

October 6, 2014

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

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OFFICE OF THE BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON  
BLANCHARD EDUCATION SERVICE CENTER  
PORTLAND, OREGON

The Study Session of the Board of Education came to order at 6:04pm at the call of Co-Chair Pam Knowles in the Board Auditorium of the Blanchard Education Service Center, 501 N. Dixon St, Portland, Oregon.

There were present:

Pam Knowles, Co-Chair  
Ruth Adkins  
Bobbie Regan  
Tom Koehler  
Steve Buel  
Matt Morton  
Greg Belisle, Co-Chair

Minna Jayaswal, Student Representative

Staff

Carole Smith, Superintendent  
Caren Huson Quiniones, Board Clerk

**PUBLIC COMMENT**

Sandra Gray, parent of a Beverly Cleary student, stated that she was representing many families who live east of 47<sup>th</sup> Avenue. She was concerned about the 2015-16 school year. The educational and social needs are being met for all children even though Beverly Cleary has three campuses. Reopening a start school to alleviate overcrowding should not be taken lightly and she was surprised it was being considered.

Musse Olol, Chair of the Somalian Council of Oregon, stated that there were about 12,000-15,000 Somalians in the State of Oregon. Somali students in the PPS system are prone to fail. They should be given the opportunity for a dual language immersion program. He asked the Board to do the same for the Somalian students as they have done for other communities.

Meg Hagan reported that 8,500 PPS students have dyslexia. October is Dyslexia month. If a student does not read at grade level by grade 3, they have four times the chance of dropping out of school. Her own son has dyslexia and an IEP, but the IEP has always lacked the needed intensity. He needs two hours of intervention per day, but only receives two hours one day a week.

Dave Porter suggested that dual language immersion programs be expanded to include all neighborhood schools. PPS should have 1/3 of all students in dual language immersion.

Shannon Foxley, school counselor, stated that she has worked for PPS since 2011, and commented that with the extra funds now available that a counselor should be placed in every school. : .

**UPDATE: BOUNDARY REVIEW**

Judy Brennan, Director of Enrollment and Transfer, reported that it looks like PPS will have 500 more students this year than last year. Ms. Brennan provided a PowerPoint presentation on the Boundary Review process to date. PPS could see an increase of 6,200 students fifteen years from now. Phil Keisling

of Portland State University, stated that they are in the second phase of the boundary review process. Mr. Keisling recommended a 21-member District Boundary Review Advisory Committee (D-BRAC).

Director Koehler stated that the District's Climate Survey was not a one-off thing; it is a year-long exercise that involves the parents, students and teachers. Getting that right was critical. Director Regan suggested that a PPS Communications staff member be on the D-BRAC, with possibly members from PCC, Head Start, and Special Education. Co-Chair Knowles also suggested members from the PFSP and PAT unions, along with a student representative.

Co-Chair Adkins mentioned that the Board needs to keep in mind this work during their budget discussions. Co-Chair Knowles added that PPS also needs to hear from those folks who do not have students in the schools.

### **ENROLLMENT FORECASTS AND PRELIMINARY ENROLLMENT PRIORITIES**

Mr. Brennan provided a list of schools where change may be needed. Staff will come back to the Board at a later date with suggested changes before going into the budget cycle.

Director Regan requested that Board members be informed of when meetings occur. Director Buel stated that parents and teachers should be involved from the beginning.

Director Morton questioned who alerts Enrollment and Transfer when enrollment is high and uncomfortable. How does something become a tier one or tier two enrollment issue? Ms. Brennan responded that the principals are the strongest level of advocates for the conditions in their buildings.

Director Belisle noted that five of the nine Tier 2 schools are K-8s and added that the District tends to shift around stand-alone programs more than others, and those are usually our underserved students, so he cautioned staff on continuing that practice.

### **UPDATE: ACHIEVEMENT COMPACTS**

Amanda Whalen, Chief of Staff, provided a PowerPoint presentation, commenting that we did not know what would happen if the District declined to set Achievement Compact targets.

Co-Chair Knowles stated that all proposed strategies cost money, and would like the strategies discussed in future Board budget discussions. Director Belisle asked what the process was for the Board in understanding the most important strategy. How will the Achievement Compact Committee generate the priority list? Ms. Whalen responded that while the District has set ambitious targets, a number of strategies have not been put into place due to lack of funding.

Director Morton stated that we were not reaching as far as we could and was disappointed that targets weren't higher. He was not entirely convinced that we collectively agree that every child in our schools can achieve. The target goals should be 100%. Every one of our students can achieve, and he was more inclined to be ambitious about the Achievement Compacts.

Director Regan commented that she would be interested in submitting 100% targets to the state for every goal. She asked if the Achievement Compact Committee members discussed Outdoor School. Melissa Goff, Assistant Superintendent of Teaching and Learning, responded no. Director Regan questioned how we will measure 100% for third grade reading. Superintendent Smith responded that the Achievement Compact Committee was charged with determining the measure for that goal.

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Director Belisle commented that there was no way to determine how we are progressing. Perhaps we need a process check-in and receive data in real time. Ms. Goff responded that staff uses Dibels for grades K-3; it provides indicators if a student is at risk or high risk of not being on track.

Director Buel stated that if you want kids to read at grade level, you have to teach them to read. You have to identify those kids that cannot read and teach them to read. Are we set up to teach 100% of the kids to get up to grade level?

### **COORDINATED EARLY INTERVENING SERVICES**

Mary Pearson, Special Education Senior Director, and Melissa Goff provided a PowerPoint presentation. Ms. Pearson indicated that staff would return to the Board in December with a more in-depth plan and redesign of the Special Education Department and their service delivery model.

Director Buel asked if the District will be talking with teachers and principals and asking them to work together and discuss disciplinary issues. Ms. Goff responded that staff has been meeting with the Department of Equity, so the Board will see the same components come to them as well. Director Buel questioned when the Board would discuss the global components around discipline disparity. Co-Chair Knowles responded that the Board will have discussions in December, January and June.

Director Regan asked if the Board will be able to review the reasons that students were on suspensions and out of schools. Ms. Pearson responded that the data was available and that she would get that to the Board.

Director Belisle stated that he finds it hopeful that we had 51% improvement in exclusionary discipline. That was significant improvement.

### **BUSINESS AGENDA**

Director Regan requested that Resolution 4965 be pulled for a separate vote. Director Belisle requested that the Board rules be suspended in order to hear an additional resolution he was bringing forward. Board members voted unanimously on both requests.

Director Regan moved and Director Koehler seconded the motion to add additional language to Resolution 4965 in regards to the Board Auditor. The Board voted unanimously to amend Resolution 4965.

Director Buel stated that he had problems with the Board Protocols; they are plagued by silliness. They are an elected government body and must follow state and federal laws. No Board member should vote for Resolution 4965 as it states that board members should refrain from criticizing other board members in public. Director Buel distributed a copy of the First Amendment to Board members and stated that the Board was under the same laws as Congress. Co-Chair Adkins pointed out that the protocols document states that any board member may convey their personal opinion.

Director Regan commented that her concern was that many times when staff or board leadership wants to shut down discussions, we go over these protocols again and again. She did not view the protocols as binding; if someone tells her it is binding, she will vote no. The protocols were more about expectations.

Co-Chair Adkins reminded that Board that Resolution 4966, regarding the Board Work Plan, that the work plan was a living document.

### **ADJOURN**

Co-Chair Knowles adjourned the meeting at 9:45pm.

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Purchases, Bids, Contracts

The Superintendent RECOMMENDED adoption of the following item:

Number 4964

Director Adkins moved and Director Morton seconded the motion to adopt the above numbered items. The motion was put to a voice vote and passed unanimously (yes-7, no-0; with Student Representative Jayaswal voting yes, unofficial).

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**RESOLUTION No. 4964**

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 agreements in a form approved by General Counsel for the District.

**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>
CDW-G	10/7/2014	Purchase Order PO XXXXX	Purchase of 150 tech bundles for Phase II of the Tech Bundle project.	Not-to-exceed \$370,000	J. Klein Fund 407 Dept. 5581 Project A1007
Piper Jaffray	7/1/2014 through 6/30/2017	Personal Services PS 6XXXX	Financial advisory services, including the evaluation of possible debt financing options.	\$180,000	D. Wynde Fund 101 Dept. 5528

**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>
Multnomah Education Service District	9/1/2014 through 6/30/2015	Intergovernmental Agreement IGA 6XXXX	District-wide: Provide the residential three day-two night Outdoor School Program to District students.	\$780,450	S. Perrins Fund 299 & 101 Dept. 6299 Grant S0260

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments

*R. Dutcher*

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Other Items Requiring Board Action

The Superintendent RECOMMENDED adoption of the following items:

Numbers 4965 through 4967

Director Regan moved and Director Koehler seconded the motion to adopt amended Resolution 4965. The motion was put to a voice vote and passed by a vote of 5-1-1 (yes-5, no-1 [Buel], abstain-1 {Koehler}, with Student Representative Jayaswal voting yes, unofficial).

Director Adkins moved and Director Belisle seconded the motion to adopt Resolution 4966. The motion was put to a voice vote and passed unanimously (yes-7, 0-no, with Student Representative Jayaswal voting yes, unofficial).

Director Belisle moved and Director Morton seconded the motion to adopt Resolution 4967. The motion was put to a voice vote and passed unanimously (yes-7, no-0, with Student Representative Jayaswal voting yes, unofficial).

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**RESOLUTION No. 4965**

Adopting Board Member Expectations and Operating Protocols

**RESOLUTION**

The Board of Directors of Portland Public Schools approves and adopts the attached *Board Member Expectations and Operating Protocols*.

**PORTLAND PUBLIC SCHOOLS  
BOARD MEMBER EXPECTATIONS AND OPERATING PROTOCOLS**

As elected Board members of Portland Public Schools, our responsibilities are to:

1. Strive to provide the highest quality education for each PPS student using achievement and equity as the fundamental factors for all decision making and actions.
2. Set explicit goals and priorities for the District. Working with the Superintendent, ensure that staff carry out and that students and the community are aware of the goals and priorities.
3. Focus on policy making, monitoring, and evaluation to further these goals and priorities.
4. Hire, set goals for, and evaluate the Superintendent.
5. Hire, set goals for, and evaluate the Board Performance Auditor.
6. Respect the role of the Superintendent to manage the District and to direct employees in District and school matters.
7. Make decisions as a whole Board only at public meetings. Recognize that individual members have no authority to take individual action in policy or in district and school administrative matters.
8. Encourage and model constructive public discourse in Board decision making. Respect the right of individual Board members to express their viewpoints and vote their convictions. Once a decision is made, support the full Board and Superintendent in carrying out decisions.
9. Honor the student voice. Ensure strong, effective staff support to encourage student voice.
10. Respect those who express their views on issues related to the District. Solicit input and listen to all perspectives.
11. Actively participate in community events, acting as ambassadors on behalf of the District, as well as in state and/or national events when possible.
12. Strive to cultivate and maintain productive relationships, and work as a team with one another and the Superintendent.



## I. Priority Setting and Evaluation

### A. Priority Setting

1. The Board will establish, at a public meeting, annual and long-term priorities in alignment with the District's strategic plan and Superintendent's goals. The Board will align their work with District goals and the budget process, and will convene regular retreats to discuss and evaluate the District progress in meeting these priorities.
2. Every six months, the Board will elect two Co-Chairs during one of their public meetings.
3. Board Co-Chairs will meet regularly with the Superintendent and key staff to evaluate past Board meetings and determine the agenda for upcoming Board meetings.
4. In accordance with Board policy and procedure, agenda items for general discussion, presentation, reports, etc., will be established jointly by the Board Co-Chairs and the superintendent. Requests for placing such items on the agenda shall be submitted to the Board office.

The Board Co-Chairs will use the following criteria to consider items for placement on the Board meeting agendas:

- a. Strategic relevance and consistency with the priorities of the Board and the District;
  - b. Comparative importance;
  - c. Immediacy;
  - d. Community interest; and
  - e. Readiness for Board consideration (staff research, preparation, analysis, etc.)
5. Board members wishing to bring new resolutions not on the agenda, or to amend existing resolutions, are asked to provide their proposed resolution or amendment in writing to the Board office in advance of the upcoming Board meeting to allow sufficient time for consideration by Board members. A summary of description may be submitted in place of a resolution or amendment.

In accordance with parliamentary procedure, resolutions that are moved and seconded at a Board meeting will be considered, unless called out of order by the chair; subsidiary motions to postpone, refer or object to a motion may also be moved and seconded.

In accordance with Board policy 1.70.011-P (9) (f), no action shall be taken at any Board meeting on items authorizing an expenditure of money, unless the recommendation for such expenditure appears in preliminary agenda for that meeting.

6. The Board Co-Chairs will regularly check in informally with Board members regarding the Board operations. In addition, the full Board will meet in a retreat mid-year to review operations and progress to date on the Board priorities

### B. Board Professional Development and Evaluation

1. The Board will self-assess its performance at least annually. The Board Co-Chairs will regularly evaluate Board meetings. All Board members are encouraged to provide feedback to the Co-Chairs at any time to improve the Board's performance.

The Board will also set explicit priorities as a Board for Board professional development. The Board will annually review the Board Office budget to ensure there are sufficient funds to support the Board's professional development.

**C. Superintendent's Evaluation**

The Board will establish regular goals for the Superintendent's performance and engage in a process that provides for thoughtful and deliberative assessment of the Superintendent's work.

**D. Board Performance Auditor**

The Board will establish a process for determining which annual performance audits will be implemented and will ensure that the Board Performance Auditor is provided with access and support to accomplish the audit.

**II. Meetings**

- A. Board members agree to attend regularly scheduled Board meetings and work sessions unless a situation occurs that makes attendance impossible. Board members will cooperate in scheduling special meetings and/or work sessions for planning and training purposes, and will advise staff if a Board member is unable to attend or arriving late.
- B. Board members agree to start and end meetings on time.
- C. Board members will be prepared for each meeting by reviewing materials in advance.
- D. Board members agree to uphold the legal requirement for confidentiality on all matters arising from Board executive sessions and any other confidential communications.
- E. Board members agree to communicate with a focus on problem solving. Members will seek to clarify issues by soliciting each other's points of view.
- F. Board members agree to listen carefully and with courtesy when other people are speaking during Board meetings. Discussions between Board members will serve as a model for acceptable public dialogue.
- G. Board members shall cast a vote on all matters except when a conflict of interest arises.
- H. Board members agree that when it is necessary to miss a meeting, that they should review the video of that meeting or otherwise inform themselves of the content of the meeting.
- I. Board members agree that if they must be absent from a meeting, that they will only request to phone into the meeting to cast a vote. Boardroom equipment limits the quality of the transmission for participation in a discussion.

**III. Communication**

- A. Board members agree to communicate directly with the Superintendent and/or members of the Executive Committee if appropriate if a question arises, or when a concern is voiced by a staff member, student, parent, or other community member with the understanding that the matter will be addressed in a timely manner. To ensure optimal communication, Board members should copy the Superintendent and her Advisor, along with the General Counsel and Board Office Manager on their emails to the Executive Committee, and staff will do the same in its replies. By adhering to this communication loop, it verifies that Board members are receiving timely responses to their communication and that there are not multiple staff members working on the same issue. (These steps do not pertain to inevitable confidential situations that arise).
- B. Board members are requested to NOT directly contact staff who report to Executive Committee members without clearing it through the appropriate Executive Committee member first, as other staff may not be as familiar with Board communication and protocols. There may be case-by-case exceptions to this as determined by the Superintendent (such

- C. as key Communications Department staff). This provision is not intended to restrict Board member's ability to visit schools.
- D. Board members agree to communicate directly with the Board Co-Chairs or the Superintendent, as appropriate, when concerns arise about other Board members or District staff. When disagreeing with other Board members, Board members should maintain a respectful dialogue. Board members should refrain from personally criticizing another Board member or District staff in public.
- E. Board members retain the right to express individual opinions, and when doing so, will clearly state that the opinion is his/hers and not that of the Board.
- E. On occasion, it is beneficial to the Board and the public to have a designated Board spokesperson on a particular issue. In such cases, the Board Co-Chairs may speak for the Board on specific issues, or may designate other Board members to act as a spokesperson. Having a designated spokesperson does not mean that other Board members cannot express their opinions or perspectives about the issue.
- F. Individual personnel issues will be processed consistent with District policy and will not be discussed publicly, rather only with the Superintendent or designee. Specific personnel complaints submitted to the Board or individual Board members will be referred to the Superintendent or designee.
- G. From time to time, the Board may be required to make findings of fact that can be appealed to another government agency (i.e., personnel matters or charter school application hearings). In these situations, no Board member will discuss the substance of the matter with any person(s) directly involved in the issue, other than PPS staff, outside the formal hearing and deliberation process.

#### **IV. Requests for Information**

##### **A. Information Requests of Staff**

1. When Board members have information requests of staff (but do not require any particular decision to be made), the Board member should feel free to communicate their request to any member of the Executive Committee or through the Board Office Manager. The Superintendent or her Advisor should be copied on any written requests to keep her apprised of issues of concern to the Board.
2. If the request for information is of such a nature that it will take significant time to compile a response (i.e., more than two hours), the Board member should communicate his/her request to the Superintendent or designee for further direction. The Superintendent can then work with the Board member to determine the most efficient way to provide the information requested.

##### **B. Requests Requiring Decision-Making or Resource Allocation**

When a Board member has a request that will require a decision to be made or resources to be allocated, the Board member should send that request to the Superintendent or designee for a response in a timely manner.

##### **C. Responding to Concerns from the Public about District Staff**

When Board members are approached by members of the public expressing concerns about District staff and the person requests specific follow-up, the Board member should direct that person to address their concerns to the Superintendent. If a citizen voices a complaint about a particular employee at a public meeting, the Board Chair should direct that person to cease their comments and refer them to the Superintendent.

**D. Providing Documents to Board for Review in Advance of Meetings**

The Board Co-Chairs and Superintendent will establish the agenda for full Board meetings at least 10 days prior to the Board meeting. Staff and the Superintendent will have the Board book, and any supporting documentation, available at least three days prior to the Board meeting except under extenuating circumstances.

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**RESOLUTION No. 4966**

Adopting the Portland Public Schools Board of Education's 2014-2015 Work Plan

**RESOLUTION**

The Portland Public Schools Board of Education adopts the attached Work Plan for the 2014-2015 school year.

Board-Designated Areas of Focus	Executive Lead	Reporting to the Board
Continue to focus on successfully meeting all Milestone targets and further embed an even greater sense of urgency throughout the District to do so.	Amanda Whalen	Achievement Compact: October Work Session Graduation Rate: February Work Session
Ensure that all Bond projects continue to be implemented on time and on budget.	CJ Sylvester	Monthly Written OSM Reports Quarterly Presentations from BAC and OSM: November, February, May
Maximize the effectiveness of the Senior Director of Schools role and continue to provide the tools and supports they need in order to ensure our principals are successful and performing their highest and best.	Antonio Lopez	Principal Support and Evaluation: November Work Session School Climate Survey: March
Improve teacher/principal evaluation methodology and further enhance performance reinforcement systems.	Antonio Lopez	Teacher Evaluation: September Work Session Principal Evaluation: November Work Session
Develop and implement a strategy to welcome families as part of the District's Equity work.	Lorenzo Poe	Implementation of Racial Educational Equity Plan: August Presentation, December Work Session

Annual Actions Required	Other Work Identified
Budget (November-June)	Enrollment and Transfer Policy Revision (January, April, June)
Charter School Renewals (March)	Boundary Review (October, January, April, June)
Achievement Compact Approval (October)	Educational Specifications Update and K-8 Adoption (October)
Compliance Report/Division 22 (January)	School Calendar Update (December)
Non-Extensions/Non-Renewals (March)	Equity in Public Purchasing and Contracting (March)

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Continue to improve financial reporting and business management processes with an emphasis on providing ready access to deeper analytics.	Chief Financial Officer	Budget Process and Budget Amendments: November-June Work Sessions
Develop and implement a vision and strategy for improving Career Technical Education, hands on and project based learning opportunities for students.	Antonio Lopez	CTE/Career Learning: October, February Work Sessions
Continue toward forging a collaborative working relationship with PAT.	Sean Murray	Teacher Evaluation: September Workload Committee: September, January, April, June
Continue to evolve the culture of the District with an ongoing emphasis on embedding a Continuous Improvement mindset.	Amanda Whalen	Regular Data In Packets School Improvement Plans: November Work Session
Complete the development of and then begin implementing a plan to examine the District's current assessment and testing practices.	Melissa Goff	November Work Session
Review and revise complaint policy and procedures to be more clear and family-friendly.	Jollee Patterson (policy development) Jon Isaacs (implementation )	September Work Session First and Second Reading: September, November ODE Audit Update: July

Superintendent's Evaluation (May)	Affirmative Action Plan (December)
Open Enrollment (February)	Early Childhood Education (December)
Comprehensive Annual Financial Report (December)	
MESD Local Service Plan (February)	
Head Start Adoption of Report (May)	
Legislative Priorities	

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<p>Accelerate the increase in our graduation and completion rates and work to narrow the achievement gap, with an emphasis on taking steps to ensure students graduate from PPS college and career ready.</p>	<p>Antonio Lopez</p>	<p>Multiple Pathways December Work Session Graduation Rates: February Work Session CTE/Career Learning: October, February HS Action Team Update: November HS Instructional Time and Graduation Rate Audit Update: February</p>	<p>Climate Survey</p>	
<p>Continue taking steps to ensure that 100% of students are reading at grade level by the end of third grade.</p>	<p>Melissa Goff</p>	<p>Achievement Compact October Work Session 3rd Grade Reading November Work Session</p>	<p>ESL Report</p>	
<p>Reduce out-of-school discipline for all students and the disparity in out-of-school discipline between white students and students of color by 50 percent.</p>	<p>Lorenzo Poe</p>	<p>Discipline Data &amp; Strategies: December, January and June Work Sessions</p>		



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**RESOLUTION No. 4967**

Resolution Recognizing Indigenous People's Day

**RECITALS**

- A. The Board of Education ("Board"), recognizes that the Indigenous Peoples of the lands that would later become known as the Americas have occupied these lands since time immemorial.
- B. The Board recognizes the fact that Portland was built upon the homelands and villages of the Indigenous Peoples of this region without whom the City would have not been possible.
- C. The Board values the many contributions made to our community through Indigenous People' knowledge, labor, technology, science, philosophy, arts and the deep cultural contribution that has substantially shaped the character of the City of Portland.
- D. The Board has a responsibility to oppose the systemic racism towards Indigenous people in the United States, which perpetuates high rates of poverty and income inequality, exacerbating disproportionate health, education, and social crises.
- E. The Board seeks to combat prejudice and eliminate discrimination and institutionalized racism, and to promote awareness, understanding, and good relations among indigenous peoples and all other segments of our District.
- F. The Board promotes the closing of the equity gap for Indigenous Peoples through policies and practices that reflect the experiences of Indigenous Peoples, ensure greater access and opportunity, and honor our nation's indigenous roots, history and contributions.

**RESOLUTION**

- 1. The Board strongly encourages District staff to include the teaching of the history, culture and governments of the Indigenous Peoples of our state.
- 2. The Board recognizes the second Monday of October as Indigenous People's Day
- 3. The Board commits to continue it's support of the well-being and growth of every Portland Public Schools student, especially our American Indian and Indigenous students.