

**Q&A Document**

Agenda Item	Question	Answer
Off-campus travel	<p>Noting that the Roosevelt trip to Japan is being paid for by the Kakehashi Project. Is that a government entity or one that is affiliated with the Japanese government? Can you provide a link to information about this entity and whether this is a new partnership and what the Project receives in return for sponsoring the travel?</p>	<p>Yes this is a Japanese governmental agency. The agreement was reviewed and signed by our contracting department this is the first record they have. The expectation is for travelers to share their experiences.</p> <p><a href="https://www.us.emb-japan.go.jp/english/html/kakehashi-project.html">https://www.us.emb-japan.go.jp/english/html/kakehashi-project.html</a></p>
Off-campus travel	<p>Are there school staff or teachers at Mt. Tabor, Hosford or Tubman who are not designated program teachers who will be going on these trips? If yes, which schools would that be, number of staff, and does that mean the students remaining would have a substitute teacher?</p> <p>Will daily class work, tests, assignments continue without interruption for students remaining in school? And, will students who are traveling receive their instruction/take tests/turn in assignments while traveling versus the expectation that it will be made up or all students will wait until the cohort returns?</p> <p>In the more recent pre-pandemic trips, the administrator traveling with the group was not a school-based administrator. How many school administrators are going on the trips, and what is the plan for the school coverage while they are absent?</p> <p>How many 8th grade Tubman Mandarin students are there and what are the number who will be going on the trip?</p> <p>The last time the policy issue of extended travel by a small group of middle school students was discussed and following a formal complaint, in Resolution 5857 adopted by the board on March 19, 2019, the resolution said: The Board further instructs the Superintendent to convene a working group to explore creation of a district-wide experiential learning component of the middle grades curriculum and to report back to the Board no later than October 31 2019, on recommendations coming out of that working group. Please share the report with the Board.</p>	<p>The only teachers on the field trips are immersion teachers from Mt. Tabor (2 teachers), Hosford (1 teacher) and Harriet Tubman (1 teacher). Substitute teachers have been lined up and instruction will continue while the immersion teachers are traveling. One building administrator is accompanying each trip. The Mt. Tabor and Hosford principals are attending. Substitute administrators are in the process of being secured. There will be at least one assistant principal who remains on site as well. The Hosford principal will serve as the administrator for the Taiwan trip and support both the Hosford and Harriet Tubman students. The school administrators have reviewed class lists and worked with all teachers to ensure that instruction and progress through curriculum will continue during the trip for students at the schools. Mt. Tabor has developed a tiered approach for traveling JDLI students, where subject areas that are able to do so will make their work/assignments available to students to complete several weeks prior to departure—the completion of these assignments will be included on students' pre-trip check sheets. In other areas (like math and science), students will have access to curriculum on Canvas during their trip with the expectation that students will master standards through any summative work within two weeks of return. JDLI Social Sciences and JDLI Language 8 have work embedded as part of the Japanese Research Residency that will culminate in their final presentations after their return. For the Hosford and Harriet Tubman students on the trip will have access to all learning materials and assignments through Canvas. The expectation is that students demonstrate mastery of standards through the essential assignments and that they do so within two weeks of their return date. Students may submit assignments through Canvas throughout their travel time, but are not required to do so until they return. The staff at all sites are coordinating work with their 8th grade colleagues and coordinating so that students on campus and on the trip will continue their learning, and the transitions are planful in order to keep students in sync. There are 11 students in 8th grade program at Harriet Tubman and all plan to attend the trip. Ultimately all plans are contingent on Board approval for the trip. In the course of answering your questions we discovered that the report prepared in December of 2019 was never distributed to the board, we do not know why, but it is included in the supplemental materials section. An update on Middle School Redesign to update you on the plan and the progress, is planned for the March 7th board meeting.</p>

<p>MESD Service Plan</p>	<p>I am not sure who to ask this question as there is not a staff name attached to the MESD resolution.  I would like to understand what were categories of items and the amounts for the 2022-23 MESD services that we purchased?  Also, we have a disparity between those high schools that have Health Centers and those that do not. As part of the discussion about the MESD model of providing school nurses it was noted that students who attend schools with health centers have access to reproductive health/contraceptives as well as sports physicals, while those with MESD provided school nurses do not have access.  Below is a summary from James from last year on the inequitable access to contraception. Will the MESD nurses in 2023-24 only be referring versus providing access? Has there been a discussion of also athletic physicals being a service for schools without health clinics. Transportation and time are two barriers that create inequitable access for students to their services. There are no services on the Westside of Portland or at Grant, which by a rough estimate is about 5,000 high school students, some no doubt with a financial need.  If MESD nurses are only going to be referring, can PPS provide estimates on cost to provide equitable access for students in need at the schools without Health Centers?</p>	<p>The categories of items and the amounts for the 2022-23 MESD services can be viewed in the budget book, volume 1, pages 257 to 259. District teams leverage the worksheet provided by MESD along with conversations with their respective peers at MESD to identify services.</p> <p>The following information is in response to your request regarding cost information for high school student access to contraception and additional medical services.</p> <p>Non-Prescription Contraception Access for High Schools without a Student Health Center  Research undertaken by the PPS Health and Adapted/Physical Education (H/A/PE) team indicates that young people avoid utilizing internal barrier methods ("female condoms") for various reasons. Thus, with regard to external barrier method contraception (male condoms), we have consulted the most recent data (2021) provided by the Youth Risk Behavior Surveillance System (YRBSS) survey of Portland Public School students to calculate the potential number of students who would access external barrier methods. In addition, the H/A/PE team has provided information about bulk costs. Using both sets of data, this budget was prepared regarding the cost of providing external Non-Prescription Contraception to enrolled students at the high schools that do not host Student Health Centers, e.g. Grant, Lincoln, and Ida B Wells High Schools:</p> <p>YRBS survey data indicates that the highest percentage of students who would use external barrier methods is 50.4% (e.g. 10th graders in all PPS schools who responded to the YRBS survey). These students are defined as "dedicated condom users" in the proposal.  Applying an assumption the total potential cost of an external barrier method for the entire school year would be \$15,448.</p> <p>Prescription and Sports Physical Access for High Schools without a Student Health Center  Regarding questions about access to other (prescribed) forms of contraception and higher level medical services such as sports physicals, only licensed medical professionals such as physicians, nurse practitioners, and physician assistants may perform these duties. In other words, since the MESD nurses are RNs, they cannot provide sports physicals or prescribe contraception. MESD staff can and do refer students to either their licensed health care provider, a Student Health Center (SHC), or a community clinic for such services. In order for the District to ensure that Grant, Lincoln, and Wells High School students could access onsite licensed medical providers to provide sports physicals, health care, and prescribing services, we offer the following options:  The Multnomah County Health Department (MCHD) indicates willingness to provide an onsite sports physical clinic at each of the three high schools that do not host a Student Health Center. Each clinic could be staffed by an existing SHC team (e.g., which would necessitate closing a SHC for the day so staff could be deployed to the other high school) rather than recruiting additional employees. Doing so would not incur additional MCHD personnel costs. However, PPS would need to dedicate a staff coordinator to identify dates, communicate to the high school community, manage space logistics, assist with paperwork, etc.</p> <p>In addition, MCHD advocates for PPS to enhance promotion of existing SHC telemedicine services among Grant, Lincoln, and Wells student communities. Students can use telemedicine to consult with providers about certain physical and behavioral health services. This option also would not incur additional costs.</p> <p>We have reached out to Outside In, a Federally Qualified Health Center, about the cost of deploying its mobile health clinic to each of the three high schools. This pending discussion would address the number of days each school might host the mobile health clinic/school year as well as the cost of personnel and equipment per visit. We will apprise you of the outcome of these discussions including the estimated cost per mobile clinic date at each of the three high schools.</p>
<p>TAG/Division 22</p>	<p>Earlier PPS indicated that there was a corrective action plan for one TAG area, and the Jan. 23 memo is to inform us that there were two additional TAG areas subject to corrective action which PPS had indicated were in compliance but weren't and this Jan. 23 memo is to update that earlier reporting to indicate there are three areas of TAG under corrective action. Is that generally a summary of the memo? Is there any student impact of this updated reporting, or is it to ensure an accurate record and transparency?this is about transparency and clarity within Division 22 reporting, there is no student impact.</p>	<p>Your second statement is correct, this is about transparency and clarity within Division 22 reporting, there is no student impact. When we completed Division 22 for last year, we did not know that the TAG Conciliation Plan sets a higher bar for implementation of the OARs. We met the basic expectations and are working on the higher bar in the TAG Conciliation Plan.</p>

Black History Month	Did PPS central office staff send any guidance and materials to schools on Black History Month celebrations, assemblies, classroom and school activities? I ask because variance at schools in the past had resulted in a formal complaint against the district and my recollection is that PPS committed to provide guidance, materials, and a framework of activities for our schools."	Yes, we publish the follow: <a href="https://www.pps.net/Page/20134">https://www.pps.net/Page/20134</a> and also send the information to administrators and teachers.
HS Grad Data/Post Secondary Readiness	On slides 4, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 18, and 19 please provide the numerator and denominator for each bar. Percentages are useful, but I would also like to know the actual number of students who are in each group and the number of students represented by the bar. Also, can we get the post-secondary indicators data by school? As we head into the staffing and budget process, I am interested in school-based data.	See document "Supporting Numbers"
	What are the post secondary readiness scores for each of the tests on slide 18?	The post secondary readiness assessment score thresholds are as follows: PSAT - Evidence Based Reading and Writing $\geq$ 480 and Mathematics $\geq$ 430 SAT - Evidence Based Reading and Writing $\geq$ 530 and Mathematics $\geq$ 480 ACT - English $\geq$ 18, Math $\geq$ 22, Reading $\geq$ 22, and Science $\geq$ 23 A student would have to meet or exceed all the scores for a single test to qualify.
	In terms of the seal of biliteracy, do we know what the breakdown of scores are for students who are earning a seal of biliteracy in a home/heritage language versus those who are earning a seal from taking a world language sequence at PPS?	See document "Seal of Biliteracy Summary". Some students who earn a Seal of Biliteracy in their native language actually earn it through advanced coursework, such as a Spanish speaker taking AP Spanish and earning the Seal through the AP Spanish assessment.