

Regular Meeting
Tuesday, April 2, 2024 6:00 PM

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. **6:00 pm - Opening**
2. **6:05 pm - César Chávez Music Program**
3. **6:20 pm - Recognizing Benson Girls and Roosevelt Boys Basketball Teams**
4. **6:35 pm - Superintendent's Report**
5. **6:45 pm - Student Representative's Report**
6. **6:50 pm - Student Comment**
7. **7:05 pm - Second Reading of Policy (Resolution 6890) Vote - Public comment accepted**
 - Class Size Policy 3.10.031-P
8. **7:00 pm - Public Comment**
9. **7:15 pm - Board Committee and Conference Reports, and Superintendent Search Update**
 - Review Draft Superintendent Criteria - Public Comment Accepted
10. **7:25 pm - Update: Jefferson High School Modernization**
11. **7:55 pm - First Reading of Policy**
 - Diploma Policy 4.20.042-P
 - Districtwide Advocacy and Fundraising 7.10.020-P
 - Junior Reserve Officer Training Corps and Military Careers 6.20.043-P
12. **8:00 pm - Consent Agenda: Resolutions 6883 through 6889, and 6891 through 6893** Vote- Public Comment Accepted
 - 12.(a) Resolution 6883 - Adoption of the Index to the Minutes
 - 12.(b) Resolution 6884 - Expenditure Contracts
 - 12.(c) Resolution 6885 - Revenue Contracts
 - 12.(d) Resolution 6886 - Authorizing off-campus activities
 - 12.(e) Resolution 6887 - Approving Board Member Conference Attendance as Representatives of the Board
 - 12.(f) Resolution 6888 - Interdistrict Transfer Agreements
 - 12.(g) Resolution 6889 - Settlement Agreement
 - 12.(h) Resolution 6891 - Appointment of Financial Auditor
 - 12.(i) Resolution 6892 - Settlement Agreement
 - 12.(j) Resolution 6893 - Annual Multnomah Education Service District Resolution Process
13. **8:05 pm - Comments from our Union Partners**
14. **8:15 pm - Other Business / Committee Referrals**
15. **8:20 pm - Adjourn**

Portland Public School District 1st Reading

DATE OF FIRST READING: September 05, 2023

PUBLIC COMMENT FOR

Policy Revision 3.10.031-P Class Size Guidelines and School Staff Allocations

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

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

**Open for Comment until at least:
September 26, 2023**

Summary: **Revision of Policy 3.10.031-P Class Size Guidelines and School Staff Allocations**

1st Reading by: **Director Julia Brim-Edwards**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education
Policy Committee

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

Contact: **Rosanne Powell, Senior Board Manager**
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36cqADj6n6>

Included in Packet	Page
Staff Report	03
Redlined Draft Policy	06
Original Policy	07



STAFF REPORT

Date: August 31, 2023
To: School Board
From: Mary Kane, Senior Legal Counsel
Subject: Revisions to Class Size Policy 3.10.031-P

BACKGROUND

At the August 28, 2023 Board Policy Committee meeting, committee members reviewed amendments to this policy with the Superintendent and staff. The language was approved by the committee who then recommended it move to the full Board for a First Reading.

ANALYSIS OF SITUATION

In the past, class sizes at focus option schools were not consistently aligned with neighborhood school guidelines. This new language represents the changes instituted by the District to have focus-option schools follow District-wide procedures with respect to class size targets.

FISCAL IMPACT

This is unlikely to have an economic impact.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no community engagement.

TIMELINE FOR IMPLEMENTATION / EVALUATION

This would be implemented prior to the 2024-25 school year.

CONNECTION TO BOARD GOALS

These changes align with the Board's goal of creating more equitable learning environments for students.

STAFF RECOMMENDATION

Staff recommends the adoption of these revisions to the policy.

ATTACHMENTS

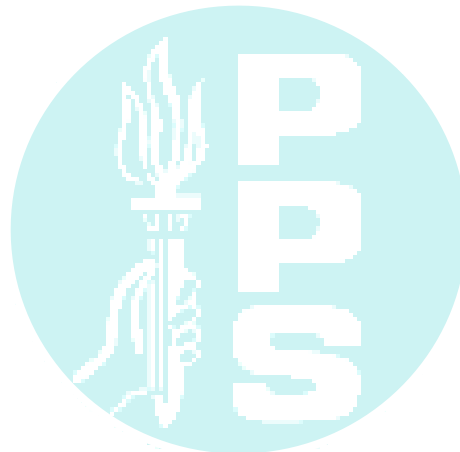
- A. Redline copy of Class Size Policy
- B. Clean copy of Class Size Policy

3.10.031-P Class Size Guidelines and School staff allocations

The Board directs the superintendent to determine school staff allocation and class size guidelines for the district and to communicate that information to all district administrators. **Class size guidelines and school staff allocations for focus programs, focus schools and dual immersion schools shall align with school staff allocations and class size guidelines for neighborhood schools.**

Legal References: Legal References: ORS 243.650; OAR 581-022-1630; Tualatin Valley Bargaining Council v. Tigard School District 23J, Case No. UP-42-89, 11 PECBR 11/590 (1989); motion to stay denied, 11 PECBR 11/777 (1989); aff'd, 106 Or. App. 381 (1991); rev'd and remanded, 314 Or. 274 (1992); order on remand _ PECBR _ (1993).

History: Adpt 9/71; Amd 5/84; Amd 9/9/02; BA 2419



3.10.031-P Class Size

The Board directs the superintendent to determine school staff allocation and class size guidelines for the district and to communicate that information to all district administrators.

Legal References: Legal References: ORS 243.650; OAR 581-022-1630; Tualatin Valley Bargaining Council v. Tigard School District 23J, Case No. UP-42-89, 11 PECBR 11/590 (1989); motion to stay denied, 11 PECBR 11/777 (1989); aff'd, 106 Or. App. 381 (1991); rev'd and remanded, 314 Or. 274 (1992); order on remand __ PECBR __ (1993).

History: Adpt 9/71; Amd 5/84; Amd 9/9/02; BA 2419



RESOLUTION No. 6890

Resolution to Adopt Revised Class Size Guidelines and School Staff Allocations 3.10.031-P

RECITALS

- A. On August 28, 2023 the Board Policy Committee reviewed and considered the proposed revisions of the Class Size Guidelines and School Staff Allocations Policy 3.10.031-P.
- B. On September 5, 2023, the Board presented the first reading of the revised Class Size Guidelines and School Staff Allocations Policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was public comment received and considered during the comment period.

RESOLUTION

The Board hereby adopts the revised Class Size Guidelines and School Staff Allocations Policy 3.10.031-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.



Next Superintendent Criteria

The Portland Public Schools Board of Education seeks an exceptional Superintendent of Schools who embodies the following:

Authentic and Inclusive Leadership- *which includes:*

- Exhibiting a deep commitment to the community, demonstrating a love of the diversity and culture that is Portland, and a willingness to invest in the city's welfare
- Prioritizing visibility in classrooms, schools, and at community events that reflects genuine interest in students, teachers and staff, and community members
- Prioritizing building relationships and fostering a sense of shared purpose through inclusive practices that repairs, heals, and restores trust

Transparent, Ethical, and Courageous Leadership- *characterized by:*

- Holding oneself to the highest levels of integrity, honesty, and ethical conduct
- Effectively inviting input, authentically engaging constituents, actively listening, and providing timely, two-way, and transparent communication regarding district decision-making
- The ability to make tough decisions, even in the face of adversity, which are in the best interest of students

Experienced, Strategic, and Visionary Educational Leadership- *which includes:*

- A robust background in K-12 education, with experience at various levels, and a proven record of improving student achievement, particularly for historically marginalized learners
- The ability to articulate and act upon a future-focused strategic vision that prepares each PPS graduate for a post-secondary pathway of their choosing and creates environments where all students succeed
- Effectively designing systems of support and accountability, which embrace continuous improvement and multiple measures of student, school, and district success

Fiscal Stewardship and Advocacy Leadership- *demonstrated by:*

- Proven fiscal management, budget acumen, and ability to strategically align resources with the district's vision, board goals, prioritizing investments that directly impact student success
- A transparent approach to budget development that engages stakeholders, fosters community trust, and nurtures continued local support of the district
- Experience in policy development and advocacy at the local, state, and national level

Equity and Cultural Competency Leadership- *revealed as:*

- A profound and deep commitment to racial equity and demonstrated success in eliminating disparities and systemic racism where it exists
- Demonstrated cultural competency, advocacy for historically underrepresented groups, and promotion of policies and practices that honor, respect, protect, and celebrate difference



Portland Public Schools Superintendent Search Constituent Engagement

Executive Summary

During the past three weeks, 1823 students, parents or family members, PPS employees, and community members participated in 1:1 interviews, focus groups, or completed the on-line survey. Those participants were asked about PPS strengths, challenges, and personal and professional qualities, attributes, skills, and experiences desired in the next superintendent of schools. This feedback learned from the Portland Public Schools staff, families, students and community shaped the development of the *Next Superintendent Criteria*. The draft document will be presented to the Portland Public Schools Board of Education for discussion and deliberation at their meeting on April 2, 2024. The Board will solicit additional public input on April 2 and at a subsequent meeting on April 9 before taking action.

The data contained herein were obtained from input received by Human Capital Enterprises consultants Robyn Bean, Tammy Campbell, Ph.D., Hector Garcia, Ph.D., Hank Harris, Christy Perry, Jay Rallion, Kathleen Rodden-Nord, Ph.D., and Steve Webb, Ed.D. The input was reviewed, and themes were identified. It is important to emphasize that the delineations below are not a scientific sampling, nor should they necessarily be viewed as representing a majority opinion, but rather the themes identified across the 1823 people who responded through the focus groups or online surveys. Items are included if, in the consultants' judgment, they warranted the Board's attention. The themes below are not ranked.

District Strengths

- **Commitment to Equity:** PPS's dedication to equity, especially focused on closing opportunity and achievement gaps for historically marginalized students, is highly valued. The district's efforts to integrate equity in both policy and practice, including Board goal alignment and equity-focused budgeting, are seen as vital to the district's future success. Many constituents identified the need for a renewed commitment to attracting and retaining BIPOC educators and leaders, and for the district to take action to advance equity outcomes.
- **Academic Programs, Curriculum, and Extracurricular Programs:** Recent efforts to provide a common and comprehensive core curriculum, including the adoption of new instructional materials, were noted as a district strength. Additionally, there is a strong focus on inclusive practices, and this is viewed positively. Respondents appreciate the breadth and depth of program choices, including language immersion, Advanced Placement, IB, focus-option schools, emphasizing the importance of meeting the diverse interests and needs of all learners. The value placed on arts, music, athletics, and various extracurricular activities reflects a desire for a well-rounded education.



- **Dedicated and Caring Educators and Staff:** Many respondents' express pride in the strong sense of community and the dedication of teachers and staff within their local school community. They appreciate the hard working, caring, and committed educators and staff who create safe, supportive, and engaging learning environments for students.
- **Community Engagement and Support:** The strong connection between schools and the Portland community, demonstrated through volunteerism, parental involvement, and voter support for school measures, is a source of pride. Ensuring continued collaboration and support from the community is a priority. Portland is a community that deeply values public education and believes PPS can and should be world class.
- **Student-Centered Approach:** The responsiveness to meeting the individual needs of each student is praised. The focus on student social-emotional well-being, creating a school culture of belonging, and personalized learning is something respondents believe should be sustained and expanded.
- **Board Vision:** There was positive feedback on the board's goals that set the vision and strategic direction for the district. It was noted that the board has respectful relationships, and was focused on student outcomes, specifically closing the achievement gap for black and brown students. There was a desire for a superintendent who can foster a healthy relationship with the board and community.
- **Support for Diverse Populations:** Efforts to support diverse student populations, including special education, second language learners, and services for economically disadvantaged students were highlighted. Efforts toward more inclusive practices for students with disabilities are noted as positive steps that need further support and development.
- **Facilities and Infrastructure:** Respondents appreciated the recent capital improvements, modernization of buildings, and the investment in educational infrastructure. They noted that these contribute to a better learning environment, it is acknowledged that these investments will need to be continued long term in order to provide high quality learning environments across the district.
- **Professional Development and Support for Teachers:** The presence of instructional coaches, teacher-mentors, and the focus on professional development are seen as beneficial for ensuring high-quality instruction and should be an ongoing priority.
- **Progressive Values and Social Justice:** Portland Public Schools and the community of Portland has a deep commitment to progressive values, social justice, anti-racism, and preparing students for global citizenship. This was a point of pride for many. Elevating student voice and activism was also identified as an important part of PPS.

District Challenges

- **Trust:** A breakdown in trust was highlighted across all groups. Attention should be paid to repairing and restoring trust with employees, parents and families, and community by enhancing transparency, communication, and community involvement in school and district decision-making.



- **Budget Management and Funding:** Ensuring adequate, stable and equitable funding remains a central challenge, with a need to lobby for increased state funding, creating efficiencies with district administrative services and operations, and prioritizing spending on student-facing roles and essential services. Some respondents recommend that the district consider school consolidation to optimize resource use, improve educational services, and “right-size” the number of schools to student enrollment served.
- **Labor Relations and Staff Morale:** Rebuilding trust and fostering collaboration with teachers and the PAT, especially post-strike, is viewed as a high priority. Improving support and resources will boost staff morale and job satisfaction, address the district's top-down culture perception, and ensure a safe and supportive work environment. Navigating collective bargaining effectively with all employee groups is key to district stability and ongoing public support of the district.
- **Facilities Maintenance and Modernization:** While the current work on facilities maintenance and modernization was highlighted, it was recognized that this work must continue and will need considerable new resources. Modernizing aging school facilities to ensure equitable access across the district to high quality learning environments, addressing school safety concerns, and implementing air quality improvements is needed in many schools.
- **Special Education Services and Student Support:** Enhancing support for special education and integrating inclusive practices was of concern. The district’s current implementation model was identified in multiple groups as an area that needs to be re-examined. It was also noted that providing additional staffing including specialists and paraprofessionals, and providing on-going professional development and staff training to more effectively serve differently-abled students in their least restrictive environment effectively is needed. More support for comprehensive wrap-around student services, including mental health services, should be added when possible.
- **Academic Achievement, Culturally Responsive Instruction, and Inclusive Schools:** Elevating academic standards and rigor, addressing opportunity and achievement gaps for historically marginalized students, and improving academic outcomes for all learners were identified as areas for improvement. While the focus on common curriculum and the instructional framework were noted as positive, fidelity of implementation is needed. In addition, there is a need to ensure that curriculum and instructional practices are culturally responsive. Creating the context and conditions where all students are accepted and feel a sense of belonging, including marginalized identities, needs to continue and be strengthened.
- **Communications:** Communication with students, families and the broader community was noted across all groups as an area for improvement. Respondents believe that transparent and ongoing communication, and engagement in the community by the district is critical to rebuilding trust and essential for the ongoing support and strategic efforts of PPS.



The team of Human Capital Enterprises is appreciative of the 1823 students, staff, families, and community members who engaged in this process and for the Portland Public Schools staff who worked tirelessly to pull off this large and complex project on a compressed timeline. It was evident throughout all the engagement that the people both within the district and the community love their school community and the community of Portland. Their greatest hope for their next leader is someone who provides continuous and authentic care for all members of the PPS community who can be a strong and visionary leader for the next chapter in Portland Public Schools.

Jefferson High School - Redesign

Portland Public Schools - Board Meeting

April 2, 2024



BORA

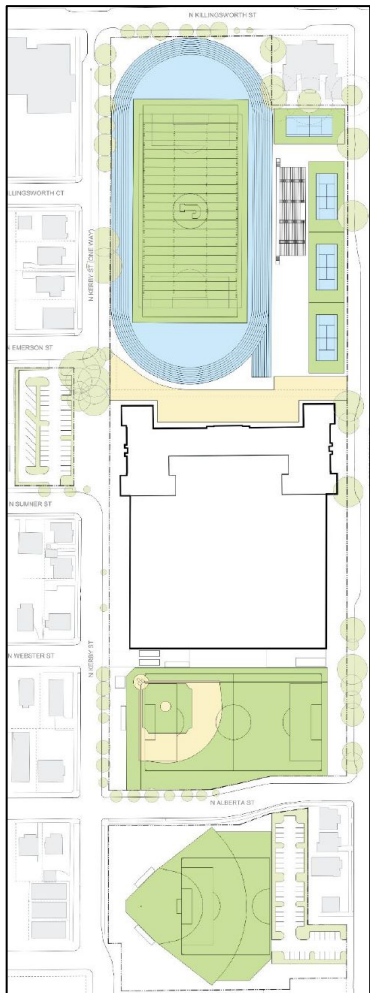
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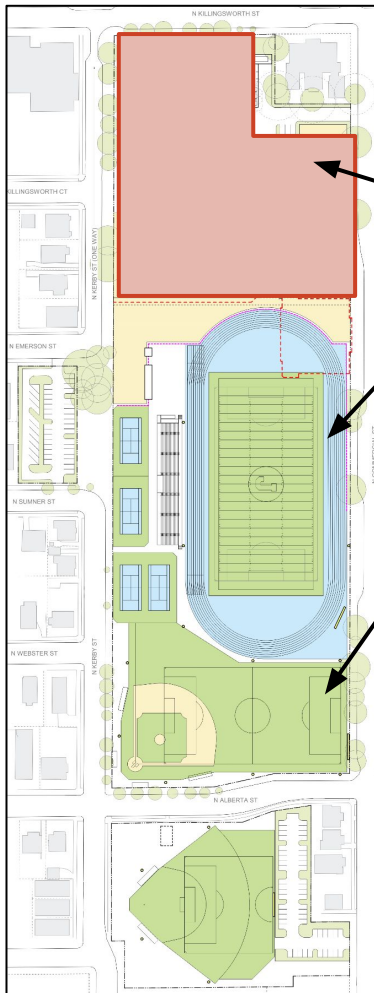


AGENDA

- **Old Plan vs. New Plan**
- **New Plan Components**
- **Potential Layout Diagrams**
- **Athletics Field Use During Construction**
- **Community Outreach Plan**
- **Permitting Process**
- **Updated Project Schedule**
- **Budget**



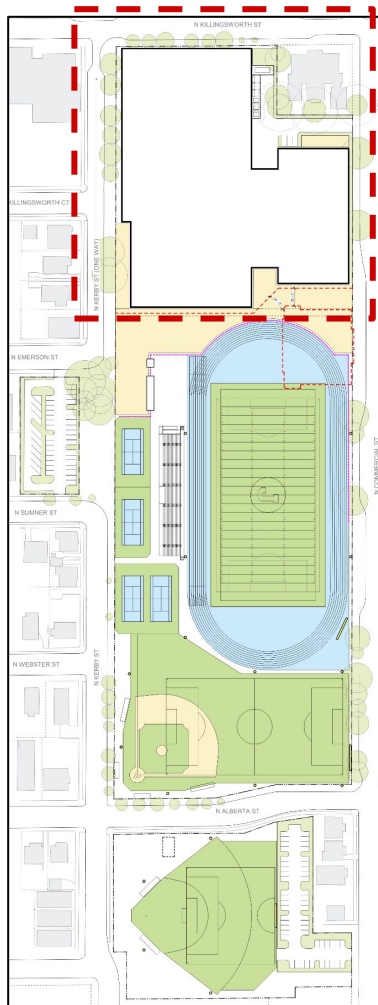
Old Plan



New Plan

Old Plan vs. New Plan: **Changes**

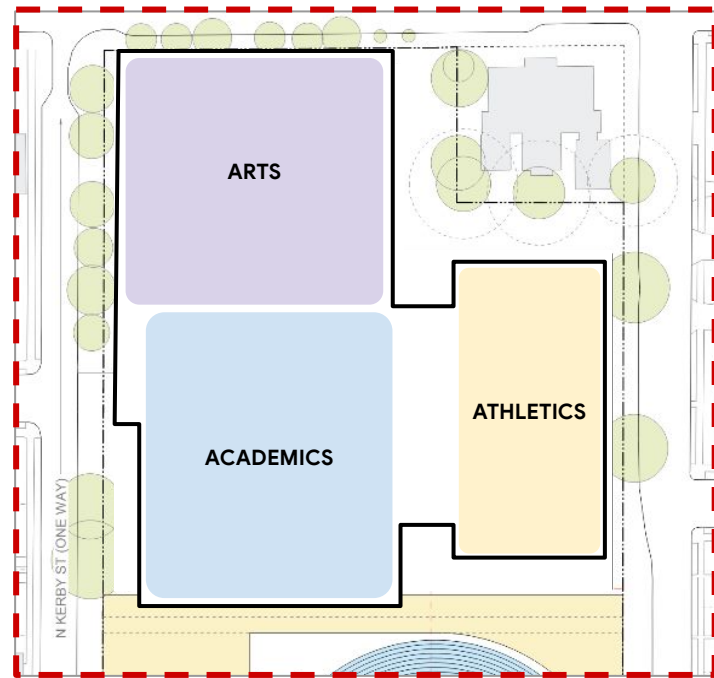
- **NO SWING:** Students & staff on site
- **New building on Killingsworth**
- **Relocated track & field**
- **Potential use of south fields during construction**
- **Larger baseball field**



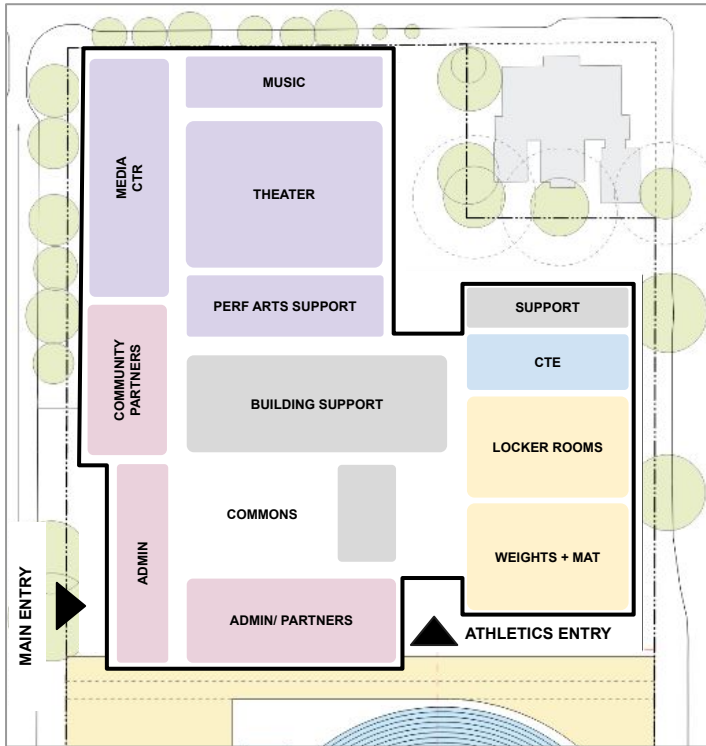
New Plan

New Plan: **Components**

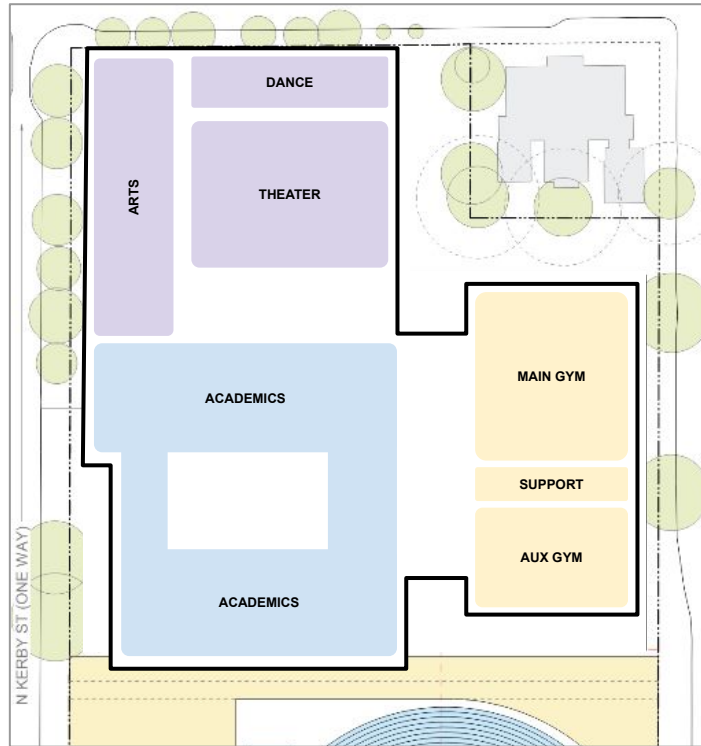
- Main entry on Kerby
- Secure commons
- Athletics/Gyms next to fields on Commercial
- Arts on Killingsworth
- Crossblock connection



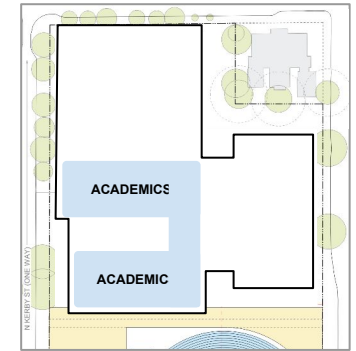
Potential Layout Diagrams



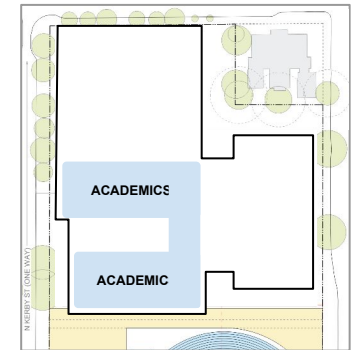
1st Floor



2nd Floor



4th Floor



3rd Floor

Athletics: Field Use During Construction

- Potential use of all southern fields during construction
 - Still discussing options with Athletics & coordinating logistics with Andersen
- Project costs for off-site parking for construction trade personnel
- District coordination for off-site Athletics events & practices

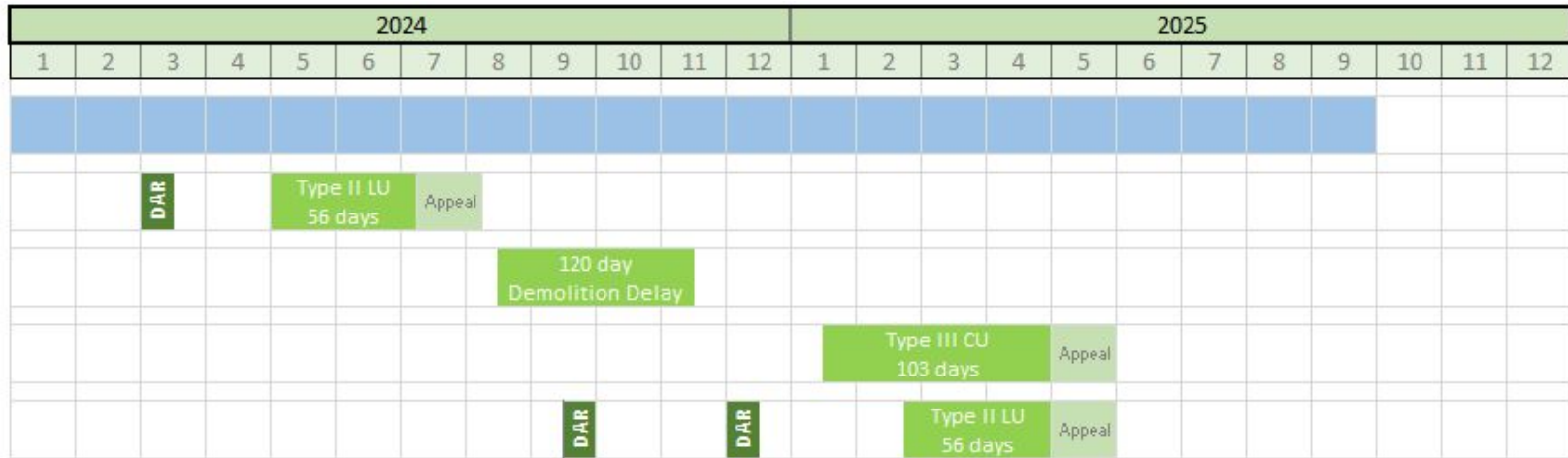


Community Outreach Plan: Proposed

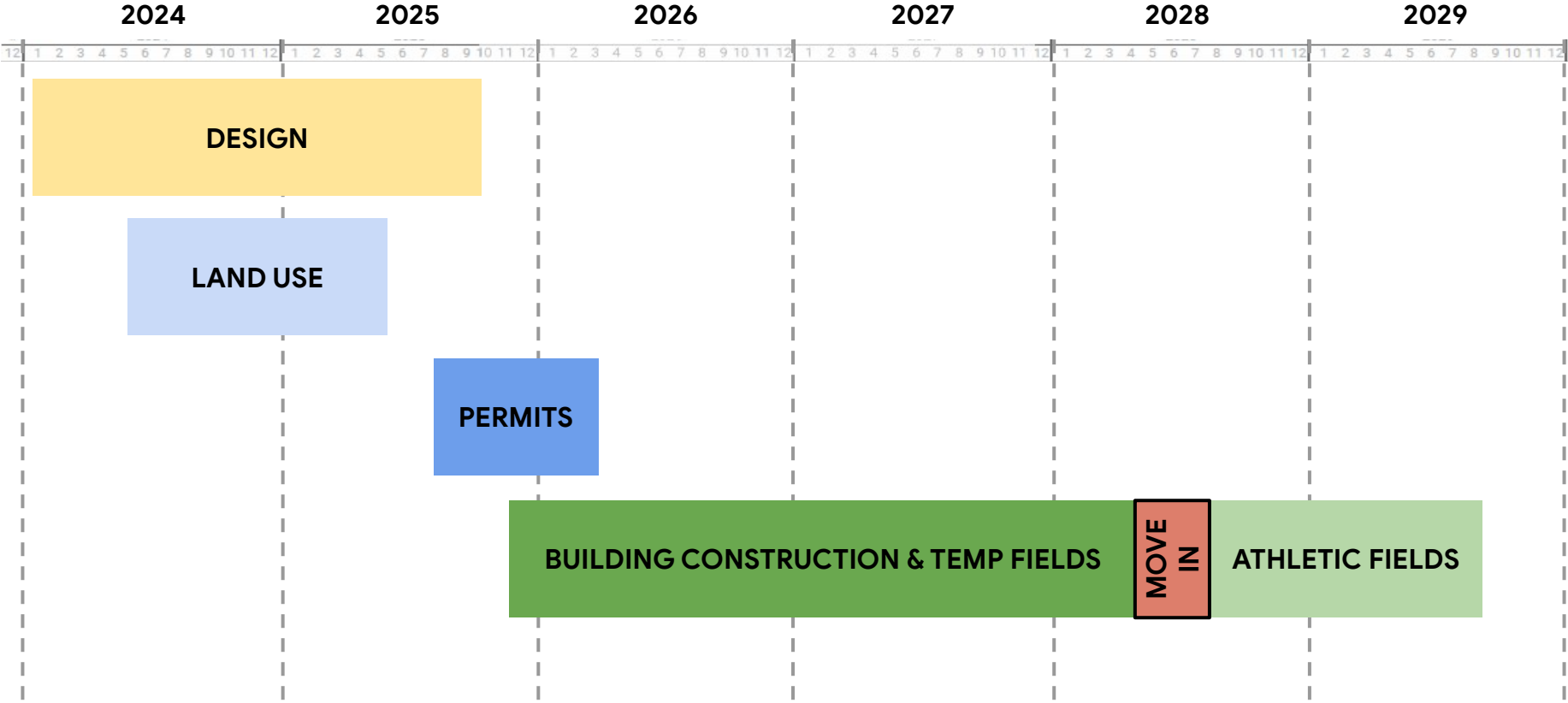
	2024											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Community Dinner						●			●			●
JHS events (sports, dance theatre, etc)				●		●		●		●		●
Community Progress Update Mtg				●	●	●	●	●	●	●	●	●
Staff Meeting		●		●		●		●		●		●
Student site visits			●		●		●		●		●	
Feeder School PTA Mtgs				●				●				●
Website		●	●	●	●	●	●	●	●	●	●	●
Printed Collateral/ Newsletter		●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Social Media		●	●	●	●	●	●	●	●	●	●	●
Neighborhood Association Mtg						●						●
Surveys - Staff, Student, Community						●						●
Community Partner Mtgs						●			●			●
District Stakeholders			●	●	●	●	●	●	●	●	●	●
Community Workshop					●		●		●		●	
Community Partner Roundtables						●			●			●
Steering Committee				●			●			●		
CBE Advisory Committee				●			●			●		

Permitting Process: Demolishing the 1909 Building

- Type III Demolition Review
- Remove “Contributing” status from the building
- Adjust the Conservation District Boundary



Project Schedule: Updated



Budget: New Estimate

COMPONENT	COMMENTS	TOTAL
Hard Cost	Building and site work estimates provided by professional cost estimator and general contractor	\$407,397,113
1.5% Green Energy Tech	Required by State of Oregon - \$6,110,957	Included in hard cost estimate
Owner Direct Hard Costs	Additional required public utility costs and owner allowances for off-site improvements & abatement (most off-site improvement and abatement costs included in hard cost estimate)	\$ 1,900,000
TOTAL HARD COSTS		\$409,297,113
Soft Cost	Includes design, engineering, consultant services, permitting, moving, insurance	\$42,007,914
Fixtures, Furniture & Equipment, including technology	Based on current PPS project data (escalated to middle of construction) ~\$32/SF	\$9,988,000
Swing Space / Temp Facilities		n/a
Contingency (10% contingency for new construction)	10% of Total Costs - Minus \$16,669,533 CMGC contingency included in hard cost estimate	\$29,459,770
Escalation (to middle of construction)	7% for 2024, 6% for 2025, 5% for 2026 and 4% for 2027	Included in hard cost estimate
TOTAL		\$490,752,796

Budget: Current, Actuals, Additional Required

COMPONENT	CURRENT BUDGET	ACTUALS TO DATE	ADDITIONAL BUDGET REQUIRED
Hard Cost	\$287,635,660	\$818,897	\$119,761,453
1.5% Green Energy Tech	Included in hard cost estimate		Included in hard cost estimate
Owner Direct Hard Costs	\$3,422,000	\$0	(\$1,522,000)
TOTAL HARD COSTS	\$291,057,660	\$818,897	\$118,239,453
Soft Cost	\$33,025,200	\$8,977,966	8,982,714
Fixtures, Furniture & Equipment, including technology	\$8,360,250	\$0	\$1,627,750
Swing Space / Temp Facilities	n/a		n/a
Contingency (new construction requires 10% contingency vs 15% for original modernization)	\$33,564,390	\$0	(\$4,104,620)
Escalation	Included in hard cost estimate		Included in hard cost estimate
TOTAL	\$366,007,500	\$9,796,863	+ \$124,745,297

Estimate: Detail	2022 Board Approved Budget (334,410 GSF) Escalated for Comparison			2024 New Plan (312,000 SF)		Increase (\$) 2022 to 2024
	Description	Total Amount in 2022	Cost/GSF Escalated to 2024	Total Amount Escalated to 2024	Cost/GSF 2024 Rates	Total Amount
1 STRUCTURE	\$36,837,761	\$ 124.78	\$41,726,132	\$ 169.47	\$52,875,133	\$16,037,372
2 FAÇADE & ROOFING	\$25,487,979	\$ 86.33	\$28,870,234	\$ 93.40	\$29,139,764	\$3,651,785
3 INTERIORS	\$27,474,930	\$ 93.06	\$31,120,853	\$ 144.97	\$45,230,705	\$17,755,775
4 CONVEYING	\$772,800	\$ 2.62	\$875,351	\$ 3.91	\$1,220,054	\$447,254
5 FIRE PROTECTION	\$1,902,480	\$ 6.44	\$2,154,939	\$ 7.69	\$2,399,928	\$497,448
6 PLUMBING	\$7,591,635	\$ 25.71	\$8,599,045	\$ 31.55	\$9,844,530	\$2,252,895
7 HVAC & CONTROLS	\$17,687,160	\$ 59.91	\$20,034,246	\$ 96.72	\$30,175,974	\$12,488,814
8 ELECTRICAL & LV SYSTEMS	\$15,341,580	\$ 51.96	\$17,377,408	\$ 129.34	\$40,352,588	\$25,011,008
9 EQUIPMENT & FURNISHINGS	\$8,083,470	\$ 27.38	\$9,156,146	\$ 22.02	\$6,871,031	-\$1,212,439
10 DEMO & ABATE	\$1,770,300	\$ 6.00	\$2,005,219	\$ 45.43	\$14,173,970	\$12,403,670
11 CIVIL & LANDSCAPE	\$17,017,896	\$ 57.64	\$19,276,171	\$ 96.89	\$30,228,656	\$13,210,760
TOTAL DIRECT HARD COSTS	\$159,967,991		\$181,195,744		\$262,512,333	\$102,544,342
ESCALATION & INDIRECT COSTS	\$127,667,669		\$120,012,436		\$144,884,780	\$17,217,111
TOTAL CONSTRUCTION COST	\$287,635,660		\$301,208,180		\$407,397,113	\$119,761,453

Thank You



BORA

LEVER

PLACE





PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

STAFF REPORT

Date: March 20, 2024
To: School Board
From: Mary Kane, Senior Legal Counsel
cc: Dr. Sandy Husk, Interim Superintendent
Liz Large, Contracted General Counsel
Subject: 4.20.042-P Diploma Requirements

BACKGROUND

The 2023 Oregon legislature enacted a number of changes to graduation requirements, including extending the pause on the essential skills requirement until 2027. Additionally, it now requires students, beginning with the class of 2027, complete .5 credits in Personal Financial Education and Higher Education and Career Path Skills to satisfy diploma requirements. Staff brought forward a proposed amended Diploma policy to the Policy Committee and then to the Student Success Committee with information on implementation plans. Upon its return to the Policy Committee on March 18, it was recommended that it go out to the full Board.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices. It is also a best practice to write policies that are readily understandable.

ANALYSIS OF SITUATION

The amendments to the policy should be adopted in order to align with state law and to be more accurate and comprehensible for our community. PPS staff consulted with ODE on certain changes, as well.

FISCAL IMPACT

These changes are not expected to have a material financial impact.

COMMUNITY ENGAGEMENT

Because these changes were driven by legislative directives, there was no stakeholder engagement.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff has already communicated to school administrators of the changes to diploma requirements. They are also developing guidance to be shared with staff and students.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revisions as recommended by the Policy Committee.

ATTACHMENTS

- A. Redline version 4.20.042-P Diploma Requirements
- B. Clean version 4.20.042-P Diploma Requirements



BOARD POLICY

Diploma Requirements

4.20.042-P

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

I. High School Diploma Requirements

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

Subject	Credits
Language Arts	4
Math (Algebra 1 and Above)	3
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	3
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026 and inclusive instruction in Tribal History/Shared History, Holocaust/Genocide, and Ethnic Studies)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2



BOARD POLICY

4.20.042-P

Diploma Requirements

Career and Technical Education, the Arts, or a third credit of World Language	3
Personal Financial Education (beginning with the class of 2027)	0.5
Higher Education and Career Path Skills (beginning with the class of 2027)	0.5
Electives	4
Total Credits	24



BOARD POLICY

Diploma Requirements

4.20.042-P

1. In addition to the above credit requirements, students must:
 - a. Develop a Personal Education Plan and build an education profile,
 - b. ~~Demonstrate Career Related Learning Standards,~~
 - c. ~~Complete~~ Participate in ~~two~~ Career Related Learning Experiences,
 - d. ~~Complete a Resume, and~~
 - e. Complete an Extended Application/~~My Plan Project.~~
2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

~~**B. Credit Requirements:** Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.~~

C. Proficiency credit: Proficiency credit will be awarded in accordance with State law and District guidelines.

D. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the District shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.



BOARD POLICY

4.20.042-P

Diploma Requirements

E. Essential Skills:

Essential skills credit will be awarded in accordance with State law¹ and District guidelines.

1. The District allows English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's primary language.
2. The District will provide and administer Essential Skills assessments in the ELL student's primary language, and they will be scored by a qualified rater.
3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

II. Modified Diploma Requirements

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

¹ The State of Oregon has suspended the Essential Skills requirement through the 2027-2028 school year.



BOARD POLICY

Diploma Requirements

4.20.042-P

Subject	Credits
Language Arts	3
Mathematics	2
Science (Must include Scientific Inquiry and Lab Experiences as outlined in the standards)	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	24

4. In addition to the above credit requirements, students must:
- Develop a Personal Education Plan and build an education profile,
 - ~~Demonstrate Career Related Learning Standards,~~
 - ~~Complete~~ Participate in ~~two~~ Career Related Learning Experiences,
 - Complete a ~~resume and n-Extended Application,~~
 - ~~Complete an Extended Application/My Plan Project. Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.~~

~~Requirements and procedures for awarding credit will be specified in an accompanying Administrative Directive approved by the Superintendent.~~



BOARD POLICY

Diploma Requirements

4.20.042-P

- C. Proficiency credit may be awarded in accordance with State law and ~~D-~~district guidelines.
- D. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

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



BOARD POLICY

Diploma Requirements

4.20.042-P

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

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

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

IV. Alternative Certificate Requirements

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



BOARD POLICY

Diploma Requirements

4.20.042-P

- C. Requirements and procedures for awarding the certificate will be specified in an accompanying Administrative Directive approved by the Superintendent.
- D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

The Superintendent ~~shall~~ may grant exceptions to PPS diploma requirements in excess of State diploma requirements. The Superintendent will establish a Diploma Exceptions Committee to meet quarterly to consider these requests. The Superintendent will report annually to the Board on the number and nature of waivers granted for the school year.

B. Graduating in Less Than Four Years:

1. The District will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

2. A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

- C. **Participation in Graduation:** All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high



BOARD POLICY

4.20.042-P

Diploma Requirements

school graduation ceremony with the student's class unless the student is deemed ineligible due to discipline violations.

- D. Issuance of Diplomas to Veterans:** As specified in Oregon statute, the ~~d~~District will issue a high school diploma, upon request, to a person who served in the Armed Forces if:
1. The person was discharged or released under honorable conditions, and
 2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery, ~~and~~
 3. Resides within the boundaries of the ~~school~~District or is a resident of this state and attended a ~~District~~ high school ~~of the school district~~, and

4. Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States, and
5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

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

History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 1/20; Amd __/22; Amd __/24

Portland Public School District 1st Reading

DATE OF FIRST READING: April 02, 2024

PUBLIC COMMENT FOR **Revision of** **Districtwide Advocacy and Fundraising 7.10.020-P** **(Formerly: Parent Groups And The Schools)**

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

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

Open for Comment until at least:
April 23, 2024

Summary: Districtwide Advocacy and Fundraising 7.10.020-P
(Formerly: Parent Groups And The Schools)

1st Reading by: Director Julia Brim-Edwards
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education, Policy Committee

Draft Policy Web Site: <http://www.pps.net/draftpolicies>

Contact: Rosanne Powell, Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: <https://forms.gle/VqYbmVA36qqADj6n6>

Included in Packet

Page

Redlined Policy with Proposed Changes

03

7.10.020-P Districtwide Advocacy and Fundraising ~~Parent Groups And The Schools~~

~~Parent groups functioning in various support and communications capacities have made important contributions to Portland schools. The Board recognizes that the assistance of parent organizations in cooperation with the schools is necessary and desirable to achieve the goals established for the schools. The school principals, supervising administrators and the office of the superintendent shall regard as an important aspect of their work cooperation with parent organizations in order to assure the most effective liaison between such organizations and the schools in behalf of good education for Portland children.~~

Parent and community-based organizations and individuals make important contributions to support PPS school communities and programs, as well as students and staff. Elements of that support include advocacy in support of PPS schools and fundraising to pay for a wide variety of activities and projects. This policy is designed to foster a spirit of community and shared purpose and facilitate collective impact on behalf of PPS students. Given our common mission and vision, the District encourages parents and community groups to advocate, fundraise and support improving the educational experience districtwide in alignment with our racial equity and social justice values.

Local School Foundations and school or program fundraising:

An inclusive districtwide foundation, designated by the Board of Education, shall serve as the districtwide advocacy and fundraising entity and serve as the fiscal agent for the Local School Foundations (LSFs).

Fundraising for Staff and Contracted Staff:

Effective July 1, 2024, donations for staff positions may be collected only by the designated districtwide foundation in a single, combined fund account. Donations shall be accepted from Local School Foundations, Independent School Foundations, nonprofits, corporations/businesses and individuals. A formula for the distribution of any funding to individual schools shall be developed in advance of the school year by a Parent Advisory Committee, shared with school administrators for feedback, and a recommendation made to the Board of Education for its approval.

(Donations for staff positions collected by Local School Foundations between July 1, 2023 and June 30, 2024, plus any carryover balances held in the associated grant accounts S0083, shall be expended in the 2024-2025 school year for staffing positions per donors' intent.¹)*

Registration and Reporting

All groups affiliated with PPS and individual schools or programs that fundraise \$20,000 or more in aggregated funds in a school year for PPS school-related activities are encouraged to register with the District by September 30 in the following school year, sharing their officer names and contact information,

The Board of Education shall receive annually a report at the end of the District's fiscal year sharing the districtwide foundation's donations, expenditures, and major projects.

¹ This language may be moved to the resolution.

Other Requirements

Entities that fundraise to support individual schools shall:

- Provide ways for all members from the benefitting school or program who wish to participate in a fundraising event or activity to have an avenue to participate.
- Shall not communicate, share, or maintain expected per-family or per-student fundraising targets.
- Include and inform the broader school community about fundraising decision-making processes, especially including families for whom the educational equity programs are meant to benefit.
- Adhere to District policies, administrative directives, and other requirements.

Other Provisions

For purposes of this policy, District and contracted staff includes all manner of contracted positions if the position compensation exceeds \$15,000 in a school year.

The designated district foundation shall have a Board of Directors of sufficient size given PPS's enrollment, and members should have diverse experience to support the activities of the foundation. The Board members will be approved by the PPS Board of Education.

Legal Reference: ORS 332 \07

History: Adpt 6/7\; Amd 9/9/02; BA 2422; Amd ____/20____Portland Public Schools

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PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3274

Date: March 20, 2024

To: School Board

From: Mary Kane, Senior Legal Counsel
Christopher Brida, Director of Academic Programs CTE & AP/IB •
College and Career Readiness

cc: Dr. Sandy Husk, Interim
Superintendent Liz Large, Contracted
General Counsel

Subject: Staff Analysis Report to the Board

Policy # and Title: 6.20.043-P-P Military Recruitment (proposed new title Junior Reserve Officers Training Corps (JROTC) and Military Careers)

BACKGROUND

The Policy Committee introduced an amendment to the Military Recruitment Policy on February 12, 2024. The proposed language was again discussed at the committee's March 4 meeting and then approved on March 18 to go to the full Board for a First Reading.

RELATED POLICIES/BEST PRACTICES

The District has been focused on building a more robust CTE program for students and will include JROTC programming in its review of whether its inclusion in CTE curriculum is appropriate. CTE aims to provide access to career pathways that are conducive to student success. In creating the environment and conditions to do so, it is critical to consider the partners we engage with in this endeavor, recognizing that specific initiatives may require collaboration beyond the confines of traditional school structures.

ANALYSIS OF THE SITUATION

Any JROTC program must align seamlessly with established CTE standards and curriculum guidelines. This alignment encompasses integrating pertinent career pathways, fostering skills development, and adhering to industry standards within the JROTC curriculum. The JROTC program should be evaluated to determine the career avenues that are created for students and understand how the skills taught as part of

the JROTC program change student career trajectories across a diverse range of fields. Central to this analysis is the role of JROTC to complement academic learning and enrich students' overall educational experiences. This entails identifying opportunities for interdisciplinary integration and bridging JROTC activities with subjects like history, leadership, physical education, and technology. Further, ensuring accessibility and inclusivity of the JROTC program to all students, irrespective of background or career aspirations, is paramount. Strategies for recruiting and supporting diverse student populations, including historically underserved students and those with disabilities, must be a focal point of this work. Finally, establishing mechanisms for ongoing monitoring and evaluation of the JROTC program's effectiveness is indispensable. Data on student participation, academic performance, career outcomes, and engagement should inform continuous program enhancement and decision-making processes.

FISCAL IMPACT

The Fiscal impact of this proposed change is unknown at this time. The Career and Technical Education (CTE) Department is at the beginning of its exploration as to how a JROTC program could be realized in the District.

COMMUNITY ENGAGEMENT

There was no community engagement although some members of the community provided public comment at the Policy and Student Success Committees.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

Staff is at the preliminary stages of looking at whether and how the District would support a JROTC program.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revisions as recommended by the Policy Committee.

ATTACHMENTS

- A. Redline version 6.20.043-P-P Military Recruitment Workplace Harassment Policy
- B. Clean version 6.20.043-P Junior Reserve Officers Training Corps (JROTC) and Military Careers

Board Policy

Junior Reserve Officer Training Corps and Military Careers Recruitment

6.20.043-P

The District does not prohibit a teacher, counselor or administrator in the district, at his or her professional discretion, from providing information to a student about career and educational opportunities in the military, or from referring a student to a recruitment office.

Schools will provide, at students' requests, transcripts, records and references to military offices and institutions to facilitate military scholarships and appointments or enlistment for military service.

In consultation with and approval of the Superintendent, a high school principal may establish a Junior Reserve Officer Training Corps program that aligns with PPS academic standards, policies and administrative directives,

History: Adopted 5/21/01, BA 1877, Amended 4/2023

RESOLUTION No. 6884

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Peace in Schools	8/1/24 through 6/30/25	Personal Services PS 94795	Mindfulness classes to six District high schools. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$153,000	C. Proctor Fund 101 Dept. 5465	NA - Nonprofit

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Carruth Compliance Consulting, Inc.	7/1/24 through 6/30/26	Personal Services PS 91594 Amendment 1	Plan compliance and documentation for the District’s 403(b). This amendment extends the contract for an additional two years, Direct Negotiation – Ongoing, Long Term Relationship PPS-46-0525(3)	\$107,710 \$211,495	S. Reese Fund 101 Dept. 5441	No

New encumbered contracts: \$153,000

On-call, potential spend contracts: \$0

Amendments: \$107,710

RESOLUTION No. 6885

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

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

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

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland General Electric	4/3/24 through 8/31/25	Revenue R 94832	Grant award for the purchase of four electric buses.	\$720,585	D. Jung Fund 191 Dept. 5560 Grant S0416

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Oregon State University	3/15/24 through 9/30/24	Intergovernmental Agreement / Revenue IGA/R 94851	High Dosage Tutoring teacher work group funding.	\$492,513	C. Proctor Fund 205 Dept. 9999 Grant G2364

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6886

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools (“District”) Policy 6.50.010-P (“Off-Campus Activities”) requires the Board of Education (“Board”) consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
4/11-4/14/24	Franklin HS Social Studies, 2	Urban Debate League National Championships	Northwestern University, IL	\$0	N/A
4/11-4/16/24	Lincoln HS Constitution, 38	National Constitution competition	Washington DC	\$3000	N/A
4/11-4/16/24	Grant HS Constitution,	National Constitution competition	Washington DC		N/A
4/14-4/19/24	Franklin HS Social Studies, 5	Visit museums, government organizations	Washington DC	\$2200	\$28,300
4/14-4/21/24	McDaniel HS Pasifika, 12	Explore culturally specific identities & educational models of Pasifika students	Hawaii	\$2000	\$32,698
4/16-4/21/24	Grant HS Robotics, 35	STEM/Robotics competition	Texas	\$1520	N/A
4/25/24	Sitton 5 th graders, 19	Learn about important figures & visit museum	Seattle	\$395	N/A
4/26-5/1/24	Wells HS CTE, 10	Competition to give students the experience of real world business situations	Garden Grove, CA	\$2000	N/A
5/1/24	Sitton 5 th graders, 32	Attend major league game in prep for literacy unit, Breaking Barriers on Jackie Robinson & racial justice in baseball history	Seattle, WA	\$265	N/A

RESOLUTION No. 6887

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.

RESOLUTION

The Board affirms Chair Gary Hollands, Vice-Chair Herman Greene, and Director Michelle DePass to attend the National School Board Association Annual Conference in New Orleans, LA from April 4-8, 2024.



PORTLAND PUBLIC SCHOOLS

ENROLLMENT AND TRANSFER

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: April 2, 2024
To: School Board
From: Don Wolff, Chief Technology Officer
Judy Brennan, Director, Enrollment and Transfer
Subject: 2024-25 Inter-District Transfers

BACKGROUND

Oregon School Boards are required by law to determine annually the standard inter-district transfers procedures for their districts. For the 2024-25 school year, staff recommends a continuation of the following standard inter-district transfer procedures:

1. An unlimited number of non-resident students currently attending PPS schools will be allowed to return to the same schools next year, or to change to a different PPS schools where space is available.
2. An unlimited number of non-resident applicants who have siblings currently attending PPS schools will be allowed to enroll in PPS, if space is available at their requested schools.
3. Up to 100 additional students will be allowed to enroll in PPS, so long as space is available at their requested schools.
4. An unlimited number of students who moved into the PPS district within the last twelve months will be released to continue attending districts where they are currently enrolled.
5. An unlimited number of PPS resident students will be released to other districts where their siblings are currently enrolled.

Standard inter-district transfers into PPS schools will remain in effect through the highest grade of the approved school.

In addition to these standard interdistrict procedures, PPS has partnered with David Douglas, Parkrose and Reynolds school districts to launch a Right to Return transfer opportunity for students to attend North/Northeast Portland schools, in recognition of the generational harmful effects of urban renewal and gentrification.

RELATED POLICIES/BEST PRACTICES

PPS 4.10.040-P, Inter-District Transfers

ANALYSIS OF SITUATION

Overview

Three percent of students who attend PPS schools live in other districts. Most of these students started school as PPS residents and then experienced a family move to a different district. Inter-district transfers are an important tool for providing educational continuity for such students, as well as others seeking specialized programs not available in their home districts.

Students who attend PPS schools and live in other districts are more racially and ethnically diverse than the overall PPS population, as shown in the table below. Furthermore, 49% of PPS students who live in other districts qualify for free meals through direct certification, versus 31% of the overall district population. The rate of Emerging Bilingual (ELL) students who live in other districts and attend PPS schools is 19%, more than twice the district average of 9%.

Table 1: Race/Ethnicity of PPS students living in other districts, compared to district averages

	Asian	Black	Latino	Multiple - Other	Multiple - Asian/ White	Native American	Pacific Islander	White
District Average (44,771)	6%	8%	18%	7%	5%	0%	1%	55%
All Non-PPS Students (1,361)	12%	15%	22%	10%	3%	1%	1%	37%

Source: [PPS Research, Assessment & Accountability](#), October 2023

Demographic information for non-resident students is provided for context only as state law prevents school districts from considering race, home language, economic status, disability or other factors when deciding standard inter-district transfers.

PPS schools with the highest number of non-resident students include charter schools (exempt from the standard inter-district transfer process), high schools with boundaries close to bordering districts, and language immersion programs.

Table 2: 2023-24 Schools and programs with the most students who live in other districts

School or program	Students living in other districts	Percent of total school or program enrollment
Kelly - Russian Immersion	100	69%
McDaniel HS - all programs	69	4%
Franklin HS - all programs	68	4%
Arthur Academy	66	40%
Kairos PDX Charter	65	27%
Benson HS	63	8%
Portland Village School Charter	46	11%
Rose City Pk-Vietnamese Immersion	38	18%
Kellogg - all programs	34	5%
Lincoln - all programs	34	2%

The data above pertains to all PPS students who live in other districts, while the charts below describe the outcome of standard inter-district transfer requests for the 2023-24 school year.

Standard Inter-district Transfers

To date, Enrollment and Transfer staff have processed 443 standard inter-district transfer requests into PPS for the 2023-24 school year, and 192 standard transfers out of PPS to other districts. Of the 143 students who moved out of PPS before the start of the transfer cycle last spring, 95 (66%) returned in the fall through standard inter-district transfers. David Douglas remained the district with the most students applying both in and out of PPS. See the attached [table](#) for comparison to recent years.

Chart 1: 2023-24 Standard Inter-district transfer applications INTO PPS

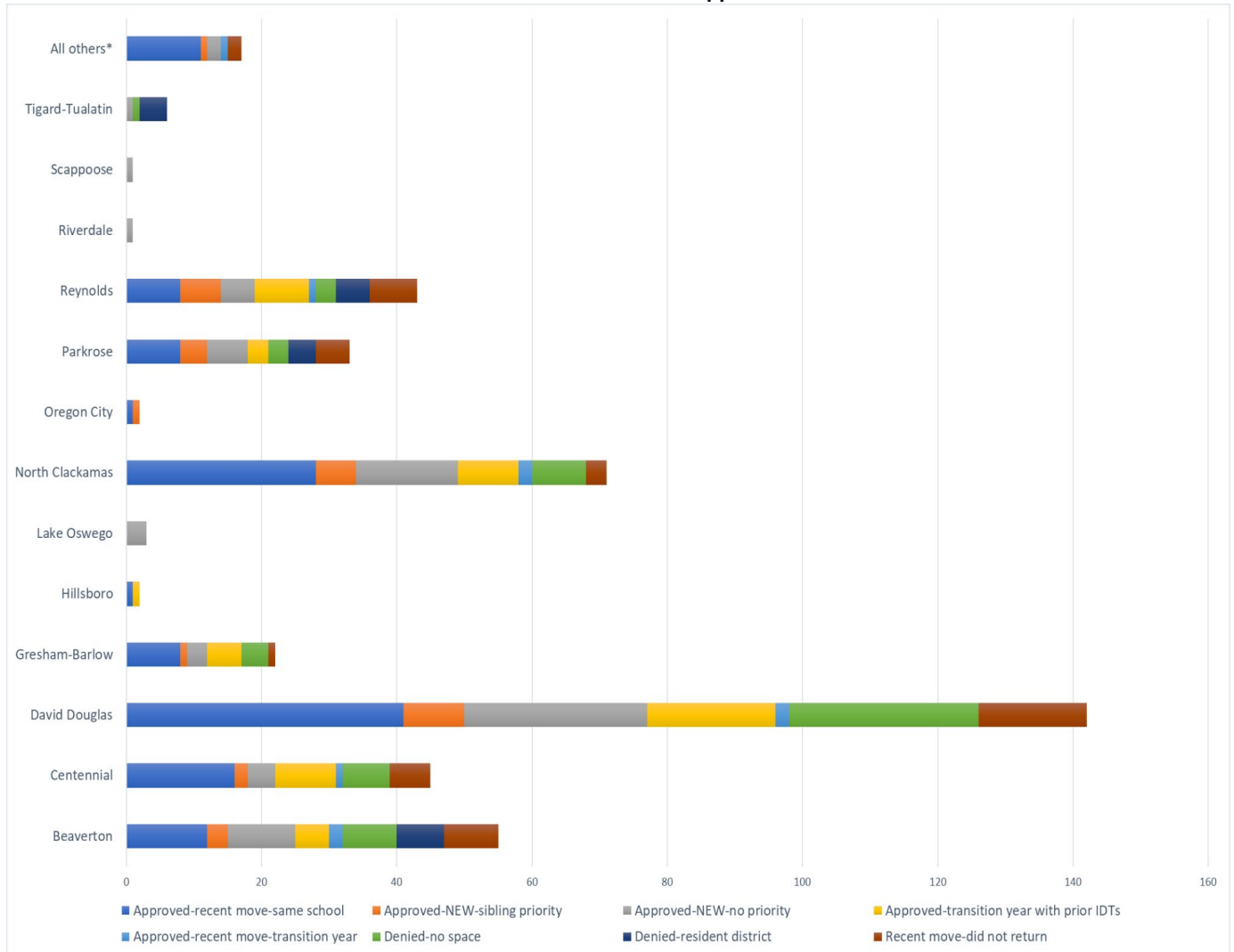
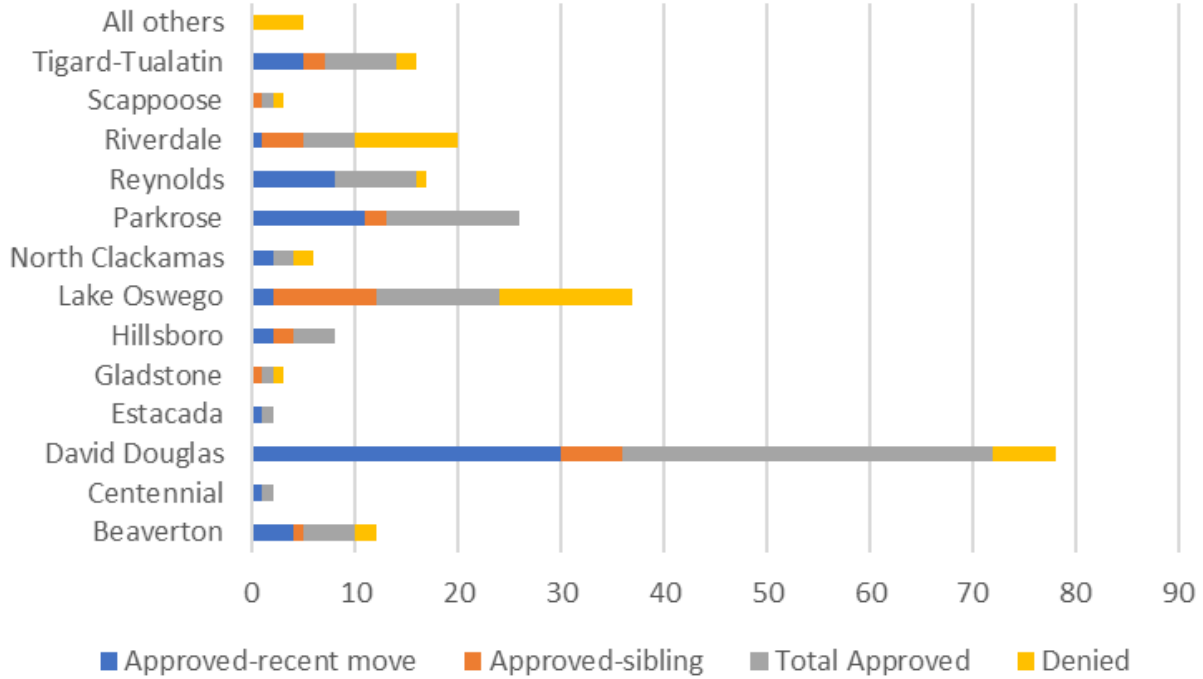


Chart 2: 2023-24 Standard Inter-district transfer applications OUT of PPS



Emergency/Hardship Inter-District Transfers Out of PPS

The Emergency/Hardship Inter-district process provides a way for families who do not meet the standard process criteria to request transfer to a different district. At least two staff from Enrollment and Transfer and a Senior Director of Schools reviews each Emergency/Hardship request. The number of applicants for the 2023-24 school year increased, in part, due to applicants impacted by the closure of the Online Learning Academy seeking a similar program in another district. The criteria for emergency/hardship transfers is very narrow and many requests are denied, particularly if parents have already made arrangements to transfer to other districts without first trying their neighborhood school or other PPS options.

Chart 3: Emergency/Hardship Transfer Applications OUT of PPS

Hardship/Emergency Requests by District	Approved OLA	Approved Other Reason	Approved Total	Denied	Net
Beaverton	11	5	16	4	12
Centennial	0	1	1	0	1
David Douglas	16	12	28	4	24
Estacada	0	0	0	0	0
Gresham-Barlow	0	1	1	0	1
Hillsboro	4	2	6	0	6
Lake Oswego	0	16	16	29	-13
North Clackamas	1	3	4	1	3
Parkrose	0	9	9	3	6
Reynolds	0	0	0	0	0
Riverdale	0	3	3	11	-8
Scappoose	0	2	2	0	2
Tigard-Tualatin	0	1	1	2	-1
WL/Wilsonville	1	0	1	0	1
All others	0	4	4	5	-1
Total	33	59	92	59	33

Right to Return Inter-District Transfers Into PPS

Right to Return is a new enrollment opportunity intended to address some of the harmful impacts of gentrification and urban renewal practices in North/Northeast Portland. Families who were displaced from North/Northeast Portland neighborhoods and now live in the David Douglas, Parkrose or Reynolds school districts can transfer through a single application and enroll in one of nineteen North/Northeast PPS schools, based on space availability.

The program was called for by African-American community leaders and is generally based upon the City of Portland's [North/Northeast housing priority](#). See pps.net/righttoreturn for a list of schools participating in Right to Return for the 2024-25 school year. Once enrolled, students may remain through the highest grade and then move with their cohorts to the neighborhood schools serving the next level.

David Douglas, Parkrose and Reynolds signed onto the agreement in early 2023, and the Right to Return application and [website](#) was launched in April 2023. The information was shared with partner districts, schools located in the Right to Return zone and community partners.

PPS received 24 Right to Return applications between April-September 2023. Eight applications were submitted for students new to their requested school and sixteen were for returning students who met three criteria:

- Enrolled during the 2022-23 school year in a PPS school located in the Right to Return zone;
- Recent move into David Douglas, Parkrose or Reynolds school district; and
- Prior home address in the Right to Return zone.

Of the 24 applications received, all but one were placed at a PPS school in the Right to Return zone. One student was waitlisted due to space limitations at their requested school. The chart below shows the distribution of Right to Return approvals by home district and student race/ethnicity.

Chart 4: 2023-24 Applicants by Home District and Student Race/Ethnicity

HOME DISTRICT	Total Applicants	Applicant Ethnicity/Race		
		Latino	Black	Multiple
David Douglas	9	3	5	1
Parkrose	9	1	7	1
Reynolds	6	2	3	1

It is likely that some of these students would not have received transfers if the program were not in place, as Parkrose and Reynolds denied transfers for other applicants to other PPS schools not eligible for Right to Return. Details by school are included in the Year One summary attached to this report.

The 2024-25 Right to Return application opened on March 18, 2024. We anticipate an increased number of applicants in the coming years as community knowledge spreads about the substantial community and educational investments underway in Albina.

FISCAL IMPACT

State school funds are transferred into or out of PPS for students approved through the standard inter-district transfer process.

COMMUNITY ENGAGEMENT

Engagement typically consists of targeted outreach to families who have moved out of PPS. Information is posted on the Enrollment and Transfer website, and the application is available online and in five supported languages. Student lists are shared with principals, secretaries, and counselors so they can help inform families of the inter-district transfer process.

TIMELINE FOR IMPLEMENTATION/EVALUATION

March 18:	Right to Return application available
April 2:	PPS Board of Education Standard Inter-District Transfer vote
April 9:	Standard Inter-District transfer applications available
May 19:	Deadline for early notice applications
May 30:	Early notice results provided to districts with May 31 deadlines
June 1-Sept 15:	Rolling decisions and notices continue

BOARD OPTIONS WITH ANALYSIS

The Board could choose to expand or eliminate any of the categories listed in the staff recommendation, including adding or deleting transfers for students who have not experienced recent moves or who are siblings of enrolled students.

STAFF RECOMMENDATION

Staff recommends continuation of the following standard inter-district transfer priorities for School Year 2024-25:

Transfer priority for applications INTO PPS	Details
Students enrolled in PPS who move to a different district and wish to remain in their current school	<ul style="list-style-type: none">● No limit● Not subject to space availability● Effective through the highest grade of the current school
Siblings of students enrolled in PPS in 2023-24, who will remain enrolled in 2024-25	<ul style="list-style-type: none">● No limit● Subject to space availability● Effective through the highest grade of the new school
Students who live in other districts and are completing their highest grade in a PPS school this year applying for the next school level for 2024-25	<ul style="list-style-type: none">● No limit● Subject to space availability● Effective through the highest grade of the new school
New students who do not qualify for above priorities	<ul style="list-style-type: none">● Limited to 100 approvals into all schools● Subject to space availability● Effective through the highest grade of the new school
Transfer priority for applications OUT OF PPS	Details
Students enrolled in a different district who move to a PPS address and wish to remain in their current district	<ul style="list-style-type: none">● No limit● Transfers good through 12th grade (state law)
Siblings of students enrolled in the requested district in 2023-24, who will remain enrolled in 2023-24.	<ul style="list-style-type: none">● No limit● Transfers good through 12th grade (state law)

Attachment:

- a. Standard IDT chart
- b. Resolution
- c. Right to Return Year One Report
- d. Right to Return Flier

RESOLUTION No. 6888

2024-25 Standard Inter-District Student Transfers

RECITALS

- A. State law requires district school boards to decide each year whether to participate in the standard inter-district transfer process, including:
1. The maximum number of resident students, if any, who will be released to schools in other districts,
 2. The maximum number of non-resident students, if any, who will be accepted for enrollment in district schools,
 3. The priorities that will apply in a random lottery, in the event that there are more requests than maximum number of slots for releases or approvals, and
 4. The length of time that agreements will be in effect for non-resident students who transfer into district school.
- B. More than 1,300 PPS students are residents of other districts, comprising 3% of district enrollment. Approximately 250 students will need standard inter-district transfers in order to remain in PPS schools next year.
- C. For the 2024-25 school year, Interim Superintendent Husk recommends the PPS Board of Directors approve the following plan for accepting residents of other districts into PPS through the standard inter-district transfer process, so long as they have received permission from their home districts:
1. An unlimited number of students will be allowed to transfer into PPS if they apply by September 15, 2024 and meet at least one of the following priorities
 - a. Students who had a legal change of residence out of the PPS boundary during the past year will be allowed to remain enrolled at their current PPS schools.
 - b. Students who have siblings already enrolled in PPS will be accepted, so long as space is available at the requested schools.
 - c. Students who have reached the highest grade of their current PPS schools and wish to continue at the next school level (such as elementary to middle school or middle to high school) will be allowed, so long as space is available at the requested schools.
 2. Additionally, up to 100 students who do not qualify for any of the above priorities will be admitted to PPS, so long as space is available at the requested schools.
 - a. If there are more applicants than slots a random number will be used as a tie-breaker.
 3. New transfers will remain in effect through the highest grade of the approved school, subject to conditions described in PPS 4.10.090-AD.
- D. Interim Superintendent Husk recommends the PPS Board of Directors approve the following plan for releasing PPS resident students to schools in other district through the standard inter-district transfer process:
1. An unlimited number of students will be released out of PPS if they apply by September 15, 2024 and meet at least one of the following priorities:

- a. Students who had a legal change of residence into the PPS boundary during the past year will be released from PPS in order to remain enrolled in their current districts.
 - b. Students not yet enrolled in a different district will be released from PPS if they have siblings who attended their requested districts during the 2023-24 school year and will remain enrolled there during 2024-25.
2. In accordance with state law, releases to other districts remain in effect through 12th grade.
 3. No transfer slots are allocated for resident students who do not meet the above criteria.
- E. Interim Superintendent Husk directs staff to develop timelines and procedures to assist families with successfully participating in the standard inter-district transfer request process.

RESOLUTION

The Board of Directors for Portland Public Schools hereby accepts the Interim Superintendent's recommendation for accepting non-resident students into PPS schools and releasing PPS resident students to other districts.



Date: October 11, 2023

To: Dr. Paul Coakley, Superintendent, MESD
Multnomah County Superintendents and Inter-district Transfer Staff

CC: Judy Brennan, PPS Director of Student Enrollment

From: Superintendent Guadalupe Guerrero

Subject: 2023-24 Right to Return Student Transfer Results

Introduction

We are pleased to share with you the first year results for the Right to Return transfer option. The agreement between Portland, David Douglas, Parkrose and Reynolds school districts allowed 23 students to enroll into inner North/Northeast Portland schools through a streamlined process.

We expect interest in the program to grow as more families learn about the opportunity. Growth could also occur if additional partner districts sign onto the agreement.

Background

Urban renewal and gentrification have resulted in the displacement of students and families to neighboring communities and cities, disproportionately impacting Black Portland residents whose children attended schools in North and Northeast Portland.

In July 2017, Portland Black and civil rights leaders provided public testimony to the PPS Board of Education requesting a “right to return” opportunity for children of families displaced from the Albina community in Northeast Portland. The request was initially addressed through an Open Enrollment “Return to Albina” transfer option. However, that state transfer mechanism sunset in 2018, and subsequent discussions with ODE leaders about adding displacement as a factor in state intradistrict transfer policies were paused during the pandemic.

ODE engaged a consultant to review a permanent rule change in 2021. The consultant ultimately determined that because so much time had passed since the idea was originally presented, there may not be significant interest in the transfer option, and recommended that PPS proceed with a Memorandum of Understanding (MOU) with its neighboring districts. Multnomah County district superintendents reviewed and responded to a draft Right to Return plan in Fall 2022. David Douglas, Parkrose and Reynolds school districts agreed to the MOU in Winter 2023, while Centennial and Gresham-Barlow school districts chose not to enter into the agreement.

What is “Right to Return”?

Right to Return is an enrollment opportunity for students whose families have been harmed by urban renewal practices in North/Northeast Portland. Families who were displaced from North/Northeast Portland neighborhoods but wish to have their children attend schools in this

area can be approved for transfer through a single application, even if they reside in a different school district. Approved students do not have to reapply to remain in PPS, and transfers cannot be revoked due to attendance or behavior concerns. The agreement does not include transportation.

The program is generally based upon the City of Portland’s [North/Northeast Housing Priority](#), and [preference zone](#) which provides housing opportunities for families who have been harmed by urban renewal practices in North/Northeast Portland.

2023-24 Right to Return Transfer Results

PPS launched the Right to Return application and [website](#) in April 2023. The information was shared with partner districts, schools located in the Right to Return zone and community partners.

PPS received 24 Right to Return applications between April-September 2023. Eight applications were submitted for students new to their requested school and sixteen were for returning students who met three criteria:

- Enrolled during the 2022-23 school year in a PPS school located in the Right to Return zone;
- Recent move into David Douglas, Parkrose or Reynolds school district; and
- Prior home address in the Right to Return zone.

Of the 24 applications received, all but one were placed at a PPS school in the Right to Return zone. One student was waitlisted due to space limitations at their requested school.

Right to Return Transfers 2023-24

APPROVED SCHOOL	TOTAL	Approved Students by Grade Level											
		K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
Boise-Eliot/Humboldt E.S.	2	1		1									
Dr. Martin Luther King Jr. E.S.	5	1	1			2	1						
Faubion PK-8	2						1		1				
Irvington E.S.	1					1							
Vernon K-8	2							2					
Harriet Tubman M.S.	2							1	1				
Grant H.S.	1												1
Jefferson H.S.	4										1	1	2
Leodis V. McDaniel H.S.	2												2
Roosevelt H.S.	2											1	1

Yellow highlights are applicants who were not enrolled in their requested schools in 2022-23

The chart below shows the distribution of Right to Return approvals by home district and student race/ethnicity.

HOME DISTRICT	Total Applicants	Applicant Ethnicity/Race		
		Latino	Black	Multiple
David Douglas	9	3	5	1
Parkrose	9	1	7	1
Reynolds	6	2	3	1

Next Steps

As stated in the MOU, Superintendents will review year one Right to Return results in October 2023. Additional partner districts are encouraged to join the program.

Last fall, superintendents noted the potential for program expansion to cover other transfer reasons in future years, including accessing specialized programs and supporting return to urban renewal/gentrification areas in other districts. Any program adjustments should be agreed on by all partner districts prior to opening the 2024-25 application in April 2024.

Attachments

[Memorandum of Understanding](#)

[Right to Return website](#)

[Right to Return application](#)



THE RIGHT TO RETURN

You Really Can Go Home Again



WHAT IS RIGHT TO RETURN?

Put simply, Portland Public School's Right to Return transfer opportunity gives admission to North and Northeast Portland schools to students whose families have been displaced by the harmful impacts of urban renewal and gentrification.



HOW DOES IT WORK?

Parents and guardians can begin the Right to Return transfer process by filling out an application on or before September 15th of the upcoming school year.

To be eligible for a Right to Return transfer, a student or family member must have lived at an address that is within the North/Northeast Portland Housing Preference Zone. (See map on the other side of this flier). Applicants may be asked to provide verification of their former address.

TO LEARN MORE AND APPLY:

VISIT

www.pps.net/righttoreturn



HOW IS RIGHT TO RETURN CONNECTED TO HOUSING OPPORTUNITIES?

The City of Portland's [North/Northeast Housing Policy](#) aims to address the harmful impacts of urban renewal by giving preference to housing applicants with generational ties to North/Northeast Portland. Right to Return transfers are available for students who have historic addresses in the Housing preference zone. Participation in the housing program is not required for Right to Return applicants, but families are encouraged to learn about the housing policy and sign up for rental assistance and other opportunities.



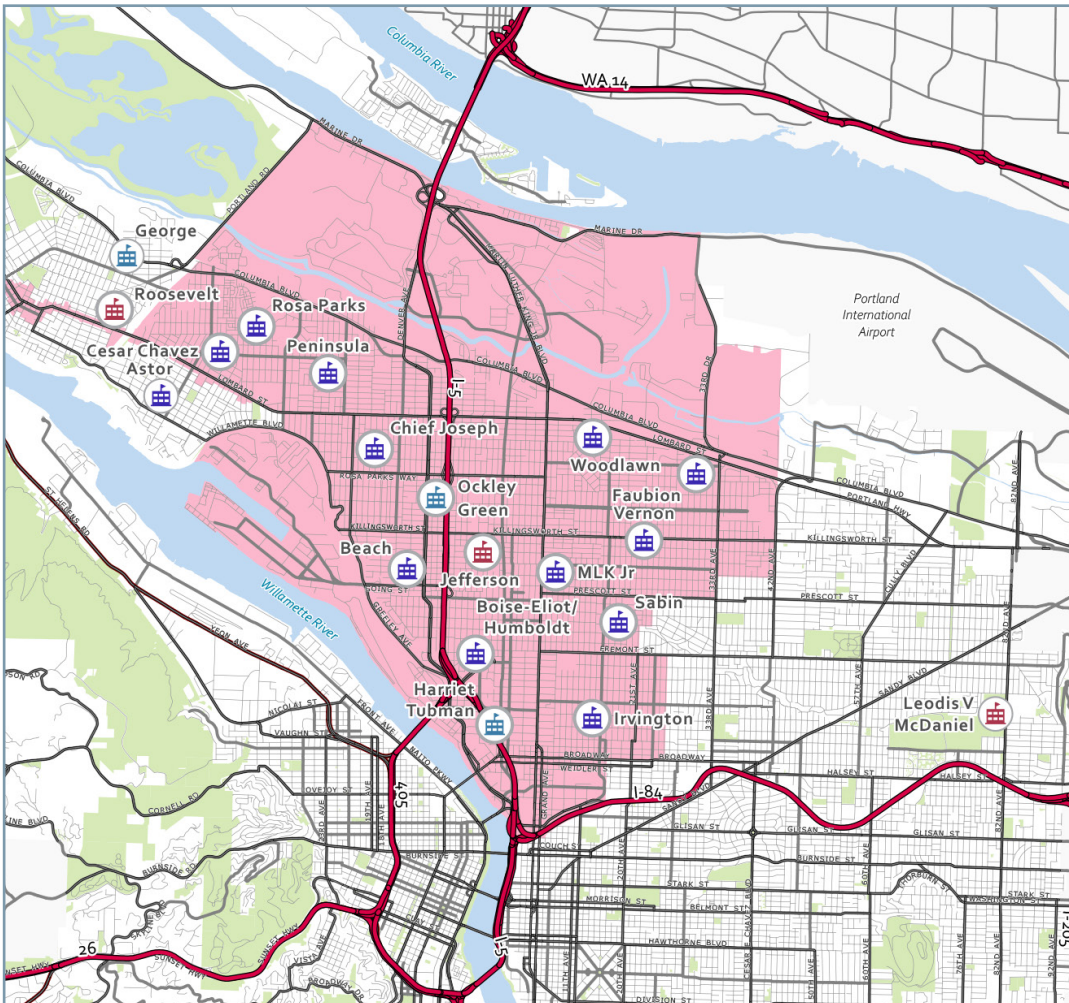
THE RIGHT TO RETURN

You Really Can Go Home Again



TRANSFER ZONE

FAMILIES WHO LIVE WITHIN THE PINK ZONE MAY ACCESS SCHOOLS SHOWN, BASED ON SPACE.



High Schools:

- Jefferson
- McDaniel
- Roosevelt



Middle Schools:

- George
- Harriet Tubman
- Ockley Green



K-5/K-8:

- Astor K-8
- Beach
- Boise-Eliot/Humboldt
- Cesar Chavez K-8
- Chief Joseph
- Dr. Martin Luther King Jr.
- Faubion K-8
- Irvington
- Peninsula
- Rosa Parks
- Sabin
- Vernon K-8
- Woodlawn

TO LEARN MORE AND APPLY:

VISIT:
www.pps.net/righttoreturn



**SCAN WITH
SMARTPHONE**



**APPROVED INTER-DISTRICT TRANSFER IN AND OUT OF PPS
2017-18 through 2022-23 School Years**

School District	2022-2023			2021-2022			2020-21			2019-20			2018-19						2017-18					
	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT		IN		NET	OUT		IN	NET			
	Stand IDT	Stand IDT		Stand IDT	Stand IDT		Stand IDT	Stand IDT		Stand IDT	Stand IDT		Open Enroll	Stand IDT	Total	Open Enroll	Stand IDT	Total		Open Enroll	Stand IDT	Total	Stand IDT	Total
Beaverton	1	24	23	3	25	22	7	21	14	4	32	28		1	1	1	28	29	28			0	26	26
Centennial	5	22	17	0	29	29	1	23	22	0	24	24		2	2	4	20	24	22		2	2	24	22
Corbett	0	0	0	0	2	2	0	0	0	0	1	1	4		4			0	-4					
David Douglas	20	134	114	47	109	62	14	70	54	39	132	93	40	17	57	10	86	96	39	26	21	47	115	68
Gladstone	3	1	-2	2	1	-1	1	0	-1	2	0	-2	5	1	6				-6	4	2	6	4	-2
Gresham-Barlow	0	5	5	1	13	12	0	6	6	3	11	8		4	4	3	3	6	2		3	3	8	5
Hillsboro	0	7	7	2	3	1	3	0	-3	2	3	1		1	1		1	1		7	1	8	3	-5
Lake Oswego	6	4	-2	10	3	-7	20	2	-18	5	11	6	11	10	21	1	2	3	-18	27	11	38		-38
North Clackamas	4	58	54	9	54	45	5	25	20	10	54	44	6		6	7	46	53	47	18	7	25	76	51
Oregon City	0	6	6	0	2	2	0	3	3	0	6	6		1	1		6	6	5	1		1	6	5
Oregon Trail	0	0	0	0	0	0	0	0	0	0	0	0					1	1	1				1	1
Parkrose	5	14	9	10	23	13	9	11	2	2	23	21		4	4	8	21	29	25	11	3	14	29	15
Reynolds	0	20	20	1	38	37	1	32	31	3	27	24	6	3	9	8	22	30	21		5	5	35	30
Riverdale	5	1	-4	5	1	-4	6	1	-5	9	0	-9		10	10		1	1	-9		11	11		-11
Scappoose	3	5	2	1	1	0	0	1	1	3	8	5		2	2		1	1	-1				1	1
St. Helens	0	0	0	0	0	0	2	0	-2	0	4	4				1	1	2	2				3	3
Tigard-Tualatin	0	9	9	5	8	3	1	11	10	7	6	-1	4		4		9	9	5	3	3	6	4	-2
WL/Wilsonville	1	1	0	1	0	-1	1	1	-2	3	0	-3									4	4	1	-3
Woodburn	0	0	0	0	0	0	0	0	0	0	1	1												0
All others*	1	4	3	2	7	5	5	1	-4	2	7	1	2		15		1	1	-1	3		3		-3
Total	54	315	261	99	319	220	76	208	128	94	350	252	91	56	147	43	249	292	145	100	73	173	336	163

Notes:
Does not include transfers into PPS charter schools, CBOs or transfers through the emergency/hardship process

*Banks, Canby, Estacada, Forest Grove, Lebanon, Marcola, Molalla, Newberg, North Marion, North Wasco, Rainier, Salem-Kaiser, Paisley, Silver Falls, Silverton, Yamhill-Carlton

The State Legislature ended Open Enrollment after the 2018-19 school year

PORTLAND PUBLIC SCHOOLS
 School and Neighborhood Enrollment Details by Ethnicity and Programs, October 2022

School Name	School / Neighborhood	October Enrollment	Percentage of Enrollment by Race/Ethnicity								Percentage of Enrollment by Program					
			One Racial Group, not Latino					Multi-Racial			Direct Certification	English Language Learners	Talented and Gifted	Language Immersion	Focus Option / Alt	Historically Under-served
			Latino	African American	Asian	Native American	Pacific Islander	White	Asian/ White	Other Ancestries						
Abernethy	School	353	7%	1%	3%				80%	5%	4%	7%	1%	15%		12%
	Neighborhood	452	7%	0%	4%				77%	9%	3%	6%	2%	15%	19%	10%
Ainsworth	School	563	20%	1%	6%	1%			63%	6%	3%	6%	9%	18%	49%	25%
	Neighborhood	446	10%	2%	7%	1%			67%	8%	4%	7%	6%	17%	31%	17%
Alameda	School	538	7%	1%	1%	0%			78%	8%	4%	4%	1%	13%		12%
	Neighborhood	558	7%	1%	2%	0%			78%	10%	3%	3%	1%	14%	2%	11%
Arleta	School	256	11%	4%	7%	1%	1%		62%	5%	9%	29%	7%	10%		26%
	Neighborhood	351	13%	4%	7%	1%	1%		56%	10%	8%	25%	9%	9%	10%	27%
Astor	School	368	17%	4%	1%	2%			60%	5%	11%	22%	4%	17%		34%
	Neighborhood	415	17%	5%	1%	1%	0%		60%	6%	9%	19%	4%	18%	9%	32%
Atkinson	School	337	31%	1%	1%	0%			62%	2%	2%	14%	12%	9%	42%	35%
	Neighborhood	282	9%	0%	1%				79%	8%	2%	6%	5%	11%	32%	12%
Beach	School	346	23%	11%	1%				57%	2%	7%	29%	8%	11%	58%	41%
	Neighborhood	341	12%	14%	1%	0%			61%	4%	8%	28%	5%	10%	35%	35%
Beverly Cleary	School	604	7%	2%	2%	0%	0%		76%	6%	5%	5%	1%	21%		15%
	Neighborhood	566	7%	2%	3%	0%	0%		75%	8%	5%	4%	2%	22%	3%	14%
Boise-Eliot/Humboldt	School	356	17%	42%	2%	1%			22%	0%	15%	58%	3%	8%		75%
	Neighborhood	406	18%	32%	2%	1%	0%		34%	2%	11%	53%	4%	8%	8%	62%
Bridger	School	329	30%	5%	2%	1%	2%		51%	3%	7%	26%	15%	12%	58%	44%
	Neighborhood	387	16%	6%	5%	1%	2%		59%	4%	6%	27%	10%	11%	34%	31%
Bridlemile	School	458	9%	2%	4%	0%	1%		71%	8%	5%	8%	6%	11%		16%
	Neighborhood	496	10%	1%	5%	0%	1%		70%	9%	5%	6%	6%	12%	5%	17%
Buckman	School	395	13%	3%	1%	1%			69%	5%	8%	23%	3%	9%		25%
	Neighborhood	211	17%	6%	2%	1%			61%	4%	9%	35%	8%	11%	3%	34%
Capitol Hill	School	333	8%	3%	2%				74%	4%	8%	12%	3%	11%		19%
	Neighborhood	382	9%	5%	3%		1%		71%	4%	8%	14%	5%	13%	3%	23%
César Chávez	School	467	58%	15%	1%	0%	2%		19%	0%	5%	46%	40%	7%	64%	79%
	Neighborhood	343	48%	17%	2%	1%	3%		20%	2%	7%	54%	30%	5%	32%	76%
Chapman	School	350	17%	6%	4%	1%	0%		55%	7%	9%	39%	9%	11%		34%
	Neighborhood	471	18%	8%	4%	1%	0%		50%	8%	11%	38%	9%	11%	6%	37%
Chief Joseph	School	261	14%	6%	2%	1%	2%		66%	5%	6%	21%	9%	7%		28%
	Neighborhood	386	11%	8%	2%	1%	0%		66%	7%	6%	19%	4%	8%	13%	26%
Creative Science	School	423	10%	2%	10%	1%	0%		68%	3%	6%	15%	4%	12%		19%
	Neighborhood															
Creston	School	260	14%	3%	4%	2%	1%		69%	3%	5%	20%	8%	7%		24%
	Neighborhood	346	14%	1%	3%	1%	1%		71%	6%	4%	15%	6%	8%	18%	20%
Duniway	School	422	6%	1%	4%				82%	5%	3%	6%	3%	13%		9%
	Neighborhood	469	6%	1%	3%				80%	7%	3%	8%	3%	13%	4%	10%
Faubion	School	684	28%	27%	2%	2%	2%		25%	1%	14%	45%	16%	6%		71%
	Neighborhood	752	32%	20%	2%	1%	1%		32%	2%	10%	38%	18%	7%	5%	64%
Forest Park	School	328	5%	2%	24%				55%	11%	2%	2%	5%	15%		9%
	Neighborhood	353	7%	2%	23%				53%	11%	3%	2%	5%	15%	4%	12%
Glencoe	School	394	10%	5%	2%				71%	6%	6%	15%	4%	10%		21%
	Neighborhood	588	10%	4%	4%		0%		66%	11%	5%	11%	4%	13%	19%	19%
Grout	School	316	12%	4%	12%	1%	2%		58%	4%	7%	37%	17%	9%		27%
	Neighborhood	452	11%	6%	9%	1%	2%		57%	8%	7%	33%	14%	11%	11%	26%
Harrison Park	School	575	16%	24%	23%	1%	6%		18%	3%	10%	50%	35%	4%	18%	57%
	Neighborhood	940	18%	16%	20%	1%	4%		30%	2%	8%	40%	24%	8%	22%	47%
Hayhurst	School	350	8%	7%	1%	1%			69%	6%	8%	21%	7%	11%		23%
	Neighborhood	396	9%	7%	3%	1%			67%	8%	6%	18%	8%	12%	4%	23%
Irvington	School	228	12%	7%	1%				67%	6%	7%	17%	4%	19%		26%
	Neighborhood	290	11%	7%	1%				63%	11%	7%	13%	3%	15%	8%	24%
James John	School	337	42%	9%	1%	0%	1%		37%	1%	8%	39%	27%	5%	38%	61%
	Neighborhood	433	39%	7%	1%	0%	1%		43%	1%	8%	35%	20%	6%	33%	55%

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School Name	School / Neighborhood	October Enrollment	Percentage of Enrollment by Race/Ethnicity								Percentage of Enrollment by Program					
			One Racial Group, not Latino					Multi-Racial			Direct Certification	English Language Learners	Talented and Gifted	Language Immersion	Focus Option / Alt	Historically Under-served
			Latino	African American	Asian	Native American	Pacific Islander	White	Asian/ White	Other Ancestries						
Kelly	School	356	21%	9%	8%	0%	3%	51%	1%	6%	47%	46%	7%	40%	40%	40%
	Neighborhood	387	33%	13%	13%	0%	2%	27%	2%	9%	48%	28%	5%	20%	35%	58%
MLK Jr	School	334	20%	25%	6%	0%	2%	31%	8%	8%	42%	13%	4%	56%	56%	56%
	Neighborhood	222	21%	24%	2%	0%	2%	35%	5%	12%	44%	9%	6%	25%	30%	59%
Laurelhurst	School	674	6%	1%	2%	0%		78%	7%	5%	6%	1%	18%			13%
	Neighborhood	737	7%	2%	2%	0%		74%	9%	5%	7%	1%	19%	5%	9%	15%
Lee	School	276	21%	12%	16%		3%	39%	1%	8%	39%	23%	9%			43%
	Neighborhood	360	18%	10%	18%		3%	41%	3%	8%	31%	21%	9%	11%	25%	39%
Lent	School	284	49%	10%	7%	0%	0%	24%	2%	6%	50%	30%	2%	45%	45%	66%
	Neighborhood	293	27%	8%	20%	0%	0%	36%	2%	6%	46%	25%	4%	30%	42%	42%
Lewis	School	320	9%	1%	3%			75%	5%	7%	13%	2%	14%			17%
	Neighborhood	360	12%	1%	6%			68%	7%	7%	14%	4%	13%	8%	14%	19%
Llewellyn	School	415	12%	0%	1%	0%		75%	7%	4%	10%	2%	13%			17%
	Neighborhood	421	13%	1%	2%	0%		71%	8%	5%	9%	3%	12%	5%	10%	19%
Maplewood	School	310	12%	1%	2%			74%	8%	3%	13%	4%	6%			16%
	Neighborhood	352	12%	1%	2%			74%	7%	4%	11%	3%	9%	3%	11%	17%
Markham	School	426	11%	15%	4%	1%	2%	56%	4%	8%	27%	17%	9%			36%
	Neighborhood	503	10%	13%	4%	0%	1%	59%	6%	7%	21%	16%	9%	3%	7%	31%
Marysville	School	313	21%	7%	9%	2%	3%	44%	4%	10%	45%	13%	9%			43%
	Neighborhood	364	21%	5%	14%	1%	2%	41%	4%	11%	42%	17%	8%	12%	20%	41%
Odyssey	School	225	5%	1%	3%			76%	12%	3%	2%	1%	26%		100%	9%
	Neighborhood															
Peninsula	School	225	17%	11%	3%	1%		52%	4%	13%	31%	7%	7%			42%
	Neighborhood	349	18%	10%	3%	1%	2%	50%	4%	11%	27%	9%	7%	9%	16%	42%
Richmond	School	539	5%	1%	9%			44%	36%	4%	4%	10%	14%	100%	100%	11%
	Neighborhood															
Rieke	School	300	10%	4%	1%	0%		78%	5%	3%	10%	1%	19%			17%
	Neighborhood	330	9%	4%	2%	0%		76%	7%	2%	9%	2%	20%	6%	12%	16%
Rigler	School	223	62%	2%	1%		0%	30%	1%	3%	37%	43%	7%	100%	100%	68%
	Neighborhood	464	40%	14%	3%	1%	1%	32%	2%	7%	46%	25%	5%	49%	59%	63%
Rosa Parks	School	197	39%	34%	1%	1%	3%	9%	1%	13%	75%	37%	5%			89%
	Neighborhood	344	43%	26%	1%	0%	2%	16%	1%	12%	67%	33%	3%	16%	26%	83%
Rose City Park	School	468	8%	3%	24%	0%	2%	52%	5%	6%	19%	19%	11%	39%	39%	19%
	Neighborhood	398	10%	3%	6%	1%	2%	68%	4%	6%	19%	8%	12%	22%	27%	22%
Sabin	School	312	9%	14%	1%	1%		66%	2%	7%	19%	2%	12%			31%
	Neighborhood	357	8%	14%	1%	1%		66%	3%	8%	17%	1%	13%	7%	13%	31%
Scott	School	453	37%	11%	4%	1%	2%	36%	1%	8%	44%	30%	9%	48%	48%	59%
	Neighborhood	477	35%	7%	6%	1%	1%	42%	2%	7%	35%	26%	8%	49%	62%	50%
Sitton	School	346	41%	12%	2%	1%	1%	30%		14%	52%	30%	7%	35%	35%	68%
	Neighborhood	456	44%	12%	2%	1%	0%	28%	0%	13%	51%	27%	5%	30%	39%	70%
Skyline	School	215	12%		4%	0%	0%	70%	9%	4%	9%	1%	21%			17%
	Neighborhood	239	12%	0%	4%	0%	0%	73%	7%	3%	9%	1%	24%	3%	8%	16%
Stephenson	School	307	7%	2%	3%		0%	76%	8%	4%	6%	3%	10%			13%
	Neighborhood	312	9%		3%		0%	75%	9%	4%	5%	3%	10%	4%	8%	13%
Sunnyside Environmental	School	465	11%	2%	1%		0%	72%	7%	7%	13%	1%	11%		100%	20%
	Neighborhood	348	10%	3%	2%			70%	7%	8%	12%	2%	14%	8%	95%	20%
Vernon	School	555	14%	14%	1%	1%	0%	56%	3%	10%	26%	5%	12%			40%
	Neighborhood	690	13%	13%	2%	1%	0%	58%	5%	7%	24%	4%	14%	9%	18%	35%
Vestal	School	232	16%	12%	10%	0%	2%	42%	3%	15%	42%	12%	6%			44%
	Neighborhood	349	13%	10%	13%	1%	0%	48%	5%	9%	29%	12%	7%	12%	30%	34%
Whitman	School	153	29%	7%	10%	3%	3%	31%	2%	15%	51%	16%	9%			57%
	Neighborhood	246	32%	5%	13%	1%	2%	34%	4%	9%	46%	17%	8%	14%	30%	49%
Winterhaven	School	313	6%	2%	4%			75%	9%	4%	11%	1%	24%		100%	13%
	Neighborhood															
Woodlawn	School	288	19%	25%	1%		1%	36%	3%	14%	37%	11%	13%			60%
	Neighborhood	411	20%	21%	1%		1%	41%	4%	11%	33%	10%	10%	9%	18%	54%

PORTLAND PUBLIC SCHOOLS
 School and Neighborhood Enrollment Details by Ethnicity and Programs, October 2022

School Name	School / Neighborhood	October Enrollment	Percentage of Enrollment by Race/Ethnicity								Percentage of Enrollment by Program					
			One Racial Group, not Latino					Multi-Racial			Direct Certification	English Language Learners	Talented and Gifted	Language Immersion	Focus Option / Alt	Historically Under-served
			Latino	African American	Asian	Native American	Pacific Islander	White	Asian/ White	Other Ancestries						
Woodmere	School	235	23%	10%	11%	0%	2%	44%	0%	8%	51%	23%	8%			44%
	Neighborhood	311	26%	8%	15%	0%	2%	42%	3%	4%	41%	21%	8%	14%	25%	40%
Woodstock	School	491	8%	1%	23%		0%	49%	16%	3%	13%	16%	13%	51%	51%	12%
	Neighborhood	394	12%	2%	5%		1%	69%	10%	2%	11%	5%	14%	28%	36%	16%
Elementary School Subtotal	School	20,881	17%	8%	5%	1%	1%	56%	6%	7%	24%	12%	11%	16%	25%	33%
	Neighborhood	21,986	17%	8%	5%	1%	1%	56%	6%	7%	24%	10%	11%	14%	25%	33%
Beaumont	School	448	27%	4%	1%		0%	58%	6%	3%	19%	15%	25%	29%	29%	35%
	Neighborhood	570	23%	6%	2%	0%	0%	58%	7%	4%	21%	12%	26%	22%	31%	33%
da Vinci	School	434	12%	7%	2%	0%		65%	6%	8%	20%	2%	27%		100%	27%
	Neighborhood															
George	School	387	46%	21%	1%	1%	1%	20%	1%	9%	52%	26%	7%	31%	31%	77%
	Neighborhood	582	42%	17%	2%	0%	1%	27%	2%	9%	45%	24%	11%	30%	38%	70%
Gray	School	483	8%	4%	3%		0%	74%	6%	5%	13%	3%	31%			17%
	Neighborhood	595	9%	4%	4%		0%	73%	5%	5%	13%	3%	32%	5%	15%	18%
Harriet Tubman	School	361	16%	34%	1%	0%	1%	37%	4%	7%	35%	6%	17%	8%	8%	58%
	Neighborhood	536	17%	24%	1%	0%	0%	47%	4%	7%	29%	4%	20%	8%	32%	48%
Hosford	School	566	7%	3%	10%	1%		65%	8%	6%	18%	5%	27%	17%	17%	17%
	Neighborhood	752	8%	3%	5%	1%	0%	71%	7%	6%	18%	4%	28%	12%	32%	17%
Jackson	School	793	10%	7%	3%	0%	1%	69%	4%	6%	16%	3%	24%			25%
	Neighborhood	874	11%	6%	3%		1%	68%	4%	6%	14%	3%	27%	4%	11%	24%
Kellogg	School	661	31%	4%	9%	1%	2%	43%	4%	7%	32%	16%	17%	24%	24%	44%
	Neighborhood	595	22%	4%	11%	1%	1%	49%	5%	7%	30%	12%	18%	12%	24%	34%
Lane	School	336	26%	10%	16%		2%	39%	1%	6%	41%	20%	8%	10%	10%	44%
	Neighborhood	405	31%	7%	17%	0%	2%	34%	3%	6%	37%	17%	10%	14%	24%	46%
Mt Tabor	School	607	11%	2%	4%		0%	61%	15%	6%	9%	4%	28%	50%	50%	19%
	Neighborhood	455	9%	2%	3%			71%	7%	7%	9%	1%	29%	20%	37%	18%
Ockley Green	School	483	22%	20%	1%	0%	1%	42%	4%	8%	29%	7%	18%	20%	20%	52%
	Neighborhood	629	17%	19%	2%	0%	1%	46%	6%	9%	28%	5%	15%	15%	28%	47%
Roseway Heights	School	583	22%	11%	11%	1%	1%	43%	3%	7%	34%	15%	14%	19%	19%	43%
	Neighborhood	733	20%	7%	8%	1%	1%	52%	4%	7%	26%	12%	18%	19%	35%	36%
Sellwood	School	563	7%	1%	2%	0%		78%	7%	5%	9%	1%	27%			13%
	Neighborhood	665	7%	2%	2%	0%		78%	7%	4%	9%	1%	28%	3%	14%	13%
West Sylvan	School	759	12%	3%	9%	1%		62%	8%	5%	9%	2%	31%	18%	18%	21%
	Neighborhood	797	10%	3%	9%	1%		62%	9%	5%	10%	2%	31%	10%	21%	19%
Middle School Subtotal	School	7,464	17%	8%	5%	0%	1%	56%	6%	6%	22%	8%	22%	16%	22%	33%
	Neighborhood	8,188	16%	8%	5%	0%	1%	58%	6%	6%	21%	7%	23%	13%	26%	31%
Benson	School	827	27%	11%	5%	0%	0%	45%	4%	7%	22%	6%	17%		100%	46%
	Neighborhood															
Cleveland	School	1,547	9%	2%	9%	0%	0%	68%	7%	5%	11%	2%	32%	9%	9%	17%
	Neighborhood	1,898	12%	3%	6%	0%	0%	66%	7%	5%	13%	2%	30%	8%	18%	21%
Franklin	School	1,968	19%	5%	12%	0%	1%	52%	4%	6%	24%	8%	20%	9%	9%	32%
	Neighborhood	2,434	20%	5%	11%	1%	1%	51%	5%	6%	24%	7%	20%	11%	20%	33%
Grant	School	2,159	7%	6%	3%	0%	0%	69%	9%	6%	7%	1%	33%	13%	13%	19%
	Neighborhood	1,203	7%	3%	3%	0%		77%	6%	4%	5%	1%	33%	3%	7%	14%
Ida B. Wells-Barnett	School	1,558	9%	4%	3%	0%	0%	72%	6%	6%	10%	2%	30%			19%
	Neighborhood	1,726	9%	4%	3%	0%	0%	71%	7%	6%	10%	2%	30%	4%	7%	19%
Jefferson	School	607	22%	42%	1%	0%	1%	21%	1%	11%	43%	9%	10%	2%	2%	77%
	Neighborhood	1,981	20%	19%	2%	1%	1%	46%	3%	9%	23%	6%	18%	6%	18%	49%
McDaniel	School	1,443	26%	12%	12%	1%	2%	37%	2%	8%	28%	16%	13%	11%	15%	49%
	Neighborhood	1,612	26%	13%	11%	1%	2%	36%	3%	8%	31%	16%	12%	12%	26%	50%
Lincoln	School	1,528	11%	3%	10%	0%	0%	63%	8%	5%	7%	2%	34%	12%	12%	19%
	Neighborhood	1,474	11%	4%	10%	0%	0%	63%	8%	4%	8%	1%	31%	9%	11%	20%
Roosevelt	School	1,488	38%	12%	3%	1%	2%	34%	2%	9%	32%	18%	13%	15%	19%	62%
	Neighborhood	1,289	40%	15%	2%	1%	2%	30%	2%	9%	38%	19%	11%	13%	23%	66%
High School Subtotal	School	13,125	17%	8%	7%	0%	1%	55%	5%	7%	18%	7%	24%	9%	16%	33%
	Neighborhood	14,001	18%	8%	6%	1%	1%	55%	5%	7%	20%	7%	23%	8%	17%	34%
Elementary, Middle and High School Total	School	41,470	17%	8%	6%	0%	1%	55%	6%	7%	22%	9%	17%	14%	21%	33%
	Neighborhood	44,175	17%	8%	6%	0%	1%	56%	5%	7%	22%	9%	17%	12%	22%	33%

PORTLAND PUBLIC SCHOOLS
 School and Neighborhood Enrollment Details by Ethnicity and Programs, October 2022

School Name	School / Neighborhood	October Enrollment	Percentage of Enrollment by Race/Ethnicity								Percentage of Enrollment by Program					
			Latino	One Racial Group, not Latino					Multi-Racial		Direct Certification	English Language Learners	Talented and Gifted	Language Immersion	Focus Option / Alt	Historically Under-served
				African American	Asian	Native American	Pacific Islander	White	Asian/ White	Other Ancestries						
PPS Alternatives	School/Program	1,553	23%	9%	7%	1%	1%	48%	5%	7%	34%	2%	24%		100%	40%
PPS School and Alternatives Subtotal	School/Program	43,023	17%	8%	6%	0%	1%	55%	5%	7%	22%	9%	18%	13%	24%	33%
	Neighborhood	45,728	17%	8%	6%	1%	1%	55%	5%	7%	23%	8%	17%	12%	25%	33%
Community-Based Alternative	School/Program	683	29%	14%	2%	3%	0%	42%	2%	8%	43%	11%	7%			55%
Special Services	School/Program	456	16%	10%	4%	2%	0%	57%	2%	10%	32%	7%	1%			38%
Charter Schools	School/Program	1,294	9%	13%	4%	0%	0%	62%	5%	6%	15%	4%	1%			29%
Out of District/Undetermined	Neighborhood	1,281	21%	14%	11%	1%	1%	37%	3%	10%	33%	19%	8%	29%	42%	48%
Grand Total		45,456	17%	8%	6%	1%	1%	55%	5%	7%	23%	9%	17%	13%	23%	34%

Direct Certification is defined as data from Nutrition Services, provided by the state, which has identified students as eligible for Free meals. For comparability between schools, Portland Public Schools is no longer including data from paper applications.

In the 'School / Neighborhood' column, School represents the enrollment of PK-12 Students attending the School in October. Neighborhood represents the Students who live in the School Neighborhood Boundary in PK-12. Not all PK aged students attend a PPS PK program. Neighborhood percentages may be inflated due to the location of the Headstart programs.



[Home](#) / [Housing Bureau](#) / [N/NE Neighborhood Housing Strategy](#)

N/NE Preference Policy Homeownership Waitlist is Open!

Apply now through Friday, April 19. [Learn more and access the application portal.](#)



Preference Policy

Information

The N/NE Preference Policy aims to address the harmful impacts of urban renewal by giving preference to housing applicants with generational ties to North/Northeast Portland.

Homeownership Waitlist is open. Apply now!
March 19 - April 19, 2024

Apply for the N/NE Preference Policy Waitlist

Access both rental and homeownership applications from the new portal.

[Apply online](#)

[Rental Housing Opportunities](#)

Application window status

- **Rental waitlist** remains open year-round. If you applied in 2021 or later, no need to reapply.
- **Homeownership waitlist** open through April 19, 2024. [Apply now](#)

Have questions?

[Checklist: What do I need to complete the application?](#)

- Find information on eligibility, how to apply, reasonable accommodation requests, and more in [Frequently Asked Questions](#).
- For technical assistance, [contact the Preference Policy Hotline](#).

Preference Policy

[Housing Opportunities](#)

[FAQ](#)

[Map and Preference Points](#)

[Verification Documents](#)

Contact

N/NE Preference Policy
Waitlist - Helpline

✉ PHBWaitlist@portlandoregon.gov

📞 [503-823-4147](tel:503-823-4147)

Call or email the helpline for assistance. Staff are available to support and answer questions.

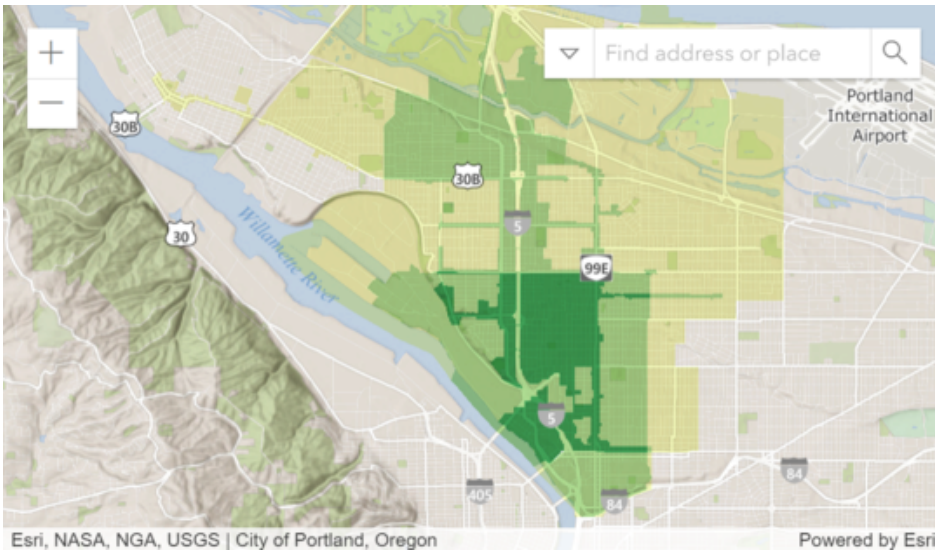
📠 503-865-3278

Topics

[Rent or own property](#)

Recent news

Newsletter



[January 2024 N/NE
Neighborhood Housing
Strategy Newsletter](#)

January 24, 2024 10:15 am

Newsletter

[October 2023 N/NE
Neighborhood Housing
Strategy Newsletter](#)

October 26, 2023 5:00 pm

[See all news for this page](#)

Past Events

Community Event

[N/NE Preference Policy In-
Person Information Session
\(November 18\)](#)

November 18, 2023
1:00 pm – 3:00 pm

Community Event

[N/NE Preference Policy In-
Person Information Session
\(November 16\)](#)

November 16, 2023
7:00 pm – 9:00 pm

Community Event

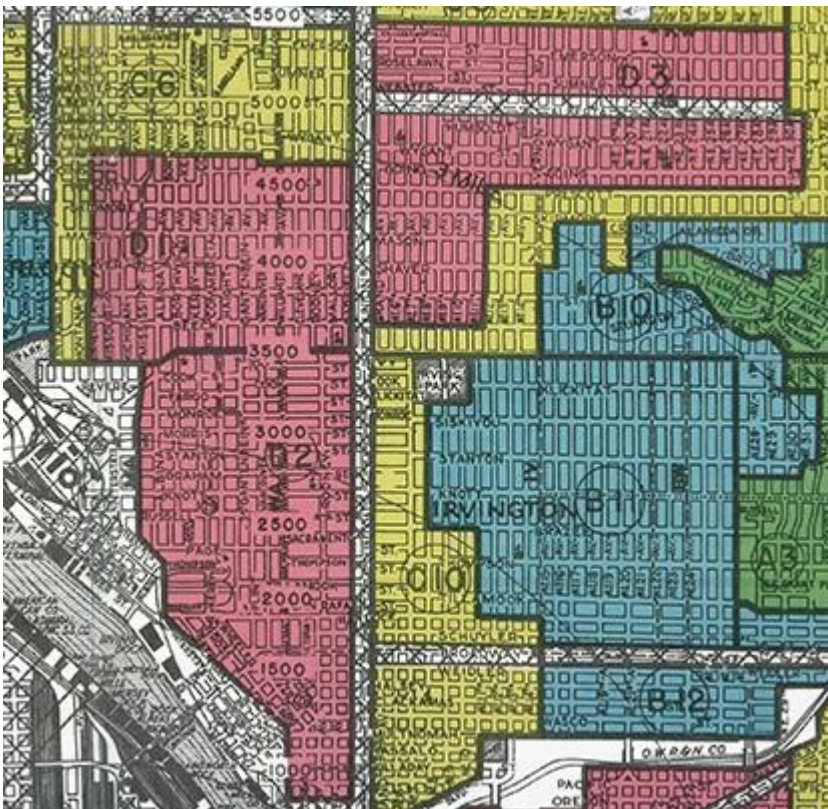
[N/NE Preference Policy In-
Person Information Session
\(August 19\)](#)

August 19, 2023
1:00 pm – 3:00 pm

Location: [Oregon
Contemporary](#)

Bids and Proposals

About the Program



Historic Albina Neighborhood

The N/NE Preference Policy aims to address the harmful impacts of urban renewal and displacement in the North and Northeast Portland community.

It is a housing waitlist developed to support current and former residents of North and Northeast Portland who have been involuntarily displaced or are at risk of displacement from the region. Applicants with historical ties to the area will be considered before applicants without a previous history of residence in the area for existing and upcoming rental and homeownership opportunities. [Learn more in the FAQ.](#)

Helpful Links

Calculate your household Area Median Income.

[AMI Calculator](#)

[Income Limits & Eligibility](#)


How to search addresses and calculate your preference points.

[Map Guide](#)

Stay informed! Receive updates about the program, including new housing opportunities in North and Northeast Portland.

[Sign up for email updates](#)

[Request for Letters of Interest: Security Deposit Grant Assistance Pilot Program](#)

 July 12, 2023 – August 2, 2023

RESOLUTION No. 6889

Settlement Agreement

The authority is granted to pay a total of \$123,000 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.



PORTLAND PUBLIC SCHOOLS

OFFICE OF DEPUTY SUPERINTENDENT

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: March 21, 2024

To: PPS Board of Directors

From: Myong Leigh, Interim Deputy Superintendent of Business & Operations

Subject: Appointment of the 2023-24 Financial Auditor

BACKGROUND

Staff is requesting that the Board resolve to appoint Talbot Korvola & Warwick (TKW) as the 2023-24 financial auditor. Typically, the PPS financial auditor is appointed by the PPS Board of Directors at the first regular board meeting in July. However, the Board's Audit Committee has requested that staff conduct a request for proposal (RFP) process to seek alternate options for financial audit services. Due to uncertainty on the timeline for this process, staff delayed the appointment of the financial auditor. The District has started the process to issue the RFP for the financial auditor beginning with services for the 2024-25 fiscal year. An amendment to the current TKW contract was approved at the March 19, 2024 Board meeting; this amendment extends the contract date and amount to include audit services for 2023-24.

RELATED POLICIES/BEST PRACTICES

To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education appoints a financial auditor each fiscal year. ORS 328.456, 327.137, 297.405 require the appointment of a financial auditor for the School District.

ANALYSIS OF SITUATION

If the Board does not appoint TKW as the financial auditor, staff would need to immediately adjust plans for the 2023-24 audit; financial audit meetings are scheduled to begin in April 2024. Staff would need to seek an alternate auditor within a constrained timeline and may be at risk of not meeting the requirements of the Oregon Revised Statutes.

FISCAL IMPACT

No immediate fiscal impacts associated with this appointment.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Not applicable.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If approved, staff will work with TKW on the 2023-24 financial audit.

BOARD OPTIONS WITH ANALYSIS

See Analysis of Situation section above.

CONNECTION TO BOARD GOALS

Not applicable.

STAFF RECOMMENDATION

Staff recommends the board resolve to appoint TKW as the 2023-34 financial auditor.

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

ML (Initials)

ATTACHMENT

Appointment of financial auditor resolution

RESOLUTION No. 6891

Appointment of Financial Auditor

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a financial auditor for the 2023-24 fiscal year.
- B. ORS 328.456, 327.137, 297.405 require the appointment of a financial auditor for the School District.

RESOLVED

The Portland Public Schools Board of Education appoints Talbot Korvola & Warwick (TKW) to serve as the financial auditor for the 2023-24 fiscal year.

RESOLUTION No. 6892

Settlement Agreement

The authority is granted to pay a total of \$90,000 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 6893

Annual Multnomah Education Service District Resolution Process

RECITALS

- A. The 2024-25 Multnomah Education Service District (“MESD”) Local Service Plan (“LSP”) is essentially an annual menu of options offered to the MESD Superintendents’ Council for the Council’s review, modification(s), and approval.
- B. The services offered in the LSP require approval of the component districts’ boards by March 1, annually. The Services offered in the LSP must be adopted by two thirds of component districts’ boards.
- C. A separate list of the specific services for Portland Public Schools, or the District Service Plan, will be included in the 2024-25 budget development process.
- D. The actual selection and use of resolution funds to pay for selected services remains at the discretion of each individual district. This Resolution does not commit Portland Public Schools to each of the specific services offered by MESD; it affirms the overall services offered to all of the local component districts and contains the terms of the LSP offered by the MESD.

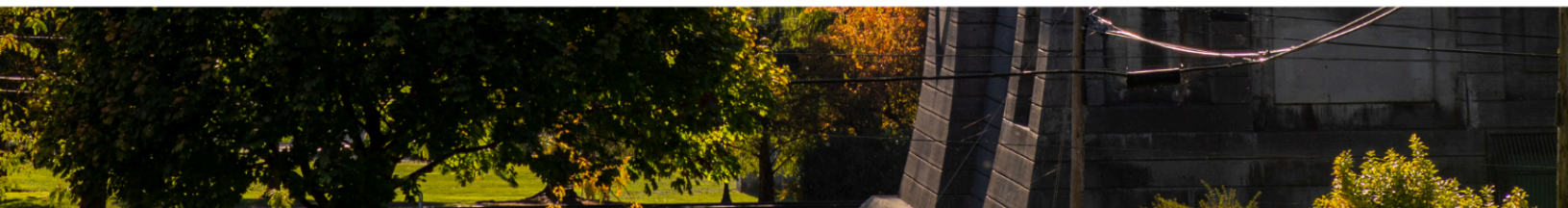
RESOLUTION

- 1. The Board of Directors of Portland Public Schools, School District No. 1J, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2024-25 Local Service Plan – Multnomah Education Service District with no exceptions.
- 2. In the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.



Multnomah Education Service District

2024-25 Local Service Plan



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Administration & Board of Directors

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Explanation of Local Service Plan

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

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

Component Districts We Proudly Serve:

- Centennial
- Corbett
- David Douglas
- Gresham-Barlow
- Parkrose
- Portland Public
- Reynolds
- Riverdale



2024-2025 Local Service Plan (LSP Timeline)

September 2023	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2023	Present initial draft to Advisory groups, and gather feedback
November 2023	Present second draft LSP to Advisory groups and gather feedback
January 2024	Present final draft to Superintendents MESD Board approves LSP
February 2024	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2024	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2024	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2024	Costing template and services commitments finalized

Budget in Brief

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

State School Fund Estimates for the 2023-2025 Biennium

	2023-2024	2024-2025	Total
Legislative Appropriation ¹	\$ 4,998,000,000	\$ 5,202,000,000	\$ 10,200,000,000
Less state-wide transfers/deductions ("carve-outs")	(62,763,498)	(62,763,498)	(125,526,996)
State revenue for formula	4,935,236,502	5,139,236,502	10,074,473,004
Plus local revenue for formula ²	2,499,332,972	2,586,809,626	5,086,142,598
Total revenue for formula	7,434,569,474	7,726,046,128	15,160,615,602
ESD share at 4.5%	334,555,626	347,672,076	682,227,702
Less ESD transfers/deductions ("carve-outs")	(9,219,125)	(9,219,125)	(18,438,250)
ESD State School Fund formula revenue for distribution	\$ 325,336,501	\$ 338,452,951	\$ 663,789,452
Estimated MESD portion of ESD distribution			
	\$ 49,885,324	\$ 51,946,273	\$ 101,831,597
MESD allocation to funds			
Operating Fund (10%) for general operations	\$ 4,988,532	\$ 5,194,627	\$ 10,183,159
Resolution Fund (90%) for Component Districts	\$ 44,896,792	\$ 46,751,646	\$ 91,648,438

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2023-24 Apportionment	2024-25 Apportionment
Centennial	6,866.36	6,866.36	6.6%	\$ 2,958,800	\$ 3,081,039
Corbett (X 1.61)	1,227.73	1,976.65	1.9%	851,761	886,950
David Douglas	11,012.13	11,012.13	10.6%	4,745,263	4,941,308
Gresham-Barlow	13,719.70	13,719.70	13.2%	5,911,989	6,156,235
Parkrose	3,504.47	3,504.47	3.4%	1,510,120	1,572,508
Portland Public	53,153.33	53,153.33	51.0%	22,904,428	23,850,696
Reynolds	12,928.26	12,928.26	12.4%	5,570,947	5,801,104
Riverdale (X1.61)	639.24	1,029.18	1.0%	443,485	461,807
Total	103,051.22	104,190.07		\$ 44,896,792	\$ 46,751,646

* ODE Extended ADMw from 12/19/2023 estimate

¹ The SSF estimate is based on the ODE Estimate dated 12/19/2023.

² This estimate assumes a 3.5% increase in local revenues for 24/25.



Instructional Services

Alternative Middle School: The Middle School provides individualized instruction and specialized support services for youth in middle school grades 6-8 who do not need a therapeutic program, but have dropped out of school, are experiencing chronic attendance issues, or have behavioral needs. Students receive personalized academic support, social services, and middle school-specific curriculum from content-specific teachers. This is a cohort-based program. The goal of the program is upon completion students will return to their home schools.

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

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

Behavior and Instructional Consultation Services: See Behavior and Instructional Consultation Services description under Special Education Services.

College/Career Readiness: College/Career Readiness services support component district systems that (1) provide increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools, and (2) prepare youth to enter post-secondary career training. Services may include career and technical opportunities, college-level educational opportunities, drop-out prevention strategies and/or others as identified by districts.

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

Instructional Services (Continued)

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

- The Incarcerated Youth Program (IYP). This program serves adults 18-21 years of age who are detained in adult jails and have not earned a regular high school diploma or GED. This service is provided in accordance with OAR 581-015-2600. School programs include Multnomah Inverness School.
- The Juvenile Detention Education Program (JDEP). An ODE funded program, JDEP serves youth up to the age of 18 who are detained or are awaiting trials or hearings inside of juvenile detention facilities in accordance with OAR 581-015-2585. School programs include Baker Creek, Donald E. Long, and Ponderosa Creek.
- The Youth Correctional Education Program (YCEP). An ODE funded program, YCEP serves adjudicated youth up to the age of 25 who are housed in Oregon Youth Authority facilities in accordance with OAR 581-015-2585. Secondary and post-secondary programs, such as vocational education, college and dual credit enrollment, are offered at these locations. School programs include Ocean Dunes, Riverside, and Three Lakes.

Instructional Services (Continued)

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

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

Helensview – Therapeutic Program: Note this is cross-listed under Special Education Services as well. The Therapeutic program at Helensview provides individualized support to students identified for special education services who have intense mental health needs and require a small staff-student ratio. The therapeutic classrooms provide academic instruction, behavioral intervention, and social skills training, coupled with a mental health focus.

Home Instruction Services: Certified instructors and/or staff may be provided for youth needing home instruction on a contract basis.

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

Instructional Services (Continued)

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

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

Juvenile and Legal Rights Support: The Juvenile and Legal Rights support includes consultation, technical assistance, and direct service for individual youth, schools, and districts. Technical assistance includes developing supports for justice impacted youth, and direct services include support with expungement, curriculum development, and curriculum delivery.

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

Instructional Services (Continued)

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

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

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

Instructional Services (Continued)

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

Regional Equity Professional Development: MESD may hire staff or contract with specialists to provide leadership, planning, and professional development and learning focused on equity-centered, culturally responsive, and culturally sustaining practices and instruction. Services may include managing and coordinating regional equity work. Projects may be at a local school district level, county level, or state level.

Regional School Improvement: School Improvement provides professional learning and technical support in the following areas: curriculum adoptions, best practices in assessment, social-emotional learning, trauma-informed and culturally relevant practices, Career Technical Education, paraeducator professional learning, attendance, school culture/climate, equity-centered practices, implementation of state standards and assessments including essential skills, and other areas identified by districts. Content specialists cover literacy, math, science, education technology, and social studies. The School Improvement team also includes 1.0 FTE funded by Multnomah County for a Preschool for All Coach for the region.

Student Assessment Services – Special Projects: Student Assessment Services provides data collections and analysis support, technical assistance, direct administration support, and training on assessment procedures and administration of the score sites. It also provides help desk support, technical assistance, and training to school districts participating in the state assessment system, including with the ELPA21, Kindergarten Assessment, etc. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing, and mathematics, as well as training in how to assess/score the work samples. Reading, writing, and mathematics Essential Skills Assessments are provided in native languages.

Instructional Services (Continued)

Student Success Act / Integrated Guidance Supports: See additional description in separate SSA Technical Assistance Section. MESD provides support and technical assistance to districts in navigating the requirements of the 2019 Student Success Act (SSA) and Oregon Integrated Guidance, applying for Student Investment Account funds, reporting and accountability, and SSA program planning and implementation. Services include regional convenings/work groups, 1:1 district support, coordinating partnerships with community based organizations, prioritization of work, and professional development in identified areas.

School Culture and Climate: Note this is cross-listed under Special Success Act as well. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by districts.

School Safety and Prevention Services: Services are provided in alignment with statewide Oregon School Safety and Prevention Systems (SSPS) initiative. SSPS provides school districts with a multi-tiered system of support ranging from curriculum-based universal prevention programs, to safety-based crisis interventions. Offerings include suicide prevention services, behavioral safety assessments, access to the SafeOregon Tip Line, and positive school culture and climate support that includes programs to prevent bullying, cyberbullying, harassment, and intimidation, and to promote mental health and well-being in school districts statewide.

Substance Use Recovery Educational Services: MESD may provide a variety of services directly related to prevention, reduction, intervention, and/or recovery from substance use disorders. Services may include specialized staffing, recovery classes or groups, professional learning, and technical support for districts.

Substance Recovery Program - Rivercrest Academy: MESD provides a comprehensive high school program leading up to a diploma for youth who are in recovery from substance use disorder. The instructional model includes embedded recovery mentorship and group support in addition to core curriculum and electives. Special Education, ELL, 504, TAG, and other support services are provided as applicable.

Instructional Services (Continued)

Transition Services: MESD provides transition advocacy, educational mentorship, and wrap-around support for youth while in and after leaving unique educational settings including hospitals, detention facilities, correctional facilities and long term care and treatment facilities. Transition services and education (re)engagement services are also provided for youth who are not currently engaged in school regardless of prior educational experiences.

Walden Crossing: Educational services leading to a high school diploma or GED are provided to students currently in the Walden Crossing treatment center program. Youth served are between ages 10-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization, and transition planning.

School Health Services (SHS)

Contracted Health Education Services: MESD SHS provides districts and schools with instruction in and assistance with meeting state and national mandates for required health and safety training. Consultation with schools and/or employees after occupational exposures to bloodborne pathogens is also provided. Health education training can include:

- Medication Administration
- Treatment of Severe Allergic Reaction (epinephrine administration)
- Treatment of Severe Hypoglycemia (glucagon administration)
- First Aid/CPR/AED training
- Treatment of Students in Adrenal Crisis
- Oregon Occupational Safety and Health Administration (OSHA) required Bloodborne Pathogen (BBP) Training, including management of post-exposure evaluation and follow-up
- Other areas identified based on district needs

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

Vision Screening Team: The MESD screening team assists districts in meeting the requirements of OAR 581-022-2220 by screening student vision (in grades K, 1, and 3). Students needing more in-depth exams are referred to community health providers. MESD School Health Services can refer families to resources to help reduce costs for students needing corrective lenses. Training, orientation, oversight, and supervision provided by the MESD.

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



School Health Services (SHS) (Continued)

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

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

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

School Health Services (SHS) (Continued)

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

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

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

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

Special Education

Abilities in Motion (ages 5-21): The Abilities in Motion (AIM) program provides an educational opportunity for special education students with significant medical needs which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors, and personal management skills that can be utilized within the classroom and community settings. Services are individualized and based on a student's IEP. AIM locations include Wheatley School.

Behavior and Instructional Consultation Services: Note this is cross-listed under Instructional Services as well. Consultation services are provided at the request of a district. Consultations may be with individuals or teams that may include an administrator, teacher, speech pathologist, school psychologist, occupational therapist, nurse, and/or a behavior consultant. Services may be provided across settings or situations. A referral process includes a needs assessment at no cost. Further consultation and services may be provided on a contract basis. The contract agreement includes a clear description of the services provided and fees. Professional learning services may also be included to support the consultation services. These services may include social-emotional learning and trauma sensitive practices, behavioral prevention and intervention strategies, collaborative problem solving, restorative justice strategies, culturally responsive practices, compassion fatigue and vicarious trauma awareness, and/or others identified through the consultation process.

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

Special Education (Continued)

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

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

Functional Living Skills (FLS Alternative) (Ages K-21 years): Functional Living Skills Alternative aka Wheatley School is a self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to the impact of disability, which directly affects cognition, communication, and behavior. The curriculum used in all classrooms aligns with the state curricular standards. Additional support services focus on building communications skills, motor, and sensory skills, so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio (1:1 or 2:1). Students also receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative. FLS locations include Wheatley School.



Special Education (Continued)

High School Therapeutic Classrooms: See Helensview –Therapeutic Program description under Instructional Services.

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

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

The SESP program is designed for students with an Individualized Education Plan (IEP) from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention, and evidence-based academic instruction to students who have not been successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher: student ratio) for students needing additional therapeutic support.

Additionally, the Transition classroom ages 18-21, offer job training and support for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community, and classroom instruction to prepare students for adult life.

The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social-emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.

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



Special Education (Continued)

*Individually Purchased Options:

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

Related Services provides direct and/or consultation services according to student IEP needs. Services may be provided at a minimum of .2 FTE increments. Caseloads are varied depending upon IEPs and locations.

Assistive Technology:

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

Speech/Language Pathology:

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

Occupational Therapy:

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

Special Education (Continued)

Physical Therapy:

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

Psychological Services:

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

Behavior Consultant:

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

Special Education (Continued)

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

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

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

Technology Services

Through Cascade Technology Alliance
www.cascadetech.org

The Cascade Technology Alliance (CTA) is a collaboration between the two metro regional ESDs: Multnomah and Northwest Regional. The CTA was created by partnering the technology departments of participating ESDs to serve their area component districts as well as other districts, charter schools, government, and non-profit agencies in need of technology solutions. The CTA has a menu of services available to its component school districts including many services historically selected by MESD districts:

Application and Development Services:

- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's), and Nurses.
- **Medicaid Operational Services:** Improve Medicaid program efficiencies, provide data analysis, and help increase Medicaid Reimbursement by identifying additional Medicaid dollars that may be left on the table by districts.

Business Systems Support:

- MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.

Infrastructure Services:

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

Instructional Services:

- **Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students, and parents to engage in the instructional process.

Other Regional Services:

The MESD provides general technology support services to districts upon request.

Please see our full list of services at:

<https://www.cascadetech.org/solutions.html>



Administrative Support Services

Strategic Communication and Public Affairs: We offer an integrated, culturally and linguistically responsive strategic marketing and communications services. The MESD communications department is committed to providing support and alignment for our component districts across Multnomah County. MESD offers guidance to communication leads. Individual contract services are also provided as requested.

Areas of support include:

- Providing alignment on messaging surrounding student safety
- Creating a coordinated crisis communications plan
- Emergency & Crisis Communications support
- Media Relations
- Public Records support
- Graphic Design
- Social Media Guidance
- Photography
- Language Access Services (plan, translations and interpreters)
- Brand Management advice and support
- Regional Support

Government Affairs: MESD retains a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

Inter-District Delivery System (aka PONY): Facilities and Transportation Services provide inter-district courier “pony” service to component districts.

K-12/Higher Education Collaboration Supports: MESD provides facilitation, technical assistance, and systemic support as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.

Other Administrative/Operational Services: MESD can provide other general operational services to districts such as HR, payroll & business office assistance, and support for the planning and implementation of the Student Success Act.

Procurement Card Services: MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.

Safety Liaison Services: MESD provides community and school safety liaison, communication and data support services.

School Announcement Closure Network: MESD contracts with FlashAlertNewswire.net each year to support the interface between the ESD & component districts and broadcast stations when emergency closures must be communicated to the public.

Student Success Act / Integrated Guidance Technical Assistance

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

Comprehensive Paraeducator Training: MESD develops/sources and implements professional learning for current Paraeducators in topics aligned to each districts' focus areas (e.g. social-emotional learning, racial equity, behavior support) through various learning modalities (e.g. online modules, in-person workshops, coaching supports). A regional coordinator of paraeducator professional learning systems as well as two paraeducator coaches are provided.

Diversification of the Education Workforce: MESD provides staffing, convening, and facilitation to create regional Grow Your Own programs to support students and existing staff to become teachers and administrators.

Educational Technology: Technical assistance, facilitation, and professional learning support for best practices in technology integration, virtual learning, and digital resources with the purpose of improving systems of support for students and educators.

Effective Early Literacy / Early Learning Systems: MESD provides support (coaching, consultation, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups. MESD funds an Early Literacy position focused on providing this support, and this position collaborates with the County-funded Preschool for All coach position to integrate and align supports.

Student Success Act / Integrated Guidance Technical Assistance (Continued)

Equity, Continuous Improvement, and Community Engagement of Focal Populations: MESD provides support for equity-related professional learning in the region, funding a regional equity facilitator position. This role includes capacity-building for both ESD and district staff to support equitable outcomes for historically marginalized students. A regional coordinator for research and evaluation, as well as a data analyst position, also provides support for districts related to continuous improvement. MESD staff work across teams in each of the following areas to provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved communities.

Every Day Matters: MESD provides a regional specialist to support districts in addressing chronic absenteeism and improving attendance rates. This position provides consultation and regional capacity building with an integrated focus on student and family engagement for grades K-8.

High School Success: MESD provides a regional specialist to support districts in applying for and implementing High School Success grant funds. This position provides consultation and regional capacity building with an integrated focus on Career Technical Education and attendance in grades 8-12 in the region.

School Climate and Culture: Note this is cross-listed under Instructional Services as well. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate and mental/behavioral health. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by districts.

SIA Plan Technical Assistance: Assistance for districts is provided as needed in development of required Student Investment Account plans. This includes developing new and leveraging current regional networks / advisories focused on shared SIA priorities and providing a Grant Liaison to facilitate the team's technical assistance and serve as liaison between districts and ODE.

Student Success Act / Integrated Guidance Technical Assistance (Continued)

CSI/TSI Support: MESD provides district and regional support for improving outcomes in schools identified for Comprehensive and Targeted School Improvement (CSI/TSI) using Every Student Succeeds Act (ESSA) funding.

Small School District Support: MESD provides small-district support (Corbett, Riverdale) for reducing administrative burden for the application, reporting, and implementation of the Integrated Guidance using Governor's Emergency Education Relief (GEER) funding.



Adoption of Multnomah ESD Programs and Services Proposals For 2024-2025

_____ SCHOOL DISTRICT NO. ____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. ____ on the ____ day of _____, 2024, in the manner proposed by law, and has not been altered or repealed.

DATED this ____ day of _____, 2024

Superintendent/Deputy Clerk

School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. ____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2023-2024 Local Service Plan - Multnomah Education Service District, EXCEPT:

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

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



Community Partners

Albertina Kerr
All Hands Raised
Carpe Mundi
Cascade Technology Alliance (CTA)
College Possible Oregon
Community Cycling Center
East County SD Liaison
East County STEM Partnership
FACT Oregon
Friends for Outdoor School
Friends of the Children
Gateway to College
Gray Family Foundation
Gresham Chamber of Commerce
International Brotherhood of Electrical Workers (IBEW)
Impact NW
The Immigrant and Refugee Community Organization (IRCO)
Kaiser Permanente
Kline & Associates
Latino Network
Legacy Health
Linn-Benton Community College
Linn-Benton Detention
Mercy Corps NW
Metro
Mt Hood Cable Regulatory Commission
Mt Hood Community College Dual Enrollment
Mt. Hood Community College Regional CTE Coordination
Mt. Hood Community College, TRIO College First Program
Multnomah County Detention
Multnomah County Developmental Disabilities Division
Multnomah County Early Learning
Multnomah County Health
Multnomah County Juvenile Justice Services
Multnomah County Library
Multnomah County Mental Health and Addiction Services Division
Multnomah County Probation/Parole
Multnomah County SUN Schools
Multnomah Educators Rising



Multnomah ESD-Helensview School
Multnomah-Clackamas Regional Educator Network (MCREN)
National Oceanic and Atmospheric Administration (NOAA)
Native American Youth and Family Center (NAYA)
New Avenues for Youth
NW Disability Supports
OHSU Doernbecher's Children's Hospital
OHSU Kitchen and Dining
Oregon Department of Education
Oregon Food Bank
Oregon Forest Resources Institute
Oregon State University Extension
Oregon Youth Authority
P:ear Mentoring
Parkrose Hardware
Portland Bureau of Transportation (PBOT) Safe Routes to School
Portland Children's Levy
Portland Community College
Portland Police Bureau
Portland Public Schools-Alliance High School
Portland Public Schools-Alliance High School at Benson High School
Portland State University TRIO Pre-College Programs
Portland Youth Builders
Providence Willamette Falls Hospital
Randall Children's Hospital at Legacy Emanuel
Reynolds Learning Academy
Rosemary Anderson HS/Portland OIC
School & Community Oral Health Programs
Self Enhancement, Inc.
Shriners Hospitals for Children
S.T.A.R.S. Mentoring Program
The Coalition of Communities of Color
TriMet
U.S. Bank Machine Tool Finance Group
United Way of the Columbia-Willamette
Unity Center for Behavioral Health
Worksystems, Inc. SummerWorks
Yamhill County Juvenile Detention
Zenbu



Links to Other Information

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

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

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

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

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