

Regular Meeting
Tuesday, November 7, 2023 6:00 PM

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Resolution Proclaiming the Celebration of National Native American Indian Heritage Month in Portland Public Schools (Resolution 6782) Vote- Public Comment Accepted
3. 6:10 pm - Student Representative's Report
4. 6:15 pm - Student Comment
5. 6:35 pm - Public Comment
6. 6:55 pm - Comments from our Union Partners
7. 7:05 pm - Naming School Communities and their Mascots
 - 7.(a) Resolution to Name the Multiple Pathways to Graduation Building (Resolution 6784) Vote - Public Comment Accepted
 - 7.(b) Resolution to Change the Mascot of Alliance High School (Resolution 6785) Vote - Public Comment Accepted
 - 7.(c) Resolution to Rename the DART Clinton Campus (Resolution 6786) Vote- Public Comment Accepted
 - 7.(d) Resolution to create a Mascot of DART Schools (Resolution 6787) Vote- Public Comment Accepted
8. 7:25 pm - Appointment of Community Budget Review Committee Member (Resolution 6788) Vote- Public Comment Accepted
9. 7:30 pm - Board Committee and Conference Reports
10. 7:40 pm - Consent Agenda: Resolutions 6791 through 6795 Vote- Public Comment Accepted
 - 10.(a) Resolution 6791 - Expenditure Contracts
 - 10.(b) Resolution 6792 - Revenue Contracts
 - 10.(c) Resolution 6793 - Authorizing Off-campus Activities
 - 10.(d) Resolution 6794 - Approving Board Travel
 - 10.(e) Resolution 6795 - Adoption of the Index to the Minutes
11. 7:45 pm - Other Business / Committee Referrals
12. 7:50 pm - Adjourn

RESOLUTION No. 6782

Resolution Proclaiming the Celebration of National Native American Indian Heritage Month in Portland Public Schools

RECITALS

- A. Native American Indians are descendants of the original, indigenous inhabitants of what is now the United States;
- B. The Portland Metro region rests on the traditional lands of the Bands of the Chinook, Multnomah, Clackamas, Tualatin, Molalla, Kalapuya, Wasco, Cowlitz and Kathlamet tribes. These tribes established their communities in a resource rich area where they traded and fished along the rivers and harvested those natural resources that fed and maintained their families. In the 1950's, under Federal Relocation Policy a large segment of the Native population in the US was forced to relocate to several major cities of which Portland was one. This has added to the diversity of tribal representation in the region; Portland boasts one of the largest, and most diverse urban Native American populations in the US;
- C. The history of Native American Indians; is rich with those who positively influence and enrich our nation, our society, our region, our state, and our schools through their entrepreneurship, commitment to community service, deep value of justice and liberty, and social and cultural life;
- D. On August 3, 1990, President of the United States George H. W. Bush declared the month of November as National American Indian Heritage Month, thereafter commonly referred to as Native American Heritage Month;
- E. Native American Indians have made profound contributions and continue to make advances in education, medicine, art, culture, and public service and been a consistent and vital influence in our nation's growth and prosperity;
- F. The Portland Metro's Native American Indian Community is diverse and growing with the population estimated to be nearly 70,000. As Portland is a relocation site, PPS students represent more than 150 tribal nations. As such, we are humbled by Native American Indian employees, families and community's contribution to the accomplishment of PPS's mission;
- G. Understanding Native American Indian history is an important part of celebrating Native American Heritage Month;
- H. The Oregon Indian Education Association introduced and Oregon Governor Brown signed into law Senate Bill 13, Tribal History/Shared History in the 2017 legislative session. This Bill called upon the Oregon Department of Education (ODE) to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events.

Tribal History/Shared History is one of 11 objectives identified in ODE's American Indian/Alaska Native State Plan, in which "Every school district in Oregon implements historically accurate, culturally embedded, place-based, contemporary, and developmentally-appropriate American Indian curriculum..." Oregon is one of several states adopting similar efforts to reaffirm the state's commitment in preserving tribal cultural integrity and the education of our citizens.

In May 2018, ODE facilitated coordination of the creation of Essential Understandings of Oregon's American Indians, which has been used to develop American Indian curriculum and assessment tools for 4th, 8th, and 10th grades aligning with state standards in the following content areas: English Language Arts, Science, Math, Social Science, and Physical Education/Health. Portland Public Schools Office of Indian Education, Office of Teaching and Learning and Office of Schools are engaged in this vital statewide work.

As of January 2020 the State of Oregon requires implementation of Tribal History/Shared History within all K-12 school districts throughout the state. The Office of Schools and Office of Teaching and Learning is working together to support the implementation of this curriculum K-12, as a

foundational and fundamental element of our culturally responsive teaching and learning for the students in Portland Public Schools.

- I. Portland Public Schools has a Racial Education Equity Policy that states our commitment to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable achievement gap for Black and Native students and to give each student the opportunity and support to meet his or her highest potential;
- J. Closing opportunity gaps while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff;
- K. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community. Tonight we are celebrating Native American students.

RESOLVED

- 1. The Portland Public Schools Board of Education hereby promotes November 1 through November 30th as Native American Indian Heritage Month and encourages staff, students, and community to observe, recognize, and celebrate the culture, heritage, and economic contributions of Native Americans to our Oregon and the United States through culturally relevant activity, and to learn from the past and understand the experiences that have shaped the United States.
- 2. The Superintendent or his designee shall work with all schools in the district to recognize Native American Indian Heritage Month through culturally relevant lessons and activities In November and throughout the school year.



MEMO

TO: PPS Board of Education

FROM: Jonathan Garcia, Chief of Staff

CC: Guadalupe Guerrero, Superintendent; Korinna Wolfe, Senior Director of Schools, MPG; Aaron Ferguson, Alliance High School Principal; Max Whitehouse, DART Schools Principal; Margaret Calvert, Assistant Superintendent; Dr. Jon Franco, Chief of Schools

DATE: October 12, 2023

SUBJECT: Multiple Pathways to Graduation - Building name, School name change, School Mascots

BACKGROUND

Multiple Pathways to Graduation (MPG) is completing year three of the design and construction of a new building that will house: Alliance High School, DART's Clinton school, DART K-12 Schools administration, Teen Parent Services administration, Teen Parent Services Child Care, Reconnection Services, and Reconnection Center youth reengagement programming.

In efforts to celebrate this newly constructed building and these important school communities, the Multiple Pathways larger community, the Alliance High School Community and the DART School Community have decided to embrace this bright future with the following formal processes:

- Multiple Pathways to Graduation building naming process
- DART Schools Clinton campus naming process
- DART Schools Mascot
- Alliance High School Mascot

BACKGROUND MPG BUILDING: Previously, a Multiple Pathways to Graduation building has not existed. The success of our school bonds allows for this wonderful opportunity to establish a central building to serve youth and families needing support re-engaging in school, which includes having a teen parent child care in the same building as one of our alternative and day treatment schools, and a facility to support the expansive work of Multiple Pathways to Graduation.

BACKGROUND ALLIANCE HIGH SCHOOL: Alliance High School represents the 9-12 in-district alternative school. Alliance will be merging its two campuses, Alliance at Kenton and Alliance at Meek, into one campus. Historically, Vocational Village Alternative School began in the late 1960s and transitioned into four campuses known as Alliance High School in 2007. Over the past fifteen years, one of the day to night high campuses (Alliance at Marshall Night) and one of the day campuses (Alliance- Focus at Madison) have closed. What remains is Alliance at Kenton (formerly Alliance at Benson) and Alliance at Meek. One symbol of unity, as these two campuses merge, will be the selection of a mascot for all of Alliance High School.

BACKGROUND DART SCHOOLS: The DART (Day and Residential Treatment) Schools within Portland Public Schools was also established in the 1960s in collaboration with the Parry Center For Children, and has grown to have more than 10 campuses over the years. Currently the DART Clinton campus, one of

five DART Campuses, centers work with students in grades 7 - 12 who are also involved with DHS child welfare in out of home care. The Clinton campus gained the name when it was located on Clinton Street in previous decades and is looking for a new name to better reflect their current school community and their five DART core values of inclusivity, growth, self-empowerment, collaboration and joy of learning.

RELATED POLICIES/BEST PRACTICES

- [2.20.010-P Naming School District Property](#)
- [2.20.011-AD Procedures for Naming School District Property](#)

FISCAL IMPACT

Multiple Pathways to Graduation programs Alliance, Reconnection Services, DART Clinton school and Teen Parent Services are undergoing a three-year modernization that will be completed in the summer of 2024. The modernization includes new campus visuals, which will be funded by Bond dollars.

COMMUNITY ENGAGEMENT

The community engagement process was defined by quantitative and qualitative approaches to solicit feedback from the community for each project. An overarching stakeholder committee was created, consisting of members from each community. The engagement process consisted of a combination of stakeholder meetings, community surveys, workgroups and community listening and voting sessions.

Four large naming stakeholder committee meetings were held where ballot and voting processes were created, reviewed and agreed upon for each of the four processes. Additionally, each community had a sub-committee that broke up and worked on their individual projects.

Multiple Pathways to Graduation Naming Committee

Benson Polytechnic HS Mascot Naming Committee

- Matteo Gutierrez- student
- Dyan Moore- Student
- Jamal Gasaway- student
- Kai Brown- student
- Lily Edie - student
- Taneisha Granville-Manning- Outreach coordinator
- Amy Taramasso- Parent / Teacher
- Alison Lanigan- Teacher
- Elise Huggins- Vice Principal, Reconnection Services
- Cheryl James-- Vice Principal, Teen Parent Services
- Cheri Lee- Administrative Assistant
- Diane Namba-Welsick- Admin. Assistant
- Mark Bond- Career Coordinator
- John Oppedisano- Teacher
- Allison Adams- Administrator
- Korinna Wolfe - Area Senior Director
- Max Whitehouse - Principal, DART
- Bonnie Hobson - Principal, Alliance
- Sean Gunn - Teacher
- Susan McLawhorn - Parent / Teacher

Alliance High School: Alliance held student and community listening sessions and workgroup meetings and sent out a survey for the mascot and school colors and received a final vote with the survey.

First Survey: Alliance worked in listening sessions and workgroups with students and community members to create a list of possible mascot ideas.

Second Survey: Alliance released a survey to the community with a list of ideas created from the previous survey/outreach work. The final vote was determined from this survey.

DART school- Clinton campus: DART Clinton school went through stakeholder meetings, community surveys, listening sessions and workgroups and received a final vote for the name and to keep the existing logo as their logo in lieu of a new formal “mascot”.

Multiple Pathways to Graduation building: The MPG community went through stakeholder committee meetings, work sessions and community surveys.

First survey: The MPG office put forward a survey to the entire MPG community requesting recommendations for the name of the new building.

Second survey: The naming committee compiled those recommendations into a second survey. Upon completion of the shorter list of names identified, three of four names were Chinook words. As such, specific outreach was done to tribal members to both inform and ask for permission and protocols to ensure our practice was following a culturally appropriate process.

Tribal Consultation and cultural learning: In recognition of the potential request to use tribal language, Tribal consultation with the Grande Ronde and Siletz Tribe was engaged. Following vital conversation with a Grande Ronde tribal representative, it was shared that if the District wished to use a Native (Chinook Wawa) word or phrase, a native naming committee would need to convene. This would require the Multiple Pathways naming committee to agree to not hold a competitive ballot with native and non native names, but rather to either:

- move forward with a competitive ballot with non native names or
- move forward with a Native naming committee process that would consider only tribal names

In this way, harm of free labor, expertise, ancestral knowledge and stories, and language would not be shared by Native people in Oregon tribes and then, potentially not utilized as the result of a competitive process.

Following tribal consultation, the Multiple Pathways Naming Committee was assembled and all options were considered. The final vote from that survey was unanimous to work with Native Elders and Tribal members from Grande Ronde, Siletz and Chinook nation to name the building.

The stakeholder committee met next with several Native Elders in and around the Portland area, and, along with the Area Senior Director Korinna Wolfe and V.P. of Modernization Allison Adams, the group worked closely with the tribal leaders to come up with six options, which the team then brought back to the stakeholders for a series of listening sessions and workgroups with a final survey that ended with a final vote.

RESULT:

The results of this work and all final votes are as follows:

Alliance High School:

Voted to adopt the Kingsnake as the school mascot. The kingsnake is a native snake to Oregon, making it one of the few mascot choices that offered local representation. The Kingsnake is adaptive to many environments as they can traverse water and land, representing Alliance students' adaptability and mastery of change. Known to be immune to the venom of other snakes as well as coming in a variety of

length and colors, Kingsnakes represent the resilience and diversity of the Alliance High School community.

DART Clinton Campus:

The DART Community voted to re-name the Clinton Campus Kuumba. Kuumba represents one of the seven principles of Kwanzaa, a holiday that celebrates and honors Black history and culture. Kuumba which stands for a special type of creativity, reflects the values of DART students, staff, community members, and alumni and connects with the DART school values of inclusivity, growth, self empowerment, collaboration and joy of learning. As this DART School campus focuses on holistic development for students, centering academic and mental health growth, the meaning of Kuumba includes creativity with honor and the intention to heal and support community well being. The DART Kuumba campus will represent DART School’s commitment to authentic, innovative, project based learning opportunities eliciting the creative brilliance of all learners. This mindset illustrates the healing nature of learning in a community that cares for one another.

DART Mascot:

The DART community voted to have the Dart Frog as their mascot. The Dart frog reflects the diversity and uniqueness of the many DART students and campuses with its bright colors. The DART frog is one of the few frogs that family and community raise its young together to build a strong sense of community to build up and support the younger generation. The DART frog only becomes poisonous as a defense mechanism when threatened, but often holds the poison dormant while in a safe environment, which represents the resiliency and toughness of the DART students and their ability to overcome many obstacles.

Multiple Pathways to Graduation Building:

The Multiple Pathways to Graduation (MPG) community voted to name the building the Chinook Wawa phrase: **hayu aLqi uyxat**, which translates to “many future paths” in English. The name **hayu aLqi uyxat** (many future paths), reflects the MPG values of innovation, adaptability and inclusion. This illustrates the use of both forward thinking and ancestral knowledge to inspire students to follow their unique path. Multiple Pathways to Graduation students are supported by personalized and relevant programming anchored in deep student engagement and project based instruction with career connected learning experiences and social emotional support to remove barriers for underserved students and create enlivening learning opportunities for all students which amplifies their brilliance. This forward thinking mindset and continually evolving curriculum allows students to move past Multiple Pathways to Graduation and find success in their many paths and life pursuits.

STAFF RECOMMENDATION

On November 28, 2022 Superintendent Guerrero received Area Senior Director Korinna Wolfe request to proceed with the renaming Principal Aaron Ferguson’s and DART Principal Max Whitehouse’s request for the Multiple Pathways to Graduation school community to undertake an engagement process to identify a name for the new Multiple Pathways to Graduation building, a new name for DART Clinton Campus a DART mascot and a mascot for Alliance High School and its visual representation. After reviewing the steps the Multiple Pathways to Graduation, DART K12 School and Alliance High School community took to build consensus and arrive at new names and mascots, the Office of the Superintendent recommends the School Board approve the new names chosen. This decision will mark an essential start to the next chapter of each Multiple Pathways to Graduation, DART Schools, and Alliance High School history.

RESOLUTION No. 6784

Resolution to Name the Multiple Pathways to Graduation Building

RECITALS

- A. Portland Public Schools acknowledges that the names of school buildings have a significant impact on the overall educational environment and can foster positive student development and sense of belonging.
- B. As Multiple Pathways to Graduation moves into a new chapter of its history with the construction of a new building, it is a new name that is more inclusive and better represents all the people that make up the Multiple Pathways to Graduation (MPG) community.
- C. The Multiple Pathways to Graduation community commenced an engagement process led by a committee of students, staff, parents, and community members representing both schools and both programs that will reside in the building to determine the name.
- D. The community engagement process was defined by both quantitative and qualitative approaches to solicit feedback from the community on the new name. The guiding principles of the Multiple Pathways to Graduation building naming committee included the following: equity, student-centered, community and flexibility, many ways of knowing and many ways of doing, student voice and choice, future-oriented, feeling welcome and seen, and supporting the full person. Following a committee process grounded in our guiding principles, a final recommendation from the committee to the Superintendent for his review and final recommendation to the Board of Education.
- E. The committee recommended the Chinook Wawa phrase **hayu aLqi uyxat** (many future paths) as their first choice of the new building name to the Superintendent.
- F. The name **hayu aLqi uyxat** (many future paths), reflects the MPG values of innovation, adaptability and inclusion. This illustrates the use of both forward thinking and ancestral knowledge to inspire students to follow their unique path. Multiple Pathways to Graduation students are supported by personalized and relevant programming anchored in deep student engagement and project based instruction with career connected learning experiences and social emotional support to remove barriers for underserved students and create enlivening learning opportunities for all students which amplifies their brilliance. This forward thinking mindset and continually evolving curriculum allows students to move past Multiple Pathways to Graduation and find success in their many paths and life pursuits.
- G. The Superintendent, having reviewed the process and work of the committee, recommends naming the newly constructed Multiple Pathways to Graduation building **hayu aLqi uyxat** (many future paths).

RESOLVED

The Board thanks the committee for its thoughtful work in developing and proposing a new name for the newly constructed Multiple Pathways to Graduation building. The Multiple Pathways to Graduation building will now be known as **hayu aLqi uyxat** (many future paths).

RESOLUTION No. 6785

Resolution to Change the Mascot of Alliance High School

RECITALS

- A. Portland Public Schools acknowledges that the names of school buildings have a significant impact on the overall educational environment and can foster positive student development and sense of belonging.
- B. As Alliance High School begins a new chapter with a new campus in construction and a merging of two campuses we are seeking a mascot that is inclusive and representative of all of the Alliance community.
- C. The Alliance High School community commenced an engagement process led by a committee of students, staff, parents, and community members to determine the school's new mascot.
- D. The community engagement process was defined by both quantitative and qualitative approaches to solicit feedback from the community on the new mascot and a final recommendation from the committee to the Superintendent for his review and final recommendation to the Board of Education.
- E. The committee recommended the Kingsnake as their first choice of the new mascot to the Superintendent.
- F. The kingsnake is a native snake to Oregon, making it one of the few mascot choices that offered local representation. The Kingsnake is adaptive to many environments as they can traverse water and land, representing Alliance students' adaptability and mastery of change. Known to be immune to the venom of other snakes as well as coming in a variety of length and colors, Kingsnakes represent the resilience and diversity of the Alliance High School community.
- G. The Superintendent, having reviewed the process and work of the committee, recommends appointing the Kingsnake as the mascot of Alliance High School.

RESOLVED

The Board thanks the committee for its thoughtful work in developing and proposing a new mascot for Alliance High School. The Alliance community will now be known as the Kingsnakes.

RESOLUTION No. 6786

Resolution to Rename the DART Clinton Campus

RECITALS

- A. Portland Public Schools acknowledges that the names of school buildings have a significant impact on the overall educational environment and can foster positive student development and sense of belonging.
- B. As the DART (Day and Residential Treatment) School moves into a new chapter of its history with the construction of the Multiple Pathways to Graduation new building, it is a new name for the DART Clinton campus that is more inclusive and better represents all the people that make up the DART Clinton campus school community.
- C. The DART School community commenced an engagement process led by a committee of students, staff, parents, and community members to determine the DART school's new name for its DART Clinton Campus.
- D. The community engagement process was defined by both quantitative and qualitative approaches to solicit feedback from the community on the new name and a final recommendation from the committee to the Superintendent for his review and final recommendation to the Board of Education.
- E. The committee recommended Kuumba as their first choice of the new name for the DART Clinton campus to the Superintendent.
- F. Kuumba is a Swahili word, meaning a special type of creativity. Kuumba represents one of the seven principles of Kwanzaa, a holiday that celebrates and honors Black history and culture. Kuumba reflects the values of DART students, staff, community members, and alumni and connects with the DART school values of inclusivity, growth, self empowerment, collaboration and joy of learning. As this DART School campus focuses on holistic development for students, centering academic and mental health growth, the meaning of Kuumba includes creativity with honor and the intention to heal and support community well being. The DART Kuumba campus will represent DART School's commitment to authentic, innovative, project based learning opportunities eliciting the creative brilliance of all learners. This mindset illustrates the healing nature of learning in a community that cares for one another.
- G. The Superintendent, having reviewed the process and work of the committee, recommends renaming the DART campus from the original Clinton campus to the Kuumba campus.

RESOLVED

The Board thanks the committee for its thoughtful work in developing and proposing a new name for DART Clinton campus. The DART Clinton campus will now be known as the DART Kuumba campus.

RESOLUTION No. 6787

Resolution to create a Mascot of DART Schools

RECITALS

- A. Portland Public Schools acknowledges that the names of school buildings have a significant impact on the overall educational environment and can foster positive student development and sense of belonging.
- B. As DART begins a new chapter with a new campus in construction (and acknowledging their other 5 campuses) we are seeking a mascot that is inclusive and representative of all the DART community.
- C. The DART community commenced an engagement process led by a committee of students, staff, parents, and community members to determine the school's new mascot.
- D. The community engagement process was defined by both quantitative and qualitative approaches to solicit feedback from the community on the new mascot and a final recommendation from the committee to the Superintendent for his review and final recommendation to the Board of Education.
- E. The committee recommended the DART frog as their first choice of the new mascot to the Superintendent.
- F. The Dart frog reflects the diversity and uniqueness of the many DART students and campuses with its bright colors. The DART frog is one of the few frogs that family and community raise its young together to build a strong sense of community to build up and support the younger generation. The DART frog only becomes poisonous as a defense mechanism when threatened, but often holds the poison dormant while in a safe environment, which represents the resiliency and toughness of the DART students and their ability to overcome many obstacles.
- G. The Superintendent, having reviewed the process and work of the committee, recommends appointing the DART frog as the DART school mascot.

RESOLVED

The Board thanks the committee for its thoughtful work in developing and proposing a mascot for DART schools. The DART school community will now be known as the DART frogs.

RESOLUTION No. 6788

Appointment of Community Budget Review Committee Members

RECITALS

- A. The mission of the Community Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC receives its charge from the Board.
- B. On November 5, 2019, the voters of the Portland Public School (PPS) District passed a renewal Local Option Levy, Measure 26-207, which became effective in 2020, which mandated independent community oversight to ensure tax dollars are used for purposes approved by local voters, and the CBRC serves that function for PPS.
- C. The CBRC is composed of eight to twelve volunteer members. The Board appoints members to three-year terms with one or two student members appointed to one-year terms.
- D. The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest or appearance of impropriety, and exercise care in performing their duties.
- E. In fall 2021, Roger Kirchner was appointed to serve through June 30, 2024. In fall 2022, eight members were appointed: Karanja Crews, Mariah Dula, Dashiell Elliott, Tasz Ferguson, Paul Freese, Grace Groom, Sonya Harvey, and Stephen Lidner to three-year terms through June 30, 2025. Two members of the committee concluded their three-year term on June 30, 2023: Lisa Selman and Elona Wilson. One member, Renee Anderson, was not able to complete her term which would have ended June 30, 2023.
- F. Recruitment of additional members yielded 44 applications to fill a maximum of three positions. No student applications were received.
- G. The CBRC pre-selection panel members were: CBRC members Roger Kirchner and Tasz Ferguson. The interview panel members were: Junho Chang, Senior Budget Manager, CBRC member Roger Kirchner, Alexandra Martin, Finance Program Manager, and Board Director Patte Sullivan.
- H. Applications were reviewed and eight selected applicants were interviewed. After the interview phase, a group of both pre-selection and interview panelists convened to discuss the final scores. The CBRC Selection Committee recommends the Board appoint: Aaron Cronan, Jen Gray-O'Connor, and Adriel Person.

RESOLUTION

1. Aaron Cronan, Jen Gray-O'Connor, and Adriel Person are hereby appointed as members of the Community Budget Review Committee for three-year terms through June 30, 2026.
2. Staff will continue to seek student representatives to be appointed by the Board for one-year terms ending June 30, 2024.



PORTLAND PUBLIC SCHOOLS

Finance Department

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

Mailing Address: P. O. Box 3107 / 97208-3107

Date: October 26, 2023

To: PPS Board of Directors

From: Alexandra Martin, CBRC Staff Liaison

CC: Myong Leigh, Interim Deputy Superintendent of Business & Operations

Subject: Appointment of Community Budget Review Committee Members

BACKGROUND

Each year, the Board of Education (Board) appoints a Community Budget Review Committee (CBRC) to assist in the annual budget process. The CBRC reviews, evaluates, and makes recommendations regarding the Superintendent's Proposed Budget and other budgetary issues identified by the Board. The CBRC also monitors and advises the Board on the allocation and expenditure of Local Option Levy funds.

The CBRC is generally composed of eight to twelve volunteer members appointed by the Board and typically meets on a monthly basis during the course of the budget development season. There are also one or two student representatives.

There are currently up to three available positions on the CBRC and applications were accepted through September 22, 2023. Staff received 44 applications, none of which were students.

ANALYSIS OF SITUATION

The process involved pre-selection scoring of the 44 applicants based on objective and subjective criteria and a subsequent interview of eight selected non-student applicants.

Objective criteria in the pre-selection phase was based on applicant demographics, prioritizing: Black, brown, and Indigenous applicants, gender-diverse applicants, and applicants associated with Title I, TSI, and CSI schools. The subjective criteria was based on applicant responses in the application and was scored by a pre-selection panel consisting of two current CBRC members. The CBRC pre-selection panel members were: CBRC members Roger Kirchner and Tasz Ferguson.

Factors for consideration during the interview phase included understanding of PPS's racial equity and social justice core values, relevant experience, ability to deliver on the charter of the CBRC, and ability to work collaboratively to provide advice to the Board regarding the investment of district resources to further support Board goals and district priorities. The CBRC interview panel members were: Junho Chang, Senior Budget Manager, CBRC member Roger Kirchner, Alexandra Martin, Finance Program Manager, and Board Director Patte Sullivan.

After the interview phase a group of both pre-selection and interview panelists convened to discuss the final scores. This group included Junho Chang, Senior Budget Manager, CBRC member Roger Kirchner, Alexandra Martin, Finance Program Manager, and Board Director Patte Sullivan.

FISCAL IMPACT

No fiscal impacts.

CONNECTION TO BOARD GOALS

A primary goal of the CBRC is to review the budget through the lens of making progress on the Board's goals.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to appoint the following new Community Budget Review Committee members:

Aaron Cronan
Jen Gray-O'Connor
Adriel Person

Staff will continue to conduct outreach to promote student representation on the committee.

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

ML (Initials)

ATTACHMENT

Resolution to Appoint Community Budget Review Committee Members

RESOLUTION No. 6791

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Communities in Schools, Inc.	11/8/23 through 12/31/26	Personal Services PS 94286	Provide coaching, connections, and technical support to initiate a full Community School model in PPS. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$300,000	C. Proctor Fund 251 Dept. 5424 Grant W0503	NA - Nonprofit
Tyler Technologies, Inc.	11/8/23 through 6/30/28	Digital Resource DR 94234	Versatrans Routing & Planning, Trip-Tracker, On-Screen, E-link software license, hosting and service agreement. Special Class Procurement – Software License, Maintenance & Upgrades PPS-47-0288(11)	\$328,510	D. Jung Fund 101 Dept. 5560	No
Lewis & Clark College	11/8/23 through 6/30/24	Personal Services PS 94298	Assist in creating a leadership prep program to align with the District’s leadership profile. Direct Negotiation – Non-District Funding Source PPS-46-0525(6)	\$829,445	S. Reese Fund 299 Dept. 5449 Grant S0455	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

AMENDMENTS TO EXISTING CONTRACTS

New encumbered contracts: \$1,457,955

On-call, potential spend contracts: \$0

Amendments: \$0

RESOLUTION No. 6792

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
City of Portland	7/1/23 through 6/30/25	Intergovernmental Agreement/Revenue IGA/R 94262	Revenue from Portland Children’s Levy to support Head Start extended day classrooms.	\$1,416,476	C. Proctor Fund 205 Dept. 6303 Grant G2290

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6793

Authorization for Off-Campus Activities

RECITAL

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

RESOLUTION

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

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
11/9-11/12/23	Franklin HS Cross Country, 32	Regional XC race	Nike Cross Regionals, Boise, ID	\$208	N/A
11/10-11/11/23	Grant HS Cross Country, 50	Regional XC race	Nike Cross Regionals, Boise ID	\$190	N/A
11/17-11/20/23	Cleveland HS Band, 24	Rehearse under collegiate directors	Douglas Anderson School, Seattle, WA	\$450	N/A
11/17-11/20/23	Grant HS Band, 20	Play with other students across the US, receive clinics & masterclasses from renowned artists & conductors	Douglas Anderson School, Seattle, WA	Unknown	N/A
11/17-11/20/23	Franklin HS Band, 10	Rehearsals, workshops	Douglas Anderson School, Seattle, WA	\$450	N/A

RESOLUTION No. 6794

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

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

RESOLUTION

The Board affirms Chair Gary Hollands, Vice-Chair Herman Green will attend the National Alliance of Black School Educators Annual Conference in New Orleans, Louisiana from November 30, 2023-December 4, 2023.

RESOLUTION No. 6795

The Following Index to the Minutes are offered for Adoption

- May 12, 2020 – Special Meeting
- October 10, 2023 – Regular Meeting
- October 17, 2023 – Study Session with vote on a Consent Agenda

SPECIAL MEETING

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

INDEX TO THE AGENDA

May 12, 2020

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May 12, 2020

Items for Individual Consideration

Resolutions Number 6112

May 12, 2020

RESOLUTION No. 6112

Resolution to Uphold the Superintendent's Decision on a Step 3 Appeal – Complaint No. 2020-07

RECITALS

The Board of Education has received and reviewed Complaint # 2020-07 and the Step 1 and 2 responses to it.

RESOLUTION

The Board of Education upholds the Superintendent's decision of the Step 3 appeal as the final decision.



Index to the Minutes

(Draft for Approval)

Regular Meeting

October 10, 2023

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at <https://youtu.be/GXMxjrOH8AY?si=DZhj1a2KpwkAesp>

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Board Member Attendance

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

Absent: None

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RESOLUTIONS

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ACTIONS TAKEN

- **Resolution 6762: to Designate October 2023 as Dyslexia Awareness Month in PPS**

Director Scott moved and Director DePass seconded the motion to approve Resolution 6762
The motion was put to a voice vote and passed (7 yes – 0 no).

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

- **Resolution 6763: Resolution to Recognize October 2023 as National Principals Month in Portland Public Schools**

Director Brim-Edwards moved and Director Greene seconded the motion to approve Resolution
Number 6763. The motion was put to a voice vote and passed (7 yes – 0 no).

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

- **Resolution 6764: Resolution to Appoint Members to the Climate Crisis Response Committee**

Director Greene moved and Director Brim-Edwards seconded the motion to approve Resolution
Number 6764. The motion was put to a voice vote and passed (7 yes – 0 no).

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

- **Resolution 6765: Resolution to adopt the Budget Calendar for 2024-25**

Director Greene moved and Director DePass seconded the motion to approve Resolution Number
6765. The motion was put to a voice vote and passed (7 yes – 0 no).

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

- **Resolution 6766: Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2022-23 Permission to exempt an alternative education program**

Director Scott moved and Director Greene seconded the motion to approve Resolution Number 6766.
The motion was put to a voice vote and passed (7 yes – 0 no).

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

- **Resolution 6767: Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2022-23 Kindergarten Instructional Time at Bridlemile Elementary School**

Director Greene moved and Director Scott seconded the motion to approve Resolution Number 6767. The motion was put to a voice vote and passed (7 yes – 0 no).

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

- **Consent Agenda – Resolutions 6768 through 6777**

Director Scott moved and Director Brim-Edwards seconded the motion to approve the Consent Agenda, including Resolutions 6768 through 6777. The motion was put to a voice vote and passed (7 yes – 0 no)

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

- **Resolution 6778: Authorizing the District to negotiate a Lease Agreement with Albina Sports Program for the Whitaker-Adams Site**

Director Greene moved and Director DePass seconded the motion to approve Resolution Number 6778, as amended. The motion was put to a voice vote and passed (4 yes – 2 no - Abstain).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: No, Director Herman Greene: Yes, Director Gary Hollands: Abstain, Director Andrew Scott: Yes, Director Patte Sullivan: No, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

Subsidiary Motion 1

Director Brim-Edwards moved and Director Hollands seconded the motion to amend Resolution 6778 to include Director Brim-Edwards' proposed language. The motion was put to a voice vote and passed (6 yes – 0 no – 1 abstain).

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

Subsidiary Motion 2

Director DePass moved and Director Brim-Edwards seconded the motion to amend Resolution 6778 to include Director DePass' proposed language. The motion was put to a voice vote and passed (5 yes – 1 no – 1 Abstain).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: No, Director Gary Hollands: Abstain, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

- **Resolution 6779: Resolution to Proclaim October Disability History and Awareness Month**

Director Wang moved and Director Brim-Edwards seconded the motion to approve Resolution Number 6779. The motion was put to a voice vote and passed (7 yes – 0 no).

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

RESOLUTION No. 6762

Resolution to Designate October 2023 as Dyslexia Awareness Month in PPS

RECITALS

- A. Dyslexia is a specific learning disability that is neurobiological in origin;
- B. Individuals with dyslexia may have difficulty in identifying or sequencing the individual sounds of spoken language, which affects the ability of an individual to speak, read, spell, and often learn a language;
- C. An individual with dyslexia may have a weakness in decoding or reading fluency and may have strength in higher level cognitive functions, such as reasoning, critical thinking, concept formation, or problem solving;
- D. Dyslexia is the most commonly occurring learning disability, 10-15% of the population is said to have dyslexia;
- E. Effective reading instruction for all children, screening to identify students at risk for dyslexia, as well as supplemental reading support for students at risk can help prevent reading problems;
- F. Early diagnosis of dyslexia is critical to ensure individuals with dyslexia receive focused, evidence-based intervention. Correct identification and intervention provides students with dyslexia self-awareness and self-empowerment. Provision of necessary accommodations and instruction help to ensure school and life success;
- G. In 2019, PPS educators and community stakeholders came together to develop a five-year Dyslexia Priority Plan. This multi-year plan identified a set of key actions PPS would take to better serve our students with reading difficulties such as dyslexia. It has led our district to adopt structured literacy curricula that aligns to the Science of Reading and the needs of students with dyslexia. These curricula are the forefront of our professional learning across the 23-24 school year in PPS.

RESOLUTION

The Portland Public Schools Board of Education recognizes that dyslexia has significant educational implications that must be addressed; and designates October 2023 as "Dyslexia Awareness Month".

RESOLUTION No. 6763

Resolution to Recognize October 2023 as National Principals Month in Portland Public Schools

Leadership matters. Principals make a difference. In fact, according to Linda Darling-Hammond, the leadership provided by an effective building principal is second only to the guidance provided by the classroom teachers in impacting student learning. In her study of the principalship, Darling-Hammond notes, "School leadership strongly affects student learning. Principals are central to the task of building schools that promote powerful teaching and learning for all students" (Darling-Hammond & Bransford, 2005, p. 3).

RECITALS

- A. During these extraordinary times, PPS school principals, vice principals, and assistant principals have exhibited great commitment and adaptability to lead and support their communities, with passion, energy, enthusiasm, vision, and commitment for each and every student; and
- B. Principals play a key role in the mission of Portland Public Schools: "We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence."; and
- C. Principals are expected to be educational visionaries, instructional leaders, assessment experts, managers of student behavior, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of young people: and
- D. The professional responsibilities of school principals include building the leadership capacity of and mentoring aspiring administrators; and
- E. School principals often need to manage numerous responsibilities, work extended hours, and make difficult decisions; and
- F. The success of a school depends on the principal's ability to work collaboratively with all stakeholder groups and establish positive relationships by building trust, practicing open communication, and building a restorative culture that emphasizes learning and growth for all students, colleagues, and members of the school community.

RESOLVED

The Board of Education recognizes October 2023 as National Principals Month and extends sincere appreciation and gratitude to school principals, vice principals, and assistant principals, for their individual and collective commitment to the success of every student in Portland Public Schools.

RESOLUTION No. 6764

Resolution to Appoint Members to the Climate Crisis Response Committee

RECITALS

- A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .
- B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.
- C. The Climate Crisis Response Committee applications were reviewed by staff, two board members, three AmeriCorps Climate Justice fellows, who ultimately recommended two student candidates representing the Portland Public Schools community with a diversity of backgrounds, interests, knowledge and lived experiences to serve on the Committee .
- D. On February 28, 2023 the CCRC met and as part of their agenda voted to recommend to the PPS Board of Education that the members of the CCRC who were appointed to one-year terms, be re-appointed to the Committee for a new two year term at the end of their one year term. This left the two student one-year term positions open for selection for the 2023 - 2024 school year.


RESOLUTION

- 1. The Board of Education appoints Diego Romero (student) and Tess Nestel (student) to the Climate Crisis Response Committee. The term of these appointments is one year.

Resolution No. 6765

Resolution to adopt the Budget Calendar for 2024-25

The Portland Public Schools Board of Education adopts the following Budget Calendar for the 2024-25 school year:

 <p align="center">Portland Public Schools Calendar to Adopt the 2024-25 Budget <i>Adopted October 10, 2023</i></p>					
			Board Inform / Review	Board Action	
BUDGET PLANNING	September 26, 2023	School Board Meeting Board reviews draft 2024-25 Budget Calendar	✓		PEC
	October 10, 2023	School Board Meeting Board adopts 2024-25 Budget Calendar		✓	PEC
	November 7, 2023	School Board Meeting Board appoints Community Budget Review Committee (CBRC) members		✓	PEC
	February 20, 2024	School Board Budget Work Session	✓		PEC
	March 19, 2024	School Board Budget Work Session with CBRC	✓		PEC
BUDGET BUILDING	April 6, 2024	Publish 1st Notice of Budget Committee Meeting <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 13, 2024	Publish 2nd Notice of Budget Committee Meeting <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 23, 2024	School Board Meeting <i>CBRC in attendance</i> Proposed Budget: Superintendent delivers 2024-25 Proposed Budget message and presentation	✓		TBD
	May 1, 2024	School Board Budget Hearing and Budget Work Session Board receives public comment on the Proposed Budget		✓	TBD
	May 7, 2024	School Board Meeting <i>CBRC presents 2024-25 Proposed Budget Report to the Board</i> Board discussion and feedback focused on the budget	✓		TBD
	May 14, 2024	School Board Budget Work Session - tentative (if needed)	✓		TBD
	May 21, 2024	School Board Meeting Approved Budget: Board as Budget Committee approves 2024-25 Proposed Budget		✓	TBD
	June 2, 2024	Publish Notice of Budget Hearing and Budget Summary			The Oregonian Web Site
	June 11, 2024	TSCC Hearing (prior to School Board Meeting, pending TSCC confirmation) TSCC certifies 2024-25 Approved Budget School Board Meeting Adopted Budget: Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓		PEC
	July 15, 2024	Submit Tax Certification documentations <i>File budget information with County Recorder and Designated Agencies</i>			

RESOLUTION No. 6766

Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2022-23 Permission to exempt an alternative education program

RECITALS

- A. OAR 581-022-2320 Required Instructional Time requires all school districts to ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the minimum hours of instructional time:
 - a. Grade 12 - 966 hours;
 - b. Grades 9-11 - 990 hours; and
 - c. Grades K-8 - 900 hours.

- B. Instructional Time in Portland Public Schools alternative education programs in the Department of Multiple Pathways to Graduation are designed to meet the needs of alternative students. Programs need the Board to approve the exemption under OAR 581-022-2320(4) yearly to ensure compliance with Division 22.

RESOLUTION

The Board of Education hereby approves OAR 581-022-2320 Required Instructional Time Exemption (4) to exempt an alternative education program. The Board directs staff to request permission to exempt PPS alternative education programs (Alliance High School and Metropolitan Learning Center K-8 under the Portland Public Schools Department of Multiple Pathways to Graduation. This Resolution is approved for the 2022-23 school year. This approval will ensure Portland Public Schools is in compliance with OAR 581-022-2320 Required Instructional Time, Division 22.

RESOLUTION No. 6767

Resolution to Approve OAR 581-022-2320 Required Instructional Time Exemption: 2022-23 Kindergarten Instructional Time at Bridlemile Elementary School

RECITALS

- A. OAR 581-022-2320 Required Instructional Time requires all school districts to ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the minimum hours of instructional time:
 - a. Grade 12 - 966 hours;
 - b. Grades 9-11 - 990 hours; and
 - c. Grades K-8 - 900 hours.

- B. Students in Kindergarten at Bridlemile Elementary School did not meet the 900 hours of required instructional time. Due to a gas leak and inclement weather, they only attended school for 898 hours and require the Board to pass Resolution 6d for Portland Public Schools to be in compliance with Required Instructional Time

RESOLUTION

The Board of Education hereby approves OAR 581-022-2320 Required Instructional Time Exemption (6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:
(d) Up to 30 hours for staff professional development. This Resolution is approved for the 2022-23 school year. This approval will ensure Portland Public Schools is in compliance with OAR 581-022-2320 Required Instructional Time, Division 22.

RESOLUTION No. 6768

Resolution to Adopt Revised Instructional Material Selection Policy 6.40.010-P

RECITALS

- A. On August 7 and August 28, 2023, the Board Policy Committee reviewed and considered the proposed revisions of the Instructional Materials Selection Policy 6.40.010-P.
- B. On August 28, 2023, the Board presented the first reading of the revised Instructional Materials Selection Policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Instructional Materials Selection Policy 6.40.010-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6769

Resolution to Adopt Revised Student Education Records Policy 2.50.020-P

RECITALS

- A. On August 7 and August 28, 2023, the Board Policy Committee reviewed and considered the proposed revisions of the Student Education Records Policy 2.50.020-P.
- B. On August 28, 2023, the Board presented the first reading of the revised Student Education Records Policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Student Education Records Policy 2.50.020-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6770

Resolution to Rescind Board Policies

Rescission of:

- i. 3.60.040-P Nutrition Services, Meal Pricing and Purchasing

RECITALS

- A. On August 7 and August 28, 2023, the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 3.60.040-P Nutrition Services, Meal Pricing and Purchasing
- B. On September 5, 2023, the Board presented the first reading of this policy for rescission.
- C. The public comment period was open for at least 21 days for each of the policies, and no public comments were received.

RESOLUTION

The Board hereby rescinds the following policy:

- i. 3.60.040-P Nutrition Services, Meal Pricing and Purchasing

and instructs the Superintendent to rescind and/or revise any administrative directives that are no longer accurate or relevant as a result of rescinding these policies.

RESOLUTION No. 6771

The Following Index to the Minutes are offered for Adoption

- 9-19-2023 – Special Meeting

RESOLUTION No. 6772

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Northwest Control Company	10/11/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93844	Flexible Services Contractor Pool – HVAC and controls services on an as-needed basis. Request for Proposals 2023-039	Not to Exceed \$1,000,000	D. Jung Funding Source Varies	No
Hydro-Temp Mechanical, Inc.	10/11/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93837	Flexible Services Contractor Pool – HVAC and controls services on an as-needed basis. Request for Proposals 2023-039	Not to Exceed \$1,000,000	D. Jung Funding Source Varies	No
JH Kelly	10/11/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93784	Flexible Services Contractor Pool – Plumbing services on an as-needed basis. Request for Proposals 2023-038	Not to Exceed \$1,000,000	D. Jung Funding Source Varies	No
Hydro-Temp Mechanical, Inc.	10/11/23 through 9/20/26	Flexible Services Contractor Pool FSCP 93782	Flexible Services Contractor Pool – Plumbing services on an as-needed basis. Request for Proposals 2023-038	Not to Exceed \$1,000,000	D. Jung Funding Source Varies	No
Catapult Learning West	10/11/23 through 8/31/24 Option to renew for up to four additional one-year terms through 8/31/28	Personal Services PS 93941	Title I Tutoring: Supplemental instruction to Title I eligible students enrolled in private schools. Request for Proposals 2023-015	Original Term: \$267,098 Estimated Total through Renewals: \$1,400,000	C. Proctor Funding Source Varies	No
CDR Labor Law LLC	10/11/23 through 6/30/25	Legal Services LS 94009	Legal services on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5460	No
Office of the General Counsel Network, LLC	10/11/23 through 6/30/24	Legal Services LS 94040	Contracted General Counsel services. Direct Negotiation – Legal Services PPS-46-0525(13)	\$180,000	J. Garcia Fund 101 Dept. 5460	WBE
Garrett Hemann Robertson P.C.	10/11/23 through 6/30/25	Legal Services LS 94041	Legal services on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$250,000	L. Large Fund 101 Dept. 5460	No

Schetky Northwest	10/11/23	Purchase Order PO 166177	Purchase of two electric school buses. Request for Proposals 2023-008	\$559,077	D. Jung Fund 101 Dept. 5560	No
Mahlum Architects, Inc.	10/11/23 through 12/31/24	Architecture ARCH 94069	Architectural services for the Cleveland HS Modernization. Request for Proposals 2023-032	\$1,518,000	D. Jung Fund 458 Dept. 5511 Project DE119	No
Professional Roof Consultants, Inc.	10/11/23 through 10/10/24 Option to renew for up to four additional one-year terms through 10/10/28	Related Services RS 94055	District-wide roof assessments. Request for Proposals 2023-024	\$617,500	D. Jung Fund 458 Dept. 5511 Project DF122	No
Native American and Youth Center (NAYA)	10/11/23 through 9/30/24	Personal Services PS 94129	Distribution of additional funds available for use by contracted alternative education providers. Request for Proposals 2020-2894	\$165,185	C. Proctor Funding Source Varies	N/A - Nonprofit
Rosemary Anderson High School	10/11/23 through 9/30/24	Personal Services PS 94131	Distribution of additional funds available for use by contracted alternative education providers. Request for Proposals 2020-2894	\$1,241,010	C. Proctor Funding Source Varies	N/A - Nonprofit
Mt. Scott Park Center for Learning, Inc.	10/11/23 through 9/30/24	Personal Services PS 94134	Distribution of additional funds available for use by contracted alternative education providers. Request for Proposals 2020-2894	\$426,548	C. Proctor Funding Source Varies	N/A - Nonprofit

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

NEW COOPERATIVE PURCHASING AGREEMENTS

NO NEW COOPERATIVES

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
West Linn-Wilsonville School District	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 94014	Columbia Regional Inclusive Services will deliver regional services to eligible students with Autism Spectrum Disorder.	\$191,400	C. Proctor Fund 205 Dept. 5430 Grant G2308
Reynolds School District	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 94039	Columbia Regional Inclusive Services will deliver regional services to eligible students with Autism Spectrum Disorder.	\$275,000	C. Proctor Fund 205 Dept. 5430 Grant G2308
Portland Community College	10/11/23 through 9/30/24	Intergovernmental Agreement IGA 94132	Distribution of additional funds available for use by contracted alternative education providers. Request for Proposals 2020-2894	\$549,188	C. Proctor Funding Source Varies
Multnomah Education Service District (MESD)	10/11/23 through 9/30/24	Intergovernmental Agreement IGA 94102	Distribution of additional funds available for use by contracted alternative education providers.	\$441,628	C. Proctor Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Remind 101, Inc.	10/11/23 through 12/28/24	Cooperative Contract COA 90132 Amendment 2	Purchase of communications software for District-wide use.	\$261,000 \$370,000	D. Wolff Funding Source Varies	No
Open School, Inc.	10/11/23 through 8/31/24	Personal Services PS 90296 Amendment 8	Provide alternative education services to District students. This amendment corrects an error made in the initial five-year contract calculation. Request for Proposals 2020-2894	\$210,584 \$510,868	C. Proctor Funding Source Varies	N/A - Nonprofit

New encumbered contracts: \$6,431,634

On-call, potential spend contracts: \$4,550,000

Amendments: \$471,584

RESOLUTION No. 6773

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Centennial School District	7/1/23 through 6/30/24	Intergovernmental Agreement / Revenue IGA/R 94005	Columbia Regional Program will provide Centennial SD with school age classroom services for Deaf/Hard of Hearing regionally eligible children.	\$315,350	C. Proctor Fund 299 Dept. 5422 Grant S0031

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6775

Resolution to Appoint the Chair of the Climate Crisis Response Committee

RECITALS

- A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .
- B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.
- C. On August 9, 2022 the Board of Education approved nine committee members for one year and two year terms.
- D. One February 28, 2023 the Board of Education approved extending the term limit for the three members serving one year terms for an additional two years.
- E. The Climate Crisis Response Committee Charter requires that a Committee chairperson be appointed annually by the Board and will not hold that position for more than three years.
- F. Committee members were asked to indicate their interest or willingness to serve as Chair, and based on an indication of interest, Charity Fain is recommended to serve as the Chair of the Committee for a one year term.
- G. The Chair will work with the appointed district staff and Committee members to create the Committee's agendas, facilitate the meetings, and serve as the point of contact between the Committee and District staff between meetings.
- H. The Climate Crisis Response Committee will also establish work groups for specific projects during the year and members will also have the opportunity to lead or serve on the work groups.

RESOLUTION

The Board of Education appoints Charity Fain as the Chair of the Climate Crisis Response Committee for a one year term.

RESOLUTION No. 6776

Settlement Agreement

The Board authorizes the General Counsel to enter into a settlement agreement of certain tort and other claims brought by the District in a form approved by the General Counsel.

RESOLUTION No. 6777

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

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

RESOLUTION

The Board affirms Chair Hollands, Director Michelle DePass, Director Andrew Scott and Director Sullivan to attend the Council of the Great City School Annual Conference in San Diego, California from October 25-29, 2023.

Resolution No. 6778

Authorizing the District to negotiate a Lease Agreement with Albina Sports Program for the Whitaker-Adams Site

RECITALS

- A. Portland Public Schools used eminent domain in the late 60's to displace and uproot individuals and businesses in order to build Adam High School.
- B. The construction of the school was protested by local community members, who objected to the proposed demolition of houses, businesses, and other buildings. Construction continued.
- C. Portland Public Schools demolished 26 homes, three duplexes, a local greenhouse/nursery known as Knapps, and a PGE substation to make room for the school.
- D. The District opened Adams High School in 1969
- E. Students from Madison, Jefferson, and Grant high schools were 1%, 41%, and 9% African American, respectively
- F. The population at Adam High School was around 50% African American.
- G. In 1981, due to declining enrollment in PPS, the District closed Adam High School and two other high schools, Washington-Monroe and Jackson.
- H. About a month before the vote to close Adams, board member Herb Cawthorne threatened to file a lawsuit against Portland for closing schools that served a disproportionately high number of students of color.
- I. Whitaker Middle School opened in 1983 on the Whitaker-Adams site.
- J. Whitaker Middle School had around 77% kids of color.
- K. Between 1990 and 2000 numerous environmental tests were conducted on the school, including for carbon dioxide, which revealed elevated levels, the District found mold, radon gas, and other environmental issues that it was unable to mitigate.
- L. The District moved the Whitaker Middle School to the Columbia Whitaker site in 2001.
- M. In 2003, the Whitaker-Adams Stakeholder Advisory Committee recommended the Superintendent fund planning for the potential future development of a new school on approximately 3.5 acres of the northern portion of the site, and by Resolution 3192 on January 24, 2005, the Board provided \$100,000 for the planning and schematic design costs.
- N. The District subsequently merged Whitaker with Tubman Middle School (Resolution 3262 on March 28, 2005).
- O. By Resolution 3326 (Future Use of the Whitaker-Adams Site) on June 13th, the Board:
 - RESOLVED: That the Board of Education affirms its commitment to a community school use of part of the Whitaker-Adams site based on the principles of high performance design to support academic achievement and shared community use where feasible and its development in the future as part of the educational program of Portland Public Schools; and be it further
 - RESOLVED: That the Board is committed to a community-based redevelopment effort and

using creative financing and development methods, and directs district staff to explore a mix of uses on the site, as well as the feasibility of attracting foundation grants and other financial partnerships compatible with the educational needs of the students at the Whitaker site, and to make progress reports to the Board at appropriate intervals; and be it further

- RESOLVED: That the Superintendent is directed to prepare a recommendation as to the future use of this three and one-half acre school site to the Board of Education and to report on the actions necessary to prepare for, identify financing for, and build the recommended educational facility on this site and a timeframe for the implementation of these actions by March 31, 2006; and be it further
- RESOLVED: That one-half of the net proceeds (less closing, demolition, and related costs) from the future sale of the remaining parcels at the Washington High School site shall be dedicated to capital improvements, as recommended by the Superintendent and approved by the Board of Education, on the northern approximate three and one-half acre portion of the Whitaker Middle School site, and the remaining one-half of the said net proceeds shall be dedicated to capital improvements, as recommended by the Superintendent and approved by the Board of Education, at the Jefferson High School site; and be it further
- RESOLVED: That the net proceeds (less closing, demolition, and related costs) from the future sale of the southern approximate six and one-half acre portion of the Whitaker Middle School site shall be dedicated to capital improvements, as recommended by the Superintendent and approved by the Board of Education, on the northern approximate three and one-half acre portion of the Whitaker Middle School site.

P. In 2007, the building was demolished.

Q. From 2001 - Present, the land where Whitaker-Adams school is still vacant.

R. In 1965 Phil Walton an Educator working in PPS founded Albina Sports Program, a nonprofit organization that was created to steer Black and brown kids into organized sports where historically they were given unequal access.

S. Albina Sports Program aims to provide a state-of-the-art facility (Albina Sports Complex) for Portland Public School students with a focus on Black and Brown students in PPS's neighborhood schools so they have a safe place and an atmosphere of community.

T. Albina Sports Complex will help eliminate some of the District's facility deserts by creating a complex that will address some of the District's athletics needs.

U. Albina Sports Complex aspires to:

- a. expose additional learning opportunities for our PPS kids in areas like entrepreneurship, technology, artificial intelligence, trade education, financial literacy, credit education.
- b. provide jobs for our PPS youth in retail, food services, officiating, program management, and others.
- c. provide mentorship and intensive tutoring.
- d. provide cutting-edge facilities that will serve as a secure sanctuary for them.
- e. provide all our PPS students complete access to the facility, and PPS will be able to use the facility for elementary, middle, and high school programming.
- f. provide PPS Students access to the facilities following school hours and during school holidays and vacations.
- g. provide our PPS students the outlet to be evaluated for athletic scholarships at the collegiate level.

V. The Board is considering Resolution 6778, relating to a lease of and other potential transactions related to the Whitaker property.

- W. In the staff report accompanying Resolution 6778, staff identified initial issues related, but not limited, to:
- Policy 8.70.040 and data related to PPS students and other information needed from Albina Sports Program to assess certain criteria required by the policy.
 - Alignment with the PPS Long Range Facility Plan.
 - Additional information related to financial and other resources that could be used in collaboration to build the Albina Sports Complex.
- X. Director Hollands serves as the unpaid executive director of Albina Sports and the proposer of a real estate transaction and project.
- Y. Director Hollands has indicated that his role will be restricted to the Albina Sports Program ED role during the negotiations, discussion, and current or future transactions with Portland Public Schools about the Whitaker property identified in Resolution 6778.
- Z. The Board is considering Resolution 6778, relating to a lease of the Whitaker property.
- AA. The Board is also considering negotiating a district lease of the site to the Albina Sports Program.
- BB. Further, the board is directing the Superintendent or his designee to identify financial, and other unnamed resources that could be used to collaborate to build the Albina Sports Complex and Learning Center.
- CC. The board will vote on a negotiated lease with the Albina Sports Program.

RESOLVED

1. The Board finds that Albina Sports Program, a nonprofit 501c3 that serves underserved students as defined in Policy 8.70.040, confers significant benefits to the district and the community it serves, including advancing the District's racial equity and social justice goals.
2. The Board finds that Albina Sports Program, Albina Sports Complex aligns with the district Long Range Facilities Plan and notes that the Albina Sports Complex proposal encompasses both PPS and Portland Parks & Recreation properties and that the City of Portland has sole authority for the uses of its property.
3. The Board hereby authorizes a District representative to negotiate a District lease of the Whitaker-Adam site to Albina Sports Program to provide an opportunity to explore the feasibility of planning and building the Albina Sports Complex.
4. Directs the Superintendent or designee to identify financial and other resources that could be used in collaboration to build the Albina Sports Complex and Learning Center.
5. The Board hereby authorizes a District representative to negotiate possible partnerships with Albina Sports Program for the purpose of the Albina Sports Complex and Learning Center.
6. The negotiated lease will be presented to the Board for consideration and approval.
7. Board members have a fiduciary duty to Portland Public Schools to ensure its assets are used to advance the school district's mission and are in service and are used to the benefit of PPS students. Board members and staff are required to follow Board Policy and applicable state laws.
8. Given Director Hollands's role with the Albina Sports Program, he will not provide input to or engage with PPS staff or the Board on the PPS negotiations, internal discussions, strategies,

analysis, or other actions relating to a real estate transaction in any capacity other than representing Albina Sports Program or engage in any discussion with PPS staff or the Board about PPS financing of improvements to any property associated with Resolution 6778 other than in his capacity as representative of Albina Sports Program.

9. Director Hollands will not receive PPS confidential and/or privileged information related to the negotiation or implementation of any real estate or other transaction with Albina Sports Program.
10. The Board of Education would request evidence of the following before entering into a lease agreement with the Albina Sports Program;
 1. A business plan. Including a revenue model to understand how the facility would be funded and maintained.
 2. An understanding and draft agreement that explains which party will pay for operations, scheduling and upkeep;
 3. A governance model document– to understand how PPS students will be prioritized, and how scheduling conflicts will be addressed
 4. An understanding of which entity retains ownership of the land and the assets
 5. The resource allocations
 6. Evidence the Albina Sports Program aligns with the District's goals and aspirations regarding serving all PPS students
 7. Hard evidence of support from local leaders, neighborhood associations, and community based organizations within 1000 feet of the facility
 8. Understanding which party will pay for the Type III Design Review, feasibility study, and to prepare a pro forma

RESOLUTION No. 6779

Resolution to Proclaim October Disability History and Awareness Month

RECITALS

- A. The disability experience is a natural part of life and is valued as a part of our rich human diversity.
- B. Disability is a social construct. The 'problem' is not the medical condition that resides within the student, but the 'problem' is that society does not create welcoming, supporting environments/policies/systems for all. Therefore, we choose here to use "dis/ability" in order to recognize differing abilities *NOT* as an individual trait, but rather as an artifact of our cultural, political, and economic practices (Davis, 1995). We can change the impact of dis/ability and change our lens of dis/ability to one of capacity.
- C. The most effective way to change the impact of disability is by increasing our own awareness and being open to learning and acknowledging that there are systemic barriers that reduce the likelihood of those with dis/abilities enjoying equitable experiences and having independent, productive lives within their school and broader communities.
- D. Equitable experiences and meaningful acceptance within Portland Public Schools educational environments is a matter of social justice. Consequently, creating equitable inclusive environments is a shared responsibility of everyone because community means all.
- E. Policies must be developed, attitudes shaped, and equitable experiences be offered to all students; including those with disabilities and no matter their race or heritage language.
- F. Portland Public Schools should do all in their power to:
 - Recognize the value and intersectionality of the disability experience in our students and their families, and the valued role it has in the rich diversity of our community.
 - Recognize the barriers presented to students with dis/abilities.
 - Create ways to include everyone; especially students with dis/abilities, to be fully included in all aspects of our Portland Public Schools.

RESOLVED

Portland Public School's Board of Education proclaims March 2023 as Disability Awareness Month and galvanizes efforts that will lead our schools and policy makers to create real systems change so people with dis/abilities will enjoy equitable, inclusive educational experiences.



Index to the Minutes

(Draft for Approval)

Study Session with a Vote on a Consent Agenda

October 17, 2023

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://youtu.be/vpkD-9uufEc?si=d_gX8OIsyPSP_5Pk

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Board Member Attendance

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

Absent: None

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Actions Taken..... 02

RESOLUTIONS

<u>No.</u>	<u>Resolution Title</u>	<u>Page</u>
6780	Revenue Contracts	03
6781	Expenditure Contracts.....	04

ACTIONS TAKEN

- **Consent Agenda – Resolutions 6780 and 6781**

Director DePass moved and Director Greene seconded the motion to approve the Consent Agenda, including Resolutions 6780 through 6781. The motion was put to a voice vote and passed (7 yes – 0 no).

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

RESOLUTION No. 6780

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Reynolds School District	8/29/23 through 6/30/24	Intergovernmental Agreement / Revenue IGA/R 94121	Columbia Regional Program will provide school age classroom services for Deaf/Hard of Hearing regionally eligible students.	\$255,700	C. Proctor Fund 299 Dept. 5430 Grant S0031

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6781

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Rosemary Anderson High School	10/18/23 through 9/30/24	Personal Services PS 94100	Provide alternative education to eligible District students. This contract disperses Student Investment Act funds, Equity funds, Measure 98 funds, ESSER III funds, Title II/IV funds and Title I funds. Request for Proposals 2020-2894	\$1,241,010	C. Proctor Funding Source Varies	N/A - Nonprofit
Native American Youth and Family Center (NAYA)	10/18/23 through 9/30/24	Personal Services PS 94101	Provide alternative education to eligible District students. This contract disperses Student Investment Act funds, Equity funds, Measure 98 funds, ESSER III funds, Title II/IV funds and Title I funds. Request for Proposals 2020-2894	\$165,185	C. Proctor Funding Source Varies	N/A - nonprofit
Curriculum Associates	10/18/23 through 9/10/24	Personal Services PS 94097	Professional development associated with the adoption of K-5 iReady Math. Special Class Procurement – Copyrighted Materials and/or Creative Works PPS-47-0288 (4)	\$176,000	C. Proctor Fund 205 Dept. 5445 Grant G2094	No
Bora Architects, Inc.	10/18/23 through 12/31/24	Architecture ARCH 94130	Phase 1 design of Ida B. Wells High School Modernization project. Request for Proposals 2023-037	\$1,073,960	D. Jung Fund 458 Dept. 5511 Project DE120	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

NO NEW COOPERATIVES

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
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Portland Community College	10/18/23 through 9/30/24	Intergovernmental Agreement IGA 94098	Provide alternative education to eligible District students. This contract disperses Student Investment Act funds, Equity funds, Measure 98 funds, ESSER III funds, Title II/IV funds and Title I funds.	\$549,188	C. Proctor Funding Source Varies
North Clackamas School District	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 94148	Columbia Regional Inclusive Services and North Clackamas SD will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$466,400	C. Proctor Fund 205 Dept. 5433 Grant G2308
Lake Oswego School District	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 94161	Columbia Regional Inclusive Services and Lake Oswego SD will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$174,900	C. Proctor Fund 205 Dept. 5433 Grant G2308

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Black Excellence Group	10/18/23 through 6/30/24	Personal Services PS 93813 Amendment 1	Provide RESJ services to District students. This amendment adds service to West Sylvan and Jackson Schools.	\$92,400 \$295,000	R. Adams	No

New encumbered contracts: \$4,273,191

On-call, potential spend contracts: \$0

Amendments: \$92,400