

Regular Meeting
Tuesday, July 22, 2025 6:00 PM

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

Agenda

1. 6:00 pm - Call to Order / Opening
2. 6:05 pm - Board Leadership
 - Resolution 7136 - Election of Board Chairperson
 - Resolution 7137 - Election of Board Vice-Chairperson
3. Vote - Public comment accepted
4. 6:10 pm - Superintendent's Report
5. 6:20 pm - Student Representative's Report
6. 6:25 pm - Student Comment and Public Comment
7. 6:55 pm - Comments from our Union Partners
8. 7:00 pm - Resolution to Establish the Portland Public Schools Standing Committees for the 2025-26 School Year (Resolution 7138) Vote - Public comment accepted
9. 7:10 pm - Budget Update
10. 7:30 pm - First Reading of a Policy: Lobbying Registration Policy x.xx.xxx-P
11. 7:35 pm - Board Committee and Conference Reports
12. 7:40 pm - Consent Agenda: Resolutions 7139 through 7157 Vote- Public Comment Accepted
 - 12.(a) Resolution 7139 - Adoption of the Minutes
 - 12.(b) Resolution 7140 - Expenditure Contracts
 - 12.(c) Resolution 7141 - Revenue Contracts
 - 12.(d) Resolution 7142 - Appointment of Financial Auditor
 - 12.(e) Resolution 7143 - Appointment of Budget Officer
 - 12.(f) Resolution 7144 - Appointment of Clerk and Deputy Clerk
 - 12.(g) Resolution 7145 - A Resolution Regarding Depository Banks for the Funds of the Portland Public School District No. 1-J, Multnomah County Oregon
 - 12.(h) Resolution 7146 - Appointment of Custodial Civil Service Board Member
 - 12.(i) Resolution 7147 - Appointment of Custodial Civil Service Board Member
 - 12.(j) Resolution 7148 - Approving a School District Boundary Change between Portland Public Schools and the Beaverton School District
 - 12.(k) Resolution 7149 - Approval of Head Start Policy Council Recommendation (Active Supervision Policy)
 - 12.(l) Resolution 7150 - Approval of Head Start Policy Council Recommendation (Fiscal Year 2026 Federal Grant renewal)
 - 12.(m) Resolution 7151 - Approval of Head Start Policy Council Recommendation (Classroom Coaching Policy)
 - 12.(n) Resolution 7152 - Approval of Head Start Policy Council Recommendation (Fees Policy)
 - 12.(o) Resolution 7153 - Approval of Head Start Policy Council Recommendation (Parent Activities Policy)

- 12.(p) Resolution 7154 - Approval of Head Start Policy Council Recommendation (Safety Practices Policy)
- 12.(q) Resolution 7155 - Approval of Head Start Policy Council Recommendation (Staff Training Policy)
- 12.(r) Resolution 7156 - Amendment No. 1 to the Fiscal Year 2025-26 Budget for School District No. 1J, Multnomah County, Oregon
- 12.(s) Resolution 7157 - Authorizing an Interfund Loan from Fund 601 (Workers' Compensation Fund) to Fund 100 (General Fund)
13. 7:45 pm - Other Business / Committee Referrals
14. 7:50 pm - Adjourn

RESOLUTION No. 7136

Election of Board Chairperson

_____ is hereby elected Chairperson of the Board for the period beginning July 22, 2025, until their successor is elected.

RESOLUTION No. 7137

Election of Board Vice-Chairperson

_____ is hereby elected Vice-Chairperson of the Board for the period beginning July 22, 2025, until their successor is elected.



Superintendent's Report

Together, We Rise

July 22, 2025



WELCOME New School Board Members!



**Rashelle
Chase-Miller**



**Stephanie
Engelsman**



**Virginia
La Forte**



Ian Ritorto
Student Representative



SUMMER

Acceleration Academy





LEAP

Into 6th Grade





LEAP

Into 9th Grade





ParentSquare™

IS COMING!







HOW WE'RE

LIFTING

LITERACY



HOW WE'RE

LIFTING

LITERACY



Follow along on social!





**TOGETHER
,
WE RISE**

Resolution No. 7138

Resolution to Establish the Portland Public Schools Standing Committees for the 2025-26 School Year

RECITALS

- A. The Portland Public Schools Board of Education recognizes the value of Board Committees in supporting effective governance and in ensuring that complex issues receive the necessary time and attention for thoughtful consideration.
- B. In accordance with Policy 1.20.014-P Board Committees, the function of special Board Committees is to consider actions or issues in detail that would otherwise monopolize the Board agenda and to provide policy advice for the Board's action or consideration, as appropriate.
- C. Board Committees serve in a fact-finding, deliberative, and advisory capacity rather than as legislative or administrative bodies, and they do not have independent decision-making authority. Any recommendations developed by a Board Committee are presented directly to the full Board, which alone retains the authority to take action on such matters; and
- D. A Board Committee will not have the power to act on behalf of the Board unless specifically authorized to do so, and its primary role remains to provide informed recommendations to the Board for consideration.

RESOLVED

The Portland Public Schools Board of Education approves the following Board Committees for the 2025-26 school year: Facilities **Improvement and Oversight**; Teaching, Enrollment and Learning; Audit; and Policy.



TOGETHER , WE RISE

Budget Update and Financial Reporting

Engaging Our Community,
Prioritizing Our Students

Presented to the Portland Public School Board of Directors
July 22, 2025

Agenda

- Report on **Close of Session Budgetary Impacts**
- Introduce Improvements to **Financial Reporting**
- Provide Periodic **Informational Sessions**
- **Discussion**



Close of Session Budgetary Impacts



Funding for Schools

- **\$11.36 billion** for the **State School Fund**
- **Decrease** in both **Student Investment Account** and **High School Success Grants** due to June state revenue forecast
- **20% reduction to Outdoor School** funding
- **Federal program funding is overall stable with some changes**
 - ◆ Title I funds are flat and have been allocated to schools
 - ◆ IDEA funding for students with disabilities is level
 - ◆ Funding for professional development, preschool, migrant and multilingual learners is reduced, amounts TBD
 - ◆ Changes to assurances

Other Legislation

Passed

- Unemployment for striking workers
- Student cell phone restrictions
- New “accountability” requirements administered by the Oregon Department of Education

Not Passed

- Many other unfunded mandates were not passed due in part to dedicated and collaborative efforts to communicate potential challenges and impacts

Financial Reporting



Roles in Budget Development

Superintendent

Define vision and priorities; set and staff organizational structure; propose budget

Cabinet Leaders

Inform and enable vision and priorities; lead coordinated initiatives

Cross-Functional Teams

Coordinate process and produce deliverables

Principals

Inform priorities; implement staffing and budget



Board of Education

Set direction; serve as Budget Committee; approve levies and appropriations; receive public comment

Community Budget Review Committee

Review budget and local option levy; make recommendations to the Board

Tax Supervising and Conservation Commission

Certify approved budget and tax levies

Students, PPS Teams, Community Members, Partners

Inform priorities, elevate insights and impacts

Budget Process

BUDGET BUILDING

April - June

- Propose Budget
- CBRC Report
- Approve Budget
- Public Comment & Hearing
- TSCC Certify Budget
- Adopt Budget

BUDGET PLANNING

January - March

- Budget Worksessions
- Conduct Budget Outreach
- Finalize Priorities
- Implement Workforce Plan



FISCAL NEW YEAR

July - September

- Implement & Monitor Budget
- Close & Audit Prior Year

BUDGET AWARENESS

October - December

- Adopt Budget Calendar
- Forecast Enrollment & Finances
- Conduct Needs Assessment
- Engage with Communities

Financial Updates and Reporting Improvements

- Move from quarterly to **monthly financial reports**
- Add **visuals** that show comparisons, trends, and projections
- **Answer questions** in a standardized and timely manner
- Implement **spending and position controls**
- Support schools and departments in **budget monitoring**
- Prepare **executive summary** of the prior year **Annual Comprehensive Financial Report (ACFR)**

Informational Sessions



**TOGETHER,
WE RISE**

Interest-Driven Topics

Major Revenue Components

- General Fund (State School Fund, Levies)
- State Grants (SIA, HSS)
- Federal Programs
- Bonds

Major Cost Drivers

- Education as a Service Business
- Public Employee Retirement System (PERS)
- Operational Scenarios
- Capital Projects and Planning
- Curriculum (adoption, implementation, sustaining)

Questions & Discussion



**TOGETHER,
WE RISE**



PORTLAND PUBLIC SCHOOLS

Office of General Counsel

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STAFF REPORT

Date: July 2, 2025

To: Board of Education

CC: Dr. Kimberlee Armstrong, Superintendent

Sharon Toncray, General Counsel

From: Liz Large, Contracted Senior Legal Counsel

Subject: Lobbying Registration Policy

BACKGROUND & ANALYSIS

In January 2025, the Policy Committee initiated the drafting and consideration of a proposed Lobbying Registration policy, recognizing that the Board and District staff regularly engage with potential vendors or other interested parties, who seek policy, contract, or expenditure decisions and may seek to influence those decisions. Over several meetings, the Policy Committee revised draft language to require an individual or entity to register on the District's website if it is engaging with staff or Board members more than five hours per quarter with the intent to influence a policy or expenditure in which the individual/entity has an economic interest of \$100,000 or more.

Excluded from the registration requirement are certain contracts subject to the public procurement process (e.g., Requests for Proposals, Invitations to Bid), collective bargaining agreements, general marketing communications, performance of existing District contracts, or advocacy when there is no direct financial interest.

The Policy Committee's stated purpose of the registration is to create transparency about who is seeking to obtain certain policy, contract, or expenditure decisions. At this time, the policy requires disclosure, but does not contain an enforcement mechanism. This decision was made in recognition of the staff constraints the District is experiencing.

RELATED POLICIES/BEST PRACTICES

Ethics & Conflict of Interest Policy: 5.10.066-P

FISCAL IMPACT

Staff time to create a website and other communications regarding registration obligation, staff oversight of the process. No new FTE are expected to be hired.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Draft policy was on Policy Committee agenda January 13, February 26, April 3, May 12, and June 23 for public meeting and comment.

TIMELINE FOR IMPLEMENTATION / EVALUATION

As soon as practicable after formal adoption, likely within 90 days.



Board Policy

X.XX.XXX-P

Lobbying Registration Policy

Purpose

Portland Public Schools is committed to conducting contracting and procurement processes with transparency, integrity, and trust, and has comprehensive public contracting and purchasing policies and practices. District staff and members of the Board of Education regularly approve contracts and expenditures. It is important for the District to inform the public about individuals or entities that engage in lobbying with the District for the purpose of influencing policy making or the awarding of high-value contracts and expenditures.

This policy is in addition to any other District requirement or legal obligation related to contracting, conflicts of interests, or ethical implementation of District policies and programs.

Definitions

A. Eligible Contracts and Expenditures: District expense contracts, expenditures, or other economic interests that are expected to exceed \$100,000 in a fiscal year, but Eligible Contracts & Expenditures do not include:

- Contracts subject to competitive procurement processes under the PPS Purchasing & Contracting rules, including Request for Proposals (RFP), and Invitations to Bid (ITB). See [PPS Purchasing & Contracting Rules](#).
- Collective bargaining agreements

B. Engagement: Includes direct communication such as emails, phone calls, text messages, virtual or in-person meetings, or other direct outreach to District staff or Board members.

Registration Requirements

When an individual or entity Engages with District staff or Board members for the purpose of influencing policy making or the awarding of an Eligible Contract or Expenditure with the District, the individual and the entity they represent, if applicable, must register with the District if such Engagement with District staff or Board is expected to total or totals more than five (5) hours in a calendar quarter. Performing services under an existing PPS contract does not constitute Engagement under this policy.

District Registration

The District shall establish a public registration and post the registrations on its website for those required to register under this policy.

- Registration information shall include:
 - Name of the individual(s) and entity/ies they represent
 - General nature of the policy, contract or expenditure that is the subject of the Engagement with District staff or Board members

DRAFT

- Registrations are required to be maintained for at least 90 days after the individual or entity has its final Engagement with District staff or Board members for the purpose of obtaining an Eligible Contract or Expenditure.

Exceptions

This policy does not apply to:

- Individuals, groups, or entities that are advocating without compensation for District funding, policies, contracts, expenditures, or other decisions in which there is no direct financial impact to them.
- General marketing communications.
- Performance of an existing contract with the District.

Compliance with Other State Requirements

In addition to complying with this policy, individuals and entities engaging with District staff or Board members for the purpose of influencing policy making or the awarding of an Eligible Contract or Expenditure are expected to comply with Oregon ethics statutes (ORS chapter 244) and applicable District policies, as are District staff and Board members.

RESOLUTION No. 7139

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- June 24, 2025 – Special Meeting and Work Session



PORTLAND PUBLIC SCHOOLS

Board of Education

Tuesday, June 24, 2025

Special Meeting and Work Session

Meeting Minutes

(Draft for Approval)

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Pursuant to notice made by posting to the Board's public notices webpage and emailed to persons on the mailing list, a Special Meeting and Work Session of the Portland Public Schools Board of Education was held at Dr. Matthew Prophet Education Center - Board Auditorium, 501 N. Dixon St, Portland, OR 97227 and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Attendance

Chair Eddie Wang; Vice-Chair Michelle DePass; Directors Julia Brim-Edwards, Herman Greene, Gary Hollands, Christy Splitt, Patte Sullivan; Student Representative JJ Kunsevi

Call to Order

Called to order at 7:10 pm by Board Chair Wang

Consent Agenda (Resolutions 7130 through 7135)

Time 7:11 pm

Staff Jey Buno

Board Members asked questions regarding items in the consent agenda, including questions about the engagement process on the selection of Jigsaw as a tool, and the staffing for a high impact tutoring program. A desire to see more minority and small businesses contracts was expressed.

Actions:

- Director Brim-Edwards moved and Director Hollands seconded the motion to adopt the consent agenda including Resolutions 7130 through 7135. The motion was put to a voice vote and passed. (7 yes – 0 no).

Brim-Edwards: Yes; DePass: Yes; Greene: Yes; Hollands: Yes; Splitt: Yes; Sullivan: Yes; Wang: Yes; Student Representative JJ Kunsevi: Yes (unofficial)

Climate Crisis Response Policy Annual Report

Time: 7:19 pm

Staff: Kat Davis – Senior Advisor, Climate Justice; Deborah Kafoury – Chief of Staff
Climate Crisis Response Committee Representatives: Barbi Alexander and Alma Valls

Staff provided an overview of the Climate Crisis Response Policy Annual Report, including an update on progress on last year's committee recommendations, new department staff that is being paid for by grant funds as well as new grants received, and student engagement.

Committee members provided a committee update, including topics that the committee discussed throughout the year, the Climate Crisis Response tracking dashboard, student climate projects, and student engagement.

Board Members asked questions and provided comments, including more detailed examples of the student climate projects, appreciation for the leadership and commitment to climate policy, and suggestions for broader sharing of school-based climate initiatives and student involvement in legislative efforts.

Staff Engagement Plan for the Relocation of the Dr. Prophet Education Center

Time: 8:06 pm

Staff: Deborah Kafoury – Chief of Staff; and Dana White – Director, Planning & Property Management

Staff provided an update on the relocation of the Dr. Matthew Prophet Education Center, noting that a building has not yet been identified and engagement efforts are limited until a location is secured. It was noted that the engagement plan is being updated regularly based on ongoing feedback, and that trade-specific listening sessions are planned for a future date.

Board Members asked questions, with topics including a request to summarize community engagement feedback.

Recognizing Departing Board Members

Time: 8:27 pm

Board Members offered remarks and gratitude to outgoing Members and the Student Representative, who in turn shared reflections on their time serving on the Board.

Adjourn

The meeting was adjourned at 9:43 pm by Board Chair Eddie Wang.

Submitted by:

Kara Bradshaw
Executive Assistant/Board Clerk
Portland Public Schools

Resolutions As Adopted

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RESOLUTION No. 7130

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
Brown Contracting, Inc.	6/25/25 through 12/31/25	Construction C 96662	Portland Bureau of Transportation improvements at Duniway School. Invitation to Bid – Construction 2025-013	\$274,888	J. Franco Fund 459 Dept. 5511 Project DS017	No
First Response, Inc.	6/25/25 through 6/24/26 Option to renew for up to four additional one-year terms through 6/24/30	Services S 96679	Patrol and alarm response services for District-wide use on an as-needed basis. Request for Proposals 2025-010	Original Term: \$175,000 Total through all renewals: \$875,000	J. Franco Fund 101 Dept. 5530	No
Jigsaw Learning dba TeachTown		Digital Resource DR 96680	Online curriculum and professional development for Special Education classrooms Districtwide. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$806,630	J. Buno Fund 101 Dept. 5414	No
Reading Results	7/1/25 through 6/30/26	Personal Services PS 96685	In-person reading tutoring to grades K-4 students at 30 District schools. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$754,000	K. Howard Funding Source Varies	No
Recology Portland, Inc.	7/1/25 through 6/30/27 Option to renew for up to three additional one-year terms through 6/30/30	Services S 96631	Waste hauling services District-wide. Request for Proposals 2024-043	Original Term: \$1,027,207 Total through all renewals: \$2,568,018	J. Franco Fund 101 Dept. 5596	No
Republic Services, Inc.	7/1/25 through 6/30/27 Option to renew for	Services S 96633	Waste hauling services District-wide. Request for Proposals 2024-043	Original Term: \$1,027,207	J. Franco Fund 101 Dept. 5596	No

	up to three additional one-year terms through 6/30/30			Total through all renewals: \$2,568,018		
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*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source
Staples	6/25/25 through 2/2/29 Option to renew for up to three additional one-year terms through 2/2/32	State of Minnesota / Sourcewell COA 96557	School and office supplies on an as-needed basis.	\$1,500,000	M. Morrison Funding Source Varies
SHI International	7/1/25 through 7/1/28 Option to renew for up to six additional one-year terms through 7/1/34	City of Mesa / OMNIA Partners COA 96599	Information technology solutions products and services.	\$2,000,000	D. Giles Funding Source Varies

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Hillsboro School District	7/1/25 through 6/30/26	Intergovernmental Agreement IGA 96665	Printing services on an as-needed basis.	\$1,000,000	D. Giles Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Bora Architects	6/25/25 through 12/31/28	Architectural Services ARCH 91616 Amendment 21	Design services for the Jefferson High School Modernization Project. This amendment adds fees for revised design scope. Request for Proposals 2021-3051	\$5,329,789 \$40,081,408	J. Franco Fund 459 Dept. 5511 Project DA011	No

RESOLUTION No. 7131

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, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
6/28-6/29/25	Roosevelt HS M Basketball, 12	WIBCA June Scholastic Recruiting event	Bellevue HS	\$256.53	N/A
6/28-6/29/25	Grant HS M Basketball, 12	WIBCA June Scholastic Recruiting event	Bellevue HS	\$125	N/A
7/19-7/24/25	Franklin HS, Student Success & Health, 2	Expose students to substance use prevention activities, increase youth leadership skills	CADCA Conference in Nashville, TN	\$2118	N/A

RESOLUTION No. 7132

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- June 10, 2025 – Regular Meeting

RESOLUTION No. 7133

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 October 22, 2024 the Board of Education approved the 2024-2025 Committee appointments.
- D. 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.
- E. On June 5, 2025 the Committee voted to appoint Alyssa Koomas as Committee Chair for the 2025-2026 school year.
- F. 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.

RESOLUTION

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

RESOLUTION No. 7134

Resolution Accepting Certification from Multnomah, Clackamas, and Washington Counties for May 20, 2025 Voter Approval of Authorizing Portland Public Schools to Issue up to \$1.83 billion of General Obligation Bonds to repair, modernize schools; increase health, and safety

RECITALS

The District has canvassed results of the Election held May 20, 2025 received from Tim Scott, Director of Elections, Multnomah County; Catherine McMullen, County Clerk, Clackamas County Elections Division; and Dan Forester, Elections Division Manager and designee of the Ex-Officio County Clerk, Washington County. Which read as follows:

26-259 Portland Public Schools Bond Measure				
County	Yes	No	Over votes	Under votes
Multnomah	67,983	46,194	15	2,249
Washington	361	313	0	11
Clackamas	38	39	0	0
TOTAL	68,382	46,546	15	2,260

RESOLUTION

Pursuant to ORS 255.295, the Board of Education for School District No. 1J, Multnomah County, Oregon (Portland Public Schools) accepts the certification from the abstract of votes prepared and furnished by the Elections Officers of Multnomah, Clackamas, and Washington Counties, and hereby determines that the voters of the District authorized Portland Public Schools to issue up to \$1.83 billion of general obligation bonds to repair, modernize schools; increase health, and safety.

RESOLUTION No. 7135

Revenue 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, 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 INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
State of Oregon	7/1/25 through 10/31/25	Intergovernmental Agreement – Revenue IGA/R 96748	Summer Learning Programs Grant to support summer 2025 programming.	\$786,941	Kristina Howard Fund 205

RESOLUTION No. 7140

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
Sunburst Workforce Advisors, LLC	7/23/25 through 6/30/26	Personal Services PS 96694	Provide itinerant staff as needed for special education services. Direct Negotiation – Temporary Staffing PPS-46-0525(11)	\$491,040	J. Buno Fund 101 Dept. 5414	No
Pacific Office Automation	7/23/25 through 4/30/27	Services S 96720	Onsite scanning services for District’s Records Management department. Quotes	\$210,000	J. Franco Fund 299 Dept. 5581 Grant S0351	No
Serendipity Center, Inc.	7/23/25 through 6/30/26	Personal Services PS 96779	Therapeutic education services for PPS students as required by their IEPs. Direct Negotiation – Unique Expertise and/or Knowledge PPS-46-0525(4)	\$584,672	J. Buno Fund 101 Dept. 5414	No
Oh Planning & Design, Architecture	7/23/25 through 7/23/26 Option to renew for up to four additional one-year terms through 7/23/30	Architecture ARCH 96765	Woodmere re-roof design services. Request for Proposals 2025-009	\$728,840	J. Franco Fund 456 Dept. 5511 Project DS006	WBE
Oh Planning & Design, Architecture	7/23/25 through 7/23/26 Option to renew for up to four additional one-year terms through 7/23/30	Architecture ARCH 96766	Cesar Chavez partial re-roof design services. Request for Proposals 2025-009	\$776,434	J. Franco Fund 456 Dept. 5511 Project DS006	WBE
Studio Petretti Architecture	7/23/25 through 7/23/26 Option to renew for up to four	Architecture ARCH 96768	Marshall re-roof design services. Request for Proposals 2025-009	\$1,285,357	J. Franco Fund 456 Dept. 5511 Project DS006	WBE

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
	additional one-year terms through 7/23/30					
Schetky Northwest	7/23/25	Purchase Order PO 260130	Purchase of three electric buses. Purchase is made via Cooperative Contract	\$938,781	J. Franco Fund 101 Dept. 5560	No
Houghton Mifflin Harcourt Publishing Co.	7/23/25 through 6/30/32	Digital Resource DR 96791	Purchase of grades 9-12 science curriculum. Special Class Procurement – Copyrighted Materials and/or Creative Works PPS-47-0288(4)	\$1,809,049	K. Howard Fund 459 Dept. 5445 Project DC401	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 Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District	7/1/25 through 6/30/27	Intergovernmental Agreement MSTR 96721	Master contract for as-needed services from MESD.	\$8,000,000	M. Morrison Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Providence Health System	7/23/25 through 6/30/26	Personal Services PS 90422 Amendment 4	Athletic trainers for PIL athletic events. This amendment extends the agreement for one year and adds funds. Request for Proposals 2021-2966	\$695,660 \$2,072,089	J. Franco Fund 101 Dept. 5423	No
Wayside Publishing	8/9/25 through 8/9/28	Digital Resource DR 91932	Student licenses for French and Spanish curriculum. This amendment renews licenses and adds funds. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$182,681 \$630,181	K. Howard Fund 191 Dept. 5445 Project H0315	No
City of Portland	7/1/25 through 6/30/26	Intergovernmental Agreement IGA 59571 Amendment 13	Vehicle repair and maintenance services. This amendment extends the contract and adds funds.	\$350,000 \$5,600,000	J. Franco Fund 101 Dept. 5592	N/A

Resource Synergy, LLC	7/23/25 through 6/30/26	Digital Resource DR 92190 Amendment 6	Waste container sensors for District-wide use. This amendment adds funding for the 2025/26 school year. Sole Source PPS-47-0275	\$147,500 \$471,096	J. Franco Fund 101 Dept. 5596	No
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RESOLUTION No. 7141

Revenue 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, 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 (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
State of Oregon	7/1/25 through 6/30/26	Intergovernmental Agreement / Revenue IGA/R 96712	Funding for Teen Parent Childcare Services	\$718,920	J. Buno
State of Oregon	7/1/25 through 6/30/31	Intergovernmental Agreement / Revenue IGA/R 96716	Funding for Columbia Regional Inclusive Services for the 2025-27 biennium.	\$10,766,918	J. Buno

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Admin, Funding Source
United States Geological Services Earthquake Science Center	7/1/25 through 6/30/27	Intergovernmental Agreement / Revenue IGA/R 93930 Amendment 2	Funding to support educator's part-time work at the ShakeAlert Formal Education Network to foster coordination among K-12 schools in ShakeAlert STEM education and preparedness resources. This amendment adds funding for two additional years.	\$158,000 \$313,000	K. Howard

RESOLUTION No. 7142

Appointment of Financial Auditor

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a financial auditor for the 2025-26 fiscal year.
- B. ORS 328.456, 327.137, 297.405 require the appointment of a financial auditor for the School District.

RESOLVED

The Portland Public Schools Board of Education appoints Talbot Korvola & Warwick (TKW) to serve as the financial auditor for the 2025-26 fiscal year.



Michelle Morrison
Chief Financial Officer

Portland Public Schools
501 North Dixon Street • Portland, OR 97227
Phone: (503) 916-2000
www.pps.net

STAFF REPORT

Date: July 11, 2025
To: Portland Public Schools Board of Education
From: Michelle Morrison, Chief Financial Officer
CC: Superintendent Kimberlee Armstrong
Subject: 2025-26 Fiscal New Year Resolutions

BACKGROUND

As part of our annual fiscal new year process, staff is submitting four resolutions for board action:

2025-26 Appointment Budget Officer

2025-26 Appointment of Clerk and Deputy Clerks

2025-26 Depository Banks

2025-26 Financial Auditor Appointment

RELATED POLICIES/BEST PRACTICES

To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall designate a person to serve as the Budget Officer (ORS 294.331).

To comply with the requirements of ORS, the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks (ORS 332.515).

To comply with the requirements of the ORS, the Portland Public Schools Board of Education, shall establish depositories for school funds (ORS 328.441, 294.805 – 294.895).

To comply with the requirements of ORS, the Portland Public Schools Board of Education shall appoint a financial auditor each fiscal year (ORS 328.456, 327.137, 297.405).

ANALYSIS OF SITUATION

Should the Board choose not to adopt the four resolutions, the District would be out of compliance with the relevant Oregon Revised Statutes.

FISCAL IMPACT

No action at this time.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Not applicable.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Not applicable.

BOARD OPTIONS WITH ANALYSIS

The Board may choose to pass or not pass the proposed resolutions. If passed, the District will move forward with its budget officer, clerk, deputy clerk, and auditor appointees and depository banks for the Fiscal Year 2025-26.

The consequences of non-passage would mean the District would be out of compliance with the relevant Oregon Revised Statutes.

CONNECTION TO BOARD GOALS

Not applicable.

STAFF RECOMMENDATION

Staff recommend the Board resolve to adopt the following resolutions:

2025-26 Appointment Budget Officer

2025-26 Appointment of Clerk and Deputy Clerks

2025-26 Depository Banks

2025-26 Financial Auditor Appointment

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

MM (Initials)



Michelle Morrison
Chief Financial Officer

Portland Public Schools
501 North Dixon Street • Portland, OR 97227
Phone: (503) 916-2000
www.pps.net

STAFF REPORT

Date: July 11, 2025
To: Portland Public Schools Board of Education
From: Michelle Morrison, Chief Financial Officer
CC: Superintendent Kimberlee Armstrong
Subject: 2025-26 Fiscal New Year Resolutions

BACKGROUND

As part of our annual fiscal new year process, staff is submitting four resolutions for board action:

2025-26 Appointment Budget Officer

2025-26 Appointment of Clerk and Deputy Clerks

2025-26 Depository Banks

2025-26 Financial Auditor Appointment

RELATED POLICIES/BEST PRACTICES

To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall designate a person to serve as the Budget Officer (ORS 294.331).

To comply with the requirements of ORS, the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks (ORS 332.515).

To comply with the requirements of the ORS, the Portland Public Schools Board of Education, shall establish depositories for school funds (ORS 328.441, 294.805 – 294.895).

To comply with the requirements of ORS, the Portland Public Schools Board of Education shall appoint a financial auditor each fiscal year (ORS 328.456, 327.137, 297.405).

ANALYSIS OF SITUATION

Should the Board choose not to adopt the four resolutions, the District would be out of compliance with the relevant Oregon Revised Statutes.

FISCAL IMPACT

No action at this time.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Not applicable.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Not applicable.

BOARD OPTIONS WITH ANALYSIS

The Board may choose to pass or not pass the proposed resolutions. If passed, the District will move forward with its budget officer, clerk, deputy clerk, and auditor appointees and depository banks for the Fiscal Year 2025-26.

The consequences of non-passage would mean the District would be out of compliance with the relevant Oregon Revised Statutes.

CONNECTION TO BOARD GOALS

Not applicable.

STAFF RECOMMENDATION

Staff recommend the Board resolve to adopt the following resolutions:

- 2025-26 Appointment Budget Officer
- 2025-26 Appointment of Clerk and Deputy Clerks
- 2025-26 Depository Banks
- 2025-26 Financial Auditor Appointment

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

MM (Initials)

RESOLUTION No. 7143

Appointment of Budget Officer

RECITALS

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

RESOLVED

The Portland Public Schools Board of Education designates Chief Financial Officer Michelle Morrison as Budget Officer of Portland Public Schools for the 2025-26 fiscal year.



Michelle Morrison
Chief Financial Officer

Portland Public Schools
501 North Dixon Street • Portland, OR 97227
Phone: (503) 916-2000
www.pps.net

STAFF REPORT

Date: July 11, 2025
To: Portland Public Schools Board of Education
From: Michelle Morrison, Chief Financial Officer
CC: Superintendent Kimberlee Armstrong
Subject: 2025-26 Fiscal New Year Resolutions

BACKGROUND

As part of our annual fiscal new year process, staff is submitting four resolutions for board action:

2025-26 Appointment Budget Officer

2025-26 Appointment of Clerk and Deputy Clerks

2025-26 Depository Banks

2025-26 Financial Auditor Appointment

RELATED POLICIES/BEST PRACTICES

To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall designate a person to serve as the Budget Officer (ORS 294.331).

To comply with the requirements of ORS, the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks (ORS 332.515).

To comply with the requirements of the ORS, the Portland Public Schools Board of Education, shall establish depositories for school funds (ORS 328.441, 294.805 – 294.895).

To comply with the requirements of ORS, the Portland Public Schools Board of Education shall appoint a financial auditor each fiscal year (ORS 328.456, 327.137, 297.405).

ANALYSIS OF SITUATION

Should the Board choose not to adopt the four resolutions, the District would be out of compliance with the relevant Oregon Revised Statutes.

FISCAL IMPACT

No action at this time.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Not applicable.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Not applicable.

BOARD OPTIONS WITH ANALYSIS

The Board may choose to pass or not pass the proposed resolutions. If passed, the District will move forward with its budget officer, clerk, deputy clerk, and auditor appointees and depository banks for the Fiscal Year 2025-26.

The consequences of non-passage would mean the District would be out of compliance with the relevant Oregon Revised Statutes.

CONNECTION TO BOARD GOALS

Not applicable.

STAFF RECOMMENDATION

Staff recommend the Board resolve to adopt the following resolutions:

2025-26 Appointment Budget Officer

2025-26 Appointment of Clerk and Deputy Clerks

2025-26 Depository Banks

2025-26 Financial Auditor Appointment

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

MM (Initials)

RESOLUTION No. 7144

Appointment of Clerk and Deputy Clerk

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks for the 2025-26 fiscal year.
- B. ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy Clerks may also be appointed.

RESOLVED

- 1. The Portland Public Schools Board of Education appoints Superintendent Kimberlee Armstrong as Clerk of Portland Public Schools for the 2025-26 fiscal year.
- 2. The Portland Public Schools Board of Education appoints Chief Financial Officer Michelle Morrison as Deputy Clerk of Portland Public School for the 2025-26 fiscal year.

RESOLUTION No. 7145

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

RECITALS

- A. At the beginning of each fiscal year, the Portland Public Schools Board of Education, establishes depositories for school funds (ORS 328.441, 294.805 – 294.895).
- B. The District desires to pass a resolution to name official depositories during the 2025-26 fiscal year.

RESOLVED

- 1. RESOLVED that the following depositories are hereby, approved as official depositories of Portland Public Schools funds during the 2025-26 fiscal year:

Institutions:

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

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

Chief Financial Officer

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

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

Senior Financial Operations Manager
Controller
Senior Director of Finance

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

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



Michelle Morrison
Chief Financial Officer

Portland Public Schools
501 North Dixon Street • Portland, OR 97227
Phone: (503) 916-2000
www.pps.net

STAFF REPORT

Date: July 11, 2025
To: Portland Public Schools Board of Education
From: Michelle Morrison, Chief Financial Officer
CC: Superintendent Kimberlee Armstrong
Subject: 2025-26 Fiscal New Year Resolutions

BACKGROUND

As part of our annual fiscal new year process, staff is submitting four resolutions for board action:

2025-26 Appointment Budget Officer

2025-26 Appointment of Clerk and Deputy Clerks

2025-26 Depository Banks

2025-26 Financial Auditor Appointment

RELATED POLICIES/BEST PRACTICES

To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall designate a person to serve as the Budget Officer (ORS 294.331).

To comply with the requirements of ORS, the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks (ORS 332.515).

To comply with the requirements of the ORS, the Portland Public Schools Board of Education, shall establish depositories for school funds (ORS 328.441, 294.805 – 294.895).

To comply with the requirements of ORS, the Portland Public Schools Board of Education shall appoint a financial auditor each fiscal year (ORS 328.456, 327.137, 297.405).

ANALYSIS OF SITUATION

Should the Board choose not to adopt the four resolutions, the District would be out of compliance with the relevant Oregon Revised Statutes.

FISCAL IMPACT

No action at this time.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Not applicable.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Not applicable.

BOARD OPTIONS WITH ANALYSIS

The Board may choose to pass or not pass the proposed resolutions. If passed, the District will move forward with its budget officer, clerk, deputy clerk, and auditor appointees and depository banks for the Fiscal Year 2025-26.

The consequences of non-passage would mean the District would be out of compliance with the relevant Oregon Revised Statutes.

CONNECTION TO BOARD GOALS

Not applicable.

STAFF RECOMMENDATION

Staff recommend the Board resolve to adopt the following resolutions:

2025-26 Appointment Budget Officer

2025-26 Appointment of Clerk and Deputy Clerks

2025-26 Depository Banks

2025-26 Financial Auditor Appointment

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

MM (Initials)

RESOLUTION No.

Appointment of Custodial Civil Service Board Member

RECITALS

- A. The Portland Custodial Civil Service Board was established in 1937 following the passage of the Custodian Civil Service Bill (SB 260) by the Oregon Legislature.
- B. The Custodial Civil Service Board is an independent entity created under this law and is responsible for the oversight of the application and administration of the Custodial Civil Service Law (ORS 242.310 to 242.640 and ORS 242.990) in the Portland Public School District.
- C. Board Commissioners are appointed by the PPS Board of Education for a term of two, four or six years.
- D. There is a vacancy on the Custodial Civil Service Board.
- E. Christopher Schneider has been nominated to serve in Position 1 of the Custodial Civil Service Board for a term of six years.
- F. Christopher Schneider is currently the Executive Director of Multi-Employer Bargaining Association and has had previous experience as an attorney and bargaining representative for both labor and management. As an attorney Mr. Schneider advocated in dozens of discharge and discipline hearings in front of the Cook County Sheriff's Office Merit Board in Chicago, Illinois. He is also the current Chair of the Sheet Metal Institute training center, a joint labor and management initiative responsible for selecting and training union apprentices over a five year apprenticeship.
- G. Christopher Schneider has a strong background and understanding of civil service work, is a PPS parent and is committed to serving the community.

RESOLUTION

Christopher Schneider is appointed to the Custodial Civil Service Board with an expiration date of June 30, 2030.

RESOLUTION No. 7147

Appointment of Custodial Civil Service Board Member

RECITALS

- A. The Portland Custodial Civil Service Board was established in 1937 following the passage of the Custodian Civil Service Bill (SB 260) by the Oregon Legislature.
- B. The Custodial Civil Service Board is an independent entity created under this law and is responsible for the oversight of the application and administration of the Custodial Civil Service Law (ORS 242.310 to 242.640 and ORS 242.990) in the Portland Public School District.
- C. Board Commissioners are appointed by the Portland Public Schools Board of Education for a term of two, four or six years.
- D. Brian Caufield is the current Board Commissioner of Zone 2 for the Custodial Civil Service Board.
- E. Brian Caufield's current term expired June 30, 2024. Brian Caufield is nominated for an additional six year term beginning on July 1, 2024 as Board Commissioner, Position number 2.
- F. Brian Caufield has been an Oregon labor attorney for over 20 years. He currently is the Director for the University Shared Services Enterprise Labor Relations and is the lead negotiator for seven universities in Oregon.
- G. Brian Caufield is eligible for appointment to the Custodial Civil Service Board by meeting the requirements: (1) Be a resident of Oregon. (2) Be known to be devoted to the principles of civil service. (3) Not be a member or employee of the school board.

RESOLUTION

Portland Public Schools Board of Education appoints Brian Caufield an extension to the Custodial Civil Service Board with an expiration date of June 30, 2030.



PORTLAND PUBLIC SCHOOLS

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

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

To: The PPS School Board

From: Mary Kane, Senior Legal Counsel

Cc: Dr. Kimberlee Armstrong, Superintendent
Sharon Toncray, General Counsel
Dr. Jon Franco, Chief of Schools

Date: July 1, 2025

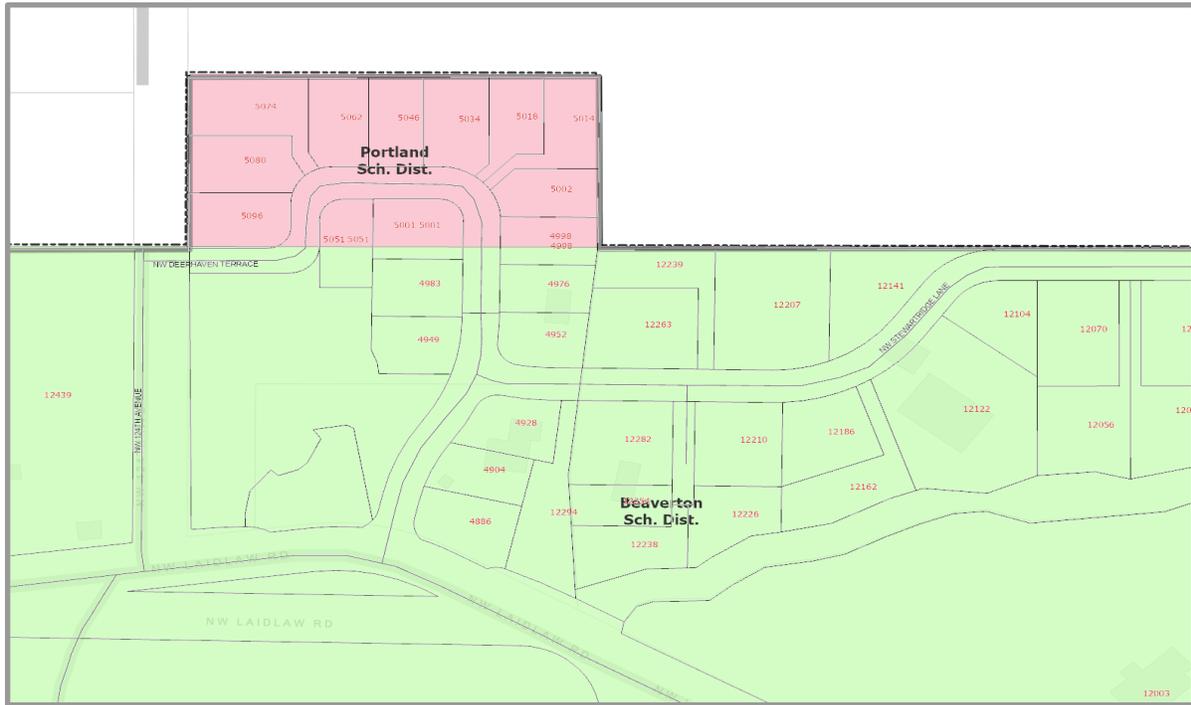
RE: Approving a School District Boundary Change between Portland Public Schools and the Beaverton School District.

Staff is requesting the Board authorize a request to Multnomah County's boundary board (Multnomah County Commission) to change the District's boundary to align with the County boundary.

In 2014, Multnomah County and Washington County agreed to a change in the boundary between the counties to allow Washington County to incorporate an area in the Bonny Slope West neighborhood that was within the Portland Public Schools District boundary. The counties agreed that the area was better suited to developing within Washington County, given existing road networks, connections to the existing Cedar Mill community, and the presence of local service providers. At the time, there were no homes in this area although most of the surrounding area was within the Beaverton School District boundary. The county boundary change did *not* also change the school district boundary lines between PPS and the Beaverton School District.

In 2024, 12 new homes were built as part of a new development called Timber Ridge Estates. The homes are within the PPS district boundary in Washington County.

As a result of this new construction, PPS staff assessed how the District would serve students living in this development. The location of the housing development would make transportation difficult and, given its proximity to the Beaverton School District and a nearby BSD elementary school, staff determined that changing the District boundary to follow the County boundary lines would better serve the families in this area. Below is a map of the area.



District staff have been in discussion with Beaverton School District about a boundary change, and the districts have agreed to work together in petitioning Multnomah and Washington counties for the boundary change. Under state law, the school board must, by resolution, approve the filing of a request to change the district boundary. Once it is approved, each school district must make this request to its respective county to effectuate the change. Because PPS is the larger of the two districts, we will request a boundary change to Multnomah County first and, once approved by Multnomah County's boundary board, will then submit a request to Washington County.

Upon approval by the PPS Board of Education, the Superintendent will file a request with the Multnomah County boundary board to change to the PPS boundary line to follow the county boundary line.

Resolution No. 7148

Approving a School District Boundary Change between Portland Public Schools and the Beaverton School District

Recitals

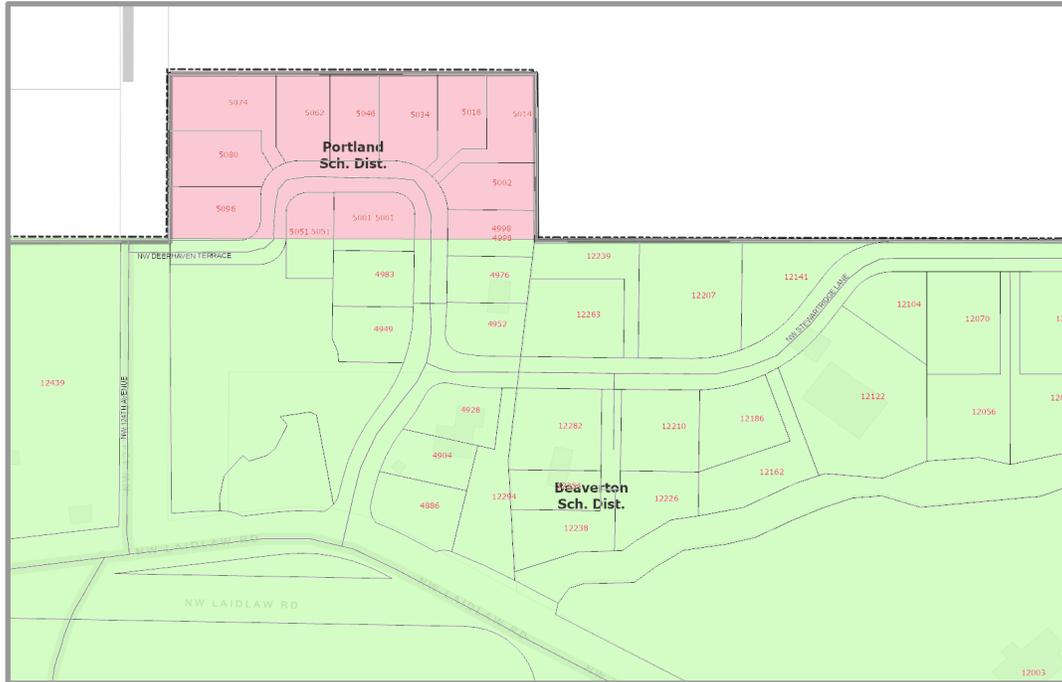
- A. In 2014, Multnomah County and Washington County agreed to a change in the boundary between the counties to allow Washington county to incorporate an area the Bonny Slope West neighborhood that was within the Portland Public Schools District boundary. The counties agreed that the area was better suited to developing within Washington County, given existing road networks, connections to the existing Cedar Mill community and the presence of local service providers. When the parcels became part of Washington County, the area remained with the PPS District boundaries. They are depicted on Exhibit A.
- B. In 2024, 12 homes were built in that area as part of a new development. PPS studied how it would serve students living in this development. The location of the housing development would make transportation difficult and, given its proximity to the Beaverton School District, changing the District boundary to follow the County boundary lines would better serve the families in this area.
- C. Beaverton School District is amenable to amending its boundary line to incorporate the Bonny Slope West area into its District boundary (as depicted on Exhibit A) and will work in concert with Portland Public Schools to make this request to our respective County boundary boards to effect this change.
- D. Upon approval by the PPS Board of Education, the Superintendent will file a request with the Multnomah County Boundary Board requesting a change to the PPS boundary line to follow the Multnomah County/Washington County boundary line allowing the 12 residential parcels located in the Timber Ridge estates to come under the jurisdiction of the Beaverton School District.

Resolution

The Board of Education hereby approves the filing of a boundary change request with the boundary board and delegates authority to the Superintendent or her designee to cooperate with Beaverton School District's superintendent or designee to prepare and execute the request with the Multnomah County Boundary Board and Washington County Boundary School.

EXHIBIT A

The gray line indicates the current boundary between Multnomah County and Washington County. The pink area represents Portland Public School District's boundary within Washington County.





PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

MEMO

Date: 07/08/2025

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Director of Early Learners (Head Start)

Subject: Head Start Action and Informational Items

BACKGROUND

- A. Federal requirements call for the Governing Board of Head Start to approve recommendations and reports for the program.**
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for PPS Head Start.**

1. Updated Policy & Procedures

1.A. Safety Practices – PPS Early Learners (Head Start) has revised the Safety Practices Policy in alignment with Head Start Performance Standards §1302.47(a)(4) Achieving program goals, §1302.47(b)(7)(iii) Safety Practices, and §1302.74(a) Safety Procedures. PPS Early Learners incorporates a system of health and safety practices that ensures a safe, secure and healthy environment to support children’s learning and development. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Active Supervision – PPS Early Learners (Head Start) has revised the Active Supervision Policy in alignment with Head Start Performance Standards §1302.90 – Personnel policies. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.C. Parent Activities – PPS Early Learners (Head Start) has revised the Parent Activities Policy in alignment with Head Start Performance Standards §1302.51 – parent activities to promote child learning and development. The program values parents as their child’s first teacher and will work to promote shared responsibility with families for their children’s early learning and development. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new

policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.D Classroom Coaching – PPS Early Learners (Head Start) has revised the Classroom Coaching Policy in alignment with Head Start Performance Standards §1302.92(c) – Training and professional development. The program implements a coordinated coaching plan for all education staff that assesses their strengths and needs and supports them in developing their skills and knowledge in order to provide high quality, comprehensive services to children and families. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.E. Fees – PPS Early Learners (Head Start) has revised the Fees Policy in alignment with Head Start Performance Standards §1302.18 – Fees. Our program provides comprehensive services to eligible children and families at no charge. We recognize that the need for early childhood services is often greatest among the priority populations, including children from low-income families, children with disabilities, and those facing other barriers to access. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.F Staff Training and Professional Development – PPS Early Learners (Head Start) has revised the Staff Training Policy in alignment with Head Start Performance Standards §1302.92(c) – Training and professional development. The program incorporates best practices for adult learners in our professional development to implement a systematic approach to staff training. Professional development includes onboarding, annual Preservice, regular training through the school year, and professional learning communities. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. Application for Federal Grant Renewal

Board approval is required to apply for continuation of federal grant funds (\$6,382,217) for Fiscal Year 2026. The Head Start Parent Policy Council approved PPS Head Start applying for these funds on July 16, 2025. The application is due August 1, 2025. The Federal Funding Guidance Letter is attached. Board approval is required. A Board Letter of Approval and Resolution are requested.

3. 2024 – 2025 PreK Black Excellence Comprehensive Plan

The interest in opening a PreK Black Excellence Classroom began several years ago. PPS Early Learners Department put together an equity-centered Design Team to plan for the opening of a PreK Black Excellence Classroom for the 2025-26 school year. Led by Black PPS Early Learners staff, the Design Team was tasked with creating a comprehensive plan for the classroom that meets the needs of our students and the community; the plan considers mission/vision, curricular resources, community partnerships, and family engagement. The PreK Black Excellence Classroom will open at Dr. Martin Luther King Jr School in the fall fully enrolled. The [PreK Black Excellence Comprehensive Plan is attached](#). This report is for the Governing Body's information only. Governing Body approval is not required.

4. 2025 Community Needs Assessment – Executive Summary

Head Start requires programs to conduct a full community assessment that uses data to describe the community strengths, needs, and resources every five years. Annually, we review and update the assessment to inform program decision making year-to-year. This includes

reviewing data related to family and child homelessness, income eligibility, and the availability of publicly funded pre-kindergarten programs within the PPS boundaries. The [2025 Early Learners Community Needs Assessment Executive Summary](#) is attached. This report is for the Governing Body's information only. Governing Body approval is not required.

RELATED POLICIES/BEST PRACTICES

Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION

All items listed above support the high quality, comprehensive wraparound services provided to the children and families attending PPS Head Start.

FISCAL IMPACT

The items included in this packet do not have any significant direct impacts on program or district funding. Some items are required as part of grant agreements (federal, state, and city) in order to maintain current funding.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items at spring meetings noted above and reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation was the 2024 – 2025 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

In June 2022, the PPS School Board established a new set of goals. "It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance." The Board adopted the following four priorities for the 2022-2027 time period to move the school district toward the above aspirations:

- Improve Third Grade Reading achievement
- Improve Fifth Grade Mathematics achievement
- Improve Eighth Grade Readiness
- Improve High School Graduation rates

The above items support the district's and School Board's vision and priorities.

STAFF RECOMMENDATION

Develop Board resolutions and obtain signatures of approval of the Board Chair of the attached documents.

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

KJH (Initials)

ATTACHMENTS

- A. Policy and Procedures
 - a. Safety Practices Policy
 - b. Active Supervision Policy
 - c. Parent Activities Policy
 - d. Classroom Coaching Policy
 - e. Fees Policy
 - f. Staff Training and Professional Development Policy
- B. Policy and Procedures Board Approval Letter
 - a. Safety Practices Policy
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- G. 2025-2026 PreK Black Excellence Classroom Comprehensive Plan
- H. 2025 PPS Early Learners Community Needs Assessment – Executive Summary
- I. 4.16.2025 PPS Head Start Parent Policy Council Meeting Minutes
- J. 5.14.2025 PPS Head Start Parent Policy Council Meeting Minutes
- K. 6.4.2025 PPS Head Start Parent Policy Council Meeting Minutes



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Administration for Children and Families
Office of Head Start – West Region

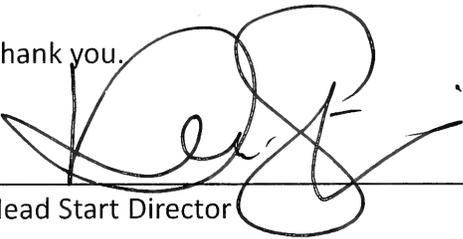
Subject: Active Supervision

Dear Regional Program Leadership,

Portland Public Schools Head Start Governing Board approved the program’s revised Active Supervision policy and procedures.

The signature below is confirmation the governing board has approved this request.

Thank you.



Head Start Director

5.14.2025

Date

Governing Board Chair

Date

RESOLUTION No. 7149

Approval of Head Start Policy Council Recommendation

RECITALS

1. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
2. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
3. Portland Public Schools Early Learners Parent Policy Council recommends the approval of the revised Active Supervision Policy. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct.

RESOLUTION

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



Active Supervision Policy and Procedure

Performance Standard

§1302.90 Personnel policies.

(a) *Establishing personnel policies and procedures.* A program must establish written personnel policies and procedures that are approved by the governing body and policy council or policy committee and that are available to all staff.

(c) Standards of conduct.

(1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:

(i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;

(ii) Ensure staff, consultants, contractors, and volunteers do not engage in behaviors that maltreat or endanger the health or safety of children, including, at a minimum:

(A) Corporal punishment; or physically abusive behavior, defined as intentional use of physical force that results in, or has the potential to result in, physical injury. Examples include, but are not limited to, hitting, kicking, shaking, biting, pushing, restraining, force feeding, or dragging;

(B) Sexually abusive behavior, defined as any completed or attempted sexual act, sexual contact, or exploitation. Examples include, but are not limited to, behaviors such as inappropriate touching, inappropriate filming, or exposing a child to other sexual activities;

(C) Emotionally harmful or abusive behavior, defined as behaviors that harm a child's self worth or emotional well-being; and

(D) Neglectful behavior, defined as the failure to meet a child's basic physical and emotional needs including access to food, education, medical care, **appropriate supervision by an adequate caregiver**, and safe physical and emotional environments. Examples include, but are not limited to, leaving a child unattended on a bus, withholding food as punishment or refusing to change soiled diapers as punishment;

(vi) **Ensure no child is left alone or unsupervised.**

Active Supervision: <https://headstart.gov/safety-practices/article/active-supervision>

Active supervision promotes a safe environment and prevents injuries in young children. It requires focused attention and intentional observation at all times. Staff use active supervision strategies to make sure children of all ages explore their environments safely. Each program can keep children safe by teaching all staff how to look, listen, and engage.

Keeping children safe is a top priority for all Head Start programs ([45 CFR §1302.102](#)). The Head Start Program Performance Standards require that programs "ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care" ([45 CFR §1302.90](#)).

Using active supervision, staff position themselves so that they can always observe all children — watching, counting, and listening. During transitions, they account for all children with name-to-face recognition by visually identifying each child. Staff also use their knowledge of each child's development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely. Review "Caring for Our Children" standard [2.2.0.1: Methods of Supervision of Children](#).

All Head Start staff and volunteers are responsible for making sure no child is left unsupervised. Active supervision is a strategy that works. It can be used in classrooms, family child care, playgrounds, and buses. It can also be shared with families as a tool to use at home. Read below for how to implement active supervision, and print and display the at-a-glance handout and poster to remind everyone of active supervision strategies.

Policy

All staff, and adults in our program are responsible for actively supervising children at all times. Staff will use active supervision strategies to position themselves, scan and count children, anticipate behaviors, listen carefully, and engage and redirect as needed to promote a safe and supportive environment.

Procedure

Staff Roles & Responsibilities:

All Staff

- Maintain constant supervision of all children in their care, including field trips and on transportation.
- Use active supervision strategies, including positioning, scanning, counting, and engaging with children.
- Ensure no child is left alone or unsupervised at any time, including field trips and on transportation.

Classroom Teacher

- Establish and implement the active supervision plan for the classroom and outdoor areas.
- Assign supervision zones to staff to ensure full visibility of children during different routines of the day (ex. outside and center time). Have zoning plans easily accessible and articulated with the team.
- Have [Active Supervision Daily Schedule Tracker](#) with the number of children in attendance updated at all times. Must be completed at all threshold transitions and should be clearly visible as people enter the classroom. The tracker should travel with the whole classroom to recess, motor room or other locations at a site. When you arrive at the other location, scan, count and write on the tracker the number of students with you.
- Monitor transitions to ensure all children are accounted for. Clearly establish responsibility for who will count and write the attendance number on the attendance board for all transition times. Make all staff and volunteers in the classroom aware of active supervision procedures.
- Post [Active Supervision Poster](#) and [Scan and Count Poster](#) near doorway in classroom
- Substitute folder should include explicit plans for active supervision across the day. Updated 1520 report with children's names and emergency contacts in substitute folder and emergency backpack.

Educational Assistants

- Follow the active supervision plan and maintain clear communication with the lead teacher.
- Assist in scanning, counting, and engaging children in a way that ensures safety.
- Maintain [Active Supervision Daily Schedule Tracker](#) with the number of children in attendance updated at all times. Must be completed at all threshold transitions.
- Immediately report concerns or potential hazards to lead teacher
- If teacher is not in the classroom (ie. on break or substitute teacher) take over teacher role in scanning and counting or advise others in the room to do so.

Program Leadership

- Provide [Active Supervision Poster](#) and safety signs for all classrooms, hallways and transition points.
- Provide training to all staff on active supervision and ensure compliance with grant safety standards.
- Anytime a coach, administrator, mental health consultant, or family advocate (or other program staff that is not assigned to a classroom) enters the classroom, they need to scan and count children and check with the number written on the daily schedule tracker. Verbally state the number of children counted. If there is a discrepancy, work with the teacher to make sure all children are accounted for and the correct number documented on the tracker.
- Conduct regular observations – formal and unannounced – to assess supervision effectiveness and provide corrective feedback as needed. See monitoring procedures below.

Active Supervision Expectations

1. Set Up the Environment

- Arrange furniture and play areas to maximize visibility.
- Keep pathways clear for easy movement and supervision.
- Ensure outdoor play areas are free of hazards and that staff have clear sightlines to all children.

2. Position Staff Strategically

- Staff should position themselves to see and hear all children at all times.
- During free play, staff should be stationed near high-risk areas (e.g., climbers, doorways).
- Staff should remain mobile, shifting their positions as needed to maintain supervision.
- **Classrooms Roles and Responsibilities Form includes Zoning Plans.** Documentation especially for nap time, centers, and playground. Maps will be posted on the playground.

3. Scan and Count

- Staff must continuously scan the environment to monitor children's activities.
- Conduct frequent headcounts throughout the day.
- Write the number of children on [Active Supervision Daily Schedule Tracker](#). Must be **completed at all threshold transitions** and should be **clearly visible** as people enter the classroom.
- Change the total number as children arrive or leave early.
- Extra vigilance is required when moving between spaces (ie. classroom to playground, bathroom, etc.)

Ongoing Communication

- If children are taken outside of the classroom/gym/playground (ex. To the bathroom, staff will clearly state, "I am taking X number of students. You have X number of students with you.")
- If children arrive late or leave early, staff **verbally communicate** to all other staff of change of attendance number. Staff verbally acknowledges change in number. Attendance board updated when returns to classroom.

Scan and Count Procedure for Transitions

Before Transitioning to a New Location:

- Classroom staff **count** all children.
- The total number of children is **stated out loud** so all staff can hear.
- Staff visually checks that the **count matches and documents** the number on the tracker.
- Once the numbers align, the transition begins.

Upon Arrival at the New Location:

- Classroom staff **immediately count** all children again.
- The updated count is **stated out loud** for all staff to confirm.

4. Listen Actively

- Pay attention to sounds, as unusual silence or distress may indicate a concern.
- Use auditory cues, such as bells, alarm or chimes on doors, to monitor safety

5. Anticipate Children's Behavior

- Use knowledge of children's development to predict behaviors and potential risks.
- Observe individual children for signs of distress, distraction, or unsafe play.
- Intervene early to prevent conflicts or unsafe situations.

6. Engage and Redirect

- Stay actively involved with children’s play and learning.
 - Provide guidance and redirection to encourage safe and positive interactions.
 - Support children in problem-solving and making safe choices.
-

Emergency Procedures

- If a child is missing, staff must:
 - Immediately alert the lead teacher
 - Conduct an immediate search of the area while ensuring other children are supervised.
 - If a child is not found within one (1) minute, alert Early Learners Admin on the 2-way radio (or phone if radio is not available) to call for support in the classroom to continue search.
 - Deploy School Emergency Response team until the child is located.
-

Training & Accountability

- All staff (including staff that are hired throughout the year) will receive training on active supervision during Onboarding and annually thereafter.
 - Training will be incorporated into professional development throughout the school year.
 - Program leadership will conduct routine monitoring and provide feedback to staff.
 - Any lapses in active supervision will be documented in the Active Supervision ChildPlus module and addressed with additional training and/or corrective actions.
-

Monitoring Procedures

To ensure consistent implementation of active supervision strategies, program leadership will monitor each of the six domains through structured observations and documentation.

1. Set Up the Environment, Position Staff, and Scan & Count

- Program leadership will **complete the [Active Supervision Checklist](#)** during transition times in each classroom to document active supervision procedures.
- Monitoring will occur **monthly** within the first two weeks of the month.
- Completed checklists will be **entered in ChildPlus** under "Management" → "Internal Monitoring" → Active Supervision. Early Learners Administrators and/or delegate will collect checklists and enter data.
- Monthly reports will be run by the Data Manager to verify compliance and identify any areas needing reinforcement. Data will be reviewed at the School Emergency Team (SET) at the monthly meeting.

2. Anticipate Behavior, Listen Actively, and Engage & Redirect

- These supervision strategies will be monitored through **classroom observations** conducted **quarterly** using the **Danielson Observation Tool**.
- Observations will focus on staff responsiveness to children's behaviors, active listening, and effective redirection technique.
- Documentation of these observations will be recorded in Classroom Mosaic to track implementation and provide targeted coaching or support as needed.

RESOLUTION No. 7150

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Head Start Policy Council recommends the approval for PPS Head Start to apply for Fiscal Year 2026 Federal Grant funds.

RESOLUTION

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



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Administration for Children and Families
Office of Head Start – West Region

Subject: Staff Training and Professional Development

Dear Regional Program Leadership,

Portland Public Schools Head Start Governing Board approved the program’s application for Fiscal Year 2026 Federal Grant renewal.

The signature below is confirmation the governing board has approved this request.

Thank you.

Head Start Director

7/8/2025

Date

Governing Board Chair

Date



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

June 10, 2025

Grant No. 10CH012375

Dear Head Start Grant Recipient:

Your funding application for the upcoming budget period must be submitted by August 1, 2025. The following table reflects the annual funding and enrollment levels available to apply for:

Period of Funding: 11/01/2025 - 10/31/2026

Annual Funding	Head Start
Program Operations	\$6,318,974
Training and Technical Assistance	\$63,243
Total Funding	\$6,382,217

Enrollment Levels	Head Start
Federal Funded Enrollment	297

In addition to the funded federal enrollment in the above table, State and/or local sources of funds support services to 351 Head Start children.

Application Submission Requirements

The application must be prepared and submitted in accordance with the Head Start Grant Application Instructions with Guidance, Version 4.0 (Application Instructions) for a continuation application. It must be submitted on behalf of the Authorizing Official registered in HSES. Incomplete applications will not be processed.

Application Instructions are available on the homepage and in the 'Resources' section of HSES. Please review the instructions carefully prior to preparing the application.

Funding is contingent upon the availability of federal funds and satisfactory performance under the terms and conditions of the Head Start award. Annual funding levels are subject to change because of Congressional action or program performance and may result in additional funding guidance from the Office of Head Start.

One-time Program Improvement or Health and Safety Requests

Grant recipients encountering program improvement needs that cannot be supported by the agency budgets or other resources are invited to apply for one-time funding. This funding must be applied for separately through the Supplement or Supplement-Facilities 1303 amendment type in HSES. Please select the appropriate amendment based on the description.

Requests generally include but are not limited to:

- Facility projects (construction, purchase, or major renovations requiring 1303 applications)
- Minor repairs and enhancements
- Playground installations or upgrades
- Funding to support transportation needs with investments in buses or other vehicles necessary to operate the program
- Security and surveillance investments to assure maximum safety of children

Requests are prioritized and funded based on funding availability and may require additional time before a final decision.

For questions regarding application instructions or program improvement needs and requests, please use HSES Correspondence. For assistance submitting the application in HSES, contact help@hsesinfo.org or 1-866-771-4737.

Thank you for your cooperation and timely submission of the grant application.

Sincerely,

Office of Head Start



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

MEMO

Date: 07/08/2025

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Director of Early Learners (Head Start)

Subject: Head Start Action and Informational Items

BACKGROUND

- A. Federal requirements call for the Governing Board of Head Start to approve recommendations and reports for the program.**
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for PPS Head Start.**

1. Updated Policy & Procedures

1.A. Safety Practices – PPS Early Learners (Head Start) has revised the Safety Practices Policy in alignment with Head Start Performance Standards §1302.47(a)(4) Achieving program goals, §1302.47(b)(7)(iii) Safety Practices, and §1302.74(a) Safety Procedures. PPS Early Learners incorporates a system of health and safety practices that ensures a safe, secure and healthy environment to support children’s learning and development. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Active Supervision – PPS Early Learners (Head Start) has revised the Active Supervision Policy in alignment with Head Start Performance Standards §1302.90 – Personnel policies. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.C. Parent Activities – PPS Early Learners (Head Start) has revised the Parent Activities Policy in alignment with Head Start Performance Standards §1302.51 – parent activities to promote child learning and development. The program values parents as their child’s first teacher and will work to promote shared responsibility with families for their children’s early learning and development. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new

policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.D Classroom Coaching – PPS Early Learners (Head Start) has revised the Classroom Coaching Policy in alignment with Head Start Performance Standards §1302.92(c) – Training and professional development. The program implements a coordinated coaching plan for all education staff that assesses their strengths and needs and supports them in developing their skills and knowledge in order to provide high quality, comprehensive services to children and families. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.E. Fees – PPS Early Learners (Head Start) has revised the Fees Policy in alignment with Head Start Performance Standards §1302.18 – Fees. Our program provides comprehensive services to eligible children and families at no charge. We recognize that the need for early childhood services is often greatest among the priority populations, including children from low-income families, children with disabilities, and those facing other barriers to access. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.F Staff Training and Professional Development – PPS Early Learners (Head Start) has revised the Staff Training Policy in alignment with Head Start Performance Standards §1302.92(c) – Training and professional development. The program incorporates best practices for adult learners in our professional development to implement a systematic approach to staff training. Professional development includes onboarding, annual Preservice, regular training through the school year, and professional learning communities. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. Application for Federal Grant Renewal

Board approval is required to apply for continuation of federal grant funds (\$6,382,217) for Fiscal Year 2026. The Head Start Parent Policy Council approved PPS Head Start applying for these funds on July 16, 2025. The application is due August 1, 2025. The Federal Funding Guidance Letter is attached. Board approval is required. A Board Letter of Approval and Resolution are requested.

3. 2024 – 2025 PreK Black Excellence Comprehensive Plan

The interest in opening a PreK Black Excellence Classroom began several years ago. PPS Early Learners Department put together an equity-centered Design Team to plan for the opening of a PreK Black Excellence Classroom for the 2025-26 school year. Led by Black PPS Early Learners staff, the Design Team was tasked with creating a comprehensive plan for the classroom that meets the needs of our students and the community; the plan considers mission/vision, curricular resources, community partnerships, and family engagement. The PreK Black Excellence Classroom will open at Dr. Martin Luther King Jr School in the fall fully enrolled. The [PreK Black Excellence Comprehensive Plan is attached](#). This report is for the Governing Body's information only. Governing Body approval is not required.

4. 2025 Community Needs Assessment – Executive Summary

Head Start requires programs to conduct a full community assessment that uses data to describe the community strengths, needs, and resources every five years. Annually, we review and update the assessment to inform program decision making year-to-year. This includes

reviewing data related to family and child homelessness, income eligibility, and the availability of publicly funded pre-kindergarten programs within the PPS boundaries. The [2025 Early Learners Community Needs Assessment Executive Summary](#) is attached. This report is for the Governing Body's information only. Governing Body approval is not required.

RELATED POLICIES/BEST PRACTICES

Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION

All items listed above support the high quality, comprehensive wraparound services provided to the children and families attending PPS Head Start.

FISCAL IMPACT

The items included in this packet do not have any significant direct impacts on program or district funding. Some items are required as part of grant agreements (federal, state, and city) in order to maintain current funding.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items at spring meetings noted above and reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation was the 2024 – 2025 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

In June 2022, the PPS School Board established a new set of goals. "It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance." The Board adopted the following four priorities for the 2022-2027 time period to move the school district toward the above aspirations:

- Improve Third Grade Reading achievement
- Improve Fifth Grade Mathematics achievement
- Improve Eighth Grade Readiness
- Improve High School Graduation rates

The above items support the district's and School Board's vision and priorities.

STAFF RECOMMENDATION

Develop Board resolutions and obtain signatures of approval of the Board Chair of the attached documents.

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

KJH (Initials)

ATTACHMENTS

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- I. 4.16.2025 PPS Head Start Parent Policy Council Meeting Minutes
- J. 5.14.2025 PPS Head Start Parent Policy Council Meeting Minutes
- K. 6.4.2025 PPS Head Start Parent Policy Council Meeting Minutes

RESOLUTION No. 7151

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Early Learners Parent Policy Council recommends the approval of the revised Classroom Coaching Policy. The program implements a coordinated coaching plan for all education staff that assesses their strengths and needs and supports them in developing their skills and knowledge in order to provide high quality, comprehensive services to children and families.

RESOLUTION

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

Classroom Coaching Policy

Performance Standard

§ 1302.92(c) Training and professional development.

- (c) A program must implement a research-based, coordinated coaching strategy for education staff that:
- (1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;
 - (2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;
 - (3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;
 - (4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:
 - (i) Align with the program's school readiness goals, curricula, and other approaches to professional development;
 - (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
 - (iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,
 - (iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals; and,
 - (5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

Policy

In accordance with HSPPS 1302.92, PPS Early Learners PreK implements a coordinated coaching plan for all education staff that assesses their strengths and needs and supports them in developing their skills and knowledge in order to provide high quality, comprehensive services to children and families. Coaching is related to staff needs, professional development goals, as well as the agency's School Readiness Goals and their alignment with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and adopted, research-based curriculums. Coaching is used to support effective teaching practices and to increase positive child outcomes. Coaching includes focused observations, reflections, feedback, and planning goals and action steps to support teachers' professional development. The goal of coaching is to provide a systematic way for all teachers to reflect upon their practices and to make continuous improvement in their professional development. It provides an opportunity for teachers, teacher assistants, and other Early Learners education staff to try new approaches and/or practices in the classroom. Coaching supplements supervision and works in coordination with professional development and is related to professional development plans. PPS Early Learners will utilize the Practiced-Based Coaching model to help support high-quality teaching and learning practices. Availability of specific coaching models will be an annual decision based on available financial and staffing resources.

Procedure

Coaching sessions are a place for teachers to reflect and explore their own practices. If something new is tried and doesn't go well, the Instructional Coach and teacher discuss, reflect, and refine. Coaching plans should always work in conjunction with program plans. The supervisor and the coach should communicate regularly to help coordinate this process.

§ 1302.92(c) Training and professional development. Classroom Coaching Policy

If a serious issue or risk is observed, the coach is responsible to ensure immediate correction with the teacher and to notify their supervisor.

The following tools and observations may be used to guide and inform coaching: Teaching Pyramid Observation Tool (TPOT), Tools of the Mind (TOTM), Heggerty, DRDP data, lesson plan and records reviews along with other observational tools available to Education Supervisors.

Instructional Coaches will:

- Support teachers to assess his/her strengths and needs with effective instructional practices.
- Develop an individualized coaching plan with identified teachers that includes goals related to improving school readiness outcomes for all children. The plan will include steps for achieving goals and the coach's and teacher's responsibilities related to each step. The individualized coaching plan will be based on observations and data points for each classroom.
- Schedule, plan, and facilitate onsite visits and coaching sessions.
- Provide support in the form of sharing resources, providing models of effective practices, observing the teacher's current practices, and providing supportive and constructive feedback.
- Remain supportive and maintain—to the maximum extent possible—a separation between coaching and performance evaluation. However, relevant progress, growth, and concerns should be communicated between the coach and supervisor as appropriate.
- Document coaching sessions on a tracking spreadsheet.
- Develop, with input from the supervisor and staff person, a Coaching Agreement for each teacher and a formal monthly Action Plan with each identified teacher.

Teachers will:

- Actively engage in the coaching process by assessing one's strengths and needs, asking questions, sharing relevant information, reflecting, listening, and identifying goals and means to achieve those goals in collaboration with the coach and/or supervisor.
- Use data to inform decision making and planning.
- Be open to being observed and receiving feedback.
- Apply and analyze teaching practices with the support of an assigned coach according to determined criteria.

Coaching Model Determination Criteria

Classroom teachers will be assigned to one or more of the following coaching models:

- Self-Coaching (PPS Student Growth & Professional Development Goals Process)
- Expert Coaching (when documented coaching needs are identified, may be site based, i.e. Pilot school, will use PBC model)
- Teachers new to Early Learners PreK for the first three years in the program.
- Teaching & Learning Collaborative Model (when financial and staffing resource support program-wide implementation)

Coaching model options may include:

- All teachers will participate in the development, review, and revision of PPS Student Growth and Professional Development Goals. Teachers will:
 - Analyze student data to develop two relevant SMART goals that address all of their students.
 - Access intentional resources and tools.
 - Participate in Fall, Mid-Year and End of Year check-ins with the Early Learners Administrator.
 - Access the Early Learners Administrator for content-specific expert guidance and tools as needed.
 - Utilize Feedback Conferences with Early Learners Administrator, Instructional Coaches, mentors.
- Staff who have demonstrated a need for intentional and specific skill development according to any essential job duties according to their job description, documented by observations (TOTM, regularly scheduled observations) and/or performance evaluation will be assigned to the Expert Coaching model. Staff participating in this model will participate in:
 - Frequent coaching and reflection.

§ 1302.92(c) Training and professional development. Classroom Coaching Policy

- Development of an Individualized Action Plan that may include:
 - Reflection
 - Data Analysis
 - Observation of peers and/or self (video reflection)
 - Review of relevant policies and/or tools
 - Regular, scheduled check-ins with coach and/or supervisor

In all instances, staff will also have access to internal and external Professional Development opportunities that are deemed appropriate by the Supervisor and/or Early Learners Administrator. These opportunities should align with the individual’s professional development goals and their individualized coaching plan.

Specific guidelines for coaching based on relevant observations are as follows, and will be determined at the beginning of the program year annually by the Director of Early Learners and Early Learners Administrator.

Staffing and fiscal resources will impact the coaching model(s) available each year:

	TOTM (Tools of the Mind Curriculum Focus)	PBIS- Pyramid Model (Social Emotional Focus)
PBC-Expert Coaching*	Below Expectations as documented in TOTM Look For Observations	Based on recommendations from the Education Supervisor and Mental Health Consultant

*The frequency of Expert Coaching sessions may be adjusted with documented need.



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Administration for Children and Families
Office of Head Start – West Region

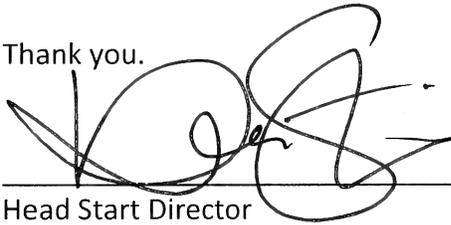
Subject: Classroom Coaching

Dear Regional Program Leadership,

Portland Public Schools Head Start Governing Board approved the program’s revised Classroom Coaching policy and procedures.

The signature below is confirmation the governing board has approved this request.

Thank you.



Head Start Director

5.14.2025
Date

Governing Board Chair

Date



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

MEMO

Date: 07/08/2025

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Director of Early Learners (Head Start)

Subject: Head Start Action and Informational Items

BACKGROUND

- A. Federal requirements call for the Governing Board of Head Start to approve recommendations and reports for the program.**
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for PPS Head Start.**

1. Updated Policy & Procedures

1.A. Safety Practices – PPS Early Learners (Head Start) has revised the Safety Practices Policy in alignment with Head Start Performance Standards §1302.47(a)(4) Achieving program goals, §1302.47(b)(7)(iii) Safety Practices, and §1302.74(a) Safety Procedures. PPS Early Learners incorporates a system of health and safety practices that ensures a safe, secure and healthy environment to support children’s learning and development. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Active Supervision – PPS Early Learners (Head Start) has revised the Active Supervision Policy in alignment with Head Start Performance Standards §1302.90 – Personnel policies. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.C. Parent Activities – PPS Early Learners (Head Start) has revised the Parent Activities Policy in alignment with Head Start Performance Standards §1302.51 – parent activities to promote child learning and development. The program values parents as their child’s first teacher and will work to promote shared responsibility with families for their children’s early learning and development. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new

policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.D Classroom Coaching – PPS Early Learners (Head Start) has revised the Classroom Coaching Policy in alignment with Head Start Performance Standards §1302.92(c) – Training and professional development. The program implements a coordinated coaching plan for all education staff that assesses their strengths and needs and supports them in developing their skills and knowledge in order to provide high quality, comprehensive services to children and families. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.E. Fees – PPS Early Learners (Head Start) has revised the Fees Policy in alignment with Head Start Performance Standards §1302.18 – Fees. Our program provides comprehensive services to eligible children and families at no charge. We recognize that the need for early childhood services is often greatest among the priority populations, including children from low-income families, children with disabilities, and those facing other barriers to access. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.F Staff Training and Professional Development – PPS Early Learners (Head Start) has revised the Staff Training Policy in alignment with Head Start Performance Standards §1302.92(c) – Training and professional development. The program incorporates best practices for adult learners in our professional development to implement a systematic approach to staff training. Professional development includes onboarding, annual Preservice, regular training through the school year, and professional learning communities. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. Application for Federal Grant Renewal

Board approval is required to apply for continuation of federal grant funds (\$6,382,217) for Fiscal Year 2026. The Head Start Parent Policy Council approved PPS Head Start applying for these funds on July 16, 2025. The application is due August 1, 2025. The Federal Funding Guidance Letter is attached. Board approval is required. A Board Letter of Approval and Resolution are requested.

3. 2024 – 2025 PreK Black Excellence Comprehensive Plan

The interest in opening a PreK Black Excellence Classroom began several years ago. PPS Early Learners Department put together an equity-centered Design Team to plan for the opening of a PreK Black Excellence Classroom for the 2025-26 school year. Led by Black PPS Early Learners staff, the Design Team was tasked with creating a comprehensive plan for the classroom that meets the needs of our students and the community; the plan considers mission/vision, curricular resources, community partnerships, and family engagement. The PreK Black Excellence Classroom will open at Dr. Martin Luther King Jr School in the fall fully enrolled. The [PreK Black Excellence Comprehensive Plan is attached](#). This report is for the Governing Body's information only. Governing Body approval is not required.

4. 2025 Community Needs Assessment – Executive Summary

Head Start requires programs to conduct a full community assessment that uses data to describe the community strengths, needs, and resources every five years. Annually, we review and update the assessment to inform program decision making year-to-year. This includes

reviewing data related to family and child homelessness, income eligibility, and the availability of publicly funded pre-kindergarten programs within the PPS boundaries. The [2025 Early Learners Community Needs Assessment Executive Summary](#) is attached. This report is for the Governing Body's information only. Governing Body approval is not required.

RELATED POLICIES/BEST PRACTICES

Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION

All items listed above support the high quality, comprehensive wraparound services provided to the children and families attending PPS Head Start.

FISCAL IMPACT

The items included in this packet do not have any significant direct impacts on program or district funding. Some items are required as part of grant agreements (federal, state, and city) in order to maintain current funding.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items at spring meetings noted above and reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation was the 2024 – 2025 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

In June 2022, the PPS School Board established a new set of goals. "It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance." The Board adopted the following four priorities for the 2022-2027 time period to move the school district toward the above aspirations:

- Improve Third Grade Reading achievement
- Improve Fifth Grade Mathematics achievement
- Improve Eighth Grade Readiness
- Improve High School Graduation rates

The above items support the district's and School Board's vision and priorities.

STAFF RECOMMENDATION

Develop Board resolutions and obtain signatures of approval of the Board Chair of the attached documents.

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

KJH (Initials)

ATTACHMENTS

- A. Policy and Procedures
 - a. Safety Practices Policy
 - b. Active Supervision Policy
 - c. Parent Activities Policy
 - d. Classroom Coaching Policy
 - e. Fees Policy
 - f. Staff Training and Professional Development Policy
- B. Policy and Procedures Board Approval Letter
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- E. 2025-2026 Federal Grant Renewal Approval Letter
- F. 2025-2026 Federal Grant Renewal Board Resolution
- G. 2025-2026 PreK Black Excellence Classroom Comprehensive Plan
- H. 2025 PPS Early Learners Community Needs Assessment – Executive Summary
- I. 4.16.2025 PPS Head Start Parent Policy Council Meeting Minutes
- J. 5.14.2025 PPS Head Start Parent Policy Council Meeting Minutes
- K. 6.4.2025 PPS Head Start Parent Policy Council Meeting Minutes

RESOLUTION No. 7152

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Early Learners Parent Policy Council recommends the approval of the revised Fees Policy. Our program provides comprehensive services to eligible children and families at no charge. We recognize that the need for early childhood services is often greatest among the priority populations, including children from low-income families, children with disabilities, and those facing other barriers to access.

RESOLUTION

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



Non-Charging for Services in Compliance with Head Start Performance Standards

Performance Standard

§ 1302.18 Fees

a) *Policy on fees.* A program must not charge eligible families a fee to participate in Head Start, including special events such as field trips, and cannot in any way condition an eligible child's enrollment or participation in the program upon the payment of a fee.

(b) *Allowable fees.*

(1) A program must only accept a fee from families of enrolled children for services that are in addition to services funded by Head Start, such as child care before or after funded Head Start hours. A program may not condition a Head Start child's enrollment on the ability to pay a fee for additional hours.

(2) In order to support programs serving children from diverse economic backgrounds or using multiple funding sources, a program may charge fees to private pay families and other non-Head Start enrolled families to the extent allowed by any other applicable federal, state or local funding sources.

Policy

In accordance with the Head Start Performance Standards (1302.18), our program provides comprehensive services to eligible children and families at no charge. We recognize that the need for early childhood services is often greatest among the priority populations, including children from low-income families, children with disabilities, and those facing other barriers to access.

Purpose

The purpose of this policy is to ensure that our program adheres to the requirements outlined in the Head Start Performance Standards and maintains equitable access to services for all eligible families, particularly those within the identified priority populations.

Scope

This policy applies to all services provided under the Head Start program, including early childhood education, family engagement, health, nutrition, and other supportive services.

Policy Guidelines

Non-Charging for Services

As per Head Start Performance Standard 1302.18, our program does not charge families for any Head Start services. All services are provided at no cost to families, ensuring that children and families in priority populations receive the full benefits of the program without financial barriers.

Performance Standard §1302.18 Fees

Priority Population Needs

We prioritize services for children and families who are at or below the federal poverty line and those who experience multiple barriers to accessing early childhood education. This includes children with disabilities, children experiencing homelessness, and children from underserved communities.

Financial Accessibility

Our program ensures financial accessibility by not requiring co-payments, tuition, or other fees from participating families. We are committed to meeting the needs of the priority populations as outlined in the Head Start Performance Standards, ensuring that every eligible child has an opportunity to benefit from the program's services.

Monitoring and Compliance

We will regularly review and monitor our policies to ensure ongoing compliance with the Head Start Performance Standards (1302.18) and the continued provision of free services to eligible families.

Implementation

The Program Director, in collaboration with staff, will ensure that all families are informed of the policy and are aware that no fees will be charged for any services. Communication materials and orientations will reflect this commitment to equitable service provision.



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Administration for Children and Families
Office of Head Start – West Region

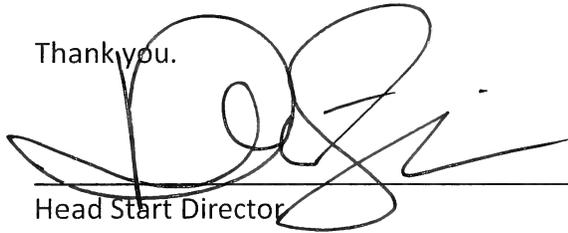
Subject: Program Fees

Dear Regional Program Leadership,

Portland Public Schools Head Start Governing Board approved the program’s revised Program Fees policy and procedures.

The signature below is confirmation the governing board has approved this request.

Thank you.



Head Start Director

5.14.2025

Date

Governing Board Chair

Date



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

MEMO

Date: 07/08/2025

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Director of Early Learners (Head Start)

Subject: Head Start Action and Informational Items

BACKGROUND

- A. Federal requirements call for the Governing Board of Head Start to approve recommendations and reports for the program.**
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RELATED POLICIES/BEST PRACTICES

Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION

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FISCAL IMPACT

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COMMUNITY ENGAGEMENT

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TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation was the 2024 – 2025 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

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STAFF RECOMMENDATION

Develop Board resolutions and obtain signatures of approval of the Board Chair of the attached documents.

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

KJH (Initials)

ATTACHMENTS

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- J. 5.14.2025 PPS Head Start Parent Policy Council Meeting Minutes
- K. 6.4.2025 PPS Head Start Parent Policy Council Meeting Minutes

RESOLUTION No. 7153

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Early Learners Parent Policy Council recommends the approval of the revised Parent Activities Policy. The program values parents as their child's first teacher and will work to promote shared responsibility with families for their children's early learning and development.

RESOLUTION

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

Parent activities to promote child learning and development

Performance Standard

§ 1302.51 Parent activities to promote child learning and development.

(a) A program must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:

- (1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;
- (2) Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance; and,
- (3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.

(b) A program must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

Policy

PPS Early Learners program values parents as their child's first teacher and will work to promote shared responsibility with families for their children's early learning and development.

Procedure

- a. Early Learners staff work to engage families in their child's education in multiple ways. During enrollment the program will gather input from families on what topics are of interest to them related to their child's education and experience in school.
 1. Examples of specific activities to support parent-child relationships and child development include Administrator Coffee Chats focused on building literacy skills at home, OMSI play dates monthly, Education Home Visits and conferences, workshops on building routines and other health topics, as well as Family Advocate home visits.
 2. During initial home visits in the Fall, the Family Advocate team begins talking to parents/caregivers about the importance of attendance and shares specific information about their child's current percentage of absences. Teachers reinforce this messaging during Fall conferences. Starting in November, the Family Advocate team will work with families whose attendance is below 85% to create a Family Success Plan in order to set goals and create a plan to improve attendance.
 3. The program will share the benefits of bilingualism as a priority for families that speak other languages than English. This begins at enrollment by sharing our Dual Language Immersion classroom options with families. Once enrolled, our DLI classrooms involve parents in the learning process, creating partnerships that can enhance student outcomes.
 4. The program will ensure all communication with families is in multiple languages when possible. The PPS website and communication applications, like Remind, have the capability to translate text into a myriad of languages. This ensures that all parents/caregivers can access important information about their child's education and school activities. This promotes greater parent involvement, strengthens school-family partnerships, and fosters a more inclusive learning environment for students.



- b. PPS Early Learners Mental Health Consultants facilitate a research-based parenting series Positive Solutions for Families one time (or more) per year. Translation is offered for anyone who needs it, as well as a virtual option to attend. Initially created by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and now available on the National Center for Pyramid Model Innovations (NCPMI) website, and growing out of the PBIS (Positive Behavioral Interventions and Supports) practices, this curriculum promotes social-emotional competence in young children and is a straightforward, engaging set of Parent Training Modules to which all parents, guardians, and caregivers of the PPS Early Learners program are invited to attend. The modules include education for parents and caregivers about typical early childhood social-emotional development, opportunities for sharing of ideas, strategies for consistent, effective, and compassionate parenting, as well as opportunities for parents to practice new skills and obtain feedback from the group facilitators.

DRAFT



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Administration for Children and Families
Office of Head Start – West Region

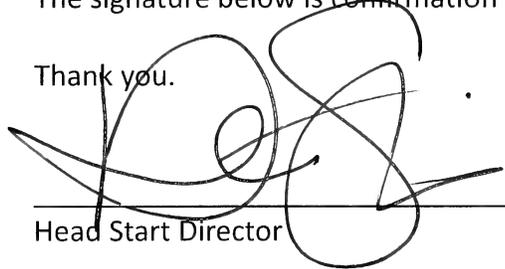
Subject: Parent Activities

Dear Regional Program Leadership,

Portland Public Schools Head Start Governing Board approved the program’s revised Parent Activities policy and procedures.

The signature below is confirmation the governing board has approved this request.

Thank you.



Head Start Director

5.14.2025
Date

Governing Board Chair

Date



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

MEMO

Date: 07/08/2025

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Director of Early Learners (Head Start)

Subject: Head Start Action and Informational Items

BACKGROUND

- A. Federal requirements call for the Governing Board of Head Start to approve recommendations and reports for the program.**
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for PPS Head Start.**

1. Updated Policy & Procedures

1.A. Safety Practices – PPS Early Learners (Head Start) has revised the Safety Practices Policy in alignment with Head Start Performance Standards §1302.47(a)(4) Achieving program goals, §1302.47(b)(7)(iii) Safety Practices, and §1302.74(a) Safety Procedures. PPS Early Learners incorporates a system of health and safety practices that ensures a safe, secure and healthy environment to support children’s learning and development. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.B. Active Supervision – PPS Early Learners (Head Start) has revised the Active Supervision Policy in alignment with Head Start Performance Standards §1302.90 – Personnel policies. All staff and adults in our program are responsible for actively supervising children at all times in accordance with the program and district standards of conduct. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.C. Parent Activities – PPS Early Learners (Head Start) has revised the Parent Activities Policy in alignment with Head Start Performance Standards §1302.51 – parent activities to promote child learning and development. The program values parents as their child’s first teacher and will work to promote shared responsibility with families for their children’s early learning and development. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new

policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.D Classroom Coaching – PPS Early Learners (Head Start) has revised the Classroom Coaching Policy in alignment with Head Start Performance Standards §1302.92(c) – Training and professional development. The program implements a coordinated coaching plan for all education staff that assesses their strengths and needs and supports them in developing their skills and knowledge in order to provide high quality, comprehensive services to children and families. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.E. Fees – PPS Early Learners (Head Start) has revised the Fees Policy in alignment with Head Start Performance Standards §1302.18 – Fees. Our program provides comprehensive services to eligible children and families at no charge. We recognize that the need for early childhood services is often greatest among the priority populations, including children from low-income families, children with disabilities, and those facing other barriers to access. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

1.F Staff Training and Professional Development – PPS Early Learners (Head Start) has revised the Staff Training Policy in alignment with Head Start Performance Standards §1302.92(c) – Training and professional development. The program incorporates best practices for adult learners in our professional development to implement a systematic approach to staff training. Professional development includes onboarding, annual Preservice, regular training through the school year, and professional learning communities. PPS Early Learners Parent Policy Council approved this policy and procedure on May 14, 2025. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. Application for Federal Grant Renewal

Board approval is required to apply for continuation of federal grant funds (\$6,382,217) for Fiscal Year 2026. The Head Start Parent Policy Council approved PPS Head Start applying for these funds on July 16, 2025. The application is due August 1, 2025. The Federal Funding Guidance Letter is attached. Board approval is required. A Board Letter of Approval and Resolution are requested.

3. 2024 – 2025 PreK Black Excellence Comprehensive Plan

The interest in opening a PreK Black Excellence Classroom began several years ago. PPS Early Learners Department put together an equity-centered Design Team to plan for the opening of a PreK Black Excellence Classroom for the 2025-26 school year. Led by Black PPS Early Learners staff, the Design Team was tasked with creating a comprehensive plan for the classroom that meets the needs of our students and the community; the plan considers mission/vision, curricular resources, community partnerships, and family engagement. The PreK Black Excellence Classroom will open at Dr. Martin Luther King Jr School in the fall fully enrolled. The [PreK Black Excellence Comprehensive Plan is attached](#). This report is for the Governing Body's information only. Governing Body approval is not required.

4. 2025 Community Needs Assessment – Executive Summary

Head Start requires programs to conduct a full community assessment that uses data to describe the community strengths, needs, and resources every five years. Annually, we review and update the assessment to inform program decision making year-to-year. This includes

reviewing data related to family and child homelessness, income eligibility, and the availability of publicly funded pre-kindergarten programs within the PPS boundaries. The [2025 Early Learners Community Needs Assessment Executive Summary](#) is attached. This report is for the Governing Body's information only. Governing Body approval is not required.

RELATED POLICIES/BEST PRACTICES

Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION

All items listed above support the high quality, comprehensive wraparound services provided to the children and families attending PPS Head Start.

FISCAL IMPACT

The items included in this packet do not have any significant direct impacts on program or district funding. Some items are required as part of grant agreements (federal, state, and city) in order to maintain current funding.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items at spring meetings noted above and reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation was the 2024 – 2025 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

In June 2022, the PPS School Board established a new set of goals. "It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance." The Board adopted the following four priorities for the 2022-2027 time period to move the school district toward the above aspirations:

- Improve Third Grade Reading achievement
- Improve Fifth Grade Mathematics achievement
- Improve Eighth Grade Readiness
- Improve High School Graduation rates

The above items support the district's and School Board's vision and priorities.

STAFF RECOMMENDATION

Develop Board resolutions and obtain signatures of approval of the Board Chair of the attached documents.

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

KJH (Initials)

ATTACHMENTS

- A. Policy and Procedures
 - a. Safety Practices Policy
 - b. Active Supervision Policy
 - c. Parent Activities Policy
 - d. Classroom Coaching Policy
 - e. Fees Policy
 - f. Staff Training and Professional Development Policy
- B. Policy and Procedures Board Approval Letter
 - a. Safety Practices Policy
 - b. Active Supervision Policy
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 - f. Staff Training and Professional Development Policy
- C. Policy and Procedures Board Resolutions
 - a. Safety Practices Policy
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 - f. Staff Training and Professional Development Policy
- D. 2025-2026 Federal Grant Guidance Letter
- E. 2025-2026 Federal Grant Renewal Approval Letter
- F. 2025-2026 Federal Grant Renewal Board Resolution
- G. 2025-2026 PreK Black Excellence Classroom Comprehensive Plan
- H. 2025 PPS Early Learners Community Needs Assessment – Executive Summary
- I. 4.16.2025 PPS Head Start Parent Policy Council Meeting Minutes
- J. 5.14.2025 PPS Head Start Parent Policy Council Meeting Minutes
- K. 6.4.2025 PPS Head Start Parent Policy Council Meeting Minutes

RESOLUTION No. 7154

Approval of Early Learners Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Early Learners (Head Start) Parent Policy Council recommends the approval of the revised Safety Practices Policy. PPS Early Learners incorporates a system of health and safety practices that ensures a safe, secure and healthy environment to support children's learning and development.

RESOLUTION

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



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Administration for Children and Families
Office of Head Start – West Region

Subject: Safety Practices

Dear Regional Program Leadership,

Portland Public Schools Head Start Governing Board approved the program’s revised Safety Practices policy and procedures.

The signature below is confirmation the governing board has approved this request.

Thank you.

Head Start Director

5.14.2025

Date

Governing Board Chair

Date

Safety Practices

Performance Standard

§ 1302.47(a)(4) Achieving program goals

(a) *Establishing program goals.* A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include:

- (4) Effective health and safety practices to ensure children are safe at all times, per the requirements in §§1302.47, 1302.90(b) and (c), 1302.92(c)(1), and 1302.94 and 1303 subpart F, of this chapter.

§ 1302.47(b)(7)(iii) Safety Practices

(b) A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with §1302.102, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety.

§ 1302.74(a) Safety Procedures

(a) A program must ensure children who receive transportation services are taught safe riding practices, safety procedures for boarding and leaving the vehicle and for crossing the street to and from the vehicle at stops, recognition of the danger zones around the vehicle, and emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.

Policy

PPS Early Learners incorporates a system of health and safety practices that ensures a safe, secure and healthy environment to support children's learning and development.

Procedure

- [Health and Safety Checks](#) (Facilities, equipment, materials safety)
- [Personnel Policies](#) (background checks)
- [Safety Training for all staff](#) (direct service and non-direct service)
- [Active Supervision](#)
- [Hygiene practices](#) (handwashing)
- [Hygiene practices](#) (diapering)
- Dismissal to Authorized Adult (see below)
- Late Pick Up (see below)
- [Sick Child](#)
- [Medication Administration](#)
- [Food Allergies in the Classroom](#)
- [Emergencies/Disaster Preparedness](#) and [School Emergency Response Plans \(SERP\)](#)
- [Incident Reporting](#)
- [Transportation procedure](#) (where do we state that we provide the STOPPS training for all the kids?)

Child Arrival and Departure

Procedure

Children can be signed in to the classroom by anyone who is dropping them off to school for the day. At departure, only individuals listed on the child's Emergency Contact form (ChildPlus Report 1520) will be allowed to sign the child out. In general, siblings age 12 and older may be allowed to sign out the Head Start child. This must be pre-approved by the Early Learners Administrator and/or Family Engagement Manager in consultation with parents and education staff.

If the sibling is younger than 12, parents/guardians will complete the "Parent Request for Minor Sibling Pick Up" pick up form. This form includes justification, how the child will get home, back up plan, and dates approved, and signatures from family, Family Engagement Manager, and Early Learning Administrator. (Form includes a check box for notification to Family Advocate and Administrative Assistant.)

When a parent/guardian requests to add or delete approved people to pick up their child from school, please:

1. Refer parent/guardian to Family Advocate
2. Family Advocates will update the information in ChildPlus and print a new Emergency Contact Form for the classroom.
3. A Change of Status form will be completed by Family Advocates so Synergy records can be updated.
4. All staff releasing children to approved pick-up list individuals will check identification if they are not familiar with that person.
5. Emergency Contact Form information will be reviewed and updated at the teacher's first home visit.

Late Pick Up:

- When a child is not picked up at the end of the school day, the child will remain in their classroom for the first 7.5 minutes with Teacher then they will be taken to the designated space at the site (example: Family Advocate office). Teachers and Family Advocate will reach out to caregivers and emergency contacts, as listed on the Emergency Contact form, until someone is on their way to pick up the child.
- Teacher will sign the child in (transfer supervision) to designated space and confirm accepting staff acknowledge the child. Teachers will make a name tag for children as needed for safety.
- No staff should be left alone with more than 5 children whenever possible.
- All sites will maintain a master Emergency Contact binder so that the Family Advocate staff, or any other staff supporting late pick ups, is able to verify identification for adults picking children up. Each master binder will include a blank sign in/sign out sheet for teachers and caregivers to complete.
- If a child is still not picked up 60 minutes after the end of the school day staff will notify Early Learning Administrator and/or Program Manager-Family Engagement for next steps.



PORTLAND PUBLIC SCHOOLS

HEAD START

4800 NE 74th Ave/ Portland, OR 97218

Telephone: (503) 916-5724

MEMO

Date: 07/08/2025

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Director of Early Learners (Head Start)

Subject: Head Start Action and Informational Items

BACKGROUND

- A. Federal requirements call for the Governing Board of Head Start to approve recommendations and reports for the program.**
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ANALYSIS OF SITUATION

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COMMUNITY ENGAGEMENT

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TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation was the 2024 – 2025 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

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STAFF RECOMMENDATION

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

KJH (Initials)

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- K. 6.4.2025 PPS Head Start Parent Policy Council Meeting Minutes

RESOLUTION No. 7155

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Early Learners Parent Policy Council recommends the approval of the revised Staff Training Policy. The program incorporates best practices for adult learners in our professional development to implement a systematic approach to staff training. Professional development includes onboarding, annual Preservice, regular training through the school year, and professional learning communities.

RESOLUTION

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

Training and Professional Development

Performance Standard

§1302.92 Training and professional development.

(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate, and integrated with employee engagement practices in accordance with § 1302.101(a)(2). At a minimum, the system must include:

- (1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in 70 Administration for Children and Families, HHS §1302.92 – Program Governance section 648A(a)(5) of the Act, and includes creating individual professional development plans as described in section 648A(f) of the Act;
- (2) Annual training on mandatory reporting of suspected or known child abuse and neglect, that complies with applicable Federal, State, local, and Tribal laws;
- (3) Annual training on positive strategies to understand and support children’s social and emotional development, such as tools for managing children’s behavior;
- (4) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;
- (5) training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,
- (6) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

(c) A program must implement a research-based, coordinated coaching strategy for education staff that:

- (1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;
- (2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;
- (3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;
- (4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:
 - (i) Align with the program’s school readiness goals, curricula, and other approaches to professional development;
 - (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
 - (iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,
 - (iv) Include clearly articulated goals informed by the program’s goals, as described in §1302.102, and a process for achieving those goals; and,
- (5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff

§1302.92 Training and professional development.

identified as needing support, without providing time and resources for staff to improve.

(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.

Policy

In accordance with HSPPS 1302.92, our program incorporates best practices for adult learners in our professional development to implement a systematic approach to staff training. Professional development includes onboarding, annual Preservice, regular training through the school year, and professional learning communities. All education staff have access to instructional coaching and supervisory support; all Family Service staff have access to role-specific training. All staff receive annual training to maintain student safety.

Procedure

- a) The Early Learners program provides staff onboarding, early learning specific pre-service training, district required training, Pre-K digital notebook for onboarding (Teacher and Educational Assistants), and three (3) days of onboarding for Educational Assistants.
- b) Staff training and professional development
 - 1) Pre-service training, new teacher training (4 sessions throughout the school year), early literacy throughout the year, teacher coaching (see coaching policy), Teacher and Educational Assistant educational funds.
 - 2) Annual mandatory Pepper training for each district staff member on mandatory reporting of suspected or known child abuse and neglect.
 - 3) Early Childhood PBIS (Pyramid Model): ongoing training throughout the school year and Non Violent Crisis Prevention Intervention for Administrators, coaches and floater Educational Assistants
 - 4) [1302.92\(b\)\(3\)\(4\) Family Services Training](#)
 - 5) We incorporate best practices for adult learners in our Professional Development planning. We develop professional learning with input from our Instructional Leadership Team and our ECPBIS Leadership Team to address making progress on our program goals. We use Preservice days, Early Release Days and Professional Learning Communities to address the following:
 - Adopted curriculum implementation
 - Understanding *Head Start Early Learning Outcomes Framework: Ages Birth to 5*
 - Creating Inclusive Environments
 - Addressing transitions
 - Using data to individualize learning experiences
- c. [\(1, 2,3, 4 - i,ii,iii\) - see Instructional Coaching Policy](#)

All PPS staff engage in a performance evaluation process on an annual and biennial process. This includes intentional goal setting, formal and informal observations, with built in conferencing throughout the evaluation process.



EARLY LEARNERS DEPARTMENT

501 North Dixon Street | Portland, OR 97227

Administration for Children and Families
Office of Head Start – West Region

Subject: Staff Training and Professional Development

Dear Regional Program Leadership,

Portland Public Schools Head Start Governing Board approved the program’s revised Staff Training and Professional Development policy and procedures.

The signature below is confirmation the governing board has approved this request.

Thank you.

Head Start Director

5.14.2025
Date

Governing Board Chair

Date



Michelle Morrison
Chief Financial Officer

Portland Public Schools
501 North Dixon Street • Portland, OR 97227
Phone: (503) 916-2000
www.pps.net

MEMORANDUM

Date: July 14, 2025
To: Board of Education
From: Michelle Morrison, Chief Financial Officer
CC: Superintendent Kimberlee Armstrong
Subject: Resolution to Amend the 2025-26 Adopted Budget, Amendment No. 1

BACKGROUND

During the course of the year, there are occasions and circumstances that require an entity to update its budget. This is a common and routine best practice to ensure that proper spending levels are maintained in accordance with what has transpired throughout the school year. Oregon Local Budget Law allows budget changes after adoption under prescribed guidelines.

The proposed amendment adjusts requirements (i.e. expenses) within Fund 100 (General Funds) to meet the projected spending requirements.

100 - General Fund Adjustments

Requirement (i.e. Expense) Changes

- Increase resources in Other to reflect interfund loan revenue.
- Increase requirements in Support Services for the full replacement of floor scrubber equipment.

RELATED POLICIES/BEST PRACTICES

Oregon Local Budget Law, Oregon Revised Statutes (ORS) 294.305 to ORS 294.565, allows budget changes after adoption under prescribed guidelines.

ANALYSIS OF SITUATION

Should the Board choose not to pass this resolution, appropriation levels may be exceeded and potentially in violation of Oregon Local Budget Law.

FISCAL IMPACT

No further impacts beyond that which have been outlined above.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

N/A

TIMELINE FOR IMPLEMENTATION / EVALUATION

N/A

BOARD OPTIONS WITH ANALYSIS

The Board may choose to pass or not pass the proposed budget amendment resolution. If passed, the District will move forward with its purchase of capital equipment for the Fiscal Year 2025-26. The consequences of non-passage would mean appropriations would not be available for anticipated expenditures, or reductions would need to be made in order to stay within appropriations and remain in compliance with Oregon Local Budget Law.

STAFF RECOMMENDATION

Staff recommends that the Board pass the proposed resolution to amend the 2025-26 budget.

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

MM (Initials)

ATTACHMENTS

- Resolution
- Attachment A - Summary of Amendments to 2025-26 Budget - Amendment No. 1

RESOLUTION No. 7156

Amendment No. 1 to the Fiscal Year 2025-26 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 10, 2025, the Board of Education (“Board”), by way of Resolution No. 7121, voted to adopt an annual budget for the Fiscal Year 2025-26 as required under Local Budget Law; and
- B. Board Policy 8.10.030-AD, “Budget Reallocations - Post Budget Adoption,” establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board; and
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines; and
- D. This Amendment No. 1 amends the budget to align with current projections. Budget changes are summarized in Attachment A and include the following major components:
 - i. General Fund (Fund 100) - Appropriation change
 - 1. Increase resources for Other by 1,322,000.
 - 2. Increase requirement for Support Services by 1,322,000.
- E. This resolution is to enable the Board to approve Amendment No. 1 to the annual budget for Fiscal Year 2025-26, and is allowed under ORS 294.471(a) (b) (c) (d) & (h), which states that the budget may be amended at a regular meeting of the governing body; and
- F. The Superintendent recommends approval of this resolution.

RESOLUTION

BE IT RESOLVED that the Board of Directors of Portland Public Schools hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2025.



Michelle Morrison
Chief Financial Officer

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MEMORANDUM

Date: July 14, 2025
To: Board of Education
From: Michelle Morrison, Chief Financial Officer
CC: Superintendent Kimberlee Armstrong
Subject: Resolution to Authorize an Interfund Loan for Equipment Financing

BACKGROUND

The Board approved the use of cooperative purchasing agreements for custodial equipment on June 10, 2025 through Resolution No. 7121. In lieu of a traditional five-year capital lease, finance staff recommend using a four-year, interest-free interfund loan from Fund 601 – Workers’ Compensation Fund to Fund 100 – General Fund. This action will complete the purchase and provide an overall net savings to the district General Fund.

The General Fund is the primary source of funds for custodial equipment and staff is recommending that large-scale capital equipment purchases be budgeted and expended out of Fund 100 (General Fund) for reporting purposes. As only a single year of financing was appropriated in the 2025-26 General Fund Budget, the Fund 100 is currently unfunded for this specific expenditure. Staff proposes a temporary funding solution via an interfund loan from reserves in Fund 601 (Workers’ Compensation Fund). Repayment would occur through payments from the General Fund over a 4-year period.

RELATED POLICIES/BEST PRACTICES

ORS 294.468 allows for interfund loans between district funds when the borrowing fund has a reliable repayment source and the loan does not impair the operations of the lending fund. Repayment must occur within a reasonable period and be properly documented and tracked.

ANALYSIS OF SITUATION

If the Board does not authorize the interfund loan, the District would secure external financing. Based on typical municipal capital lease rates (5% over 5 years), borrowing the full amount at the time of purchase of \$1.65 million would result in more than \$256,000 in interest costs.

By financing the purchase internally at 0% interest, the District avoids unnecessary expenses that would exceed interest earnings on the funds, and retains flexibility over repayment terms.

FISCAL IMPACT

This financing method avoids approximately \$256,000 in potential interest expenses over the next four years and keeps all cash flow within the District's control. It is estimated that the interfund loan amount could have earned up to \$229,000 assuming a 4% average interest earnings rate, resulting in an estimated net savings to the district of \$27,000 for this project.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

N/A

TIMELINE FOR IMPLEMENTATION / EVALUATION

Loan proceeds will be transferred immediately upon Board approval. Repayment progress will be monitored annually.

BOARD OPTIONS WITH ANALYSIS

Approve the resolution: Enables the District to utilize district insurance reserves for capital replacements, saving on financing expenses.

Do not approve: The District would pursue external financing options that would include interest expense, resulting in a higher total cost of ownership.

STAFF RECOMMENDATION

Staff recommend that the Board adopt the resolution authorizing a four-year, interest-free interfund loan of \$1,321,349.90 from Fund 601 to Fund 100.

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

MM (Initials)

ATTACHMENTS

- Resolution

RESOLUTION NO. 7154

Authorizing an Interfund Loan from Fund 601 (Workers' Compensation Fund) to Fund 100 (General Fund)

RECITALS

- A. Under ORS 294.468, the Board of Directors may authorize an interfund loan from one fund to another for public purposes, provided it is repaid from a documented source within a reasonable period;
- B. The equipment purchase being financed has already been authorized by the Board through separate procurement or expenditure approval processes;
- C. Fund 100 – General Fund requires temporary cash flow to complete this approved purchase and Fund 601 – Workers' Compensation Fund has adequate reserves to provide the funding without impacting its operations;
- D. Fund 601 – Workers' Compensation Fund has sufficient reserves to support the loan without impairing its program obligations;

RESOLUTION

BE IT RESOLVED, that the Board of Directors of School District 1J, Multnomah County, Oregon authorizes an interfund loan as follows:

Lending Fund: Fund 601 – Workers' Compensation Fund

Borrowing Fund: Fund 100 – General Fund

Loan Amount: \$1,321,349.90

Purpose: To finance a previously authorized capital purchase using internal reserves.

Repayment Source: Annual payments of \$305,198.53.

Repayment Term: Four years, payable upon demand, with full repayment no later than June 30, 2029

Interest Rate: 0% (interest-free loan approved due to internal cash flow strategy and scheduled repayments)

BE IT FURTHER RESOLVED, that this interfund loan will be recorded as a receivable in Fund 601 and a liability in Fund 100, and monitored annually as part of the District's financial reporting and audit process.