

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
 February 27, 2018

**CLEVELAND HIGH SCHOOL**

Auditorium  
 3400 SE 26<sup>th</sup> Avenue  
 Portland, Oregon 97202

**Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

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**

- |     |   |                           |
|-----|---|---------------------------|
| 1.  | <b><u>OPENING AND RECOGNITION</u></b><br>Welcome from the Cleveland Community   | 6:00 pm                   |
| 2.  | <b><u>IN MEMORIAM</u></b><br>Marjory Stoneman Douglas High School<br>Parkland, Florida<br>To be led by Portland Association of Teachers President,<br>Suzanne Cohen   | 6:15 pm                   |
| 3.  | <b><u>BOARD POLICIES</u></b><br>a. First Reading: Naming School District Policy Revision<br>b. First Reading: Public Access to District Records Revision<br>c. First Reading: Investment/Cash Management Policy<br>d. First Reading: Diploma Policy Revision - Veterans<br>e. Referral of School Calendar for 2018/19 | 6:25 pm                   |
| 4.  | <b><u>STUDENT AND PUBLIC COMMENT</u></b>  | 7:00 pm<br>(Time Certain) |
| 5.  | <b><u>SUPERINTENDENT'S REPORT</u></b>   | 7:20 pm                   |
| 6.  | <b><u>ENROLLMENT AND TRANSFER</u></b><br>a. Open Enrollment / Right to Return – vote<br>(public comment accepted)   | 7:30 pm                   |
| 7.  | <b><u>PARTNERSHIPS</u></b><br>a. Multnomah Education Service District 2018/19 Local<br>Service Plan – vote<br>(public comment accepted)   | 7:45 pm<br>(Time Certain) |
| 8.  | <b><u>APPEALS TO THE BOARD</u></b><br>a. Consideration of Step 3 Complaint  | 8:10 pm                   |
| 9.  | <b><u>BOARD COMMITTEE AND CONFERENCE REPORTS;<br/>STUDENT REPRESENTATIVE REPORT</u></b>   | 8:30 pm                   |
| 10. | <b><u>OTHER BUSINESS / COMMITTEE REFERRALS</u></b>  | 8:40 pm                   |
| 11. | <b><u>BUSINESS AGENDA</u></b> - vote<br>(public comment accepted)   | 8:50 pm                   |
| 12. | <b><u>ADJOURN</u></b>   | 9:00 pm                   |

**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.

**Chinese, Russian, Somali, Spanish and Vietnamese Interpreters available at meeting.**

# Portland Public School District 1<sup>st</sup> Reading

DATE: February 27, 2018

## Public Comment for: NAMING SCHOOL DISTRICT PROPERTY POLICY 2.20.010-P

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The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

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**1<sup>st</sup> Reading by: Julia Brim-Edwards, Chair**, Portland Public School Board  
**Summary:** Revised Policy: Naming School District Property

**Draft Policy Web Site:** <http://www.pps.net/Page/1807>  
(click on blue "draft policy" box)

**Recommended for 1st Reading by:** Board of Education

**Policy Contact:** Rosanne Powell, Board Office Manager

**Last Date for Comment:** March 20, 2018

**Address:** P.O. Box 3107, Portland, OR 97208-3107

**Telephone:** 503-916-3741

**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

**Last Date for Comment: March 20, 2018**

## 2.20.010-P Naming School District Property

### I. Responsibility and Authority

- (1) The naming of all School District properties including, but not limited to, School District schools, school facilities, programs, non-school facilities, as well as ~~focus options~~ school mascots, symbols and other images considered for representation of a school or District is the responsibility of the Board of Education.
- (2) In considering appropriate names for any school, facility, programs, ~~or focus option~~, or representative images, it is the responsibility of the Board to ensure that the name properly reflects the type and mission of the school, facility, and focus option so as to not cause public confusion. In respect for the diversity of our community, names shall have broad acceptance in a multicultural society as determined by the Board of Education.
- (3) In the naming process, the Board recognizes the importance of soliciting student, staff, parent and community input, as appropriate, in the selection of names. Names may be presented by individuals, - by petition, by chosen committees, or by other representative groups. While every effort will be made to respect student, staff, parent, and community preferences, the Board of Education retains the final authority over selection of names for schools, facilities, and programs ~~focus options and representative images~~.

### II. General Criteria for Names

- (1) When evaluating school, non-school facility, ~~program or focus option~~ names, and representative images, the following general criteria shall be followed:
  - (a) Names submitted for consideration may:
    - (i) be known and significant to the community, students and staff; or
    - (ii) relate to local neighborhoods, to relevant geographic areas; to places of historical, geographical, geologic or cultural significance; to indigenous and characteristic flora or fauna; or
    - (iii) be persons or groups of persons, deceased at least three years, who have demonstrated international, national, state or local leadership in the fields of education, arts and sciences, or public service; or

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## 2.20.010-P Naming School District Property

(iv) be thematic to reflect the character of the community culture and history; or

(v) reflect features of the facility or program type, and mission of the facility.

~~(v) (b) All considerations must reflect our commitment to eliminating systemic discrimination and its impact on student learning and educational activities.~~

~~(b)(vi) Names submitted for consideration shall not:~~

(b) Names submitted for consideration shall not:

(i) conflict with the names of other schools or programs focus options in the School District or surrounding School Districts.

(ii) reflect the names of specific cities with the exception of "Portland".

(iii) be a person, location or character whose primary identification is of a religious nature or be a name of a religious group or members-

(iv) include the word 'neighborhood' in the school name unless the school has defined attendance barriers.

(v) include the word 'school' in its name if it is a special program ~~or focus option~~ that does not meet the definition of a school as stated in Board Policy 6.10.022-P.

### III. Special Recognition of Specific Persons

(1) The Board of Education acknowledges that communities served by School District facilities periodically desire to recognize individuals for long and honorable service. Locations within school facilities or buildings may be named for former School District employees, citizens or students (not necessarily deceased) who have made specific contributions to education within Portland Public Schools.

(2) Naming of locations ~~within~~ inside schools and school facilities are subject to the approval of the Superintendent, with notice to the Board.-

### IV. Gifts

(1) The Board acknowledges that it has the authority to accept monetary or in-kind donations from individuals and entities. In

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## 2.20.010-P Naming School District Property

exceptional circumstances, consideration may be given to naming a new school or non-school facility or a ~~locations within portion of an existing~~ school or non-school facility ~~or focus option~~ for a significant gift as determined by the Board. ~~Any names Naming schools, non-school facilities and focus options~~ in this instance shall be consistent with all School Board policies and shall reflect the donor's appropriate financial support as well as the donor commitment to the School District's mission and vision and the objectives of the public school system.

### V. Charter Schools

Agreements signed between Public Charter Schools and the School District will contain the requirement that the word 'Charter' be included as part of the Charter School name. Charter schools do not have defined attendance boundaries and, thus, shall not have the title 'neighborhood' as part of their name.

### VI. School Conversions, Mergers, or Reconfigurations

When a school undergoes conversion or is reconfigured into separate distinct units, each of which meets the definition of a school as stated in Board Policy 6.10.022-P, those schools will be named following the conditions and criteria for new schools as outlined in this policy. When two or more schools are merged, and there is community support for a name other than the current name of the facility, name of consolidated school's name, the school community shall go through the renaming process using the criteria in this policy. The district shall waive the fiscal impact statement in these cases.

### VII. Renaming or Amending of Current Names

(1) The Board recognizes that renaming existing schools or facilities or amending existing names by adding or deleting words or phrases is a serious, considered decision, and should not be made arbitrarily, frivolously, or in haste.

(2) Such a decision must take into account the District's focus on eliminating systemic discrimination and its impact on student learning and educational activities.

(3) Because the impact of renaming an existing school or amending an existing name is substantial in terms of potential public confusion, and administrative and fiscal costs, the burden is upon the party or

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## 2.20.010-P Naming School District Property

parties proposing the name change to present ~~credible-persuasive~~ evidence that the benefits of renaming outweigh community and School District impacts. ▲

~~(2)~~(a) The District will allow for an exemption to the fiscal impact requirement when the party can show that the change is being made t to address discrimination.

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~~(3)~~(4) The name change must be supported by the school community and the community and must be accompanied by a fiscal impact statement and a proposed method of covering the expense of the name change.

~~(4)~~ The Board of Education has the ultimate authority to determine if vea credible showing for changing a name is made.

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### VIII. Implementation

~~(1)~~ The Board of Education has the ultimate authority to determine if the criteria in this policy have been satisfied. ▲

~~(1)~~(2) The Board authorizes the Superintendent to develop procedures which provide for implementation of this policy.

History: Adopted 7/12/2004

# Portland Public School District 1<sup>st</sup> Reading

DATE: February 27, 2018

## Public Comment for: PUBLIC ACCESS TO DISTRICT RECORDS POLICY 2.50.010-P

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The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

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**1<sup>st</sup> Reading by: Julia Brim-Edwards, Chair**, Portland Public School Board  
**Summary:** Revised Policy: Public Access to District Records

**Draft Policy Web Site:** <http://www.pps.net/Page/1807>  
(click on blue "draft policy" box)

**Recommended for 1st Reading by:** Board of Education

**Policy Contact:** Rosanne Powell, Board Office Manager

**Last Date for Comment:** March 20, 2018

**Address:** P.O. Box 3107, Portland, OR 97208-3107

**Telephone:** 503-916-3741

**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

**Last Date for Comment: March 20, 2018**

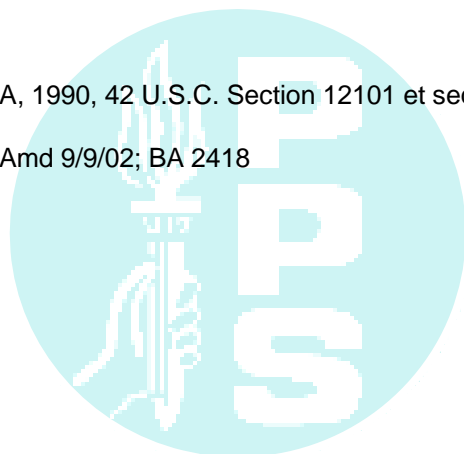
## 2.50.010-P Public Access to District Records

~~It is the intent of the board that all district material is considered a public record unless exempt by ORS 192. Public records should be provided promptly and courteously for inspection upon request.~~

- ~~(1) The superintendent shall develop administrative directives and procedures.~~
- ~~(2) Appropriate fees for copies of Board and district records shall be charged pursuant to Administrative Directive 2.50.012-AD.~~
- ~~(3) Such records shall be made available to persons with disabilities in an appropriate format on request in accordance with the requirements of the Americans with Disabilities Act. No fee to cover the costs of providing records in an alternative format shall be charged. All other actual costs may be recovered, consistent with Board policies, administrative directives and the public records law.~~

Legal References: ORS 192; ADA, 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt 12/8/80; Amd 1/84; Amd 9/9/02; BA 2418





## **2.50.010-P Public Access to District Records**

In order to promote transparency and provide an accurate accounting of how the district carries out the public's business it is the intent of the Board that all district records should be disclosed courteously and consistent with state and federal law. The district shall rely upon the definition of "Public Record" set forth in Oregon law.

- (1) The Superintendent shall hire a Public Records Officer and develop administrative directives and procedures to provide clarity and consistency to the public about access to district public records. The Public Records Officer shall process all requests as soon as practicable and without unreasonable delay, without regard to the nature of the records or identity of the requester.
- (2) It is the goal of the school district to provide the public with records at no or minimal cost when the documents requested are not voluminous or do not require significant time to locate and process. The Superintendent shall develop clear guidelines regarding when it is appropriate to charge fees and to provide clarity to requesters as to how fees are determined.
- (3) The district recognizes that it is in possession of sensitive and confidential information about our students, staff, and families. In responding to public records requests, the district will follow state and federal law.
- (4) When public records are requested that could be considered exempt under one of the conditional exemptions under Oregon law, the district shall construe the public interest liberally in favor of disclosure.
- (5) The Public Records Officer shall, with the advice and counsel of the General Counsel or its designee, make determinations as to whether (a) a record is responsive to a public records request; (b) a record contains information the district is prohibited from disclosing; or (c) a record is exempt from disclosure. The Public Records Officer shall have the responsibility of ensuring exemptions are legally and appropriately applied.
- (6) Records shall be made available to persons with disabilities in an appropriate format on request in accordance with the requirements of the Americans with Disabilities Act. No fee to cover the costs of providing records in an alternative format shall be charged. All other actual costs may be recovered, consistent with Board policies, administrative directives, and the public records law.
- (7) If the district requires clarification from the requester, such clarification shall be requested in writing, and the requestor shall be informed that work on the request will stop until the clarification is received. If the original scope of a request is likely to necessitate high fees, the Public Records Officer will offer to work with requesters to negotiate or narrow the scope in order to reduce the costs.
- (8) Requesters who believe the district has inappropriately withheld records or assessed fees may request an expedited review of such decisions by the Board, which will decide whether to hear the appeal and, if it does, issue a decision within 30 days. Requesters

retain their statutory right to request such review from the Multnomah County District Attorney, and the availability of an appeal to the Board does not preclude a requester from appealing a denial directly to the District Attorney rather than to the Board.

- (9) No District employee, student, or Board member may engage in unlawful retaliation against any person who requests public records or requests review of a public records decision. Any employee who engages in any form of retaliation for requesting public records, or requesting review of public records decisions, will be subject to disciplinary action up to and including dismissal.
  
- (10) To avoid possible conflicts of interest, no employee shall make the final decision on the application of exemptions to a given public records request if they are named in that request. If an in-house PPS attorneys is making the final decision on the application of exemptions applicable to a public records request and they also provided material legal advice regarding the records at issue prior to the records being requested (e.g. a personnel investigation), the in-house attorney shall disclose that fact to the Superintendent's designee prior to making the final decision. Any employee who knowingly and intentionally violates this paragraph will be subject to disciplinary action up to and including dismissal.

# Portland Public School District 1<sup>st</sup> Reading

**DATE: February 27, 2018**

## **Public Comment for: CASH MANAGEMENT POLICY 8.20.010-P**

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The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

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**1<sup>st</sup> Reading by: Julia Brim-Edwards, Chair**, Portland Public School Board  
**Summary:** Revised Policy: Cash Management

**Draft Policy Web Site:** <http://www.pps.net/Page/1807>  
(click on blue "draft policy" box)

**Recommended for 1st Reading by:** Board of Education

**Policy Contact:** Rosanne Powell, Board Office Manager

**Last Date for Comment:** March 20, 2018

**Address:** P.O. Box 3107, Portland, OR 97208-3107

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**Last Date for Comment: March 20, 2018**



# Board of Education

## Staff Report to the Board

**Board Meeting Date:** February 27, 2018

**Executive Committee Lead:** Jim Scherzinger Chief Financial Officer

**Department:** Financial Services

**Presenter/Staff Lead:** Jim Scherzinger Chief Financial Officer

**SUBJECT:**

***ANNUAL ADOPTION OF CASH MANAGEMENT AND INVESTMENT POLICY***

### BACKGROUND

State statutes restrict the maturities of investments by municipalities to 18 months unless a policy has been reviewed and commented upon by the Oregon Short Term Fund Board, and this policy has been adopted annually by the municipality's governing body.

In May 2013 the District issued \$144.8 million in General Obligation Bonds as the first in a series of planned debt issuances to finance capital improvements. At that time the District anticipated that the construction timeline would exceed 18 months, and therefore created this policy and submitted it to the Oregon Short Term Fund Board for their review and comment. The District also issued \$275 million in General Obligation bonds in May 2015, at which time the anticipated construction timeline also exceeded 18 months.

In August 2017, the District issued the remaining \$62.2 million of the 2012 authorization. In addition, the District issued \$380.7 million of the \$790M 2017 authorization. The construction spend timeline regarding both of these issuances will exceed 18 months and thus justifies the continued investment of funds for periods exceeding 18 months. Therefore, the adoption of 8.20.010-P will continue to need to be completed on an annual basis.

The policy is largely unchanged from the previously reviewed and approved policy with only two small changes:

- 1) The amounts in section I paragraph 2 have been updated to more accurately reflect currently anticipated levels.
- 2) A redundant sentence was removed from the end of section VII (2).

**Reviewed and Approved  
by Superintendent**

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## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

This Cash Management and Investment Policy will allow the District to continue to make sound, secure cash and investment decisions for the next year. With the renewal of this policy the District will be allowed to match the proceeds of future Capital Bond sale(s) with the anticipated construction spend.

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## **PROCESS / COMMUNITY ENGAGEMENT**

The Cash Management Policy has been continuously published on the district website and shared with various interest parties, mainly financial institutions. The policy was reviewed by the Oregon Short Term Fund Board at their meeting on October 13, 2011 as required by ORS Chapter 294.135. The policy will continue to be published on the website.

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## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

The financial resources of the district reflect the actual experience of the budget decisions that are made earlier in the business cycle. These budget decisions are made in alignment with the Racial Educational Equity Policy and using a racial equity lens.

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## **BUDGET / RESOURCE IMPLICATIONS**

There is no direct fiscal or budget impact as a result of adoption of this Policy. Having a valid policy allows the District to plan for future bond and debt obligations.

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## **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

The superintendent recommends that the Board of Education accept and approve Policy 8.20.010-P at the February 27, 2018 Board meeting.

In order for PPS to meet the requirements of ORS Chapter 294.135 the Board is asked to approve this Policy.

Finance staff will be happy to answer Board members questions, and any comments and suggestions for improvement are valuable to us.

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## **QUESTIONS FOR BOARD DISCUSSION**

Are there any issues upon which you would like clarification?  
Do you have any changes to the Cash Management and Investment Policy?

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## **ATTACHMENTS**

None

<b>BOARD POLICY CASH MANAGEMENT</b>	<b>8.20.010-P</b>
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**I. Scope and Pooling of Funds**

This cash management policy applies to all cash activities and funds under the control of Multnomah County School District No. 1J ("the District"). This policy applies to the investment of operating funds, capital funds including bond proceeds, and bond reserve funds held by Portland Public Schools. This policy excludes petty cash activities.

The average size of the District's investment portfolio approximates \$125,000,000, with an approximate seasonal high and low of \$200,000,000 and \$30,000,000 respectively. Average ranges do not include proceeds of General Long-Term Obligation Bonds, notes etc., if any.

**II. General Objectives**

It is the District's policy to invest public funds not required for immediate expenditure in a manner which will provide safety of principal, maintenance of a liquid position, and the maximum return on cash invested while meeting daily cash flow demands and conforming to Oregon Revised Statutes (ORS).

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield, with each objective discussed below.

**1. Safety**

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The object will be to mitigate both credit and interest rate risks.

**(a) Credit Risk**

The District will minimize the risk of loss due to the financial failure of the security issuer or backer, by:

- Concentrating its investments in the safest types of securities.
- Pre-qualifying the financial institutions, brokers/dealers, intermediaries, and advisers with which the District will do business.
- Diversifying the investment portfolio to minimize potential losses.
- Actively monitoring the investment portfolio holdings for changes in credit ratings and economic / market conditions.

**(b) Interest Rate Risk**

The District will minimize the risk of market value decline by:

- Structuring the investment portfolio so that maturing securities meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
- Investing operating funds primarily in shorter-term securities or short-term investment pools.

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## 2. Liquidity

The investment portfolio shall be kept sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Since all possible cash demands cannot be anticipated, the portfolio shall consist of securities with active secondary or resale markets (dynamic liquidity). A portion of the portfolio may be placed in the Oregon Short-Term Fund, or similar investment offering next- day liquidity.

## 3. Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. High returns on investments are of secondary importance compared to the safety and liquidity objectives described above. The majority of the portfolio is limited to highly-rated / low-risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity, unless:

- A security with a declining credit rating may be sold early to prevent or minimize loss of principal.
- An unanticipated cash demand requires that the security be sold.
- A security swap would improve the quality, yield, or target duration of the portfolio.
  - Security swaps will be made only with specific approval of the CFO or, if absent, the CFO's designee.

### III. Standards of Care

#### 1. Prudence

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy, and exercising due diligence, shall be relieved of personal responsibility.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probably income to be derived.

#### 2. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or that could impair their ability to disclose any material interest in financial institutions that conduct business with the District. They shall further disclose any personal / financial / investment positions that could be related to the performance of the investment portfolio.

	<b>BOARD POLICY CASH MANAGEMENT</b>	<b>8.20.010-P</b>
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Employees, officers and their families shall refrain from undertaking personal business transactions with the same individual with whom business is conducted on behalf of the District. Officers and employees shall, at all times, comply with the State of Oregon Government Standards and Practices code of ethics set forth in ORS Chapter 244.

### **3. Responsibility**

The District's Board delegates, through the Superintendent to the chief financial officer (CFO), the responsibility for implementing this policy.

Day-to-day administration of this investment policy shall be managed by the CFO and delegated to his / her designee. The CFO or designee, hereinafter referred to as Investment Officer, shall act in accordance with established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures should include references to: safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements and collateral/depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the Investment Officer. The Investment Officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate activities of subordinate officials.

## **IV. Safekeeping and Custody**

### **1. Authorized Financial Dealers and Institutions**

A list will be maintained of approved financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security brokers / dealers selected by creditworthiness and other factors considered relevant by the District. These may include "primary" dealers or regional dealers that qualify under the Securities and Exchange Commission (SEC) rule 15d3-1 (uniform net capital rule). Qualified dealers and brokers will be required to maintain an office in the states of Oregon or Washington. The District will limit all security purchases to institutions on these approved lists. All financial institutions and broker / dealers who wish to qualify for District investment transactions must supply the following, as appropriate:

- Audited financial statements.
- Proof of Financial Industry Regulatory Authority (FINRA) certification.
- Proof of state registration.
- Certification of having read and understood the District's investment policy.
- Certification of agreement to comply with the District's investment policy.

The Investment Officer will conduct an annual review of the financial condition and registration of qualified financial institutions and broker / dealers.

## **V. Internal Controls**

The Investment Officer is responsible for establishing and maintaining an adequate internal control structure designed to reasonably protect the assets of the District from loss, theft or misuse.



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The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits requires estimates and judgments by management.

Accordingly, the Investment Officer shall establish a process for an annual independent review by an external auditor to assure compliance with policies and procedures. The internal controls shall address the following points:

**1. Accounting Method**

The District shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. These accounting principles are contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

**2. Delivery and Safekeeping**

The purchase and sale of securities, repurchase agreements and guaranteed investment contract transactions shall be settled on a delivery-versus-payment basis (DVP) in accordance with ORS 294.145(4), ORS 294.145(5) and GFOA recommended practices. It is the District's intent that all purchased securities shall be delivered to the District's third-party custodian in the account name of the District. Sufficient evidence to title shall be consistent with modern investment and commercial practices.

**3. Collateralization**

All bank deposits, time deposits, certificates of deposit, and savings accounts shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreements be limited in maturity to three years and priced according to the written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board. On March 12, 1996, the OSTF Board adopted the following margins:

- US Treasuries: 102%.
- US Agency discount and coupon securities: 102%.
- Mortgage-backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

Prior to entering into any repurchase agreement, a signed Master Repurchase Agreement must be in place between the District and the securities dealer. At a minimum, the District will monitor the collateral requirements weekly for guaranteed investment contracts.

**4. Pooling of Funds**

Except for cash in certain restricted and special funds, the District will consolidate cash balances from all funds to maximize investment earnings. Investment income will be

	<b>BOARD POLICY CASH MANAGEMENT</b>	<b>8.20.010-P</b>
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allocated to the various funds based on their respective participation and in accordance with GAAP.

## **VI. Suitable and Authorized Investments**

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.046, ORS 294.052, ORS 294.805 and 294.810:

1. US. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government.
2. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions.
3. Time deposit open accounts, certificates of deposit, share accounts and savings accounts.
4. Banker's acceptances.
5. Corporate indebtedness.
6. Repurchase Agreements.
7. Oregon Short-term Fund, also known as Local Government Investment Pool ("LGIP").
8. The District may invest up to 100% of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.
9. Demand checking accounts are excluded from this policy scope.

## **VII. Investment Parameters**

### **1. Diversification**

Investments shall be diversified by:

- Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- Investing in securities that have high credit quality;
- Limiting investments in securities with high interest-rate risk, such as variable-rate securities;
- Investing in securities with varying maturities; and
- Continuously investing a portion of the portfolio in readily-available funds such as the Oregon Short-Term Fund (or LGIP).

### **2. Maximum Maturities and Percentage of Investments by Type**

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types, and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the District's bond sales. All bond fund reserves will be considered to

**BOARD POLICY  
CASH MANAGEMENT**

**8.20.010-P**

be capital project funds. With Board approval, the District may designate other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

Security	Maximum % Of Total Portfolio	Maximum Maturity
US Treasury Bills, Notes and Bonds, and Obligations secured by the US Treasury	100%	18 months for operating funds; 5 years for capital project funds
US Government Agencies and Instrumentalities, including Government-Sponsored Enterprises	100%	18 months for operating funds; 5 years for capital project funds
State and Local Government Securities	30%	18 months for operating funds; 5 years for capital project funds
Time Certificates of Deposit	50%	18 months
Repurchase Agreements	25%	30 days
Bankers Acceptances	25%	6 months
Corporate Indebtedness (commercial paper and bonds)	35%	18 months
OSTF – Local Government Investment Pool	Pool Limit	Pool Maximum

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- There shall be a limit of 50% of the portfolio held in securities issued by any single US government agency.
- Time certificates of deposit and bankers acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10% for overall holdings in one institution.

**BOARD POLICY  
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In addition to this policy, ORS 294.035 limits investments in corporate indebtedness to 35% of the total investment portfolio, with no more than 5% of total funds invested in a single corporate entity and its affiliates or subsidiaries.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio; however, consideration should be given to this matter when future purchases are made.

**3. Liquidity of Funds**

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as OSTF or overnight repurchase agreements, or held in bank balances to ensure sufficient liquidity to meet ongoing obligations.

Maturity limitations will depend upon whether the funds being invested are considered short- or long-term funds. Surplus funds will be considered operating funds, except those reserved for capital projects. Except for special situations, as directed by the Investment Officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10%
Under 90 days	25%
Under 365 days	75%
Under 18 months	100%

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. However, subsequent investments must not be made to longer maturity dates until the limits will be met.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the parameters of this policy, the applicable bond covenants or applicable tax laws, whichever are most restrictive.

This investment policy was submitted to and approved by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).

#### **4. Credit Ratings**

Minimum credit rating levels for permissible investments are set out in ORS 294.035. The District will only recognize ratings of Moody's, S&P, and Fitch of the available Nationally-Recognized Statistical Rating Organizations (NRSROs). These credit rating levels apply to the security at the transaction settlement date. If a security's credit rating is subsequently

downgraded below the minimum rating level for a new investment of that security, the Investment Officer shall evaluate, on a case-by-case basis, in order to determine if the security should be held or sold. The Investment Officer shall notify the CFO or his/her designee about the credit rating downgrade and whether the decision was made to sell or hold the security.

#### **5. Securities Lending and Reverse Repurchase Agreements**

The District shall not lend securities nor directly participate in a securities lending or reverse repurchase program.

#### **6. Bids and Offers**

Before any security purchase or sale is initiated, the Investment Officer shall determine the appropriateness of seeking competitive bids or offers. Information about current market interest rate levels can be obtained from various sources, including investment dealers, financial websites and publications, and other sources. Factors to consider include where the securities are held, the size of the transaction, and the term to maturity.

In the event competitive bids or offers are not considered, the decision not to do so shall be documented. When required by applicable tax laws or bond covenants, competitive bids and offers shall be sought for security purchases and sales of bond funds.

### **VIII. Reporting**

#### **1. Methods**

The Investment Officer shall prepare a quarterly report, including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last period. This management summary will be prepared in a manner which will allow the District to ascertain whether investment activities during the reporting period have conformed to this policy. The report shall be provided to the Board at least annually in accordance with ORS 294.155 and more frequently as the Board requests. The report will include the following:

- List of transactions occurring during the reporting period.
- List of individual securities held at the end of the reporting period.
- Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s).
- List of investments by maturity date (or call date, as appropriate).
- Percentage of the total portfolio that each type of investment represents along with the percentages authorized in this policy.

	<b>BOARD POLICY CASH MANAGEMENT</b>	<b>8.20.010-P</b>
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- Performance relative to benchmark(s).

## **2. Performance Standards**

The investment portfolio will be managed in accordance with the parameters specified within this policy. The performance of the District's portfolio shall be measured against the performance of the Oregon Short-Term Fund, 90-day agencies, and 90-day treasuries. The average monthly net yield of the District's portfolio shall be used for such comparison or evaluation. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in the interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.

## **3. Mark to Market**

The market value of the portfolio shall be calculated, and a statement of the market value of the portfolio issued, at least monthly. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed consistent with the GFOA Recommended Practice on "Mark to Market Practices for State and Local Government Investment Portfolios and Investment Pools". This "Mark to Market" analysis is provided by the District's third-party investment custodial safekeeping agent.

## **IX. Administration of Cash Management Program**

### **1. Objectives.**

The District's objectives are to comply both with the letter and the spirit of Board policy in a manner that permits efficient use of District resources and effective management control.

### **2. Deposits.**

All District monies from all sources, however small in amount, are to be deposited daily into the designated bank account.

Arrangements shall be made to have large amounts of money, such as bond settlements and recurring receipts, received via wire / ACH transfers.

### **3. Payments.**

All payments shall be made when approved and due, but not before they are due. Cash discounts will be analyzed to determine the cost/benefit of payment terms in relation to investment opportunities. No payments of any kind will be made from un-deposited cash.

### **4. Commitments.**

Purchase commitments shall be made so that the time between receipt of items and services and the need for these items and services is minimized and monies are therefore not prematurely removed from investment availability.

### **5. Cash Flow.**

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A cash flow projection is to be prepared at the start of each fiscal year, indicating planned cash receipts and disbursements by month. This projection shall be approved by the CFO.

**6. Daily Cash Control.**

The District's staff is to account for cash balances daily, by financial institution.

**X. Administration of Cash Management Program**

Banking services will be engaged by the District based on considerations of availability of required services, cost of those services, and any applicable legal requirements. Banking services will be engaged based on an open bidding process conducted at least once every ten (10) years and reviewed annually for continuing validity. The District will use one bank as its primary depository institution. The District may use different banks or financial institutions for investment purposes than those used for depository purposes.

**XI. District Bank Account Administration**

The CFO is the only officer with authority to direct a bank to open or close an account.

All District bank accounts will have at least two authorized signers at all times. Student Body Accounts will require two original physical signatures on all checks, while disbursements from the District's primary accounts (Accounts Payable, Payroll, Risk Management) may be issued with electronic signature (ORS 294.129).

**XII. Policy Adoption and Re-Adoption**

This investment policy shall be reviewed on an annual basis by the Investment Officer, who shall submit the policy and proposed revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Portland Public Schools Board of Education, which will review and approve the investment policy, and any revisions, annually.

END OF POLICY

Legal References:

ORS Chapters 244, 294 and 295



# BOARD POLICY

## CASH MANAGEMENT

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### I. Scope and Pooling of Funds

This cash management policy applies to all cash activities and funds under the control of Multnomah County School District No. 1J (“the District”). This policy applies to the investment of operating funds, capital funds including bond proceeds, and bond reserve funds held by Portland Public Schools. This policy excludes petty cash activities.

The average size of the District’s investment portfolio approximates \$~~200~~125~~325~~175,000,000, with an approximate seasonal high and low of \$~~200~~125~~325~~175,000,000 and \$30,000,000 respectively. Average ranges do not include proceeds of General Long-Term Obligation Bonds, notes etc., if any.

### II. General Objectives

It is the District’s policy to invest public funds not required for immediate expenditure in a manner which will provide safety of principal, maintenance of a liquid position, and the maximum return on cash invested while meeting daily cash flow demands and conforming to Oregon Revised Statutes (ORS).

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield, with each objective discussed below.

#### 1. **Safety**

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The object will be to mitigate both credit and interest rate risks.

##### (a) **Credit Risk**

The District will minimize the risk of loss due to the financial failure of the security issuer or backer, by:

- Concentrating its investments in the safest types of securities.
- Pre-qualifying the financial institutions, brokers/dealers, intermediaries, and advisers with which the District will do business.
- Diversifying the investment portfolio to minimize potential losses.
- Actively monitoring the investment portfolio holdings for changes in credit ratings and economic / market conditions.





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## CASH MANAGEMENT

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### (b) Interest Rate Risk

The District will minimize the risk of market value decline by:

- Structuring the investment portfolio so that maturing securities meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
- Investing operating funds primarily in shorter-term securities or short-term investment pools.

### 2. Liquidity

The investment portfolio shall be kept sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Since all possible cash demands cannot be anticipated, the portfolio shall consist of securities with active secondary or resale markets (dynamic liquidity). A portion of the portfolio may be placed in the Oregon Short-Term Fund, or similar investment offering next-day liquidity.

### 3. Yield

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. High returns on investments are of secondary importance compared to the safety and liquidity objectives described above. The majority of the portfolio is limited to highly-rated / low-risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity, unless:

- A security with a declining credit rating may be sold early to prevent or minimize loss of principal.
- An unanticipated cash demand requires that the security be sold.
- A security swap would improve the quality, yield, or target duration of the portfolio.
  - Security swaps will be made only with specific approval of the CFO or, if absent, the CFO's designee.



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### III. Standards of Care

#### 1. Prudence

The standard of prudence to be used by investment officials shall be the “prudent person” standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy, and exercising due diligence, shall be relieved of personal responsibility.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probably income to be derived.

#### 2. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or that could impair their ability to disclose any material interest in financial institutions that conduct business with the District. They shall further disclose any personal / financial / investment positions that could be related to the performance of the investment portfolio.

Employees, officers and their families shall refrain from undertaking personal business transactions with the same individual with whom business is conducted on behalf of the District. Officers and employees shall, at all times, comply with the State of Oregon Government Standards and Practices code of ethics set forth in ORS Chapter 244.

#### 3. Responsibility

The District’s Board delegates, through the Superintendent to the chief financial officer (CFO), the responsibility for implementing this policy.

Day-to-day administration of this investment policy shall be managed by the CFO and delegated to his / her designee. The CFO or designee, hereinafter referred to as Investment Officer, shall act in accordance with established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures should include references to: safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements and collateral/depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures



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## CASH MANAGEMENT

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established by the Investment Officer. The Investment Officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate activities of subordinate officials.

#### IV. Safekeeping and Custody

##### 1. Authorized Financial Dealers and Institutions

A list will be maintained of approved financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security brokers / dealers selected by creditworthiness and other factors considered relevant by the District. These may include “primary” dealers or regional dealers that qualify under the Securities and Exchange Commission (SEC) rule 15d3-1 (uniform net capital rule). Qualified dealers and brokers will be required to maintain an office in the states of Oregon or Washington. The District will limit all security purchases to institutions on these approved lists. All financial institutions and broker / dealers who wish to qualify for District investment transactions must supply the following, as appropriate:

- Audited financial statements.
- Proof of Financial Industry Regulatory Authority (FINRA) certification.
- Proof of state registration.
- Certification of having read and understood the District’s investment policy.
- Certification of agreement to comply with the District’s investment policy.

The Investment Officer will conduct an annual review of the financial condition and registration of qualified financial institutions and broker / dealers.

#### V. Internal Controls

The Investment Officer is responsible for establishing and maintaining an adequate internal control structure designed to reasonably protect the assets of the District from loss, theft or misuse. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits requires estimates and judgments by management.

Accordingly, the Investment Officer shall establish a process for an annual independent review by an external auditor to assure compliance with policies and procedures. The internal controls shall address the following points:



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### 1. Accounting Method

The District shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. These accounting principles are contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

### 2. Delivery and Safekeeping

The purchase and sale of securities, repurchase agreements and guaranteed investment contract transactions shall be settled on a delivery-versus-payment basis (DVP) in accordance with ORS 294.145(4), ORS 294.145(5) and GFOA recommended practices. It is the District's intent that all purchased securities shall be delivered to the District's third-party custodian in the account name of the District. Sufficient evidence to title shall be consistent with modern investment and commercial practices.

### 3. Collateralization

All bank deposits, time deposits, certificates of deposit, and savings accounts shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreements be limited in maturity to three years and priced according to the written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board. On March 12, 1996, the OSTF Board adopted the following margins:

- US Treasuries: 102%.
- US Agency discount and coupon securities: 102%.
- Mortgage-backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

Prior to entering into any repurchase agreement, a signed Master Repurchase Agreement must be in place between the District and the securities dealer. At a minimum, the District will monitor the collateral requirements weekly for guaranteed investment contracts.



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#### **4. Pooling of Funds**

Except for cash in certain restricted and special funds, the District will consolidate cash balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds based on their respective participation and in accordance with GAAP.

### **VI. Suitable and Authorized Investments**

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.046, ORS 294.052, ORS 294.805 and 294.810:

- US. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government
- Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions
- Time deposit open accounts, certificates of deposit, share accounts, and savings accounts
- Banker's acceptances
- Corporate indebtedness
- Repurchase Agreements
- Oregon Short-term Fund, also known as Local Government Investment Pool (LGIP)
- The District may invest up to 100% of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.
- Demand checking accounts are excluded from this policy scope.

### **VII. Investment Parameters**

#### **1. Diversification**

Investments shall be diversified by:

- Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- Investing in securities that have high credit quality;
- Limiting investments in securities with high interest-rate risk, such as variable-rate securities;
- Investing in securities with varying maturities; and
- Continuously investing a portion of the portfolio in readily-available funds such as the Oregon Short-Term Fund (or LGIP).



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#### 2. Maximum Maturities and Percentage of Investments by Type

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types, and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the District’s bond sales. All bond fund reserves will be considered to be capital project funds. With Board approval, the District may designate other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

~~Per subsection 4 of this section, Credit Ratings, minimum ratings are required on certain investments pursuant to ORS 294.035.~~

Security	Maximum % of Total Portfolio	Maximum Maturity
US Treasury Bills, Notes and Bonds, and Obligations secured by the US Treasury	100%	18 months for operating funds; 5 years for capital project funds
US Government Agencies and Instrumentalities, including Government-Sponsored Enterprises	100%	18 months for operating funds; 5 years for capital project funds
State and Local Government Securities	30%	18 months for operating funds; 5 years for capital project funds
Time Certificates of Deposit	50%	18 months
Repurchase Agreements	25%	30 days
Bankers Acceptances	25%	6 months
Corporate Indebtedness (commercial paper and bonds)	35%	18 months
OSTF – Local Government Investment Pool	Pool Limit	Pool Maximum



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In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- There shall be a limit of 50% of the portfolio held in securities issued by any single US government agency.
- Time certificates of deposit and bankers acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10% for overall holdings in one institution.

In addition to this policy, ORS 294.035 limits investments in corporate indebtedness to 35% of the total investment portfolio, with no more than 5% of total funds invested in a single corporate entity and its affiliates or subsidiaries.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio; however, consideration should be given to this matter when future purchases are made.

### **3. Liquidity of Funds**

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as OSTF or overnight repurchase agreements, or held in bank balances to ensure sufficient liquidity to meet ongoing obligations.

Maturity limitations will depend upon whether the funds being invested are considered short- or long-term funds. Surplus funds will be considered operating funds, except those reserved for capital projects. Except for special situations, as directed by the Investment Officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs.



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In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10%
Under 90 days	25%
Under 365 days	75%
Under 18 months	100%

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. However, subsequent investments must not be made to longer maturity dates until the limits will be met.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the parameters of this policy, the applicable bond covenants or applicable tax laws, whichever are most restrictive.

This investment policy was submitted to and approved by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).

#### 4. Credit Ratings

Minimum credit rating levels for permissible investments are set out in ORS 294.035. The District will only recognize ratings of Moody's, S&P, and Fitch of the available Nationally-Recognized Statistical Rating Organizations (NRSROs). These credit rating levels apply to the security at the transaction settlement date.

If a security's credit rating is subsequently downgraded below the minimum rating level for a new investment of that security, the Investment Officer shall evaluate, on a case-by-case basis, in order to determine if the security should be held or sold. The Investment Officer shall notify the CFO or his/her designee about the credit rating downgrade and whether the decision was made to sell or hold the security.





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### 5. Securities Lending and Reverse Repurchase Agreements

The District shall not lend securities nor directly participate in a securities lending or reverse repurchase program.

### 6. Bids and Offers

Before any security purchase or sale is initiated, the Investment Officer shall determine the appropriateness of seeking competitive bids or offers. Information about current market interest rate levels can be obtained from various sources, including investment dealers, financial websites and publications, and other sources. Factors to consider include where the securities are held, the size of the transaction, and the term to maturity.

In the event competitive bids or offers are not considered, the decision not to do so shall be documented. When required by applicable tax laws or bond covenants, competitive bids and offers shall be sought for security purchases and sales of bond funds.

## VIII. Reporting

### 1. Methods

The Investment Officer shall prepare a quarterly report, including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last period. This management summary will be prepared in a manner which will allow the District to ascertain whether investment activities during the reporting period have conformed to this policy. The report shall be provided to the Board at least annually in accordance with ORS 294.155 and more frequently as the Board requests. The report will include the following:

- List of transactions occurring during the reporting period.
- List of individual securities held at the end of the reporting period.
- Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s).
- List of investments by maturity date (or call date, as appropriate).
- Percentage of the total portfolio that each type of investment represents along with the percentages authorized in this policy.
- Performance relative to benchmark(s).



# **BOARD POLICY**

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### **2. Performance Standards**

The investment portfolio will be managed in accordance with the parameters specified within this policy. The performance of the District's portfolio shall be measured against the performance of the Oregon Short-Term Fund, 90-day agencies, and 90-day treasuries. The average monthly net yield of the District's portfolio shall be used for such comparison or evaluation. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in the interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.

### **3. Mark to Market**

The market value of the portfolio shall be calculated, and a statement of the market value of the portfolio issued, at least monthly. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed consistent with the GFOA Recommended Practice on "Mark to Market Practices for State and Local Government Investment Portfolios and Investment Pools". This "Mark to Market" analysis is provided by the District's third-party investment custodial safekeeping agent.

## **IX. Administration of Cash Management Program**

### **1. Objectives.**

The District's objectives are to comply both with the letter and the spirit of Board policy in a manner that permits efficient use of District resources and effective management control.

### **2. Deposits.**

All District monies from all sources, however small in amount, are to be deposited daily into the designated bank account.

Arrangements shall be made to have large amounts of money, such as bond settlements and recurring receipts, received via wire / ACH transfers.



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### **3. Payments.**

All payments shall be made when approved and due, but not before they are due. Cash discounts will be analyzed to determine the cost/benefit of payment terms in relation to investment opportunities. No payments of any kind will be made from un-deposited cash.

### **4. Commitments.**

Purchase commitments shall be made so that the time between receipt of items and services and the need for these items and services is minimized and monies are therefore not prematurely removed from investment availability.

### **5. Cash Flow.**

A cash flow projection is to be prepared at the start of each fiscal year, indicating planned cash receipts and disbursements by month. This projection shall be approved by the CFO.

### **6. Daily Cash Control.**

The District's staff is to account for cash balances daily, by financial institution.

## **X. Administration of Cash Management Program**

Banking services will be engaged by the District based on considerations of availability of required services, cost of those services, and any applicable legal requirements. Banking services will be engaged based on an open bidding process conducted at least once every ten (10) years and reviewed annually for continuing validity. The District will use one bank as its primary depository institution. The District may use different banks or financial institutions for investment purposes than those used for depository purposes.

## **XI. District Bank Account Administration**

The CFO is the only officer with authority to direct a bank to open or close an account.

All District bank accounts will have at least two authorized signers at all times. Student Body Accounts will require two original physical signatures on all checks, while disbursements from the District's primary accounts (Accounts Payable, Payroll, Risk Management) may be issued with electronic signature (ORS 294.129).



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### XII. Policy Adoption and Re-Adoption

This investment policy shall be reviewed on an annual basis by the Investment Officer, who shall submit the policy and proposed revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Portland Public Schools Board of Education, which will review and approve the investment policy, and any revisions, annually.

END OF POLICY

History:

Amended 01/12/2016

Adopted ~~11/29/2016~~???

Legal References:

ORS Chapters 244, 294 and 295

# Portland Public School District 1<sup>st</sup> Reading

DATE: February 27, 2018

## Public Comment for: DIPLOMA REQUIREMENTS (VETERANS) POLICY 4.20.042-P

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The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

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**1<sup>st</sup> Reading by: Julia Brim-Edwards, Chair**, Portland Public School Board  
**Summary:** Revised Policy: Diploma Requirements

**Draft Policy Web Site:** <http://www.pps.net/Page/1807>  
(click on blue "draft policy" box)

**Recommended for 1st Reading by:** Board of Education

**Policy Contact:** Rosanne Powell, Board Office Manager

**Last Date for Comment:** March 20, 2018

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**Last Date for Comment: March 20, 2018**



# Board of Education

## Staff Report to the Board

**Board Meeting Date:**

**Executive Committee Lead:** Liz Large

**Department:** General Counsel Office

**Presenter/Staff Lead:** Liz Large

**SUBJECT: Amendment to the Diploma Requirements for Veterans**

**BACKGROUND:** The 2017 Oregon Legislature made some changes to ORS 332.114 relating to high school diplomas for veterans. Those changes are reflected in the amended policy.

### RELATED POLICIES / BOARD GOALS AND PRIORITIES

All language in the policy was reviewed for compliance, and reflects current practice.

**PROCESS / COMMUNITY ENGAGEMENT:** Director of Student Success Programs, Elisa Schorr, Interim Senior Director of College and Career Readiness and Senior Legal Counsel Mary Kane participated in identifying the amendments needed for our current policy.

**ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN:** These amendments align with our Equity Policy Implementation Plan.

**BUDGET / RESOURCE IMPLICATIONS:** No fiscal impact study was done. We don't believe there are budget implications with these changes.

**NEXT STEPS / TIMELINE / COMMUNICATION PLAN:** Once the Policy is adopted, we will alert administrators of the changes.

### QUESTIONS FOR BOARD DISCUSSION

**ATTACHMENTS:** House Bill 2220; Redline version of existing policy; Amended policy.

Reviewed and Approved by  
Executive Committee Lead

**Enrolled**  
**House Bill 2220**

Sponsored by Representatives WHISNANT, LIVELY, ESQUIVEL; Representatives JOHNSON, NEARMAN, OLSON, WILSON, Senator KNOPP (Presession filed.)

CHAPTER .....

AN ACT

Relating to high school diplomas for veterans; amending ORS 332.114.

**Be It Enacted by the People of the State of Oregon:**

**SECTION 1.** ORS 332.114 is amended to read:

332.114. (1) A person who meets the requirements under subsection (3) of this section may request a school district to issue the person a high school diploma if the person resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district.

(2) A representative of a deceased person who meets the requirements under subsection (3) of this section may request a school district to issue a high school diploma on behalf of the deceased person if the deceased person resided within the boundaries of the school district at the time of death or was a resident of this state at the time of death and attended a high school of the school district.

(3) Notwithstanding the requirements for a high school diploma established under ORS 329.451 and by the State Board of Education and school districts, a school district that receives a request under subsection (1) or (2) of this section shall issue a high school diploma to a person if the person:

(a) Attended a high school before serving in the Armed Forces of the United States;

[(b) Did not graduate from a high school because the person was serving in the Armed Forces of the United States;]

[(c)] (b) Was discharged or released under honorable conditions from the Armed Forces of the United States; and

[(d)] (c) Served in the Armed Forces of the United States as described in subsection (4) of this section. [; and]

[(e)(A) Has received a General Educational Development (GED) certificate;]

[(B) Has received a post-secondary degree from a community college, public university listed in ORS 352.002 or other generally accredited institution of higher education; or]

[(C) Has received a minimum score on the Armed Services Vocational Aptitude Battery (ASVAB), as established by the Oregon Military Department.]

(4) The provisions of subsection (3) of this section apply to a person who:

(a) Served in the Armed Forces of the United States at any time during:

(A) World War I;

(B) World War II;

(C) The Korean Conflict; or

(D) The Vietnam War;

- (b) Served in the Armed Forces of the United States and was physically present in:
  - (A) Operation Urgent Fury (Grenada);
  - (B) Operation Just Cause (Panama);
  - (C) Operation Desert Shield/Desert Storm (the Persian Gulf War);
  - (D) Operation Restore Hope (Somalia);
  - (E) Operation Enduring Freedom (Afghanistan); or
  - (F) Operation Iraqi Freedom (Iraq); or
- (c) Served in the Armed Forces of the United States in an area designated as a combat zone by the President of the United States.

**SECTION 2.** If House Bill 2314 becomes law, section 1 of this 2017 Act (amending ORS 332.114) is repealed and ORS 332.114, as amended by section 15, chapter \_\_, Oregon Laws 2017 (Enrolled House Bill 2314), is amended to read:

332.114. (1) A person who meets the requirements under subsection (3) of this section may request a school district to issue the person a high school diploma if the person resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district.

(2) A representative of a deceased person who meets the requirements under subsection (3) of this section may request a school district to issue a high school diploma on behalf of the deceased person if the deceased person resided within the boundaries of the school district at the time of death or was a resident of this state at the time of death and attended a high school of the school district.

(3) Notwithstanding the requirements for a high school diploma established under ORS 329.451 and by the State Board of Education and school districts, a school district that receives a request under subsection (1) or (2) of this section shall issue a high school diploma to a person if the person:

- (a) Attended a high school before serving in the Armed Forces of the United States;
- [(b) Did not graduate from a high school because the person was serving in the Armed Forces of the United States;]*
- [(c)] (b)* Was discharged or released under honorable conditions from the Armed Forces of the United States; and
- [(d)] (c)* Served in the Armed Forces of the United States as described in subsection (4) of this section. *;* and
- [(e)(A) Has received a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test;]*
- [(B) Has received a post-secondary degree from a community college, public university listed in ORS 352.002 or other generally accredited institution of higher education; or]*
- [(C) Has received a minimum score on the Armed Services Vocational Aptitude Battery (ASVAB), as established by the Oregon Military Department.]*

- (4) The provisions of subsection (3) of this section apply to a person who:
- (a) Served in the Armed Forces of the United States at any time during:
    - (A) World War I;
    - (B) World War II;
    - (C) The Korean Conflict; or
    - (D) The Vietnam War;
  - (b) Served in the Armed Forces of the United States and was physically present in:
    - (A) Operation Urgent Fury (Grenada);
    - (B) Operation Just Cause (Panama);
    - (C) Operation Desert Shield/Desert Storm (the Persian Gulf War);
    - (D) Operation Restore Hope (Somalia);
    - (E) Operation Enduring Freedom (Afghanistan); or
    - (F) Operation Iraqi Freedom (Iraq); or
  - (c) Served in the Armed Forces of the United States in an area designated as a combat zone by the President of the United States.



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Passed by House March 1, 2017

Repassed by House May 18, 2017

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Timothy G. Sekerak, Chief Clerk of House

.....  
Tina Kotek, Speaker of House

Passed by Senate May 16, 2017

.....  
Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2017

Approved:

.....M.,....., 2017

.....  
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2017

.....  
Dennis Richardson, Secretary of State



**BOARD POLICY**  
**Diploma Requirements**

**4.20.042-P**

**Policy 4.20.042-P Diploma Requirements**

Diploma requirements are a significant indicator of the high expectations Portland Public Schools holds for every student. A student graduating from a Portland Public School District high school shall have completed all state requirements as well as all district requirements specified here. The Board will establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, and alternative certificate which meet or exceed state requirements.

**I. High School Diploma Requirements**

A. To earn a high school diploma from Portland Public Schools, the following credits and proficiencies are required.

**B. Class of 2010**

<b>Subject</b>	<b>Credits</b>
English	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	8
<b>Total Credits</b>	<b>24</b>



## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

1. In addition to the above credit requirements, students must:
  - (a) Develop a Personal Education Plan,
  - (b) Demonstrate Career Related Learning Standards,
  - (c) Participate in Career Related Learning Experiences,
  - (d) Complete an Extended Application.

#### C. Class of 2011

Subject	Credits
English	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2
Career and Technical Education, the Arts, or a third World Language credit	1
Electives	6
<b>Total Credits</b>	<b>24</b>



## BOARD POLICY

**4.20.042-P**

### Diploma Requirements

1. In addition to the above credit requirements, students must:
  - a) Develop a Personal Education Plan,
  - b) Demonstrate Career Related Learning Standards,
  - c) Participate in Career Related Learning Experiences,
  - d) Complete an Extended Application
2. Effective July 1, 2010, each student must meet the requirements for the year in which the student receives the diploma.

#### D. Class of 2012 and Beyond

Subject	Credits
English	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	1
Electives	6
<b>Total Credits</b>	<b>24</b>



## BOARD POLICY

**4.20.042-P**

### **Diploma Requirements**

1. In addition to the above credit requirements, students must:
  - a. Develop a Personal Education Plan,
  - b. Demonstrate Career Related Learning Standards,
  - c. Participate in Career Related Learning Experiences,
  - d. Complete an Extended Application.
2. If they were enrolled in grade 9 during the 2008-09 school year or after, students must demonstrate proficiency in the Essential Skills using assessment options that are approved by the State Board of Education. Requirements and procedures for assessment options will be specified in an accompanying Administrative Directive approved by the Superintendent.
- E. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.
- F. Proficiency credit will be awarded in accordance with State law and district guidelines.

#### **II. Modified Diploma Requirements**

- A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the Portland Public Schools' Board of Education for a diploma while receiving reasonable modifications and accommodations.
- B. To be eligible for a modified diploma a student must:
  1. Have a documented history of an inability to maintain grade level achievements due to significant learning and instruction barriers;  
or
  2. Have a documented history of a medical condition that creates a barrier to achievement.
  3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:



## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

Subject	Credits
English	3
Mathematics	2
Science	2
Social Studies	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
<b>Credits</b>	<b>24</b>

4. In addition to the above credit requirements, students must:
    - a. Develop a Personal Education Plan,
    - b. Demonstrate Career Related Learning Standards,
    - c. Participate in Career Related Learning Experiences,
    - d. Complete an Extended Application
  5. If students were enrolled in grade 9 during the 2008-09 school year or after, students must demonstrate proficiency in the Essential Skills using assessment options that are approved by the State Board of Education. Requirements and procedures for assessment options will be specified in an accompanying Administrative Directive approved by the Superintendent.
- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.



## BOARD POLICY

**4.20.042-P**

### **Diploma Requirements**

- D. Proficiency credit may be awarded in accordance with State law and district guidelines.
- E. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.
- F. Students who entered high school prior to July 1, 2007 will meet the requirements that were in place at the time of enrollment.

### **III. Extended Diploma Requirements**

- A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.
- B. To be eligible for an extended diploma a student must:
  - 1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
  - 2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.
  - 3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
  - 4. Have a documented medical condition that creates a barrier to achievement.



## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

5. Earn the following 12 credits between grade nine through the completion of high school:

Subject	Credits
English	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
<b>Credits</b>	<b>12</b>

- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Students who entered high school prior to July 1, 2007 will meet the requirements that were in place at the time of enrollment.

#### IV. Alternative Certificate Requirements

- A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
- B. An alternative certificate will be awarded based on a student's needs and achievement.





## BOARD POLICY

**4.20.042-P**

### **Diploma Requirements**

- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

#### **V. Additional Information**

##### **A. Exceptions to PPS-specific Graduation Requirements**

1. The Superintendent shall grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the schools year, and
2. Students graduating in 2011 from in-district and district-contracted private alternative programs in Education Options will not be required to meet the PPS diploma requirement of two World Language credits. However, students graduating in 2012 and beyond from in-district and district-contracted private alternative programs in Education Options will need to meet all PPS diploma requirements.

- B. **Graduating in Less Than Four Years:** The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

- C. **Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless student is deemed ineligible due to discipline violations.

- D. **Issuance of Diplomas to Veterans:** As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.



BOARD POLICY  
**Diploma Requirements**

**4.20.042-P**

**Legal Reference(s):** ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10



## BOARD POLICY

# Diploma Requirements

**4.20.042-P**

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## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

1. In addition to the above credit requirements, students must:
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  - (b) Demonstrate Career Related Learning Standards,
  - (c) Participate in Career Related Learning Experiences,
  - (d) Complete an Extended Application.

#### C. Class of 2011

<b>Subject</b>	<b>Credits</b>
English	4
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Social Studies	3
Physical Education	1
Health Education	1
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Electives	6
<b>Total Credits</b>	<b>24</b>



## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

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  - d) Complete an Extended Application
2. Effective July 1, 2010, each student must meet the requirements for the year in which the student receives the diploma.

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## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

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  3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:



**BOARD POLICY**  
**Diploma Requirements**

**4.20.042-P**

<b>Subject</b>	<b>Credits</b>
English	3
Mathematics	2
Science	2
Social Studies	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
<b>Credits</b>	<b>24</b>

4. In addition to the above credit requirements, students must:
    - a. Develop a Personal Education Plan,
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  5. If students were enrolled in grade 9 during the 2008-09 school year or after, students must demonstrate proficiency in the Essential Skills using assessment options that are approved by the State Board of Education. Requirements and procedures for assessment options will be specified in an accompanying Administrative Directive approved by the Superintendent.
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## BOARD POLICY

**4.20.042-P**

### **Diploma Requirements**

- D. Proficiency credit may be awarded in accordance with State law and district guidelines.
- E. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.
- F. Students who entered high school prior to July 1, 2007 will meet the requirements that were in place at the time of enrollment.

### **III. Extended Diploma Requirements**

- A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.
- B. To be eligible for an extended diploma a student must:
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  - 2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.
  - 3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
  - 4. Have a documented medical condition that creates a barrier to achievement.





## BOARD POLICY

### Diploma Requirements

**4.20.042-P**

5. Earn the following 12 credits between grade nine through the completion of high school:

<b>Subject</b>	<b>Credits</b>
English	2
Mathematics	2
Science	2
Social Studies	3
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
<b>Credits</b>	<b>12</b>

- C. Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Students who entered high school prior to July 1, 2007 will meet the requirements that were in place at the time of enrollment.

#### **IV. Alternative Certificate Requirements**

- A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.
- B. An alternative certificate will be awarded based on a student's needs and achievement.



## BOARD POLICY

**4.20.042-P**

### **Diploma Requirements**

- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.

#### **V. Additional Information**

##### **A. Exceptions to PPS-specific Graduation Requirements**

1. The Superintendent shall grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the schools year, and
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- C. **Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless student is deemed ineligible due to discipline violations.

- D. **Issuance of Diplomas to Veterans:** As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the

Armed Services Vocational Aptitude Battery.

3. Resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district, and
4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

**Legal Reference(s):** ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)

History: Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18



BOARD POLICY

Diploma Requirements

4.20.042-P

~~Legal Reference(s): ORS 329.095, ORS 329.451, ORS 332.107, ORS 332.114, ORS 339.115, ORS 343.295, OAR 581-021-0071, OAR 581-022-0615, OAR 581-022-1130, OAR 581-022-1210, OAR 581-022-1350, HB 2061 (2009), HB 2507 (2009)~~

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040 P Graduation 5-23-2005 (BA3313); Amd. 2/10



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**Board Meeting Date:** February 27, 2018      **Executive Committee Lead:** Jerry Vincent

**Department:** Enrollment and Transfer      **Presenter/Staff Lead:** Judy Brennan

**SUBJECT: 2018 Open Enrollment Resolution**

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**BACKGROUND**

By March 1 of every year School Districts in Oregon must determine whether to participate in Open Enrollment, an option approved by the Oregon legislature in 2011 which allows districts to accept non-resident students without consent of the students' home districts. On February 13, 2018 the PPS Board of Directors discussed a draft plan to allow Open Enrollment transfers into four schools:

- Harriet Tubman Middle School and Jefferson Middle College for Advanced Studies, in order to support PPS's commitment to the Return to Albina initiative.
- Kelly Russian Immersion Program and Rose City Park Vietnamese Immersion Program, in order to strengthen cohort sizes and improve program stability.

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**BOARD COMMITTEE REVIEW (IF APPLICABLE)**

**N/A**

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**RELATED POLICIES / BOARD GOALS AND PRIORITIES**

Policy 4.10.040-P, Inter-District Transfers

Administrative Directive 4.10.090-AD, Inter-District Transfer Procedures

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**PROCESS / COMMUNITY ENGAGEMENT**

Non-resident families with students currently enrolled in/forecast to schools eligible for open enrollment will receive information via regular mail and e-mail. Schools will post information through newsletters. PTAs, advisory groups, after school programs, community partners and other family advocates will receive Open Enrollment information that they can pass on to the families they serve. The Portland Housing Bureau will be asked to share Open Enrollment information with families on the North/Northeast Housing Preference listserve.

Transfer applications will be available online and in paper at Open Enrollment schools and the Enrollment and Transfer Center.

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## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

Open Enrollment is intended to reduce barriers for racial historically underserved students:

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- Open Enrollment into Harriet Tubman Middle School and Jefferson Middle College will provide pathways to Albina area schools for children of families affected by gentrification and discriminatory housing practices in North and Northeast Portland.
  - Open Enrollment into Russian Immersion at Kelly and Vietnamese Immersion at Rose City Park will allow emerging bilingual students to access dual language programs in their native languages unavailable in their home districts.
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## **BUDGET / RESOURCE IMPLICATIONS**

State school funding follows students across district lines..

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## **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

Open Enrollment applications will be available beginning March 1, 2018.

Outreach to families and community partners will occur throughout the month of March.

Open Enrollment transfer decisions will be communicated to families and their home districts no later than May 1, 2018.

Principals and school staffing team members are aware of potential Open Enrollment transfer impacts. More information will be available as part of the staffing process.

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## **ATTACHMENTS**

Attachment 1: Draft resolution

Attachment 2: 2018 Open Enrollment staff report



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** February 7, 2018  
**To:** Members of the Board of Education  
**From:** Judy Brennan, Enrollment and Transfer Director  
**Subject:** 2018 Open Enrollment Options

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This Memorandum provides an update on the annual open enrollment process.

### **SUMMARY**

House Bill 3861 requires districts to declare by March 1 each year whether there will be open enrollment transfer seats at any schools for students from other districts. PPS has generally opted out of open enrollment, unless there are identified benefits to accepting non-resident students into specific schools or programs. For 2018, we propose offering open enrollment slots at four schools:

- Harriet Tubman Middle School and Jefferson Middle College for Advanced Studies, in order to support PPS's commitment to the Return to Albina initiative.
- Kelly Russian Immersion Program and Rose City Park Vietnamese Immersion Program, in order to strengthen cohort sizes and improve program stability.

The proposed schedule for PPS Board of Education actions is as follows:

- Overview and discussion of open enrollment and Return to Albina initiative (February 13)
- Enrollment and Forecasting Committee resolution review (TBD)
- Board of Education vote on open enrollment resolution (February 27)

### **OPEN ENROLLMENT BACKGROUND**

In June 2011, the Oregon Legislature approved House Bill 3681, offering a new "open enrollment" option for enrolling non-resident students without requiring permission from their home districts. Key features:

- Boards must announce by March 1 whether their district is participating in open enrollment.
- Participating districts accept applications from March 1-March 31, and must notify resident districts of results by May 1.
- Open enrollment applicants cannot be given priority over resident transfer applicants.

- A random lottery must be used to determine transfers if there are more applicants than designated spaces. Districts cannot deny admission or give priority based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, terms of an individualized education program, income level, proficiency in the English language or athletic ability.
- Approved students have the right to remain in their new district through 12<sup>th</sup> grade. Transfer cannot be revoked for any reason.

The law went into effect for the 2012-13 school year, and is scheduled to sunset in 2019. Since its introduction, 90-130 PPS students have been accepted annually by other districts through open enrollment, or approximately 660 students cumulatively.

During most years, PPS has not participated in open enrollment, as most schools and programs fill with PPS resident students and there is limited space for new non-resident transfers.

### **OPEN ENROLLMENT IN SUPPORT OF RETURN TO ALBINA INITIATIVE**

In July 2017 PPS Board of Education directors and staff began working with community partners to establish new pathways for children of families displaced from homes in north and northeast Portland to enroll in Albina neighborhood schools. The initiative is loosely based on the Portland Housing Bureau's North/Northeast Community Preference Strategy (see <https://www.portlandoregon.gov/phb/72705>).

Open Enrollment is one of several methods for transfers into Albina neighborhood schools (see attached). We propose 50 open enrollment slots at Harriet Tubman Middle School and 20 slots at Jefferson Middle College for Advanced Studies for the 2018-19 school year. We may expand the opportunity to nearby K-5 schools in future years. Community partners, including SEI, Albina Ministerial Alliance, Albina Head Start and the Portland Housing Bureau, will help communicate the opportunity to interested families during the month of March.

### **OPEN ENROLLMENT IN SUPPORT OF DUAL LANGUAGE IMMERSION PROGRAM SUSTAINABILITY**

Most Dual Language Immersion program fill with PPS resident students and maintain full cohorts throughout elementary and middle grades. Exceptions include the Vietnamese Immersion program—a growing program launched at Roseway Heights K-8 School in 2014—and the Russian Immersion program, started at Kelly School in 2007 when there was a larger population of Russian speaking families living within the PPS boundary. Interest remains very strong from families who live in other districts. Non-resident students make up about two-thirds of enrollment at Kelly Russian Immersion.

Both programs have had space to enroll students from other districts in past years. Non-resident students help to create stronger and more stable student cohorts, which supports the sustainability of the program. As Russian and Vietnamese Immersion programs are not available in nearby districts, these programs provide important opportunities for emerging bilingual students, as well. However, interested students are sometimes denied admission by their resident districts.



Both programs were designed to have two full sections per grade level, but attrition and access limitations for non-resident students have resulted in programs shrinking to a single section at some grade levels. Last year the Russian Immersion program design was changed to a single section at kindergarten, with nearly half of the students coming from other districts.

Open enrollment slots were available for Russian and Vietnamese Immersion programs in 2016. Results from that lottery are shown below:

**2016 PPS Open Enrollment Applicants and Results**

Grade	Russian Immersion			Vietnamese Immersion		
	Approved	Denied	Total Applicants	Approved	Denied	Total Applicants
<b>K</b>	20	7	27	6	0	6
<b>1</b>	5	5	10	1	0	1
<b>Total</b>	25	12	37	7	0	7

We propose up to 25 open enrollment slots at Kelly Russian Immersion and up to 20 slots at Rose City Park Vietnamese Immersion for the 2018-19 school year. Community partners and program advisory committees will provide outreach to interested families during the month of March.

For all participating schools, a maximum number of open enrollment slots will be announced March 1. Specific slots by grade level will be based on the final count of open enrollment requests and approved transfers of PPS students. The total number of transfer approvals may be lower than the posted maximum if there are more open enrollment applicants than space at some grade levels.

**CONCLUSION**

If approved, open enrollment will be a first step in creating new paths to Albina schools for students who have been displaced from that neighborhood due to gentrification and/or discriminatory housing practices. It will help ensure stronger cohorts at two dual language immersion programs, and reduce barriers to dual language instruction for emerging bilingual students who reside in other districts.

Following discussion of this topic on February 13, staff will draft a resolution for review by the Enrollment and Forecasting committee prior to a Board vote on February 27.

Cc: Guadalupe Guerrero, Jerry Vincent, Stephanie Soden, Yvonne Curtis, Luis Valentino, Jeanine Fukuda, Michael Bacon

attachment

# MESD Local Service Plan



2018-2019

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# MULTNOMAH EDUCATION SERVICE DISTRICT

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Phone: 503-255-1841

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Troutdale, OR 97060  
Phone: 503-262-4850

**Burlingame Creek School**

Kari Sanders-Principal  
876 NE 8th St.  
Gresham, OR 97030  
Phone: 503-262-4050

**Donald E. Long School**

Lindsey Maehlum-Vice-Principal  
1401 NE 68th St.  
Portland, OR 97213  
Phone: 503-988-5937

**Helensview School**

Dawn Joella-Jackson-Principal  
8678 NE Sumner St.  
Portland, OR 97220  
Phone: 503-262-4150

**Knott Creek School**

Kari Sanders-Principal  
11456 NE Knott Street  
Portland, OR 97220  
Phone: 971-229-9470

**Ocean Dunes High School**

Joy Koenig-Principal  
4859 S. Jetty Rd.  
Florence, OR 97439  
Phone: 541-791-5905

**Three lakes High School**

Joy Koenig-Principal  
4400 Lochner Rd. SE.  
Albany, OR 97322  
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**Wynne Watts-Kerr Center**

Patrick McArthur-Principal  
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**Wheatley School**

Erick Welsh-Principal  
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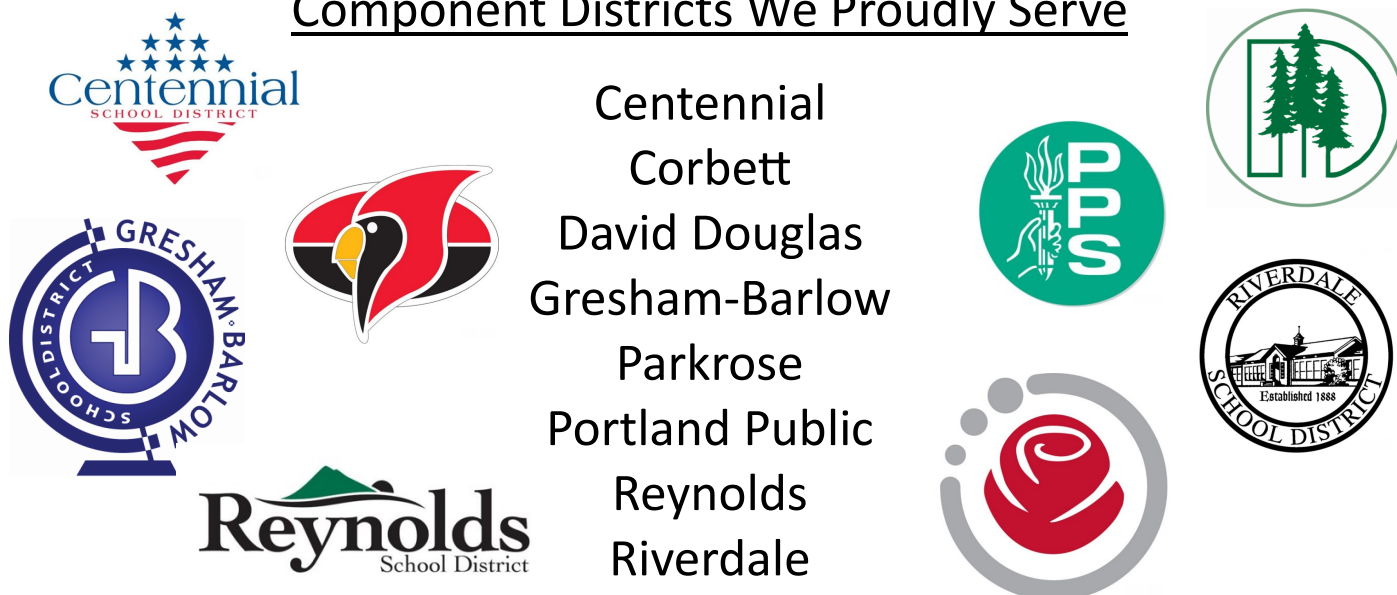
# Multnomah Education Service District

## 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

## 2018-2019 Local Service Plan (LSP) Timeline

September 2107	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2017	Present initial draft to Advisory groups, and gather feedback
November 2017	Present second draft LSP to Advisory groups and gather feedback
January 2018	Present final draft to Superintendents MESD Board approves LSP
February 2018	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2018	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2018	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2018	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 2017-2019 Biennium

	<b>2017-2018</b>	<b>2018-2019</b>	<b>Total</b>		
Legislative Appropriation <sup>1</sup>	\$ 4,100,000,000	\$ 4,100,000,000	\$ 8,200,000,000		
Less state-wide transfers/deductions ("carve-outs")	(51,661,465)	(51,661,465)	(103,322,930)		
State revenue for formula	4,048,338,535	4,048,338,535	8,096,677,070		
Plus local revenue for formula <sup>2</sup>	1,931,063,469	2,008,306,381	3,939,369,850		
Total revenue for formula	5,979,402,004	6,056,644,916	12,036,046,920		
ESD share at 4.5%	269,073,090	272,549,021	541,622,111		
Less ESD transfers/deductions ("carve-outs")	(9,115,059)	(9,115,059)	(18,230,118)		
<b>ESD State School Fund formula revenue for distribution</b>	<b>\$ 259,958,031</b>	<b>\$ 263,433,962</b>	<b>\$ 523,391,993</b>		
<b>Estimated MESD portion of ESD distribution</b>	<b>\$ 41,182,492</b>	<b>\$ 41,697,465</b>	<b>\$ 82,879,957</b>		
<b>MESD allocation to funds</b>					
Operating Fund (10%) for general operations	\$ 4,118,249	\$ 4,169,747	\$ 8,287,996		
Resolution Fund (90%) for Component Districts	\$ 37,064,243	\$ 37,527,718	\$ 74,591,961		
<b>MESD Allocation to Component Districts</b>	<b>ODE Extended ADMw*</b>	<b>Hold Harmless ADMw</b>	<b>% of Total</b>	<b>2017-18 Apportionment</b>	<b>2018-19 Apportionment</b>
Centennial	7,986.85	7,986.85	6.8%	\$ 2,525,245	\$ 2,556,822
Corbett (X1.61)	1,467.50	2,362.68	2.0%	747,020	756,361
David Douglas	13,607.70	13,607.70	11.6%	4,302,419	4,356,219
Gresham-Barlow	14,490.26	14,490.26	12.4%	4,581,462	4,638,752
Parkrose	4,245.93	4,245.93	3.6%	1,342,458	1,359,245
Portland Public	58,191.04	58,191.04	49.6%	18,398,570	18,628,638
Reynolds	15,232.95	15,232.95	13.0%	4,816,283	4,876,509
Riverdale (X1.61)	689.11	1,109.47	0.9%	350,786	355,173
<b>Total</b>	<b>115,911.34</b>	<b>117,226.87</b>		<b>\$ 37,064,243</b>	<b>\$ 37,527,718</b>
* ODE Extended ADMw from 3/3/2017 Estimates					

<sup>1</sup> The SSF estimate is based on the \$8.2B Legislative Approved Budget and assumes a 50/50 split over the biennium.

<sup>2</sup> This estimate uses 17/18 ODE SSF estimate dated 11/29/2017 for 17/18 and assumes a 4.0% increase in local revenues for 18/19.

## Instructional Services

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

**Assessment and Evaluation Program:** The A&E program provides educational and social skills to assist students in completing their High School Diploma while undergoing assessment. The students in this program are between the ages of 12 and 18. The program operates from the Multnomah County, Donald E. Long Juvenile Justice Facility.

**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.

**Curriculum Services:** MESD provides access to the Classroom Law Project, which brings law-related educational programs into Oregon schools.

**Donald E. Long School Program:** The Donald E. Long School Program, located at the Multnomah County Juvenile Justice Complex, provides educational program services to students currently detained by the legal system from Multnomah, Clackamas and Washington counties. This program provides educational services including credit attainment, IEP services, and ELL services to students who are detained, awaiting trials, or hearings at the Multnomah County Donald E. Long Juvenile Justice Complex. This program also serves students within the A&E (Assessment and Evaluation) program for youth in component school districts at the Donald E Long Juvenile Detention Facility.

**Educational Programs in Adult Correction Facilities:** Incarcerated Youth serves school-age youth up to 21 years of age who are detained within Multnomah County adult detention facilities (Inverness Jail and Multnomah County Detention Center), and have not earned a high school diploma or GED.



## Instructional Services (Continued)

**Educational Programs in Youth Correction Facilities:** Provides educational and post-secondary planning to assist students in completing their High School Diploma and/or GED and dual credit and college options. The students in these accredited programs (Ocean Dunes at Camp Florence, Riverside, Three Lakes and Linn Benton Juvenile Detention Center at Oak Creek Youth Correctional Facility) are between the ages of 12 and 25. They have been adjudicated and are in the custody of the Oregon Youth Authority. Post-secondary programs include both vocational education, college and dual credit.

**Helensview School –** Helensview is an accredited school that provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance/behavioral issues.

Helensview provides individualized academic, social service and connection to post-secondary options. Each student can access dual credit (on-campus), CTE (culinary and manufacturing) and on-site job training through our 7 student businesses.

**Helensview Phoenix – Pregnant and Parenting Student Services:** Phoenix provides services to youth, ages 12-21, who are pregnant and/or parenting and identified as at-risk and requiring individualized programming, prenatal and parenting instruction.

**Home School Notification:** Parents who elect to educate students at home instead of enrolling their student(s) in a regular comprehensive school must notify the MESD, as required by statute ORS 339.035. MESD, as required by law, maintains a database with all student directory information, requests test results from students who fall under the OAR's requirement, 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.

## Instructional Services (Continued)

**Hospital School Program:** The Hospital School Program provides instruction to students with significant, acute medical, rehabilitation or mental health needs during the course of their hospitalization and/or ongoing treatment. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their attending districts, and by planning a reasonable and realistic transition back to school following hospitalization.

**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. Additional projects could include curriculum and instruction development, as well as coaching. These projects could be at a local school district level, county level or state level.

**Linn County Juvenile Detention Program:** The Linn County Juvenile Detention Program, located at Oak Creek Correctional Facility in Albany, Oregon, provides educational program services to students currently detained by the legal system. This program provides educational and social skills development to students who are detained, awaiting trial, or hearing, at the Linn County Juvenile Detention Center.

**Long Term Care and Treatment:** The Long Term Care and Treatment program at Wynne Watts School provides a high quality therapeutic environment where children in grades K-12 gain academic and behavior skills, and the ability to function in a less-restrictive environment. Wynne Watts School serves students with significant mental health education, and life challenges who require schooling in a sheltered environment in order to protect the health and safety of themselves and/or others and allow the treatment process to extend into the school day in order to fully implement the treatment plan.

**Migrant Education:** MESD provides education services and support that address migrant students' needs and ensure such children receive full and appropriate opportunities to meet the same challenging academic standards that all children are expected to meet. The program focuses on kindergarten readiness, reading, math, high school graduation, parent engagement and recruitment.

## Instructional Services (Continued)

**Migrant Education Pre-School:** MESD provides children (ages 3-5) with learning opportunities for cognitive, social, emotional and motor skills development in English and their native Spanish language. Home visits with preschool parents provide them specialized training and materials to support their child's development and growth. Incoming kindergarten students participate in a summer preschool class to prepare for kindergarten.

**Migrant Education Summer School:** MESD provides a supplemental summer extension for K – 12th grade students eligible for Migrant Education Program services during the summer months, with a focus on reading, math and high school graduation.

**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 Oregon Trail Overnight and other customized programs for grades 2-12.

At Outdoor School, sixth grade students are immersed in local, place-based science instruction. The Outdoor School program model has three main components: authentic, hands-on science instruction in the out-of-doors; intentional community-building activities for a diverse student population that promote social emotional learning, and leadership skill development for high school student leaders using a mentor model. Since 1966 MESD Outdoor School has been a place where students learn about themselves, their classmates, new friends and the natural world around them.

Oregon Trail Overnight is an immersive overnight experience for fourth grade students, their classmates and parent volunteers. High school students serve as instructional assistants who help students discover diverse perspectives from the mid-nineteenth century. Students explore the fur trade, wash clothes using a washboard and tub, make butter, dance "The Virginia Reel", and engage in other activities that enrich their classroom studies.

**Outdoor School Special Projects:** Custom "companion" programs have been periodically developed for schools for grades 2-8. MESD Outdoor School has considerable expertise in the creations and implementation of outdoor education programs aligned to state standards. 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)

**Regional School Improvement:** School Improvement provides professional development and technical support in the following areas: High School Diploma Requirements, Common Core Standards, Common Formative Assessment, Secondary and Elementary Literacy coaching support as well as training and support in Mathematics provided by a Math Specialist. 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. Essential Skills Assessments are now available in ten languages. Support is also provided for appropriate implementation of the Smarter Balance Assessment.

School improvement also 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).

**Regional Equity Professional Development:** MESD may hire staff or contract with specialists to provide leadership, planning, and professional development on issues of equity and cultural responsive practice and instruction.

**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. Reading, writing and mathematics essential skills assessments are provided in six languages.

**Yamhill County Juvenile Detention Program:** The Yamhill County Juvenile Detention Program, located at Yamhill County Juvenile Detention Center in McMinnville, provides educational program services to students currently detained by the legal system. This program provides educational and social skills development to students who are detained, awaiting trial, or hearing, at the Yamhill County Juvenile Detention Center.

## School Health Services (SHS)

**Child Health Insurance Access Program (CHIAP):** MESD bi-lingual/bi-cultural eligibility staff conduct outreach activities in partnership with local agencies and school districts to identify students who are uninsured or not eligible for the Oregon Health Plan. Specialists assist families with the application process, establishment of a medical home, navigation of the health system, and access to routine preventative care to ensure students are safe, healthy, and able to attend school to achieve their education potential. This program partners with the Multnomah County Health Department, and with Kaiser Permanente, who provides grant funding to insure children who are not eligible for the Oregon Health Plan.

**Contracted Health Education Services:** MESD SHS provides instruction and support to component districts and independent schools in meeting state and national mandates for required health and safety training, in responding to occupational exposures to bloodborne pathogens, and in immunization management for schools. Health education training includes:

- ◆ 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, with school nurses, assists component districts in meeting the requirements of OAR 581-022-0705 by screening students' 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 581-022-0705). Training, orientation, oversight and supervision provided by the MESD.

## School Health Services (SHS) (Continued)

**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 581-022-0705). Training, orientation, oversight, and supervision is provided by the MESD.

**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, promote wellness, and assist students to achieve optimal educational experiences. Nursing services 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, 2018, HB 2693 recommends one registered nurse for every 1,500 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 and may be the primary point of contact for health services in the absence of the MESD registered nurse. 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, local community resources, and County and State Health Departments. The Nurse Consultant provides parent contact, health counseling, and referral in situations of inadequate health access, as well as investigation, reporting, and collaboration with county health departments in issues and 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.

**Special Needs Nursing (SNN):** Special Needs Nurses (SNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. SNNs augment MESD school nurse services by providing training, consultation and support for medically fragile, medically complex, and nursing-dependent students, as defined in HB 2693.

The special 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. SNNs participate in multi-disciplinary planning and placement meetings, IEP development, and feeding team assessments. 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 and recommendations for required nursing services, assessment and evaluation of existing health services, delegations, training, and care coordination with families, schools and health care providers, and orientation to the delivery of health services in a school setting. Professional consultation and recommendations are based on current evidence based research and best practice. Training, orientation, oversight and supervision is provided by the MESD.

**Coordinated School Health Consultation:** Provide consultation and tools to help districts improve their school wellness policies and implementation, communicate the connection between school wellness and achievement, write grants, and convene the Multnomah Healthy Schools to collaborate on the Whole School, Whole Community, Whole Child model in order to support student learning and achievement throughout the districts served by 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 Programs:**

Arata Creek, Burlingame Creek & Knott Creek SESP

Transition Program (ages 18-21)

Arata Creek & Burlingame Creek Behavioral Health (6<sup>th</sup> -12<sup>th</sup> 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 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 6th - 12th grade with significant behavioral challenges with 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 student ratio based on data and demonstrated need to ensure success.

### **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 alternate educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and services provided as fee for service. A contract agreement is created which includes a clear description of services provided and fees. The team may include an administrator, teacher, speech pathologist, occupational therapist and a behavior consultant.



## Special Education (Continued)

**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. The Feeding Contract includes staff cost, mileage to and from sites, time spent assessing, 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. All 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 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.

**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 are exited from high school and 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 local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

## Special Education (Continued)

**Therapeutic Classroom:** The program provides academic instruction, behavioral intervention and social skills training, coupled with a mental health focus. The Therapeutic Classroom is a contracted classroom for placement by local school districts.

### **Functional Living Skills (Alt.)**

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). 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.

### **Individually Purchased Options:**

#### **Related Services:**

Speech/Language Pathology, Occupational Therapy, Physical Therapy, Psychological Services, Behavior Consultant, Educational Assistants

- Related Services provides direct and or consultation services according to student IEP needs. Services may be provided in .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

## Special Education (Continued)

### 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

### 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)

\*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

### 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.

## Technology Services

Through Cascade Technology Alliance  
[www.cascadetech.org](http://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 impacts 53 school districts, indirectly benefitting approximately 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 public and nonprofit 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.

## Technology Services (Continued)

### District Office Services

- **AESOP Substitute Services:** MESD 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

- **Inter-District Delivery System (PONY):** Facilities and Transportation Services provide inter-district “pony” mail delivery service to component districts.
- **Procurement Card Services:** MESD administers procurement card (PCard) services to other smaller Oregon ESDs and school districts through Bank of America. It provides an opportunity for smaller entities to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering/deactivating cards, program maintenance, on-site PCard training, and PCard auditing services.
- **School Announcement Closure Network:** MESD contracts with FlashAlert-Newswire.net each year for the ESD and component districts to support the interface between component districts and radio/television 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 payroll services.
- **Government Affairs:** MESD may hire 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.

**ADOPTION OF MULTNOMAH ESD  
PROGRAMS AND SERVICES PROPOSALS  
FOR 2018-2019**

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

This certifies that the following Resolution was adopted by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_, 2018, in the manner proposed by law, and has not been altered or repealed.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2018

\_\_\_\_\_  
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 2018-2019 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

211

Albertina Kerr

Bars to Bridges Grant Support

City of Portland

Community Cycling Center

DHS

F.A.C.T.

Kaiser Permanente

Launch

Multnomah County

OHSU Doernbecher

Oregon Youth Authority

Portland Police Bureau

Legacy Emmanuel/Randall Children's Hospital

Shriner's Children's Hospital

SoValTi

Trauma Informed Oregon

Trillium Services

TriMet

Providence Willamette Falls Hospital



## 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](http://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](http://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/>

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

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February 27, 2018

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 5575

**RESOLUTION No. 5575**

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

**RECITAL**

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

**RESOLUTION**

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

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Northwest Infrastructure, LLC	2/28/18 through 9/28/18	Construction C 65856	Deconstruction and demolition of Kellogg Middle School. ITB-C 2017-2358	\$1,201,036	J. Vincent Fund 455 Dept. 7354 Project DA008

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

No New IGAs

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5576 through 5578

## RESOLUTION No. 5576

### Open Enrollment Transfers for 2018-19 School Year

#### RECITALS

- A. By March 1 of every year School Districts in Oregon must determine whether to participate in Open Enrollment, an option approved by the Oregon legislature in 2011 which allows districts to accept non-resident students without consent of the students' home districts.
- B. Open Enrollment requires:
  - A spring timeframe for announcing space, accepting applicants, running a lottery (if more applicants than space) and providing results,
  - Approval through 12<sup>th</sup> grade, without the need for annual renewal, that cannot be revoked by the non-resident or resident district,
  - Resident applicants to be accepted before non-resident applicants,
  - No weighting, preference or denial given based on student demographics, including race, gender and family income level, or special program status, including disability, English language proficiency or athletic ability.
- C. On average more than 100 PPS resident students per year have transferred to other districts through open enrollment since the program was initiated. PPS participation in Open Enrollment has the potential to offset enrollment loss of students approved to other districts. However, most years PPS has opted-out of Open Enrollment to avoid undermining our existing resident transfer system.
- D. For 2018-19, Superintendent Guerrero recommends Open Enrollment slots at four schools:
  - i. 50 slots at Harriet Tubman Middle School and 25 slots at Jefferson Middle College for Advanced Studies, in order to support PPS's commitment to the Return to Albina initiative.
  - ii. 25 slots at Kelly Russian Immersion Program and 20 slots at Rose City Park Vietnamese Immersion Program, in order to strengthen cohort sizes and improve program stability.

#### RESOLUTION

1. The Board of Directors for Portland Public Schools accepts the Superintendent's recommendation to offer the following "Open Enrollment" slots for the 2018-19 School Year:
  - a. 50 slots at Harriet Tubman Middle School and 25 slots at Jefferson Middle College for Advanced Studies, in order to support PPS's commitment to the Return to Albina initiative.
  - b. 25 slots at Kelly Russian Immersion Program and 20 slots at Rose City Park Vietnamese Immersion Program, in order to strengthen cohort sizes and improve program stability.
2. The Board directs staff to work closely with community partners to reduce barriers to applying for "Open Enrollment" transfer for interested families.

*J. Vincent*

**RESOLUTION No. 5577**

Annual Multnomah Education Service District Resolution Process

**RECITALS**

- A. The 2018-19 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 2018-19 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 2018-19 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.

**RESOLUTION No. 5578**

Approval of Head Start Policy Council Recommendation

**RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends the approval of the PIR.

**RESOLUTION**

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