

Regular Meeting  
Tuesday, August 5, 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 - Superintendent's Report
3. 6:15 pm - Student Representative's Report
4. 6:20 pm - Student Comment
5. 6:30 pm - Public Comment
6. 6:40 pm - Comments from our Union Partners
7. 6:45 pm - Board Committee and Conference Reports
8. 6:55 pm - Approving a School District Boundary Change between Portland Public Schools and the Beaverton School District (Resolution 7148)  
Vote- Public Comment Accepted
9. 7:05 pm - Finance Focus
10. 7:15 pm - Student Use of Personal Electronic Devices Policy Implementation 8.60.039-P
11. 7:30 pm - Review Draft Board Work Plan
12. 7:45 pm - Consent Agenda: Resolutions 7159 through 7161 Vote- Public Comment Accepted
  - 12.(a) Resolution 7159 - Expenditure Contracts
  - 12.(b) Resolution 7160 - Revenue Contracts
  - 12.(c) Resolution 7161 - Approving Board Member Conference Attendance as Representatives of the Board
13. 7:50 pm - Other Business / Committee Referrals
14. 7:55 pm - Adjourn



# Superintendent's Report

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*Together, We Rise*

August 5, 2025



# Ida. B Wells Band Director Wins \$10,000





PORTLAND PUBLIC SCHOOLS

**PROJECT**  
**COMMUNITY CARE**



# Leadership Institute





HOW WE'RE

LIFTING

LITERACY



HOW WE'RE

LIFTING

LITERACY



# Follow along on social!





**TOGETHER,**

**WE RISE**

**WITH EXCELLENCE. WITH PURPOSE.**

## **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.





**Michelle Morrison**  
**Chief Financial Officer**

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

**MEMORANDUM**

**DATE** August 5, 2025  
**TO** Portland Public Schools Board of Education  
**FROM** Michelle Morrison, Chief Financial Officer  
**CC** Dr. Kimberlee Armstrong  
**SUBJECT** Boundary Change Analysis

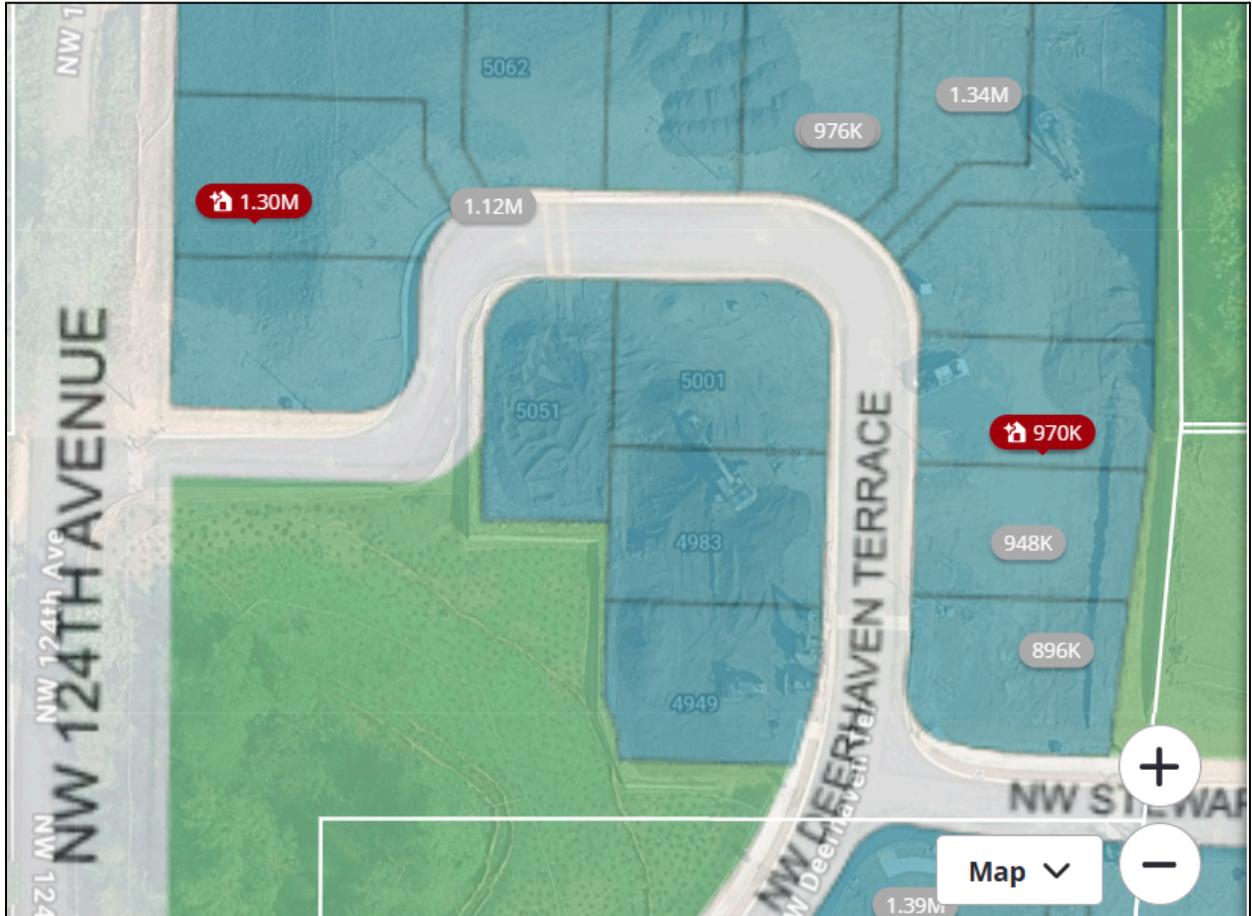
At the July 22nd Board Meeting, the Directors were recommended to approve a boundary adjustment on the west side of the District with Beaverton School District. The identified parcel was undeveloped when Washington and Multnomah counties implemented the boundary change which shifted the parcel from Multnomah to Washington county. The District did not make the adjustment at that time.

Currently, there are 12 developable lots with 2 completed residents and 10 more approved as building sites. The homes in this area are estimated to be \$1.08 million average market value (assessed value to be determined). The Directors discussed the topic and requested additional information prior to making a determination. Please see the table below that identifies some impacts of the approval of this request.

Category	Potential Impact
Revenue	Due to the distribution formula for the State School Fund, the operational budget would not be impacted by the change (more property tax revenue = less state school fund).
Bond Revenue	Because the properties were undeveloped prior to the current bond authorization, they would be in a designation “bond pocket” and not levied for the current bond debt service. Owners would be responsible to pay future bond authorizations (amount and timing TBD).
Levy Revenue	Owners would be responsible for Operating Levy (even if they didn’t vote for it). The average market value (below) is \$1.08 million. At \$1.99/\$1,000, the maximum levy yield is \$2,149.20 per home and an estimated annual total of \$25,790.40.
Ballots	Without a boundary change, votes would belong to Portland Public Schools (even if their students attend Beaverton Schools as transfers), for capital projects, levies, and school board elections.
Student Support	If Multnomah County is unable to route public transportation to this area, PPS transportation would be required to access the properties by driving through Washington county for access due to the development/property design. This requirement adds transportation time and cost for a limited number of students.
Student Experience	Students would be required to apply for an annual transfer to attend the same (Beaverton) schools that their neighbors are. Annual calendars also vary, along with inclement weather

and other district-specific factors. The current average student yield per household<sup>1</sup> in Oregon is .305<sup>2</sup> and the total estimated students impacted is 3.66.

Please see the map below for the identified properties and market values based on the Zillow real estate application as of 7/28/2025.



1

<https://www.qualityinfo.org/-/a-closer-look-at-oregon-s-median-household-income#:~:text=There%20are%201%2C752%2C050%20households%20in,is%20a%20separate%20living%20quarters.-> 1,752,050

2

<https://www.oregon.gov/ode/schools-and-districts/grants/Documents/2025-26%20State%20School%20Fund/25-26%20Estimates%206-16-25.pdf>- ADMr 534,360



## 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.

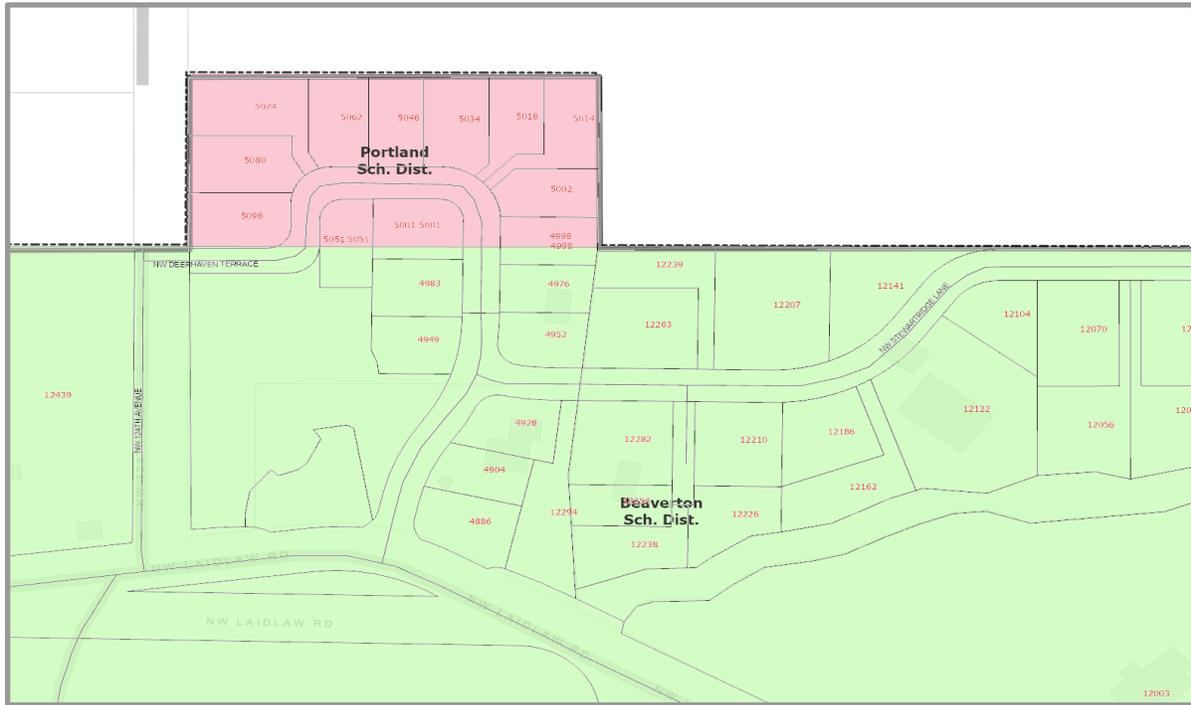
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Staff is requesting the Board authorize a request to Multnomah County's boundary board (Multnomah County Commission) to change the District's boundary to align with the County boundary.

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.



**TOGETHER ,  
WE RISE**

**Finance Focus: State School Fund**

Presented to the Portland Public School Board of Directors  
August 5, 2025

# Agenda

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- Review of Operating Revenue Sources (Fund 100)
- Review State School Fund Distribution Formula
- Identify Student Weights and Budget Impact
- Discussion



# Operating Revenue Sources



# Fund 100 Sources by Object

## → 1000s: Local Revenue

- ◆ Property Taxes including GAP and Local Option Lev
- ◆ Interest Earnings, Rentals, and Other Revenue

## → 2000s: Intermediate Sources

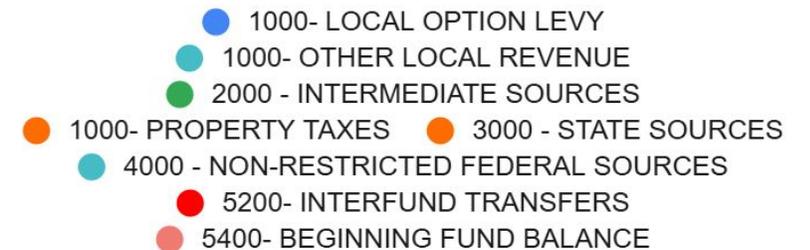
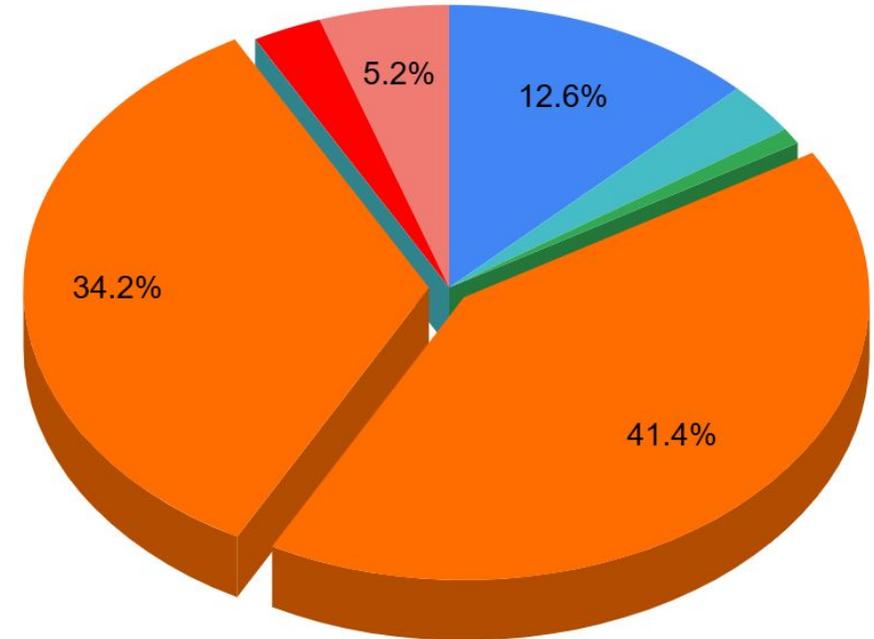
## → 3000s: State Sources

- ◆ State School Fund
- ◆ Common School Funds

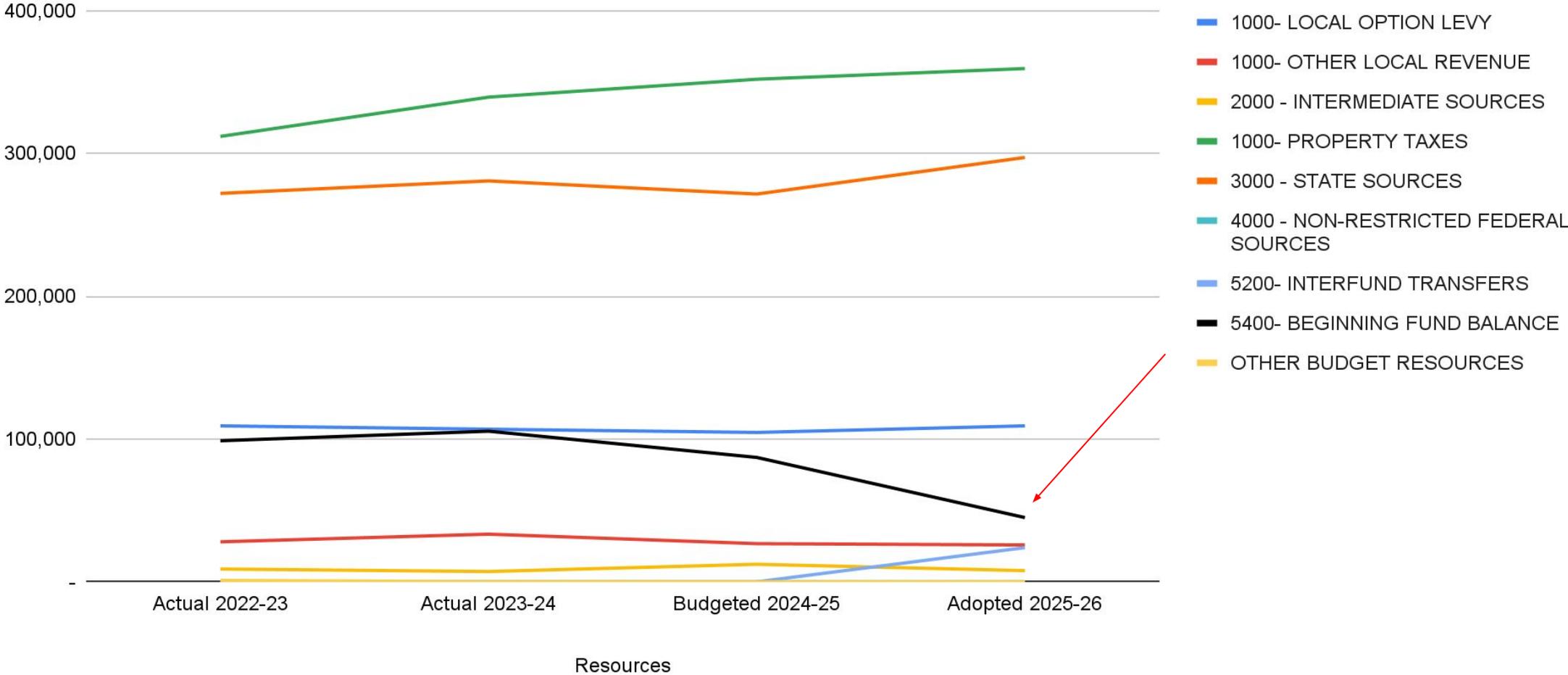
## → 4000s: Federal Sources

## → 5000s: Fund Balance, Transfers

2025-26 General Fund Budget



# Historical Trends



# Notes on Current State

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## → 1000s: Local Revenue

- ◆ Property Taxes show steady growth over time

## → 2000s: Intermediate Sources

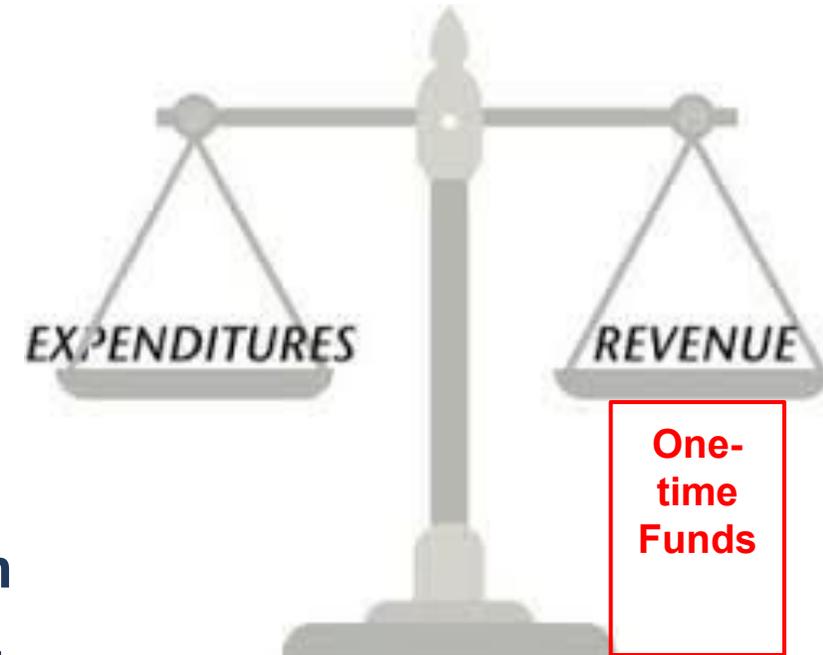
- ◆ Steady but not a large portion of the budget

## → 3000s: State Sources

- ◆ State School Fund growth at \$11.36 biennial projection
- ◆ Directly impacted by student enrollment and weighting

## → 5000s: Fund Balance, Transfers

- ◆ **Fund Balance Decline**
- ◆ **Use of Reserves (Transfers)**



*Even with significant budget reductions, the use of fund balance and one-time funds was necessary to balance the 2025-26 Budget.*

# The State School Fund Distribution Formula



# Three Distinct Property Tax Eras

## Pre-Measure 5

- Purely levy based system until 1991-92
- Taxing district rates combined
- Real market value (no separate definition for Assessed Value)
- Limited to 6% increase per District unless voter approved

## Measure 5

- Introduced limits of \$5 (school) and \$10 (other government) per \$1,000 of assessed value for individual properties
- Hybrid levy/rate-based system
- Reduction in taxes due because of limits is known as “compression”

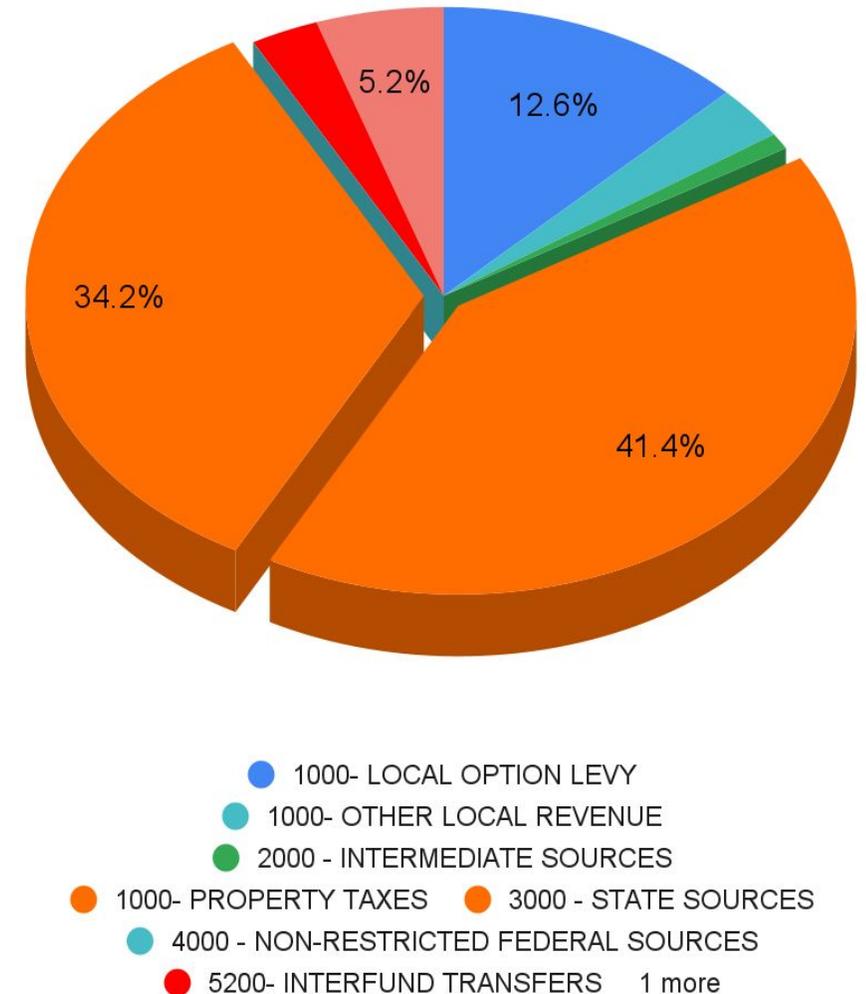
## Measure 50

- 1997 (repealed Measure 47)
- Purpose to reduce taxes in 1997-98 and control future growth
- Reduce/cap Assessed Values
- Switch to permanent tax rate limits

# State School Fund Resources

- Local Property Taxes (excluding Local Option Levy)
- State General Fund and Lottery proceeds
- Appropriated biennially by the State Legislature
- Distributed to Districts using the Equalization Formula
- 75.6% of the General Fund revenue

2025-26 General Fund Budget



# State School Fund Equalization Formula

## → ORS 327.008 – State School Fund

All districts in Oregon submitted estimates for local revenue, student enrollment, demographics and transportation costs are submitted to the Oregon Department of Education for the 2025-26 year in December. The Department issues periodic estimates based on this information and as actual data becomes available.

		2025-2026
	ADMr: 42,281.20 X 1.00	42,281.20
Students in EL programs:	4,137.90 X 0.50	2,068.95
Students in Pregnant and Parenting Programs:	33.90 X 1.00	33.90
7624 IEP Students capped at 11% of District ADMr:	4,650.93 X 1.00	4,650.93
Students on IEP Above 11% of ADMr:	1,266.90 X 1.00	1,266.90
Students in Poverty:	3,822.35 X 0.25	955.59
Students in Foster Care and Neglected/Delinquent:	167.00 X 0.25	41.75
Remote Elementary School Correction:	0.00 X 1.00	0.00
Small High School Correction:	0.00 X 1.00	0.00
Post Graduate Scholars:	0.00 X -0.25	0.00
		<b>2025-2026 ADMw 51,299.22</b>

# Rationale

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## → This is a Revenue Formula, NOT Expenditure

- ◆ Assumes districts with remote locations may have additional baseline needs not covered with the distribution
- ◆ Assumes that districts will serve students with exceptional learning situations and that those services may increase costs

## → Teacher Experience

- ◆ Calculations to increase or decrease distribution based on average teacher experience of the District compared to the state average

## → Student Transportation

- ◆ As transportation is a requirement of public schools, the state offers a Transportation Grant to reimburse specific costs related to this service up to 70%

# Fiscal Year Financial Cycle

District Activities												June Expenditures (24% for the current year)
	Reconcile Prior Year Enrollment, Revenues, and Expenditures			Prepare Prior Year Financial Report		Special Education Child Count to ODE	Upcoming Year Budget Development				Upcoming Budget Adopted	
	Implement Adopted Budget	Finalize Prior Year Grants	First Full Payroll Processed (use for projections)	Current Year Enrollment Determined	Local Tax Collections	2023-24 Financial Report to School Board		Staffing for upcoming year		Upcoming Budget Proposed	State School Fund Reconciliation Adjustment-Prior Year	Current Year Supplemental Budget/Appropriations Changes
ONE Fiscal Year	July	August	September	October	November	December	January	February	March	April	May	June
State Level Activities	SCHOOL IN SESSION											
						Submit Upcoming Year Estimate to ODE (enrollment, High Cost Disability, Local Revenue, and Transportation Costs)			ODE Posts Upcoming Year Estimates	ODE Posts Prior Year Reconciliation Estimates		
					Prior Year Actuals Reporting to ODE			ODE Posts current year Estimates				

# Budget Process

## BUDGET BUILDING

April - June (3)

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

## BUDGET PLANNING

January - March (2)

- 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 (1)

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

# Student Weights and Budget Impact



# Student Weighting

## → ORS 327.008 – State School Fund - OregonLaws - Public.Law

Based on the current Estimate from the Department of Education, the current amount of “Total Formula Revenue” for each student (Average Daily Membership, resident, ADMr) is \$11,812.

		2025-2026
	ADMr: 42,281.20 X 1.00	42,281.20
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Small High School Correction:	0.00 X 1.00	0.00
Post Graduate Scholars:	0.00 X -0.25	0.00
		<b>2025-2026 ADMw 51,299.22</b>

# Extended ADMw (Average Daily Membership, weighted)

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- Designed to support Districts with declining enrollment
- Extends the highest amount of student weights over the current and prior year
- Catches up!
- Gives time to adjust staffing levels as student enrollment decreases
  - ◆ Recover from temporary enrollment dip
  - ◆ Use of one-time funds
  - ◆ Contract Negotiations
  - ◆ School Optimization



# Questions & Discussion





**TOGETHER,**

**WE RISE**

**WITH EXCELLENCE. WITH PURPOSE.**

**Personal Electronic Device Update**

# Purpose today

Update the School Board on changes to our Personal Electronic Device Policy after the Governor's Executive Order:

- 1) How personal electronic devices will be stored.
- 2) How school personnel will respond to violations of the policy.
- 3) How this policy will be communicated.

With room to answer any specific questions



**IT IS ORDERED AND DIRECTED:**

1. The State of Oregon establishes a personal electronic device policy for all Oregon public school districts with the goal of supporting every student to have the best opportunity for academic success.
2. **Definition:** "Personal electronic device" means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school's network infrastructure. This does not include a laptop computer or other device required to support academic activities.
3. **Policy Requirements:** Every Oregon school district is required to have a policy that shall prohibit the use of personal electronic devices by students from the start of regular instructional hours until the end of regular instructional hours. The policy must be adopted no later than October 31, 2025. Additionally:
  - a. The policy must be effective no later than January 1, 2026.
  - b. The policy must provide clarity on how personal electronic devices will be stored during the school day.
  - c. The policy may exclude time when students are not on school grounds and are not under the supervision of school personnel other than a school bus driver.
  - d. The policy must provide for the use of a personal electronic device by a student when the use complies with the terms of:
    - i. The student's medical provider's order for the care and treatment of a medical condition.
    - ii. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794.
    - iii. A written exemption provided for the student based on a process and guidelines adopted by the school district to allow school building administrators to accommodate the individual circumstances of a student or to further specific educational outcomes for a student.
  - e. The policy must provide direction to school personnel regarding actions that may be taken when a student violates requirements regarding the use of personal electronic devices under the policy. Allowed actions may not authorize or otherwise result in a student losing instructional time, which includes suspension or expulsion.

# Communication Plan

Communication to Principals

July 2025



Communication from schools

August 2025



Communication to Students/Families

August 2025



Office Hours for School Personnel

August 2025



Huddle & Cohort

Newsletters & Websites

Via District Comms

Virtual Connections



# Resources and Documents

All documents that relate to the Personal Electronic Device Policy

## Personal Electronic Device Policy

## Personal Electronic Device Administrative Directive

## Student Rights and Responsibilities Handbook

## Plans for Storage and Communication, by school



Board Policy

8.60.039-P

### Student Use of Personal Electronic Devices in Schools

We are committed to supporting student mental health and wellbeing and to creating environments where students feel safe, welcome, and excited to learn. Peer and student-to-teacher interactions are fundamental to learning, and we must create the conditions that allow students to be engaged, focused, and challenged so they can reach their full potential. We are committed to understanding quality research on the use and impact of Personal Electronic Devices on the educational environment and adopting best practices as they evolve.

#### I. Definitions

"Personal Electronic Device" is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information, depictions, and/or data.

#### II. General Guidelines

- A. Personal Electronic Devices must be "off and away" throughout the school day so that the device cannot disrupt students or the learning environment unless otherwise permitted under this policy or the related Administrative Directive.
- B. **Additional Restrictions May Be Adopted by a School:** Nothing in this policy prevents a building administrator from adopting additional restrictions on the use of Personal Electronic Devices during school hours.
- C. **Discipline:** Students who do not comply with this policy or the Personal Electronic Device requirements of their school may be subject to discipline as outlined in the District's [Student Rights and Responsibilities Handbook](#), including leaving their Personal Electronic Devices confiscated.
- D. **Exceptions:** Categories of exceptions to this policy, shall include, but not be limited to:
  - i. complying with a student's Individual Education Plan (IEP), 504 Plan, or other requirement to access the educational programming or communication at school;
  - ii. supporting specific academic activities as determined by a building administrator;
  - iii. application of the policy in the District's alternative educational programs;
  - iv. and others as defined by the Superintendent.
- E. **No Bullying or Harassment:**
  - i. Students may not take videos or photos during school activities or otherwise use their Personal Electronic Devices to harass or bully another individual or otherwise violate PPS's Student [Anti-Harassment and Teen Dating Violence Policy](#), PPS's student handbook, or other policy.



Administrative Directive 8.60.038-AD

### Student Use of Personal Electronic Devices in Schools

#### I. Education and Notification

Understanding our students' increased access to personal electronic devices and its impact on education, the District believes in the importance of teaching [about digital citizenship](#) and the appropriate use of personal electronic devices. Personal Electronic Devices must be "off and away" throughout the school day so that the device cannot disrupt students or the learning environment unless otherwise permitted under District Personal Electronic Device policy or this Administrative Directive.

Each PPS school shall include the District Personal Electronic Device Policy and Administrative Directive in the Climate Plan. The policy should be well communicated to staff, students, and caregivers. It's recommended that you have signage communicating the expectations to your students.

#### II. School Response to Violations of the Policy

School officials may conduct searches of students and their property if the official has a **reasonable suspicion** that there has been a violation of a law, District policy, or school rule and that the search will produce evidence of that violation. Searches should be brought into a private room or office and must be conducted by two adults. Please review the Search and Seizure [Administrative Directive](#) for additional guidance.

All searches conducted by staff must be logged into the [Prohibited Item Google Form](#). This also includes searches that don't produce prohibited items.

When students are found to have violated the Personal Electronic Device Policy, a process of progressive discipline should be implemented, beginning at the lowest possible level reasonably calculated to change the student's behavior and minimize the loss of instructional time. Serious violations may require a more elevated response. Staff should follow the Behavior Matrix, which is included in the [Student Rights and Responsibilities Handbook](#), for guidance on personal electronic device use.

#### III. Assigned Lunch Periods

Recognizing that District high schools allow students to go off campus for lunch, students in grades 9-12 may have access to their personal electronic devices during designated lunch periods unless the school administrator chooses to enforce a stricter policy.

#### IV. Exceptions

There may be situations requiring school administrators to make exceptions to the requirement prohibiting students from using their personal electronic devices during the school day. Examples of exceptions include, but are not limited to the following:



PORTLAND  
Public Schools

## 2025-2026 PPS STUDENT RIGHTS, RESPONSIBILITIES, AND DISCIPLINE HANDBOOK

*A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.*

Updated June 2023

## School Name Climate Plan School Year

### Mission

[School's Mission Statement](#)

### Vision

[School's Vision Statement](#)

### Core Values

[School's 3-5 Core Values](#)

### WHAT IS SCHOOL CLIMATE?

#### SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant Positive Behavioral Interventions and Supports (PBIS), restorative practices and schoolwide transformative social-emotional learning opportunities for all students. Racial equity and social justice are woven into all aspects of school climate to ensure that all students experience a sense of belonging and have a positive school experience.

#### MULTI-TIERED SYSTEM OF SUPPORT

School climate is an essential component of the Multi-Tiered System of Support (MTSS) framework. MTSS is a proactive, data-driven practice used at Portland Public Schools to support all students. It uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. These tiered academic and behavioral interventions help eliminate barriers to learning and enable every student to successfully reach their full potential.

#### SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS

##### Our School's Core Values are

1. **Respectful**

2. **Responsible**

3. **Kind**

Our Core Values were created with student, staff, caregiver & community input ([Keep or edit based on your school!](#)). These values are posted throughout the school in order to make them visible to students, staff and caregivers. The intention is to share a consistent message about what we value as a school.

# Questions to Isaac Cardona, Chief of Schools



**DRAFT 2025-2026 School Board and Superintendent Work Focus Areas**

Board-designated Key Focus Areas Not in Order of Priority	Board Required Actions	Monitor Board Goals	Informational Items for the Board	Performance Audit
Albina Projects	2026-27 Budget Approval and Adoption	Third Grade Reading	Climate Crisis Policy Annual Report*	ESL Audit
Boundaries	Policy Review and Revisions	Fifth Grade Math	Annual Complaint Data Report*	School Building Security Audit
Budget	Accept the Annual Comprehensive Financial Report (no action)	Eighth Grade Readiness	District Performance Auditing Annual Report*	Career and Technical Education (CTE) Program Offerings
Bargaining	Interdistrict Transfer Slots	High School Graduation Rates and Post-Secondary Readiness	Monthly Budget Updates and Educational Series	Measure 98 Audit
Construction	Non-extension/Non-renewals			Bond Audit
District Academic Improvement Plan	Superintendent’s Evaluation			
Excellence in Service	Labor Agreements			
	Annual Student Investment Account (SIA) Report			
	Curriculum Adoptions			
	Integrated Grant Application			

	Legislative Agenda			
	School Calendar			
	Board Meeting Calendar			
	Board Leadership Vote			
	Division 22 Annual Report (no action)			

\*AR – Denotes Annual Report required by adopted policy

**Definitions of Categories**

**Board-designated Key Focus Areas:** These issues represent the Board and Superintendent’s highest priorities. Each issue will have specific action items to be achieved in the 2025-26 school year, and Board members are involved in defining key policy and strategic direction on these issues. Specific board members are assigned as board liaisons, who are responsible for working with staff, ensuring other board members are updated and apprised of issues, interfacing with the public and stakeholders, and working with Board leadership to ensure issues are moving forward and are reported on regularly. All Board members will actively participate in discussions and provide guidance on these issues.

**Required Actions:** These are issues that require annual action of the Board. Some of these issues, like the Budget process, will require significant discussion by the Board before approval, while others, such as adopting a board meeting calendar, can be more routine in

nature. Board Leadership will work with the Superintendent to determine the appropriate level of Board engagement needed for each required action.

**Monitor:** These are items that are identified in the Board's adopted goals for the 2022-27 Board Goals. The Board's role is to receive updates on the progress of the goals the Board has adopted. If individual Board members want to add additional issues to be monitored, they should raise this with Board leadership. Staff will send out updated lists to the entire Board.

**Informational:** These are issues that are of general interest to the Board and updates are for informational purposes and also include items that require updates to the Board per resolution or policy. Board members may receive updates on ongoing programs and policies as well as on new issues. The Board role is to receive the information but not provide substantive policy guidance. Information can be shared via written format, small group briefings, or in a board meeting setting. If individual Board members want to add additional issues for informational topics, they should raise this with Board leadership.

**Performance Audit:** The Audit Committee, in collaboration with the Superintendent and the Internal Performance Auditor, will identify topics for the formal audits. The Office of Internal Performance Auditing will perform approximately 2 -3 audits per year. The auditor will produce a report and present the findings to the Board's Audit Committee or to the full Board and provide updates on Board directed audits at each Audit Committee meeting. Further discussion and policy changes may occur as a result of the audit findings.

**RESOLUTION No. 7159**

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**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Admin, Funding Source</b>	<b>Certified Business</b>
Bartlett Construction	8/6/25 through 7/11/28	Flexible Services Contractor Pool FSCP 96733	Flexible Services Contractor Pool – Concrete Request for Proposals 2024-025	Up to \$1,000,000	T. Odgers Funding Source Varies	ESB
Bacharach Construction	8/6/25 through 7/11/28	Flexible Services Contractor Pool FSCP 96734	Flexible Services Contractor Pool – Concrete Request for Proposals 2024-025	Up to \$1,000,000	T. Odgers Funding Source Varies	No
Weitman Excavation, Inc.	8/6/25 through 7/11/28	Flexible Services Contractor Pool FSCP 96737	Flexible Services Contractor Pool – Concrete Request for Proposals 2024-025	Up to \$1,000,000	T. Odgers Funding Source Varies	No
Arcadis Architects, Engineers, and Landscape Architects	8/6/25 through 7/23/26 Option to renew for up to four additional one-year terms through 7/23/30	Architecture ARCH 96761	Architectural design for re-roof at Vestal School. Request for Proposals 2025-009	\$718,781	J. Franco Fund 456 Dept. 5511 Project DS006	No
Office of General Counsel Network, LLC	8/6/25 through 6/30/26	Legal Services LS 96793	New and existing legal services Direct Negotiation – Legal Services PPS-46-0525(11)	\$180,000	S. Toncray Fund 101 Dept. 5460	WBE
Enome, Inc. dba Goalbook	8/6/25 through 6/30/28	Digital Resource DR 96798	Online curriculum for special education teachers. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(11)	\$511,819	J. Buno Fund 101 Dept. 5414	No
KidsCare Home Health of Oregon, LLC	8/26/25 through 6/30/26	Personal Services PS 96810	Provide a nurse for PPS student per IEP. Direct Negotiation – Medical Services PPS-46-0525(14)	\$157,376	J. Buno Fund 101 Dept. 5414	No

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Rallied Force LLC	8/6/25 through 6/30/26	Personal Services PS 96823	Provide a nurse for PPS student per IEP. Direct Negotiation – Medical Services PPS-46-0525(14)	\$183,150	J. Buno  Fund 101 Dept. 5414	No
AIM High	8/6/25 through 6/30/26	Personal Services PS 96834	Special Education/ABA services. Direct Negotiation – Therapeutic Placement PPS-46-0525(12)	\$160,200	J. Buno  Fund 101 Dept. 5414	No
Heartspring	8/6/25 through 6/30/26	Personal Services PS 96811	Provide educational services within residential program for PPS student per IEP. Direct Negotiation – Therapeutic Placement PPS-46-0525(12)	\$510,336	J. Buno  Fund 101 Dept. 5414	No
BetterLesson, Inc.	8/6/25 through 6/30/26	Digital Resource DR 96822	Digital course planning platform.  Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(11)	\$169,000	K. Howard  Funding Source Varies	No
Wilson Language Training	8/6/25	Purchase Order 260303	Support materials for K-3 English Language Arts adoption. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(11)	\$158,381	K. Howard  Fund 101 Dept. 5555	No
Albina Head Start	8/11/25 through 7/10/26	Personal Services PS 96794	Provide a program for infants and toddlers in strict compliance with the Federal Early Head Start policy and practices at District high schools. Direct Negotiation – Ongoing Long-Term Relationship PPS-46-0525(3)	\$190,000	Is. Cardona  Fund 101 Dept. 4306	N/A - Nonprofit

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

### NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

### NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Tri-Met	8/26/25 through 6/21/26	Intergovernmental Agreement IGA 96842	Provide student transit passes to students 9-12.	\$1,987,333	J. Franco Fund 101 Dept. 5560

### AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Vista Higher Learning, Inc.	8/9/25 through 8/9/28	Digital Resource DR 91934 Amendment 2	Dual Language/World Language curriculum – digital subscriptions. This amendment renews the licenses for an additional three years. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$454,405 \$1,248,717	K. Howard Fund 458 Dept. 5445 Project DC211	No
Multnomah Education Service District (MESD)	7/1/25 through 6/30/26	Intergovernmental Agreement IGA 65600 Amendment 8	Education continuity for children and youths in state-run institutions for juveniles. This amendment extends the agreement and adds funds.	\$44,993 \$290,345	J. Franco Fund 101 Dept. 5485	N/A



## PORTLAND PUBLIC SCHOOLS

### OFFICE OF THE SUPERINTENDENT

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## STAFF REPORT

**Date:** July 24 , 2025

**To:** Board of Education

**CC:**

**From:** Deborah Kafoury, Chief of Staff  
Brandon Coonrod, Director of Transportation

**Subject:** TriMet Student Passes for the 2025-26 School Year

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### **BACKGROUND**

Since 2009, PPS has had an agreement with TriMet to provide student transit passes to the district's high school students in lieu of the traditional yellow bus service. Historically, PPS has carried a \$2.9M contract with TriMet, of which the district has been responsible for \$1.9M.

### **ANALYSIS OF SITUATION**

Without this agreement, PPS would have to fund the entire \$2.9 million to run the program or make the choice to eliminate it altogether or revert to yellow bus service, which would not only be more costly for the district, but would not offer the same level of flexibility as TriMet.

### **RELATED POLICIES/BEST PRACTICES**

The direct benefits of providing this service to students are immediate and long-term. The partnership with Tri-Met directly supports the first pillar of the PPS [Climate Crisis Response Policy](#) (CCRP): Reduce Environmental Impact and Costs. Specifically, this partnership advances Goal 1.4 to minimize greenhouse gas emissions from student and staff transportation. Further, a central goal of this policy is to promote racial equity and climate justice. Providing Tri-Met passes allows students who do not have regular access to their own vehicle or consistent transportation to have greater access to pursue educational and career opportunities that may be a barrier to access otherwise. Through supporting a culture of public transit, the PPS community can help to reduce single occupancy vehicles on the roadways, reducing air pollution from cars that disproportionately impacts our most vulnerable communities.

### **FISCAL IMPACT**

The total cost of the TriMet Youth Pass program is \$2.9 million annually, with PPS historically paying \$1,987,333 and TriMet “in-kind” the additional \$966,666. PPS has a waiver with the Oregon Department of Education that allows the district to purchase transit passes rather than yellow bus services at a 70% district reimbursement.

PPS will pay TriMet an amount not to exceed \$1,987,333 for its share of the Total Program Cost, which includes \$54,000 for the initial purchase of 18,000 Hop cards.

### **COMMUNITY ENGAGEMENT**

Because this is an annual renewal, there has been no student outreach.

### **TIMELINE FOR IMPLEMENTATION / EVALUATION**

The transit passes are valid from August 26, 2025 through June 21, 2026.

### **STAFF RECOMMENDATION**

Staff recommends board approval of this IGA.

### **ATTACHMENTS**

- Intergovernmental Agreement

A.

**RESOLUTION No. 7160**

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**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Admin, Funding Source</b>
Refreshed Tech	8/6/25 through 6/30/28	Revenue R 96789	Packaging, processing, and purchase of end of life IT assets.	\$300,000	T. Odgers

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

No New Intergovernmental Agreements

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Admin, Funding Source</b>
State of Oregon	7/1/25 through 6/30/27	Intergovernmental Agreement / Revenue IGA/R 96806	State funding for Early Learners.	\$16,433,750	K. Howard
David Douglas School District	8/20/25 through 6/30/26	Intergovernmental Agreement / Revenue IGA/R 96818	Columbia Regional Inclusive Services – Deaf/Hard of Hearing classrooms	\$347,050	J. Buno
City of Portland	7/1/25 through 5/31/26	Intergovernmental Agreement / Revenue IGA/R 96819	Urban Area Security Initiative grant	\$158,293	J. Franco

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments to Existing Revenue Contracts

**RESOLUTION No. 7161**

Approving Board Member Conference Attendance as Representatives of the Board

**RECITALS**

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

**RESOLUTION**

The Board affirms Director Christy Splitt, Director Rashelle Chase-Miller, and Director Virginia LaForte to attend the Oregon School Board Association Summer Board Conference in Salem, Oregon from August 8-10, 2025.