



BOARD OF  
EDUCATION  
Portland Public Schools  
**Regular Meeting**  
July 28, 2020

VIRTUAL MEETING

*In light of current public health concerns related to COVID-19, this meeting will take place virtually.\**

Under the provision of ORS 192.670, the meeting will be streamed live:  
<https://www.youtube.com/user/ppscmms/live>

To request to sign-up for public comment please send an email with your first and last name, and topic to [PublicComment@pps.net](mailto:PublicComment@pps.net), or call Kara Bradshaw at 503-916-3906. Requests for Public Comment will be processed in the order that they are received, and should be received by 12:00 pm on the day of the meeting. Once your spot is confirmed, instructions for addressing the board will be sent to you via email.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time. This meeting may be taped and televised by the media.

**AGENDA**

- I. **7:00 pm - Opening**
- II. **7:05 pm - Consent Agenda: Resolutions 6147 through 6149 (5 min)**  
*Vote- Public Comment Accepted*
  - 1. **RESOLUTION 6147: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority**
  - 2. RESOLUTION 6148: Minutes for Adoption
  - 3. RESOLUTION 6149: Appointment of Custodian Civil Service Board
- III. **7:10 pm - Student and Public Comment (25 min)**
- IV. **7:35 pm - Student Representative's Report (10 min)**
- V. **7:45 pm - Superintendent's Report (10 min)**
- VI. **7:55 pm - 2020 Bond (1 hr)**
  - 1. RESOLUTION 6150: Resolution In Support of Centering Black Student Excellence in Portland Public Schools  
*Vote - Public Comment Accepted*
  - 2. RESOLUTION NO. 6151: A Resolution of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon, Calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$1,208,000,000 of General Obligation Bonds and Providing for Related Matters  
*Vote - Public Comment Accepted*
- VII. **8:55 pm - Initial Update of 2020-21 Board Goals (30 min)**
- VIII. **9:25 pm - Board Committee and Conference Reports (25 min)**
  - 1. Audit Committee
  - 2. Intergovernmental Task Force
  - 3. Policy Committee
  - 4. Rose Quarter I-5 Advisory Committee
  - 5. School Improvement Bond Committee
- IX. **9:50 pm - Other Business / Committee Referrals (5 min)**
- X. **9:55 pm - Adjourn**

**Portland Public Schools Nondiscrimination Statement**

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.*

**July 14, 2020 at 6:00 PM - Regular Meeting**

I. Opening

II. Student Representative Swearing In

III. Superintendent's Report

IV. Student and Public Comment

V. School Re-naming

VI. Fall Reentry Update

VII. Development of 2020 Bond Package

**Action(s):**

Motion Passed (With Subsidiary Motions):

*Motion to approve the proposed bond package that will form a basis for a referral to the voters. This motion, made by Director Andrew Scott and seconded by Director Eilidh Lowery, Passed.*

Subsidiary Motion 1 Failed:

*Motion to amend the proposal to increase the ADA line item by 16 million dollars. This motion, made by Director Julia Brim-Edwards and seconded by Chair Amy Kohnstamm, Failed.*

Subsidiary Motion 2 Passed:

*Motion to combine the ADA line item with the SPED classroom renovations and initiate more in depth engagement to create a plan for the funds. This motion, made by Chair Amy Kohnstamm and seconded by Director Julia Brim-Edwards, Passed.*

Subsidiary Motion 3 Passed:

*Motion to add 10 million for capacity projects. This motion, made by Director Julia Brim-Edwards and seconded by Chair Amy Kohnstamm, Passed.*

Subsidiary Motion 4 Passed:

*Motion to increase the funds for the modernization of Jefferson and the Multiple Pathways to Graduation building to include seismic upgrades to level 4 for all new construction estimated at 8 million dollars. This motion, made by Director Andrew Scott and seconded by Director Michelle DePass, Passed.*

No Action(s) have been added to this Agenda Item.

VIII. Board Leadership

VIII.1. RESOLUTION 6145: Election of Board Chairperson - VOTE *public comment accepted*

**Description:**

**RESOLUTION No. 6145**

Election of Board Chairperson

Director Eilidh Lowery is hereby elected Chairperson of the Board for the period beginning July 14, 2020, until his/or her successor is elected.

**Action(s):**

Motion Passed:

*Motion to nominate Director Lowery as Board Chair. This motion, made by Vice-Chair Rita Moore and seconded by Chair Amy Kohnstamm, Passed.*

No Action(s) have been added to this Agenda Item.

VIII.2. RESOLUTION 6146: Election of Board Vice-Chairperson - VOTE *Public Comment Accepted*

**Description:**

**RESOLUTION No. 6146**

Election of Board Vice-Chairperson

Director Scott Bailey is hereby elected Vice-Chairperson of the Board for the period beginning July 14, 2020, until his/or her successor is elected.

**Action(s):**

Motion Passed:

*Motion to nominate Director Bailey as Board Vice-Chairperson. This motion, made by Director Eilidh Lowery and seconded by Director Andrew Scott, Passed.*

No Action(s) have been added to this Agenda Item.

IX. Policies for a Second Reading

IX.1. RESOLUTION 6144: Students' Rights Regarding Searches of Person and Property Policy 4.30.040-VOTE *Public Comment Accepted*

**Description:**

**RESOLUTION No. 6144**

Resolution to Approve 4.30.040-P Students' Rights Regarding Searches of Person and Property

- A. This policy was last updated in 2002 and did not fully reflect the District's vision of the educational experience desired for its students.
- B. The policy has been revised to provide additional protections for students, primarily in the requirement that parents and guardians be provided notice, and give consent, prior to student interviews by law enforcement.
- C. The revised policy requires the District to track all searches conducted on District property.
- D. The revisions were informed by student and community recommendations garnered through stakeholder engagement sessions during the 2019-2020 school year.
- E. The revised policy had its first reading before the Board on June 11, 2020. Since its public posting, staff reached out to stakeholders for additional input. There have been no public comments made regarding the amendments.

**RESOLUTION**

The Board of Education hereby votes to approve 4.30.040-P Students' Rights Regarding Searches of Person and Property.

**Action(s):**

Motion Passed:

*Motion to approve Resolution 6144. This motion, made by Director Scott Bailey and seconded by Vice-Chair Rita Moore, Passed.*

No Action(s) have been added to this Agenda Item.

X. Board Committee and Conference Reports

X.1. Audit Committee

X.2. Intergovernmental Task Force

X.3. Policy Committee

X.4. Rose Quarter I-5 Advisory Committee

X.5. School Improvement Bond Committee

XI. Other Business / Committee Referrals

XII. Consent Agenda - VOTE *Public Comment Accepted*

**Description:** Approval of Resolutions 6137 through 6143

**Action(s):**

Motion Passed:

*Motion to approve resolutions 6137 through 6143. This motion, made by Director Andrew Scott and seconded by Director Eilidh Lowery, Passed.*

No Action(s) have been added to this Agenda Item.

XII.1. RESOLUTION 6137: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

**Description:**

**RESOLUTION No. 6137**

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 Administrator, Funding Source
Broadway Cab, LLC	7/15/20 through 6/30/25	Services S 69722	Provide transportation services to District students who are unable to be served by a school bus and as determined by their IEP. Approved	\$1,000,000	C. Hertz Fund 101 Dept. 5560

			Special Class Procurement - Secure, Specialized Transportation for Special Needs Students PPS-47-0288(19)		
Solidarity Cab Cooperative DBA Union Cab Cooperative	7/15/20 through 6/30/25	Services S 69739	Provide transportation services to District students who are unable to be served by a school bus and as determined by their IEP. Approved Special Class Procurement - Secure, Specialized Transportation for Special Needs Students PPS-47-0288(19)	\$1,700,000	C. Hertz Fund 101 Dept. 5560
Mojo's Transportation, Inc.	7/15/20 through 6/30/25	Services S 69740	Provide transportation services to District students who are unable to be served by a school bus and as determined by their IEP. Approved Special Class Procurement - Secure, Specialized Transportation for Special Needs Students PPS-47-0288(19)	\$2,500,000	C. Hertz Fund 101 Dept. 5560
Lexia Learning Systems LLC	8/1/20 through 8/1/21	Digital Resource DR 69763	Lexia Learning license/training for all K-5 students. Approved Special Class Procurement - Copyrighted Materials and Creative Works PPS-47-0288(4)	\$720,000	K. Cuellar Funding Source Varies
Delta Connects, Inc.	7/15/20 through 10/30/20	Construction C 69663	Jefferson High School HVAC Steam Valve Replacement	\$152,508	C. Hertz Fund 445 Dept. 5597 Project K0168

			Invitation to Bid - Construction 2020-2788		
Smartest EDU, Inc.	7/15/20 through 7/15/23	Digital Resources DR 69757	District license and tool supporting instruction and assessment. Approved Special Class Procurement - Copyrighted Materials and Creative Works PPS-47-0288(4)	\$421,000	K. Cuellar Fund 205 Dept. Varies Grant G2000

**NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")**

No New IGAs

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments

**XII.2. RESOLUTION 6138: Revenue Contract that Exceed \$150,000 for Delegation of Authority**

**Description:**

**RESOLUTION No. 6138**

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

**RECITAL**

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

**RESOLUTION**

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

**NEW REVENUE CONTRACTS**

No New Revenue Contracts

**NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")**

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Gresham-Barlow School District	9/1/20 through 6/30/21	Intergovernmental Agreement / Revenue IGA/R 69701	School age classroom services for Deaf/Hard of Hearing regionally eligible children placed by Gresham Barlow in a DHH	\$150,275	K. Cuellar Fund 299 Dept. 5422 Grant S0031

			Classroom, K through High School.		
David Douglas School District	9/2/20 through 6/30/21	Intergovernmental Agreement / Revenue IGA/R 69704	School age classroom services for Deaf/Hard of Hearing regionally eligible children placed by David Douglas in a DHH Classroom, K through High School.	\$229,300	K. Cuellar Fund 299 Dept. 5422 Grant S0031
Centennial School District	9/1/20 through 6/30/21	Intergovernmental Agreement / Revenue IGA/R 69744	School age classroom services for Deaf/Hard of Hearing regionally eligible children placed by Centennial SD in a DHH Classroom, K through High School.	\$231,650	K. Cuellar Fund 299 Dept. 5422 Grant S0031

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

No Amendments to Existing Revenue Contracts

XII.3. RESOLUTION 6139: A Resolution Regarding Depository Banks for the Funds of the Portland Public School District (School District No. 1-J, Multnomah County Oregon)

**Description:**

**RESOLUTION No. 6139**

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

**RECITALS**

- A. At the beginning of each fiscal year, the Portland Public Schools Board of Education, establishes depositories for school funds (ORS 328.441, 294.805 - 294.895).
- B. The District desires to pass a resolution to name official depositories during the 2020-21 fiscal year.

**RESOLUTION**

- 1. RESOLVED that the following depositories are hereby, approved as official depositories of Portland Public Schools funds during the 2020-21 fiscal year:

**Institution**

- U.S. Bank
- Wells Fargo Bank
- Umqua Bank
- Washington Federal Bank
- Willamette Bank
- BNY - Mellon Bank
- JPM Chase Bank
- Bank of America
- Local Government Investment Pool (LGIP)

2. RESOLVED that any of the following of the District's officers [designate titles only]; and in their absence as the Superintendent designates:

**Deputy Superintendent of Business & Operations**

**Chief Financial Officer**

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

3. RESOLVED, that any one of the following of the District's officers [designate titles only]:

**Director of Financial Services**

**Senior Manager/Treasury**

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

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

**XII.4. RESOLUTION 6140: Appointment of Budget Officer**

**Description:**

**RESOLUTION No. 6140**

**Appointment of Budget Officer**



**RECITALS**

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

**RESOLVED**

The Portland Public Schools Board of Education designates Deputy Superintendent, Business & Operations Claire Hertz as Budget Officer of Portland Public Schools for the 2020-21 fiscal year.

XII.5. RESOLUTION 6141: Appointment of Clerk and Deputy Clerks

**Description:**

**RESOLUTION No. 6141**

Appointment of Clerk and Deputy Clerks

**RECITALS**

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks for the 2020-21 fiscal year.
- B. ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy Clerks may also be appointed.

**RESOLVED**

- 1. The Portland Public Schools Board of Education appoints Superintendent Guadalupe Guerrero as Clerk of Portland Public Schools for the 2020-21 fiscal year.

The Portland Public Schools Board of Education appoints Deputy Superintendent of Business & Operations Claire Hertz and Director of Purchasing & Contracting Emily Courtnage as Deputy Clerks of Portland Public Schools for the 2020-21 fiscal year.

XII.6. RESOLUTION 6142: Appointment of Financial Auditor

**Description:**

**RESOLUTION No. 6142**

Appointment of Financial Auditor

**RECITALS**

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a financial auditor for the 2020-21 fiscal year.
- B. ORS 328.456, 327.137, 297.405 require the appointment of a financial auditor for the School District.

**RESOLVED**

The Portland Public Schools Board of Education appoints Talbot Korvola & Warwick (TKW) to serve as the financial auditor for the 2020-21 fiscal year.

**XII.7. RESOLUTION 6143: Adoption of Minutes**

**Description:**

**Resolution No. 6143**

The Following Minutes are offered for Adoption:

June 11, 2020 - Special Meeting

June 11, 2020 - Regular Meeting

June 23, 2020 - Regular Meeting

**XIII. Adjourn**

## Special Meeting Minutes

Tuesday, July 21, 2020 7:30 PM

501 N. Dixon St, Portland, OR 97227

### Attendance

Director Scott Bailey: Present, Director Julia Brim-Edwards: Present, Director Michelle DePass: Present, Chair Amy Kohnstamm: Present, Director Eilidh Lowery: Present, Vice-Chair Rita Moore: Present, Director Andrew Scott: Present.

Note: Director Bailey lost connection to the video midway through the meeting, but remained in attendance by watching the live stream and text messaging questions, comments and votes to Board Chair Lowery.

### I. Development of 2020 Bond Package - ADA Transition Plan

Motion to approve the proposal to inform the bond referral. This motion, made by Director Julia Brim-Edwards and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yea, Director Julia Brim-Edwards: Yea, Director Michelle DePass: Yea, Chair Amy Kohnstamm: Yea, Director Eilidh Lowery: Yea, Vice-Chair Rita Moore: Yea, Director Andrew Scott: Yea

Yea: 7, Nay: 0

Motion to amend the proposal by disaggregating the line items for Special Education Classroom Upgrades and ADA accessibility, and by changing the title Special Education Classroom Upgrades to Special Education Investments. This motion, made by Chair Amy Kohnstamm and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yea, Director Julia Brim-Edwards: Yea, Director Michelle DePass: Yea, Chair Amy Kohnstamm: Yea, Director Eilidh Lowery: Yea, Vice-Chair Rita Moore: Yea, Director Andrew Scott: Yea

Yea: 7, Nay: 0

### II. Adjourn



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Kara Bradshaw  
Executive Assistant  
Portland Public School

**CAPTION (10 words)**

Bonds to Improve Health, Safety, Learning by Modernizing, Repairing Schools

**QUESTION (20 words + required language)**

Shall Portland Public Schools repair, modernize schools; replace technology, curriculum; by issuing bonds estimated to maintain current tax rate?

If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

**SUMMARY (175 words)**

Measure authorizes up to \$1.208 billion in principal amount of general obligation bonds for facilities and education investments. Measure is not expected to increase tax rates above previous targets, because debt service is scheduled to decline.

If approved, this measure would finance capital costs, including projects that:

- Provide curriculum materials, technology, accessibility improvements;
- Repair/ or replace roofs, mechanical systems;
- Renovate/replace schools, including Jefferson, Benson, a facility for alternative school programs; design renovation/replacement of Cleveland and Wilson; plan and design additional capacity;
- Develop a culturally-responsive community plan, make targeted investments in facilities in North/Northeast Portland;
- Strengthen building security; seismic safety.

Requires citizen accountability/oversight; independent audits of projects and expenditures.

Bonds may be issued in one or more series, with each series maturing in 30 years or less.

Due to declining debt service, measure is not expected to increase PPS's bond tax rate above \$2.50/\$1,000 of assessed value, the same rate that has been targeted

since the 2017 bond issue. Actual rates may differ based on interest rates and changes in assessed value.

### **EXPLANATORY STATEMENT (500 words)**

In 2012 and 2017, voters approved capital bonds that funded improvements to many of Portland Public Schools' aging buildings, creating modern, safer places for students to learn.

Over the past eight years:

- Roosevelt, Franklin, and Grant High Schools were modernized, Faubion PK-8 rebuilt, full plans for Benson High Schools's modernization was completed; and
- Madison High Schools's modernization and rebuilds of Lincoln High School and Kellogg Middle School are underway.

In addition, the bond program has addressed infrastructure needs at every school throughout district:

- Replacing plumbing to remove lead, improve water quality;
- Removing or encapsulating exposed lead paint and asbestos;
- Upgrading fire alarm and sprinkler systems;
- Repairing or replacing leaking or deteriorating roofs, with improved seismically strengthened roofs;
- Seismic retrofitting;
- Improving accessibility for people with disabilities;
- Mitigating radon exposure;
- Strengthening school safety and security; and
- Upgrading science labs.

The proposed bonds would fund additional health, safety, and learning needs in schools across the district, while continuing PPS's plan to comprehensively address facility needs by modernizing all of our schools over the long term. These priorities are informed by the recently released Facilities Condition Assessment and community engagement.

If approved, this measure would finance capital costs, including projects that address COVID-related needs.

If approved by voters, this measure is not expected to increase tax rates above the level targeted by the 2017 bond.

## **What would the bonds fund?**

### **Educational Investments**

- Replace outdated, incomplete textbooks and curriculum materials with comprehensive, culturally relevant, and current curriculum materials across core and supplemental subject areas;
- Replace or provide student tablets and laptops to provide equitable access and to support classroom and distance learning, and update classroom and district technology; and
- Provide flexible, adaptive special education learning spaces and technology tools.

### **Health & Safety Investments**

- Remove barriers to accessibility in schools across the district;
- Repair or replace leaking or deteriorating school roofs;
- Seismically retrofit up to three schools;
- Repair or replace high-priority mechanical systems (heating, cooling and ventilation); and
- Update classroom door locks, install security camera systems, and upgrade or replace intrusion alarm systems to strengthen security.

### **School Modernizations & Rebuilds**

- Modernize Jefferson High School; master plan and design toward a Center for Black Student Excellence community vision, and fund initial focused investments in neighborhood schools and facilities in North and Northeast Portland aligned with the plan.
- Design and complete pre-construction work to modernize Cleveland and Wilson High Schools; plan and design for additional capacity, including at Roosevelt High School; and
- Complete Benson Polytechnic High School and construct an alternative school programs building on Benson's campus.

## **What would the bonds cost?**

Because the tax rate on existing bonds are scheduled to decline, PPS's bond tax rate is not expected to exceed \$2.50 per \$1,000 of assessed value, the same level previously targeted in the 2017 bond.

The total principal amount of bonds authorized by this measure cannot exceed \$1.208 billion.

### **Oversight and Accountability**

A group of community members will review reports and independent audits of bond expenditures to provide accountability to the public.

Submitted by

**CAPTION (10 words)**

Bonds to Improve Health, Safety, Learning by Modernizing, Repairing Schools

**QUESTION (20 words + required language)**

Shall Portland Public Schools repair, modernize schools; replace technology, curriculum; by issuing bonds estimated to maintain current tax rate?

If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

**SUMMARY (175 words)**

Measure authorizes up to \$1.208 billion in principal amount of general obligation bonds for facilities and education investments. Because previous bond rate is scheduled to decline, measure is not expected to increase tax rates.

If approved, this measure would finance capital costs, including projects that:

- Provide curriculum materials, technology, accessibility improvements;
- Renovate/replace schools, including Jefferson, Benson, a facility for alternative programs; design renovation/replacement of Cleveland and Wilson; plan and design additional capacity;
- Develop a culturally-responsive community vision, make targeted investments in facilities in North/Northeast Portland;
- Repair or replace roofs, mechanical systems; and
- Strengthen building security; seismic safety.

Requires citizen accountability and oversight; audits of projects and expenditures.

Bonds may be issued in one or more series, with each series maturing in 30 years or less.

Due to declining debt service, measure is not expected to increase PPS's bond tax rate above \$2.50/\$1,000 of assessed value, the same rate that has been targeted



since the 2017 bond issue. Actual rates may differ based on interest rates and changes in assessed value.

**EXPLANATORY STATEMENT (500 words)**

In 2012 and 2017, voters approved capital bonds that funded improvements to many of Portland Public Schools' aging buildings, creating modern, safer places for students to learn.

Over the past eight years:

- Roosevelt, Franklin, and Grant were modernized, Faubion PK-8 rebuilt, full plans for Benson’s modernization completed; and
- Madison’s modernization and rebuilds of Lincoln and Kellogg Middle School are underway.

In addition, the bond program has addressed infrastructure needs at every school throughout district:

- Replacing plumbing to reduce lead, improve water quality;
- Removing or encapsulating exposed lead paint and asbestos;
- Upgrading fire alarm and sprinkler systems;
- Repairing or replacing leaking or deteriorating roofs, with improved seismically strengthened roofs;
- Seismic retrofitting;
- Improving accessibility for people with disabilities;
- Mitigating radon exposure;
- Strengthening school safety and security; and
- Upgrading science labs.

The proposed bonds would fund additional health, safety, and learning needs in schools across the district, while continuing PPS’s plan to comprehensively address facility needs by modernizing all of our schools over the long term. These priorities are informed by the recently released Facilities Condition Assessment and community engagement.

If approved by voters, this measure is not expected to increase tax rates above the level targeted by the 2017 bond.

### **What would the bonds fund?**

#### **Educational Investments**

- Provide comprehensive, culturally relevant, and current curriculum materials across core and supplemental subject areas;
- Replace or provide student tablets and laptops to provide equitable access and to support distance and classroom learning, and update classroom and district technology; and
- Provide flexible, adaptive special education learning spaces and technology tools.

#### **Health & Safety Investments**

- Remove barriers to accessibility in schools across the district;
- Repair or replace leaking or deteriorating school roofs;
- Seismically retrofit up to 3 smaller schools;
- Repair or replace high-priority mechanical systems (heating, cooling and ventilation);  
and
- Update classroom door locks, install security camera systems, and upgrade or replace intrusion alarm systems to strengthen security.

### **School Modernizations & Rebuilds**

- Modernize Jefferson High School, and master plan, design, and fund initial focused investments in neighborhood schools and facilities in North and Northeast Portland, toward a community vision of a Center for Black Student Excellence;
- Design and complete pre-construction work to modernize Cleveland and Wilson High Schools, and add capacity to Roosevelt High School; plan/design for additional capacity;  
and
- Complete Benson Polytechnic High School and construct an alternative programs building on Benson's campus.

### **What would the bonds cost?**

Because the tax rate on existing bonds are scheduled to decline, PPS's bond tax rate is not expected to exceed \$2.50 per \$1,000 of assessed value, the same level previously targeted in the 2017 bond.

The total principal amount of bonds authorized by this measure cannot exceed \$1.208 billion.

### **Oversight and Accountability**

An independent group of community members will review quarterly reports and audits of how the bond dollars are being spent to provide accountability to the public until construction is completed.

Submitted by

## **MEMORANDUM**

**Date:** July 24, 2020

**To:** Portland Public Schools Board of Education

**From:** Bond Accountability Committee (BAC)

**Subject:** 2020 Bond

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The Bond Accountability Committee (BAC) Charter was amended last October to add a requirement for review of future District bond planning, including cost estimating processes and risk management strategies. The Charter instructs the BAC to provide, as requested, advice on these matters to the Board.

A handful of relatively informal meetings occurred in late 2019 and early 2020 for staff to update the BAC on development of a 2020 bond. However, it was not until three bond options had been crafted in June that the BAC was really able to dive into this exercise. Accordingly, the BAC met virtually with staff (and others, including some Board members) on June 25th and 30th, and again on July 23th.

It is well established that the District's capital needs far exceed the capacity of a 2020 bond. We did not consider, and offer no opinion on, the choice of projects that are included in the bond package and which are deferred to future referrals.

Staff provided substantial back-up documentation in advance of each of our meetings in support of current cost estimates and made available subject-expert staff to discuss them during the meetings. The BAC raised questions and/or made suggestions during those meetings on items such as:

- Calculation of the 2017 shortfall (including consideration of program contingency, future interest earnings, expected project COVID-related costs, etc.);
- Current Benson High School estimate and reduced contingency;
- Multiple Pathways to Graduation estimate assumptions and exclusions;
- Jefferson High School scope, schedule, and estimate assumptions;
- Risks associated with proceeding with design of Wilson and Cleveland High Schools;
- Apparent spreadsheet inconsistencies;
- Rationale for Administration estimate;
- Escalation assumptions generally;
- Arguments for various levels of program contingency; and
- Recommendations to address seismic enhancement for new structures.

Staff gave appropriate consideration of these issues and either made changes or further supported the current estimates. There was full transparency as the estimates evolved.

It is important to note that as the degree of specificity of work items' scope varies, so too must estimating processes and risk assessments. For instance, the Center for Black Student Excellence represents a vision rather than a definitive project at this time, so the cost estimate represents a good faith assessment of what will be required to bring that vision to fruition. Accordingly, it will be important to clearly state this in the bond's explanatory language.

Similarly, the language should explain that the cost estimate for Jefferson High School is based on one of several preliminary design options and that further work will be needed to define the actual project. The purpose of the final program contingency should also be transparently defined and explained.

The BAC commends staff for responding to every question, concern and suggestion with equanimity despite extraordinary time pressures and other difficulties caused by these challenging times. Their responses have been supported by solid data and/or good professional judgment.

**The BAC is pleased to advise the Board that, in our judgment, the proposed bond package is appropriately backed by robust, professional cost estimating processes and risk management considerations.**

JULY 28, 2020

## Portland Public Schools 2020 School Bond Renewal

<b>Proposed Bond Renewal Option</b>	
BONDS TO IMPROVE HEALTH, SAFETY, LEARNING BY MODERNIZING, REPAIRING SCHOOLS <i>Shall Portland Public Schools repair, modernize schools; replace technology, and update curriculum; by issuing bonds estimated to maintain current tax rate?</i>	
<b>Educational &amp; Accessibility Improvements:</b>	<b>\$228.8M</b>
Curriculum	53.4M
Technology	128.2M
Special Education Investments	13.4M
ADA Accessibility	33.8M
<b>Health &amp; Safety Projects</b>	<b>\$183.8M</b>
Roofs	65.7M
Mechanical	75.0M
Security	25.9M
Seismic	17.2M
<b>Modernizations &amp; Rebuilds:</b>	<b>\$639.0M</b>
Jefferson High School: Modernization	311.0M
Center for Black Student Excellence: Planning, Design, Phased Construction	60.0M
Cleveland/Wilson High Schools: Planning, Design, Pre-Construction	40.0M
Benson Polytechnic High School: Completion	152.0M
Multiple Pathways to Graduation: Facility Construction	64.0M
Capacity/Enrollment/Design	12.0M
Management (6%):	63.0M
Program Contingency excluding Curriculum and Technology (10%):	93.3M
<b>Total</b>	<b>\$1.208B</b>

The proposed bond is expected to maintain a rate of \$2.50, which is the same rate that was estimated in 2017, with a plan to return to voters for another renewal at the same rate in 2024.

As currently proposed, the 2020 School Bond Renewal includes the following investments:

### **Proposed Educational & Accessibility Investments**

- \$53.4 million to adopt comprehensive, culturally relevant, accessible and differentiated current curriculum and instructional resources and materials, across core subject areas, including language arts, math, science, the arts and social emotional learning. This investment would provide students with high-quality, standards-based instructional materials, would allow for a return to the Oregon textbook adoption cycle, and would support more innovative PPS vision-oriented courses of study (e.g. climate justice, ethnic studies, middle school redesign, experiential education and portfolios, computer

*JULY 28, 2020*

science, differentiated instruction).

- \$128.2 million to provide equitable access to technology, including assistive technology, replacement of tablets or Chromebook laptops for students, and updates PPS' core technology infrastructure.
- \$13.4 million to improve and modify teaching and learning environments across the district to ensure more students with special needs have accessible, flexible and adaptive opportunities that promote inclusive practices and provide specific supports and \$33.8 million to remove barriers to accessibility at the main level District-wide.

### **Proposed Health & Safety Investments**

- \$65.7 million to repair or replace leaking or deteriorating school roofs at up to 12 sites.
- \$75 million to replace or repair approximately 15 highest priority mechanical systems—which heat and cool buildings—with additional funding available for smaller mechanical projects.
- \$25.9 million to upgrade all classroom door locks to current district standard, install additional security camera systems, and upgrade or replace intrusion alarm systems in schools that have not been modernized.
- \$17.2 million to retrofit up to 3 of the smallest schools on the City of Portland Unreinforced Masonry database, in coordination with full roof replacement.

### **Proposed Modernizations & Rebuilds**

- \$311 million to modernize Jefferson High School in line with a recent master plan concept design.
- \$60 million to fund additional master planning, design and initial implementation, including focused investments in the neighborhood schools surrounding Jefferson High School, toward a community vision of a Center for Black Student Excellence.
- \$40 million for intensive design and pre-construction planning for modernization of Cleveland and Wilson High Schools. Voters could be asked to approve funding for construction in 2024 for Cleveland and Wilson, keeping both high schools on track for modernization.
- \$152 million to complete the modernization of Benson Polytechnic High School—a historic building that will cost more to modernize than was originally estimated in the 2017 bond.
- \$64 million to build a new Multiple Pathways to Graduation programs facility on the Benson campus, providing space to support the diverse and specific needs of students with programs like Alliance at Benson and Meek, DART/Clinton, Teen Parent Childcare, and Reconnection Services & Program.
- \$2 million to support the design planning for the Roosevelt High School final phase to meet 1700 student capacity.



*Relmaging Education During the Pandemic*



**PORTLAND  
PUBLIC  
SCHOOLS**

**Brenda Martinek**, Chief of Student Support Services

**Luis Valentino**, Chief Academic Officer

**Shawn Bird**, Chief of Schools

**Don Wolff**, Chief Technology Officer

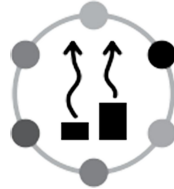


# Presentation Outline

- Review guiding principles
- Factors informing decisions
- Highlights of message to community
- ODE requirements for distance learning
- Planning and expectations for student experience
- Review available supports for students
- Next steps



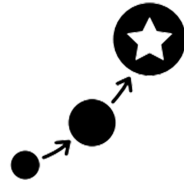
# Comprehensive Distance Learning Guiding Principles



*System Shift: Racial Equity Aligned Systems, Structures & Culture*  
Center Racial Equity & Social Justice



*System Shift: A Culture of  
Physical & Emotional Safety*  
Ensure Health & Wellness  
for Staff, Students &  
Buildings



*System Shift: Transformative  
Curriculum & Pedagogy*  
Strengthen & Innovate the  
Instructional Core



*System Shift: A Connected &  
Transformative School District*  
Cultivate Connection &  
Relationship



# **Two Crises: Global Pandemic and Fight for Racial Justice**

- 1. At PPS we understand that Communities of Color are disproportionately impacted by COVID-19**
- 2. At PPS we mobilize to end Racial violence at the hands of institutions**

## **This Means that Reentry Planning and Decision making:**

- Everyone at PPS takes responsibility to understand these issues and the historical context through education and identifying opportunities to raise these issues in their area of expertise.
- Everyone at PPS acknowledges the differential impact when communicating about COVID-19 to students, families, staff and community.

# Informing Our Decisions

- Governor's guidance regarding phased county re-opening criteria
- [Oregon Department of Education \(ODE\)](#), Oregon Health Authority (OHA) and other governmental guidance
- [Communicable Disease Management Plan \(CDMP\)](#)
- [External Health Advisory Team](#)
- District Management Group (DMG) cross-national planning & peer reviews
- [RESJ Framework](#) & [Lens](#) and [Guiding Principles](#)
- Workgroups' research and recommendations
- Advisory teams (principals and teachers)
- Surveys (parents and staff)
- [Focus Groups \(Parents and Students\)](#)
- Service Provider Partners



## Message to Families/Staff Today

- Health and well-being reasons for today's decision
- Begin school year in a fully Comprehensive Distance Learning model on September 2
- First two weeks focused on student supports, teacher-student connection and building relationships, and technology platform orientation
- Start with comprehensive online teaching & learning on September 14
- Continue online until at least November 5 (end of first quarter)
- Communicate a decision to shorten or lengthen online by October 10
- Meals still provided / Support for connection and relationship building and mental health supports continue
- Technology roll out will be communicated next week



# ODE Comprehensive Distance Learning Requirements

## INSTRUCTIONAL TIME 2020-21 SCHOOL YEAR

TEACHER-FACILITATED  $\geq$  50% + APPLIED LEARNING  $\leq$  50% + OTHER

- Instructional time: 900-990 hours
- Can include up to 90 hrs professional development and 90 hrs parent/ family engagement.
- Attendance taken
- Grades given
- State assessments
- Division 22 standards enforced

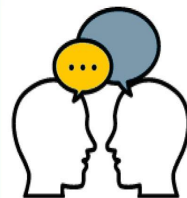


Synchronous/Asynchronous learning experience planned and guided by a licensed teacher.

Synchronous opportunities, either on-site or off-site, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.



Learning experiences that allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.



- Teacher Professional Development
- Parent/Family Contacts (guidance, support, communication, and parent/teacher conferences)



# Comprehensive Distance Learning Premise

- Comprehensive Distance Learning centers around the core values of **care, connection, and continuity of learning**
- Students will receive a comprehensive learning experience
- Educators will connect with students daily
- Families will receive focused supports and training for digital learning tools
- Comprehensive Distance Learning will include:
  - Centrally & teacher-designed lessons
  - Integrated district-wide support services



# COMPREHENSIVE DISTANCE LEARNING REQUIRED ELEMENTS

## ACADEMIC CONDITIONS



Teaching and  
Learning



Instructional  
Time



Assessment, Grading,  
and Reporting Progress

## OPERATIONAL CONDITIONS



Nutrition



Attendance



Clubs and  
Extracurricular Activities

## STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and  
Emotional Health



Partnering with Parents,  
Families, and Caregivers

## DIGITAL LEARNING NEEDS



Infrastructure



Devices



Software  
Systems



Digital  
Content



Professional  
Development & Training

# Comprehensive Distance Learning Planning Areas

- Set Goals/Define Success
- Academic Conditions
- Operational Conditions
- Student & Family Support
- Digital Learning Needs







# Recommended Schedule - First two weeks

## Grades K - 5

### Prior to August 27th

#### Every family receives...

- A device (if needed)
- Access to asynchronous, multilingual webinars on Seesaw & Google Meet
- Access to small group support sessions on accessing tech & platforms
- Outreach from a counselor, SW, or admin if “disengaged” last spring

### August 27th - 28th

#### Every teacher receives...

- Start-up PD focused on:
  - Staff community-bldg
  - Overview of fall expectations & plans
  - Family & student engagement (with an emphasis on trauma-informed practices & RESJ approaches)
  - Teachers start family phone calls/chats

### Aug 31st-Sept 1st

#### Teachers move into the work...

- Every family receives a phone call/chat with their teacher
- Every PLC meets to debrief & plan
- Every teacher has personal planning time
- Every teacher has time to complete asynchronous PD

### Sept 2 - Sept 11

#### Student engagement/ instruction begins...

- One synchronous whole class mtg/day for connection and relationship building
- One practice Seesaw lesson/day
- Follow-up with students/families who are not engaged
- Continued PLC/planning
- Continued PD

# Recommended structure of the day starting 9/14:

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast (optional lunch pickup)				
Whole class day opener, focus on Social Emotional Learning				
Morning Instruction with teacher and small group or independent work				
Lunch				
Afternoon Instruction with teacher and small group or independent work				



# High School

- 4 classes each semester, for a total of 8 classes for the year.
- Modifications for AP/IB students
- Additional support for students (i.e., English learners, students with disabilities)
- Standardized platform for ease of course access
- Students follow a “bell schedule” and meet with their teacher for instruction and will complete work offline.
- Attendance taken and grades reported
- Support for Black/Latinx/Native students with community-based partners





# Recommended Schedule - High School

Fall Semester	Spring Semester
English 1-2	Social Science
Algebra 1-2	NGSS Physics
World Language	Physical Education
Freshman Seminar	Elective



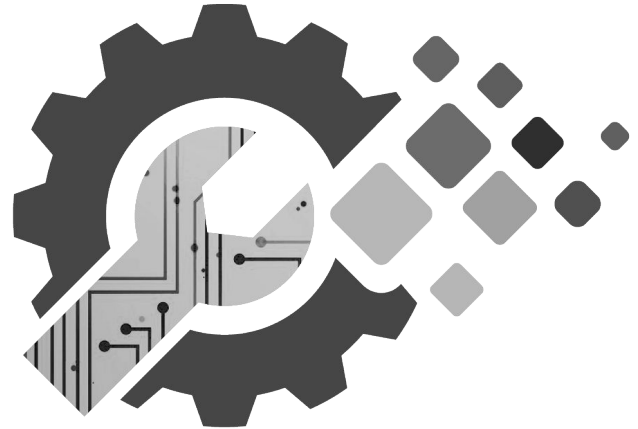


## Recommended Schedule - High School Modified “Light Schedule”

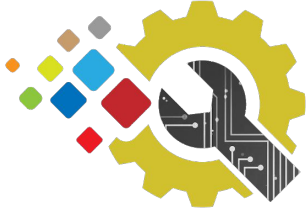
Fall Semester	Spring Semester
English 1-2	Social Science
Algebra 1 World Language	Algebra 1 World Language
NGSS Physics	Physical Education
Freshman Seminar	Elective

# Digital Learning Supports

- Core content units and instructional resources in Atlas
- Learning Management Systems:
  - Seesaw PK - 5
  - Canvas 6 - 12
- Digital Toolkit: discipline-based and other digital resources
- High-quality professional development on distance learning best practices and PPS Digital Toolkit - [pps.net/digitaltoolkit](https://pps.net/digitaltoolkit)







# PPS Digital Toolkit

Instruction and Lesson Design Tools	Creation and Engagement Tools	Curriculum and Content --> <a href="#">Link to Atlas</a> <--		
<a href="#">Canvas (6-12)*</a> <a href="#">Clever</a> <a href="#">Formative*</a> <a href="#">Google G Suite Tools</a> <a href="#">Google Meet</a> <a href="#">NearPod*</a> <a href="#">Remind</a> <a href="#">Seesaw (K-5)</a> <a href="#">Vision</a>	<a href="#">Adobe Spark</a> <a href="#">Book Creator</a> <a href="#">Flipgrid</a> <a href="#">Formative*</a> <a href="#">Google G Suite Tools</a> <a href="#">Nearpod*</a> <a href="#">Padlet</a> <a href="#">Screencastify</a> <a href="#">WeVideo</a>	<b>General</b> <hr/> <a href="#">Co:Writer</a> <a href="#">Learn360</a> <a href="#">Snap&amp;Read</a> <a href="#">Sora</a> <a href="#">Tumblebooks</a> <a href="#">TeenbookCloud</a> <a href="#">WorldBook</a>	<b>Humanities</b> <hr/> <a href="#">Common Lit*</a> <a href="#">Lexia Core 5*</a> <a href="#">Lexia PowerUp*</a> <a href="#">Reading A-Z*</a> <a href="#">Time For Kids*</a>	<b>STEAM</b> <hr/> <a href="#">Desmos*</a> <a href="#">Dreambox*</a> <a href="#">Focused Fitness*</a> <a href="#">GeoGebra*</a> <a href="#">Lab-Aids SEPUP</a> <a href="#">MLC Apps</a>

# Technology Roll Out & Communication Plan

## Family Communication

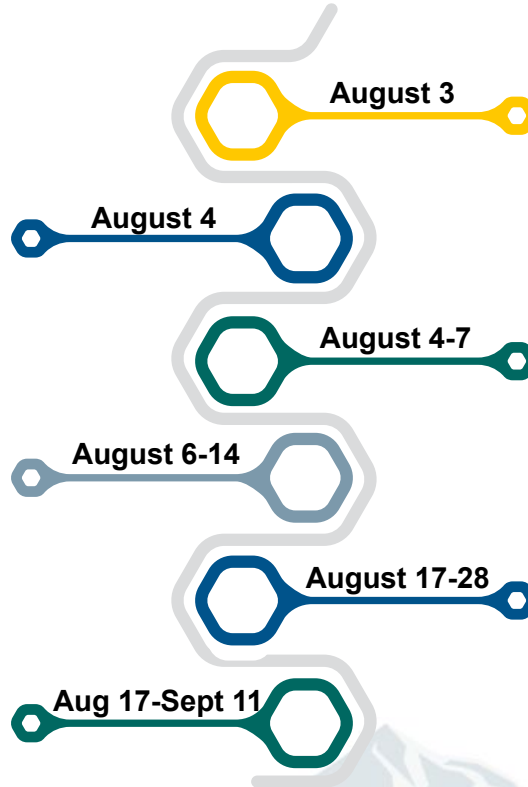
Communications to families detailing the timeline and process for requesting and receiving devices.

## OTIS Delivery

OTIS staff will deliver devices to schools.  
This may extend beyond August 16 as needed from incoming requests.

## Centralized Call Center

Maintain a centralized call center for support around all technology needs; tech support, access support, where to access, etc. May extend beyond Sept. 11 as needed.



## Principal Communication

Communication to principals detailing the process for getting information from families, device distribution, and delivery based at the local school.

## Schools and Families

Schools work with families to determine need and collect information to provide to OTIS for fulfillment.

## Family Pick-up

Families pick up requested devices from their home school location. This may extend beyond August 28 as needed from incoming requests.





## **Next Steps - In process**

- Specific sample student schedules, “day in the life”
- Athletics / extracurricular activities / clubs
- Kindergarten experience
- Support & guidance for EL and Immersion students
- Special education services
- Racial equity strategies for students of color
- Collaboration with culturally-specific partners
- Call Center for families needing translated supports
- Planning child care for families and staff



**For updates, please see  
PPS Reentry Resources:**

- [pps.net/coronavirus](https://pps.net/coronavirus)
- [pps.net/fall2020](https://pps.net/fall2020)
- [Feedback form](#)





**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF BUSINESS & OPERATIONS**

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3380

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

**Date:** July 23, 2020

**To:** Board of Education

**From:** Claire Hertz, Deputy Superintendent of Business and Operations  
Kregg Cuellar, Deputy Superintendent of Instruction and School Communities  
Dan Jung, Chief Operations Officer

**Subject:** General Obligation Bond Referral

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Following the July 14, 2020, and July 21, 2020 board meetings staff has developed a ballot title, summary, explanatory statement and resolution referring a general obligation bond measure to voters in the November 2020 general election. This staff report and related attachments summarize the school construction bond proposal identified by the Board.

**BACKGROUND**

PPS's adopted Long Range Facilities Plan identifies the District's intent to request voter approval on capital construction bonds on a 4-year cycle, aligned with the presidential election. This plan and ballot cycle is intended to support a multi-decade, multi-billion-dollar capital improvement program designed to modernize PPS's aging building portfolio.

Voters approved capital construction bonds in November 2012 and July 2017 for \$482 million and \$790 million, respectively. These bond proceeds have funded capital projects to fully renovate or replace Roosevelt High School, Franklin High School, Grant High School, Lincoln High School, Madison High School, Benson Polytechnic High School with Multiple Pathways to Graduation programs, Faubion PK-8, and Kellogg Middle School. Additional critical improvements funded by the 2012 and 2017 bonds include school roof replacements, seismic strengthening, improved building accessibility, middle school science lab updates, fire alarm and sprinkler system improvements, clean water upgrades, among many others.

In early 2019 staff began planning efforts to explore options for a capital construction bond on the November 2020 ballot. Meetings with the School Improvement Bond Committee began in October 2019. Over the last 9 months staff and the Board of Education have met to discuss district capital planning documents and guidance, educational and facility needs assessments and priorities, cost estimates and financing options, potential bond projects and scenarios, and community and stakeholder input. For reference, here is a list of meetings:

- October 18, 2019 (school improvement bond committee)
- November 07, 2019 (school improvement bond committee)

- November 21, 2019 (school improvement bond committee)
- December 04, 2019 (school improvement bond committee)
- December 19, 2019 (school improvement bond committee)
- January 16, 2019 (school improvement bond committee)
- February 13, 2020 (school improvement bond committee)
- February 18, 2020 (work session)
- March 12, 2020 (school improvement bond committee)
- March 17, 2020 (work session) - CANCELLED DUE TO PUBLIC HEALTH CLOSURE
- May 07, 2020 (school improvement bond committee)
- May 19, 2020 (work session)
- June 02, 2020 (work session)
- June 03, 2020 (school improvement bond committee)
- June 25, 2020 (town hall)
- June 30, 2020 (school improvement bond committee)
- July 09, 2020 (work session)
- July 14, 2020 (board meeting)
- July 21, 2020 (board meeting)

Additionally, staff has met with the Bond Accountability Committee 6 times between November 2019 and June 2020 to review bond budgeting methodology, assumptions, cost data, and master plan cost estimates.

At the July 14 and July 21 meetings, the Board of Education identified its preferred bond option and directed staff to prepare materials for a bond referral.

### **ANALYSIS OF SITUATION**

The Board has identified a preferred bond option that includes funds to complete the building of Benson Polytechnic High School and the Multiple Pathways to Graduation programs, fully modernize Jefferson High School, design work for future added programmatic capacity at Roosevelt High School, develop and begin implementation of the concept of a Center for Black Student Excellence, finalize master planning and design of Cleveland High School and Wilson High School, adopt comprehensive instructional and resource materials, invest in technology upgrades and devices to support student learning, work towards objective of main-level ADA accessibility at all PPS buildings, and complete critical health and safety improvements throughout the district.

If approved by the voters, the identified improvements will be managed and completed by the Office of School Modernization as a part of PPS's long-term capital improvement program.

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

A decade after the PPS Board of Education adopted a historic Racial Educational Equity Policy (2.10.010-P) that held racial equity and social justice as central tenets to our organization's decisions and actions, PPS is determined to bring about racial justice, pushing a counter narrative for our Black, Native and Students of Color. Through an updated Racial Equity and Social Justice Framework and Plan, PPS continues its steadfast commitment to creating access to an array of

possibilities and new opportunities for students, especially students of color, aligning our cultural norms, practices and structures so that they center the lived experiences and hopes of our Black, Native and Students of Color, developing culturally responsive practices, including equitable budgeting, and strengthening our partnerships with culturally specific community-based providers to tailor individual supports to the needs of our students.

Building on the legacy of advocacy for Black children in Portland, and catalyzed by the social movement for Black Lives, Black Portland community leaders have put forth the concept of the Center for Black Student Excellence (CBSE). This idea to center Portland's Black children in both geography and strategy channels the 40 year legacy of Self Enhancement Inc., in North/Northeast Portland, the culturally responsive and sustaining pedagogical approach of community-based nonprofit, KairosPDX, and several other Black-led, culturally specific efforts and organizations here in Portland. It also aligns to our PPS Racial Equity Policy, Core Value, Framework and Plan towards Racial Equity and Social Justice. This emerging community-led concept seeks to unify and elevate the educational experience of Portland's Black children, youth and their families, centering and connecting a set of schools and Black-led community-based organizations in the Albina Neighborhood. The CBSE will elevate culturally-responsive/sustaining teaching and learning, from cradle to career, guiding PPS to adopt culturally-responsive strategies proven examples of historical Black excellence. As a concept, the CBSE will serve as a living expression of Portland Public Schools' expressed commitment to Black Lives and will help advance PPS' mission to prepare students to be compassionate critical thinkers, able to collaborate and solve problems, and be prepared to lead a more socially just world.

### **FISCAL IMPACT**

The proposed general obligation bond of \$1,208,000,000 is estimated to not cause the levy rate to increase above the rate of \$2.50 per \$1,000, the same rate that was projected in the 2017 bond issue.

### **COMMUNITY ENGAGEMENT**

In addition to the meetings listed above, to realize our commitment to creating flexible, future-focused environments where Black, Native, and students of color can thrive, small focus groups were held for additional feedback. Between Monday, July 6th through July 8th, PPS invited Black, Native, multilingual, and diverse students and families to garner further priorities that inform the future of school communities.

On Thursday, June 25, 2020, PPS welcomed all community members to join a PPS 2020 Bond Renewal Virtual Town Hall to provide feedback, share their collective discoveries and explore the questions that matter for the future of our city's public school infrastructure.

Small groups of students and families elevated priorities to inform the future of school communities, where community groups worked with us as thought partners in the planning process, including:

- District Student Council, Self Enhancement Inc., Latino Network, NAYA, Coalition of Black Men, and Open School.

As a result of the focus groups and town hall, two primary themes were considered in the PPS 2020 Bond Referral.

1. A value for educational investments, especially within the transition to a virtual-based setting in the day-to-day lives of students and families.
2. Bond Option #3 was greatly preferred, in support of comprehensively funding Jefferson High School's modernization. The Center for Black Student Excellence has emerged as an idea, which has received enthusiastic support, and is aligned to our District's core value of Racial Equity and Social Justice and, more importantly, aligned to our commitment to ensuring every Black student thrives at PPS.

-

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

At the July 28, 2020 meeting, the board will vote to refer a school improvement bond measure to the November 3, 2020 general election ballot. Once referred, PPS staff file the Notice of Ballot Title with Multnomah County Elections, and then Notice of District Measure once the public notice period for the ballot title is complete. These filings submit the ballot title, question, summary, and explanatory statement for the November 3 ballot.

As with past bonds and levy measures, Portland Public Schools will work with the Secretary of State's elections staff to review impartial informational materials about this measure for compliance with ORS 260.432, and share these impartial materials with the PPS and broader community.

The voter registration deadline is October 13, and ballots begin to be mailed to voters on October 14. Ballots must be received at the elections office or an official drop site by 8pm on November 3, 2020; as of this year in Oregon, no postage is required to return a ballot by mail.

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### **STAFF RECOMMENDATION**

Staff recommends referring to voters a general obligation bond in the amount of **\$1,208,000,000**.

### **ATTACHMENTS**

- Ballot Title and Summary



## RESOLUTION NO. 6150

### Resolution in Support of the Center for Black Student Excellence in Portland Public Schools Recitals

- A. In 2019, the Board of Education adopted “PPS reimagined,” a community-driven vision for what we want for the graduates, system, and educators of the Portland Public Schools (PPS). This ambitious vision represents the values and aspirations of thousands of Portland students, families, staff, partners, and members of the community, and articulates our foundational and enduring belief in Racial Equity and Social Justice and that all students can succeed academically: We believe in the fundamental right to human dignity and also believe that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.
- B. A decade after the PPS Board adopted a historic Racial Educational Equity Policy that held racial equity and social justice as central tenets to our decisions and actions, PPS is determined to bring about racial justice and equity in our District, espousing a counter-narrative for our Black, Native and Students of Color. Through an updated [Racial Equity and Social Justice Framework and Plan](#), PPS continues its steadfast commitment to creating access to an array of opportunities for students, especially students of color, aligning our cultural norms, practices, and structures so that they center the lived experiences and hopes of our Black, Native, and Students of Color, developing culturally responsive practices, including equitable budgeting, and strengthening our partnerships with culturally specific, community-based providers to tailor individual supports to the needs of our students.
- C. An important aspect of this work is acknowledging the cultural and institutional racism that has existed in our system since its inception. Over our history, PPS has promoted racist policies, protocols, and procedures, helping reinforce racist cultural narratives, beliefs, and norms. Six years before Oregon proposed a state constitution banning Black people from entering, residing, or acquiring property, Portland Public Schools, Oregon’s now-largest school system, was established. For close to 170 years, PPS has failed communities of color - especially Black and Native American students - from the time of its founding, when William Brown, a resident of Portland in the 1860s, was denied the right to enroll his children in one of Portland’s only two public elementary schools, launching what would be the first recorded case of racism against Black children in Portland Public Schools.
- D. While our commitment to calling out and eradicating systems of oppression is clear in our vision, we also know that cultural and institutional racism continues to produce disparities and negatively impacts the lives of our students of color, specifically Black students. Reflecting on our community’s vision for PPS, our core values and educational system shifts along with the acknowledgement of persistent, racialized predictors for student outcomes, PPS must strategically utilize and invest resources in a targeted and culturally responsive manner to achieve racial equity and social justice. Culturally specific organizations are uniquely positioned to partner with PPS to support our racial equity and social justice goals, and we rely on our continued partnership with them to implement culturally responsive family engagement, mentoring, wrap-around services and support.
- E. On June 11, 2020, the Board unanimously approved [Resolution 6130](#), declaring that the lives of Black students and our Black community matter and committing to working with the Portland community to create the conditions for every student, especially our Black and Native students who experience the greatest challenges, to realize the vision of the Graduate Portrait.
- F. The Albina Vision Trust (AVT) is a nonprofit organization facilitating the thoughtful reinvention and transformation of the 94-acres of lower Albina, from which thousands of primarily Black residents were forcibly displaced over decades of urban renewal. Recognizing the power and importance of education, AVT seeks to develop a youth-centered community in lower Albina that creates opportunities for Portland’s next generation of Black people to learn, build wealth and reclaim home. This Albina neighborhood would allow for intentional design for the safety of Black and brown children in the urban environment while at the same time providing the housing and community stability that supports education.
- G. Equitable access to public education has long been a key component of the civil rights movement and

fight for racial justice. Building on the legacy of advocacy for Black children in Portland, and catalyzed by the social movement for Black Lives, Black Portland community leaders have put forth the concept of the Center for Black Student Excellence (CBSE). This concept endeavors to center the experience, promote opportunities, accelerate outcomes, and celebrate the achievements of Portland's Black children. This new collective impact effort channels the decades of visionary leadership and culturally responsive and pedagogically sustaining approaches of community-based nonprofits like Self Enhancement, Inc., and KairosPDX, among other Black-led, culturally specific organizations here in Portland. This emerging community-led concept seeks to unify and elevate the educational experience of Portland's Black children and their families, connecting a constellation of community schools, such as Boise Eliot/ Humboldt Elementary, Dr. Martin Luther King Jr. Elementary, Tubman Middle School, and Jefferson High School, and Black-led community-based organizations in the Albina Neighborhood. The CBSE will work with the students, families, and community stakeholders to develop a coherent set of strategies that will positively impact student achievement and outcomes while affirming student identity, and will include promoting and supporting culturally responsive/sustaining teaching and learning, from cradle to career. The CBSE will serve as a living expression of Portland Public Schools' expressed commitment to Black Lives and will help advance PPS's mission to prepare students to be compassionate critical thinkers, able to collaborate and solve problems, and prepared to lead a more socially just world.

- H. On July 28, 2020, the PPS Board of Education will consider adopting a resolution to place a general obligation bond on the November 3, 2020, ballot. If approved, the proposed bond would allocate up to \$371 million to modernize Jefferson High School and will launch the design and implementation of the Center for Black Student Excellence in neighborhood schools and facilities in North and Northeast Portland, especially in the heart of the historic Albina neighborhood.

## RESOLUTION

NOW, THEREFORE, the Board of Education:

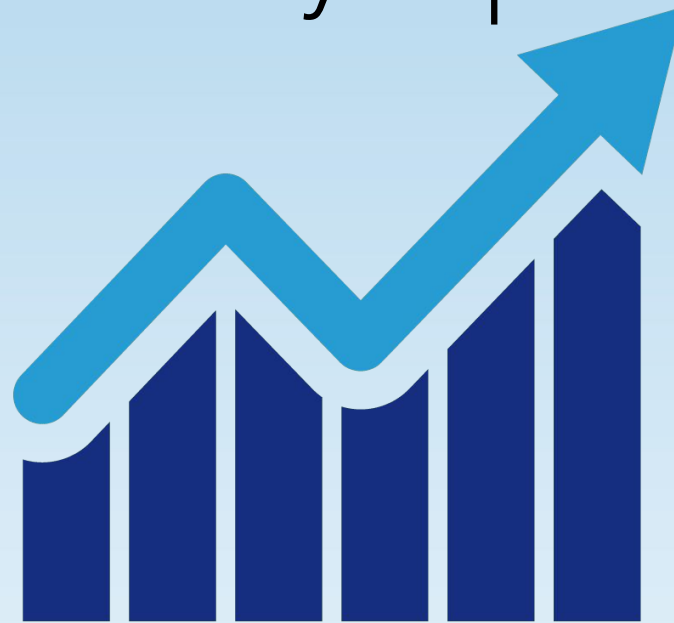
- A. Affirms that it will stand shoulder to shoulder with the Black community, who continue to be central to building this nation and who have fought and continue to fight for more just and equitable opportunities here in Portland and across the United States.
- B. Stands strongly in its commitment to authentically listen, learn, and partner with our community's Black elders and listen to our Black youth to address the cultural and institutional racism that has existed in our system since its inception.
- C. Commits to affirming its long-held belief to lead with a robust Racial Equity and Social Justice agenda, and centering the lived experiences of our Black students, families, educators, and staff in our actions, decisions, and words.
- D. Firmly stands behind the community-inspired idea of the [Center for Black Student Excellence](#), both as a physically built environment and as a designated set of culturally responsive strategies, immediate and long-term plans, and culturally specific partnerships to advance Black student achievement in PPS.
- E. Affirms the phased approach to implementation based on the Center for Black Student Excellence conceptual design and overall plan, starting with Phase 1 focused investments in North and Northeast Portland facilities funded through the general obligation bond referred to the November 3, 2020, ballot, if approved by voters.
- F. Directs the Superintendent to resource and develop a clear roadmap for the design of the Center for Black Student Excellence - an initiative that focuses on a group of community schools by supporting optimal teaching and learning environments and promoting culturally-responsive strategies - and to continue to partner with culturally specific, Black-led and Black-serving community-based organizations to develop these plans.



- G. Requests that the Superintendent provide regular public updates to the Board of Education on the progress made towards the conceptual design and implementation of the Center for Black Student Excellence.



# Board Metrics and Community Reporting



July 28, 2020





# Our Path Forward

- Board goals
- Our current context
- Data availability





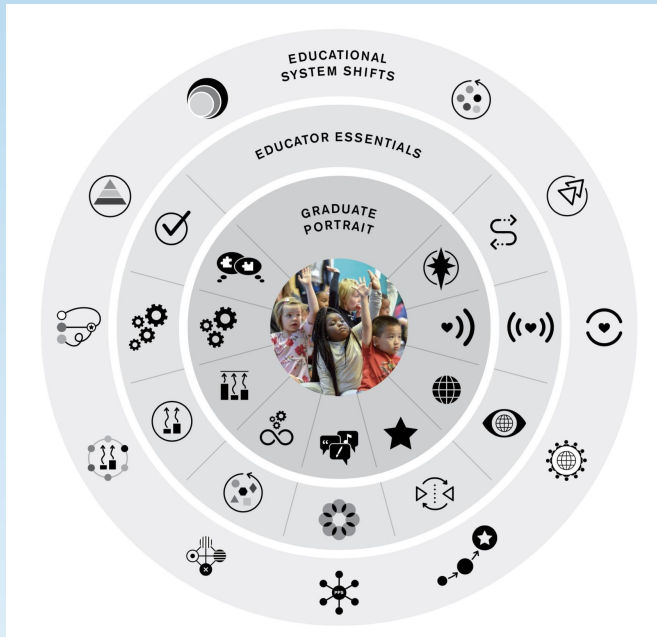
# Guiding Principles

- Targeted Universalism
  - Goals should provide catalytic effort to focus growth goals for ALL students
  - Closing gaps will require developing pathways to accelerate growth for our lagging student groups
- Continuous Improvement Cycle
  - This process will be iterative and we need to build in a feedback loop to make adjustments for improvement





# PPS Graduate Portrait



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





# Third Grade Reading Goal

*To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by MAP) by the spring of 2022.*







## Fifth Grade Math Goal

*To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by MAP, by the spring of 2022.*





# High School Readiness Goal (8th Grade)

*By the spring of 2022, Portland Public Schools 8th grade students will move from 43.9% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by SBAC.*



\*As part of the middle school redesign, a more comprehensive district rubric will be created to be more reflective of the intent of the goal.







# Post-secondary readiness Goal

*By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.*



Future additions: Arts pathways (2020 graduates) and PSAT/SAT/ACT college readiness (2021 graduates).





## and then there was COVID

- Unprecedented challenge to our educational system
- Assessment activities were effectively cancelled for the remainder of the 2019-2020 academic year including:
  - State assessments (OSAS)
  - Local Assessments (NWEA)
- Learning gains are anticipated to be lower
  - roughly two thirds of expected growth in Reading
  - and less than half of expected growth in Math





For grades 3 and 5, we expect...

## MAP Administration

### Testing Window

### System Summary

September/October

November

December/January

February

May

June

- The Fall window establishes the growth targets for the year.
- Mid-year growth progress and Achievement
- End of year growth and Achievement





For grade 8, we expect...

## Oregon Statewide Assessment System

### Testing Window

March/June

### System Summary

September

- Final data isn't received from ODE until after the start of following school year.





For Seniors, we expect..

<b>Graduation</b>	
<b>Testing Window</b>	<b>Cohort Finalized</b>
June	January
August	

- Preliminary data in September - full cohort information in January.





# COVID will require a new baseline!

- Unprecedented challenge to our educational system
- Need to establish a new baseline and annual targets to acknowledge the change - and to establish a fair forward comparison.
- The board goals do not all fall on the same timeline; therefore, they will need to be reported separately over time.





# Questions?

