



BOARD OF
EDUCATION
Portland Public Schools
Regular Meeting
February 23, 2021

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
- II. 6:05 pm - Board Leadership Vote
- III. 6:20 pm - Consent Agenda: Resolutions 6241 through 6247
Vote- Public Comment Accepted
 - 1. Resolution 6241: Resolution to Adopt Minutes
 - 2. Resolution 6242: Expenditure Contracts
 - 3. Resolution 6243: Revenue Contracts
 - 4. Resolution 6244: Recommendation of Bond Accountability Committee (BAC) Chairpersons as part of the 2012, 2017 and 2020 Bond Programs
Vote- Public Comment Accepted
 - 5. Resolution 6245: Multnomah Education Service District (MESD) Options
 - 6. Resolution 6246: Settlement Agreement
 - 7. Resolution 6247: Settlement Agreement
- IV. 6:35 pm - Student and Public Comment
- V. 6:50 pm - Student Representative's Report
- VI. 6:55 pm - Superintendent's Report
- VII. 7:10 pm - Resolution to Recognize Classified and Non-Represented Employee Appreciation Week March 1-5, 2021
Vote- Public Comment Accepted
- VIII. 7:20 pm - Board Committee and Conference Reports
- IX. 7:30 pm - Madison High School Renaming
Vote- Public Comment Accepted
- X. 8:15 pm - Update: COVID, Hybrid and LIPI
- XI. 9:00 pm - Update: District Student Council Student Survey
- XII. 9:15 pm - Update: School Staffing Framework
- XIII. 10:00 pm - Other Business / Committee Referrals
- XIV. 10:05 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. 6248

Election of Board Chairperson

Director _____ is hereby elected Chairperson of the Board for the period beginning February 23, 2021, until his/or her successor is elected.

RESOLUTION No. 6249

Election of Board Vice-Chairperson

Director _____ is hereby elected Vice- Chairperson of the Board for the period beginning February 23, 2021, until his/or her successor is elected.

RESOLUTION No. 6241

The Following Minutes are offered for Adoption

- 12/15/2020 – Regular Meeting
- 02/09/2021 – Regular Meeting

Portland Public Schools Board of Education

Regular Meeting Minutes

December 15, 2020

Attendance

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

Absent: None

Actions Taken

Motion to approve the Consent Agenda, including Resolutions 6214, 6215, 6217, and 6218. This motion, made by Director Amy Kohnstamm and seconded by Director Julia Brim-Edwards, Passed.

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

Yes: 7, No: 0

Motion to amend Resolution 6219 to remove "and approves". This motion, made by Director Julia Brim-Edwards and seconded by Director Scott Bailey, Passed.

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

Yes: 7, No: 0

Motion to approve Resolution 6219: Acceptance of the Comprehensive Annual Financial Report (CAFR), Reports to Management, and the Report on Requirements for Federal Awards, as amended. This motion, made by Director Julia Brim-Edwards and seconded by Director Amy Kohnstamm, Passed.

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

Yes: 7, No: 0

Motion to split the vote on submitting the Secretary of State's audit response and the evidence of implementation. This motion, made by Director Julia Brim-Edwards and seconded by Director Eilidh Lowery, Failed.

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

Yes: 3, No: 4

Motion to submit the evidence that was gathered to the Secretary of State's office and endorse district management's response. This motion, made by Director Andrew Scott and seconded by Director Eilidh Lowery, Passed.

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

Yes: 7, No: 0

Motion to approve Resolution 6220 to adopt the 2021 Portland Public Schools Legislative Agenda with an amendment that would add a bullet calling-out the system shift around transformative curriculum and pedagogy. This motion, made by Director Andrew Scott and seconded by Director Michelle DePass, Passed.

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

Yes: 7, No: 0

Motion to adopt the Oregon School Board Association (OSBA) Legislative Agenda. This motion, made by Director Andrew Scott and seconded by Director Amy Kohnstamm, Passed.

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

Yes: 7, No: 0

RESOLUTION No. 6214Expenditure 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
The Lion Electric Co., U.S., Inc.	12/16/20 through 12/31/21	Purchase Order PO 153531	Purchase of Type A Electric Bus. Request for Proposals 2020-2898	\$299,571	C. Hertz Fund 101 Dept. 5560
FFA Architecture and Interiors, Inc.	12/16/20 through 12/2/23 Option to renew for two additional one year terms through 12/2/25	Architecture ARCH 89541	Seismic design work for Lent School. Request for Proposals 2020-2856	\$624,833	C. Hertz Fund 445 Dept. 5597 Project K0205
Miller Nash Graham & Dunn LLP	12/16/20 through 6/30/21	Legal Services LS 89586	Legal services and support. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5460
Ednetics, Inc.	12/16/20 through 3/24/23 Option to renew for up to three additional one-year terms through 3/24/26	Cooperative Contract COA 89588	Purchase of network equipment and warranty/maintenance services. Administering Contracting Agency: Organization for Educational Technology and Curriculum (OETC)	\$1,000,000	C. Hertz Fund 101 Dept. 5581
CDR Labor Law	12/16/20 through 6/30/21	Legal Services LS 89592	Provide outside legal service support on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5460
Vickers Plass LLC	1/1/21 through 6/30/23	Legal Services LS 89593	Provide outside legal and risk management support on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5540
Sather, Byerly & Holloway, LLP	1/1/21 through 1/31/24	Legal Services LS 89594	Provide workers' compensation legal services. Direct Negotiation – Legal Services PPS-46-0525(13)	\$300,000	L. Large Fund 101 Dept. 5540
Northwest Information Systems, Inc.	12/16/20 through 3/31/24	Cooperative Contract COA 89555	Information Technology staff augmentation. Administering Contracting Agency: Washington County	\$5,000,000	C. Hertz Funding Source Varies

Studio Petretti Architecture, LLC	TBD	Architecture ARCH XXXXX*	Full design and engineering services for building improvements at Terwilliger for the relocation of Access Academy. Request for Proposals 2020-2900	\$350,000	C. Hertz Funding Source TBD
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NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
Office of General Counsel Network	12/16/20 through 6/30/21	Legal Services LS 69692 Amendment 1	General Counsel services extended through the end of fiscal year. Direct Negotiation – Legal Services PPS-46-0525(13)	\$180,000 \$360,000	S. Soden Fund 101 Dept. 5460
Prospect Studio	12/16/20 through 6/30/21	Personal Services PS 70019 Amendment 1	To finalize and integrate the work in the Spring (Year One-High Level Work Plan) into the first of a series of Strategic Plans for 2021-24. Request for Proposals 2018-2487	\$80,000 \$175,000	G. Guerrero Fund 101 Dept. 5402

RESOLUTION No. 6215

The Following Minutes are offered for Adoption

- 12/01/2020 – Regular Meeting

RESOLUTION No. 6217

Authorizing the Early Termination of Sunstone Montessori Lease in order to reunite ACCESS Academy at Terwilliger Elementary School Located at 6318 SW Corbett Street

RECITALS

- A. During a special meeting of the Portland Public Schools Board of Education on May 30, 2018, Resolution #5658 was approved to co-locate the District's ACCESS Academy Alternative Program ACCESS Academy.
- B. PPS's lease with Sunstone Montessori at Terwilliger will expire on July 31, 2022.
- C. PPS presented the Terwilliger site to the ACCESS Academy community as an opportunity for permanent co-location of its two programs in the school year 2022-23, after the Sunstone Montessori lease expires, or earlier if possible, and it was well received by the ACCESS community.
- D. Early termination of the lease will provide time to prepare the Terwilliger facility for ACCESS occupancy on or before January 2022.
- E. PPS and Sunstone Montessori have negotiated an agreement, subject to Board approval, to terminate the lease effective June 30, 2021 in exchange for rent concession, payment of \$468,888, among other terms.

RESOLUTION

- 1. The Board hereby authorizes the early termination of the Sunstone Montessori lease effective June 30, 2021 and the rent concession/payment to Sunstone Montessori of \$468,888 in a form of agreement approved by the General Counsel.

RESOLUTION No. 6218

Settlement Agreement

The authority to pay \$80,000 is granted to the Superintendent to enter into an agreement to resolve claims brought on behalf of a former student in a form approved by the General Counsel's Office.

RESOLUTION No. 6219

Acceptance of the Comprehensive Annual Financial Report, Reports to Management, and the
Report on Requirements for Federal Awards

RECITALS

- A. The Board of Education is committed to accountability for how Portland Public Schools spends its tax dollars and other resources, and recognizes that transparency, accuracy, and timeliness in financial reporting are important components of financial accountability.
- B. The District Auditor, Talbot, Korvola & Warwick, LLP, has completed their independent audit of the financial reporting for the year ended June 30, 2020, and provides assurance that the District's accounting and reporting are in compliance with generally accepted accounting principles.
- C. The District has received awards in Excellence in Financial Reporting for 40 consecutive years from both the Government Finance Officers Association (GFOA) and the Association of School Business Officials (ASBO) and plans to submit the current financial reports for similar award consideration.

RESOLUTION

The Board of Education accepts the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2020, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.

RESOLUTION No. 6220

2021 Portland Public Schools Legislative Agenda

RECITALS

- A. In January, the Oregon Legislature will convene the 2021 Regular Legislative Session during which hundreds of bills affecting education will be introduced and debated.
- B. Additionally, the Legislature will approve a budget for the 2021-2023 biennium that will contain the State School Fund, the primary funding source for K-12 education in Oregon and for Portland Public Schools.
- C. The Portland Public Schools Board recognizes that legislative advocacy is essential for the District and for our ability to affect education public policy in Oregon.
- D. The Portland Public Schools Legislative Agenda is aligned with the five educational system shifts as outlined in the PPS strategic plan for the 2020-21 school year.
- E. Portland Public Schools' first and foremost priority for the 2021 Regular Legislative Session is for the legislature to provide robust funding for advancing student achievement in every school district in Oregon.
- F. The district is also calling on the legislature to pass measures that help get students back into the classroom as soon as it is safe to do so.
- G. Portland Public Schools will advocate to build on the progress the legislature made when they passed the Student Success Act by continuing to support centering racial equity in school funding decisions.
- H. Portland Public Schools will advocate for increased investments in programs that support the social and emotional well-being of our students and their families.
- I. The district will also strongly support measures that enhance the ability of PPS to advance student achievement, close the opportunity gap for historically underserved students and enhance racial equity in the district and statewide.
- J. The legislative agenda was developed through consultation with district staff, board members, and other state-wide associations and partners.

RESOLUTION

- 1. The Board adopts the 2021 Legislative Agenda as the formal position of the Board of Education for the 2021 Regular Legislative Session focusing on priority areas of student achievement and safety, education funding, expanded learning opportunities and workforce diversity and development.

Portland Public Schools Board of Education

Regular Meeting Minutes

February 09, 2021

Virtual

Attendance

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

Absent: None

Actions Taken

Motion to approve the Consent Agenda, including Resolution 6236 as amended to exclude the 12/15/2020 Regular Meeting Minutes and Resolution 6237. This motion, made by Director Michelle DePass and seconded by Director Amy Kohnstamm, Passed.

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

Yes: 7, No: 0

Motion to approve Resolution 6238 Proclamation and Recognition of February as Black History Month. This motion, made by Director Julia Brim-Edwards and seconded by Director Andrew Scott, Passed.

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

Yes: 7, No: 0

Motion to approve Resolution 6239 to Approve the Anti-Racist and Anti-Oppression Learning Communities Policy. This motion, made by Director Scott Bailey and seconded by Director Julia Brim-Edwards, Passed.

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

Yes: 7, No: 0

Motion to approve Resolution 6240 to Approve the Amendments to the Professional Conduct Between Adults and Student Policy. This motion, made by Director Julia Brim-Edwards and seconded by Director Amy Kohnstamm, Passed.

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

Yes: 7, No: 0

RESOLUTION No. 6236

The Following Minutes are offered for Adoption

- 01/05/2021 - Special Meeting
- 01/12/2021 - Regular Meeting
- 01/26/2021 - Regular Meeting

RESOLUTION No. 6237

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
Oregon Museum of Science & Industry (OMSI)	2/10/21 through 10/31/22	Master Contract MSTR 89712	Master contract for virtual and in-person programs for District-wide use on an as-needed basis. Direct Negotiation – Unique Expertise or Knowledge PPS-46-0525(4)	Not to exceed \$300,000	C. Hertz Funding Source Varies
Township-United Building Services, LLC	2/10/21 through 11/18/23	Flexible Services Contractor Pool FSCP 89494	Enhanced cleaning of District locations on an as-needed basis. Request for Proposals 2020-2790	Not to exceed \$3,000,000	C. Hertz Fund 445 Dept. Varies
My Brothers Keeper, Inc.	2/10/21 through 11/18/23	Flexible Services Contractor Pool FSCP 89635	Enhanced Cleaning of District locations on an as-needed basis. Request for Proposals 2020-2790	Not to exceed \$3,000,000	C. Hertz Fund 445 Dept. Varies

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Proclamation and Recognition of February as Black History Month

RECITALS

- A. Portland Public Schools (PPS) celebrates Black excellence to reinforce the success of every student, their futures, and provide community-centered education that allows every student to achieve their fullest potential and thrive into adulthood.
- B. Black History Month began in 1915 by historian Carter G. Woodson and other prominent leaders, as a way to formally observe the visionary contributions of Black people, and now is a time for recognizing the central role of members of the African Diaspora in U.S. history.
- C. After the onset of Black History Month, half a century after the Thirteenth Amendment abolished slavery, the Civil Rights Movement accelerated a public awareness of black identity.
- D. Following the killing of George Floyd, the summer of 2020 saw the United States' biggest protests for racial justice and civil rights in a generation, reigniting a national reckoning about racial injustice, and gave both a local and global profile to the Black Lives Matter movement.
- E. The contributions of members of the African Diaspora and their endeavors to learn and thrive throughout history and make unforgettable marks in our Nation as artists, scientists, educators, business people, influential thinkers, members of faith communities, athletes, and political and governmental leaders, reflect the greatness of the United States.
- F. Black history reflects a determined spirit of perseverance and cultural pride in its struggle to equitably share in the opportunities and burdens of a nation founded upon the principles of freedom and liberty for all people.
- G. Members of the African Diaspora have participated in every American effort to secure, protect, and advance the cause of freedom and civil rights and continue to resist white supremacy.
- H. The local community has enriched the diversity of perspective and experience in our District; and the Board of Education desires to recognize and honor the achievements and contributions of members of the African Diaspora.
- I. Our history curriculum of community, state, region, nation and the world must reflect the lived experiences of people of different racial, religious, and ethnic groups.
- J. All students need an opportunity to understand the common humanity underlying all people, to develop pride in their own identity and heritage, and to respect and accept the identity and heritage of others.
- K. In service of the Superintendent's overarching strategic framework of targeted universalism, shaped from the community-driven vision for PPS, we recognize our commitment to center the realities of Black students, and eliminating the oppression embedded in our systems that they experience.
- L. On July 28, 2020, the Portland Public Schools Board of Education passed Resolution 6150, in Support of the development of a Center for Black Student Experience in Portland Public Schools, which directed the Superintendent to resource and develop a clear roadmap for the design of the Center for Black Student Excellence - an initiative that focuses on a group of community schools by

February 09, 2021

supporting optimal teaching and learning environments and promoting culturally-responsive strategies - and to continue to partner with culturally specific, Black-led and Black-serving community-based organizations to develop these plans.

- M. On January 26, 2021, the Portland Public Schools Board of Education passed Resolution 6235, to change the name of Wilson High School to Ida B. Wells-Barnett High School, after the great leader who led the antilynching crusade of the 1890s and later founded several civil rights organizations, including the NAACP, and the first black women's suffrage association.
- N. Through leadership and practice, Portland Public Schools is dedicated to goals that advance racial justice, especially for Black communities in the Portland Metro area.

RESOLVED

The Board of Education of the Portland Public Schools hereby recognizes the month of February 2021 as Black History Month and encourages all educators to commemorate this occasion with appropriate ceremonies, instructional activities, and programs.

Resolution to Approve the Anti-Racist and Anti-Oppression Learning Communities Policy

RECITALS

- A. In September 2020, the Oregon Board of Education enacted the All Students Belong rule, the purpose of which was to better provide students a safe and inclusive school climate where all feel welcome. The rule required each school district to adopt a policy prohibiting the use of hate symbols.
- B. On November 16, 2020, staff brought forward a proposed draft to the Board Policy Committee. The committee convened a sub-committee composed of committee members, staff, and students to make additional changes to the document.
- C. On January 4, 2021, the Policy Committee reviewed the revisions to the policy and the engagement plan and recommended that the policy be forwarded to the full Board for a vote.
- D. On January 12, 2021, the Board held a first reading of the proposed policy, and it was posted on the Board website for public comment. There has been no public comment on the proposed policy.

RESOLUTION

The Board of Education hereby approves the Anti-Racist and Anti-Oppression Learning Communities Policy.

February 09, 2021
RESOLUTION No. 6240

Resolution to Approve the Amendments to the Professional Conduct Between Adults and Student Policy
5.10.064-P

RECITALS

- A. In October 2019, the PPS School Board adopted this policy following a lengthy period of stakeholder engagement.
- B. On November 16, 2020, staff brought forward a request to the Board of Education Policy Committee to adopt some changes to the policy to better align with current practice. The committee convened a sub-committee to discuss the recommendations.
- C. On January 4, 2021, the Policy Committee reviewed the revisions to the policy and the engagement efforts and recommended that the policy be forwarded to the full Board for a vote.
- D. On January 12, 2021,, the Board held a first reading of the proposed policy, and it was posted on the Board website for public comment. There has been no public comment on the proposed policy.

RESOLUTION

The Board of Education hereby approves the Professional Conduct Between Adults and Student Policy 5.10.064-P.

RESOLUTION No. 6242

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
Heritage Conservation Group	2/24/21 through 7/30/21	Personal Services PS 89726	Removal of the Fletcher Murals at Grant High School Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$249,780	C. Hertz Fund 445 Dept. 5597 Project K0209
Suburban Supply, Inc. dba Cascade Building Services	2/24/21 through 1/13/24	Flexible Services Contractor Pool FSCP 89655	Flexible Services Contractor Pool for enhanced cleaning of District buildings. Request for Proposals 2020-2790	Not to Exceed \$3,000,000	C. Hertz Funding Source Varies
Better Air Northwest, LLC	2/24/21 through 12/16/24	Cooperative Contract COA 89595	Duct cleaning services for HVAC systems District-wide. Administering Contracting Agency: Multnomah County	Not to Exceed \$1,000,000	C. Hertz Funding Source Varies
Western Bus Sales	2/24/21 through 11/30/21	Purchase Order PO 153925	Purchase of four Ford propane school buses, under cooperative price agreement. Administering Contracting Agency: Lane County School District	\$359,816	C. Hertz Fund 101 Dept. 5560
Cedar Mill Construction	TBD	Construction C XXXXX*	Construction of a new building at Marshall High School campus to serve as a temporary swing site for Benson High School’s CTE needs. Invitation to Bid – Construction 2020-2906	\$3,527,170	C. Hertz Fund 457 Project DA005

* Contract is in negotiation and not finalized at this time. Staff seeks advanced authorization for this contract 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”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Reynolds School District	7/1/20 through 6/30/21	Intergovernmental Agreement IGA 89767	Columbia Regional Program and Reynolds SD will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$248,600	K. Cuellar Fund 205 Dept. 5433 Grant G1900

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount , Total Amount	Responsible Administrator, Funding Source
Organization for Educational Technology & Curriculum (OETC)	8/12/20 through 11/1/21	Cooperative Contract COA 89124 Amendment 1	Contract provides Epson projectors District-wide. Cooperative Procurement Group: OETC	\$150,000 \$300,000	C. Hertz Funding Source Varies



PORTLAND PUBLIC SCHOOLS
OFFICE OF PURCHASING & CONTRACTING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3421

Date: February 17, 2021
To: School Board
From: Emily Courtnage, Director of Purchasing & Contracting
Subject: Personal Services Contracts on the 2/23/21 Business Agenda

Dear Board Members,

There is one personal service contract on the 2/23 Business Agenda:

Heritage Conservation Group (PS 89726) for \$249,780 through 7/30/21

- Contract for the removal of murals at Grant High School
- Managed by John Lyons, Senior Manager, Property Management
- Procured by direct negotiation under PPS 46-0525 (4) (allowing direct negotiation where the contractor possesses unique knowledge or expertise in a specialized service area)



PORTLAND PUBLIC SCHOOLS
OFFICE OF PURCHASING & CONTRACTING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3421 / Fax: (503) 916-3109
Mailing Address: P. O. Box 3107 / 97208-3107

Date: February 19, 2020
To: Board of Education
From: Marina Cresswell
Senior Director, Office of School Modernization
Subject: Advanced Authorization for Benson HS Modernization - Marshall CTE Annex Construction

The Purchasing and Contracting Delegation of Authority Administrative Directive, 8.50.105-AD, provides:

- All District Contracts exceeding \$150,000 shall be presented to the Board of Education on their consent agenda for approval.
- The District may seek “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.

When the Board provides advance authorization for a contract, it means that the contract can be signed by the Purchasing & Contracting Director as soon as it is fully negotiated and vetted by the Purchasing & Contracting department, without waiting for a subsequent Board meeting. Upon receipt of the fully negotiated contract, Purchasing & Contracting staff will undertake all steps of the standard contract review process. Contract work may begin only after the fully vetted contract is signed by authorized signers for both parties.

Staff seek advanced authorization for the following contract:

Contractor Name: Cedar Mill Construction

Contract Amount: \$3,527,170.00

Contract Term: Substantial Completion –, Final Completion –

Short Contract Description: Construction of CTE Annex building at Marshall campus for use as swing space for Benson HS Modernization.

Solicitation Method: Invitation to Bid - Construction

Solicitation Issue Date: December 4, 2020

Contract Manager Name & Title: Marina Cresswell, Senior Director, Office of School Modernization

Reason for advance authorization request:

The CTE Annex building will be used as swing space for the Benson Modernization project. Benson HS will begin using the space for the 2021/2022 school year, and Benson CTE equipment will need to be moved in to the completed space prior to use. In order to meet the required schedule, construction on the CTE Annex building needs to be underway the first week of March 2021.

The solicitation was issued on December 4, 2020, and bids were opened on February 4, 2021. There were seven bidders, of which two were non-responsive. The Notice of Intent to Award to Cedar Mill Construction was posted on February 11, 2021.

The contract has been negotiated and staff are working to get contract documents executed by the contractor as quickly as possible. Contract materials will not be ready for a standard Board approval in time for the February 23, 2021 BOE meeting but staff do anticipate the contract will be ready for District execution on or around February 23, upon approval of the advance authorization. As the next BOE meeting is not until March 9, without advance authorization the project team will not be able to begin work in the first week of March to stay on schedule.

Granting advanced authorization for the Marshall CTE Annex Construction contract will provide the contractor necessary time to complete the project in time for Benson occupancy in the fall of 2021.

I understand that I am seeking the Board’s advance approval only and that no work may begin until the proposed contract (with all attachments) is reviewed by Purchasing & Contracting and signed by authorized signers for both parties.

Contract Manager’s signature: _____

RESOLUTION No. 6243

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
Reynolds School District	9/1/20 through 6/30/21	Intergovernmental Agreement/Revenue IGA/R 89768	Columbia Regional Program will provide Reynolds SD school age classroom services for Deaf/Hard of Hearing regionally eligible children.	\$285,160	K. Cuellar Fund 299 Dept. 5422 Grant S0031

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
State of Oregon	9/1/20 through 6/30/21	Intergovernmental Agreement/Revenue IGA/R 68627 Amendment 1	Grant agreement with State of Oregon Department of Education for a Measure 98 allocation.	\$11,414,823 \$22,238,168	K. Cuellar Fund 205 Grant Source Varies

RESOLUTION No. 6244

Recommendation of Bond Accountability Committee Chairpersons as part of the 2012, 2017 and 2020 Bond Programs

RECITAL

- A. As part of the 2012 Bond Program (Measure 26-144) resolution 4651 created a citizen oversight committee to assist the board in monitoring the planning and progress of the 2012 Capital Bond Program.
- B. Board Resolution No. 4651 (September 24th, 2012) calling for the creation of a citizen oversight committee to assist the board in monitoring the planning and progress of the 2012 Capital Bond program.
- C. Board Resolution No. 5394 (February 28, 2017) calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$790,000,000 of General Obligation Bonds and Providing for Related Matters.
- D. Board Resolution No. 5475 (June 20, 2017) calling to amend the BAC charter to include oversight of the 2017 Modernization and Health and Safety Bond as well as increase committee membership to 10 appointees.
- E. Board Resolution No. 5960 (September 10, 2019) calling to amend the BAC charter to include review of future bond planning and cost development. Additional ancillary changes and clarifications are included as well.
- F. Board Resolution No. 6153 (August 3, 2020) and Board Resolution No. 6161 (August 11, 2020) calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$1,208,000,000 of General Obligation Bonds and Providing for Related Matters.
- G. Staff recommends the appointment of two BAC members to co-chair the committee.

RESOLUTION

- 1. The Board of Education approves the appointment of Kenechi Onyeagusi and Tom Peterson to co-chair the Bond Accountability Committee. The term of these appointments is one year.



**PORTLAND PUBLIC SCHOOLS
OFFICE OF SCHOOL MODERNIZATION**

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

Date: February 18, 2021
To: Board of Education
From: Marina Cresswell, Senior Director OSM
Dan Jung, COO, PPS
Subject: Bond Accountability Committee Co-Chairperson Appointees

BACKGROUND

The 2012 General Obligation Bond ballot measure and explanatory statement language was referred to the Multnomah Elections Division on August 21, 2012. The measure's summary statement identified the requirement for PPS to provide citizen accountability and oversight. With the passage of the 2012 Capital Construction Bond, staff developed a Bond Accountability Committee (BAC) charter with Board input to address this requirement. The BAC charter states the Board will appoint committee members and a chairperson. The charter was most recently updated in September 2019 and a copy is maintained on PPS's website.

On January 23, 2021 PPS staff organized a BAC retreat attended by all current BAC members and School Improvement Bond Committee chairperson Michelle DePass. The retreat included discussion topics including BAC chairperson role and responsibilities. We are happy to report two BAC members have agreed to co-chair the committee:

BAC Co-Chairperson: Kenechi Onyeagusi

Ms. Onyeagusi is a new member to the BAC. She has served as the Executive Director of Professional Business Development Group (PBDG) since February 2020. PBDG is a trade association of certified small, minority and women owned firms in the construction industry statewide. She leads the organization to provide advocacy with public agencies on a regional level, education and training to the construction firms and builds relationships with the community to facilitate work opportunities for small, minority and women owned firms. Ms. Onyeagusi is an established business and finance professional with 13 years of experience working with all types of businesses in a variety of industries. She leverages strong ties with Public Agencies, General Contractors, Business

Leaders, Subcontractors and Workforce to help shape policy and make social impact. Ms. Onyeagusi is a first generation college graduate, immigrant and a black female leader in the Construction Industry.

Ms. Onyeagusi is interested in the BAC because it's at the intersection of work and life. The subcontractors she represents will have an opportunity to work on construction projects and the twin girls she is raising will learn in buildings built with the values of equity and inclusion.

BAC Co-Chairperson: Tom Peterson

Mr. Peterson is our longest tenured BAC member. He is retired from the Port of Portland and brings over 40 year of experience in the industry. Mr. Peterson graduated from Portland State University with a degree in electrical engineering. Early in his career he worked as a consulting electrical engineer and designed electrical systems for a number of schools and commercial buildings. During his 32-year tenure at the Port he was involved in a wide variety of projects, as an engineer, project manager, and 15 years as the Director of Engineering. As a project manager he managed major construction projects at Portland International Airport and as the Engineering Director he was responsible for the Port's multi-disciplined engineering and construction management staff and overall responsibility for management of the Port's capital construction program. During that time the Port Engineering Department managed approximately \$2 billion construction and large equipment procurement contracts. He also was actively involved with promoting the Port's Mentor Program and Small and Minority Business Program; CAWS (Construction Area Workforce Solutions), that promoted diversifying the building trades; the annual BEC (Business Education Compact) program to promote STEM careers that involved working with Students in the classroom; the Hispanic Chamber of Commerce's Leadership program, taught the Project Delivery segment for ten years; and was a contributor to the Oregon Resilience Plan seismic vulnerability assessment.

Mr. Peterson has freely volunteered his time for the betterment of our community that began with leading a group of dads to construct a play structure at his son's preschool. He was a youth sports coach and led youth sports organizations. He led a citizens group promoting development of a parks and recreational district in Clackamas County, managed the campaign to create the district in 1990, and served on a citizen advisory board for the North Clackamas Parks and Recreation District for six years. In recent years he has volunteered with his wife

for the Family of Friend Mentor program, and Children's Healing Art Program (CHAP).

He is also involved with a number of professional organizations, American Society of Civil Engineers, contributor to Oregon Infrastructure Report Card, Ports and Inland Waterways Chapters; Professional Engineers of Oregon, Engineer of the Year 2016; and Construction Management Association of America, leading an Owners Group and member of local chapter board.

ANALYSIS OF SITUATION

The BAC Charter states a committee member shall not hold the title of chairperson for more than 3 years. Staff recommends appointing the co-chairperson to one-year terms and revisiting the role in early 2022.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Upon approval from the Board of Education, the positions will become immediately effective and the Office of School Modernization will inform the applicants of their appointment.

STAFF RECOMMENDATION

Staff recommends the appointment of Kenechi Onyeagusi and Tom Peterson to BAC co-chairperson positions.

<u>NAME</u>	<u>TERM</u>
Kenechi Onyeagusi	1 year
Tom Peterson	1 year

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

_____ (Initials)

RESOLUTION No. 6245

Annual Multnomah Education Service District Resolution Process

RECITALS

- A. The 2021-22 Multnomah Education Service District (“MESD”) Local Service Plan (“LSP”) is essentially an annual menu of options offered to the MESD Superintendents’ Council for the Council’s review, modification(s), and approval.
- B. The services offered in the LSP require approval of the component districts’ boards by March 1, annually. The Services offered in the LSP must be adopted by two thirds of component districts’ boards.
- C. A separate list of the specific services for Portland Public Schools, or the District Service Plan, will be included in the 2021-22 budget development process.
- D. The actual selection and use of resolution funds to pay for selected services remains at the discretion of each individual district. This Resolution does not commit Portland Public Schools to each of the specific services offered by MESD; it affirms the overall services offered to all of the local component districts and contains the terms of the LSP offered by the MESD.

RESOLUTION

- 1. The Board of Directors of Portland Public Schools, School District No. 1J, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2021-22 Local Service Plan – Multnomah Education Service District with no exceptions.
- 2. In the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

MESD Local Service Plan



2021-2022

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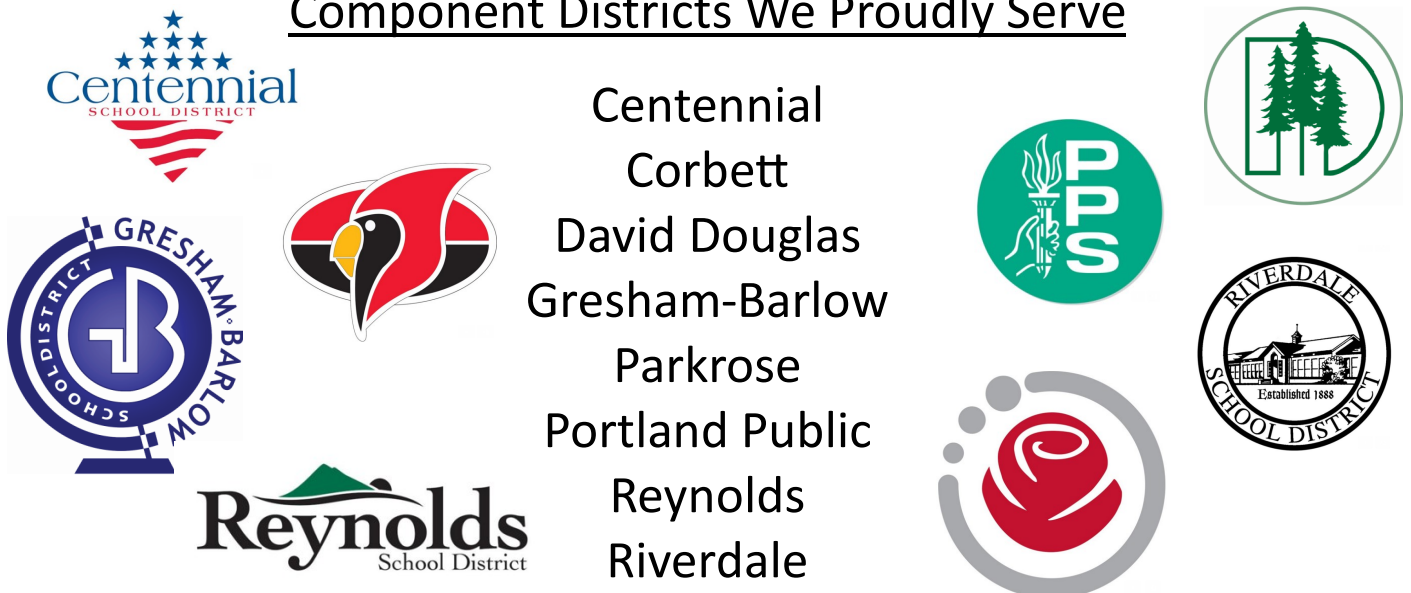
Multnomah Education Service District

Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, comprehensive school health services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

Component Districts We Proudly Serve



Multnomah Education Service District

2021-2022 Local Service Plan (LSP) Timeline

September 2020	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2020	Present initial draft to Advisory groups, and gather feedback
November 2020	Present second draft LSP to Advisory groups and gather feedback
January 2021	Present final draft to Superintendents MESD Board approves LSP
February 2021	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2021	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2021	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2021	Costing template and services commitments finalized

Budget in Brief

Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. Below is the estimated state school fund revenues for the current biennium.

State School Fund Estimates for the 2021-2023 Biennium

	<u>2021-2022</u>	<u>2022-2023</u>	<u>Total</u>
Legislative Appropriation ¹	\$ 4,459,000,000	\$ 4,641,000,000	\$ 9,100,000,000
Less state-wide transfers/deductions ("carve-outs")	<u>(60,602,667)</u>	<u>(60,602,667)</u>	<u>(121,205,334)</u>
State revenue for formula	4,398,397,333	4,580,397,333	8,978,794,666
Plus local revenue for formula ²	<u>2,260,613,520</u>	<u>2,339,734,993</u>	<u>4,600,348,513</u>
Total revenue for formula	6,659,010,853	6,920,132,326	13,579,143,179
ESD share at 4.5%	299,655,488	311,405,955	611,061,443
Less ESD transfers/deductions ("carve-outs")	<u>(8,859,000)</u>	<u>(8,859,000)</u>	<u>(17,718,000)</u>
ESD State School Fund formula revenue for distribution	<u>\$ 290,796,488</u>	<u>\$ 302,546,955</u>	<u>\$ 593,343,443</u>
Estimated MESD portion of ESD distribution			
	\$ 45,308,732	\$ 47,146,753	\$ 92,455,484
MESD allocation to funds			
Operating Fund (10%) for general operations	\$ 4,530,873	\$ 4,714,675	\$ 9,245,548
Resolution Fund (90%) for Component Districts	\$ 40,777,859	\$ 42,432,078	\$ 83,209,936

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2021-22 Apportionment	2022-23 Apportionment
Centennial	7,810.15	7,810.15	6.9%	\$ 2,811,557	\$ 2,925,612
Corbett (X 1.61)	1,330.64	2,142.33	1.9%	771,212	802,498
David Douglas	12,258.64	12,258.64	10.8%	4,412,958	4,591,977
Gresham-Barlow	14,176.98	14,176.98	12.5%	5,103,537	5,310,570
Parkrose	3,876.85	3,876.85	3.4%	1,395,618	1,452,233
Portland Public	57,581.52	57,581.52	50.8%	20,728,632	21,569,522
Reynolds	14,244.84	14,244.84	12.6%	5,127,965	5,335,990
Riverdale (X1.61)	735.67	1,184.43	1.0%	426,380	443,676
Total	<u>112,015.29</u>	<u>113,275.74</u>		<u>\$ 40,777,859</u>	<u>\$ 42,432,078</u>

¹ The SSF estimate is based on the \$9.1B Governor's Recommended Budget and assumes a 49/51 split over the biennium.

² The estimate assumes a 3.5% increase in local revenues for 2021-2022 and 2022-2023.

Instructional Services

Alternative Pathways: Alternative Pathways includes the TRiO Educational Talent Search program, grant funded through the U.S. Department of Education. Established with the passage of Title IV of the Higher Education Act of 1965, TRiO provides educational opportunities for low-income and first-generation students.

Assessment and Evaluation Program: Educational services leading to a high school diploma or GED are provided to students currently in the Assessment and Evaluation Education Program, a behavioral rehabilitation services placement located inside of the Donald E. Long juvenile facility. Youth served are between ages 13-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization and transition planning.

Education Programs in Detention and Correctional Facilities: MESD provides educational programming inside of youth and adult detention and correctional facilities leading up to a high school diploma or GED. Services include credit attainment, training services, IEP services, and ELL services to students who are detained, awaiting trials, or hearings, or to students who have been incarcerated. These programs include:

- The Incarcerated Youth Program (IYP), which serves adults 18-21 years of age who are detained and have not earned a regular high school diploma or GED. This service is provided in accordance with OAR 581-015-2600.
- The Juvenile Detention Education Program (JDEP), which serves youth up to the age of 18 who are detained, awaiting trials, or hearings inside a juvenile detention facility in accordance with OAR 581-015-2585.
- The Youth Correctional Education Program (YCEP), which serves adjudicated youth up to the age of 25 who are housed in an Oregon Youth Authority facility in accordance with OAR 581-015-2585. Secondary and post-secondary programs, such as vocational education, college and dual credit enrollment, are offered at these locations.

Transition Supports: MESD provides program transition supports and educational advocacy for youth while in and after leaving unique educational settings including hospitals, detention facilities, correctional facilities and long term care and treatment facilities.

Instructional Services (Continued)

Helensview School – Helensview provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance or behavioral issues. Helensview students receive personalized academic support, social services and connection to post-secondary options. Supports include access to dual credit, career and technical education and on-site job training and certifications.

Helensview Phoenix – Pregnant and Parenting Student Services: The Phoenix program at Helensview provides services to youth, ages 12-21 who are pregnant and/or parenting and identified as at-risk and require individualized programming, prenatal and parenting instruction. An on-site day care is provided to students.

Helensview – Therapeutic classroom: The Therapeutic classroom at Helensview provides individualized support to students identified for special education services who have mental health needs and require a small staff-student ratio. Classrooms providing academic and behavioral instruction are available at both the middle school and high school level.

Hospital School Program: The Hospital School Program provides educational services including credit attainment, IEP services, and ELL services to students in grades K- 21 years of age with medical, rehabilitation or mental health needs during the course of their hospitalization and/or ongoing treatment in accordance with ORS 343.261(2) and ORS 327.023(3). Youth in medical clinics, siblings and family members of hospitalized youth, may also receive instruction and support. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their youth's attending districts, and by planning a reasonable and realistic transition back to school following hospitalization.

Long Term Care and Treatment: The Long Term Care and Treatment (LTCT) program provides educational services including credit attainment, IEP services, and ELL services to students in grades K-12 residing in a Long Term Care and Treatment facility in accordance with OAR 581-015-2571. LTCT locations include the Wynne Watts School program.

College/Career Readiness: The purpose of College/Career Readiness is to facilitate the acceleration of component districts' movement toward a system that provides increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools as well as preparing them to enter post-secondary career training. The development of supports can include career and technical opportunities, college-level educational opportunities and/or drop-out prevention strategies.

Instructional Services (Continued)

Home School Notification: Multnomah County parents electing to educate students at home in lieu of enrolling their student(s) in a regular comprehensive school must notify MESD, as required by ORS 339.035. MESD, as required by law, maintains a database with home school student directory information, requests test results from students as required under OAR 581-021-0026(5), submits reports to component districts to notify them of their home school population, and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

Migrant Education Program: The Migrant Education Program provides education services and support through grants with the U.S. Department of Education for migrant families and children between the ages of 3-21 years old who have moved within the last three years for work in agriculture. The program ensures such children receive full and appropriate opportunities to meet the same challenging academic standards that all children are expected to meet. Services and support center around four main components: school readiness, reading, math, and high school graduation. Support also extends to parent engagement and recruitment.

- **Migrant Education School Readiness:** Migrant Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Migrant Education Summer Program:** The Migrant Education Program provides a full-day supplemental summer extension for incoming kindergarten through 12th grade migrant children and youth. Academic services focus on math and reading for students in kindergarten through 8th grade. Incoming and current secondary student services center on graduation and post-secondary college or career pathways through volunteer opportunities based within the school and community. Transportation and meals are provided for all students.

Outdoor School and Companion Programs: Outdoor School is a residential environmental science program for sixth grade students and high school student leaders. Companion programs include the Fourth Grade Overnight and other customized programs for grades 2-12. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.

Instructional Services (Continued)

Long Term Care and Treatment: The Long Term Care and Treatment program at Wynne Watts School provides educational services including credit attainment, IEP services, and ELL services to student in grades K-12 currently residing in a Long Term Care and Treatment program. Wynne Watts School serves students with significant mental health education, and life challenges requiring schooling in a sheltered environment in order to protect the health and safety of themselves and/or others and allow the faculty treatment process to extend into the school day in order to fully implement the treatment plan.

Regional School Improvement: School Improvement provides professional learning and technical support in the following areas that include: High School Diploma Requirements, Common Core Standards, Common Formative Assessment, and Secondary and Elementary Literacy & Math content area support by specialists. The High School Diploma initiative includes the development of alternative assessment and credit by proficiency assessments as well as facilitating the development of Reading, Writing and Math Work Samples to meet state required Essential Skills Assessments. Support is also provided for appropriate implementation of the Oregon State Summative Assessment. Additionally, School Improvement provides professional development and technical support in science/STEM. Services include instructional support and coaching for science teachers as well as facilitation in the implementation of Next Generation Science Standards (NGSS).

Behavior and Instructional Consultation Services:

Consultation from the Student Services and Instructional Services Departments is provided at the request of a district. Services may be provided within the regular classroom setting or in an alternative educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and services provided as a fee for service. A contract agreement is created which includes a clear description of the services provided and fees. The team may include an administrator, teacher, speech pathologist, school psychologist, occupational therapist, nurse and/or a behavior consultant.

Professional Learning supports rooted in social-emotional learning and trauma sensitive practices may be provided to assist with behavioral strategies, collaborative problem solving, restorative justice strategies, culturally responsive practices, compassion fatigue and vicarious trauma awareness.

Curriculum Services: MESD provides support related to curriculum selection, implementation and on-going assistance. This includes aiding the Oregon Department of Education in providing districts the opportunity to review Curriculum Adoption materials and to provide professional learning (as needed) related to the Adoption. Additionally, MESD supports the implementation of programs such as the "Classroom Law Project", which brings law-related educational programs into Oregon schools.

Instructional Services (Continued)

Instruction Services Special Projects: MESD Instruction Services has considerable expertise in developing and strengthening instructional programs. Instruction Services special projects could include consultation, management or coordination of projects that seek to develop/strengthen instructional programs, such as mentoring and grant application/implementation. Additional projects could include curriculum and instruction development, supports to promote regular attendance/reducing chronic absenteeism, and coaching. These projects could be at a local school district level, county level or state level.

Student Assessment Services – Special Projects: Student Assessment Services provides data collections support, technical assistance, support and training on assessment procedures and administration of the score sites; and provides help desk support, technical assistance and training to school districts participating in the state’s on-line English Language Proficiency Assessment. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing and mathematics, as well as training in how to assess/score the work samples. Reading, writing and mathematics Essential Skills Assessments are provided in native languages.

Regional Equity Professional Development: MESD may hire staff or contract with specialists to provide leadership, planning, and professional development and learning.

This support will be based in equity, and culturally responsive and culturally sustaining practices and instruction. This could also include managing and coordinating of regional equity work. These projects could be at a local school district level, county level or state level.

Regional Education Network Support/EAC Support: The Regional Educational Network (REN) is a statewide initiative to support the growth and development of educators across the career continuum. MESD provides support and facilitation for the development and sustaining of networked improvement communities, professional development and prioritized initiatives.

Student Success Act Supports: MESD provides support and technical assistance to districts in navigating the requirements of the 2019 Student Success Act (SSA), applying for Student Investment Account funds, and SSA program planning and implementation. Supports include regional convenings/work groups, 1:1 district supports, coordinating partnerships with community based organizations, prioritization of work and professional development in identified areas.

School Health Services (SHS)

Contracted Health Education Services: MESD SHS provides instruction and support to component districts and independent schools to provide instruction and support to help meet state and national mandates for required health and safety training, and to consult with employees after occupational exposures to bloodborne pathogens. Health education training can include:

- Medication Administration
- Severe Allergic Reaction (with epinephrine administration)
- Glucagon Administration
- First Aid/CPR AED training
- Adrenal Insufficiency/Crisis training
- Oregon Occupational Safety and Health Administration (OSHA) required Bloodborne Pathogen Training, including management of post-exposure evaluation and follow-up.

Contracted Nursing Services including Direct One-to-One Nursing: School districts may contract with MESD for additional nursing services for schools and unique programs, as well as direct one-to-one services for students with complex health conditions or those identified as medically fragile. Contracted nursing is for a minimum of 21 hours per week. Training, orientation, oversight, and supervision is provided by the MESD.

Vision Screening Team: The MESD screening team assists component districts in meeting the requirements of OAR 581-022-2220 by screening student vision (in grades K, 1, and 3). Students needing additional testing are referred to community health providers. MESD School Health Services may have funding or resources to help reduce costs for students needing prescription glasses (OAR 581-022-2220). Training, orientation, oversight and supervision provided by the MESD.

Hearing Screening Team: The Hearing Program provides state-mandated screening to grades K and 1, identifying students with hearing loss. Other school-aged students referred for screening, as well as those in K-1 requiring follow up, are evaluated by the department's licensed audiologist, who conducts a comprehensive exam and makes referrals as indicated. This supports student engagement and success in the classroom (OAR 581-022-2220). Training, orientation, oversight, and supervision is provided by the MESD.

School Health Services (SHS) (Continued)

Immunization Program: Immunizations promote wellness by protecting all students and school staff against vaccine-preventable diseases. Under contract with Multnomah County Health Department (MCHD), School Health Services (SHS) assists school districts with immunization management to meet state requirements for school attendance. Services include records review, data entry, family notification, state reporting, preparation of exclusion letters, and data analysis and reporting (ORS 433.267). Training, orientation, oversight and supervision is provided by SHS. Monitoring records minimizes the number of students excluded due to non-compliance, and maximizes student attendance and learning time. Nurses, together with the immunization team, assist families to navigate the health system to access resources for required vaccines.

School Nursing: School nursing services provide mandated health services during the regular school day, promote wellness, and assist students to achieve optimal educational experiences. Nursing services are dependent on total caseload size and may include direct health services to ill and injured students, management of acute and chronic illnesses, surveillance and follow up of communicable disease, and consultation to districts based on current evidence based research and best practice. Nurses are a liaison between home, school, and community health care providers; they promote safety, assess growth and development, and contribute to mental, emotional, and physical well-being. Training, orientation, oversight, and supervision is provided by the MESD. By July 1, 2020, -ORS 336.201 recommends one registered nurse for every 750 students.

School Health Assistants (SHA): MESD School Health Assistants (SHAs) are non-licensed personnel who provide illness and injury management for students, with oversight from an RN. SHAs perform delegated nursing tasks as trained by the RN and may be the first point of contact for health services in the health room. The MESD RN/SHA team is no more than one RN to five SHAs. Training, orientation, oversight, and supervision is provided by the MESD.

School Health Services (SHS) (Continued)

School Nurse Consultant: The Nurse Consultant functions as a liaison between School Health Services staff, district personnel, and County and State Health Departments. The Nurse Consultant provides investigation, reporting, and collaboration with county health departments in events related to reportable and communicable diseases. The Nurse Consultant provides management of staff body fluid and blood borne pathogen exposures, including consultation and follow up. Training, orientation, oversight, and supervision is provided by the MESD.

Complex Needs Nursing (CNN): Complex Needs Nurses (CNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. CNNs augment MESD school nurse services by providing training, consultation and support for medically fragile, medically complex, and nursing-dependent students, as defined in ORS 336.201.

The complex needs nurse may provide initial training and develop an individualized health plan until the health condition is stabilized, and then transition management to the school nurse. CNNs participate in multi-disciplinary planning and placement meetings, IEP development. Training, orientation, oversight, and supervision is provided by the MESD.

Nurse-School Health Services Consultation: For both resolution and non-resolution schools or programs, MESD SHS may provide limited professional nursing consultation on a case by case or limited duration contract. Services may include assessment of complex health conditions, recommendations for required nursing services, assessment and evaluation of existing health services, delegations, training, and care coordination with families, schools and health care providers. Professional consultation and recommendations are based on current evidence based research and best practice. Training, orientation, oversight and supervision is provided by the MESD.

Special Education

Abilities in Motion (AIM): Wheatley (ages 5 - 21)

The AIM program provides an educational opportunity for special education students with significant medical needs which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors and personal management skills that can be utilized within the classroom and community settings. Services are Individualized and based on a student's IEP.

Social Emotional Skills, Behavioral Health, Therapeutic classrooms and Evaluation/Stabilization programs:

- ◆ Arata Creek, Burlingame Creek, Knott Creek and Four Creeks Schools (SESP) (Kindergarten-12th)
- ◆ Transition Program (ages 18-21)
- ◆ Arata Creek, Burlingame Creek and Knott Creek Behavioral Health (Kindergarten - 12th grade)
- ◆ Knott and Four Creeks Therapeutic classrooms (Kindergarten-5th grade)
- ◆ Evaluation/Stabilization Classrooms at Knott Creek and Four Creeks (Kindergarten - 6th grade)

The SESP program is designed for students with an individualized Education Plan (IEP) from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention and evidence-based academic instruction to students who are not being successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher: student ratio) for students needing additional therapeutic support. Additionally, the Transition classroom ages 18-21, offers job training and supports for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community and classroom instruction to prepare students for adult life. The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.

The therapeutic classrooms and evaluation/stabilization classrooms are designed for elementary students from a general education setting exhibiting significant behavioral and/or mental health concerns. Evaluation/stabilization classrooms are designed for students on a 45 day alternative placement setting with the district continuing potential evaluation procedures. It allows students within a small classroom setting with high staff ratio to participate in a safe, structured environment while the component district determines next steps in support of the student. Collaborative Problem-solving practices, culturally responsive Positive Behavioral Supports and Trauma sensitive practices are embedded in the training for staff and students.

Special Education (Continued)

Behavior and Instructional Consultation Services:

Consultation from the Student Services Department is provided at the request of a district. Services may be provided within the regular classroom setting or in an alternative educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and services provided as a fee for service. A contract agreement is created which includes a clear description of the services provided and fees. The team may include an administrator, teacher, speech pathologist, occupational therapist, school psychologist and a behavior consultant.

Feeding Team Contract Services: The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation to districts on mealtime procedures at their request. The district completes a referral to the MESD to begin the assessment process. The MESD feeding team includes a speech language pathologist and an occupational therapist. On certain protocol trainings, a nurse may also be required. The Feeding Contract includes staff cost, mileage to and from sites, time spent in assessment, writing protocols and meeting with staff (consultation and training to feed the student safely).

Functional Living Skills Program (ages 5-18): Knott School and/or Component District. The Functional Living Skills (FLS) Program provides evidence-based instructional practices in the areas of academics, communication, motor, adaptive, social emotional, medical, health care, behavioral and vocational training to students with significant disabilities. Staff has extensive training in the area of Autism. The FLS program provides positive behavior intervention services including Functional Behavioral Assessments (FBAs) and Positive Behavior Support Plans (PBSPs) for students, in accordance with the Individuals with Disabilities Education Act (IDEA) and Individualized Education Plans (IEPs). The curriculum used in all classrooms aligns with the Common Core. Services are provided in component school districts in order to provide the least restrictive environment (LRE) as possible. Extended School Year services are available for those students that qualify and approval is provided by local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Special Education (Continued)

Functional Living Skills Transition Program (ages 18-21): The Functional Living Skills Transition Program provides post-secondary instruction for student's age 18-21 that have exited high school and their Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral and or medical). The curriculum is focused upon functional applied academics, community and classroom instruction and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the local community and develop leisure and independent living skills. The curriculum used in all classrooms aligns with the Common Core. Transition has a high staff to student ratio. Extended School Year services are available for those students that qualify and approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

High School/Middle School Therapeutic Classroom: These special education classrooms are located on the Helensview School campus for students 6th grade through 12th grade with intensive mental health needs. The therapeutic program provides academic instruction, behavioral intervention and social skills training, coupled with a mental health focus. The Therapeutic Classrooms are for placement by local school districts through resolution/contracts. This program has a low student/high staff ratio and includes a behavior coach and mental health therapist as well as a special education teacher and education assistants.

Functional Living Skills (Alternative) (Ages K-21 years)

Wheatley School

(Functional Living Skills Alt) at Wheatley School is a self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to the impact of disability which directly affects cognition, communication and behavior. The curriculum used in all classrooms aligns with the Common Core. Additional support services focus on building communications skills, motor and sensory skills so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio (1:1 or 2:1). Students also receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

Special Education (Continued)

*Individually Purchased Options:

Related Services:

Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Psychologists, Behavior Consultants, Educational Assistants, English Language Learning Teachers, Assistive Technologists, and Transition Specialists.

Related Services provides direct and/or consultation services according to student IEP needs. Services may be provided at a minimum of .2 FTE increments.

Caseloads are varied dependent upon IEPs and locations.

Assistive Technology:

- · Conduct systematic assessment of student's AT needs
- · Provide assistance in IEP development
- · Provide consultation and technical assistance to district teams
- · Training and in-service at district request

Speech/Language Pathology:

- · 1:1 therapy
- · Conduct formal or informal evaluations
- · Write, review and revise IEPs as mandated by IDEA, State and Federal rules
- · Provide direct or indirect therapy
- · Consultation services (IEP driven)
- · Technical assistance (professional development)
- · Attend IEP or three year re-evaluation meetings

Occupational Therapy:

- · Conduct formal and informal evaluations
- · Write, review and revise IEPs as mandated by IDEA, state and federal rules
- · Provide direct or indirect therapy
- · Consultation services (IEP) driven
- · Technical assistance (professional development)
- · Attend IEP or three year re-evaluation meetings

Special Education (Continued)

Physical Therapy:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by IDEA, state and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

Psychological Services:

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, and traumatic brain injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
- Provide support to write, review and revise IEPs as mandated by state and federal rules and regulations
- Provide consultation services based on each student's IEP
- Attend IEP or three year re-evaluation meetings
- Technical assistance (professional development)
- Provide counseling services to individuals and/or small groups
- Provide in-service trainings to districts
- *Included in the cost of this service option are travel, supplies, materials and technology (computer needs) for staff

Behavior Consultant:

- Observe and collect student data regarding behavior
- Provides support to classrooms collecting functional behavior assessment data
- Develop behavior support plan and reinforcement packages
- Train and support staff with Positive Behavior Support strategies
- Attends team meeting to brainstorm strategies and success in the classrooms
- Provide behavioral recommendations

Special Education (Continued)

Educational Assistants:

Educational Assistant Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.

Transition Specialist:

This is a classified staff member with a background in behavior trained to work within districts for students transitioning from one program/school to another. The focus as a transition specialist is for a smooth crossover in placement with appropriate supports for the student to be successful in the new school environment.

District Classroom Interventionist:

Licensed special education behavioral specialist purchased in .2 FTE minimum slots for working with classroom staff and/or students within the classroom to support strategies and provide consultation services to the teacher for student success. The goal of this position is to keep and maintain students in the least restrictive placement possible by supporting environmental changes and student specific needs.

Technology Services

Through Cascade Technology Alliance
www.cascadetech.org

The Cascade Technology Alliance (CTA) is a part of the Cascade Education Alliance (CEA). The CEA is a collaboration of four regional ESDs: Columbia Gorge, Multnomah, Northwest Regional, and Willamette. The CEA directly serves 53 school districts within its geographic boundaries, benefitting more than 50% of the K-12 students in Oregon. The four ESDs make all of their education services available to any school district in their combined service area enabling school districts to access the local service plans of all four ESDs.

The CTA was created by the technology departments of each of the participating ESDs to serve their area component districts as well as other non-profit agencies in need of technology solutions. CTA services include network management; server management and data center; technical support; financial and human resource systems; student information systems; data warehouse and student reporting systems; instructional services and operational services.

The CTA has a menu of services available to its component school districts. The following is a list of services historically selected by MESD districts.

Application and Development Services

- **Business Systems Support:** MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.
- **Data Warehouse:** The CTA data warehouse is part of a statewide initiative to facilitate state reporting and data-based decision making.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students and parents to engage in the instructional process.
- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's) and Nurses.
- **Medicaid Operational Services:** Improve Medicaid program efficiencies, provide data analysis, and help increase Medicaid Reimbursement by identifying additional Medicaid dollars that may be left on the table by districts.

Technology Services (Continued)

District Office Services

- **Substitute Services:** CTA provides on-line substitute application and registration, verification of employment eligibility documents, blood borne pathogen training and updates, child abuse prevention training, maintenance of classified and certified substitutes, and registration of Teacher Standards and Practices Commission licenses.
- **School Messenger Automated Attendance/Emergency Notification:** School Messenger delivers flexible and modern communication capability with secure and robust performance for student attendance calling, emergency notifications, and other district communication needs.

Infrastructure Services

- **Internet Connectivity:** MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.
- **Network Services:** Wide area data networking support is provided in the form of communication lines, router maintenance, network management and connection to the Internet.
- **Engineering Support & On-Site Help Desk Support:** Experienced technical support and engineering staff provide high level technical support to District IT staff and for District's infrastructure needs.

Instructional Services

- **Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.

Other Regional Services

The MESD provides general administrative support services to Districts upon request.



Administrative Support Services

- **K-12/Higher Education Collaboration Supports** : MESD provides facilitation, technical assistance, and systemic supports as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.
- **Inter-District Delivery System (aka PONY)**: Facilities and Transportation Services provide inter-district courier “pony” service to component districts.
- **Procurement Card Services**: MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.
- **School Announcement Closure Network**: MESD contracts with FlashAlert-Newswire.net each year to support the interface between the ESD & component districts and broadcast stations when emergency closures must be communicated to the public.
- **Other Administrative/Operational Services**: MESD can provide other general operational services to districts such as HR, payroll & business office assistance, and support for the planning and implementation of the Student Success Act.
- **Government Affairs**: MESD retains a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

Student Success Act-Technical Assistance

The Statewide Education Initiatives Account (SEIA) grant provides funding to allow greater ESD support to component school districts. This includes the provision of technical assistance (not direct service) to school districts in developing, implementing, and reviewing a plan for receiving Student Investment Account grant money; and providing coordination with ODE in administering and providing technical assistance to school districts, including coordinating any coaching programs. This plan reflects priorities shared across multiple districts in the region.

Diversification of the Education Workforce

Provide staffing, convening, and facilitation to create regional grow-your-own programs to support students and existing staff to become teachers and administrators.

Mental & Behavioral Health Systems

Develop, scale, and/or improve systems (coaching, professional development) in the region to build capacity in staff to support students' social-emotional well-being and mental health. Provide a regional coordinator of mental health support systems.

Comprehensive Paraeducator Training

Develop/source and implement professional learning for current paraeducators in topics aligned to districts' focus areas (e.g. social-emotional learning, racial equity, behavior support) through various learning modalities (e.g. online modules, in-person workshops, coaching supports). Provide a regional coordinator of paraeducator training.

Community Engagement of Focal Populations

Provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved communities.

SIA Plan Technical Assistance

Support districts as needed in development of required Student Investment Account plans. Develop Networked Improvement Communities focused on shared SIA priorities. Provide a Student Success Act lead to provide technical assistance & serve as liaison between districts and ODE.

Pandemic Recovery Planning

Provide technical assistance, data analysis, facilitation, and training support for identification and closing of achievement gaps created and/or widened during Covid-19 instructional disruption.

Effective Early Learning Systems

Provide support (coaching, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups.

Specific expenditures in these areas will be developed in partnership with component district teams. Final detailed expenditure plan included in the Appendix of the final published 2021-22 Local Service Plan

**ADOPTION OF MULTNOMAH ESD
PROGRAMS AND SERVICES PROPOSALS
FOR 2021-2022**

_____ SCHOOL DISTRICT NO. _____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. _____ on the _____ day of _____, 2021, in the manner proposed by law, and has not been altered or repealed.

DATED this _____ day of _____, 2021

Superintendent/Deputy Clerk
School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. _____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2021-2022 Local Service Plan - Multnomah Education Service District, EXCEPT:

(Specify here each and every program not approved. If all are approved, please indicate "none".)

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

KEY COMMUNITY PARTNERS

Albertina Kerr
All Hands Raised
Carpe Mundi
Community Cycling Center
East County SD Liaison
East County STEM Partnership
FACT
Friends for Outdoor School
Friends of the Children
Gateway to College
Gray Family Foundation
Gresham Chamber of Commerce
IBEW
IRCO
Impact NW
Kaiser Permanente
Kline & Associates
Linn-Benton Detention
Linn-Benton Community College
Mercy Corps NW
Metro
Mt Hood Community College Dual Enrollment
Mt. Hood Community College Regional CTE Coordination
Mt. Hood Community College, TRIO College First Program
Mt Hood Cable Regulatory Commission
Multnomah County Early Learning
Multnomah County Detention
Multnomah County Developmental Disabilities Division
Multnomah County Health
Multnomah County Juvenile Justice Services
Multnomah County Library
Multnomah County Mental Health and Addiction Services Division
Multnomah County Probation/Parole
Multnomah County SUN Schools
Multnomah ESD-Helensview School
New Avenues for Youth
NW Disability Supports
OHSU Doernbecher's Children's Hospital
OHSU Kitchen and Dining
Oregon Department of Education
Oregon Food Bank
Oregon Forest Resources Institute
Oregon State University Extension
Oregon Youth Authority
Parkrose hardware
Peer Mentoring
Portland Community College
Portland Bureau of Transportation (PBOT)
Safe Routs to School
Portland Children's Levy
Portland Police Bureau
Portland Public Schools-Alliance High School
Portland Public Schools-Alliance High School at Benson High School
Portland Youth Builders
Providence Willamette Falls Hospital
PSU TRIO Pre-College Programs
Randall Children's Hospital at Legacy Emanuel
Reynolds Learning Academy
Rosemary Anderson HS/Portland OIC
School & Community Oral Health Programs
Self Enhancement Inc.
Shriners Hospitals for Children
STARS
Worksystems: Summerworks
U.S. Bank Machine Tool Finance
United Way of the Columbia-Willamette
Unity Center for Behavioral Health
TriMet
Yamhill County Juvenile Detention
Zenbu

Links to Other Information

Multnomah Education Service District

Information about departments and specific programs can be found on the district website: www.mesd.k12.or.us

MESD Accountability Report

The annual Accountability Report is a comprehensive summary of the programs and services the MESD provides to support districts in serving students. It reports information specific to each component district; including, number of students served, services provided, and financial data. The report is available online in the Component School Districts section on the MESD Web page.

MESD School Health Services Annual Report

The School Health Services department issues an [annual report](#) available on its homepage.

MESD Budgets and Financial Reports

MESD's annually Adopted Budgets and Comprehensive Annual Financial Reports (CAFRs) for the past 5 years can be found at the Business Services homepage: www.mesd.k12.or.us/businessservices

Cascade Technology Alliance

Cascade Technology Alliance was originally formed to bring the technological strengths of our four education service districts together to deliver even better tech services to our area School Districts than previously possible. We have four objectives to meet before providing services to Schools. They are stability, accessibility, innovation, and cost-sharing/saving collaboration. By meeting these four objectives, our Oregon school staff, student, and parent users have exceptional solutions to support the learning environment. <http://www.cascadetech.org/>

APPENDIX

**MESD Local Service Plan Addendum 2021-22
Statewide Education Initiatives Account (SEIA)**

RESOLUTION No. 6246

Settlement Agreement

RESOLUTION

The authority to pay \$55,000.00 is granted to the Superintendent to resolve claims brought by an employee in a form approved by the General Counsel.

RESOLUTION No. 6247

Settlement Agreement

The authority is granted to pay a total of \$32,500 to resolve a worker's compensation claim and to enter into a settlement agreement and release. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 6250

Resolution to Recognize Classified and Non-Represented Employee Appreciation Week March 1-5, 2021

RECITALS

- A. Portland Public Schools' Classified and Non-Represented employees are essential members of our educational team. From the moment a student steps on a school bus each weekday morning, their learning experience is shaped by members of our Classified and Non-Represented staff. On the front lines and behind the scenes, our Classified and Non-Represented staff are in a unique position to influence our school communities. They create a positive learning environment for our students by assisting them in the classroom; preparing and serving meals; caring for their physical needs; transporting them; keeping them safe, and aiding their families. Classified and Non-Represented staff keep our administrative and school offices humming; attend to our buildings and grounds; help us communicate with each other and our community; shepherd supplies and equipment, to name a few. Because of this vital and integral role, we are grateful for their work and support.
- B. Classified employees include members of our valued labor partners, including the Portland Federation of School Professionals (including administrative assistants, school secretaries, paraeducators, therapeutic intervention coaches, occupational and physical therapists, physical therapy assistants, certified occupational therapy assistants, sign language interpreters, campus security agents, study hall monitors, community agents, and others), Service Employees International Union (nutrition services and custodians), Amalgamated Transit Union (bus drivers), and the District Council of Unions (skilled maintenance (for example: painters, electricians, carpenters, and others) warehouse workers, and television services). Non-Represented employees include Central Office staff, executive assistants, project managers, managers, supervisors, analysts and associates and other non-licensed positions that work in service to support our schools and ultimately all our students.
- C. Since March of 2020, when Portland Public Schools shifted to Comprehensive Distance Learning due to the COVID-19 global pandemic, classified employees have become essential workers who have provided much needed support to students and families. These caring individuals have served over 3.2 million meals, made deliveries of food and supplies to families in need, prepared and packaged curriculum materials and technology kits, and have prepared buildings to welcome back students and staff. We know for our students that this is more than meals and school supplies, but the valued connection to beloved individuals in their school communities. Their dedication as front line workers during this time, is especially notable as our classified and non-represented employees are the most racially diverse employee groups at Portland Public Schools, and we know that Blacks, Latinos and Native Americans bear an unequal burden of the global pandemic with communities of color being disproportionately affected by COVID-19 across the United States.
- D. For their efforts on behalf of the more than 49,000 students in the Portland Public Schools community, the Classified and Non-Represented employees deserve our collective recognition and thanks.

RESOLUTION

- 1. Be it resolved that the Board of Education declares March 1-5, 2021 Classified and Non-Represented Employee Appreciation Week in recognition of the many daily services provided to enrich and support students in Portland Public Schools toward their highest achievement possible.
- 2. Be it further resolved, that the Board encourages the Portland Public Schools community to join in honoring Classified and Non-Represented Employees for their positive impact on our students and our community.

RESOLUTION No. 6251

Resolution to change the name of Madison High School

RECITALS

- A. Portland Public Schools (PPS) acknowledges that the names of school buildings have a significant impact on the overall educational environment to foster positive student development and sense of belonging.
- B. A history of advocacy amongst students, teachers, families and staff at Madison High School resulted in a naming process for Madison, which identified a misalignment with our value and commitment to Racial Equity and Social Justice.
- C. At the July 14 Board of Education meeting, PPS released a plan that lays out a procedure for updating the Administrative Directive for renaming its buildings and other spaces, with Madison as a case study in the Naming and Defining Places Process.
- D. In September 2020, Madison High School initiated a process to recruit members to the renaming committee to review options for a new school name that better represents the culture, climate, and collective values of the school community.
- E. The Madison High School Naming Committee, whose membership included students, families, staff, community members, and alumni commenced in September 2020 and met until Winter 2021. The Committee completed community engagement with student leaders, classes, parent groups, and community groups, and tribal organizations to garner support for a new name option.
- F. The charge of the Committee work was to query the community and put forth a recommended name to the Superintendent for his review and final recommendation to the Board of Education. The Committee recommended Leodis V. McDaniel High School as their first choice to the Superintendent.
- G. Leodis V. McDaniel was a highly celebrated Portland community leader who gained an impeccable reputation as an administrator at Madison High School in the 1970s and 1980s. McDaniel was one of only a handful of Black High school principals in Oregon in the 1980s, tasked with leading Madison through desegregation through bussing. McDaniel embraced this challenge, as he did all of his administrative duties, with the singular purpose of fairness to all.
- H. The recommendation to rename Madison High School to Leodis V. McDaniel High School will help the school community continue to live their values of Community, Respect, Education, Equity, and Diversity (CREED).

- I. The Superintendent, having reviewed the process and work of the Committee, recommends the Board of Education renames Madison High School to Leodis V. McDaniel High School.

RESOLVED

NOW, THEREFORE, Madison High School will be known as the “Leodis V. McDaniel High School”, effective immediately, with implementation beginning through Spring and Fall 2021. A brand-identity process will begin in the winter 2021 to provide visual elements.

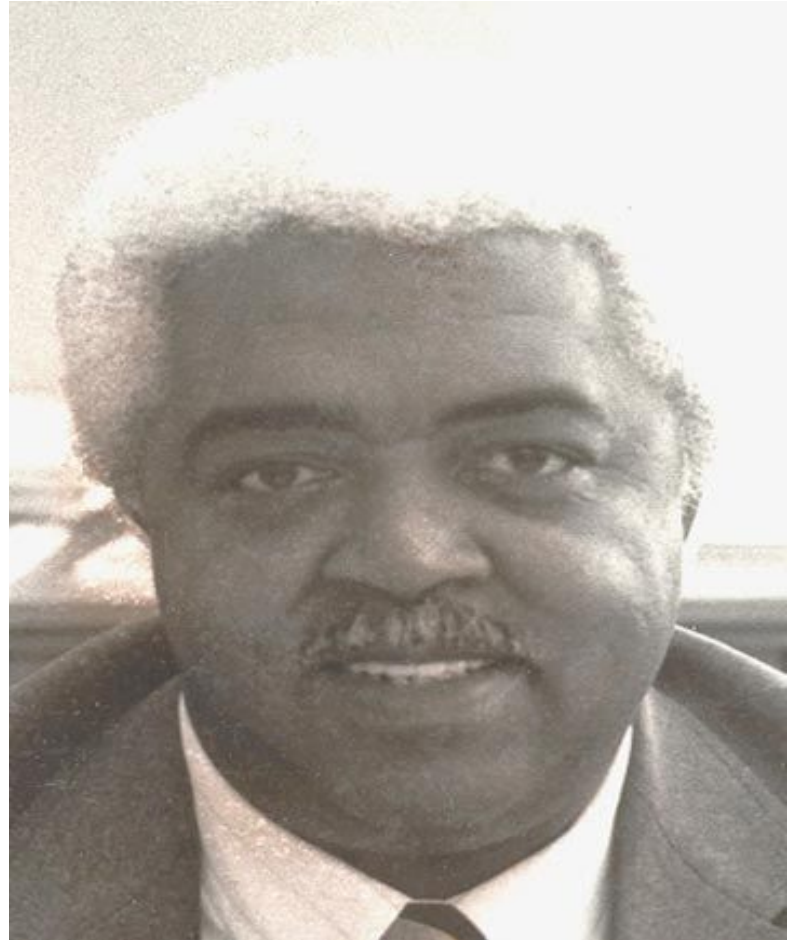
The Portland Public Schools Board of Education approves the Superintendent and school community’s final recommendation of Leodis V. McDaniel High School.



From James Madison High School to...

Leodis V. McDaniel High School

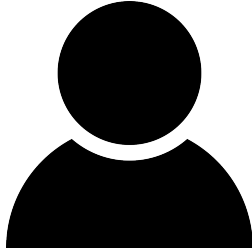
Tuesday, February 23rd, 2021



Renaming Committee Members



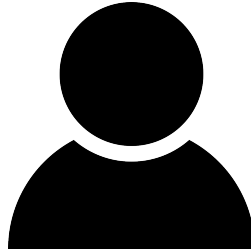
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* Marquee Edwards



* Zane Emerson



* Jewel Knox



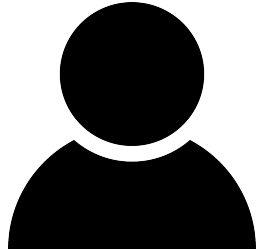
* Athene Marston



* Cindy Nguyen



* Jaya Probasco Mitchell



* Vincent Revels



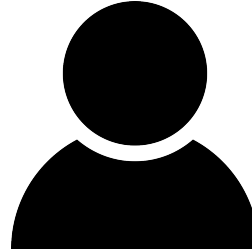
* Lesly Valdivia Marquez



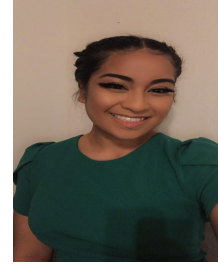
Aminah Ali



Brady Bennon



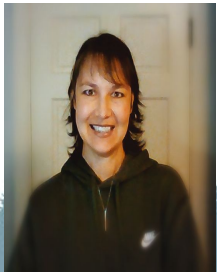
Tonya Farmer



Mele Kavapalu



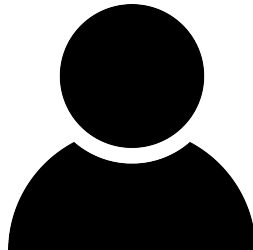
Miguel Rodriguez



Nancy Sullivan



Maxwell Tuttle



Mical Yohannes



Maria Hernandez Segoviano

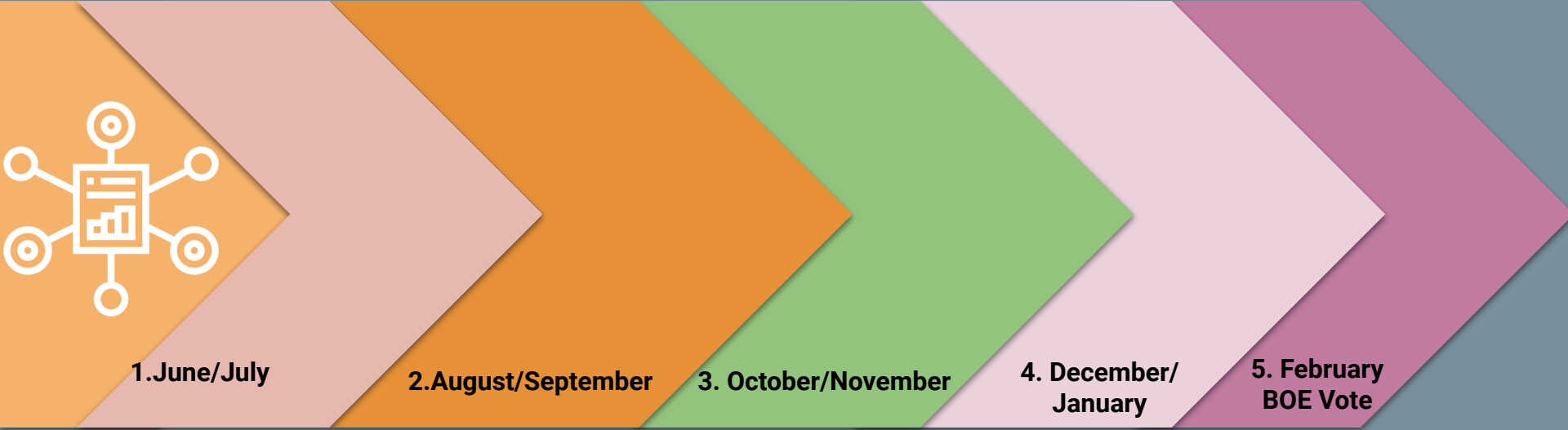


Adam Skyles

Selection Principles

- Selecting a name that embodies C.R.E.E.D values.
 - Community, Respect, Education, Equity, Diversity
- Dedication to selecting a school name and brand that represents diversity.
 - Dedication to anti-racist convictions and a desire to make our world more just & equitable.
- Dedication to a process that demonstrates open communication, honesty, integrity, transparency and the inclusion of many perspectives and voices in our community.
- A new name will strive to make everyone feel included.
- Our new name should be one that reflects change and justice.

Our Journey



Request for
Renaming
Submitted and
Approved

Pre-planning

Committee
Selection and
Process Design

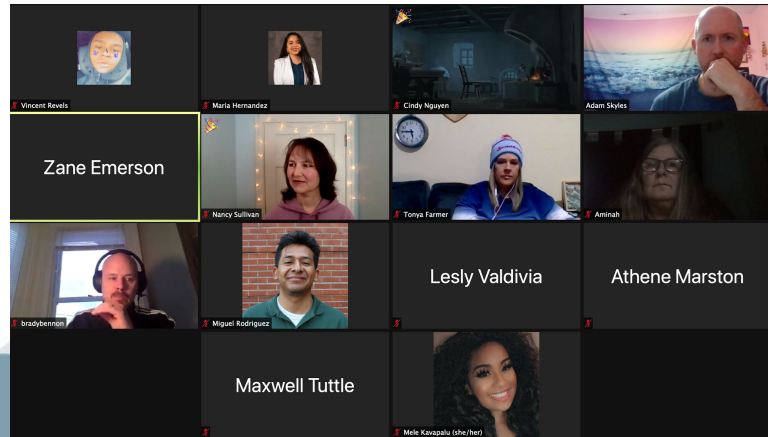
Community
Outreach.
Communication
tool creation

Outreach
Follow-Up/ Finalist
Selection and
More



Our Community Outreach

- ❖ The committee collected over 2500 community input responses from the greater school community in Fall 2020 and early 2021 through committee meetings, phonebanks, surveys, group meeting visits, newsletters, engagement, and cluster-based outreach.
- ❖ Translated documents were provided in most of our district languages.
- ❖ One-on-ones with community leaders.



Community Engagement Continued



Over 65
Committee
Applications

Over 400 Name
Recommendations

Over 2500
Input
Responses

[Link to Madison Renaming Site](#)

Madison High School Renaming Project

The name of our school is changing. We want to hear from you on our top finalist recommendations.

Fill out our community survey. Survey closes on Feb. 15th at 9a.m.

<https://bit.ly/3jkquK0>

For more info email naming@pps.net



Escuela Secundaria de Madison Proyecto de Cambio de Nombre

El nombre de nuestra escuela está cambiando. Queremos escuchar de usted sobre nuestras recomendaciones finalistas.

Complete nuestra encuesta comunitaria. La encuesta cierra el 15 de febrero a las 9 a.m.

<https://bit.ly/36LNbCb>

Para más información envíe un correo electrónico a naming@pps.net

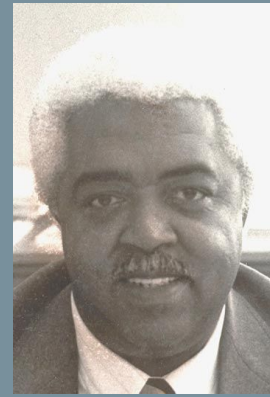


Link to Survey(s)
[1. Recommendation Survey](#)
[2. Finalist Survey](#)



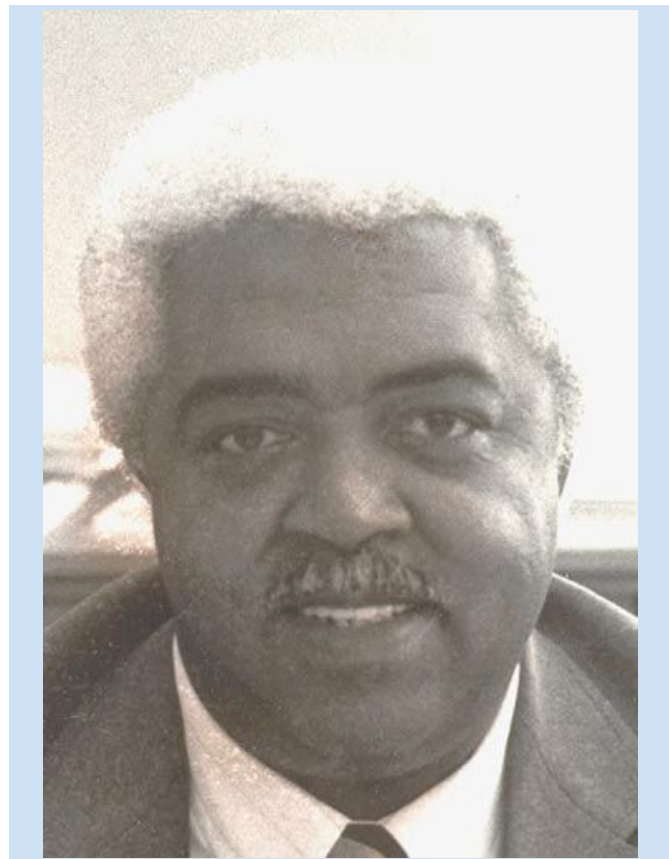
Our Finalists

Ella Baker
Mercedes Deiz
Leodis McDaniel
Minoru Yasui
Confluence
Nifti Yangint (meaning "The Great Mountain" -
Mt. Hood)
Nsayka (meaning "we/ours")
Wimalth ("the Great Water" - Columbia)



Our Final Selection

Leodis V. McDaniel



Leodis V. McDaniel

- Greatly respected, well-loved, & highly celebrated Portland community leader.
- McDaniel was one of only a handful of Black High school principals in Oregon in the 1980s and was tasked with leading Madison through desegregating and bussing.
- He was well-known for his kind demeanor, contagious laugh, absolute integrity, and his instinctual ability to deeply connect with all people. McDaniel was wildly popular with students and staff while earning numerous awards and accolades from the many community organizations to which he contributed.



Leodis V. McDaniel in front of Madison High School.



Questions/Comments?





PORTLAND PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3962

Date: Tuesday, February 23rd, 2021

To: Board of Education

From: Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

CC: Dr. Shawn Bird, Chief of Schools

Subject: Madison High School Naming and Defining Places Recommendation

BACKGROUND

At the July 14 Board of Education meeting, Portland Public Schools released a plan that lays out a procedure for renaming its buildings and other spaces, with Madison High School as a case study in the Naming and Defining Places Process. It is this approach we implore our community to bring to our intentions and actions on the issue of renaming school buildings - a balanced approach that centers the voices and experiences of our students, especially Students of Color, and aligns with our racial equity and social justice framework and plan. The Superintendents charge grounds this work with a focus on positive school climate, adult-student relationships, students' sense of belonging, cultural responsiveness, and student physical and emotional safety

There are more than 4,000 individuals who have signed the petition advocating to change the name of Madison High School school. In 2019, the Madison Peace and Justice Club conducted a poll where more than 80% of students supported the name change.

SCHOOL NAME RECOMMENDATION

Community support for the name recommendation was determined by a student centered engagement process that aligns with PPS vision, values, RESJ framework and plan, and culturally responsive/sustaining pedagogy. As a result of continuous student engagement to support the climate for every student to be successful, the Madison CREED values were identified to uphold in the new name recommendation:

- Community
- Respect
- Education
- Equity
- Diversity

After an extensive community engagement process and meaningful deliberation with students, families, community organizations, and Oregon Indigenous Tribes, we are proud to make the recommendation for the new name for Madison High School to be Leodis V. McDaniel High School.

Leodis V. McDaniel, represents CREED values extensively. McDaniel believed in the power of education being a tool to support students, and build a school community as a home away from home.

Leodis V. McDaniel was a greatly respected, well-loved, and highly celebrated Portland community leader who gained an impeccable reputation as an administrator at Madison High School in the 1970s and 1980s. Prior to becoming principal at Madison, McDaniel worked as a science teacher at MacLaren School for Boys, a counselor at Adams High School, and then as vice-principal at Madison. McDaniel was one of only a handful of Black High school principals in Oregon in the 1980s and was tasked with leading Madison through desegregating and bussing. McDaniel embraced this challenge as he did all of his administrative duties with the singular purpose of fairness to all. He was well-known for his kind demeanor, contagious laugh, absolute integrity, and his instinctual ability to deeply connect with all people. McDaniel was wildly popular with students and staff while earning numerous awards and accolades from the many community organizations to which he contributed.

A staunch supporter of athletics and the arts, McDaniel believed wholeheartedly in education and the value of opportunity. His sudden death in 1987 left the Portland community reeling and his school heartbroken. In addition to the many lives he touched, McDaniel's impact lives on. To this day, a \$10,000 annual scholarship is awarded to a Madison senior in his name to students who have struggled. An annual reunion of hundreds called "The Gathering" is still held, where the initial invitation list was created from McDaniel's funeral guestbook. McDaniel has two adult children who continue to exemplify their parents' teachings of integrity and respect for others.

COMMUNITY ENGAGEMENT

In accordance with Portland Public Schools (PPS) Board Policy 2.20.010-P "Naming School Property," the Board of Education is responsible for the naming of all school district properties.

As an accompanied administrative directive, **2.20.011-AD** "Procedures for Naming School District Property" describes the procedure to consider renaming of school **"Naming and Renaming School facilities, focus options, programs, conversions, mergers, reconfigurations, mascots"**, which is a two-part processing warranting a board approved name from a community engagement process, to be followed by a replicated community engagement process for the visual brand identity will be presented to the Superintendent for approval.

Task from AD 2.20.011	PPS Action
At the direction of the Superintendent, the Community Engagement Department will establish a timeline for the naming process and will work with the school principal to form a naming committee.	At the July 14 Board of Education meeting, Portland Public Schools released a plan that lays out a procedure for renaming its buildings and other spaces, with Madison as a case study in the Naming and Defining Places Process.
The committee will be facilitated by a member	In September/October 2020, the Department

<p>of the Community Engagement Department and shall include the school principal and representatives from the school's community including current students, staff (at least one teacher and one classified employee), community partners, alumni, and any other key stakeholders. The Community Engagement Department will work with the principal to determine how representatives are selected for the committee.</p>	<p>of Community Engagement began pre-planning. The department began working with Principal Skyles, in effort to establish a naming committee and timeline. An application process was utilized to identify participants. The Department of Community Engagement provided key technical support to the principal and students to facilitate the committee, which include:</p> <ul style="list-style-type: none"> ● Principal ● Madison Students and Parents ● Community Members ● Madison Staff/Employees ● Alumni ● Department of Community Engagement Specialist
<p>The charge of the committee will be to solicit input from the greater school community and to make a recommendation to the Superintendent for consideration. This will be a two-part process, to first establish a name, followed by the development of brand identity elements. Both steps will follow the same process.</p>	<p>The committee collected over 2500 community input from the greater school community in Fall 2020 and early 2021 through committee meetings, phonebanks, surveys, group meeting visits, social media campaigns, newsletters, engagement, and cluster-based outreach during Fall 2020. Most outreach was adapted in multiple district wide specific languages for greater access.</p> <ul style="list-style-type: none"> ✓ Solicit input from the greater school, with the advisement of the Department of Community Engagement ✓ Conduct feedback at parent and community group meetings ✓ Outreach to community partners ✓ Community-based survey

	<ul style="list-style-type: none"> ✓ School community newsletters ✓ School social media pages ✓ Language specific phone banking outreach
<p>The committee, working with the Community Engagement Department, will notify the staff, students, parents, and community groups of affected schools about the naming process. The committee will ensure a process for all interested parties to provide input. The committee will ensure that the name selected meets the criteria outlined in Board Policy 2.20.020-P. Consideration will be given to the historical background of the name to ensure that it is not associated with activities that are in conflict with the District’s mission, goals, and policy of non-discrimination.</p>	<p>With the leadership of Principal Skyles in consultation with the Community Engagement Department Specialist, notification of the processes was delivered through newsletters, class presentations, website, school group announcements, and events. The name that was determined, Leodis V. McDaniel, reinforces a school environment that is transformative, humanizing, and aspirational for every student.</p> <ul style="list-style-type: none"> ● August 2020 Department of Community Engagement begins collaborating with Principal Skyles ● September 2020 Preliminary Planning and Engagement Tools Developed ● October 2020 Committee Formation ● November 2020 Community Engagement for Name Suggestions ● December 2020 Committee continues engagement to select a top name ● January 2020 Committee coordinates with Oregon Indigenous Tribes to Finalize Top 8 Finalists. ● February 2020 Final name chosen and BOE Vote

TIMELINE FOR IMPLEMENTATION / EVALUATION

The name will be effective immediately, with implementation and modernization planning to begin in the next school year.

FISCAL IMPACT

After approval, the school and the district will set the timeline for fiscal impacts.

BOARD OPTION/STAFF RECOMMENDATION

After a comprehensive culturally responsive naming process with the school community, the naming committee wishes to recommend changing the title of Madison High School to Leodis V. McDaniel to the Superintendent.

After approval, the second component of the process will initiate to develop brand identity elements, as outlined in AD 2.20.011.

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

_____ *(Initials)*

Update on School Reopening Plans: Latest Health and Safety Measures, Limited In-Person Activities, K-5 Family Preference, Middle and High School Hybrid Schedule

February 23, 2021



**TOGETHER
WE WILL**

PORTLAND PUBLIC SCHOOLS



Tonight's Highlights

Tonight, we will share with you:

- **Latest Metrics** - current Multnomah County COVID-19 rates
- **Health and Safety Measures**
 - ◆ Layered risk reduction strategy
 - ◆ Access to COVID-19 vaccine distribution
- **Update on Current Limited In Person Activities**
 - ◆ LIPI Update - 29 schools providing LIPI
 - ◆ Athletics and OSAA Music
- **K-5 Student and Family Preference**
Over 70% want some form of in-person instruction
- **Hybrid Model of Instruction**
Middle School/High School Proposed Schedule



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Guiding Principles

Center Racial Equity and Social Justice

Center and lift up the lived experiences of Black, Native American and Students of Color, whose families have been disproportionately impacted by COVID-19 and the pervasive inequities in our systems.

Ensure the Health and Wellness of our Students and Staff

In addition to adhering to COVID-19 public health guidelines, we understand that racialized trauma is exacerbated by the pandemic and other crises, and therefore will prioritize a RESJ and trauma-informed approach to achieve health and well being for our students, staff and communities.

Cultivate Connection and Relationship

We also know that in order to move through this pandemic, PPS will need to work with and engage with our broader community, centering the voices and experiences of our BIPOC communities in an authentic and meaningful dialogue so that needs and concerns are surfaced and strategies to mitigate barriers are developed to meet those needs and concerns.

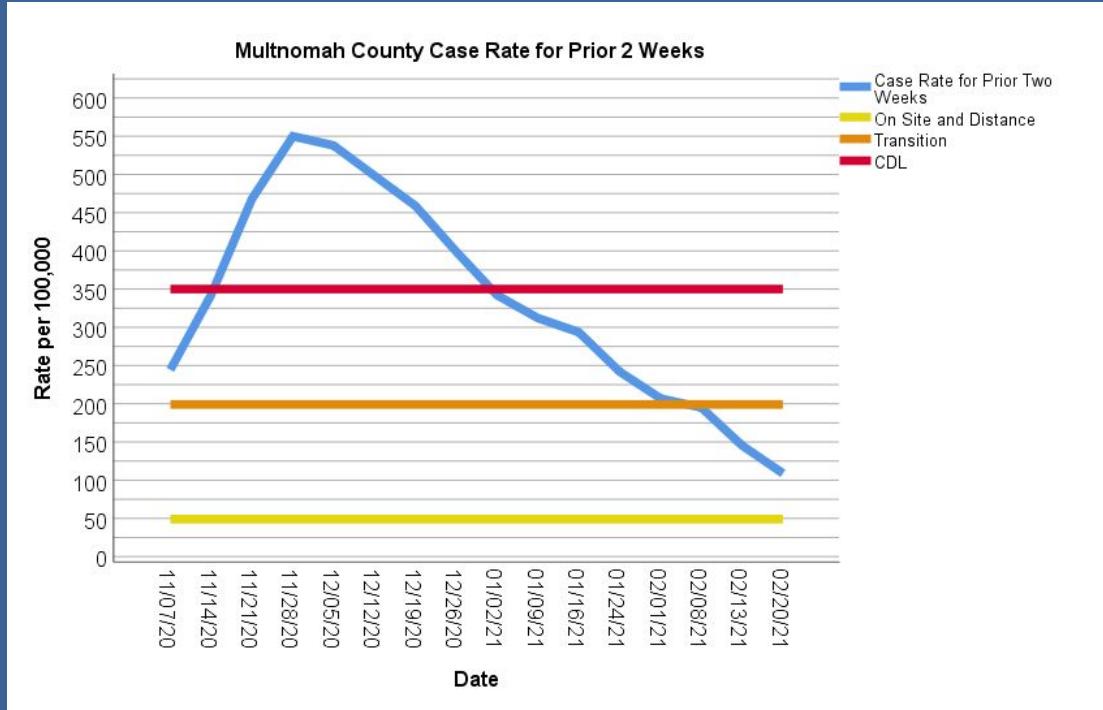
Strengthen and Innovate the Instructional Core

Through this pandemic, we've remained steadfast in our commitment to strengthen and innovate teaching and learning so that every one of our students achieves our Graduate Portrait, especially our Black and Native American students.



TOGETHER
WE WILL

Advisory Metrics for Returning to In-Person Instruction



METRICS & MODELS	ON-SITE	ON-SITE AND HYBRID	ELEMENTARY ON-SITE AND HYBRID TRANSITION	DISTANCE LEARNING
County Case Rate per 100,000 People Over 14 days	<50.0	50.0 to <200.0	200.0 to ≤350.0	>350.0

108.9

Cases per 100,000
Feb. 7 - Feb. 20, 2021
in Multnomah County
(Source)

COVID-19 Vaccine Distribution

4 of 4

waves of educators have had opportunity to receive first of two vaccine doses*

1 of 4

waves of educators have begun to receive second of two vaccine doses*

8,515

Approximate # of PPS educators and community partner staff invited to receive COVID-19 vaccinations*



First appointments to access COVID-19 vaccine in Wave 1 began January 27, 2021.

Wave 4 (which includes High Schools) opened February 18, 2021.

Today, COVID-19 vaccinations appointments are open for anyone eligible (PreK-12 educators and school staff, seniors, childcare providers, Phase 1a, and others) in Multnomah, Washington and Clackamas Counties at the Oregon Convention Center (OCC).

* As of February 22, 2021



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Health and Safety Measures

The Health and Safety of our students and staff continues to be top priority for PPS and the State of Oregon.

While the COVID-case thresholds were adjusted on January 19, the remaining safety requirements and protocols within ODE's *Ready Schools, Safe Learners* remain mandatory.

PPS implements health and safety protocols by:

Applying a layered risk reduction strategy

AND

Following public health agency guidance



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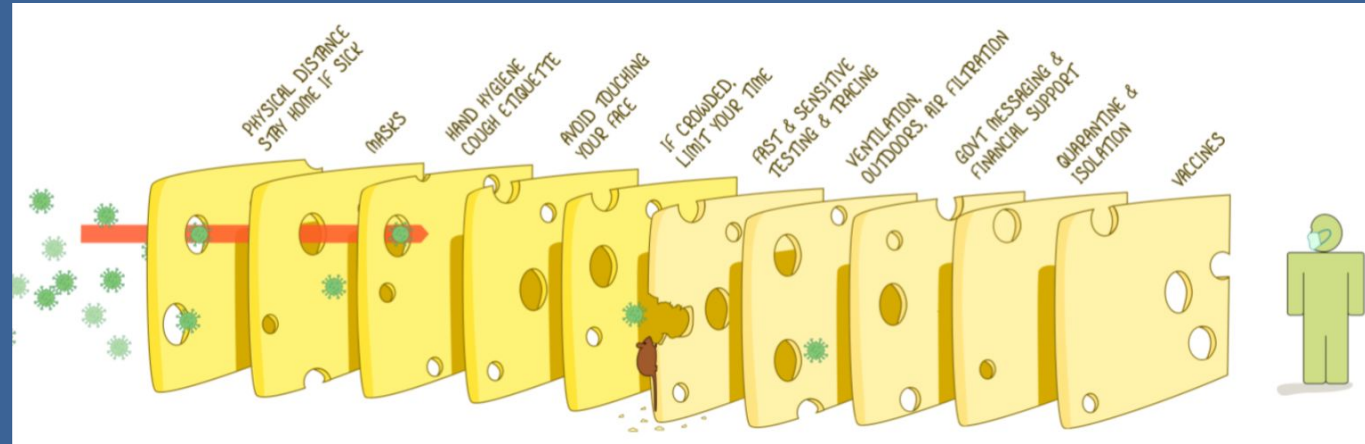
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Health and Safety Measures

Layered Risk Reduction Strategy

The CDC recommends a layered strategy to reduce exposures to COVID-19. All mitigation strategies provide some level of protection, and layered strategies implemented concurrently provide the greatest level of protection

- Social distancing
- Hand hygiene
- Cough etiquette
- Contact tracing
- Building ventilation
- Vaccinations
- Cleaning & disinfecting
- Symptom screening
- Testing



TOGETHER
WE WILL

Health and Safety Measures

Follow Public Health Guidance



TOGETHER
WE WILL

Health and Safety Measures

District Guidance Documents

- Purchasing and Distribution
- Stay Home
- Ventilation
- Clean and Disinfect Vehicles
- Bus Loading/Unloading
- Bus/School Entry Screening
- Physical Distancing
- Public Health Communication
- Hand Hygiene and Respiratory Etiquette
- Personal Protective Equipment
- Restroom Use Requirements in Schools
- Visitors and Volunteers
- Cleaning and Disinfecting schools
- Table washing and sanitation
- Technology Devices
- Health Surveillance and Contact Tracing
- School Emergency Procedures and Drills
- Emergency Response Framework & COVID-19 Response Team
- Symptomatic Student Response
- Symptom/Isolation Space Requirements
- Communication Protocol - Presumptive Case
- Cleaning/Disinfecting Response to COVID-19 Case



TOGETHER
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K-5 Student and Family Preference Update



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K-5 Student and Family Preference Form

- Email Communication: K-5 families have received at least two email communications, and will receive a final reminder tomorrow.
- Phone Outreach: A toolkit was developed and shared with school-based and central office staff to make individual phone calls to PPS K-5 families who have yet to complete form.

59.3%

Response Rate as of 8AM
Feb 23, 2021

70%

want some form of in-person*

65.6% / 4.4%

Proportion who want Hybrid/LIPI*

60.8% / 60.4%

Proportion of Black / Latino
respondents who want Hybrid*

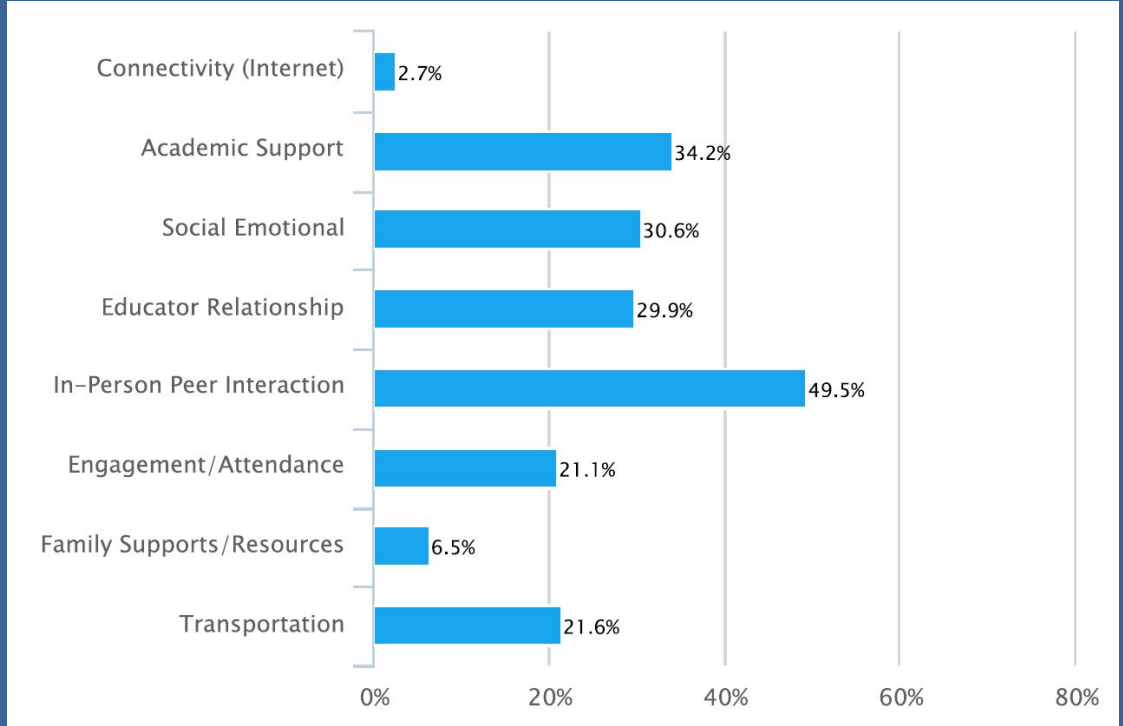
* As of February 23, 2021



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K-5 Student and Family Preference: Additional Needs



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In Person Activities and Hybrid Planning



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Athletics

All comprehensive High Schools in OSAA Season 1

- 4,568 students registered across district
- This includes: Football, M&W basketball, M&W soccer, cross country, wrestling, cheer, dance/drill team, softball, baseball, golf, swimming, volleyball, track, M&W water polo, M&W lacrosse - all outdoor training

OSAA 2 competitions began yesterday, February 22, 2021

- Projected 2,880 students in football, volleyball, cross country, dance team (non-curricular) and cheer.

OSAA Season 3 and 4 will work out on limited basis based on facility capacity

Currently planning PIL Youth Sports Program to begin March 15, 2021



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OSAA - Music

We are currently offering extra-curricular music activities, in preparation for league competitions

This includes:

- band, choir, orchestra - all outdoor sessions

Current high schools participating:

- Lincoln & Franklin
- Small cohorts of students (ten per session)

As schools indicate readiness, there will be room to add additional outdoor music programming



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Limited In-Person Update

29

Number of schools now offering LIPI*

438

Total Students Attending LIPI*

45%

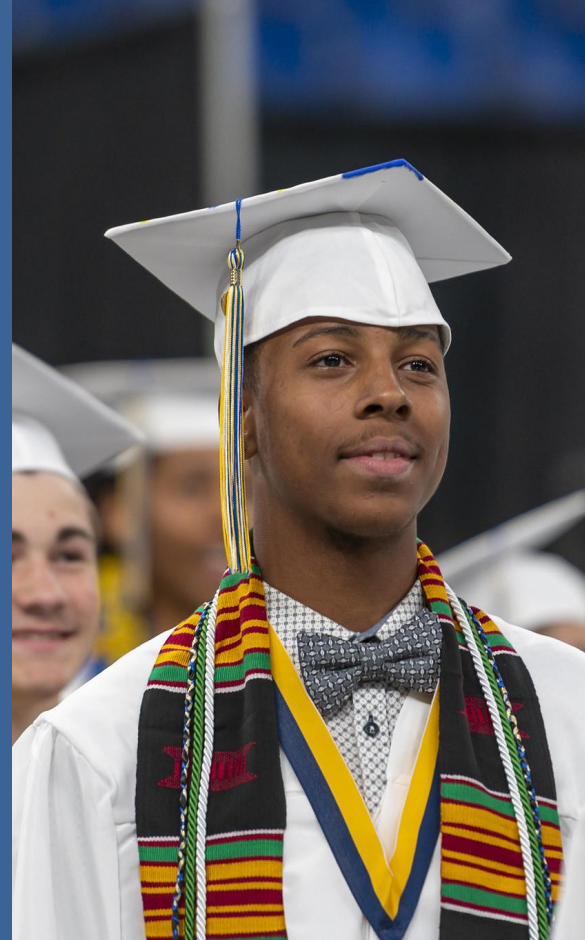
Students identify as Black or Latino*
(25.2% Districtwide)

LIPI is aimed at meeting the needs of specific groups of students based on needed educational, relational, social-emotional, curricular, instructional, and/or assessment support.

After reviewing student data (math/literacy at ES/MS level and credit recovery at HS), school administrators invited identified students and their families to participate in LIPI, following these parameters.

- LIPI cohorts will consist of no more than 20 students
- Participating students are limited two cohorts per week
- All students and educators must observe mask and physical-distancing requirements
- Each LIPI session will run for no more than two hours

* As of February 22, 2021



TOGETHER
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PORTLAND PUBLIC SCHOOLS

Middle and High School Plan for Hybrid Instruction



TOGETHER
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Middle/High School Plan for Hybrid

Our plan is to return to a hybrid model of instruction in Quarter 4 for Middle and High School students.

Starting next week, we plan on gather input from families on their preferences for a schedule

We will continue to follow and adhere to guidance in the “Ready Schools, Safe Learners” in order to provide opportunities for in-person learning to PPS students.



TOGETHER
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Constraints for Hybrid in Secondary Schools

Student Interactions: Students can only interact with 100 students per week based on Ready Schools, Safe Learners (not including transportation or passing periods).

Teacher Licensure: Secondary teachers are licensed by content area, so staffing severely limits options for models.

Class size: Higher class sizes in secondary force more cohorts (and fewer live classes) with physical distancing measures in place.



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Percent of PPS Students Middle and High School Students Attending 90% or more of the time

Race/Ethnicity	Pre- Pandemic Attendance	2020-21 School Year Attendance	Change
Native American	59.7	45.8	-13.9%
Latino	68.1	55.8	-13.0%
Black	61.1	50.5	-10.6%
Asian	87.8	81.1	-6.7%
Multi Racial	66.5	61.3	-5.2%
White	79.3	79.8	+0.5%



Middle School Options

Option A:

Remain in Remote Learning

Students continue remote learning at home by participating in live interactive instruction using a concurrent/simulcast delivery model.

Option B:

Participate in Hybrid Instructional Model

Students will be assigned to a cohort and attend all classes on their designated day/week. When not in person, students would participate in live interactive instruction using a concurrent/simulcast delivery model.



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Concurrent/Simulcast in Action



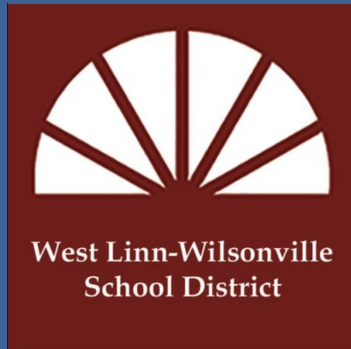
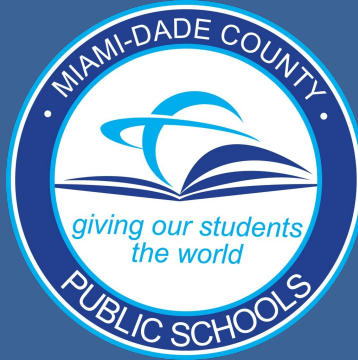
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Concurrent/Simulcast in Secondary Schools



BEAVERTON
SCHOOL DISTRICT



Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education



TOGETHER
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PORTLAND PUBLIC SCHOOLS

Schedule A

Hybrid Model for 6-8



Students will be assigned to a cohort and attend school 1 or 2 days per week, depending on the number of cohorts necessary.

- Students would attend all classes in person for the 1 or 2 days assigned each week.
- Students who choose to remain in distance learning will participate via concurrent / simulcast.



TOGETHER
WE WILL

Simulcast Model Rotating by Day (3 cohorts)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A full schedule 9:15 - 3:45	Group B full schedule 9:15 - 3:45	Group C full schedule 9:15 - 3:45	Group A full schedule 9:15 - 3:45	Independent Work Teacher Planning
Week 2	Group B full schedule 9:15 - 3:45	Group C full schedule 9:15 - 3:45	Group A full schedule 9:15 - 3:45	Group B full schedule 9:15 - 3:45	Independent Work Teacher Planning
Week 3	Group C full schedule 9:15 - 3:45	Group A full schedule 9:15 - 3:45	Group B full schedule 9:15 - 3:45	Group C full schedule 9:15 - 3:45	Independent Work Teacher Planning



Schedule B

Hybrid Model for 6-8



Students will be assigned to a cohort and attend school for a full week with remote learning in concurrent/ simulcast

- Students would attend all classes in person for 5 days and continue in simulcast in one or two weeks, depending on number of cohorts
- Students who choose to remain in remote learning will participate via concurrent / simulcast.



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

Concurrent/Simulcast Rotating Model by Week (3 cohorts)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A full schedule 9:15 - 3:45	Group A full schedule 9:15 - 3:45	Group A full schedule 9:15 - 3:45	Group A full schedule 9:15 - 3:45	Independent Work Teacher planning
Week 2	Group B full schedule 9:15 - 3:45	Group B full schedule 9:15 - 3:45	Group B full schedule 9:15 - 3:45	Group B full schedule 9:15 - 3:45	Independent Work Teacher Planning
Week 3	Group C full schedule 9:15 - 3:45	Group C full schedule 9:15 - 3:45	Group C full schedule 9:15 - 3:45	Group C full schedule 9:15 - 3:45	Independent Work Teacher Planning





Schedule A

Hybrid Model for 9-12

Students will be assigned to a cohort and attend four days per week for 1 class period. If students elect to remain in remote learning, students will participate via concurrent / simulcast.

- Students in schools with the 4X4 schedule would attend all of their classes in person over the course of a week.
- Students in schools with an 8 period schedule would see all of their classes over a 2 week period.
- Students who choose to remain in distance learning will participate via simulcast.



TOGETHER
WE WILL

Schedule A: One In Person class per day (AM/PM Cohorts)

				Synchronous AM		
		Monday PERIOD 1 English	Tuesday PERIOD 2 GEOMETRY	Wednesday	Thursday PERIOD 3 SPANISH	Friday PERIOD 4 US HISTORY
9:00-10:30	In Person	Cohort A(Maya)	Cohort A	CDL synch morning + Office hours	Cohort A	Cohort A
	Independent Work at Home	Cohort B(Jacob)	Cohort B		Cohort B	Cohort B
		Cohort C(Dante)	Cohort C		Cohort C	Cohort C
11:00-12:30	In Person	Cohort B(Jacob)	Cohort B		Cohort B	Cohort B
	Independent Work at Home	Cohort A(Maya)	Cohort A		Cohort A	Cohort A
		Cohort C(Dante)	Cohort C		Cohort C	Cohort C
12:30-1:15	Grab and Go Lunch			12:45-1:45 Grab and Go Lunch	Grab and Go Lunch	
1:15-2:45	In Person	Cohort C(Dante)	Cohort C	Office Hours	Cohort C	Cohort C
	Independent Work at Home	Cohort A(Maya)	Cohort A		Cohort A	Cohort A
		Cohort B(Jacob)	Cohort B		Cohort B	Cohort B
2:45-3:15	30 min Independent Work	Period 3	Period 4			Period 1



Schedule B

Hybrid Model for 9-12



Students will be assigned to a cohort and attend school for a two classes daily with distance learning in simulcast

- Students in schools with the 4X4 schedule would attend each of their classes two times per week.
- This option would allow schools on the 8 period schedule an option to return to school in person
- Students who choose to remain in distance learning will participate via simulcast.



TOGETHER
WE WILL

Schedule B: 2 Cohorts AM/PM (two in person class per day)

		Monday	Tuesday	Wednesday	Thursday	Friday	
		A: Period 1 & 2 B: Period 3 & 4	A: Period 3 & 4 B: Period 1 & 2	Synchronous AM	A: Period 1 & 2 B: Period 3 & 4	A: Period 3 & 4 B: Period 2 & 1	
9:00-10:00	In Person	Cohort A(English)	Cohort A(Spanish)	CDL synch morning +office hours	Cohort A(English)	Cohort A(Spanish)	
	Independent Work	Cohort B	Cohort B		Cohort B	Cohort B	
10:10-11:10	In Person	Cohort A(Geom)	Cohort A(US Hist)		Cohort A(Geom)	Cohort A(US Hist)	
	Independent Work	Cohort B	Cohort B			Cohort B	Cohort B
Lunch	Grab and Go Lunch				Grab and Go Lunch		
12:20-1:20	In Person	Cohort B(English)	Cohort B(Spanish)		12:45-1:45	Cohort B(English)	Cohort B(Spanish)
	Independent Work	Cohort A	Cohort A			Cohort A	Cohort A
1:30-2:30	In Person	Cohort B(Geom)	Cohort B(US Hist)		Office Hours	Cohort B(Geom)	Cohort B(US Histo)
	Independent Work	Cohort A	Cohort A			Cohort A	Cohort A
2:30-3:15	45 min Independent Work	Period 3	Period 4			Period 1	Period 2



Thank you.



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS



District
Student
Council

Reopening Schools: PPS Student Opinion

Final results from a survey of mainly high school students

Student Rep. Nathaniel Shue, PPS DSC



Survey Respondents (complete)

- Received a total of 3,274 responses overall
- Grant, Cleveland, Benson, Jefferson, Franklin, Lincoln, Roosevelt, and MLC have a significant number of responses, while other schools have a smaller number
- DSC members filled out a separate form
- Figures also exclude seven teacher/staff and two apparent troll responses we received

School	Number of responses	Approximate % of student body
Total	3274	25.8*
Grant	1075	61.8
Cleveland	614	38
Lincoln	371	22.7
Benson	349	33.6
Franklin	316	16.4
Roosevelt	197	18.2
Jefferson	167	24.7
Ida B. Wells	62	4
McDaniel	54	4.6
MLC	36	42.4*
Faubion MS	20	2.6
Alliance, Pioneer, and Others**	13	-

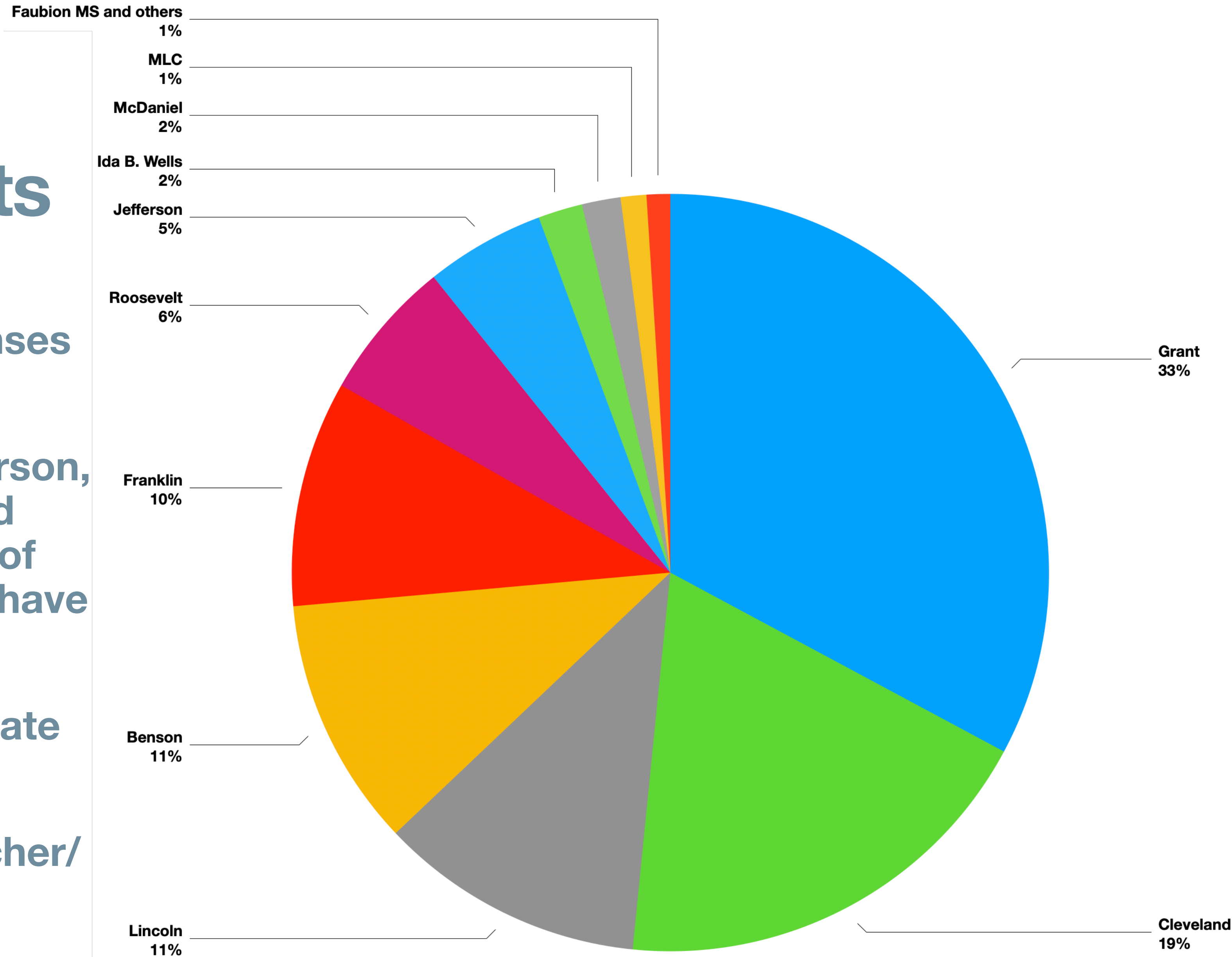
*HS students only

**Most respondents were in various elementary or middle schools.



Survey Respondents (complete)

- Received a total of 3,274 responses overall
- Grant, Cleveland, Benson, Jefferson, Franklin, Lincoln, Roosevelt, and MLC have a significant number of responses, while other schools have a smaller number
- DSC members filled out a separate form
- Figures also exclude seven teacher/staff and two apparent troll responses we received



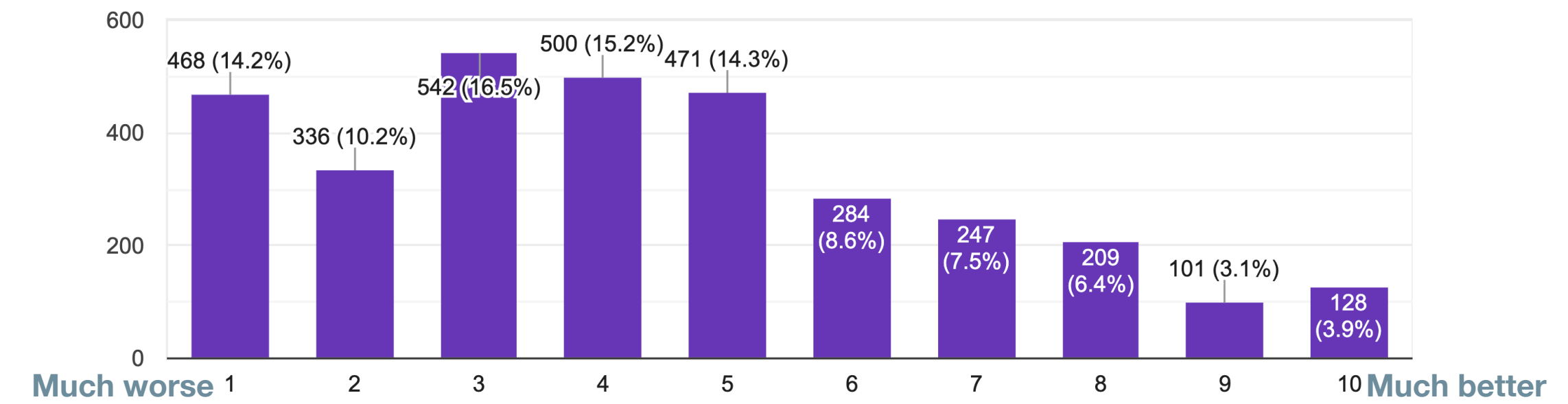


Survey Responses (complete): Quantitative

- In general, as in the initial responses, respondents report having a moderately worse time with distance learning, would like to get back to in-person school, but are somewhat more wary of a hypothetical PPS plan to get us there in the next month or two.
- Standard deviations of 2.46, 2.92, and 3.11 respectively, which have decreased very slightly from initial results

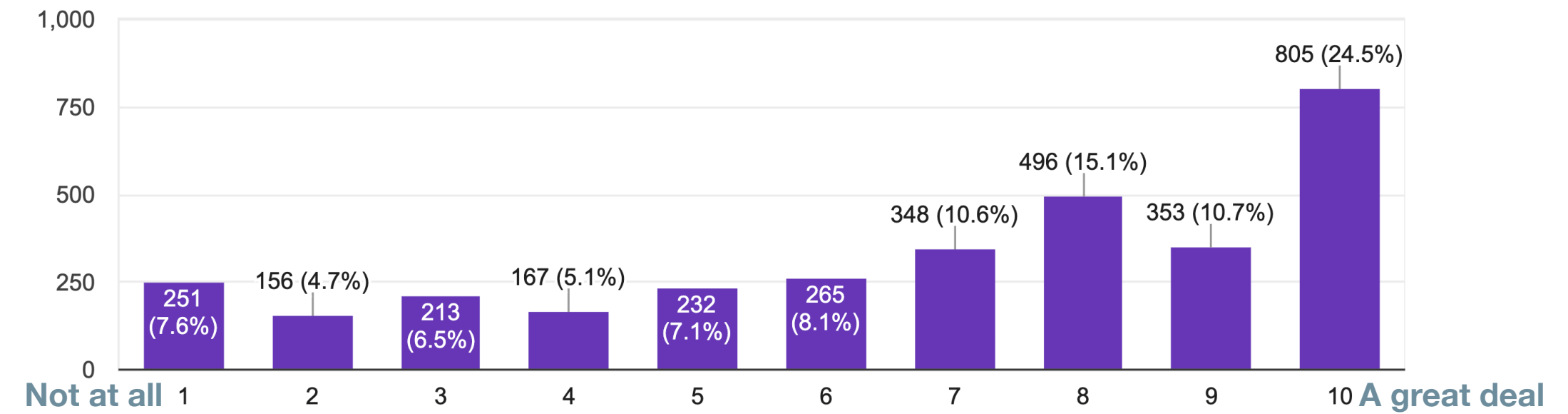
Compared to in-person school, how has your experience with distance learning been?

3,286 responses



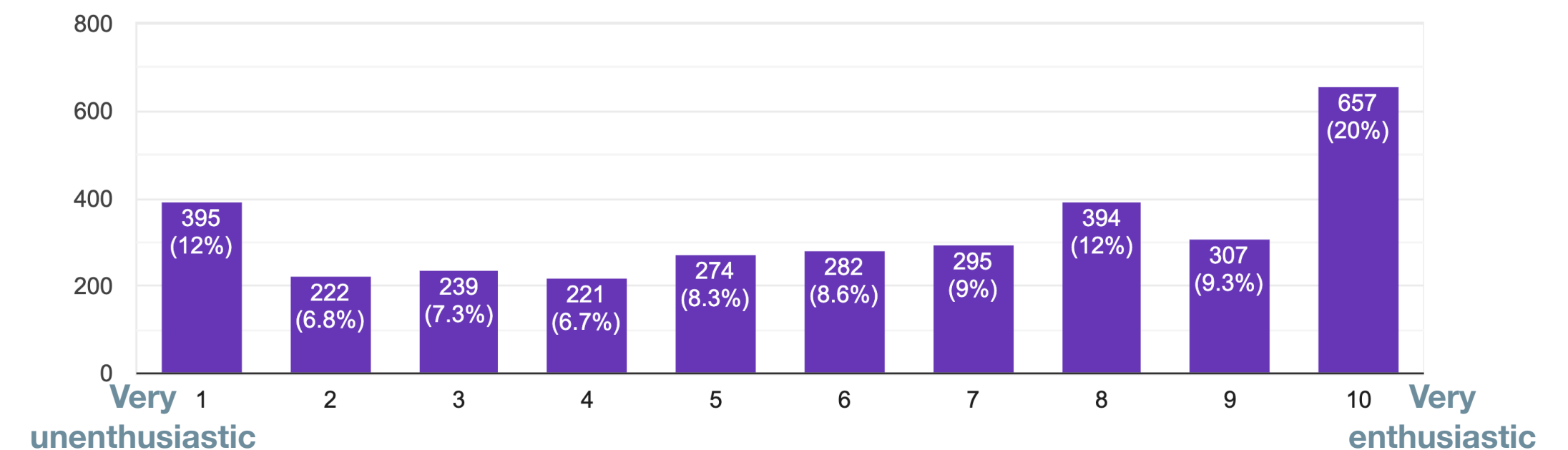
How much do you want to get back to in-person school?

3,286 responses



Without knowing more, how enthusiastic would you be about a PPS plan that would fully or partially reopen schools in around a month or two (assume it would be compliant with public health guidelines)?

3,286 responses





District
Student
Council

Questions/comments?



Briefing on 2021-22 School Year Preliminary School Staffing Allocations

Board of Directors
February 23, 2021





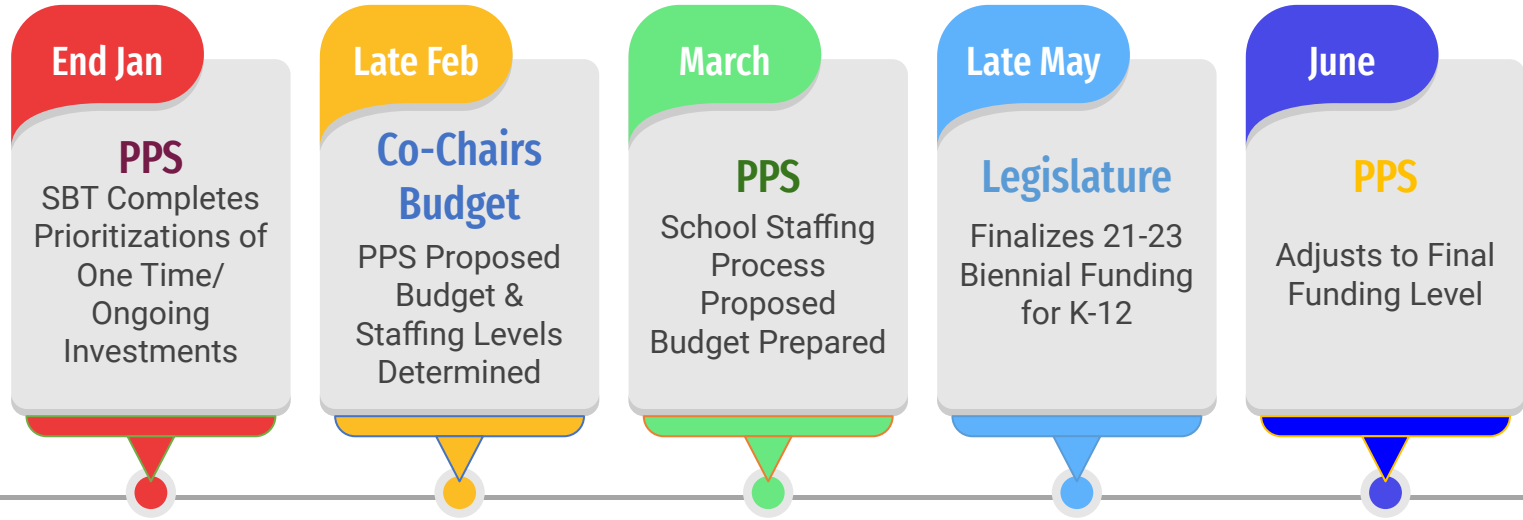
Budget & Staffing Guiding Principles Aligned with District Priorities

- District Vision, Theory of Action, Racial Equity & Social Justice
- School Staffing Allocations and Targeted Investments
- Learning Acceleration Investments & Commitment to Strategic Priorities





PPS & Legislative Budget Process Timeline





Budget Takeaways

- Current Resources Available are One-Time Monies
 - Federal Stimulus and Fund Balance
- Unknowns at this time
 - Co-chairs Budget
 - Legislative Advocacy for State School Fund
 - Additional Stimulus
 - Actual Enrollment





Approach to Staffing for 2021-22

With an uncertain budget, we are prioritizing staff stability at schools and direct services to students in the 2021-22 school year:

- Staffing Formulas and Title 1 per pupil rates are being maintained, so in most cases, allocations are staying level.
- Using projected enrollment as provided by Portland State University, ignoring enrollment losses in the current year to lessen impacts and fluctuations to staffing in grades K to 8 ~ \$3.7 million
- Making added staffing allocations and targeted investments to support learning acceleration strategies that align to our vision, theory of action, and RESJ lens





Commitment to Our Strategic Priorities: Investments for Learning Acceleration & Supports

- Investing dollars in enhancing our services, supports, and resources to schools targeting BIPOC students, students on IEPs, and Emergent Bilingual students, including:
 - summer programming
 - credit recovery
 - targeted academic enrichment
 - specialized professional learning
 - wrap-around services
- More detailed information on these plans in the coming months



Commitment to Our Strategic Priorities: Expansion of Investment in Arts Pathways

- Annual incremental improvements that increase students' access and opportunities to visual and performing arts; continued gradual closing of K-12 Arts Pathways per *Master Arts Education Plan (MAEP)*
- 5 FTE added to Title schools serving grades K-5 and schools impacted by Kellogg opening in Cleveland, Franklin, and Madison Clusters





Additional Staffing Investments to Support Learning Acceleration Plans

(Use of One Time Funds to Support Schools & Provide Direct Services to Students)

Category	Investment	FTE	Notes
Student-facing instructional specialists	<p>-Continuation of the 2020-21 SIA investment for student-facing instructional specialists (1.0 to all CSI schools across the system and 0.5 to TSI schools serving grades K-8)</p> <p><u>-New for 2021-21</u> - All Title or TSI schools serving grades K-8 will have a 1.0 FTE and all CSI schools will have a total of 1.5 FTE including Alliance HS</p>	21.5 FTE	District Staffing Team recommendation
Social Workers	Social Workers added to Title or TSI Middle Schools & K-8s	6 FTE	Part of Learning Acceleration plans
Credit recovery teachers	Credit Recovery Teachers add to Comprehensive HS and MPG	6 FTE	Part of Learning Acceleration plans



General Fund Equity FTE

- The Equity Formula stays at 8%.
- More schools are eligible for Equity FTE
 - 40% for Combined Historically Underserved
 - 15% for Direct Certification
- The pool of K-8 Equity FTE is shrinking slightly and allocations are reduced with more schools qualifying.
- Therefore, some schools will see a reduction even though demographics of the school stay the same.

