

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
February 28, 2017

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

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

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

- | | | |
|----|---|---------|
| 1. | <u>STUDENT TESTIMONY</u> | 6:00 pm |
| 2. | <u>PUBLIC COMMENT</u> | 6:15 pm |
| 3. | <u>COMMENTS FROM THE PORTLAND FEDERATION OF SCHOOL PROFESSIONALS</u> | 6:35 pm |
| 4. | <u>QUARTERLY REPORT: BOND ACCOUNTABILITY COMMITTEE</u> | 6:45 pm |
| 5. | <u>CAPITAL IMPROVEMENT BOND REFERRAL</u> – action item | 7:05 pm |
| 6. | <u>BUSINESS AGENDA</u> | 7:45 pm |
| 7. | <u>ADJOURN</u> | 8:00 pm |

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

MEMORANDUM

Date: February 22, 2017

To: Members of the Board of Education

From: Bond Accountability Committee (BAC)

Subject: 16th BAC Report to the Board

Background

In November 2012, voters approved a \$482M capital improvement bond for Portland Public Schools. The PPS Board appointed a Citizen Bond Accountability Committee to monitor the planning and progress of the bond program relative to voter-approved work scope, schedule and budget objectives.

Recent Activities

The BAC met on January 18 at Lincoln High School and we were pleased to have Director Kohnstamm in attendance. As is the case with all regular BAC meetings, it was publicly noticed and open to the public. OSM staff continues to be very helpful and supportive of the process, and demonstrates a consistent commitment to transparency and clarity in its dealings with the BAC.

The Committee received updates from staff that included the Balanced Scorecard report with supporting data on program budget and other metrics, as well as reports on each of the current bond projects. Staff presentation materials and meeting minutes, along with BAC reports, are regularly posted on the District website.

As this report is written, PPS staff is managing the following work:

- Construction at Roosevelt High School.
- Construction at Franklin High School.
- Construction at Faubion PK-8 School.
- Closeout on IP 2016 (elevator work at Chavez and Scott continues).
- Design Development budget reconciliation for Grant High School.
- Design work for IP 2017.

The bond program has passed the peak of its construction activity, which occurred in the summer months. However, work continues this quarter at a rapid pace despite severe weather challenges, all in a robust design/construction regional environment.

Current Issues

Program Budget. Staff has continued to provide budget information to us in a transparent format.

The total Bond Program remains at \$551 million, of which \$312 million (57%) has been spent. Reflecting the activity level, 17% of the entire bond program was spent in the second half of 2016 at a rate of almost \$16 million per month, or \$786,000 per day.

As we have discussed during each of our recent reports to the Board, remaining contingencies/reserves at the program level are meager. Staff will be tested during the balance of the program as they balance these reserves with the remaining IP budgets and the continuing needs of the high school projects. Although we do expect some additional bond premium from the next bond sale (2017), the Board has already committed \$2.8 million of any such premium.

We are concerned about the cost ramifications of this winter's severe weather events at Franklin, Roosevelt, and Faubion. In addition, substantial risks still exist in the program with three major projects still to close out and one not even in construction yet so we remain very concerned about the shrunken level of contingency/reserves.

Project Budgets and Schedules. Schedules on each of the major projects have been negatively affected by weather this winter, with additional events even since our meeting in January. OSM is working with each of the contractors to determine what can be done to make up the lost time as well as identifying associated costs. We eagerly await the outcome of this work, which could have a significant effect at the program level.

Franklin continues to plan for the Physical Education building to be complete by April 1, and the rest of the buildings by August 1. Phase 1B at Roosevelt opened as planned in January and the pressure now moves to completing Phase 2 by summer. Faubion had made up some lost time before the weather hit but will now need to redouble their efforts.

The logistics of opening Franklin, Faubion, and Phase 2 at Roosevelt, plus relocating Grant to Marshall during the same window this summer

will put great stress on PPS staff. Furniture, IT, etc. will all have to be coordinated for a successful operation. Nevertheless, patience will be required of school staffs and administrators.

Project budgets continue to be pressured. Franklin expects to use essentially its entire contingency, Roosevelt has an overrun, and Faubion's contingency is down to 3%. In addition, the Design Development estimates at Grant exceed the budget, so additional reconciliation work is underway there.

Roosevelt projects a \$1 million overrun, which will be funded through a Qualified Zone Academy Bond (QZAB), which is a 25-year interest-free federal program. The BAC will work with OSM to review the causes of the changes to ensure that they are appropriate.

Most of the work on IP 16 is in close out. (As planned, elevator work at Chavez and Scott will be completed next summer.) The Cleveland HS roofing work was complete by the end of October but caused a significant cost overrun due to unforeseen structural issues.

Design work for IP17 is proceeding but the scope of work has again been adjusted to reflect budget realities. The design of science classroom improvements at 6 schools will be completed, and the seismic work at Lewis will proceed to construction if a State Rehabilitation Grant is received. Plans for IP18 and IP19 are entirely dependent on budget availability.

Equity. Staff reports on student involvement remain positive and, even excluding a few large events, 1,300 students have been engaged. Derek Henderson at OSM has done an outstanding job of working with the schools and contractors to find and implement opportunities.

The employment of apprentices through the Workforce Hiring program continues to exceed the 20% goal.

Certified business involvement remains a priority. In aggregate, 11.5% of total payments have been made to certified firms but contractor performance has varied a great deal. At this point, the standout performer is Lease Crutcher Lewis (Roosevelt) with 22%.

The new tracking software is under revision at this time so that it will report certified business results on a contract basis in the future. This should provide better data to help manage performance.

Safety. Faubion retains its accident-free record. Unfortunately, one minor accident occurred during the quarter at Roosevelt but, overall, the program's safety record remains outstanding.

Performance Audit. We were pleased to have the District's performance auditors attend our meeting. We reviewed with staff the status of open items on the recommendations list, which have now been prioritized and assigned. We will follow up on these at future meetings.

Summary

The bond program completed an extraordinary amount of design and construction work in 2016. While challenges have arisen and many remain, we continue to find the taxpayers to be well served, with budgets and schedules overall being appropriately managed.

We remain impressed by the quality and professionalism of OSM staff as well as the design and construction teams, and thank the Board for this opportunity to serve and play a small part in the continued success of your bond program.



Board of Education Informational Report

MEMORANDUM

Date: February 28, 2017

To: Members of the Board of Education

From: Yousef Awwad, Deputy Chief Executive Officer

Subject: Referring the May 2017 Health, Safety, and Modernization Bond

Following the Board bond work session on February 13, staff has put together the ballot title, summary, explanatory statement, and resolution calling a measure election in order to refer the May 2017 Health, Safety, and Modernization capital improvement bond to voters.

These documents are consistent with the Bond Stakeholder Advisory Committee's recommendation to move forward with a \$790 million capital improvement bond that would fund:

- Modernization of Benson, Lincoln, and Madison High Schools and Kellogg Middle School. Approximately 30 percent of the budgets for the modernization projects comprehensively address health and safety issues, including reducing exposure to hazardous materials, improving accessibility, and addressing fire safety.
- At least \$150 million in additional districtwide health and safety projects that would address all or some of the needs in the following areas: replacing old pipes and fixtures to reduce lead, improve water quality, and reduce the need to use bottled water in Portland's schools; removing or encapsulating exposed lead paint and asbestos; upgrade fire alarm and/or sprinkler systems; repairing or replacing leaking or deteriorating school roofs; improving accessibility for people with disabilities; improving building foundations and ventilation to decrease radon exposure; and strengthening school safety and security.

As with the 2012 voter-approved capital improvement bond, citizen accountability and oversight, including audits of bond projects and expenditures will be required.

Bonds may be issued in one or more series, with each series maturing in 30 years or less. The average levy rate for this bond issue is estimated to be \$0.68 per \$1,000 of assessed value over 30 years. The levy rate is estimated to be \$1.40 per \$1,000 for the first four years, declining thereafter. Rates may differ based on interest rates and changes in assessed value.

The resolution also contains the full Bond Stakeholder Advisory Committee's recommendation, including:

- That the Board and Superintendent by December 2017 be able to clearly articulate a short and long-term strategy that addresses all currently identified health, safety, and ADA issues;
- That the Board has a clear plan on how the at least \$150 million of additional health and safety investments will be spent to first address all high-risk areas as a priority (lead paint, lead in water fixtures and pipes, radon, exposed asbestos, and a minimum level of acceptable fire protection with the rest of the remaining dollars to address other health, safety, and accessibility issues);
- That the Board dedicate \$8 million in state matching funds to addressing additional health, safety, and accessibility needs, and communicate to the public that the \$8 million investment is on top of the \$790 million;
- That the Board should request clarification from the Superintendent and staff about how investments in seismic upgrades are prioritized, and affirm its understanding that two effective ways to increase student and staff safety include full modernization and replacement of schools and adding or strengthening seismic bracing when roofs are replaced;
- That the Board concludes that the school district's plan for 1,700 students at each of the existing and future high schools is well supported by current birth rates and kindergarten enrollments and that all high school spaces being rebuilt will be enrolled in a way that is balanced and the board is committed to boundary and policy changes to ensure that neighborhood and focus option high schools have sufficient enrollments to support a rigorous and diverse curriculum in a cost effective way in all geographic areas of the city;
- That the bond package and public message associated with the bond measure should focus first on addressing critical safety and health issues, backed up by the message that modernizing our high schools comprehensively addresses health and safety issues in those buildings while also providing modern learning environments; and
- That the Board acknowledges with gratitude the support of Portland voters for school bonds in 1995 and 2012 and commits to the continued modernization of schools to provide the health, safety, full inclusion, and learning opportunities that every child in Portland deserves.

I would like to thank the Board for your continued engagement in the development of this bond. Your support will allow us to provide students with safe and healthy learning environments and with the up-to-date technology, so they are prepared for life, college and career ready, and to meaningfully contribute to their communities.

Attachments:

- A Resolution of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon, Calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$790,000,000 of General Obligation Bonds and Providing for Related Matters
- Exhibit A: Notice of Bond Election
- Exhibit B: Explanatory Statement

RESOLUTION NO. ____

A Resolution of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon, Calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$790,000,000 of General Obligation Bonds and Providing for Related Matters

RECITALS

- A. After an extensive public process, at its meeting on February 13, 2017, the Board directed PPS staff to develop a general obligation bond ballot measure and explanatory statement for the Preferred School Construction Bond Proposal and present those documents to the Board at its meeting on February 28, 2017, so that the Board might approve those documents prior to their submission to the county elections officer;
- B. In response to the Board's direction, PPS staff has developed the general obligation bond ballot measure that is attached as Exhibit A and the explanatory statement that is attached as Exhibit B; and
- C. If the measure passes, PPS is eligible for an \$8,000,000 grant under the Oregon Department of Education's Oregon School Capital Improvement Matching Program (the "Grant").
- D. Due to inadequate state funding for schools, PPS has prioritized use of General Fund money for its core educational mission, resulting in the deferral of major maintenance on its facilities, leading to secondary damage and increased facility costs.
- E. PPS recognizes that the condition of its facilities has a direct impact on the ability of teachers to teach and students to learn and succeed.
- F. PPS is committed to providing its students access to safe and healthy learning environments and with the same up-to-date technology, equipment and teaching approaches as students in schools with newer buildings so our students are prepared for life, college and career, and to meaningfully contribute to their communities.
- G. At the direction of the community in 2012, PPS adopted the Long Range Facilities Plan to modernize and improve schools through a series of capital construction bonds.
- H. In 2012, voters approved the first in the series: a \$482 million bond, which funded the modernization of Franklin, Grant and Roosevelt High Schools, and Faubion PreK-8 school, and funded projects at 52 schools, including upgraded science classrooms, new roofs, improved accessibility and seismic improvements.
- I. Lead testing in summer 2016 showed that all but one school had one or more cold water fixtures testing above the EPA action level. In addition, PPS staff assessed eleven areas of health and safety across the district, and determined there is approximately \$1.6 billion of need in areas that include reducing or eliminating exposure to hazardous materials districtwide, including lead, asbestos, and radon; upgrading fire alarm and sprinkler systems; increasing access to schools for people with disabilities; repairing or replacing leaking or deteriorating school roofs; upgrading school safety and security; and strengthening schools against earthquakes

- J. In 2017, PPS surveyed the community and convened a Bond Stakeholder Advisory Group (BSAG) to evaluate needs for the next bond.
- K. The BSAG recommended, and community feedback affirmed, a bond that would fund modernization of Benson, Lincoln, and Madison High Schools and Kellogg Middle School and at least an additional \$150 million in health and safety projects at schools across the district. Approximately 30 percent of the budgets for the modernization projects comprehensively address health and safety issues, including reducing exposure to hazardous materials, improving accessibility, and addressing fire safety.
- L. The \$150 million in districtwide health and safety projects would address all or some of the needs in the following areas: replacing old pipes and fixtures to reduce lead, improve water quality, and reduce the need to use bottled water in Portland's schools; removing or encapsulating exposed lead paint and asbestos; upgrade fire alarm and/or sprinkler systems; repairing or replacing leaking or deteriorating school roofs; improving accessibility for people with disabilities; improving building foundations and ventilation to decrease radon exposure; and strengthening school safety and security.
- M. In addition to this bond proposal, the BSAG recommended:
 - a. That the Board and Superintendent by December 2017 be able to clearly articulate a short and long-term strategy that addresses all currently identified health, safety, and ADA issues;
 - b. That the Board has a clear plan on how the at least \$150 million of additional health and safety investments will be spent to first address all high-risk areas as a priority (lead paint, lead in water fixtures and pipes, radon, exposed asbestos, and a minimum level of acceptable fire protection with the rest of the remaining dollars to address other health, safety, and accessibility issues). The Board should consider increasing the amount of additional health and safety investment in this bond to ensure issues of lead, radon, exposed asbestos and high risk facility issues are fully resolved;
 - c. That the Board dedicate \$8 million in state matching funds to addressing additional health, safety, and accessibility needs, and communicate to the public that the \$8 million investment is on top of the \$790 million;
 - d. That the Board should request clarification from the Superintendent and staff about how investments in seismic upgrades are prioritized, and affirm its understanding that two effective ways to increase student and staff safety include full modernization and replacement of schools and adding or strengthening seismic bracing when roofs are replaced;
 - e. That the Board concludes that the school district's plan for 1,700 students at each of the existing and future high schools is well supported by current birth rates and kindergarten enrollments and that all high school spaces being rebuilt will be enrolled in a way that is balanced and the board is committed to boundary and policy changes to ensure that neighborhood and focus option high schools have sufficient enrollments to support a rigorous and diverse curriculum in a cost effective way in all geographic areas of the city;

- f. That the bond package and public message associated with the bond measure should focus first on addressing critical safety and health issues, backed up by the message that modernizing our high schools comprehensively addresses health and safety issues in those buildings while also providing modern learning environments; and
 - g. That the Board acknowledges with gratitude the support of Portland voters for school bonds in 1995 and 2012 and commits to the continued modernization of schools to provide the health, safety, full inclusion, and learning opportunities that every child in Portland deserves.
- N. The Board thanks the BSAG for its work and directs staff to work with the Board to fully implement the recommendations.

RESOLUTION

NOW, THEREFORE, the Board of Directors of Portland Public Schools, Multnomah County, Oregon, resolves as follows:

1. A measure election is hereby called for the purpose of submitting to the electors of PPS the question of issuing general obligations bonds not exceeding \$790 million to repair, construct and modernize schools (the “Bonds”). Bond proceeds will be used to finance capital costs as described in the attached Exhibit A. The measure election hereby called shall be held in the District on the 16th day of May, 2017. As authorized by the County Clerk of Multnomah County, Oregon, and the Oregon Secretary of State, the election shall be conducted by mail pursuant to ORS 254.465 and 254.470.
2. PPS authorizes the Board Chair, Superintendent, or his designee (the “Authorized Representative”) to take any actions necessary to place the measure that is attached as Exhibit A on the May 16, 2017 election ballot, and to place the explanatory statement that is attached as Exhibit B in the voter’s pamphlet for that election. The Authorized Representative shall file the measure and explanatory statement with the elections officer of Multnomah County not later than March 16, 2017.
3. PPS hereby declares its official intent pursuant to Treasury Regulation Section 1.150-2 to reimburse itself with proceeds of the Bonds for capital costs that are eligible to be financed with proceeds of the Bonds. The Authorized Representative is hereby authorized to make additional reimbursement declarations on behalf of PPS.
4. PPS authorizes the Superintendent to continue a Superintendent’s Citizen Accountability Committee to assist the Superintendent and School Board in monitoring the planning and progress of the bond program.
5. The Authorized Representative is hereby authorized to execute all documents and take all actions necessary to obtain the Grant.

ADOPTED by the Board of Education of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon this [28th day of February, 2017.]

ATTEST: PORTLAND PUBLIC SCHOOLS
MULTNOMAH COUNTY, OREGON

By: _____
Deputy Clerk

By: _____
Chair, Board of Directors

Attachments:

- A. Exhibit A: Notice of Bond Election
- B. Exhibit B: Explanatory Statement



BONDS TO IMPROVE HEALTH, SAFETY, LEARNING BY REPAIRING, MODERNIZING SCHOOLS

QUESTION: Shall Portland Public Schools improve health and safety, build education facilities, repair and modernize schools, by issuing \$790,000,000 in bonds? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

175 WORD SUMMARY: If approved this measure would finance or refinance capital costs, including projects that:

- Reduce or eliminate exposure to hazardous materials districtwide, including lead, asbestos, and radon;
- Upgrade fire alarm and/or sprinkler systems;
- Improve accessibility for people with disabilities;
- Repair or replace leaking or deteriorating school roofs;
- Upgrade school safety and security;
- Strengthen schools against earthquakes;
- Renovate or replace schools, including Benson, Lincoln, Madison, and Kellogg, to improve health and safety and provide up-to-date classrooms and facilities, and increase access to technology and modern learning environments; and

Citizen accountability and oversight, including audits of bond projects and expenditures will be required.

Bonds may be issued in one or more series, with each series maturing in 30 years or less.

The average levy rate for this bond issue is estimated to be \$0.68 per \$1,000 of assessed value over 30 years. The levy rate is estimated to be \$1.40 per \$1,000 for the first four years, declining thereafter. Rates may differ based on interest rates and changes in assessed value.

500 WORD EXPLANATORY STATEMENT

Portland Public Schools (PPS) is the largest school district in Oregon, with over 90 school sites and 48,500 students. PPS' buildings average 77 years old—many are over 100 years old.

Aging schools need repair and upgrades to provide students with modern learning environments and to address unsafe conditions. Lead testing in 2016 showed most schools had cold water fixtures testing above the EPA action level. Many roofs are beyond their useful life and some leak frequently. Fire alarm and sprinkler systems at most schools are inadequate.

PPS has adopted a Long-Range Facilities Plan to modernize and improve schools districtwide through a series of capital construction bonds. In 2012, voters approved a \$482 million bond, funding:

- Modernization of Franklin, Grant, and Roosevelt High Schools, and Faubion PreK-8;
- Projects at 52 additional schools—upgraded science classrooms, new roofs, improved accessibility and seismic improvements; and
- Planning for upgrade of all high schools.

In 2017, PPS convened a Bond Stakeholder Advisory Group (BSAG) to evaluate needs for the next bond. The BSAG recommended, and community feedback affirmed, a bond that would fund modernization of Benson, Lincoln, and Madison High Schools and Kellogg Middle School, and at least \$150 million in health and safety projects at schools across the district.

What would the bond do?

The \$790,000,000 bond would fund renovations and additions at Benson and Madison High Schools, and full rebuilds of Lincoln High School and Kellogg Middle School. Approximately 30% of the budgets for these projects comprehensively address health and safety issues, including reducing exposure to hazardous materials, improving accessibility, and addressing fire safety. It would also begin planning for upgrade of Cleveland, Jefferson, and Wilson High Schools.

Additionally, at least \$150 million would fund district-wide health and safety projects, including:

- Replacing old pipes and fixtures to reduce lead, improve water quality, and reduce the need to use bottled water;
- Removing or encapsulating exposed lead paint and asbestos;
- Upgrading fire alarm and/or sprinkler systems;
- Repairing or replacing leaking or deteriorating school roofs;
- Improving accessibility for people with disabilities;
- Improving building foundations and ventilation to decrease radon exposure; and
- Strengthening school safety and security.

In addition, PPS will receive \$8 million in state capital matching funds if this measure is approved, for additional health and safety investments. If the bonds are not approved, funds will be awarded to another district.

What would the bond cost?

The average levy rate for this bond issue is estimated to be \$0.68 per \$1,000 of assessed value over 30 years. The levy rate is estimated to be \$1.40 per \$1,000 for the first four years, declining thereafter. For a house assessed at \$200,000 the initial annual cost would be about \$280. Overall average cost is \$136 annually. The total principal amount of bonds authorized by this measure cannot exceed \$790 million.

Accountability

An independent group of citizens from the community will review quarterly reports and audits of how the bond dollars are being spent to provide accountability to the public until construction is complete.

Submitted by
Emily Courtnage
Deputy Clerk
Portland Public Schools



Board of Education Informational Report

MEMORANDUM

Date: February 13, 2017
To: PPS School Board
From: Rosa Parks Elementary School
Subject: 2017-18 School Calendar

Please find attached the 2017-18 school year calendar recommended for your approval. Approving this calendar would permit the Rosa Parks community to continue in their year round school design.

Rosa Parks selected three data points to determine the value of the year round school design: Student attendance, staff attendance and student achievement. After two and a half years we have found very little change in student and staff attendance data. We are very encouraged by our student achievement data as reported on the Oregon School Report Card.

The 2015-16 Oregon School Report Card shows a 9% growth in student reading and 24% growth in math. While we are pleased with this progress, we recognize we have much more work to do. This growth is the most substantial gains we have been able to post in several years. The fact that this growth occurred while we were teaching in the year round calendar is why we request another year on that calendar. We sincerely hope to return next year with similar or greater gains. At that point we may be able to show a data trend that is worth a deeper discussion.

The calendar we are proposing is similar in design to the calendar we have had the last three years. The only significant difference is we no longer call the Enrichment Sessions “Intercessions.”



2017-18 School Year-Round Calendar (Rosa Parks) (Subject to possible revision)

Calendars are on the district website: www.pps.net; click on "Calendar" tab.

☼ Snow Make-Up Days will be added at the end of the school year.



JUNE 2017						
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JANUARY 2018						
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SEPTEMBER 2017						
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JUNE 2018						
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DECEMBER 2017						
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JULY 2018 (Year-round schedule for this month to be determined)

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29	30	31				

- Students Out of School
- Intervention and Enrichment Days
- AM/PM/EVE Morning/Afternoon/Evening Conferences (no school for students)
- AM/PM Morning/Afternoon (no school for students)
- EVE Evening Conferences (students attend during the day)
- cc Classified Connection (PD for classified employees)
- END End of School Year
- GRD Grading Period Ends
- H** Holiday (schools and all offices closed)
- HC** Holiday Commemoration (schools and all offices closed)
- INS Statewide Inservice (no school - all 192, 202, 210, 225 & 230 employees off)

- MT Mid-Term Progress Reports Entered into Student System
- PLAN Teacher Planning Day
- PROF Professional Development Day
- START Start of School Year
- TRF-H High School Transfer Application Deadline
- TRF-E/MS Elementary/Middle School Transfer Application Deadline
- X** Schools and Offices Closed
- * Prof. Dev. Day or Teacher Plan Day (school decision)
- Snow make-up days - this would move END, GRD, and PLAN days over accordingly
- NS/OP Schools closed, district offices open

MESD Local Service Plan



2017-2018

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MULTNOMAH EDUCATION SERVICE DISTRICT

MESD Administration Building

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Phone: 503-255-1841

Arata Creek School

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Troutdale, OR 97060
Phone: 503-262-4850

Burlingame Creek School

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

Donald E. Long School

Scott Ryan-Principal
1401 NE 68th St.
Portland, OR 97213
Phone: 503-988-5937

Helensview School

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

Ocean Dunes High School

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

Three lakes High School

Joy Koenig-Vice-Principal
4400 Lochner Rd. SE.
Albany, OR 97322
Phone: 541-791-5909

Wynne Watts-Kerr Center

Patrick McArthur-Principal
930 NE 162nd
Portland, OR 97230
Phone: 503-262-4200

Wheatley School

Jeremy Burliss-Principal
14030 NE Sacramento St.
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ADMINISTRATION

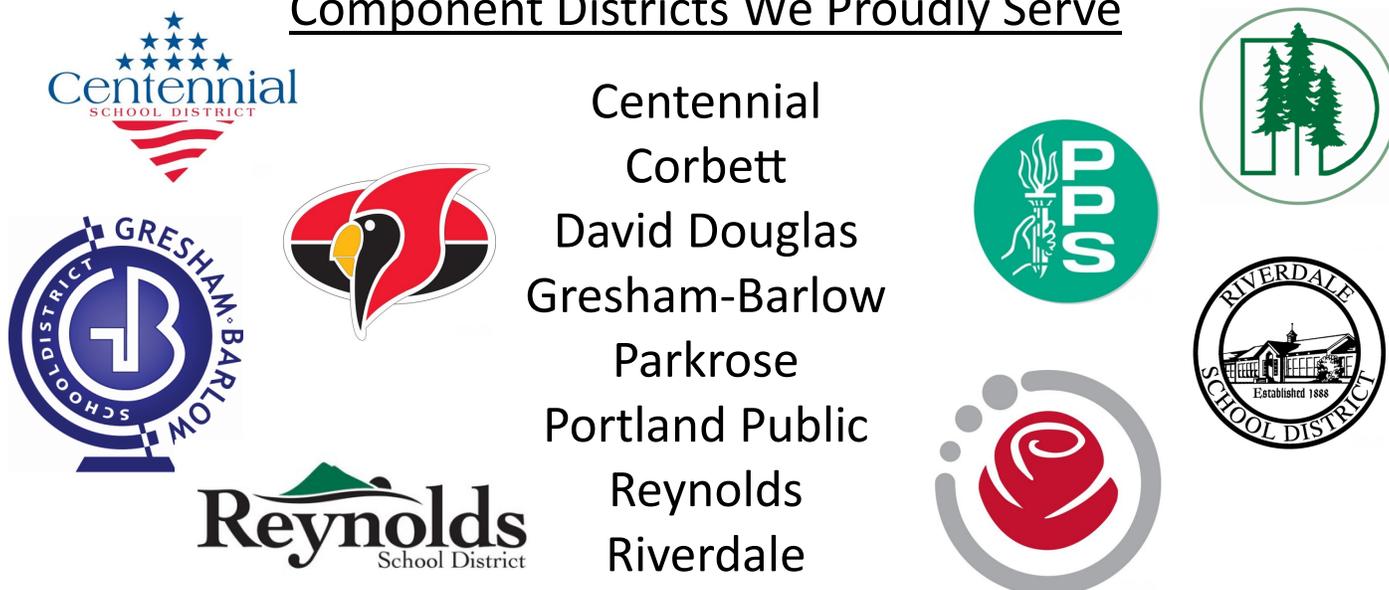
Multnomah Education Service District

Local Service Plan

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

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

Component Districts We Proudly Serve



Multnomah Education Service District

2017-2018 Local Service Plan (LSP) Timeline

September 2106	Share timeline with Advisory groups (Instruction, Health-ED, TS)
October 2016	Present initial draft to Advisory groups, and gather feedback
November 2016	Present second draft LSP to Advisory groups and gather feedback
January 2017	Present final draft to Superintendents MESD Board approves LSP
February 2017	Component Districts approve LSP Budget/costing template development begins.
March 2017	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2017	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2017	Costing template and services commitments finalized

Budget in Brief

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

State School Fund Estimates for the 2017-2019 Biennium

	2017-2018	2018-2019	Total		
Legislative Appropriation ¹	\$ 3,927,791,000	\$ 4,088,109,000	\$ 8,015,900,000		
Less state-wide transfers/deductions ("carve-outs")	(71,487,921)	(71,487,921)	(142,975,842)		
State revenue for formula	3,856,303,079	4,016,621,079	7,872,924,158		
Plus local revenue for formula ²	1,927,117,329	2,000,143,513	3,927,260,842		
Total revenue for formula	5,783,420,408	6,016,764,592	11,800,185,000		
ESD share at 4.5%	260,253,918	270,754,407	531,008,325		
Less ESD transfers/deductions ("carve-outs")	(8,232,192)	(8,232,192)	(16,464,384)		
ESD State School Fund formula revenue for distribution	\$ 252,021,726	\$ 262,522,215	\$ 514,543,941		
Estimated MESD portion of ESD distribution	\$ 40,281,942	\$ 42,011,551	\$ 82,293,493		
MESD allocation to funds					
Operating Fund (10%) for general operations	\$ 4,028,194	\$ 4,201,155	\$ 8,229,349		
Resolution Fund (90%) for Component Districts	\$ 36,253,748	\$ 37,810,396	\$ 74,064,144		
MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2017-18 Apportionment	2018-19 Apportionment
Centennial	8,150.03	8,150.03	6.9%	\$ 2,506,105	\$ 2,613,711
Corbett (X 1.61)	1,438.25	2,315.58	2.0%	712,033	742,606
David Douglas	14,112.09	14,112.09	12.0%	4,339,417	4,525,741
Gresham-Barlow	14,647.44	14,647.44	12.4%	4,504,035	4,697,427
Parkrose	4,261.39	4,261.39	3.6%	1,310,362	1,366,626
Portland Public	58,067.74	58,067.74	49.3%	17,855,620	18,622,298
Reynolds	15,301.12	15,301.12	13.0%	4,705,039	4,907,062
Riverdale (X1.61)	648.67	1,044.36	0.9%	321,137	334,925
Total	116,626.73	117,899.75		\$ 36,253,748	\$ 37,810,396

* ODE Extended ADMw from 12/5/2016 Estimates

¹ The SSF estimate is based on the \$8.0159B Governor's Proposed Budget and assumes a 49/51 split over the biennium.

² This estimate uses 16/17 ODE SSF estimate dated 12/5/2016 as the base and assumes a 3.8% increase in each year of the 17-19 biennium.

Instructional Services

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

Assessment and Evaluation Program: Provides educational and social skills to assist students in completing their High School Diploma. The students in these programs are between the ages of 12 and 18. The program operates from the Multnomah County, Donald E. Long Juvenile Justice Facility.

College/ Career Readiness: The purpose of College/Career readiness is to facilitate the acceleration of component districts' movement toward a system that provides increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools as well as preparing them to enter post-secondary career training. The development of middle school and early high school programs and activities that foster a "college-going" culture and increased access to dual credit opportunities.

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

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

Educational Programs in Adult Correction Facilities: Incarcerated Youth serves school-age youth up to 21 years of age who are detained within Multnomah County adult detention facilities (Inverness Jail and Multnomah County Detention Center).

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

Instructional Services (Continued)

Helensview School – Helensview provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance/behavioral issues. Students ages 12-21 who are on probation, parole and/or returning from both juvenile and adult state correctional facilities.

Helensview also provides individualized academic, social services and job training for students ages 12-21 identified as at-risk and who have not had success in other conventional or alternative settings.

Helensview Phoenix – Pregnant and Parenting Student Services:

Phoenix provides services to youth, ages 12-21, who are pregnant and/or parenting and identified as at-risk and requiring individualized programming, prenatal and parenting instruction.

Helensview Reconnecting Youth – Helensview School, serving ages 12-21, is designed for students needing comprehensive support to meet their educational needs and post-secondary career goals. Helensview School provides educational and school-to-work services combined with therapeutic, social skills and behavioral support unique to the needs of each student. Students focus on essential skills within a school-to-college/career emphasis culminating in an Oregon diploma.

Home School Notification: Parents who elect to teach students at home instead of enrolling their student(s) in a regular school must notify the MESD, as required by statute ORS 339.035. MESD, as required by law, maintains a database with all student directory information, requests test results from students who fall under the OAR's requirement, submits reports to component districts to notify them of their home school population and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

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

Instruction Services Special Projects:

MESD Instruction Services has considerable expertise in developing and strengthening instructional programs. Instruction Services special projects could include consultation, management or coordination of projects that seek to develop/strengthen instructional programs. Additional projects could include curriculum and instruction development, as well as coaching. These projects could be at a local school district level, county level or state level.

Instructional Services (Continued)

Long Term Care and Treatment: The Long Term Care and Treatment program at Wynne Watts School provides a high quality therapeutic environment where children gain academic and behavior skills, and the ability to function in a less restrictive environment. The Wynne Watts School serves students who require schooling in a sheltered environment in order to protect the health and safety of themselves and/or others and allow the treatment process to extend into the school day in order to fully implement the treatment plan. Wynne Watts serves approximately 300 students per year.

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

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

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

Outdoor School and Companion Programs: Outdoor School is a residential environmental science program for sixth grade students and high school student leaders. Companion programs include Oregon Trail Overnight and other customized programs for grades 2-12.

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

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

Instructional Services (Continued)

Outdoor School Special Projects: Custom “companion” programs have been periodically developed for schools for grades 2-8. MESD Outdoor School has considerable expertise in the creations and implementation of outdoor education programs aligned to state standards. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.

Regional School Improvement: School Improvement provides professional development and technical support in the following areas: High School Diploma Requirements, Common Core Standards, Common Formative Assessment, Secondary and Elementary Literacy coaching support as well as training and support in Mathematics provided by a Math Specialist. The High School Diploma initiative includes the development of alternative assessment and credit by proficiency assessments as well as facilitating the development of Reading, Writing and Math Work Samples to meet state required Essential Skills assessments. Essential Skills Assessments are now available in ten languages. Support is also provided for appropriate implementation of the Smarter Balance Assessment.

School improvement also provides professional development and technical support in science/STEM. Services include instructional support and coaching for science teachers as well as facilitation in the implementation of Next Generation Science Standards (NGSS).

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

Therapeutic Classroom: (Wynne Watts School) The Therapeutic Classroom program at Wynne Watts School provides a high quality therapeutic environment where children gain academic and behavioral skills and the ability to function in a less restrictive environment. The Wynne Watts School serves students who require schooling in a sheltered environment in order to protect the health and safety of themselves and/or others and allows the treatment process to extend into the school day in order to fully implement the treatment plan. Wynne Watts Therapeutic Classroom program serves approximately 8 students per classroom.

DESCRIPTION OF SERVICES

Instructional Services (Continued)

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

School Health Services (SHS)

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

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

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

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

Vision Screening Team: The MESD screening team, with school nurses, assists component districts in meeting the requirements of OAR 581-022-0705 by screening students' vision (in grades K, 1, 3, 5, & 7). Students needing additional testing are referred to community health providers. MESD School Health Services may have funding or resources to help reduce costs for students needing prescription glasses (OAR 581-022-0705). Training, orientation, oversight and supervision provided by the MESD.

School Health Services (SHS) (Continued)

Hearing Screening Team : The Hearing Program provides state-mandated screening to grades K and 1, identifying students with hearing loss. Other school-aged students referred for screening, as well as those in K-1 requiring follow up, are evaluated by the department's licensed audiologist, who conducts a comprehensive exam and makes referrals as indicated. This supports student engagement and success in the classroom (OAR 581-022-0705). Training, orientation, oversight, and supervision is provided by the MESD.

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

School Nursing: School nursing services provide mandated health services, promote wellness, and assist students to achieve optimal educational experiences. Nursing services include direct health services to ill and injured students, management of acute and chronic illnesses, and surveillance and follow up of communicable disease. Nurses are a liaison between home, school, and community health care providers; they promote safety, assess growth and development, and contribute to mental, emotional, and physical well-being. Training, orientation, oversight, and supervision is provided by the MESD. By July 1, 2018, HB 2693 recommends one registered nurse for every 1,500 students.

School Health Assistants (SHA): MESD School Health Assistants (SHAs) are non-licensed personnel who provide illness and injury management for students, with oversight from an RN. SHAs perform delegated nursing tasks and may be the primary point of contact for health services in the absence of the MESD registered nurse. Training, orientation, oversight, and supervision is provided by the MESD.

DESCRIPTION OF SERVICES

School Health Services (SHS) (Continued)

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

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

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

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

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

Special Education

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

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

Arata Creek/Burlingame Creek Behavioral Health & Social Emotional Skills Programs

Arata Creek Behavioral Health (6th-12th Grade)

Arata & Burlingame Creek SESP Transition Program (ages 18-21)

The SESP program is designed for students with an individualized Education Plan (IEP) from Kindergarten to 18 years of age to provide structural social skills training, behavioral intervention and academic instruction to students who are not being successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher : student ratio) for students needing additional therapeutic support. Additionally, the Transition classroom ages 18-21, offers job training and supports for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community and classroom instruction to prepare students for adult life. The Behavioral Health program serves students 6th - 12th grade with significant behavioral challenges with lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social emotional abilities. This classroom has a high staff to student ratio based on data and demonstrated need to ensure success.

Behavior and Instructional Consultation Services

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

Special Education (Continued)

Feeding Team Contract Services

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

Functional Living Skills Program (ages 5-18)

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

Functional Living Skills Transition Program (ages 18-21)

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

Special Education (Continued)

Individually purchased option.

Related Services: Speech/Language Pathology, Occupational Therapy, Physical Therapy, Psychological Services

Related Services provides direct and or consultation services according to student IEP needs. Services may be provided in .2 FTE increments. Caseloads are variable dependent upon IEPs and locations.

Assistive Technology:

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

Speech/Language Pathology :

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

Occupational Therapy:

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

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

DESCRIPTION OF SERVICES

Special Education (Continued)

Psychological Services:

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, traumatic brain injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
- Provide support to write, review and revise IEPs as mandated by state and federal rules and regulations
- Provide consultation services based on each student's IEP
- Attend IEP or three year re-evaluation meetings
- Technical assistance (professional development)

Included in the cost of this service option is travel, supplies, materials and technology (computer needs) for staff.

Educational Assistants

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

Technology Services

Through Cascade Technology Alliance
www.cascadetech.org

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

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

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

Application and Development Services

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

Technology Services (Continued)

District Office Services

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

Infrastructure Services

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

Instructional Services

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

Other Regional Services

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

DESCRIPTION OF SERVICES

Administrative Support Services

- **Inter-District Delivery System (PONY):** Facilities and Transportation Services provide inter-district “pony” mail delivery service to component districts.
- **Procurement Card Services:** MESD administers procurement card (PCard) services to other smaller Oregon ESDs and school districts through Bank of America. It provides an opportunity for smaller entities to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering/deactivating cards, program maintenance, on-site PCard training, and PCard auditing services.
- **School Announcement Closure Network:** MESD contracts with FlashAlertNewswire.net each year for the ESD and component districts to support the interface between component districts and radio/television stations when emergency closures must be communicated to the public.
- **Other Administrative/Operational Services:** MESD can provide other general operational services to districts such as payroll services.
- **Public Affairs:** MESD may hire a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

**ADOPTION OF MULTNOMAH ESD
PROGRAMS AND SERVICES PROPOSALS
FOR 2017-2018**

_____ SCHOOL DISTRICT NO. _____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. _____ on the _____ day of _____, 2017, in the manner proposed by law, and has not been altered or repealed.

DATED this _____ day of _____, 2017

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 2017-2018 Local Service Plan - Multnomah Education Service District, EXCEPT:

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

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

KEY COMMUNITY PARTNERS

211

Albertina Kerr

City of Portland

DHS

F.A.C.T.

Kaiser Permanente

Launch

OHSU Doernbecher

Multnomah County

Oregon Youth Authority

Legacy Emmanuel/Randall Children's Hospital

Shriner's

Trauma Informed Oregon

Trillium Services

Providence Willamette Falls Hospital

Links to Other Information

Multnomah Education Service District

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

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

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

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February 28, 2017

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Purchases, Bids, Contracts

The Interim Superintendent RECOMMENDS adoption of the following items:

Numbers 5392 and 5393

RESOLUTION No. 5392

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon, Department of Education	7/1/2017 through 6/30/2019	Intergovernmental Agreement – Revenue IGA/R 64181	Reimburse PPS for services provided to Special Education students who reside at Providence Hospital.	\$4,800,000	C. Russo Fund 205 Dept. 5414 Grant G1701

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

Y. Awwad

RESOLUTION No. 5393

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
ECIFM Solutions, Inc.	3/1/2017 through 12/31/2017	Software and Related Services SW 64230	IBM TRIRIGA Services for: Portfolio & Request Central Enhancements, Demand Work Orders, On-The-Go Mobile for maintenance services. Hardware or software maintenance and/or upgrades. PPS 47-0288(11)	\$210,063	C. Wilton Fund 101 Dept. 5594
CorVel Enterprise Comp, Inc.	3/1/2017 through 2/29/2020 Option to renew through 02/28/2022	Personal Services PS 64269	Provide third-party administration of workers compensation claims in accordance with state statutes. Original term three years with the option to renew for two additional one-year terms. RFP 2016-2193	Original Term \$850,000 \$1,415,000 over maximum contract term	Y. Awwad Fund 601 Dept. 5540

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah County	7/1/2016 through 6/30/2017	Intergovernmental Agreement IGA 64255	Provide SUN Community Schools at 10 District schools and provide Early Kindergarten Transition program at 12 District schools.	\$599,903	L. Poe H. Adair Fund 101 Depts. 5431 & 5453

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Interim Superintendent RECOMMENDS adoption of the following items:

Numbers 5394 through 5397

RESOLUTION NO. 5394

A Resolution of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon, Calling a Measure Election to Submit to the Electors of the District the Question of Authorizing \$790,000,000 of General Obligation Bonds and Providing for Related Matters

RECITALS

- A. After an extensive public process, at its meeting on February 13, 2017, the Board directed PPS staff to develop a general obligation bond ballot measure and explanatory statement for the Preferred School Construction Bond Proposal and present those documents to the Board at its meeting on February 28, 2017, so that the Board might approve those documents prior to their submission to the county elections officer;
- B. In response to the Board's direction, PPS staff has developed the general obligation bond ballot measure that is attached as Exhibit A and the explanatory statement that is attached as Exhibit B; and
- C. If the measure passes, PPS is eligible for an \$8,000,000 grant under the Oregon Department of Education's Oregon School Capital Improvement Matching Program (the "Grant").
- D. Due to inadequate state funding for schools, PPS has prioritized use of General Fund money for its core educational mission, resulting in the deferral of major maintenance on its facilities, leading to secondary damage and increased facility costs.
- E. PPS recognizes that the condition of its facilities has a direct impact on the ability of teachers to teach and students to learn and succeed.
- F. PPS is committed to providing its students access to safe and healthy learning environments and with the same up-to-date technology, equipment and teaching approaches as students in schools with newer buildings so our students are prepared for life, college and career, and to meaningfully contribute to their communities.
- G. At the direction of the community in 2012, PPS adopted the Long Range Facilities Plan to modernize and improve schools through a series of capital construction bonds.
- H. In 2012, voters approved the first in the series: a \$482 million bond, which funded the modernization of Franklin, Grant and Roosevelt High Schools, and Faubion PreK-8 school, and funded projects at 52 schools, including upgraded science classrooms, new roofs, improved accessibility and seismic improvements.
- I. Lead testing in summer 2016 showed that all but one school had one or more cold water fixtures testing above the EPA action level. In addition, PPS staff assessed eleven areas of health and safety across the district, and determined there is approximately \$1.6 billion of need in areas that include reducing or eliminating exposure to hazardous materials districtwide, including lead, asbestos, and radon; upgrading fire alarm and sprinkler systems; increasing access to schools for people with disabilities; repairing or replacing leaking or deteriorating school roofs; upgrading school safety and security; and strengthening schools against earthquakes
- J. In 2017, PPS surveyed the community and convened a Bond Stakeholder Advisory Group (BSAG) to evaluate needs for the next bond.
- K. The BSAG recommended, and community feedback affirmed, a bond that would fund modernization of Benson, Lincoln, and Madison High Schools and Kellogg Middle School and at least an additional \$150 million in health and safety projects at schools across the district.

Approximately 30 percent of the budgets for the modernization projects comprehensively address health and safety issues, including reducing exposure to hazardous materials, improving accessibility, and addressing fire safety.

- L. The \$150 million in districtwide health and safety projects would address all or some of the needs in the following areas: replacing old pipes and fixtures to reduce lead, improve water quality, and reduce the need to use bottled water in Portland's schools; removing or encapsulating exposed lead paint and asbestos; upgrade fire alarm and/or sprinkler systems; repairing or replacing leaking or deteriorating school roofs; improving accessibility for people with disabilities; improving building foundations and ventilation to decrease radon exposure; and strengthening school safety and security.
- M. In addition to this bond proposal, the BSAG recommended:
 - a. That the Board and Superintendent by December 2017 be able to clearly articulate a short and long-term strategy that addresses all currently identified health, safety, and ADA issues;
 - b. That the Board has a clear plan on how the at least \$150 million of additional health and safety investments will be spent to first address all high-risk areas as a priority (lead paint, lead in water fixtures and pipes, radon, exposed asbestos, and a minimum level of acceptable fire protection with the rest of the remaining dollars to address other health, safety, and accessibility issues). The Board should consider increasing the amount of additional health and safety investment in this bond to ensure issues of lead, radon, exposed asbestos and high risk facility issues are fully resolved;
 - c. That the Board dedicate \$8 million in state matching funds to addressing additional health, safety, and accessibility needs, and communicate to the public that the \$8 million investment is on top of the \$790 million;
 - d. That the Board should request clarification from the Superintendent and staff about how investments in seismic upgrades are prioritized, and affirm its understanding that two effective ways to increase student and staff safety include full modernization and replacement of schools and adding or strengthening seismic bracing when roofs are replaced;
 - e. That the Board concludes that the school district's plan for 1,700 students at each of the existing and future high schools is well supported by current birth rates and kindergarten enrollments and that all high school spaces being rebuilt will be enrolled in a way that is balanced and the board is committed to boundary and policy changes to ensure that neighborhood and focus option high schools have sufficient enrollments to support a rigorous and diverse curriculum in a cost effective way in all geographic areas of the city;
 - f. That the bond package and public message associated with the bond measure should focus first on addressing critical safety and health issues, backed up by the message that modernizing our high schools comprehensively addresses health and safety issues in those buildings while also providing modern learning environments; and
 - g. That the Board acknowledges with gratitude the support of Portland voters for school bonds in 1995 and 2012 and commits to the continued modernization of schools to provide the health, safety, full inclusion, and learning opportunities that every child in Portland deserves.
- N. The Board thanks the BSAG for its work and directs staff to work with the Board to fully implement the recommendations.

RESOLUTION

The Board of Directors of Portland Public Schools, Multnomah County, Oregon, resolves as follows:

1. A measure election is hereby called for the purpose of submitting to the electors of PPS the question of issuing general obligations bonds not exceeding \$790 million to repair, construct and modernize schools (the "Bonds"). Bond proceeds will be used to finance capital costs as described in the attached Exhibit A. The measure election hereby called shall be held in the District on the 16th day of May, 2017. As authorized by the County Clerk of Multnomah County, Oregon, and the Oregon Secretary of State, the election shall be conducted by mail pursuant to ORS 254.465 and 254.470.
2. PPS authorizes the Board Chair, Superintendent, or his designee (the "Authorized Representative") to take any actions necessary to place the measure that is attached as Exhibit A on the May 16, 2017 election ballot, and to place the explanatory statement that is attached as Exhibit B in the voter's pamphlet for that election. The Authorized Representative shall file the measure and explanatory statement with the elections officer of Multnomah County not later than March 16, 2017.
3. PPS hereby declares its official intent pursuant to Treasury Regulation Section 1.150-2 to reimburse itself with proceeds of the Bonds for capital costs that are eligible to be financed with proceeds of the Bonds. The Authorized Representative is hereby authorized to make additional reimbursement declarations on behalf of PPS.
4. PPS authorizes the Superintendent to continue a Superintendent's Citizen Accountability Committee to assist the Superintendent and School Board in monitoring the planning and progress of the bond program.
5. The Authorized Representative is hereby authorized to execute all documents and take all actions necessary to obtain the Grant.

ADOPTED by the Board of Education of Portland Public Schools, Multnomah County School District No. 1J, Multnomah County, Oregon this [28th day of February, 2017.]

ATTEST:

PORTLAND PUBLIC SCHOOLS
MULTNOMAH COUNTY, OREGON

By: _____
Deputy Clerk

By: _____
Chair, Board of Directors

Attachments:

- A. Exhibit A: Notice of Bond Election
- B. Exhibit B: Explanatory Statement

EXHIBIT A TO RESOLUTION 5394

BONDS TO IMPROVE HEALTH, SAFETY, LEARNING BY REPAIRING, MODERNIZING SCHOOLS

QUESTION: Shall Portland Public Schools improve health and safety, build education facilities, repair and modernize schools, by issuing \$790,000,000 in bonds? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

175 WORD SUMMARY: If approved this measure would finance or refinance capital costs, including projects that:

- Reduce or eliminate exposure to hazardous materials districtwide, including lead, asbestos, and radon;
- Upgrade fire alarm and/or sprinkler systems;
- Improve accessibility for people with disabilities;
- Repair or replace leaking or deteriorating school roofs;
- Upgrade school safety and security;
- Strengthen schools against earthquakes;
- Renovate or replace schools, including Benson, Lincoln, Madison, and Kellogg, to improve health and safety and provide up-to-date classrooms and facilities, and increase access to technology and modern learning environments; and

Citizen accountability and oversight, including audits of bond projects and expenditures will be required.

Bonds may be issued in one or more series, with each series maturing in 30 years or less.

The average levy rate for this bond issue is estimated to be \$0.68 per \$1,000 of assessed value over 30 years. The levy rate is estimated to be \$1.40 per \$1,000 for the first four years, declining thereafter. Rates may differ based on interest rates and changes in assessed value.

EXHIBIT B TO RESOLUTION 5394

500 WORD EXPLANATORY STATEMENT

Portland Public Schools (PPS) is the largest school district in Oregon, with over 90 school sites and 48,500 students. PPS' buildings average 77 years old—many are over 100 years old.

Aging schools need repair and upgrades to provide students with modern learning environments and to address unsafe conditions. Lead testing in 2016 showed most schools had cold water fixtures testing above the EPA action level. Many roofs are beyond their useful life and some leak frequently. Fire alarm and sprinkler systems at most schools are inadequate.

PPS has adopted a Long-Range Facilities Plan to modernize and improve schools districtwide through a series of capital construction bonds. In 2012, voters approved a \$482 million bond, funding:

- Modernization of Franklin, Grant, and Roosevelt High Schools, and Faubion PreK-8;
- Projects at 52 additional schools—upgraded science classrooms, new roofs, improved accessibility and seismic improvements; and
- Planning for upgrade of all high schools.

In 2017, PPS convened a Bond Stakeholder Advisory Group (BSAG) to evaluate needs for the next bond. The BSAG recommended, and community feedback affirmed, a bond that would fund modernization of Benson, Lincoln, and Madison High Schools and Kellogg Middle School, and at least \$150 million in health and safety projects at schools across the district.

What would the bond do?

The \$790,000,000 bond would fund renovations and additions at Benson and Madison High Schools, and full rebuilds of Lincoln High School and Kellogg Middle School. Approximately 30% of the budgets for these projects comprehensively address health and safety issues, including reducing exposure to hazardous materials, improving accessibility, and addressing fire safety. It would also begin planning for upgrade of Cleveland, Jefferson, and Wilson High Schools.

Additionally, at least \$150 million would fund district-wide health and safety projects, including:

- Replacing old pipes and fixtures to reduce lead, improve water quality, and reduce the need to use bottled water;
- Removing or encapsulating exposed lead paint and asbestos;
- Upgrading fire alarm and/or sprinkler systems;
- Repairing or replacing leaking or deteriorating school roofs;
- Improving accessibility for people with disabilities;
- Improving building foundations and ventilation to decrease radon exposure; and
- Strengthening school safety and security.

In addition, PPS will receive \$8 million in state capital matching funds if this measure is approved, for additional health and safety investments. If the bonds are not approved, funds will be awarded to another district.

What would the bond cost?

The average levy rate for this bond issue is estimated to be \$0.68 per \$1,000 of assessed value over 30 years. The levy rate is estimated to be \$1.40 per \$1,000 for the first four years, declining thereafter. For a house assessed at \$200,000 the initial annual cost would be about \$280. Overall average cost is \$136 annually. The total principal amount of bonds authorized by this measure cannot exceed \$790 million.

Accountability

An independent group of citizens from the community will review quarterly reports and audits of how the bond dollars are being spent to provide accountability to the public until construction is complete.

Submitted by
Emily Courtnage
Deputy Clerk
Portland Public Schools

RESOLUTION No. 5395

Adoption of 2016-17 School Year-Round Calendar for Rosa Parks

RECITALS

- A. In 2014, District staff, teachers and community members from Rosa Parks Elementary School, requested to pilot a year-round balanced calendar for the 2014-15, 2015-2016 and 2016-17 school years in order to increase academic gains for all of its students.
- B. In 2015-16, Rosa Parks saw 9% gain in student reading scores and 24% gain in math scores as reported by the Oregon School Report Card. As a result of these gains, Rosa Parks is requesting another year on the calendar, with the hopes to see similar or greater gains. The Rosa Parks community of family and staff is in support of this calendar to continue.

RESOLUTION

1. The Board adopts the proposed 2017-18 year-round school calendars for Rosa Parks Elementary School.

A.Lopez

RESOLUTION No. 5396

Annual Multnomah Education Service District Resolution Process

RECITALS

- A. The 2017-18 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 2017-18 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 2017-18 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.

Y. Awwad

RESOLUTION No. 5397

Minutes

The following minutes are offered for adoption:

February 13, 2017