423,146	\$ 685,140,066	

Projected Levy Rates ⁽¹⁾ \$/\$1,000 AV		
Prior Debt ⁽²⁾	New Bonds	Combined Levy Rate
\$ 2.41	\$ -	\$ 2.41
2.50	-	2.50
2.50	-	2.50
2.50	-	2.50
2.50	-	2.50
2.50	-	2.50
2.50	-	2.50
2.50	-	2.50
2.50	-	2.50
2.50	-	2.50
1.96	0.55	2.50
1.96	0.55	2.50
1.96	0.55	2.50
1.96	0.55	2.50
1.47	0.37	1.84
1.47	0.37	1.84
1.47	0.37	1.84
1.47	0.37	1.84
1.47	0.37	1.84
1.47	0.36	1.84
1.47	0.36	1.84
1.47	0.36	1.84
1.47	0.36	1.84
0.95	0.23	1.18
0.95	0.23	1.18
0.95	0.23	1.18
0.95	0.23	1.18
0.95	0.23	1.18
0.95	0.23	1.18
0.95	0.23	1.18
0.95	0.23	1.18
0.95	0.23	1.18
0.46	0.72	1.18

(1) Includes estimated delinquencies. Beginning in FY 2031 assumes collection year delinquencies will be offset by back tax collections.

(2) 2020 prior debt rate shown is actual rate levied.

Portland Public Schools
Projected Debt Service Schedule
\$450,000,000
General Obligation Bonds, Series 2029
20 Year Issue

Payment Date	Principal	Coupon	Interest	Total Debt Service	FY Total	Estimated (1) Delinquencies	Estimated (2) Amount to Levy
12/15/2029			\$ 9,064,868	\$ 9,064,868	\$ -	\$ -	\$ -
06/15/2030	20,345,000	2.92%	9,064,868	29,409,868	38,474,736	1,812,946	40,287,682
12/15/2030			8,767,831	8,767,831			
06/15/2031	22,095,000	2.97%	8,767,831	30,862,831	39,630,662	1,867,413	41,498,075
12/15/2031			8,439,720	8,439,720			
06/15/2032	23,935,000	3.04%	8,439,720	32,374,720	40,814,441	1,923,194	42,737,634
12/15/2032			8,075,908	8,075,908			
06/15/2033	25,890,000	3.13%	8,075,908	33,965,908	42,041,817	1,981,028	44,022,845
12/15/2033			7,670,730	7,670,730			
06/15/2034	13,630,000	3.21%	7,670,730	21,300,730	28,971,460	1,365,147	30,336,607
12/15/2034			7,451,968	7,451,968			
06/15/2035	14,940,000	3.26%	7,451,968	22,391,968	29,843,937	1,406,259	31,250,195
12/15/2035			7,208,446	7,208,446			
06/15/2036	16,320,000	3.31%	7,208,446	23,528,446	30,736,893	1,448,335	32,185,228
12/15/2036			6,938,350	6,938,350			
06/15/2037	17,785,000	3.36%	6,938,350	24,723,350	31,661,701	1,491,913	33,153,613
12/15/2037			6,639,562	6,639,562			
06/15/2038	19,235,000	3.42%	6,639,562	25,874,562	32,514,125	1,532,079	34,046,204
12/15/2038			6,310,644	6,310,644			
06/15/2039	20,870,000	3.49%	6,310,644	27,180,644	33,491,288	1,578,123	35,069,411
12/15/2039			5,946,462	5,946,462			
06/15/2040	22,605,000	3.94%	5,946,462	28,551,462	34,497,925	1,625,557	36,123,481
12/15/2040			5,501,144	5,501,144			
06/15/2041	24,530,000	4.04%	5,501,144	30,031,144	35,532,288	1,674,296	37,206,584
12/15/2041			5,005,638	5,005,638			
06/15/2042	13,285,000	4.49%	5,005,638	18,290,638	23,296,276	1,097,730	24,394,006
12/15/2042			4,707,390	4,707,390			
06/15/2043	14,585,000	4.53%	4,707,390	19,292,390	23,999,779	1,130,880	25,130,659
12/15/2043			4,377,039	4,377,039			
06/15/2044	15,965,000	4.58%	4,377,039	20,342,039	24,719,079	1,164,773	25,883,852
12/15/2044			4,011,441	4,011,441			
06/15/2045	17,435,000	4.77%	4,011,441	21,446,441	25,457,882	1,199,586	26,657,468
12/15/2045			3,595,616	3,595,616			
06/15/2046	19,030,000	4.82%	3,595,616	22,625,616	26,221,232	1,235,555	27,456,787
12/15/2046			3,136,993	3,136,993			
06/15/2047	20,735,000	4.86%	3,136,993	23,871,993	27,008,986	1,272,675	28,281,661
12/15/2047			2,633,133	2,633,133			
06/15/2048	22,285,000	4.90%	2,633,133	24,918,133	27,551,265	1,298,227	28,849,492
12/15/2048			2,087,150	2,087,150			
06/15/2049	84,500,000	4.94%	2,087,150	86,587,150	88,674,300	4,178,370	92,852,670
Total	\$ 450,000,000		\$ 235,140,066	\$ 685,140,066	\$ 685,140,066	\$ 32,284,087	\$ 717,424,152

(1) Beginning in FY 2031 assumes collection year delinquencies will be offset by back tax collections.

(2) Actual levy amount should be calculated annually based on County's current delinquency rates, actual debt service requirements and debt service fund balance, if any.

Spanish Speaking Parents/Special Education	
Facilitator: Jonathan/Maria	
Note Taker: Shanice/Maria	
<p><i>***hit enter after each response to start a new cell</i></p> <p><i>***"key questions to understand need"</i></p> <p><i>In small groups, facilitators will pose questions, and note takers will support.</i></p> <p><i>**hit record at the beginning of the session</i></p>	
<p><i>¿Enfocados en las inversiones educativas, especialmente la consideración de invertir en tecnología, materiales de instrucción, y clases adicionales para estudiantes en clases especiales, qué piensa usted que nosotros debemos priorizar en esta propuesta de bonos?</i></p>	
	<p>Roofs, mechanical systems, seismic improvements, security, and ADA accessibility are identified as top health and safety needs. How could an investment in these areas be beneficial?</p>
Wendy: Cada familia es diferente, los maestros en clase de verano ponen mas atencion porque los maestros de ano no dan mucha atencion	
Wendy: Es importante que apoyen con la tecnologia y enfocarse tambien sobre eso.	
Marcos: Ahorita la tecnologia es muy importante poque al momento no sabemos como comunicarnos si va a ser por telefono etc.	
Marcos: En King School me apoyaron mucho para apoyar a mi hija del internet por comcast y por Jefferson no me ayudaron igual. Quisiera ayuda similar para la grande igual para conectarme al internet etc.	
Wendy: Es importante que en teminos de	DO NOT TRANSLATE – Incomplete sentence
Seguridad y Salud	
Seguridad: Que significa para ustedes?- Quemarse, seguridad.	DO NOT TRASNLATE – Incomplete sentence
Modernizacion	

Marcos: Hay necesidad de hacer que los banos	DO NOT TRASNLATE – Incomplete sentence
Educativo	
Alma: Alargaran mas las horas y en terminos de tecnologia unas clases para los padres. Las comptadoras trabajan muy bien.	
Alma: somos los padres que ocupamos mas apoyo si es que covid seguira con esto.	
Alma: Hay ninos que salen y nadie se da cuenta.	
Alma: Interphones are important	

Spanish Speaking Parents/Special Education	
Facilitator: Jonathan/Maria	
Tomador de apuntes: Shanice/Maria	
<p><i>**hit enter after each response to start a new cell</i></p> <p><i>***"key questions to understand need"</i></p> <p><i>In small groups, facilitators will pose questions, and note takers will support.</i></p> <p><i>**hit record at the beginning of the session</i></p>	
<i>Focused on educational investments, especially the consideration of investing in technology, instructional materials, and additional classes for students in special classes, what do you think we should prioritize in this bond proposal?</i>	
	<p>Roofs, mechanical systems, seismic improvements, security, and ADA accessibility are identified as top health and safety needs.</p> <p>How could an investment in these areas be beneficial?</p>
Wendy: Each family is different, summer-school teachers pay more attention; teachers during the regular school year do not pay much attention.	
Wendy: Support with technology is important and focusing on that as well.	
Marcos: Currently, technology is very important because right now we do not know how to communicate, if it will be by phone etc.	
Marcos: At King School, they gave me a lot to support to help my daughter with Comcast internet. They did not give us the same kind of support at Jefferson. I would like similar help for my older child to connect to the internet, etc.	
Wendy: Es importante que en terminos de	DO NOT TRANSLATE – Incomplete sentence
Health and Safety	
Seguridad: Que significa para ustedes?- Quemarse, seguridad.	DO NOT TRANSLATE – Incomplete sentence
Modernization	

Marcos: Hay necesidad de hacer que los banos	DO NOT TRANSLATE – Incomplete sentence
Educational	
Alma: Longer hours and, as far as technology goes, some classes for parents. The computers work very well.	
Alma: we are the parents who need the most support if Covid keeps this up.	
Alma: Some children leave and nobody notices.	
Alma: Interphones are important	



PORTLAND PUBLIC SCHOOLS

OFFICE OF STRATEGIC PARTNERSHIPS & ENGAGEMENT

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3962

Date: July 13, 2020

To: Board Policy Committee: Chair Rita Moore, Eilidh Lowery, Julia Brim-Edwards

From: Shanice Clarke, Director of Community Engagement

CC: Jonathan Garcia, Chief Engagement Officer
Guadalupe Guerrero, Superintendent
Liz Large, General Counsel

Subject: Search & Seizure Policy 4.30.040-P: Other Engagement Updates

Background

In September 2019, Youth Portland Sub-Committee on Community Engaged Policing and Community Healing Initiative reviewed the Search and Seizure Policy. In November 2019, the Urban League of Portland reviewed the policy. During the month of July 2020, the following groups have reviewed the policy, or affirmed the priorities raised from student feedback:

- Stand for Children
- Community Healing Initiative
- Word is Bond

Stand for Children, Community Healing Initiative, and Word is Bond were invited to provide additional public comment and may elect to do so during the remaining public comment period.



PORTLAND PUBLIC SCHOOLS

OFFICE OF STRATEGIC PARTNERSHIPS & ENGAGEMENT

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3962

Date: April 20, 2020

To: Board Policy Committee: Chair Rita Moore, Eilidh Lowery, Julia Brim-Edwards

From: Shanice Clarke, Director of Community Engagement

CC: Jonathan Garcia, Chief Engagement Officer
Guadalupe Guerrero, Superintendent
Liz Large, General Counsel

Subject: Search & Seizure Policy 4.30.040-P: Updated Student Engagement Memo

Background

On October 29th, 2019, the Board of Education and Superintendent Guerrero agreed that in order to fully adopt the Search and Seizure Policy, additional student engagement and input would be required to shape a strong and student-centered policy. Since then, the Community Engagement Department executed on a truncated—yet effective—student engagement plan, maximizing student input during the public comment period.

A Lens on Youth Voice

Under the direction of Superintendent Guerrero and the Board of Education, Portland Public Schools is on a mission to cultivate student voices and student sense of belonging in our collective effort to transform and reimagine the district. We believe that when policy that impacts the lived experiences of young people in our school system centers the insight and foresight of the students, we will see a policy that is unwavering creating a positive culture and process for students in our buildings. Moreover, by seeking thoughtful student perspectives, we hope to elevate unintended consequences and concrete solutions in cross-functional district policy writing. Lastly, aligned with Portland Public Schools reImagined, our hope in our students is that they become critical thinkers committed to advocating for just environments.

Initial Community Engagement

Between the month of October and November, Community Engagement staff visited freshman inquiry courses, student fairs, student-led organizations, and other school programming to review the proposed revisions of the Search and Seizure Policy. This includes the following meetings:

Sunday 9/8 Portland Committee on Community-Engaged Policing at Youth Subcommittee

Tuesday 10/29 Feedback Meeting at District Student Council

Monday 11/4 Class Visits at Madison High School

Wednesday 11/6 Student Organization Visit at Roosevelt High School

Friday 11/8 Class Visits at Jefferson High School

Wednesday 11/13 Student Assembly at Wilson High School

Wednesday 11/13 Class Visits at Cleveland High School

In total, we captured close to 200 comments from these engagements. Staff reviewed, categorized and created themes for ideas that were received by at least from two distinct voices. Table one provides student suggestions to strengthen the policy:

Table 1. Initial Student Suggestions on Search & Seizure Policy

Student Suggestions	Cumulative Percent
Add grievance reporting resources on staff misuse of policy	44%
Racial equity informed policy language to limit bias in interpretation of reasonable suspicion ¹	26%
Send parent communication prior to searches, especially those not involving imminent threat	15%
Accountability structure to track searches, disaggregate by race, gender, and ability	10%
Add policy language for marijuana suspicions to refer to Healthy Substance Use policy procedure	6%
Student option to select a preferred staff member to conduct the search and/or identify a support person to be present during the search	5%
Add acknowledgement that religious items that students wear should be avoided from removal in searches	2%

*The total exceeds 100% as individuals could provide multiple forms of feedback.

“..there are many of cases where students of color are regularly identified for searches, and nothing is found. How can the policy account for how the district identifies students? - Wilson student

Responses were categorized into 7 themes. The first two themes had a significantly larger representation of community feedback (70%). By count, these two themes had over $\frac{2}{3}$ of recurrences, compared to the remaining themes:

1. Adding grievance reporting resources on staff misuse of policy
2. Racial equity informed policy language to limit bias in interpretation (gang member, reasonable suspicion)

The next cluster represents (25%) and incorporated the following themes:

3. Send parent communication prior to searches, especially those not involving imminent threat
4. Accountability structure to track searches, disaggregate by race, gender, and ability

The final cluster represents (13%) of student feedback:

5. Add policy language for marijuana suspicions to refer to Healthy Substance Use policy procedure
6. Request to select the staff member who conducts search and/or a support person during search
7. Acknowledgement of refraining from removing religious items

“I observed a student’s rights being violated through a search...he was searched because of the screensaver on his computer.” -Jefferson Student

Second Phase of Community Engagement

Staff reviewed, categorized and created themes for suggestions to strengthen the policy. Student Board of Education Director Latterell and the Senior Advisor for Racial Equity & Social Justice created a draft policy language with those suggestions, which were brought to additional engagement opportunities for student feedback. Those engagement opportunities included:

Thursday 2/20 PPS Gay Straight Alliance Middle School Summit Workshop

Friday 2/28 International Youth Leadership Conference Engagement

Monday 3/2 Class Visits at Madison High School

Monday 3/2-3/7 District Student Council Outreach at High Schools

In total, we captured 359 comments from these engagements. Staff reviewed, categorized and created themes for ideas that were received by at least from two distinct voices. Table two provides student suggestions on parental notification and a tracking system from all engagement except Madison High School:

Table 2. Student Feedback on Suggested Revisions for Search & Seizure Policy

Results from Additional Targeted Student Engagement	Cumulative Percent
Agrees with suggested revision language, “Parents//guardians shall also be notified before any law enforcement conducts an interview of a student on District premises. Interviews shall take place with parental/guardian consent except in specific scenarios outlined in the administrative directive.”	75%
Agrees that a tracking system should be created, in order to comply with PPS Racial Educational Equity Policy to eliminate racial disproportionality in discipline	45%

*The total exceeds 100% as individuals could provide multiple forms of feedback.

Responses were categorized into 2 themes. The first two themes had a significantly larger representation of community feedback (40%). By count, these two themes had over 2/3 of recurrences, compared to the remaining themes:

1. Agrees with suggested revision language, “Parents//guardians shall also be notified before any law enforcement conducts an interview of a student on District premises. Interviews shall take place with parental/guardian consent except in specific scenarios outlined in the administrative directive.”
2. Agrees that a tracking system should be created, in order to comply with PPS Racial Educational Equity Policy to eliminate racial disproportionality in discipline

In alignment with the PPS Racial Education Equity Policy and resulting PPS Racial Equity and Social Justice Plan, PPS acknowledges the practices that lead to overrepresentation of students of color in discipline. We understand systemic and cultural racism in both the education and criminal justice system and resulting presence of bias in the interpretation in reasonable suspicion. In alignment with PPS vision and values, the district will adopt practices that confront and eliminate bias in interpretation of reasonable suspicion. Student feedback was solicited on additional language to limit the interpretation of bias in reasonable suspicion.

Table three provides student input of potential biases in staff interpretation of reasonable suspicion:

Table 3. Student Input on Potential Biases When Interpreting Reasonable Suspicion

Racial Equity & Social Justice informed policy language suggestions, to limit bias in interpretation of reasonable suspicion	Cumulative Percent
Appearance, including; clothing, piercings, weight, natural hair texture	42.6%
Race, ethnicity, accent, or cultural origin	41.5%
Gender identity, sexuality, sexual orientation	10.8%
Rumors, reputation, friend association, attitude, personal opinions, mood, voice or tone, 'being a loner', personality traits	8.6%
Age	6.4%
Income	5%
Religion	2.8%

*The total exceeds 100% as individuals could provide multiple forms of feedback.

Student input on potential biases when interpreting reasonable suspicion was categorized into 7 themes. The first two themes had a significantly larger representation of community feedback (84.1%). By count, these two themes had over 7/10 of recurrences, compared to the remaining themes:

1. Appearance, including; clothing, piercings, weight, or natural hair texture
2. Race, ethnicity, accent, or cultural origin

The next cluster represents (19.4%) and incorporated the following themes:

3. Gender identity, sexuality, sexual orientation
4. Rumors, reputation, friend association, attitude, personal opinions, mood, voice or tone, 'being a loner', or personality traits

The final cluster represents (14.2%) of student themes:

5. Age
6. Income
7. Religion

Opportunity Analysis

The Administrative Directive outlines the protocol for the policy, and there are opportunities to revise both documents to address areas that may be revised. Other comments made from students during engagement include a request for searches to happen in private settings, and clarification regarding students providing staff access to their cell phones.



BOARD POLICY

Search and Seizure

4.30.040-P

6/2/20 Draft

1. Purpose

The Board of Education is committed to maintaining a safe school environment while respecting the privacy rights of students. The purpose of this policy is to preserve and foster a safe, non-disruptive educational environment for effective teaching and learning, to maintain a safe school climate, and to achieve these objectives consistent with the law.

The Board recognizes that each student shall have the right to privacy at school with respect to each individual person, which is also accorded to public school students by law. To protect the educational climate and the health and safety of students and staff, school officials are empowered to conduct searches of students and student property when the school official has a reasonable suspicion that there has been a violation of a law, District policy, or school rule or policy, and the official has a reasonable suspicion that the search will produce evidence of that wrongdoing. Parents/guardians shall be notified after a search of a student's person or property and shall be informed of the results of the search.

2. Racial Equity & Social Justice Framework

In alignment with the [PPS Racial Education Equity Policy](#) and resulting PPS RESJ Framework and Plan, PPS acknowledges the practices that lead to overrepresentation of students of color in discipline. We understand systemic and cultural racism in both the education and criminal justice system and resulting presence of bias in the interpretation of reasonable suspicion. In alignment with PPS vision and values, the District will adopt practices that confront and eliminate bias in the interpretation of reasonable suspicion.

3. Searches

A school official may conduct a search during the school day and during all school-sponsored activities such as athletic events or concerts, whether on or off school property. In conducting a search of a student or student property, a school official shall take reasonable steps to preserve student privacy and dignity whenever possible and encourage student cooperation in any search.

The School District provides students with storage areas, such as lockers, desks, and similar areas and also provides students certain technology, software, and internet access (collectively, "District Property"). Students do not have an expectation of privacy in District Property. School officials are permitted to search District Property or other non-student property as needed and without reasonable suspicion, student/parent/guardian consent, or notification. They are also permitted to inspect unidentified items found on PPS property without reasonable suspicion.

Students and parents/guardians shall be notified of the District's policy regarding search and seizure in readily-available materials, such as the Student Handbook [insert link]. Students and parents/guardians will also be notified of complaint procedures available to them.

4. Parent/Guardian Notice

Parents/guardians shall also be notified and must provide consent before any law enforcement conducts an interview of a student who is the subject of an investigation taking place on District premises. Parents/guardians of potential witnesses or victims shall also be notified before law enforcement officers conduct an interview on District premises, although administrators may

make exceptions in instances where this notice may deter a student who is the victim of a crime from reporting. Pursuant to Oregon law, parents/guardians may not be notified when the child is interviewed as a suspected victim of child abuse. In situations where there is an imminent threat to safety or security, there may not be an opportunity to notify parents prior to law enforcement intervention. By law, school administrators may not interfere with the arrest of students.

5. Tracking system

The District will develop a tracking system and report its findings to the Board on an annual basis. In order to comply with PPS Racial Educational Equity Policy to eliminate racial disproportionality in discipline, the tracking system should include **demographic information on the searches conducted by each school, the object of the search**, and other indicators which will help to identify, analyze, and monitor disparities.

6. Process

For more information about the process by which school officials may conduct a search or seizure of students or their property, the nature and types of prohibited property, and other details on the implementation of this policy, please see the related Administrative Directive [insert link].

7. Definitions

- a. **Reasonable suspicion** is a standard of proof that is based on specific facts that can be described, as well as the rational conclusions that can be drawn from those facts. Examples of reasonable suspicion may include, but are not limited to, eyewitness observations by school personnel; information from a source deemed reliable;; recognizable smell of alcohol, tobacco, or marijuana; or other unusual behavior.
- b. **Interview by law enforcement** means the intentional questioning of a student when the student feels they do not feel free to leave a room or disengage from the conversation. Students seeking out and engaging in conversations with law enforcement during the course of the school day is not an interview.
- c. **Parent/Guardian** is the person who has been identified in school records as having a custodial relationship with the student.
- d. **Imminent threat** is an immediate threat of serious bodily injury to self or others or death.
- e. **Subject of an Investigation** is a person whose conduct gives rise to a suspicion that the person may have engaged in illegal activity.

Legal References: ORS 332.075; ORS 419B.010 - 419B.045; OAR 581-021-0050 to -0075; ORS 332.107

History: Adpt 8/27/73; Amd 5/84; Amd 10/25/84; Amd 10/13/88; Amd 10/25/90; Amd 9/9/02; BA 2420; Amd 6/20



BOARD POLICY

4.30.040-P

Search and Seizure

~~11/26/2019 2/19/20 4/21/20 5~~
~~6/2-86-120 Draft~~

1. Purpose

The Board of Education is committed to maintaining a safe school environment while respecting the privacy rights of ~~s-tudents~~students. The purpose of this policy is to preserve and foster a safe, non-disruptive educational environment for effective teaching and learning, to maintain a safe school climate, and ~~t-o~~to achieve these objectives consistent with the law.

The Board recognizes ~~t-hat~~that each student shall have the right to privacy at school with respect to each individual person, which is also accorded to public school students by law. To protect the educational climate ~~a-n-d~~and the health and safety of students and staff, school officials are empowered to conduct ~~s-e-a-r-c-h-e-s~~searches of students and student property when the school official has a reasonable suspicion ~~t-hat~~that there has been a violation of a law, District policy, or school rule or policy, and the official has a reasonable suspicion that the search will produce evidence of that wrongdoing. Parents/guardians shall be notified after a search of a student's person or property and shall be informed of the results of the search.

2. Racial Equity & Social Justice Framework

In alignment with the ~~PPS~~PPS Racial Education Equity Policy ~~— Racial Education Equity Policy~~ and resulting PPS RESJ Framework and Plan, PPS acknowledges the practices that ~~l-e-a-d~~lead to overrepresentation of students of color in discipline. We ~~u-n-d-e-r-s-t-a-n-d~~understand systemic and cultural racism in both the ~~e-d-u-c-a-t-i-o-n~~education and criminal justice system and resulting presence of bias in the interpretation ~~i-n~~of reasonable suspicion. In alignment with PPS ~~v-i-s-i-o-n~~vision and values, the ~~d-i-s-t-r-i-c-t~~District will adopt practices that confront and eliminate bias in the interpretation of reasonable suspicion.

3. Searches

A school official may conduct a search during the school day and during all school-sponsored activities such as athletic events or concerts, whether on or off school property. In conducting a search of a student or student property, a school official shall take reasonable steps to preserve student privacy and ~~d-i-g-n-i-t-y~~dignity whenever possible and encourage student cooperation in any search.

The School District ~~p-r-o-v-i-d-e-s~~provides students with storage areas, such as lockers, desks, and similar areas and also provides students certain technology, ~~s-o-f-t-w-a-r-e~~software, and internet access (collectively, "District Property"). Students do not have an expectation of privacy in District Property. School officials are permitted to search District ~~P-r-o-p-e-r-t-y~~Property or other non-student property as needed and without reasonable ~~s-u-s-p-i-c-i-o-n~~suspicion, student/parent/guardian consent, or notification. They are also permitted to inspect unidentified items found on PPS property without reasonable suspicion.

Students and parents/guardians shall be notified of the District's policy regarding search and seizure in readily-available materials, such as ~~t-h-e~~the Student Handbook [insert link]. Students

and parents/guardians will also be notified of complaint ~~p-rocedures~~procedures available to them.

4. Parent/Guardian Notice

~~Last Revised 4/21/2020 9:34 AM~~4/21/2020 8:50 AM ~~11/26/2019 1:13 PM~~

Parents/guardians shall also be notified and must provide consent ~~-before~~ any law enforcement conducts an interview ~~e-f~~of a student who is the subject of an investigation taking place ~~who is the subject of an investigation taking place~~ on District ~~p-remises~~premises. Parents/guardians of potential witnesses or victims shall also be notified before law enforcement officers conduct an interview on District premises, ~~a-lthough~~although administrators may make exceptions in instances where this notice may deter a student who is the victim of a crime ~~f-rom~~from reporting. ~~Interviews shall take place with parental/guardian consent except i n specific scenarios outlined in the administrative directive. , and no interview shall take place without parental/guardian consent. This requirement to~~ The District does not need to notify ~~pP~~Pursuant to Oregon law, parents/guardians may not be notified ~~does not apply~~ when the child is ~~taken into protective custody~~interviewed ~~interviewed~~ as a suspected victim of child abuse. In situations where there is an imminent threat to safety or security, there may ~~n-ot~~not be an opportunity to notify parents ~~p-rior~~prior to law enforcement intervention. By law, school administrators may not interfere with the ~~lawful~~ arrest of students.

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The District will develop a tracking system ~~a-nd~~and report its findings to the Board on an annual basis. In order to ~~comply~~comply with PPS Racial Educational Equity ~~P-olicy~~Policy to eliminate racial disproportionality in discipline, the tracking system should ~~capture~~ include demographic information -on the number of searches conducted by each school, the object of the search, and other indicators which will help to identify, ~~a-nalyze~~analyze, and monitor disparities.

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Page ~~2~~ of ~~3~~

- e. **Subject of an Investigation** is a person whose conduct gives rise to a suspicion that the person may have engaged in illegal activity.

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BOARD POLICY

Search and Seizure

4.30.040-P

6/2/20 Draft

1. Purpose

The Board of Education is committed to maintaining a safe school environment while respecting the privacy rights of students. The purpose of this policy is to preserve and foster a safe, non-disruptive educational environment for effective teaching and learning, to maintain a safe school climate, and to achieve these objectives consistent with the law.

The Board recognizes that each student shall have the right to privacy at school with respect to each individual person, which is also accorded to public school students by law. To protect the educational climate and the health and safety of students and staff, school officials are empowered to conduct searches of students and student property when the school official has a reasonable suspicion that there has been a violation of a law, District policy, or school rule or policy, and the official has a reasonable suspicion that the search will produce evidence of that wrongdoing. Parents/guardians shall be notified after a search of a student's person or property and shall be informed of the results of the search.

2. Racial Equity & Social Justice Framework

In alignment with the [PPS Racial Education Equity Policy](#) and resulting PPS RESJ Framework and Plan, PPS acknowledges the practices that lead to overrepresentation of students of color in discipline. We understand systemic and cultural racism in both the education and criminal justice system and resulting presence of bias in the interpretation of reasonable suspicion. In alignment with PPS vision and values, the District will adopt practices that confront and eliminate bias in the interpretation of reasonable suspicion.

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A school official may conduct a search during the school day and during all school-sponsored activities such as athletic events or concerts, whether on or off school property. In conducting a search of a student or student property, a school official shall take reasonable steps to preserve student privacy and dignity whenever possible and encourage student cooperation in any search.

The School District provides students with storage areas, such as lockers, desks, and similar areas and also provides students certain technology, software, and internet access (collectively, "District Property"). Students do not have an expectation of privacy in District Property. School officials are permitted to search District Property or other non-student property as needed and without reasonable suspicion, student/parent/guardian consent, or notification. They are also permitted to inspect unidentified items found on PPS property without reasonable suspicion.

Students and parents/guardians shall be notified of the District's policy regarding search and seizure in readily-available materials, such as the Student Handbook [insert link]. Students and parents/guardians will also be notified of complaint procedures available to them.

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Parents/guardians shall also be notified and must provide consent before any law enforcement conducts an interview of a student who is the subject of an investigation taking place on District premises. Parents/guardians of potential witnesses or victims shall also be notified before law enforcement officers conduct an interview on District premises, although administrators may

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The District will develop a tracking system and report its findings to the Board on an annual basis. In order to comply with PPS Racial Educational Equity Policy to eliminate racial disproportionality in discipline, the tracking system should include **demographic information on the searches conducted by each school, the object of the search**, and other indicators which will help to identify, analyze, and monitor disparities.

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For more information about the process by which school officials may conduct a search or seizure of students or their property, the nature and types of prohibited property, and other details on the implementation of this policy, please see the related Administrative Directive [insert link].

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BOARD POLICY

4.30.040-P

Search and Seizure

~~11/26/2019 2/19/20 4/21/20 5~~
~~6/2-86-1/20 Draft~~

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Search ~~And~~ Seizure

~~Student Right to Privacy~~. Each student shall have the
6/2/20 Draft

1. Purpose

The Board of Education is committed to maintaining a safe school environment while respecting the privacy rights of
items-
students. The purpose of this policy is to preserve and foster a safe, non-disruptive educational environment for
effective teaching and learning, to maintain a safe school climate, and to achieve these objectives consistent with the
law.

- ~~(1) The Board recognizes that each student shall have the right to~~ privacy at school with respect to ~~his/her~~ each individual person, which is also accorded to public school students by law. ~~Under the law, each student's conduct is necessarily limited by the school's need to protect its educational climate from disruption by the presence of weapons, explosives, drugs or other dangerous or prohibited~~
- ~~(2) Possession of Prohibited Items.~~ To protect the educational climate and the health and safety of ~~persons and property on the school grounds and at school functions,~~ the following items are prohibited:
- ~~(a) Dangerous or deadly weapons including, but not limited to, firearms, knives, metal knuckles, straight razors, weapons of the nunchaku type, black jack, sap, sap glove, and other instruments capable of inflicting injury to persons or property;~~
 - ~~(b) Explosives;~~
 - ~~(c) Noxious, irritating or poisonous gases;~~
 - ~~(d) Poisons;~~
 - ~~(e) Intoxicants and drugs (except medicines prescribed for the student which shall be in the labeled container and non-prescription remedies);~~
 - ~~(f) Paraphernalia used in the transporting, sale or use of illegal drugs;~~
 - ~~(g) Stolen property;~~
 - ~~(h) Materials or devices which endanger the physical safety of persons or property;~~
 - ~~(i) Gang member identifying markings or paraphernalia;~~
 - ~~(j) Materials, devices, identifying markings or paraphernalia which are patently racially, religiously or sexually offensive including those associated with clubs, sects or groups avowing or practicing discrimination against persons on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual~~

orientation;

~~(k) Other items or materials prohibited by Board policies, Administrative Regulations or school rules.~~

~~**(3) Checks of Assigned Student Storage Areas (Lockers, Desks, etc.)**~~

~~(a) General.~~

~~(A) Lockers, desks and other storage areas assigned to a particular student(s) (hereinafter called "student storage") remain in the possession and control of the school when they~~

~~4.30.040-P Search And Seizure~~

~~are made available (assigned) for student use. Students may use student storage for the limited purpose of temporarily keeping items needed by the student to participate in school instruction and activities only. No other purpose is permitted. Students shall expect that student storage will be checked by the school from time to time without prior notice to assure that such areas are not being used for any unauthorized purpose. Dogs capable of detecting the presence of drugs may be used as needed for these purposes. Prohibited items will be removed and held by the school.~~

~~(B) Students shall be particularly warned that food must be fresh and tightly packaged and that expensive items invite theft and are discouraged.~~

- ~~(b) Student Notification. A student need not be notified in advance of any check of the assigned student storage. Following any student storage check, if anything was removed, the principal shall, in writing, notify the student that the assigned student storage has been checked, the time of the check, the persons present, the items which were taken from the student storage and when and where returnable items will be available for the student or the student's parents (guardians).~~
- ~~(c) Cleanout. From time to time, the principal may set aside a time period during which all students shall clean their assigned student storage.~~
- ~~(d) Disposition of Prohibited Items. Items found in student storage which are not permitted shall be removed and held for the student except that prohibited items shall only be released to the student's parents (guardians), contraband will be destroyed or held for School Police and stolen items will be returned to the owner or the police.~~
- ~~(e) Limitations on Check. Checks of the student storage are only permitted on a random basis for the purpose of encouraging compliance by the students with Board policy, regulations or school rules and shall not be used by the school to focus on a particular student by searching an assigned student storage area. However, if the principal and staff, school officials are empowered to conduct searches of students and student property when the school official has a reasonable suspicion that evidence of a prohibited item will be found in a particular student storage, the procedures set out in Section 4.a. below shall be followed.~~

~~(4) Searches.~~

(a) ~~Searches Pursuant to Administrative Procedure. If the principal~~there
has been a violation of a law, District policy, or school rule or policy, and
the official has a reasonable suspicion that ~~a prohibited item is on a~~
~~student's~~

~~4.30.040-P Search And Seizure~~

~~person or in a particular student's storage area, the following procedure shall apply:~~

~~(A) Request for Authorization. The principal shall obtain verbal authorization from the assistant superintendent or designee or, in his/her absence, the Director of Student Achievement to the search. The assistant superintendent or designee or the Director of Student Achievement shall maintain a written record of the authorization given. If it appears necessary to search beyond outer clothing, the School Police shall be contacted for assistance in the search and its standards and procedures shall apply; will produce evidence of that wrongdoing. Parents/guardians shall be notified after a search of a student's person or property and shall be informed of the results of the search.~~

~~(B) Emergency Search. If there is not sufficient time to obtain authorization and the principal has a reasonable suspicion that he/she will find an item or evidence of an item, which could create an immediate danger to persons or property, the principal may conduct an emergency search of a student or student storage without prior authorization. If it appears necessary to search beyond outer clothing and if the immediate danger will permit a delay, the School Police shall be contacted for assistance in the search and its standards and procedures shall apply;~~

~~(C) Assistance to Principal in Conducting Search. Unless an emergency situation prevents it, the principal shall be assisted in the search by a responsible adult;~~

~~(D) Student Present at Search. It is recommended that a student be present at any search of the student's assigned storage unless the student will, in the judgment of the principal, use physical force against the person conducting the search or disrupt the school. The student shall open the lock if requested;~~

~~(E) Disposition of Prohibited Items. Items held after a search shall be held by the school if needed as evidence, but otherwise shall be released to the student or the student's parents (guardians), except that stolen property shall be returned to its owner or police and contraband will be destroyed or held for school police.~~

~~(b) Searches by Law Enforcement Officers. A search of a student's person or assigned student storage may be conducted by law enforcement officers in accordance with law.~~

~~(c) Limitations on Searches. Except for a search provided in Sections 4.a. and 4.b. above or unless the student gives prior consent to the~~

~~4.30.040-P Search And Seizure~~

~~particular search, a student's person or assigned student storage area shall not be searched. School authorities may not consent on behalf of a student to a search of the student's person or storage area.~~

~~(5) Definition of "Principal". As used in Section 4~~

- ~~(a) The term "principal" shall include, in high schools, any vice principal or in his/her absence another person temporarily designated by the principal; in middle schools, the assistant principal or in his/her absence another person temporarily designated by the principal; and in elementary schools, the administrative assistant, or if there is none, then in the absence of the principal from the school, any other staff member designated by the principal.~~
- ~~(6) **Reports of Searches.** Promptly following each search, the principal shall submit a Report of Search to the assistant superintendent. The report shall include the identity of the person or student storage; the time of the search; whether the search was under warrant or by administrative procedure; the identity of the person conducting the search; the persons present; the items, if any, taken; and if known, the intended disposition of these items. If the search was by administrative procedure, the report should also state the type of initial authorization (verbal or emergency) and the facts giving reason for the reasonable suspicion that a prohibited item was present. A copy of each Report of Search shall be kept on file at the school.~~
- ~~(7) **Reports to the Board.** The superintendent shall, from time to time, submit a report to the Board, which shall include, by school, the number of searches conducted and whether a person or student storage was searched.~~

~~**Student Information.** Notice of Section 1 through 7 of this policy shall be made available to students and parents (guardians) as a part of the Handbook on Student Responsibilities, Rights and Discipline or Guide to Policies, Rules and Procedures on Student Responsibilities, Rights and Discipline.~~

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The District will develop a tracking system and report its findings to the Board on an annual basis. In order to comply with PPS Racial Educational Equity Policy to eliminate racial disproportionality in discipline, the tracking system should include demographic information on the searches conducted by each school, the object of the search, and other indicators which will help to identify, analyze, and monitor disparities.

6. Process

For more information about the process by which school officials may conduct a search or seizure of students or their property, the nature and types of prohibited property, and other details on the implementation of this policy, please see the related Administrative Directive [insert link].

7. Definitions

- a. Reasonable suspicion is a standard of proof that is based on specific facts that can be described, as well as the rational conclusions that can be drawn from those facts. Examples of reasonable suspicion may include, but are not limited to, eyewitness

observations by school personnel; information from a source deemed reliable;; recognizable smell of alcohol, tobacco, or marijuana; or other unusual behavior.

- b. Interview by law enforcement means the intentional questioning of a student when the student feels they do not feel free to leave a room or disengage from the conversation. Students seeking out and engaging in conversations with law enforcement during the course of the school day is not an interview.
- c. Parent/Guardian is the person who has been identified in school records as having a custodial relationship with the student.
- d. Imminent threat is an immediate threat of serious bodily injury to self or others or death.
- e. Subject of an Investigation is a person whose conduct gives rise to a suspicion that the person may have engaged in illegal activity.

(8)

Legal References: ORS 332.075; ORS 419B.010 - 419B.045; OAR 581-021-0050 to -0075; ORS 332.107

History: Adpt 8/27/73; Amd 5/84; Amd 10/25/84; Amd 10/13/88; Amd 10/25/90; Amd 9/9/02; BA 2420
~~Letter Opinion, Office of the Attorney General (May 25, 1984); Amd 6/20~~
~~Letter Opinion, Office of the Attorney General (August 18, 1986)~~

REGULAR MEETING
BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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June 11, 2020

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June 11, 2020

Business Agenda

Resolutions Number 6121 through 6127

As a committee of the whole, Director Bailey moved and Director Scott seconded the motion to approve resolutions 6121 through 6128. The motion was put to a voice vote and passed unanimously (7-yes, 0-no) with Student Representative Latterell voting yes, unofficial.

RESOLUTION No. 6121Expenditure 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 Administrator, Funding Source
Clarity Construction, Inc.	6/12/20 through 2/26/21	Construction C 69643	Restroom repairs at Franklin High School. Invitation to Bid – Construction 2020-2732	\$314,546	C. Hertz Funding Source Varies
Environmental Resources, Inc.	6/12/20 through 10/30/20	Construction C 69638	Asbestos abatement at Vestal. Invitation to Bid – Construction 2020-2785	\$153,910	C. Hertz Fund 456 Dept. 5511 Project DS002
Mythics, Inc.	6/12/20 through 1/1/23 Option to renew for one additional two-year term through 1/1/25	Cooperative Contract COA 69627	Purchase of Oracle products, software, and support services for District-wide use. Cooperative Procurement Group: OMNIA Partners	Original Term: \$300,000 Total through renewals: \$500,000	C. Hertz Dept. 5582
The Home Depot Pro	6/12/20 through 6/30/25	Cooperative Contract COA 69642	Purchase of industrial cleaning equipment for use by custodial staff in all District buildings including floor scrubbers, wet/dry vacuum cleaners, and other battery-powered equipment. Cooperative Procurement Group: OMNIA Partners	\$1,620,000	C. Hertz Dept. 5593
School Specialty	6/12/20 through 4/30/25	Cooperative Contract COA 69637	Purchases of furniture, fixtures, and equipment on an as-needed basis in support of bond program as well as Facilities and Asset Management requirements. Cooperative Procurement Group: OMNIA Partners	\$10,000,000	C. Hertz Funding Source Varies
Skyward Construction, Inc.	TBD	Construction C XXXXX*	Partial re-roof, ADA upgrades, and fall protection at Harrison Park. Invitation to Bid – Construction 2020-2811	\$2,566,298	C. Hertz
Building Resources, Inc.	TBD	Construction C XXXXX*	Partial re-roof, ADA upgrades, and fall protection at Ockley Green.	\$1,850,827	C. Hertz

			Invitation to Bid – Construction 2020-2813		
Skyward Construction, Inc.	TBD	Construction C XXXXX*	Partial re-roof, ADA upgrades, and fall protection at Woodlawn. Invitation to Bid – Construction 2020-2812	\$1,616,163	C. Hertz

* Contracts are in negotiation and not finalized at this time. Staff seeks advanced authorization for these contracts pursuant to the Purchasing & Contracting Delegation of Authority Administrative Directive, 8.50.105-AD, Section X(4): “The District may seek an ‘advanced authorization’ from the PPS Board of Education for any contract upon the approval of the Director of Purchasing & Contracting. The cost of the contract shall be a ‘Not to Exceed’ amount. Once the Board has approved it, no further authorization for the contract is required, providing the contract value remains at or below the ‘Not to Exceed’ amount.”

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Office of the General Counsel Network	6/12/20 through 8/31/20	Legal Services LS 68196 Amendment 3	Provide General Counsel services to the District. This amendment extends the term and adds additional funds to cover ongoing and continued cost for the services. Direct Negotiation PPS-46-0525 (13)	\$20,000 \$330,000	S. Reese Fund 101 Dept. 5460

June 11, 2020

RESOLUTION No. 6122

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”)

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
Oregon Department of Human Services	7/1/19 through 6/30/21	Intergovernmental Agreement / Revenue IGA/R 68255 Amendment 1	Teen Parent Services child care program funding.	\$254,640 \$471,084	K. Cuellar Fund 205 Grant G1377

RESOLUTION No. 6123

The Following Minutes are offered for Adoption

May 26, 2020 – Regular Meeting

RESOLUTION No. 6124

Authorizing Right of Way Acquisitions for the
Madison High School Modernization Project Located at 2735 NE 82nd, Portland, Oregon

RECITALS

- A. The Madison High School Modernization Project (Project) is part of the 2017 School Improvement Bond.
- B. The Project is required by State code to construct right of way street improvements, such as ADA accessible ramps, crosswalks, and traffic signal replacement, along NE 82nd Avenue on District owned land and land on the east side of NE 82nd Avenue that is privately owned (Street Improvements).
- C. The Street Improvements will be constructed by the Project. They require both Temporary Construction Easements between the District and three private property owners and the dedication of three Permanent Right-of-Way Easements between the City of Portland and private property owners (City Easements) (collectively, the Madison Right of Way Acquisitions).
- D. The Project is required to negotiate and pay for the City Easements as a requirement of the Project's Public Works permit.
- E. State law requires that property owners be paid fair market value for Right-of-Way Acquisitions.
- F. The Madison High School Right-of-Way Acquisitions consist of three privately owned parcels on the east side of 82nd Avenue. 1) To construct the pedestrian crossing at Thompson Avenue. 2) To construct the pedestrian crossing at Russell Street 3) To construct the 2 pedestrian crossings and replace the traffic signal at the Madison entrance.
- G. The total compensation to purchase the Madison Right-of-Way Acquisitions from private property owners is \$31,827.

RESOLUTION

- 1. The Board hereby authorizes the Madison Right-of-Way Acquisitions for \$31,827.
- 2. The Board hereby authorizes the Deputy Clerk to execute the Madison Right-of-Way Acquisitions and other required documents in a form approved by District General Counsel.

RESOLUTION No. 6125

Authorizing the Right of Way Easement Dedication for the
Lincoln High School Modernization Project Located at 1600 SW Salmon, Portland, Oregon

RECITALS

- A. The Lincoln High School Modernization Project is part of the 2017 School Improvement Bond.
- B. The design of the Project requires street improvements such as new sidewalks, ADA accessible ramps, and crosswalks that enhance the property and are required by City code.
- C. These street improvements require a right-of-way easement dedication to Portland Bureau of Transportation.
- D. Such right-of-way easements are frequently required in order to obtain the building permit on large construction projects, and are typically provided without cost.
- E. The Lincoln High School right-of-way easement consist of approximately 4,358 (four thousand, three hundred and fifty-eight) square feet of land, consisting of three-feet to five-feet sections of frontage along the streets adjacent to Lincoln High School (the Lincoln Easement).
- F. The Lincoln Easement dedication is required so that the final building permit can be issued in August 2020.

RESOLUTION

- 1. The Board hereby authorizes the Lincoln Easement dedication to the Portland Bureau of Transportation.
- 2. The Board hereby authorizes the Deputy Clerk to execute the Easement for Right-of Way Purposes and other required documents in a form approved by District General Counsel and to convey the Lincoln Easement to the Portland Bureau of Transportation so that the building permit for the Lincoln High School Modernization Project can be issued.

RESOLUTION NO. 6126

Roosevelt High School Phase IV Project: Exemption from Competitive Bidding and Authorization for Use of a Request for Proposals Alternative Contracting Method

RECITALS

- A. The Board of Directors of Portland Public Schools ("District") is the Local Public Contract Review Board ("Board") pursuant to ORS 279A.060.
- B. ORS 279C.335(2) authorizes the Board to exempt certain public contracts or classes of contracts from the standard competitive bidding process otherwise required by the Public Contracting Code and Rules upon certain findings.
- C. In a duly and legally held election on May 16, 2017, general obligation bonds were approved by a majority of the qualified voters of Portland Public Schools voting at the election ("2017 Capital Improvement Bonds").
- D. The District intends to complete the Roosevelt High School Phase IV Public Improvement Project ("Roosevelt High School Phase IV Project") as part of the 2017 Capital Improvement Bond work.
- E. Staff has determined that use of the RFP alternative contracting method is the preferred method of delivery for the complex Roosevelt High School Phase IV Project. This determination is supported by draft Findings of Fact ("Draft Findings") presented to the Board pursuant to ORS 279C.335.
- F. These Draft Findings specify the cost savings and design, scheduling, operational, safety, and logistical advantages gained through use of the RFP process.
- G. On May 6, 2020, the District issued a public notice in the Business Tribune announcing the District's intent to utilize the RFP alternative contracting method for the Roosevelt High School Phase IV Project. The notice was issued in compliance with ORS 279C.335 and the PPS Public Contracting Rules. The Draft Findings were made available for public review and comment on the date of publication.
- H. The District held a public hearing on the Draft Findings on May 21, 2020.
- I. The Superintendent recommends approval of the exemption from competitive bidding and approval of the RFP alternative contracting method for solicitation and completion of the Roosevelt High School Phase IV Project.

RESOLUTION

- 1. The Board hereby adopts the Draft Findings in support of use of the RFP alternative contracting method for the Roosevelt High School Phase IV Project ("Findings").
- 2. The Board hereby exempts the Roosevelt High School Phase IV Project from competitive bidding requirements as provided in ORS 279C.335 and PPS Public Contracting Rules PPS-49-0600 through PPS-49-0690. The exemption is based upon the Findings pursuant to ORS 279C.335(2).
- 3. Pursuant to these Findings and decision, the Superintendent or his designee is hereby authorized to conduct a RFP alternative contracting process for the Roosevelt High School Phase IV Project.

RESOLUTION No. 6128

PPS-Concordia Lease Termination and Mutual Release

RECITAL

- A. In 2017, Portland Public Schools, Concordia University, Kaiser Permanente, Trillium Family Services, and basics, LLC began a partnership to provide integrated services to students and families in the Faubion community. This public-private initiative was called the 3 to PhD program. As part of the 3 to PhD partnership, PPS and Concordia entered into (i) a cost sharing agreement for the reconstruction of Faubion School, and (ii) a lease to, among other things, allow Concordia students and faculty to use portions of the Faubion building (“Concordia Lease”).
- B. PPS contends that Concordia owes PPS approximately \$235,300 for amounts related to the construction of the building. Concordia denies that such amounts are owing. The Concordia Lease expires on September 1, 2116.
- C. In February, 2020, Concordia University announced its intention to close at the end of the 2019-2020 school year and cease all operations, including operations related to the 3 to PhD program and in the leased property.
- D. PPS and Concordia agree that the Concordia lease should be terminated and the 3 to PhD program dissolved in exchange for a mutual release of all claims, including operating expenses and future rent paid. After the Concordia Lease is terminated, PPS will have unfettered right to use the space that was subject to that lease.
- E. As an inducement to terminate the Concordia Lease, Concordia has requested that PPS release its rights in a Plaza Easement that allows pedestrian access by PPS across a lot owned by Concordia and that PPS commit to place certain plaques in Faubion School that recognize Concordia donors who contributed to the reconstruction of Faubion School.

RESOLUTION

The Board grants the Superintendent authority to enter into the below-listed agreement(s) on behalf of PPS, each in a form approved by PPS counsel, and to take all actions necessary to consummate and perform under such agreement(s):

- (a) an agreement terminating the Concordia Lease,
- (b) an agreement whereby Concordia and PPS mutually terminate the 3 to PhD partnership;
- (c) a mutual release of all claims that PPS or Concordia may have against the other party, including amounts owed by either party;
- (d) a release of all of PPS’s rights under the Plaza Easement.

June 11, 2020

Business Agenda

Resolutions Number 6128 through 6129

As a committee of the whole, Director Brim-Edwards moved and Director DePass seconded the motion to approve resolution 6128. The motion was put to a voice vote and passed unanimously (7-yes, 0-no) with Student Representative Latterell voting yes, unofficial.

As a committee of the whole, Director Bailey moved and Director Brim-Edwards seconded the motion to approve resolution 6129. The motion was put to a voice vote and passed unanimously (7-yes, 0-no) with Student Representative Latterell voting yes, unofficial.

As a committee of the whole, Director DePass moved and Director Kohnstamm seconded the motion to approve Resolution 6130. The motion was put to a voice vote and passed unanimously (7-yes, 0-no) with Student Representative Latterell voting yes, unofficial.

RESOLUTION No. 6128

Resolution Authorizing Multiple Pathways to Graduation Master Plan

RECITALS

- A. Board Resolution 5780 approved in December 2018 required:
 - a. A location analysis for Multiple Pathways to Graduation programs (MPG).
 - b. Updated plans incorporating the master plan revisions noted in this resolution.
 - c. Updated plans identifying all programs and program spaces intended to be located on the Benson Campus at the completion of construction.
 - d. Updated construction phasing plan to include all school programs that will remain at the Benson Campus after completion of construction.
- B. Board Resolution 5828 approved on February 26, 2019, included the following:
 - a. Approval of proposed location analysis for MPG:
 - i. PISA, Pioneer and MPG programs that currently are located on the Benson Campus to remain on the campus. This includes incorporating Virtual Scholars, Night/Summer School Offices, PISA, and Pioneer High School within Benson Polytechnic High School buildings.
 - ii. A new building dedicated to Alliance, Reconnection Program & Services, DART/Clinton, and Teen Parent Child Care Services that will be located in the existing parking lot area of the Benson campus.
 - b. Requiring an analysis of incorporating the Alliance program at Meek in the Benson Campus.
- C. Board Resolution 5859 approved on March 19, 2019, included the following:
 - a. Approval of the updated Master Plan dated March 13, 2019.
 - b. Requiring an evaluation of Alliance at Meek campus programming to include feasibility of co-locating in the new MPG building on the Benson campus.
 - c. Requiring the following updates:
 - i. Swing Space. An updated plan for providing swing space at Kenton and Marshall High School.
 - ii. Phasing Plan. An updated phasing plan to include the overall construction sequencing showing the durations for programs located at temporary locations.
- D. Board Resolution 5910 approved on June 25, 2019, included the following:
 - a. Approval of the updated Master Plan dated May 30, 2019. Key items included in the update were:
 - i. Relocating Alliance at Meek into the new MPG building on the Benson Campus.
 - ii. No change to the project completion date, with all phases of construction to be complete by Summer of 2024.
 - iii. Requiring an updated MPG building master plan.

June 11, 2020

RESOLUTION

1. The Board of Education approves the Master Plan Report for Multiple Pathways to Graduation High School, as part of an update to the Benson Campus Master Plan.
2. The Board of Education approves the option of adding 1,000 SF, in order to provide 500 seats in the gym.

RESOLUTION No. 6129

Budget Committee Approval of the 2020-21 Budget and
The Imposition of Property Taxes

RECITALS

- A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.426, requires the Budget Committee of Portland Public Schools (District) to hold one or more meetings to receive the budget message and the budget document; and to provide members of the public with an opportunity to ask questions about and comment upon the budget document.
- B. On May 26, 2020, the Budget Committee received the Superintendent's budget message and Proposed Budget document for the fiscal year 2020-21.
- C. On June 8, 2020, the Board acting as the Budget Committee held a Budget Town Hall to discuss and receive public comment on the Proposed Budget.
- D. Oregon Budget Law, ORS 294.431, requires submission of the budget document to the Tax Supervising Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date.
- E. The District requested, and the TSCC authorized, extending the submission date to no later than June 11, 2020.
- F. The Board of Education (Board) appointed a Community Budget Review Committee (CBRC) to review the Proposed Budget and current year expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- G. On June 11, 2020, the Budget Committee received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.
- H. Oregon Local Budget Law, ORS 294.428 requires that each legal jurisdiction's Budget Committee approve a budget and specify the *ad valorem* property tax amount or rate for all funds.
- I. It is noted that \$0.5038 per \$1,000 of the assessed value of the Permanent Rate Tax Levy, (commonly known as the "Gap Tax") and, based on an analysis presented to the Board, the entirety of the Local Option Tax Rate Levy are excluded from State School Fund calculations.
- J. ORS 457.010(4)(a)(D) provides the opportunity for a school district to be excluded from the urban renewal division of tax calculations with a statutory rate limit on July 2003, which is greater than \$4.50 per \$1,000 of assessed value. To the extent that the rate limit was increased under section 11 (5)(d), Article XI of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year not later than July 15.
- K. Portland Public Schools has a statutory rate limit that is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI of the Oregon Constitution.

RESOLUTION

- 1. The Budget Committee approves the budget as summarized in Attachment "XX".
- 2. The Budget Committee approves the budget for the fiscal year 2020-21 in the total amount of \$2,725,777,000.

3. The Budget Committee resolves that the District imposes the taxes provided for in the approved budget:
 - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
 - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
 - c. In the amount of \$136,000,000 for exempt bonds

Taxes are hereby imposed and categorized as for the tax year 2020-21 upon the taxable assessed value of all taxable property in the District, as follows:

	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$136,000,000

4. The Budget Committee further resolves that \$0.5038 per \$1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d). Article XI of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy).
5. The Budget Committee directs submittal of this approved budget to the TSCC by June 11, 2020, in accordance with ORS 294.431, under the extension as granted by the TSCC.

Attachment "XX" to RESOLUTION NO. 6129

Budget Committee Approval of the 2020-21 Budget and The Imposition of Property Taxes

Portland Public Schools				
Adjustments to the 2020-21 Proposed Budget Document				
June 11, 2020				
(in thousands)				
				Recommended
		Proposed		Approved
		Budget	Adjustment	Budget
100 - General Funds				
Resources				
Beginning Fund Balance		46,631		46,631
Local Property and Other Taxes		277,706		277,706
Local Option Taxes		100,366		100,366
Other Local Sources		18,395		18,395
County and Intermediate Sources		14,027		14,027
State School Fund		267,735		267,735
State Common School Fund		4,744		4,744
Federal and State Support		0		0
Interfund Transfers		0		0
Other		50		50
Total		729,654	0	729,654
Requirements				
Instruction		373,928		373,928
Support Services		311,832		311,832
Enterprise and Community Svcs		1,814		1,814
Transfer of Funds		1,134		1,134
Contingency		40,946		40,946
Total		729,654	0	729,654
200 - Special Revenue Funds				
Resources				
Beginning Fund Balance		36,735		36,735
Property and Other Taxes		305		305
Other Revenue from Local Sources		22,909		22,909
Intermediate Sources		144		144
State Sources		72,998		72,998
Federal Sources		58,709		58,709
Interfund Transfers		0		0
All Other Resources		34		34
Total		191,834	0	191,834

Portland Public Schools				
Adjustments to the 2020-21 Proposed Budget Document				
June 11, 2020				
(in thousands)				
				Recommended
		Proposed		Approved
		Budget	Adjustment	Budget
Requirements				
Instruction		84,568		84,568
Support Services		54,750		54,750
Enterprise and Community Svcs		23,861		23,861
Facilities Acquisition and Construction		14		14
Transfers of Funds		0		0
Unappropriated Ending Fund Balance		28,641		28,641
Total		191,834	0	191,834
300 - Debt Service Funds				
Resources				
Beginning Fund Balance		14,250		14,250
Property and Other Taxes		128,923		128,923
Other Revenue from Local Sources		56,693		56,693
Federal Sources		54		54
Interfund Transfers		1,751		1,751
Total		201,672	0	201,672
Requirements				
Debt Service & PERS UAL		191,444		191,444
Unappropriated Ending Fund Balance		10,228		10,228
Total		201,672	0	201,672
400 - Capital Projects Funds				
Resources				
Beginning Fund Balance		577,819		577,819
Other Revenue from Local Sources		12,766		12,766
Intermediate Sources		0		0
State Sources		3,500		3,500
Interfund Transfers		0		0
All Other Resources		0	1,000,000	1,000,000
Total		594,085	1,000,000	1,594,085

Portland Public Schools				
Adjustments to the 2020-21 Proposed Budget Document				
June 11, 2020				
(in thousands)				
		Proposed		Recommended
		Budget	Adjustment	Approved
				Budget
Requirements				
Instruction		0	29,644	29,644
Support Services		1,524	58,428	59,952
Facilities Acquisition and Construction		419,663	911,928	1,331,591
Transfers of Funds		617		617
Contingencies		0		0
Unappropriated Ending Fund Balance		172,282		172,282
Total		594,085	1,000,000	1,594,085
600 - Internal Service Funds				
Resources				
Beginning Fund Balance		6,186		6,186
Other Revenue from Local Sources		2,155		2,155
State Sources		192		192
Total		8,532	0	8,532
Requirements				
Support Services		3,762		3,762
Contingencies		4,769		4,769
Unappropriated Ending Fund Balance		0		0
Total		8,532	0	8,532
All Funds Total				
		1,725,777	1,000,000	2,725,777

Portland Public Schools						
Identified DRAFT Adjustments to the 2020-21 Budget						
June 11, 2020						
(in thousands)						
	Proposed Budget	Adjustment	Recommended Approved Budget	Identified Reductions	2020-21 Funding	
100 - General Funds						
Resources						
Beginning Fund Balance	46,631		46,631		46,631	
Local Property and Other Taxes	277,706		277,706		277,706	
Local Option Taxes	100,366		100,366		100,366	
Other Local Sources	18,395		18,395		18,395	
County and Intermediate Sources	14,027		14,027		14,027	
State School Fund	267,735		267,735		267,735	
State Common School Fund	4,744		4,744		4,744	
Federal and State Support	0		0		0	
Interfund Transfers	0		0		0	
Other	50		50		50	
Total	729,654	0	729,654	0	729,654	
Requirements						
Instruction	373,928		373,928	-4,369	369,559	
Support Services	311,832		311,832	-7,631	304,201	
Enterprise and Community Svcs	1,814		1,814		1,814	
Transfer of Funds	1,134		1,134		1,134	
Contingency	40,946		40,946		40,946	
Total	729,654	0	729,654	-12,000	717,654	
200 - Special Revenue Funds						
Resources						
Beginning Fund Balance	36,735		36,735		36,735	
Property and Other Taxes	305		305		305	
Other Revenue from Local Sources	22,909		22,909		22,909	
Intermediate Sources	144		144		144	
State Sources	72,998		72,998		72,998	
Federal Sources	58,709		58,709		58,709	
Interfund Transfers	0		0		0	
All Other Resources	34		34		34	
Total	191,834	0	191,834	0	191,834	
Requirements						
Instruction	84,568		84,568	-14,585	69,983	
Support Services	54,750		54,750	-4,206	50,544	
Enterprise and Community Svcs	23,861		23,861		23,861	
Facilities Acquisition and Construction	14		14		14	
Transfers of Funds	0		0		0	
Unappropriated Ending Fund Balance	28,641		28,641		28,641	
Total	191,834	0	191,834	-18,791	173,043	
300 - Debt Service Funds						
Resources						
Beginning Fund Balance	14,250		14,250		14,250	
Property and Other Taxes	128,923		128,923		128,923	
Other Revenue from Local Sources	56,693		56,693		56,693	
Federal Sources	54		54		54	
Interfund Transfers	1,751		1,751		1,751	
Total	201,672	0	201,672	0	201,672	

Requirements					
Debt Service & PERS UAL	191,444		191,444		191,444
Unappropriated Ending Fund Balance	10,228		10,228		10,228
Total	201,672	0	201,672	0	201,672
400 - Capital Projects Funds					
Resources					
Beginning Fund Balance	577,819		577,819		577,819
Other Revenue from Local Sources	12,768		12,768		12,768
Intermediate Sources	0		0		0
State Sources	3,500		3,500		3,500
Interfund Transfers	0		0		0
All Other Resources	0	1,000,000	1,000,000		1,000,000
Total	594,085	1,000,000	1,594,085	0	1,594,085
Requirements					
Instruction	0	29,644	29,644		29,644
Support Services	1,524	58,428	59,952		59,952
Facilities Acquisition and Construction	419,663	911,928	1,331,591		1,331,591
Transfers of Funds	617		617		617
Contingencies	0		0		0
Unappropriated Ending Fund Balance	172,282		172,282		172,282
Total	594,085	1,000,000	1,594,085	0	1,594,085
600 - Internal Service Funds					
Resources					
Beginning Fund Balance	6,188		6,188		6,188
Other Revenue from Local Sources	2,155		2,155		2,155
State Sources	192		192		192
Total	8,532	0	8,532	0	8,532
Requirements					
Support Services	3,762		3,762		3,762
Contingencies	4,769		4,769		4,769
Unappropriated Ending Fund Balance	0		0		0
Total	8,532	0	8,532	0	8,532
All Funds Total	1,725,777	1,000,000	2,725,777	-30,791	2,694,986

Resolution No. 6130

Resolution in Support of Re-Centering the PPS Student Experience Through Supportive and Affirming People, Culture, and Climate

Recitals

- A. Public education is the bedrock of American democracy as it provides opportunities for everyone to transcend their circumstances. As the public educational system for almost 50,000 students, Portland Public Schools (PPS) is the steward of this city's future and is responsible for providing a well-rounded, community-centered education that allows every student to achieve their fullest potential and thrive into adulthood.
- B. In 2011, the PPS Board of Education adopted PPS's Racial Educational Equity Policy, which states, "The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential."
- C. In 2019, thousands of students, families, staff, partners, and members of the community helped Portland Public Schools formalize an ambitious vision for that education. It summons PPS to transform into a system grounded in our core value of racial equity and social justice that would equip students to "lead change and improve the world" by nurturing both their intellectual curiosity and their humanity in supportive, engaging learning environments. Since its adoption by the Board in June 2019, that community-driven vision of "Portland Public Schools reimagined" has guided the district's efforts to improve its performance in service to our students and families.
- D. As elected representatives in our community, the Board of Education is the steward of our collective vision. We acknowledge that our district's persistent failure to serve Black students betrays our aspirations.
- E. Our collective responsibility is to uphold our commitment to center the experience of students in everything we do, to interrogate our decisions through a racial equity and social justice lens, to build authentic, collaborative partnerships with our students, our families, our employees, and the larger community. We must lead with integrity and boldness to fulfill this community's vision of what PPS can and should be.
- F. It is, therefore, incumbent upon us at this moment of national reckoning to clarify where we stand and what we intend to do. We affirm that Black Lives Matter. We choose to be a community that not only expresses, but also lives a commitment to every person's fundamental right to human dignity. We believe that students, families, and communities have a right to respect, safety, and full access to schools that prepare students to be agents of change in their own lives and in the world. We commit to eliminating the racism and oppression embedded in PPS and rebuilding it as an educational system that affirms positive identities, nurtures a sense of belonging, and promotes a joy of learning. We will act to make schools welcoming learning environments that employ practices that are developmentally appropriate, trauma-informed, culturally responsive, and aligned with the principles of restorative justice.
- G. We support the Superintendent's overarching strategic framework of targeted universalism: pursuing universal goals through strategies that are targeted, based upon how different groups are situated within structures, culture, and across geographies. Accordingly, the Board confirms its four goals for universally improving educational outcomes that specifically focus on improving academic growth on student groups that the district has persistently failed: Black and Native American students.
- H. A growing body of research on the impact of the physical and emotional well-being of students on their academic outcomes and personal development, reinforces the notion that PPS has a primary obligation to provide school environments that are healthy, affirming, and conducive to learning.

But 18 months of consultation with many hundreds of students in high schools and middle schools revealed that an overwhelming number of students – particularly students of color – expressed a profound sense of insecurity and fear over the presence of armed police in schools, a sentiment toward law enforcement that is generally expressed across the country by Black, Native, and communities of color. We support the Superintendent’s decision to end the presence of School Resource Officers in schools and will work with our community to ensure our students, especially our Black and Native students, attend schools where they feel a strong sense of safety and belonging.

- I. Institutions – especially Portland Public Schools – have a moment, an opportunity to lead, not with race-neutral plans, but with an anti-racist agenda that begins and amplifies an intergenerational healing process among students, their families, and our community.

Resolved

Therefore, be it resolved that the Portland Public Schools Board:

- A. Declares that the lives of Black students and our Black community matter and commits to working with the Superintendent and the Portland community to create the conditions for every student, especially our Black and Indigenous students who experience the greatest challenges, to realize the vision of the Graduate Portrait.
- B. Strongly upholds the Superintendent’s charge to re-center a student’s sense of belonging and safety by encouraging positive relationships and a supportive and affirming culture and climate in every school.
- C. Endorses the Superintendent’s decision to immediately discontinue the regular presence of School Resource Officers on Portland Public Schools school campuses.
- D. Commends the Superintendent and the District’s leadership for its bold commitment to center the lived experiences of our students and apply a racial equity and social justice lens to all decisions and directs the Superintendent to continue the work of building meaningful relationships with our students, families, Racial Equity and Social Justice Community Based Partners, labor leaders, and school-based staff to collectively dismantle systems of oppression that hurt our school communities, especially our students, families, and staff of color.
- E. Directs the Superintendent to provide regular public updates to the School Board on the progress made towards implementing the charge to School District Leaders on June 4, 2020 to create and support affirming school climates, characterized by positive adult-student relationships, students’ sense of belonging, cultural responsiveness, and overall student physical and emotional safety.
- F. Recognizes that the decision to end the SRO program within Portland Public Schools presents an opportunity to reform the relationship between Black, Indigenous, and Communities of Color with law enforcement. Ending the SRO program does not speak to any one specific School Resource Officer, any one incident or issue on school campuses. Instead, it speaks to the systemic racism that has plagued our institutions since their founding. The School Board expresses gratitude to the School Resource Officers who have worked hard to build deep and positive relationships with our students and encourage the Portland Police Bureau to leverage the types of trainings, supports, and skills of these SROs to help build a strong community-focused police force. Our students, especially our students of color, demand it.
- G. Welcomes Portland Mayor Ted Wheeler, the Portland City Council, and the Portland Police Bureau to engage in authentic conversations with our students, school district leaders, leaders of color, and other key stakeholders to develop racial equity aligned actionable steps for reforms in local law enforcement.

REGULAR MEETING
BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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Business Agenda

Resolutions Number 6131 through 6134

As a committee of the whole, Director Scott moved and Director Brim-Edwards seconded the motion to approve resolutions 6131 through 6134. The motion was put to a voice vote and passed unanimously, (yes-7, no-0), with Student Latterell voting yes, unofficial.

RESOLUTION No. 6131

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 Administrator, Funding Source
Portland Mechanical Contractors	6/24/20 through 6/30/23	Flexible Services Contractor Pool FSCP 69466	Flexible Services Contractor Pool – District-wide plumbing services on an as-needed basis. Request for Proposals 2019-2567	\$3,000,000	C. Hertz Funding Source Varies
Beynon Sports Surfaces, Inc.	6/24/20 through 12/18/20	Construction C 69603	Wilson High School track repairs. Invitation to Bid – Construction 2020-2773	\$215,985	C. Hertz Fund 445 Dept. 5597 Project K0136
Maia Learning, Inc.	6/24/20 through 6/30/21 Option to renew for four additional one-year terms through 6/30/25	Digital Resource DR 69685	License and implementation of College and Career Readiness Tool. Request for Proposals 2019-2706	Original Term: \$104,350 Total through renewals: \$390,000	K. Cuellar Fund 101 Dept. 5424
Rip City Transit, Inc.	7/1/20 through 6/30/25	Services S 69690	Provide transportation to District students who are unable to be served by a school bus and as determined by their IEPs. Special Class Procurement Secure, Specialized Transportation for Special Needs Students PPS-47-0288(19)	\$500,000	C. Hertz Fund 101 Dept. 5560

Radio Cab Co.	7/1/20 through 6/30/25	Services S 69691	Provide transportation to District students who are unable to be served by a school bus and as determined by their IEP. Special Class Procurement Secure, Specialized Transportation for Special Needs Students PPS-47-0288(19)	\$3,800,000	C. Hertz Fund 101 Dept. 5560
Office of the General Counsel Network	7/1/20 through 12/31/20	Legal Services LS 69692	Contracted General Counsel services. Direct Negotiation – Legal Services PPS-46-0525(13)	\$180,000	S. Soden Fund 101 Dept. 5402
Republic Services, Inc.	6/24/20 through 6/30/22 Option to renew for three additional one-year terms through 6/30/25	Services S 69632	District-wide waste hauling services. Request for Proposals 2020-2734	Original Term: \$2,000,000 Total through renewals: \$5,000,000	C. Hertz Fund 101 Dept. 5596
ALC Schools, LLC	7/1/20 through 6/30/25	Services S 69698	Provide transportation to District students who are unable to be served by a school bus and as determined by their IEP. Special Class Procurement Secure, Specialized Transportation for Special Needs Students PPS-47-0288(19)	\$500,000	C. Hertz Fund 101 Dept. 5560
Glumac	6/24/20 through 12/31/24	Related Services RS 69684	Commissioning services on the Benson High School Modernization Project – Multiple Pathways Building. Request for Proposals 2020-2763	\$206,700	C. Hertz Fund 455 Dept. 3115 Project DA005
Glumac	6/24/20 through 12/31/24	Related Services RS 69680	Commissioning services on the Benson High School Modernization Project. Request for Proposals 2020-2763	\$349,500	C. Hertz Fund 455 Dept. 3115 Project DA005

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District (MESD)	7/1/20 through 6/30/21	Master Contract MSTR 69681	Master contract with MESD to cover all services MESD provides to District. Services will be ordered by Service Referral and Quote forms which will identify funding source.	\$3,200,000	C. Hertz Funding Source Varies
Portland Community College	7/1/20 through 6/30/21	Intergovernmental Agreement IGA 69682	Jefferson Middle College program, offering students access to college-level courses at PCC Cascade campus.	\$470,000	K. Cuellar Fund 101 Dept. 5438

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Architectural Resources Group, Inc.	6/24/20 through 12/31/20	Architecture ARCH 68923 Amendment 1	Architectural services to assess the historic windows at Roosevelt. This amendment adds construction phase services to the existing contract. Direct Appointment	\$63,060 \$144,070	C. Hertz Fund 452 Dept. 5511 Project DA003
Balfour Oregon	7/1/20 through 6/30/22	Master Contract MSTR 64746 Amendment 1	Provide yearbook services to schools on an as-requested basis. This amendment extends termination date and adds funds to the contract. Request for Proposals 2016-2099	\$700,000 \$800,000	C. Hertz Funding Source Varies
Herff Jones	7/1/20 through 6/30/22	Master Contract MSTR 64813 Amendment 1	Provide yearbook services to schools on an as-requested basis. This amendment extends termination date and adds funds to the contract. Request for Proposals 2016-2099	\$55,000 \$155,000	C. Hertz Funding Source Varies
Jostens	7/1/20 through 6/30/22	Master Contract MSTR 64760 Amendment 1	Provide yearbook services to schools on an as-requested basis. This amendment extends termination date and adds funds to the contract. Request for Proposals 2016-2099	\$400,000 \$500,000	C. Hertz Funding Source Varies
Lifetouch National School Studios, Inc.	7/1/20 through 6/30/22	Master Contract MSTR 64713 Amendment 1	Provide yearbook services to schools on an as-requested basis. This amendment extends termination date and adds funds to the contract. Request for Proposals 2016-2099	\$1,800,000 \$1,900,000	C. Hertz Funding Source Varies

June 23, 2020

Rubicon West LLC	6/24/20 through 9/1/22	Digital Resource DR 68575 Amendment 1	Atlas digital licensing, maintenance, and support for two additional years. Special Class Procurement Copyrighted Materials and Creative Works PPS-47-0288(4)	\$285,000 \$433,000	K. Cuellar Fund 191 Dept. 5555 Project B1001
First Student, Inc.	7/1/20 through 6/30/22	Services S 58799 Amendment 4	Extending the student transportation contract with annual rate increases. Request for Proposals 09-09- 063	\$0 \$176,207,000	C. Hertz Fund 101 Dept. 5560

RESOLUTION No. 6132

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
Portland General Electric (PGE)	6/24/20 through 10/12/21	Revenue R 69672	A grant from PGE for the acquisition of one electric school bus, installation of EV charging infrastructure to support electric school bus charging, and any associated trainings.	\$196,573	C. Hertz Fund 299 Dept. 9999 Project S0416

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

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6133

Settlement Agreement

The authority is granted to pay a total of \$56,547.36 to resolve a disputed contractual matter with Quest Corporation related to contracted services with the Office of Technology and Information Services, Settlement Agreement and Release. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 6134

Resolution to Approve the Revised 5.10.060-P Workplace Harassment Policy

RECITALS

- A. The 2019 Oregon Legislature made a number of revisions to statutes related to employment. The amendments were enrolled in SB 479 and SB 726. The focus of the bills is to provide greater protections against workplace discrimination and harassment, including sexual assault, in the workplace.
- B. The District has updated its Sexual Harassment Policy to provide protections against all workplace harassment and discrimination. The policy now includes requirements to provide information to employees who complain of workplace discrimination and harassment, including the District's policy, supports and resources, and legal remedies that may be available to them.
- C. The revised policy also provides that employers may not include nondisclosure/nondisparagement/no-rehire provisions in settlement agreements for employees who have made a complaint of workplace discrimination or harassment unless agreed upon by the employee.
- D. On May 11, 2020, the Policy and Governance Special Committee met to review proposed revisions and its alignment to current law. It recommended to move forward the proposed policy to the full Board for approval.
- E. On May 26, 2020, this policy went before the Board for a first reading and was posted on the Board website for public comment. The District has received no public comment since its posting.

RESOLUTION

The Board of Education hereby moves to approve the revised 5.10.060-P Workplace Harassment Policy

June 23, 2020

Items for individual consideration

Resolutions Number 6135 through 6136

As a committee of the whole, Director Lowery moved and Director Brim-Edwards seconded the motion to approve resolutions 6135. The motion was put to a voice vote and passed unanimously, (yes-7, no-0), with Student Latterell voting yes, unofficial.

As a committee of the whole, Director Brim-Edwards moved and Director Scott and DePass seconded the motion to approve resolutions 6136. The motion was put to a voice vote and passed unanimously, (yes-7, no-0), with Student Latterell abstaining.

RESOLUTION No. 6135

Impose Taxes and Adoption of the 2020-21 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.428 requires that each legal jurisdiction's Budget Committee approves a budget and specifies the *ad valorem* property tax amount or rate for all funds.
- B. The Board of Education (Board) serves as the Budget Committee for the school district. The Board appointed a Community Budget Review Committee (CBRC) to review the Proposed Budget and current year expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- C. On June 11, 2020, the Board, acting in their capacity as the Budget Committee, received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.
- D. On June 11, 2020, by way of Resolution No. 6129, and under the provisions of Oregon Local Budget Law (ORS Chapter 291), the Budget Committee for School District No. 1J, Multnomah County, Oregon ("District"), approved the 2020-21 budget and tax rates.
- E. Oregon Budget Law, ORS 294.431, requires submission of the budget document to the Tax Supervising Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date. Portland Public Schools ("PPS") applied for, and was granted an extension to this deadline, and submitted the PPS budget to TSCC as required.
- F. The TSCC held a public hearing on the Approved Budget on June 23, 2020.
- G. ORS 457.445 (6) (d) provides the opportunity for a school district to be excluded from urban renewal division of tax calculations with a statutory rate limit on July 2003 that is greater than \$4.50 per \$1,000 of assessed value. To the extent that the rate limit was increased under section 11 (5) (d), Article XI of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year no later than July 15.
- H. Portland Public Schools has a statutory rate limit that is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI of the Oregon Constitution.

RESOLUTION

- 1. The District's Board of Education hereby adopts the budget for the fiscal year 2020-21, as summarized in Attachment A, in the total amount of \$2,725,777,000.
- 2. The Board appropriates for the fiscal year beginning July 1, 2020, the amounts summarized by function in Attachment A to this resolution for the fiscal year 2020-21, School District 1J, Multnomah County, Oregon.

3. The Board resolves that the District hereby imposes the taxes provided for in the adopted budget:
 - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
 - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
 - c. In the amount of \$136,000,000 for exempt bonds.

And that these taxes are hereby imposed and categorized for tax year 2020-21 upon the assessed value of all taxable property within the district.

4. Taxes are hereby imposed and categorized as for tax year 2020-21 upon the taxable assessed value of all taxable property in the District, as follows:

	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$136,000,000

5. The Board further resolves that \$0.5038 per \$1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d). Article XI of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy). The District will notify the county assessors that for the 2020-21 fiscal year \$0.5038 of the District's permanent tax rate levy is to be excluded from the urban division of tax calculations under the provisions of ORS 457.445 (6) (d).

Attachment "A" to Resolution No. 6135				
2020-21 Adopted Budget				
(in thousands)				
Schedule of Appropriations and Other Balances				
	Proposed		Approved	Adopted
100 - General Funds	Original	Adjustment		
1000 - INSTRUCTION	373,928	0	373,928	373,928
2000 - SUPPORT SERVICES	311,832	0	311,832	311,832
3000 - ENTERPRISE AND COMMUNITY SVCS	1,814	0	1,814	1,814
5200 - TRANSFERS OF FUNDS	1,134	0	1,134	1,134
6000 - CONTINGENCIES	40,946	0	40,946	40,946
Fund Total	729,654	0	729,654	729,654

200 - Special Revenue Funds	Original	Adjustment		
1000 - INSTRUCTION	84,568	0	84,568	84,568
2000 - SUPPORT SERVICES	54,750	0	54,750	54,750
3000 - ENTERPRISE AND COMMUNITY SVCS	23,861	0	23,861	23,861
4000 - FACILITIES ACQUISITION AND CON	14	0	14	14
7000 - UNAPPROPRIATED FUND BALANCE	28,641	0	28,641	28,641
Fund Total	191,834	0	191,834	191,834
300 - Debt Service Funds	Original	Adjustment		
5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS	191,444	0	191,444	191,444
7000 - UNAPPROPRIATED FUND BALANCE	10,228	0	10,228	10,228
Fund Total	201,672	0	201,672	201,672
400 - Capital Project Funds	Original	Adjustment		
1000 - INSTRUCTION	0	29,644	29,644	29,644
2000 - SUPPORT SERVICES	1,524	58,428	59,952	59,952
4000 - FACILITIES ACQUISITION AND CON	419,663	911,928	1,331,591	1,331,591
5200 - TRANSFERS OF FUNDS	617	0	617	617
7000 - UNAPPROPRIATED FUND BALANCE	172,281	0	172,281	172,281
Fund Total	594,085	1,000,000	1,594,085	1,594,085
600 - Internal Service Funds	Original	Adjustment		
2000 - SUPPORT SERVICES	3,763	0	3,763	3,763
6000 - CONTINGENCIES	4,769	0	4,769	4,769
Fund Total	8,532	0	8,532	8,532
All Funds	Original	Adjustment		
All Funds Total	1,725,777	1,000,000	2,725,777	2,725,777

RESOLUTION No. 6136

Superintendent's Performance Appraisal 2019-20

RECITALS

A. In December of 2019, the Board of Education adopted an evaluation tool that acknowledges the complexity of the role of the Superintendent and establishes performance expectations for the Superintendent of Portland Public Schools.

B. The evaluation framework is based on the Student Performance Goals adopted by the board in October of 2019 and is aligned to core standards identified by the Oregon School Boards Association.

C. The Board has reviewed the Superintendent's performance in light of the performance standards and the progress of the District, and has reviewed this evaluation with the Superintendent.

RESOLUTION

The Board hereby adopts the 2019-20 Superintendent performance appraisal, a copy of which is on file in the District office.