

Special Meeting and Work Session
Tuesday, May 12, 2026 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 - Resolution 7299 - Resolution to Recognize Teacher and Administrator Appreciation Week Vote - Public Comment Accepted
3. 6:10 pm - Resolution 7300 - Resolution to Recognize May as Asian American Native Hawaiian and Pacific Islander Heritage Month Vote - Public Comment Accepted
4. 6:15 pm - Superintendent's Report
5. 6:35 pm - Student Representative's Report
6. 6:40 pm - Student and Public Comment
7. 7:10 pm - Comments from our Union Partners
8. 7:15 pm - Resolution to Adopt a Mascot for the Metropolitan Learning Center Vote - Public Comment Accepted
9. 7:30 pm - Resolution to Approve a New Name for Jason Lee Elementary School Vote - Public Comment Accepted
10. 7:45 pm - Community Budget Review Committee presents the 2026-27 Proposed Budget Report to the Board
11. 8:15 pm - Climate Crisis Annual Report
12. 8:30 pm - Discussion: Resolution to Adopt Guiding Principles for Rightsizing Portland Public Schools
13. 9:15 pm - Update: Enterprise Resource Planning
14. 9:30 pm - First Reading: 1.70.020-P - Policies and Administrative Directives - (Revision)
7.00.000-P - Community Policies — (Revisions and Rescissions)
 - 7.10.010-P School-Site Councils
 - 7.10.020-P Districtwide Advocacy and Fundraising
 - 7.10.030-P District Foundation
 - 7.10.040-P Parental and Family Involvement in Support of Academic Achievement
 - 7.20.020-P Volunteers
 - 7.20.040-P Citizen - Community Sponsored Contests
15. 9:35 pm - Consent Agenda: Resolutions 7303 through 7305 Vote- Public Comment Accepted
 - 15.(a) Resolution 7303 - Expenditure Contracts
 - 15.(b) Resolution 7304 - Revenue Contracts
 - 15.(c) Resolution 7305 - Dismissal of a Contract Educator
16. 9:40 pm - Other Business, Committee Referrals, and Future Agenda Items
17. 9:45 pm - Adjourn

RESOLUTION No. 7299

Resolution to Recognize Teacher and Administrator Appreciation Week

RECITALS

- A. Over 3,900 Portland Public Schools administrators, teachers and professional educators, through their expertise and passion, prepare over 40,000 students in Portland Public Schools to succeed in college and career and to become responsible members of our community.
- B. The Board of Education recognizes and appreciates the ongoing dedication of our administrators and educators, whose commitment to excellence ensures a high-quality education for all students within Portland Public Schools.
- C. Each day, Portland Public Schools administrators and educators inspire students by delivering rigorous, authentic curriculum and instruction, along with personalized learning experiences that are relevant to students' lives, ignite their creativity, and empower them to reach their fullest potential.
- D. On a daily basis, administrators and educators build strong relationships with students and families, fostering teamwork and collaboration that supports students as active, engaged learners both in school and at home.
- E. Administrators and educators consistently work together to strengthen their teaching practices, ensuring that they meet each student's unique learning needs and styles.
- F. Administrators and educators extend their efforts beyond the classroom by developing meaningful partnerships with community organizations to create dynamic and enriching learning environments.
- G. Our educators and administrators go beyond academic instruction, providing essential social and emotional learning, mental health support, and holistic care to nurture the whole child.
- H. Daily, educators and administrators support students in embodying the attributes outlined in the Graduate Portrait, while modeling the skills, knowledge, and mindset outlined in our Educator Essentials.

RESOLUTION

1. The Portland Public Schools Board of Education acknowledges the week of May 4, 2026, was Educator and Administrator Appreciation Week in recognition and appreciation of their dedicated efforts to ensure the success of students in Portland Public Schools.
2. Be it further resolved, that the Board encourages the Portland Public Schools community to join in honoring Professional Educators and Administrators for their positive impact on our students and our community each and every day.

RESOLUTION No. 7300

Resolution to Recognize May as Asian American Native Hawaiian and Pacific Islander Heritage Month

RECITALS

- A. Asian American and Pacific Islander Heritage in the United States was celebrated beginning in 1978 and was made into a month-long event in 1992, as a way to honor and recognize the contributions of residents from Asia, India and the Pacific Islands.
- B. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month, we recognize the innumerable contributions, vibrant cultures, and rich heritage of Asian Americans, Native Hawaiians, and Pacific Islanders (AA and NHPs), who have lived and worked in Oregon for more than 200 years contributing in to Oregon's and the United States' economy, culture, education, politics, arts, literature, science and technological developments despite institutional and systemic injustices designed to prevent and limit these achievements and contributions.
- C. Asian American, Native Hawaiian, and Pacific Islanders are among the fastest growing communities in Oregon and Multnomah County. This migration has been both voluntary and forced due to war and environmental degradation in their native countries.
- D. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month we acknowledge the additional determination, hard work, and perseverance. Asian Americans, Native Hawaiians, and Pacific Islanders must put forth to be heard and seen.
- E. Our schools honor and preserve the linguistic and cultural assets of students through student clubs like Asian Student Union, Asian Pacific Islander Club, Asian American Association and Vietnamese Club. Enrichment programs such as our Dual Language Immersion and the option to obtain a Seal of Biliteracy upon graduation, honor and enrich the diverse backgrounds of our heritage and native Chinese, Japanese and Vietnamese speakers, while exposing non-native speakers to diverse multilingual and multicultural perspectives.

RESOLVED

The Portland Public Schools Board of Education recognizes May as Asian American Native Hawaiian and Pacific Islander Heritage Month and strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Asian American, Native Hawaiian and Pacific Islanders to our country, our state, our cities, and our schools.

RESOLUTION No. 7301

Resolution to Adopt a Mascot for Metropolitan Learning Center

RECITALS

- A. Portland Public Schools acknowledges that mascots have a significant impact on the overall educational environment and can foster positive student development and sense of belonging.
- B. It is the desire of the Metropolitan Learning Center program, to adopt an official school mascot, as a way to unify Metropolitan Learning Center's program, build identity, and enhance school spirit. A mascot would enhance representation, build tradition, and create fun, shared experiences.
- C. The Metropolitan Learning Center community commenced an engagement process led by a committee of students, staff, and community members to determine a school mascot.
- D. The community engagement process solicited feedback from the community on a mascot and a final recommendation from the committee to the Superintendent for her review and final recommendation to the Board of Education.
- E. The committee recommended the "Monarchs" as their choice of mascot to the Superintendent.
- F. The Superintendent, having reviewed the process and work of the committee, recommends the Metropolitan Learning Center adopt the Monarch Butterfly as their mascot.

RESOLVED

The Board thanks the committee for its thoughtful work in developing and proposing a mascot for Metropolitan Learning Center. The Metropolitan Learning Center mascot will now be known as the Monarch Butterfly.



PORTLAND PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

501 North Dixon Street / Portland, OR 97227

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

STAFF REPORT

Date: May 12, 2026
To: Board of Education
CC: Dr. Kimberlee Armstrong, Superintendent
From: Isaac Cardona, Chief of Schools
Subject: Metropolitan Learning Center Mascot

BACKGROUND

Metropolitan Learning Center is an alternative school in Portland, Oregon that utilizes the diversity of the city and its resources to provide a challenging learning environment to empower students. Metropolitan Learning Center honors students' identities, strengths, and learning styles so they can be themselves, find themselves, and find a sense of belonging in our school community. Metropolitan Learning Center uses courage, compassion, respect, self-discipline, and integrity as anchors for student behavior and learning. Metropolitan Learning Center builds relationships with each other and the world, in order to observe, create, imagine, and think critically about how to influence positive change.

In October of 2024, the Metropolitan Learning Center Site Council formally requested to begin the process to identify a mascot for their school. While [2.20.010-P Naming School District Property](#) currently outlines a formal procedure for school or building name changes, which includes a written rationale, forming a committee, and presenting a proposal to the Board, there is no specific policy for mascot adoption. However, MLC followed a parallel process, which was rooted in transparency, inclusivity, and community voice.

Feedback gathered from across the school community strongly supports adopting a school mascot as a way to unify Metropolitan Learning Center's program, build identity, and enhance school spirit. A mascot would enhance representation, build tradition, and create fun, shared experiences.

After reviewing the steps the Metropolitan Learning Center community took to build consensus and arrive at a mascot, the Office of the Superintendent recommends the School Board approve the new mascot name chosen, the "**Monarch Butterfly**" unifying Metropolitan Learning Center's program.

RELATED POLICIES/BEST PRACTICE

- A. [2.20.010-P Naming School District Property](#)

B. [2.20.011-AD Procedures for Naming School District Property](#)

FISCAL IMPACT

The fiscal impact will be minimal.

COMMUNITY ENGAGEMENT

The community engagement process was defined by quantitative and qualitative approaches to solicit feedback from the community, including surveys to students and staff and a final recommendation from the Renaming Committee.

- **Establish a Mascot Committee** comprised of students, staff, and community members.
- **Open a call for mascot submissions** from the Metropolitan Learning Center community.
- **The Mascot Committee reviews and selects 4 finalists**, based on alignment with the school's core values and character traits.
- **Facilitate a schoolwide vote** to select the final mascot.
- **Invite student and community artwork submissions** to visually represent the selected mascot.

Metropolitan Learning Community Mascot Naming Committee

- | | |
|---------------------------------------|------------------------------|
| ● Suezann Kitchens - Former Principal | ● Shonda Murphy - Parent |
| ● Anna Sapaienza - 5th Grade Teacher | ● Ella Kennedy - Student |
| ● Beriah Empie - RJ Coordinator | ● Bella Kjellander - Student |
| ● Catherine Ordway - Former Teacher | ● Jonah Freud - Student |
| ● Katie Wong - Parent | ● Josh Stilwell - Student |
| | ● Micaiah LeBron - Student |
| | ● Scarlett Hanson - Student |

STAFF RECOMMENDATION

After reviewing the steps the Metropolitan Learning Center community took to build consensus and arrive at a new mascot, the Office of the Superintendent recommends the School Board approve the new mascot name chosen, the "**Monarch Butterly**" This decision will unify the Metropolitan Learning Center's program.

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

_____ (Initials)

ATTACHMENTS

A. Resolution

Metropolitan Learning Center Mascot



PORTLAND
Public Schools

May 12, 2026

Background and Rationale for a Mascot

- Metropolitan Learning Center (MLC) is an alternative school in Portland that draws on the city's diversity and resources to create a challenging, student-centered learning environment.
- MLC honors students' identities, strengths, and learning styles, fostering authenticity, belonging, and community.
- The school's core values—**courage, compassion, respect, self-discipline, and integrity**—guide both learning and behavior.
- Strong relationships and a shared sense of purpose are central to MLC's mission.
- A school mascot would support this mission by reinforcing identity, unity, and belonging within the MLC community.

Engagement Timeline and Process

- October 2024 - Request for mascot
- April 2025 - Mascot Committee created and community survey released
- May 2025 - Committee reviewed submissions and narrowed options for a community vote
- May/June 2025 - Committee reviews community mascot votes and makes a recommendation

Why the Monarch Butterfly?

A caterpillar turning into a butterfly is a great visual that represents the growth and transformation which takes place for the students at MLC.

Thank you!



Guiding Principles

“Mascots are often a nod to the spirit of the institution, its physical location, its history or an important aspect of its culture.”

- Core values of school
- What are key traits or attributes you find in students and staff at the school?
- Animals/roles native to Portland
- Attributes or roles integral to the school
- Demonstrate open communication, honesty, integrity, and transparency
- Center students voices and participation along with the support and participation of staff, community members and alumni

Character Traits and Values

Courage
Compassion
Self Discipline
Respect
Integrity
Community
Experiential
JOY!

RESOLUTION No. 7302

Resolution to Change the Name of Jason Lee Elementary School

RECITALS

- A. Portland Public Schools acknowledges that the name of a school building has a significant impact on the overall educational environment and can foster positive student development and sense of belonging.
- B. In May 2023, a group of parents initiated a request to change the name of Jason Lee Elementary, gathering over 70 signatures from students, staff, and community members in support of renaming the school.
- C. In March 2024, the Board approved the request from the Jason Lee community, and directed the Superintendent to begin a renaming process that was grounded in community engagement, student voice, and alignment to Board policy.
- D. A Renaming Committee was formed, composed of students, staff, parents, and community members. The committee met regularly over the course of two years to design and implement a process that centered on inclusivity, transparency, and meaningful engagement across the school community.
- E. Ultimately, Sunrise Elementary School received the highest level of support from the community. The name "Sunrise" reflects themes of renewal, hope, and new beginnings, and was identified by the community as a symbol that represents both the current identity of the school and its aspirations for the future.
- F. The Superintendent, having reviewed the process and work of the committee, recommends the Board of Education renames Jason Lee Elementary School to Sunrise Elementary School.

RESOLVED

NOW, THEREFORE, the Portland Public Schools Board of Education approves the Superintendent and school community's final recommendation of Sunrise Elementary School, and Jason Lee Elementary School will be known as Sunrise Elementary School.



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STAFF REPORT

Date: May 12, 2026
To: Board of Education
CC: Dr. Kimberlee Armstrong, Superintendent
From: Isaac Cardona, Chief of Schools
Subject: Jason Lee Elementary School Name Change

BACKGROUND

Jason Lee Elementary is a vibrant Title I school in Northeast Portland that serves a diverse and dynamic student community. The school is deeply committed to creating an inclusive and welcoming environment where all students feel a strong sense of belonging and are supported to succeed. Jason Lee serves a student population that is predominantly students of color, with a rich mix of cultural and linguistic backgrounds, and provides a wide range of support, including special education services and access to community-based resources through their SUN school program. The school is known for its strong community engagement, including events that celebrate and honor the identities of its students and families, such as Black Brilliance, Lunar New Year, and Festival de la Familia. Staff and community members work collaboratively to ensure that students are supported academically, socially, and emotionally, with a shared commitment to equity, inclusion, and high expectations for all students.

In May 2023, a group of parents initiated a request to change the name of Jason Lee Elementary, gathering over 70 signatures from students, staff, and community members in support of renaming the school. The request was grounded in concerns that the current namesake, Jason Lee, a 19th-century missionary associated with the displacement and forced reeducation of Indigenous communities, does not reflect the values of the current school community or the district's commitment to racial equity and social justice.

The Board approved moving forward with the renaming process in March 2024, initiating a multi-year effort grounded in community engagement, student voice, and alignment to Board policy.

A Renaming Committee was formed, composed of students, staff, parents, and community members. The committee met regularly over the course of two years to design and implement a process that centered on inclusivity, transparency, and meaningful engagement across the school community.

RELATED POLICIES/BEST PRACTICE

- A. [2.20.010-P Naming School District Property](#)

B. [2.20.011-AD Procedures for Naming School District Property](#)

The renaming process followed Board policy, including the development of a written rationale, establishment of a representative committee, and implementation of a community engagement and voting process aligned to district expectations.

FISCAL IMPACT

There will be costs associated with renaming the school, including updates to signage, materials, and communication systems. Initial estimates for the renaming process were just under \$30,000. The school community has expressed a strong willingness to partner in offsetting these costs through fundraising and is actively exploring strategic approaches to reduce overall expenses. Final costs will depend on the scope of implementation and the timeline for completing necessary updates.

COMMUNITY ENGAGEMENT

The renaming process was intentionally designed to center student voice and broad community participation.

Key components of the engagement process included:

- Formation of a Renaming Committee composed of students, staff, parents, and community members
- Development of committee norms focused on collaboration, inclusivity, and shared decision-making
- Implementation of classroom lessons to support student understanding of community values and “change-makers,” aligned to district equity commitments
- Collection of name proposals through staff, students, and community submissions
- Review and narrowing of potential names based on alignment to district values and historical accuracy

The final ballot included both symbolic names and names of regional change-makers. Voting was conducted over a one-month period in February–March 2026 and was available in multiple languages, including English, Spanish, and Vietnamese.

A total of 446 participants cast 483 votes (some selected multiple names), representing students, families, staff, alumni, and community members.

Based on the results of the voting process, the name “**Sunrise Elementary School**” received the highest level of support from the community, significantly exceeding all other options.

The name “Sunrise” reflects themes of renewal, hope, and new beginnings, and was identified by the community as a symbol that represents both the current identity of the school and its aspirations for the future.

In addition to selecting a new name, the school community has expressed a commitment to honoring and acknowledging the Indigenous history of the region and is working with district partners and local tribes to ensure that this work continues beyond the renaming process.

STAFF RECOMMENDATION

After reviewing the comprehensive community engagement process, alignment with Board policy, and the results of the community vote, the Office of the Superintendent recommends that the School Board approve the renaming of Jason Lee Elementary School to:

Sunrise Elementary School

This decision reflects a thorough and inclusive process that centered student voice, community input, and alignment with district values. Approval of this name will support a stronger sense of belonging and identity for the Jason Lee Elementary community moving forward.

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

_____ *(Initials)*

ATTACHMENTS

- A. Resolution

Annual Budget Review

Background and Purpose of the Community Budget Review Committee (CBRC)

The Portland Public Schools Board of Education (board) established the Community Budget Review Committee (CBRC) to perform the following functions:

- Review, evaluate and make recommendations to the board on the Superintendent's Proposed Budget
- Monitor and advise the board on the allocation and expenditure of Local Option Levy funds
- Provide and strengthen the link between the district and school students and families

About the CBRC

The CBRC is a group of seventeen volunteers representing a diverse group of parents, staff, community members, and five students who give voice to the diverse interests of the PPS communities in the budget process.

Purpose of the Budget Review

CBRC's role is to analyze the superintendent's proposed budget and to provide recommendations that reflect the perspectives of our diverse communities—parents, teachers, students, from across the district—to the board. In doing so we keep in mind both the needs of students and the board goals which center on reducing racial and socio-economic disparities in academic achievements at key milestones: Third-grade Reading, Fifth-grade Mathematics, Eighth-grade Readiness, and High School Graduation.

Themes & Recommendations Charge of CBRC & Timing Constraints

CBRC has a highly compressed timeline.

- The CBRC did not have sufficient time to explore all areas of inquiry requested.
- This limitation was compounded by Oregon open-meetings requirements (including the lack of a quorum at a key meeting and constraints on collaborative drafting).

Timeline and Process Concerns

The Committee received the proposed 2026-27 budget on April 23, 2026, when it was posted publicly with board meeting material. The budget was proposed and the Superintendent's Budget Message was shared at the April 28th Board Meeting. Members convened for the first time to discuss the budget on April 29th, 2026, and were asked to deliver its review by May 8. This timeline provided nine working days to evaluate a budget of \$2.8 billion.

We wish to state plainly that this timeline is inadequate for the responsibility entrusted to this body. A meaningful review of a budget of this size and complexity requires sufficient time to examine line-item detail, identify year-over-year variances, request clarification from district staff, and develop informed recommendations. Nine working days does not permit this level of analysis.

We raise this concern not as a procedural complaint but as a matter of public accountability. The district faces a structural budget deficit, declining reserves, and significant reductions to student-facing services. These are conditions that require more scrutiny, not less. Budget oversight that cannot be conducted thoroughly risks becoming symbolic rather than substantive.

The CBRC recommends that in future budget cycles, the CBRC be provided substantially more time to deliver its report, along with timely access to complete supporting documentation — including multi-year financial forecasts and object-level expenditure detail by function.

For 2027-28 budget development, CBRC requests engagement in fall 2026 once multiyear forecasts have been further refined. This early and ongoing engagement will be critical as the district projects continued large budget deficits in future years.

The community deserves, and the scale of the district's fiscal challenges demands, a review process with sufficient time to be meaningful.

Board of Education's Engagement with Recommendations & Feedback Loop

CBRC members expressed a feeling that there is so little time between when the budget is proposed, when our recommendations are due, and when the PPS Board of Education can make changes to the proposed budget. The CBRC recommends that the Board provide a report detailing which recommendations have been acted upon, and the results of said recommendations to the extent possible. This feedback loop will help the CBRC make meaningful recommendations and actually impact the budget, as well as create more trust between the district and the community.

Budget Accessibility and Transparency as a Foundation for Trust

Reversing PPS's enrollment decline will require demonstrating that resources are well-used and well-explained, and transparency in budget communication is foundational to that goal. A community that understands where its education dollars go can reasonably be expected to trust that those dollars are well-spent.

The CBRC has identified two key challenges that make the proposed \$2.8 billion budget documents difficult to interpret. Firstly, significant non-student-focused costs, specifically capital construction funded by bond proceeds and debt service payments on general obligation bonds and PERS UAL obligations, are distributed across multiple funds and categories in ways that cannot be separated from the operational spending that directly serves students. Secondly, even when the numbers are identifiable, there is not always an associated understanding of how the funds are being spent, in part due to the lack of definition or information regarding which expenditures are for fully, partly, or non-student facing employees.

An important illustration of these challenges is the disconnect between per-pupil spending figures derived from the budget documents, which is a number highly relevant to the public's perception of school funding. Budget Volume 2 shows \$11,100 per student reaching schools directly. However, once construction and debt servicing are set aside from the full budget, Volume 1 shows PPS spending approximately \$26,300 per student: more than twice as much. Both figures are legitimate, but left unexplained, the discrepancy between them sends the wrong message to families and community members whose confidence PPS is working to restore.

We recognize that the difference between these two figures reflects legitimate and largely unavoidable costs, including building maintenance, special education services, and centrally administered programs that serve students across the district. Our concern is not that these

costs exist, but that they are not described in the budget documents. Families and board members alike should be able to understand what the district's substantial per-student resources are purchasing.

This CBRC believes that the district should consider the public's keen interest in understanding the investment level for teacher-led instruction, for student-facing direct supports, for other in-school FTE including administrators, and for non-in-school staff.

Local Option Levy Expenditure Transparency in Budget Document

Among the CBRC's responsibilities is evaluating whether the levy approved by Portland voters under Measure 26-246 is being spent according to its stated direction. The proposed budget reports total levy income of ~\$104 million, but does not provide a detailed breakdown of how those specific funds are being expended across functions and objects apart from this income being included as part of the general fund expenditures.

This challenge mirrors the broader transparency concern described above: when spending is documented only from the aggregate level, meaningful oversight of individual fund spending cannot occur. In the case of the levy, the stakes are particularly direct, because voters chose to tax themselves in support of specific educational priorities, and the CBRC exists in part to verify that their trust is being honored. Without a proposed budget broken out by function and object for levy funds, that verification is difficult to undertake.

The CBRC believes it is important to distinguish between restricted funds and discretionary funds. Currently, it is difficult to navigate this distinction. It is also difficult to answer complex questions such as, "What proportion of K–5 instruction is spent on classified salaries?" This could be addressed by providing cross-walked function and object data.

Risks Associated with Assumptions

The CBRC is concerned that the proposed budget may make unrealistically optimistic assumptions about key revenue streams and expenses. Most notably, the assumption of a 1% cost of living adjustment (COLA) for employees is significantly lower than any COLA the district has negotiated with its labor partners in recent memory, and significantly lower than the amounts labor partners have proposed in the early stages of their current negotiations (as shared in the district's public bargaining updates). Because employee salaries represent such a large portion of the overall budget, this assumption being off by even one or two percentage points would significantly increase the budget deficit the district faces this year and next. We also have questions about whether the district has made appropriately conservative adjustments to

expected revenue from local property taxes — one of the factors that drove the mid-year deficit in the 2025-26 budget.

We appreciate the difficult balance the district is trying to navigate in this budget between realism and minimizing disruption to students and staff. We also appreciate that the district has added more buffers to certain expense categories compared to the 2025-26 budget to help absorb unexpected costs. But the district should consider carefully whether it has been conservative enough in its assumptions to avoid (barring completely unforeseen circumstances) a second consecutive mid-year budget deficit — which we believe would cause significant long-term damage to the public's trust in PPS at a time when trust is already fragile.

If the district opts to continue with extremely optimistic assumptions about COLA or other elements of the budget, it should be transparent with the public about the calculated risk involved, the reasons for it, and the potential downside if the reality creates additional budget pressure.

Benchmarking

Among the equity questions the CBRC considers most important is whether PPS's instructional spending is sufficient to serve all students well, and whether any gap falls disproportionately on those who are historically underserved. Our preliminary analysis has identified a question we believe warrants official examination.

Nationally, the National Center for Education Statistics reports that in recent years, school districts spend an average of 61% of their operating budgets on instruction. Our analysis of the proposed PPS budget suggests the comparable figure here is approximately 53%, an eight-point gap that at PPS's scale represents a substantial difference in resources reaching classrooms. This gap is compounded by Oregon's above-average teacher salaries and unusually high PERS obligations — which are both contained within that 53% — meaning each instructional dollar purchases fewer teacher resources than it would in a typical district.

The cumulative effect is that PPS students may be receiving meaningfully fewer instructional resources than the district's substantial per-pupil spending would imply. Students from well-resourced families may be able to compensate for instructional gaps through tutoring and enrichment. Students without those resources depend entirely on their public school for learning, and are the most harmed by receiving a low share of instruction.

We present these as preliminary findings. We ask the district to proactively undertake this benchmarking assessment with districts that have similar ELL rates, non-wage labor costs, and

aging infrastructure, and to establish a policy to repeat this analysis at regular three-year intervals. The CBRC agrees that proactively comparing PPS’s instructional spending share and per-pupil instructional spending to national averages and peer urban districts can be used as a tool to identify potential disparities.

The CBRC also agrees that it can be very difficult for the public to read the budget well enough to identify areas for savings. This was pointed out in the 2022 recommendation Follow-up Report by the Oregon Secretary of State coupled with a recommendation to “conduct regular and public peer benchmarking.” Additionally, maintaining awareness of the impacts of instructional or operational resources gap on students will help identify and encourage necessary and urgent course correction.

Proportionate Reductions

PPS is navigating a structural financial challenge driven by rising personnel costs and limited sustainable revenue growth.

In this context, the district’s decisions must do two things simultaneously:

- Protect the students who rely most on public education
- Build new, sustainable pathways for community-supported investment

These recommendations aim to ensure that short-term reductions do not undermine long-term equity, enrollment, and financial stability.

Given the projected \$50 million budget gap and the reality that 82% of expenditures are personnel-related, reductions are unavoidable. However, how reductions are distributed will determine whether PPS upholds its stated commitment to equitable access and student success.

We recommend the district adopt a proportionate, equity-centered reduction framework grounded in the district’s own budget principles, particularly the commitments to *prioritize the core program, ensure equitable access, and maintain transparency*.

Specifically:

- Protect programs serving vulnerable students by minimizing reductions to English Language Development (ELD). Current proposals suggest a mismatch between the *growing need for services and reductions in staffing*, which risks exacerbating inequities and may conflict with mandated obligations to serve English Learners. We also recommend preserving mental health supports, especially in middle schools, where needs are acute and directly tied to attendance, behavior, and academic outcomes.

-
- Maintain access to opportunity programs across socioeconomic groups. Preserving ACCESS transportation can ensure equitable participation; without transportation, access becomes income-dependent. By minimizing reductions to less restrictive and inclusive programming, the district can help students remain in appropriate learning environments.
 - Ensure reductions do not disproportionately impact high-need schools by applying a weighted lens to staffing reductions, recognizing that uniform cuts can create disproportionate harm in schools serving higher concentrations of students requiring additional support.
 - Increase transparency and clarity in budget changes. Current materials do not clearly articulate program-level impacts of reductions. We recommend a more transparent, program-specific accounting of changes, aligned to the district’s stated commitment to transparency and community engagement. This includes providing before/after staffing and service levels for key programs (e.g., ELD, counseling, special education).
 - Balance core services with enrollment retention strategies. PPS must carefully navigate maintaining core educational services while also offering differentiated programming that attracts and retains families. Strategic preservation of high-value programs (arts, advanced learning, athletics, mental health supports) is essential to stabilizing enrollment, which directly impacts long-term revenue.

Blended Classrooms

In last year’s CBRC report, the CBRC requested an analysis of the estimated savings from increasing blended (multi-grade) classrooms and an evaluation of their educational effectiveness, with attention to student outcomes—particularly for students who need more individualized support.

Members raised similar concerns during this budget cycle and received a report drafted by the PPS Office of Research, Assessment, and Accountability (RAA) and presented to the Ainsworth school community on May 7, 2026. The report, [Multi-Grade Teaching and Learning in Portland Public Schools](#), is dated February 7, 2026.

The main questions we raised were: What is the efficacy of these programs, and what is the plan to track their impact—especially as PPS expands blended (multi-grade) classrooms in response to lower enrollment and reduced funding?

As of the 2025-2026 school year, there are 16 schools with 44 multi-level classrooms. The classrooms spread across all grade levels from kindergarten to 5th grade. The RAA report finds that, “Multigrade blends can reduce budget with minimal impact on instruction, provided there is

teacher and family buy-in”. This report notes that the MAP and i-Ready interim assessments show negligible differences between 4th and 5th grades in mono-grade classes and multi-grade classes, but noted that in grade bands that have a mix of multi-grade and mono-grade classes, students who are academically advanced may be “tracked” into those blended classes, inadvertently causing the opportunity for inequitable outcomes.

The report states that interviews were conducted with 13 principals and 6 educators, and that no families were interviewed, alongside a literature review of multigrade classrooms. The lack of meaningful input from educators and families is concerning—particularly given the report’s finding that blends can reduce costs with minimal instructional impact only when there is educator and family buy-in. The report also notes a need for additional support staff to successfully differentiate math instruction. It briefly highlights the value of blending whole grade levels (rather than mixing single-grade and multi-grade classes within the same grade band), which can increase opportunities for educator collaboration and reduce workload associated with concurrent planning across multiple curricular levels and the higher stress levels reported by teachers of multi-age classes.

In light of this information, the CBRC believes routine evaluation of blended (multi-grade) classrooms is necessary, including clear identification of multi-grade enrollment in data systems to enable long-term tracking of student outcomes. The CBRC also recommends that future reports expand interviews to include educators and families from a broader set of schools and grade levels. Finally, subsequent reports should identify when additional licensed staff are available to support math instruction in blended classrooms so the district can evaluate whether blends reduce costs while maintaining effective instruction.

Alternative Revenue

Given that one-time funds are not a sustainable solution for ongoing operations, PPS should pursue durable, community-embedded funding strategies that complement public funding without increasing structural risk.

We recommend the district formalize a Community Investment Strategy focused on partnerships, in-kind contributions, and innovative asset use:

- Develop Community Benefit Agreements (CBAs) in partnership with major local institutions (e.g., Moda Center, large employers, cultural organizations) to create recurring funding streams for athletics, arts, and extracurricular programming. An important consideration to note is that these partnership agreements should be structured to

ensure equitable distribution across the district, and not just schools with existing relationships.

- Scale in-kind partnerships across the district expanding on proven models like Lincoln High School with MAC (shared athletic facilities) and McDaniel High School + People's Court community recreational partnerships. Also, pursuing district-wide partnerships with Arts organizations like the Oregon Symphony, local theaters, museums and athletic/wellness institutions has the potential to offer low/no-cost enrichment to students. Establishing a centralized partnership office or playbook could help replicate and scale these relationships equitably.
- Reimagine underutilized assets through public-public partnerships. Rather than one-time property sales, prioritize long-term partnerships that generate sustained value. This could look like converting unused buildings into affordable housing for families or structuring developments to increase PPS enrollment over time. Additionally, evaluating existing assets (e.g., One North property) for ongoing revenue potential and alignment with long-term enrollment and community stability goals.
- Modernize fundraising and community engagement. Move beyond school-by-school fundraising disparities by creating district-supported fundraising frameworks that reduce inequity. This could be executed by encouraging pooled or equity-based fundraising models to ensure all students benefit, regardless of neighborhood wealth.

Increase to Purchased Services and Exploring Alternatives

The proposed budget reflects a 61.9% increase in Purchased Services over the prior year, from \$269.9 million to \$437.0 million. A significant portion of this increase is to purchase non-classroom or building services, including but not limited to a \$74,361,000 (199%) increase in Management Services, a \$16,724,000 (95%) increase in Non-Instructional Personal/Professional Services, a \$14,115,000 (393%) increase in Other Property Services, a \$10,280,000 (750%) increase in Legal Services, a \$2,366,000 (1,452%) increase in Professional Moving Services, a \$1,119,000 (493%) increase in Audit Services and a \$460,000 (631%) increase in Advertising. The overall proposed increase to Purchased Services is roughly triple the \$56.3 million budget gap that the District identified in its proposed budget as needing to be closed. Indeed, even the increases to the seven types of Purchased Services noted above is almost double the budget gap.

The CBRC recommends that the Board direct the District to explore opportunities to reduce this spending on third party service providers, including through renegotiating existing contracts or exploring if switching to lower cost competitors of existing service providers would be appropriate.

One example the CBRC suggests the Board explore is replacing MAP assessments in full or in part with Oregon Department of Education (ODE) interim assessments. Over the past three years, the District has spent on average \$218,000 per year to MAP for assessment services that ODE can provide at no cost. The CBRC acknowledges that presently ODE can only provide assessments for grades 3-8; however, at a minimum this provides an opportunity to explore using ODE assessments for those grades and reducing the MAP contract to merely providing assessment services for grades K-2. Not only would this change provide meaningful savings, but it also would enable the District to meet current Oregon legal requirements under HB 2009 with respect to assessments and to better align assessment testing with the standards Oregon teachers are required to teach, neither of which is the case with MAP assessments. Increased transparency and accountability for purchased services by providing a clearer breakdown of legal, consulting, and professional service contracts, including cost, purpose, and alignment to student outcomes is critical. The CBRC recommends that the district evaluate the effectiveness and equity impact of these expenditures when considering reductions.

Advocacy

The CBRC appreciates the district's clarity with us and with the public about the outsized role state funding plays in the budget. We encourage the district to continue and expand its advocacy for long-overdue changes to the state's education funding formulas — which would not only help address the current-year budget deficit, but ensure the district has sufficient resources to support all learners in the years ahead. Specific opportunities for advocacy include:

PERS Rates

We note that the district's financial obligations related to the Public Employees Retirement System (PERS) are projected to skyrocket this year from just over 4% of each eligible employee's salary to nearly 23%. While this was not unexpected (due to the expiration of "side accounts" that were defraying PERS costs for several years), it drives home the magnitude of the strain PERS costs have placed on school district budgets for many years. Because the state doesn't consider PERS expenses separately from the State School Fund, it is difficult for the public to understand how much of recent increases in state education funding have actually gone to instruction — or to any kind of discretionary spending — versus straight to PERS liabilities.

We believe that because PERS benefits are promises that the state has made to its employees, the state should take responsibility for making good on them. And it should do that separately from its commitments to funding today's students and school employees, rather than silently passing the rising costs on to districts at a time when they can least afford it. The district should

explore the potential of assembling a broad statewide coalition around separating PERS expenses from the State School Fund in a way that promotes greater transparency and accountability for state leaders.

Funding for Students with Disabilities

The ways in which the state's current funding formulas shortchange students with disabilities are well documented. Currently, the state caps funding for Special Education Services at 11%, a limit that was created in the 1990s. As the largest district in the state, PPS feels an outsized impact from caps on funding that supports these students, as 17% of our students receive Special Education services. The district should continue to advocate for needed reforms in this area, including raising the special education cap and increasing the SSF allocation to match that increase. The district must stress to lawmakers the importance of avoiding additional unfunded mandates; if the state adds new requirements to support students with disabilities, additional funding should follow.

Student Investment Account

When the Student Success Act (SSA) was passed, the expectation was that the funds sent to the Student Investment Account (SIA) would be additive to the State School Fund (SSF).

Unfortunately, the Oregon Legislature has used the SIA funds to backfill cuts to the SSF. The SSA funds have not fulfilled their promise of increasing mental health and student support services at meaningful levels. If the SSF was at an appropriate funding level, SIA could enhance services. We are now seeing certain staff moved from general fund expenditures to the SIA fund to close gaps that the inadequate SSF has created.

Education Stability Fund

We support the district's ongoing advocacy calling on the state to provide one-time dollars from the Education Stability Fund. This funding is not a substitute for the structural budget adjustments the district has acknowledged must happen; instead, it would help minimize disruption to critical services for students as the district makes those shifts. This strikes us as the exact situation the Education Stability Fund was designed for.

Long-Term Outlook

A primary recommendation in last year's CBRC report was for the Board to focus on structural reductions and to create a clear long-term fiscal strategy that addresses the underlying issues driving budget instability. The CBRC urged the Board to have the plan include specific milestones, timelines, and opportunities for stakeholder input. In reviewing the current budget

proposal, the CBRC would like to commend the Board and District staff for what the CBRC believes was a concerted effort to implement such a long-term strategy aimed at addressing these underlying issues. We likewise applaud the District's efforts to ensure community engagement during this year's budget process through its holding of work sessions, CBRC presentation and community listening sessions throughout the course of the past year.

Nonetheless, the CBRC wants to re-emphasize this prior year recommendation, noting that we continue to believe a focus on a structurally sustainable budget is imperative. The structural changes implemented in this year's budget are merely a first step. Portland State University's Population and Research Center predicts continued reductions in District enrollment through at least 2029-30, and a significant budget gap is already identified as likely for the year 2027-28. The CBRC urges the Board to continue implementing a long-term strategy (including, if necessary, additional reductions, in whole or in part, to programs, initiatives and locations), that will allow the District to eventually be in a position of growing resources and reserves. The CBRC likewise urges for continual and improving candor regarding targeted goals, timelines and progress, with a meaningful opportunity for community input. We believe implementation of the recommendations herein would assist the Board and District in achieving this effort.

Recommendations Listed

- Provide the CBRC substantially more time in future budget cycles, with timely access to complete supporting documentation (including multi-year financial forecasts and object-level expenditure detail by function).
- Engage the CBRC in fall 2026 for development of the 2027–28 budget, once multiyear forecasts are further refined.
- Create a Board feedback loop by publishing a report showing which CBRC recommendations were acted upon and the resulting outcomes.
- Improve budget transparency so the community can distinguish operational, student-facing spending from capital construction, debt service, and other non-student-facing costs; clearly explain differences in per-pupil spending figures presented across budget volumes.
- Include clearer definitions and information on staffing and expenditures (including which roles are fully, partly, or non-student-facing) so families and Board members can understand what per-student resources are purchasing.

-
- Provide Local Option Levy spending detail by function and object so levy dollars can be better traced to voter-approved purposes, and so compliance can be more easily verified.
 - Use more conservative and/or clearly explained budgeting assumptions (including COLA and local property tax revenue); if optimistic assumptions are used, communicate the rationale, risks, and potential downside to the public.
 - Undertake regular public benchmarking (at three-year intervals) comparing PPS instructional spending share and per-pupil instructional spending to national averages and peer districts with similar cost drivers and student needs.
 - Adopt a proportionate, equity-centered reduction framework: protect services for vulnerable students (including English Language Development and mental health supports), maintain access to opportunity programs (including ACCESS transportation), and apply a weighted lens to staffing reductions to avoid disproportionate harm to high-need schools.
 - Increase transparency about program-level impacts of reductions by providing before/after staffing and service levels for key programs (e.g., ELD, counseling, special education).
 - Balance protection of core services with enrollment-retention strategies by strategically preserving high-value programs (e.g., arts, advanced learning, athletics, mental health supports) that support student engagement and stabilize enrollment.
 - Continue evaluation of blended (multi-grade) classrooms by tracking long-term outcomes, expanding stakeholder interviews to include educators and families, and identifying what additional licensed staffing is available to support differentiated math instruction.
 - Develop a Community Investment Strategy, including Community Benefit Agreements, district-wide scaling of in-kind partnerships, long-term public-public partnerships that generate sustained value from underutilized assets, and more equitable district-supported fundraising models.
 - Direct the district to explore reductions in Purchased Services spending by renegotiating contracts or seeking lower-cost alternatives, including evaluating whether ODE interim assessments could replace MAP (in full or in part) to reduce assessment costs and better align with Oregon requirements.
 - Expand state-level advocacy to address structural funding issues, including: separating PERS costs from the State School Fund, reforming special education funding (including raising the 11% cap), ensuring SIA funds are additive (not

backfilling SSF), and securing one-time Education Stability Fund dollars to reduce disruption while structural adjustments occur.

- Continue implementing a long-term fiscal strategy with clear milestones, timelines, candor on progress, and meaningful opportunities for community input.

The following CBRC members respectfully submit this report to the PPS Board of Education:

Minyana Bishop

Angela Bonilla (Vice Chair)

Anne Cherry

Shain Corey

Karanja Crews (Co-Chair)

Aaron Cronan

Rhonda Gray

Jen Grey-O'Connor

Andy Jacob

Adriel Person (Co-Chair)

Julia Plowman

Shannon Staley

Jiaying (Sirena) Chen (Student Member)

Emma Lee (Student Member)

Eli Posada (Student Member)

Keira Toll (Student Member)

Paxton Tomczyk (Student Member)



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Climate Crisis Response Policy May 12, 2026 Staff Update

Context

Policy Passed March 2022

PPS Commits to swiftly mobilize resources for climate action to:

- Reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts;
- improving our school communities' health and wellness; and
- building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.
- educate and empower students as leaders in the just transition to a sustainable city and restorative society.

3 Pillars, 10 Goals, 75+ objectives

Policy Goals

Two Overarching Goals

- Reduce greenhouse gas emissions by 50 percent by 2030, net zero emissions by 2040
- Elevate engagement, resilience and wellness

Three Pillars

- Reduce Environmental Impact & Costs
- Improve Health and Wellness
- Provide Effective Environmental & Sustainability Education

Requires an annual report to the Board and the development of a community-oversight committee, the Climate Crisis Response Committee.



Decarbonization Commitment

Policy Commitments:

- **2030:** Reduce Emissions by 50% of 2018-2019 baseline
- **2040:** Reach Net Zero GHG Emissions
- **2050:** Phase out all fossil fuel infrastructure and equipment in new construction and existing buildings



Climate Crisis Response Committee

2024 - 2025 Recommendations

1. Align Climate Work with PPS Priority Goals
2. Embed Transparency and Engagement Tools
3. Preserve and Scale Climate Programs
4. Institutionalize Student Voice
5. Expand and Redesign the PPS Volunteer Program to Include Climate Policy Implementation Support

2025-2026 Priorities

- **Integrate the Decarbonization Roadmap** into district operations.
- **Integrate climate literacy** into curriculum adoptions processes.
- **Increase support systems for student action** and empowerment through the Student Climate Projects.
- **Increase accessibility and transparency** to information on climate action on Climate Justice + Sustainability website.



**Lincoln HS + Ida B Wells HS 2026
Student-led Climate Justice Summit**

25-26 Climate Policy Progress

Emissions Reduction

- With three fully-electric high school modernizations, PPS is **on track to reach the 2030 GHG goal.**
- District-wide **LED upgrades complete**
- **100% fully-electric leaf-blowers**

Transportation:

- **27 electric school buses** (10 district-owned buses, 17 contract-owned buses)
- **59 schools** participated in Safe Routes to Schools (SRTS) programming, engaging **76% of students in grades PK-8**



Climate Policy Progress Highlights

Health & Wellness

- Emergency **cooling pilot**

Climate Literacy:

- **Align Oregon Climate Literacy Standards** with curriculum adoptions.
- Expansion of **Climate Justice high school elective** to one-year, full science recovery credit



Climate Friendly Public Schools Program

25/26 Program Highlights

- **100%** of eligible schools participated
- Over **2,700 students** involved in planning and project development
- Nearly **20,000 students** anticipated to engage / participate in project activities
- **99 projects** proposed and approved!
- **\$443,247** budgeted
- **47** Student Climate Project Advisors (SCPAs)
- **37+ Community Partners**



Climate Friendly Public Schools Program

Student & Community Showcase

- **20** registered schools and **over 300 students** in attendance
- **Every school** featured through exhibit submissions and project photographs
- **Student presentations** from **3 schools**, highlighting physical improvements, behavior change, and advocacy skills
- Celebration by district & PCEF leadership, including remarks from **Superintendent Armstrong** and **Board Chair Wang**



Climate Friendly Public Schools Program

25/26 Program Support

- **Communication:** Simplified structures and more consistent messaging
- **Contracting:** Clearer, more efficient contracting process
- **Role Expectations:** Clearer extended responsibility expectations
- **Advisor Supports:** Monthly group meetings and 1:1 support
- **Student Supports:** Additional adult volunteer support (grades 6–8)
- **Administrative Supports:** Budget and expense workbooks for school admin teams
- **Resource Development:** Ongoing creation and refinement of program resources informed by student and advisor feedback
- **Partnerships:** Community outreach and partner packages that connect student projects with professional expertise
- **Volunteer Support:** Advanced 24-25 CCRC Recommendation to increase capacity, Eco-School Network partnership



Moving Forward

Challenges: Limited staff capacity, resources, and strategic alignment

To Maintain Progress

- Continue to operationalize policy goals into existing district processes
- Prioritize internal and external communication, and volunteer support





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Climate Crisis Response Committee

Climate Crisis Response Committee Duties

1. To **receive regular reports and data** from District staff on the current status and planned implementation of the Policy goals and directives, including the impact of the policy implementation on frontline communities;
2. To determine **whether such status and implementation are consistent with the identified goals** of the Policy; and
3. To **share written** findings with the Board on at least an annual basis; the Committee may **make recommendations** to the Board as part of their work.

Climate Crisis Response Committee

2025-2026 Key Successes & Challenges

- Commitment to emissions reductions
 - Electrification in High School modernizations
 - PCEF Collaborating with Climate action grant
- Climate Friendly Public Schools program
 - Engaging over 20,000 students
- Student Climate Awareness Survey distribution
- Loss of transparency
 - Climate Policy Public Dashboard
- Significant capacity limitations
 - Staff vacancies & eliminations
 - Decarbonization tool not utilized
- Loss of Climate Advisor position

Climate Crisis Response Committee

2025-2026 Recommendations for Continue Progress

1. Embed Transparency and Engagement Tools

- Climate Policy Public Dashboard re-creation
- Climate Awareness Student Survey

2. Ensure Ownership and Capacity of CCRP Implementation

- Significantly reduced capacity
- Strategic and explicit ownership across departments

3. Improve CCRC's Capacity and Effectiveness

Climate Crisis Response Committee Annual Report 2025-2026 Academic Year

Climate Crisis Response Committee Members

Shannon Adams

Barbi Alexander

Leah Almeida (Student Representative)

Murtaza Balta

Jane Comeault

Alyssa Koomas (Committee Chair)

America Tirado

Alma Valls (Student Representative)

Leah Werner

Introduction

Since the passage of the Climate Crisis Response, Climate Justice and Sustainable Practices Policy (CCRP) by the Portland Public Schools (PPS) Board in March of 2022, the district has taken action to meet ambitious goals that will impact the health and safety of students and communities throughout Portland. The CCRP mandated the establishment of a Climate Crisis Response Committee (CCRC) to “monitor effective implementation, transparency, and tracking of progress” of the CCRP. This Annual Report of the CCRC celebrates this year's accomplishments, sheds light on challenges to overcome, and provides recommendations to maintain PPS on its trailblazing path as a climate leader.

Background

The committee is composed of nine community members, including two high school student representatives. It convened six times prior to submission of this report: an orientation to welcome the committee's five new members, three quarterly meetings, and two special topics sessions to discuss recommendations for the district's developing artificial intelligence (AI) guidance and the upcoming review of the CCRP by the PPS School Board Policy Committee. The CCRC's work on the latter two topics is on-going and the recommendations will be shared with the Board as soon as they are available.

Key Successes

Emissions Reductions

Staff efforts to integrate the CCRP into “the way PPS does work” are underlined by the upcoming high school modernization projects that have maintained the commitment to full electrification. With these choices, PPS is projected to reach the CCRP's ambitious 2030 goal of reducing greenhouse gas emissions by 50% from the 2019 baseline. The school board's steadfast commitment to electrification, in light of limited resources, is applauded and serves as a critical inflection point on PPS's path toward becoming a decarbonized school district.

The recent final approval of the PCEF Collaborating with Climate Action grant represented another significant win to further reduce emissions within PPS. This grant awards the district \$25.6 million for infrastructure projects, including energy efficiency, upgrading HVAC systems, and green schoolyards. These resources are critical for achieving facility upgrades that will not only impact decarbonization goals but also the safety, health, and wellness of the most vulnerable front-line students and communities.

Engagement, Resilience, and Wellness

Now in its second year, the Climate Friendly Public Schools Program, funded by the Portland Clean Energy Fund (PCEF), has enabled student-led climate projects to provide a broader range of climate action, empowerment, and engagement to our middle and high school students. Through the strategic effort and creative partnership building of the Climate Justice & Sustainability team, 100% of eligible schools are participating. The program engaged over 2,700 students in climate project development and implementation,



and student groups anticipate engaging nearly 20,000 more students through their project activities.


Additionally, the annual Climate Awareness Student Survey was disseminated again this April to all high school students in PPS. This survey, created by the CCRC student representatives, collects information regarding students' perceptions and awareness of PPS's climate response, as well as avenues for engagement. Annual distribution of the survey provides a mechanism for capturing changes in these responses over time, affording the district vital feedback to best align their efforts with student input.

Notable Challenges

PPS also took some notable steps backward. Last year, the Climate Justice & Sustainability team debuted the Climate Policy Public Dashboard, an interactive tool showing PPS's progress in systematically adopting the necessary projects, policies, and plans for meeting the objectives of the CCRP. Due to budget constraints, the district's contract with Envisio, the company that hosted the dashboard, was not renewed and the dashboard was lost, resulting in reduced transparency on PPS's progress and accountability toward its climate goals.

Further, the five-person Climate Justice & Sustainability team has experienced significant capacity limitations this year. Due to budget cuts, the Climate Resiliency Program manager position was eliminated last year, and two positions - the Energy & Sustainability Program Manager and Sustainability Project Manager - have been vacant for an extended period. In addition to notably reducing the team's capacity, the Energy & Sustainability Program Manager vacancy has resulted in a lack of utilization of the **Decarbonizations Roadmap tool** - a tool that the district invested in just last year. This tool allows the district to track its climate progress, make updates as variables change, and to test how different scenarios will impact emissions reductions, equity, cost, and student health. Without this position, the Climate Advisor was unable to share detailed decarbonization and implementation progress with the CCRC, hampering the committee's ability to perform its duties. Fortunately, this position has recently been filled and the new Energy & Sustainability Program Manager is set to start in May 2026.

Lastly, and most concerning to the committee, the Climate Advisor position was recently eliminated due to budget cuts, terminating at the end of June 2026. The Climate Advisor has overseen the implementation of the CCRP over the past four years, taking a systems approach to integrating the policy into the district's many departments. As other Climate



Justice & Sustainability team positions have been eliminated or vacated, the Climate Advisor has maintained the momentum of CCRP integration and transparency with the community, including serving as liaison to the CCRC. This loss of institutional knowledge and relationship building across departments for climate action could greatly limit progress towards the CCRP's goals without careful attention.

2025-26 Recommendations

Embed Transparency and Engagement Tools

The planned re-creation of the **Climate Policy Public Dashboard** on PPS's website should be prioritized to restore transparency into the district's progress toward its climate goals. Falling under the responsibilities of the now eliminated Climate Advisor, the committee strongly recommends directing resources to its completion and maintenance. A system should be put in place across the many PPS departments to track and report the data for the dashboard on a regular basis. Once live, a communications strategy for sharing it with students, staff, and the broader community should be undertaken. The committee believes executing this is a priority.

The **Climate Awareness Student Survey**, created by students for students, is a powerful tool for understanding how high schoolers feel about PPS's actions to address climate change and how best to engage students in this work. However, the impact of the survey, including specifically how the feedback has influenced PPS's climate efforts, is unclear. The committee recommends establishing a mechanism for PPS staff to publicly share, respond to, and incorporate learnings from Climate Awareness Student Survey responses.

Ensure Ownership and Capacity of CCRP Implementation

With the elimination of the Climate Advisor position, ownership of the CCRP's implementation must be strategically and explicitly incorporated into remaining staff member's responsibilities throughout the district. The foundational work to integrate and operationalize the policy's goals across departments has been laid and the committee encourages leadership to ensure capacity and accountability. Realistically, a reduced Climate Justice & Sustainability team will have significantly less capacity and progress will be negatively impacted. Creative strategies for engaging volunteers or new funding partners to cushion the impact are highly recommended.



Improve CCRC's Capacity and Effectiveness

In alignment with the CCRC's stated duties "to receive regular reports and data from District staff on the current status and planned implementation of the Policy goals and directives, including the impact of the policy implementation on frontline communities," the staff update shared during quarterly CCRC meetings should be standardized to the CCRP's goals and include metrics whenever possible. Recreation of the CCRP Dashboard, as well as district utilization of the Decarbonization Roadmap tool, should facilitate this recommendation. Additionally, the committee recommends adjusting the timing for recruitment and onboarding of new CCRC members to begin earlier, affording the committee more time during the school year to perform its duties.

Closing

This year, PPS has notably maintained its momentum toward a decarbonized school district and ramped up student engagement in climate activities. Additional action toward the CCRP goals is taking place across the district; however, without the tools or staff capacity to track, report, and share them, it is difficult to assess progress. Looking ahead, addressing reduced capacity on the Climate Justice & Sustainability and restoring transparency with the PPS community should be prioritized. In light of our current climate crisis, the district's efforts and commitment to climate justice and sustainability has served as a model for communities throughout the country. Maintaining our momentum in our current funding shortage will take a concerted effort by district leaders, but it is of the highest priority.



To: PPS Board of Education

From: Kat Davis, Climate Justice Advisor

CC: Deborah Kafoury, Chief of Staff

RE: Climate Crisis Response, Climate Justice and Sustainable Practices Policy Annual Update

Date: April 28, 2026

Introduction

The purpose of this memo is to provide an annual update on the implementation of the Climate Crisis Response, Climate Justice and Sustainable Practices Policy (CCRP) (APPENDIX A). This memo will review high-level progress made on 2025-2026 policy implementation, successes, challenges, and recommendations to meet the ambitious goals in our commitment to the community.

Context

In March 2022, the Portland Public Schools Board of Education (the Board) unanimously adopted the Climate Crisis Response, Climate Justice, and Sustainable Practices Policy. This policy commits PPS to immediately mobilize resources to reduce the impact of climate change, recognized as one of the most ambitious public school climate action policies in the nation¹. Beyond responsibility for greenhouse gas (GHG) emissions, the policy centers frontline communities² in advancing climate resilience, developing a climate justice education, and to connect students, parents, teachers, staff, and community partners as leaders in climate solutions. This policy requires the advancement of District planning to consider the disproportionate impacts of climate change on the vulnerable members of our community, and recognizes our responsibility to attend to our students' mental health, wellness and emotional challenges that come from anticipating and experiencing extreme climate events. With this commitment, PPS can show our students what a future of climate solutions looks like, creating opportunities for excellence despite a changing climate.

To advance the CCRP objectives, PPS continues to strengthen an intentional and focused strategic approach. In 2024-2025 Climate Crisis Response Committee highlighted the following as key successes from the 2024-2025 school year:

¹ CCRP is highlighted on the NAAEE [District Climate Policies & Resolutions site](#), and this [Sierra Club article](#) describes CCRP as a landmark policy.

² Communities that experience the 'first and worst' impacts of climate change: those experiencing systemic injustice—including people of color, people with disabilities, immigrants, people with lower incomes, those in rural areas, and indigenous people—and face a legacy of systemic inequity that impacts their living and working places, the quality of their air and water, and their economic opportunities.



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- **Launch of the Student Climate Awareness Survey:** Led by the Climate Crisis Response Committee student representatives, the inaugural survey received over 250 responses from high school students across the district, and captures student awareness of climate action at PPS and feelings of knowledge and efficacy toward participating in climate solutions. This survey is now an annual practice to capture changes in how students feel about the district's climate actions over time.
- **Continued support for electrification of schools:** With the 2025 Bond, PPS is modernizing the remaining three high schools. Given the increasing costs of construction, the Board weighed cost-saving measures for these projects. The Board decided to maintain a commitment to build fully electric comprehensive high schools, honoring the goals of the climate policy and taking a significant step toward reaching the district's 2030 GHG reduction goals.

The CCRC identified the following 2024-2025 deliverable wins:

- **Launch of the Climate Policy Public Dashboard:** Interactive public dashboard with year over year quantitative and qualitative updates on activities that advance the integration of the CCRP into district operations.
- **Digital Showcase of Student Projects:** Interactive map on the Climate Justice website that highlights the project descriptions for each PCEF student project proposal.
- **Community-Centered Climate Action Design Team Report:** In Spring 2024, the Climate Justice department partnered with the Innovation Studio to lead an intensive community engagement session to understand the opportunities to increase student efficacy amidst the climate crisis. In Fall 2024, the design team recommendations report was published and the Climate Justice team began implementation of recommendations.
- **Decarbonization Prioritization Tool:** The PPS Climate Justice and Sustainability teams contracted with PAE, New Building Institute, and Oh! Planning and Design to develop a comprehensive tool to support PPS leadership in prioritizing capital projects that advance the decarbonization goals while also taking into account equity, health and wellness in order to strategically advance bond work and maintenance projects to meet the 2030 and 2040 GHG reduction goals.

To continue advancing policy progress, at the June 2025 Board meeting, the CCRC recommended the following:

- I. **Align climate work with PPS priority goals** to continue making progress on climate policy scopes despite decreasing resources and staff capacity.
- II. **Embed transparency and engagement tools** to increase accessibility of information about progress towards the climate policy goals.



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- III. **Preserve and scale climate programs** to continue the progress made since the climate policy was adopted and to prevent progress from stagnating or reversing.
- IV. **Institutionalize student voice** via pathways for student engagement and leadership to directly center students in scopes that impact the climate policy.
- V. **Expand and redesign the PPS volunteer program** to increase staff capacity for high-value climate action activities.

Given limited resources, prioritization of the 75+ objectives within the Climate Crisis Response Policy (CCRP) is critical to ensure alignment with leadership’s vision and operational capacity. To support these priorities, the Climate Justice Advisor created a high-level framework to prioritize the implementation of systems-wide policy scopes and to establish a district-wide process for tracking progress. The strategic priorities for 2025-2026 included:

- **Integrate the Decarbonization Roadmap** into district operations.
- **Increase support systems** for student action and empowerment.
- **Integrate climate literacy** into curriculum adoptions processes.
- **Increase accessibility and transparency** to information on climate action.

A core theme of this strategy is to integrate climate policy goals into existing district scopes and position functions. As the district continues to navigate resource constraints, aligning the scope of this policy with district-wide strategic initiatives to achieve Board goals and student outcomes is increasingly important to ensure the sustainability and accountability of the policy scopes.

Major 2025–2026 Policy Milestones at a Glance

Decarbonization:

As highlighted in the Decarbonization Prioritization Roadmap (APPENDIX B), due to the commitment to build all-electric high school modernizations with the 2025 bond, PPS is projected to reach the 2030 GHG reduction goal – reduce emissions by 50% from the 2019 baseline³.

Engagement, Resilience, and Wellness:

The Climate Friendly Public Schools Program, funded by the Portland Clean Energy Fund (PCEF), has grown this year, with 100% of eligible schools (37) submitting project proposals by the deadline. This program provides \$10,000 to every PPS K-8, middle school and high school for student-led climate action projects. These schools receive these funds every year for five years, starting with the 24-25 school year. Over 2,700 students have been involved

³ Contingent on PGE making progress on their decarbonization goals.



in the 25-26 project development, and student groups anticipate engaging nearly 20,000 students in their project activities. Targeted partnerships with community organizations such as the Ecoschool Network and Future Climate Collective provide additional classroom capacity through coordination of adult volunteers to support students in high-need communities for project development and implementation. Projects span a wide array of interests, including student advocacy in Salem, career fairs and workshops, field trips to learn new skills, adding accessible biking infrastructure, and much more. Read more about all of this year's Student Climate Projects on the [interactive dashboard](#).

In addition, the Climate Justice team is working closely with the CCRC Student Representatives to provide support in operationalizing and elevating the Climate Crisis Student Survey (survey open April 1 - 30, 2026).

Pillar One: Reduce Environmental Impact and Costs

To reduce environmental impact and costs, PPS strategically invests capital funds that achieve the greatest emissions reduction while increasing environmental health and safety. Designing and constructing new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable is a top priority, as is maximizing reductions in greenhouse gas emissions from district operations, maintenance, transportation and facilities management. Additionally, advancing green schoolyards projects increases carbon sequestration and resilience to climate extremes. Below are progress metrics towards these goals for the 2025-2026 school year:

Energy Conservation

After years of phased upgrades, PPS has now completed LED lighting installations across all district buildings, significantly improving energy efficiency and reducing long-term operational costs.

Transportation

In Spring 2023, PPS celebrated purchasing the first two electric school buses. Just three years later, thanks to generous grants from PGE, PPS now owns 10 electric school buses. In addition, with an EPA grant, the district's primary bus contractor, First Student, has purchased 17 electric buses to utilize in PPS's service. An additional 3 PPS-owned electric buses are secured and on the way. In a celebration of active transportation opportunities, this year 59 schools participated in Safe Routes to Schools (SRTS) programming, with 76% of students in grades PK-8 engaged in a SRTS program.

Waste reduction



PPS continues to incorporate waste reduction practices across the district through the universal adoption of back-of-house composting in all school kitchens. In partnership with the City of Portland, educators also delivered more than 50 classroom lessons focused on waste reduction and sustainability practices.

Green Schoolyards

Momentum continues to build around greener, more accessible outdoor spaces, with multiple schools advancing vision plans and implementation efforts. This year, 13 schools actively developed schoolyard vision plans while additional sites moved into implementation planning. Expanded volunteer events have supported ongoing maintenance, alongside tangible improvements such as asphalt removal at Vestal, Peninsula, and Chief Joseph. Maintenance of these spaces will be greener as well, with the transition of 100% of PPS leaf-blowers to fully electric. Partnerships for outdoor learning have also grown, reaching three additional schools.

Pillar Two: Improve Health and Wellness

Climate change disproportionately impacts the vulnerable members of our communities. Implementation of this policy prioritizes serving people with disabilities, communities of color, and other vulnerable populations. The district is actively addressing climate-related impacts on health, safety, and wellness to strengthen resilience and improve preparedness for extreme weather events. This includes piloting emergency cooling measures during a fall heat wave and expanding communication with students, families, and staff about heat and air quality conditions. PPS is also leveraging significant new investments – including a \$19.9 million Portland Clean Energy Fund SP16 grant and a \$25.6 million award through the Multnomah Education Service District – to improve thermal comfort, upgrade HVAC systems, and expand greening of schoolyards across the district.

Pillar Three: Provide Effective Environmental and Sustainability Education

Through its climate policy, PPS is committed to educating and empowering students as leaders in a just transition to a sustainable and restorative future. The district is working to ensure all students build environmental literacy and understand the connections between their daily actions and the natural world, using community-based learning and civic engagement to support the goals outlined in the Graduate Portrait. This initiative aims for PPS graduates to not only understand the causes and consequences of climate change and climate justice, but also to actively engage in developing and applying climate solutions.

Building on this vision, the Climate Justice team is aligning district efforts with the Oregon Department of Education K–12 Climate Literacy Standards (published December 2025), supporting a review of high school science curriculum and informing the adoption of updated



social studies materials to strengthen climate literacy integration. At the same time, PPS is expanding student learning opportunities by advancing the Climate Justice high school elective from a one-semester course to a full-year offering, allowing students to earn a full science credit while deepening their engagement with climate solutions.

Challenges:

In the spirit of transparency and accountability, in order to prioritize limited staff capacity and resources, some scopes shifted this year that were previously celebrated. Due to budget reductions, the contract for the software that hosted the climate policy dashboard was not renewed. An alternative solution for public-facing climate policy tracking and reporting is still in development. With staff turn-over, there was a staffing gap in the Energy and Sustainability department which limited accessibility to specific emissions data. With the start of a new Energy and Sustainability Manager, PPS will restore public visibility of emissions and utility data.

Additionally, the Climate Justice team made the challenging decision to not continue the Climate Justice Youth Advisory space this year. In previous years, the CJYA provided a pathway for passionate high school students from across the district to gather at the central office with the Climate Justice team to learn about climate justice, share their thoughts and experiences on how PPS is implementing the CCRP, and to plan education and engagement activities for their peers. With limited resources, the Climate Justice team chose to channel more support into the PCEF student climate projects rather than try to focus on both spaces. Should resources and capacity increase in the future, restarting this space should be a top priority.

Moving Forward

PPS has made a targeted effort to operationalize the goals in the CCRP in design standards for construction, advancing the Pillar One policy goals and decarbonization efforts. With Oregon HB 3365 in 2025, ODE is now providing guidance to better advance the Pillar 3 climate literacy goals in alignment with the PPS Instructional Framework. As PPS moves into a year of restructuring and re-alignment, there is an opportunity to more intentionally focus on the Pillar 2 climate resilience and wellness goals.

Due to ongoing budget challenges, the Climate Justice Advisor position has been eliminated for the 2026–2027 fiscal year. To support continuity and uphold the commitments of this board policy, the Climate Justice Advisor will synthesize recommendations from the Climate Crisis Response Committee, findings from the Student Climate Survey, and key lessons learned into a strategic implementation proposal for PPS leadership for the 2026–2027 school year.



ERP Modernization

Program Review

May 12 2026



Executive Summary

All program spending is bond funded (2020 and 2025)

Program continues to be on track to scope and timeline

Today's discussion is about contracts

- **Implementation SOW's**
- **User licensing**



Program Objectives: Digital Transformation

A tightly coordinated multi-year program to redesign how **people, processes, and technology** work together to streamline work and unlock better outcomes.

The opportunity is to devote **more time, resources, and energy** toward student learning and success.

The challenge is to build **efficient** workflows, driven by **meaningful** data using **modern** tools, that result in better decision-making across PPS.

This operational change will be enabled by implementing a new ERP platform that best serves PPS for the long-term

We do not currently have the tools - technology, processes, data - that are required to run a modern K-12 district

Scope of Impact: Business Functions

All elements of Finance and HR operations

- 8,000+ system users
- 1000's of vendors & contractors
- 100's of reporting requirements
- Dozens of dependent systems & partner teams
- Multiple levels of change across the district



Vendor Summary

Function / Responsibility	Vendor	Details	Contract Holder
Program Management	Plante Moran	Responsible for scope, timeline, budget	Plante Moran
Change Management	Percipio	Responsible for the strategy, plan and execution that drives PPS staff adoption of the new ways of working	Percipio
Business Process Design	Meridian + Accenture + Workday	Partnering with PPS business leads, collaboratively build the processes that modernize PPS functional operations	Meridian
System Configuration & Test Cycles	Meridian + Accenture + Workday	Based on the new business process designs, align the Workday platform to optimize for PPS's usage, both short term and long term	Meridian
Post Deployment Support for 12 months	Meridian + Workday	Managed Service to ensure PPS has a stable platform for a full year after go-live as well as best prepare us to support ourselves long term	Meridian
Workday User Licenses for 10 years	Meridian + Workday	PPS's use of the Workday platform through the end of FY35-36	Meridian

Forecasted Contract Costs

Contract	Contract Holder	Final Cost
ERP - Implementation SOW	Meridian	\$14.904M
Workday Order Form - 10 years of licenses	Meridian	\$13.540M
Change Management SOW	Percipio	\$3.486M
Program Management SOW	Plante Moran	\$1.551M
EUNA Licenses (10 yrs)	EUNA	\$1.406M
EUNA Implementation SOW	EUNA	\$29K
DebtBook Licenses (10 yrs)	DebtBook	\$967K
DebtBook Implementation SOW	DebtBook	\$9K
Application Mgmt Support (post deployment support)	Meridian	\$525K
TOTAL		\$36.417M

Contracts ready for signature
\$33.481M



Not To Exceed agreements
\$2.936M

Program Phases & Tentative Dates



Program Management (led by Plante Moran)

Change Management (led by Percipio)



Next Board Update

August





PORTLAND PUBLIC SCHOOLS

Office of Technology & Information Services (OTIS)

501 North Dixon Street / Portland, OR 97227

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

MEMO

Date: April 30, 2026
To: PPS Board of Education
From: Russell Adamson, Senior Director Technology & Digital Transformation
CC: Deborah Kafoury
Subject: ERP Modernization Not to Exceed contract

Overview

The ERP Modernization program has finalized the scope of the products to be purchased as well as the associated vendor costs. The majority of the contractual spend - \$33.481M or 92% of the planned contractual spend - are finalized and has been provided for review as part of the May 12 board package.

However, there are five smaller contracts in process that are also considered part of the ERP Modernization program scope and deliver significant value for PPS. These contracts need to be written as separate agreements as they are offered by different vendors for products that integrate into the new ERP platform (Workday) but are not directly sold by Meridian, our ERP provider. These contracts are to be presented to the Board as Not To Exceed agreements for the May 12 Regular meeting.

Details

The remaining agreements to be negotiated represent three areas of value for PPS:

- **EUNA:** pre-award grant management capabilities to better identify funding opportunities, coordinate applications, and streamline proposal development. The expected outcome is improved grant win rates and reduced administrative burden.
 - Implementation SOW: \$29,000
 - Licenses (10 year): \$1,400,000
- **DebtBook:** modern debt and lease management tools that simplify compliance, improve financial transparency, and long-term planning for bonds, leases, and other obligations. Note that PPS uses DebtBook today - this significantly expands the functionality, replaces the current contract, and allows the new contract to be bond compensable
 - Implementation SOW: \$9,000
 - Licenses (10 year): \$967,000
- **Application Management Support:** twelve months of ongoing technical support from Workday. System administration, optimization, and issue resolution to help ensure system stability and continuous improvement for the critical HR and finance operations.
 - Twelve months, post Hypercare: \$525,000

All costs listed above are the Not To Exceed agreed by the vendor (EUNA, DebtBook, Meridian).

Next Steps

PPS will continue to follow current policy and regulations to finalize these agreements in good faith with the vendors listed above. The current estimate to have documents ready for PPS review and signatures is late July 2026, if not earlier.

These additional modules will ensure we are maximizing our use of the new ERP platform as well as integrating multiple processes and workflows that are currently disconnected. In addition, the twelve months of post-deployment support will ensure PPS has a stable platform for both the initial use and long term optimization, which maximized PPS's investment in the ERP Modernization program.

I am happy to provide any additional information or answer any questions as needed.

Russell Adamson

Russell Adamson

Senior Director, Technology & Digital Transformation



Date: February 19, 2026

To: Policy Committee

From: Emily Courtnage, Senior Legal Counsel
Sharon Toncray, Chief Legal Officer

CC: Kimberlee Armstrong, Superintendent

Subject: Proposed Revisions to Section 7.00.000 Policies (Community)

Staff recommend reviewing, revising, and rescinding the Section 7 policies relating to community involvement in schools as shown in the attached redlines and summarized below. Some of the Section 7 policies have not been revised since 2002 or 2007 and require rescission or substantial updates to align with current practice. Other more recent policies require only minor updates including reformatting and non-substantive language and grammar adjustments.

In reviewing and suggesting changes to the Section 7 policies, we relied in part on review of related Beaverton School District (BSD) and Oregon School Boards Association (OSBA) policies. (Beaverton SD adopts Oregon School Boards Association (OSBA) model policies, typically without revision.) In some cases, staff recommend borrowing or adapting language from BSD/OSBA to improve our policies or add important detail. Where applicable, we have attached the relevant policies to each redline for the Board's review.

Staff recommend applying the following non-substantive formatting and language updates to all Section 7 policies:

- Apply consistent template, heading, margins, spacing, font, etc., based on an updated template developed by the Board Office
- Apply consistent capitalization to Superintendent, Board, etc.
- Correct typos
- Update language: Replace all instances of "District" with "PPS" and "shall" with "will"; change "she/he" to "they" or "his/her" to "their"

These non-substantive changes have been incorporated in the attached redlines. (However, in order to render the redlined policies more readily readable with a focus on substantive changes, staff did not redline the format or numbering adjustments.)



Policy	Title	Date of Last Revision	Proposed Action	Summary of Changes
7.10.010-P	School Site Councils	7/2022	Revise	Non-substantive updates and deletion of redundant language
7.10.020-P	Districtwide Advocacy and Fundraising	5/2024	Revise	Non-substantive updates and deletion of obsolete language related to 2023-24 and 2024-25 school years
7.10.030-P	District Foundation	9/2002	Revise	Update with language adapted from OSBA policy, inclusion of purpose statement, and reference to Operating Agreement and Articles of Incorporation
7.10.040-P	Parental and Family Involvement in Support of Academic Achievement	4/2007	Rescind	(out of date; references rescinded or replaced policies; subject matter covered in 7.10.010-P (School-Site Councils) and 7.20.020-P (Volunteers))
7.20.020-P	Volunteers	9/2002	Revise	Substantial update with language adapted from BSD/OSBA policy
7.20.040-P	Citizen-Community Sponsored Contests	9/2002	Rescind	(out of date; purpose unclear; unnecessary)



Board Policy

1.70.020-P

Policies and Administrative Directives

I. Roles and Responsibilities

- A. It is the responsibility of the Portland Public School Board of Education (Board) to develop, evaluate, and adopt policies for the governance of the District.
- B. It is the responsibility of the superintendent to initiate and direct the development of administrative directives, which implement board-adopted policy.
- C. Policies and administrative directives are intended both as tools for District management and as sources of information for students, parents/guardians, staff, and other community members about how the District operates and the District's values.
- D. The superintendent shall ensure that policies and administrative directives are available on the Portland Public School website as soon as practicable following their adoption and share them with staff and community as they are relevant.

II. Purpose of Board Policies

A Board policy represents a formal, written statement that creates a framework for:

- A. Regulating Board or District business;
- B. Establishing educational, operational, and other expectations for the District's staff and students;
- C. Guiding the actions of those to whom the Board delegates authority and responsibility; and
- D. Ensuring compliance with state and federal law.

III. Definitions

As used in the District policies and administrative directives:

- A. Administrative Directive or Directive means a statement of actions adopted by the superintendent that implements Board policy.
- B. Policy means a statement of general governing principles adopted by the Board.

IV. Policy Development

- A. A proposal for a new policy or a change in existing policy may be made by:
- i. A Board member;
 - ii. Superintendent;
 - iii. A District employee;
 - iv. A parent or guardian of a student;
 - v. A student;
 - vi. A District volunteer;
 - vii. A committee appointed by the Board of Superintendent; or
 - viii. A community member who is also a resident of the District.
- B. When a proposal for a new policy or change in existing policy is received by the Board or Board committee(s) responsible for policy development, the Board committee may take the following action(s) or may request that the superintendent:
- i. Collect additional information concerning the policy proposal, including a staff evaluation of options and recommended action;
 - ii. Appoint an advisory committee soliciting the views of persons representing the interests of those likely to be affected by the proposed policy or use other appropriate methods to obtain public views, especially from families and community members who have been and are underrepresented in district policymaking, to assist the Board in this policy development process;
 - iii. Seek appropriate legal and other advice as necessary to ensure that the policy proposal, if adopted, will be in compliance with applicable law; and/or,
 - iv. Take no further action on the policy proposal.

V. Policy Adoption

- A. When a Board committee recommends a policy for adoption by the Board, the Board may elect to schedule the policy for a first and second reading at a regularly scheduled Board meeting, except as otherwise provided in this policy.

- i. The first reading of a proposed policy shall include:
 - a. A summary of the content of the proposed policy or amendments;
 - b. Posting on the PPS website of the proposed language if new, or redlined version if a revision; and
 - c. A stated opportunity for the public to submit comments on the proposed policy, with a deadline date for submission of such comments.
- ii. The second reading of a proposed policy shall not occur until there has been at least 21 (twenty-one) days allowed for public comment, following the first reading.
- iii. If the language of the proposed policy has changed substantially, as determined by the Board, since the first reading, the revised proposed policy shall be set for an additional first reading to allow for public input on the changes.
- iv. At the time of the second reading the Board may take the following actions:
 - a. Approve the policy proposal as presented;
 - b. Modify the policy proposal and approve it as modified;
 - c. Schedule the policy proposal for an additional first reading;
 - d. Defer the policy proposal for further discussion or action; or
 - e. Reject the policy proposal.

B. Exceptions

- i. Corrections or revisions that do not substantially change a policy may be adopted without a recommendation of a board committee; but such changes shall have a First and Second Reading.
- ii. In the event of an emergency necessitating urgent action on a policy proposal, the Board may adopt the same at a lawfully called meeting of the Board. If the Board takes such action, the Board shall state and enter into the record the nature of the emergency and the basis for its determination that urgent action was necessary.

VI. Date Policies Become Effective

A new or revised policy shall become effective upon adoption of the Board, unless the Board otherwise specifies a different effective date in the policy.

VII. Review of Policies

- A. The Superintendent of designed shall advise the Board when they believe an existing policy needs to be reviewed for potential repeal, revision, or replacement. Such necessity may occur when:
- i. Practice is not in compliance with the policy and the practice differs to such an extent that a review of existing policy is warranted;
 - ii. A policy proposal revision is received by the superintendent;
 - iii. State or federal law has changed in such a manner as to require review or modification of existing policy; or
 - iv. A policy is not aligned with professional practices, district values or is ineffective.
- B. The Board of Board committee shall strive to review all policies at least once every four (4) years, with at least one to two sections reviewed annually, in order to ensure policies are current, relevant, in compliance with the law and are consistent with each other and the District-approved mission, vision, and goals. If needed, appropriate policy proposal revisions shall be submitted for consideration.

VIII. Policy Interpretation

Both “will” and “shall” are intended to express the Board’s expectation than an action is going to or must occur. A change in usage from “shall” to “will” or vice versa is not intended to change the meaning.

IX. Administrative Directives

- A. Administrative Directives are issued or modified by the Superintendent and do not need to be approved by the Board prior to their issuance.
- B. Administrative Directives shall be consistent with Board policies.
- C. The superintendent or designee shall notify Board members that a new or revised Administrative Directive has been issued. New Administrative Directives that impact staff or community should be shared with impacted parties when they are issued.

X. Administration in Absence of Policy or Administrative Directive

The Superintendent and other District staff members to whom administrative or supervisory

authority has been delegated are authorized to use their professional judgment in the absence of a specific policy or administrative directive governing proper action to take, provided that such action shall not be in conflict with well recognized professional, educational, and ethical practices; the spirit and intent of existing District policy; the general values and objectives of the District; or any local, state, or national law.

Legal references: ORS 332.107

History: Adopted 6/1971; Amended 12/1983; 11/2021; ___/2026.



Board Policy

7.10.010-P

School- Site Councils

I. Statement of Purpose

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

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

II. School Site Councils

- A. The purpose of 21st Century Schools Councils (Site Councils) is to increase student achievement. In compliance with the Oregon Educational Act for the 21st Century, each school will have a Site Council.
- B. The duties of each Site Council ~~will~~ ~~shall~~ include:
 - i. The improvement of the school's instructional program;
 - ii. The development of plans to improve the professional growth of the school's staff;
 - iii. The development and coordination of plans for the implementation of programs covered under the Oregon Educational Act for the 21st Century at the school site;
 - iv. The administration of grants-in-aid for the professional development of teachers and classified ~~PPS district~~ employees; ~~and~~
 - v. Fostering family involvement in the schools.
- C. Unless the Board of ~~Education~~ determines a different composition is needed at a particular school, each Site Council ~~will~~ ~~shall~~ be comprised of the following members:

- i. Not more than half of the members ~~will~~ shall be licensed educators who have been elected by the licensed educators teaching at the school;
- ii. Not more than half of the members ~~will~~ shall be parents of students attending that school who have been selected by the parents of students attending that school);
- iii. At least one member ~~will~~ shall be a classified employee elected by the classified employees at that school; and
- iv. One member ~~will~~ shall be the building principal or the principal's designee.
- v. ~~PPS~~The District may designate other types of members that may include students, business leaders, or members of the community at large (individuals are selected by the Site Council). ~~The Board encourages the inclusion of students as members of Site Councils to promote meaningful student participation and representation.~~
- vi. ~~Licensed educators and parent members may not compose more than half of the membership of a Site Council.~~

~~D.~~To accomplish these duties, each Site Council will:

- i. Assist in developing and implementing a process for preparing an annual school improvement plan. The plan should focus on how the school will assist students to achieve the standards established by the state and ~~PPS~~District;
- ii. Create meaningful opportunities annually for school community members to share perspectives and feedback about the school program;
- iii. Prioritize student performance goals in accordance with ~~PPS~~District goals and state standards, including those contained in the Oregon Educational Act for the 21st Century;
- iv. Develop plans to reach student performance goals utilizing current educational research, professional development of staff focused on research-based effective instructional practices and staff and community input; ~~and~~
- v. Develop and utilize a communication plan for involving the community in planning for school improvement and for informing the community

about the plan and its progress, ~~and~~

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

- vi. Commit to a process of collaboration to support school improvement and increase student achievement;
- vii. Learn about the school's instructional program, its curriculum goals and mission, the teaching strategies being used, student achievement test data and issues unique to the local school;
- viii. Learn about the Board goals for ~~PPS~~the District and its expectations for staff and students, as well as the expectations contained in the Oregon Educational Act for the 21st Century;
- ix. Ensure good communication among all participants in the school; and
- x. Invite and incorporate a variety of diverse viewpoints and prioritize racial equity and social justice in decision making.

II. Site Council Meetings

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

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

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



Districtwide Advocacy and Fundraising

Parent and community-based organizations and individuals make important contributions to support PPS school communities and programs, as well as students and staff. Elements of that support include advocacy in support of PPS schools and fundraising to pay for a wide variety of activities and projects. This policy is designed to foster a spirit of community and shared purpose and facilitate collective impact on behalf of PPS students. Given our common mission and vision, ~~the District~~ PPS encourages parents and community groups to advocate, fundraise and support improving the educational experience districtwide in alignment with our racial equity and social justice values.

I. Local School Foundations and school or program fundraising:

An inclusive districtwide foundation, designated by the Board ~~of Education~~, will ~~shall~~ serve as the districtwide advocacy and fundraising entity and serve as the fiscal agent for the Local School Foundations (LSFs).

II. Fundraising for Staff and Contracted Staff:

Effective July 1, 2024, donations for staff positions may be collected only by the designated districtwide foundation in a single, combined fund account. Donations will ~~shall~~ be accepted from Local School Foundations, Independent School Foundations, nonprofits, corporations/businesses and individuals. A formula for the distribution of any funding to individual schools will ~~shall~~ be developed in advance of the school year by a Parent Advisory Committee, shared with school administrators for feedback, and a recommendation made to the Board ~~of Education~~ for its approval.

~~Donations for staff positions collected by Local School Foundations between July 1, 2023 and June 30, 2024, plus any carryover balances held in the associated grant accounts S0083, shall be expended in the 2024-2025 school year for staffing positions per donors' intent.~~

III. Registration and Reporting

All groups affiliated with PPS and individual schools or programs that fundraise \$20,000 or more in aggregated funds in a school year for PPS school-related activities are encouraged to register with ~~PPS~~ ~~the District~~ by September 30 in the following school year, sharing their officer names and contact information.⁵⁷

The Board of Education will ~~shall~~ receive annually a report at the end of ~~PPS's~~ ~~the District's~~ fiscal year sharing the districtwide foundation's donations, expenditures, and major projects.

IV. Other Requirements

Entities that fundraise to support individual schools will ~~shall~~:

- A. Provide ways for all members from the benefitting school or program who wish to participate in a fundraising event or activity to have an avenue to participate.

- B. ~~Shall n~~Not communicate, share, or maintain expected per-family or per-student fundraising targets.
- C. Include and inform the broader school community about fundraising decision-making processes, especially including families for whom the educational equity programs are meant to benefit.
- D. Adhere to ~~PPSDistrict~~ policies, administrative directives, and other ~~PPS~~ requirements.

V. Other Provisions

For purposes of this policy, ~~DistrictStaff~~ and ~~eContracted s~~Staff includes all manner of contracted positions if the position compensation exceeds \$15,000 in a school year.

The designated districtwide foundation ~~will~~shall have a Board of Directors of sufficient size given PPS's enrollment, and members should have diverse experience to support the activities of the foundation.

~~Legal Reference: ORS 332.107~~

History: Adopted 6/71; Amended 9/9/02; BA 2422; Amd 5/2024



District Foundation

~~The Board authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the district for special and general purposes. The purposes of funds administered by the foundation may include pay for instructional staff (FTE), educational enhancements such as equipment, supplies, extended day activities and contracts and other activities of benefit to the district and its students. It is the intent of the Board that the foundation be guided by priorities of equity, educational excellence, preservation of a strong public school system and support district wide implementation of the Oregon Educational Act for the 21st Century, district mission and goals. Both the Board and the foundation board of directors will receive annual evaluations for all funded projects.~~

~~The foundation will be incorporated under Oregon Revised Statutes and registered as a tax-exempt corporation under Section 501 of the Internal Revenue Service Code.~~

~~The foundation will be operated in conformance with established district wide foundation principles and governed by a board of directors whose selection, membership and functions will be set forth in the foundation's by-laws.~~

I. Purpose

Portland Public Schools and its students have been generously supported by PPS families and the community. A District Foundation provides a formal structure for raising, receiving, and administering family and community donations to PPS for special and general purposes. The primary purpose of a District Foundation is to raise and distribute funds for additional supports and services that will advance the mission, vision, and strategic plan for PPS.

II. The District Foundation

- A. The Board authorized the establishment of a District Foundation ("the Foundation").
- B. The Foundation is and will remain incorporated under Oregon Revised Statutes and registered as a tax-exempt corporation under Section 501 of the Internal Revenue Service Code.
- C. The Foundation will be governed by a board of directors whose selection, membership, and functions will be set forth in the Foundation's by-laws
- D. The Foundation is and will remain independent from PPS. The nature of the partnership between PPS and the Foundation will be defined by the Operating Agreement. The Operating Agreement will describe the responsibilities and expectations of the Foundation and PPS.
- E. The Superintendent will present to the Board an annual report and evaluation of Foundation-funded supports and services.
- F. Upon dissolution or withdrawal of recognition of the Foundation, the Foundation's net assets will be distributed pursuant to its Articles of Incorporation.

Legal References: ORS 294.305 – 294.565; ORS 332.107

History: Amd 9/9/02; BA-2422

7.10.040-P Parental and Family Involvement in Support of Academic Achievement

I. Introduction.

- (1) It is the policy (7.10.010-P) of the Portland Public School Board of Education to encourage and support family and community involvement in education, at home, in our schools and communities, and through school/parent groups. The Board respects families as important decision-makers for their children's education.
- (2) The Board believes that parental engagement is critical to the success of each student. In the pursuit of this goal, the Board is committed to ensure that Portland Public Schools develop and implement practices and procedures that are broadly inclusive and that provide opportunities for all parents and families to become involved in their students' education regardless of economic, social or cultural circumstances.
- (3) The Board expects the District to establish a culture of best practices for parental and family involvement in support of academic achievement for all students.

II. The Superintendent shall oversee the implementation of this policy.

- (1) The Superintendent shall develop administrative directives, make program changes, if necessary, and integrate staff and program resources to support the implementation of this policy, consistent with relevant federal, State and local programs and requirements.
- (2) Implementation of this policy shall be consistent with existing policies on citizen and parent group involvement.
- (3) Implementation of this policy shall include regular assessment of current practices; development, implementation and review of a District parental and family involvement plan; and coordination with relevant federal, state and local programs and requirements.
- (4) Parental and family participation will be solicited in the development of both the District and respective schools' parental and family involvement plans.
- (5) The Superintendent shall report to the Board of Education (via the appropriate standing committee) with a regular report of progress under the policy.
- (6) As required by Portland Public School Board policy (1.70.021-AD) the Superintendent shall make available public information related to the implementation of this policy.

Legal References: Sections 1112-to-1118 of the Elementary and Secondary Education Act (ESEA), and related NCLB mandates. History: Adopted 4/16/07



Volunteers

- I. The Board recognizes that ~~families and community members~~patrons volunteering their services in ~~PPS~~the schools can provide valuable assistance to the instructional program, to school ~~staff~~personnel and to the educational enrichment opportunities available to of PPS~~Portland~~ students. ~~A volunteer is defined as a non-paid person assisting under the direction of a licensed teacher or administrator.~~ The Board actively encourages volunteer participation ~~by individuals and groups~~ in PPS~~local~~ schools, ~~district and region level capacities~~ and ~~various~~-specialized educational programs ~~of the district~~. Every effort should be made to recruit and organize family and community volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students, improvement of school programs, and to increased school-community involvement and communication.
- II. The safety of students is paramount. Volunteers will operate under the direction of a staff member, within an open public space, and should be within sight or sound of a staff member while working with students. Volunteers must never be asked to supervise or manage a classroom.
- III. Volunteers are subject to PPS policies and administrative directives, including but not limited to:
 - A. 5.10-064-P (Professional Conduct Between Adults and Students)
 - B. 5.10.140-P (Fingerprinting and Criminal History Verification)
 - C. 7.40.101-AD (Anti-Harassment – Community/Business)
 - D. 3.20.031-AD (Secured Schools)
- IV. PPS reserves the right to place and remove volunteers from service in PPS schools.
- V. All volunteers ~~will~~shall complete a Volunteer Application Criminal History Verification Form ~~and a district or school Volunteer Information Form~~, which includes a Volunteer Background Check, prior to rendering volunteer services.
- VI. ~~In order to assist district administrators and to realize more fully the potential contributions of volunteers, the district has provided for the coordination of a volunteer program by establishing a position of Coordinator of Volunteers in Portland Schools. The superintendent or designee shall have responsibility for developing detailed procedures for the effective implementation and maintenance of such volunteer programs.~~

Legal References: ORS 326.607; ~~ORS 332.107~~

History: Adpt 6/71; Amd 3/26/90; Amd 9/9/02; ~~BA 2422~~; Amd _____

7.20.040-P Citizen – Community Sponsored Contests

The district will cooperate with individuals, community organizations and agencies desiring to sponsor contests in keeping with the purposes and educational aims of the school when such activities can be integrated into the school program without disruption or loss of instructional time for the student and without imposing an unreasonable added workload on the staff. The building principal must approve participation by students in contests.

The activity sponsor will be responsible for the preparation and circulation of all informational materials and for other administrative work required in the grading, judging or evaluation of the participants' work.

The following shall be used in determining participation in contests:

- (1) The primary educational aims of the school and the needs and interests of students shall be a consideration at all times;
- (2) The school shall not be used to promote private or commercial interests;
- (3) The school shall not be used for direct sales promotion of individual competitive goods or services;
- (4) All materials or activities initiated by private sources shall be judged on grounds of their direct contribution to educational values, factual accuracy and good taste.

Legal References: ORS 332.105; ORS 332.107

History Adpt 6/71; Amd 9/9/02; BA 2422

RESOLUTION No. 7303

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
Meridian Partners, LLC	5/13/2026 through 5/12/2036	Digital Resource DR 97921	Workday Enterprise Resource Planning (ERP) system ten-year subscription and license, master services agreement, and implementation/deployment services. Request for Proposals 2025-043	\$28,600,000	T. Odgers Fund 458 Dept: 5511	No
Plante & Moran	5/13/2026 Through 10/31/2028	Personal Services PS 97852	Program Management Services for the Enterprise Resource Planning (ERP) system implementation. Request for Proposals 2026-001	\$1,551,000	T. Odgers Fund: 458 Dept: 5511	No
Percipio Consulting Group	5/13/2026 Through 4/30/2028	Personal Services PS 97878	Change Management Services for the Enterprise Resource Planning (ERP) system implementation. Request for Proposals 2026-001	\$3,486,040	T. Odgers Fund: 458 Dept: 5511	No
Ameresco	7/1/2026 Through 6/30/2031	Services S 97783	Maintenance Heating, Ventilation, and Air Conditioning (HVAC) Controls Support Request for Proposals 2025-041	\$4,500,000	T. Odgers Fund: 101 Dept: 5592	No
FMI Truck Sales & Service	5/13/2026	Purchase Order PO 262744	New Class 5 Truck for Nutrition Services Quotes	\$159,279	T. Odgers Fund: 202 Dept: 5570	No
Commercial Industrial Design Architecture (CIDA)	5/13/2026 Through 5/13/2029 Option to renew for three additional one-year terms through 5/13/2032	Architectural Services ARCH 97868	Architecture and Engineering services for partial seismic rehabilitation at Ainsworth and Kelly. Request for Proposals 2025-038	\$1,756,878	T. Odgers Fund: 461 Dept: 5511	WBE

*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
Gresham-Barlow School District	7/1/2026 Through 6/30/2027	Intergovernmental Agreement IGA 97877	Regional services to eligible individuals with Autism Spectrum Disorder	\$360,000	J. Buno Fund: 205 Dept: 5433

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Mahlum Architects	5/13/2026 Through 12/31/2026	Architecture ARCH 96957 Amendment 1	Amendment adds additional services for Marshall Swing Site Improvements related to the Cleveland High School Modernization PPS 48-0200 (1) (e) Continuation of Project with an Extensive Estimated Fee.	\$99,500 \$196,800	J. Franco Fund: 459 Dept: 5511	No
Micro Computer Systems Inc. dba MicroK12	5/5/2026 through 1/28/2030	Material Requirements MR97437 Amendment	Amendment directs MicroK12 to proceed with the Phase 2 Chromebook purchase due to supply chain constraints	\$18,178.68 2.98 \$41, 268,557.98	T. Odgers Fund 458 Dept: 5511	No

RESOLUTION No. 7304

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 / Oregon Commission for the Blind (OCB)	7/1/2026 Through 6/30/2027	Intergovernmental Agreement / Revenue IGA/R 97838	Oregon Commission for the Blind (OCB) shall pay Columbia Regional Services for Pre-Employment Transition Services to students with vision loss.	\$307,762	J. Buno
State of Oregon / Oregon Department of Education (ODE)	7/1/2025 Through 3/31/2028	Intergovernmental Agreement / Revenue IGA/R 97854	Early Literacy Success Grant	\$8,896,720.35	K. Howard

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Revenue Contracts

RESOLUTION No. 7305

Dismissal of a Contract Educator

RECITALS

The Board has reviewed the evidence submitted along with the Superintendent's recommendation for the dismissal of a contract educator.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to dismiss the contract teacher from employment with PPS. The District will notify the employee in writing of the Board's decision.