

BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

BUSINESS AGENDA

October 15, 2019

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Action  
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October 15, 2019

Purchases, Bids, Contracts

Resolutions Number 5968 and 5969

October 15, 2019

**RESOLUTION No. 5968**

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

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

**RESOLUTION**

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

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
IBI Group	TBD	Architecture ARCH XXXXX*	Architectural design services for roof replacement of Kelly and Mt. Tabor. RFP 2019-2626	\$780,971	C. Hertz Fund 455 Dept. 5511 Project DS006
Oh Planning & Design	TBD	Architecture ARCH XXXXX*	Architectural design services for roof replacement of Ockley Green, Harrison Park, and Woodlawn. RFP 2019-2625	\$969,000	C. Hertz Fund 455 Dept. 5511 Project DS006
Frontline Facilities Management	10/16/19 through 9/30/20 Option to renew for up to four additional one-year terms through 9/30/24	Services S 68723	District-wide gutter and roof drain cleaning. ITB 2019-2664	Original Term: \$57,600 Total through renewals: \$230,400	C. Hertz Fund 191 Dept. 5597 Project F1320

\* Contracts are in negotiation and not finalized at this time. Staff seeks advanced authorization for these contracts pursuant to the Purchasing & Contracting Delegation of Authority Administrative Directive, 8.50.105-AD, Section X(4): “The District may seek an ‘advanced authorization’ from the PPS Board of Education for any contract upon the approval of the Director of Purchasing & Contracting. The cost of the contract shall be a ‘Not to Exceed’ amount. Once the Board has approved it, no further authorization for the contract is required, providing the contract value remains at or below the ‘Not to Exceed’ amount.”

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

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Oregon State University	9/1/19 through 6/30/20 Options to renew for five additional one-year terms through 6/30/25	Intergovernmental Agreement IGA 68649	OSU will provide up to 18 PPS teachers the opportunity to complete a two-year ESOL endorsement program which will prepare teachers to effectively educate students who are learning English as a second language. RFP 2019-2616	Original Term: \$100,000 Total through all renewals: \$600,000	K. Cuellar Fund 205 Dept. 5407 Grant G1808
Multnomah County Health Department	9/10/19 through 6/15/20	Intergovernmental Agreement IGA 68755	Provide access to school based mental health services.	\$177,000	K. Cuellar Fund 101 Dept. 5424
West Linn-Wilsonville School District	7/1/19 through 6/30/20	Intergovernmental Agreement IGA 68654	Regional services to eligible individuals with Autism Spectrum Disorder.	\$186,000	K. Cuellar Fund 205 Dept. 5433 Grant G1900

**AMENDMENTS TO EXISTING CONTRACTS**

<b>Contractor</b>	<b>Contract Amendment Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Amendment Amount, Contract</b>	<b>Responsible Administrator, Funding Source</b>
Broadway Cab	10/16/19 through 6/30/20	Services S 62823 Amendment 6	Increasing the budgeted amount for transportation for students who are unable to be served by a school bus as determined by their IEP. RFP 2016-1887	\$250,000 \$880,000	C. Hertz Fund 101 Dept. 5560

October 15, 2019

**RESOLUTION No. 5969**

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”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
David Douglas School District	8/1/19 through 6/30/20	Intergovernmental Agreement / Revenue IGA/R 68677	Columbia Regional will provide school age classroom services for Deaf/Hard of Hearing regionally eligible children.	\$237,060	K. Cuellar Fund 299 Grant S0031
Oregon Department of Transportation	9/10/19 through 12/31/21	Intergovernmental Agreement / Revenue IGA/R 68700	ODOT is contributing for the signaled intersection on NE 82 <sup>nd</sup> Ave. for the Madison HS Modernization Project.	\$510,250	C. Hertz Fund 435 Project J0352
US Department of Education	10/1/19 through 09/30/22	Intergovernmental Agreement / Revenue IGA/R 68705	STEM and Computer Science Focused College & Career Pathways grant.	\$500,000	K. Cuellar Fund 205 Grant G1928
State of Oregon – Pediatric Nursing Facility Education Program	7/1/19 through 6/30/21	Intergovernmental Agreement / Revenue IGA/R 68738	Provides funding for Special Education services to Providence students who attend PPS.	\$1,194,706	K. Cuellar Fund 205 Grant G1791

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Amendment Amount, Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Oregon Department of Education	7/1/17 through 6/30/21	Intergovernmental Agreement / Revenue IGA/R 64777 Amendment 2	Amendment to fund Columbia Regional program support through 6/30/21.	\$22,508,951 \$43,250,521	K. Cuellar Fund 205 Grant G1900
Mt. Hood Cable Regulatory Commission	11/18/15 through 12/31/22	Revenue R 62451 Amendment 1	Extending agreement and adding funds for TechSmart 3 <sup>rd</sup> Grade Reading Literacy Project.	\$2,934,926 \$8,036,116	C. Hertz Fund 205

October 15, 2019

Kairos PDX	7/1/18 through 6/30/21	Lease Agreement / Revenue LA/R 67347 Amendment	Humboldt-Kairos PDX expansion of the premises from 19k SF to 22k SF.	\$28,442 \$580,810	C. Hertz Fund 101
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October 15, 2019

Authorization for Off-Campus Activities

Resolution Number 5970

October 15, 2019

**RESOLUTION No. 5970**

Authorization for Off-Campus Activities

**RECITAL**

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

**RESOLUTION**

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

**AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES**

<b>Date(s)</b>	<b>School, Course, and Number of Students</b>	<b>Purpose of Travel</b>	<b>Travel Destination</b>	<b>Estimated Cost per person</b>
3/19-3/24/2020	RHS; Varsity softball; 11	Softball games	San Diego State University, CA	\$400



October 15, 2019

Other Matters Requiring Board Approval

Resolution Number 5971 to 5984

October 15, 2019

**RESOLUTION No. 5971**

Resolution to Approve the Portland Public Schools Audit Committee Charter

The Board of Education hereby approves the Portland Public Schools (PPS) Audit Committee and Performance Auditor Charter & Processes as recommended by Portland the Public Schools Audit Committee.

**RESOLUTION No. 5972**

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: Program Information Report, (PIR)

The Head Start Program Performance Standards Provides requirements and procedures for the annual completion of the Program Information Report. The PIR includes year long program data involving enrollment, services to families, staff qualifications and health related data.

**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.

October 15, 2019

**RESOLUTION No. 5973**

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 Annual Report.

The Head Start Program Performance Standards Provides requirements and procedures for the Annual Report. The annual report includes yearlong information regarding Head Start program data. It is used as a community resource and contains information from the PIR. Program budget information is also shared in the annual report. .

**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. 5974**

Minutes

The following minutes are offered for adoption:

- August 27, 2019
- September 10, 2019
- September 23, 2019

**RESOLUTION No. 5975**

Settlement Agreement

The authority is granted to pay a total of \$45,000.00 to resolve a disputed worker's compensation matter. The settlement agreement and release will be in a form approved by the General Counsel.

October 15, 2019

**RESOLUTION No. 5976**

Resolution to Designate October 2019 as Dyslexia Awareness Month

**RECITALS**

- A. Dyslexia is defined as an unexpected difficulty in reading for an individual who is expected to be a better reader;
- B. Dyslexia is a 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. Dyslexia is the most common learning disability and affects 80 to 90 percent of all individuals with a learning disability;
- D. An individual with dyslexia may have 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;
- 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 and screening to identify students at risk for dyslexia, as well as supplemental reading support for students at risk, is critical to 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 2019 as "Dyslexia Awareness Month".

October 15, 2019

**RESOLUTION No. 5977**

Resolution to Recognize October as National Substance Abuse Awareness Month

**RECITALS**

- A. Portland Public Schools has designed the Recovery Education and Action for Healthy Living (REAHL) Initiative to foster and support substance use education, prevention, intervention and treatment in Kindergarten through 12<sup>th</sup> grade so that all our students live lives free from addiction and the Superintendent has given his support to this work;
- B. Portland Public Schools has adopted new policies and administrative directives that support efforts to connect students with individualized resources and services to foster substance free learning 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 struggling with 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 increase protective factors for our students while offering education and supports to families.

**RESOLVED**

Portland Public Schools Board of Education hereby declare October 2019 Portland Public Schools Substance Abuse Prevention month urges all community members to join us in recognizing the dedication, hard work, and efforts to support all Portland Public Schools students Kindergarten through 12<sup>th</sup> grade to live healthy lives with the skills they need to address challenges and reach their highest goals and aspirations.

October 15, 2019

**Resolution No. 5978**

Resolution to Designate October 2019 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 academic 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 set performance goals and objectives for schools to achieve educational excellence; 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. The Board of Education wishes to acknowledge the significant role that school principals have in creating and preserving high quality schools in our community;

**RESOLVED**

The Board of Education designates October 2019 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.

October 15, 2019

**Resolution No. 5979**

Resolution to Proclaim October 2019 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 2019 as Disability Awareness Month and galvanize efforts that will lead our schools and policy makers to create real systems change so people with developmental dis/abilities will enjoy equitable, inclusive educational experiences.

October 15, 2019

**Resolution No. 5980**

Resolution Authorizing Amendment to the Bond Accountability Committee Charter

**RECITALS**

1. As part of the 2012 Bond Program (Ballot Measure 26-144) Resolution 4651 created a Bond Accountability Committee to assist the board in monitoring the planning and progress of the 2012 Capital Bond Program.
2. Resolution 5475 amended the Bond Accountability Committee Charter to extend the scope of the Committee to include monitoring the planning and progress of the 2017 Bond Program (Ballot Measure 26-193).
3. On November 13, 2018 the board voted to amend the Bond Accountability Committee Charter to expand the number of Committee members to “7 to 10 members.”

**RESOLUTION**

The Board hereby adopts the amended Charter to expand the scope of the Committee to include review of future bond planning and cost development. Additional ancillary changes and clarifications are included as well.



October 15, 2019

**RESOLUTION No. 5981**

Appointment of Community Budget Review Committee Members

**RECITALS**

- A. The mission of the Community Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC receives its charge from the Board.
- B. In November 4, 2014 the voters of the Portland Public School (PPS) District passed a new Local Option Levy, Measure 26-161, which became effective in 2015, which mandated independent community oversight to ensure tax dollars are used for purposes approved by local voters, and the CBRC serves that function for PPS.
- C. The CBRC is typically composed of eight to twelve volunteer members. The Board appoints members to two-year terms with a student member appointed to a one-year term. With the upcoming Local Option Levy renewal measure, and the newly designated Student Success Act funding from the State of Oregon, a recommendation has been made to add an additional member of the committee for a temporary two-year period to support the workload of the CBRC.
- D. The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest or any appearance of impropriety, and exercise care in performing their duties.
- E. Four members of the committee are midway through their two-year term: Thomas Lannom, Jeff Lewis, Krystine McCants, and Villatoro Ranfis were appointed last year to serve through June 30, 2020 per Resolution 5744. CBRC member Dani Oates, also appointed to serve through June 30, 2020, unexpectedly resigned from the CBRC effective October 9, 2019. With the additional vacancy created by the resignation of Dani Oates, and the request for an additional temporary two-year CBRC appointment, the total number of vacancies would increase to nine positions.
- F. Recruitment of additional CBRC members proceeded during the summer, and 15 applications were received by the end of September to fill vacant positions for community members. Applications were reviewed and the Superintendent recommends the Board appoint Sara Kerr, Roger Kirchner, Judah McAuley, Brad Nelson, Irina Phillips, Christine Pitts, Leesha Posey, Betsy Salter, and Jennifer Samuels as members for two years.

**RESOLUTION**

Sara Kerr, Roger Kirchner, Irina Phillips, Judah McAuley, Brad Nelson, Christine Pitts, Jennifer Samuels, Leesha Posey, and Betsy Salter are hereby appointed as a members of the CBRC for a two-year term through June 30, 2021.

October 15, 2019

**RESOLUTION No. 5982**

Adoption of Professional Conduct Between Adults and Students Policy 5.10.064-P

**RECITALS**

- A. On August 29, 2019, the Board Policy & Governance Committee reviewed and considered adoption of the Professional Conduct Between Adults and Students policy 5.10.064-P
- B. On September 10, 2019, the Board presented the first reading of the Professional Conduct Between Adults and Students policy.
- C. Per District policy, the public comment was open for at least 21 days, and there was no public comment received during the open period.

**RESOLUTION**

- D. The Board hereby adopts the Professional Conduct Between Adults and Students policy 5.10.064-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

**RESOLUTION No. 5983**

Adoption of Healthy, Substance Free Learning Environments Policy 4.30.023-P

**RECITALS**

- E. On August 29, 2019, the Board Policy & Governance Committee reviewed and considered adoption of the Healthy, Substance Free Learning Environments policy 4.30.023-P.
- F. On September 10, 2019, the Board presented the first reading of the Health, Substance Free Learning Environments policy.
- G. Per District policy, the public comment was open for at least 21 days, and there was no public comment received during the open period.

**RESOLUTION**

- H. The Board hereby adopts the Healthy, Substance Free Learning Environments policy 4.30.023-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

October 15, 2019

**RESOLUTION No. 5984**

Resolution to Adopt Portland Public Schools Board Goals for 2019-2022

**RECITALS**

- A. It is the core mission and responsibility of Portland Public Schools to ensure that every student has the opportunity to thrive and experience success and unfortunately, too many students have been historically underserved resulting in inequity in Portland Public Schools.
- B. On June 25, 2019, the Board of Education passed Resolution 5909, "Adoption of Portland Public Schools "Portland Public Schools ReImagined: Preparing Our Students to Lead Change and Improve the World" as the district Vision", which described the skills and dispositions of the community's vision of a Graduate Portrait.
- C. Supporting this Vision will require Portland Public Schools to take a differentiated approach to how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate those skills and dispositions in their knowledge base and proficiency.
- D. In order to accelerate growth this will require prioritizing the work and resources necessary to support students who are most underserved in Portland Public Schools
- E. Every student must be prepared to read to learn and should read proficiently by the end of third grade.
- F. All students need a strong foundation in mathematics in order to access higher levels of learning in both the middle and high school grades.
- G. Students being promoted from the eighth grade must be prepared to navigate and adapt to high school's complex challenges.
- H. All student need to have the core academic knowledge and range of experience that will prepare them for success after high school and readiness for college and career.

**RESOLUTION**

The Portland Public Schools Board of Education, in working with the Superintendent and staff, have developed goals for our students aligned with our vision, Portland Public Schools ReImagined: Preparing Our Students to Lead Change and Improve the World.

The Board of Education the following "Goals for our Students":

**GOALS FOR OUR STUDENTS**

**Preamble**

It is the core mission and responsibility of our school system to ensure that every student has the opportunity to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS. We are committed to making the system shifts required to better support our students, educators, and leaders to improve student performance. This will include building our organizational capacity, placing a focus on: the professional learning of our educators, conditions in our classrooms and schools, partnerships with our families and community partners, and a persistent attention to continuous improvement.

We understand that this work will require us to take a differentiated approach to how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both the proficiency in their knowledge base and in the skills and dispositions described in our vision's Graduate Portrait.

Here we outline a set of academic milestones that we intend to progress monitor and hold ourselves accountable to achieving. We also know that this will require us to prioritize the work and resources necessary to support students who are most underserved. Since students of color currently demonstrate the greatest opportunity gaps, most of our goals call-out an explicit expectation of accelerated growth with these student groups in order to narrow overall proficiency gaps. Given that our identified interim assessments are strongly correlated with summative assessment proficiency, and because they help to inform instruction, supports and interventions, we are focusing our milestone targets on these set of indicators in the elementary grades.

### 1. **Third Grade Reading**

We believe that every student must be prepared to read to learn and should know how to read proficiently by the end of the third grade. While our majority White students and students grouped as Asian have been making consistent progress toward this goal, we have not produced the same growth for other student groups. We will regularly monitor the growth and development of our students' reading skills throughout each school year to ensure our efforts are having a positive impact towards the desired goal of third grade reading proficiency.

**To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.<sup>1, 2</sup>**

### 2. **Fifth Grade Mathematics**

We know that our students need a strong foundation in mathematics in order to access higher levels of learning in both the middle and high school grades. This includes a proficient ability in numeracy and problem-solving skill areas. We are committed to tracking the progress of our students on a regular basis to ensure our efforts are producing accelerated growth from our most underserved students.

**To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of students of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by Measures of Academic Progress (MAP), by the spring of 2022.<sup>1, 2</sup>**

### 3. **Eighth Grade Graduate Portrait**

Students being promoted from the eighth grade will be prepared to navigate and adapt to high school's complex challenges, persisting through failure to success through adaptation and a growth mindset. They will demonstrate mastery of core academic knowledge and skills acquired through a middle school experience that includes interdisciplinary core classes and elective exploratory wheels inclusive of the arts, pre-CTE, technology, world-languages, health and well-being. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content as demonstrated in an Eighth Grade Portfolio or Capstone.

PPS has identified Middle School (MS) Redesign as an important initiative intended to transform the school experience for every student. This effort will place an emphasis on expanding access to a more well-rounded education and exploration of elective pathways, a particular focus on students' socio-emotional development and health, and emphasis on youth leadership development. PPS is committed to: embarking on this multi-year effort, articulating a clear definition of this experience, identifying the necessary changes in school programming, and the development of an alternative performance-based student portfolio or capstone; this portfolio or capstone, which will be developed as part of MS Redesign work, would contain the accompanying expectations and rubrics, intended to measure this more holistic view and personal reflection of overall student learning and ability development, including: core academic knowledge, leadership, racial equity and social justice, self-directed inquiry, self-awareness, and self-advocacy.

**By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC).<sup>1</sup>**

#### 4. Post-Secondary Readiness/ Ready for College & Career

Our community-driven vision development process resulted Portland Public Schools Reimagined: Preparing Our Students to Lead Change and Improve the World. It identifies those skills and dispositions that we collectively believe every PPS student graduate should possess. We also believe that every student needs to have the core academic knowledge and opportunity of experience that will prepare them for post-secondary success via one or more measures that are reflective of the diverse skills and interest that our students have pursued through their high school career, including but not limited to, successful completion or achievement of: (a) Advanced Placement, (b) International Baccalaureate, (c) Dual-Credit coursework, (d) Career Technical Education (e) Seal of Biliteracy, (f) Visual & Performing Arts pathways or (g) college readiness as measured by the PSAT/ SAT/ ACT.<sup>3</sup>

**By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.<sup>4</sup>**

<sup>1</sup> The data for achievement and growth (grades 3 and 5 indicators) will be reported to the board both in aggregate and disaggregate. The disaggregates would mirror the board goal as well as those used for state and federal accountability.

<sup>2</sup> MAP results are highly correlated to SBAC achievement. Changes in achievement will depend on first changing the rate of within year student growth.

<sup>3</sup> The criteria are as follows:

- a) Successful completion (**C or better**) of 3 or more Advanced Placement courses,
- b) Successful completion (**C or better**) of 3 or more International Baccalaureate courses,
- c) Successful completion (**C or Better**) of 3 or more Dual Credit courses, or
- d) Successful completion of Career and Technology Pathway (2 or more courses in the same path).
- e) Successful achievement of the seal of biliteracy-
  - I. AP foreign language: 3 or above
  - II. IB foreign language: 4 or above
  - III. SLIP: 6 or above in both Writing and Speaking
  - IV. STAMP: 6 or above in all of Reading, Writing, Listening, Speaking

<sup>4</sup> The data for the post-secondary indicators will be reported in composite and separately for each of the post-secondary indicators. In addition, the data will be provided in aggregate and

disaggregate for student groups in a manner consistent with state and federal accountability (race and service)

**APPENDIX – BASELINE DATA BY GOAL**

**1. Third Grade Reading**

Comparison Group	Average MAP Achievement Score	Average Smarter Balanced Achievement Score	Percent of Students at or Above Level 3 on Smarter Balanced	Met National Normative Growth Expectation on MAP
White and Asian	202	2454	66.5%	50.1%
Historically Underserved Students of Color	188	2373	36.1%	44.4%
National Average for MAP	196	NA	NA	50.0%
American Indian/Alaskan Native, Not Hispanic	188	2404	31.8%	37.8%
Asian, Not Hispanic	196	2427	52.5%	37.9%
Black/African American, Not Hispanic	182	2299	16.9%	43.3%
Hispanic/Latino	185	2371	33.8%	51.1%
Multi-Racial, Not Hispanic	198	2431	55.6%	59.1%
Native Hawaiian/Pacific Islander, Not Hispanic	188	2381	24.1%	45.8%
White, Not Hispanic	203	2457	68.1%	51.6%
<b>Total</b>	<b>196</b>	<b>2424</b>	<b>55.4%</b>	<b>47.7%</b>

**2. Fifth Grade Mathematics**

Comparison Group	Average MAP Achievement Score	Average Smarter Balanced Achievement Score	Percent of Students at or Above Level 3 on Smarter Balanced	Met National Normative Growth Expectation on MAP
White and Asian	221	2515	54.0%	45.8%
Historically Underserved Students of Color	208	2427	25.0%	40.6%
National Average for MAP	217	NA	NA	50%
American Indian/Alaskan Native, Not Hispanic	203	2274	6.3%	45.5%
Asian, Not Hispanic	222	2511	52.5%	49.6%
Black/African American, Not Hispanic	199	2391	9.2%	35.4%
Hispanic/Latino	207	2409	21.1%	38.1%
Multi-Racial, Not Hispanic	218	2488	45.2%	42.0%
Native Hawaiian/Pacific Islander, Not Hispanic	201	2418	7.1%	36.2%
White, Not Hispanic	221	2515	54.2%	43.7%
<b>Total</b>	<b>216</b>	<b>2482</b>	<b>43.2%</b>	<b>43.7%</b>

**3. Eighth Grade Graduate Portrait**

Comparison Group	Average Reading Score	Average Math Score	Reading on track for Career and College Readiness	Mathematics on track for Career and College Readiness	Met the Threshold in Both Subjects
Total	2560	2542	59.1%	46.9%	43.9%

American Indian/Alaskan Native, Not Hispanic	2547	2512	42.9%	36.4%	38.1%
Asian, Not Hispanic	2566	2575	63.0%	59.5%	52.5%
Black/African American, Not Hispanic	2414	2361	16.7%	6.9%	5.9%
Hispanic/Latino	2496	2464	36.2%	25.0%	22.9%
Multi-Racial, Not Hispanic	2559	2545	62.2%	48.0%	46.2%
Native Hawaiian/Pacific Islander, Not Hispanic	2511	2463	30.0%	22.2%	19.2%
White, Not Hispanic	2599	2584	71.4%	57.5%	54.0%

**4. Post-Secondary Readiness/ Ready for College & Career**


Comparison Group	Passed 3 or More AP Courses with a "C" or Above	Passed 3 or More IB Courses with a "C" or Above	Completed a CTE Pathway	Passed 3 or More Dual Credit Courses with a "C" or Above	Achieved the Seal of Biliteracy	Met One or More of the Criteria
White and Asian	23.6%	26.6%	18.6%	18.6%	<5%	66.3%
Historically Underserved Students of Color	11.2%	9.6%	17.0%	22.1%	7.2%	50.3%
Total	19.0%	20.3%	18.0%	19.9%	5.1%	60.4%

American Indian/Alaskan Native, Not Hispanic	18.2%	<5%	13.6%	40.9%	<5%	50.0%
Asian, Not Hispanic	22.9%	26.4%	21.3%	26.5%	10.5%	70.4%
Black/African American, Not Hispanic	6.0%	<5%	14.8%	26.2%	<5%	43.6%
Hispanic/Latino	12.7%	10.0%	17.3%	18.8%	12.7%	50.2%
Multi-Racial, Not Hispanic	15.1%	17.4%	20.0%	21.9%	<5%	59.1%
Native Hawaiian/Pacific Islander, Not Hispanic	<5%	<5%	<5%	33.3%	<5%	38.1%
White, Not Hispanic	23.9%	26.8%	18.3%	17.5%	<5%	65.7%

**Resolution No. 5985**

Resolution to approve a the Budget Development Calendar for the 2020-21 fiscal year, aligned with Portland Public Schools Reimagined, Student Success Act and a Multi-Year Business Plan

The Portland Public Schools Board of Education approves the following Budget Development Calendar for the 2020-21 fiscal year, aligned with Portland Public Schools Reimagined, Student Success Act and a Multi-Year Business Plan:

 <b>Portland Public Schools Budget Calendar 2020-21</b>		Board Inform / Review	Board Action		
<b>Multi-Year Business Plan PPS Reimagined Student Success Act</b>	<b>September 23, 2019</b>	<b>School Board Meeting 6:00 PM</b> Inform Board on the Student Success Act (SSA), the Student Investment Account (SIA) , and the Strategic Plan Framework/Continuous Improvement Plan (CIP) Board reviews draft 2020-21 Budget Calendar	✓ ✓		BESC Building
	<b>October 15, 2019</b>	<b>School Board Meeting 6:00 PM</b> Board approves 2020-21 Budget Calendar Board appoints Community Budget Review Committee (CBRC) members TSCC Hearing for Local Option Levy	✓	✓ ✓	BESC Building
	<b>October 17, 2019</b>	<b>SSA Community Engagement Meetings, 1 of 3, 6:00 PM</b> Engage community and stakeholders in needs assessment process to inform Strategic Plan Framework/CIP and SIA application	✓		Lent School
	<b>October 19, 2019</b>	<b>SSA Community Engagement Meetings, 2 of 3, 9:00 AM</b> Engage community and stakeholders in needs assessment process to inform Strategic Plan Framework/CIP and SIA application	✓		Faubion School
	<b>October 22, 2019</b>	<b>SSA Community Engagement Meetings, 3 of 3, 6:00 PM</b> Engage community and stakeholders in needs assessment process to inform Strategic Plan Framework/CIP and SIA application	✓		Roosevelt School
	<b>November 5, 2019</b>	<b>School Board Meeting 6:00 PM</b> <b>Work session with CBRC</b> Board reviews draft Strategic Plan Framework/CIP and Multi-Year Business Plan Board approves Mission Statement	✓	✓	BESC Building
	<b>November 19, 2019</b>	<b>School Board Meeting 6:00 PM</b> <b>Work session with CBRC</b> Board reviews 2020-23 Strategic Plan Framework/CIP and Multi-Year Business Plan	✓		BESC Building
	<b>December 3, 2019</b>	<b>School Board Meeting 6:00 PM</b> Board adopts Multi-Year Business Plan		✓	BESC Building
<b>Budget Development</b>	<b>February 25, 2020</b>	<b>School Board Meeting 6:00 PM</b> <b>Work session with CBRC</b> Board reviews SIA grant application	✓		BESC Building
	<b>March 29, 2020</b>	<b>Publish 1<sup>st</sup> Notice of Budget Committee Meeting</b> <i>(5 to 30 days before the meeting)</i>			The Oregonian
	<b>April 12, 2020</b>	<b>Publish 2<sup>nd</sup> Notice of Budget Committee Meeting</b> <i>(5 to 30 days before the meeting)</i>			The Oregonian
	<b>April 21, 2020</b>	<b>School Board Meeting 6:00 PM</b> <b>CBRC in attendance</b> Board reviews the SIA grant agreement <b>Proposed Budget:</b> Superintendent delivers 2020-21 Proposed Budget message and presentation	✓ ✓		BESC Building
	<b>May 6, 2020</b>	<b>School Board Work Session 6:00 PM</b> Board conducts public engagement session on Proposed Budget		✓	School TBD
	<b>May 19, 2020</b>	<b>School Board Meeting 6:00 PM</b> CBRC presents 2020-21 Proposed Budget report to the Board	✓		BESC Building
	<b>June 9, 2020</b>	<b>School Board Meeting 6:00 PM</b> <b>Approved Budget:</b> Board as Budget Committee approves 2020-21 Proposed Budget		✓	BESC Building
	<b>June 14, 2020</b>	<b>Publish Notice of Budget Hearing and Budget Summary</b>			The Oregonian
	<b>June 23, 2020</b>	<b>TSCC Hearing 5:00 PM</b> TSCC certifies 2020-21 Approved Budget <b>School Board Meeting 6:00 PM</b> <b>Adopted Budget:</b> Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓		BESC Building
	<b>July 15, 2020</b>	<b>Submit Tax Certification documentations</b> <i>File budget information with County Recorder and Designated Agencies</i>		✓	