



BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
October 6, 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, 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. 6:00 pm - Opening - 5 min.
- II. 6:05 pm - Consent Agenda: Resolutions 6181 through 6185 and Resolution 6187 - 15 min.
Vote- Public Comment Accepted
 - 1. Resolution 6181: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority
 - 2. Resolution 6182: Revenue Contracts that Exceed \$150,000 for Delegation of Authority
 - 3. Resolution 6183: Adoption of Minutes
 - 4. Resolution 6184: Authorizing the Pacific Power Utility Easement Dedication for the Madison High School Modernization Project Located at 2735 NE 82nd, Portland, Oregon
 - 5. Resolution 6185: Authorizing Minor Corrections and Revisions to Portland Public Schools Topology Control Lines
 - 6. Resolution 6187: Approval of the 2021-2022 Budget Calendar
- III. 6:20 pm - Resolution 6186: Resolution to Approve a Cost-of-Living Adjustment for Non-Represented Employees for Fiscal Year 2020-21
- IV. 6:35 pm - Student Representative's Report - 5 min.
- V. 6:40 pm - Proclamations (20 min)
 - 1. Resolution 6188: Resolution to Designate October 2020 as Dyslexia Awareness Month
Vote- Public Comment Accepted
 - 2. Resolution 6189: Disability Awareness Month
Vote- Public Comment Accepted
 - 3. Resolution 6190: National Substance Abuse Prevention Awareness Month
Vote- Public Comment Accepted
 - 4. Resolution 6191: Resolution to Designate October 2020 as National Principals Month in Portland Public Schools
Vote- Public Comment Accepted
- VI. 7:00 pm - Student and Public Comment - 15 min.
- VII. 7:15 pm - Superintendent's Report - 10 min.
- VIII. 7:25 pm - Update: Racial Equity and Social Justice and On-Line Learning - 30 min.
- IX. 7:55 pm - Update: Comprehensive Distance Learning (CDL) for the Month of October - 40 min.
- X. 8:35 pm - Board Committee and Conference Reports - 10 min.
 - 1. Intergovernmental Task Force
 - 2. Policy Committee
- XI. 8:45 pm - Other Business / Committee Referrals - 5 min.
- XII. 8:55 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.

RESOLUTION No. 6181

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
Oracle America, Inc.	12/16/20 through 12/15/21	Purchase Order PO 152777	Oracle technical support services. Special Class Procurement: Software and Hardware Maintenance, Licenses, Subscriptions, and Upgrades. PPS-47-0288(11)	\$502,393	C. Hertz Fund 101 Dept. 5581
Northwest Control Company Inc.	10/7/20 through 9/8/23	Flexible Services Contractor Pool FSCP 89298	Flexible Services Contractor Pool – HVAC & Controls Repair Service. Request for Proposals 2020-2847	\$3,000,000	C. Hertz Funding Source Varies
REAP, Inc.	10/7/20 through 6/30/21 Option to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89351	RESJ Mentoring and Leadership Development Request for Proposals 2019-2700	Original Term: \$225,000 Total through renewals: \$900,000	D. Ledezma Fund 101 Dept. 5432
Self Enhancement, Inc.	10/7/20 through 6/30/21 Option to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89377	RESJ Culturally Specific Family Engagement, Wrap Around Services, Mentoring & Leadership Development, Extended Learning & Enrichment, and Student Advocacy/Positive Cultural ID. Request for Proposals 2019-2700	Original Term: \$2,399,000 Total through renewals: \$9,596,000	D. Ledezma Fund 101 Dept. 5432
Native American Youth and Family Center (NAYA)	10/7/20 through 6/30/21	Personal Services PS 89336	RESJ Culturally Specific Family Engagement, Wrap Around Services, and Cultural ID and Development. Direct Negotiation PPS-46-0525(4)	\$450,000	D. Ledezma Fund 101 Dept. 5432

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Perma-Bound Books	10/7/20 through 6/30/21 Option to renew for up to four additional one-year terms through 6/30/25	Materials Requirement MR 89349	Pricing and materials processing agreement for the purchase of school library materials on an as-needed basis. Request for Proposals 2020-2581	Original Term: \$200,000 Total through renewals: \$1,000,000	K. Cuellar Funding Source Varies
Mackin Educational Resources	10/7/20 through 6/30/21 Option to renew for up to four additional one-year terms through 6/30/25	Materials Requirement MR 89348	Pricing and materials processing agreement for the purchase of school library materials on an as-needed basis. Request for Proposals 2020-2581	Original Term: \$300,000 Total through renewals: \$1,500,000	K. Cuellar Funding Source Varies
MT Library Services Inc. dba Junior Library Guild	10/7/20 through 6/30/21 Option to renew for up to four additional one-year terms through 6/30/25	Materials Requirement MR 89347	Pricing and materials processing agreement for the purchase of school library materials on an as-needed basis. Request for Proposals 2020-2581	Original Term: \$200,000 Total through renewals: \$1,000,000	K. Cuellar Funding Source Varies
Harrang Long Gary Rudnick, P.C.	10/7/20 through 6/30/21	Legal Services LS 89335	Legal services to the District. Direct Negotiation – Legal Services PPS 46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5460
BRIC Architecture, Inc.	10/7/20 through 10/6/21 Option to renew for one additional one-year term through 10/6/22	Architectural Services ARCH 89357	Long Range Facilities Planning services Request for Proposals 2020-2737	Original Term: \$446,898 Total Through Renewal: \$446,898	C. Hertz Fund 445 Dept. 5597 Project K0192

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Gresham-Barlow School District	7/1/20 through 6/30/21	Intergovernmental Agreement IGA 89312	Columbia Regional Program and Gresham-Barlow School District will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$222,200	K. Cuellar Fund 205 Dept. 5433
Multnomah County Health Department	10/6/20 through 6/20/21	Intergovernmental Agreement IGA 89355	Provide access to school based mental health services.	\$177,000	K. Cuellar Fund 101 Dept. 5424

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AMENDMENTS TO EXISTING CONTRACTS

No New Amendments



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2020-21 School Year
Native American Youth & Family Center (NAYA)

1. Synopsis of Contractor's Work:

A. Strategy 1: Culturally Specific Family Engagement - Overview

NAYA Family Center is committed to raising academic performance of Native American students through a continuum of direct academic support, educational advocacy and opportunities for cultural identity in order to improve and foster student educational success and achievement through cultural understanding and reinforcement of critical life skills needed for a healthy adulthood. Our programs provide culturally relevant, intergenerational experiences for Native youth, encouraging cultural awareness and identity and positive student/family interaction.

NAYA Family Center's Culturally Specific Family Engagement plan is designed to address the specific cultural and historic barriers that often keep Native American parents from becoming active advocates and communicators for their children. Although parents want their children to succeed, they often lack the understanding of school policies and programs and are intimidated by their own lack of education and past interactions with the public-school system. Mitigating these issues and creating a link between the school, family and the student is the highest priority of this program. NAYA will provide culturally appropriate supports to enable parents to become involved in the child's educational life, as well as becoming confident communicating with school staff members.

NAYA Family Center will provide after school tutoring and educational advocacy, working one-on-one with the students to help youth understand their academic strengths and to address challenge areas. Advocates will meet with students virtually, and when able to, in their schools and homes, as well as at NAYA, so that relationships can be built with educators and family members. Students are encouraged and rewarded for communicating information about homework, tests and events to parents, educators, and advocates to build awareness of their crucial role in their own success.

Strategy 1: Culturally Specific Family Engagement - Activities

During the first three weeks of student contact, the Youth Advocate will meet with the student once per week. Advocates will work with the student and their families to develop the student directed six-month Youth Development Plan (YDP). The YDP can be modified to ensure that it reflects the student's progress and strengths, and aids in the establishment of future goals for the next six months.

Youth advocates, the parent involvement advocate, and after school learning staff will work with schools to build relationships with identified youth participants, families, and educators. Staff will work with school personnel to collaborate and identify ways that youth, families, and schools will be best served through the culturally specific family engagement services NAYA can offer. Advocates will work with the student and their families to develop the student directed Youth Development Plan (YDP) using the Relational World View Model. The YDP plan can be modified to ensure that it reflects the student's progress and strengths, and aids in the establishment of future goals for the next six months.

After school programming, including educational supports and physical activities, are being developed to provide a consistent schedule of engagement activities to support the youth's needs. Equipment to support physical activities



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for the youth will be distributed so that youth can follow along with NAYA staff virtually and with the use of pre-recorded videos on NAYA's private YouTube channel. NAYA staff have already successfully held our summer camp via the private YouTube channel as well as hosting virtual workouts along with our NAYA Instagram for health and wellness where staff have posted everything from indigenous games to simple workouts that can be done at home.

NAYA staff work with families using a variety of methods to help them access services and resources at their schools, at NAYA, and in the community.

NAYA Youth Advocates and Parent Engagement staff will connect and assist families as they have youth entering the educational system. Parent Nights and access to wrap around services can support parents with youth in PK. Much of the work with PK students is with the parents. Additional support for PK youth can take place using storytelling and reading circles with participation of the student's parents to build their reading skills in preparation for kindergarten and beyond. Using traditional stories and works by Indigenous authors can build upon a positive cultural identity for the students and their parents and has shown to increase their success in school. We will also work with NAYA's early learning team and Community Education Worker to determine what supports we can collaborate on together and where Youth and Education Services can add value such as by enrolling parents in our Parent Involvement Advocacy program while pairing youth with a youth advocate.

Service delivery at NAYA has continued during COVID-19 utilizing social media platforms such as Facebook Live as well as digital platforms such as Zoom, RingCentral, and Microsoft Teams all of which have kept staff connected to the Native American and Alaska Native community members we serve. Activities such as the long standing bi-monthly Culture Night, the annual Youth and Elders Honoring Ceremony, and new programs like Family Cook-a-Long, have been successful in keeping the Portland Indigenous community engaged and together with one another. NAYA plans to adapt additional Family Nights during the coming year to virtual platforms to continue with these successful strategies connecting the Portland Urban Native American and Alaska Native community together in a safe and healthy manner during the pandemic and subsequent physical distancing requirements.

Regular check-ins by NAYA Youth Advocates, Parent Engagement Advocate, after-school, and recreation staff will continue using the various virtual platforms at NAYA's disposal and adapted to meet the family's needs as they present themselves. Parent Nights, including the use of Positive Indian Parenting, will be adapted to virtual meetings, to support families keeping connected and learning new skills to support the positive growth of the family and to keep them engaged in their student's education.

NAYA will focus Culturally Specific Family Engagement across all of of PPS' K-5 and K-8 schools, in addition, NAYA will support parents and families of early learning students at Applegate, Clarendon and Faubion.

B. Strategy 2: Wrap Around Services - Overview

NAYA will focus on students in high school and eighth grade because of the importance of these crucial academic and transitional stages. We know it is critical to reach our youth prior to high school, to avoid students falling significantly behind in educational benchmarks. NAYA Family Center has determined through experience that targeting families with Native children in this age group will be effective in promoting academic success, preventing



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risky social behaviors, and support for success following high school. Educational assistance, such as for IEP and 504 meetings, can continue virtually, with NAYA staff assisting parents and students, preparing for meetings, and attending to provide support with the process and to encourage positive engagement.

Youth advocates, the parent involvement advocate, and after school program staff from the NAYA College and Career Center will work with schools to build relationships with identified youth participants, families, and educators. Staff will work with school personnel to collaborate and identify ways that youth, families, and schools will be best served through the wrap around services NAYA can offer.

NAYA finds that many of our families need increased services to ensure their basic needs are met. As a result, we will utilize client assistance and support from this funding, as well as leveraged funding from other programs at NAYA and in the community that can aid the families in need. We recognize that student learning and achievement is reliant on the entire family having their basic needs met at home. Staff can assist the family's access to critical needs with the use of electronically fillable documents that are submitted to the NAYA Community Development department to access short term rent and utility assistance. Staff connect via the phone, internet, or virtually.

This program will allow youth advocates, after school program staff, and parent engagement staff to continue providing cultural arts, recreation services, one-on-one youth advocacy and case management to the Native American community. In addition, this strategy will include NAYA's Learning Center, recreation activities such as NAYA's basketball and volleyball team, seasonal camps, Family Nights, and Culture Nights.

Strategy 2: Wrap Around Services - Activities

Advocates will engage with school principals, teachers, and school staff to connect with youth during lunch and after school, present program information at school staff meetings and reach out to individual school personnel. Advocates recruit families, work with PPS staff to address the special needs of our youth. Advocates work closely with the youth and their families, assisting them in identifying and completing their academic goals and aiding them in accessing available resources at NAYA, in their schools, and in the community.

NAYA staff work with families using a variety of methods to help them access services and resources at their schools, at NAYA, and in the community. NAYA offers a wide array of comprehensive services and community-based solutions, including lifelong educational opportunities, cultural identity, leadership development, elders support, homes for families, early childhood programs, and paths to financial security based on traditional tribal values. NAYA's mission is in direct alignment with the SUN Youth Advocacy programs to foster youth development and academic achievement and the Multnomah Stability Initiative antipoverty efforts to assisting homeless and low-income households to leave poverty and become self-sufficient. These efforts include energy assistance, rent assistance, housing, housing, skill-building, the support of early childhood programs that are held within NAYA's Youth and Education Services, Family Services, and Community Development Departments and programs.

Educational assistance, such as for IEP and 504 meetings, can continue virtually, with NAYA staff assisting parents and students, preparing for meetings, and attending to provide support with the process and to encourage positive engagement.



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Regular check-ins by NAYA Youth Advocates, Parent Engagement Advocates, after-school, and recreation staff will continue using the various virtual platforms at NAYA's disposal and adapted to meet the family's needs as they present themselves. NAYA is also working towards allowing households to conduct family workouts in NAYA's field and possibly gym in the future as the weather shifts.

Access to NAYA's wrap around services have continued during the COVID-19 pandemic. Staff are able to assist the family's access to critical needs with the use of electronically fillable documents that are submitted to the NAYA Community Development department to access short term rent and utility assistance. Staff connect via the phone, internet, or virtually.

NAYA will focus Wrap Around Services for Native students across all of PPS' high schools, in addition, NAYA will support students at the Many Nations Academy.

C. Strategy 5: Cultural ID Development and Advocacy - Overview

NAYA's Youth and Education Services programming provides opportunities for youth to explore and engage in culturally affirming activities and develop positive cultural identity. Programming includes a diverse array of enrichment activities with a strong emphasis on Culture, Education and Wellness through a decolonized lens.

Outreach for these programs are conducted primarily through Youth Advocates who carry caseloads in Portland-metro area schools, as well as Title VI Indian Education programs in PPS.

NAYA staff will encourage and support student in PPS to engage in the Portland Youth and Elders Council providing leadership opportunities for PPS Native American and Alaska Native youth. We are also working closely with the planners of the PYEC to ensure that the issues discussed are youth centered and driven, which will increase the likelihood of youth participation. We will continue identifying socially distant and virtual methods for our youth to conduct service projects that will contribute to the goals and even the direction of PYEC. Finally, NAYA's Advocacy and Policy team, of which our Director of Youth and Education Services and high school social studies (and therefore government and economics) team are both members, continues to center our advocacy and political organizing efforts around youth. For example, with the upcoming election, youth will be encouraged and supported through voter registration, and for that are 18, the process of educating themselves and actually voting and then will be encouraged to use their voice through the legislative process through advocacy days, which have been in person, but may shift to phone calls and written testimonials during the pandemic. All these activities will allow for youth to engaged with PYEC.



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Strategy 5: Cultural ID Development and Advocacy - Activities

Wellness and Recreation programming consists of volleyball and basketball teams that run through the school year for older elementary and middle school aged youth as well as integration of Indigenous Games within Learning Center, Culture Night and Camps. Additionally, we offer a one-week Recreation and Wellness camp in the summer, as well as structured wellness activities throughout the remainder of our Seasonal Camps. At NAYA, recreation involves much more than typical Western sports—it also includes traditional Indigenous games, both physical and mental; meditation, grounding and stretching; outdoor physical activities such as canoeing that allow youth to learn and connect with the natural world in culturally engaging ways; and education about the important roles of games and physical movement in Native communities historically and contemporarily.

The Two Spirit Safe Space Alliance (TSSSA) typically bi-monthly throughout the school year, with additional field trips and participation in events such as the Oregon Queer Youth Summit and Portland Pride. The focus of these meetings is on supporting positive youth identity around the intersections of culture and gender/sexual identity, the program is designed to encourage participation from Two Spirit adult community members and staff in order to share intergenerational knowledge, serve as positive role models, and help youth explore new methods of self-expression in a safe space. The TSSSA has also grown to include a beading group during Culture Night bi-monthly. The group makes decisions together and staff support the logistics to enable event participation. The Gathering is a place where youth can gain confidence and trust in themselves, so when they go back into their home communities will be able to integrate confidently with the knowledge taught to them by Two Spirit Elders.

Seasonal Culture, Education and Wellness Camps take place during Spring Break and 5 weeks during Summer and are open to youth in 2nd through 8th grade. Spring Camp Rise is offered in alignment with the PPS Spring Break during the last week of March. Recreation and Wellness Camp takes place for one week in the early summer. Summer Camp Rise is offered in 2 two-week sessions.

These activities will be adapted as the year progresses to meet the changing needs of our families during the COVID-19 pandemic.

NAYA Youth Advocates will continue to engage youth in affinity groups like Native Clubs within their school cohort, and possibly beyond their schools, providing opportunities for students to meet Native American and Alaska Native youth from outside of their schools throughout PPS.

Service delivery at NAYA during COVID-19 utilizes social media platforms such as Facebook Live as well as the use of Zoom, RingCentral, and Microsoft Teams have kept staff and the Native American and Alaska Native community members connected during the pandemic and subsequent physical distancing requirements. Activities such as the long standing bi-monthly Culture Night, the annual Youth and Elders Honoring Ceremony, the Two Spirit Safe Space Alliance, and new programs like Family Cook-a-Long, have been successful in keeping the Portland Indigenous



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community engaged and together with one another. NAYA plans to adapt additional Family Nights during the coming year to virtual platforms to continue with these successful strategies connecting the Portland Urban Native American and Alaska Native community together in a safe and healthy manner. As the year progresses NAYA will adapt its programs to meet the Native American and Alaska Native Community's needs.

After school programming, including educational supports and physical activities, are being developed to provide a consistent schedule of engagement activities to support the youth's needs. Equipment to support physical activities for the youth will be distributed so that youth can follow along with NAYA staff virtually and with the use of pre-recorded videos on NAYA's private YouTube channel. Regular check-ins by NAYA Youth Advocates, Parent Engagement Advocate, after-school, and recreation staff will use the various virtual platforms at NAYA's disposal and adapted to meet the family's needs as they present themselves.

NAYA will focus Positive Cultural Identity services for Native students across all of PPS's middle schools and 6-8th grades at all of PPS K-8's.

D. Ongoing collaboration, engagement and feedback with PPS leadership:

- Attend quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff.
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - Fall Re-Entry and Planning
 - PPS Emerging Strategic Plan
 - Balanced Program and Enrollment Process
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - Naming and Defining PPS Places
 - Talent Diversity and Professional Development
 - PPS Budget and Investment Strategies

2. Performance Period/ Dates and Times of Service:

This Contract runs from September 1, 2020 through June 30, 2021.

Contractor will hold after school programming virtually, and when able to, in person at the NAYA Family Center's Learning Center. Recreational activities will be run virtually on a weekly basis and in person once it is safe to do so. Youth Advocacy activities such as Native Clubs and 1:1 check ins will be held with youth during the school day as the student's schedule permits and after school. Parent Engagement activities will be held on a consistent basis throughout the school year and will include Positive Indian Parenting.



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3. Detailed Description of Goals and Activities:

<p>Goal #1: Improve academic outcomes for youth through culturally specific engagement</p>
<p><u>Activities designed to help achieve this goal:</u></p>
<p>1. Staff will build relationships with identified youth, families, and educators. This will be done in collaboration with school staff to identify ways that both participants and schools will be best served through culturally specific services offered by NAYA.</p>
<p>2. Youth Advocates and identified youth will meet weekly, developing youth-directed six-month Youth Development Plans (YDPs), which can be modified to reflect progress, strengths, and future goals for the next six months.</p>
<p>3. Advocates will continually engage with families of identified youth, respond to data, co-coordinate student enrichment instruction and activities, and provide transportation to students to ease after-school participation barriers.</p>
<p>Goal #2: Uplift and connect PPS families using whole-person, whole-family, and whole-community models</p>
<p><u>Activities designed to help achieve this goal:</u></p>
<p>1. Additional staff will be included in the relationship building activities of Goal #1, including a dedicated wrap-around specialist and staff from the College and Career Center, all of whom will use the Relational Worldview Model to assess client strengths and needs.</p>
<p>2. Client-assistance funding from Youth Advocacy and other programs at NAYA will be leveraged to ensure that basic needs at home and in the community are not barriers to student learning and achievement.</p>
<p>3. Case-managed youth and families will be linked with other cultural and community resources as needed.</p>
<p>Goal #3: Increase positive cultural identity</p>
<p>Activities</p>
<p>1. Ensure that case-managed youth served within Goal #1 are connected to the following activities and ensure that additional PPS-enrolled youth are engaged.</p>
<p>2. Host Learning Center activities multiple days per week for youth in grades 2 through 8, including mentoring, tutoring, reading, Indigenous arts and games, and movement-based activities.</p>



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| 3. | Host Two Spirit Safe Space Alliance meetings bi-monthly, supporting positive youth identity around the intersections of culture and gender/sexual identity, and connecting Two Spirit adult community members and staff in order to share intergenerational knowledge, serve as positive role models, and help youth explore new methods of self-expression in a safe space. |
| 4. | Host Native American Culture Nights bi-monthly, sharing seasonally appropriate traditions, practicing cultural arts of all kinds, and featuring guest speakers, arts instructors, and volunteers who will guide participants to explore and preserve the many Native traditions. |
| 5. | Facilitate Wellness and Recreation programming on a twice-weekly and as-needed basis, including meditation and stretching, basketball, Indigenous Games, and special events during camps. |
| 6. | Host seasonal camps twice annually, incorporating arts, recreation, and wellness activities through a culturally specific lens. |
| 7. | Host Portland Youth and Elder Council meetings as close to the pre-COVID frequency as possible (monthly). |

4. Tasks and Reports:

Activities & Reporting	Time Frame/Due Date
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Quarterly progress report for Quarter 1 (Coincident with the end of the 2020-21 1 st quarter)	12/1/2020
Quarterly progress report for Quarter 2 (Coincident with the end of the 2020-21 1 st semester)	2/26/2021
Quarterly progress report for Quarter 3 (Coincident with the end of the 2020-21 3 rd quarter)	5/3/2021
Final report – cumulative summary	6/30/2021

All Reports will be sent to Dani Ledezma (dledezma@pps.net), cc: Amy Liu (aliu@pps.net)

5. Contract Performance Measures: Measurements and parameters of expectations are currently under revision. Finalized Performance Measures will be provided prior to Quarter 1 Progress Report.



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<u>Strategy 1: Culturally Specific Family Engagement</u>	Target
Number of students served (total and per school)	70 throughout 3 school and then city-wide
Number of hours per family	3
Number of Families served	51
Number of hours per student	18
Staff Demographics	100% of proposed staff identify as Native American/Alaskan Native; the majority of these staff identify as multi-racial, matching the demographics of many of the self-identified Native American/Alaskan Native PPS youth that also identify with multiple backgrounds.
Staff FTE	2.22
Leveraged funding/staffing	\$191,132.33 - Sources include the Portland Children’s Levy \$72,856.09, United Way Successful Families \$70,445.43, Multnomah County SUN Youth Advocacy \$40,330.81, and US Bank \$7,500.
<u>Strategy 2: Wrap Around Services</u>	Target
Number of students served (total and per school)	40 throughout Many Nations Academy and all PPS High Schools
Number of hours per student	18
Staff Demographics	Direct Service Staff: Of the 11 staff that will support these strategies and student services, 91% identify as Native American/Alaskan Native, with 9% (1 staff) identifying as Caucasian. Of the program evaluation and management staff, 67% identify as Native American with 33% identifying as Caucasian.



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Staff FTE	1.52
Leveraged funding/staffing	\$160,507.40 - Sources include Multnomah County SUN Youth Advocacy \$59,553.06, Portland Children’s Levy (both Mentoring and After-School areas) \$49,374.57, Friends of Tryon Creek partnership (Partner Pass-through from Metro funds) \$7,500.00, as well as US Department of Education pass-through Funding through SEI with the Albina Rockwood Promise Neighborhood Initiative \$44,079.77.
<u>Strategy 5: Cultural ID Development and Advocacy</u>	Target
Number of students served (total and per school)	40 throughout all of PPS
Number of hours per student	18
Staff Demographics	Direct Service Staff: Of the 11 staff that will support these strategies and student services, 91% identify as Native American/Alaskan Native, with 9% (1 staff) identifying as Caucasian. Of the program evaluation and management staff, 67% identify as Native American with 33% identifying as Caucasian.
Staff FTE	1.12
Leveraged funding/staffing	\$98,966.08 - Sources include Multnomah County SUN Youth Advocacy \$39,808.95, Portland Children’s Levy (both Mentoring and After-School areas) \$30,005.88, Friends of Tryon Creek partnership (Partner Pass-through from Metro funds) \$7,500.00, as well as US Department of Education pass-through Funding through SEI with the Albina Rockwood Promise Neighborhood Initiative \$21,651.25.

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$450,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Progress reports will be submitted commensurate with contract.

7. **Budget:** See Exhibit D



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2020-21 School Year
Native American Youth & Family Center (NAYA)

8. Contractor Mandatory Training: Contractors and staff who work directly with students must participate in the following mandatory trainings:

- Child Abuse Prevention and Reporting (PC1012)
- Discrimination, Harassment, Bullying & Retaliation Training (PC1013)
- Emergency Preparedness Training (PC1014)
- Identifying Homeless Youth (PC1016)
- Adult Sexual Conduct: Staff to Student / Title IX (PC1018)
- Information Security Awareness Training (PC1020)

PPS will provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 14 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 14 days to complete the mandatory trainings and forward Certificates of Completion to the contract manager.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2020-21 School Year
REAP, Inc.

1. Synopsis of Contractor's Work:

Strategy 3 - Mentoring and Leadership Development - Beach, Lane, Bridger

REAP's mission is to proactively ignite, elevate and engage the next wave of leaders for the future now. REAP is a year-round multicultural leadership program committed to empowering diverse young leaders.

REAP serves student populations that typically fare worse in comparison to statewide averages in terms of academic, health, and other socioeconomic outcomes. REAP targets students in grades 3 through 12 who represent our most disengaged student population; 85% are culturally diverse students and/or immigrant/refugees; 80% are low-income (eligible for federal free or reduced lunch). REAP is a multicultural organization, representing culturally diverse students and families in Portland who come from locations including Africa, South America, China, Haiti, Korea, and Romania.

REAP will implement the Solutions leadership program at Beach, Land and Bridger schools.

Solutions: REAP's flagship program, Solutions is a student-driven leadership program targeting students during and after school. Regular activities are offered related to four curriculum modules: Civic Engagement, Health, Business, and Education.

- Weekly activities, meetings, and mentoring during and after school: Staff provide a structured time for students to engage in dialogues, entrepreneurship curriculum, community building, and benefit from information sharing on leadership opportunities. Students often participate in youth-led service projects, including food and clothing drives in which youth coordinate fundraising, packaging, and food distribution efforts.
- Student support and intervention. YECs' spend most of their time in schools, building relationships with students, offering a visible presence during and after school hours, liaising with business and entrepreneur leaders, providing appropriate support to students to ensure program goals are met.
- Bi-monthly interface activities with elected officials, business and community leaders. Students have an opportunity to elevate their voice, build relationships with career leaders, and demonstrate leadership abilities. REAP students regularly participate in roundtable forums with entrepreneurs and senior level executives to discuss a range of topics associated with business leadership. Partners include Oregon Business Council, Travel Portland, Dark Horse Entertainment, Intel, Prosper Portland, Microsoft, and Ruby Receptionists.
- Institute of Purpose -- A four-day leadership experience designed to empower students through various leadership training sessions, activities, and workplace tours aimed at unleashing individual and collective creativity to build toward the future with innovation.
- In addition to these activities, many Solutions participants access specialized, targeted opportunities.



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REAP, Inc.

For REAP programs, which are designed around community gathering and school-based activities, the impact of the COVID-19 pandemic has forced REAP to radically adjust its service model. REAP canceled/postponed several large community events, including their Young Entrepreneurs Leadership Institute. In response, REAP has moved quickly to implement a full complement of virtual programs during the crisis. REAP staff are connecting with students and families through Google Hangouts, Google Classroom, Zoom meetings, Group Me Texting, phone calls and social media. REAP will assess the food needs of their students, and other basic needs.

- During and after school mentoring and group meetings with Youth Essentials Coordinators (YECs): 2 days a week; 90 minutes each day
- Daily 1:1 mentoring and advocacy
- Saturday Academy is held from 10am - 2pm every Saturday morning, serving up to 40 parents and family members.

Ongoing collaboration, engagement and feedback with PPS leadership:

- Attend quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff.
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - Fall Re-Entry and Planning
 - PPS Emerging Strategic Plan
 - Balanced Program and Enrollment Process
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - Naming and Defining PPS Places
 - Talent Diversity and Professional Development
 - PPS Budget and Investment Strategies

2. Performance Period/ Dates and Times of Service:

This Contract runs from September 1, 2020 through June 30, 2021.

- During and after school mentoring and group meetings with Youth Essentials Coordinators (YECs): 2 days a week; 90 minutes each day
- Daily 1:1 mentoring and advocacy



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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REAP, Inc.

3. Detailed Description of Goals and Activities:

<p><u>Goal #1:</u> Eliminate the opportunity/access gaps for students of color</p>
<p><u>Activities:</u> Provide mentoring and leadership opportunities to support social emotional learning of students. REAP staff offering the following:</p> <ol style="list-style-type: none"> 1. Scheduled one-on-one check-ins (virtual/in-person) 2. Weekly student group meetings (virtual/in-person) 3. Provide community leadership activities 4. Provide COVID-19 outreach support (food/household items)
<p><u>Goal #2:</u> Decrease disciplinary disproportion between white students and students of color</p>
<p><u>Activities:</u> REAP staff will hold virtual space through a pre-determined link for teachers and school staff to share with students who need social emotional support.</p>
<p><u>Goal #3:</u> Reduced racial disparities in academic performance</p>
<p><u>Activities:</u> REAP staff will participate in and/or co-facilitate in school offerings throughout the day including but not limited to: classroom push-ins to support students</p>
<p><u>Goal #4:</u> Increased educational equity</p>
<p><u>Activities:</u> Provide weekly culturally responsive mentoring and leadership activities and supports</p>

4. Tasks and Reports:

Activities & Reporting	Time Frame/Due Date
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Contractor shall communicate scope of program and student interaction to parent/guardian prior to enrollment of student in program.	Throughout contract
Quarterly progress report for Quarter 1 (Coincident with the end of the 2020-21 1 st quarter)	12/1/2020
Quarterly progress report for Quarter 2 (Coincident with the end of the 2020-21 1 st semester)	2/26/2021



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Quarterly progress report for Quarter 3 (Coincident with the end of the 2020-21 3 rd quarter)	5/3/2021
Final report – cumulative summary	6/30/2021

All Reports will be sent to Dani Ledezma (dledezma@pps.net), cc: Amy Liu (aliu@pps.net)

5. Contract Performance Measures: Measurements and parameters of expectations are currently under revision. Finalized Performance Measures will be provided prior to Quarter 1 Progress Report.

Strategy 3:	Target
Number of students served (total and per school)	REAP will serve 60 students, 20 per school
Number of hours per student	7 hours per week per programming (specific student supports and other school supports). During and after school mentoring and group meetings with Youth Essentials Coordinators (YECs): 2 days a week; 90 minutes each day - Daily 1:1 mentoring and advocacy - Saturday Academy is held from 10am - 2pm every Saturday morning, serving up to 40 parents and family members
Staff Demographics	Director of Programs (.30FTE) - Black Leadership Manager (.25 FTE) - Black Program Innovation Manager (.25 FTE) - White Youth Direct Services Manager (1 FTE) - Black Youth Essentials Coordinators (3 FTE) - White, Latino & Haitian
Staff FTE	4.8 FTE
Leveraged funding/staffing	\$102,042.00

6. Payment: See Contract Section 4(a) through 4(d). The total amount of this contract is **\$225,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Progress reports will be submitted commensurate with contract.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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REAP, Inc.

7. **Budget:** See Exhibit D
8. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in the following mandatory trainings:
- Child Abuse Prevention and Reporting (PC1012)
 - Discrimination, Harassment, Bullying & Retaliation Training (PC1013)
 - Emergency Preparedness Training (PC1014)
 - Identifying Homeless Youth (PC1016)
 - Adult Sexual Conduct: Staff to Student / Title IX (PC1018)
 - Information Security Awareness Training (PC1020)

PPS will provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 14 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 14 days to complete the mandatory trainings and forward Certificates of Completion to the contract manager.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2020-21 School Year
Self Enhancement, Inc.

1. Synopsis of Contractor’s Work:

Strategy 1: Culturally Specific Family Engagement - Boise-Eliot ES, King ES (SUN), Woodlawn ES (SUN)

All of SEI’s services to schools, students, and their families are guided by the SEI Relationship Model, which has been developed and validated over our nearly 40 years of work in the local community; is grounded in Afrocentric values, culture, and experience; and is designed to foster positive human interactions, communication, and collaborative partnerships based on integrity and respect.

The five key components of the SEI model comprise continued regular check-in’s with students and their families on (1) Individual Success Plans (ISPs), outlining SMART goals and action steps which address (2) academic objectives, (3) life skills and social-emotional wellness; (4) food security; and (5) home safety (e.g., support systems, channels for emergency communication, resource and referral mechanisms). The SEI Relationship Model is congruent with the evidence-based principles of trauma/healing-informed care (TIC), and a full day of TIC training (which we have adapted/enhanced to ensure culturally specific relevance), is mandatory for all our full-time staff, who are also encouraged to attend regularly offered TIC “refresher” sessions.

Services funded in this contract include SEI Family Engagement Program - SEI Parent Involvement and SEI SUN Parent Engagement services delivered by .5 FTE coordinators.

SEI Parent Involvement

Culturally specific parent Involvement activities and resources, delivered/organized by coordinators build bridges connecting the school, family, community, and child, toward shared goals and outcomes for diversity, equity, and inclusion; academic achievement; and healthy social-emotional and physical development. These are aligned with local school data, needs assessments, and improvement plans (including SUN CS plans and results), and include both school-based and home-based/linked activities, including outreach, home visits, listening sessions, parent classes and support groups, advocacy on behalf of students and families, collaboration with other culturally specific or responsive school and community providers, collaboration with relevant school programs/initiatives e.g., PPS Early Kindergarten Transition, SEI In-School Program and Parent-Child Development Program.

SEI SUN Parent Engagement Services

Services for prenatal through age six, school social-emotional learning pilot projects, Albina-Rockwood Promise Neighborhoods Initiative led by SEI at two of the target schools). Activities, which vary based on the needs of the local school community (for example, SEI Elementary Kindergarten Transition or Parent-Child Development Services are at some, not all, sites), and include at least two culturally specific listening sessions, 20-week parent classes (using the nationally recognized Nurturing Parenting curriculum), as well as parent workshops and weekly support groups, and help in accessing appropriate community resources, available year-round. One of the goals of increased SUN CS at Woodlawn will be to expand access to culturally specific support family support focused on students’ social-emotional learning as well as academic progress. These activities are accompanied by parental/family encouragement to visit the school often to get to know teachers/staff, to be visible so they are available and able to create positive relationships, and to let their voices be heard (e.g., through advocacy, volunteerism, participation on advisory committees, PTA, site council, other groups).



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Self Enhancement, Inc.

Wraparound support includes internal referrals to SEI's Community + Families Programs (e.g., Energy Assistance hotline and services, Short-Term Rental Assistance, Homeless Housing, Anti-Domestic & Sexual Violence, Foster Care, In-Home Safety & Reunification, Fatherhood program for those involved in the child welfare system, child abuse prevention and intervention services, Community Works Project for TANF recipients, other education and employment services). SEI's parent coordinators, in-school service coordinators, and SUN CS managers/coordinators at partner schools work together closely to ensure that students and families have access to needed emergency supplies as needed to build identified assets and reduce barriers (e.g., diapers, food pantries, clothes/shoes, bus passes, school supplies, technology access) and that they are referred to external providers, as appropriate (e.g., culturally specific mental health assessments through the Oregon Health & Science University Avel Gordly Center for Healing or other specialized providers). An extensive, in-depth training curriculum has been developed to support family engagement action planning and training of coordinators and other staff, covering SEI's history and model, performance expectations, the building blocks of successful relationships with families, developing family engagement action plans, effective communication and coordination with school staff and other stakeholders, reporting/confidentiality requirements and procedures, SEI meetings and debriefing sessions, administrative tasks and tools (e.g., parent information form, student Barriers Checklist, student Family-Interests-Relationships-School-Social Profile, Individual Success Plan, family assessment/service plan/progress tracking form, release of information, referral, and other forms), SEI's Efforts to Outcomes (ETO) and the county's ServicePoint data systems, varied communication channels (flyers, posters, social media) arranging fun and educational activities (e.g., end-of-year/summer student rallies, parenting class graduations, family fun nights and open houses, mom/dad nights out).

In response to remote learning, SEI parent engagement staff members will stay connected with parents/families at partnering schools remotely, using multiple methods, including phone calls/texts, and expanded use of newer methods and technology tools (e.g., Google Hangout/Meets, Instagram Live, Private Facebook Parent Group, YouTube). SEI will also continue to help families secure access to computers and broadband technology. Culturally specific parenting classes (and graduation celebrations) occur online, as well as Parent-Child Development Services (PCDS), except for face-to-face in-home visits, and regularly inform parents/families about the expanded support groups and varied activities that are now hosted online (including a weekly Friday "Storytime at SEI" program geared to young children), "Wellness Wednesday" talks and guest speakers, and facilitated culturally specific/responsive, trauma/healing-informed, and gender-specific support groups for parents, and for their children, as appropriate, for those affected by domestic violence). SEI's ongoing involvement in community food pantries and weekly food box pick-up and deliveries through our involvement in the SUN Community Schools initiative also helps maintain connections with high-need families (using approved social distancing and other safety protocols including masks).

SEI will provide direct aid families to ensuring they have access to the internet and have devices for students to continue to learn and participate in social distance learning, reflecting the five key components of the SEI Relationship Model which apply however services are delivered, now and in the future: virtually, face-to-face, or as a hybrid. Pivoting to a virtual version of the SEI Relationship Model has entailed additional organizational costs in terms of technology access/upgrades, staff orientation/support, additional emergency resources (including food), and extra safety measures (e.g., securing masks, facilities cleaning). As virtual learning shifts to various potential hybrid models, SEI will adjust approaches and associated costs in order to continue to serve parents/families, children, and schools effectively.



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Self Enhancement, Inc.

Self Enhancement, Inc. (SEI) will provide comprehensive wrap-around support services at two of Portland Public Schools' identified priority sites: Jefferson High School (JHS) and Harriet Tubman Middle School through the SEI Whole School Model (WSM).

SEI's wrap-around service delivery approach is culturally specific for African American/Black students and culturally responsive to the unique strengths, experiences, and needs of students and families from other racial/ethnic groups and backgrounds. Self Enhancement, Inc. In-School Service Coordinators housed on-site at each high school (who are commonly among few or only people of color in a building), will help address/eliminate barriers to school success and improve assets among participating students, toward the goals of improved academic achievement, on-time promotion to the next grade level, and on-time high school graduation. SEI will also provide family outreach, engagement, education, and other support and resources designed to help parents/caregivers be effective partners in their children's learning, at home and at school. SEI's evidence-based theory of change is that African American and other underserved youth will believe that "life has options" and realize their full potential when supported by a dedicated team of caring adults who provide coordinated academic, social, and personal support services over a longitudinal framework within and beyond the regular school day and year.

- **The SEI Relationship Model**, grounded in the values, culture, and deep collective knowledge and experience of the African American/Black community, is what makes this organization uniquely successful in providing the "Right Who" and the "Right What" that empower Portland students and their families to envision, pursue, and realize their aspirations (Bandelet, Gillespie, & DeGruy, 2010; Leary, 1993). By learning to apply and model three key roles – mentor, teacher, parent – SEI staff are able to establish meaningful, trust-based relationships within the context of particular school cultures, family circumstances, and the constellation of complex factors affecting student learning and success. All SEI staff members--and the students and families they work with--learn the importance of SEI's Fundamental Beliefs and six Standards, as guides to their daily lives and interactions.
- **SEI's Culture of Success:** SEI sets high expectations and clear definitions of success, coupled with foundational strengths-based beliefs in each student's potential, teaching of responsible attitudes and behavior through adult role models/mentors, and incentives, routines, and rituals to foster respect, shared purpose, and positive bonding.
- **Continuum of Services:** A long-term commitment is critical to SEI's approach, ensuring that developmentally appropriate services are provided across key transitions (i.e., from middle to high school to postsecondary education, job training, and careers).
- **Comprehensive Approach:** SEI works with the "whole child" across environments: in school, after school, over the summer, at home (with parents/guardians), in the community, and post-high school. SEI's positive youth development model is student-centered, trauma/healing-informed, and guided by multiple external evaluations.

Core elements of SEI's wrap-around program model:

- **Intensive in-school case management, mentoring, and support** for ISP goals by the in-school service coordinators, who monitor student attendance, behavior, and grades, and work closely with school personnel to ensure that each student's ISP is aligned with what the school is measuring. Progress is monitored monthly, including online support and classroom visits (SEI has been moving to virtual services during the Covid-19 crisis). Biweekly case management meetings include the coordinator, after-school/SUN staff, as appropriate, and school personnel, to discuss student progress/challenges/concerns. SEI staff develop additional interventions based on school records, home visits, teacher comments, and other information; these interventions may include referrals to



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Self Enhancement, Inc.

SEI and other resources (e.g., emergency anti-poverty services, assisting with a foster care placement, or others as appropriate). Virtual learning and other supports started under Covid-19 this spring will be continued this fall and as needed as integral to wrap-around support. SEI After-School programming is provided during the regular school year at both the SEI Center for Self Enhancement and through the SUN Community School (two days of ASP programming at the Center and four days of academic tutorials with SEI and SUN CS staff).

- **SEI's Summer program** helps avoid the “summer slide” in motivation/skills, and support academics (e.g., credit recovery) and enrichment in arts and performance, health and wellness, life skills, and community-based learning. (The SEI Summer Program comprises five weeks of full-day academic and enrichment activities, plus one-to-two weeks of basketball, soccer, and other special camps.)
- **Parent/family engagement** activities include home visits, family nights, support groups, leadership opportunities, case management, and other activities supporting home-school connections and student success.

In response to remote learning, SEI's pivot to virtual services remains firmly grounded in the SEI Relationship Model, including these key elements needed to stay connected to students (and their families) and to support their success, in and outside of school, as part of our comprehensive and aligned service continuum.

SEI coordinators will continue to conduct regular check-in's virtually with students and their families on Individual Success Plans (ISPs), outlining SMART goals and action steps which address each student's academic objectives, life skills, and social-emotional wellness. Virtual connection will also address food security (which is linked closely to ISP goals for academic advancement, development of life skills, and both physical and emotional health); and home safety (e.g., what support systems do students and their families have access to while schools and our facilities are closed? what channels have we established for emergency communication with each student/family and what additional resources may be needed, and how do we help ensure that they are accessible virtually and, as needed and in line with safety protocols, in person?). SEI anticipates will adapt the virtual networking and communications relationships and strategies in regular and close coordination with teachers, administrators, counselors, and other school and district staff as this pandemic continues to unfold in our local community, and in response to state guidelines/mandates. Consistent with district RESJ goals, and with our experience to date, SEI will work in this new and rapidly expanding virtual learning arena to demonstrate valuable culturally specific/responsive models of how to keep students and families engaged, motivated, and supported.

SEI wrap around services will be provided via virtual interactions and phone communication. During that time, the following activities will continue:

- Virtual After-School Program (ASP), (@official_sei on Instagram Live)
- Virtual meetings with caseloads
- Virtual learning workshops for youth, adults, and families
- Virtual celebrations, recognitions, and acknowledgements
- Virtual incentive programming
- Increased virtual staff model training (weekly)
- Weekly virtual all-staff meetings with current events facilitation

Strategy 3: Mentoring/Leadership Development - Ockley Green and George MS



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Self Enhancement, Inc.

Self Enhancement, Inc. (SEI) will provide positive mentoring and leadership activities for students at George and Ockley Green middle schools designed to develop the knowledge, attitudes, skills, positive relationships, and sense of belonging and agency associated with improved school success. The project will assist participating schools in improving school attendance, reducing disproportionate disciplinary rates, and preparing students for a successful transition to high school. Self Enhancement, Inc. will strengthen and augment existing services provided through our in-school, after-school, summer, parent/family engagement, and Schools Uniting Neighborhoods (SUN) Community Schools programming at Ockley Green. SEI will also expand our continuum of comprehensive and aligned grades 6-12 services to George Middle School.

Leadership programming is integrated into SEI's service delivery infrastructure, i.e., potential participants are identified by SEI in-school service coordinators and/or teachers and other staff at partnering schools, and their Leadership classes and activities are aligned with their Individual Success Plans (ISPs) academic, social, and personal long-term goals and short-term action steps. The purpose is to increase access to positive mentoring, counter negative stereotypes associated with young male African Americans, and build the knowledge/skills needed for success in education, in the workforce, and in life. These skills include teamwork, communication, discipline, responsibility for oneself and others, problem solving, perseverance, an ethos of service, and "giving back" to the community. One of the outcomes of the model is an annual Community Day of Service that Leadership students have planned and organized since 2015, involving hundreds of students and adults from the African American community.

RESJ Partnerships support will be used to strengthen and expand female and male Leadership curriculum and activities at the middle school level, with an emphasis on grades 7-8 and preparation for transition to high school, as a coherent sequence combining fun and engaging skills-building sessions and exercises with increasingly in-depth content and clear expectations (e.g., the number of classes/workshops expected at each grade level), focus areas and themes relevant to Black youth (including local and national Black history, building effective community, African American LGBTQ youth, and other topics moving from grades 8-12, e.g., Leadership Principles and Foundations, Brotherhood/Sisterhood, Critical Thinking/Self-Knowledge/Global Awareness, Rites of Passage).

The scope of work includes the following key activities:

- Develop and implement a culturally specific curriculum exploring leadership;
- Establish relationships with students who exemplify leadership qualities and are potential candidates for program participation, based on the recommendations of teachers, counselors, administrators, and/or SEI coordinators;
- Recruit/select 30-40 students (targeting grades 7-8 and preparation for high school transition);
- Host at least three workshops focused on the Foundations of Leadership;
- Develop/offer a weekly after-school class on Principles of Leadership;
- Organize weekly discussions and curriculum units exploring peer influences and what it means to be a positive, contributing citizen in your school and community;
- Integrate curricular activities (including field trips and project-based learning) into SEI six-week



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Summer program.

Funding in this contract will support Improved alignment of in-school services and extended-day enrichment and support to address continuum gaps through targeted enhancements at Ockley Green and George.

In response to remote learning, SEI wrap around services will be provided via virtual interactions and phone communication. During that time, the following activities will continue:

- Virtual After-School Program (ASP), (@official_sei on Instagram Live)
- Virtual meetings with caseloads
- Virtual learning workshops for youth, adults, and families
- Virtual celebrations, recognitions, and acknowledgements
- Virtual incentive programming
- Increased virtual staff model training (weekly)
- Weekly virtual all-staff meetings with current events facilitation

Strategy 4: Extended Learning and Enrichment - Ockley Green and George MS

SEI will provide extended-day and enrichment programming to serve students at George Middle School and Ockley Green MS. The SEI Summer Program and After-School Program (ASP) held during the school year offer academic tutoring and other support, develop healthy relationships and positive social-emotional skills, and provide exposure to a variety of engaging enrichment classes and opportunities in the areas of health and wellness, arts and performance, life skills, and leadership development. By expanding opportunities beyond the regular school day and year, ASP and Summer programs provide the culturally specific/responsive opportunities and support that African American and other underserved students need to reach their potential, prepare for college/careers, and become positive, contributing citizens in their communities.

Funding in this contract will support Improved alignment of in-school services and extended-day enrichment and support to address continuum gaps through targeted enhancements at Ockley Green and George.

Activities (delivered virtually, as needed in close coordination with schools/district plans as they unfold in 2020-21) will include

- Provide self-esteem and gender classes
- Providing one on one culturally specific counseling for students
- Providing culturally specific family counseling via partnerships
- Providing access to culturally specific mental health groups via outside partners
- Partnering with Anti-Gang programs to help kids who have become gang-affected change their life
- Also providing incentives for positive behavior and participation in aforementioned activities



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- Online classes through SEI Virtual ASP focused on leadership development, Black culture/history/advocacy, social-emotional health, academic enrichment, college/career-planning, and other engaging and relevant topics (featuring SEI staff, certified teachers, special guests/experts). Examples include a Portland Community College online class on drone building, animation design for middle school-level students.
- Events and extracurricular activities focused on positive leadership development, student advocacy, and cultural identity/awareness: e.g., formation of school Black Student Unions, Black History Month assemblies at each school (and “More than a Month” activities tied to classes on Black history/culture/leadership).

In response to remote learning, SEI services will be provided via virtual interactions and phone communication.

Strategy 5: Positive Cultural Identity Development - Ockley Green and George MS

Self Enhancement, Inc. (SEI) provided services to expand opportunities that encourage students to express their “voice,” talents, knowledge, and skills in ways that demonstrate a confident and positive cultural identity, and that empower them as advocates, contributing community members, and proud “culture carriers.” These opportunities will be woven into existing SEI in-school, after-school, and summer programming for students in grades 6-8 at Ockley Green and George Middle school. African American/Black students in grades 6-8 will benefit from increased opportunities to study and celebrate Black history and culture, and to apply their knowledge, skills, and creativity through advocacy, participatory community research projects and presentations, and other events and channels. This strategy area aligns closely with one of the six SEI Standards (founded on principles of integrity and respect) that staff members and students all memorize and learn to apply in their daily lives, in school, outside of school, at home, and in the community: “Standard No. 5: In SEI we treasure our rich culture and hold the cultures of all people in high regard.”

The proposed scope of work for this strategy includes the following key activities:

- Expand access to culturally specific relationships with caring adults for African American/Black students at the three targeted middle schools.
- Develop and deliver African American/Black history curriculum as part of elective classes and non-core programming during SEI After-School and Summer programming.
- Prepare and promote high-quality Black History Month presentations and events, at the Center for Self Enhancement and at partnering schools.

This strategy will be able to build on numerous partnerships in order to expand these student opportunities; as mentioned in Strategy 4, SEI’s 27-week After-School Program and 5-7-week Summer program provide rich avenues for collaboration with partners and for engaging enrichment.



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Student, Instructional, and Family Engagement Services Contracts:
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2020-21 School Year
Self Enhancement, Inc.

In response to remote learning, SEI services will be provided via virtual interactions and phone communication.

Ongoing collaboration, engagement and feedback with PPS leadership:

- Attend quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff.
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - Fall Re-Entry and Planning
 - PPS Emerging Strategic Plan
 - Balanced Program and Enrollment Process
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - Naming and Defining PPS Places
 - Talent Diversity and Professional Development
 - PPS Budget and Investment Strategies

2. Performance Period/ Dates and Times of Service:

Contract runs from 9/1/20 – 7/31/21

Strategy 1: Contractor will have quarterly parent engagement sessions/workshops to be held at the school in the evenings between the hours of 5pm-8pm. They will also host virtual parenting classes weekly that parents can attend online. They will host 1 Family Cultural Literacy Nights at King, Boise, and Woodlawn (1 per school) centered around literacy.

Strategy 2: Contractor will hold four two-hour group mentoring sessions, with 10-12 students per session, every week that school is in session. Mentoring sessions will be held at the school between the hours of 3:30 pm and 6:30 pm. (virtual offerings for mentoring, enrichment classes and other programming will be provided)

Strategy 3: To take place from 3-6:30 Mon thru Thursday as well as during the school day via media platforms. Only Ockley Green students during the school day.

Strategy 4: During the months of July through August, SEI offers day-long programming on weekdays for seven weeks. Program components include academic support and enrichment (taught by certified teachers), as well as healthy recreation, community outreach, and college/career exploration, internships, and paid work experience.



Exhibit A
Portland Public Schools
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Self Enhancement, Inc.

Following the five-week program, SEI offers an extra two weeks of our flagship basketball camps, along with soccer, and other special camps.

ASP is offered in three-hour blocks from 3:10 to 6:10 pm, Monday-Thursday, for 27 weeks during the regular school year (starting in October).

Strategy 5: To take place from 3:-6:30 Mon thru Thursday as well as during the school day via media platforms. Only Ockley Green students during the school day.

3. Detailed Description of Goals and Activities:

Strategy 1
Goal #1: Provide outreach to African American/Black families/caregivers at priority schools (Boise-Eliot, King, Woodlawn).
Activities
Provide information to increase parent/family awareness and understanding of PK5 performance benchmarks and how to support school readiness, attendance, elementary reading/math achievement, and other outcomes (e.g., healthy development and social-emotional wellness).
Contact (via home visits and/or remote visits, as safety protocols indicate) parents/families to identify barriers and assets affecting student success in school (e.g., lack of employment, substance abuse, mental illness, social issues, educational deficits, socioeconomic obstacles, needed parenting skills); increase awareness of and access to available services and benefits, as appropriate (e.g., Title X); support parents/families in an advocacy goal.
Goal #2: Facilitate parent classes/workshops, support groups, and SUN Community School activities to enhance parental engagement and knowledge/skills.
Activities
Encourage school participation (e.g., in back-to-school nights, Title I meetings, volunteerism, SUN culturally specific/responsive family activities and special events).
Host virtual and/or “live” monthly parent engagement gatherings as part of SUN Community School activities, and across schools at the SEI Center (as appropriate under Covid-19 protocols), to include parenting classes and support groups, and seasonal/holiday festivities (e.g., October Harvest Fest, Thanksgiving Food Baskets, December holiday gift baskets and activities).
Goal #3: Positively impact parent(s)/guardian(s) interactions with the school and strengthen home-school connections.
Activities
Administer pre/post surveys among parents/guardians at targeted schools.
Strategy 2



Exhibit A
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Student, Instructional, and Family Engagement Services Contracts:
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<p>Goal 1: Provide students at Jefferson High School and Harriet Tubman Middle School with comprehensive in-school support, advocacy, and case management to assist in meeting improvement benchmarks for attendance, on-track to next grade, graduation/credit attainment, post-secondary readiness, PPS graduate portrait attributes.</p>
<p>Activities</p>
<p>Provide visitations.</p>
<p>Access to Synergy for academic monitoring and credit tracking.</p>
<p>Setting Individual Success Plan (ISP) goals for all core classes to achieve a C or better.</p>
<p>Provide access to credit recovery via evening school or summer scholars. The moment a student fails a core class, they are signed up to recover that credit to avoid ending the year credit deficient.</p>
<p>Teach and practice the SEI Standards, to share our governing values and hold all students accountable.</p>
<p>Offer gender-specific groups giving students safe places to share their voice, frustrations, and future aspirations; enhance positive cultural identity; develop leadership skills (e.g., problem solving, communication, conflict resolution, time management, goal-setting) and encourage involvement in meaningful advocacy/service among peers and in the community.</p>
<p>Strategy 3 - Mentoring/Leadership Development - Ockley Green and George MS</p>
<p>Goal - Mentoring/Leadership Development (Ockley, George)</p>
<p>Activities - (to take place from 3:-6:30 Mon thru Thursday as well as during the school day via media platforms. Only Ockley Green students during the school day.)</p>
<ul style="list-style-type: none"> ● Partnering with Anti-Gang programs to help kids who have become gang-affected change their life
<ul style="list-style-type: none"> ● Provide guest speakers, professional exposure, and project based learning experiences.
<ul style="list-style-type: none"> ● Also providing incentives for positive behavior and participation in aforementioned activities
<ul style="list-style-type: none"> ● Online classes through SEI Virtual ASP focused on leadership development, Black culture/history/advocacy, social-emotional health, academic enrichment, college/career-planning, and other engaging and relevant topics (featuring SEI staff, certified teachers, special guests/experts). Examples include a Portland Community College online class on drone building, animation design for middle school-level students.
<ul style="list-style-type: none"> ● Provide George students Virtual groups access to all of the following
<p>Strategy 4 - Extended Learning and Enrichment - Ockley Green and George MS</p>
<p>Goal #1 - Extended Day, Enrichment (George, Ockley MS)</p>
<p>Activities - (to take place from 3:-6:30 Mon thru Thursday as well as during the school day via media platforms)</p>
<p>Improved alignment of in-school services and extended-day enrichment and support to address continuum gaps through targeted enhancements at each of three schools: Ockley Green (particularly in-school and ASP/SUN Community School activities) and George MS.</p>



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Strategy 5 - Positive Cultural Identity Development - Ockley Green and George MS
Goal #1 - Cultural Identity
Activities - (to take place from 3:-6:30 Mon thru Thursday as well as during the school day via media platforms)
<ul style="list-style-type: none"> ● Provide self-esteem and gender classes
<ul style="list-style-type: none"> ● Providing one on one culturally specific counseling for students
<ul style="list-style-type: none"> ● Providing culturally specific family counseling via partnerships
<ul style="list-style-type: none"> ● Providing access to culturally specific mental health groups via outside partners.
<ul style="list-style-type: none"> ● Black Parent meetings
<ul style="list-style-type: none"> ● This support will include additional emergency assistance (e.g., personal protection equipment/supplies such as masks, food, help in addressing energy, housing, technology barriers for students/families, to further secure the mental and physical safety and security of our students and families.
<ul style="list-style-type: none"> ● Events and extracurricular activities focused on positive leadership development, student advocacy, and cultural identity/awareness: e.g., formation of school Black Student Unions, Black History Month assemblies at each school (and “More than a Month” activities tied to classes on Black history/culture/leadership).

4. Tasks and Reports:

Activities & Reporting	Time Frame/Due Date
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Contractor shall communicate scope of program and student interaction to parent/guardian prior to enrollment of student in program.	Throughout contract
Client Assistance Report: to whom and for how much	Every 30 days (submitted with invoice)
Summer Student Incentives Report: Itemized	At conclusion of Summer program activities (submitted with invoice)
Quarterly progress report for Quarter 1 (Coincident with the end of the 2020-21 1 st quarter)	12/1/2020



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Quarterly progress report for Quarter 2 (Coincident with the end of the 2020-21 1 st semester)	2/26/2021
Quarterly progress report for Quarter 3 (Coincident with the end of the 2020-21 1 st quarter)	5/3/2021
Final report – cumulative summary	6/30/2021

All Reports will be sent to Dani Ledezma (dledezma@pps.net), cc: Amy Liu (aliu@pps.net@pps.net)

5. Contract Performance Measures: Measurements and parameters of expectations are currently under revision. Finalized Performance Measures will be provided prior to Quarter 1 Progress Report.

Strategy 1	Target
Number of students served (total and per school)	At least 150 (50 per school)
Number of hours per family	5 hours monthly
Number of Families served	150 (50 per school)
Number of hours per student	2 hours per month
Staff Demographics	African American
Staff FTE	1.2
Leveraged funding/staffing	1 FTE Parent Coordinator, 0.19 Family Engagement Manager
Strategy 2	Target



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Number of students served (total and per school)	342 (Jefferson) 150 (Harriet Tubman) = 492
Number of hours per student	5 Hours Weekly
Staff Demographics	African American
Staff FTE	19.1
Leveraged funding/staffing	\$1,181,638
Strategy 3	Target
Number of students served (total and per school)	35-40
Number of hours per student	3-5 per week
Staff Demographics	African American
Staff FTE	.37
Leveraged funding/staffing	none
Strategy 4	Target
Number of students served (total and per school)	70 total; 30 George, 40 Ockley
Number of hours per student	3-5 per week
Staff Demographics	African American



Exhibit A
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Staff FTE	0.65FTE
Leveraged funding/staffing	None
Strategy 5	Target
Number of students served (total and per school)	70 - 80 Total/ 35 - 40 each at George & Ockley
Number of hours per student	3-5 per week
Staff Demographics	African American
Staff FTE	0.37FTE
Leveraged funding/staffing	None

6. Payment: See Contract Section 4(a) through 4(d). The total amount of this contract is \$ **2,399,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Progress reports will be submitted commensurate with contract. Strategy 2 to be funded on a 1/11 basis for the contract term.

7. Budget: See Exhibit D

8. PPS Agrees to:

- Set up PPS email and Synergy accounts once all required paperwork is completed (see Exhibit C)
- Provide quarterly data in order to complete required reporting (See Exhibit C)

9. Contractor Mandatory Training:

Contractors and staff who work directly with students must participate in several mandatory trainings:



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- Child Abuse Prevention and Reporting (PC1012)
- Discrimination, Harassment, Bullying & Retaliation Training (PC1013)
- Emergency Preparedness Training (PC1014)
- Identifying Homeless Youth (PC1016)
- Adult Sexual Conduct: Staff to Student / Title IX (PC1018)
- Information Security Awareness Training (PC1020)

PPS will provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 14 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 14 days to complete the mandatory trainings and forward Certificates of Completion to the contract manager.

October 6, 2020

RESOLUTION No. 6182

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
City of Portland	7/1/20 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 89340	Grant agreement with City of Portland to provide four Head Start/ Oregon PreK classrooms at Applegate, Sitton, Creston, and Clarendon	\$1,669,112	K. Cuellar Fund 205 Dept. 6303 Grant G2008

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

Portland Public Schools Board of Education

Regular Meeting Minutes

Tuesday, September 22, 2020 6:00 PM

Virtual Meeting

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

Actions Taken

Motion to approve Resolution No. 6173: Resolution Proclaiming the Celebration of National Hispanic Heritage Month in Portland Public. This motion, made by Director Scott Bailey and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes

Yes: 7, No: 0

Motion to amend Resolution 6174 to correct a typo in the amount of the Delta Connects contract from \$2,000,00 to \$3,000,000. This motion, made by Director Julia Brim-Edwards and seconded by Rita Moore, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes

Yes: 7, No: 0

Motion to approve the Consent Agenda, including Resolutions 6174 (as amended) through 6177. This motion, made by Amy Kohnstamm and seconded by Director Andrew Scott, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes

Yes: 7, No: 0

Motion to approve Resolution 6178: Amendment to the Fiscal Year 2020-21 Budget for School District No. 1J, Multnomah County, Oregon. This motion, made by Director Michelle DePass and seconded by Director Andrew Scott, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes

Yes: 7, No: 0

A motion to amend Resolution 6179: Superintendent Evaluation Template to include student outcomes. This motion, made by Director Julia Brim-Edwards and seconded by Director Michelle DePass, Failed.

Director Scott Bailey: No, Director Julia Brim-Edwards: Yes, Director Michelle DePass: No, Amy Kohnstamm: No, Director Eilidh Lowery: No, Rita Moore: No, Director Andrew Scott: No

Yes: 1, No: 6

A motion to amend Resolution 6179: Superintendent Evaluation Template sections 1.4, 1.5, 3.1 and 6.5 to include equity metrics. This motion, made by Director Andrew Scott and seconded by Director Julia Brim-Edwards, Passed.

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

Yes: 7, No: 0

Motion to amend the amendment to Resolution 6179: Superintendent Evaluation Template to remove No. 2 under section 1.4 and change 1.5 to read "Demonstrate a focus on improving". This motion, made by Amy Kohnstamm and seconded by Director Scott Bailey, Passed.

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

Yes: 7, No: 0

Motion to approve Resolution No. 6179: Superintendent Evaluation Template as amended. This motion, made by Amy Kohnstamm and seconded by Director Andrew Scott, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes

Yes: 6, No: 1

Resolución Nro. 6173

Resolución que proclama la celebración del Mes de la Herencia Hispana Nacional en las Escuelas Públicas de Portland

CONSIDERANDO

- A. Que la Semana de la Herencia Hispana, la cual comenzó en 1968 bajo el Presidente Lyndon Johnson, fue expandida a “Mes de la Herencia Hispana” por el Presidente Ronald Regan y promulgada como ley en 1988 para cubrir un periodo de 30 días a partir del 15 de septiembre, el día que representa el aniversario de la independencia de cinco países latinoamericanos;
- B. Que los hispanos y latinos han enriquecido y formado positivamente nuestra comunidad. Desde aquellos cuyas raíces se remontan a generaciones anteriores hasta aquellos que han llegado recientemente a buscar la promesa de los Estados Unidos, ellos representan el espíritu de nuestro Sueño Americano, que con el trabajo arduo y educación, se puede construir una vida mejor para uno mismo y un futuro mejor para nuestros hijos.
- C. Que los hispanos y latinos hacen importantes contribuciones y continúan logrando avances en la educación, la medicina, el arte, la cultura y el servicio público, y han sido una influencia constante y vital en el crecimiento y la prosperidad de nuestra comunidad.
- D. Que más del dieciséis por ciento de alumnos matriculados en Escuelas Públicas de Portland son hispanos y/o latinos;
- E. Que más del ocho por ciento de nuestros empleados se compone de hispanos y/o latinos y contribuyen a lograr la misión de PPS en cada nivel dentro de cada departamento y división del Distrito;
- F. Que nuestras escuelas honran y preservan los bienes lingüísticos y culturales de los estudiantes a través de clubes estudiantiles como MECHA y programas de enriquecimiento como nuestros cursos de inmersión lingüística bilingüe, estudios étnicos, teoría crítica de las razas, y la opción de obtener un Sello de Alfabetización Bilingüe al graduarse, que honran y enriquecen las distintas procedencias de nuestros alumnos que hablan español como un idioma de herencia, a la vez que exponen a los que no hablan español a las diversas perspectivas multilingües y multiculturales;
- G. Que nuestro distrito y nuestra comunidad se fortalece con el apoyo y la abogacía de organizaciones como Latino Network, Hacienda CDC, la Cámara Hispana Metropolitana, Verde, el Teatro Milagro, y el Programa Hispano;
- H. Que reconocemos que cuando elevamos a los estudiantes, al personal, a las familias y a los miembros de la comunidad hispanos y latinos, fortalecemos a todo nuestro distrito; cuando creamos más caminos hacia la oportunidad educativa, proporcionamos la oportunidad para todos los estudiantes alcanzar su mayor potencial;
- I. Que entender, reconocer y promover las aportaciones de nuestros estudiantes, personal, familias y comunidades hispanos y latinos es una parte importante de la celebración del Mes de la Herencia Hispana;
- J. Que el valor fundamental de la Equidad Racial y Justicia Social de las Escuelas Públicas de Portland es creer en el derecho fundamental a la dignidad humana y que generar un mundo equitativo requiere un sistema educativo que interrumpa intencionalmente y que construya líderes para interrumpir los sistemas de opresión;

Que la Nueva Imagen de las Escuelas Públicas de Portland, la visión de nuestro Distrito y su “estrella del norte” articula un retrato de un de un graduado de las Escuelas Públicas de Portland como un pensador crítico compasivo, capaz de colaborar y resolver problemas, y preparado para liderar un mundo socialmente más justo. Los graduados serán líderes de equidad transformacional, los educadores se centrarán en la Equidad Racial y la Justicia Social,

y el distrito escolar promoverá Sistemas y Estructuras alineados con la Equidad Racial;

- K. Que las Escuelas Públicas de Portland tiene una Política de Equidad Racial que establece nuestro compromiso de superar afirmativamente las barreras educativas que han resultado en una brecha persistente e inaceptable para los estudiantes de color y de dar a cada estudiante la oportunidad y el apoyo para alcanzar su máximo potencial;
- L. Que cerrar las brechas de oportunidades mientras elevamos el rendimiento de todos los estudiantes es la prioridad principal de la Junta Escolar, el Superintendente y todo el personal del distrito; y
- M. Que la Junta Escolar de las Escuelas Públicas de Portland cree que cada estudiante debe ser celebrado y apreciado por las distintas y vibrantes contribuciones que hacen al compartir culturas, idiomas, ideas, creencias y valores dentro de la comunidad escolar.

SE RESUELVE

Que la Junta Escolar de las Escuelas Públicas de Portland por la presente promueve el 15 de septiembre al 15 de octubre como el Mes de Herencia Hispana y alienta a los miembros del personal, alumnos y a la comunidad a observar, reconocer y celebrar la cultura, herencia y contribuciones económicas de los hispanos y latinos a Portland, Oregón y a los Estados Unidos a través de actividades culturalmente relevantes; y aprender del pasado y entender las experiencias que han formado los Estados Unidos.

Resolution No. 6173

Resolution in Celebration of Latinx Heritage in Portland Public Schools

RECITALS

- A. Hispanic Heritage Week, which began in 1968 under President Lyndon Johnson, was expanded to National Hispanic Heritage Month by President Ronald Reagan and enacted into law in 1988 to cover a 30-day period starting on September 15, the day that represents the anniversary of independence for five Latin American countries;
- B. Hispanics and Latinos have enriched and positively shaped our community. From those whose roots trace back generations to those who have recently arrived to pursue the promise of the United States, they represent the spirit of our American Dream: with hard work and an education, you can build a better life for yourself and a better future for your children.
- C. Hispanics and Latinos make profound contributions and continue to make advances in education, medicine, art, culture, and public service and have been a consistent and vital influence in our community's growth and prosperity.
- D. More than sixteen percent of enrolled students in the Portland Public Schools are Hispanic and/or Latino;
- E. Hispanics and/or Latinos comprise over eight percent of our employees and contribute to the accomplishment of PPS's mission at every level within every department and division of the District;
- F. Our schools honor and preserve the linguistic and cultural assets of students through student clubs like MECHA and enrichment programs such as our Dual Language Immersion, Ethnic Studies, Critical Race Theory courses, and the option to obtain a seal of Biliteracy upon graduation that honor and enrich the diverse backgrounds of our heritage Spanish-speakers, while exposing non-Spanish speakers to diverse multilingual and multicultural perspectives;

- G. Our district and our community is strengthened by the support and advocacy of organizations like Latino Network, Hacienda CDC, the Hispanic Metropolitan Chamber, Verde, Milagro Theater, and El Programa Hispano;
- H. We recognize that when we lift up Hispanic/Latino students, staff, families, and community members, we strengthen our entire district; when we create more pathways to educational opportunity, we provide the chance for all students to reach their greatest potential;
- I. Understanding, recognizing, and promoting the assets of our Hispanic and Latino students, staff, families and community is an important part of celebrating Hispanic Heritage Month;
- J. Portland Public Schools' core value of Racial Equity and Social Justice is that we believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts – and build leaders to disrupt – systems of oppression;
- K. Portland Public Schools reimagined, our District's vision and "north star," articulates a portrait of a graduate of Portland Public Schools as a compassionate critical thinker, able to collaborate and solve problems, and prepared to lead a more socially just world. Graduates will be Transformational Equity Leaders, educators will be Racial Equity and Social Justice Centered, and the school district will advance Racial Equity Aligned Systems and Structures;
- L. Portland Public Schools has a Racial Education Equity Policy that states our commitment to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable gap for students of color and to give each student the opportunity and support to meet his or her highest potential;
- M. Closing opportunity gaps while raising achievement for all students is the top priority of the Board of Education, the Superintendent, and all district staff; and
- N. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community.

RESOLVED

The Portland Public Schools Board of Education hereby promotes September 15th through October 15th as Hispanic Heritage Month and encourages staff, students, and community to observe, recognize, and celebrate the culture, heritage, and economic contributions of Hispanics and Latinos to Portland, Oregon, and the United States through culturally relevant activity, and to learn from the past and understand the experiences that have shaped the United States.

September 22, 2020

RESOLUTION No. 6174Expenditure 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
Center for InterCultural Organizing	9/23/20 through 6/30/21 Option to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89264	RESJ Mentoring & Leadership Development Request for Proposals 2019-2700	Original Term: \$110,000 Total through renewals: \$440,000	D. Ledezma Fund 101 Dept. 5432
Worldbook, Inc.	9/23/20 through 6/30/25	Digital Resource DR 86135	Digital content including online encyclopedia, E-Book Suite, Adv. Differentiated & Hispanica, Dramatic Learning, Early World of Learning, Kids eLearn, Science Power, and Social Studies Power. Approved Special Class Procurement: Copyrighted Materials and Creative Works PPS-47-0288(4)	\$262,500	K. Cuellar Fund 101 Dept. 5555
Black Parent Initiative	9/23/20 through 6/30/21 Options to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89263	RESJ Culturally Specific Family Engagement, and Student Advocacy/Positive Cultural Identity Development. Request for Proposals 2019-2700	Original Term: \$380,380 Total through renewals: \$1,521,520	D. Ledezma Fund 101 Dept. 5432
Delta Connects	9/23/20 through 9/8/23	Flexible Services Contractor Pool FSCP 89209	Flexible Services Contractor Pool –HVAC Request for Proposals 2020-2847	\$3,000,000	C. Hertz Funding Source Varies

September 22, 2020

Portland Opportunities Industrialization Center (POIC)	9/23/20 through 6/30/21 Options to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89267	RESJ Wrap Around Services & Mentoring and Leadership Development Request for Proposals 2019-2700	Original Term: \$250,000 Total through renewals: \$1,000,000	D. Ledezma Fund 101 Dept. 5432
Latino Network	9/23/20 through 6/30/21 Options to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89276	RESJ Culturally Specific Family Engagement, Wrap Around Services, and Mentoring & Leadership Development Request for Proposals 2019-2700	Original Term: \$1,184,691 Total through renewals: \$4,738,764	D. Ledezma Fund 101 Dept. 5432
Don Johnston, Inc.	9/30/20 through 9/30/23	Digital Resources DR 89280	Snap and Read, and CoWriter licenses for all SPED and Title schools. Approved Special Class Procurement: Copyrighted and Creative Works PPS-47-0288(4)	\$300,000	K. Cuellar Fund 205 Dept. 5407 Grant G2000
Follett School Resources	9/23/20 through 6/30/21 Option to renew for up to four additional one-year terms through 6/30/25	Material Requirements MR 89284	Purchase of library materials on an as-needed basis. Request for Proposals 2020-2851	Original Term: \$400,000 Total through renewals: \$2,000,000	K. Cuellar Funding Source Varies
Albina Head Start	9/23/20 through 7/2/21	Personal Services PS 89290	Program for 44 infants and toddlers at Marshall, Roosevelt, Grant, and Franklin. Direct Negotiation PPS-46-0525(3)	\$466,840	K. Cuellar Fund 101 Dept. 4306

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
David Douglas School District	7/1/20 through 6/30/21	Intergovernmental Agreement IGA 89240	Provide regional services to eligible individuals with Autism Spectrum Disorder.	\$194,700	K. Cuellar Fund 205 Dept. 5433 Grant G1900

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6175

The Following Minutes are offered for Adoption

- September 08, 2020 – Regular Meeting

RESOLUTION No. 6176

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends submitting the Revenue Contract for the State of Oregon Head Start Funding for fiscal year 2021 in the amount of \$5,799,811 for the grant period July 1, 2020 through June 30, 2021

RESOLUTION

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

RESOLUTION No. 6177

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends the approval of the: PPS Head Start City of Portland, Portland Children's Levy (PCL) Revenue Contract in the amount of \$1,669,112 for the 2021-2023 fiscal years with the grant period July 1, 2020 to June 30, 2023.

RESOLUTION

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

RESOLUTION NO. 6178

Amendment to the Fiscal Year 2020-21 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

WHEREAS, On June 23, 2020, the Board of Education (“Board”), by way of Resolution No. 6135, voted to adopt an annual budget for the Fiscal Year 2020-21 as required under Local Budget Law; and

WHEREAS, 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

WHEREAS, Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines; and

WHEREAS, This resolution is to enable the Board to approve an Amendment to the annual budget for the Fiscal Year 2020-21, 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; and

WHEREAS, The District recognizes the increase in the beginning fund balance for the general fund and proposes to increase appropriations to both Instruction and Support Services to support staffing and programming moved from Student Investment Account (SIA) grant funding to the general fund as well as appropriation increases to support expenditures related to COVID re-entry requirements for both the Comprehensive Distance Learning and Hybrid education models; and

WHEREAS, The District recognizes the decrease in Special Revenue Fund resources and proposes to reduce appropriations to Instruction for staffing and programming moving from SIA grant funding to general fund as well as appropriation adjustments to support expenditures related to COVID response including Federal Emergency Management Agency (FEMA), Elementary and Secondary School Emergency Relief Fund (ESSER), and Comprehensive Distance Learning (CDL); and

WHEREAS, The Superintendent recommends approval of this resolution.

RESOLUTION

NOW THEREFORE BE IT RESOLVED BY the Board of Directors of Portland Public Schools, hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment B for the fiscal year beginning July 1, 2020.

September 22, 2020
Portland Public Schools

Summary of Amendments to 2020-21 Adopted Budget

Amendment #1

September 22, 2020

(in thousands)

		Adopted Budget	Adjustment	Amended Budget
100 - General Funds				
Resources				
Beginning Fund Balance		\$ 46,631	\$ 17,843	\$ 64,474
Local Property and Other Taxes		277,706		277,706
Local Option Taxes		100,366		100,366
Other Local Sources		18,395		18,395
County and Intermediate Sources		14,027		14,027
State School Fund		267,735		267,735
State Common School Fund		4,744		4,744
Federal and State Support		0		0
Interfund Transfers		0		0
Other		50		50
Total		\$ 729,654	\$ 17,843	\$ 747,497
Requirements				
Instruction		373,928	12,169	386,097
Support Services		311,832	5,574	317,406
Enterprise and Community Svcs		1,814		1,814
Transfer of Funds		1,134	100	1,234
Contingency		40,946		40,946
Total		729,654	17,843	747,497
200 - Special Revenue Funds				
Resources				
Beginning Fund Balance		36,735		36,735
Property and Other Taxes		305		305
Other Revenue from Local Sources		22,909	-100	22,809
Intermediate Sources		144		144
State Sources		72,998	-26,769	46,229
Federal Sources		58,709	18,730	77,439
Interfund Transfers		0	100	100
All Other Resources		34		34
Total		191,834	-8,039	183,795
Requirements				
Instruction		84,568	-11,857	72,711
Support Services		54,750	3,818	58,568
Enterprise and Community Svcs		23,861		23,861
Facilities Acquisition and Construction		14		14
Transfers of Funds		0		0
Unappropriated Ending Fund Balance		28,641		28,641
Total		191,834	-8,039	183,795

300 - Debt Service Funds**Resources**

Beginning Fund Balance	14,250		14,250
Property and Other Taxes	128,923		128,923
Other Revenue from Local Sources	56,693		56,693
Federal Sources	54		54
Interfund Transfers	1,751		1,751
Total	201,672	0	201,672

Requirements

Debt Service & PERS UAL	191,444		191,444
Unappropriated Ending Fund Balance	10,228		10,228
Total	201,672	0	201,672

400 - Capital Projects Funds**Resources**

Beginning Fund Balance	577,819		577,819
Other Revenue from Local Sources	12,766		12,766
Intermediate Sources	0		0
State Sources	3,500		3,500
Interfund Transfers	0		0
All Other Resources	1,000,000		1,000,000
Total	1,594,085	0	1,594,085

Requirements

Instruction	29,644		29,644
Support Services	59,952		59,952
Facilities Acquisition and Construction	1,331,591		1,331,591
Transfers of Funds	617		617
Contingencies	0		0
Unappropriated Ending Fund Balance	172,282		172,282
Total	1,594,085	0	1,594,085

600 - Internal Service Funds**Resources**

Beginning Fund Balance	6,186		6,186
Other Revenue from Local Sources	2,155		2,155
State Sources	192		192
Total	8,532	0	8,532

Requirements

Support Services	3,762		3,762
Contingencies	4,769		4,769
Unappropriated Ending Fund Balance	0		0
Total	8,532	0	8,532

All Funds Total

2,725,777	9,804	2,735,581
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September 22, 2020
Portland Public Schools

Summary of Amendments to 2020-21 Adopted Budget

Amendment #1

September 22, 2020

(in thousands)

		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
Adopted Resources:		\$ 729,654	\$ 191,834	\$ 1,804,289	\$ 2,725,777
Adjustments:					
1. Increase in General Fund Beginning Fund Balance		17,843			17,843
2. Decrease in Special Revenue Fund due to SIA resource reductions during legislative special session			-26,769		-26,769
3. Increase in Special Revenue Fund due to Elementary and Secondary School Emergency Relief Funds (ESSER) and Comprehensive Distance Learning (CDL) grants			9,070		9,070
4. Increase in Special Revenue Fund due to Federal Emergency Management Agency (FEMA) reimbursement submissions			4,500		4,500
5. Increase in Special Revenue Funds due to beginning fund balance update as of June 30, 2020			5,160		5,160
Total Resource Changes		17,843	-8,039	0	9,804
Recommended Amended Resource Budget		\$ 747,497	\$ 183,795	\$ 1,804,289	\$ 2,735,581
Adopted Requirements:		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
		\$ 729,654	\$ 191,834	\$ 1,804,289	\$ 2,725,777
Adjustments:	Function				
1. Increase in General Fund Instruction due to staffing and programming moved from SIA grant funding to general funding, State School funding for Charter Schools, re-entry expenditures supporting Instruction (PPE, Technology, FFE).	1000	12,169			12,169
2. Increase in General Fund Support Services due to transferring SIA initiatives from grant funding to general funding and re-entry expenditures.	2000	5,574			5,574
3. Increase in Transfer of Funds to Nutrition Services to cover unpaid lunch balances	5000	100			100
4. Adjustments in Special Revenue Fund Instruction due to staffing and programming moved from SIA grant funding to general fund, delayed implementation of SIA initiatives, increases for expenditures related to the CDL, ESSER and other COVID response grants in support of Technology, PPE and staffing supports for the hybrid and virtual education models.	1000		-11,857		-11,857
5. Adjustment in Special Revenue Fund Support Services due to staffing and programming moved from SIA grant funding to general fund, additional FEMA resources to support expenditures related to COVID operational supports (Cleaning, Technology, PPE, School Site set-up)	2000		3,818		3,818
Total Requirement Changes		17,843	-8,039	0	9,804
Recommended Amended Requirement Budget		\$ 747,497	\$ 183,795	\$ 1,804,289	\$ 2,735,581

Student Investment Account Summary

Original SIA Allocation	\$ 39,162,269
ODE Reduction 8.19.2020 (68.21%)	\$ (26,769,470)
Revised Allocation	\$ 12,392,799

Total Expenditures:	\$ 39,162,269	\$ 24,593,906	\$ 12,392,799	\$ 11,657,181
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#	Investment	SIA			General Fund
		2020-21 Original Adopted	2020-21 Allocated Revised 7.1.2020	2020-21 Special Session Revised 9.2.2020	2020-21 Amendment
1	Schools prioritized as needing supports for improvement will receive Instructional Specialist FTE. (Planning Tool Item #1)	\$3,321,000	\$2,077,220	\$1,995,054	\$ -
2	Support and provide opportunities that call for engaging students of color in youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking. (Planning Tool Item #2)	\$50,000	\$50,000	\$ -	\$ 50,000
3	Support and resources for Community Engagement, such as translation services, supplies, food, and childcare. (Planning Tool Item #3)	\$25,000	\$25,000	\$ -	\$ 25,000
4	More equitable funding formula for community based education agencies (CBOs) serving historically underserved students. (Planning Tool Item #4)	\$844,000	\$531,720	\$ -	\$ 844,000
5	Increase funding to RESJ Partnership contracts with culturally specific organizations in five strategy areas: 1. Culturally Specific Family Engagement 2. Culturally Specific Wrap Around Services 3. Culturally Specific Mentoring and Leadership Development 4. Culturally Specific Extended Day and Enrichment Activities 5. Culturally Specific Identity Development Both the strategies as well as the service provision are focussed on researched based, effective services that improve academic success for students of color. Services are provided by racially diverse staff at partner organizations, significantly more reflective of the student population. (Planning Tool Item #5)	\$3,400,000	\$3,400,000	\$ -	\$ 3,400,000
6	Add FTE for the second year of the Multi-tiered Systems of Support (MTSS) districtwide adoption and implementation. Includes coaching and supports through increases in FTE for MTSS TOSAs, soft start classrooms in two high schools for students with tier three needs, and additional restorative justice specialists to assist with restorative practices and harm reduction district wide. (Planning Tool Item #6.1)	\$977,258	\$109,733	\$ 102,957	\$ -
7	Non personnel expenses for activity 7 (Planning Tool Item #6.1)	\$100,000	\$ -	\$ -	\$ -
8	This funding will support social emotional learning (SEL) curriculum, coaching and PD throughout the district, align priorities of infusing trauma informed care into our classrooms and an additional administrator and TOSA for oversight to support capacity building, training, supervision and SEL vision. With the district's move toward incorporating trauma informed care into all programs, there is a need for Social Emotional Learning (SEL) to be integrated in all levels, from Central Office to specialized classrooms. This investment in SEL will also include curriculum and professional development for staff. (Planning Tool Item #6.2)	\$322,829	\$322,829	\$ 322,829	\$ -
9	Non personnel expenses for activity 10 (Planning Tool Item #6.2)	\$150,000	\$150,000	\$ 150,000	\$ -
10	Additional FTE and resources to expand SPED programming due to increased numbers. Includes para-educator support for students with the highest needs as well as staffing and resources for new learning center, communication behavior, and intensive skills classrooms. (Planning Tool Item #7)	\$1,000,000	\$1,000,000	\$ 1,000,000	\$ -
11	Provide Mental Health, Substance Use (SUD) & Behavioral Health supports, including: (Planning Tool Item #8) - culturally specific contracts for mental health and drug and alcohol specialists, - dual diagnosis clinicians for student experiencing mental health and SUD challenges, - transition support for students returning to school from treatment centers, - an increase in school psychologists to help support MTSS implementation and behavior support plans, - additional qualified mental health specialists throughout the district. All of the increases in services, social worker and other personnel will be supported by an additional administrator.	\$1,590,000	\$1,590,000	\$ 1,590,000	\$ -
12	Non personnel expenses for activity 14 (Planning Tool Item #8)	\$410,000	\$410,000	\$ 410,000	\$ -
13	Provide specialized supports for students on 504 plans and medical equipment for accommodation needs. Supports include: (Planning Tool Item #9) - educational assistants (EA) - contracts with culturally specific organizations for assistance with racial / hate related crisis response and recovery needs throughout our district, - additional professional development around investigations support Title IX requirements - an additional discipline coordinator.	\$287,000	\$287,000	\$ 212,873	\$ -
14	Non personnel expenses for activity 17 (Planning Tool Item #9)	\$100,000	\$100,000	\$ 100,000	\$ -
15	Support the development and implementation of curricular resources for K-12 Social Studies/Ethnic Studies, K-12 Multilingual Literacy System which include Reading, Writing and Speaking, and K-3 Foundational Skills. (Planning Tool Item #10)	\$600,000	\$600,000	\$ -	\$ 600,000
16	Partially fund an instructional material adoption and professional learning to support students who are emergent bilingual in language development throughout our core curriculum. (Planning Tool Item #11)	\$150,000	\$150,000	\$ -	\$ 150,000
17	Provide central office support (4 FTE TOSA, 1 FTE Administrator) to plan and implement the K-12 math redesign and curriculum adoption. Additionally, a portion will fund the initial instructional materials adoption. (Planning Tool Item #12)	\$615,000	\$615,000	\$ -	\$ 615,000
18	Curriculum for activity 22 (Planning Tool Item #12)	\$487,000	\$487,000	\$ -	\$ 487,000
19	Increasing equitable and coherent arts programming and staffing in the Roosevelt and Jefferson K-12 clusters. This will also include central office support (Visual and Performing Arts TOSA) to support the implementation of the Master Arts Education Plan and funds for music and arts supplies. (Planning Tool Item #13)	\$560,000	\$548,665	\$ -	\$ 548,665
20	Instruments, sheet music and arts materials activity 25 (Planning Tool Item #13)	\$100,000	\$100,000	\$ -	\$ 100,000
21	Supports the development and implementation of a standards-based, culturally-responsive Physical Education curriculum, an additional Teacher on Special Assignment to coordinate professional learning to implement quality PE instruction (including Erin's Law instruction). (Planning Tool Item #14)	\$123,000	\$ -	\$ -	\$ -
22	Non-personnel for activity 28 (Planning Tool Item #14)	\$225,129	\$ -	\$ -	\$ -
23	Provide professional learning for wellness leads, Health materials for schools, and 1.0 Program Manager for Health (Planning Tool Item #15)	\$321,000	\$ -	\$ -	\$ -

Student Investment Account Summary

Original SIA Allocation	\$ 39,162,269
ODE Reduction 8.19.2020 (68.21%)	<u>\$ (26,769,470)</u>
Revised Allocation	<u>\$ 12,392,799</u>

Total Expenditures:	\$ 39,162,269	\$ 24,593,906	\$ 12,392,799	\$ 11,657,181
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#	Investment	SIA			General Fund
		2020-21 Original Adopted	2020-21 Allocated Revised 7.1.2020	2020-21 Special Session Revised 9.2.2020	2020-21 Amendment
24	Supports for Native students and after school programs, includes collaboration with culturally specific community partners to support student success and also supports implementation of Senate Bill 13. (Planning Tool Item #16)	\$149,000	\$149,000	\$ -	\$ 149,000
25	Add FTE to address unexpected enrollment and high class sizes. (Planning Tool Item #28)	\$74,525	\$1,823,523	\$ -	\$ 1,823,523
26	P-3 Plan Implementation. This investment develops a more comprehensive approach to effectively support preK to K transitions for students, families, and staff. In addition, it will allow us to implement more developmentally appropriate, inclusive, and aligned learning experiences and environments from PK-1st grade. (Planning Tool Item #18)	\$800,000	\$ -	\$ -	\$ -
27	Provide supports to reduce the digital divide and promote technology-enhanced learning opportunities at five middle school. The funds will be matched with the middle schools' Verizon Innovative Learning Schools grant and will include 5 FTE Instructional Specialist/Coaches, instructional Specialist funding is subsidized in part by the grant and reflected. (Planning Tool Item #20)	\$235,540	\$235,540	\$ -	\$ 235,540
28	Add 22.5 FTE for counselors to lower the counselor to student ratio to 250:1 for all middle schools, Title/CSI K-5s, and K-8s. By lowering the ratio to 250:1, we meet the American School Counselor Association (ASCA) recommendations. (Planning Tool Item #21)	\$2,754,563	\$1,528,375	\$ 1,528,375	\$ -
29	Provide 43.0 FTE for social work / social workers in schools, including district FTE and contracted culturally-specific services. (Planning Tool Item #22) - 0.5 FTE for each K-5 and K-8 schools - 1 FTE for each High Schools - 5.0 FTE to MPG programs, - 0.5 FTE for Pioneer - 0.5 FTE for Community Transition Program (CTP)	\$4,802,500	\$3,846,170	\$ 3,846,170	\$ -
30	Add 3.5 FTE for College and Career Coordinator for Multiple Pathways to Graduation (MPG). MPG serves students districtwide who need additional support in the form of: re-engagement in their education, enrollment in alternative education, day and residential treatment (DART) school placement, district wide credit recovery opportunities, Teen Parent Services, and MPG School social work services, as well as other schools and programs. (Planning Tool Item #23)	\$430,500	\$320,255	\$ -	\$ 320,255
31	Add FTE to create more optimal student-teacher ratios and class sizes across K-5 classrooms. (Planning Tool Item #24)	\$5,170,000	\$443,739	\$ -	\$ 443,739
32	Add 26.4 FTE to reduce class sizes in grades 6-8. (Planning Tool Item #25)	\$2,904,000	\$ -	\$ -	\$ -
33	Add 10.5 FTE to increase elective opportunities for grades 6-8 in K-8s and middle schools. (Planning Tool Item #26)	\$1,155,000	\$987,597	\$ -	\$ 987,597
34	Add 8 FTE to improve high school class size and ensure students can be fully scheduled. (Planning Tool Item #27)	\$880,000	\$ -	\$ -	\$ -
35	Add 13 FTE to add a 7th period at 4 middle schools. This is a pilot to allow students more choice and opportunities for electives, which will include visual and performing arts. The MS included are Ockley Green, Tubman, George & Beaumont. (Planning Tool Item #29)	\$1,441,000	\$877,862	\$ -	\$ 877,862
36	Charter School Funding (Planning Tool Item #30)	\$1,166,938	\$735,171	\$ 354,511	\$ -
37	Community based education agency (CBO) Funding (Planning Tool Item #31)	\$940,487	\$592,507	\$ 280,030	\$ -
38	Grant Indirect	\$500,000	\$500,000	\$ 500,000	\$ -

Resolution No. 6179

Adopting the Superintendent’s Goals for 2020-2021

RESOLUTION

The Portland Public Schools Board of Education adopts the attached Superintendent Goals for the 2020-2021 school year.

**Portland Public Schools
Board of Directors’
Superintendent’s Performance Evaluation
for School Year 2020-2021**

SUPERINTENDENT ANNUAL EVALUATION

In 2019-2020, the Board adopted an evaluation tool that acknowledged the complexity of the role of the Superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within Portland Public Schools.

*The board wishes to reaffirm its commitment to the existing **Student Performance Goals**. While the board is affirming and expanding its commitment to the **Student Performance Goals**, we must also acknowledge that the system and the larger community are in the midst of a pandemic and unprecedented shifts in how we serve our students.*

Given the pandemic and the unprecedented changes in education, we plan to use the 2020-2021 school year to gather baseline data on the **Student Performance Goals** which we will use to set targets for the coming academic year (2021-2022). There will be regular reporting on this data to the board at least quarterly. The four Board goals will be reintroduced in the 2021-2022 performance evaluation.

Therefore, for the 2020-2021 academic year, the superintendent evaluation framework will be based on the **8 Leadership Standards** identified in the 2020 superintendent evaluation workbook published by the **Oregon School Board Association** and the **Coalition of Oregon School Administrators**. These will be equally weighted and scoring will be done using this scale provided by the Oregon School Boards Association:

SCORES BETWEEN:	PERFORMANCE LEVEL:
3.5 - 4.0	Accomplished
2.5 - 3.4	Effective
1.5 – 2.4	Developing
0.0 - 1.4	Ineffective

Leadership Standard #1: Visionary Leadership

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

- | | |
|---|---|
| <p>1.1 Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities</p> <p>1.2 Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision</p> <p>1.3 Implements the district's continuous improvement plan and communicates its progress</p> | <p>1.4 Makes progress on PPS's Racial Equity and Social Justice strategy, with a focus on the professional development strategies in the RESJ framework by</p> <ol style="list-style-type: none"> 1. Hiring and retaining teachers and principals of color 2. Taking a holistic approach across the District to the review of our building names, our cultural icons, including statuary, art and artifacts <p>1.5 Demonstrate a focus on improving student achievement for Black and Indigenous students</p> |
|---|---|

Ineffective	Developing	Effective	Accomplished
<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>	<p>Articulates the vision of the district in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>The district vision is focused on student learning.</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>

Summary Rating

1 Ineffective: 2 Developing: 3 Effective: 4 Accomplished:

Leadership Standard #2: Ethics and Professional Norms			
The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.			
2.1 Ensures a system of accountability for every student’s academic and social success		2.3 Safeguards the values of democracy, equity and diversity	
2.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior		2.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling	
Ineffective	Developing	Effective	Accomplished
<p>Actions and intentions are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his or her word.</p> <p>Is not self-aware and does not reflect on his or her practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning</p>	<p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p>
Summary Rating			
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

Leadership Standard #3: Inclusive District Culture			
The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent ensures that equity is centered in all district planning and action.			
<p>3.1 Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture that actively recruits and retains teachers, administrators and central office staff of color</p> <p>3.2 Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student</p>		<p>3.3 Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff</p>	
Ineffective	Developing	Effective	Accomplished
<p>Planning is centered on the dominant culture.</p> <p>Data is presented in aggregate.</p> <p>Engagement activities are not differentiated to elevate the voices of underserved communities.</p>	<p>Planning remains centered on the dominant culture with differentiation for legally required student groups (e.g. special education or emergent bilingual students).</p> <p>Data reporting is primarily focused on aggregate performance with occasional disaggregation.</p> <p>Occasional or inconsistent efforts to engage underserved communities.</p>	<p>Consistent evidence of centering underserved students in planning activities.</p> <p>Data is regularly disaggregated in reporting and planning documents aligned to traditional state and federal reporting requirements..</p> <p>Consistent and intentional efforts to engage underserved communities.</p>	<p>Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.</p> <p>Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality.</p> <p>Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.</p>
Summary Rating			
<p>1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/></p>			

Leadership Standard #4: Culturally responsive instructional leadership and improvement

This standard addresses the superintendent’s skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

4.1 Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership
 4.2 Implements coordinated systems of support, including coaching and professional development for staff

4.3 Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership
 4.4 Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained

Ineffective	Developing	Effective	Accomplished
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>	<p>Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization’s primary strategic objective.</p> <p>Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.</p> <p>Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.</p>

Summary Rating

1 Ineffective: 2 Developing: 3 Effective: 4 Accomplished:

Leadership Standard #5: Communications and Community Relations

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community, responding to feedback and building support for and engagement with the district.

<p>5.1 Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups</p> <p>5.2 Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning</p>	<p>5.3 Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs</p> <p>5.4 Goes beyond the district and local community to advocate for students at the county, regional and/or state level</p>
--	---

Ineffective	Developing	Effective	Accomplished
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the district.</p> <p>Not aware of the undercurrents with the staff of the school environment.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out of the loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps staff, students, and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>Most staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p>

Summary Rating			
1 Ineffective: <input type="checkbox"/>	2 Developing: <input type="checkbox"/>	3 Effective: <input type="checkbox"/>	4 Accomplished: <input type="checkbox"/>

Leadership Standard #6: Effective Organizational Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

<p>6.1 Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success</p> <p>6.2 Establishes productive relationships with associations while managing labor relations and contract effectively</p> <p>6.3 Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning</p>	<p>6.4 Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity</p> <p>6.5 Creates systems which track and improve the environmental sustainability of district practices</p>
--	--

Ineffective	Developing	Effective	Accomplished
<p>Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students.</p> <p>Is antagonistic toward union leadership, doesn't work to improve relations.</p>	<p>Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students.</p> <p>Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.</p>	<p>Puts in place systems and staff so that environments are conducive to learning and are consistently safe.</p> <p>Is proactive in sharing information and purposely avoids conflict.</p>	<p>Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.</p> <p>Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.</p>

Summary Rating

1 Ineffective:
 2 Developing:
 3 Effective:
 4 Accomplished:

Leadership Standard #7: Effective Fiscal Management			
The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.			
7.1 Develops a proposed budget in accordance with board priorities and district direction		7.3 Communicates the budget priorities and ensures regular updates on implementation of the budget	
7.2 Manages the equitable implementation of district resources aligned with the budget adopted by the board			
Ineffective	Developing	Effective	Accomplished
Irresponsibly and imprudently manages the fiscal aspects of the organization.	Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	<p>Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking.</p> <p>Clear and transparent systems of financial control and accountability are universally followed.</p>
Summary Rating			
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

Leadership Standard #8: Policy, Advocacy and Governance			
The superintendent engages stakeholders in the development of the district strategic plan and works with the board to align policy and budgetary resources to execute the plan. The superintendent also advocates at the local, regional and national levels on the behalf of the system.			
8.1 Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations		8.3 Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders	
8.2 Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district			
Ineffective	Developing	Effective	Accomplished
The superintendent does not value or show evidence of an effort to establish the conditions necessary for collaborative decision making and does not show evidence of advocacy on the behalf of the system.	<p>The superintendent implements plans in compliance with national, state, and local policy, laws, rules and regulations.</p> <p>The superintendent inconsistently participates in advocacy at the state or regional level.</p>	<p>The superintendent works collaboratively with the board to implement plans in compliance with national, state, and local policy, laws, rules and regulations.</p> <p>The superintendent engages in a regular pattern of advocacy at the state and regional level.</p>	<p>The superintendent engages the board and larger community in the development and implementation of plans in compliance with national, state, and local policy, laws, rules and regulations.</p> <p>The superintendent engages in a regular pattern of advocacy at the state and regional level and shows evidence of proactive advocacy on key issues.</p>
Summary Rating			
<p>1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/></p>			

Overall SY 2020-2021 Superintendent Performance Evaluation									
Priority Leadership Standards & Performance Goals	Each member ranks each indicator 1-4 according to the rubrics above								
	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7	Subtotal	Average
Visionary Leadership									÷ 7 = ____
Ethics and Professional Norms									÷ 7 = ____
Inclusive District Culture									÷ 7 = ____
Culturally Responsive Instructional Leadership and Improvement									÷ 7 = ____
Communications and Community Relations									÷ 7 = ____
Effective Organizational Management									÷ 7 = ____
Effective Financial Management									÷ 7 = ____
Policy, Governance and Advocacy									÷ 7 = ____
Final Summary Rating for the 2020-2021 Academic Year								SUBTOTAL:	
								DIVIDED BY 8 AREAS EQUALS FINAL PERFORMANCE LEVEL:	

RESOLUTION No. 6183

The Following Minutes are offered for Adoption

- September 22, 2020 – Regular Meeting

RESOLUTION No. 6184

Authorizing the Pacific Power Utility Easement Dedication for the
Madison High School Modernization Project Located at 2735 NE 82nd, Portland, Oregon

RECITALS

- A. The Madison High School Modernization Project (the Project) is part of the 2017 School Improvement Bond.
- B. The design of the Project requires a new utility service to support the new improvements, which both enhance the property and are required by City code.
- C. Such utility easements are frequently required on large construction projects, and are typically provided without cost.
- D. The Madison High School utility easement will extend from 82nd Avenue west between the south parking lot and the football stadium, continuing along the building to the north and then west and terminating at the back of the school adjacent to the west parking lot (the Madison Pacific Power Utility Easement).
- E. The Madison Pacific Power Utility Easement dedication is required by Pacific Power prior to energizing the new transformers which provide the permanent power to the Project.

RESOLUTION

- 1. The Board hereby authorizes the Madison Pacific Power Utility Easement dedication to Pacific Power.
- 2. The Board hereby authorizes the Superintendent or his designee to execute the Madison Pacific Power Utility Easement and other required documents in a form approved by District General Counsel and to convey the Madison Pacific Power Utility Easement to Pacific Power in order to provide the permanent power for the Project.



PORTLAND PUBLIC SCHOOLS
OFFICE OF SCHOOL MODERNIZATION
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2222

Date: October 6, 2020
To: School Board
From: Dan Jung, Chief Operating Officer
Dana White, Director of Planning & Real Estate Management
Subject: Madison High School Modernization Utility Easement Dedication

BACKGROUND

The Madison High School Modernization project (the Project) is part of the 2017 School Improvement Bond.

The design of the Project requires a new utility service to support the new improvements, which both enhance the property and are required by City code.

The new utility service requires an easement dedication to Pacific Power, which is typical on large construction projects, and is a condition of Pacific Power prior to energizing the new transformers which provide the permanent power to the Project. See Attachment A.

The easement for the Madison High School utility service will extend from 82nd Avenue west between the south parking lot and the football stadium, continuing along the building to the north and then west and terminating at the back of the school adjacent to the west parking lot as generally depicted in Attachment B (the Madison Pacific Power Utility Easement).

RELATED POLICIES/BEST PRACTICES

Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

Utility easements for new utility services, which are required by code, are a standard requirement of utility providers on large construction projects and are provided to the utilities at no cost.

ANALYSIS OF SITUATION

Denying the Madison Pacific Power Utility Easement would delay the energizing of the transformers that provide the permanent power to the Project, which is needed by November 1, 2020 to meet the current construction schedule. Any delays in construction could have implications to both the Project budget and the occupancy of the building for the 2021/22 school year.

FISCAL IMPACT

There are no fiscal impacts to approving the Madison Pacific Power Utility Easement dedication.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

NA

TIMELINE FOR IMPLEMENTATION / EVALUATION

The Madison Pacific Power Utility Easement dedication is needed by November 1, 2020 in order to energize the transformers that provide the permanent power to the Project.

BOARD OPTIONS WITH ANALYSIS

1. Approve the Madison Pacific Power Utility Easement dedication as required for energizing the transformers that provide the permanent power to the Project.
2. Deny the Madison Pacific Power Utility Easement dedication and delay energizing the transformers that provide the permanent power to the Project, which could jeopardize the Project's construction schedule and budget.

CONNECTION TO BOARD GOALS

NA

STAFF RECOMMENDATION

Staff recommends approving the Madison Pacific Power Utility Easement dedication.

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

CH (Initials)

ATTACHMENTS

- A. Madison Pacific Power Utility Easement
- B. Madison Site Plan with Pacific Power Utility Easement (for reference only)

Attachment A
Madison Pacific Power Utility Easement

Return to: ***Pacific Power***
7544 NE 33rd Drive
Portland, Oregon 97211

CC#: 11206 WO#: 6549557

RIGHT OF WAY EASEMENT

For value received, ***School District No. 1J, Multnomah County, Oregon*** (“Grantor”), hereby grants to ***PacifiCorp, an Oregon corporation***, its successors and assigns, (“Grantee”), a perpetual easement for a right of way **10** feet in width and **1,200** feet in length, more or less, for the construction, reconstruction, operation, maintenance, repair, replacement, enlargement, and removal of Grantee’s electric power transmission, distribution and communication lines and all necessary or desirable accessories and appurtenances thereto, including without limitation: underground wires, fibers, cables and other conductors and conduits therefor; and underground or above-ground pads, transformers, switches, vaults and cabinets, on or under the surface of the real property of Grantor in ***Multnomah*** County, State of ***Oregon***, more particularly shown on ***Exhibit A*** attached hereto and by this reference made a part hereof (the “Right of Way”).

The Right of Way is located on the following property owned by Grantor (“Grantor’s Property”):

LOTS 1 THROUGH 12, IN BLOCK 7, ALL OF BLOCKS 8 AND 9 IN THE PACIFIC ABSTRACT COMPANY SUBDIVISION OF LOT 27 GLENHAVEN PARK, (PLAT BOOK 151, PAGE 004), ALL OF BLOCK 10 AND LOTS 13 THROUGH 24 OF BLOCK 11, IN THE SUBDIVISION OF LOT 22 GLENHAVEN PARK (PLAT BOOK 152, PAGE 0062), ALL OF BLOCKS 1,2,5 AND 6, LOTS 1 THROUGH 6, BLOCK 3, AND LOTS 1 THROUGH 6, BLOCK 4 IN ALBEE'S SUBDIVISION OF LOTS 28 AND 29 GLENHAVEN PARK (PLAT BOOK 140, PAGE 0097), ALL OF BLOCKS 1 AND 2 AND LOTS 1 THROUGH 6, BLOCK 3 IN THE NONPAREIL ADDITION, A SUBDIVISION OF LOT 30 GLENHAVEN PARK (PLAT BOOK 140, PAGE 0089). ALL IN THE COUNTY OF MULTNOMAH, STATE OF OREGON.

TOGETHER WITH THOSE PORTIONS OF VACATED N.E. 79TH AVENUE, N.E. RUSSELL STREET, N.E. BRAZEE STREET AND OTHER PORTIONS WHICH INURED THERETO, AS CONTAINED IN THAT CERTAIN ORDINANCE NO. 64817, RECORDED AUGUST 29, 1933 IN BOOK 222, PAGE 0454.

ALSO TOGETHER WITH THOSE PORTIONS OF VACATED N.E. 78TH AVENUE, N.E. 79TH AVENUE, N.E. 80TH AVENUE, N.E. 81ST AVENUE AND N.E. ALAMEDA WHICH INURED THERETO, AS CONTAINED IN THAT CERTAIN ORDINANCE NO. 92612, RECORDED NOVEMBER 22, 1950 IN BOOK 1445, PAGE 0373.

ALSO TOGETHER WITH THAT PORTION OF VACATED 78TH AVENUE WHICH INURED THERETO, AS CONTAINED IN THAT CERTAIN ORDINANCE NO. 102503, RECORDED OCTOBER 5, 1955 IN BOOK 1748, PAGE 0304.

ALSO TOGETHER WITH THOSE PORTIONS OF VACATED N.E. ALAMEDA STREET, N.E. RUSSELL STREET, N.E. BRAZEE STREET, N.E. 79TH AVENUE, N.E. 80TH AVENUE AND N.E. 81ST AVENUE WHICH INURED THERETO, AS CONTAINED IN THAT CERTAIN ORDINANCE NO. 102413, RECORDED OCTOBER 5, 1955 IN BOOK 1748, PAGE 0313.

EXCEPTING THEREFROM THAT PORTION OF SAID LAND CONVEYED TO THE CITY OF PORTLAND, A MUNICIPAL CORPORATION OF THE COUNTIES OF MULTNOMAH AND CLACKAMAS, STATE OF OREGON, BY DEED RECORDED OCTOBER 5, 1955 IN BOOK 1748, PAGE 0311.

ALSO EXCEPTING THEREFROM THAT PORTION OF SAID LAND CONVEYED TO THE CITY OF PORTLAND, A MUNICIPAL CORPORATION OF THE COUNTIES OF MULTNOMAH AND CLACKAMAS, STATE OF OREGON, BY DEED RECORDED OCTOBER 5, 1955 IN BOOK 1748, PAGE 0322.

FURTHER EXCEPTING THEREFROM THAT PORTION OF LOTS 1, 2, 3, 4, 5 AND 6 IN BLOCK 1 ALLBEE'S SUBDIVISION (PLAT BOOK 140, PAGE 0097) LYING WITHIN LESTER STREET.

Assessor's Map No. 01N-02E-29AD

Parcel No. 3200

Together with the right of ingress and egress, for Grantee, its contractors, or agents, to the Right of Way over Grantor's Property for all activities in connection with the purposes for which this easement has been granted; and together with the present and (without payment therefor) the future right to keep the Right of Way clear of all brush, trees, timber, structures, buildings and other hazards which might endanger Grantee's facilities or impede Grantee's activities. Other than during emergencies or other exigent circumstances when notification is not practical, prior to entering Grantor's property for any purpose, Grantee shall notify Grantor's on-site employees of the activities to be undertaken by Grantee at Grantor's Property. While on Grantor's Property, Grantee shall use best efforts to not interfere with Grantor's use of Grantor's Property and Grantee shall comply with reasonable rules, regulations, and directives of Grantor, including those designed for the safety of Grantor's students and employees. Upon completion of Grantee's activities at Grantor's Property, Grantee shall return Grantor's Property to the condition in which it was in prior to Grantee's entry, including repairing at Grantee's cost any damage to structures, asphalt, or other pavement.

At no time shall Grantor conduct or permit any ground penetrating activity or excavation in the right of way without the express written consent of the Grantee. Subject to the foregoing limitations, the

surface of the Right of Way may be used by Grantor for other purposes not inconsistent, as reasonably defined by Grantee, with the purposes for which this easement has been granted.

JURY WAIVER. TO THE FULLEST EXTENT PERMITTED BY LAW, EACH OF THE PARTIES HERETO WAIVES ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY IN RESPECT OF LITIGATION DIRECTLY OR INDIRECTLY ARISING OUT OF, UNDER OR IN CONNECTION WITH THIS EASEMENT. EACH PARTY FURTHER WAIVES ANY RIGHT TO CONSOLIDATE, OR TO REQUEST THE CONSOLIDATION OF, ANY ACTION IN WHICH A JURY TRIAL HAS BEEN WAIVED WITH ANY OTHER ACTION IN WHICH A JURY TRIAL CANNOT BE OR HAS NOT BEEN WAIVED. THIS PARAGRAPH WILL SURVIVE THE EXPIRATION OR TERMINATION OF THIS AGREEMENT.

Grantor represents and warrants that it possesses all right, title and interest in and to the Right of Way area, free and clear of any lien, security interest, encumbrance, claim, license or other restriction that would interfere with Grantee's use of the Right of Way area for the purposes contemplated hereunder.

The rights and obligations of the parties hereto shall be binding upon and shall benefit their respective heirs, successors and assigns and shall run with the land.

Dated this _____ day of _____, 20____.

SCHOOL DISTRICT No. 1J, MULTNOMAH COUNTY, OREGON

GRANTOR

By: _____

Its: _____

REPRESENTATIVE ACKNOWLEDGEMENT

State of _____ }
County of _____ } SS.

This instrument was acknowledged before me on this _____ day of _____, 2____,

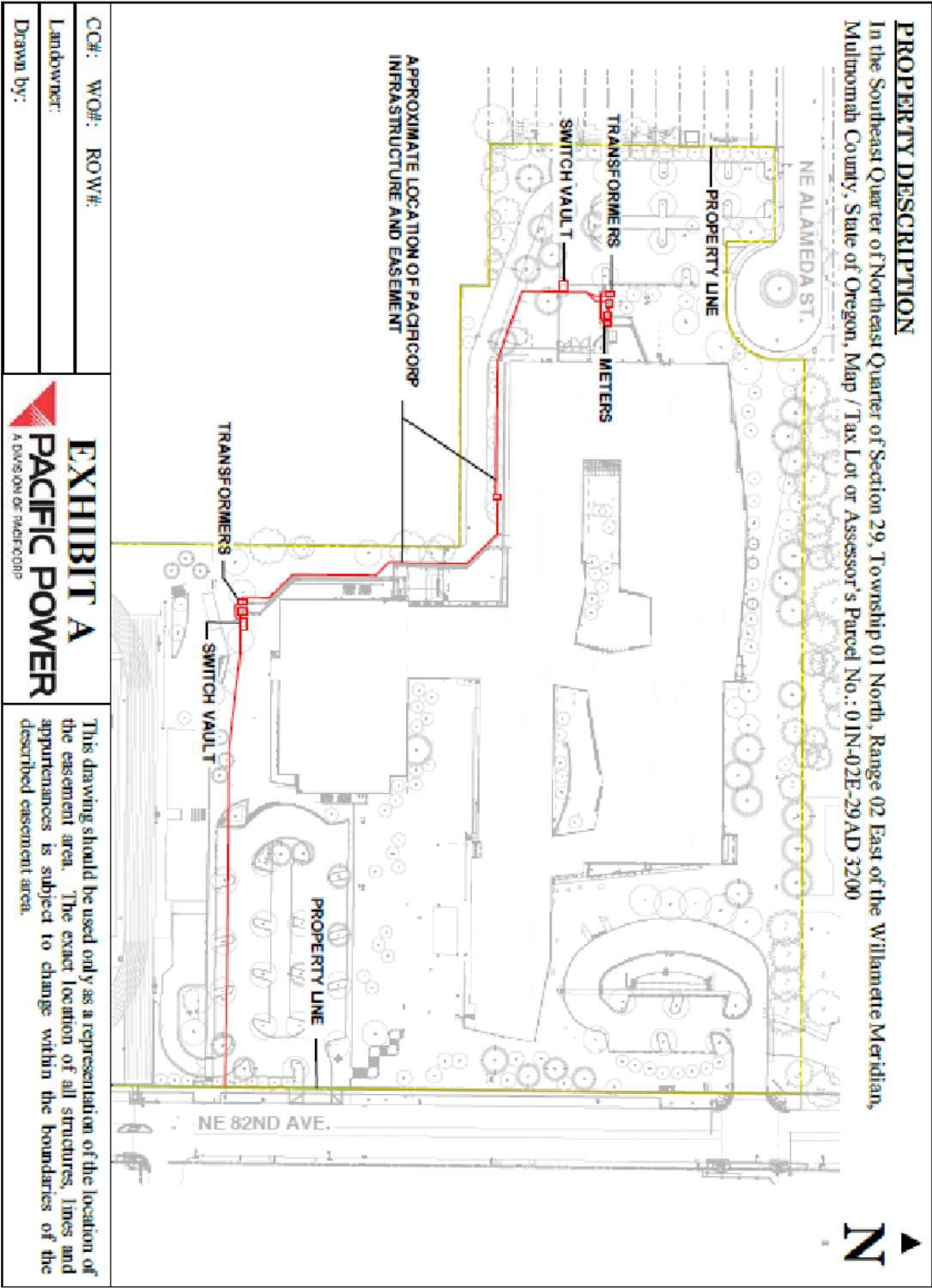
by _____, as _____,
Name of Representative Title of Representative

of _____.
Name of Entity on behalf of whom this instrument was executed

Notary Public

My commission expires: _____

Attachment B
 Madison Site Plan with Pacific Power Utility Easement
 (for reference only)



RESOLUTION No. 6185

Authorizing Minor Corrections and Revisions to Portland Public Schools Topology Control Lines

RECITALS

- A. Portland Public Schools topology control lines reflect the physical features of the boundaries that determine school attendance. These topology control lines generate the data that informs the District's decisions regarding enrollment, transportation routing, demographic, and equity analyses.
- B. Similar to the Census Bureau's methodology, Portland Public Schools topology control lines usually include street and waterway centerlines, and tax parcels.
- C. Portland Public Schools topology controls have changed over time due to construction, initial arbitrary features, and outdated tax lots, resulting in a loss of integrity of the control lines and the data they support.
- D. In preparation for the 2020-21 Enrollment & Balancing Project, staff has reviewed all topology control lines and recommends minor corrections in seven areas.
- E. The recommended minor corrections impact only control lines within public right-of-ways or tax lots associated with commercial/industrial land. No residential tax lots are impacted by any of the revisions.
- F. The minor corrections and revisions are needed immediately in order to provide quality data that will inform Portland Public Schools Enrollment & Balancing project that is currently underway.

RESOLUTION

- 1. The Board hereby authorizes minor corrections and revisions Portland Public Schools topology control lines as shown on Attachment A.
- 2. The Board hereby authorizes the Superintendent or his designee to revise the topology control lines in the seven areas that have been identified in order to provide quality data for Portland Public Schools enrollment and Balancing Project.



PORTLAND PUBLIC SCHOOLS OFFICE OF SCHOOL MODERNIZATION

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2222

Date: October 20, 2020
To: School Board
From: Dan Jung, Chief Operating Officer
Dana White, Director of Planning & Real Estate Management
Subject: District Topology Control Lines - Minor Corrections and Revisions

BACKGROUND

District topology control lines reflect the physical features of the District's intended boundaries that determine school attendance. These topology control lines generate the data that informs the District's decisions regarding enrollment, transportation routing, demographic and equity analyses.

Similar to the Census Bureau's methodology, the District's topology control lines usually include street and waterway centerlines, and tax parcels. In rare cases, no external control feature, such as a street, is available and an arbitrary feature (usually the existing PPS enrollment line) description is recorded.

The District's topology controls have changed over time due to construction, initial arbitrary features, and outdated tax lots resulting in a loss of integrity of the control lines and the data it supports. The most common manifestations of this are overlapping of control lines, or gaps between the control lines. While not noticeable to the casual user, this loss of integrity can create problems with data analysis and modeling, especially when comparison to other data sets, such as census tracts, is required.

In preparation for the District's Enrollment & Balancing Project being led by consultant FLO Analytics, staff has reviewed all topology control lines and is recommending minor corrections in seven areas. These recommended minor corrections impact only control lines within public right-of-ways or tax lots associated with commercial/industrial land. No residential tax lots are impacted by any of the revisions. Examples demonstrating some of the minor corrections staff recommends can be found in Attachment A.

RELATED POLICIES/BEST PRACTICES

Board Policy 4.10.045-P Student Assignment to Neighborhood Schools

The purpose of the Student Assignment to Neighborhood Schools Policy is to 1) Establish a process for assigning students to neighborhood schools, and 2) Provide consistent guidelines for changes to school boundaries

Best Practice

It is best practice to periodically update and correct features that contribute to data collection in order to insure the accuracy of the findings of analyses and modeling.

ANALYSIS OF SITUATION

Denying District topology minor corrections and revisions would denigrate the quality of data used for the analysis and modeling that informs the District's enrollment and equity decisions.

FISCAL IMPACT

There are no fiscal impacts to approving the District topology minor corrections and revisions.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

NA

TIMELINE FOR IMPLEMENTATION / EVALUATION

District topology minor corrections and revisions are needed immediately in order to provide quality data that will inform the District’s Enrollment & Balancing Project that is currently under way.

BOARD OPTIONS WITH ANALYSIS

1. Approve the district topology minor corrections and revisions as required to provide accurate data for the Enrollment & Balancing Project to provide the District high quality analysis and modeling.
2. Deny the district topology minor corrections and revisions and compromise the data provided for the Enrollment & Balancing Project and, ultimately, the quality of the analysis and modeling.

CONNECTION TO BOARD GOALS

NA

STAFF RECOMMENDATION

Staff recommends approving the District topology minor corrections and revisions.

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

____CH____ (Initials)

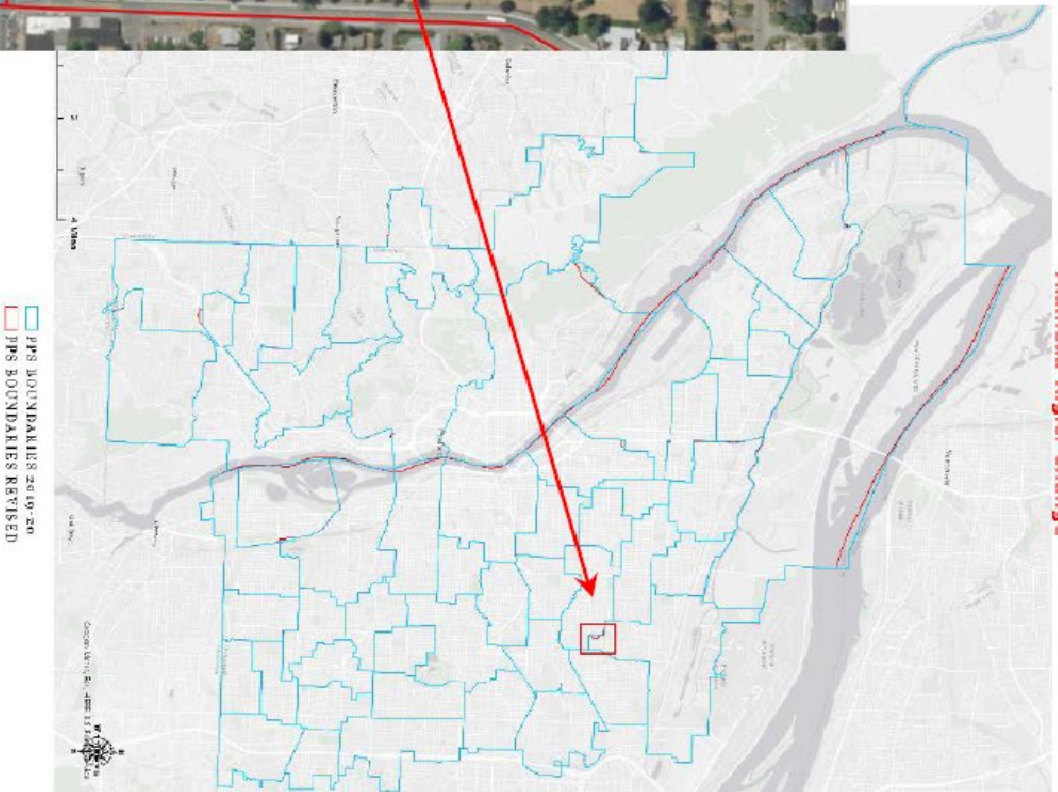
ATTACHMENTS

- A. Examples of proposed District topology minor corrections and revisions.

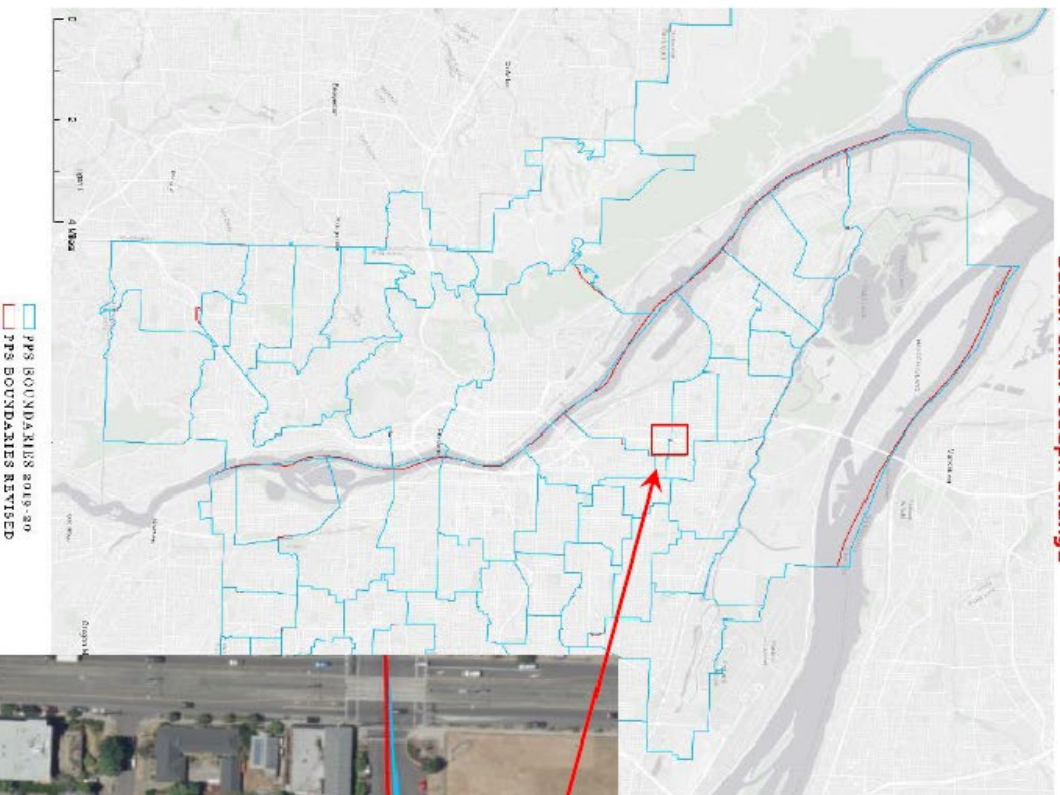
Attachment A

Examples of Proposed District Topology Minor Corrections and Revisions

Here the original line (blue) follows an underlying "arbitrary" feature, possibly an old tax parcel but there is no existing feature to represent it. The new adjustment follows a street centerline.



Beach-Chief Joseph Change

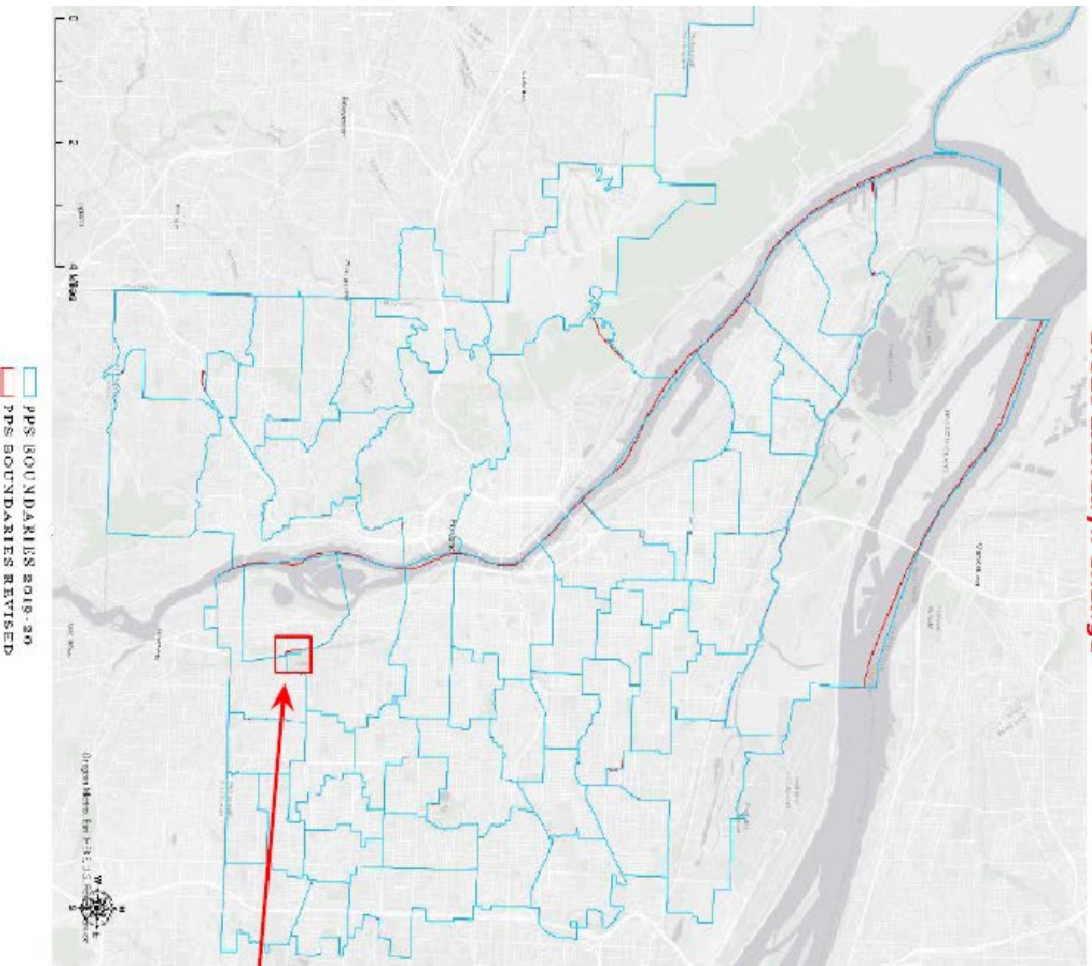


Here the original line (blue) follows what was probably the original street line prior to the Interstate construction. The new adjustment follows the closest street centerline.





Grout-Llewellyn Change

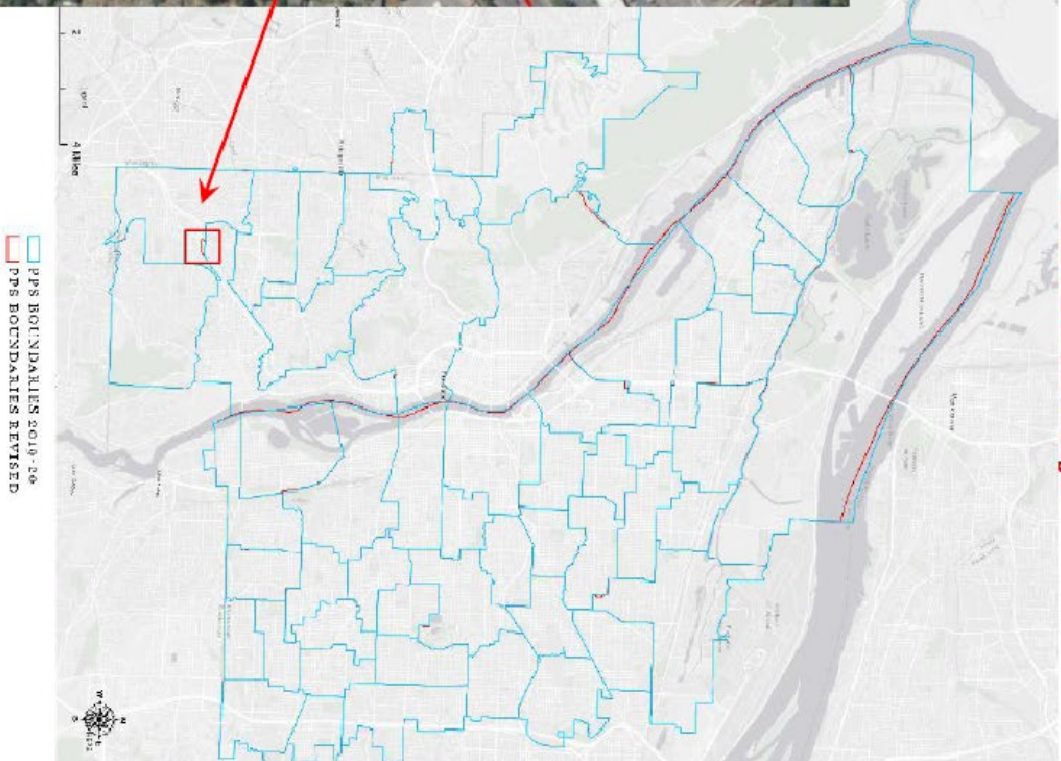


Here the original line (blue) follows a railroad line and may be part of census line used for more recent adjustments. The new adjustment follows the closest street centerline and aligns with the flow of the whole boundary.



Riecke-Markham Change

Here the original line (blue) follows what was probably the original street line prior to the Interstate construction. The new adjustment follows the closest street centerline and continues along the Interstate. The buildings impacted by this change are commercial and have no permanent residents.



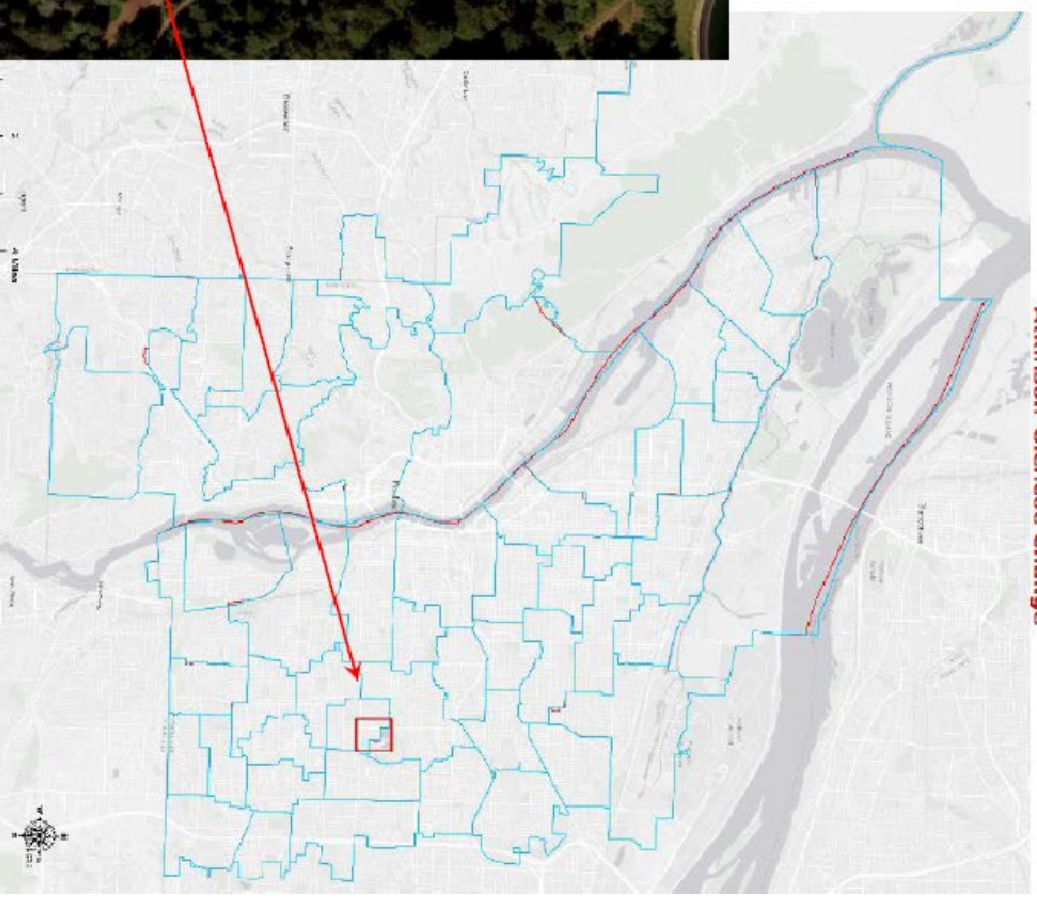
Here the original line (blue) crosses from a street centerline to a taxlot line. The new adjustment follows the street centerline through Mt Tabor Park.



PORTLAND PUBLIC SCHOOLS

Boundary Topology Corrections and Revisions


Atkinson-Glencoe Change



RESOLUTION No. 6187

Resolution to Approve the Budget Calendar for 2021-22

The Portland Public Schools Board of Education approves the following Budget Calendar for the 2021-22 fiscal year.

 <p align="center">Portland Public Schools Budget Calendar 2021-22</p> <p align="center"><i>Draft 9.8.2020</i></p>							
					Board Inform / Review	Board Action	
Budget Planning	September 22, 2020	School Board Meeting 6:00 PM Board reviews draft 2021-22 Budget Calendar		✓		Virtual Meeting	
	October 6, 2020	School Board Meeting 6:00 PM Board approves 2021-22 Budget Calendar			✓	Virtual Meeting	
	October 20, 2020	School Board Meeting 6:00 PM Board appoints Community Budget Review Committee (CBRC) members			✓	Virtual Meeting	
	December 1, 2020	School Board Meeting 6:00 PM Board reviews draft budget goals for 2021-22		✓		Virtual Meeting	
	December 15, 2020	School Board Meeting 6:00 PM Board approves financial goals for the 2021-23 biennium			✓	Virtual Meeting	
	March 9, 2021	School Board Meeting 6:00 PM <i>Work session with CBRC</i> Board reviews Strategic Plan and Multi-Year Business Plan		✓		Virtual Meeting	
Budget	April 4, 2021	<i>Publish 1st Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>				The Oregonian Web Site	
	April 18, 2021	<i>Publish 2nd Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>				The Oregonian Web Site	
	April 27, 2021	School Board Budget Meeting 6:00 PM <i>CBRC in attendance</i> Proposed Budget: Superintendent delivers 2021-22 Proposed Budget message and presentation		✓		Virtual Meeting	
	May 4, 2021	School Board Work Session 6:00 PM Board conducts public engagement session on Proposed Budget			✓	Virtual Meeting	
	May 11, 2021	School Board Meeting 6:00 PM CBRC presents 2021-22 Proposed Budget report to the Board		✓		Virtual Meeting	
	May 25, 2021	School Board Meeting 6:00 PM Approved Budget: Board as Budget Committee approves 2021-22 Proposed Budget			✓	Virtual Meeting	
	June 6, 2021	<i>Publish Notice of Budget Hearing and Budget Summary</i>				The Oregonian Web Site	
	June 15, 2021	TSCC Hearing 5:00 PM TSCC certifies 2021-22 Approved Budget School Board Meeting 6:00 PM Adopted Budget: Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes		✓		Virtual Meeting	
	July 15, 2021	<i>Submit Tax Certification documentations</i> <i>File budget information with County Recorder and Designated Agencies</i>					



**PORTLAND PUBLIC SCHOOLS
OFFICE OF DEPUTY SUPERINTENDENT**

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380

Date: October 6, 2020
To: School Board
From: Claire Hertz, Deputy Superintendent of Business & Operations
Subject: Approval of the 2021-22 Budget Calendar

BACKGROUND

Staff is requesting that the Board resolve to approve the 2021-22 budget calendar as presented for the first reading at the Board's September 22, 2020 meeting.

RELATED POLICIES/BEST PRACTICES

Action is being taken to comply with Oregon Local Budget law, to leverage Government Finance Officers Association (GFOA) best budgeting practices, to ensure the budget aligns with the state revenue forecast, and Meritorious Budget Award (MBA) requirements.

Improvements to this year's budget process include the board setting long term financial goals, incorporating the completed strategic plan into a multiyear finance plan, and continued community engagement through the Student Investment Account (SIA) process, Community Budget Review Committee (CBRC) and strategic planning process. The SIA process will be similar to last year's process and includes engagement with underserved populations.

A budget workshop will be held in March to share strategic plan investments and include some initial high-level staffing information to be incorporated in the proposed budget.

ANALYSIS OF SITUATION

The Board may choose to approve the budget calendar as presented, approve it with revisions, or not approve it. It includes steps of budget preparation and is built around mandated requirements to allow sufficient time to complete the entire budget process before June 30, as required by ORS 294.408.

As this is a legislative year, funding for future years will be determined late in the spring and budget adoption is scheduled for mid-June. Staff are committed to getting the proposed budget document to the board for their review two weeks prior to the proposed budget message from the Superintendent. This will give the Board six weeks to review the budget before approval.

FISCAL IMPACT

No further impacts beyond those identified in the Analysis of Situation section above.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The Leadership of the CBRC have reviewed the budget calendar, and the calendar gives additional time for their budget review in the spring of 2021. Community engagement will continue with the Student Success Act process as well as the strategic planning reporting.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If approved, staff will work on developing the budget for 2021-22 as scheduled.

BOARD OPTIONS WITH ANALYSIS

See Analysis of Situation section above.

CONNECTION TO BOARD GOALS

This budget calendar has been developed to ensure the alignment of resources to the Board Goals for 2021-22.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to approve the 2021-22 Budget Calendar.

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

CH (Initials)

ATTACHMENT

Resolution to approve the 2021-22 Budget Calendar.



Portland Public Schools Budget Calendar 2021-22

Draft 9.8.2020

			Board Inform / Review	Board Action	
Budget Planning	September 22, 2020	School Board Meeting 6:00 PM Board reviews draft 2021-22 Budget Calendar	✓		Virtual Meeting
	October 6, 2020	School Board Meeting 6:00 PM Board approves 2021-22 Budget Calendar		✓	Virtual Meeting
	October 20, 2020	School Board Meeting 6:00 PM Board appoints Community Budget Review Committee (CBRC) members		✓	Virtual Meeting
	December 1, 2020	School Board Meeting 6:00 PM Board reviews draft budget goals for 2021-22	✓		Virtual Meeting
	December 15, 2020	School Board Meeting 6:00 PM Board approves financial goals for the 2021-23 biennium		✓	Virtual Meeting
	March 9, 2021	School Board Meeting 6:00 PM Work session with CBRC Board reviews Strategic Plan and Multi-Year Business Plan	✓		Virtual Meeting
Budget	April 4, 2021	Publish 1st Notice of Budget Committee Meeting <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 18, 2021	Publish 2nd Notice of Budget Committee Meeting <i>(5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 27, 2021	School Board Budget Meeting 6:00 PM CBRC in attendance Proposed Budget: Superintendent delivers 2021-22 Proposed Budget message and presentation	✓		Virtual Meeting
	May 4, 2021	School Board Work Session 6:00 PM Board conducts public engagement session on Proposed Budget		✓	Virtual Meeting
	May 11, 2021	School Board Meeting 6:00 PM CBRC presents 2021-22 Proposed Budget report to the Board	✓		Virtual Meeting
	May 25, 2021	School Board Meeting 6:00 PM Approved Budget: Board as Budget Committee approves 2021-22 Proposed Budget		✓	Virtual Meeting
	June 6, 2021	Publish Notice of Budget Hearing and Budget Summary			The Oregonian Web Site
	June 15, 2021	TSCC Hearing 5:00 PM TSCC certifies 2021-22 Approved Budget School Board Meeting 6:00 PM Adopted Budget: Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	Virtual Meeting
	July 15, 2021	Submit Tax Certification documentations <i>File budget information with County Recorder and Designated Agencies</i>			

RESOLUTION No. 6186

Resolution to Approve a Cost-of-Living Adjustment for Non-Represented Employees for Fiscal Year
2020-21

RECITALS

1. On June 23, 2020, the Portland Public Schools Board of Education approved an operating budget for the District for fiscal year 2020-21 that included up to a 3% cost-of-living adjustment (COLA) for eligible non-represented employees.
2. The District deferred a decision regarding implementation of a COLA for non-represented employees because of budget and operational uncertainty due to the COVID-19 pandemic.
3. The Superintendent recommends a mid-year 3% COLA, effective October 1, for eligible non-represented employees. This COLA would not be retroactive, resulting in a 2.25% COLA increase for the fiscal year 2020-21.

RESOLUTION

The Board of Education authorizes a 3% COLA, effective October 1, for eligible non-represented employees, resulting in a 2.25% COLA increase for the fiscal year 2020-21.

RESOLUTION No. 6188

Resolution to Designate October 2020 as Dyslexia Awareness Month

RECITALS

- A. Dyslexia is a specific learning disability that is neurobiological in origin;
- B. Individuals with dyslexia may have difficulty in identifying or sequencing the individual sounds of spoken language, which affects the ability of an individual to speak, read, spell, and often learn a language;
- C. An individual with dyslexia may have a weakness in decoding or reading fluency and may have strength in higher level cognitive functions, such as reasoning, critical thinking, concept formation, or problem solving;
- D. Dyslexia is the most commonly learning disability, 10-15% of the population is said to have dyslexia;
- E. Great progress has been made in understanding dyslexia on a scientific level, including the epidemiology, cognitive and neurobiological bases of dyslexia;
- F. Effective reading instruction for all children, screening to identify students at risk for dyslexia, as well as supplemental reading support for students at risk can help prevent reading problems;
- G. Early diagnosis of dyslexia is critical to ensure individuals with dyslexia receive focused, evidence-based intervention. Correct identification and intervention provides students with dyslexia self-awareness and self-empowerment. Provision of necessary accommodations and instruction help to ensure school and life success.

RESOLUTION

The Portland Public Schools Board of Education recognizes that dyslexia has significant educational implications that must be addressed; and designates October 2020 as "Dyslexia Awareness Month".

Learning to read does not come as naturally as learning to speak; direct instruction is necessary for most people. People with dyslexia may need instruction and support in learning to read and spell for longer amounts of time.

Having dyslexia means you ARE:



Not alone: 10-15% have dyslexia!

Having dyslexia means that you CAN:



Ask for support, strategize tools, and self-advocate!



COMMUNITY PARTNERS

PPS Dyslexia Advocacy Group
facebook.com/groups/ppsdyslexia

Oregon Branch of the International
Dyslexia Association
or.dyslexiaida.org

Decoding Dyslexia Oregon
decodingdyslexiaor.org

FACT Oregon
factoregon.org

CONTACT INFORMATION

Elizabeth Martin
Program Administrator for Dyslexia
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pps.net/Page/10785



Dyslexia Family Brochure



Office of Teaching and Learning
Portland Public Schools



WHAT IS DYSLEXIA?

- A brain-based learning difference
- The MOST common learning disability
- Makes it hard to read and spell
- Is genetic and often runs in families
- Affects people with average to above average intelligence

SIGNS AND SYMPTOMS

- ✓ Poor spelling and handwriting
- ✓ Slow reading
- ✓ Guessing at unfamiliar and unknown words
- ✓ Avoiding reading and reading aloud



ACCOMMODATIONS

Some examples may include:

- Extra time on tests and homework
- Audiobooks
- Dictation or speech-to-text software
- Typing
- Highlighting important information
- Verbal, repeated instructions

NEXT STEPS

If your child is struggling in reading:

1. Meet with your child's teacher
2. Request most recent test information
3. Ask what extra instruction is being provided to help your child
4. Schedule follow up check-ins



SCREENING AND LEGISLATION

Senate Bill 1003 requires that all Kindergarten and new 1st graders get screened three times a year for precursors to dyslexia. DIBELS is the screening tool that PPS uses. If a child is showing risk after Winter screening, parents are notified and screened for family history of reading difficulties. Interventions and progress monitoring are put into place to support.



RESOLUTION No. 6189

Resolution to Proclaim October 2020 Disability Awareness Month

RECITALS

- A. The disability experience is a natural part of life and is valued as a part of our rich human diversity.
- B. Disability is a social construct. The 'problem' is not the medical condition that resides within the student, but the 'problem' is that society does not create welcoming, supporting environments/policies/systems for all. Therefore, we choose here to use "dis/ability" in order to recognize differing abilities *NOT* as an individual trait, but rather as an artifact of our cultural, political, and economic practices (Davis, 1995). We can change the impact of dis/ability and change our lens of dis/ability to one of capacity.
- C. The most effective way to change the impact of disability is by increasing our own awareness and being open to learning and acknowledging that there are systemic barriers that reduce the likelihood of those with dis/abilities enjoying equitable experiences and having independent, productive lives within their school and broader communities.
- D. Equitable experiences and meaningful acceptance within Portland Public Schools educational environments is a matter of social justice. Consequently, creating equitable inclusive environments is a shared responsibility of everyone because community means all.
- E. Policies must be developed, attitudes shaped, and equitable experiences be offered to all students; including those with disabilities and no matter their race or heritage language.
- F. Portland Public Schools should do all in their power to:
 - Recognize the value and intersectionality of the disability experience in our students and their families, and the valued role it has in the rich diversity of our community.
 - Recognize the barriers presented to students with dis/abilities.
 - Create ways to include everyone; especially students with dis/abilities, to be fully included in all aspects of our Portland Public Schools.

RESOLVED

Portland Public School's Board of Education proclaims October 2020 as Disability Awareness Month and galvanize efforts that will lead our schools and policy makers to create real systems change so people with dis/abilities will enjoy equitable, inclusive educational experiences.

RESOLUTION No. 6190

Resolution to Recognize October as National Substance Abuse Prevention Awareness Month

RECITALS

- A. Portland Public Schools has designed the Recovery Education and Action for Healthy Living (REAHL) Initiative to foster and support culturally responsive substance use education, prevention, intervention and treatment in Kindergarten through 12th grade so that all our students live healthy lives.

The Superintendent has given his support to this work;

- B. Portland Public Schools has adopted new policies that support efforts to connect students with individualized resources and services to foster substance free learnings environments, buildings and events;
- C. Portland Public Schools will offer trainings and development to staff to be able to effectively teach prevention skills and assist students Impacted by substance use;
- D. Portland Public Schools will continue to make resources and information available to all students, their families and staff;
- E. Portland Public Schools will have meaningful, collaborative partnerships with community based organizations that provide education, support and services to students, their families and staff;
- F. Portland Public Schools will host educational opportunities throughout the school year to build on positive student identity and increase student protective factors while offering education and supports to families.

RESOLVED

Portland Public Schools Board of Education hereby declares October 2020 Portland Public Schools Substance Abuse Prevention month and invites all community members to join us. We want to recognize the dedication, hard work, and efforts of staff to support all Portland Public Schools students Kindergarten through 12th grade to live healthy lives with the skills they need to address challenges and the preparation to reach their highest goals and aspirations.

RESOLUTION No. 6191

Resolution to Designate October 2020 as National Principals Month in Portland Public Schools

RECITALS

- A. It is the mission of Portland Public Schools that every student by name is prepared for college, career and participation as an active community member, regardless of race, income or zip code
- B. Principals are expected to be educational visionaries, instructional leaders, assessment experts, managers of student behavior, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of young people, our most valuable resource; and
- C. Principals set the tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, they establish and achieve a school mission and vision relevant to students and staff; and
- D. The professional responsibilities of school principals include building the leadership capacity of staff members and mentoring aspiring administrators; and
- E. School principals often need to manage numerous responsibilities, work extended hours, and make difficult decisions; and
- F. The success of a school depends on the principal's ability to work collaboratively with all stakeholder groups and establish positive relationships by building trust, practicing open communication, and building a restorative culture that emphasizes learning and growth for all stakeholders; and
- G. School principals effectively promote the success of students and staff through efficient management of the school's organization, operations and resources; and
- H. During these extraordinary times of civic unrest, wildfires resulting in hazardous air conditions and a pandemic, school principals have exhibited great commitment and adaptability to lead and support their communities, many who are supporting the distance learning needs of their own children.

RESOLVED

The Board of Education designates October 2020 as National Principals Month and extends sincere appreciation to school principals for their individual and collective commitment to the success of all students in Portland Public Schools.



RESJ: Supporting Inclusive and Welcoming Online Learning



PPS reImagined

Preparing Our Students to Lead Change and Improve the World

Core Values

Our enduring beliefs that will guide our actions toward our collective vision.

Graduate Portrait

A clear and ambitious picture of what the community wants our students to know, be, and be able to do, in order to prepare them to thrive.

Educator Essentials

The knowledge, skills, mindsets, and dispositions needed from every adult to support the Graduate Profile in every PPS student.

Educational System Shifts

Changes to our priorities and operations that will help create the conditions for adults to do their best work in realizing the Graduate Profile in every student.

Racial Equity and Social Justice at Portland Public Schools



Core Value

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.



Policy

In 2011, Portland Public Schools launched a Racial Educational Equity Policy and Five Year Plan to change its practices to eliminate the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories



Lens

Our Racial Equity and Social Justice Lens is a transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs.



Framework & Plan

The RESJ framework and plan intends to build on the successes of the initial equity plan while also critically examining opportunities to increase the effectiveness of Racial Equity and Social Justice practices through organizational change and system wide coordination.

RESJ Framework and Plan

Individual Readiness

We are individuals throughout the organization that are self aware of our racial identity and how that socially constructed identity has a profound significance and shapes all aspects of our lives.

PPS RESJ Professional Development Framework

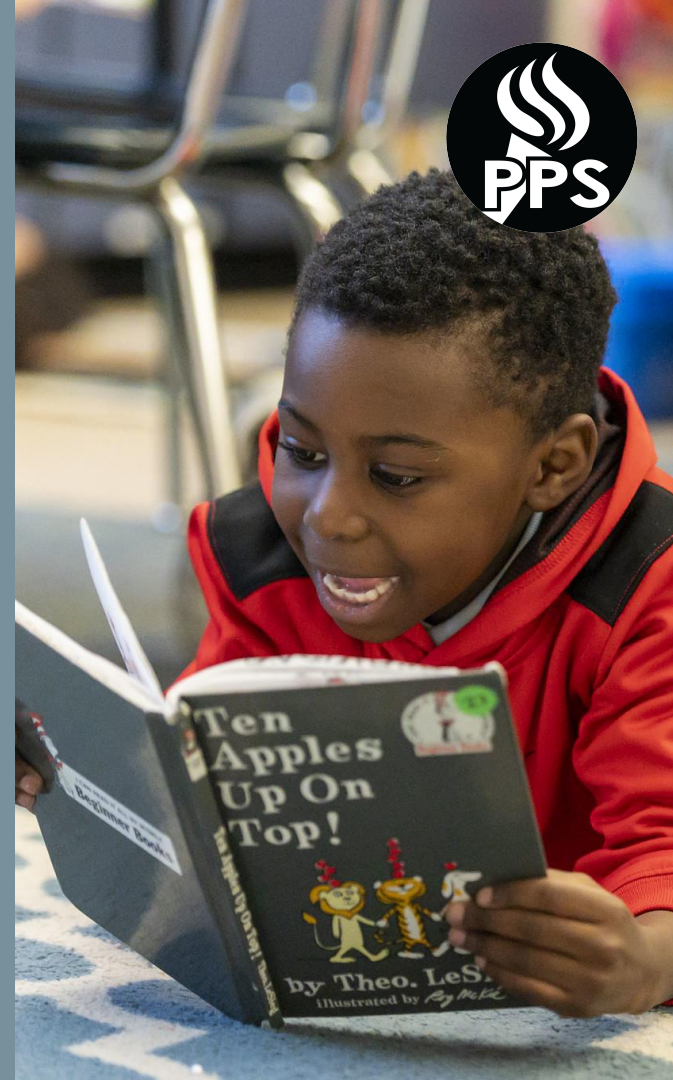
Organizational Culture

We are responsible for building a culture that proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization.

Build a positive, anti-racist culture

RESJ Systems

We are a school system that unapologetically embrace and braid RESJ practices and principles into the fabric of our dynamic system.





Theory of Action

IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN

We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realizes the vision of the Graduate Portrait.

Preparing Our Students
to Lead Change and
Improve the World.





RESJ Fall 2020

All Students Belong



Crucial step towards ensuring safe, inclusive and welcoming school climates so all students are safe and know that they belong (enacted September 2020).

- Specifically prohibits recognizable hate symbols
- Focus on trauma-informed, healing-centered approaches to discrimination/harassment

A blue rectangular graphic with a white smartphone icon on the left showing two speech bubbles. The text reads: 'USING SOCIAL MEDIA TO HURT OR HUMILIATE SOMEONE IS BULLYING.' Below this, it says 'ASK FOR HELP.' and 'WWW.PPS.NET/TITLEIX'. On the right side, there are five social media icons: Facebook, Instagram, TikTok, Snapchat, and Twitter. In the bottom left corner of the graphic is the PPS logo.

USING SOCIAL MEDIA TO
HURT OR HUMILIATE
SOMEONE IS BULLYING.

ASK FOR HELP.

WWW.PPS.NET/TITLEIX

Building Online Communities



- Digital citizenship (or community) refer to the responsible use of technology & includes empathy building and technical aspects of online safety
- Incidents of online discrimination & harassment are escalating nationally and anticipated to increase through the election
- Partnership/consultation with the Office of Technology and Information Services.



Social Emotional Learning: A Foundation for Building Community & Relationships



District-Wide Social Emotional Learning

- MTSS, in partnership with the Collaborative for Academic Social Emotional Learning (CASEL), developing a five-year plan for district-wide SEL implementation.

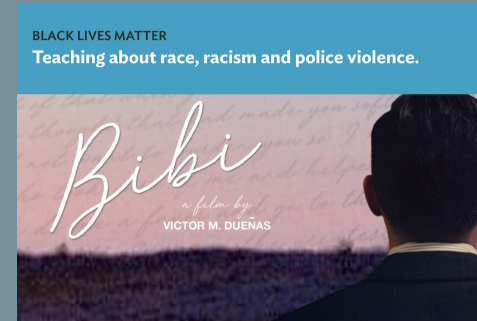
SEL: Prioritizing Relationships and Strong Communities

- Soft Start SEL Activities
- K-12 Community Meetings
- “Resilience: We Can do Hard Things” 9-Week Unit
(k-5 & 6-8)
- Moving Forward PD - Micro Lessons

Supporting RESJ Through OTL & Teaching Tolerance Lessons



- Teaching Tolerance Social Justice Standards are embedded and part of the unit planning process across content areas K-12th grade.
- **Kindergarten - 5th grade** educators will be provided a 30-minute block to support Teaching Tolerance lessons.
- **6th - 8th grade** language arts lesson plans in 2nd quarter will support student knowledge and skills to discuss issues related to race, racism and police violence.





Relmaging Education During the Pandemic



**PORTLAND
PUBLIC
SCHOOLS**

Russ Brown, Chief of System Performance
Dani Ledezma, Senior Advisor, Racial Equity &
Social Justice
Luis Valentino, Chief Academic Officer
Brenda Martinek, Chief of Student Support
Services

This evening's discussion

- Health Metrics and Comprehensive Distance Learning (CDL)
- Community Needs

-- Question and Answer--

- Moving Forward
 - Limited In Person Instruction under the CDL framework
 - Engagement and planning

-- Question and Answer--



Guiding Principles for COVID Planning



*System Shift: A Culture of
Physical & Emotional Safety*

Ensure Health & Wellness
for Staff, Students &
Buildings

- Center Racial Equity and Social Justice
- Ensure the Health and Wellness of our staff and students
- Cultivate Connection and Relationship
- Strengthen and Innovate the Instructional Core



Ensuring Health and Wellness - Health Metrics

RETURN TO IN-PERSON INSTRUCTION

Schools must be in a county that is no longer in baseline phase.

For a school district that draws >10.0% of students or staff from one or more other counties, the rate of new "cases per 100,000" and percent of "test positivity" should be considered in each of those counties.

What requirements must we meet in order to move to hybrid/in-person instruction?

1. Our county must no longer be in baseline - Multnomah County has been in Phase I since June 19th
2. We are linked to Clackamas and Washington Counties

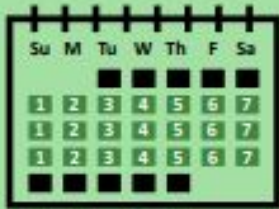


Ensuring Health and Wellness - Health Metrics



COUNTY METRICS

to be met three weeks
in a row



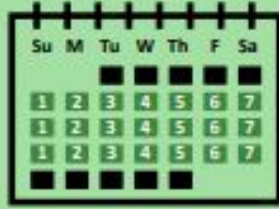
Case rate: ≤ 10.0 cases
per 100,000
population in the
preceding 7 days*

Test positivity: $\leq 5.0\%$
in the preceding 7 days



STATE METRICS

to be met three weeks
in a row



Test positivity:
 $\leq 5.0\%$ in the
preceding 7 days

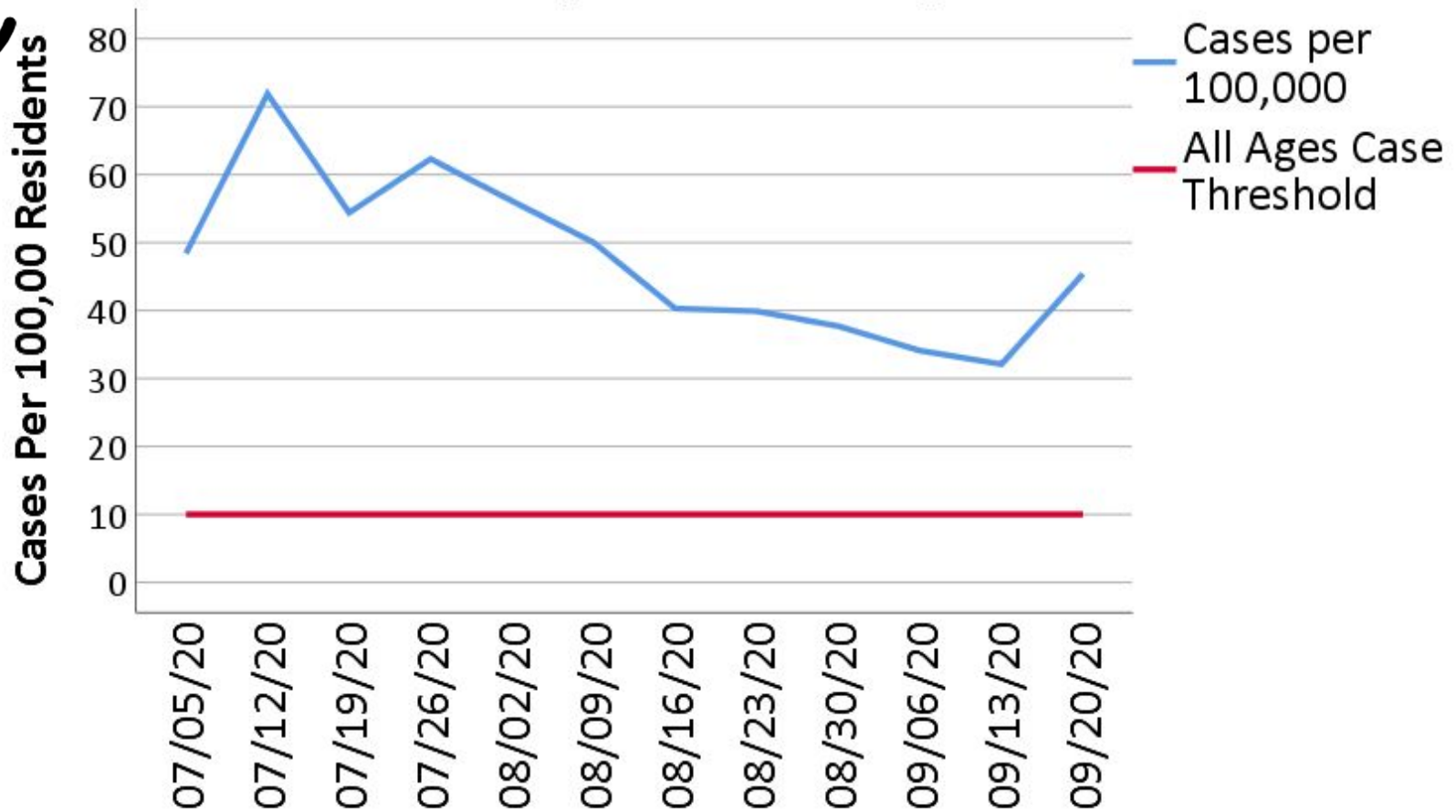
For the preceding 7 days for the past
3 consecutive weeks we would also
need:

3. A case rate of 10 or less per
100,000 people
4. Testing positivity rate of 5% or
less
for both the county and state





Multnomah County Case Rate Comparison

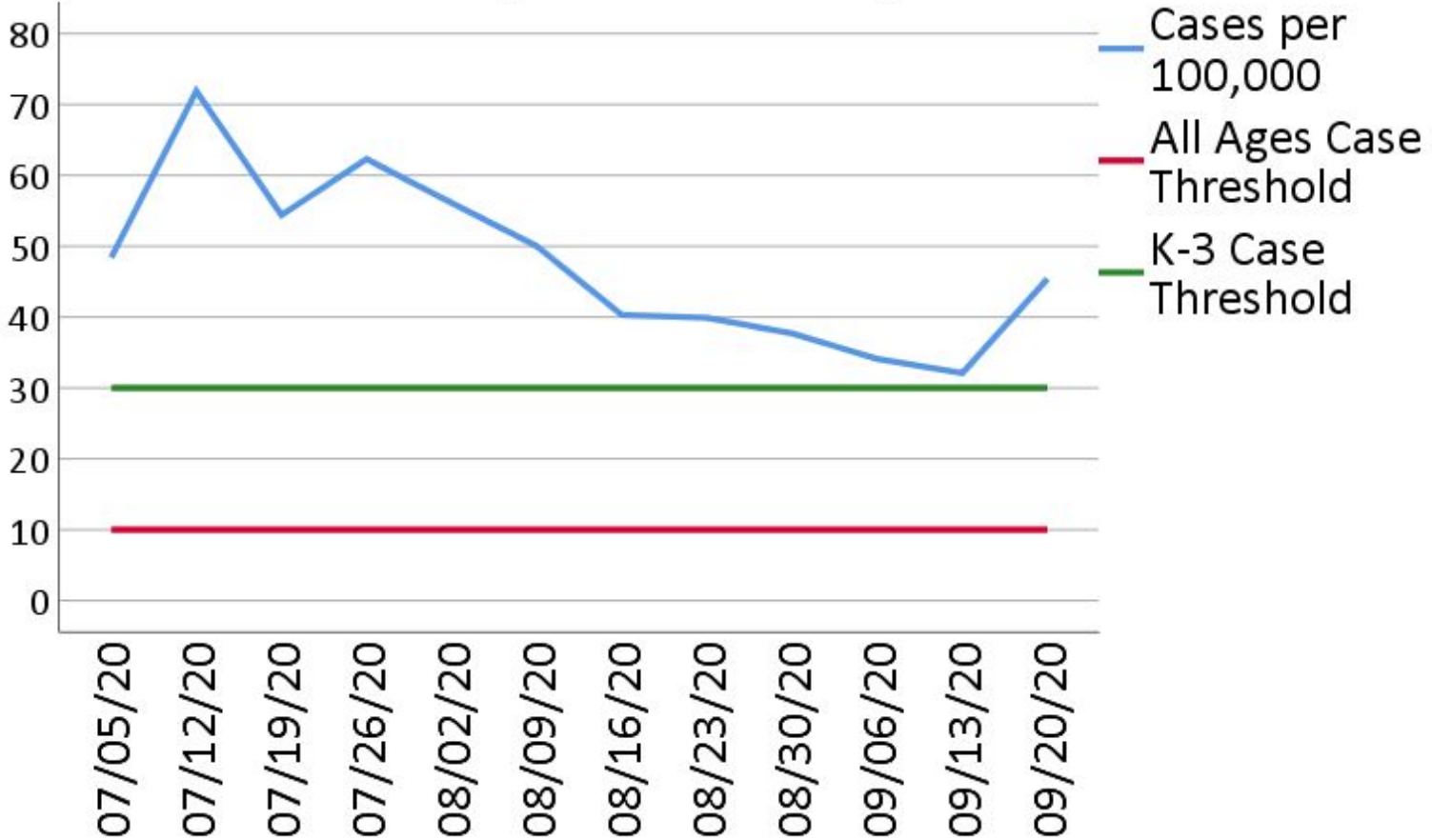


*Sourced from Oregon Health Authority



Multnomah County Case Rate Comparison

Cases Per 100,00 Residents



*Sourced from Oregon Health Authority



Ensuring Health and Wellness - Health Metrics

Putting it all together:

- ✓ 1. Multnomah County is in Phase I
- 🔗 2. Our ability to move forward is linked to Clackamas and Washington Counties...
- ✗ 3. Our case rates have not dipped below either threshold for in-person/hybrid learning (nor have our neighbor's), &
- ✗ 4. Our testing positivity rates have not been below 5% for the last three consecutive weeks.



Comprehensive Distance Learning - Limited in Person Options



STATEWIDE ALLOWANCE FOR LIMITED IN-PERSON INSTRUCTION

LIMITED IN-PERSON INSTRUCTION FOR SPECIFIC GROUPS OF STUDENTS

As per ODE's Comprehensive Distance Learning guidance, providing limited in-person instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, English language learners, as well as programs such as career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments. **An exception to meeting state and county metrics to return to limited in-person instruction under Comprehensive Distance Learning should be prioritized under the following conditions :**



There have been **no confirmed cases** of COVID-19 among school staff or students in the **past 14 days**.



Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance.



Schools fully comply with **Comprehensive Distance Learning Guidance** for Limited In-Person Instruction, which includes further limitations on cohort sizes, time, and more.



Inclusive Planning and Engagement

How PPS is Partnering and Planning to meet student, family and school community needs.



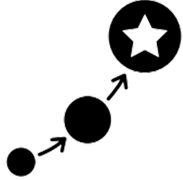
*System Shift: A Connected &
Transformative School District*
Cultivate Connection &
Relationship

- Childcare
- SUN Food Pantries
- Family Resource Centers

Questions



Limited In Person Instruction (LIPI)



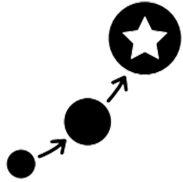
*System Shift: Transformative
Curriculum & Pedagogy*

Strengthen & Innovate the
Instructional Core

Parameters around LIPI

- What is/is not a cohort?
- Cohort sizes (student and staff)
- Total group size inside and outside
- # of cohorts per week
- Example of needs to be considered
 - Safety measures
 - Transportation
 - Logistics planning

Priority Considerations & Next Steps



*System Shift: Transformative
Curriculum & Pedagogy*

Strengthen & Innovate the
Instructional Core

Services already started

- Special Education assessments
- Dibels assessments

Considerations within the LIPI parameters

- Outdoor activities / Indoor instruction
- Hands-on for specific targeted skills

Moving forward

- Understanding our parameters
- Stakeholder engagement
- Vetting plan and implementation

Questions





For updates, please see PPS Reentry Resources:

- [School Metrics Dashboard](#)
- [Latest Metrics from OHA](#)

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

