

Policy Committee Meeting
Wednesday, June 22, 2022 4:00 PM

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

Agenda

1. Introductions (2 minutes)
2. Staff Updates (10 minutes) Climate Crisis Committee Application
Religious and cultural observances policy revisions
Policy Translations
3. Policies in the Public Comment Period (20 minutes) Revisions
7.10.010-P School-Site Councils (formerly: Citizen Involvement Process)
4.50.030-P Complaint Policy (formerly: 4.50.032-P)
8.60.021-P Liability Claims Handling
Rescissions
5.10.080-P Deferred Compensation
5.20.010-P District Employment Practices
5.30.030-P Education Student Training Programs
5.50.060-P Leaves of Absence- Voluntary
5.60.070-P Administrative Salaries
5.70.051-P Leaves of Absence
6.10.090-P Private Schools- Request for Funding
4. New Policy Revisions (15 minutes) 8.60.022-P Workers' Compensation- Self Insurance
5. Policies Recommended for Rescission (15 minutes) 8.60.010-P Risk Management Program
8.60.030-P Student Transportation
8.80.015-P Capital Projects
6. Presentation and Discussion (60 minutes)
7.10.020-P Parent Groups and Schools Fundraising
7. Public Comment (10 minutes) 5 *Two-Minute slots*
**To sign-up for public comment
email PublicComment@pps.net or
call 503-916-3741*
8. Adjourn

Portland Public School District 1st Reading

DATE OF FIRST READING: June 14, 2022

PUBLIC COMMENT FOR Rescission of the following policies:

- 5.10.080-P Deferred Compensation
- 5.20.010-P District Employment Practices
- 5.30.030-P Education Student Training Programs
- 5.50.060-P Leaves of Absence- Voluntary
- 5.60.070-P Administrative Salaries
- 5.70.051-P Leaves of Absence
- 6.10.090-P Private Schools- Request for Funding

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

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

Last Date for Comment: July 05, 2022

Summary: **Rescission of the following policies:** 5.10.080-P Deferred Compensation, 5.70.051-P Leaves of Absence, 6.10.090-P Private Schools- Request for Funding, 5.30.030-P Education Student Training Programs, 5.20.010-P District Employment Practices, 5.50.060-P Leaves of Absence- Voluntary, 5.60.070-P Administrative Salaries

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

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

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

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

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

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PORTLAND PUBLIC SCHOOLS
Office of the General Counsel

501 N. Dixon, Portland, OR 97227
(503) 916-3570 • Fax: (503) 916-2724

Date: June 02, 2022
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel
Subject: Recommended policy rescissions

The Board Policy Committee met on May 11, 2022, and June 1, 2022 and discussed continuing to review policies to determine which needed updates and which should be rescinded. Seven policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies, copies attached, be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. 5.10.080-P Deferred Compensation

This policy was adopted in 1976 and amended in 2003. The material does not constitute a policy and is covered in regular District practice as part of employees' benefits package.

b. 5.70.051-P Leaves of Absence

This policy was adopted in 1971 and last amended in 1987. The material is related to classified personnel and is governed by the Collective Bargaining Agreement.

c. 6.10.090-P Private Schools- Request for Funding

This policy was adopted in 1975 and last amended in 2002. The material does not constitute a Board policy.

d. 5.30.030-P Education Student Training Programs

This policy has an unknown adoption date. The material does not constitute a Board policy. It reflects a statement of values that does not provide meaningful guidance.

e. 5.20.010-P District Employment Practices

This policy was adopted in 1974 and last amended in 1995. The material is redundant, has outdated language and is covered by other policies.

f. 5.50.060-P Leaves of Absence- Voluntary

This policy was adopted in 1971 and amended in 1978. The content is not consistent with current practice, and is otherwise covered in collective bargaining agreements and the employee handbook.

g. 5.60.070-P Administrative Salaries

This policy was adopted in 1971 and last amended in 1979. The content is not comprehensive, and is otherwise covered in collective bargaining agreements or other areas of Board approval.

5.10.080-P Deferred Compensation

- I. The following is adopted as the amended Policy of the Board of Education effective as of January 1, 2002, with respect to compensation deferred pursuant to deferred compensation agreements entered into by authority of superseded forms of this Policy. This amended Policy supersedes all prior versions of this Policy.
 - (1) Effective January 1, 1991, no deferrals shall be made pursuant to existing agreements and no deferred compensation agreements shall be entered into pursuant to the deferred compensation plan authorized by the Board of Education pursuant to superseded versions of this Policy.
 - (2) Effective October 1, 1990, the Deputy Clerk is authorized to transfer deferred amounts to an asset management company as provided for in Resolution 1513 (September 27, 1990).
 - (3) Notwithstanding the selection of a Depository pursuant to a deferred compensation agreement, the District shall have absolute and uncontrolled discretion with respect to whether the amounts described therein are invested and, if invested, the institution or institutions in which they shall be invested. This Policy does not bind the District to comply with Participants' instructions regarding the deposit of deferred compensation. The Superintendent shall recommend to the Board any changes in deposit arrangements as shall appear prudent. The District shall have no fiduciary or other obligation to maximize earnings on deferred amounts for the benefit of Participants, and the measure of the District's obligations to the Participant involved shall be solely as set forth in the Agreement.
 - (4) Effective January 1, 1999, notwithstanding any provision in this Policy or its Exhibit A to the contrary, all assets and income of the deferred compensation plan established by this Policy shall be held in trust for the exclusive benefit of Participants and their beneficiaries. For purposes of the foregoing sentence, custodial accounts and annuity contracts described in Code Section 401(f) shall be treated as trusts under rules similar to the rules under Code Section 401(f).
 - (5) Effective January 1, 2002, the following provisions regarding rollover contributions are added to this Policy:

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- II. **Rollover Contributions.** The District may in its discretion accept rollover contributions of cash or other property on behalf of a Participant, the amount of which shall be credited to the Participant's separate rollover account and which shall at times remain fully vested and non-forfeitable. A "rollover contribution" is:
- (1) An amount received by the District's deferred compensation plan (the "Plan") from a Participant who, having received an eligible rollover distribution, as defined in Code Section 402(c)(4), from an eligible retirement plan, transfers any portion of the property received in the distribution to the Plan on or before the 60th day after the day on that the Participant received the property;
 - (2) An amount received by the Plan on behalf of a Participant in a direct trustee-to-trustee transfer of an eligible rollover distribution from an eligible retirement plan in accordance with Code Section 401(a)(31); or
 - (3) An amount received by the Plan from a Participant that consists of the portion of a distribution from an individual retirement account or annuity described in Code Section 408(a) or 408(b) that is eligible to be rolled over and would otherwise be includible in gross income, provided that the Participant transfers the amount to the Plan on or before the 60th day after the day on which the Participant received the amount.
 - (4) For purposes of (1), (2), and (3) above, an "eligible retirement plan" means a qualified trust described in Code Section 401(a), a qualified annuity plan described in Code Section 403(a), an annuity contract described in Code Section 403(b), or an eligible deferred compensation plan described in Code Section 457(b) that is maintained by an eligible employer described in Code Section 457(e)(1)(A).
 - (5) Prior to accepting any rollover contributions, the District shall obtain a statement from the plan administrator of the distributing plan that the plan is intended to comply with the applicable Code provision, or such other statement or verification as may be required by the Internal Revenue Service.

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III. **Eligible Rollover Distributions.** Effective January 1, 2002, the following provisions regarding eligible rollover distributions are added to this Policy:

- (a) **General Rule.** To the extent required by law, and except as otherwise provided below, any portion of an eligible rollover distribution that would otherwise be includible in the distributee's gross income if not rolled over shall, at the election of and in lieu of distribution to the distributee, be paid directly to the eligible retirement plan specified by the distributee.
- (b) **Definition of Eligible Rollover Distribution.** Subject to the limitations in (d) below, an "eligible rollover distribution" is any distribution of Plan benefits to a Participant, a Participant's surviving spouse, or a Participant's spouse or former spouse pursuant to a qualified domestic relations order ("distributee"), except the following distributions:
 - (A) Any distribution that is one of a series of substantially equal periodic payments made at least annually over one of the following periods:
 - (i) For the life (or life expectancy) of the distributee, or the joint lives (or life expectancies) of the distributee and a designated beneficiary; or
 - (ii) For a specified period of ten years or more.
 - (B) Any distribution to the extent it is required under Code Section 401(a)(9).
 - (C) Any distribution made on account of hardship.

A distribution shall not fail to be an eligible rollover distribution merely because the portion consists of after-tax employee contributions that are not includible in gross income. However, any such portion may be transferred only to an individual retirement account or annuity described in Code Section 408(a) or (b), or to a qualified defined contribution plan described in Code Section 401(a) or 403(a) that agrees to separately account for amounts so transferred, including separately accounting for the portion of the distribution that is includible in gross income and the portion of the distribution that is not includible in gross income. In the case of a transfer described in this

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paragraph, the amount transferred shall be treated as consisting first of the portion of the distribution that is includible in gross income (determined without regard to Code Section 402(c)(1)).

The provisions of Code Section 401(a)(31)(D) and the regulations thereunder are incorporated herein by reference for the purpose of further defining and interpreting the term "eligible rollover distribution," and those provisions shall be controlling.

(c) Definition of Eligible Retirement Plan. For purposes of the provisions of this Policy regarding eligible rollover distributions, an "eligible retirement plan" is:

- (A) An individual retirement account described in Code Section 408(a);
- (B) An individual retirement annuity described in Code Section 408(b) (other than an endowment contract);
- (C) A qualified trust under Code Section 401(a) that is a defined contribution plan and permits the acceptance of rollover contributions;
- (D) An annuity plan described in Code Section 403(a);
- (E) An eligible deferred compensation plan described in Code Section 457(b) that is maintained by an eligible governmental employer described in Code Section 457(e)(1)(A); or
- (F) An annuity contract described in Code Section 403(b).

The provisions of Code Section 401(a)(31)(E) and the regulations thereunder are incorporated herein by reference for the purpose of further defining and interpreting the term "eligible retirement plan," and those provisions shall be controlling.

(d) Limitations. The foregoing provisions are subject to the following limitations:

- (A) The distributee may not elect to have an eligible rollover distribution paid directly to more than one eligible retirement plan.

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(B) The distributee may not elect to have an eligible rollover distribution paid directly to an eligible retirement plan if the total of all eligible rollover distributions payable to the distributee from this deferred compensation plan during the distributee's taxable year is reasonably expected to be less than \$200 (or such higher amount permitted under applicable federal law).

IV. Effective January 1, 2002, the following provision shall apply to the distribution of a Participant's Account, notwithstanding any provision to the contrary in this Policy or its Exhibit A:

(1) **Distributable Events.** A Participant is entitled to distribution of his or her Account, at the time and in the manner provided in this Policy, on the occurrence of one of the following events:

- (a) The Participant's severance of employment with the District.
- (b) The beginning of the calendar year in which the Participant reaches age 70½.
- (c) The Participant is faced with an unforeseeable emergency.

(2) **Cash-Out of Small Accounts.** Notwithstanding the above, where the portion of a Participant's Account that is not attributable to rollover contributions, as defined in Code Section 411(a)(11)(D), does not exceed \$5,000, the Participant may elect to receive the Account in a single lump-sum payment, or the District may distribute the Account without the Participant's consent, provided that:

- (a) No amount has been deferred under the Plan with respect to the Participant during the two-year period ending on the date of the distribution; and
- (b) There has been no prior distribution to the Participant under this provision.

V. Effective January 1, 2002, notwithstanding any provision to the contrary in this Policy or its Exhibit A, Participants may elect the date on which payments are to begin under this plan, and the form in which the payments are to be made, at any time before the selected commencement date, subject to the District's procedures for applying for benefits. The District's procedures may require, among

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other things, that a written application for benefits be submitted at least a minimum number of days before the payment commencement date.

VI. Effective January 1, 2002, the following provision is added to this Policy:

A Participant, or a deceased Participant's death beneficiary, may elect at any time to have part of all of the Participant's Account paid in a direct trustee-to-trustee transfer to a defined benefit governmental plan (as defined in Code Section 414(d)) maintained by the state of Oregon or a political subdivision of the state of Oregon, provided that the transfer is:

- (1) For the purchase of permissive service credit (as defined in Code Section 415(n)(3)(A)) under the defined benefit governmental plan; or
- (2) A repayment to which Code Section 415 does not apply by reason of Code Section 415(k)(3).

VII. Effective January 1, 2002, the following provisions regarding required minimum distributions are added to this Policy:

- (1) **Required Minimum Distributions.** Effective January 1, 2002, distributions to Participants and their death beneficiaries will be made in accordance with Code Section 401(a)(9) and the regulations thereunder, including Treasury Regulation Section 1.401(a)(9)-2. Provisions in this Policy and the deferred compensation plan reflecting Code Section 401(a)(9) override any distribution options inconsistent with Code Section 401(a)(9). The requirements of this paragraph and subsections (a) through (d) below shall take precedence over any inconsistent provisions of this Policy or the deferred compensation plan. All distributions required under this section shall be determined and made in accordance with Code Section 401(a)(9) and the Treasury regulations thereunder, which are incorporated herein by this reference.
- (2) The provisions of subsections (a) through (d) below shall apply for purposes of determining required minimum distributions for calendar years beginning with the 2003 calendar year:
 - (a) Time and Manner of Distribution.

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- (A) Required Beginning Date. The Participant's entire interest will be distributed, or begin to be distributed, to the Participant no later than the Participant's required beginning date.
- (B) Death of Participant before Distributions Begin. If the Participant dies before distributions begin, the Participant's entire interest will be distributed, or begin to be distributed, no later than as follows:
- (i) If the Participant's surviving spouse is the Participant's sole designated beneficiary, then, except as provided in (v) below, distributions to the surviving spouse will begin by December 31 of the calendar year immediately following the calendar year in which the Participant died, or by December 31 of the calendar year in which the participant would have attained age 70½, if later.
 - (ii) If the Participant's surviving spouse is not the Participant's sole designated beneficiary, then, except as provided in (v) below, distributions to the designated beneficiary will begin by December 31 of the calendar year immediately following the calendar year in which the Participant died.
 - (iii) If there is no designated beneficiary as of September 30 of the year following the year of the Participant's death, the Participant's entire interest will be distributed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.
 - (iv) If the Participant's surviving spouse is the Participant's sole designated beneficiary and the surviving spouse dies after the Participant but before distributions to the surviving spouse begin, this paragraph (B), other than (B)(i), will apply as if the surviving spouse were the Participant.
 - (v) Participants or beneficiaries may elect on an individual basis whether the five-year rule described in (iii) above or the life expectancy rule

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described in (i) and (ii) above applies to distributions after the death of a Participant who has a designated beneficiary. The election must be made no later than the earlier of September 30 of the calendar year in which distribution would be required to begin under (i) or (ii) above, or by September 30 of the calendar year which contains the fifth anniversary of the participant's (or, if applicable, surviving spouse's) death. If neither the Participant nor beneficiary makes an election under this subparagraph (v), distributions will be made in accordance with (i) or (ii) above, as applicable, and subsection (c)(B)(i) below.

For purposes of this paragraph (B) and subsection (c), unless (iv) above applies, distributions are considered to begin on the Participant's required beginning date. If (iv) above applies, distributions are considered to begin on the date distributions are required to begin to the surviving spouse under (i) above. If distributions under an annuity purchased from an insurance company irrevocably commence to the Participant before the Participant's required beginning date (or to the Participant's surviving spouse before the date distributions are required to begin to the surviving spouse under (i) above), the date distributions are considered to begin is the date distributions actually commence.

(C) Forms of Distribution. Unless the Participant's interest is distributed in the form of an annuity purchased from an insurance company or in a single sum on or before the required beginning date, as of the first distribution calendar year distributions will be made in accordance with subsections (b) and (c). If the Participant's interest is distributed in the form of an annuity purchased from an insurance company, distributions thereunder will be made in accordance with the requirements of Code Section 401(a)(9) and the Treasury regulations.

(b) Required Minimum Distributions during Participant's Lifetime.

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- (A) Amount of Required Minimum Distribution for Each Distribution Calendar Year. During the Participant's lifetime, the minimum amount that will be distributed for each distribution calendar year is the lesser of:
- (i) The quotient obtained by dividing the Participant's Accounts by the distribution period in the Uniform Lifetime Table set forth in Treasury Regulation § 1.401(a)(9)-9, using the Participant's age as of the Participant's birthday in the distribution calendar year; or
 - (ii) If the Participant's sole designated beneficiary for the distribution calendar year is the Participant's spouse, the quotient obtained by dividing the Participant's Accounts by the number in the Joint and Last Survivor Table set forth in Treasury Regulation § 1.401(a)(9)-9, using the Participant's and spouse's attained ages as of the Participant's and spouse's birthdays in the distribution calendar year.
- (B) Lifetime Required Minimum Distributions Continue Through Year of Participant's Death. Required minimum distributions will be determined under this subsection (b) beginning with the first distribution calendar year and up to and including the distribution calendar year that includes the Participant's date of death.
- (c) **Required Minimum Distributions after Participant's Death.** If the Participant dies on or after the date distributions begin, the remainder of the Participant's Accounts shall be distributed at least as rapidly as under the distribution method being used as of the date of the Participant's death, and in accordance with the provisions of this subsection (c).
- (A) Death On or After Date Distributions Begin.
 - (i) Participant Survived by Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is a designated beneficiary, the minimum amount that will be

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distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's Accounts by the longer of the remaining life expectancy of the Participant or the remaining life expectancy of the Participant's designated beneficiary, determined as follows:

- (I) The Participant's remaining life expectancy is calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.
 - (II) If the Participant's surviving spouse is the Participant's sole designated beneficiary, the remaining life expectancy of the surviving spouse is calculated for each distribution calendar year after the year of the Participant's death using the surviving spouse's age as of the spouse's birthday in that year. For distribution calendar years after the year of the surviving spouse's death, the remaining life expectancy of the surviving spouse is calculated using the age of the surviving spouse as of the spouse's birthday in the calendar year of the spouse's death, reduced by one for each subsequent calendar year.
 - (III) If the Participant's surviving spouse is not the Participant's sole designated beneficiary, the designated beneficiary's remaining life expectancy is calculated using the age of the beneficiary in the year following the year of the Participant's death, reduced by one for each subsequent year.
- (ii) No Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is no designated beneficiary as of September 30 of the year after the year of the Participant's death, the minimum amount that will be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by

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dividing the Participant's Accounts by the Participant's remaining life expectancy calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.

(B) Death before Date Distributions Begin.

- (i) Participant Survived by Designated Beneficiary. Unless the Participant or beneficiary elects under subsection (a)(B)(v) to have the five-year rule apply, if the Participant dies before the date distributions begin and there is a designated beneficiary, the minimum amount that will be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's Accounts by the remaining life expectancy of the Participant's designated beneficiary, determined as provided in subsection (c)(A).
- (ii) No Designated Beneficiary. If the Participant dies before the date distributions begin and there is no designated beneficiary as of September 30 of the year following the year of the Participant's death, or if the Participant or beneficiary elects under subsection (a)(B)(v) to have the five-year rule apply, distribution of the Participant's entire interest will be completed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.
- (iii) Death of Surviving Spouse Before Distributions to Surviving Spouse Are Required to Begin. If the Participant dies before the date distributions begin, the Participant's surviving spouse is the Participant's sole designated beneficiary, and the surviving spouse dies before distributions are required to begin to the surviving spouse under subsection (a)(2)(a), this subsection (c)(B) will apply as if the surviving spouse were the Participant.

(d) Definitions.

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- (A) Designated Beneficiary. The individual who is designated as the beneficiary under the terms of the Plan and is the designated beneficiary under Code Section 401(a)(9) and Treasury Regulation § 1.401(a)(9)-4, Q&A-1.
- (B) Distribution Calendar Year. A calendar year for which a minimum distribution is required. For distributions beginning before the participant's death, the first distribution calendar year is the calendar year immediately preceding the calendar year that contains the Participant's required beginning date. For distributions beginning after the Participant's death, the first distribution calendar year is the calendar year in which distributions are required to begin under subsection (a)(B). The required minimum distribution for the Participant's first distribution calendar year will be made on or before the Participant's required beginning date. The required minimum distribution for other distribution calendar years, including the required minimum distribution for the distribution calendar year in which the Participant's required beginning date occurs, will be made on or before December 31 of that distribution calendar year.
- (C) Life Expectancy. Life expectancy as computed by use of the Single Life Table in Treasury Regulation § 1.401(a)(9)-9.
- (D) Participant's Accounts. The Accounts as of the last Valuation Date in the calendar year immediately preceding the distribution calendar year (valuation calendar year) increased by the amount of any contributions made and allocated or forfeitures allocated to the Accounts as of dates in the valuation calendar year after the valuation date and decreased by distributions made in the valuation calendar year after the valuation date. The Accounts for the valuation calendar year includes any amounts rolled over or transferred to the Plan either in the valuation calendar year or in the distribution calendar year if distributed or transferred in the valuation calendar year.

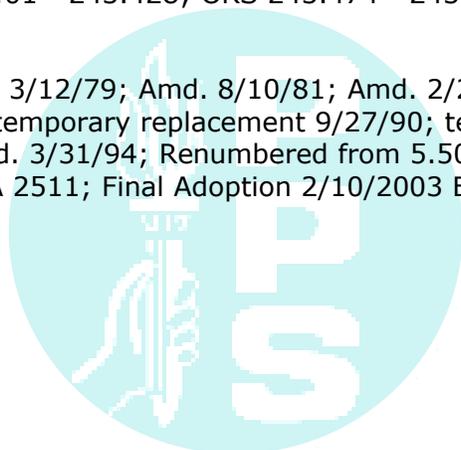
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(E) Required Beginning Date. The required beginning date for a Participant is April 1 of the calendar year following the calendar year in which the Participant reaches age 70½ or retires, whichever occurs later.

- VIII.** This Policy may be terminated and modified by the Board in its sole discretion, provided that the termination or modification shall not affect rights acquired under deferred compensation agreements previously executed, except to the extent necessary to ensure that amounts deferred under the agreements are not includible in the Participants' taxable income before they are actually distributed.

Legal References: ORS 243.401 - 243.428; ORS 243.474 - 243.507; ORS 294.004; ORS 294.033

History: Adpt 6/14/76; Amd. 3/12/79; Amd. 8/10/81; Amd. 2/24/83; Amd 10/84; Amd 3/8/90; resolution adopting temporary replacement 9/27/90; temporary replacement repealed; Adpt 3/11/93; Amd. 3/31/94; Renumbered from 5.50.090 to 5.10.080 9/94; Emergency Amd 12/9/02, BA 2511; Final Adoption 2/10/2003 BA 2560



5.20.010-P District Employment Practices

- (1) The superintendent shall direct the development of a program of continuous staff recruitment and selection, the goals of which will be to hire, train, and advance the most qualified individuals in all employment categories to meet the educational and staff needs of the district regardless of race, color, religion, age national origin or sex. To implement this policy of equal opportunity and treatment:
 - (a) Inasmuch as the proportion of the district's students who are minority students substantially exceeds the proportion of the work force resident in the district who are minority workers, the percentage of minority workers in the work force of the community should not be any kind of a maximum target for the district. He shall report such goals, and the progress toward such goals, to the Board not less frequently than semiannually;
 - (b) The district shall not limit, segregate or classify its employees or applicants for employment in any way which would deprive any individual of employment, training or promotional opportunities or otherwise adversely affect any individual's status as an applicant or employee, because of the individual's race, color, religion, age (between 18 and 70), national origin, sex or physical handicap;
 - (c) The district shall not discharge or refuse to hire any individual or otherwise discriminate against any individual with respect to that person's compensation, terms, conditions, or privileges of employment, because of the individual's race, color, religion, age (between 18-70), national origin, sex, or physical handicap.
- (2) The foregoing provisions shall not be construed to impose quotas for employment, retention or advancement of individuals from different groups or to prevent the district from giving appropriate consideration to those bona fide educational or occupational requirements, including length of service, appropriate tests or other criteria, recognized by Title VII of the Civil Rights Act of 1964 (42 USC S2000e et seq.) and the Oregon Civil Rights Laws ORS 659.026, 659.030, and 659.425.
- (3) The superintendent shall continue to direct staff development programs for all employees of the district further to strengthen among all employees awareness and appreciation of cultural diversity, skills of communication and sensitivity to the feelings of all persons regardless of their race, color, religion, sex, age, or national origin.

Legal References: ORS 326.051; ORS 659.037; ORS 332.505; ORS 659.150; ORS 342.934; ORS 659.230; ORS 659.015; ORS 659.270; ORS 659.029; ORS 659.340; ORS 659.030; ORS

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659.410 - 659.430; ORS 659.035; OAR 581-021-0045; Title VI of the Civil Rights Act of 1964, 42 U.S.C.A., Section 2000(d) (West 1985); Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C.A., Section 2000(e) *et seq.* (West 1985); Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C.A., Section 621 (West 1985); Age Discrimination Act of 1975, as amended, 42 U.S.C.A., Section 6101 (West 1985); Equal Pay Act of 1963, as amended, 29 U.S.C.A., Section 206(d) (West 1985); Rehabilitation Act of 1973, 29 U.S.C.A., Sections 504, 791, 793 and 794 (West 1985); Title IX of the Education Amendments of 1972, 20 U.S.C.A., Sections 1681, 1682 and 1683 (West 1985)

History: Adpt. 4/29/74; Amd. 1/8/79; Amd. 3/82 ed.; Amd. 9/95 ed.



5.30.030-P Education Student Training Programs

The Board of Education recognizes the importance of educational personnel development programs and the cooperation of school districts in providing for prospective teachers and paraprofessionals field-centered activities in schools under the guidance of experienced personnel. The district shall, therefore, cooperate with institutions in this state, which have approved educational personnel preparation programs in providing education students with direct field-centered activities. District participation in such programs shall assure that the educational interests of the students and school programs affected determine all decisions as to the placement of personnel and the continuance of training programs. Responsibility and authority for establishing cooperative relationships with institutions with education student training programs and decisions relating to such programs operating in the district shall reside with the offices of the superintendent.

Legal References: ORS 332.107; ORS 332.505

History:



5.50.060-P Leaves Of Absence – Voluntary

- (1) **Board Authorization.** Sabbatical leaves, maternity leaves, study, exchange teaching, teaching in institutions of higher learning, restoration of health, military, adoption of a minor child, or association leave shall require approval of the Board of Education upon the recommendation of the superintendent. Except for military leave, such voluntary leaves shall be granted only to permanent teachers. "Maternity leaves" as used in this policy do not include use of accumulated sick leave for pregnancy disabilities or "change of status" for maternity purposes.
- (2) **Superintendent Authorization.**
 - (a) **Paid Short Leaves.** Paid leaves of absence under the provisions for sick leave, funeral leave, emergency leave, mandatory court appearances, jury duty, professional leave, religious holidays, and military leave shall be authorized within the established Board policies by the office of the superintendent.
 - (b) **Unpaid Short-Term Leaves.** Short-term unpaid leaves for personal reasons shall require authorization and approval of the office of the superintendent.
- (3) **Length of Leaves.** Long-term leaves without pay may be granted, for terms not exceeding one year but may be renewed for additional one-year periods upon recommendation of the Superintendent and approval of the Board. Successive leaves shall not exceed five years.
- (4) **Periods of Leaves.** In situations not calling for continuity for the entire year, teachers returning from a voluntary leave of absence granted for a period of one-half a year or longer ordinarily shall not be reinstated until the beginning of the term following the expiration of such leave. In the case of other situations, ordinarily reinstatement will not be made until the end of the school year. Exceptions shall depend upon needs for continuity of instruction or other staffing needs as determined by the Office of Personnel Services.
- (5) **Notification of Return.**
 - (a) Any permanent teacher whose voluntary leave of absence expires at the end of the school year shall notify the office of the superintendent on or before March 15 preceding his/her intention to return to service. Any teacher whose leave of absence expires at the end of the first semester of any school year shall give notice to the office of the superintendent on or before November 15 of his/her intention to return.
 - (b) The office of the superintendent shall notify teachers by mail of the expiration of their leave and that failure on the part of the teacher to

5.50.060-P Leaves Of Absence – Voluntary

notify the office of the superintendent in accordance with the above provision shall constitute evidence of insubordination against such teacher.

Legal References: ORS 332.107; Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq., 29 CFR Part 1630

History: Adpt. 6/71; Amd. 3/73; Amd. 4/10/78



5.60.070-P Administrative Salaries

- (1) **Administrative Salaries and Compensation - General**. Administrative salaries and compensations shall be according to salary guides as adopted by the Board.
- (2) **New Appointees**. An appointee to a new administrative classification shall be placed on the salary guide according to evaluation of his/her training, experience, and the nature of the assignment.
- (3) **Substitutes**. An administrator authorized by the superintendent to substitute in a higher paying position will receive in addition to his/her regular salary an amount specified by the Board.
- (4) **Administrative Assistants**. Administrative assistants to the principal will work on a 190-day work year and be paid, in addition to their appropriate teaching salary, an amount specified by the Board.
- (5) **Guide Steps**. Once placed on the salary guide, the basic assumption is that an administrator will proceed on the guide unless there is substantial negative evaluation of his/her service, as determined by the office of superintendent.

History: Adpt. 6/71; Amd. 1/8/79

5.70.051-P Leaves Of Absence

- (1) **Funeral Leave.** Classified personnel (not including hourly maintenance workers) shall be eligible for the same funeral leaves as described for certificated employees in another section of these rules and regulations, except that classified personnel shall be eligible for three additional days (instead of two) funeral leave at two-thirds salary when absent because of a death in the immediate family.
- (2) **Sick Leave.**
 - (a) Applicability.
 - (A) Regular classified personnel shall be eligible for sick leave.
 - (B) Day-to-day substitutes are not entitled to any sick leave.
 - (C) Hourly employees are eligible for sick leave only after their employment exceeds one month.
 - (b) Amount of Sick Leave. The number of hours worked each day multiplied by the number of months employed shall equal the number of hours of sick leave granted each year.
 - (c) Accreditation of Sick Leave.
 - (A) Regular Classified Personnel. If an employee leaves the employ of the District before the end of a fiscal year, any remuneration for sick leave taken in excess of that actually earned at the rate of one day for each month from July 1 to the time of departure shall be withheld from his/her last payroll check.
 - (B) Hourly and Daily Rate Classified Personnel. Personnel who are paid on an hourly or daily rate shall be accredited sick leave after the term of employment; i.e., after one month's work, they shall be accredited with one day of sick leave, etc.
 - (d) Accumulation of Sick Leave.
 - (A) Regular classified personnel may accumulate sick leave on an unlimited basis.
 - (B) Hourly and daily-classified personnel shall be permitted to accumulate sick leave up to 125 days.
 - (e) Notice and Commencement.
 - (A) As soon as an employee becomes aware of a physical or mental condition, including pregnancy, which will require absence from duty for more than five days, the employee shall

5.70.051-P Leaves Of Absence

submit a completed form stating the period of expected absence. The employee shall submit an amended form whenever such expectations change.

- (B) The commencement date and duration of sick leave shall be based on the ability of the employee, as determined by the immediate supervisor, to carry out his or her assignment in an effective manner. A physician's recommendation, if any, will be taken into consideration in reaching such determination. The supervisor may require such physician's recommendation. Particular types of conditions, such as pregnancy, may be subject to more specific procedural steps relevant to the particular illness or condition in order to effectuate the foregoing principle.
 - (C) Requests for charge against accumulated sick leave shall be made in writing to the Personnel Department and in the case of use of sick leave for more than five days shall be accompanied by a physician's statement verifying the period of personal disability.
 - (D) The recommendation of a physician referred to in this policy ordinarily will be by the employee's own physician; but the superintendent or his/her designee may, in the exercise of discretion, determine in a particular case that it must come from a physician appointed by the district.
- (f) When Sick Leave is Depleted.
- (A) When an employee (other than classified — hourly and daily) has exhausted his/her sick leave, he/she shall be entitled to additional credits of one day for each year of service at two-thirds his/her daily rate of pay.
 - (B) An employee who has accumulated sick leave during employment in another Oregon school district, and who was so employed during the preceding year, shall, upon proper verification, be allowed the number of sick leave days so accumulated, except that: (a) no more than 75 days shall be credited to the employee; and (b) the allowance is not effective until the employee has completed 30 working days employment with this district.
- (3) **Family Illness.** Employees, other than day-to-day substitutes, working four hours or more shall receive three days per school year for family illness.

5.70.051-P Leaves Of Absence

- (4) **Emergency Leave**. All regular classified employees who work four hours per day or more are eligible for emergency leave of three days per school year without loss of pay. Emergencies shall be considered unanticipated circumstances beyond the employee's control and for which prior planning cannot be made.
- (5) **Jury Duty**. Classified employees, other than day-to-day substitutes, are excused without loss of pay provided the jury fee is submitted to the Business Office. If jury duty occurs during a non-school day (such as holidays, spring vacation, etc.), the employee normally not working at this time need not return the jury money received for that day. On days when the employee is excused from jury duty, he/she will report to the school to work.
- (6) **Court Witness**. Classified employees are excused without loss of pay provided the witness fee is submitted to the district, along with a copy of the subpoena.
- (7) **Military Leave**. Classified employees shall be eligible for the same military leave as described for certificated personnel in another section of these rules. (See Military Leave, Administrative Regulation 5.50.062.)
- (8) **On-the-Job-Accident**. All employees of the district are eligible for state workers' compensation benefits. An employee injured on the job shall retain his/her tax-free compensation check, which he/she receives from the state for time lost. The district will make supplemental payment in an amount equal to the difference between compensation check and the employee's regular check during the period of payment under the Workers' Compensation Act, and no charge is made against the employee's sick leave, nor shall it exceed 180 days.
- (9) **Extended Unpaid Leave of Absence**. Employees who have been continuously employed for two or more years may apply for a special leave of absence without pay. The superintendent shall exercise his/her discretion in the granting of such leaves. Such leaves shall not exceed one year without special authorization of the Board. Employees on such leaves shall not be permitted to engage in remunerative service without the approval of the superintendent.
- (10) **Maternity Leave**.
- (a) Absence due to disabilities resulting from pregnancy or childbirth shall be deemed absence due to illness for purposes of applying the sick leave policies of the district. "Maternity leave" referred to in this policy means a leave related to the employee's pregnancy or childbirth beyond the period of actual disability. Maternity leaves as

5.70.051-P Leaves Of Absence

so defined shall be unpaid. Regarding the period of disability, see the policies on sick leave.

- (b) Maternity leave shall be granted to any classified employee. The maximum and minimum initial planned terms of the leave shall be based on staffing needs, as determined by the Board. The superintendent shall in each case recommend such term based on such criteria. The maximum planned term ordinarily shall not exceed six months, but the superintendent may, on written request, extend such leave for additional periods of time. For employees whose work year is less than twelve months, such leave ordinarily shall not extend beyond the remainder of the fiscal year for any pregnancy; but the superintendent may, on written request, extend such leave for additional periods of time.
- (c) In the case of a request for maternity leave, as soon as any classified employee becomes aware of her pregnancy, she shall submit a completed maternity leave form or resignation stating the expected period of absence.
- (d) Unless an earlier date is approved by the employee, her immediate supervisor, and the Board, the commencement date of the unpaid leave shall correspond to the end of the period of disability or the exhaustion of accumulated sick leave, whichever first occurs, as determined by her immediate supervisor. Such determination shall have the same effect as provided in the sick leave policies of the district.
- (e) A classified employee desiring to return to regular employment prior to the expiration date of a maternity leave may so request in writing to the Personnel Department. Thereupon, or (in the absence of such request) when the maternity leave expires, the superintendent will reassign the employee as soon as a position for which the employee is qualified becomes available. Rejection of such assignment will constitute a resignation.
- (f) Upon returning to duty, a classified employee shall be paid at the next salary step on the then current salary guide above the one, which she occupied during the last continuous period of at least six months' work immediately prior to the beginning of such leave.
- (g) The recommendation of a physician referred to in this policy ordinarily will be the employee's own physician, but the superintendent or his/her designee may in the exercise of his/her discretion determine in a particular case that it must come from a physician appointed by the district.

5.70.051-P Leaves Of Absence

- (h) Nothing herein shall preclude the Board from discharging a classified employee on other grounds permitted by law.
- (11) **Paternity Leave**. For continuous periods during which the newly-born child will not have the care of the mother, the father shall be entitled to paternity leave and rights upon return to work on the same terms and conditions as herein provided for maternity leave.

Legal References: ORS 332.507; ORS 342.545; ORS 659.010; ORS 659.121; ORS 659.470 - 659.494; OAR 839-009-0200 to -0320; Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630; Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq. 29 CFR Part 825

History: Adpt. 6/71; Amd. 9/11/72; Amd. 12/72; Amd. 8/23/76; Amd. 4/10/78; Amd. 5/22/87



6.10.090-P Private Schools – Requests for Funding

The Board has received requests from private schools, which are not church schools, for resources (staffing, materials, supplies and/or funding) to assist such private schools. While the Board has complete discretion whether, and has no obligation, to respond to such requests, it is appropriate to state the governing principles and general conditions applicable to such requests.

I. Governing Principles

- (1) The principles which guide district schools in these matters are as follows:
 - (a) It is the central and primary responsibility of the public schools to provide at public expense within the public schools a secular education, which is open on a full-time basis to all children in the community.
 - (b) Under state law, parents have the right to send their children at private expense to private schools as an alternative to accepting a full-time public school education for their children.
 - (c) Cooperation between the public schools and private schools must meet constitutional limitations, must not encourage a dual system of education at public expense, nor cause the fragmentation of the public school system, nor interfere with the administration of the public schools, nor reduce the quality and effectiveness of public education.
 - (d) The Board will continue to develop within its public schools alternative and varied educational programs at all grade levels to meet the diverse interests and needs of its students.
 - (e) The Board will not consider providing resources to a private school unless it finds the conditions stated under section II below are met.

II. General Conditions

- (1) The staff of the school is qualified to conduct the program.
- (2) The private school has defined its goals, they are consistent with the goals of the district, and the private school seeks to integrate the students attending the school into the public school system.
- (3) The private school shall by contract agree to:
 - (a) Cooperate with the district in the provision of educational services;
 - (b) Conduct evaluations of staff, program and results, and provide this as required by OAR 581-022-1350 and the district;

6.10.090-P Private Schools – Requests for Funding

- (c) Provide the district with routine reports and any additional reports required by the district;
 - (d) Comply with conditions (1) through (3) above and with such other terms and provisions as the Board shall require.
- (4) This policy does not apply to religious schools, nor commit the Board to provide resources to any private school whatsoever.

Legal References: ORS 332.107; OAR 581-022-1350; ORS 345.505 (2)

History: Adpt 5/12/75; Amd 3/10/88; Amd 12/12/91; Amd 9/95; Amd 9/9/02; BA 2421



Portland Public School District 1st Reading

DATE OF FIRST READING: June 14, 2022

PUBLIC COMMENT FOR
Policy 7.10.010-P:
School-Site Councils Policy
(formerly: Citizen Involvement Process)

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

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

Last Date for Comment: July 05, 2022

Summary: School-Site Councils Policy 7.10.010-P
(formerly: Citizen Involvement Process)

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

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

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

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

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

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PORTLAND PUBLIC SCHOOLS
Office of General Counsel

501 North Dixon Street. Portland, OR 97227
Telephone: (503) 916-3274

Date: June 6, 2022
To: School Board
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Policy Revision
Policy # and Name: Citizen Involvement Process, 7.10.010-P

BACKGROUND

This policy was last amended in 2002, at a time when each school was required to convene a Local School Advisory Committee (LSAC), in addition to a Site Council, as part of the 21st Century Schools Program. LSACs are no longer required and do not reflect current practice. The Board Policy Committee reviewed the policy and proposed language, including a new title (School-Site Councils), to focus the policy solely on the District's obligation to convene Site-Councils at all of our schools.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies for currency and alignment with state law.

ANALYSIS OF SITUATION

The 21st Century Schools Program was established to restructure school operational decisions to include the voices of parents, community members, and school staff and require site councils to integrate the shared goals of those stakeholders.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

There was no community engagement beyond the Policy Committee work. The proposed revisions remove references to other committees, one of which is no longer a practice within the District, and make no substantive changes to the Site-Council meetings as they are defined in the 21st Century Schools Program.

RACIAL EQUITY AND SOCIAL JUSTICE LENS

The purpose of the Site Council is to increase engagement and communication between school staff and our community and to transform the concerns and expectations of families and students into measurable goals.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

This policy will be implemented immediately, and we will send notification to building administration.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

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

_____ *(Initials)*

ATTACHMENTS

- A. Redline copy of Complaint Policy
- B. Clean copy of Complaint Policy



School-Site Councils

(1) Statement of Purpose.

Schools play a critical role in preparing students to thrive in and improve the world, and we serve students best when we work in collaboration with parents and community partners.

The Board encourages and supports the development of innovative strategies and program designs that target the unique needs of students in each school community and that can be used in other school communities. Through the collaborative efforts of teachers, classified employees, principals, family members, students, and community members, schools benefit from broad school-based participation in planning for school improvement.

(2) School Site Councils

(a) The purpose of 21st Century Schools Councils (Site Councils) is to increase student achievement. In compliance with the Oregon Educational Act for the 21st Century, each school will have a Site Council.

(b) The duties of each Site Council shall include:

1. The improvement of the school's instructional program;
2. The development of plans to improve the professional growth of the school's staff;
3. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
4. The administration of grants-in-aid for the professional development of teachers and classified district employees;
5. Fostering family involvement in the schools.

(c) Unless the Board of Education determines a different composition is needed at a particular school, each Site Council shall be comprised of the following members:

(A) Not more than half of the members shall be licensed educators who have been elected by the licensed educators teaching at the school;

(B) Not more than half of the members shall be parents of



School-Site Councils

students attending that school who have been selected by the parents of students attending that school);

(C) At least one member shall be a classified employee elected by the classified employees at that school; and

(D) One member shall be the building principal or the principal's designee.

(E) The District may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council).

(F) Licensed educators and parent members may not compose more than half of the membership of a Site Council.

(c) To accomplish these duties, each Site Council will:

(A) Assist in developing and implementing a process for preparing an annual school improvement plan. The plan should focus on how the school will assist students to achieve the standards established by the state and District;

(B) Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program;

(C) Prioritize student performance goals in accordance with District goals and state standards, including those contained in the Oregon Educational Act for the 21st Century;

(D) Develop plans to reach student performance goals utilizing current educational research, professional development of staff focused on research-based effective instructional practices and staff and community input;

(E) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress; and

Duties of the Site Council Members. Each member of the Schools Council at the local school site has responsibility to:



School-Site Councils

Commit to a process of collaboration to support school improvement and increase student achievement;

Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;

Learn about the Board goals for the District and its expectations for staff and students, as well as the expectations contained in the Oregon Educational Act for the 21st Century;

Ensure good communication among all participants in the school; and

Invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

Site Council Meetings.

Site Council meetings are open and public meetings and subject to Oregon's Public Meetings Law guidelines.

Legal References: ORS 192.660 - 192.690; OAR 581-020- 0105; OAR 581-020-0115; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 332.105; ORS 332.107; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd 2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422; Amd ___/2022

7.10.010-P ~~Citizen~~ School-Site Councils Involvement Process

~~I.—The General Advisory Committees.~~

~~(1) — Local School Advisory Committee (LSAC) means the group of citizens who participate with a school principal on an advisory committee for that specific school.~~

~~(2) — 21st Century School Councils (Site Councils) are the groups of school staff and citizens who participate in the educational/instructional improvement activities that are a part of the Oregon Educational Act for the 21st Century.~~

~~(3) I. In the interest of operating advisory committees for the purpose for which they are established, matters that are the subject of pending litigation involving the district or its agents shall not be discussed or investigated by an advisory committee unless the subject previously has been cleared in writing by the superintendent or designee.~~

~~II.—Local School Advisory Committee (LSAC)~~

~~(1) — The first level of citizen involvement is at the individual school. In order to assure systematic participation of parents and other citizens in the education of young people, each Portland public school shall:~~

~~(a) Have a Local School Advisory Committee (LSAC) identified and listed; and,~~

~~(b) Establish the specific number of members of each committee.~~

~~(2) — Composition. The committee should represent as many segments of the community as possible, including parents, non-parents, students, businesses and neighborhood associations. Membership representation is open to all interested volunteers. Staff members should serve as resource persons. Staff members who are parents of students in the school may have full voting privileges.~~

~~(3) — Meetings. At least five meetings shall be held each year. Many schools may find that some additional meetings will be more in keeping with their individual school needs. The principal and LSAC chair shall cooperatively prepare and circulate an agenda prior to each meeting. Agendas and minutes should be kept on file in the school office for at least two (2) years. The meetings held are in the interest of the public school and open to all interested citizens.~~

7.10.010-P ~~Citizen Involvement Process~~

~~(4) — Role. The LSAC shall advise the principal on matters pertaining to the school and its educational program for students. The principal shall carefully consider the advice and recommendations of the committee in fulfilling his/her organizational and legal responsibilities as decision maker and pass on the recommendations to the appropriate district personnel. The principal shall inform the LSAC about the disposition of LSAC recommendations and provide follow up progress reports relating to issues discussed and/or decided.~~

~~(a) The LSAC will be given the opportunity to provide advice, input and/or response to reports from the school principal on educational programs, assessment of educational needs, and establishment of priorities. Copies of reports to or by the LSAC should be kept on file in the school office for at least two (2) years.~~

~~(b) The LSAC will contribute to the determination of the schools' educational goals and will review with the principal process toward the attainment of goals. The LSAC will provide the principal and other school officials, information unique to the community in order that the school can more readily identify the educational needs within the community.~~

~~(c) The LSAC will designate or act as a budget subcommittee to review with the principal the school's allocated budget and discuss the assignment of resources within the building, thus participating at the local level in the budget review process.~~

III. ~~21st Century Schools Councils (Site Council)~~

~~(1) Statement of Purpose.~~

~~(1) The purpose of 21st Century Schools Councils is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, it is the policy of the Board to establish 21st Century Schools Councils in each of the district's schools. It is the District's Board's belief that Schools play a critical role in preparing students to thrive in and improve the world, and that this vision can be achieved we serve students best when it we works in collaboration with parents and community partners, a group of people, who represent different parts of our educational community, to come together to work in a collaborative manner to improve education and, student achievement will increase.~~

~~(a) The Board encourages and supports the implementation development of locally developed innovative strategies and program designs that target the unique needs of students in each school community and that can be used in other school communities. Through the collaborative efforts of teachers, classified employees, principals, family members, students, and community members, schools will benefit from increased broad school-based participation in planning for school improvement.~~

7.10.010-P Citizen Involvement Process

~~(b)~~ The Board believes that all students can learn and should have the opportunity to achieve their maximum learning potential. Achieving this goal will best be accomplished through school-based decision-making with equitable family/school/community partnerships.

(2) School Site Councils

(a) The purpose of 21st Century Schools Councils (Site Councils) is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, ~~there will be a site council in each of the district's~~ each school will have a Site Councils.

~~(2)~~ (b) Function of 21st Century Schools Councils. In compliance with the Oregon Educational Act for the 21st Century and to improve the student achievement, ~~It~~ The duties of ~~the each Site e~~ Council shall include:

- ~~(a)~~ 1. The improvement of the school's instructional program;
- ~~(b)~~ 2. The development of plans to improve the professional growth of the school's staff;
- ~~(c)~~ 3. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
- ~~(d)~~ 4. The administration of grants-in-aid for the professional development of teachers and classified district employees;
5. Fostering family involvement in the schools.

(c) Unless the Board of Education determines a different composition is needed at a particular school, each Site Council shall be comprised of the following members:

- (A) Not more than half of the members shall be licensed educators who have been ~~(elected by the licensed educators teaching at the school at that site);~~
- (B) Not more than half of the members shall be parents of students attending that school ~~(who have been selected by the parents of students attending that school);~~
- (C) At least one member shall be a classified employee ~~(elected by the classified employees at that school's site);~~ and
- (D) One member shall be the building principal or the principal's designee.
- (E) The District may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council).

~~(e)~~ (F) Licensed educators and parent members may not compose more than half of the membership of a Site Council

~~(f)~~ (c) To accomplish these duties, each ~~Site~~ 21st Century Schools Council will:

- (A) Assist in developing and implementing a process for preparing an annual school improvement plan. ~~This process should include participation by staff, family members, community~~

Commented [1]: "development of plans" or feedback on plans?

Commented [2]: Site council does not have any \$

~~members, and students.~~ The plan should focus on how the school will assist students to achieve the standards established by the state and ~~d~~District;

- (B) Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program.~~Implement a school survey for assessing community opinions regarding the school program;~~
- (C) ~~Assist in developing and maintaining a current a local school profile which describes student performance information, identification of students meeting and exceeding state and district standards, characteristics of the school and its community, perception of school effectiveness by staff and family members, the school's goals and plans for improvement;~~
- (D) ~~Establish and p~~Prioritize student performance goals ~~which are~~ in accordance with ~~d~~District goals and state standards, ~~particularly including~~ those contained in the Oregon Educational Act for the 21st Century;
- (E) Develop plans to reach student performance goals utilizing current educational research, professional development of staff

7.10.010-P Citizen Involvement Process

focused on research-based effective instructional practices and staff and community input;

- (F) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress; [and](#)
- (G) ~~Support the plan's implementation by identifying and applying current resources and participating in efforts to acquire new resources.~~

~~(3) — Membership. The 21st Century Schools Council will be composed of teachers, adult family members of students, the principal and classified district personnel. The council may also include persons identified by the school community as having particular benefit for council membership, such as business representatives, community members, students or other district staff.~~

~~(a) The following principles will govern council membership:~~

~~(A) The principal shall be a member of the council;~~

~~(B) Teachers will comprise not more than one half of the council membership and shall serve voluntarily.~~

~~(i) Teachers are defined as all licensed employees of the public schools or employed by an educational service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers and who are compensated for their services from public funds.~~

~~(ii) Teachers will be elected in accordance with applicable provisions of the collective bargaining agreement.~~

~~(C) Classified employees will be represented on each council and serve voluntarily.~~

~~(i) Classified employees are any non-teaching or non-administrative staff members having contact with students at the local school to which they are affiliated and for whose employment an Oregon teaching license is not required.~~

~~(ii) Classified employees will be elected by direct vote of the classified employees affiliated with the local school.~~

~~(D) Adult family representatives of students attending the local school will comprise not more than half of the council membership.~~

~~7.10.010-P~~ Citizen Involvement Process

- ~~(i) Adult family representatives are defined as parents or guardians of students currently enrolled in a public school providing education in pre-kindergarten through grade 12.~~
 - ~~(ii) A family is a group of individuals related by blood, marriage, or adoption or individuals whose functional relationships are similar to those found in such associations.~~
 - ~~(iii) Adult family representatives serve on councils of the schools their students attend.~~
 - ~~(iv) The council shall determine a process to select adult family members through open nomination and election by other adult family members of students attending the school.~~
 - ~~(v) The process for conducting this election will be planned in consultation with representation from the collective bargaining units at the local school, the principal and established family and community representation groups.~~
 - ~~(E) At least one student representative will serve on each high school council. Elementary and middle schools may choose to include student representation. The specific method for selecting student representation will be determined at the local school.~~
 - ~~(F) The members of the council may appoint members of the community at large.~~
 - ~~(G) Each council will strive to reflect the diversity of the school community through elected representatives, appointed representatives and specific communication strategies to involve all families served by the school.~~
 - ~~(H) If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.~~
- ~~(4)~~ Duties of the ~~Site~~ [21st Century Schools](#) Council Members. Each member of the ~~21st Century~~ Schools Council at the local school site has responsibility to:

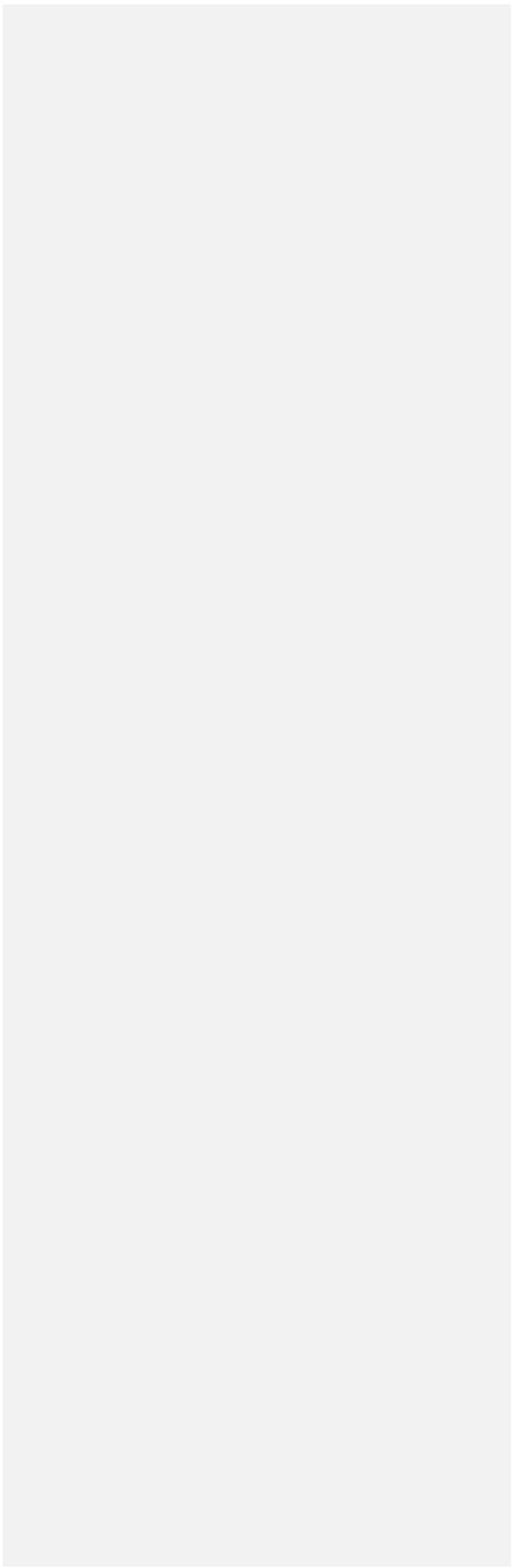
7.10.010-P Citizen Involvement Process

- ~~(a)~~ Commit to a process of collaboration to ~~achieve (support?)~~ school improvement and increase student achievement;
- ~~(b)~~ Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;
- ~~(c)~~ Learn about the Board goals for the ~~Portland school D~~ district and ~~the its~~ expectations for staff and students, ~~as well as the~~ expectations contained in the Oregon Educational Act for the 21st Century;
- ~~(d)~~ ~~Coordinate and lead the process of setting the improvement goals for the school, deciding how best to achieve those goals, and determining how to monitor their progress;~~
- ~~(e)~~ Ensure good communication among all participants in the school; and
- ~~(f)~~ ~~Adopt a balanced perspective of the school program that reflects sensitivity to~~ Invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

~~IV.—Guidelines for Decision Making.~~

- ~~(1) —Consensus is the desired decision making procedure for councils. Each council should develop a process for reaching consensus on decisions facing the council. Council members should participate in training in consensus decision making processes.~~
- ~~(2) —The 21st Century Schools Councils must work within the scope of state and federal law, Board policies and goals, Administrative Directives, budgetary restrictions, union contracts, and ethical standards and practices, however Oregon law provides procedures for requesting waivers of provisions of state law and rules, contracts, local policy and rules, and licensure provisions if such requests are intended to improve student achievement and to promote innovative practices.~~
 - ~~(a) A request for a waiver of a contract provision must be submitted by the 21st Century Schools Council to the Association and Contract Administration for approval following guidelines agreed to by the association and district.~~
 - ~~(b) A request for a waiver of an Administrative Directive must be submitted in writing to the superintendent for approval.~~
 - ~~(c) A request for a waiver of Board policy must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his/her recommendation to the Board for final approval. Policy waiver requests will be considered based on the district's mission statement, philosophy, Board adopted goals and~~

| ~~effective schooling tenets.~~



7.10.010-P Citizen Involvement Process

~~(d) All other waiver requests, as provided by law, will be reviewed in accordance with procedures established by the Oregon Department of Education to determine their efficacy in promoting student achievement and for their practicality.~~

~~(3) Council activities include:~~

~~(a) Aligning Formulating a school vision to the District's and/or mission statement;~~

~~(b) Coordinating school study committees and task forces as deemed necessary to improve academic achievement, enhance student well-being, and promote family participation in the school;~~

~~(c) Developing specific plans and strategies to improve student achievement;~~

~~(d) Planning staff development activities for the school;~~

~~(e) Developing plans for implementation and monitoring of provisions of the Oregon Educational Act for the 21st Century;~~

~~(f) Promoting school/business partnerships;~~

~~(g) Monitoring student progress;~~

~~(h) Fostering family/school/community partnerships.~~

Site Council Meetings.

~~(4) Site Council Meetings of Site 21st Century Schools Councils shall be composed of parents, administrators, and staff as outlined in state law. They are open and public meetings and are subject to Oregon's Public Meetings Law guidelines.~~

~~Relationship to Local School Advisory Committees. Development of 21st Century Schools Councils is not intended to eliminate pre-existing Local School Advisory Committees or other community representatives or organizations affiliated with the school. The Local School Advisory Committee maintains its advisory role to the principal in a variety of local school matters as outlined in earlier sections of this policy.~~

~~(5)~~

V. Citizen Budget Review Committees (CBRC)

~~(1) Each committee A Citizen Budget Review Committee will be established for the purpose of budget review and recommendations to the Board.~~

~~(2) Members may be appointed by the Board or selected by the superintendent or designee from volunteer applicants. Wide geographical representation is preferred.~~

~~(3) The Board will determine CBRC composition and terms of service.~~

~~(4) The committee CBRC shall appoint a chair from among the members. The chair, with the assistance of the committee, shall review~~

pertinent background materials, current and proposed district budget and prepare an annual budget recommendation for presentation to the Board.

7.10.010-P Citizen Involvement Process

~~All meetings of the Board appointed committee CBRC are open to the public. Minutes shall be taken, made available and retained in accordance with the Public Meetings Law.~~

~~VI. Notification~~

~~VII. Use icit~~

~~The LSAC shall notify the local Neighborhood Associations of all meetings of the LSAC. The Board will notify the Office of Neighborhood Associations of major matters forthcoming that may have an impact on the entire community.~~

Legal References: ORS 192.660 - 192.690; ORS 342.513; OAR 581-020- 0105; ORS 243.650; ORS 342.545; OAR 581-020-0115; ORS 243.782; ORS 342.553; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 342.610; ORS 332.105; ORS 342.613; ORS 332.107; ORS 342.650; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422; [Amd /2022](#)

7.10.010-P Citizen Involvement Process

I. The General Advisory Committees.

- (1) Local School Advisory Committee (LSAC) means the group of citizens who participate with a school principal on an advisory committee for that specific school.
- (2) 21st Century School Councils (Site Councils) are the groups of school staff and citizens who participate in the educational/instructional improvement activities that are a part of the Oregon Educational Act for the 21st Century.
- (3) In the interest of operating advisory committees for the purpose for which they are established, matters that are the subject of pending litigation involving the district or its agents shall not be discussed or investigated by an advisory committee unless the subject previously has been cleared in writing by the superintendent or designee.

II. Local School Advisory Committee (LSAC)

- (1) The first level of citizen involvement is at the individual school. In order to assure systematic participation of parents and other citizens in the education of young people, each Portland public school shall:
 - (a) Have a Local School Advisory Committee (LSAC) identified and listed; and,
 - (b) Establish the specific number of members of each committee.
- (2) Composition. The committee should represent as many segments of the community as possible, including parents, non-parents, students, businesses and neighborhood associations. Membership representation is open to all interested volunteers. Staff members should serve as resource persons. Staff members who are parents of students in the school may have full voting privileges.
- (3) Meetings. At least five meetings shall be held each year. Many schools may find that some additional meetings will be more in keeping with their individual school needs. The principal and LSAC chair shall cooperatively prepare and circulate an agenda prior to each meeting. Agendas and minutes should be kept on file in the school office for at least two (2) years. The meetings held are in the interest of the public school and open to all interested citizens.

7.10.010-P Citizen Involvement Process

- (4) Role. The LSAC shall advise the principal on matters pertaining to the school and its educational program for students. The principal shall carefully consider the advice and recommendations of the committee in fulfilling his/her organizational and legal responsibilities as decision maker and pass on the recommendations to the appropriate district personnel. The principal shall inform the LSAC about the disposition of LSAC recommendations and provide follow-up progress reports relating to issues discussed and/or decided.
- (a) The LSAC will be given the opportunity to provide advice, input and/or response to reports from the school principal on educational programs, assessment of educational needs, and establishment of priorities. Copies of reports to or by the LSAC should be kept on file in the school office for at least two (2) years.
 - (b) The LSAC will contribute to the determination of the schools' educational goals and will review with the principal process toward the attainment of goals. The LSAC will provide the principal and other school officials, information unique to the community in order that the school can more readily identify the educational needs within the community.
 - (c) The LSAC will designate or act as a budget subcommittee to review with the principal the school's allocated budget and discuss the assignment of resources within the building, thus participating at the local level in the budget review process.

III. 21st Century Schools Councils (Site Council)

- (1) Statement of Purpose. The purpose of 21st Century Schools Councils is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, it is the policy of the Board to establish 21st Century Schools Councils in each of the district's schools. It is the Board's belief that when a group of people, who represent different parts of an educational community, come together to work in a collaborative manner to improve education, student achievement will increase.
- (a) The Board encourages and supports the implementation of locally developed innovative strategies and program designs that target the unique needs of students in each school community. Through the collaborative efforts of teachers, classified employees, principals, family members, students and community members, schools will benefit from increased participation in planning for school improvement.

7.10.010-P Citizen Involvement Process

- (b) The Board believes that all students can learn and should have the opportunity to achieve their maximum learning potential. Achieving this goal will best be accomplished through school-based decision making with equitable family/school/community partnerships.
- (2) Function of 21st Century Schools Councils. In compliance with the Oregon Educational Act for the 21st Century and to improve the student achievement, the duties of the council shall include:
- (a) The improvement of the school's instructional program;
 - (b) The development of plans to improve the professional growth of the school's staff;
 - (c) The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
 - (d) The administration of grants-in-aid for the professional development of teachers and classified district employees;
 - (e) Fostering family involvement in the schools.
 - (f) To accomplish these duties, each 21st Century Schools Council will:
 - (A) Assist in developing and implementing a process for preparing an annual school improvement plan. This process should include participation by staff, family members, community members, and students. The plan should focus on how the school will assist students to achieve the standards established by the state and district;
 - (B) Implement a school survey for assessing community opinions regarding the school program;
 - (C) Assist in developing and maintaining a current a local school profile which describes student performance information, identification of students meeting and exceeding state and district standards, characteristics of the school and its community, perception of school effectiveness by staff and family members, the school's goals and plans for improvement;
 - (D) Establish and prioritize student performance goals which are in accordance with district goals and state standards, particularly those contained in the Oregon Educational Act for the 21st Century;
 - (E) Develop plans to reach student performance goals utilizing current educational research, professional development of staff

7.10.010-P Citizen Involvement Process

focused on research-based effective instructional practices and staff and community input;

- (F) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress;
 - (G) Support the plan's implementation by identifying and applying current resources and participating in efforts to acquire new resources.
- (3) Membership. The 21st Century Schools Council will be composed of teachers, adult family members of students, the principal and classified district personnel. The council may also include persons identified by the school community as having particular benefit for council membership, such as business representatives, community members, students or other district staff.
- (a) The following principles will govern council membership:
 - (A) The principal shall be a member of the council;
 - (B) Teachers will comprise not more than one-half of the council membership and shall serve voluntarily.
 - (i) Teachers are defined as all licensed employees of the public schools or employed by an educational service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers and who are compensated for their services from public funds.
 - (ii) Teachers will be elected in accordance with applicable provisions of the collective bargaining agreement.
 - (C) Classified employees will be represented on each council and serve voluntarily.
 - (i) Classified employees are any non-teaching or non-administrative staff members having contact with students at the local school to which they are affiliated and for whose employment an Oregon teaching license is not required.
 - (ii) Classified employees will be elected by direct vote of the classified employees affiliated with the local school.
 - (D) Adult family representatives of students attending the local school will comprise not more than half of the council membership.

7.10.010-P Citizen Involvement Process

- (i) Adult family representatives are defined as parents or guardians of students currently enrolled in a public school providing education in pre-kindergarten through grade 12.
 - (ii) A family is a group of individuals related by blood, marriage, or adoption or individuals whose functional relationships are similar to those found in such associations.
 - (iii) Adult family representatives serve on councils of the schools their students attend.
 - (iv) The council shall determine a process to select adult family members through open nomination and election by other adult family members of students attending the school.
 - (v) The process for conducting this election will be planned in consultation with representation from the collective bargaining units at the local school, the principal and established family and community representation groups.
- (E) At least one student representative will serve on each high school council. Elementary and middle schools may choose to include student representation. The specific method for selecting student representation will be determined at the local school.
- (F) The members of the council may appoint members of the community-at-large.
- (G) Each council will strive to reflect the diversity of the school community through elected representatives, appointed representatives and specific communication strategies to involve all families served by the school.
- (H) If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.
- (4) Duties of the 21st Century Schools Council Members. Each member of the 21st Century Schools Council at the local school site has responsibility to:

7.10.010-P Citizen Involvement Process

- (a) Commit to a process of collaboration to achieve school improvement and increase student achievement;
- (b) Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;
- (c) Learn about the Board goals for the Portland school district and the expectations for staff and students contained in the Oregon Educational Act for the 21st Century;
- (d) Coordinate and lead the process of setting the improvement goals for the school, deciding how best to achieve those goals, and determining how to monitor their progress;
- (e) Ensure good communication among all participants in the school;
- (f) Adopt a balanced perspective of the school program that reflects sensitivity to a variety of diverse viewpoints.

IV. Guidelines for Decision Making.

- (1) Consensus is the desired decision-making procedure for councils. Each council should develop a process for reaching consensus on decisions facing the council. Council members should participate in training in consensus decision-making processes.
- (2) The 21st Century Schools Councils must work within the scope of state and federal law, Board policies and goals, Administrative Directives, budgetary restrictions, union contracts, and ethical standards and practices, however Oregon law provides procedures for requesting waivers of provisions of state law and rules, contracts, local policy and rules, and licensure provisions if such requests are intended to improve student achievement and to promote innovative practices.
 - (a) A request for a waiver of a contract provision must be submitted by the 21st Century Schools Council to the Association and Contract Administration for approval following guidelines agreed to by the association and district.
 - (b) A request for a waiver of an Administrative Directive must be submitted in writing to the superintendent for approval.
 - (c) A request for a waiver of Board policy must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his/her recommendation to the Board for final approval. Policy waiver requests will be considered based on the district's mission statement, philosophy, Board adopted goals and effective schooling tenets.

7.10.010-P Citizen Involvement Process

- (d) All other waiver requests, as provided by law, will be reviewed in accordance with procedures established by the Oregon Department of Education to determine their efficacy in promoting student achievement and for their practicality.
- (3) Council activities include:
 - (a) Formulating a school vision and/or mission statement;
 - (b) Coordinating school study committees and task forces as deemed necessary to improve academic achievement, enhance student well-being, and promote family participation in the school;
 - (c) Developing specific plans and strategies to improve student achievement;
 - (d) Planning staff development activities for the school;
 - (e) Developing plans for implementation and monitoring of provisions of the Oregon Educational Act for the 21st Century;
 - (f) Promoting school/business partnerships;
 - (g) Monitoring student progress;
 - (h) Fostering family/school/community partnerships.
- (4) Council Meetings. Meetings of 21st Century Schools Councils are open meetings and are subject to Oregon's Public Meetings Law guidelines.
- (5) Relationship to Local School Advisory Committees. Development of 21st Century Schools Councils is not intended to eliminate pre-existing Local School Advisory Committees or other community representatives or organizations affiliated with the school. The Local School Advisory Committee maintains its advisory role to the principal in a variety of local school matters as outlined in earlier sections of this policy.

V. Citizen Budget Review Committees (CBRC)

- (1) A Citizen Budget Review Committee will be established for the purpose of budget review and recommendations.
- (2) Members may be appointed by the Board or selected by the superintendent or designee from volunteer applicants. Wide geographical representation is preferred.
- (3) The Board will determine CBRC composition and terms of service.
- (4) The CBRC shall appoint a chair from among the members. The chair, with the assistance of the committee, shall review pertinent background materials, current and proposed district budget and prepare an annual budget recommendation for presentation to the Board.

7.10.010-P Citizen Involvement Process

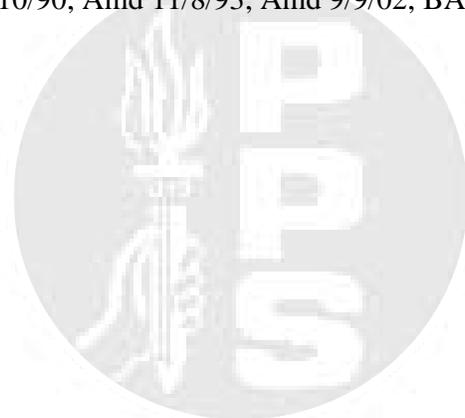
- (5) All meetings of the CBRC are open to the public. Minutes shall be taken, made available and retained in accordance with the Public Meetings Law.

VI. Notification

The LSAC shall notify the local Neighborhood Associations of all meetings of the LSAC. The Board will notify the Office of Neighborhood Associations of major matters forthcoming that may have an impact on the entire community.

Legal References: ORS 192.660 - 192.690; ORS 342.513; OAR 581-020- 0105; ORS 243.650; ORS 342.545; OAR 581-020-0115; ORS 243.782; ORS 342.553; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 342.610; ORS 332.105; ORS 342.613; ORS 332.107; ORS 342.650; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422



Portland Public School District 1st Reading

DATE OF FIRST READING: June 14, 2022

PUBLIC COMMENT FOR Policy 8.60.021-P: Liability Claims Policy

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

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

Last Date for Comment: July 05, 2022

Summary: **Liability Claims Policy 8.60.021-P**

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

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

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

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

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

Included in Packet	Page
Staff Report	03
Draft Policy	05
Redlined Policy with Proposed Changes	06
Original Policy	09



PORTLAND PUBLIC SCHOOLS
Office of General Counsel

501 North Dixon Street Portland, OR 97227
Telephone: (503) 916-3274

Date: June 10, 2022
To: School Board
From: Liz Large, Contracted General Counsel
cc: Guadalupe Guerrero, Superintendent
Subject: Amendment of Liability Claims Policy, 8.60.021-P

BACKGROUND

PPS's Liability Claims Policy, 8.60.021-P, sets forth the Board's expectations for the District's handling of liability claims, including thresholds for Board approval of settlement of such claims. The policy was last amended in 2000 and makes references to a defunct Board committee and to financial reserving practices that are inconsistent with the District's accounting and budgeting for such claims.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies on a regular basis and to make sure they provide clear guidance to the District and the public on what is authorized by the Board.

ANALYSIS OF SITUATION

The proposed revisions to the policy address the reference to the defunct Board committee and related process and the financial accounting/budgeting process that do not reflect current or recommended practice. The revisions also increase the threshold for Board approval from \$25,000 to \$75,000 to adjust for inflation since the policy was last amended in 2000. In addition, the proposed revisions also add a quarterly report from the General Counsel to the Board on all liability claims settled below the Board-approval threshold, so that the Board has visibility to those settlements.

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The proposed policy revisions were discussed over several public meetings of the Policy Committee; there was no additional community engagement or community feedback received.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Will be implemented upon final approval of the Board.

STAFF RECOMMENDATION

Approve the revised policy as unanimously recommended by the Policy Committee.



Liability Claims

I. Self-Insurance, Investigation and Settlement of Claims

(1) The District is self-insured with respect to certain bodily injury, property damage and other claims arising from certain accidents and other occurrences. The District may contract for external services to investigate and/or defend claims made against the District.

(2) Proposed final determination and settlement agreements involving payment of District funds of \$75,000 and over will be submitted to the Board after review by the District's General Counsel. The Superintendent may authorize (and delegate to the General Counsel and director of risk management) final settlements for claims involving payment of District funds under \$75,000 upon determining that such settlement is in the best interests of the District and is reasonable under the circumstances, considering the risk of liability involved. A liability release signed by the payee is required as part of the terms of settlement.

II. Notice of Settlement of Claims Below Board-Approval Threshold

(1) Within 30 days of the end of each quarter, the General Counsel's Office shall provide the Board with a list of the settlements of claims resolved below the board-approval threshold.

Legal References: ORS 30.290; ORS 294.463; ORS 332.435; ORS 332.437

History: Adpt 9/13/77; Amd 5/81; Amd 10/13/83; Rev 8/28/00, BA 1400; Amd ___/22

8.60.021 Liability Claims

I. Self-Insurance, Investigation and Settlement ~~Services~~ of Claims

- (1) The District is self-insured with respect to certain bodily injury, property damage and other claims arising from certain accidents and other occurrences. The District may contract for investigative^[1] external services ~~for to investigate and/or defend bodily injury and property damage~~ claims made against the District.
- (2) Proposed final determination and settlement agreements involving payment of District funds of \$725,000 and over will be submitted ~~by the Ddistrict's risk manager~~ to the Board after review by the District's General Counsel.^{[2][3]} The Superintendent may authorize (and delegate to the General Counsel and director of Risk Management^{[4][5]}) final settlements for ~~uninsured personal injury and property damage~~ claims involving payment of District funds under \$725,000 upon determining that such settlement is in the best interests of the District and is reasonable^{[6][7][8][9][10]} under the circumstances, considering the risk of liability involved. A liability release signed by the payee ~~will be~~ is required as part of the terms of settlement.

II. Notice of Settlement of Claims Below Board-Approval Threshold

- ~~(1) Upon receipt of a notice of claim for an alleged tort or similar claim (exclusive of employment and student discrimination claims), the General Counsel Risk Management Department will proceed to do the following:~~
 - ~~— Determine whether the matter will be handled by the General Counsel's office or Risk Management.~~
 - ~~(a) Notify the claimant or the claimant's legal counsel that notice has been received and will be investigated;~~
 - ~~(b) Prepare and administer files;~~
 - ~~(c) Notify and submit claims for review by the Ddistrict's general counsel when a settlement in excess of \$5,000 is considered or when the claimant elects to pursue litigation; and~~
 - ~~(d) Maintain financial statistics on all claims costs.~~
- ~~(2)~~(1) Within 30 days of the end of each quarter, the General Counsel's Office Notwithstanding the delegation of authority limits set forth in 8.90.010-P Contracts, the legal committee of the Board shall be provide the Board with a list of summary of the settlements of claims resolved below the board-approval threshold. advised/consulted regarding settlements of actual or threatened litigation or administrative complaints where the settlement is between \$25,000 and \$725,000.

III. Establishment of Reserves^[11]

- ~~(1) A special financial reserve and budgetary fund is hereby established~~

8.60.021 Liability Claims

~~pursuant to ORS 332.437 for the purpose of paying:~~

~~(a) costs incurred by the District under this policy; and~~

~~— claims against the District, including discrimination claims, in accordance with settlement agreements or other determination.~~

~~(b)~~

8.60.021 Liability Claims

~~(2) As used in this section, “normal reserve” refers to the amount of such fund established by Board resolution after review and comment by the risk manager. Recommendations for the normal reserve shall be made with the objectives of:~~

~~(a) providing a clearly adequate amount with which to pay all uninsured costs and claims of the kind for which the fund is established; and~~

~~(b) preventing the existence or settlement of claims from having any further effect on the budget or funds of the Ddistrict.~~

~~(3) III. Additions during a fiscal year may also be made by resolution of the Board pursuant to ORS 294.46350. Reductions shall not be made except: (1) in connection with the adoption of the Ddistrict’s budget for the ensuing year; or (2) by expenditures made for the purposes described in this policy.~~

~~(4) (1) The budget resources of said reserve fund shall be permitted to increase from year to year by reason of earnings on investments of monies in said fund and additions thereto made pursuant to this policy. Expenditures therefrom shall be made only pursuant to specific resolutions adopted by the Board or pursuant to settlements approved in accordance with this policy, and only for the purpose for which said reserve fund had been created.~~

Legal References: ORS 30.290; ORS 294.46350; ORS 332.435; ORS 332.437

History: Adpt 9/13/77; Amd 5/81; Amd 10/13/83; Rev 8/28/00, BA 1400; Amd /22-

8.60.021-P Liability Claims Handling

I. Self-Insurance, Investigation and Settlement Services

- (1) The district is self-insured with respect to certain bodily injury, property damage and other claims arising from certain accidents and other occurrences. The district may contract investigative services for bodily injury and property damage claims made against the district.
- (2) Proposed final determination and settlement agreements involving payment of district funds of \$25,000 and over will be submitted by the district's risk manager to the Board after review by the district's general counsel. The risk manager may authorize final settlements for uninsured personal injury and property damage claims involving payment of district funds under \$25,000 upon determining that such settlement is in the best interests of the district and is reasonable under the circumstances, considering the risk of liability involved. A liability release signed by the payee will be required as part of the terms of settlement.

II. Notice of Claim

- (1) Upon receipt of a notice of claim for an alleged tort or similar claim (exclusive of employment and student discrimination claims), the Risk Management Department will proceed to do the following:
 - (a) Notify the claimant or the claimant's legal counsel that notice has been received and will be investigated;
 - (b) Prepare and administer files;
 - (c) Notify and submit claims for review by the district's general counsel when a settlement in excess of \$5,000 is considered or when the claimant elects to pursue litigation; and
 - (d) Maintain financial statistics on all claims costs.
- (2) Notwithstanding the delegation of authority limits set forth in 8.90.010-P Contracts, the legal committee of the Board shall be advised/consulted regarding settlements of actual or threatened litigation or administrative complaints where the settlement is between \$5,000 and \$25,000.

III. Establishment of Reserves

- (1) A special financial reserve and budgetary fund is hereby established pursuant to ORS 332.437 for the purpose of paying:
 - (a) costs incurred by the district under this policy; and
 - (b) claims against the district, including discrimination claims, in accordance with settlement agreements or other determination.

8.60.021-P Liability Claims Handling

- (2) As used in this section, “normal reserve” refers to the amount of such fund established by Board resolution after review and comment by the risk manager. Recommendations for the normal reserve shall be made with the objectives of:
- (a) providing a clearly adequate amount with which to pay all uninsured costs and claims of the kind for which the fund is established; and
 - (b) preventing the existence or settlement of claims from having any further effect on the budget or funds of the district.
- (3) Additions during a fiscal year may also be made by resolution of the Board pursuant to ORS 294.450. Reductions shall not be made except: (1) in connection with the adoption of the district’s budget for the ensuing year; or (2) by expenditures made for the purposes described in this policy.
- (4) The budget resources of said reserve fund shall be permitted to increase from year to year by reason of earnings on investments of monies in said fund and additions thereto made pursuant to this policy. Expenditures therefrom shall be made only pursuant to specific resolutions adopted by the Board or pursuant to settlements approved in accordance with this policy, and only for the purpose for which said reserve fund had been created.

Legal References: ORS 30.290; ORS 294.450; ORS 332.435; ORS 332.437

History: Adpt 9/13/77; Amd 5/81; Amd 10/13/83; Rev 8/28/00, BA 1400.

Portland Public School District 1st Reading

DATE OF FIRST READING: June 14, 2022

PUBLIC COMMENT FOR
Policy 7.10.010-P:
School-Site Councils Policy
(formerly: Citizen Involvement Process)

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

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

Last Date for Comment: July 05, 2022

Summary: School-Site Councils Policy 7.10.010-P
(formerly: Citizen Involvement Process)

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

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

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

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

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

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PORTLAND PUBLIC SCHOOLS
Office of General Counsel

501 North Dixon Street. Portland, OR 97227
Telephone: (503) 916-3274

Date: June 6, 2022
To: School Board
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Policy Revision
Policy # and Name: Citizen Involvement Process, 7.10.010-P

BACKGROUND

This policy was last amended in 2002, at a time when each school was required to convene a Local School Advisory Committee (LSAC), in addition to a Site Council, as part of the 21st Century Schools Program. LSACs are no longer required and do not reflect current practice. The Board Policy Committee reviewed the policy and proposed language, including a new title (School-Site Councils), to focus the policy solely on the District's obligation to convene Site-Councils at all of our schools.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies for currency and alignment with state law.

ANALYSIS OF SITUATION

The 21st Century Schools Program was established to restructure school operational decisions to include the voices of parents, community members, and school staff and require site councils to integrate the shared goals of those stakeholders.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

There was no community engagement beyond the Policy Committee work. The proposed revisions remove references to other committees, one of which is no longer a practice within the District, and make no substantive changes to the Site-Council meetings as they are defined in the 21st Century Schools Program.

RACIAL EQUITY AND SOCIAL JUSTICE LENS

The purpose of the Site Council is to increase engagement and communication between school staff and our community and to transform the concerns and expectations of families and students into measurable goals.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

This policy will be implemented immediately, and we will send notification to building administration.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

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

_____ *(Initials)*

ATTACHMENTS

- A. Redline copy of Complaint Policy
- B. Clean copy of Complaint Policy



School-Site Councils

(1) Statement of Purpose.

Schools play a critical role in preparing students to thrive in and improve the world, and we serve students best when we work in collaboration with parents and community partners.

The Board encourages and supports the development of innovative strategies and program designs that target the unique needs of students in each school community and that can be used in other school communities. Through the collaborative efforts of teachers, classified employees, principals, family members, students, and community members, schools benefit from broad school-based participation in planning for school improvement.

(2) School Site Councils

(a) The purpose of 21st Century Schools Councils (Site Councils) is to increase student achievement. In compliance with the Oregon Educational Act for the 21st Century, each school will have a Site Council.

(b) The duties of each Site Council shall include:

1. The improvement of the school's instructional program;
2. The development of plans to improve the professional growth of the school's staff;
3. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
4. The administration of grants-in-aid for the professional development of teachers and classified district employees;
5. Fostering family involvement in the schools.

(c) Unless the Board of Education determines a different composition is needed at a particular school, each Site Council shall be comprised of the following members:

(A) Not more than half of the members shall be licensed educators who have been elected by the licensed educators teaching at the school;

(B) Not more than half of the members shall be parents of



School-Site Councils

students attending that school who have been selected by the parents of students attending that school);

(C) At least one member shall be a classified employee elected by the classified employees at that school; and

(D) One member shall be the building principal or the principal's designee.

(E) The District may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council).

(F) Licensed educators and parent members may not compose more than half of the membership of a Site Council.

(c) To accomplish these duties, each Site Council will:

(A) Assist in developing and implementing a process for preparing an annual school improvement plan. The plan should focus on how the school will assist students to achieve the standards established by the state and District;

(B) Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program;

(C) Prioritize student performance goals in accordance with District goals and state standards, including those contained in the Oregon Educational Act for the 21st Century;

(D) Develop plans to reach student performance goals utilizing current educational research, professional development of staff focused on research-based effective instructional practices and staff and community input;

(E) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress; and

Duties of the Site Council Members. Each member of the Schools Council at the local school site has responsibility to:



School-Site Councils

Commit to a process of collaboration to support school improvement and increase student achievement;

Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;

Learn about the Board goals for the District and its expectations for staff and students, as well as the expectations contained in the Oregon Educational Act for the 21st Century;

Ensure good communication among all participants in the school; and

Invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

Site Council Meetings.

Site Council meetings are open and public meetings and subject to Oregon's Public Meetings Law guidelines.

Legal References: ORS 192.660 - 192.690; OAR 581-020- 0105; OAR 581-020-0115; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 332.105; ORS 332.107; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd 2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422; Amd ___/2022

7.10.010-P ~~Citizen~~ School-Site Councils Involvement Process

~~I.—The General Advisory Committees.~~

~~(1) — Local School Advisory Committee (LSAC) means the group of citizens who participate with a school principal on an advisory committee for that specific school.~~

~~(2) — 21st Century School Councils (Site Councils) are the groups of school staff and citizens who participate in the educational/instructional improvement activities that are a part of the Oregon Educational Act for the 21st Century.~~

~~(3) I. In the interest of operating advisory committees for the purpose for which they are established, matters that are the subject of pending litigation involving the district or its agents shall not be discussed or investigated by an advisory committee unless the subject previously has been cleared in writing by the superintendent or designee.~~

~~II.—Local School Advisory Committee (LSAC)~~

~~(1) — The first level of citizen involvement is at the individual school. In order to assure systematic participation of parents and other citizens in the education of young people, each Portland public school shall:~~

~~(a) Have a Local School Advisory Committee (LSAC) identified and listed; and,~~

~~(b) Establish the specific number of members of each committee.~~

~~(2) — Composition. The committee should represent as many segments of the community as possible, including parents, non-parents, students, businesses and neighborhood associations. Membership representation is open to all interested volunteers. Staff members should serve as resource persons. Staff members who are parents of students in the school may have full voting privileges.~~

~~(3) — Meetings. At least five meetings shall be held each year. Many schools may find that some additional meetings will be more in keeping with their individual school needs. The principal and LSAC chair shall cooperatively prepare and circulate an agenda prior to each meeting. Agendas and minutes should be kept on file in the school office for at least two (2) years. The meetings held are in the interest of the public school and open to all interested citizens.~~

7.10.010-P ~~Citizen Involvement Process~~

~~(4) — Role. The LSAC shall advise the principal on matters pertaining to the school and its educational program for students. The principal shall carefully consider the advice and recommendations of the committee in fulfilling his/her organizational and legal responsibilities as decision maker and pass on the recommendations to the appropriate district personnel. The principal shall inform the LSAC about the disposition of LSAC recommendations and provide follow up progress reports relating to issues discussed and/or decided.~~

~~(a) The LSAC will be given the opportunity to provide advice, input and/or response to reports from the school principal on educational programs, assessment of educational needs, and establishment of priorities. Copies of reports to or by the LSAC should be kept on file in the school office for at least two (2) years.~~

~~(b) The LSAC will contribute to the determination of the schools' educational goals and will review with the principal process toward the attainment of goals. The LSAC will provide the principal and other school officials, information unique to the community in order that the school can more readily identify the educational needs within the community.~~

~~(c) The LSAC will designate or act as a budget subcommittee to review with the principal the school's allocated budget and discuss the assignment of resources within the building, thus participating at the local level in the budget review process.~~

III. **21st Century Schools Councils (Site Council)**

(1) Statement of Purpose.

~~(1) The purpose of 21st Century Schools Councils is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, it is the policy of the Board to establish 21st Century Schools Councils in each of the district's schools. It is the District's Board's belief that Schools play a critical role in preparing students to thrive in and improve the world, and that this vision can be achieved we serve students best when it we works in collaboration with parents and community partners, a group of people, who represent different parts of our educational community, to come together to work in a collaborative manner to improve education and, student achievement will increase.~~

~~(a) The Board encourages and supports the implementation development of locally developed innovative strategies and program designs that target the unique needs of students in each school community and that can be used in other school communities. Through the collaborative efforts of teachers, classified employees, principals, family members, students, and community members, schools will benefit from increased broad school-based participation in planning for school improvement.~~

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~~(b)~~ The Board believes that all students can learn and should have the opportunity to achieve their maximum learning potential. Achieving this goal will best be accomplished through school-based decision-making with equitable family/school/community partnerships.

(2) School Site Councils

(a) The purpose of 21st Century Schools Councils (Site Councils) is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, ~~there will be a site council in each of the district's~~ each school will have a Site Councils.

~~(2)~~ (b) Function of 21st Century Schools Councils. In compliance with the Oregon Educational Act for the 21st Century and to improve the student achievement, ~~It~~ The duties of ~~the each Site e~~ Council shall include:

- ~~(a)~~ 1. The improvement of the school's instructional program;
- ~~(b)~~ 2. The development of plans to improve the professional growth of the school's staff;
- ~~(c)~~ 3. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
- ~~(d)~~ 4. The administration of grants-in-aid for the professional development of teachers and classified district employees;
5. Fostering family involvement in the schools.

(c) Unless the Board of Education determines a different composition is needed at a particular school, each Site Council shall be comprised of the following members:

- (A) Not more than half of the members shall be licensed educators who have been ~~(elected by the licensed educators teaching at the school at that site);~~
- (B) Not more than half of the members shall be parents of students attending that school ~~(who have been selected by the parents of students attending that school);~~
- (C) At least one member shall be a classified employee ~~(elected by the classified employees at that school's site);~~ and
- (D) One member shall be the building principal or the principal's designee.
- (E) The District may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council).

~~(e)~~ (F) Licensed educators and parent members may not compose more than half of the membership of a Site Council

~~(f)~~ (c) To accomplish these duties, each ~~Site~~ 21st Century Schools Council will:

- (A) Assist in developing and implementing a process for preparing an annual school improvement plan. ~~This process should include participation by staff, family members, community~~

Commented [1]: "development of plans" or feedback on plans?

Commented [2]: Site council does not have any \$

~~members, and students.~~ The plan should focus on how the school will assist students to achieve the standards established by the state and ~~d~~District;

- (B) Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program.~~Implement a school survey for assessing community opinions regarding the school program;~~
- (C) ~~Assist in developing and maintaining a current a local school profile which describes student performance information, identification of students meeting and exceeding state and district standards, characteristics of the school and its community, perception of school effectiveness by staff and family members, the school's goals and plans for improvement;~~
- (D) ~~Establish and p~~Prioritize student performance goals ~~which are~~ in accordance with ~~d~~District goals and state standards, ~~particularly including~~ those contained in the Oregon Educational Act for the 21st Century;
- (E) Develop plans to reach student performance goals utilizing current educational research, professional development of staff

7.10.010-P Citizen Involvement Process

focused on research-based effective instructional practices and staff and community input;

- (F) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress; [and](#)
- (G) ~~Support the plan's implementation by identifying and applying current resources and participating in efforts to acquire new resources.~~

~~(3) — Membership. The 21st Century Schools Council will be composed of teachers, adult family members of students, the principal and classified district personnel. The council may also include persons identified by the school community as having particular benefit for council membership, such as business representatives, community members, students or other district staff.~~

~~(a) The following principles will govern council membership:~~

~~(A) The principal shall be a member of the council;~~

~~(B) Teachers will comprise not more than one half of the council membership and shall serve voluntarily.~~

~~(i) Teachers are defined as all licensed employees of the public schools or employed by an educational service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers and who are compensated for their services from public funds.~~

~~(ii) Teachers will be elected in accordance with applicable provisions of the collective bargaining agreement.~~

~~(C) Classified employees will be represented on each council and serve voluntarily.~~

~~(i) Classified employees are any non-teaching or non-administrative staff members having contact with students at the local school to which they are affiliated and for whose employment an Oregon teaching license is not required.~~

~~(ii) Classified employees will be elected by direct vote of the classified employees affiliated with the local school.~~

~~(D) Adult family representatives of students attending the local school will comprise not more than half of the council membership.~~

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- ~~(i) Adult family representatives are defined as parents or guardians of students currently enrolled in a public school providing education in pre-kindergarten through grade 12.~~
 - ~~(ii) A family is a group of individuals related by blood, marriage, or adoption or individuals whose functional relationships are similar to those found in such associations.~~
 - ~~(iii) Adult family representatives serve on councils of the schools their students attend.~~
 - ~~(iv) The council shall determine a process to select adult family members through open nomination and election by other adult family members of students attending the school.~~
 - ~~(v) The process for conducting this election will be planned in consultation with representation from the collective bargaining units at the local school, the principal and established family and community representation groups.~~
 - ~~(E) At least one student representative will serve on each high school council. Elementary and middle schools may choose to include student representation. The specific method for selecting student representation will be determined at the local school.~~
 - ~~(F) The members of the council may appoint members of the community at large.~~
 - ~~(G) Each council will strive to reflect the diversity of the school community through elected representatives, appointed representatives and specific communication strategies to involve all families served by the school.~~
 - ~~(H) If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.~~
- ~~(4)~~ Duties of the ~~Site~~ [21st Century Schools](#) Council Members. Each member of the ~~21st Century~~ Schools Council at the local school site has responsibility to:

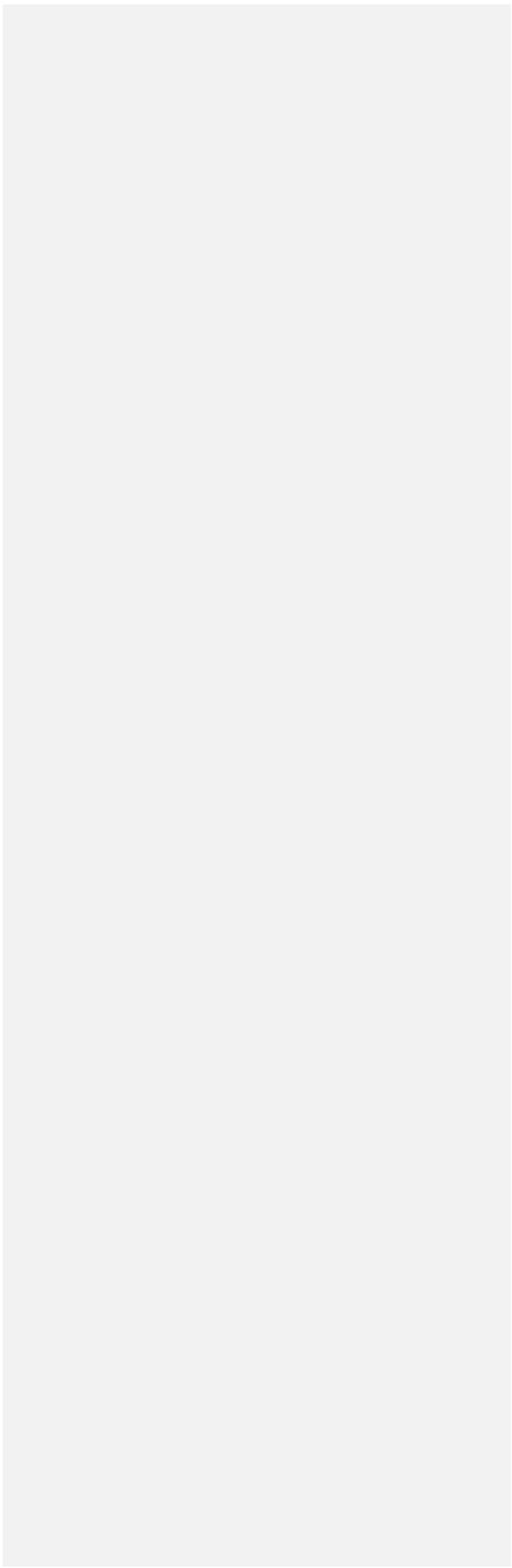
7.10.010-P Citizen Involvement Process

- ~~(a)~~ Commit to a process of collaboration to ~~achieve (support?)~~ school improvement and increase student achievement;
- ~~(b)~~ Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;
- ~~(c)~~ Learn about the Board goals for the ~~Portland school D~~ district and ~~the its~~ expectations for staff and students, ~~as well as the~~ expectations contained in the Oregon Educational Act for the 21st Century;
- ~~(d)~~ ~~Coordinate and lead the process of setting the improvement goals for the school, deciding how best to achieve those goals, and determining how to monitor their progress;~~
- ~~(e)~~ Ensure good communication among all participants in the school; and
- ~~(f)~~ ~~Adopt a balanced perspective of the school program that reflects sensitivity to~~ Invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

~~IV.—Guidelines for Decision Making.~~

- ~~(1) —Consensus is the desired decision making procedure for councils. Each council should develop a process for reaching consensus on decisions facing the council. Council members should participate in training in consensus decision making processes.~~
- ~~(2) —The 21st Century Schools Councils must work within the scope of state and federal law, Board policies and goals, Administrative Directives, budgetary restrictions, union contracts, and ethical standards and practices, however Oregon law provides procedures for requesting waivers of provisions of state law and rules, contracts, local policy and rules, and licensure provisions if such requests are intended to improve student achievement and to promote innovative practices.~~
 - ~~(a) A request for a waiver of a contract provision must be submitted by the 21st Century Schools Council to the Association and Contract Administration for approval following guidelines agreed to by the association and district.~~
 - ~~(b) A request for a waiver of an Administrative Directive must be submitted in writing to the superintendent for approval.~~
 - ~~(c) A request for a waiver of Board policy must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his/her recommendation to the Board for final approval. Policy waiver requests will be considered based on the district's mission statement, philosophy, Board adopted goals and~~

| ~~effective schooling tenets.~~



~~7.10.010-P Citizen Involvement Process~~

~~(d) All other waiver requests, as provided by law, will be reviewed in accordance with procedures established by the Oregon Department of Education to determine their efficacy in promoting student achievement and for their practicality.~~

~~(3) Council activities include:~~

~~(a) Aligning Formulating a school vision to the District's and/or mission statement;~~

~~(b) Coordinating school study committees and task forces as deemed necessary to improve academic achievement, enhance student well-being, and promote family participation in the school;~~

~~(c) Developing specific plans and strategies to improve student achievement;~~

~~(d) Planning staff development activities for the school;~~

~~(e) Developing plans for implementation and monitoring of provisions of the Oregon Educational Act for the 21st Century;~~

~~(f) Promoting school/business partnerships;~~

~~(g) Monitoring student progress;~~

~~(h) Fostering family/school/community partnerships.~~

Site Council Meetings.

~~(4) Site Council Meetings of Site 21st Century Schools Councils shall be composed of parents, administrators, and staff as outlined in state law. They are open and public meetings and are subject to Oregon's Public Meetings Law guidelines.~~

~~Relationship to Local School Advisory Committees. Development of 21st Century Schools Councils is not intended to eliminate pre-existing Local School Advisory Committees or other community representatives or organizations affiliated with the school. The Local School Advisory Committee maintains its advisory role to the principal in a variety of local school matters as outlined in earlier sections of this policy.~~

~~(5)~~

V. Citizen Budget Review Committees (CBRC)

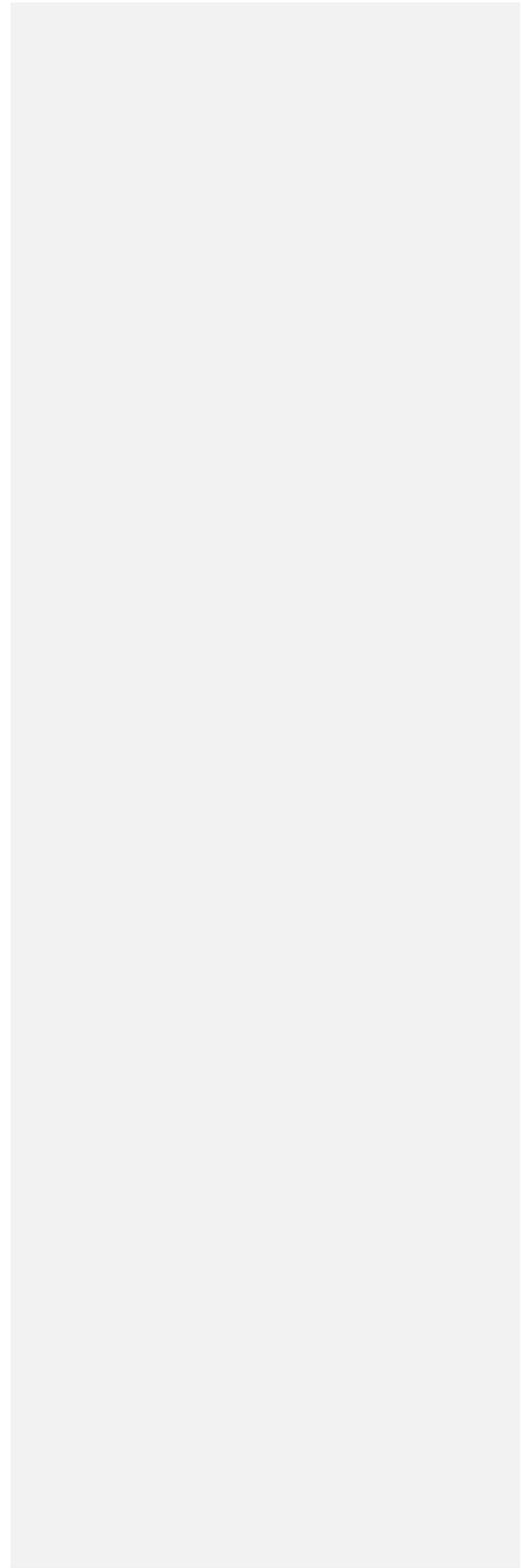
~~(1) Each committee A Citizen Budget Review Committee will be established for the purpose of budget review and recommendations to the Board.~~

~~(2) Members may be appointed by the Board or selected by the superintendent or designee from volunteer applicants. Wide geographical representation is preferred.~~

~~(3) The Board will determine CBRC composition and terms of service.~~

~~(4) The committee CBRC shall appoint a chair from among the members. The chair, with the assistance of the committee, shall review~~

pertinent background materials, current and proposed district budget and prepare an annual budget recommendation for presentation to the Board.



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~~All meetings of the Board appointed committee CBRC are open to the public. Minutes shall be taken, made available and retained in accordance with the Public Meetings Law.~~

~~VI. Notification~~

~~VII. Use icit~~

~~The LSAC shall notify the local Neighborhood Associations of all meetings of the LSAC. The Board will notify the Office of Neighborhood Associations of major matters forthcoming that may have an impact on the entire community.~~

Legal References: ORS 192.660 - 192.690; ORS 342.513; OAR 581-020- 0105; ORS 243.650; ORS 342.545; OAR 581-020-0115; ORS 243.782; ORS 342.553; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 342.610; ORS 332.105; ORS 342.613; ORS 332.107; ORS 342.650; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422; [Amd /2022](#)

7.10.010-P Citizen Involvement Process

I. The General Advisory Committees.

- (1) Local School Advisory Committee (LSAC) means the group of citizens who participate with a school principal on an advisory committee for that specific school.
- (2) 21st Century School Councils (Site Councils) are the groups of school staff and citizens who participate in the educational/instructional improvement activities that are a part of the Oregon Educational Act for the 21st Century.
- (3) In the interest of operating advisory committees for the purpose for which they are established, matters that are the subject of pending litigation involving the district or its agents shall not be discussed or investigated by an advisory committee unless the subject previously has been cleared in writing by the superintendent or designee.

II. Local School Advisory Committee (LSAC)

- (1) The first level of citizen involvement is at the individual school. In order to assure systematic participation of parents and other citizens in the education of young people, each Portland public school shall:
 - (a) Have a Local School Advisory Committee (LSAC) identified and listed; and,
 - (b) Establish the specific number of members of each committee.
- (2) Composition. The committee should represent as many segments of the community as possible, including parents, non-parents, students, businesses and neighborhood associations. Membership representation is open to all interested volunteers. Staff members should serve as resource persons. Staff members who are parents of students in the school may have full voting privileges.
- (3) Meetings. At least five meetings shall be held each year. Many schools may find that some additional meetings will be more in keeping with their individual school needs. The principal and LSAC chair shall cooperatively prepare and circulate an agenda prior to each meeting. Agendas and minutes should be kept on file in the school office for at least two (2) years. The meetings held are in the interest of the public school and open to all interested citizens.

7.10.010-P Citizen Involvement Process

- (4) Role. The LSAC shall advise the principal on matters pertaining to the school and its educational program for students. The principal shall carefully consider the advice and recommendations of the committee in fulfilling his/her organizational and legal responsibilities as decision maker and pass on the recommendations to the appropriate district personnel. The principal shall inform the LSAC about the disposition of LSAC recommendations and provide follow-up progress reports relating to issues discussed and/or decided.
- (a) The LSAC will be given the opportunity to provide advice, input and/or response to reports from the school principal on educational programs, assessment of educational needs, and establishment of priorities. Copies of reports to or by the LSAC should be kept on file in the school office for at least two (2) years.
 - (b) The LSAC will contribute to the determination of the schools' educational goals and will review with the principal process toward the attainment of goals. The LSAC will provide the principal and other school officials, information unique to the community in order that the school can more readily identify the educational needs within the community.
 - (c) The LSAC will designate or act as a budget subcommittee to review with the principal the school's allocated budget and discuss the assignment of resources within the building, thus participating at the local level in the budget review process.

III. 21st Century Schools Councils (Site Council)

- (1) Statement of Purpose. The purpose of 21st Century Schools Councils is to increase student achievement. In compliance with provisions of the Oregon Educational Act for the 21st Century, it is the policy of the Board to establish 21st Century Schools Councils in each of the district's schools. It is the Board's belief that when a group of people, who represent different parts of an educational community, come together to work in a collaborative manner to improve education, student achievement will increase.
- (a) The Board encourages and supports the implementation of locally developed innovative strategies and program designs that target the unique needs of students in each school community. Through the collaborative efforts of teachers, classified employees, principals, family members, students and community members, schools will benefit from increased participation in planning for school improvement.

7.10.010-P Citizen Involvement Process

- (b) The Board believes that all students can learn and should have the opportunity to achieve their maximum learning potential. Achieving this goal will best be accomplished through school-based decision making with equitable family/school/community partnerships.
- (2) Function of 21st Century Schools Councils. In compliance with the Oregon Educational Act for the 21st Century and to improve the student achievement, the duties of the council shall include:
- (a) The improvement of the school's instructional program;
 - (b) The development of plans to improve the professional growth of the school's staff;
 - (c) The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
 - (d) The administration of grants-in-aid for the professional development of teachers and classified district employees;
 - (e) Fostering family involvement in the schools.
 - (f) To accomplish these duties, each 21st Century Schools Council will:
 - (A) Assist in developing and implementing a process for preparing an annual school improvement plan. This process should include participation by staff, family members, community members, and students. The plan should focus on how the school will assist students to achieve the standards established by the state and district;
 - (B) Implement a school survey for assessing community opinions regarding the school program;
 - (C) Assist in developing and maintaining a current a local school profile which describes student performance information, identification of students meeting and exceeding state and district standards, characteristics of the school and its community, perception of school effectiveness by staff and family members, the school's goals and plans for improvement;
 - (D) Establish and prioritize student performance goals which are in accordance with district goals and state standards, particularly those contained in the Oregon Educational Act for the 21st Century;
 - (E) Develop plans to reach student performance goals utilizing current educational research, professional development of staff

7.10.010-P Citizen Involvement Process

focused on research-based effective instructional practices and staff and community input;

- (F) Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community about the plan and its progress;
 - (G) Support the plan's implementation by identifying and applying current resources and participating in efforts to acquire new resources.
- (3) Membership. The 21st Century Schools Council will be composed of teachers, adult family members of students, the principal and classified district personnel. The council may also include persons identified by the school community as having particular benefit for council membership, such as business representatives, community members, students or other district staff.
- (a) The following principles will govern council membership:
 - (A) The principal shall be a member of the council;
 - (B) Teachers will comprise not more than one-half of the council membership and shall serve voluntarily.
 - (i) Teachers are defined as all licensed employees of the public schools or employed by an educational service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers and who are compensated for their services from public funds.
 - (ii) Teachers will be elected in accordance with applicable provisions of the collective bargaining agreement.
 - (C) Classified employees will be represented on each council and serve voluntarily.
 - (i) Classified employees are any non-teaching or non-administrative staff members having contact with students at the local school to which they are affiliated and for whose employment an Oregon teaching license is not required.
 - (ii) Classified employees will be elected by direct vote of the classified employees affiliated with the local school.
 - (D) Adult family representatives of students attending the local school will comprise not more than half of the council membership.

7.10.010-P Citizen Involvement Process

- (i) Adult family representatives are defined as parents or guardians of students currently enrolled in a public school providing education in pre-kindergarten through grade 12.
 - (ii) A family is a group of individuals related by blood, marriage, or adoption or individuals whose functional relationships are similar to those found in such associations.
 - (iii) Adult family representatives serve on councils of the schools their students attend.
 - (iv) The council shall determine a process to select adult family members through open nomination and election by other adult family members of students attending the school.
 - (v) The process for conducting this election will be planned in consultation with representation from the collective bargaining units at the local school, the principal and established family and community representation groups.
- (E) At least one student representative will serve on each high school council. Elementary and middle schools may choose to include student representation. The specific method for selecting student representation will be determined at the local school.
- (F) The members of the council may appoint members of the community-at-large.
- (G) Each council will strive to reflect the diversity of the school community through elected representatives, appointed representatives and specific communication strategies to involve all families served by the school.
- (H) If the Board determines that a school site is unable to fulfill the requirement of the 21st Century Schools Council as outlined in this policy, or if the needs of a school site require a different composition, the Board shall establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.
- (4) Duties of the 21st Century Schools Council Members. Each member of the 21st Century Schools Council at the local school site has responsibility to:

7.10.010-P Citizen Involvement Process

- (a) Commit to a process of collaboration to achieve school improvement and increase student achievement;
- (b) Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;
- (c) Learn about the Board goals for the Portland school district and the expectations for staff and students contained in the Oregon Educational Act for the 21st Century;
- (d) Coordinate and lead the process of setting the improvement goals for the school, deciding how best to achieve those goals, and determining how to monitor their progress;
- (e) Ensure good communication among all participants in the school;
- (f) Adopt a balanced perspective of the school program that reflects sensitivity to a variety of diverse viewpoints.

IV. Guidelines for Decision Making.

- (1) Consensus is the desired decision-making procedure for councils. Each council should develop a process for reaching consensus on decisions facing the council. Council members should participate in training in consensus decision-making processes.
- (2) The 21st Century Schools Councils must work within the scope of state and federal law, Board policies and goals, Administrative Directives, budgetary restrictions, union contracts, and ethical standards and practices, however Oregon law provides procedures for requesting waivers of provisions of state law and rules, contracts, local policy and rules, and licensure provisions if such requests are intended to improve student achievement and to promote innovative practices.
 - (a) A request for a waiver of a contract provision must be submitted by the 21st Century Schools Council to the Association and Contract Administration for approval following guidelines agreed to by the association and district.
 - (b) A request for a waiver of an Administrative Directive must be submitted in writing to the superintendent for approval.
 - (c) A request for a waiver of Board policy must be submitted in writing to the superintendent. The superintendent will submit the waiver request and his/her recommendation to the Board for final approval. Policy waiver requests will be considered based on the district's mission statement, philosophy, Board adopted goals and effective schooling tenets.

7.10.010-P Citizen Involvement Process

- (d) All other waiver requests, as provided by law, will be reviewed in accordance with procedures established by the Oregon Department of Education to determine their efficacy in promoting student achievement and for their practicality.
- (3) Council activities include:
 - (a) Formulating a school vision and/or mission statement;
 - (b) Coordinating school study committees and task forces as deemed necessary to improve academic achievement, enhance student well-being, and promote family participation in the school;
 - (c) Developing specific plans and strategies to improve student achievement;
 - (d) Planning staff development activities for the school;
 - (e) Developing plans for implementation and monitoring of provisions of the Oregon Educational Act for the 21st Century;
 - (f) Promoting school/business partnerships;
 - (g) Monitoring student progress;
 - (h) Fostering family/school/community partnerships.
- (4) Council Meetings. Meetings of 21st Century Schools Councils are open meetings and are subject to Oregon's Public Meetings Law guidelines.
- (5) Relationship to Local School Advisory Committees. Development of 21st Century Schools Councils is not intended to eliminate pre-existing Local School Advisory Committees or other community representatives or organizations affiliated with the school. The Local School Advisory Committee maintains its advisory role to the principal in a variety of local school matters as outlined in earlier sections of this policy.

V. Citizen Budget Review Committees (CBRC)

- (1) A Citizen Budget Review Committee will be established for the purpose of budget review and recommendations.
- (2) Members may be appointed by the Board or selected by the superintendent or designee from volunteer applicants. Wide geographical representation is preferred.
- (3) The Board will determine CBRC composition and terms of service.
- (4) The CBRC shall appoint a chair from among the members. The chair, with the assistance of the committee, shall review pertinent background materials, current and proposed district budget and prepare an annual budget recommendation for presentation to the Board.

7.10.010-P Citizen Involvement Process

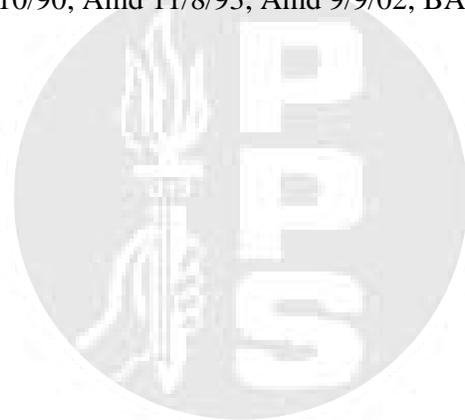
- (5) All meetings of the CBRC are open to the public. Minutes shall be taken, made available and retained in accordance with the Public Meetings Law.

VI. Notification

The LSAC shall notify the local Neighborhood Associations of all meetings of the LSAC. The Board will notify the Office of Neighborhood Associations of major matters forthcoming that may have an impact on the entire community.

Legal References: ORS 192.660 - 192.690; ORS 342.513; OAR 581-020- 0105; ORS 243.650; ORS 342.545; OAR 581-020-0115; ORS 243.782; ORS 342.553; OAR 581-020-0130; ORS 329.125; ORS 342.608; ORS 329.675 - 329.745; ORS 342.610; ORS 332.105; ORS 342.613; ORS 332.107; ORS 342.650; ORS 332.172

History: Adpt 6/71; Amd 6/28/71; Amd 7/12/71; Amd 6/26/72; Amd 11/6/73; Amd2/25/74; Amd 2/25/75; Amd 10/24/76; Amd 11/8/76; Amd 2/12/79; Amd 6/25/79; Replaced 8/11/83; Replaced 5/9/85; Amd 11/6/89; Amd 12/10/90; Amd 11/8/93; Amd 9/9/02; BA 2422



8.60.022-P Workers' Compensation—Self-Insurance

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

- (1) The district is self-insured for its Workers' Compensation. The superintendent shall establish a claims staff within the Risk Management Department with administrative capabilities to receive reports of claims, administer claims, defend appeals before the Workers' Compensation Board, investigate causes of injuries, recommend modifications of work procedures and facilities, and train staff in safe work procedures.
- (2) The district shall engage the services of a company offering Workers' Compensation claims consultation and employee safety services skilled in Workers' Compensation law to aid the district in its tasks described in section I(1) of this policy.
- (3) The superintendent is authorized to establish check and settlement authority for the Risk Management Department, subject to appropriate regulation for fidelity bonding, check control, auditing, requiring the signature of the chief financial officer or custodian of funds on each check and limiting check and settlement authority to under \$25,000 per claim and under \$25,000 per individual check.
- (4) All settlements over \$20,000 of \$25,000 and over and each check payment on a claim exceeding \$20,000 of \$25,000 and over shall be approved by the Board, except that the superintendent or his designee may authorize district payment of medical, wage, or other emergency employee costs where total payment, including payment authorized in this paragraph, does not exceed \$25,000, but only if, in his judgment, it is necessary for the health and welfare of the employee, and delay would be prejudicial to the district.

II. Establishment of Reserve

- (1) A reserve fund is established pursuant to ORS 332.437 for the purpose of paying the costs incurred by the district under this policy and paying Workers' Compensation claims of the district in accordance with this policy.
- (2) This reserve fund shall be maintained by the district on a sound actuarial basis so that at any time it is sufficient to pay the costs for the current fiscal year, which are described in section I(1) of this policy and, in addition, the district's estimated liability in future years for claims made in prior fiscal years. Recommendations for the amounts to be maintained in the reserve shall be made by the superintendent, who, for this purpose, may use the services of a professional insurance actuary. Additions during a fiscal year beyond the amount budgeted may be made by resolution of

8.60.022-P Workers' Compensation—Self-Insurance

the Board, as prescribed by ORS Chapter 294. Withdrawals from the reserve account may be made from time to time by the Board, upon finding that the reserve is in excess of that required by this paragraph.

- (3) The resource of the reserve fund shall be adjusted from year to year by reason of earnings on investment of money in said reserve and additions thereto made pursuant to this policy. Expenditures there-from shall be made only pursuant to this policy for the purpose for which said reserve fund had been created.

Legal References: ORS Chapter 294; ORS 332.435; ORS 332.437; ORS Chapter 654; ORS 656.403 - 656.455

History: Adpt 6/12/78; Amd 10/13/83; Amd 6/14/84; Amd 11/30/95; Rev 8/28/00, BA 1401



8.60.022
-P

**Workers’
Compensation—Self-
Insurance**

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

- (1) The ~~d~~District is largely self-insured for its Workers’ Compensation, which applies to all work-related injuries or illnesses. The superintendent shall establish a claims staff within the Risk Management Department with administrative capabilities to ~~shall~~ receive reports of claims, administer claims, defend appeals before the Workers’ Compensation Board, investigate causes of injuries, recommend modifications of work procedures and facilities, and train staff in safe work procedures and may engage the services of an external program administrator/provider to assist the District.
- (2) The ~~d~~District shall engage the services of a company offering Workers’ Compensation claims consultation and employee safety services skilled in Workers’ Compensation law to aid the ~~D~~district in its tasks described in section I(1) of this policy.
- (3) The ~~s~~Superintendent is authorized to establish check and settlement authority for the Risk Management Department, subject to appropriate regulation for fidelity bonding, check control, auditing, requiring the signature of the chief financial officer or custodian of funds on each check and limiting check and settlement authority to resolve workers’ compensation claims under \$725,000 per claim and under \$25,000 per individual check.
- (4) All settlements over ~~\$20,000 of \$275,000 and over~~ and each check payment on a claim exceeding ~~\$20,000 of \$25,000 and over~~ shall be approved by the Board, except that the superintendent or his designee may authorize district payment of medical, wage, or other emergency employee costs where total payment, including payment authorized in this paragraph, does not exceed \$25,000, but only if, in his judgment, it is necessary for the health and welfare of the employee, and delay would be prejudicial to the district.¶
- (5) Within 30 days of the end of each quarter, the General Counsel’s Office shall provide the Board with a list of summary of the workers’ compensation settlements of claims resolved below the board-approval threshold.

II. Establishment of Reserve

- (1) A reserve fund is established pursuant to ORS 332.437 for the purpose of paying the costs incurred by the district under this policy and paying Workers’ Compensation claims of the ~~d~~District in accordance with this policy.
- (2) This reserve fund shall be maintained by the ~~d~~District on a sound actuarial basis so that at any time it is sufficient to pay the costs for the current fiscal year, which are described in section I(1) of this policy and, in addition, the ~~d~~District’s estimated liability in future years for claims made in prior fiscal years. Recommendations for the amounts to be maintained

8.60.022
-P

**Workers’
Compensation—Self-
Insurance**

in the reserve ~~shall be made by the superintendent, who, for this purpose,~~
may **be made** using the services of a professional insurance actuary.
~~Additions during a fiscal year beyond the amount budgeted may be made
by resolution of~~

8.60.022
-P

**Workers’
Compensation—Self-
Insurance**

~~the Board, as prescribed by ORS Chapter 294. Withdrawals from the reserve account may be made from time to time by the Board, upon finding that the reserve is in excess of that required by this paragraph.~~

- (3) The resource of the reserve fund shall be adjusted from year to year by reason of earnings on investment of money in said reserve and additions thereto made pursuant to this policy. Expenditures ~~there from~~ **from the reserve** shall be made only pursuant to this policy for the purpose for which ~~said the~~ reserve fund ~~had been~~ **was** created.

Legal References: ORS Chapter 294; ORS 332.435; ORS 332.437; ORS Chapter 654;
ORS 656.403 - 656.455

History: Adpt 6/12/78; Amd 10/13/83; Amd 6/14/84; Amd 11/30/95; Rev 8/28/00, BA 1401; **Amd ____/2022**

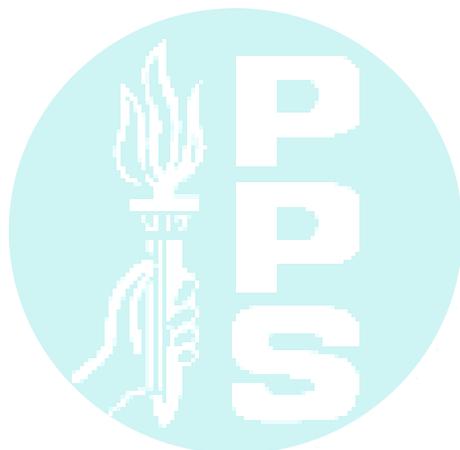
8.60.010-P Risk Management Program

The superintendent shall maintain a Risk Management Program to:

- (1) Analyze risks to which the district's physical plant and educational programs are exposed;
- (2) Establish programs by which the risks may be controlled, reduced or eliminated; and
- (3) Establish financial protection through procurement of insurance contracts and establishment of self-insurance funds to provide for payment of losses that do occur.

Legal References: ORS 332.107; ORS 332.437

History: Adpt. 10/27/80



8.60.030-P Student Transportation

- (1) School transportation services shall be provided by the district as required by law. The district may enter into agreements to provide such services with authorized contractors. Contractors shall furnish for such service a motor vehicle or vehicles, which conform to the requirements of state law and the rules and regulations promulgated by Oregon State Board of Education governing school buses. Vehicles must be operated by an appropriately licensed driver employed by the district or provided by the contractor.
- (2) The superintendent or designee are authorized to execute contracts with other school districts for local transportation of students to other school districts, as district equipment and driver time are available for such use. The services shall be billed to the using school district at no less than cost, and the contract shall be approved as to form by the General Counsel for the district.
- (3) The building principal, program supervisor or designee shall ensure transportation officials receive notification of students having special medical or behavioral protocols identified in student records. Transportation officials shall ensure information and/or training is provided to drivers, as appropriate, including confidentiality requirements.

Legal References: ORS 327.006; OAR 581-022-1530; ORS 327.033; OAR 581-053-0002; ORS 327.043; OAR 581-053-0004; ORS 332.405; OAR 581-053-0230; ORS 332.415; ORS 332.427; ORS 820.100; ORS 820.110; ORS 820.120

History: Adpt. 6/71; Amd. 1/8/79; Amd. 10/13/83; Amd. 10/28/02, BA 2462

8.80.015-P Capital Projects

- (1) Capital projects are those projects for public improvements or public works and include both the design and construction phases of the work. Staff shall develop an annual capital budget for approval by the Board and report progress on capital projects to the Board quarterly.
- (2) The superintendent or designee is authorized to implement a process for completion of capital projects consistent with established Board policies, administrative directives and rules adopted by the Board acting as its own local contract review board.
- (3) The Board shall approve contract awards that exceed the delegation set forth at 8.90.010-P Contracts and change orders under the circumstances described in this policy.
- (4) At the time of Board approval, the superintendent shall report the following information:
 - (a) Name of contractor;
 - (b) Description of the project;
 - (c) Amount of the award;
 - (d) Amount of contingency;
 - (e) Whether or not the project is within the annual capital budget approved by the Board. If the project is one that has not been included in the annual capital budget, then an explanation must be provided describing the need for the work;
 - (f) Description of the public involvement process used by staff to receive input in the development stages of the project from affected local building administrators and community members, including a report on the outcome of such participation;
 - (g) Superintendent's recommendation;
 - (h) Resolution approving the award; and
 - (i) Any other information deemed necessary by district staff.

Legal References:

History: Adpt 8/28/01, BA 1397

School-Based Fundraising in Portland Public Schools
Report from Targeted Community Engagement & Administrator Survey
June 17, 2022

Community members proposed changes to the district's fundraising policies and practices, and the Board of Education Policy Committee has undertaken a review of school-based fundraising. The Strategic Partnerships Department, with support from Community Engagement, and a Policy Committee representative, hosted targeted community engagement sessions to hear from communities who, up to this point, have had less of a voice on this issue.

- **Student Engagement, District Student Council, 5/31/2022**
- **Targeted Parent Leader Engagement: Roundtable Discussions of School-Based Fundraising with primarily Roosevelt (6/13/2022) and McDaniel (6/16/2022) Feeder Schools**
 - School administrators and a board member selected 1-2 parent leaders from their school communities. We invited approximately 20 people to each meeting and 10-12 planned to attend. Four parents attended the meeting at Roosevelt and 13 attended the meeting at McDaniel.
 - Staff developed the following website to help provide background information to participants: sites.google.com/pps.net/ppsschool-basedfundraisinginfo, along with the slide presentation shared with the Policy Committee.
- **Administrator Survey** School administrators were encouraged to complete a survey. Providing their name was optional (questions and response highlights on pages 3-4).

Introduction

Nonprofit organizations, parent groups, and individuals make important contributions to support PPS students and school communities. Parent groups include local school foundations, independent nonprofit organizations, PTAs, PTSAs and PTOs. One element of that support is fundraising to contribute to a school or program budget.

Direct Quotes

"This isn't working. It's inequitable. It's never going to feel good." (Parent)

"My kid is your kid and your kid is my kid. These are all our kids." (Parent)

"We are all PPS, do we need to think about it as our school, or as a district?" (Parent)

"It is so incredibly confusing. Transparency from district, this is a shared value." (Parent)

"Thankful for the 1/3 Parent Grant, but still not equitable"

Theme: Collective Impact Model

There is a strong interest in shifting to a district-wide fundraising effort through The Fund for PPS and decreasing school-based fundraising, particularly for staffing and other essential services that should be provided through publicly-funded education. As long as we continue to encourage or allow Parent Groups to fundraise large sums to solely benefit their own school we will continue to see the divisive nature of fundraising in PPS. Instead of school-based fundraising the district should foster and facilitate a spirit of community and shared purpose through which the generosity of all involved in fundraising activities (e.g. citywide pizza night fundraisers, etc.) create a collective impact to better serve PPS students and schools regardless of any one community's ability to raise private resources. Most agreed that the District has a responsibility to advance equity and help maintain stable funding.

School-Based Fundraising in Portland Public Schools
Report from Targeted Community Engagement & Administrator Survey
June 17, 2022

- The majority of parent participants expressed a desire to end the practice of allowing school foundations to pay for staff positions.
- A handful of participants expressed that if the district continues to allow school foundations to pay for staffing then the percentage shared with other schools should increase to 50%.
 - After the first \$10,000, a minimum of 50% of the Staffing Funds shall be deposited into a fund that is redistributed to schools that enroll a higher number of underserved students.
 - Consider changing the formula for the distribution of the shared funds to benefit more schools, such as an amount per student eligible for free or reduced meals.
- Concerns were expressed that even though PPS might provide additional staff to school communities with greater needs they couldn't fill the positions, perhaps because schools with fewer students with need had positions that were better supported and less challenging.
- There was more of a mixed perspective about requiring a district contribution from parent groups with less fundraising capacity for capital projects, such as replacing playground equipment, as these were long-term, benefit-the-whole-school projects.
- There was also discussion that it wasn't just the total amount of money raised that created inequities but having the people and the infrastructure to fundraise and hold events. Some parent groups have access to large dollar donors, grantwriters, event planners, etc. in their individual school communities. Also, the wealth within a school community means some parent groups can have parents write big checks and others are collecting cans for recycling, staffing concession stands, etc. to earn much smaller amounts.

Theme: Community Building

Many participants expressed gratitude for the opportunity to provide input and speak with their peers about these issues, and expressed a desire for additional opportunities for community building between schools. Parents hope there will be more opportunities to come together to learn from each other, build community, and collaborate either within their cohort, district-wide or both. The current system is perceived to create "silos" and "hoarding" at a school-level and a desire to be more "one district community". Many of the schools represented have a small number of parents actively involved with their parent group or school-based organization, which makes the work challenging. Oftentimes, they do not want to be fundraising because they do not want to ask their parents to give from their limited incomes, and often what they do fundraise goes to basic needs. The disconnect between fundraising to provide families with food, coats or other basic needs, versus other schools fundraising for staff and "fun things" such as field trips, travel and other extras creates animosity. Some wondered whether people truly were not aware of the differences, but they also did not feel comfortable with "poverty parades" or being viewed as or treated as a "charity case" to schools with more financial resources. There was a suggestion that schools with significant fundraising participate in a listening session with PTOs, PTAs that fundraise small, but important funds, for essential items so that they can better understand the difference in resources, parent time available (e.g. PTAs with two active members, \$10 annual PTA dues are too much in some communities) and how that impacts the student experience.

Some parents shared that the cost of their parent group events held to raise money were intentionally set so that they would be accessible to all in their community versus to maximize the amount of money raised.

Support for providing teachers with funds to purchase classroom supplies was fairly universal, although the differences in amounts available was of concern and questions about PPS guidance on this.

Theme: Increased transparency

School-Based Fundraising in Portland Public Schools
Report from Targeted Community Engagement & Administrator Survey
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Increase transparency regarding all parent groups that fundraise including how much money they raise and how they spend the dollars to benefit their schools. Information is difficult to find on pps.net. Collect and make information available to the public because public education should not have hidden dollars flowing to schools without transparency. The lack of an easily accessible, centralized source of information on all fundraising groups leads to confusion, misinformation, and rumors. Some parents suggested:

- Nonprofit and other groups that fundraise for PPS schools/programs should provide information about the amount of money they raise and how it is spent.
- PPS should track and make publicly available the amount of money invested by Parent Groups for:
 - Staff positions
 - Contracted services
 - Playground and facility improvements
 - Plus, to the extent possible: Field Trips, academic and co-curricular travel, Materials and Supplies, and Other Purchases

Parents had questions about the discretionary funds that school administrators had available to them from the school district and how those are utilized to support students and how it intersects with parent group fundraising.

Administrator Survey

1. What challenges and successes have you observed in the current structure of school-based fundraising (e.g., foundations, PTAs, other independent parent groups)?

Challenges

- I have seen many inequities in the amount of money raised by schools in different neighborhoods and the ways they are able to spend that money. Allowing foundations to raise money for staff is the greatest inequity.
- Very inconsistent and schools that are not Title/CSI/TSI have a bare bones crew of staff. It would be nice to have enough staff to run the building safely and we should not have to fundraise to get basic staffing.
- PPS needs to staff ALL buildings - not with necessarily the same level of support, but at appropriately proportional levels.
- It is a challenge that schools are relying on families to maintain current/adequate staff - it is a burden on the community.
- Fundraising capabilities are very school specific. The fundraising activities take up a significant amount of family volunteering time and effort, which limits family participation in other social activities or engagement in other sociopolitical change movements. Site specific fundraising activities promote a "me" (my school, my class, my student) vs. a "we" (our district, our city) mentality.
- Schools "in the middle" (socioeconomically mixed) don't receive support from PPS through SUN programming, Parent Fund grants, and other key supplemental funding and activities sources, but their parent communities are also not wealthy enough to provide significant funding for after-school activities and supplemental student supports. This is inequitable to students at these schools.

Successes

- Our PTA has been able to raise funds to help with our SUN programming and Equity work. The school program has been improved by this fundraising.

School-Based Fundraising in Portland Public Schools
Report from Targeted Community Engagement & Administrator Survey
June 17, 2022

- Our PTA helps to fundraise for student activities such as field trips and school supplies for all students, yearbooks for all students, etc. We do not fundraise for staff positions.
- We partner very well with our PTA, Foundation, and Booster Club. Also, I feel that our clubs and athletic teams do a great job communicating with staff on their fundraising efforts.
- Foundation fundraising enables us to provide more support to our students than what we receive from PPS general funds. We do not receive any additional FTE beyond classroom teachers for instructional interventionists; however, we have students who need additional support in reading and math. Without Foundation fundraising, we would not have the opportunity to hire Educational Assistants in our K-1 classrooms, or academic interventionists.

2. How can PPS progress toward greater connection and innovative collective impact in school-based fundraising?

- Maybe fundraising should be regional, or more sharing for equity. Maybe there should be district-wide fundraising events that share funds on an equity-based formula.
- It could all be done as PPS community fundraising - speaking of Foundations, where it all goes into a Community Fund and distributed equally. I also think we should not allow schools to create their own "Foundation" where they don't need to give any to others. And, currently I am in a school with a Foundation and still strongly believe this.
- All children are "ours" and we must stop having schools act like charities in order to serve them equitably. When public schools become mini private schools because the families are paying for staff, computers, security systems, playground equipment, etc., it undermines the very idea of public schooling.
- Limit school-based fundraising, to smaller immediate use activities, under \$10,000 for equipment, school based activities, t-shirts etc. Have larger fundraising initiatives be district wide to support big ticket items - all schools get playground updates, all schools should have an intervention teacher, mental health provider, etc.
- Provide avenues for families and schools to have more insight into independent parent groups' use/spending of donated funds.

3. In an ideal state, what would responsible fundraising look like?

- Fundraising that is focused on all students.
- Either having a district foundation that is managed centrally or do not allow foundations to exist or fund staff.
- I understand the concern about foundations, but they should not be broken up as many schools benefit from the contributions that these foundations provide. Instead, increase the amount they contribute... maybe 50%?
- I believe increasing the percentage of Foundation funding allocated to the Parent Fund to 50% is more equitable. However, I do not believe we should be limited in the amount of FTE we can fundraise for. If we are limited in our Foundation FTE we will not raise as much for the Parent Fund, which will decrease the money for our students in need.
- In an ideal state, there would be no need for private fundraising and all schools would be funded for amazing student learning experiences, including overnight travel, robust arts experiences and properly equipped classrooms, labs, auditoriums, and other spaces.
- Well, we would have ideal funding from the federal and state governments for an abundance of certified educators, so fundraising would be totally supplementary and be distributed between all schools evenly.
- Working with the legislature to adequately fund schools, then fundraising could be for innovative endeavors that enhance student's experience.

School-Based Fundraising in Portland Public Schools
Report from Targeted Community Engagement & Administrator Survey
June 17, 2022

4. What policies or structures could be put in place to bring us closer to the ideal state?

- Funding and staffing schools so that parents do not feel the need to supplement school staffing allocations.
- Limits on what can and can't be purchased with fundraising. Explicit connections between activities paid for with private funds and the graduate portrait or learning outcomes. Higher baseline of services and programming across all schools. Programs like Oregon Trail Overnight included in all school budgets and required like Outdoor School (or abandoned entirely).
- Streamlining/aligning purchasing of regular and more desirable school supplies.
- Work with PAT/OEA to advocate with the state legislature and make parents aware of funding structures so that they can become partners in advocacy.
- More action taken at the state level to require minimum funding levels that match student needs.
- Talk with principals and examine unintended consequences before moving on any fundraising decisions. White supremacy will always find a way to use the system to maintain power.

Roundtable Discussion of School-Based Fundraising in PPS

June 2022



TOGETHER
WE WILL

Introductions & Our Approach

Introductions- Please share your name, pronouns, school and how are you active in your school community

The purpose of tonight's meeting is to hear from you - parent leaders in N/NE Portland schools - to listen to your experiences and ideas on this issue. Thank you for sharing your ideas.



Meeting Objective

Objective: The PPS Board of Education Policy Committee is currently examining school-based fundraising with the goal of revising the current policies and practices to be more inclusive and to support more responsible and equitable fundraising.

This will be on the June 22 agenda of the Policy Committee, which is open to the public and you can sign up to testify if you wish. Staff will share what we hear from these meetings at Roosevelt and McDaniel, students (District Student Council), school administrators and parent advocates.



PPS Budget Context

Public Education has long been underfunded in Oregon. In the last 15 years, important new funds have been secured, including \$100 million annual local option fund, arts tax, two bonds, plus a statewide corporate tax which funds the Student Investment Account. The cost of operating schools continue to outpace these revenues. The needs of students continue to grow.

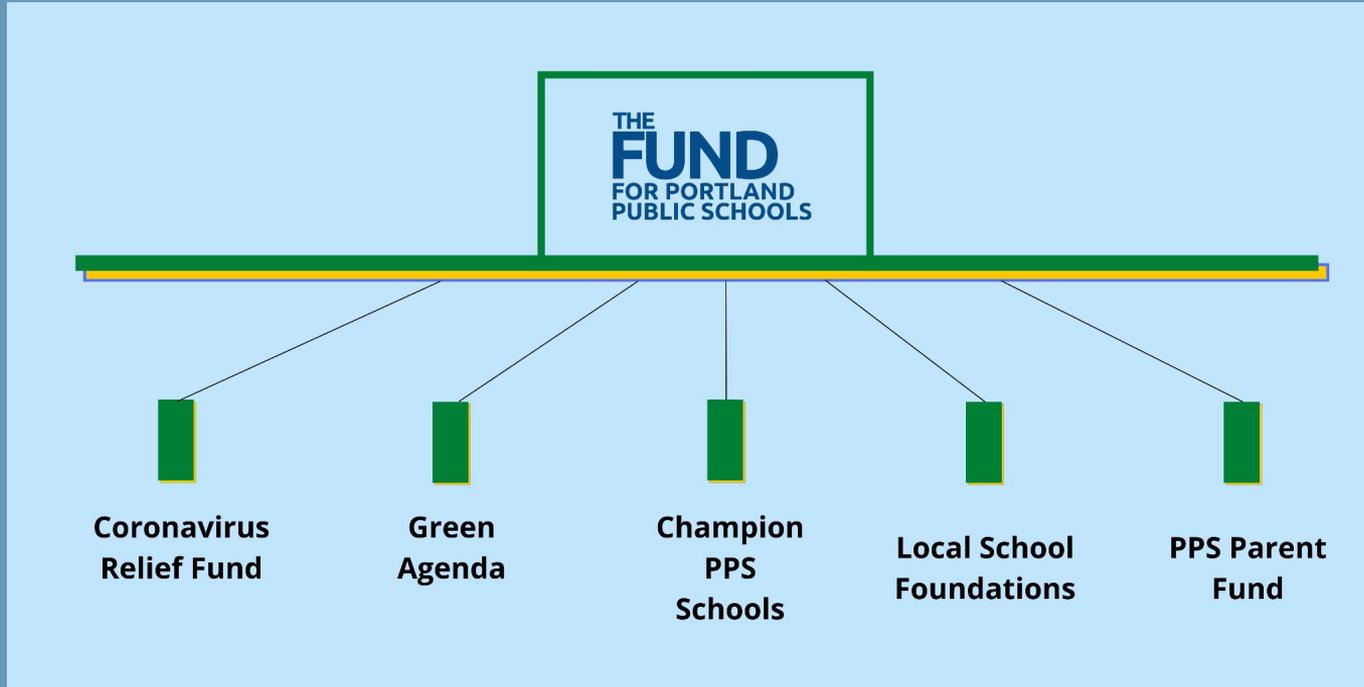
PPS budgets for schools using a differentiated funding model, whereby schools with more students of color, English Language Learners, special education, and low-income students are given more resources.

Some Federal and State dollars target underserved student groups and add to some school budgets, e.g. Title I, special education.

Fundraising in schools is one way that parents supplement school budgets, but it results in some schools having more resources than others.

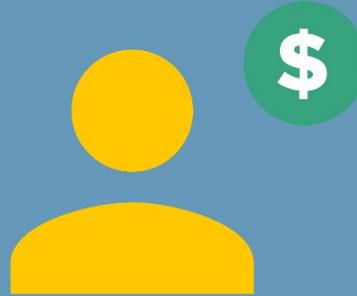


The Fund for PPS



TOGETHER
WE WILL

Common Investments by PPS Parent Groups



TOGETHER
WE WILL

Parent Groups Fundraise for the Following (Foundations, PTAs, PTOs, Nonprofits and Other Parent Groups)

Staff positions	School foundations are the only Parent Group that may contribute to staff positions in PPS, and are the only group that is currently required to share a portion of what they fundraise with other schools- they can keep $\frac{2}{3}$ and they are required to contribute $\frac{1}{3}$ to a general pot that is redistributed to other schools
Contracts with nonprofit educational organizations	Whenever a Parent Group pays for services received by students during the school day, the school district must contract with the nonprofit educational organization. The dollars are donated to the school and then PPS contracts with the provider for the program.
Playground and Facility Improvements	Parent Groups may fundraise and pay for playground and other facility improvements. Because improvements must adhere to the safety standards of the school district, groups are required to secure a Permit for Donated Improvements, pps.net/Page/1397 and work with a PPS Project Manager, as outlined: pps.net/Page/18701 . The Parent Group is then allowed to purchase the equipment and hire contractors to install the equipment, with ongoing oversight by the PPS Project Manager.
Field Trips	Some schools rely on Parent Groups to fundraise for field trips. And, sanctioned fundraisers, such as Run for the Arts, (managed by Young Audiences) brings in school-based dollars for field trips to see live performances or other arts enrichment. There are also Parent Groups associated with Dual Language Immersion Programs that fundraise to send students to another country for 1-2 weeks.



PPS School Foundations

PPS practice requires school foundations to contribute one third (33%) of the money they spend on staff positions to The PPS Parent Fund. Two-thirds of the money they raise is held in a grant account and can be spent by the principal for staff positions.

PPS Parent Fund Awards

Grants from the PPS Parent Fund are awarded to schools based on a two-criteria eligibility:

- 40% students identified as Underserved
- 15% students eligible for free meals.

[2022-23 PPS Parent Fund Awards](#)

Question: What about schools in the middle- ones that cannot raise enough for a staff position- but also do not qualify for PPS Parent Fund?



Questions for Discussion

1. What could responsible fundraising look like in PPS?
2. How can fundraising be more inclusive and contribute to a stronger sense of community district wide?
3. What changes would you like to see related to fundraising and to any guidelines for Parent Groups that currently fundraise?



Potential Policy Changes for Discussion

Some of the proposed options discussed by the Board Policy Committee

- Eliminate the ability of School Foundations to pay for staff positions because most schools cannot raise enough to buy staff
- Increase the amount shared with other schools through the PPS Parent Fund from one third (33%) to 40% or 50%
- Limit the number of positions one school can purchase and/or the types of positions they can pay for, such as classified/support positions, rather than teachers
- Apply a sharing formula to contracts, playgrounds, other large investments made by Parent Groups that solely benefit one school, although this may exacerbate challenges for schools in the middle bracket
- Require contributions go to a central districtwide fund, rather than allowing funds to stay with the school that raised the funds
- Ask Parent Groups to consider making a voluntary contribution (10%?) to a central districtwide fund that is then redistributed to all schools based on the number of students qualified for free meals



Potential Unintended Consequences

Potential unintended consequences of restricting school foundation fundraising

- Elimination of the ability of School Foundations to pay for staff positions may reduce staff positions and the PPS Parent Funds
- Unknown whether other changes would mean that School Foundations would stop or do less fundraising or be willing to contribute to districtwide efforts

Potential unintended consequences of allowing school foundation fundraising to continue

- May contribute to divisiveness/competition among schools for resources rather than unified, districtwide efforts and shared advocacy efforts at the state or local level
- The current system may perpetuate inequities because so few schools are able to raise enough money for staff
- Schools that can fundraise for staff are less likely to donate funds to support local funding measures or to advocate for greater legislative funding which provides substantial financial support to all our schools



Foundation Redistribution Modeling: Correlation and Distribution

Looking at district-wide correlations only can erase some of the disparities between individual schools or groups of schools that occur in the various models. Therefore it is important to look at the DISTRIBUTION of funds as well as the CORRELATION of the overall dollars.

About correlations:

- A positive or negative number indicates the direction of the relationship. In a positive correlation, the two variables move together; in a negative correlation, as one variable goes up, the other goes down.
- Distance from zero indicates the strength of the relationship—zero means no correlation, so further from zero means a stronger correlation.
- Statistical significance is a measurement of the potential that a result was reached by chance. Larger samples (500+) are more likely to demonstrate statistical significance for correlations. This analysis only includes 82 schools and therefore only demonstrates statistical significance on the strongest correlations.

Table 1 displays correlations between modeled foundation allocations based on a range of contribution requirements (33%--current model; 50%, and 75%) and school demographics using 2020-21 Foundation Fundraising totals as a baseline.

TABLE 1	33% after first \$10K	50% after first \$10K	75% after first \$10K	Equal per-student distribution	Equal per-school distribution
Modeled using 2020-2021 Foundation Fundraising Dollars (low fundraising year example)					
% White Students	.229*	.059	-.440*	.024	-.060
% HU Racial Groups	-.218*	-.047	.457*	-.031	-.030
% Economically Disadvantaged	-.313*	-.155	.336*	-.138	.066
Modeled using 2018-19 Foundation Fundraising Dollars (high fundraising year example)					
% White Students	.276*	.012	-.604*	.024	-.060
% HU Racial Groups	-.318*	-.052	.584*	-.031	-.030
% Economically Disadvantaged	-.421*	-.173	.473*	-.138	.066

*Correlation is statistically significant

Key takeaways:

- Correlations between fundraising allocations and student demographics are not statistically significant when the contribution requirement shifts to 50%.
- The direction of the relationships between demographics and dollars remain the same between 33% and 50% contribution but the relationship is weaker at 50%. In both of these models, schools that are allocated more foundation funds have more white students and fewer historically underserved and economically disadvantaged students.
- The direction of the relationship reverses at 75% contribution. In this model, there is a modest to moderate relationship between more foundation funds allocated more historically underserved and economically disadvantaged students, but fewer white students.
- There is a co-occurring relationship with school enrollment that influences the correlation with per-student allocations: higher enrollment is positively correlated with %white students and negatively correlated with %HU and %Economically disadvantaged students.
- The majority of foundation funds (approximately 60%) are raised by K-5 schools. When looking at correlations for K-5 schools only, the effect sizes are larger (i.e. the correlations between fundraising allocations and school demographics are stronger), but because of the smaller sample size are less frequently statistically significant.

Created by Dr. Beth Cavanaugh, 2022

Distribution by Fundraising Level: This table shows the average amount allocated to schools at each fundraising level using the various distribution models. See attached packet for visual charts displaying this information.

	33% after first \$10K	50% after first \$10K	75% after first \$10K	Equal per-school distribution	Equal per-student distribution
Modeled using 2020-2021 Foundation Fundraising Dollars (low fundraising year example)					
Low Fundraising	\$11,092*	\$16,539*	\$24,597*	\$24,187	\$22,902
Moderate Fundraising	\$19,506*	\$17,256*	\$13,807*	\$23,594	\$22,177
High Fundraising	\$77,739*	\$60,804*	\$35,402*	\$30,933	\$23,238
Modeled using 2018-19 Foundation Fundraising Dollars (high fundraising year example)					
Low Fundraising	\$23,968	\$35,209	\$52,071	\$47,958	\$45,409
Moderate Fundraising	\$43,692	\$37,001	\$26,965	\$46,782	\$43,973
High Fundraising	\$138,510	\$106,383	\$58,191	\$61,333	\$46,112

*Differences between average fundraising allocation for these groups of schools are statistically significant

Distribution by individual schools: Because of the number of schools and the differences in enrollment levels, grant allocations, and amount of fundraising, the distribution of dollars to individual schools under the various models is presented by school configuration (Elementary, K-8, Middle School, and High School). For each school configuration, the attached packet includes charts showing the difference in distribution for each model. These are displayed for both a low fundraising year (based on 2020-2021 data) and a high fundraising year (based on 2018-2019 data).

For reference, schools raise approximately the following proportions of the total foundation fundraising: K-5 (60%), K-8 (15%), Middle Schools (<10%), High Schools (15%-20%).

Key takeaways:

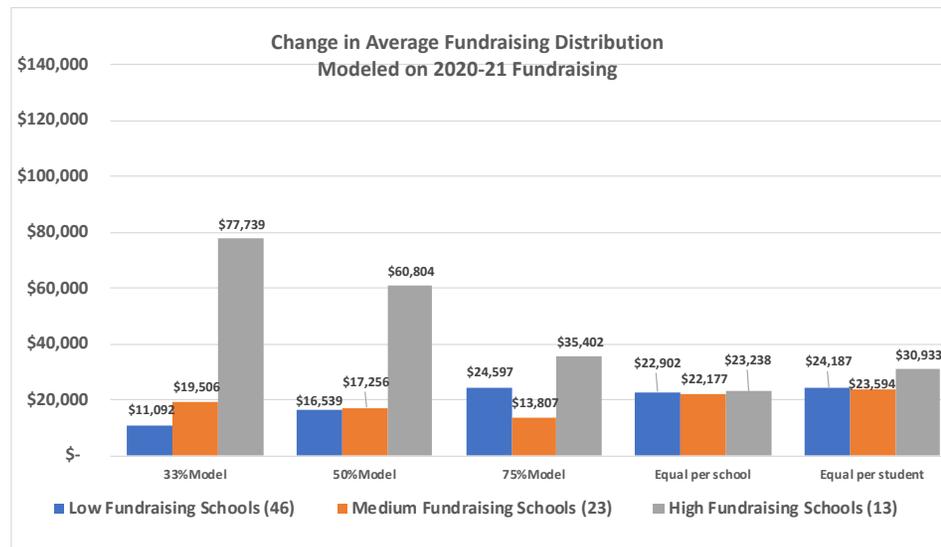
- Differences in average allocations comparing groups of schools at different fundraising levels show that allocations for the highest fundraising schools are statistically significantly higher than other schools at the 33% and 50% contribution level.
- At the 75% level, schools “in the middle” (the medium fundraising schools that don’t raise significant amounts or qualify for grants) receive, on average, statistically significantly lower allocations than either the high or low fundraising groups.
- When using a model that redistributes a portion of funds raised for individual schools through grants, there are several schools that do not get any foundation dollars allocated because (1) they do not qualify for grants based on current demographic criteria and (2) they do not raise funds for their school through a foundation. This applies to 8 schools based on the 2020/21 data (and increases to 17 schools if you count those that raised less than \$1000 in foundation funds).
- Low-fundraising, lower income schools don’t start to catch up with the highest fundraising schools on allocations until you reach at least a 75% redistribution model
- In models utilizing a required % contribution, disparities are greater in higher-fundraising years but still exist in lower-fundraising years.

Foundation Modeling Methods

- Calculations use the 2020/21 Foundation Fundraising dollars, which is the most recent data available, and the 2018/19 Foundation Fundraising dollars, for a comparison year that was not impacted by the pandemic.
- Enrollment and Demographic information is based on the 2020/21 school year, with the exception of Kellogg Middle School which opened in 2021 and therefore uses the 2021/22 demographic data.
- Grant estimates are based on the total fundraising dollars for the two school years modeled.
 - I added up the total grants distributed to elementary schools, K-8 and middle schools, high schools, alternative schools, and CBO/Charter/Special Service schools for the 2022/23 school year to determine what percentage of the total contribution these accounted for, then used these percentages for modeling.
 - Elementary schools received 49% of grant money
 - K-8 and middle schools received 26% of grant money
 - High schools received 16% of grant money
 - CBOs and charters received 9% of grant money
 - For models that distribute grants to schools based on demographics, I used the 2020/21 school demographics to determine whether a school qualified for a grant and then divided the total allocated that group of schools by the number of qualifying schools.
 - Example: In the 2020/21 50% model, 49% of the total \$864,040 that was distributed via grants went to elementary schools. There were 18 elementary schools that qualified for grants based on demographics, so each elementary grant was for \$23,521.
 - Keep in mind that changing the criteria to qualify for a grant would impact the distribution and could be a lever to adjust outcomes.
 - The “District-Wide Distribution” models were determined as follows:
 - Equal Per-Student Distribution: Total amount of foundation fundraising was divided by the number of students enrolled in the district in 2020/21. This dollar amount was then multiplied by the number of students in each school to determine individual school allocations.
 - Equal per-school distribution: Total amount of foundation fundraising dollars were divided into portions for elementary (49%), K-8/Middle (26%), High School (16%) and CBO/Charter/Special (9%). Each pot of funds was divided by the number of schools at that grade configuration to determine individual school allocations.
 - NOTE: These distribution methods were created as an example. Many alternative district-wide distribution methods could be investigated.

- Analysis of School Groups based on fundraising level were determined as follows:
 - Levels are defined using the average foundation fundraising from 2016/17 through 2020/21:
 - High = over \$100,000 annual average
 - Medium = between \$10,000 and \$100,000 annual average
 - Low = less than \$10,000 annual average
 - Demographics for these groups were determined using 2020-21 enrollment data. The total NUMBER of students were added up in the following categories (historically underserved, direct certification, white racial group) in each group of schools and divided by the total enrollment for schools in that group to reach the percentages of students in each group of schools.
- All correlations are estimates, because in reality the years the dollars are raised are not the same as the years in which the grants are distributed, and school demographics change annually, resulting in grants of varying sizes going to varying numbers of schools.

Low-Fundraising Year Example



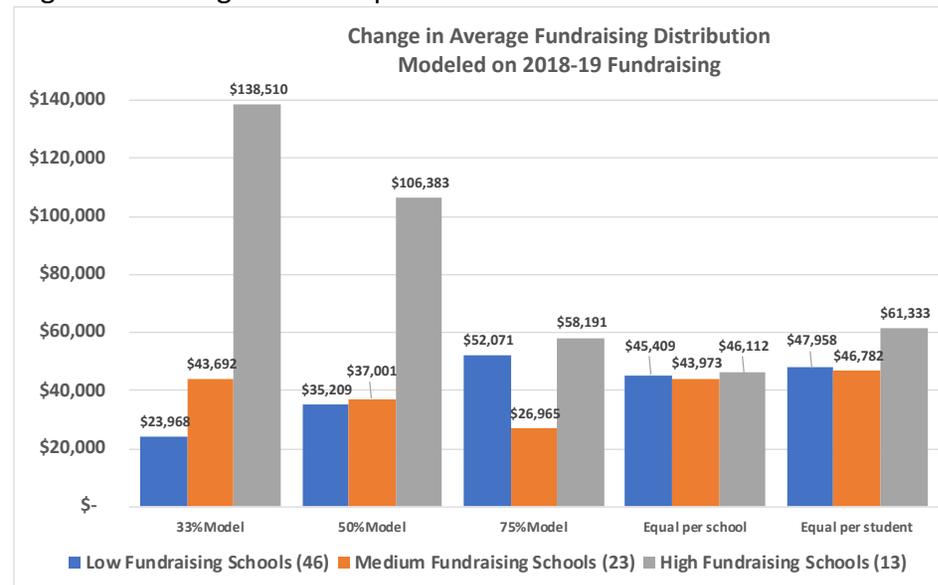
Shows the average allocation from parent foundation dollars to schools in the following groups:

- **High Fundraising** (13 schools): Schools with foundations that raised an average of more than \$100,000 annually
- **Medium Fundraising** (23 schools): Schools with foundations that raised an average between \$10,000 and \$100,000 annually
- **Low Fundraising** (46 schools): Schools that raised an average of less than \$10,000 through a foundation annually

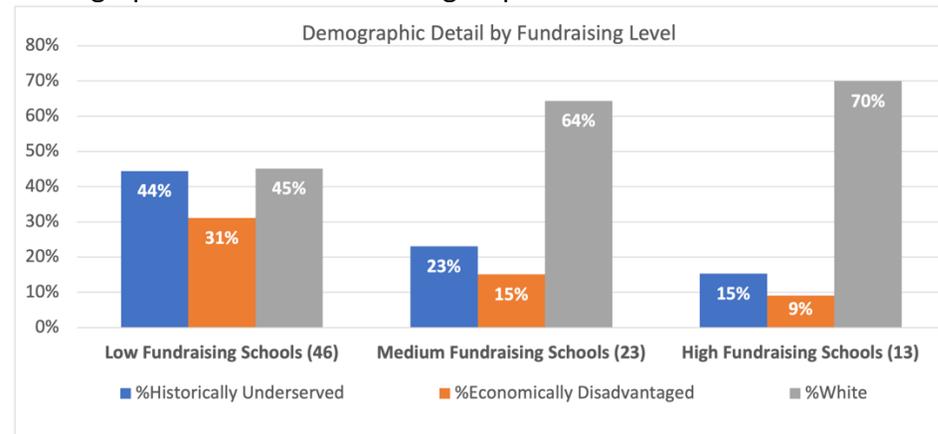
NOTE: The models assume that overall fundraising levels and the criteria for receiving grants remain constant under each contribution requirement.

NOTE: In the models requiring a percentage contribution to a central fund, the total that can be distributed through grants is reliant on the amount that foundation schools raise for their individual communities. This is also true in the current practice.

High-Fundraising Year Example



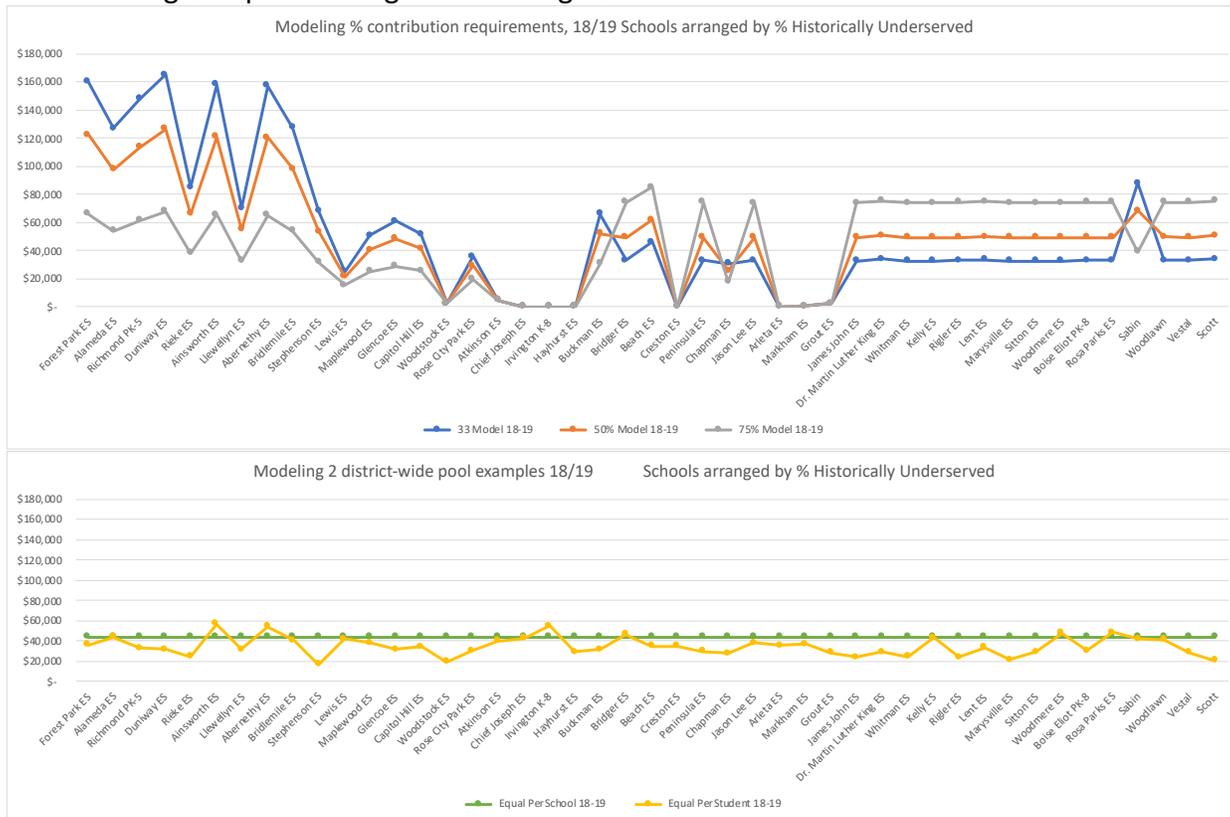
Demographics of schools in each group:



K-5 Modeling Comparisons: Low Fundraising Year



K-5 Modeling Comparison: High Fundraising Year



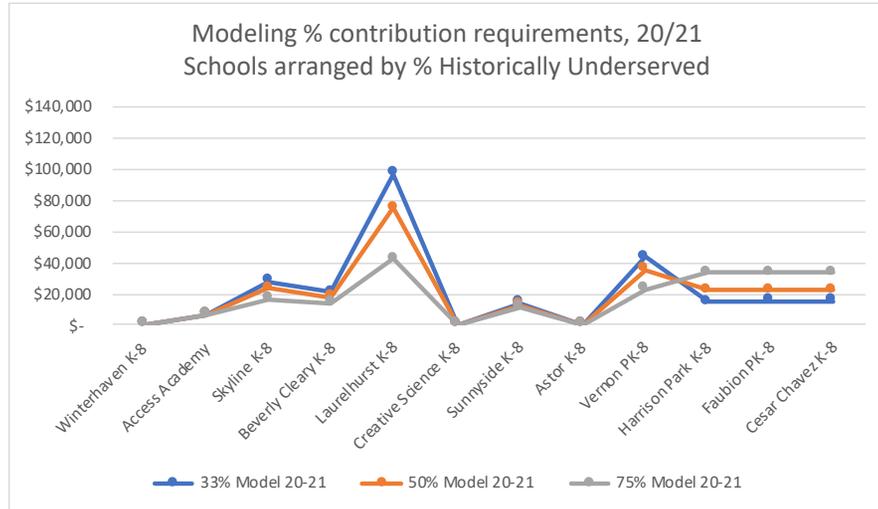
NOTE: Schools receiving \$0 under the models redistributing a percentage of funds raised for individual schools are those that (1) do not qualify for grants based on current demographic criteria and (2) did not raise funds through a foundation in the years used as examples.

NOTE: K-5 schools raise approximately 60% of local school foundation funds annually.

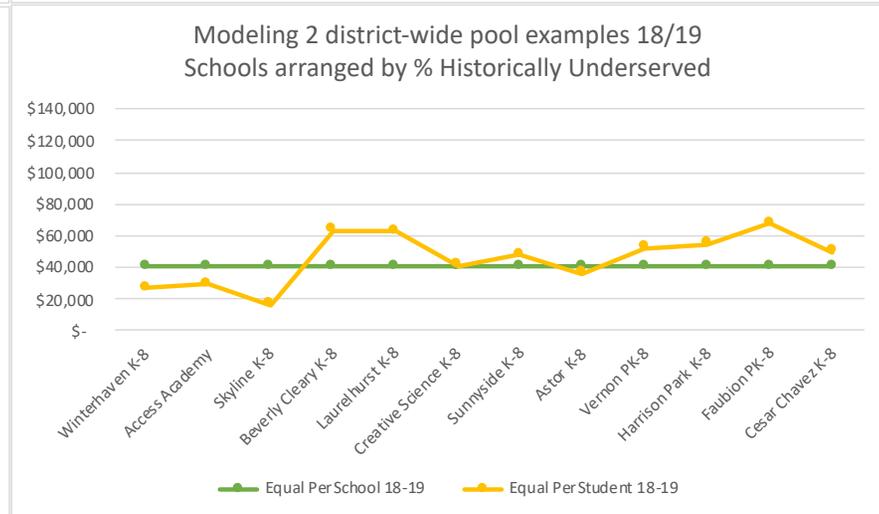
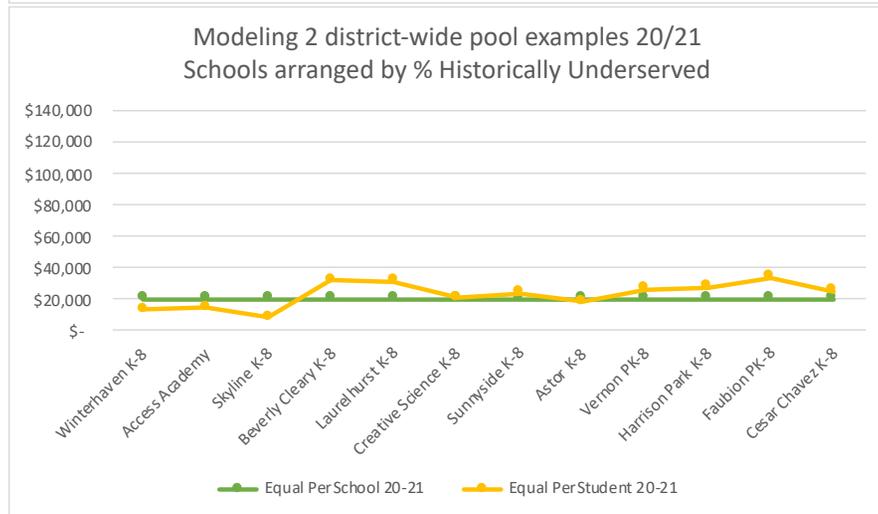
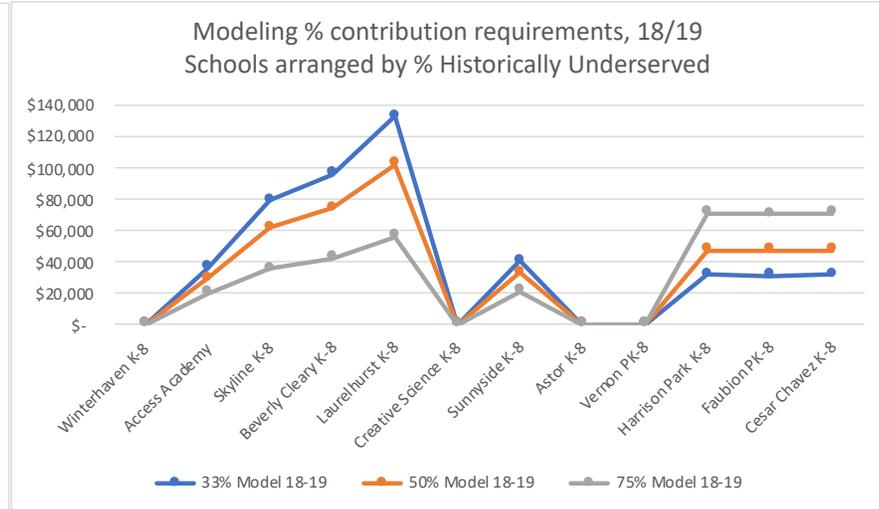
Created by Dr. Beth Cavanaugh, 2022

K-8 Modeling Comparison

Low Fundraising Year



High Fundraising Year

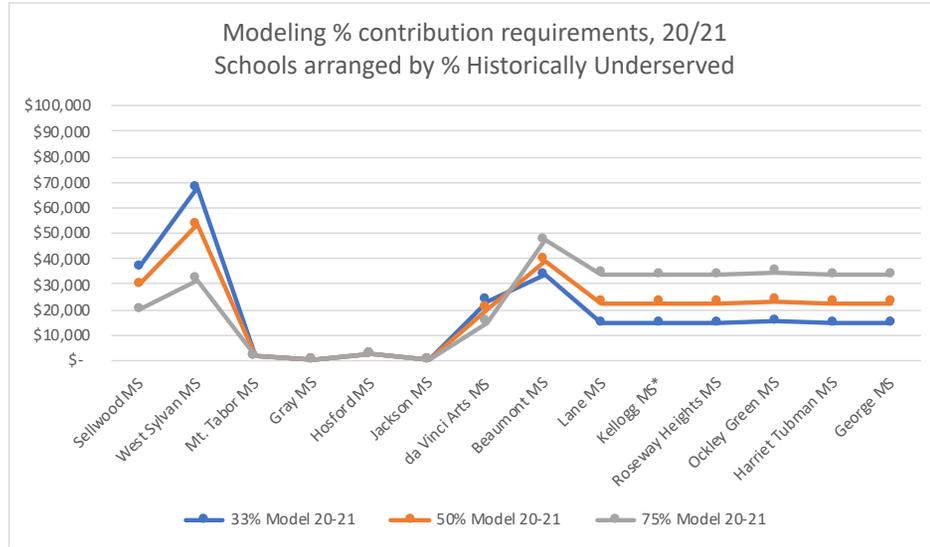


NOTE: Schools receiving \$0 under the models redistributing a percentage of funds raised for individual schools are those that (1) do not qualify for grants based on current demographic criteria and (2) did not raise funds through a foundation in the years used as examples.

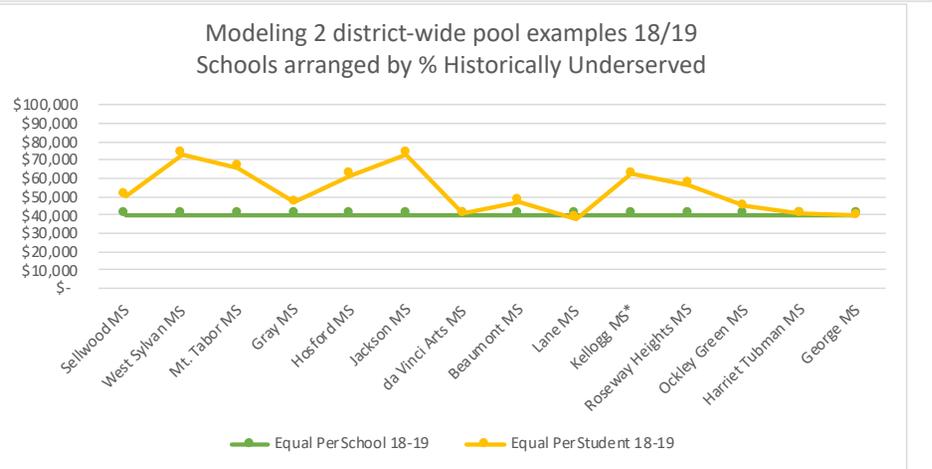
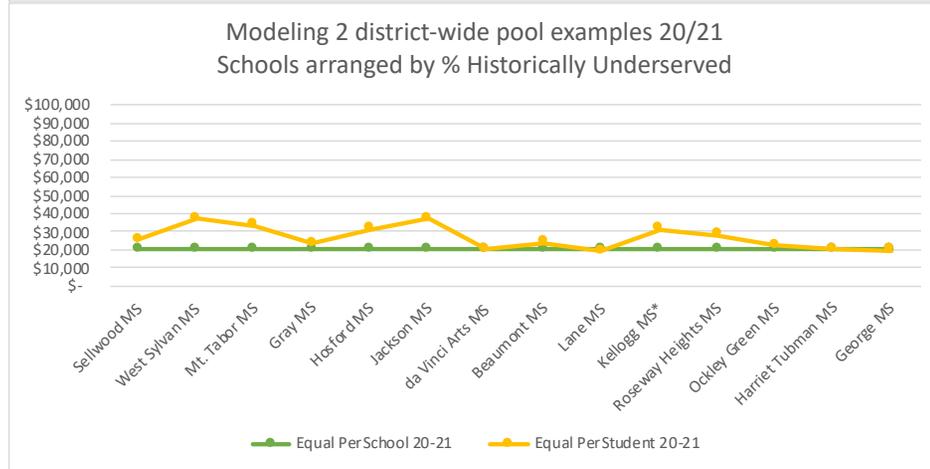
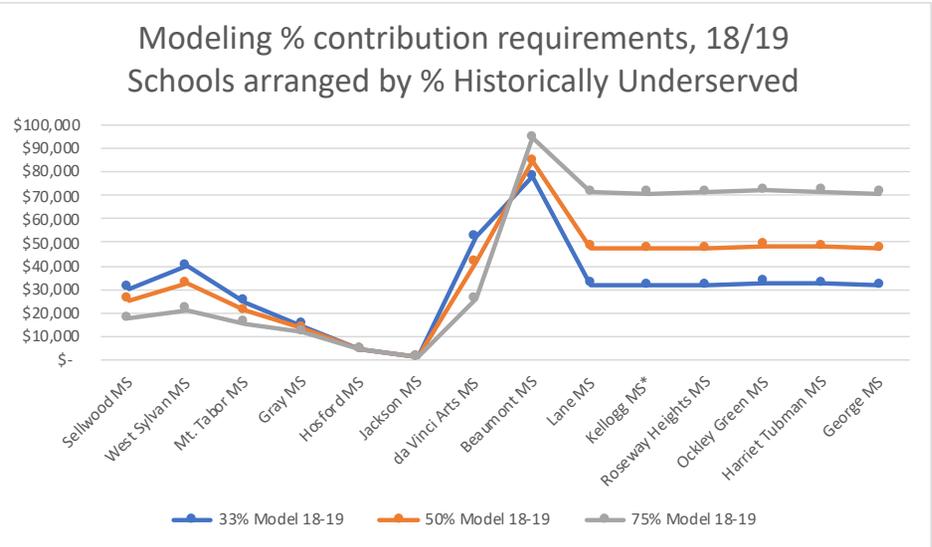
NOTE: K-8 schools raise approximately 14% of local school foundation funds annually.

Middle School Modeling Comparison

Low Fundraising Year



High Fundraising Year

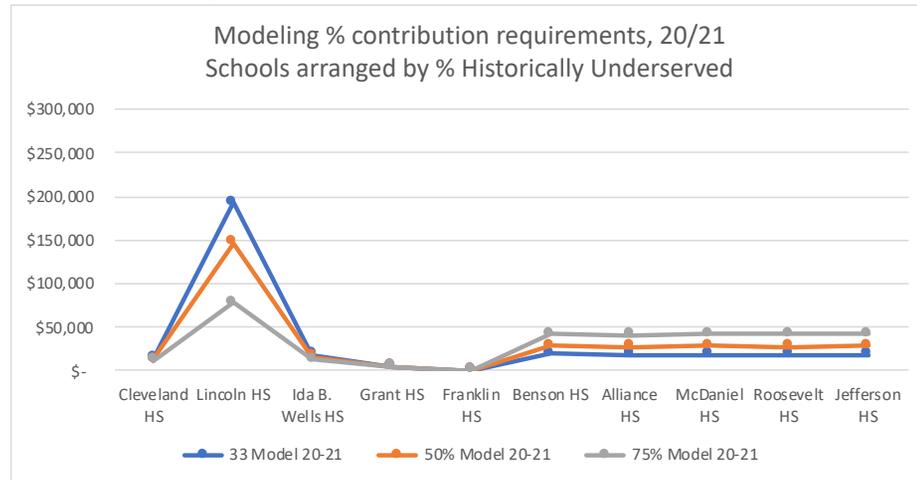


NOTE: Schools receiving \$0 under the models redistributing a percentage of funds raised for individual schools are those that (1) do not qualify for grants based on current demographic criteria and (2) did not raise funds through a foundation in the years used as examples.

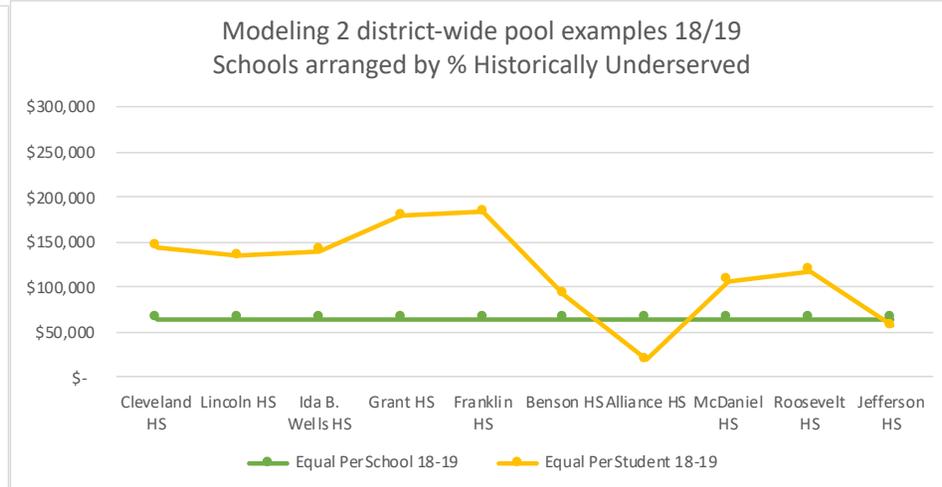
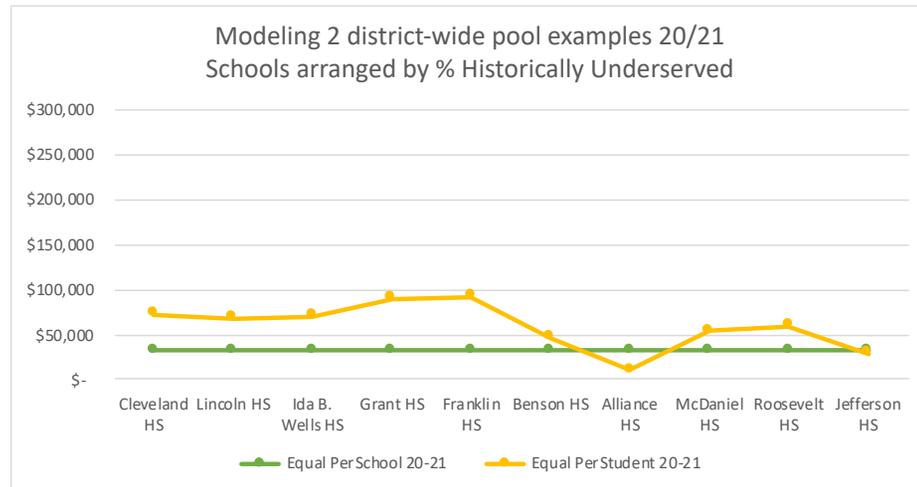
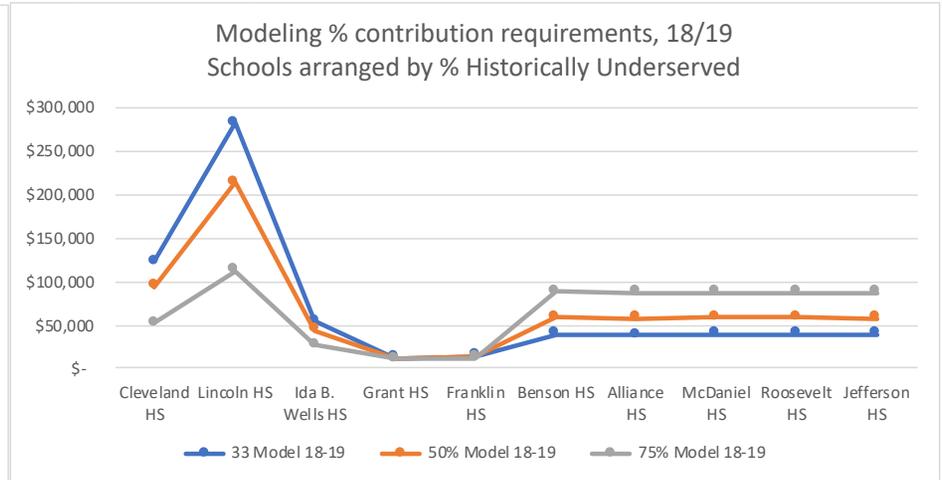
NOTE: Middle schools typically raise less than 10% of local school foundation funds annually.

High School Modeling Comparison

Low Fundraising Year



High Fundraising Year



NOTE: Schools receiving \$0 under the models redistributing a percentage of funds raised for individual schools are those that (1) do not qualify for grants based on current demographic criteria and (2) did not raise funds through a foundation in the years used as examples.

NOTE: High schools typically raise between 15% - 20% of local school foundation funds annually.