

Regular Meeting
Tuesday, June 13, 2023 6:00 PM

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

Agenda

- I. 6:00 pm - Opening
- II. 6:05 pm - Resolution Recognizing June as Pride Month (Resolution 6717) Vote - Public comment accepted
- III. 6:15 pm - Student Representative's Report
- IV. 6:20 pm - Student and Public Comment
 - General Student Comment
 - General Public Comment
- V. Comment from Unions
 - Portland Association of Teachers (PAT)
 - Service Employees International Union (SEIU)
 - Portland Federation of School Professionals (PFSP)
- VI. 7:00 pm - Board Committee and Conference Reports
- VII. 7:10 pm - Report from the Climate Crisis Response Committee
- VIII. 7:25 pm - Update: Climate Crisis Response Policy Implementation
- IX. 7:40 pm - Impose Taxes and Adoption of the 2023-24 Budget for School District No. 1J, Multnomah County, Oregon (Resolution 6718) Vote - Public comment accepted
- X. 8:40 pm - Second Reading of Policy Rescissions (Resolutions 6719) Vote - Public comment accepted
 - i. 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
 - ii. 3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)
- XI. 8:45 pm - Second Reading of Policy Revisions (Resolution 6720) Vote - Public comment accepted
 - 4.50.030-P - Complaint Policy
- XII. 8:50 pm - Consent Agenda: Resolutions 6715 through 6716 and 6721 Vote- Public Comment Accepted
 - XII.(i) Resolution 6715: Expenditure Contracts
 - XII.(ii) Resolution 6716: Adoption of the Index to the Minutes
 - XII.(iii) Resolution 6721: Authorization for Off-Campus Activities
- XIII. 8:55 pm - Other Business / Committee Referrals
- XIV. 9:00 pm - Adjourn

RESOLUTION No. 6717

Resolution to Recognize June as Pride Month in Portland Public Schools

RECITALS

- A. Pride Month celebrations include people who are Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, Pansexual, Asexual, Genderfluid, Nonbinary, Intersex, and allies.
- B. In 1969, a New York City police raid in Greenwich Village in New York City sparked an uprising, led by Black and brown trans activists, leading to six days of protests known as the Stonewall Rebellion, which later served as a catalyst for the gay rights movement in the United States and around the world.
- C. Portland Public Schools, the largest school district in the state of Oregon, is home to a proud community of LGBTQ+ educators, students, and families.
- D. Portland Public Schools continues to improve the support of our LGBTQ+ community through the following actions:
 - Transgender, nonbinary, and gender diverse administrative directive that outlines PPS guidance for LGBTQ+ Supports
 - Restroom Equity Plan to incorporate gender neutral restrooms in modernized school buildings
 - Dedicated staff to support LGBTQ+ students
 - Allowing students to accurately identify themselves in student information systems
 - Establishment and support of LGBTQ affinity spaces for all grade levels
- E. Despite all of the work being done to push us forward, year after year our YRBS (Youth Risk Behavior Survey) data consistently demonstrates, PPS LGBTQ+ students to experience risk and harm disproportionate to their cisgender and/or heterosexual peers. Furthermore, LGBTQ+ staff carry the weight of these realities on their shoulders while simultaneously trying to protect themselves and create safer spaces for their students. We must do better.
- F. Our materials and instruction should include LGBTQ+ families and trans/nonbinary characters so students can expand their collective understanding of and celebrate the full range of the human experience.
- G. Portland Public Schools is a safer harbor for those LGBTQ+ students and families and is resolved to continue the push forward for LGBTQ+ equity in our schools.

RESOLVED

1. Portland Public Schools supports all students and staff by affirming their right to be their authentic selves, including the right to be open about their sexual orientation or gender identity and to speak about their personal and family lives in the same manner as their non-LGBTQ2SIA+ peers, recognizing it is never appropriate to discipline or shame a person who in good faith comes out to another member of the Portland Public Schools community.
2. Portland Public Schools encourages its schools to display in classrooms, offices, or halls, a rainbow Pride flag, Transgender Pride flag, or other sign of support for LGBTQ2SIA+ students or staff, because these symbols are consistent with the District's commitment to the creation of identity-safe and welcoming schools and illustrate our sincere belief that we must serve all without judgment, discrimination, or alienation.
3. Portland Public Schools centers students in all we do, and that includes honoring and respecting a student's gender identity and expression gender at school. We will also commit to educating and supporting adults on their path to greater acceptance and acknowledgement.

4. The Portland Public Schools Board of Education recognizes June as Pride Month in Portland Public Schools and commits to both the urgency and the need for long-term, sustainable, and well-informed action around LGBTQ2SIA+ inclusivity.

Climate Crisis Response Committee

ANNUAL REPORT TO THE PORTLAND PUBLIC SCHOOLS BOARD OF
EDUCATION

JUNE 13, 2023

The Climate Crisis Response Committee (CRCC) advises the Portland Public Schools Board of Education on implementation of the Climate Crisis Response, Climate Justice and Sustainable Practices Policy.

Committee Members

Jane Comeault
Angela Long
Charity Fain
Barbi Alexander
Isaac Barrow
Danny Cage
Richard Deng
Erik Opsahl
Dianne Riley

Executive Summary

In the Fall of 2019, climate justice advocates began working with Portland Public Schools (PPS) to develop groundbreaking climate change policy that will advance PPS' efforts at a pace necessary to address the climate crisis. In March of 2022, the PPS School Board (the Board) adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy).¹ The Policy includes a requirement for a Climate Crisis Response Committee (the Committee) of up to nine (9) persons to monitor the effectiveness of implementation, ensure transparency, and track the progress of initiatives needed to meet the policy.² The Committee is required by a Committee Charter, to report to the Board at least once per year to ensure the Policy is met and comment on how effectively PPS is implementing the Policy thus far.

Appendix C illustrates on a timeline the work done to date since the policy was adopted in March of 2022. There are four notable milestones to mention. First, PPS hired its first Climate Justice Advisor in June of 2022. Secondly in August of 2022, the Board selected nine (9) members reflecting the PPS community from a pool of over 70 applicants, which worked together to develop and submit this annual report to the Board. Thirdly, in December of 2023, PPS completed its Greenhouse Gas Inventory. Lastly, in February of 2023, PPS began its work to conduct an evaluation plan for the policy.

In brief, the Committee feels that PPS is making genuine efforts to implement the Policy. Progress has been made in quantifying the challenge. For example, PPS Staff completed its first comprehensive greenhouse gas (GHG) inventory in December of 2022 and began to define metrics for measuring progress in other areas of the Policy. We support PPS in these efforts, but the current pace, rate and scale is not likely sufficient to meet the Policy's aggressive goals. We acknowledge that this is the first year of the policy's adoption within PPS, and much foundational work is required to build systems and capacity throughout the organization. We hope to see an acceleration of progress in the next fiscal year (FY) as this groundwork was laid.³ Continued support from PPS leadership and the Board is required to ensure the goals of the Policy are integrated into "how PPS does its work", as opposed to being seen as an "extra" task. The Policy's principles are a perfect complement to actualizing PPS' Graduate Portrait vision - developing students as compassionate critical thinkers, able to collaborate and solve problems, and prepared to lead a more socially just world.

PPS Graduate Portrait

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

The Committee has three findings and recommendations to share: 1) Continue using and developing the dashboard and provide more information in specific areas, 2) Augment organizational leadership and development, and accelerate pace of implementation, and 3) Enhance transparency.

¹ Appendix A.

² Appendix B.

³ PPS' fiscal year is July 1 through June 30.

Overview

The mission of the Committee is to monitor effective implementation, provide transparency, and to track and report progress or challenges of the Policy and the goals within it. The Committee informs and advises the Board, but does not have decision-making authority. The PPS Superintendent has responsibility for performance of PPS Staff engaged in the implementation of the Policy that collaborates with the Committee.

This report includes an assessment of the following tasks, which the Committee is responsible for overseeing and reporting on to ensure the Policy is met.

- 1. Reports and Data.** The Committee receives regular reports and data from PPS 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. Status and Implementation.** The Committee determines whether such status and implementation are consistent with the identified goals of the Policy.
- 3. Findings and Recommendations.** The Committee, at a minimum, shares written findings with the Board on an annual basis, and may make recommendations to the Board as part of its work.

Committee Public Meetings

September 16, 2022
October 27, 2022
Feb 2, 2023
March 23, 2023
April 27, 2023
May 25, 2023

To ensure these tasks are met, the Committee met six times between September 2022 and May 2023. These meetings included an orientation, policy progress updates, emerging topics, PPS updates, data tracking and evaluation updates, and working group updates.⁴

Assessment

The Committee received reports from PPS Staff and its consultants during each meeting. This included information about the implementation of discrete pieces of the policy, as well as a high-level overview of activity via a “dashboard”. Some areas in which we received more detailed information were related to: the design and construction of the new Benson High School, PPS’ greenhouse gas inventory (GHG), the Policy evaluation plan, green school yards, and solid waste management. We have identified several opportunities to better advance the Policy, such as an understanding of overall efforts on the renovation of building to be low carbon (e.g., construction timelines), sources of funding needed to support implementation of the policy (e.g., bond cycles, federal, state, Portland Clean Energy Fund), additional staff needed to support the Policy, explicit engagement needed by senior-leadership, possible need for third-party consultants, ease of access and transparency, and overall pace of efforts.

We have narrowed our findings and recommendations to three key areas: 1) Continue using and developing the dashboard and provide more information in specific areas, 2) Augment organizational leadership and development, and accelerate pace of implementation, and 3) Enhance transparency.

⁴ Additional materials regarding the Committee agendas and meetings can be found at: <https://www.pps.net/Page/20035>.

1. Reports and Data

a. PROJECT MANAGEMENT DASHBOARD CREATED

PPS hired its Climate Justice Advisor, Kat Davis, to manage and coordinate PPS efforts in promoting **climate justice** and sustainability in June of 2022. An early priority identified by the Committee was the need for a framework that may be used to evaluate progress toward the goals and directives outlined in the Policy, including specific attention to the impact of the policy implementation on frontline communities. In response, the Climate Justice Advisor developed a dashboard to track and report on the progress of the Policy (**Figure 1**). **PPS’ Project Management Dashboard is thorough and highly detailed, outlining all aspects of the policy and work needed to accomplish it. PPS should continue to refine the Dashboard over time to enhance it’s usefulness in tracking progress and managing implementation.**

Figure 1. Sample Portion of PPS Project Management Dashboard

Pillar	Goal	Strategy	Stage	Status	Connection to Sub-Goals	Anticipated Project Completion Date
Foundational	Building the system and foundation to move the policy forward	0.1 GHG Analysis, using consultant	Implement	Complete	Foundational	December, 2022
		0.2 Administrative Directive	Pre-Work	On Track	Foundational	July, 2023
		0.3 Hire a Climate Justice Advisor	Implement	Complete	Foundational	June, 2022
		0.4 Create the Climate Crisis Response Committee, as directed by the policy	Implement	Complete	Foundational	October, 2022
		0.5 Create a standing meeting for all heads of involved departments	Implement	On Track	Foundational	Ongoing
		0.6 ECONorthwest Scope - Define Policy baseline data and indicators for measuring progress		On Track	Foundational	June, 2023
		0.7 Create a public-facing dashboard to track Policy progress	Ideate	On Track	Foundational	July, 2023

The Committee appreciates the PPS Project Management Dashboard, especially given the scope of the Policy, as there is a great deal of information to convey. Striking a balance between providing adequate information to inform the Committee and community at large, while presenting it in an accessible manner is important. For example, the current dashboard has a lot of detail that requires a lot of time to digest, and may be challenging to navigate without context and additional information. This comprehensive version of the dashboard is suitable for PPS Staff to project-manage the implementation of the policy, and to some extent for the Committee’s use. We believe PPS Staff has created a good foundation, and over time as the dashboard gets used it can be improved to bolster its usefulness for both the community and PPS Staff. In addition to the Project Management Dashboard, **PPS should develop an accessible “Community” dashboard that shares information regarding the policy’s implementation status in a way that is relevant to the community. This community reporting**

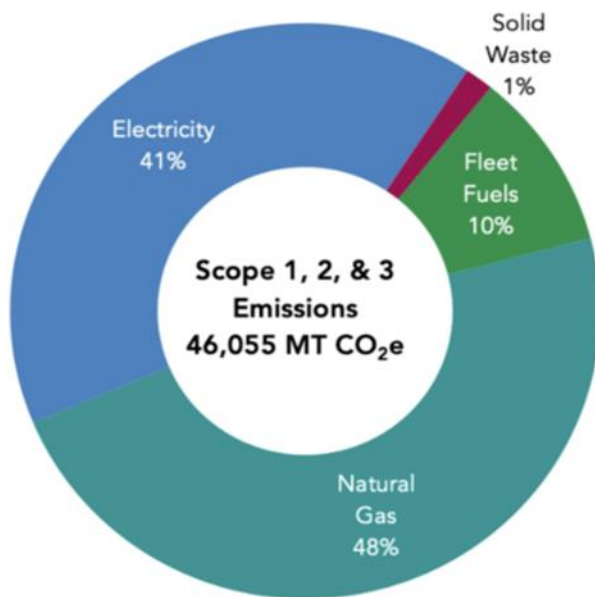
mechanism should be developed with input from students, the Committee and the community. It should transparently measure PPS' progress toward the Policy's goals and be made available on PPS' website.

b. GREENHOUSE GAS INVENTORY COMPLETED

PPS staff hired a third-party consultant, Good Company, to conduct a GHG Inventory in 2022 (**Appendix D**). The inventory was completed in December of 2022, which was presented to the Committee by PPS staff at the February 2022 Committee meeting. **The Committee found it to be a comprehensive and professional report.** The data confirmed that buildings are, by far, the greatest opportunity to reduce PPS' GHG emissions (i.e., natural gas and electricity consumption). With a FY19 baseline of more than 46,000 metric tons of carbon dioxide equivalent (MT of CO₂e), PPS has a great deal of work to do to eliminate 23,000 MT CO₂e within the next seven (7) years and ultimately get to net zero within 17 years. This is the equivalent of emissions from 10,000 passenger vehicles driven for one (1) year.⁵

PPS should continue to build off this work by developing a status graph that shows annual progress toward reducing GHGs in each category. This graph should be supported by a plan to address any risks or gaps, identify trade-offs, resource needs and capture any future opportunities. In addition to presenting this progress to the Committee, PPS staff should present this progress to the community and the Board on a regular basis with recommendations and an opportunity for each group to provide input.

Figure 2. PPS Emissions by Category (Source: Good Company 2022 PPS Operational GHG Inventory Report)



c. EVALUATION PLAN UNDER DEVELOPMENT

PPS hired a third-party consultant, ECONorthwest (ECO NW), to develop an evaluation plan for the Policy in February of 2023. The scope of work (SOW) states that they will, in consultation with relevant staff, define evaluation metrics, develop evaluation activities, set targets, and draft an evaluation plan. ECO NW will focus on

⁵ Source: Good Company's 2022 PPS Operational Greenhouse Gas Inventory Report. https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/PPS%20FY18%20and%20FY20%20Ops%20GHG%20Report%20_FINA_L2.pdf.

elements of the Policy that address infrastructure, GHG reduction, and resilience focusing on Pillars 1 and 2 (with limited focus on Pillar 3) of the Policy. ECO NW provided the Committee with an overview of their proposed plan development and scope in March 2023.

The Committee supports PPS working with a consultant to develop an evaluation plan. This work is needed and if implemented in partnership with community will provide effective implementation, transparency, and tracking of progress. The Policy states that the Committee exists “to monitor effective implementation, transparency, and tracking of progress.” **We recommend that PPS engages with the Committee and/or community at large prior to hiring and scoping for work related to meeting the Policy, especially as it relates to those areas.** This will ensure alignment and co-development of work between PPS and the community. We also recommend that the community be given ample opportunity to provide input at major project milestones.

Additionally, we would like more information about ECO NW’s data analysis approach; specifically, as it relates to climate justice. We have concerns that the SOW and ECO NW’s approach to the evaluation does not have an explicit discussion of impact on frontline communities. We recommend that the final product includes data disaggregated by ethnicity and zip code delineation, as this data relates to frontline communities, specifically climate justice/environmental justice. Additionally, we are interested in how associated cost-benefit analysis will be conducted to capture the implications for these communities.

2. Status and Implementation

a. HIGHLIGHTS OF STAFF IMPLEMENTATION EFFORTS

The first fiscal year of the Policy’s adoption was a foundational year in building the staff and systems needed to kick-start the implementation of the Policy. One key action was hiring a Climate Justice Advisor in June of 2022; and with their help, appointing and launching the Committee in August/ September of 2022.

A few highlights of PPS Staff efforts the Committee is aware of include: building a project management dashboard for ongoing monitoring and evaluation of progress toward implementing the Policy (discussed in [Reports and Data](#) section), and putting on a Youth Climate Summit in April of 2023 that hosted more than 200 students (mostly high school students inside and outside the district). A few Committee members volunteered at the day-long event and were very impressed. It was a great example of action in support of student learning opportunities that contribute to meeting the Policy’s Pillar 3 - to provide effective environmental and sustainability education. It is important to note PPS schools each had their own approach to attending the event. For example, schools had different modes of transportation that caused some schools to arrive later than others (e.g., biking to the event or parent drop off), while some schools did not have high participation at the event due to inability to consider the event as a school activity (meaning they would be considered absent from class). We recommend PPS establish this as a larger PPS event with equitable access for PPS students.

PPS is clearly making an effort to implement the Policy, especially in areas such as building operations and capital projects. For example, PPS has included topics regarding the design and construction of Benson High School in the Fall of 2022. This effort was in response to interest from the community about the project and its alignment with the Policy. Information in the dashboard indicates other key projects and processes underway, some of which the Committee is keen to better understand in future meetings.

Though PPS is making efforts to implement the Policy, the Climate Justice Advisor has an enormous scope of work and could benefit from additional resources. And while the Climate Justice Advisor is highly skilled and brings many strengths to the implementation of the Policy, they could provide even more value with additional resources and support. This would enable them to advance the Policy at a faster pace than they could do on

their own. The scope of the Policy requires that implementation is owned by PPS Staff throughout the organization. **It would be useful for the Committee to see a staffing plan** that identifies the process and procedures used to manage staff throughout the Policy's life, to understand how PPS plans to meet its goals and sub-goals across the organization. The staffing plan should describe any new or consulting staff required and ensure senior-level staff participates in the Policy implementation. Additionally, the plan should describe the responsibilities assigned to each member of staff and discuss workforce transformation needed to achieve the Policy goals.

b. HIGHLIGHTS OF COMMITTEE OVERSIGHT EFFORTS

The first fiscal year of the Policy's adoption was a foundational year in appointing and launching the Committee. One key action was voting in a Committee Chair, Jane Comeault, who has been instrumental in working with the Climate Justice Advisor, the Board, and PPS at large. Additionally, to improve participation in the Committee, we recommended a two-year extension to the one-year term members. This will better harness Committee skills, experience, and knowledge as well as ensure knowledge transfer to future new members of the Committee. It was approved by the Board in February 2023.

The Committee also opted to form three working groups (WG): 1) Dashboard, 2) Community Engagement, and 3) Board Report. Forming working groups allows Committee members more time to tackle aspects of Committee Charter outside of the formal 1.5-hour meetings. Going forward, a fourth working group will convene in the upcoming fiscal year to focus on supporting PPS' efforts to resource the Policy.

i. Dashboard Working Group

The Dashboard WG provided input to PPS Staff in the development of a dashboard. They met with staff to share relevant examples ideas for PPS' Project Management Dashboard with the goal of providing transparency around PPS' activities related to implementing the Policy. Going forward, this WG will convene only as necessary - either as is helpful to staff, or as the Committee determines there is need for improvement of the Project Management Dashboard.

ii. Community Engagement Working Group

The Community Engagement WG aims to explore how best to support PPS in enhancing community engagement with the Policy, especially in making information about the Policy and its implementation more accessible to the broader PPS community. The Committee will move ahead on this work in the upcoming fiscal year, one area of focus may be in supporting the development of a Community Dashboard.

iii. Board Report Working Group

The Board Report WG led the development of this report and its subsequent presentation at the June 13, 2023 Board meeting. The WG's goal of reflecting the sentiment of the entire Committee, in a timely and professional manner, was achieved through multiple opportunities for the Committee to comment and review the report. This report was discussed at the April 2023 and May 2023 Committee public meetings.

3. Findings & Recommendations

a. CONTINUE USING AND DEVELOPING THE PROJECT MANAGEMENT DASHBOARD AND PROVIDE MORE INFORMATION IN SPECIFIC AREAS

PPS' Project Management Dashboard is thorough and highly detailed, outlining all aspects of the policy and work needed to accomplish it. PPS should continue to refine the Dashboard over time to enhance its usefulness in tracking progress and managing implementation. PPS should build off this work and develop an accessible "Community dashboard that shares information regarding the policy's implementation status in a way that is relevant to the community. This community reporting mechanism should be developed with input from students, the Committee, and the community. It should transparently measure PPS' progress toward the Policy's goals and be made available on PPS' website.

This inaugural year for both the Policy and Committee's creation was foundational, one of development and learning. The Project Management Dashboard, reports and data presented to the Committee this year were useful and informative. For the next FY, the Committee looks forward to receiving additional information, especially in certain areas. One area in which the Committee would like to see more data pertains to climate justice. Specifically, how implementation of the Policy is advancing climate justice and an overall picture of how it fits into the broader PPS landscape of work. Other areas of interest include: purchasing, curriculum, financial planning for Policy implementation (e.g., partnerships, grants and bonds), and building upgrade planning (i.e., existing and new).

b. AUGMENT ORGANIZATION LEADERSHIP AND DEVELOPMENT, AND ACCELERATE PACE OF IMPLEMENTATION

PPS hiring of its first Climate Justice Advisor in June of 2022 was a significant milestone. The Climate Justice Advisor is managing and coordinating PPS' efforts in promoting climate justice and sustainability as well as actively monitoring and partnering with operational and instructional leadership. The Climate Justice Advisor is making important progress towards laying the foundation for the implementation of the Policy as well as supporting events such as PPS' inaugural Youth Climate Summit on April 24, 2023. To ensure the continued success of this broad portfolio of work and keep pace with the Policy goals, PPS should regularly report on its staffing implementation plan and leadership support of the policy to the Committee, the community and the Board.

The Policy's scope is broad, touching every aspect of PPS. To date, foundational work has taken place. For example identifying staff roles and responsibilities and creating new business processes and design standards needed to meet the Policy. However, the current pace and scope are not likely sufficient to meet the Policy's goals and objectives by 2030 (and ultimately 2040). It is not clear whether there is adequate buy-in or strategic direction for the Policy's implementation throughout the organization and acknowledging its contribution to meeting the PPS Graduate Portrait. More resources are likely required to accelerate implementation of the Policy over the next seven (7) years. We acknowledge the scarcity of funding for public schools; however, as part of PPS' commitment to this Policy, a funding plan should be developed.

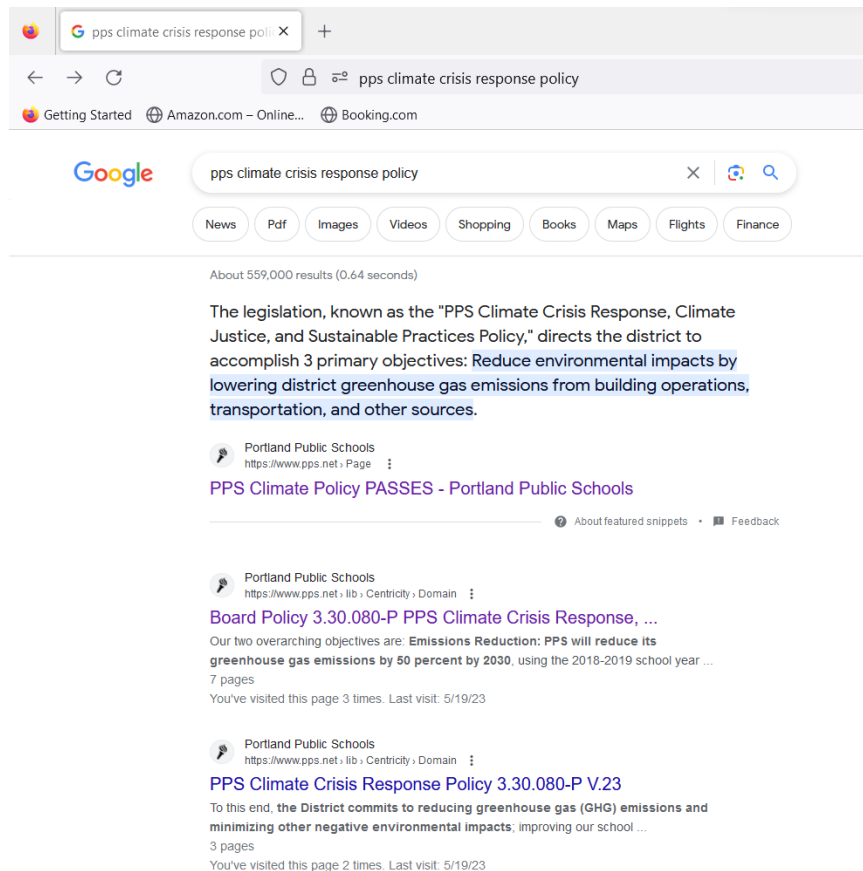
c. ENHANCE TRANSPARENCY

PPS' development and creation of website content is a step toward providing its community with the transparency it needs to monitor the progress of PPS' work toward meeting the Policy. The current website is lacking key content needed to provide important details of the progress of PPS' work. Additionally, it does not connect the dots of the work that has been done to date. PPS should improve its community engagement

regarding the Policy. Having a centralized website that houses all relevant content to the Policy including a progress dashboard is a critical first step.

A centralized website will support transparency, ease of access and provide online outreach to the Committee and the community on the Policy. Information regarding the Policy is scattered and lacking. For example, when trying to search for information regarding the Policy the first search results are PPS Climate Policy Passes, a PDFs of the policy, but not to a centralized site with information on the Policy's progress (**Figure 3**).

Figure 3. Google Search of Policy



The Committee has a webpage, but it only hosts meeting information. Enhanced transparency and accessibility - especially for underserved communities - is required to ensure co-development from the community. We recommend a high-level community-facing dashboard to be developed and launched by the first quarter of 2024. All relevant materials on the website should be easy to find and engaging to look at, as well as nomenclature defined and hyperlinks to resources, information and supporting studies This includes information such as, but not limited to: Committee meeting dates, minutes and recordings, staff reports, the GHG Inventory status, Committee and consultant reports, Project Management dashboard, Community dashboard, PPS initiatives, opportunities to partner or get involved, student resources, and calendar of events.

Additionally, we recommend that any work related to meeting the policy and implementation, such as hiring a consultant or developing an approach to meeting the policy, be presented beforehand in a transparent manner. We recommend that PPS engages with the Committee and/or community at large prior to hiring and scoping for work related to meeting the policy. This will ensure alignment and co-development of work between PPS and the community. **We also recommend that the community be given ample opportunity to provide input at major project milestones.**

Appendix A: Portland Public Schools Climate Crisis Response, Climate Justice, and Sustainable Practices Policy



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits 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.

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate, and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the [Graduate Portrait](#).

The District shall prioritize investments that achieve the greatest emissions reduction, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact on emissions and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

Emissions Reduction: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040.

For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Engagement, Resilience, and Wellness: The District will take steps to prepare schools for the effects of climate change, and will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

As the District works to meet these climate and sustainability goals and targets, it will maximize, minimize, and take other actions to reduce carbon emissions and increase sustainable practices when alternatives exist that meet District standards, are aligned with carbon-reduction targets, are cost competitive over time, and available technology exists.

It should be noted that these goals are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a regular cycle to support infrastructure investment; and the District will allocate general fund budget to help reach these goals.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals:

Pillar 1: Reduce Environmental Impact and Costs

Goal 1.1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency, maximize the use of renewable energy sources, and minimize the use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and that are more sustainable.
7. Design, renovate, and construct new facilities to improve resiliency to climate-related emergencies.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Goal 1.2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including recycling and food waste reduction at campuses.
3. Minimize disposable materials.

Goal 1.3: PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes.

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management in compliance with city code.
3. Establish green school yard plans to care for school grounds.
4. Phase out gas-powered equipment used for grounds maintenance.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.

1. Establish school-based infrastructure and support for staff and students to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Transition PPS and contracted vehicle fleet to electric or low emissions or renewable fuels. Work with industry, utilities, and the state and federal governments to reduce the costs of shifting towards electric or low-emission vehicles.
3. Educate and communicate to students, parents and staff about benefits of and opportunities to reduce single-occupant car commuting and idling.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

1. Where applicable, use best practices related to Environmentally Preferable Purchasing for centralized, formally solicited purchases, and provide tools and guidance to schools to support sustainable, climate-preferred product and services purchasing.
2. Transition to increased electronic communication and reduce paper copying and maximize recycled content in paper used.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

3. PPS will produce a report at least annually of PPS investments in fossil fuels with information that, in light of state-mandated investments, is reasonably accessible and available to it. Investments in state investment funds will be reported, recognizing that the Oregon State Treasury controls the decision-making for state investment funds.

Pillar 2: Improve Health and Wellness

Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees.

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district real property asset assessment and management.
2. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.

Goal 2.2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.

1. PPS will coordinate with state, regional, and local jurisdictions and community-based organizations to communicate with and support PPS students and families during climate-related events and natural disasters, such as wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events. The District will make available its facilities, as appropriate, during community response efforts to climate events.
2. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities and frontline communities.

Pillar 3: Provide Effective Environmental and Sustainability Education

Goal 3.1: PPS will empower staff as allies for a healthy climate.

1. Provide learning opportunities for staff on climate science/climate justice.
2. Continuously collaborate with staff to utilize sustainability practices in the performance of their work and provide information, support, and tools to help implement those practices.

Goal 3.2: With guidance from frontline students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

opportunities to practice climate solutions.

1. Develop and deliver curriculum and resources to help students understand, prepare for, and respond to climate change impacts.
2. Teaching and learning about climate change will recognize and support the emotional and other impacts of climate change on individuals.
3. Provide opportunities for students to probe the underlying causes of the climate crisis and the structural racism embedded in climate change due to actions by majority white countries with disproportionate negative burdens and impacts on people of color, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.

Goal 3.3: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth leadership and engagement opportunities around climate solutions, prioritizing opportunities for students from frontline communities.
2. Support student-led climate justice, climate action, and climate resiliency initiatives.
3. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space.
4. Support students in their ongoing and critical role as climate response, climate justice, and sustainability advocates.

CLIMATE CRISIS RESPONSE COMMITTEE

To monitor effective implementation, transparency, and tracking of progress, PPS will establish a committee of no more than nine persons that is made up of a majority of members who identify as people of color, and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board but does not have decision-making authority.



PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Glossary of Definitions

Scope 1 Emissions: direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, water heaters, vehicles).

Scope 2 Emissions: indirect GHG emissions associated with the purchase of electricity, steam, heat, or cooling. Although scope 2 emissions physically occur at the facility where they are generated, they are accounted for in an organization’s GHG inventory because they are a result of the organization’s energy use.

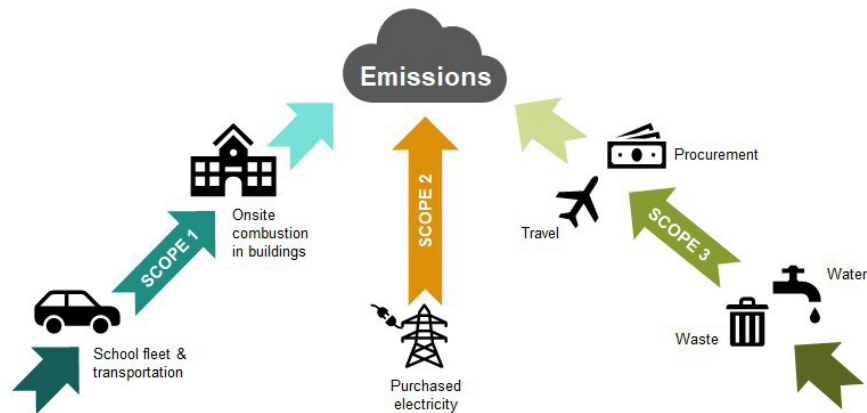
Scope 3 Emissions: the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization’s scope 1 and 2 boundary. The scope 3 emissions for one organization are the scope 1 and 2 emissions of another organization. Scope 3 emission sources include emissions both upstream and downstream of the organization’s activities.

(Scope emissions defined by [EPA Center for Corporate Climate Leadership Home](#))

Feasible: capable of being done or carried out. Feasibility will include the following factors: economics/available funding and appropriate trade-offs (i.e. the district will not spend general funds on energy efficiency if it is in lieu of incremental staffing in schools).

Frontline Communities: Communities that experience continuing injustice—including people of color, immigrants, people with lower incomes, those in rural areas, and

Scopes of Emissions in Schools





**PPS Climate Crisis Response,
Climate Justice and Sustainable
Practices Policy**

indigenous people—and face a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities.

Systems Thinking: a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time.

Adopted: 3/2022

Appendix B: Portland Public Schools Climate Crisis Response Committee Charter

Portland Public Schools Climate Crisis Response Committee Charter

Draft: April 18, 2022

Mission

The mission of the Climate Crisis Response Committee (the Committee) is to monitor effective implementation, provide transparency, and to track and report progress or challenges of the Portland Public Schools's (the District) Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy) and the goals in it. The Committee informs and advises the Board of Education (Board), but does not have decision-making authority.

Committee Charge

The duties of the Committee are as follows:

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.

The Superintendent has responsibility for performance of staff engaged in the implementation of the Policy.

Committee Membership

The Committee is composed of no more than nine members that is made up of a majority of members who identify as people of color and two members who are current PPS students.

From an applicant pool, members are selected and appointed by the Board. Members will initially be appointed to staggered terms of one and two years with all subsequent

terms being two years. Each member may serve up to four years total on the Committee. Student members will be appointed to a one-year term.

A Committee chairperson will be appointed annually by the Board and will not hold that position for more than three years. The chairperson will serve as the sole point of contact between the Committee and District staff between meetings.

Appointed Committee members should have significant experience, expertise, understanding and/or knowledge in one or more of the following areas:

1. Climate justice: the disproportionate impacts climate change has on frontline communities and the interrelationship between racial equity, social justice, and climate change;
2. Climate change: major causes, impacts, and proven mitigation and adaptation techniques applicable to a school district;
3. Climate literacy: K-12 education and curriculum related to climate change, climate justice, natural resources, conservation, and sustainability;
4. Greenhouse gas emissions (GHG): proven strategies to reduce emissions throughout District operations, such as energy efficiency, renewable energy, electrification, etc;
5. Environmental Sustainability/Green schoolyards: Understands the interconnecting relationships between environmental, educational, and social-emotional learning and the benefits of greenspaces in gardens, trees, stormwater facilities, and other outdoor learning spaces, and their impact on the urban landscape;
6. Construction: building design, application of renewable energy to architecture, and engineering; and/or
7. Public contracting: procurement, budgets, and schedules.

The Board recognizes that community members bring specialized knowledge and expertise to the Committee. All Committee members shall employ discretion, avoid conflicts of interest and the appearance of conflicts of interest, and exercise care in performing their duties and making recommendations from which they may personally benefit.

The Committee members shall receive no direct or indirect compensation from the District for their services as members of the Committee.

The Committee members may not have an active or pending contract with the District, including being an employee, director or owner of an entity with an active or pending contract with the District, nor enter into a contract during their term on the Committee.

The Committee may not include any employee or official of the District, or any vendor, contractor or consultant of the District.

Committee Operations

The Committee operates in an advisory capacity to the Board. The Committee is not responsible for program or project outcomes and does not direct staff, including any contracted staff, consultants, contractors or auditors. The charge to the Committee does not include:

1. Approval of contracts;
2. Appropriation of funding or budget;
3. Approval of District plans, implementation, and projects; and
4. Selection of contractors, consultants, and other professional service firms

Committee Meetings

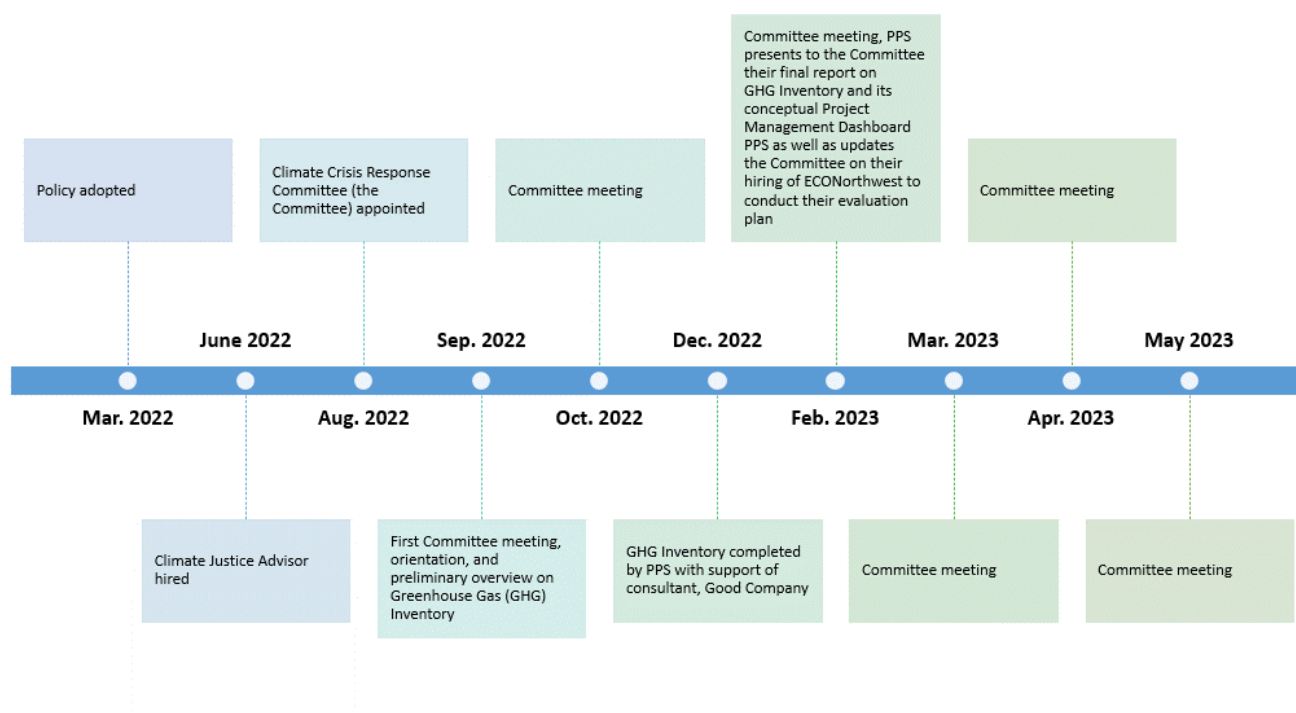
1. After initial organizing meetings, the Committee will convene quarterly.
2. Committee meetings are advisory and not related to formal decision-making by the Board. Committee meetings shall include opportunity for public comment.
3. The District will provide necessary technical and administrative assistance as follows:
 - a. A meeting room, including any necessary audio/visual equipment;
 - b. Provision of reports covering the status of goals and progress of the Policy directives and disaggregated data so that impacts on students and frontline communities can be assessed;

- c. Preparation of Committee meeting minutes and posting for public viewing and use on the PPS web site; and
- d. District staff will attend Committee meetings in order to report on the status of the Policy implementation and to respond to questions. District contractors and/or consultants may attend Committee meetings at the discretion of District staff.

Appendix C: Timeline of Policy Implementation Progress

Figure 4 illustrates on a timeline, the work done since the Policy was adopted in March of 2022. There are four notable milestones to mention. First, PPS hired its first Climate Justice Advisor in June of 2022. Secondly in August of 2022, the Board selected nine (9) members reflecting the PPS community from a pool of over 70 applicants, which worked together to develop and submit this annual report to the Board. Thirdly, in December of 2023, PPS completed its Greenhouse Gas Inventory. Lastly, in February of 2023, PPS began its work to conduct an evaluation plan for the policy.

Figure 4. Policy Implementation Timeline



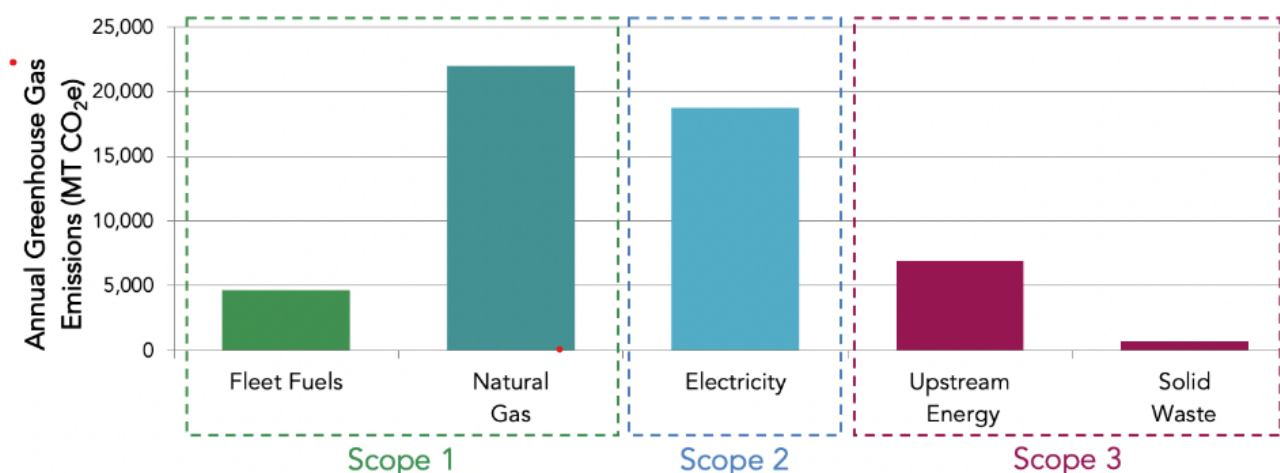
Appendix D: Excerpt of PPS Operational Greenhouse Gas Inventory

In 2022, PPS passed an ambitious climate action plan, the Climate Crisis Response, Climate Justice and Sustainable Practices Policy. A critical first step to implementing the goals in that policy is to conduct a baseline greenhouse gas (GHG) inventory for PPS. PPS hired third-party consultant, Good Company, to conduct the *Portland Public Schools Operational Greenhouse Gas Inventory FISCAL YEARS 2018/19 AND 2020/21* (the Good Company Report).

The report shows the results of the study, using fiscal year 2018 and 2019 as the baseline (**Figure 5**). The baseline GHG emissions as defined in PPS climate policy total 46,055 MT CO₂e. This is the equivalent of emissions from 10,000 passenger vehicles driven for 1 year. Natural gas combustion for building systems (e.g., space heating, water heating and cooking) is the largest source of impacts (i.e., 21,981 MT CO₂e), followed by purchased electricity use (i.e., 18,693 MT CO₂e). Fleet fuel emissions are from propane used in buses (i.e., 3,547 MT CO₂e); and E10 gasoline (i.e., 933 MT) and B5 diesel fuels (157 MT) used in maintenance vehicles.⁶ Solid waste is the smallest of PPS’s climate impacts, but offers a hands-on, daily opportunity for students to actively participate in climate action by limiting edible food waste, composting, reducing use of and recycling all appropriate materials.

The report recommends that PPS *“maximize energy efficiency of buildings and equipment; electrify equipment; continue developing onsite solar and consider participation in renewable electricity programs; pilot and establish a supply of renewable propane for buses in the short term; electrify vehicles as soon as possible”*.

Figure 5. presents PPS FY19 GHG emissions from the Good Company Report



Additional information on the Good Company’s Report can be found at:

- https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/PPS%20FY18%20and%20FY20%20ps%20GHG%20Report%20_FINAL2.pdf

⁶ E10 is a low-level blend composed of 10% ethanol and 90% gasoline. It is approved by the U.S. Environmental Protection Agency (EPA) for use in any conventional, gasoline-powered vehicle.

Annual Report to the PPS School Board

Climate Crisis Response Committee (CRCC)

Barbi Alexander, Isaac Barrow, Danny Cage, Jane Comeault, Richard Deng, Charity Fain, Angela Long, Erik Opsahl, and Dianne Riley

June 13, 2023



CRCC



Advises the Portland Public Schools Board of Education on implementation of the Climate Crisis Response, Climate Justice and Sustainable Practices Policy



Monitors effective implementation, provides transparency, and tracks progress on the Policy

CRCC Responsibilities

Reports and Data

- Receives regular reports and data from PPS Staff on the current status and planned implementation of the Policy goals and directives, including the impact of the policy implementation on frontline communities

Status and Implementation

- Determines whether such status and implementation are consistent with the identified goals of the Policy

Findings and Recommendations

- Shares written findings with the Board on at least an annual basis, and may make recommendations to the Board as part of its work

Climate Crisis Response Committee

ANNUAL REPORT TO THE PORTLAND PUBLIC SCHOOLS BOARD OF EDUCATION

JUNE 13, 2023

The Climate Crisis Response Committee (CRCC) advises the Portland Public Schools Board of Education on implementation of the Climate Crisis Response, Climate Justice and Sustainable Practices Policy.

Committee Members

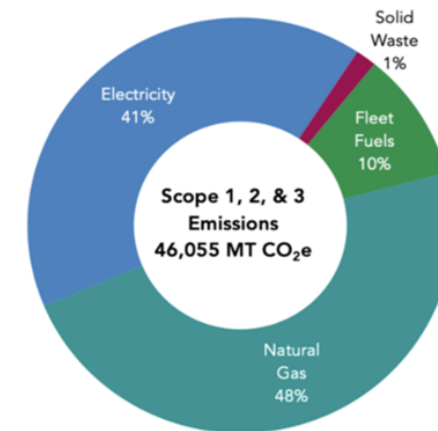
Jane Comeault
Angela Long
Charity Fain
Barbi Alexander
Isaac Barrow
Danny Cage
Richard Deng
Erik Opsahl
Dianne Riley

Reports & Data

Figure 1. Sample Portion of PPS Project Management Dashboard

Pillar	Goal	Strategy	Stage	Status	Connection to Sub-Goals	Anticipated Project Completion Date
Foundational	Building the system and foundation to move the policy forward	0.1 GHG Analysis, using consultant	Implement	Complete	Foundational	December, 2022
		0.2 Administrative Directive	Pre-Work	On Track	Foundational	July, 2023
		0.3 Hire a Climate Justice Advisor	Implement	Complete	Foundational	June, 2022
		0.4 Create the Climate Crisis Response Committee, as directed by the policy	Implement	Complete	Foundational	October, 2022
		0.5 Create a standing meeting for all heads of involved departments	Implement	On Track	Foundational	Ongoing
		0.6 ECONorthwest Scope - Define Policy baseline data and indicators for measuring progress		On Track	Foundational	June, 2023
		0.7 Create a public-facing dashboard to track Policy progress	Ideate	On Track	Foundational	July, 2023

Figure 2. PPS Emissions by Category (Source: Good Company 2022 PPS Operational GHG Inventory Report)



- Project Management Dashboard created
- Greenhouse Gas Inventory completed
- Evaluation Plan under development

Status & Implementation

Highlights of Staff Implementation

Climate Justice Advisor hired

Project Management Dashboard developed

Greenhouse Gas Inventory completed

Evaluation Plan commissioned

Youth Climate Summit held

Updating design standards

Reducing solid waste

Expanding green schoolyards

Highlights of Committee Oversight Efforts

Committee created

Six meetings in FY22/23

Appointed Chair

Term extension for one-year members

Formed Working Groups

- Dashboard
- Community Engagement
- Board Report

Findings & Recommendations

1. Continue using and developing the project management dashboard and provide more information in specific areas

- Continue to refine Project Management Dashboard
- Create Community Dashboard
- Include data and discussion about climate justice and frontline communities
- Discuss at Committee next FY
 - Purchasing
 - Curriculum
 - Financial plan
 - Building plan

Findings & Recommendations - Continued

2. Augment organization leadership and development, and accelerate pace of implementation

- Provide more resources to Climate Justice Advisor
- Share a staffing plan, with complementary funding plan
- Continue support by School Board and senior staff

Findings & Recommendations - Continued

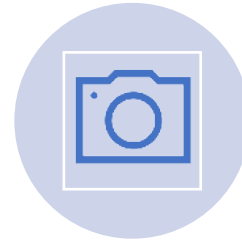
3. Enhance transparency around Policy implementation progress

- Build out centralized website
- Boost transparency in development of major projects

Conclusion



PPS made a genuine effort to implement the Policy



Several major milestones achieved



Building organization capacity and processes takes time



Current pace, rate, and scale not likely sufficient to meet the Policy's goals



Need to accelerate

Questions



Appendix



Committee Findings & Recommendations

The Committee has three findings and recommendations to share

1

Continue using and developing the dashboard and provide more information in specific areas

2

Augment organizational leadership and development, and accelerate pace of implementation

3

Enhance transparency around Policy implementation progress



Date: June 7, 2023

To: PPS Board of Education

From: Jonathan Garcia, Chief of Staff
Kat Davis, Advisor for Climate Justice

Subject: **Climate Crisis Response Policy Annual Update and Recommendations**

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](#) (the Policy). This memo will review the high level approach to policy implementation, initial successes, challenges, and recommendations to move forward at the pace necessary 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 Policy. This policy commits PPS to immediately mobilize resources to reduce the impact on climate change. Beyond responsibility for greenhouse gas (GHG) emissions, the policy centers frontline communities 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 understands climate justice as the disproportionate impacts of climate change on the vulnerable members of our community, and recognizes our responsibility to attend to our students' mental health 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, and instill a critical hope such that our students can lead and thrive despite a changing climate.

While emissions reduction and aspects of sustainability have been in motion at PPS for decades, this policy brings together the historically individual strands of work into cohesive and ambitious goals. With this framework, the three policy Pillars of reducing environmental impacts, improving health and wellness, and providing an effective environmental and sustainability education are not separate to the District's



mission of providing a high quality education, but rather a strategy to achieve the Board goals of advancing academic milestones and student achievement, and to advance the outcomes envisioned in the Graduate Portrait.

Portland Public Schools has received national recognition for this Climate Crisis Response policy and our commitment to centering students and climate justice. This Spring, the [National School Board Association awarded PPS the Silver Level of the Magna Award](#). School districts around the country are looking to PPS for leadership. [NAAEE features PPS' policy](#) as one of only a handful of District-level climate policies in the US, and is in the process of releasing a case study about our work to help guide other school districts. In addition, the PPS Advisor for Climate Justice and the Senior Manager for Energy and Sustainability have presented at multiple conferences around the country on our approach to climate action and resilience.

The goals of this policy are unprecedented for a school district, and therefore an unprecedented level of communication, resources, and collaboration internally and with our partners will be required to fulfill our commitment to our students, parents, and PPS community. To initiate this strategic coordination, the 2022 - 2023 school year marks a foundational year, characterized by a careful and intentional approach to policy implementation that, if supported, will lead to long-term, sustained, systemic action.

Policy Goals at a Glance

Pillar 1: Reduce Environmental Impact and Costs

- Goal 1.1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.
- Goal 1.2: PPS will maximize reductions in Greenhouse Gas emissions from district operations, maintenance, and facilities management.
- Goal 1.3: PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes.
- Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.
- Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

Pillar 2: Improve Health and Wellness

- Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees.



- Goal 2.2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.

Pillar 3: Provide Effective Environmental and Sustainability Education

- Goal 3.1: PPS will empower staff as allies for a healthy climate.
- Goal 3.2: With guidance from frontline students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have opportunities to practice climate solutions.
- Goal 3.3: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

Progress to Date

To advance the policy, an intentional and phased implementation process is imperative to coordinate the District-wide as well as department-specific goals across PPS. Some policy goals have clearly defined objectives and metrics for success, while others are more vague. This leaves opportunity for interpretation and stakeholder engagement to define progress in a way that is true to the spirit of the intent of the policy and PPS culture.

Inspired by the PPS Innovation Studio design framework for the Center for Black Student Excellence Vision Plan, the Climate Crisis Response Policy implementation plan centers equity and community-based design in developing the transformative culture shift necessary to meet the expectations of policy activities and timelines. These phases include: Clarify, Ideate, Prototype and Implement, with each phase of activities participating in an iterative development process with stakeholder engagement. Because this policy did not initiate climate action work at PPS, this foundational year prioritized understanding the history, current state, and identified barriers of policy-related activities. Activities have included: stakeholder mapping, compiling the history of climate action at PPS, beginning to understand how different communities have been engaged in climate action or harmfully impacted by climate change, and identifying the gaps in data collection and tracking. The result of this process is an overview of existing strands of work that make up the current state of policy progress as illustrated in the [Climate Crisis Response Policy 2022 - 2023 Annual Report](#) and the Policy Progress Dashboard.



Another foundational activity includes better defining policy goals as measurable benchmarks. PPS contracted with an external evaluator, ECONorthwest, to mobilize staff from departments across the District to identify existing data sets and determine indicators for success. The final deliverables of this work include the [PPS Climate Crisis Response Policy Activities and Targets](#) (with a supplemental [Evaluation Plan Table](#)), which detail policy indicators, ideal states, estimated costs and benefits of advancing different policy activities, targets, impact on environmental justice, and gaps in data. These activities then inform the proposed [PPS Climate Crisis Response Policy Evaluation and Implementation Plan](#) which outlines a path forward to communicate progress on policy goals with transparency, prioritize activities by impact and feasibility, and develop further evaluation tools where needed. Further developing these evaluation tools and advancing a centrally coordinated data collection effort will characterize the 2023 - 2024 policy implementation scope of work.

Notably, efforts to acquire necessary data and set PPS up for future success have simultaneously moved forward. PPS completed a [Greenhouse Gas \(GHG\) Inventory](#), which sets the baseline and evaluation guidelines for measuring GHG emissions reduction efforts to reach 2030 and 2040 GHG goals, and will complete the Green Schoolyard Inventory in summer of 2023. This Spring, waste sensors were installed across all buildings to better track waste data and effectiveness of reduction efforts. PPS also welcomed our first two electric school buses this Spring, and updated the Technical Design Standards to align PPS standards for construction and installation projects to comply with policy goals. Each of these activities establishes the conditions necessary for future success.

While these foundational activities are important, it is imperative to immediately mobilize opportunities for engagement and climate action. The Climate Crisis Response Community, the Board community oversight committee, was launched in October, 2022 and has provided meaningful input on PPS policy goals and progress. In February, PPS offered professional development for teachers on teaching with a climate justice lens, and will offer a more robust two-day climate justice professional development opportunity for teachers of any subject or grade level in June. In April, over 300 high school students and teachers participated in the PPS Spring Climate Summit where they connected with an inspirational speaker, Favianna Rodriguez, on the roots of climate change as systemic injustice, and created their own campaigns using creativity and art for climate action. Finally, PPS continued to offer the High School Climate Justice Elective, a course which was co-created by teams of social studies and science teachers as well as students in the summer of 2020. This elective has been offered 21 times across nine PPS highschoools, and over 500 students have taken the course.



These are just a few of the many opportunities to engage in climate justice at PPS, with school-site activities advancing with enthusiasm regularly.

Work Ahead

As foundational work to understand the current state continues, the next year of policy progress requires deploying central systems and structures to develop a strategic plan of priority activities alongside robust community engagement to guide external funding opportunities and internal resource alignment.

The Portland Clean Energy Fund (PCEF) has designated funding for schools in their upcoming Climate Investment Plan (CIP), with PPS anticipated to receive nearly \$17M for advancing climate mitigation and resilience infrastructure, and \$3M for supporting student projects. This CIP will go to City Council in September, and if passed will require PPS to put forth a plan for how to spend this money over the next five years. This is not the only large amount of public funding that may become available, so PPS will develop a strategic plan that includes our internal funding priorities and how to best take advantage of supplemental funding as it becomes available. To carefully attend to each of the policy pillars will require interdepartmental and community-based design.

To ensure a comprehensive approach to the GHG emissions goal, PPS deployed a Request for Proposal (RFP) for a Decarbonization Implementation Roadmap, which will provide a robust analysis of potential pathways forward to reduce emissions which balances the complex challenges that PPS faces with aging infrastructure and the need for more climate resilient equipment. This RFP contract is currently being negotiated with a goal of completing this scope of work over the next year, the findings of which will inform PPS strategic infrastructure investments to meet the 2030 and 2040 GHG goals.

To center frontline communities and climate justice, it is imperative that intentional and thoughtful stakeholder engagement elevates the voices of those most impacted by climate change in developing solutions so that we may build a new system in which all communities can thrive. Over the next year, a priority will be engaging diverse stakeholder groups to increase partnerships in defining policy progress.

Opportunities for Continuous Improvement

There are challenges to achieving PPS' climate goals, most notably mobilizing resources for large-scale infrastructure change and coordinating the necessary community engagement within the confines of a limited budget. Beyond fiscal needs,



challenges range from the minute details of implementation decisions to the big-picture complexities of a transformative culture shift. A few of the most critical challenges are:

- Consistent, transparent, and inclusive community discourse around the complex decisions and tradeoffs involved in policy implementation.
- Mobilizing and educating departments District-Wide in the complex subject of climate change, sustainability, and most importantly, climate justice.
- Balancing the urgency of the situation with the integrity of the process to address historic and current injustices through community engagement and intentionality.
- Lack of a centralized system for collecting data and communicating stories about climate action, a consequence of which is an assumption that no progress towards is being made.

One of the most substantial of these challenges is clear and transparent communication of progress. It is important to spend the next year filling the gaps around data collection in order to best represent meaningful policy indicators and outcomes, as well as to better connect the innovation and creativity happening at the site level to the broader District-wide policy objectives. Creating a communication pathway to share solutions and resources for change among schools will foster more efficient and collaborative action and better inform how PPS can support these grassroots efforts and learn from the wisdom and leadership of our students, teachers, community partners and staff.

Strategic Direction Moving Forward

PPS has made foundational progress over the past year that, if backed with a commitment to coordination and action, will be positioned to successfully implement a sweeping, complex, and emergent policy. A significant lift will be required District-wide to give PPS the best chance of success. The following recommendations pertain to the next year of policy implementation to manifest this success:

1) Coordinated and Effective Leadership

- Initiate a Climate Crisis Staff Advisory Group to support cross-organizational policy decisions and provide a space for transparent conversations about tradeoffs.
- Establish a practice of strategic foresight and sustainable teaming structures to better coordinate and make more efficient the multiple initiatives that require a transformative shift district-wide as to how work is done.



- Communicate policy goals and activities as strategic initiatives to fulfill PPS strategic priorities (*SP Primary Themes: Embracing Change, Racial Equity and Social Justice*) and contribute to the outcomes of the Graduate Portrait.

2) *Inclusive, Collaborative, and Data-Driven Decision Making*

- Adopt a culture of data-driven decision making, enable schools and departments to contribute to a centralized policy data tracking and reporting system.
- Develop a robust, sustainable, and responsive community engagement program on the complex decisions related to policy tradeoffs.

3) *Strategic Advocacy and Allocation of Resources*

- Provide resources specifically for capital projects or strategic programs that directly fulfill policy directives such that funding is not in competition with allocations for existing essential services or for repairing infrastructure.
- Successfully fulfill the scope of work with partners to complete a decarbonization roadmap for the district to help prioritize and plan for meeting our primary 2030 and 2040 carbon reduction goals.

To advance the policy goals at a pace that matches the urgency of the climate crisis, we must develop a multi-pronged approach to procure and allocate resources. Expanded centralized support with the Climate Crisis Staff Advisory Group will ensure current or additional policy solutions are sustainable and effective. Investments in PPS staff with expertise in public funding (e.g. local, state and federal allocations and discretionary funding) as well as project management will be key to ensure capacity for strategically and successfully pursuing funding opportunities.

Conclusion

Portland Public Schools is made up of an ecosystem of passionate and dedicated students, parents, teachers, staff, community partners, board members and volunteers. The 2022 - 2023 policy scope of work has brought to light a wealth of activities that show a commitment to climate action. Despite significant work ahead, this year builds the foundation for the road ahead and celebrates tangible progress.

Since the policy passed, PPS has seen new professional development opportunities for teachers, real-world, community based climate experiences for student learning, improved systems for waste reduction, expanded school garden education, and more efficient building operations. With the resources available, the next year will



continue to build the critical foundational infrastructure for long term policy success while taking significant steps on implementing some of the most critical goals outlined in the policy. With a focus on building effective pathways for accessible community engagement and transparent communication across the District on policy progress and implementation decisions, PPS will continue to build collaborative relationships with the community, local stakeholders and partners, and local and statewide public agencies with shared goals. Moving forward, these partnerships will better elevate existing strands of work and fill the gaps for collecting data and telling the stories of the important work taking place at PPS.

While there are challenges ahead to meet the two overarching policy objectives of reducing emissions and prioritizing engagement, resilience and wellness, leadership support of a cohesive and coordinated approach to this work will ensure that PPS sets the stage for how to develop a transformative, rigorous, and joyous approach to a climate justice education as we move forward together.

CCRP Annual Progress Update Documents:

- Climate Crisis Response, Climate Justice and Sustainable Practices Policy 2022-23 Annual Report (pdf)
 - The Annual Policy Progress Report which outlines the approach and philosophy driving the policy implementation progress, as well as provides a full scope of activities that have contributed to moving the Climate Crisis Response Policy forward for 2022-2023.
- Climate Crisis Response Policy Annual Update Presentation (powerpoint)
 - The Annual Policy Progress Presentation that the Advisor for Climate Justice will share to the Board of Education on June 13, 2023, which provides a high-level overview of the Annual Report.
- Policy Progress Dashboard
 - Interim dashboard for tracking progress on various strands of work related to Policy goals and objectives to better communicate to internal and external stakeholders the scope of work taking place at PPS to advance our CCRP goals. A goal of 2023-2024 Policy Work Plan Dashboard will be replaced with a more sophisticated

Additional Resources

- PPS Climate Crisis Response Policy Activities and Targets - supplemental Evaluation Plan Table



- Deliverable produced by ECONorthwest in collaboration with staff across PPS to Detail policy indicators, ideal states, estimated costs and benefits of advancing different policy activities, targets, impact on environmental justice, and gaps in data.
- PPS Climate Crisis Response Policy Evaluation and Implementation Plan
 - Framework to guide PPS direction on policy-related activities and prioritize activities by impact and feasibility, and develop further evaluation tools where needed.
 - Further developing these evaluation tools and advancing a centrally coordinated data collection effort will characterize the 2023 - 2024 policy implementation scope of work.



**CLIMATE CRISIS
RESPONSE, CLIMATE
JUSTICE AND SUSTAINABLE
PRACTICES POLICY**

2022-23 Annual Report

Context

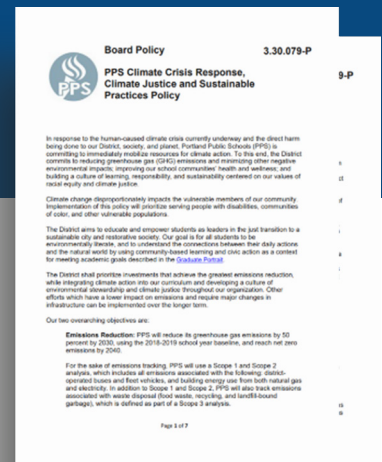
In March 2022, the PPS Board of Education (the Board) unanimously adopted the Climate Crisis Response, Climate Justice, and Sustainable Practices Policy (the Policy). This Policy commits Portland Public Schools to immediately mobilize resources to reduce its impact on climate change. In addition to responsibility for reducing and eventually eliminating district greenhouse gas emissions, the Policy includes a commitment to center frontline communities in building resources for climate resilience, developing a climate justice education, and working with students, parents, teachers, staff, and community partners as leaders in climate solutions.

The urgency of the climate crisis is felt deeply among our students, staff and community, characterized as an overwhelming anxiety of the existential threat of an unstable climate as well as through the trauma and lived experiences of navigating present-day extreme weather events. A national [2021 survey](#) found that over 60% of young people felt very worried or extremely worried about climate change, and that three-quarters felt that the future was frightening. This sentiment is echoed in conversations with young people around the District, as students continue to share that they cannot imagine a positive future in the face of climate change. In the last year, PPS students, along with students from around Oregon, have advocated in local and national platforms for public agency climate commitments to be backed with visible action, calling for a robust climate change

curriculum paired with mental health resources. This call to action is echoed by students around the nation as a [2023 Ed Week](#) survey found that students want to learn about climate change and connect to tangible action.

PPS has the opportunity to lead the nation in demonstrating a meaningful commitment to climate change both in our operations and in our classrooms. A climate justice education is justice-oriented, problem-posting, interdisciplinary, community-driven, hopeful and imaginative, and rooted in tangible action. This interdisciplinary and intersectional education supports the vision of the PPS Graduate Portrait, supporting the whole student in their education journey. This Policy prioritizes innovative emission-reducing infrastructure and connects students to place-based learning, through which PPS can show our students what a future of climate solutions looks like. With these Policy goals, PPS has the opportunity to reframe climate education to prepare students for a future where they can adapt and thrive despite a changing climate.

Fulfilling this vision requires District-wide collaboration, partnership and resources on climate action. While the Policy is not the first undertaking of climate action at PPS (some strands of work such as pursuing low-emission buses, installing energy-efficient infrastructure, intentionally reducing food waste, and teacher-led climate education date back decades), it provides a framework, structure, and prioritization from leadership for staff to



align District-wide coordination to meet this crisis with a cohesive and ambitious plan that sets the bar for holistic and justice-centered climate action nation-wide. This multifaceted Policy takes standard climate action plans to the next level in that the three Policy Pillars of reducing environmental impacts, improving health and wellness, and providing an effective environmental and sustainability education are not separate to the District's mission of providing a high quality education, but rather integrated as a strategy to achieve the Board goals of advancing academic milestones and student achievement, and to advance the PPS student outcomes envisioned in the Graduate Portrait.

The goals of this Policy are unprecedented for a school district, and therefore an unprecedented level of communication, resources, and collaboration across the District and with our partners will be required to fulfill our commitment to our students, parents, and PPS community. To initiate this strategic coordination, this foundational year since the policy passed has been characterized by a careful and intentional approach to Policy implementation that will lead to long-term, sustained, systemic action.

Approach to Policy Implementation

In building out an implementation plan for the Policy, it is important to recognize that each Policy goal has varying levels of existing support and structures within the departments that oversee each strand of work. To illustrate the expanse of this work across PPS, below is a depiction of an organizational chart highlighting departments under the Policy Pillar that most closely aligns with their scope of work, recognizing that many of these departments oversee strands of work that actually overlap two or more Policy Pillars.

Some of these departments have more of a foundation of connecting their work to climate change and climate justice within their existing work plans than others. For some departments, alignment with Policy goals is more obvious and intrinsic to their mission, while for others this Policy may present a new way of thinking or require more support to build that connection. A primary action of this foundational year has been mapping out existing strands of work and building relationships with internal stakeholders to better understand the history, culture, and opportunities as it relates to the Policy.

CLIMATE CRISIS RESPONSE, CLIMATE JUSTICE & SUSTAINABLE PRACTICE POLICY

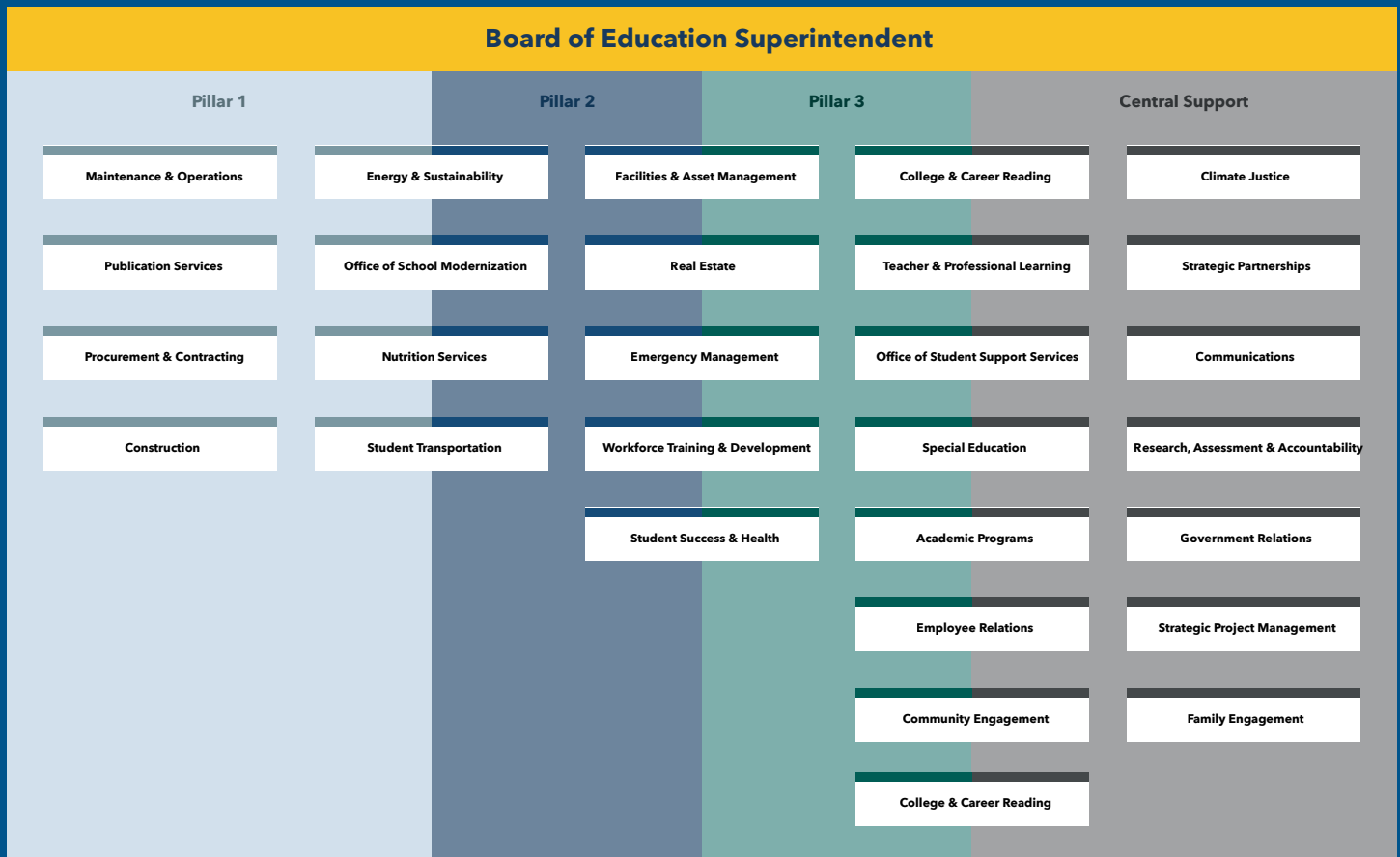
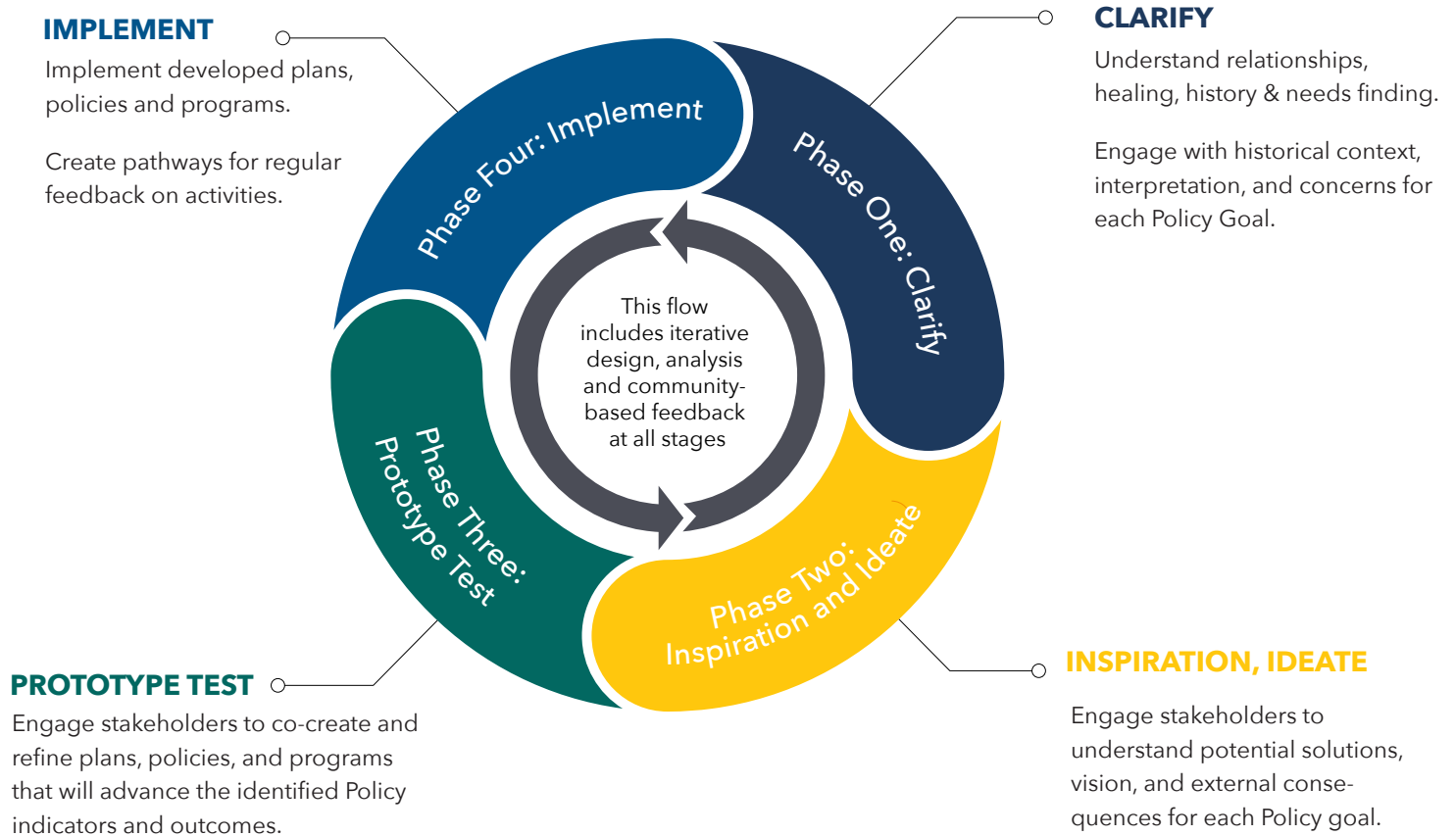


Figure 1. CCRP Internal Stakeholder Map

CCRP Phased Policy Implementaion Process



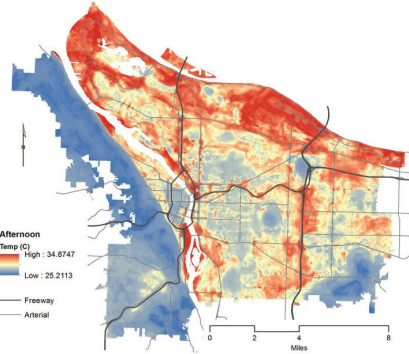
A phased Policy Implementation Process outlines the large-scale as well as department-specific implementation of the Policy across PPS. These phases are inspired by the design framework created by the PPS Innovation Studio in developing the Vision Plan for the Center for Black Student Excellence, a framework which centers equity and community-based design in developing the transformative culture shift necessary to meet the expectations of Policy activities and timelines.

At a high-level, mobilizing the strands of work across the scope of the Policy follows these Phases, as outlined on the Policy Overview tab

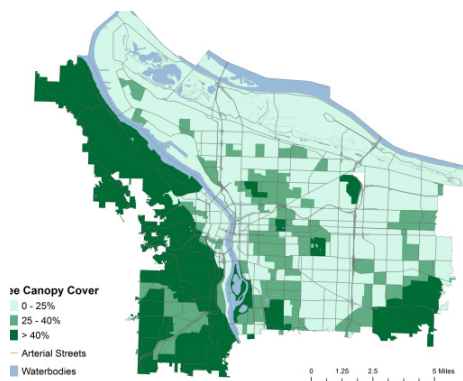
of the [CCRP Progress Dashboard](#). The first foundational year of Policy implementation was characterized by Phase One: Clarify, primarily mapping out where this work exists currently and historically within the District to build relationships, understand how different communities have been historically engaged in climate action at PPS or harmfully impacted by climate change, and identify the gaps in tracking programs and accessibility to participation. Currently we are moving into Phase Two: Ideate, where we will engage stakeholders to define indicators and outcomes for the Policy as a whole in order to ensure we are measuring progress in a way that is aligned with the Policy

values. Developing tools to track those progress indicators (Phase Three: Prototype) and co-creating a vision for the plans, policies and programs that will advance those indicators and outcomes will define the work of FY24. With the feedback received through visioning and engagement strategies, FY25-27 will focus on Phase Four: Implement as we move forward with created plans and gain iterative feedback to adjust those plans as we analyze the success of the outcomes.

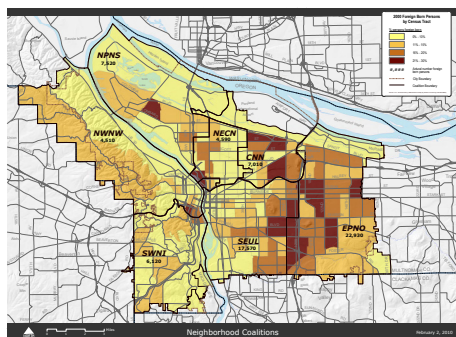
Centering Climate Justice throughout Policy Implementation



¹Temperature disparities across Portland. Source: Sustaining Urban Places Research (SUPR) Lab, Portland State University, 2018. Retrieved from Columbia Slough Watershed Council



²Tree canopy cover percentage across Portland, grouped by census block. Note the correlation between disparities in tree canopy cover and disparities in temperature shown in the map above. Source: Portland Parks & Recreation Urban Forestry, 2014. Retrieved from Columbia Slough Watershed Council



³Portland Plan: Poverty by Census Tract This map shows the percent of people below poverty level in each census tract in Portland, as well as the actual number of people in poverty in each area of Portland. The correlation between poverty, tree canopy, and extreme heat, and understanding the racial disparities within these areas, are an example of local climate justice issues.

Central to climate justice is the understanding that the effects of climate change more significantly and negatively impact vulnerable populations including communities of color, low income communities, and communities with disabilities, as well as developing countries and small island nations, despite these communities contributing the least to the problem¹.

The term climate justice is preceded by similar terms, like environmental justice and environmental racism, which came about in the 1980's as environmentally hazardous initiatives were placed in poor, disabled, Black, Brown, Indigenous, and non-English speaking communities; communities that were considered disposable and had less social or capital power to fight back.

As PPS Spring Climate Summit keynote speaker Favianna Rodriguez put it, Favianna's message was overwhelmingly well-received by the PPS highschool students in attendance.

Our students have varying levels of direct experience with climate change, and some students understand intimately how inequity exacerbates the severity of environmental injustices. Some students have directly experienced inadequate shelter during extreme heat or ice events in Portland. Some

even have personal or familial connections to environmental disasters happening around the world, such as the challenges of a rising sea level or unprecedented storms in the Gulf of Mexico or the Pacific Islands. In learning how climate change is directly connected to systemic oppression, and honoring space for our diverse student body to share their own relationships with this issue and how they see themselves in a future of climate solutions, this framework helps advance the Graduate Portrait vision of students as transformative racial equity leaders as well as influential and informed global stewards.

It is imperative that we practice intentional and thoughtful stakeholder engagement to center the voices of those most impacted by climate change in developing solutions so that we may build a new system in which all communities can thrive. Over the next year and as more strands of work move into more advanced phases, staff will develop and implement practices that continue to center frontline communities and student voices, while engaging diverse stakeholder groups to increase partnerships in defining Policy progress moving forward.



The current extractive economy is not sustainable, it requires the exploitation of life - exploitation of humans, animals and earthly bodies like oceans and forests - for the benefit of a privileged few. We must move away from the world view of extraction towards one of partnership, as Indigenous people have been teaching us for centuries. Colonization and racism caused the climate crisis.

Activities to Date, Fiscal Year 2022 - 2023

Operationalizing the Policy- Foundational Work

Portland Public Schools is deeply committed to fulfilling each pillar of the Climate Crisis Response, Climate Justice, and Sustainable Practices Policy. The district created a new position, the Advisor for Climate Justice (filled by Kat Davis) to oversee the implementation of the Policy and bring many strands of work together into a cohesive vision. The Advisor for Climate Justice centers students and frontline communities through approaching work with a climate justice framework both within PPS and through our advocacy and partnerships at the local and national level. Officially hired in June, Davis's first action was to launch the Climate Crisis Response Committee, a community oversight committee that reports to the Board on progress of the Policy objectives, per Policy requirement. The committee consists of nine members, two of which are students, and over half of which identify as people of color. Each of

the committee members brings rich wisdom, experience, and passion to the District's Policy goals, and provides thoughtful partnership in working through the complexity of Policy priorities and how we communicate these priorities and our progress to the community.

To immediately mobilize on planning for climate action, PPS staff hired multiple evaluators this year, including Good Company, PAE, and ECONorthwest, to develop baseline data across Policy goals, understand the current state of work across the District, and efficiently and cohesively develop a vision and a plan for where and how to progress. These baselines will inform an evaluation framework to better track progress on the CCRP goals District-wide, create roadmaps for implementing each unique Policy pillar, and communicate that progress with transparency and integrity to our community. These foundational steps, in conjunction with launching the Climate Crisis Response Committee, pave the way for developing a system-wide

practice of centering climate justice in project management, data collection, and community engagement to advance Policy progress for years to come.

While there is much work to be done to meet the ambitious Policy goals, we believe that in Fiscal Year 22-23, PPS successfully and swiftly mobilized resources to set ourselves up for short and long term success in implementing the Policy. Strategically using one-time dollars, along with aligning Policy goals and objectives within existing strands of work across departments, staff have ensured that these next few foundational years will be a springboard for the successful and efficient implementation of the Policy over the next 20-30 years.



Pillar 1: Reducing Environmental Impacts

GOAL 1.1 REDUCE GREENHOUSE GAS EMISSIONS AND FOSSIL FUELS IN DISTRICT INFRASTRUCTURE

In order to meet the ambitious goal of reducing greenhouse gas (GHG) emissions and other environmental impacts outlined in Pillar 1, PPS awarded a contract to Good Company to develop the baseline for GHG Emissions across all fuel sources and inputs District-wide, receiving our first comprehensive GHG Emissions Report in December, 2022 (APPENDIX B) along with a tool to manage the continuous collection of data for future benchmarking.

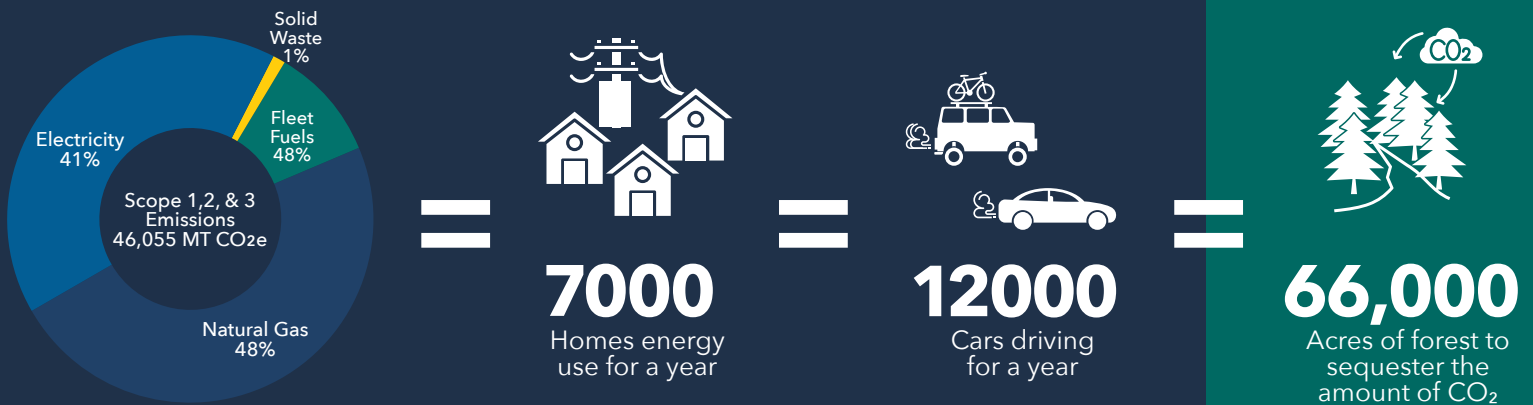
The high-level findings of this report show that 89% of GHG emissions come from building operations, with electricity accounting for 41% of emissions and natural gas accounting for 48% of emissions with fleet fuels accounting for 10% of emissions.

With this data, PPS can build a strategy to reduce GHG Emissions. Oregon public electric utilities are required to reach net zero emissions by 2040, which, if achieved, will make a large impact on the PPS GHG profile. However, PPS has a goal of reducing its emissions by half by 2030, meaning that the District must make significant strides in all areas that produce emissions. Understanding these internal and external goals, PPS can target strategic energy efficiency and renewable energy projects alongside continuously working toward the goal of phasing out all new and existing gas-power infrastructure and equipment by 2050.

While these goals are clearly defined at a high level, PPS faces unique complexities and challenges when prioritizing projects at the site level

to meet these GHG goals including limited funding, building age, climate resilience, centering frontline communities, and continuing to balance investment in fleet and waste reduction goals. To ensure a comprehensive approach to the GHG emissions goal, PPS deployed a Request for Proposal (RFP) for a Decarbonization Implementation Roadmap, which will provide a robust analysis of potential pathways forward to reaching our GHG goals centered on transforming structures for racial equity and increasing equitable access to facilities resources, while also ensuring that innovative energy-efficient infrastructure can design learning experiences that promote self-directed, future-ready learning. The scope of work in the Decarbonization Implementation Roadmap will be the primary objective of Goal 1.1 in FY24.

Portland Public School emissions are roughly equivalent to:



GOAL 1.2 REDUCE EMISSIONS THROUGH OPERATIONS AND WASTE

Reducing disposable materials through decreasing landfill waste has a relatively low impact on total PPS Greenhouse Gas Emissions (1%). However, community advocacy shows that waste reduction through recycling, food scrap collection, and transitioning to reusable materials is an important cultural value of our community. In addition, research shows that participating in waste reduction activities offer a tangible way for any age group or ability to develop a sense of efficacy and participate in climate action.

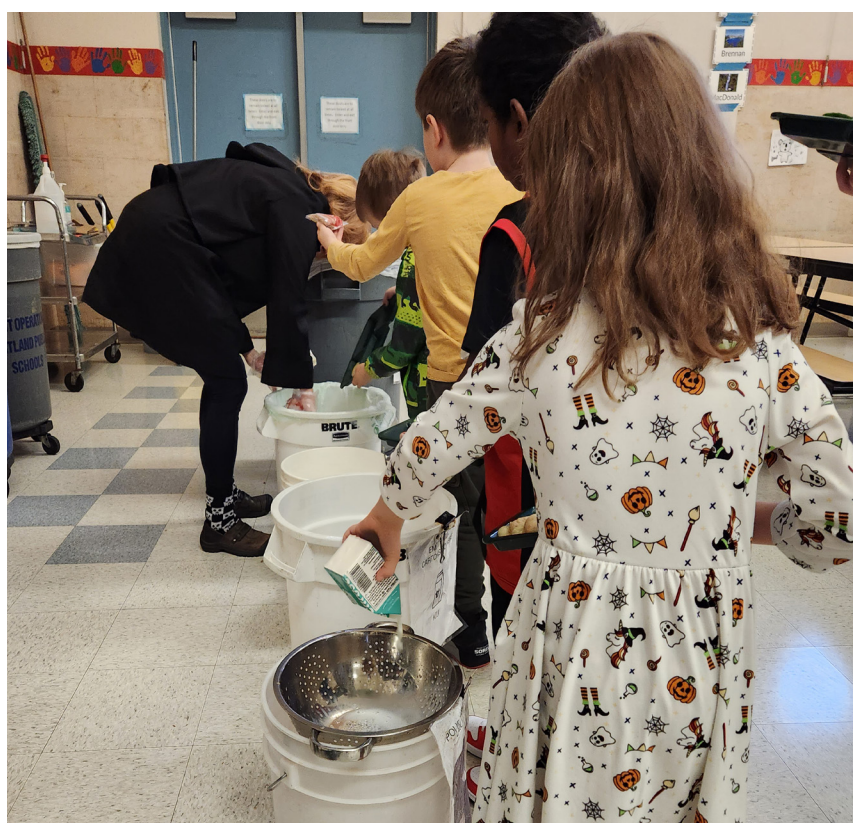
In the spirit of partnership and collaboration, PPS Nutrition Services and the FAM Energy and Sustainability team have connected with multiple community partnerships which actively engage students and community in connecting waste reduction to the curriculum and support waste reduction⁴ efforts in schools. Partnerships with organizations like Oregon Green Schools, EcoSchools Network, FoodCorps, Portland State University, and the Oregon Department of Environmental Quality have helped push waste reduction forward in schools across the district. Nutrition Services has also implemented a variety of waste-reduction initiatives over the last 15-20 years, including but not limited to the adoption of permanent-ware trays⁵ and cups in 2008, removal of straws in 2010, elimination of Styrofoam in 2014, and diverting organic kitchen waste starting in 2019. Some programs such as reusable utensils and “sharing/no thank-you” tables also began roll-out pre-pandemic, and are currently being re-implemented and expanded.

It is important to pair community-based intervention, engagement, and education with updated and standardized infrastructure, so PPS spent this year researching standardized bin and signage opportunities and gaining stakeholder input with the plan of investing in standardized hallway and cafeteria bins to pilot at prioritized schools in order to learn and establish best practices District-wide. Historically, it is difficult to determine the effectiveness of these interventions and updates due to the lack of available waste collection data. To better gauge the effectiveness and impact of all of these activities, this spring PPS finished installing sensors on over 400 waste dumpsters that will more accurately measure effectiveness of waste diversion programs and will also contribute to saving the

district money through right-sizing service. This ability to analyze data as well as creating a system of support for centralized communication, tracking and reporting of these impactful programs all contributes to a culture of embedding system-wide, data-driven continuous improvement practices at PPS.



⁵Reusable trays at Hayhurst Elementary.



⁴Students sorting food waste at Hayhurst Elementary

GOAL 1.3 SEQUESTER CARBON THROUGH GREEN SCHOOLYARD INITIATIVES

The district wide Schoolyard Program ([overview](#)) provides a framework for 1) the planning, design, and construction of schoolyard projects, 2) stewardship efforts, and 3) outdoor learning in order to transform schoolyards into resilient, inclusive, sustainable, and equitable spaces. The Schoolyards Program supports a process to prioritize investments focusing on the District’s most vulnerable communities.

Increasing the ratio of green space versus paved space on our school properties can decrease the urban heat-island effect, sequester carbon, reduce storm-water runoff, and increase a sense of belonging, safety and wellbeing for students and staff.

In our commitment to increasing access to green space at schools, PPS is currently working on a Schoolyard Data Inventory to collect data from K-5 and middle school campuses. The inventory will measure percentage of paved and unpaved area, access to covered play structures, tree canopy, outdoor learning space, carbon sequestration, and accessible & inclusive play elements. This inventory will allow PPS to better define the standards for green schoolyards, create community-designed Vision Plans for high priority schools, and guide future capital investment to strategically and efficiently invest in equitable access to green schoolyards.

While PPS moves toward creating a system in which it can directly prioritize and support schools with the highest need for schoolyard interventions, many outdoor green school projects today are still designed and implemented by parents and community volunteers. To best support those initiatives, PPS has created [Schoolyard Project Design Guidelines](#) and a [Schoolyard Volunteer Project Guide](#).

Key Schoolyard Program Outcomes:

- A. Reconnecting schoolyards to their communities
- B. Increasing carbon sequestration opportunities to address climate change
- C. Celebrating the cultural of each neighborhood
- D. Creating innovative avenues for participatory learning for students
- E. Increasing recreational opportunities for students
- F. Creating a site for learning and discovery for students



GOAL 1.4 REDUCE EMISSIONS THROUGH FLEET AND ACTIVE TRANSPORTATION

Thanks to generous grant funding from PGE and Pacific Power, PPS welcomed two new electric school buses to the fleet this year, and is set to procure two more before the end of the calendar year. This is a meaningful step in the direction of transitioning the PPS-owned fleet away from fossil-fuels and toward electric vehicles. PPS Student Transportation is also finalizing a transition plan to guide the replacement of existing fleet with electric school buses to meet our ambitious GHG goals with a strategic framework that accommodates for the cost of that transition.

PPS also works to reduce single occupancy vehicle trips for student commutes through partnerships with TriMet and school communities.

All high school students receive a TriMet pass for the school year to encourage use of public transportation to commute to school and extracurricular activities. Our latest data, from the 2021-2022 school year shows that highschoolers swiped their TriMet passes over 700,000 times! For 2023, PPS has extended these passes to be available for students through the summer.

The district is also home to a growing number of walk and ride to school programs. Alameda elementary school received national press for its bike-bus in Fall 2022. Bike-buses and walking-buses were also organized by committed parents and teachers at a variety of other schools over the past 2 years.

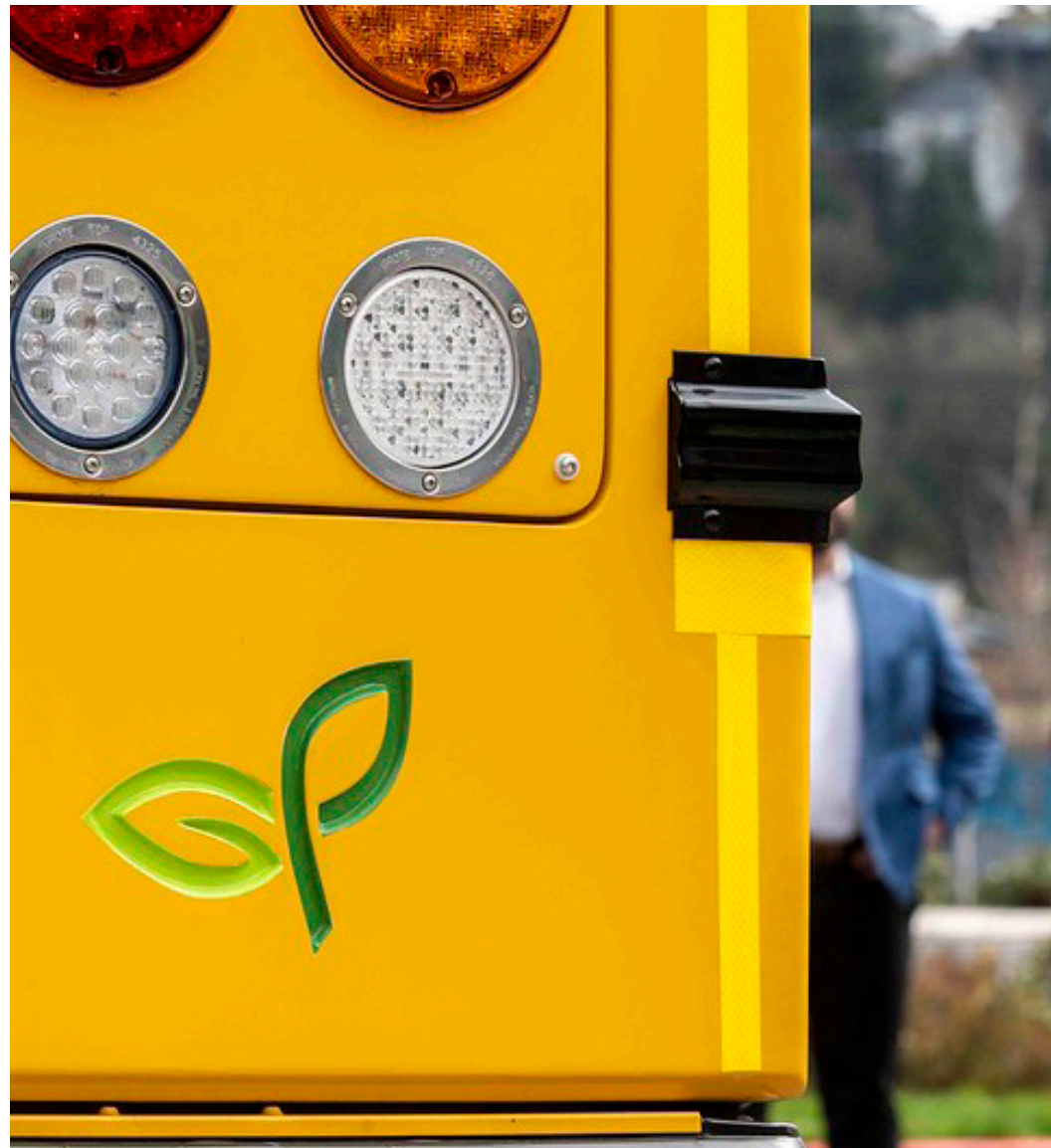
In May 2023, 32 schools participated in a “Walk N’ Roll” bike and walk bus for National Bike-To-School Month. PPS received a matching grant from Oregon Department of Transportation to hire a Safe Routes to School Coordinator to provide support and strategic coordination to expand active transportation and safe route options for schools, such as these Walk N’ Roll. This spring, PPS welcomed Shane Nevius as the new Safe Routes to Schools Program Manager. These active transportation and Safe Routes to Schools programs support the PPS goal of contributing to community-based safety resources for schools and help to increase a sense of belonging, while reducing emissions from car trips.





GOAL 1.5 INCREASE ENVIRONMENTAL-PREFERRED PURCHASING AND INVESTMENT

While most purchasing at PPS is decentralized, meaning that program administrators and school sites have autonomy over their spending, a coordinated effort has taken place to ensure that any new centralized infrastructure and equipment purchases are compliant with the Policy goals through an update of the District's Technical Design Standards. Further support for developing a guide for individual program administrators and school sites to use for environmentally preferred purchasing is identified as an opportunity for impact over the next few years.



Pillar 2: Improve Health and Wellness

GOAL 2.1 ADDRESS CLIMATE-BASED IMPACTS ON HEALTH, SAFETY, AND WELLNESS OF STUDENTS AND EMPLOYEES

Integral to the goal of wellness is a focus on local, organic, seasonal, plant-based, and minimally processed or packaged foods. Through its Wellness Policy (2006), Local Flavors program (2007), and the biennially awarded Oregon Farm to School Grant (since 2013), PPS Nutrition Services has been prioritizing local food for over 15 years. The department strives to innovate on its menu regularly from committing to local, unfrozen beef in 2015 to introducing locally sourced tofu meals in 2023. PPS' local food programs continue to expand: our amazing partners, Grow Portland and Growing Gardens, along with FoodCorps and a variety of afterschool SUN programs use school gardens to teach students how to grow food and connect outdoor learning and nutrition with PPS curriculum. Growing food and intentionally connecting to nature, culture and the community is essential for increasing equity in nurturing a sense of efficacy and belonging for our students.



GOAL 2.2 SUPPORT FRONTLINE COMMUNITIES TO BUILD RESILIENCE FROM CLIMATE CHANGE INDUCED STRESSORS

It is important to not only reduce the impact of PPS operations on climate change, but to also ensure that the district and community are prepared for the new challenges of a changing climate. To better adapt to unprecedented inclement weather, PPS completed an updated Inclement Weather School Closure Policy to ensure the District is prepared for how to respond to severe weather events that go beyond snow including extreme heat, wind, ice, and power outages. In addition, PPS Risk Management finalized a Heat Illness Prevention Plan with corresponding Pepper training to specifically address the increase of extreme heat during the school year, especially considering that the majority of PPS buildings do not have air conditioning. Alongside this plan includes the distribution of Heat Index instruments to each school so that school administrators can have accurate information for their building conditions and can refer to the Heat Illness Prevention Plan accordingly.

In partnership with Multnomah County to complete an EPA Technical Assistance grant, PPS worked with local and regional governments to identify the unique opportunities and challenges of utilizing schools as cooling centers in the event of extreme heat through the creation of a Schools as Cooling Centers Playbook. This Playbook will better inform regional partners and school leaders on safety considerations and potential infrastructure updates that could better allow school buildings to be a place of refuge for community members in need during extreme heat.



Pillar 3: Provide Effective Environmental and Sustainability Education

The development of Effective Environmental and Sustainability Education supports a high-quality, standards-based learning experience for students to engage with the cause, effects, and solutions of climate change regardless of their race, zip code, or income.

GOAL 3.1 EMPOWER STAFF AS ALLIES FOR A HEALTHY CLIMATE

PPS is committed to life-long learning; we strive to ensure that teachers and staff have access to professional development and skills-building opportunities that connect their roles and responsibilities at PPS to solutions centered in climate justice. In February, 2023, the Office of Teaching and Learning partnered with CLEAR Environmental to host a professional development day for teachers to learn about connecting climate justice to the curriculum, and the opportunity to use PPS school sites, projects and policies as hands-on learning opportunities. This workshop included eleven teachers with representation from the sciences, socials students and language arts. To expand on this opportunity, a more in-depth workshop will be offered at the end of June for up to 90 PPS teachers that will allow teachers from any grade level or subject area to connect more intentionally with the principles of a climate justice education, and to co-create resources to use in their classrooms and share across the District.

In addition to coordinated professional learning, the Energy and Sustainability department has coordinated a cohort of passionate teachers and school staff called the School Sustainability Champions Network that are excited to learn about how to connect sustainable practices and climate action to their classrooms. The goal of this

network is to empower teachers with information, resources and support from the Energy and Sustainability department and the Climate Justice team to mobilize hands-on projects for their classes that move forward the tangible, site-based goals of the Policy.⁶ Launched in Spring 2023 with a cohort of 29 teachers across the District, the 2023-2024 school year will operate as a pilot this centralized communication platform for collaboration and support on climate and sustainability initiatives, with the goal

of expanding such that each school will have an identified champion. Projects may include waste reduction, developing outdoor learning spaces, starting a walk/bike to school route, or hosting a student green club, and more. This program aims to provide professional learning opportunities not only for the staff who sign up for this program, but for those staff to be the champions of sharing this education within their buildings to their colleagues, students and community.



⁶Partial group photo of the School Sustainability Champions launch, Spring 2023

GOAL 3.2 DEVELOP CURRICULAR LEARNING OPPORTUNITIES AND PRACTICE CLIMATE SOLUTIONS

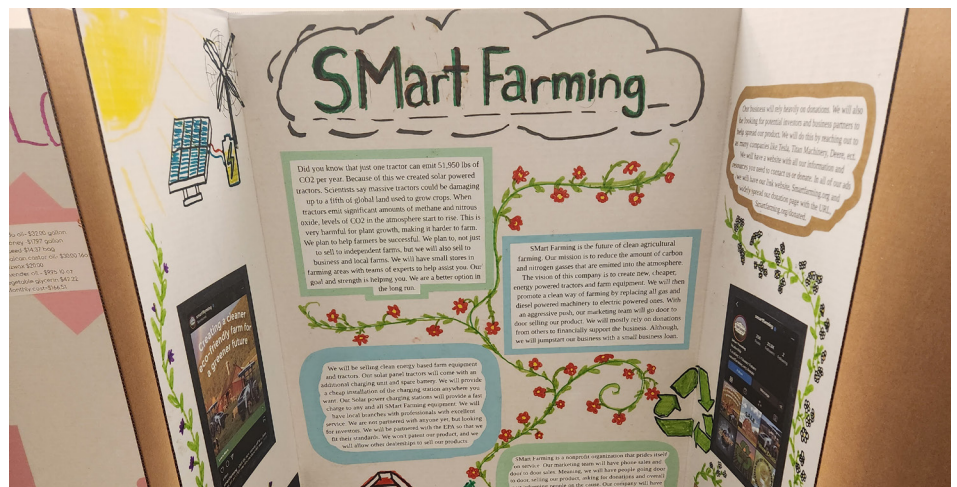
Thus far, PPS's biggest accomplishment in developing curricular learning around climate change has been through the creation of a high school Climate Justice elective.

The class highlights the intersections between climate change, racism, historic injustice, and colonialism through classroom and community centered project-based learning. Since it was created in 2020, the Climate Justice elective has been offered 21 times across 9 PPS highschools. Over 500 students have taken the course⁷.

Beyond the classroom, PPS works internally and with partners to give students opportunities to learn about climate justice through tangible, place-based solutions. Through a partnership with SAGE,

PPS sponsors two middle school Climate Solutions Fairs each year – one at Robert Gray⁸ and one at Roseway Heights. Students are enthralled interacting with all of the hands-on educational materials that organizations bring to the event, representing everything from bikes

to food waste mitigation to wind energy. In the long term, SAGE's goal is for every Title 1 PPS middle school to be on a Climate Fair rotation, hosting a fair at their school once every three years so that every student gets to attend one while in middle school.



⁷An example of a student capstone project for the Climate Justice elective. Shared at the PPS Spring Climate Summit



⁸2023 Climate Fair at Robert Gray Middle School

At over 20 schools, PPS and its education partners provide hands-on food education programming in the classroom, garden, and cafeteria to deliver culturally responsive, curriculum-connected lessons, and implement best practices for social-emotional learning. PPS sees school gardens as a critical way to achieve this policy goal. The district currently has over 65 school gardens and partners with organizations like [Grow Portland](#), [Growing Gardens](#), and [FoodCorps](#) to provide year-round garden education programming. School gardening clubs and [SUN after school](#) programs also offer ways for students to engage with outdoor learning. Gardens at schools have several environmental and climate change resiliency benefits such as supporting students in re-acquiring food growing skills that can improve their mental health and provide a sense of resilience to climate-driven food shortages and inflation prices. In addition, learning to connect with and grow local food with organic growing practices reduces transportation emissions from participating in the global supply chain, contributes to better soil health, and minimizes the use of harmful chemicals that are traditionally used in industrial agricultural practices. These outdoor educational spaces are opportunities for students to gain a holistic understanding of environmental education taught through a lens of racial equity and social justice, while gaining practical life skills that they can take with them beyond graduation.

We've seen this year that participating in these climate projects and programs around the district can be contagious - when students, teachers, and parents see that something is happening at another school, they are inspired to create it,

too. Because of that, PPS celebrates and shares these successes in an award-winning monthly [Sustainability Newsletter](#) that reaches over 625 of our students, staff, and community members. The newsletter highlights initiatives from green schools and tree plantings, climate fairs, bike buses and bike repair classes, creative climate art workshops, and much much more. It's also a place where PPS can highlight the work of our partners and the amazing organizations across Portland making our city more equitable and green. Through the Newsletter, we continue to engage new audiences, celebrate successes, inspire our community, and join a growing city-wide conversation about the necessity for and action behind climate justice.



GOAL 3.3 COLLABORATE WITH STUDENTS TO ENGAGE YOUTH IN HANDS-ON CLIMATE LEARNING, PREPARATION, AND PRACTICE

In the PPS Graduate Portrait, our commitment to our students is a vision in which our graduates are optimistic and future oriented, inquisitive, critical thinkers with deep core knowledge, and informed global stewards. We know that our students are passionate, driven, and have the capacity and drive to lead meaningful change. To support this pathway for growth and leadership, PPS is invested in providing tangible pathways for gaining efficacy for climate action and practicing advocacy at each level.

Thanks to the PPS Strategic Partnerships team for securing funding from PGE's Project Zero, PPS held a

tremendously well-received Spring Climate Summit, a day-long field trip for high school students from throughout the district. There were 9 out of 11 high schools present, as well as around 30 environmental, sustainability, and climate justice organizations present. Students heard from Shiva Rajbhandari, a high school student who was elected to the Boise School Board, with a campaign on climate change and mental health. Keynote speaker Favianna Rodriguez resonated with and inspired students as she talked about experiencing environmental racism and the power of art and storytelling for catalyzing a cultural response to climate change. Students had an opportunity to practice designing

their own advocacy campaigns and make their own art for social change. After this activity, five student leaders in climate action around Oregon shared their experiences in advocacy on a student voices panel. They shared the challenges of being engaged in advocacy work, how they stay grounded, and offered inspiration and support for everyone in the room. The remainder of the event was focused on connecting students to networking opportunities and practicing skills for turning their inspiration to action, including a breakout session meeting with local climate justice organizations, participating in tours of the new electric school bus, and workshops on climate anxiety, coalition building, and civic engagement.



Opportunities for Continued Improvement

There are immense challenges to achieving PPS' climate goals, most notably making large-scale infrastructure change and coordinating the necessary community engagement within the confines of a strained budget. Beyond fiscal needs, challenges range from the minute details of implementation decisions to the big-picture complexities of a transformative culture shift and adding entirely new workflows within a very large organization. A few of the most critical challenges are outlined here:

1

Creating consistent, transparent, and inclusive community discourse around the complex decisions involved in Policy implementation.

Tradeoffs are inherent to many of the goals in the policy. In some cases, those tradeoffs are explicit, such as adding air conditioning to new schools (a climate resilience imperative) versus decreasing carbon emissions. Other tradeoffs are implicit, such as prioritizing competing policy goals with limited funding. PPS staff is adamant about embracing these hard choices and making decisions that work for our entire community. The immediate challenge here is not necessarily the existence of tradeoffs, but the need for meaningful and accessible community conversations around these choices and around other complex decisions related to the implementation of this policy.

2

Mobilizing teams and resources within PPS to integrate policy goals into existing strands of work and adding scope as necessary.

This includes building awareness of the Policy goals and implications on workload. PPS is made up of real people who are well trained in what they do; getting buy-in from those individuals to change their workflow and priorities takes time and trust. This process requires internal education, new language, shifting staff and fiscal resources, and prioritizing new goals. Our challenge, as the staff charged with implementing this policy, is how to mobilize and educate these teams in the complex subject of climate change, sustainability, and most importantly, climate justice. Incorporating these new ideas and objectives requires direct communication around expectations from high level leadership, understanding how these initiatives are in fact strategies for other PPS priorities, and the integration of entirely new workflows and internal partnerships. These changes, simply put, take time.

Opportunities for Continued Improvement (continued)

3

Balancing the urgency of the situation with the integrity of the process.

In order to center climate justice in how we advance our response to the climate crisis, we must have an intentional and deliberate approach to building decarbonization due to the complexity of our infrastructure needs; acting within the spirit of coalition-building and grassroots change; ensuring that changes happen at the speed of trust, with equity, regeneration, resiliency, and long lasting impact at the forefront. These are the differences between a sustainability plan and a climate justice plan. A climate justice plan does not only initiate projects, but does so with the vision of reversing historic and current injustices through process, community, and intentionality.

We believe that on-the-ground change should come from and represent the communities and culture within each school. Currently, there are more requests for community-driven projects at school sites than project managers within PPS can support. This may lead to a feeling that there are centralized barriers that prohibit community-based solutions. Given the scale of PPS, there may be a delay between when this planning is taking place and when actual changes are experienced at the site level. Doing this work will take time, a shift in project-based processes, and creativity.

4

Finally, while we know that there is an incredible amount of climate work being done already across PPS, we lack a centralized system for collecting data and communicating stories about climate action. Because of that, measuring baselines, setting SMART goals, and tracking and sharing progress toward those goals has proven to be a challenge. Another consequence of this lack of central coordination and communication is a lack of transparency about what work is being done, and with it an assumption that no progress towards climate action is being made. It is important to spend the next year filling the gaps around data collection in order to best represent meaningful policy indicators and outcomes, as well as to better connect the amazing innovation and creativity happening at the site level to the broader District-wide policy objectives. Creating a communication pathway to share solutions and resources for change among schools will foster more efficient and collaborative action and better inform how PPS can support these grassroots efforts and learn from the wisdom and leadership of our students, teachers, community partners and staff.



We lack a centralized system for collecting data and communicating stories about climate action.

Strategic Direction

Moving Forward

PPS has made significant progress over the past year to position itself to successfully implement a sweeping, complex, and emergent policy. There is more work to be done in order to give ourselves the best chance of success. These recommendations pertain to the next year of Policy work

1

Coordinated and Effective Leadership

Initiate proposed [Climate Crisis Staff Advisory Group](#) to directly support and advise on cross-organizational policy decisions and provide a space for transparent and honest community conversations about tradeoffs inherent and connected to the Policy.

Establish a practice of strategic foresight and sustainable teaming structures to better coordinate and make more efficient the multiple initiatives that require a transformative shift district-wide as to how work is done.

Provide central communication and leadership support to ensure every department understands their role, understands the history of and need for the Policy, and understands the importance of centering climate justice and regenerative social principles as we implement the Policy.

2

Inclusive, Collaborative, and Data-Driven Decision Making

Adopt a culture of data-driven decision making and enable PPS schools and departments to contribute to a centralized data tracking and reporting system for activities related to the Policy.

Define indicators and metrics for any Policy objectives that do not include clearly defined measures of success. With direction from PPS students, community, staff, and partners, and utilizing the District's growing quantitative and qualitative understanding of baselines, needs, and available resources, the District should ensure that every Policy objective clearly indicates how we will know we've succeeded.

Develop a robust, sustainable, and responsive community engagement program, in partnership with the Climate Crisis Response Committee, to help make progress on the complex decisions related to Policy tradeoffs.

Strategic Direction

Moving Forward (continued)

PPS has made significant progress over the past year to position itself to successfully implement a sweeping, complex, and emergent policy. There is more work to be done in order to give ourselves the best chance of success. These recommendations pertain to the next year of Policy work

3

Strategic Advocacy and Allocation of Resources

Provide resources specifically for capital projects or strategic programs that directly support fulfillment of Policy directives such that these policy goals are funded and not in competition with funds already allocated to continue existing essential services or repair deteriorating infrastructure.

Successfully fulfill the scope of work with partners to complete a decarbonization roadmap for the district to help prioritize and plan for meeting our primary 2030 and 2040 carbon reduction goals.

A primary challenge to moving the Policy forward and meeting our carbon reduction goals is funding. To advance this Policy at a pace that matches the urgency of the climate crisis, we must develop a multi-pronged approach to resources and the ambitious Policy goals. Expanded centralized support will ensure current or additional Policy solutions are sustainable and effective. Investments in PPS staff with expertise in public funding (e.g. local, state and federal allocations and discretionary funding) will be key to ensure capacity for strategically and skillfully pursuing opportunities, as well as private philanthropic monies.

Conclusion

Portland Public Schools is made up of an ecosystem of passionate and dedicated students, parents, teachers, staff, community partners, board members and volunteers. This ecosystem cares deeply about the success of our students and future generations, and is committed to building new, equitable systems. The mobilization of effort around the Climate Crisis Response, Climate Justice, and Sustainable Practices Policy provides a clear pathway for designing a new way of operating as a district, as a community, and to become in right relation with our environment.

The 2022-2023 Policy Implementation scope of work has brought to light a wealth of activities that show a history of commitment to climate action. Despite significant work to be done, this year builds the

foundation for the road ahead and celebrates tangible policy progress. Since the Policy passed in March, 2022, PPS has seen new professional development opportunities for teachers, real-world, community based climate experiences for student learning, improved systems for waste reduction, expanded school garden education, and more efficient building operations.

With the resources available, the next year will continue to build the critical foundational infrastructure for long term Policy success while taking significant steps on the implementation of some of the most urgent and critical goals outlined in the Policy. With a focus on building effective pathways for accessible community engagement and transparent communication across the District on Policy progress and implementation

decisions, we will continue to build collaborative relationships with the PPS community, local stakeholders and partners, and local and statewide public agencies with shared goals. Moving forward, these partnerships will better elevate existing strands of work and fill the gaps for collecting data and telling the stories of the important work taking place at PPS.

While there are challenges ahead to meet the two overarching Policy objectives of reducing emissions and prioritizing engagement, resilience and wellness, leadership support of a cohesive and coordinated approach to this work will ensure that PPS sets the stage for how to develop a transformative, rigorous, and joyous approach to a climate justice education as we move forward together.





PPS Climate Crisis Response, Climate Justice & Sustainable Practices Policy

2022 - 2023 Annual Progress Update



PORTLAND
Public Schools

June 6, 2023

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.

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 Justice

The Policy states:

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

Advancing the Graduate Portrait

- Transformative Racial Equity Leaders
- Influential and Informed Global Stewards
- Optimistic and Future-Oriented Graduates





Environment

Improved school learning environments enhance student achievement and establish a sense of belonging.



Experiment

Hands-on learning opportunities like rich and vibrant schoolyard ecosystems help students bridge theory to practice.



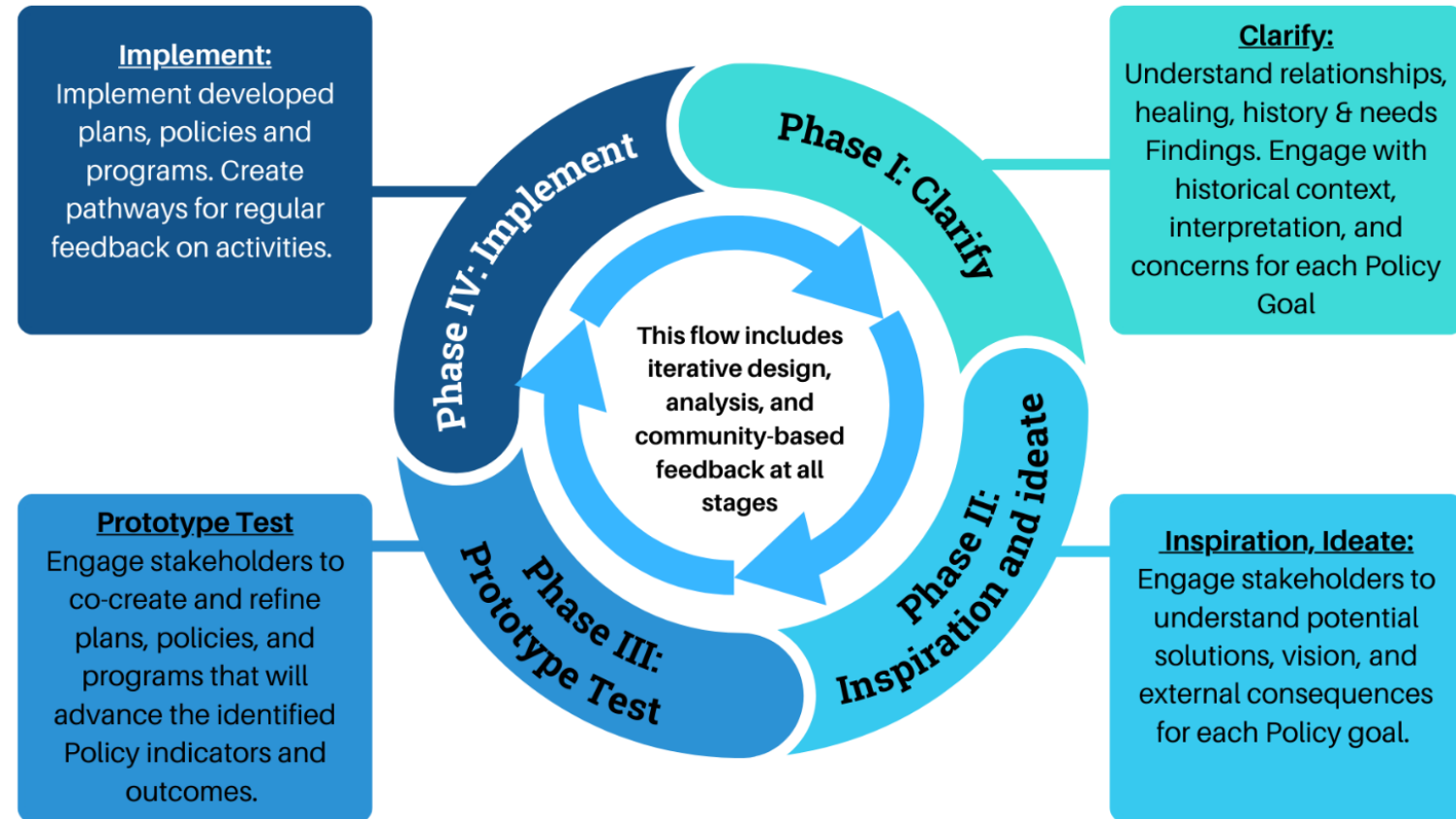
Empowerment

Honoring students' voice and lived experiences to create meaningful change in their schools and beyond.

Approach to Policy Implementation

Phased Approach

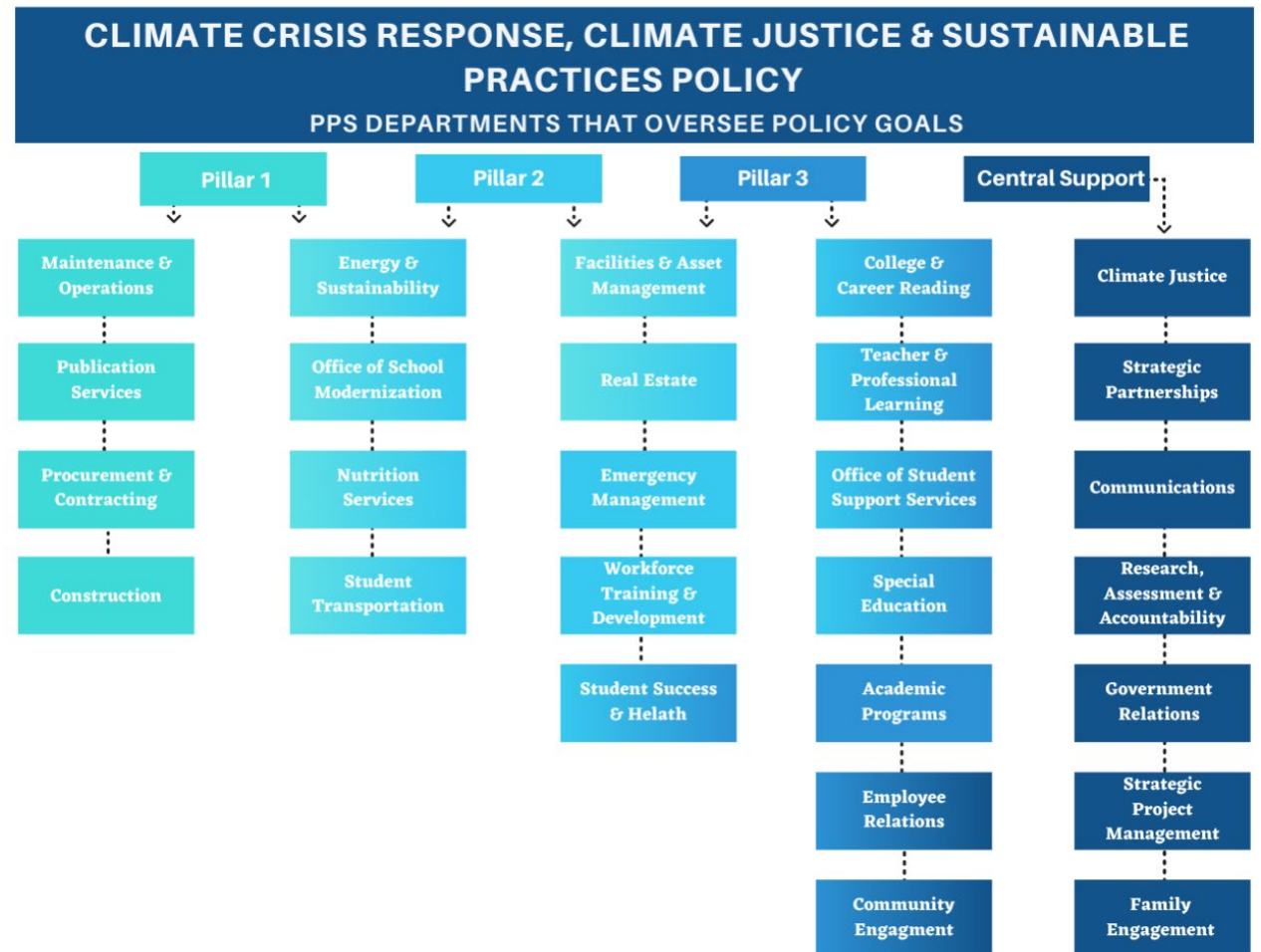
This framework centers equity and community-based design in developing the transformative culture shift necessary to meet the expectations of Policy activities and timelines.



District -wide coordination

Central Office Stakeholder Map

If our goal is to create a new system, then it is important to understand where we are at and to take the time needed to engage deeply in understanding accessibility and equity as we develop the best way to move forward.



2022 - 2023 High-Level Policy Progress

Building a foundation for future success

District -Wide Alignment

- Begin to understand history of racial equity and climate action in Portland at PPS
- Identify existing strands of work
- Define Current State of Policy Progress for Districtwide initiatives

Measuring Progress

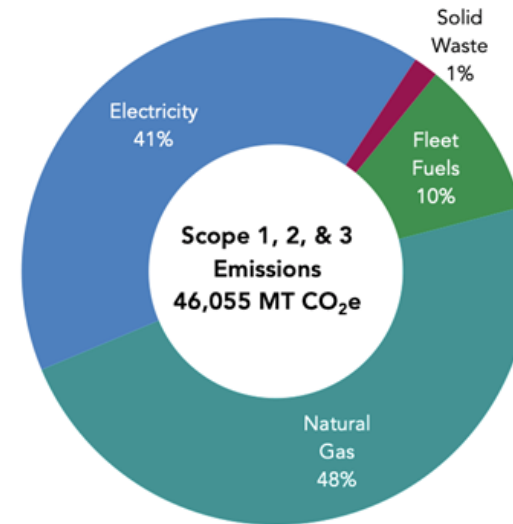
- Define baseline data
- Define Indicators of progress
- Identify gaps in data sources and necessary evaluation tools

Notable Achievements

Progress to Date: Defining our Baseline

- Greenhouse Gas Inventory
- Finalize the Green Schoolyard Green Inventory
- Defined policy baseline data and indicators
- Waste Sensor Installation
- Alignment of PPS Technical Design Standards with Policy Outcomes

Figure 1: PPS's emissions by category

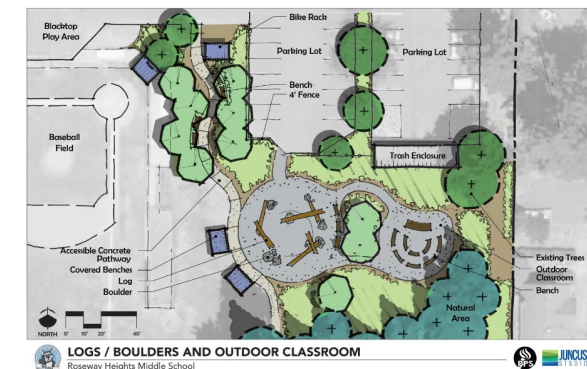


Portland Public Schools' FY19 emissions are roughly equivalent to any one of the following:

- Energy use of 7,000 homes in 1 year
- Driving 12,000 cars for 1 year
- Amount of CO₂ sequestered by 66,000 acres of US forest

Calculated with <https://www.epa.gov/energy/greenhouse-gas-equivalencies-calculator>

SCHOOLYARD DESIGN GUIDELINES



Notable Achievements

Progress to Date: Tangible Action

- Two new electric buses
- Expanded Walk N Roll Buses
- Extended Tri+Met Passes
- Continued prioritization of local food and community partnerships



Notable Achievements

Progress to Date: Student, Community & Teachers

- Climate Crisis Response Committee
- PPS Spring Climate Summit
- Climate Justice Teacher Professional Development
- Launch of the Sustainability Champions Network
- Continuation of the High School Climate Justice Elective



Opportunities for Continuous Improvement

Balancing urgency of the crisis with integrity of process

Strategic Alignment

- Mobilizing teams and resources within PPS to align with Policy goals.
- Lack of systems for collecting data related to climate action and student empowerment initiatives.
- Balancing the many priorities of our District and understanding how this Policy can act as a strategy for PPS priorities.

Negotiating Tradeoffs


- Creating consistent, transparent, and inclusive community discourse around the complex decisions involved in Policy implementation.

Transitioning from reactionary actions to proactive planning

Climate Crisis Response Committee Findings

- Genuine effort has been made by PPS staff on foundational work.
- Concern about our ability to meet our 2030 and 2040 GHG goals given the current pace, rate and scale of efforts.
- A large-scale acceleration of progress and integration into “how we do work” is needed.
- Finds a need for increased resources devoted to Policy implementation and increased transparency and communication on policy progress.
- Concern that we are not tracking and reporting indicators directly related to environmental justice.

PPS Climate Crisis Work Plan 23 -24

- 
- **Organizational shift** in and staffing Climate Justice at PPS.
 - Anticipated PCEF and other **public funding** to advance Policy goals.
 - Coordinate a **Decarbonization Roadmap** to inform exactly what resources will be needed and how to best allocated resources to meet our GHG goals.
 - Using **Evaluation & Implementation Planning** materials to address high feasibility and high impact activities, bridge data gaps
 - **Center environmental justice** in data collection indicators and impacts
 - **Restructure communication** and progress data resources this summer.
 - Enhance **community engagement** opportunities in school year 2023-2024.

Strategic Direction Moving Forward

PPS Strategic Plan Theme *Embracing Change*

Inclusive, Collaborative, and Data Driven Decision Making -

- Contribute to a centralized data tracking and reporting system
- Define indicators and metrics for any Policy objectives
- Develop a robust, sustainable, and responsive community engagement program

Strategic Advocacy and Allocation of Resources

- Provide resources specifically for capital projects or strategic programs that directly support fulfillment of Policy directives
- Successfully fulfill the scope of work with partners to complete a decarbonization roadmap

Strategic Direction Moving Forward

A PPS Strategic Plan Theme *Embracing Change*

Coordinated and Effective Leadership

- Climate Crisis Staff Advisory Group
- Establish a practice of strategic foresight and sustainable teaming structures
- Provide central communication and leadership

National Recognition

Setting the Bar for School Districts

- NSBA Magna Award
- Feature on Generation180
- NAAEE School District Climate Policy Case Study
- Presentations at:
 - Green Schools Conference,
 - University Council of Education Administrators,
 - Oregon School Board Association,
 - NAAEE Early Education Outdoor Learning Conference

Moving Forward, Together



	Objective	Deliverable	Lead Department	Staff Lead	Secondary department
	PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy				
Administrative					
0.1	GHG Analysis, using consultant		Energy & Sustainability	Aaron	
0.2	Administrative Directive, using consultant, including AD steering committee and equity working group		Climate Justice	Kat Davis	
0.3	Hire a CJ advisor		Chief of Staff	Jonathan	
0.4	Create the Climate Crisis Response Committee, as directed by the policy		Chief of Staff Office	CJ Advisor	
0.5	Create a standing meeting for all heads of involved departments		FAM	CJA, (Ari, Aaron, Whitney, Liz, Teri, Emily, Aurora, Patrick, Dan, Marina)	
Pillar 1: Reduce Environmental Impact and Costs					
Pillar 1, Goal 1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.					
1.1.1	Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.		OSM	Marina	Energy & Sustainability
1.1.2	Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.		OSM/FAM	Marina, Patrick	Energy & Sustainability
1.1.3	Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.		OSM/FAM	Marina, Patrick	Energy & Sustainability
1.1.4	Increase energy efficiency, maximize the use of renewable energy sources, and minimize the use of fossil fuels.		OSM/FAM	Marina, Patrick	Energy & Sustainability
1.1.5	Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.		OSM/FAM	Marina, Patrick, Brian	Maintenance
1.1.6	Transition to building materials produced with less carbon and that are more sustainable.		OSM/FAM	Marina, Patrick	Purchasing & Contracting
1.1.7	Design, renovate, and construct new facilities to improve resiliency to climate related emergencies.		OSM	Marina	Security/Emergency Management
Pillar 1, Goal 2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management.					
1.2.1	Maximize efficiency in fuel, electricity, and water use.		Maintenance	Brian	Energy & Sustainability
1.2.2	Establish standardized systems for waste prevention practices, including recycling and food waste reduction at campuses.		Energy & Sustainability	Monica	Cusodial, Nutrition Services
1.2.3	Minimize disposable materials.		TBD	TBD	Energy & Sustainability

Pillar 1, Goal 3: PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school					
1.3.1	Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.		Energy & Sustainability, FAM	Monica	Real Estate, Maintenance, external partners
1.3.2	Maximize onsite stormwater management in compliance with city code.		Energy & Sustainability, FAM	Monica, Rebecca Winn	Real Estate, Maintenance, external partners
1.3.3	Establish green school yard plans to care for school grounds.		Energy & Sustainability	Monica	Maintenance
1.3.4	Phase out gas-powered equipment used for grounds maintenance.		Maintenance	Brian	Energy & Sustainability
Pillar 1, Goal 4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.					
1.4.1	Establish school-based infrastructure and support for staff and students to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.		FAM	Natasha, SRTS coordinator?	Transportation, Energy & Sustainability
1.4.2	Transition PPS and contracted vehicle fleet to electric or low emissions or renewable fuels. Work with industry, utilities, and the state and federal governments to reduce the costs of shifting towards electric or low-emission vehicles.		Transportation	Teri/Brandon	Energy & Sustainability
1.4.3	Educate and communicate to students and staff about benefits of and opportunities to reduce single-occupant car commuting and idling.		Transportation	Teri/Brandon, SRTS coordinator?	FAM, Energy & Sustainability
Pillar 1, Goal 5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate					
1.5.1	Where applicable, use best practices related to Environmentally Preferable Purchasing for centralized, formally solicited purchases, and provide tools and guidance to schools to support sustainable, climate-preferred product and services purchasing.		Purchasing	Emily	Energy & Sustainability
1.5.2	Transition to increased electronic communication and reduce paper copying.		TBD	TBD	
1.5.3	PPS will produce a report at least annually of PPS investments in fossil fuels with information that, in light of state-mandated investments, is reasonably accessible and available to it. Investments in state investment funds will be reported, recognizing that the Oregon State Treasury controls the decision-making for state investment funds.		Finance	Nolberto	
Pillar 2: Improve Health and Wellness					
Pillar 2, Goal 1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees.					
2.1.1	Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district real property asset assessment and management		Risk	Joe Crelier	Real Estate
2.1.2	Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.		Nutrition Services	Whitney	

Pillar 2, Goal 2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery					
2.2.1	PPS will coordinate with state, regional, and local jurisdictions and community based organizations to communicate with and support PPS students and families during climate-related events and natural disasters, such as wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events. The District will make available its facilities, as appropriate, during community response efforts to climate events		Climate Justice	CJA	Community Engagement, Energy & Sustainability
2.2.2	Incorporate climate justice priorities and climate resiliency design to inform longterm facility planning. Plans should prioritize serving people with disabilities and frontline communities.		FAM (LRFP), Climate Justice	Dan, CJA	Energy & Sustainability
Pillar 3: Provide Effective Environmental and Sustainability Education					
Pillar 3, Goal 1: PPS will empower staff as allies for a healthy climate.					
3.1.1	Provide learning opportunities for staff on climate science/climate justice.		OTL	TBD	Climate Justice
3.1.2	Continuously collaborate with staff to utilize sustainability practices in the performance of their work and provide information, support, and tools to help implement those practices.		Climate Justice	CJA	Human Resources
Pillar 3, Goal 2: With guidance from frontline students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and					
3.2.1	Develop and deliver curriculum and resources to help students understand, prepare for, and respond to climate change impacts.		OTL	TBD	Climate Justice Advisor, Community Engagement, Energy & Sustainability, External Partners
3.2.2	Teaching and learning about climate change will recognize and support the emotional and other impacts of climate change on individuals.		OTL	TBD	Climate Justice Advisor
3.2.3	Provide opportunities for students to probe the underlying causes of the climate crisis and the structural racism embedded in climate change due to actions by majority white countries with disproportionate negative burdens and impacts on people of color, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.		OTL	TBD	Climate Justice Advisor, Community Engagement, Energy & Sustainability, External Partners
Pillar 3, Goal 3: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular					
3.3.1	Support development of youth leadership and engagement opportunities around climate solutions, prioritizing opportunities for students from frontline communities.		Climate Justice, CTE	CJA, Ari Alberg	OTL, Energy & Sustainability
3.3.2	Support student-led climate justice, climate action, and climate resiliency initiatives.		Climate Justice	CJA	Community Engagement, Energy & Sustainability, external partners, OTL

3.3.3	<p>Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design.</p> <p>Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space.</p>		<p>Energy & Sustainability, OTL</p>	<p>Monica, TBD (OTL)</p>	<p>FAM, Student Engagement, individual schools</p>
3.3.4	<p>Support students in their ongoing and critical role as climate response, climate justice, and sustainability advocates.</p>		<p>Climate Justice Advisor</p>	<p>CJA</p>	<p>Community Engagement, external partners, OTL</p>

DATE: June 2, 2023
TO: Kat Davis, PPS
FROM: ECONorthwest
SUBJECT: PPS Climate Crisis Response Policy Activities and Targets

Portland Public Schools (PPS) passed its Climate Crisis Response Policy (CCRP) in an effort to mobilize resources toward climate action to help mitigate the negative impacts of the human-caused climate crisis through:

1. reducing the district's greenhouse gas emissions,
2. improving the health and wellness of its schools and communities, and
3. implementing curriculum and education materials on racial equity and climate justice.

To support the implementation and evaluation of the CCRP, ECONorthwest has developed a framework that includes key indicators, evaluation activities, and short- and long-term targets. This memo describes components that can be used in prioritizing policy action, followed by descriptions of the activities and targets that form the foundation of the CCRP evaluation plan. These elements build on the key indicators described in an earlier memo and summarized in Table 1.

Prioritizing Inputs

Table 2 provides preliminary information about the subgoals that can assist with the process of prioritizing actions related to the policy, including costs, benefits, immediacy of benefits, and environmental justice considerations.

Indicators

The identified indicators align with each subgoal of the policy's three pillars. All indicators should be disaggregated to the extent possible (for example, by calculating impact on or participation by individuals across race/ethnicity, income level, and/or disability status).

Estimated cost per unit of improvement

The current cost estimates for the activity/activities surrounding each sub-goal are sometimes based on just one type of project or geography and should thus be interpreted with caution, or as a place to start. Portland-specific research, or research specific to the type of project(s) that will align with the subgoal, is needed in many cases. Further, some estimates are currently ranges while others are point estimates. Costs are currently unknown for most of Pillar 2-3; estimates for health/wellness and education activities will be developed during a subsequent phase of work.

Estimated benefits per unit of improvement

The potential estimated benefits of meeting each subgoal are framed in terms of the three high-level goals:

- Pillar 1: Marginal CO2 abatement effect
- Pillar 2: Improvement to health/wellness
- Pillar 3: Provision of effective environmental and sustainability education

For Pillar 1, the estimated benefit refers to the per-unit (marginal) volume of greenhouse gas (GHG) emissions reduced or abated as a result of the activity/activities surrounding the sub-goal. For Pillars 2 and 3, the sub-goal’s benefit refers to progress toward the high-level goal associated with each pillar. In cases where estimated benefits are not yet available, “high/medium/low” entries provide a preliminary assessment of the magnitude of the benefit. The estimated costs and benefits together can be used to help prioritize highest value, lowest marginal-cost actions across all goals.

Immediacy of benefit

Immediacy of benefit refers to the time it takes for abatement, mitigation, or resilience efforts to take effect. For example, the elimination of fossil fuel burning infrastructure will have an immediate effect as emissions are immediately reduced upon transition, whereas the planting of additional trees will take years given that trees need to mature before they provide shade.

Ideal state

The ideal state describes a best-case scenario for each subgoal/indicator. In some cases, the ideal state is identical to the long-term target (see below).

Environmental justice considerations and other benefits

This column describes potential equity-related aspects of each subgoal/indicator as well as benefits not directly tied to each pillar’s high-level goal. Indicators for every subgoal should be disaggregated by population wherever possible to improve the district’s ability to assess equity in the CCRP evaluation (e.g., race/ethnicity, disability status, income, geography, language).

Evaluation Activities

Table 2 provides our assessment of activities needed to establish targets and track progress over time. Due to gaps in currently available data and analysis, most subgoals will require some amount of “foundational” work.

Need to estimate cost, benefit, ideal state, baseline data

These four “Y/N” columns identify actions needed for each subgoal to either estimate potential costs for actions, measure potential benefits of executing a goal, identify an ideal state for a goal, or establish and gather baseline data for indicator. The need for PPS to further estimate costs, benefits, ideal states, or baseline data for a given subgoal is driven by a broadly defined goal that has many components and ranges of actions, insufficient data or information at this time, and/or by the need for a consultant or professional service that can help provide price estimates.

Needs further definition

Some CCRP goals are broadly defined and will require more-specific language and desired outcomes for the district to meaningfully track progress. A broadly defined goal allows for more PPS activities and programs to be captured but makes target establishment and incremental progress measurement more challenging.

Type of data collection

Data collection methodology and required expertise will vary greatly between goals. Some goals will require data that is easily derived and can be performed by staff and students. Other goals may require professional services and consultants as the derived metric could require significant time commitment, specific expertise, or specific instrumentation or processes.

Frequency of collection

Each indicator will need to be tracked over time to measure progress. Given the effort to implement some goals and time it will take for progress to be seen, different frequencies of data collection for different indicators may be appropriate.

Targets

Table 4 provides preliminary data and statements to frame potential targets as PPS moves toward a higher degree of CCRP implementation.

Baseline conditions

Baseline conditions illustrate PPS's current level of emissions, programs, and activities that will serve as Year 0 for comparison heading into the future. Given the disruption of the COVID-19 pandemic on PPS operations, 2019 data for GHGs is used as a baseline/proxy for 2023 data as that is the last full year of normal and full operations for PPS. For non-GHG affiliated goals, derived baseline values/conditions are more recent (2020-2023).

Short-term target (2028)

The short-term targets identify the desired outcome for each goal five years out from the beginning of PPS implementation of CCRP in 2023.

Long-term target (2040)

The long-term target of 2040 is net zero greenhouse emissions by 2040 for Pillar 1. For Pillars 2 and 3, preliminary suggested targets are set in terms of the overall objective of increased engagement, resilience, and wellness of staff and students as they "learn about and engage in climate solutions, climate resiliency, and climate justice practices."

RESOLUTION NO. 6718

Impose Taxes and Adoption of the 2023-24 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.428 requires that each legal jurisdiction's Budget Committee approves a budget and specifies the *ad valorem* property tax amount or rate for all funds.
- B. The Board of Education (Board) serves as the Budget Committee for the school district. The Board appointed a Community Budget Review Committee (CBRC) to review the Proposed Budget and current year expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- C. On May 9, 2023, the Board, acting in their capacity as the Budget Committee, received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.
- D. On May 23, 2023, by way of Resolution No. 6711, and under the provisions of Oregon Local Budget Law (ORS Chapter 294), the Budget Committee for School District No. 1J, Multnomah County, Oregon ("District"), approved the 2023-24 budget, tax for Bonded Debt Levy and tax rates.
- E. The Approved 2023-24 budget includes the closure of the Online Learning Academy (OLA) program and as such, the Adopted budget includes the closure of OLA program.
- F. Oregon Budget Law, ORS 294.431, requires submission of the budget document to the Tax Supervising Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date. Portland Public Schools ("PPS") applied for, and was granted an extension to this deadline, and submitted the PPS budget to TSCC as required.
- G. The TSCC held a public hearing on the Approved Budget on June 13, 2023.
- H. ORS 457.445 (6) (d) provides the opportunity for a school district to be excluded from urban renewal division of tax calculations with a statutory rate limit on July 1, 2003 that is greater than \$4.50 per \$1,000 of assessed value. To the extent that the rate limit was increased under section 11 (5) (d), Article XI of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year no later than July 15.
- I. Portland Public Schools has a statutory rate limit that is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI of the Oregon Constitution.
- J. Under provisions of Oregon Local Budget Law (ORS Chapter 294.456(b)), legal jurisdictions may lower the rate or amount of tax imposed after the Budget Committee approves the budget. Portland Public Schools lowered the amount of taxes imposed for Bonded Debt Levy from \$170,000,000 in the Approved Budget to \$165,000,000 in the Adopted Budget.

RESOLUTION

1. BE IT RESOLVED that the Board of Directors of School District 1J, Multnomah County, Oregon, hereby adopts the budget for fiscal year 2023-24 in the total amount of \$2,182,057,000. This budget is on file at the District's Offices, located at 501 N Dixon St, Portland, Oregon 97227.
2. BE IT RESOLVED that the Board of Directors of School District 1J, Multnomah County, Oregon, hereby appropriates for the fiscal year beginning July 1, 2023, the amounts summarized by fund and function in Attachment A for the fiscal year 2023-24.
3. The Board resolves that the District hereby imposes the taxes provided for in the adopted budget:
 - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
 - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
 - c. In the amount of \$165,000,000 for exempt bonds.

And that these taxes are hereby imposed and categorized for tax year 2023-24 upon the assessed value of all taxable property within the district.

4. Taxes are hereby imposed and categorized for purposes of Article XI section 11 (b) for tax year 2023-24 upon the assessed value of all taxable property in the District, as follows:

Type	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$165,000,000

5. The Board further resolves that \$0.5038 per \$1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d). Article XI of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy). The District will notify the county assessors that for the 2023-24 fiscal year \$0.5038 of the District's permanent tax rate levy is to be excluded from the urban division of tax calculations under the provisions of ORS 457.445 (6) (d).

Attachment "A"

Portland Public Schools Adjustments to the 2023-24 Approved Budget June 13, 2023 (in thousands)

	Proposed Budget	Adjustment	Approved Budget	Recommended Adopted Budget
100 - General Funds				
Resources				
Beginning Fund Balance	86,634	8,350	94,984	94,984
Local Property and Other Taxes	302,701	-	302,701	302,701
Local Option Taxes	116,205	-	116,205	116,205
Other Local Sources	48,119	-	48,119	48,119
County and Intermediate Sources	8,019	2,000	10,019	10,019
State Sources	259,931	-	259,931	259,931
Federal Sources	15	-	15	15
Interfund Transfers	1,750	-	1,750	1,750
Other	50	-	50	50
Total	823,424	10,350	833,774	833,774
Requirements				
Instruction	411,595	5,242	416,837	416,837
Support Services	362,767	5,109	367,876	367,876
Enterprise and Community Svcs	4,194	-	4,194	4,194
Debt Service	728	-	728	728
Transfers of Funds	1,075	-	1,075	1,075
Contingency	43,063	-	43,063	43,063
Total	823,422	10,351	833,773	833,773
200 - Special Revenue Funds				
Resources				
Beginning Fund Balance	73,075	(18,542)	54,533	54,533
Property and Other Taxes	320	-	320	320
Other Revenue from Local Sources	13,340	50	13,390	13,390
Intermediate Sources	4,172	1,990	6,162	6,162
State Sources	63,478	513	63,991	63,991
Federal Sources	92,317	15,789	108,106	108,106
Interfund Transfers	75	-	75	75
All Other Resources	900	-	900	900
Total	247,677	-200	247,477	247,477
Requirements				
Instruction	108,069	-	108,069	108,069
Support Services	85,431	(200)	85,231	85,231
Enterprise and Community Svcs	32,945	-	32,945	32,945
Facilities Acquisition and Construction	606	-	606	606
Transfers of Funds	-	-	-	-
Contingency	-	-	-	-
Unappropriated Ending Fund Balance	20,627	-	20,627	20,627
Total	247,678	-200	247,478	247,478

Portland Public Schools
Adjustments to the 2023-24 Approved Budget
June 13, 2023
(in thousands)

	Proposed Budget	Adjustment	Approved Budget	Recommended Adopted Budget
300 - Debt Service Funds				
Resources				
Beginning Fund Balance	10,000	-	10,000	10,000
Property and Other Taxes	157,472	-	157,472	157,472
Other Revenue from Local Sources	89,250	362	89,612	89,612
Federal Sources		-		
Bond Proceeds & Premiums		-		
Interfund Transfers	619	-	619	619
Total	257,341	362	257,703	257,703
Requirements				
Debt Service	251,655	361	252,016	252,016
Unappropriated Ending Fund Balance	5,686	-	5,686	5,686
Total	257,341	361	257,702	257,702
400 - Capital Projects Funds				
Resources				
Beginning Fund Balance	399,356	-	399,356	399,356
Other Revenue from Local Sources	17,939	-	17,939	17,939
Intermediate Sources		-		
State Sources	2,900	-	2,900	2,900
Bond Proceeds & Premiums	412,910	-	412,910	412,910
Interfund Transfers	1,000	-	1,000	1,000
Total	834,105	0	834,105	834,105
Requirements				
Support Services	2,385	-	2,385	2,385
Facilities Acquisition and Construction	831,102	-	831,102	831,102
Transfers of Funds	619	-	619	619
Total	834,106	0	834,106	834,106
600 - Internal Service Funds				
Resources				
Beginning Fund Balance	5,163	-	5,163	5,163
Other Revenue from Local Sources	3,817	17	3,834	3,834
Total	8,980	17	8,997	8,997
Requirements				
Support Services	3,630	17	3,647	3,647
Contingency	5,351	-	5,351	5,351
Total	8,981	17	8,998	8,998
All Funds Total	2,171,528	10,529	2,182,057	2,182,057

Certain numbers have been rounded up or down; there may be discrepancies between the actual totals of the individual amounts in the table and the total shown.



Nolberto Delgadillo
Chief Financial Officer

Portland Public Schools
Office of Chief Financial Officer
501 North Dixon Street • Portland, OR 97227
Office: (503) 916-5120
www.pps.net

MEMORANDUM

Date: June 7, 2023
To: Portland Public Schools Board of Education
From: Nolberto Delgadillo
Subject: 2023-24 Adopted Budget

BACKGROUND

Staff is requesting that the Board resolve to adopt the 2023-24 budget as approved by the Board at the May 23, 2023 board meeting and subsequently to make appropriations and impose taxes.

Regarding the resolution, staff is requesting the Board adopt the budget with a reduced Bonded Debt Levy amount from \$170 million (which was approved on May 23, 2023) to a revised \$165 million. This \$5 million reduction is based on subsequent analysis and brings the Bonded Debt Levy amount into alignment with collection rate projections and which result in less taxes to be imposed on Portland Public School constituents. Debt Service Funds (Fund 300) remains balanced. The overall total budget is unchanged. The Debt Service Fund will continue to have enough resources based on the recommended tax levy and its remaining fund balance to meet our debt service obligations for the 2023-24 fiscal year.

RELATED POLICIES/BEST PRACTICES

ORS 294.456 requires the governing body to appropriate spending authority before staff can spend any resources in a fiscal year. The same statute stipulates for governments organized by function, the governing body must appropriate resources by fund and function, as presented in the attached resolution.

Furthermore, per budget law (ORS 294.456), the board can make minor changes to the approved budget after the TSCC hearing but before adoption within certain parameters.

ANALYSIS OF SITUATION

The Board may choose to adopt the budget as presented, adopt it with revisions, or not adopt it. However, the current spending authority ends on June 30, 2023. If a budget is not adopted by June 30, 2023, the District would need to cease operations, not pay its employees and not meet any other financial obligations, until the Board adopts a budget.

ORS 294.100 indicates that officials who authorize spending without an adopted budget on or after July 1st (of the new fiscal year), can be held personally liable for repayment of monies spent. Nonetheless, after the board adopts the budget, Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.

Because we are allowed to make changes after adoption under prescribed guidelines, if the Oregon State Legislature does not approve a state budget (and as a result impacting the State School Fund) within the timeframe of the district's budget adoption cycle or approves a biennium budget of a different amount, staff would come back to the board with an update.

FISCAL IMPACT

No further impacts beyond those identified in section, "Analysis of Situation."

TIMELINE FOR IMPLEMENTATION / EVALUATION

If adopted, the appropriations will be uploaded into the District's financial system on or before July 1, 2023.

BOARD OPTIONS WITH ANALYSIS

No further analysis beyond section III, "Analysis of Situation."

STAFF RECOMMENDATION



Nolberto Delgadillo
Chief Financial Officer

Portland Public Schools
Office of Chief Financial Officer
501 North Dixon Street • Portland, OR 97227
Office: (503) 916-5120
www.pps.net

Staff recommends the passage of the board resolution to adopt the 2023-24 Budget, make appropriations, and impose taxes as presented in the attached resolution.

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

_____ *(Initials)*

ATTACHMENTS

1. Resolution to Impose Taxes and Adoption of the 2023-24 Budget
2. Attachment "A" to the Resolution to Impose Taxes and Adoption of the 2023-24 Budget

RESOLUTION No. 6719

Resolution to Rescind Board Policies

Rescission of:

- i. 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
- ii. 3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)

RECITALS

- A. On September 14, 2022, December 1, 2022, January 26, 2023 and February 16, 2023, the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
 - ii. 3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)
- B. On May 23, 2023, the Board presented the first reading of each of those policies for rescission.
- C. The public comment period was open for at least 21 days for each of the policies, and no public comments were received.

RESOLUTION

The Board hereby rescinds each of the following policies:

- i. 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
- ii. 3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)

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

Portland Public School District 1st Reading

DATE OF FIRST READING: May 23, 2023

PUBLIC COMMENT for the rescission of the following policies:

- **Policy 3.30.020-P: Limitations On Use Of Facilities and Grounds – All Groups or Individuals**
- **Policy 3.30.030-P: Limitation On Use Of Facilities And Grounds – (Non-students)**

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

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

**Open for Comment until at least:
May 23, 2023**

Summary:

- Policy 3.30.020-P: Limitations On Use Of Facilities and Grounds – All Groups or Individuals
- Policy 3.30.030-P: Limitation On Use Of Facilities And Grounds – (Non-students)

1st Reading by: Director Eilidh Lowery, Portland Public School Board, Policy Committee Chair

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

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

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

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

Included in Packet	Page
Staff Report	03
Original Policy (Policy 3.30.020-P)	05
Original Policy (Policy 3.30.030-P)	09



**PORTLAND PUBLIC SCHOOLS
OFFICE OF PLANNING AND REAL ESTATE**

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-6544

Date: May 11, 2023
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject : Policy Rescissions:

- 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
- 3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)

BACKGROUND & ANALYSIS

Portland Public Schools (District) makes its facilities available for community use before and after school and on weekends through permits issued by its Civic Use of Buildings (CUB) office. This is an important service the District provides to the community, and the facilities and grounds are extensively used.

The Board is hearing the second reading of amendments to the 3.30.010-P Community Use of School Building and Facilities tonight. 3.30.020 Limitations On Use Of Facilities and Grounds-All Groups or Individuals Policy and 3.30.030 Limitations on Use of Facilities and Grounds-(Non-students) are related policies that set out protocols and limitations for use of District property.

Staff recommends incorporating the procedural language contained in these policies:

- 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
- 3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)

into a new Administrative Directive, 3.30.013-AD, as authorized by the revised CUB Policy 3.30.010-P Community Use of School Buildings and Facilities. The specific content of those policies is better suited for an Administrative Directive that maintains fidelity to the overarching policy. If the Board votes to rescind these two policies, staff will present the amended AD to the Superintendent for approval.

RELATED POLICIES/BEST PRACTICES

- Board Policy 3.30.010-P Community Use of School Buildings and Facilities
- Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no community engagement as the purpose of the rescission is to change the form and not the substance of the practices from a policy to an administrative directive. There will be at least 21 days for public comment after the First Reading of these proposed changes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The rescissions would be implemented immediately. As noted above, staff has drafted a proposed Administrative Directive incorporating the substance of the rescinded policies and will present them to the Superintendent for signature once the Board votes on the rescissions.

STAFF RECOMMENDATION

Staff further recommends that the Board rescind policies 3.30.020-P and 3.30.030-P as they outline procedural requirements better served in an Administrative Directive.

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

The special requirements of the educational setting, school programs, and the welfare and safety of students and district personnel compel judicious utilization of school facilities and school grounds. Accordingly, all groups or individuals on district property shall be subject to the following requirements, in addition to other applicable Board policies, Administrative Directives and school rules designed to maintain public order in school buildings and on school grounds.

(1) **Solicitation for Funds — Gifts.**

(a) Gifts or Presentations. No person shall solicit, receive or permit to be solicited or received from students enrolled in public schools, or on any public school premises any subscription, donation of money or other things of value for presentation of testimonials to school officials or for any purpose except such as authorized by the Board. (ORS 339.880) All teachers and all other employees are expected to abide by both the letter and the spirit of state law. The only exceptions authorized by the Board must be those of educational value to the students, such as those stated below:

- (A) Educational values may be more fully realized in gifts to the school rather than in gifts to the individual;
- (B) Floral pieces for funerals;
- (C) Gifts in case of illness.

(b) Acceptance of gratuities of any kind by any district personnel shall be prohibited.

- (2) **Illegal Activities.** The use of buildings or properties of the district shall not be granted to any organization or individual if there is a prima facie showing that the organization or individual will use said facilities for or in the promotion of illegal activities.
- (3) **Alcohol/Tobacco/Drugs.** The use of alcoholic liquors, tobacco and illegal drugs in any form shall be prohibited in school buildings and on school grounds.
- (4) **Gambling.** Gambling of any sort including bingo, games of chance and raffles shall be prohibited in school buildings and on grounds at any time.
- (5) **Motorized Equipment and Horses.** Because of the risk of injury and related district liability and because of disturbances of neighbors to school property, the operation of helicopters, mini-bikes, motorized airplanes and

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

similar motorized recreational equipment, horseback riding and pony rides on school grounds or school parking lots is prohibited.

- (6) **Rocket Propulsion Devices/Fireworks**. The use of rockets and similar jet propulsion devices, including the use of such devices for instructional projects, is prohibited on school premises by students or student groups. The use of fireworks on school grounds is prohibited.
- (7) **Advertising or Sale of Merchandise**. The advertising or sale of merchandise in the building or on the school grounds by non-students shall not be permitted except with the consent of the Board provided that this shall not apply to merchandise which is in whole or part the product of the student of any school and where such product is advertised and sold by students with the approval of the principal; provided further that the office of the superintendent may authorize the sale in school of certain articles deemed by him/her as essential to the successful operation of the educational program.
- (a) Recycling projects are permitted on school grounds on designated days under supervision of school-sponsored groups (PTA's/PTO's, Dad's Club, etc.) or community schools. Dump boxes may not be placed on school grounds. Collected material cannot remain on school grounds unless secured. Sales of used clothing are not permitted.
- (b) School (student) store are not to compete with existing businesses in the sale of merchandise other than that necessary to the successful operation of the schools.
- (8) **Acknowledgment of Contributions**. Appropriate acknowledgment of cash or in-kind contributions may be allowed at the administrative discretion of the superintendent.
- (9) **Discriminating Admissions**. Any activities to which admission may be prohibited on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation, shall not be conducted in the schools.
- (10) **Unauthorized Parking**. Unlawfully parked motor vehicles on parking lots of the district may, upon the request of the administrative officer in charge of the respective parking lot, be towed to storage by various towing companies pursuant to provisions of ORS 98.805 - 98.992. Written permission to private towing companies to enter lots on behalf of the district for the purpose of towing vehicles as specified above shall be granted by the office of the superintendent.

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

(11) **Religious Activities.**

- (a) A group may use a school building and facilities for a religious service (which includes a baccalaureate service) on the same basis school facilities and grounds are made available to other non-school groups and individuals if:
 - (A) The service is held after regular school hours;
 - (B) Attendance is voluntary; and
 - (C) The rental and other charges paid are in accordance with the schedule of charges established by the.
- (b) These provisions shall not be interpreted to permit the use of school buildings or facilities for any other religious purpose after regular school hours or for any religious purpose as part of the public school program, and no religious service, exercise or program shall be conducted, sponsored or arranged by the school at any time. See also Administrative Regulation 4.40.061, Student Assembly.
- (c) The distribution in any manner of any book, testament, pamphlet, tract or other printed matter of any religious character whatsoever on the school premises during the school day by non-students shall not be permitted. This rule, however, does not apply to the use of Bibles and other religious documents in either the school libraries or classrooms for their appropriate use in an instructional program. See also Board policy 4.40.050 (1) (d), Student Clubs and Assembly.

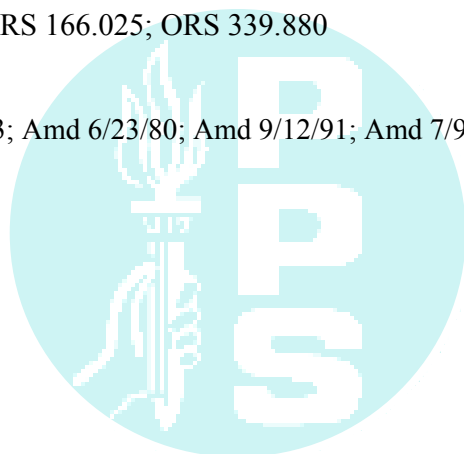
- (12) **Gang Activity.** Individuals shall not in school buildings or on school grounds wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other items which are evidence of membership or affiliation in any gang; use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity.
- (13) **Weapons.** Possession of an unauthorized loaded or unloaded firearm or any other instrument used as a dangerous or deadly weapon as defined in law and Board Policy, unless otherwise specifically accepted by law and Board Policy, is prohibited in school buildings and on school grounds.
- (14) **Disruptions.** Disrupting, impeding or otherwise interfering with the orderly conduct of district programs or any other authorized activity taking place in school buildings or on school grounds is prohibited.

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

- (15) **Miscellaneous Activities**. For reasons of health, safety and appropriate use of school buildings, the following activities are prohibited: funerals, weddings; games of chance; dances by non-school groups; public dances, unless for senior citizens and sponsored by Community Schools; animal shows or obedience classes; barbecue classes. Memorials; wedding receptions; PTA/PTO and other school related group-sponsored barbecues and dances sponsored by such groups for district students may be permitted.
- (16) **Attendance Limits**. The maximum number of people permitted in auditoriums in the various buildings shall be restricted to their seating capacity as specified by the Portland Fire Bureau.

Legal References: ORS 161.015; ORS 166.155 -166.165; ORS 164.245; ORS 166.210 -166.370; ORS 164.255; ORS 332.107; ORS 166.025; ORS 339.880

History: Adpt 6/71; Amd 9/24/73; Amd 6/23/80; Amd 9/12/91; Amd 7/95; Amd5/30/96; Amd 9/9/02; BA 2419



3.30.030-P Limitation On Use Of Facilities And Grounds – (Non-students)

- (1) **Political Activities:** Invitations to Address Students Extended to Public Officials, Candidates for Public Office and to Opposing Sides of Ballot Measure.
- (a) In furtherance of their education for citizenship, students should have the opportunity in school to hear from opposing sides with respect to ballot measures. The Board welcomes the expression of diverse viewpoints on political issues and ballot measures.
 - (b) If a teacher intends to extend an invitation to a public official, candidate for public office or proponent or opponent of a ballot measure to appear before a class, the teacher shall proceed in accordance with Board policies and Administrative Directives for inviting resource speakers to speak to class and shall, to the extent practicable, offer reasonably equivalent opportunities to opposing candidates and sides.
 - (c) With respect to other invitations from either a teacher or a student, the teacher or student shall make arrangements with the principal or an established assembly committee of the student body, prior to extending the invitation, as to the time and place of the appearance and shall offer reasonably equivalent opportunities to opposing candidates and sides. Such a meeting shall not interfere with the school program, and attendance at such meetings shall be voluntary. Should the principal conclude that in unusual circumstances the appearance of a particular speaker would endanger the safety of students, they shall deny the request and report this decision immediately to the superintendent, the assembly committee involved, and the individual making the request.
 - (d) If the principal or the assembly committee extends an invitation, reasonably equivalent opportunities shall be offered opposing candidates and sides.
 - (e) There shall be no soliciting of funds, distribution of literature or other activities for political purposes by employees of the district while on duty.
- (2) **Advertising Performances in Schools.** No material of any nature advertising the performance to be presented under the auspices of any person or organization shall be placed or distributed on school premises by persons not students, unless the proceeds of such performance are to be used for benefits of the schools of this district, except as provided below:

3.30.030-P Limitation On Use Of Facilities And Grounds – (Non-students)

- (a) The offices of the superintendent may grant to organizations desiring to advertise concerts and similar activities the privilege of placing folders in the teachers' mail boxes in the various schools;
 - (b) In instances when the performance may be providing a significant educational experience for the students, the offices of the superintendent may grant permission to place announcements on hall bulletin boards designated by the principal of each school.
- (3) **Cafeteria Service Facilities.**
- (a) Organizations may be permitted to use the cafeteria and kitchen facilities in keeping with Civic Use of Buildings policy and application procedures and the following provisions:
 - (A) Nonprofit organizations (fraternal, church, community) may use the kitchen facilities for serving or assembling of food prepared outside.
 - (B) All functions requiring the use of an elementary, middle or high school kitchen and/or equipment for the preparation of foods shall be supervised by Nutrition Services staff. Employee costs shall be paid by the organization;
 - (C) Use of the facilities will be limited to the warming of food prepared outside, under the supervision of cafeteria employees.
 - (b) Elementary and middle school kitchen facilities may not be used for serving or assembling of food prepared outside the district without the supervision of Nutrition Services employees. Use of such facilities will be limited to warming of food prepared outside or foods determined by the Director of Nutrition Services which require minimal preparation such as making coffee or warming hot dogs. When major food preparation is required, such organizations will employ Nutrition Services staff to supervise the use of the facilities;
 - (c) Equipment may be operated only by Nutrition Services employees;
 - (d) All such applicants requesting use of cafeteria or kitchen facilities shall, following district facility approval, contact the Office of Nutrition Services to review use specifics, special needs and any additional requirements imposed by the district.
- (4) **The Use of School Equipment.** In order to assure that equipment provided in the schools for the education of young people shall be most beneficially used for that purpose, school equipment shall not be loaned or rented for use outside the building or off the grounds of the school to non-

3.30.030-P Limitation On Use Of Facilities And Grounds – (Non-students)

school organizations with the exception of audiovisual equipment used to provide information about the Community School Program.

Legal References: ORS 260.432; ORS 260.605; ORS 294.100; ORS 329.125; ORS 332.107; ORS 332.172

History: Adpt 1/15/96; Adpt 6/71; Amd 8/28/72; Amd 6/23/80; Amd 11/10/83; Amd 7/95; Amd 1/15/96; Amd 9/9/02; BA 2419



RESOLUTION No. 6720

Resolution to Adopt Revised Complaint Policy 4.50.030-P

RECITALS

- A. On December 1, 2022, and January 26, 2023,, the Board Policy Committee reviewed and considered the proposed revisions of the Complaint policy 4.50.030-P.
- B. On March 7, 2023, the Board presented the First Reading of the revised Complaint policy.
- C. On March 16, 2023, the Board Policy Committee made additional recommended amendments to the revised policy.
- D. On May 23, 2023, the Board presented the second First Reading of the revised Complaint policy.
- E. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Complaint policy 4.50.030-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Portland Public School District 1st Reading

DATE OF FIRST READING: May 23, 2023

**PUBLIC COMMENT
for the revision of the following policy:**

Policy 4.50.030-P: COMPLAINT POLICY

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

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

**Open for Comment until at least:
May 23, 2023**

Summary: Policy 4.50.030-P: COMPLAINT POLICY

1st Reading by: **Director Eilidh Lowery,**
Portland Public School Board, Policy Committee Chair

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

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

Contact: **Rosanne Powell,** Senior Board Manager
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Draft Policy Comment Form: <https://forms.gle/VqYbmVA36cqADj6n6>

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**PORTLAND PUBLIC SCHOOLS
Office of the General Counsel**

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

Date: May 9, 2023
To: Portland Public Schools Board
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Complaint Policy Revision—Second First Reading
Policy # and Name: Complaint Policy 4.50.030-P

REVISED

BACKGROUND

PPS undertook a major revision of this policy in 2018 to better align with our state obligations for addressing student and family complaints. Another revision was made in 2021 to incorporate community and family feedback on the District’s complaint process. Recent input from users suggested that we needed to further clarify in policy the processes for complaints that are not “Formal Complaints” about Division 22 topics and not governed by a separately defined process/timeline. After the policy was first read on March 7, 2023, the Policy Committee recommended additional changes to the policy at the March 16 and April 27, 2023, meetings.

RELATED POLICIES/BEST PRACTICES

The District is committed to maintaining strong relationships with our families and our community. This includes having a fair, understandable, and accessible process in which complaints can be addressed in a timely manner. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students.

ANALYSIS OF SITUATION

The suggested revisions to this policy provides clearer expectations to the community and staff on what the complaint policy will address and how different types of complaints will be processed. In the latest recommended changes, District staff will provide additional annual reporting on complaints that are not within Division 22 or other legally required process, but that affect more than an individual student or school.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

The suggested revisions were before the Policy Committee in multiple meetings, and no public comment has been received during those meetings. There will be at least 21 days for public comment after the second First Reading of the policy.

RACIAL EQUITY AND SOCIAL JUSTICE LENS

A review of the total number of formal complaints filed since 2014 reveals that White families access the District's formal complaint process in vastly disproportionate numbers at the initial Step1 process, but the racial/ethnic distribution is not consistent at all three of the formal complaint steps. While some racial diversity was observed among the complainants who accessed the formal complaint process during recent years, it is likely that barriers exist for historically underserved and non-White populations. The proposed revisions to the policy do not reduce the availability of translation/interpretation services and assistance in completing complaints, which remain an important part of making the process more available to a more diverse community. District staff continue to work on other process improvements outside of the policy arena to make complaint resolution and access to the formal complaint process more accessible, transparent, and approachable.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

The procedures for all complaints, including non-Division 22 complaints, are now more easily accessible on the District's Conflict Resolution Webpage, which was updated this fall. Staff will develop a communication plan to disseminate the revised policy to our community. Staff will also continue to work on internal processes and training to provide opportunities to address concerns early and to enhance the effectiveness of and experience for families with the complaint process.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

ATTACHMENTS

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

Complaint Policy

4.50.030-P

5/11/2023 Draft

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also have several complaint processes for PPS students, families, and all who reside within the PPS District community. All parties to a District complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I. Complaints: Accessibility; Training; and Annual Reports

- a. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

i. District Complaints

The District has a common complaint form ([hyperlink here](#)) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

ii. Division 22 Formal Complaints

Formal complaints under the Oregon Department of Education's Division 22 regulations [insert link to ODE website] include those about instructional standards and practices (class size, curriculum, etc.), special education programs (but not individual complaints), health and safety, equitable education opportunities, sports safety, restraint and/or seclusion, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias.

If a complainant is not satisfied after exhausting local the District's complaint procedures, the District fails to render a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants they may appeal the District's final decision to the Oregon Department of Education. An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

- b. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on (1) Division 22 trends, emerging issues, and district responses, as well as an assessment of the formal complaint process; and (2) a summary of complaints that are not governed by a process that is required by statute or regulation (e.g., Title IX) that have been filed using the District's complaint process concerning matters that affect more than an individual student or school.
- c. The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

II. TIMELINES FOR ALL COMPLAINTS

- a. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:
 - i. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR
 - ii. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later
- b. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.
- c. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much

information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

III. FILING A DIVISION 22 FORMAL COMPLAINT

a. STEP 1:

- i. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgment of receipt of the complaint within 5 days of submitting the complaint.
- ii. All Division 22 Formal Complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline, and the decision will include information about next steps in the complaint process.

IV. FILING AN APPEAL OF A DIVISION 22 FORMAL COMPLAINT DECISION

a. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If a Formal Complaint about a Division 22 matter is not complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

- b. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, , the District will inform the complainant which PPS staff will be attending the hearing.

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the

complaint once they have notice that a Division 22 Formal Complaint has been filed. District staff will regularly notify Board members about new Division 22 Formal Complaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

- i. Affirmed and no further action will be taken;
- ii. Not affirmed in whole or in part and may direct the Superintendent to take alternative steps or other courses of action.

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Complaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant that it is doing so.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

c. Other provisions

- i. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants. Legal advice is not a resource provided by the District.
- ii. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
- iii. Retaliation against any person who files or participates in a District complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
- iv. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often

prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.

- v. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
 - vi. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.
 - vii. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
 - viii. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the allegation.
 - ix. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
 - x. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed.
- d. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

- e. Complaints submitted to members of the Board of Education

School board members who receive Division 22 Formal Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward all other complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581- 021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581- 002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, / /2023

Legal Reference(s):

ORS 192.610 to 192.690 ORS 332.107 ORS
339.285 to
339.383

ORS 659.852

OAR 581-022-2370

Complaint Policy

4.50.030-P

~~11/10/22 Draft 5/11/2023~~

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also have ~~a several complaint~~ Formal Complaint processes for PPS students, families, and all who reside within the PPS District community. ~~This policy and the accompanying administrative directive describe that process in greater detail.~~ All parties to a District complaint ~~Formal Complaint~~ shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I.—~~Formal~~ Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

1. District Complaints

The District has a common complaint form (hyperlink here) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

21. Division 22 Formal Complaints

Formal complaints under the Oregon Department of Education's Division 22 regulations [insert link to ODE website] include those about instructional standards and practices (class size, curriculum, etc.), special education programs (but not individual complaints), health and safety, equitable education opportunities, sports safety, restraint and/or seclusion, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias.

If a complainant is not satisfied after exhausting ~~local~~ the District's complaint procedures, the District fails to render a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants~~they~~ may appeal the District's final decision to the Oregon Department of Education. An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

~~This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, Division 22 complaints related to:~~

~~a) Instructional standards and practices~~

~~(1) Curriculum~~

- ~~(2) Teaching strategies~~
- ~~(3) Testing~~
- ~~(4) Counseling~~
- ~~(5) Class size~~
- ~~(6) Alternative education programs~~
- ~~(7) Instructional materials~~
- ~~(8) Compliance with state standards~~

- ~~b) Special education~~
- ~~c) Health and safety~~
- ~~d) Equitable education opportunities~~
- ~~e) Sports safety~~
- ~~f) Restraint and/or seclusion~~
- ~~g) Bias or discrimination in education~~
- ~~h) Retaliation against a student or parent/guardian~~
- ~~i) Failure to investigate complaints of bias~~

CBb) —Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on (1) Division 22 trends, emerging issues, and district responses, as well as an assessment of the formal complaint process; and (2) a summary of complaints that are not governed by a process that is required by statute or regulation (e.g., Title IX) that have been filed using the District’s complaint process concerning matters that affect more than an individual student or school.

c) The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

II. **TIMELINES FOR ALL COMPLAINTS**

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful

incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in

nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later

B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

~~C. The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.~~

C. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

III. FILING A DIVISION 22 FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

2. All Division 22 Formal Complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline.

and resolution the decision will include information about next steps in the complaint process. ~~The resolution will include information about next steps in the complaint process. District responses substantiating allegations raised in the complaint shall be considered final decisions and may be not be appealed to ODEthe Board.~~

3. ~~PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.~~

IV. FILING AN APPEAL FOR OF A DIVISION 22 FORMAL COMPLAINTS UNDER DIVISION 22 DECISION

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If a Formal Complaint about a Division 22 matter is not substantiated ~~the issue is not resolved to the complainant's satisfaction~~, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 fFormal eComplaint has been filed. District staff will regularly notify Board members about new Division 22 fFormal eComplaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Not affirmed~~Reversed~~ in whole or in part and may direct the Superintendent to take alternative steps or other courses of action. ~~To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or~~

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Ccomplaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been

possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant that it is doing so.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants ~~through the Formal Complaint process~~. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
3. ~~Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.~~
4. Retaliation against any person who files or participates in ~~the~~ [the District](#) complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.
6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
7. ~~———— If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For~~

~~example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.~~

8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.

9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.

10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the ~~complaint~~allegation.

11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed. ~~through the Formal Complaint process.~~

~~13. Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.~~

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Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these

issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive Division 22 ~~f~~Formal ~~e~~Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward all other ~~informal~~ complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581- 021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, / /2023

Legal Reference(s):

[ORS 192.610](#)

to [192.690](#)

[ORS 332.107](#)

[ORS](#)

[339.285 to](#)

[339.383](#)

[ORS 659.852](#)

[OAR 581-022-2370](#)

Complaint Policy

4.50.030-P

~~11/10/22 Draft~~ 1/2323

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also have ~~a~~ several complaint ~~Formal Complaint~~ processes for PPS students, families, and all who reside within the PPS District community. ~~This policy and the accompanying administrative directive describe that process in greater detail.~~ All parties to a District complaint ~~Formal Complaint~~ shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I. ~~Formal~~ Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

1. District Complaints

The District has a common complaint form (hyperlink here) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

24. ~~Division 22~~ Formal Complaints

Formal complaints under the Oregon Department of Education's Division 22 regulations [insert link to ODE website] include those about instructional standards and practices (class size, curriculum, etc.), special education programs (but not individual complaints), health and safety, equitable education opportunities, sports safety, restraint and/or seclusion, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias.

If a complainant is not satisfied after exhausting ~~local~~ the District's complaint procedures, the District fails to render a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants~~they~~ may appeal the District's final decision to the Oregon Department of Education. An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

~~This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, Division 22 complaints related to:~~

~~a) Instructional standards and practices~~

~~(1) Curriculum~~

- ~~(2) Teaching strategies~~
- ~~(3) Testing~~
- ~~(4) Counseling~~
- ~~(5) Class size~~
- ~~(6) Alternative education programs~~
- ~~(7) Instructional materials~~
- ~~(8) Compliance with state standards~~

- ~~b) Special education~~
- ~~c) Health and safety~~
- ~~d) Equitable education opportunities~~
- ~~e) Sports safety~~
- ~~f) Restraint and/or seclusion~~
- ~~g) Bias or discrimination in education~~
- ~~h) Retaliation against a student or parent/guardian~~
- ~~i) Failure to investigate complaints of bias~~

CBb) —Because Division 22 complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

c) The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

II. TIMELINES FOR ALL COMPLAINTS

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in

nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later

B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

~~**C.** The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.~~

C. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

III. FILING A DIVISION 22 FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

2. All Division 22 Formal Complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline.

and resolution the decision will include information about next steps in the complaint process. ~~The resolution will include information about next steps in the complaint process. District responses substantiating allegations raised in the complaint shall be considered final decisions and may be not be appealed to ODEthe Board.~~

~~3. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.~~

IV. FILING AN APPEAL FOR OF A DIVISION 22 FORMAL COMPLAINTS UNDER DIVISION 22 DECISION

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If a Formal Complaint about a Division 22 matter is not substantiated the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 fFormal eComplaint has been filed. District staff will regularly notify Board members about new Division 22 fFormal eComplaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Not affirmed~~Reversed~~ in whole or in part and may direct the Superintendent to take alternative steps or other courses of action. ~~To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or~~

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Ccomplaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been

possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant that it is doing so.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants ~~through the Formal Complaint process~~. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
- ~~3. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.~~
4. Retaliation against any person who files or participates in ~~the a~~ District complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.
6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
- ~~7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For~~

~~example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.~~

8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.

9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.

10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the ~~complaint~~allegation.

11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed, ~~through the Formal Complaint process.~~

~~13. Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.~~

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these

issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive Division 22 ~~f~~Formal ~~e~~Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward all other ~~informal~~ complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581- 021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581--002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, / /2023

Legal Reference(s):

[ORS 192.610](#)

to [192.690](#)

[ORS 332.107](#)

[ORS](#)

[339.285 to](#)

[339.383](#)

[ORS 659.852](#)

[OAR 581-022-2370](#)



Complaint Policy

4.50.030-P

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also have a Formal Complaint process for PPS students, families, and all who reside within the PPS District community. This policy and the accompanying administrative directive describe that process in greater detail. All parties to a Formal Complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

- I. Formal Complaints: Accessibility; Training; and Annual Reports
 - A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

1. Formal Complaints

This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, [Division 22](#) complaints related to:

- a) Instructional standards and practices
 - (1) Curriculum
 - (2) Teaching strategies
 - (3) Testing
 - (4) Counseling
 - (5) Class size
 - (6) Alternative education programs
 - (7) Instructional materials
 - (8) Compliance with state standards
- b) Special education
- c) Health and safety
- d) Equitable education opportunities
- e) Sports safety
- f) Restraint and/or seclusion
- g) Bias or discrimination in education
- h) Retaliation against a student or parent/guardian
- i) Failure to investigate complaints of bias

B. The District shall provide training for designated District staff on how to handle formal complaints under this policy, as well as the administrative directive [4.50.031-AD](#).

C. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

II. TIMELINES

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later.
- B.** The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.
- C.** The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.

III. FILING A FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.
2. All formal complaints will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. The resolution will include information about next steps in the complaint process.
3. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B.

The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Reversed in whole or in part and may direct the Superintendent to take alternative steps or other course of action. To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

C. Other Types of Complaints

The District has separate processes for complaints or concerns that do not fall within Division 22 or this policy, such as:

- Special Education complaints (Individuals with Disabilities Education Act), which can

be filed with Oregon Department of Education Chapter 581, Division 15.

- Complaints about Sexual Conduct and Sexual Discrimination should be directed to the Title IX Department [here](#). Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor. More information about conflict resolution resources may be found [here](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants through the Formal Complaint process. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
3. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, , the District will inform the complainant which PPS staff will be attending the hearing.
4. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.
6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.
8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be

extended to the next business day.

9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the complaint.
11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed through the Formal Complaint process.
13. Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive formal complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward informal complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022

Legal Reference(s):

[ORS 192.610](#) to 192.690
[ORS 332.107](#)
[ORS 339.285 to 339.383](#)
[ORS 659.852](#)
[OAR 581-022-2370](#)

Portland Public School District 1st Reading

DATE OF FIRST READING: March 07, 2023

PUBLIC COMMENT FOR

Policy 4.50.030-P: Complaint Policy

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

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

**Open for Comment until at least:
March 28, 2023**

Summary: Complaint Policy 4.50.030-P

1st Reading by: Director Eilidh Lowery
Portland Public School Board, Policy Committee Chair

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

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

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

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

Included in Packet	Page
Staff Report	03
Draft Policy	05
Redlined Policy with Proposed Changes	13
Original Policy	23



Date: February 21, 2023
To: Portland Public Schools Board
From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel
Subject: Staff Analysis Report to the Board- Complaint Policy Revision
Policy # and Name: Complaint Policy 4.50.030-P

REVISED

BACKGROUND

PPS undertook a major revision of this policy in 2018 to better align with our state obligations for addressing student and family complaints. Another revision was made in 2021 to incorporate community and family feedback on the District's complaint process. Recent input from users suggested that we needed to further clarify in policy the processes for complaints that are not "Formal Complaints" about Division 22 topics and not governed by a separately defined process/timeline.

RELATED POLICIES/BEST PRACTICES

The District is committed to maintaining strong relationships with our families and our community. This includes having a fair, understandable, and accessible process in which complaints can be addressed in a timely manner. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students.

ANALYSIS OF SITUATION

The suggested revisions to this policy provides clearer expectations to the community and staff on what the complaint policy will address and how different types of complaints will be processed.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

The suggested revisions were before the Policy Committee in multiple meetings, and no public comment has been received during those meetings. There will be at least 21 days for public comment after the First Reading of the policy.

RACIAL EQUITY AND SOCIAL JUSTICE LENS

A review of the total number of formal complaints filed since 2014 reveals that White families access the District's formal complaint process in vastly disproportionate numbers at the initial Step1 process, but the racial/ethnic distribution is not consistent at all three of the formal complaint steps. While some racial diversity was observed among the complainants who accessed the formal complaint process during recent years, it is likely that barriers exist for historically underserved and non-White populations. The proposed revisions to the policy do not reduce the availability of translation/interpretation services and assistance in completing complaints, which remain an important part of making the process more available to a more diverse community. District staff continue to work on other process improvements outside of the policy arena to make complaint resolution and access to the formal complaint process more accessible, transparent, and approachable.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

The procedures for all complaints, including non-Division 22 complaints, are now more easily accessible on the District's Conflict Resolution Webpage, which was updated this fall. Staff will develop a communication plan to disseminate the revised policy to our community. Staff will also continue to work on internal processes and training to provide opportunities to address concerns early and to enhance the effectiveness of and experience for families with the complaint process.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

ATTACHMENTS

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

Complaint Policy

4.50.030-P

1/31/23 * Formatting issues will be corrected in final document

Definitions

Complainant- person filing a complaint against the District.

Division 22- the educational standards that the State of Oregon has determined must be met in order to be a standard school district.

Final Decision- the written decision from the District that settles a matter at the District level. Some Final Decisions have additional appeal rights to other agencies.

Affirmed- the decision made after a review of the evidence that there is reason to believe that a violation of state or federal law or District policy has occurred.

Not Affirmed- the decision made after a review of the evidence that a violation of state or federal law or District policy has not occurred.

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#),

who can help families access information, connect with District staff, and help resolve concerns.

We also have several complaint processes for PPS students, families, and all who reside within the PPS District community. All parties to a District complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I. Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

1. District Complaints

The District has a common complaint form ([hyperlink here](#)) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

2. Division 22 Formal Complaints

(a) Formal complaints under the Oregon Department of Education's Division 22 regulations [[insert link to ODE website](#)] include those about instructional standards and practices (class size, curriculum, etc.), special education programs (but not individual complaints), health and safety, equitable education opportunities, sports safety, restraint and/or seclusion, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias.

If a complainant is not satisfied after exhausting the District's complaint procedures, the District fails to provide a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants may appeal the District's final decision to the Oregon Department of Education.

- b) Because Division 22 complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and District responses, as well as an assessment of the formal complaint process.
- c) The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

II. TIMELINES FOR ALL COMPLAINTS

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR
2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later

B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

C. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information

as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

III. FILING A DIVISION 22 FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

2. All Division 22 Formal Complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline, and the decision will include information about next steps in the complaint process.

IV. FILING AN APPEAL OF A DIVISION 22 FORMAL COMPLAINT DECISION

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If a Formal Complaint about a Division 22 matter is not fully substantiated, the complainant may request a review of the unsubstantiated allegations by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the

full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 Formal Complaint has been filed. District staff will regularly notify Board members about new Division 22 Formal Complaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Not affirmed in whole or in part and may direct the Superintendent to take alternative steps or other courses of action.

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Complaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

C. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest or the appearance of conflicts of interest.
3. Retaliation against any person who files or participates in a District complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
4. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.
5. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.

6. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.
7. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
8. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner .
9. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
10. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired, cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed.

D. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

E. Complaints submitted to members of the Board of Education

School board members who receive Division 22 Formal Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward all other complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581- 021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, __/__/2023

Legal Reference(s):

[ORS 192.610](#) to 192.690 [ORS 332.107](#)

[ORS](#)
[339.285 to](#)
[339.383](#)

[ORS 659.852](#)

[OAR 581-022-2370](#)

Complaint Policy

4.50.030-P

~~11/10/22 Draft~~ 1/2323

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also have ~~a~~ several complaint ~~Formal Complaint~~ processes for PPS students, families, and all who reside within the PPS District community. ~~This policy and the accompanying administrative directive describe that process in greater detail.~~ All parties to a District complaint ~~Formal Complaint~~ shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I. ~~Formal~~ Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

1. District Complaints

The District has a common complaint form (hyperlink here) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

24. ~~Division 22~~ Formal Complaints

Formal complaints under the Oregon Department of Education's Division 22 regulations [insert link to ODE website] include those about instructional standards and practices (class size, curriculum, etc.), special education programs (but not individual complaints), health and safety, equitable education opportunities, sports safety, restraint and/or seclusion, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias.

If a complainant is not satisfied after exhausting ~~local~~ the District's complaint procedures, the District fails to render a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants~~they~~ may appeal the District's final decision to the Oregon Department of Education. An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

~~This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, Division 22 complaints related to:~~

~~a) Instructional standards and practices~~

~~(1) Curriculum~~

- ~~(2) Teaching strategies~~
- ~~(3) Testing~~
- ~~(4) Counseling~~
- ~~(5) Class size~~
- ~~(6) Alternative education programs~~
- ~~(7) Instructional materials~~
- ~~(8) Compliance with state standards~~

- ~~b) Special education~~
- ~~c) Health and safety~~
- ~~d) Equitable education opportunities~~
- ~~e) Sports safety~~
- ~~f) Restraint and/or seclusion~~
- ~~g) Bias or discrimination in education~~
- ~~h) Retaliation against a student or parent/guardian~~
- ~~i) Failure to investigate complaints of bias~~

CBb) —Because Division 22 complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

c) The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

II. TIMELINES FOR ALL COMPLAINTS

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in

nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later

B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

~~**C.** The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.~~

C. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

III. FILING A DIVISION 22 FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

2. All Division 22 Formal Complaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline.

and resolution the decision will include information about next steps in the complaint process. ~~The resolution will include information about next steps in the complaint process. District responses substantiating allegations raised in the complaint shall be considered final decisions and may be not be appealed to ODEthe Board.~~

~~3. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.~~

IV. FILING AN APPEAL FOR OF A DIVISION 22 FORMAL COMPLAINTS UNDER DIVISION 22 DECISION

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If a Formal Complaint about a Division 22 matter is not substantiated the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 fFormal eComplaint has been filed. District staff will regularly notify Board members about new Division 22 fFormal eComplaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Not affirmed~~Reversed~~ in whole or in part and may direct the Superintendent to take alternative steps or other courses of action. ~~To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or~~

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Ccomplaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been

possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant that it is doing so.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants ~~through the Formal Complaint process~~. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
- ~~3. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, the District will inform the complainant which PPS staff will be attending the hearing.~~
4. Retaliation against any person who files or participates in ~~the~~ [the District](#) complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.
6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
- ~~7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For~~

~~example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.~~

8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.

9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.

10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the ~~complaint~~allegation.

11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed, ~~through the Formal Complaint process.~~

~~13. Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.~~

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these

issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive Division 22 ~~f~~Formal ~~e~~Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward all other ~~informal~~ complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581- 021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581--002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, / /2023

Legal Reference(s):

[ORS 192.610](#)

to [192.690](#)

[ORS 332.107](#)

[ORS](#)

[339.285 to](#)

[339.383](#)

[ORS 659.852](#)

[OAR 581-022-2370](#)



Complaint Policy

4.50.030-P

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a [District and Family Liaison](#), who can help families access information, connect with District staff, and help resolve concerns.

We also have a Formal Complaint process for PPS students, families, and all who reside within the PPS District community. This policy and the accompanying administrative directive describe that process in greater detail. All parties to a Formal Complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

- I. Formal Complaints: Accessibility; Training; and Annual Reports
 - A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found [here](#).

1. Formal Complaints

This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, [Division 22](#) complaints related to:

- a) Instructional standards and practices
 - (1) Curriculum
 - (2) Teaching strategies
 - (3) Testing
 - (4) Counseling
 - (5) Class size
 - (6) Alternative education programs
 - (7) Instructional materials
 - (8) Compliance with state standards
- b) Special education
- c) Health and safety
- d) Equitable education opportunities
- e) Sports safety
- f) Restraint and/or seclusion
- g) Bias or discrimination in education
- h) Retaliation against a student or parent/guardian
- i) Failure to investigate complaints of bias

B. The District shall provide training for designated District staff on how to handle formal complaints under this policy, as well as the administrative directive [4.50.031-AD](#).

C. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

II. TIMELINES

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later.
- B.** The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.
- C.** The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.

III. FILING A FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the [written complaint form](#). The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.
2. All formal complaints will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. The resolution will include information about next steps in the complaint process.
3. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B.

The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;
2. Reversed in whole or in part and may direct the Superintendent to take alternative steps or other course of action. To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the [Oregon Department of Education \(ODE\)](#) as permitted by [OAR 581-022-2370\(4\)\(b\)](#) and [OAR 581-002-0005](#).

C. Other Types of Complaints

The District has separate processes for complaints or concerns that do not fall within Division 22 or this policy, such as:

- Special Education complaints (Individuals with Disabilities Education Act), which can

be filed with Oregon Department of Education Chapter 581, Division 15.

- Complaints about Sexual Conduct and Sexual Discrimination should be directed to the Title IX Department [here](#). Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor. More information about conflict resolution resources may be found [here](#).

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants through the Formal Complaint process. Legal advice is not a resource provided by the District.
2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.
3. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, , the District will inform the complainant which PPS staff will be attending the hearing.
4. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.
5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.
6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.
7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.
8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be

extended to the next business day.

9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.
10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the complaint.
11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.
12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed through the Formal Complaint process.
13. Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive formal complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward informal complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District, or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022

Legal Reference(s):

[ORS 192.610](#) to 192.690
[ORS 332.107](#)
[ORS 339.285 to 339.383](#)
[ORS 659.852](#)
[OAR 581-022-2370](#)

RESOLUTION No. 6715

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
Interpreters Unlimited, Inc.	6/30/23 through 6/30/24 Option to renew for up to four additional one-year terms through 6/30/28	Personal Services PS 93322	District-wide interpretation services on an as-needed basis. Request for Proposals 2022-036	Original Term: \$100,000 Total through renewals: \$500,000	J. Garcia Funding Source Varies	No
Medosweet Farms	7/1/23 through 6/30/24 Option to renew for up to four additional one-year terms through 6/30/28	Materials Requirement MR 93288	Provide dairy products on a requirements basis. Request for Proposals 2023-012	Original Term: \$1,100,000 Total through renewals: \$5,500,000	D. Jung Fund 202 Dept. 5570	No
Goody Man Distributing, Inc.	7/1/23 through 6/30/24 Option to renew for up to four additional one-year terms through 6/30/28	Materials Requirement MR 93289	Provide fresh bread products on a requirements basis. Request for Proposals 2023-011	Original Term: \$300,000 Total through renewals: \$1,500,000	D. Jung Fund 202 Dept. 5570	No
Worksystems, Inc.	7/1/23 through 6/30/24	Personal Services PS 93301	Serve as the intermediary organization to recruit, train, and place PPS students in internships and Learn & Earn opportunities. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$162,500	K. Armstrong Funding Source Varies	NA - Nonprofit
First Cascade Corporation	6/14/23 through 1/31/24	Construction C 93313	ADA/Special Education upgrades at multiple sites. Invitation to Bid – Construction 2023-017	\$4,850,777	D. Jung Funding Source Varies	No
Kept Companies, Inc. dba Fleetwash, Inc.	6/14/23 through 6/13/24 Option to renew for up to four additional one-year terms through 6/13/28	Services S 93329	Provide hood cleaning services for Nutrition Services department. Invitation to Bid 2022-040	Original Term: \$62,670 Total through renewals: \$313,350	D. Jung Fund 202 Dept. 5570	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

AMENDMENTS TO EXISTING CONTRACTS



Index to the Minutes

(Draft for Approval)

Regular Meeting May 23, 2023

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on May 23, 2023. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at <https://youtu.be/VSBSYVYppBI>

Board Member Attendance

Present: Chair Scott; Vice-Chair Hollands; Directors Brim-Edwards, DePass, Greene, Kohnstamm, and Lowery; Student Representative McMahon

Absent: None

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RESOLUTIONS

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ACTIONS TAKEN

- **Consent Agenda – Resolutions 6704 through 6708**

Director Hollands moved and Director Greene seconded the motion to approve the Consent Agenda, including Resolutions 6704 – 6708. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6709: Resolution to Adopt Revised Community Use of School Buildings Policy 3.30.010-P**

Director Hollands moved and Director Greene seconded the motion to approve Resolution 6709. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6710: Resolution to Change the Mascot of Benson Polytechnic High School**

Director DePass moved and Director Kohnstamm seconded the motion to approve Resolution 6710. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6711: Budget Committee Approval of the 2023-24 Budget and the Imposition of Property Taxes**

Director Kohnstamm moved and Director Greene seconded the motion to approve Resolution 6711. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6712: Amendment No. 1 to the Fiscal Year 2022-23 Budget for School District No. 1J, Multnomah County, Oregon**

Director Hollands moved and Director Greene seconded the motion to approve Resolution 6712. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6713: Calendar of Regular Board Meetings School Year 2023-2024**

Director Kohnstamm moved and Director Greene seconded the motion to approve Resolution 6713. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6714: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority**

Director Hollands moved and Director DePass seconded the motion to approve Resolution 6714. The motion was put to a voice vote and passed (7 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

RESOLUTION No. 6704

Authorization for Off-Campus Activities

RECITAL

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

RESOLUTION

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

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
6/2-6/3/23	Jackson Band, 24	Music in the Parks Festival	Seattle, WA	\$350	N/A
6/11-6/17/23	Wells HS Speech & Debate, 3	Nationals Tournament	Phoenix, AZ	\$1,200	N/A
6/11-6/15/23	Cleveland HS Speech & Debate, 8	Nationals Tournament	Phoenix, AZ	\$450	N/A
6/21-6/25/23	Benson HS HOSA, 2	HOSA International Leadership Conference	Dallas, TX	\$1,322.92	N/A

RESOLUTION No. 6705

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
SAM Labs	5/24/23 through 8/30/23	Personal Services PS 93181	2023 Summer Programming Request for Proposals 2023-RESJ1	\$200,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
REAP, Inc.	5/24/23 through 8/30/23	Personal Services PS 93182	2023 Summer Programming Request for Proposals 2023-RESJ1	\$180,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Boys & Girls Club of Portland Metro	5/24/23 through 8/30/23	Personal Services PS 93183	2023 Summer Programming Request for Proposals 2023-RESJ1	\$200,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Self Enhancement, Inc.	5/24/23 through 8/30/23	Personal Services PS 93184	2023 Summer Programming Request for Proposals 2023-RESJ1	\$450,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Portland Playhouse	5/24/23 through 8/30/23	Personal Services PS 93185	2023 Summer Programming Request for Proposals 2023-RESJ1	\$400,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Horizon Consulting Services	5/24/23 through 8/30/23	Personal Services PS 93191	2023 Summer Programming Request for Proposals 2023-RESJ1	\$220,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
Champions KCE, LLC	5/24/23 through 8/30/23	Personal Services PS 93193	2023 Summer Programming Request for Proposals 2023-RESJ1	\$450,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
Portland Opportunities Industrialization Center (POIC)	5/24/23 through 8/30/23	Personal Services PS 93201	2023 Summer Programming Request for Proposals 2023-RESJ1	\$199,996	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
InLine Commercial Construction, Inc.	5/24/23 through 12/31/24	Construction C 93192	Harrison Park Middle School Conversion – Phase 2 Request for Proposals 2023-002	\$27,558,550	D. Jung Fund 459 Dept. 5511 Project DS014	No
Vista Higher Learning	5/24/23 through 5/23/29	Digital Resource DR 93204	K-5 English Language Development curriculum Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	\$341,316	K. Armstrong Fund 458 Dept. 5445 Project DC203	No

Unbounded Learning, Inc.	8/9/23 through 8/11/23	Personal Services PS 93235	In-person, two-day local summit during August Leadership for teachers, coaches, and leaders with emphasis on standards-based curricula and scaffolding support. Direct Negotiation – Unique Knowledge and Expertise PPS-46-0525(4)	\$594,000	K. Armstrong Fund 205 Dept. 5445 Grant G2237	No
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*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No new cooperatives

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland State University	9/1/23 through 8/31/24	Intergovernmental Agreement IGA 93144	Year two of professional development of Wallace Foundation Equity Centered Pipeline Initiative.	\$753,411	S. Reese Fund 299 Dept. 5449 Grant S0455

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
NW Bus Tours, LLC	8/22/19 through 8/21/24	Services S 68356 Amendment 1	Adds funds to existing contract for Special Pupil Activity Bus (SPAB) coach transportation services for athletic and field activity trips on an as-needed basis. SPAB transportation is regulated by OAR 581-05-0615; District may only contract with providers certified with the State as SPAB providers. Individual trips will be procured by quote.	\$150,000 \$250,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No

RESOLUTION No. 6706

The Following Index to the Minutes are offered for Adoption

- 05/09/2023 – Work Session with Consent Agenda
- 05/04/2023 – Special Meeting

RESOLUTION No. 6707

Dismissal of a Contract Teacher

RECITALS

The Board has reviewed the evidence submitted along with the Superintendent's recommendations for dismissal. These documents are confidential and will be kept in the employee's personnel files.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to terminate the employee.

RESOLUTION No. 6708

Appointment of PPS Members to the Center For Black Excellence Board of Directors

RECITALS

- A. On September 20, 2022, the PPS Board of Education adopted Resolution No. 6581, approving the agreement to collaborate with the Center for Black Excellence (“CBE”) to advance Black student excellence at Portland Public Schools.
- B. The CBE is a to-be-formed 501(c)(3) nonprofit organization envisioned and created by Black-led community organizations working together to unify and elevate the Black educational experience and improve outcomes for Black children, youth, and families. Its Board of Directors will include senior leaders from established, Black-led organizations serving the Black community, Black community leaders influencing change within the community, and leaders along the educational continuum, together, the “CBE Steering Committee.”
- C. As outlined in Resolution No. 6581, PPS is invited to identify up to six representatives to serve on the CBE Board of Directors, including the PPS Superintendent, two PPS Board of Education members, and three other members.
- D. By partnering with the CBE, PPS is engaged in a robust governance structure designed to provide visionary leadership in the design and development of the PPS Center for Black Student Excellence (CBSE) and also offer full community engagement, fundraising, the synergy between CBE and CBSE, and, among other things, educational planning for CBSE and Albina schools, including the modernization of Jefferson High School and relocation of Harriet Tubman Middle School. This includes working with community leaders, families, students, educators, and staff to design and develop the CBSE and other investments in Albina, furthering the shared goals and commitment to Black student excellence.

RESOLVED

The Portland Public Schools Board of Education hereby:

1. Appoints the following individuals to the CBE Board of Directors:
 - a. Guadalupe Guerrero, Superintendent
 - b. Gary Hollands, Director
 - c. Herman Greene, Director
 - d. Dr. Cheryl Proctor, Deputy Superintendent of Instruction and School Communities and Executive Sponsor for the Center for Black Student Excellence
2. Authorizes the Superintendent or his designee to seek interested candidates from the PPS community and fill the remaining two seats by June 30, 2023. These seats will be defined as PPS community seats and will be appointed by the PPS Board of Education to a two-year term.

RESOLUTION No. 6709

Resolution to Adopt Revised Community Use of School Buildings Policy 3.30.010-P

RECITALS

- A. On September 14, 2022, December 1, 2022, January 26, 2023 and February 16, 2023, the Board of Education's Policy Committee reviewed the proposed revisions to 3.30.010-P Community Use of School Buildings and Facilities.
- B. On March 7, 2023, the Board presented the first reading of each of those policies for revision of 3.30.010-P.
- C. The public comment period was open for at least 21 days for each of the policies. During this period, Director Hollands requested an amendment to 3:30.010-P and so the policy went back to the Policy Committee for discussion.
- D. On March 16, 2023, the Policy Committee recommended adding back a paragraph that staff had proposed be deleted from the policy and sent it back to the full Board for a second first reading.
- E. On April 25, 2023, the Board presented a second first reading of 3.30.010-P.
- F. There has been no public comment on any of these policies in the 21-day comment period since the April 25, 2023 Board meeting.

RESOLUTION

The Board hereby adopts the revised Community Use of School Buildings and Facilities 3.30.010-P.

RESOLUTION No. 6710

Resolution to Change the Mascot of Benson Polytechnic High School

RECITALS

- A. Portland Public Schools acknowledges that the names of school buildings have a significant impact on the overall educational environment and can foster positive student development and sense of belonging.
- B. As Benson Polytechnic moves into a new chapter of its history with the construction of a new building, it is a new nickname and mascot that is more inclusive and better represents all the people that make up the Benson Polytechnic community.
- C. The Benson Polytechnic community commenced an engagement process led by a committee of students, staff, parents, and community members to determine the school's new mascot.
- D. The community engagement process was defined by both quantitative and qualitative approaches to solicit feedback from the community on the new mascot and a final recommendation from the committee to the Superintendent for his review and final recommendation to the Board of Education.
- E. The committee recommended the "Astros" as their first choice of the new mascot to the Superintendent.
- F. The Astros reflect the values of Benson's students, staff, community members, and alumni of futurism, innovation, and forward thinking. As economies, markets, and the world evolves, Benson Polytechnic will be right alongside any changes and their unique Career Technical Education programs will offer students the very best current industry standards, equipment, and knowledge. This forward thinking mindset and continually evolving curriculum allows students to move past Benson and find success in their postsecondary pursuits.
- G. The Superintendent, having reviewed the process and work of the committee, recommends changing Benson Polytechnic High School mascot from the original Techmens to the Astros.

RESOLVED

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

RESOLUTION No. 6711

Budget Committee Approval of the 2023-24 Budget and the Imposition of Property Taxes

RECITALS

- A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.426, requires the Budget Committee of Portland Public Schools (District) to hold one or more meetings to receive the budget message and the budget document and to provide members of the public with an opportunity to ask questions about and comment upon the budget document.
- B. On April 25, 2023, the Board of Education (Board), acting as the Budget Committee, received the Superintendent's budget message and Proposed Budget document for the 2023-24 fiscal year.
- C. On May 4, 2023, the Budget Committee held a Budget Community Engagement meeting to discuss and receive public comment on the Proposed Budget.
- D. ORS 294.431, requires submission of the budget document to the Tax Supervising Conservation Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date.
- E. The District requested, and the TSCC authorized, extending the submission date to no later than May 24, 2023.
- F. The Board-appointed Community Budget Review Committee (CBRC) reviewed the Proposed Budget and current expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.
- G. On May 9, 2023, the Budget Committee received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.
- H. ORS 294.428 requires that each legal jurisdiction's Budget Committee approve a budget and specify the *ad valorem* property tax amount or rate for all funds.
- I. It is noted that \$0.5038 per \$1,000 of the assessed value of the Permanent Rate Tax Levy (commonly known as the "Gap Tax") and, based on an analysis presented to the Board, the entirety of the Local Option Tax Rate Levy are excluded from State School Fund calculations.
- J. ORS 457.445(6)(d) provides the opportunity for a school district with a statutory rate limit on July 1, 2003, that is greater than \$4.50 per \$1,000 of assessed value to be excluded from the urban renewal division of tax calculations. To the extent that the rate limit was increased under section 11 (5)(d), Article XI, of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year no later than July 15.
- K. Portland Public Schools has a statutory rate limit that is in excess of the \$4.50 limitation that includes an increase under section 11 (5)(d), Article XI, of the Oregon Constitution.

RESOLUTION

1. The Budget Committee approves the budget as summarized in Attachment "A".
2. The Budget Committee approves the budget for the 2023-24 fiscal year in the total amount of \$2,182,057,000.
3. The Budget Committee resolves that the District imposes the taxes provided for in the approved budget:
 - a. At the rate of \$5.2781 per \$1,000 of assessed value for operations;
 - b. At the rate of \$1.9900 per \$1,000 of assessed value for local option tax for operations;
 - c. In the amount of \$170,000,000 for exempt bonds

Taxes are hereby imposed and categorized for the tax year 2023-24 upon the assessed value of all taxable property in the District, as follows:

Type	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	\$5.2781/\$1,000 of assessed valuation	
Local Option Rate tax Levy	\$1.9900/\$1,000 of assessed valuation	
Bonded Debt Levy		\$170,000,000

4. The Budget Committee further resolves that \$0.5038 per \$1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d), Article XI, of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy).
5. The Budget Committee directs submission of the 2023-24 Approved Budget to the TSCC by May 24, 2023, in accordance with ORS 294.431, under the extension as granted by the TSCC.

Portland Public Schools
Adjustments to the 2023-24 Proposed Budget
May 23, 2023
(in thousands)

	Proposed Budget	Adjustment	Recommended Approved Budget
100 - General Funds			
Resources			
Beginning Fund Balance	86,634	8,350	94,984
Local Property and Other Taxes	302,701	-	302,701
Local Option Taxes	116,205	-	116,205
Other Local Sources	48,119	-	48,119
County and Intermediate Sources	8,019	2,000	10,019
State Sources	259,931	-	259,931
Federal Sources	15	-	15
Interfund Transfers	1,750	-	1,750
Other	50	-	50
Total	823,424	10,350	833,774
Requirements			
Instruction	411,595	5,242	416,837
Support Services	362,767	5,109	367,876
Enterprise and Community Svcs	4,194	-	4,194
Debt Service	728	-	728
Transfers of Funds	1,075	-	1,075
Contingency	43,063	-	43,063
Total	823,422	10,351	833,773
200 - Special Revenue Funds			
Resources			
Beginning Fund Balance	73,075	(18,542)	54,533
Property and Other Taxes	320	-	320
Other Revenue from Local Sources	13,340	50	13,390
Intermediate Sources	4,172	1,990	6,162
State Sources	63,478	513	63,991
Federal Sources	92,317	15,789	108,106
Interfund Transfers	75	-	75
All Other Resources	900	-	900
Total	247,677	-200	247,477
Requirements			
Instruction	108,069	-	108,069
Support Services	85,431	(200)	85,231
Enterprise and Community Svcs	32,945	-	32,945
Facilities Acquisition and Construction	606	-	606
Transfers of Funds	-	-	-
Contingency	-	-	-
Unappropriated Ending Fund Balance	20,627	-	20,627
Total	247,678	-200	247,478
300 - Debt Service Funds			
Resources			
Beginning Fund Balance	10,000	-	10,000
Property and Other Taxes	157,472	-	157,472

Other Revenue from Local Sources	89,250	362	89,612
Federal Sources		-	
Bond Proceeds & Premiums		-	
Interfund Transfers	619	-	619
Total	<u>257,341</u>	<u>362</u>	<u>257,703</u>

Requirements

Debt Service	251,655	361	252,016
Unappropriated Ending Fund Balance	5,686	-	5,686
Total	<u>257,341</u>	<u>361</u>	<u>257,702</u>

400 - Capital Projects Funds

Resources

Beginning Fund Balance	399,356	-	399,356
Other Revenue from Local Sources	17,939	-	17,939
Intermediate Sources		-	
State Sources	2,900	-	2,900
Bond Proceeds & Premiums	412,910	-	412,910
Interfund Transfers	1,000	-	1,000
Total	<u>834,105</u>	<u>0</u>	<u>834,105</u>

Requirements

Support Services	2,385	-	2,385
Facilities Acquisition and Construction	831,102	-	831,102
Transfers of Funds	619	-	619
Total	<u>834,106</u>	<u>0</u>	<u>834,106</u>

600 - Internal Service Funds

Resources

Beginning Fund Balance	5,163	-	5,163
Other Revenue from Local Sources	3,817	17	3,834
Total	<u>8,980</u>	<u>17</u>	<u>8,997</u>

Requirements

Support Services	3,630	17	3,647
Contingency	5,351	-	5,351
Total	<u>8,981</u>	<u>17</u>	<u>8,998</u>

All Funds Total

	<u>2,171,528</u>	<u>10,529</u>	<u>2,182,057</u>
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Portland Public Schools
Adjustments to the 2023-24 Proposed Budget
May 23, 2023
(in thousands)

Proposed Resources:	General Funds (100)	Special Revenue Funds	All Other Funds	Total Funds
	\$ 823,424	\$ 247,677	\$ 1,100,426	\$ 2,171,527
Adjustments:				
1. Increase in General Fund Beginning Fund Balance - based on 3rd Quarter financial projections through June 30, 2023.	8,350			8,350
2. Increase Multnomah Educational Service District Transit Revenue - based on current year underspend projections.	2,000			2,000
3. Reclassifying Revenue from BFB to appropriate Revenue line items; net zero change		0		0
4. True up for grants		-200		-200
5. PERS UAL Debt Service increase related to increase spending in Gen Fund			362	362
6. Self Insurance Fund increase related to increase spending in Gen Fund			17	17
Total Resource Changes	10,350	-200	379	10,529
Recommended Approved Resource Budget	\$ 833,774	\$ 247,477	\$ 1,100,805	\$ 2,182,056
	General Funds (100)	Special Revenue Funds	All Other Funds	Total Funds
	\$ 823,424	\$ 247,677	\$ 1,100,426	\$ 2,171,527
Proposed Requirements:				
	Function			
1. Increase in General Fund Instruction for enrollment balancing and teacher retention, including 7 FTE at school sites. Includes true up costs for Substitutes and Extended Hours.	1000	5,242		5,242
2. Increase in General Fund Support Services for middle school supports and safety and security supports, including 16 FTE for Restorative Justice (RJ) Coordinators, 3 FTE for School Climate Specialist, 2 FTE for Student Success Advocates, 18 FTE for Campus Safety Associates, 1 FTE for Campus Safety Supervisor. Includes true up costs for Substitutes and Extended Hours.	2000	5,109		5,109
3. True up for grants	2000	-200		-200
4. PERS UAL Debt Service increase related to increase spending in Gen Fund	5000		362	362
5. Self Insurance Fund increase related to increase spending in Gen Fund	2000		17	17
Total Requirement Changes	10,351	-200	379	10,530
Recommended Approved Requirement Budget	\$ 833,775	\$ 247,477	\$ 1,100,805	\$ 2,182,057

RESOLUTION NO. 6712

Amendment No. 1 to the Fiscal Year 2022-23 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 14, 2022, the Board of Education (“Board”), by way of Resolution No. 6323, voted to adopt an annual budget for the Fiscal Year 2022-23 as required under Local Budget Law; and
- B. Board Policy 8.10.030-AD, “Budget Reallocations - Post Budget Adoption,” establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board; and
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines; and
- D. This Amendment No 1. revises appropriations to align the budget with current projections. Changes in appropriation levels are summarized in Attachment B and include the following major components:
 - i. \$715,000 - General Fund (Fund 100)
 - 1. Increase resources in Other Local Sources
 - 2. Decrease requirements in Instruction
 - 3. Increase requirements in Support Services, Enterprise and Community Services, and Debt Service & PERS UAL
 - ii. \$0 - Special Revenue Fund (Fund 200)
 - 1. Decrease requirements in Instruction and Support Services
 - 2. Increase requirements in Enterprise and Community Services, Facilities Acquisition and Construction, and Transfers of Funds
 - iii. \$606,798,000 - Capital Projects Fund (Fund 400)
 - 1. Increase resources in Beginning Fund Balance, State Sources, and All Other Resources
 - 2. Increase requirements in Support Services, Facilities Acquisition and Construction, and Debt Service & PERS UAL
- E. This resolution is to enable the Board to approve Amendment No. 1 to the annual budget for the Fiscal Year 2022-23, and is allowed under ORS 294.471(a) (b) (c) (d) & (h) which state that the budget may be amended at a regular meeting of the governing body.
- F. The Superintendent recommends approval of this resolution.

RESOLUTION

BE IT RESOLVED that the Board of Directors of Portland Public Schools, hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2022.

RESOLUTION No. 6713

Calendar of Regular Board Meetings School Year 2023-2024

RESOLUTION

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2023-2024 school year:

Portland Public Schools
BOARD OF EDUCATION
Schedule of Regular Meetings
2023-2024 School Year

Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and begin at 6:00 pm on Tuesdays unless otherwise noted.

July 11, 2023	January 23, 2024*
August 8, 2023	February 6, 2024
August 22, 2023*	February 20, 2024*
September 5, 2023	March 5, 2024
September 19, 2023*	March 19, 2024*
October 10, 2023	April 2, 2024
October 24, 2023*	April 23, 2024*
November 7, 2023	May 7, 2024
November 28, 2023*	May 21, 2024*
December 12, 2023	June 11, 2024
January 9, 2024	June 25, 2024*

*Board Study Sessions

RESOLUTION No. 6714

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
Andersen Construction	5/24/23 through 12/31/25	Construction Manager/General Contractor CMGC 93206	Jefferson High School Modernization CM'GC Pre-Construction services Request for Proposals 2023-003	\$1,220,000	D. Jung Fund 458 Dept. 5511 Project DA011	No

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

RESOLUTION No. 6716

The Following Index to the Minutes are offered for Adoption:

- May 23, 2023 – Regular Meeting

