Parkrose School District No. 3

10636 NE Prescott Street
Portland, Oregon 97220-2699
www.parkrose.k12.or.us

Agenda
Board of Education Virtual Working Session
Boardroom
10636 NE Prescott St
Portland, OR 97220
#Meeting_Date_long_weekday#
6:30 PM

1. Executive Session - 6:15pm
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2. Call to Order - Working Session - 6:30pm to 8:30pm
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3. Approve Agenda
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4. Public Comments

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[1]The timelines may be extended upon written agreement between both parties.
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Mission: Close the achievement gap by preparing all students for college readiness and success in a global society.
Vision: Every child reads, thinks critically, and graduates ready for college and career.

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5. Superintendent Reports

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A. Closure Update

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1. Graduation Requirements

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2. Distance Learning
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3. End of Year Planning
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B. Budget Update
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C. Student Investment Account Application
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6. Reading of Public Comments
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7. Action Items
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   A. Accept/Reject Student Investment Account Application
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   B. Accept/Reject Revised Budget Calendar for Fiscal Year 2020-2021
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8. Discussion/Future Agenda Items
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9. Correspondence/Announcements
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A. Upcoming Meetings
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1. Board Business Meeting, Monday, April 27, 2020 PSD Boardroom, 6:30pm
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10. Adjournment
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Parkrose School District Board meetings are held in accordance with open meeting laws and with accessibility requirements. If accommodations for individuals with disabilities or for groups exceed boardroom capacity are required, please contact Board Secretary Andrea Stevenson at least two full business days prior to the Board meeting. Contact phone: (503)408-2114 Contact e-mail: andrea_stevenson@parkrose.k12.or.us Contact address: 10636 NE Prescott Street, Portland, Oregon 97220-2699

Parkrose School District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.
Full policies and complaint forms can be requested from your school, the district office or accessed online at www.parkrose.k12.or.us.
Persons having questions about civil rights, equal opportunity and nondiscrimination should contact: Julie Sams, Director of Student Services at julie_sams@parkrose.k12.or.us or 503-408-2118.

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PUBLIC PARTICIPATION IN BOARD MEETINGS

1.   Time is set aside on the Board's meeting agenda for Citizen Comments at Regular Board Business meetings. The purpose of this specified time frame is to encourage public involvement in its school district and at the same time allow enough time for the Board to conduct the necessary business for which it is legally responsible.

2.   A group of visitors with a common purpose should designate a spokesperson for the group.

3.   Discussion or presentation concerning a published agenda item, other than announced items, is limited to its designated place on the agenda, unless otherwise authorized by the chair.

4.   A visitor may introduce a topic not on the published agenda. However, the Board of Education, at its discretion, may require that a proposal, inquiry, or request be submitted in writing and reserves the right to refer the matter to the administration for action or for study and to report at a subsequent meeting. The Board shall make a decision at the meeting where information is presented only if the issue is considered an emergency by the Board.

5.   At the discretion of the Board chair, when meetings are large or controversial, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing information to the board secretary on a citizen comment card prior to the meeting. This will help the chair provide adequate time for each agenda item and remain within the established time frame.

6.   Statements by members of the public should be brief and concise. The chair may, at his/her discretion, establish a time limit on discussion or oral presentation by a visitor on any topic to ensure compliance with the established time frame.

7.   Speakers may offer objective criticism of school operations and programs but the Board will not hear complaints concerning specific school personnel. The chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.

8.   These procedures will be published on the back of every Board meeting agenda.

Code: **KL**
Adopted: 10/23/95
Revised: 12.11.17

Public Complaints* (Version 4)

Board members recognize that complaints about schools may be voiced by employees, students, parents and community members from time-to-time. When such complaints are made to a Board member, the Board member shall refer the person making the complaint to the superintendent or designee. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual board member has no authority to do so.

A complaint of retaliation against a student or a student's parent or guardian who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be made to the superintendent or designee.

A person may initiate a complaint by discussing the matter with the appropriate administrator. That administrator shall attempt to resolve the complaint or identify the reasons for not resolving the issue. In the event a complaint is not resolved within 10 working days at the building level, the complainant may file a written complaint with the superintendent or designee. The superintendent or designee will attempt to resolve the complaint. If the complaint remains unresolved after 10 working days of receipt by the superintendent or designee, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. Any written complaint bearing the signature of a complainant, and which is presented to the Board, may be considered by the entire Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board chooses not to hear the complaint, the superintendent's or designee's decision is final.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the administrator.[21]

The district may offer mediation or an other alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Complaints against the principal may be filed with the superintendent or designee. The superintendent or designee will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The

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[21]The timelines may be extended upon written agreement between both parties.

written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board decides an investigation is warranted, Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. Once the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

A complainant must file a complaint within the later of either time limit set below, in accordance with State law:

1.   Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or

2.   Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The final decision for a complaint processed under this Board policy that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), ORS 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and the complaint is not resolved through the complaint process above, the complainant may have appeal rights with the Deputy Superintendent of Public Instruction as outlined in OAR 581-002-0040.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

END OF POLICY

Legal Reference(s):

APRIL 2020

Graduation Pathways 2020

A RESOURCE IN SUPPORT OF OUR 2020 SENIORS

OREGON
DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

Table of Contents

Oregon Department of Education
April 2020

Preamble

The Oregon Department of Education (ODE) is committed to providing guidance and support for our seniors to ensure clear pathways to graduation as we navigate unprecedented times together. **Graduation Pathways 2020** keeps learning aspirations high for our current seniors and helps protect students' future success in the context of this extended school closure. We are steadfast in our commitment to all of Oregon's students--most especially our seniors who are at a pivotal place in their educational journey.

Graduation Pathways 2020 (section four of the [Distance Learning for All Guidance](#)) honors the significant learning and accomplishments of students over time. Oregon's seniors have invested over 12 years in their education, deepening learning and agency as they approach the culmination of their K-12 experience. In short, this represents more than 12,000 hours of learning. Given that the extended school closure represents only a small fraction of this whole, it is incumbent upon us to determine graduation status in a way that is both fair and reasonable.

Graduation Pathways 2020 Graduation Pathways 2020 maintains the 24 credit requirement for the Oregon Diploma, honoring high standards for learning and achievement. It maintains Oregon's rigorous credit requirements while providing a clear path to graduation for seniors who were on-track to graduate prior to the statewide school closure. This guidance allows seniors to receive credit for any course in which they were passing at the time of the extended school closure. As a result, schools can provide additional focus on securing credit-earning opportunities and learning for seniors who were not yet passing all required courses at the time of the school closure. Schools should also focus on support to career and/or college planning for historically underserved seniors.

Our aim is to mitigate negative consequences from any lost learning time due to COVID-19. All of our seniors, regardless of credit status, deserve our personal attention, encouragement, and consistent emotional support. We share in the responsibility to set a clear path toward graduation for every senior.

We also must recognize and try to mitigate the other losses our seniors are facing as they exit our public schools. COVID-19 has kept them from experiencing their senior trips, senior breakfasts, proms, baccalaureates, and possibly graduation ceremonies. We ask that districts and communities come together to find ways to celebrate the many accomplishments of the class of 2020.

This is part of a series of updates to guidance ODE will release to support districts in the delivery of **Distance Learning for All**. As contexts change and needs evolve, we will continue to update this guidance and link it to the [ODE COVID-19 webpage](#).

Acknowledgement

We wish to acknowledge that our guidance has been informed by educators and other leaders in Oregon who have been critical thought partners. In the context of shared thinking, collaboration, and problem solving, our own thinking and planning have been enhanced. We appreciate the collective effort, as we rise to the challenge of serving our students and families during school closure. We are stronger together.

Additionally, we wish to thank State Education Agency (SEA) leadership across the nation and the Council of Chief State School Officers. We wish to explicitly acknowledge Washington, whose Office of Superintendent of Public Instruction has served as a key partner and consultant. Additionally Kansas, California, Texas, Ohio, North Carolina, Arizona and Arkansas have contributed materials and resources that have influenced our thinking and planning.

Naming the Inequities and Centering Guiding Principles

Our public education system creates a problematic paradox around who the system is designed to serve. It is widely known that, every spring, educators and administrators work with intense focus to get seniors over the graduation finish line and on to the next steps in their lives. Magnified by the COVID-19 crisis, our students who have been pushed to the edge of our system carry the disproportionate weight of meeting graduation requirements. It is incumbent upon each of us as educators to acknowledge the predictable inequities in our system and be held accountable to collective action. We don't pretend that our Graduation Pathways 2020 guidance resolves this problem or fairly distributes the burden but, in developing this guidance, we have worked with and vetted across many communities and will work tirelessly to help all seniors graduate. The guidance is a resource and focuses on seniors who are historically underserved and those that are credit shy. There is no doubt our ability to work strength to strength as educators, leaders, families, and community members is the most important way to focus on our seniors. ODE's guidance for seniors during this time of school closure centers on *Care, Connection, and Continuity of Learning which requires an equity stance.*

ODE strives to live into our equity stance: *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

In order to live into this stance, we must heighten our attention to particular groups of students who often bear the burden of the system's oppressive practices. Examples of what this could look like, include focusing educator resources on supporting seniors who still need to obtain credits, focusing counseling resources on the post-secondary transitions for first generation college students and students from historically underserved communities, and focusing the school community on supporting the needs of the students most heavily impacted by the health and economic impacts of COVID-19, Through all of this work, we must see the strengths

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and meet the needs of students experiencing houselessness; students of color, including African-American/Black students; Alaska Native and American Indian students; emerging bilingual students; students of migrant and farmworker families; students experiencing disability; students who are LGBTQIA+, students in foster care; and students navigating poverty.

As we lead this effort across Oregon, the **Distance Learning for All Guiding Principles** will anchor our state in common values and help generate collective action during this time:

- **Ensure safety and wellness.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work. Please see the ODE COVID-19 website for Mental Health and Social Support resources.
- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.
- **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice (Oregon Educator Equity Lens). Consider the assets of students who experience disability.
- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

Graduation Requirements for Seniors

ODE's Graduation Pathways 2020 guidance is grounded by the following foundational premise:

> **We will honor and recognize that seniors dedicated 12 years and 7 months of learning and progress during their K-12 careers. Our goal is to hold students harmless, recognize their accomplishments and protect their future plans. Less than 2 percent of seniors' total K-12 learning time has been impacted by COVID-19.**

This guidance for Graduation Pathways 2020 relates only to *current* high school seniors, as defined by students who first enrolled in ninth grade in the 2016-2017 school year or earlier (including 5th or 6th year seniors). This guidance does not apply to students who first enrolled in ninth grade in the 2017-2018 school year or later, unless they have an early graduation plan that was approved before the Executive Order (EO 20-08) was issued on March 17, 2020.

This guidance provides options and recommendations to award credits for seniors that account for their work and accomplishments up to the point of school closure.

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What's Essential: Graduation Pathways 2020 Guidance

- Maintain current Oregon Diploma, Oregon Modified Diploma, and Oregon Extended Diploma subject-area and credit requirements.
- Award subject-area credit based on a senior's progress or demonstrated proficiency as of school closure.
- Award a diploma if a senior was on track to graduate prior to the closure.
- Ensure opportunity for seniors to earn credit for course work or learning they have engaged with since the school closure.
- Assign seniors Pass/Incomplete for all courses impacted by school closure. (See Reconciling Credit section below.)
  Suspend all Essential Skills and Personalized Learning requirements for seniors[1] (Career Related Learning Experiences (CRLEs), Extended Application, and Education Plan and Profile). *Note: ODE will pursue State Board of Education action and OAR revision.*

Summary of 2020 Oregon Diploma Requirements

Subject Area	2020 Regular Diploma Requirement	2020 Modified Diploma Requirement*	2020 Extended Diploma Requirement
English Language Arts	4.0 credits	3.0 credits	2.0 credits
Mathematics	3.0 credits	2.0 credits	2.0 credits
Science	3.0 credits	2.0 credits	2.0 credits
Social Sciences	3.0 credits	2.0 credits	3.0 credits
Second Language/ The Arts/CTE	3.0 credits	1.0 credits	1.0 credits
Health	1.0 credits	1.0 credits	1.0 credits
Physical Education	1.0 credits	1.0 credits	1.0 credits
Electives	6.0 credits	12.0 credits	0 credits
Essential Skills and Personalized Learning Requirements	Suspended	Suspended	Not Required
Total	24.0 credits	24.0 credits	12.0 credits

* Credit for a modified diploma shall be granted through a continuum of instruction beginning at basic skills and progressing through high level skills, according to individual student needs across academic content areas. Courses granting credit towards a modified diploma must contain substantial academic content.

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[1] This also applies to the class of 2021.

Reconciling Credit

For the final spring term(s), seniors shall be awarded credit based on a Pass/Incomplete (or withdrawal) determination:

- If any senior is determined to be failing a course at the date of school closure and assigned an incomplete, the district shall provide opportunities to that senior to improve to a passing grade commensurate with peers who were determined to have "passed" or met proficiency by the same date. The student should not have to start the class over or be held to a higher standard than other seniors who "passed" the same course.
- For the final term(s) of a one-credit course over a series of terms:
    - If a senior was on-track for a passing grade (A-D or equivalent) at the date of closure, then the senior shall be awarded a "Pass" status.
    - If the senior was not on-track with a passing grade (F or equivalent) at the date of closure, then the senior shall be awarded an "Incomplete" or "withdrawal" status, with opportunities to earn a "Pass" preferably by the end of the school year, but this can extend until August 31, 2020.
    - The markings only apply for the spring/final term(s), not the full-year grade (i.e., the senior shall receive a B for semester one and a Pass for semester two).
- For any one-term semester course:
    - "Pass" status shall be awarded to seniors based on a passing grade (A-D or equivalent) earned in the current term through the date of closure.
    - "Incomplete" or "withdrawal" status shall be awarded to seniors based on a failing grade (F or equivalent) earned in the current term through the date of closure. If the class is required for a diploma, the district shall provide opportunities for the senior to earn a "Pass" preferably by the end of the school year, but this can extend until August 31, 2020.
- Do not penalize any seniors when determining whether credit should be awarded, taking into account where accommodations and supports such as extended time could not be provided due to COVID school closure.

Requirements and Recognition

- Align all requirements for earning an Oregon Diploma with ODE guidance in order to ensure fair and equitable treatment of seniors across the state. Districts may not add additional graduation requirements for seniors in the Class of 2020.
- Implement any honoring of accomplishments with an equity lens. Districts are encouraged to recognize senior accomplishments such as additional credits earned, outstanding academic performance or improvement, Indigenous graduation services, and other academic honors. It is important to consider current circumstances that may have prevented some seniors from receiving such recognition due to lack of access to school activities or learning during the closure period.
- Provide additional support and credit-earning opportunities to seniors needing credits to graduate. Consider Oregon's flexible Credit Options, as well as ODE's Credit Options

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webpage, when making these opportunities available. When developing personalized student graduation plans, reflect the student context, funds of knowledge and learning environment.

Personalized Student Graduation and Transition Plans

The instructional time and support seniors receive at school is not easily replaced by distance learning. It is important to consider the practical steps necessary to serve every senior equitably and to differentiate supports during this unique period of time.

ODE recommends the following steps for districts to identify graduation status and develop and communicate personalized student graduation and transition plans.

Steps for Identifying Senior Credit Status

1. **Review and update teacher gradebooks** to determine course status at the time of school closure. Determine which seniors were meeting learning standards for each of their required courses (passing). Determine which seniors were not yet meeting learning standards for each of their required courses (not yet passing).
2. **Use course completion data** to determine which seniors are meeting or exceeding credit requirements to graduate and which seniors will need additional support to meet graduation credit requirements. Districts should determine:
   a. Seniors who meet Oregon Diploma credit requirement
   b. Seniors with IEPs who meet Oregon Diploma credit requirement (see next section)
   c. Seniors who need credit to meet Oregon Diploma requirements
   d. Seniors with IEPs who need credit to meet Oregon Diploma requirements (see next section)
3. **Identify and determine support for students** who qualify for 504s, students who qualify for English Language Development services, and students who have been historically underserved by our system.
   a. Review 504 plans as well as English Language Development (ELD) plans and consider the implementation of the plans. (If a student's 504 or ELD plan was not followed, the district must hold the student harmless during the closure.)
   b. The supports and opportunities should reflect the student context and learning environment, including work and family demands and capacity for distance learning.
   c. Consider engagements with community-based organizations to provide culturally and linguistically-responsive supports.
4. **Develop a personalized student graduation and transition plan** for each student, prioritizing those who need credit to graduate and historically underserved students who may benefit from additional support navigating transition to college and/or career. See Comprehensive School Counseling Plan for Seniors and Personalized Student Graduation Plan Template.

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5. **Utilize student's [education plan and profile](#)** for additional considerations, such as student goals, career exploration, FAFSA completion and college applications when creating personalized plans.
6. **Communicate with seniors and families** to share credit status and finalize their graduation pathway plan.

Communication Timeline

Once graduation status for 2020 is determined, it will be important to communicate directly with seniors and their families and co-develop a plan that articulates the student's pathway to graduation and beyond. (Note: Please reference [Distance Learning for All Guidance](#), section 1B. p. 12-13, for guidance on Partnering with Parents, Families, and Caregivers.)

Given the heightened attention and concern felt by our seniors and their families, we recommend districts provide an initial communication that outlines the process and timeline for determining graduation status *as soon as possible*. By April 30, 2020 every senior and their family shall receive written notification that outlines credit status as it relates to Oregon Diploma 2020. All communication shall be accessible to seniors and their families in the home language of the student and/or family.

- **Seniors meeting credit requirements for Oregon Diploma 2020:** Reach out to students and their families, by April 30, 2020, to affirm Oregon Diploma 2020 credit requirements have been met. Outline a plan to continue senior's learning and transition to career and college. For seniors on an IEP who are graduating with a regular diploma, this must include notice of termination of IEP services upon graduation or the transition services offered during the closure.

- **Seniors needing credits to meet requirements for Oregon Diploma 2020:** Reach out to students and their families by April 30, 2020, via phone (or another mode based on family preference) to confirm that the student needs additional credits to meet the Oregon Diploma 2020 graduation requirements. Outline a plan to continue senior's learning, earning of credits, and transition to career and college. For this guidance to apply, diploma requirements must be met by August 31, 2020. For students with an IEP, this must include transition services offered during the closure. Follow-up with confirmation on credit status as it relates to Oregon Diploma 2020 and the graduation plan in writing in the preferred home language.

Timeline:
- **As soon as possible**: Provide initial communication to families on the process and timeline for determining status for graduation.
- **April 30:** Notify each senior's family on their student's graduation status and next steps.
- **August 31**: Deadline for students to meet Oregon Diploma 2020 requirements.

Communication Guidelines

Identifying and communicating with each senior about their graduation status will require

dedication and diligence from school administrators, counselors, social workers, teachers, registrars and other educators in formats that are less familiar. The following communication guidelines will contribute to a student's sense of understanding, well-being and value during this time away from school, peers and teachers.

- **Guidelines for Contacting Seniors' Parents or Guardians:** Please refer to section 1B. p. 12-13 in [Distance Learning for All](#) for guidance on Partnering with Parents, Families, and Caregivers that includes considerations for contacting persons in parental relationship to students, supports in languages other than English, resources for contextualized supports, and methods for communication. "Person in Parental Relationship" is defined in [ORS 339.133](#).

- **Communicating with Seniors Supported by Individualized Education Programs (IEPs):** Consider holding an IEP meeting or meeting to review the student's current status and IEP goals and supports in place with consideration for the guidance in section 4D, the student's graduation status as of the school closure, and the input of the person in parental relationship.

  As districts develop coursework options for seniors who are not on track to graduate, there must be consideration for provision of services and supports included in student IEPs. The district will communicate with families regarding IEP service termination following steps outlined in section 4D of this document. Districts are encouraged to communicate with students and families regarding the potential need for flexibility and adjustments to ensure that health and safety requirements are satisfied, while also continuing to provide specially designed instruction and related services to the extent possible. This will necessitate coordination of staff involved in delivery of instruction.

  For seniors who are not on-track to graduate, schedule an IEP meeting via web conference or phone to discuss credit-earning options under Distance Learning for All to develop a plan to support the student's graduation by August 31, 2020.

- **Communicating with multilingual and bilingual families:** Ensure communication is linguistically responsive. This includes mindful consideration of preferred home language and providing interpretation support. Consider partnership and engagement with community-based partners who provide culturally and linguistically responsive services to students and staff.

- **Communications Toolkit**: ODE is providing [template letters and sample language](#) to support districts in following these suggestions.

Special Education Services for Seniors

Students protected under the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) require further consideration under the law. In determining status

towards graduation using the Pass/Incomplete status, districts must consider the additional guidance below to ensure our commitment to equity and access for students with IEPs.

Seniors with IEPs On Track to Graduate

1. Communicate with the family regarding:
   a. Oregon Diploma: Termination of Services
   b. Modified or Extended Diploma: Transition Services offered during closure
   c. Certificate of Completion: Transition Services offered during closure
2. If the student earns an Oregon Diploma, the district's FAPE obligation to that student will end. The student will no longer receive K-12 educational services, including those prescribed by the IEP.
   a. If the parent/guardian wants the student to continue to receive special education services through the originally planned graduation date, the IEP team will need to meet to discuss the continued need for special education services pending graduation. Teams can make a decision, with implications for graduation:
      i. The student continues to require services and will not graduate at this time. The IEP team must develop a plan to provide credit earning options under Distance Learning for All that enables the student to graduate by August 31, 2020. FAPE must continue to be provided until graduation.
      ii. The student no longer requires services and can graduate. Parent retains rights under Procedural Safeguards.

Additional Considerations for Seniors with IEPs who may Need Credits to Graduate

1. The district must ensure appropriate services and supports were provided before classifying the senior as not on track. At a minimum, this includes:
   a. Reviewing IEP records to ensure that district provided FAPE;
   b. Gathering evidence from each teacher/course that an appropriately developed IEP was fully implemented. Such documentation shall include, but is not limited to evidence that all:
      i. Specially designed instruction (SDI) was delivered as intended by the IEP team, consistent with the initiation, frequency, and duration required;
      ii. Accommodations, related services and supplementary aids and services were delivered as intended by the IEP team; and
      iii. Evidence that the IEP team worked towards the measurable annual goals contained within the IEP, including progress monitoring data specific to those goals.
   c. Ensuring that the parent, guardian, or person in a parental relationship was afforded the opportunity to meaningfully participate in the IEP process, including any meetings where student progress towards graduation was reviewed.

Documentation for requirements in 1a-1c above in which the senior was considered not on track must be provided. If such documentation cannot be provided, the district shall hold that student

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harmless during the closure.

Specific Student Scenarios for the Class of 2020

These scenarios represent real dilemmas or questions ODE has received from districts. They reflect our current guidance and thinking at the publication date of this guidance. This is the first of a series of updates to guidance ODE will release to support districts in the delivery of Distance Learning for All. As contexts change and needs evolve, we will continue to update this guidance and link it to the ODE COVID-19 webpage. For support with applying an equity lens when working through your own scenarios, this Oregon Educator Equity Lens may be helpful.

If...	Then...
A senior had a B in their course at the time of school closure.	A senior who had a D, C, B, or A in their course at the time of school closure would be awarded a "Pass" status for the course and receive credits toward graduation.
A senior had a failing grade during the prior term in a course sequence, and a failing grade prior to school closure.	They would receive an "Incomplete" for the current term and receive targeted supports in their graduation plan to help them pass the course and receive a diploma.
A senior is enrolled in credit-recovery courses.	The "reconciling credit" guidelines in section 4B also apply to credit-recovery courses. If a senior is receiving a passing grade at the time of school closure, then they receive full credit with "Pass" status. If a senior is not receiving a passing grade at the time of school closure, then they receive an "Incomplete" with opportunities for instruction through Distance Learning for All to demonstrate learning and earn credits.
A 5th-year or 6th-year senior is working toward graduation.	The same requirements that apply to seniors in their 4th year of high school apply to a 5th-year or 6th-year senior who is working toward graduation.
A senior had a failing grade in the grading term at the time of school closure, and they were	The senior would not likely pass the course and credit would not be awarded.

awarded an Incomplete for that term; also, the student does not demonstrate enough evidence of learning to earn a passing grade for the course by August 31, 2020.	If the course and/or credit was required for graduation, the student may need to enroll in credit-recovery or consider an alternate pathway (i.e., additional schooling for the 2020-2021 school year, high school equivalency programs like the GED, etc.). **However**, in some cases districts may determine that credit should be awarded if there is a larger achievement pattern that deserves consideration. Upon review of the totality of the student's educational experience, if it is determined that credit is justified, the decision should be supported with documentation.
The school operates on a trimester schedule and had just concluded its second trimester when school closed. The senior had earned passing marks for the first two trimesters in a full year (1 credit) course, but no grade had been recorded for the third trimester.	The senior would pass the course, earn 1 credit, and receive a "Pass" on their transcript.
A student was a week into the trimester taking a stand-alone health class. This class is required to graduate, but we don't yet have progress information.	The school will need to determine if the student is able to earn credit in this course through any of the credit options available in Distance Learning for All guidance or under OAR. If the student earns this credit through one of those options, they will be able to graduate.
A student is taking a dual credit course and is awarded college credit.	High schools can use the college credit as justification for granting high school credit for proficiency to the student.
A student in grade 10 is engaged in a course with seniors that started prior to the closure.	Distance Learning for All allows for continuity of learning for all students, including students in grades 9-11.
The school determines that a senior is not on track for graduation and makes a personalized graduation plan that will enable the student to meet graduation requirements by August 31,	The school's administration will need to meet with the person in a parental relationship to review their concern and the student's academic record. Following

2020. The parent/guardian/person in a parental relationship disagrees with this determination and wants the student to graduate now.	that meeting, the principal will need to make a determination as to the student's graduation status. The parent shall be notified of this determination in writing, and retains all district complaint rights.
A senior is short of credits and works every summer to financially support their family. How can they get help? *Note: give thoughtful, responsive consideration for our migrant students*	We know that many high school students have to work right now and into the summer. It will be essential for districts to dig deep and harness all creative solutions and options to meet students navigating school, family safety, and getting basic needs met. Ideas include work-study credit, developing audio recordings or podcasts that could be engaged with while working (if safe to do so), or encouraging and supporting taking high school equivalency exams such as the GED for credit. Oregon regulations allow for multiple Credit Options at OAR 581-022-2025, as well, and ODE is making performance assessment materials available for educators to pursue these flexible credit-bearing options on ODE's Credit Options webpage.

Celebrations, Traditions and Ways to Honor Seniors

The end of the senior year of high school comes with varying traditions designed to recognize, honor, and celebrate the accomplishments of each student's K-12 experience and learning. While this spring term represents less than 2 percent of the Class of 2020's overall time spent learning, it also represents the culmination of over 12 years of dedication. These culminating celebrations include the graduation ceremony, baccalaureate events, senior prom, senior trips, senior breakfasts, and a variety of other events and traditions. We should all strive to find ways to individually and publicly honor seniors' efforts and academic achievements.

- Consider rescheduling celebrations to a time in the future when social distancing measures are relaxed.
- Explore online options for recognition, if they can be made accessible to all students and families.
- Maintain school honors for students (cords, medals, certificates, awards, honors, etc.).

- Integrate student, staff, and community voice to develop both personalized and public recognition for students in the graduating Class of 2020. Connect with other communities and districts to spark creative ideas. Some districts are thinking about planning parades (honoring social distancing), others are working to invite special guests to deliver virtual key notes or special performances.
- Allow policies and practices that recognize the diversity of our students and families to promote cultural inclusivity and equity. The Oregon Department of Education fully supports policies and practices that promote cultural autonomy and gives students the ability to wear items of cultural significance honoring their unique and diverse cultures. When centering the graduation needs of American Indian students and their families, a cultural practice for many is the wearing of culturally significant items such as eagle feathers, beaded caps, tribal insignias, moccasins and stoles during ceremonies.

Appendix

Comprehensive School Counseling Plan for Seniors: A resource designed to provide suggested guidance for how Comprehensive School Counseling Programs may address seniors' social-emotional learning, academic development, and career and college readiness by providing a continuum of services and supports matched to individual student needs.

Personalized Student Graduation Plan Template*:* A sample template schools can use to develop a plan for Seniors Needing Credits to meet Oregon Diploma 2020 Requirements.

Graduation Pathways 2020 Timeline: A visual timeline to help districts understand key dates for Graduation Pathways 2020.

Graduation Pathways 2020 Summary Document: A summary document distilling the contents of Graduation Pathways 2020.

Frequently Asked Questions

Note: All FAQs related to Graduation Pathways 2020 will be updated regularly on our FAQ website. Districts are encouraged to share these FAQs with students and families. They are included with the Graduation Pathways 2020 Communication Toolkit.

Graduation Requirements and Diplomas for 2020

1. What about graduation ceremonies?
Senior graduation is an important milestone for students and families and for many, their students will be the first in their family to graduate. Schools are encouraged to begin planning for alternative graduation ceremony options. These options should plan for the possibility that celebrations would be completely virtual and not allow for in-person gatherings, regardless of graduating class size. Allow policies and practices that recognize the diversity of our students

and families to promote cultural inclusivity and equity. The Oregon Department of Education fully supports policies and practices that promote cultural autonomy and gives students the ability to wear items of cultural significance honoring their unique and diverse cultures. When centering the graduation needs of American Indian students and their families, a cultural practice for many is the wearing of culturally significant items such as eagle feathers, beaded caps, tribal insignias, moccasins and stoles during ceremonies.

2. Can a local district require additional graduation requirements?
No. No additional requirements can be applied to the Class of 2020.

3. Are districts able to require seniors to complete their capstone projects?
Districts must follow the graduation requirements as listed in the Graduation Pathways section of the Distance Learning for All Guidance. To ensure no student is harmed due to the school closure, no district shall apply additional requirements for a diploma for the Class of 2020. A capstone project cannot be required to earn a diploma, but students may certainly be recognized for completing a capstone or similar project.

4. Does this guidance support fifth and sixth year seniors as well?
The guidance pertains to students who were first enrolled in ninth grade in the 2016-2017 school year or earlier; so students who were freshman in years prior to 2016-2017 are also included. This guidance does not apply to students who first enrolled in ninth grade in 2017-2018 or later, unless they have an early graduation plan approved before the Executive Order (EO 20-08) was issued on March 17, 2020.

5. How are Honors Diplomas affected?
Districts have local control for decisions related to honors diplomas and any additional award recognitions related to graduation. The National Honor Society recommends accommodations and flexibility.

6. How does this impact students pursuing the Seal of Biliteracy?
Students pursuing the Seal of Biliteracy, who did not earn the seal prior to March 12, 2020, can still be included in the fall collection for 2020 graduation (if they meet all of the requirements). Districts will need to determine how to administer their assessment(s) once the closure is lifted. If students take the district-approved assessment(s) after October 2, they would be included in the 2021 collection. More guidance will be forthcoming.

7. How does this impact the Alternative Certificate/Certificate of Attendance?
Alternative Certificates are based on attendance over four school years. We do not see an impact on the alternative certificate based on this guidance. Alternative certificates are awarded based on individual student needs and achievement.

8. Can high school equivalency, such as GED, be used for students to graduate?
Yes. School districts can use high school equivalency, such as GED, exams to determine proficiency and award credit to students and graduate students. However, all high school

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equivalency exams, including GED, must be delivered under current school closure and state social distancing/group gathering guidelines.

9. If a student wants to return as a senior for the 2020-2021 school year, would they be allowed to register?
This is a local decision. *Note: We are still working on guidance around whether the student would be within a 4-year or 5-year graduate cohort.*

10. Can we use credit options to award credits to seniors?
There are several credit options available to Oregon students. Oregon's Credit Options rule describes the ways students can earn credit [see sections 2(a) - 2(e) of the regulation]. ODE is developing additional Credit Options Guidance that will help districts use performance assessment approaches to support students in meeting their credit needs.

11. Who can I reach out to if I need more information or guidance specific to our district?
In order to be as responsive as possible to specific inquiries around graduation requirements for this year, we have set up a dedicated email. Please send all of your inquiries to GraduationPathways@ode.state.or.us, and we will follow up as quickly as possible.

Access to Distance Learning for All

12. Will counselors also contact students and families, and what about students with no internet?
Educators (counselors included) are charged with reaching out to students and families through their district processes. Contact is not limited to use of the internet. Phone calls are encouraged. The key focus is making a connection to each student to ensure they and their family have what they need for food and care with learning to follow while complying with the Stay Home Stay Safe expectations.

13. Is there a plan to access TV stations for learning as a backup in addition to the school districts' choices?
This is an option ODE encourages districts to pursue with their local access channels. We are currently researching all of the public television and radio stations to determine how to maximize that as a possible solution.

14. I'm a senior halfway through school and short of credits. I must work over the summer and now to support my family financially, how can I get help?
We know that many high school students have to work right now and into the summer. It will be essential for districts to dig deep and harness all creative solutions and options to meet students needing to navigate completing school, family safety, and getting basic needs met. Ideas include work-study credit, developing audio recordings or podcasts that could be engaged with while working (if safe to do so), or encouraging and supporting taking the GED for credit. Oregon regulations allow for multiple Credit Options at OAR 581-022-2025 as well, and ODE is

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making performance assessment materials available for educators to pursue these flexible credit-bearing options on ODE's [Credit Options webpage](#).

15. How can ODE and/or districts work with Community-Based Organizations (CBOs) to support translation services?
This crisis illuminates a deeper need to bolster translation services, speed, and quality. Translation services are held and contracted in different ways by ODE and different school districts. In some communities, partnerships with CBOs for translation supports can and should be pursued. Where there are strong and existing contracts with translation service providers, it is a new opportunity for the state and districts to solve how to move more quickly and effectively to provide translations of essential documents.

16. What level of support is there for students who are homeless? How do they access learning without dependable internet?
First and foremost, the focus is student safety and access to food. Once that is established, districts are encouraged to contact and get expertise from their McKinney-Vento Act liaison. The following resources can also be helpful:

- Oregon's regional [Continuums of Care](#) are networks of state and local programs assisting community members with housing and other services.
- [211-Info](#) connects people with social and health services, shelter and transitional housing, food banks and homelessness assistance.
- [Community Action](#) programs in many areas are providing assistance to families and individuals navigating poverty.
- The U.S. Interagency Council on Homelessness has posted [recommendations](#) for planning, preparation and mitigation of coronavirus spread.
- [School House Connection's website](#) provides excellent resources for schools and early learning programs to address homelessness during this time.

With regard to instruction and engagement, it will require a collective community and district effort to pursue any and all options to meet students needing to navigate completing school, safety, and getting basic needs met. Ideas include work-study credit, developing audio recordings or podcasts that could be engaged with while working (if safe to do so), or encouraging and supporting taking the GED for credit.

Grading and Pass/Incomplete

17. Are districts able to use Pass/Incomplete for grading?
For the final spring term(s), seniors shall be awarded credit based on a Pass/Incomplete determination. For grading outside of the final spring term(s), this has been and continues to be a local decision. Please consider possible implications, such as GPA and NCAA eligibility criteria. (See NCAA Eligibility question below.)

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18. Will districts have flexibility in interpreting the pass/fail or pass/incomplete guidance?
ODE's guidance will supersede local decision making as authorized by Executive Order 20-08 in response to COVID-19. All of Oregon's districts will assign Pass/Incomplete to students for any coursework completed during the COVID-19 school closure.

19. Can we be allowed to give letter grades? I have seniors who pass/incomplete will harm based on them taking dual credit courses, and counting on this term to boost their GPA.
All of Oregon's districts will assign Pass/Incomplete to students for any coursework completed during the COVID-19 school closure. Letter grades will not be allowed. Every student in the nation is in a similar situation and the Higher Education Coordinating Commission and universities across the globe will understand the impact on the Class of 2020. It is our responsibility to provide Oregon's seniors with graduation pathways that support their collective future.

20. We have foreign exchange students who were required to go back to their country of origin. They use this year as a part of their graduation requirements. Can we apply the Pass/Incomplete option to those students even if they are not seniors, as this is their last time being impacted by our system?
Yes.

21. For courses less than one-credit, where district grading software may not accurately reflect a students' mastery or proficiency, can teachers make revisions to accurately reflect student learning?
Yes. Teachers' professional judgement counts and will be critical to determining student proficiency. If grading software doesn't reflect student learning as of the March 13 date, teachers should make changes with clear notes or documentation to support their determination.

22. What about seniors who need grades for the Oregon Promise 2.50 GPA requirement?
Student GPAs will be generated based on the "freezing" of grades as of March 13, following the guidance outlined. [Oregon Office of School Access and Completion](#) (OSAC) is working on accommodations due to the interruptions from COVID-19 and the resulting school closure. Please encourage seniors to continue their Oregon Promise application even if they are unsure they will receive a 2.5 GPA or above. Additionally, encourage all seniors to complete the FAFSA or ORSAA student aid applications so they are considered for federal, state and institutional financial aid. Districts may need to make plans for staff to verify student GPA during summer 2020. School staff can reach out to the staff at the [Office of Student Access and Completion](#) with any questions or for assistance.

23. On a semester system, if a senior received an F for the first semester in a year-long senior English course, and the school worked to remediate and the student passed senior English for the 1st semester, when it comes to the 2nd semester of English does the student receive passing credit in senior English for the 2nd semester regardless of what they were receiving as of March 13?

No. But this is a student you've clearly succeeded with and know how to support. Therefore, we encourage you to place your focus on helping connect and re-engage this student based on their grade as of March 13.

24. Will the final transcript for seniors look any different given the Pass/Incomplete grading scale?

Potentially, yes. And, this will likely be true for student transcripts across the nation as nearly every senior is affected by COVID-19 school closures. Transcripts can reflect Pass/Incomplete indicators without having negative impact for students' future pathway. Districts should consider how they present student transcripts, including the possibility of attaching a letter that indicates the Pass/Incomplete status as reflective of the COVID-19 school closure for the Class of 2020. This practice has also been used by districts in the case of closures for natural disasters, such as the New Orleans Hurricane Katrina.

25. Does Graduation Pathways 2020 mean students will not take any course third trimester and simply be awarded a pass/no-pass grade, for no work whatsoever, that is commensurate with what was earned first trimester?

Yes, students under this guidance in a trimester system are awarded credits based on prior coursework. However, the grade that is utilized should come from the preceding trimester which would be the 2nd trimester, not the first. In some cases, where coursework is offered in the first and third trimester (skipping the 2nd) then yes, you would use the first trimester grade.

26. If our students need to complete all three trimesters with passing grade, to earn credit. How do we apply this model?

A: If a student needs credits after applying this guidance, the district needs to use the Distance Learning for All approach and review flexible Credit Options.

27. What about the senior who had an F in the grading term at the time of school closure, and they were awarded an Incomplete for that term. And, the student does not demonstrate enough evidence of learning to earn a passing grade for the course by August 31, 2020.

The senior would not likely pass the course and credit would not be awarded. If the course and/or credit was required for graduation, the student may need to enroll in credit-recovery or consider an alternate pathway (i.e., additional schooling for the 2020-2021 school year, high school equivalency programs like the GED, etc.). **However**, in some cases districts may determine that credit should be awarded if there is a larger achievement pattern that deserves consideration. Upon review of the totality of the student's educational experience, if it is determined that credit is justified, the decision should be supported with documentation.

Meaningful Engagement of the Class of 2020 Beyond Credit Attainment

28. How can we help students with safety and social-emotional and mental health?
As we engage with students and families in new environments and in the midst of the COVID-19 crisis, we have received several questions about supports and resources for navigating issues of student safety and social-emotional and mental health. Please see the ODE COVID-19 website for Mental Health and Social Support resources across a range of topics. If you have a specific concern not addressed, contact ODECOVID19@ode.state.or.us.

29. To clarify, if seniors were passing until March 13, then they are not required to participate in the "Distance Learning for All" plan for the remainder of the semester- other than to engage in College/Career services?
Yes. Here's a quick distillation of what's in the full guidance on this subject:
- All of our seniors, regardless of credit status, deserve our personal attention, encouragement, and consistent emotional support.
- Reach out to students and their families, by April 30, 2020, to affirm Oregon Diploma 2020 credit requirements have been met. Outline a plan to continue senior's learning and transition to career and college. For seniors on an IEP who are graduating with a regular diploma, this must include notice of termination of IEP services upon commensurate with graduation date or the transition services offered during the closure.

30. What's going to be available to students to complete work by August?
For seniors, we are asking districts to keep growing and building any and all supports that will help a senior graduate throughout the summer. This likely means continuing summer school efforts and broadening the access students may have to this kind of sustained learning environment.

31. What about students who are immigrants and/or refugees that might have language barriers at home, how are they being supported?
First and foremost, the focus needs to be on student and family safety (emotional and physical) and secure access to food and shelter. Additionally, there is a lot of fear and distrust among our immigrant and/or refugee population so it is critical that outreach and contact be initiated by people that are known and trusted within the community. Ideally, this may be a teacher or community liaison. This includes honoring home language and culture and considering the strengths and needs of students we name in the introduction and in the equity and access section of this guidance. As educators we have now become guests in the homes and communities of the students and families we serve. We ask that districts work from a place of honoring and harnessing assets including home language, family (siblings and extended family), and culture. And, district leaders should seek out other districts who are doing this well and learn from them.

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32. If a student does not finish the whole class course, say in Algebra II, how will they have the knowledge needed to go into the next math class in college?

One of the strengths of this question is its attention to learning beyond a grade or a credit. To honor this question, we are giving you our best response, even if not fully satisfying. Learning is our natural state and students at all developmental ages are learners. Grades and credits are proxies for learning. Students enter college coursework in transitions that don't match their prior knowledge or methods of learning a subject with how the college offers the same or similar content. The transitions required now for the Class of 2020 asks something of all educators, those sending and those receiving, and of the students to focus on what learning they need to make the critical connections and find their way forward. We also ask community colleges and universities to be creative and caring in addressing the unintended learning gaps that this global crisis is causing.

33. Will AP and IB testing still occur? Will students still be able to earn college credit through AP and IB Testing?

The College Board has released information as of March 20 regarding AP Testing. Information can be found on their website at AP Updates for Schools Impacted by Coronavirus. At-home testing options will be available and will be 45-minute, online free response tests. For each AP subject, there will be two different testing dates. Optional, free online learning resources are also available on the College Board website.

The International Baccalaureate Organization (IBO) will not hold exams. Students will be awarded a Diploma or a Course Certificate which reflects their standard of work. IBO posted an FAQ.

34. Are current high school seniors eligible to participate in Oregon School Activities Association (OSAA) sanctioned activities during the 2020-2021 school year?

Please refer to OSAA for this guidance. Information is available on the OSAA COVID-19 website.

9th - 11th grade students

35. Does this guidance apply to 9th - 11th grade?

No, and we recognize that this is our next priority. We will be working to engage partners in the field to assist with this new guidance.

36. Where does Essential Skills fit for the class of 2021? So did you say 11th graders will not have to complete the personalized learning or essential skills requirements to graduate in 2021?

Essential Skills and Personalized Learning requirements for the Class of 2021 will be suspended(Career Related Learning Experiences (CRLEs), Extended Application, and Education Plan and Profile). *Note: This will require future State Board of Education action and OAR revision.*

Guidance for Students Who are Experiencing Disability

37. I'm concerned about students on IEPs and students with disabilities, what are the additional support for these students and families?

Students protected under the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) require further consideration under the law. In determining status towards graduation using the Pass/Incomplete status, districts must consider the additional guidance below to ensure our commitment to equity and access for students with IEPs.

38. What should I know about seniors with IEPs on track to graduate?

See section 4D of the *Distance Learning for All Guidance* for information about communicating with families about transitioning services and FAPE requirements.

39. What additional considerations are there for seniors with IEPs who may need credits to graduate?

See section 4D of the *Distance Learning for All Guidance* for information on reviewing appropriate services and supports, documentation, and communicating with families.

40. Will there be an appeal or due process if a student experiencing disability disagrees on the provision of special education services?

For students who experience disability and have an IEP, there are several procedural safeguards in place that are protected under federal law. These remain in effect when a district implements "Distance Learning for All". The closure of schools and the shift to Distance Learning for All ensures that each district has an obligation to the provisions of FAPE for all students protected under IDEA. This will require strong partnership and flexibility as we all work together to meet the needs of our students during this emergency school closure.

41. What about modified diplomas?

The Graduation Pathways 2020 guidance includes specific requirements for IEP teams when a student finishes with a modified or extended diploma. Students who are working toward modified and extended diplomas deserve personalized attention and prioritized support as they may be particularly vulnerable during this time of school closure.

42. Will ODE be releasing guidance and providing support specific to EI/ECSE?

Specific guidance for EI/ECSE has been released in the FAQ (within the Students Who Experience Disability section) and Memo on EI/ECSE services.

Social Distancing/CDC Guidance

43. Has there been any conversation allowing a very small number of students (who are failing or who do not have phone or internet access) to come to campus?

We are unable to have any physical interaction with students that may jeopardize health and safety (per OHA). After a review by the Oregon Health Authority (OHA), schools may NOT

provide instruction to any K-12 students at physical school sites for any reason or for any duration of time--regardless of size of group or number of students

The only exception to this guidance will come in the form of ways districts meet the Executive Order 20-08 to provide child care for front line staff, such as health care workers and emergency responders. Two links are relevant in providing childcare: Temp changes to child care rules and this ELD Toolkit for districts.

Higher Education

44. How will this guidance impact college bound seniors and admissions?
The Higher Education Coordinating Commission (HECC) is convening a task force to look at this issue and guidance will be forthcoming. It is important to note that students and colleges around the world are impacted by COVID-19 and school closures. In short, the majority of seniors in the nation will be facing the same challenge and we expect universities to be appropriately responsive. In Oregon's model, students are earning all required credits for graduation. While some match our requirements, no state requires more credit for a diploma than Oregon.

45. How will this closure impact accelerated learning courses such as AP, IB, and Dual Credit and seniors taking college level courses?
The College Board, International Baccalaureate and postsecondary institutions will all have varying responses. Please check their respective websites for updates.

46. How will this impact Oregon Promise?
Oregon Office of School Access and Completion (OSAC) is working on accommodations due to the interruptions from COVID-19 and the resulting school closure. Encourage seniors to continue their Oregon Promise application even if they are unsure they will receive a 2.5 GPA or above. Encourage seniors to complete the FAFSA or ORSAA student aid applications so they can be considered for federal, state and institutional financial aid. Districts may need to make plans for staff to verify student GPA during summer 2020. School staff can reach out to the staff at the Office of Student Access and Completion with any questions or for assistance.

47. How does Pass/Fail affect NCAA eligibility and admittance into higher education? And is the NCAA also upholding the pass /incomplete or will student athletes need a letter grade?
The NCAA has a phone number for high school administrators, OSAA officials, and ODE to answer any questions at 1-877-622-2321. The NCAA Eligibility Center also has a phone line for students and parents at 1-877-262-1492.

Current guidance from the NCAA is that each high school needs to contact them to share how they will be handling "End of Term" course work for students who are registered in the NCAA Clearinghouse (those seniors getting ready to go to college and compete or those who are registered and hoping to attend/apply/be recruited for NCAA schools in the future). ODE and

HECC will engage with the NCAA to see if we can also support a more universal solution; at present this remains our guidance.

As seniors are graduating, their credits/curriculum may be adjusted due to school closures, so there may be individual waivers that will need to be submitted for students' initial eligibility. At this time the NCAA is trying to get a feel for what high schools/states are doing to allow students to complete the coursework necessary to graduate, then they will assess the waiver system as needed. Schools in contact directly with the NCAA should anticipate being asked to indicate if they are going to offer and operate "online school" for the remainder of the course work required.

Here are a few additional resources that might be helpful at this time:
- NCAA Coronavirus resource page
- Oregon School Activities Association COVID-19 page
- ACT Test Pushed back to June 13
- SAT cancelled for March, but still scheduled on June 6

48. Will higher education require students from the class of 2020 to take remedial credits upon entering college because they did not finish the entire senior year?
We are not in a position to predict how the entire field of higher education will respond or what action they may take. However, we are in conversations with many public universities who are pledging care and support to the Class of 2020. We do anticipate there will be flexibility for seniors from higher education.

49. With continued conversations with HECC around Dual Credit, is there discussion about our local colleges who offer dual credit (PCC, MHCC, OIT, PSU) going to P/Incomplete like many colleges around the country right now? That may resolve the grade issue.
ODE will continue to pursue these conversations with the Higher Education Coordinating Commission. As of April 8, this has not yet been determined.

Governance, School Boards and Local Decision-Making

50. Will the guidance from ODE override local district policy requirements regarding graduation, or will our Boards need to modify our policy locally?
ODE's guidance will supersede local decision making as authorized by Executive Order 20-08 in response to COVID-19. Local school boards will not have to modify local policy.

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Parkrose
School District

Elementary Distance Learning Core Agreements and Options
Spring 2020

The following outlines common agreements and resources that should be used to provide CORE instruction to students.

Instructional Agreements for Teachers

Teachers will:
- Focus primarily on connecting with families and students and supporting them socially and emotionally.
- Provide at least 2 weekly opportunities for connecting with families virtually. These could be by phone, email, video, etc.
  - **Resources for Virtual Connections and Remote Teaching**
- Provide weekly lesson materials in math and reading in the form of:
  - Ready At Home Student Packets
  - Teacher Assigned Reading and Math lessons via iReady platforms.
- If teachers are providing supplemental materials beyond Ready and iReady, communicate with families that they are optional.
  - i.e. If you are doing a virtual meeting, work to find a time that is convenient for families AND make it optional. If you are using google classroom, make it available and optional.

Specialists will:
- Coordinate with their principal so they are clear about who they are communicating with, when, and how.
- Communicate with families and classroom teachers so that families are clear about who their child is connecting with regularly.

Things to Consider:
- More than anything, relationships need to be at the core of what we are providing.
- In addition to student's individual academic needs, differentiation now is based on household access to technology, internet access, family's schedule and ability to support at-home learning, and parent/guardian's needs as facilitator.
  - When speaking with families, please ask about computer and internet access, and how they are having to share access. Many families have to share time during the day.
- Respond to what families are telling you that they need and want. Families may be overwhelmed during this time. Be cognizant of what we are providing so that we are not adding to this feeling.
- Act with grace, for yourself and families. Everyone is trying their best in this uncertain time. Support students, families, and each other.
- Practice flexibility. This is a living process. As we learn about what works and doesn't, we can adjust to meet needs that arise.

Common Messaging and Communications for Families about Learning at Home

- The primary focus should be keeping family safe and healthy.
- Please remember to use the BCC option when emailing multiple families so that other's email addresses are not visible.
- Flexibility in schedules: Help your child with learning when it is convenient for your family's schedule.

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An "at home school day" does not look the same as an "at school" day.
- Plan with families for their preferred communication systems and technology access to best deliver instruction they can access.
- Be clear about district expectations and extension/supplemental opportunities.
  - Ready Packets and iReady are district expectations
  - Anything beyond is optional for families (Google Classroom, Lightsail, etc.)
  - Families can use and access any of the learning sites previously provided in the **Closure Education Resources Doc** however, they are not required to use them.
- **Link to ODE Guide for At-Home Learning** for families

Communication Tools
- Google Hangouts: This is our most effective video chat tool for meetings and small groups
- Remind: This tool allows you to text and voice call using a non-identifiable number from Remind

Remote Learning Tool Guide Here (**This guide provides directions for each learning tool**)

CORE Reading Resources

Ready Reading Packets

Printable At-Home Student Packets by grade Level mailed to students

iReady Reading

- Students now have access to the iReady Reading. When they log in, they have the option of using either program.
- Students will not be taking a diagnostic, so pathway is not available for this currently. However, you can assign reading lessons just like you do for iReady math. Teachers have access to the full online lessons by grade level, attached to the standards.
- For a refresher on assigning lessons, here is a **video tutorial**.
- For further help in using the assigned lessons only, without the diagnostic, register for one of their webinars **here.**
- Teachers can assign online lessons to individuals, groups, or the entire class.
- Teachers have access to reading "Tools for Instruction" lesson plans.
- Teachers can monitor online instruction for assigned lessons and progress.

CORE Math Resources

Ready Math Packets

- Printable At-Home Student Packets by grade level mailed to students

iReady Math

- Students can continue to work on individual pathways.
- Teachers can assign online lessons to individuals, groups, or the entire class.
- Teachers have access to math "Tools for Instruction" lesson plans.
- Teachers can monitor online instruction and progress.

Extension and Supplemental Material Options
Parkrose School Closure Education Resources
● For families that are looking for extensions or supplemental materials

QUESTIONS?
Contact Christine Blouke or Sarah Lamb-Christensen

This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2020-2021
District	Parkrose
Webpage (*Where SIA Plan will be Posted*)	https://www.parkrose.k12.or.us/
Contact Person	Name: Christine Blouke Email: christine_blouke@parkrose.k12.or.us Phone: 503-408-2100

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):
A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

Parkrose School District has 6 schools and ~3200 students. We are one of the most diverse districts in the state with students representing XX countries of origin and XX home languages. While we have made great strides with our student group achievement -- this year for the first time ever, our black students out-performed our overall group in 4 yr graduation -- we have much work to do in the areas of discipline disparities and helping to counteract student trauma and help support our students' mental and emotional health.

The bulk of our SIA funding will be used to add coaching positions at the elementary and middle level with a focus on developing classroom teacher skills in the areas of social and emotional development, and adding PE positions at the elementary level to contribute to the improvement of our students' physical and emotional health. We believe that by expanding our existing Restorative Justice program, PBIS, and re-introducing Playworks to our system, we can provide students with healthy, positive guidance and mental health support.

Additionally we will be creating a position that works half with 8th graders and half with 9th graders to help our students bridge the middle to high school transition. This position will be especially helpful to our marginalized students as it will provide undergirding for 9th Grade on Track.

The last area that was brought forward by our student and parent surveys was increased access to electives so we will be using some of our funding to hire an art teacher for the middle school and provide some middle school athletics. Our middle school students deserve access to the arts and sports to help them become healthy, well rounded individuals.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:
- **Who you engaged**
- **Frequency / occurrence**
- **How you ensured engagement of staff and each of the focal student groups and their families**
- **Key information you collected**

(250 words or less)

Parkrose employs a multi-tiered approach to community engagement to gain an understanding of what stakeholders value about Parkrose schools, what barriers exist, and to gather ideas from those at the heart of our system. Because we know every member of our community interacts differently within schools, we feel it is important to provide different platforms so stakeholders can choose how to offer feedback. For our SIA engagement, we provided X engagement opportunities for families, students, and staff. Initially we sent out an electronic survey in multiple languages to families and staff, and made the survey available online for all community members. In addition to sessions with the superintendent and meetings with school site parent groups and staff, we focused our efforts on engaging the voices of our communities that are least often heard. In collaboration with community partners, we facilitated multiple culturally specific events, and sessions for newcomer families and for families of students with disabilities. Our students provided direct input as well via a survey, and the superintendent met with focal student groups, including our student leadership. Our District Equity Team met monthly to prioritize needs based on responses, with a focus on feedback from our families and students of color. We learned that our stakeholders value creating inclusive environments through S.E.L., expanding opportunities in arts, P.E. and career education, and providing more culturally relevant curriculum. Trends from stakeholders align

with our district's commitment to closing the opportunity gap for our historically underserved students.

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)

Parkrose prioritizes authentic community engagement opportunities in our district, particularly for families from historically underserved groups. The engagement opportunities connected to the S.I.A. provided a further opportunity for us to intentionally strengthen our efforts and our partnerships that connect us more deeply to our diverse school community.

Our community partners have been invaluable in engaging our families and students. These include Latino Network, Elevate Oregon, S.E.I., I.R.C.O and N.A.Y.A. In collaboration with them, we have been able to offer culturally specific events throughout the years that both celebrate our community, and give stakeholders a chance to offer feedback. Last year our Community Solutions Group, composed of staff and families, looked at barriers to family engagement and created some short and long term solutions, including a districtwide service project that brought all school site communities together. Barriers that arose include access to schools, language accessibility, communication, cultural differences, continuity of staff leading engagement, and a lack of student voice.

The Equity and School Improvement Team regularly uses community feedback collected throughout the year to determine budgeting, staffing, and instructional priorities and needs. Based on our engagement work Parkrose has been able to put supports in place that have come directly out of feedback about some barriers experienced by our community. This includes on site after school childcare with transportation and Bilingual Family Liaisons providing school connection support for our Latinx families. In addition, we expanded our communication platforms to include multiple access points, including texting with translation capabilities. Our staff and administrators district wide are also receiving professional development in culturally responsive practices that will help us better meet the needs of the community.

While our engagement continues to bring more meaning each year to the choices we make as a district, we are still working on truly engaging ALL of our community authentically. While we have made progress in engaging our families of color, our families experiencing homelessness, and our families with students with disabilities, we can do better. We feel the best way to do this is to respond to what our families are already telling us they need in order to connect to our schools. To continue strengthening our community connections we are looking at expanding how we collaborate with our community partners to include more mentorship for students and families. In response to student feedback, we are also seeking more spaces for communities to connect informally, changing the balance of power from the district to the community. We are expanding our Bilingual Family Liaison roles so that we can provide better access to and understanding of our schools for families who experience language barriers.

These liaisons will also be part of an intentional family engagement yearlong plan that builds on our current efforts. When families begin to consistently see what they value reflected in the choices that we make as a district, we believe the barriers that exist will break down and our schools will truly reflect our community.

What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less)

There was a clear desire from families throughout the engagement process around strengthening culturally specific partnerships districtwide. We want to work more closely with our ESD; because a lot of our programs are regional, it makes more sense to synergize our partners' efforts to gather engagement events. We have already begun, regionally, to set up culturally specific events and outreaches to special populations like Homeless and Foster families. Because our district is small, these student groups are small and so to be able to gather all the districts in one time and place creates a more robust and productive discussion and we are still able to retain the specific districts' input. We will continue to strengthen connections with our existing culturally specific community partners, and expand upon our collaboration with organizations that support our Latnix, Black/African American, and Native American families and students.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:
- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Community leaders

Other _____

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other _____

Evidence of Engagement

Upload your top five artifacts of engagement. See webpage

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)

- **Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)**

Engagement is about co-creation, sharing ownership, and breaking down barriers while building bridges. Authentic engagement is an iterative process where leaders must continuously ask "whose perspective is missing and what supports 'a bigger we?" Parkrose understands the importance of this co-creation with stakeholders, especially for those whose perspectives are not often heard. We are committed to ensuring that what our communities value becomes visible in our systems. This is crucial to the academic outcomes and social-emotional well being of our students as we work to remove barriers and transform our schools into places that truly reflect the diverse community we serve. Building on these beliefs, Parkrose employed three primary strategies in order to understand the connections between district and community priorities

Our first strategy was to develop and sustain collaborative relationships with stakeholders by creating a timeline and plan that allowed for varied and ongoing engagement grounded in relational capacity. Building connections between the community and the district has consistently been a key element that stakeholders both value and want to strengthen. Students and families have shared the importance of both formal and informal opportunities to build relationships with staff. Because of this, we chose to offer as part of our plan, ongoing opportunities to speak face to face with the superintendent and other district leaders to provide direct suggestions, ask questions, share expertise, and build connections. These less formal community meetings offered times to connect, share a meal, celebrate, and problem solve. Because traditional access to district leadership can be a barrier, this strategy allowed staff and community to learn from and alongside each other in order to create a shared vision for our schools.

Secondly, we leveraged our relationships with culturally specific community partners that advocate for families from the priority populations served by the S.S.A. Parkrose has ongoing relationships with Latino Network, S.U.N., Elevate Oregon, S.E.I. and I.R.C.O. These partners provide both the community outreach and responsive practices that help us respond to the needs of our diverse community and allow the creation of spaces that place power into the hands of our historically underserved families and students. These partnerships helped the district facilitate both family and student engagement opportunities.

Our final strategy was to specifically empower leadership and elevate the voices of our historically underserved students and families. All feedback gathered was disaggregated by race and ethnicity, and served as the primary data by which plans were made. The district intentionally created a diverse leadership team of staff, culturally specific partners, and parent leaders tasked with looking for patterns within the feedback and creating recommendations that align with the district's mission of closing the achievement gap for our students. The priorities that emerged from our families and students of color, our multilingual students and

families, and our students and families within special education have become the key compass points for our plan.

- **Describe at least two activities you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)**

In planning for activities, Parkrose used the strategies outlined above to guide decisions around engagement.

Our initial activity within our engagement plan was to create a survey, available in the primary languages spoken in our district. This survey was pushed out via email to students and families, made available on our website for community members, and also available in paper form by request. Computers were also provided at various events for families who did not have access to a computer. The purpose behind this survey was to provide stakeholders a broad way to provide feedback. Stakeholders were asked to identify both their roles within our community and their race/ethnicity, but were not asked to provide emails or names, allowing for a level of comfort in giving honest feedback. Questions were chosen based on work within the Equity and School Improvement team. Stakeholders were asked both what they loved about Parkrose, and what they would like to see changed, and were invited to offer specific feedback around the major areas addressed within the S.S.A.

In keeping with our engagement plan strategies, activities grounded in relational capacity were key components of our plan. These included in person sessions and forums, parent group meetings, face to face conversations with the superintendent, and culturally specific events in collaboration with our community partners. These events allowed the sharing and gathering of relevant information, while also building connections through sharing a meal and socializing. In collaboration with Elevate Oregon, S.E.I and S.U.N., Parkrose hosted a Black Family Social Night. Latino Network supported a Latinx Family Night, and IRCO facilitated sessions for our immigrant and refugee families. Our student services staff worked to provide both a special education fair and a newcomer night for families new to the country.   While the survey provided us with disaggregated and anonymous data, these activities provided the chance to ask questions of each other, offer solutions, and challenged Parkrose leadership to look beyond the district lens.

Because student empowerment is part of Parkrose's mission, this led to activities designed to elevate the voices of students. As one of the most diverse school districts in the state, our student leadership teams represent the voices of our community. With the help of administration, the superintendent met personally with student leadership teams at the secondary and elementary levels, and invited the high school leadership team to present their recommendations for funding to the school board. Elevate Oregon worked with the district to help facilitate student focal groups representing our students of color who met with the superintendent as well and provided insight into what Parkrose students need.

Overall, the activities that we implemented tied to the strategies we sought to build upon and gave the district guidance from those directly experiencing our school system.

- **Describe at least two strategies you executed to engage staff. Explain why those strategies were used. (500 words or less)**

Parkrose understands that the most successful professional collaborations happen when all parties involved are viewed from a position of strength and value. This is the belief that guided the primary strategies we chose to engage staff.

The first strategy we built upon was to utilize our certified and classified unions as partners in the planning process. Parkrose has historically had a strong working relationship with its labor unions, and this relationship became an important piece of the process, both in planning for engagement opportunities, and in critically analyzing funding recommendations. The superintendent met regularly with leadership from both unions to keep them informed of the progress and results of engagement, and discuss feedback from members about emerging needs and ideas.

Parkrose employs a shared leadership model, and has multiple leadership teams throughout the district that reflect this model. As a small district, teachers and staff are empowered to be leaders for equity and strong instruction at both site and district levels. As our second strategy, we chose to use these collaborative teams to engage staff in analyzing data, crafting funding moves, and critiquing recommendations. By working together, and putting staff in positions of leadership within this process, we have a shared investment and ownership of the plan that will help us as we begin to implement its elements.

Finally, relationships again informed our decisions around engagement opportunities and venues. As with families and students, staff were given different platforms, both virtually and in person, to provide feedback, engage in conversations, and gain transparent information. Because staff are viewed as partners, throughout the process, ongoing progress was also shared with the entire staff at regular intervals. With regular access to district leaders in multiple ways, teachers feel valued and heard.

- **Describe at least two activities you executed to engage staff. Explain why those strategies were used. (500 words or less)**

As with families and students, our initial activity was to send surveys to staff. Staff were invited to fill out the same survey that families and students received. Like other stakeholders, they were asked to identify their race/ethnicity and role, but not their names. The teacher's union also sent out a separate anonymous survey and shared results with the superintendent and the school board. This form of engagement allowed for honest, disaggregated feedback, and also provided feedback data that could be directly compared with that provided by our students and families.

While many staff did fill out surveys, our second activity sought to provide more personalized venues for engaging. The superintendent also offered three face to face meetings for staff to attend. At these meetings, the superintendent shared information around the S.S.A., answered questions, and engaged in conversations about what staff felt were the priorities for funding. As with our families and students, humanizing the engagement leads to stronger working relationships that ultimately will help us as the plan is put into action.

Our final activity was to directly engage teacher and staff leaders with families and partners in the creation of our plan. The Equity and School Improvement Team served as the primary leaders in this work, in both planning for engagement and analyzing the data to create our plan. This culturally diverse team is truly representative of our district and includes teachers, classified staff, administrators, district accountants, parents, community members, psychologists, counselors, and culturally specific partners. This year the team was expanded to include additional voices that were not previously at the table as advocates for our historically underserved students. Each month, team members met for feedback trend analysis. As plans emerged from the trends, the Equity and School Improvement team shared their recommendations with other pertinent teams for feedback and refining. Our Culture and Climate Team, consisting of counselors and school psychologists from across the district, provided feedback on the components within our plan tied to social emotional learning. Our District Administration Team made up of elementary and secondary principals provided feedback on the instructional and site based elements of the plan, and shared plans with their site based parent groups for feedback as well. The union was also invited to provide their opinions on the plan to the school board and district leaders. With different teams using their expertise, we were able to better refine the plan components and engage more staff leaders within the process.

- **Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)**

Parkrose looked at overall trends, and also disaggregated feedback by race and ethnicity, role, and school site. While the team did look at feedback as a whole group, more time was spent digging into data from our Latinx stakeholders and Black African American Stakeholders, as these are the communities that data shows have been historically underserved in Parkrose.

There were consistent trends within the 5 key areas of the S.S.A. among focal groups and the whole, as well as families, students, and staff. Among all stakeholders there was clear support for adding additional educational assistants, as well as expanded support for English language learners and for special education. Maintaining smaller class sizes was a priority for staff. Among all groups, but especially within our Black/African American and Latinx stakeholders, there was a clear desire to hire more staff of color and invest in culturally specific partners. Students in particular voiced the need for more career related electives and culturally relevant curriculum. Health and safety needs that were consistent across groups pointed to both the physical and emotional well being of students. Stakeholders overwhelmingly supported physical education and expanded sports opportunities for students as well as more

social-emotional learning resources. Social emotional supports for managing behaviors within the classroom and supporting students in crisis emerged as a top priority for staff.

Using their analysis of these trends, and our district equity lens, the Equity and School Improvement Team, and the district administration team, made funding recommendations aligned with the values of our community. Each part of our plan is tied directly to one of these trends that emerged from our stakeholders.

Perhaps one of the most valuable trends that arose is not directly reflected in the key funding areas within the S.S.A. The thing that our community values most about our schools *is* the community itself- the diversity, the relationships that have been built, and the sense of belonging that exists within our small, urban district. This was echoed time and time again within every engagement platform, among every group. As we looked at planning, we chose to focus on those things that stakeholders value that would increase students' sense of belonging, strengthen relationships, build capacity within students and staff, and raise up our students and families from historically underserved groups. It is why we are choosing options like mentorship, "grow your own programs," for staff and students of color, and Equity and Inclusion Coaches. It is why we are adding educational assistants, physical and emotional education opportunities, and providing training on how to best meet the needs of ALL learners within ALL tiers of instruction. And it is why we will be going back to the community that helped craft these plans to ensure that we are indeed supporting the "bigger we" as we roll them out. Parkrose is confident that the relationships we continue to build with our strong community will help to create something even stronger.

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making. (150 words or less)

We are always looking at various forms of data. We use Synergy attendance and discipline data and the data that comes to us from OSAS for state test scores. We have added the iReady program to get better at tracking math success. At the high school level, we keep track of the demographics of students in our AP and upper level courses in addition to the composition of our AVID classes at middle and high school. There are also lots of informal metrics around the adult demographics of who attends parent conferences, sporting events, district fundraising events, board meetings, etc. Finally, we gathered information from our Youth Truth survey last year

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of

the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds. TEAM

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:
1. SIA Integrated Planning Tool (created by ODE)
2. Clackamas ESD SIA Plan Template

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less) MLS
Our equity lens was developed and adopted by our Parkrose Equity Team that is made up of board members, community members, culturally specific partners, staff, and administrators. Our lens focuses on key questions to use to help ensure equitable outcomes and opportunities for our traditionally underserved students and families.

We use this lens when we are planning, developing and implementing new decisions, programs and policies. Our Equity team was an instrumental team in helping analyze the data we collected from our community, staff and students to determine the recommended investments the team would make to our school board. Moreover, our school board took part in ongoing training in equity and ways to operationalize the lens in decision making.

Our school board has the lens as a regular tool for decision making in Parkrose. For any policy, program, practice or decision, we consider the following questions:
How are people affected positively or negatively in terms of the barriers they experience?
What kind of positive or negative environment are we creating?
How is the power of decision making shared with those it affects?
Does the policy, program, or decision improve, worsen or make no changes to existing disparities?
How will you reduce the negative impacts and address the barriers?

Finally, our Equity team was tasked with using this lens to provide investment recommendations to our board ensuring the board we have used our district-wide lens in our Student Investment Account application.

Part Six: Use of Funds

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

- Increasing instructional time
- Addressing students' health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

The feedback that was gathered from our historically underserved families emphasized the need for more comprehensive opportunities in our school system. This includes physical education for our younger students, more social emotional support, and increased class options for all students. We believe our plan addresses these comprehensive needs by providing support for more social emotional development, increased academic support, particularly for our special education students. It was also highlighted by all of our family, staff, and student feedback that our district must increase the number of staff of color represented in our schools. Our disparities in attendance, access, and academic achievement will be key measures in determining the success of our historically unserved students.

We plan to address these needs by doing the following:
-Adding physical education to our K-5 classrooms
-Adding staff to address the needs of students with disabilities
-Adding staff to provide social and emotional support coaching to our students and teachers
-Adding additional elective staff to increase comprehensive educational opportunities for our students
-Providing additional assistant support to improve our social and emotional supports at elementary schools
-Creating a college pathway for classified employees of color that are interested in becoming a teacher
-Build stronger partnerships with culturally specific partners that enhance the social and emotional supports for students

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less)
We expect to see continuous improvement in the following:
-Increased graduation rate for all students, specifically our historically underserved students
-Increased percentage of 9th grade students on-track to graduation, specifically for underserved students
-Increased academic achievement for 3rd grade reading, specifically for historically underserved students
-An increase in our attendance rates for historically underserved students

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less)
-Potential lack of student success funding to hire support positions
-A decrease in state school funding that impacts our new supports
-Support for additional staff will be needed to provide ongoing and sustainable support to students and families
-Culturally specific partners working with districts to achieve collective goals for historically underserved students
-The current pandemic could have a significant influence on how students and staff return to school and engage in curriculum, instruction and assessment.
-Our community is experiencing ongoing displacement for our communities of color and this has a significant impact on students and families who are moving between school systems

Part Seven: Evidence of Board Approval

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

Part Eight: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school?

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

Did any public charter schools you invited to participate in your SIA plan decline to participate?

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less)

We do not have any chartered schools.

You will be asked to upload any SIA charter school SIA specific agreements.

Integrated Planning Tool

This tool is designed to help align strategies and desired outcomes to concrete activities and their associated expenditures.

Student Investment Account

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

The strategies entered in this tab will autopopulate to the Activities & Expenditures tab.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan?
Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Activities and Expenditures

This tab pulls the articulated strategy into the top of the page. Below are a series of entries for planned activities and a dropdown box to connect the activity to the most tightly linked strategy.

The date ranges help track the anticipated number of years the activity will span and provides space to project both first year costs as well as three-year projected costs. These amounts are totaled and set in line with the strategies above.

Object codes can be populated manually.

The priority field includes a drop down box to designate the activity as a high, medium or low priority.

			YEAR 1 BUDGETED COST		PROJECTED 3-YEAR COST	

Strategy 1	Increased social and emotional supports and interventions. Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.	$	1,247,000.00	$ 3,741,000.00
Strategy 2	Increased support for a more inclusive learning environment, inlcuding culturally relevant curriculum development Ensure pedagogy and standards-based curriculum integrates the respectful consideration of culture, disability, race, gender, and language with equitable learning supports and opportunities.	$	450,000.00	$ 1,350,000.00
Strategy 3	Expansion of elective courses and opportunities for staff and students, including the development of a teacher pathway program.	$	700,000.00	$ 2,100,000.00
Strategy 4	Culturally specific student and family supports, including expanding community partnerships	$	380,000.00	$ 1,140,000.00
Strategy 5				

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire Equity and Inclusion coaches (5FTE) to support social emotional curriculum development and delivery, create systems and routines in core classrooms that are culturally and racially responsive to student needs. Also, to support the inclusion and support of students with disabilities.	S1	X	X	X	$560,000	$ 1,680,000.00		High
2	Hire Educational assistant support for each elementary (4FTE)and our middle school (1 FTE) to support postitive behavior supports, response to intruction, and support the safety needs of all students.	S1	X	X	X	$ 305,000.00	$ 915,000.00		High
3	Hire Special Education teacher at Parkrose High School to lower case load and increase core classroom support for students with disabilties.	S2	X	X	X	$ 113,000.00	$ 339,000.00		High
4	Hire an art teacher for Parkrose Middle School to provide more comprehensive educational activities to students.	S3	X	X	X	$ 113,000.00	$ 339,000.00		High
5	Hire special education teacher and educational assistant at elementary to support a communication focused classroom to provide a continuum of service to special education students in Parkrose.	S2	X	X	X	$ 174,000.00	$ 296,000.00		Mid
6	Hire additional Emerging Bilingual teachers to support newcomers to English in Parkrose	S2	X	X	X	$ 113,000.00	$ 339,000.00		Mid
7	Hire 4 elementary Physical Education teachers to provide physical edcuation, health and nutrition education to all elementary students, includes curriculum and equipment.	S3	X	X	X	$ 462,000.00	$ 1,386,000.00		High
8	Develop teacher and assistant cohort to train and implement Universal Design for Learning in core classrooms to support all students, but specifically to support core instruction for students with disabilities	S2	X	X	X	$ 50,000.00	$ 150,000.00		Mid
9	Bring current educational assistants in Pakrose schools up to 35 hours a week to provide more direct academic and social support to students in all grades.	S1	X	X	X	$ 372,000.00	$ 1,116,000.00		High
10	Hire 5 family engagement specialists at .875 FTE for elementary and middle schools	S4	X	X	X	$ 305,000.00	$ 915,000.00		Mid
11	Develop scholarship program for teacher pathway program for classified staff to recruit and retain staff of color in Parkrose.	S3	X	X	X	$ 65,000.00	$ 195,000.00		High
12	SB 13 curriculum support to implement Native American Studies into all schools.	S1	X	X	X	$ 10,000.00	$ 30,000.00		Mid
13	Add two middle school sports to provide additional comprehensive activities in fall and winter	S3	X	X	X	$ 25,000.00	$ 75,000.00		Mid
14	Add to School library resources for equitable access to books and media at all schools	S3	X	X	X	$ 35,000.00	$ 105,000.00		Low
15	Community Partnership for social emotional support	S4	X	X	X	$ 75,000.00	$ 225,000.00		Mid
TOTAL						$2,777,000			

	Student Investment Account	Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	All school staff will be implementing strategies and culurally relevant curriculum to support diverse learners through culturally-responsive practices, e.g. WICOR strategies, including language scaffolding, Universal Design for Learning as evidenced by classroom walkthrough and school climate surveys.					
Outcome	Targeted caseload reduction and support will provide additional support for students with disabilities in the core classroom and result in increases in academic achievement in their Indiviudal Edcucation Plans, local district assessments, and state wide assessments, and attendance.					
Outcome	Targeted support for English Language Learners to increase support for newcomer students at all schools. This targeted support wlll include family engagment to help families and students to feel included and supported at school and in the community.					
Outcome	Increased academic and elective opportunities for or historically underserved students and families, inlcuding an emphasis physical wellness and safety.					
Outcome	Create and support a Teacher Pathway program to recruit and retain staff of color in Parkrose.					

Strategy #1	Strategy 1: Increased social and emotional supports and interventions
Strategy #2	Strategy 2: Increased support for a more inclusive learning environment, inlcuding culturally relevant curriculum development
Strategy #3	Strategy 3: Expansion of elective courses and opportunities for students and staff, including the development of a teacher pathway program
Strategy #4	Strategy 4: Culturally specific student and family supports, including expanding community partnerships

MULTNOMAH COUNTY SCHOOL DISTRICT #3
(PARKROSE SCHOOL DISTRICT)

2020-2021

REVISED BUDGET CALENDAR – 4/13/20

DATE	ACTIVITY
September 23, 2019	Announce Budget Committee vacancy
September 23, 2019	Adopt budget calendar for 2019-20 cycle
September 26, 2019	Publish Application Notice
November 18, 2019	Budget Committee Application Deadline (5:00 PM)
November 25, 2019	Board interviews applicants for Budget Committee Board appoints Budget Committee Member
April 6, 2020	Publish first notice of organizational meeting (5-30 days prior to meeting, not less than seven days prior to second notice) – Website & flash alert
April 13, 2020	Publish second notice of organizational meeting (5-30 days prior to meeting, not less than seven days after first notice) - Oregonian, website & flash alert
April 29, 2020	Budget Training Meeting (6:30 PM)
May 13, 2020	First Organizational Budget Meeting Committee/Budget Message (6:30 PM)
May 27, 2020	Second Meeting Budget Committee (6:30 PM)
June 3, 2020	Optional Third Meeting (6:30 PM)
June 8, 2020	Publish budget hearing notice and budget summary (5-30 days prior to budget hearing)
June 22, 2020	Budget Hearing (6:30 PM)
June 22, 2020	Board adopts budget, make appropriations, levies taxes and categorizes the levy