

Special Meeting and Work Session
Tuesday, February 18, 2025 6:30 PM

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

Agenda

1. 6:30 pm - Call to Order
2. 6:35 pm - Consent Agenda (Resolutions 7045-7049) Vote - Public comment accepted
 - 2.(a) Resolution 7045 - Expenditure Contracts
 - 2.(b) Resolution 7046 - Authorizing Off-Campus Activities
 - 2.(c) Resolution 7047 - Adoption of the Minutes
 - 2.(d) Resolution 7048 - Approving Board Member Conference Attendance as Representatives of the Board
 - 2.(e) Resolution 7049 - Approving Board Member Attendance in a Leadership Academy
3. 6:40 pm - Annual Multnomah Education Service District Local Service Plan Resolution (Resolution 7052) Vote - Public Comment Accepted
4. 6:50 pm - Resolution to Approve the 2025-26 School District Calendar (Resolution 7050) Vote - public comment accepted
5. 7:00 pm - Vision for Special Education Services in Portland Public Schools
Public Comment Accepted
6. 7:40 pm - Update: 2025 General Obligation Bond
7. 7:50 pm - Adjourn

RESOLUTION No. 7045

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

No New Contracts

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Optimum Foods LLC	2/19/25 through 2/18/26 Option to renew for up to four additional one-year terms through 2/18/30	Materials Requirement MR 96169	Provide shelf stable emergency meals to PPS Nutrition Services Request for Proposals 2024-036	Original Term: \$75,000 Total through all renewals: \$375,000	D. Jung Fund 202 Dept. 5570	No
Bake Crafters Food Company	2/19/25 through 2/18/26 Option to renew for up to four additional one-year terms through 2/18/30	Materials Requirement MR 96167	Provide ready to serve entrees to PPS Nutrition Services Request for Proposals 2024-036	Original Term: \$800,000 Total through all renewals: \$4,000,000	D. Jung Fund 202 Dept. 5570	No
Diversified Foods, Inc.	2/19/25 through 2/18/26 Option to renew for up to four additional one-year terms through 2/18/30	Materials Requirement MR 96168	Provide shelf stable milk to PPS Nutrition Services Request for Proposals 2024-036	Original Term: \$170,000 Total through all renewals: \$850,000	D. Jung Fund 202 Dept. 5570	No
Roadrunner Pizza / Batish Home Bake LLC	2/19/25 through 2/18/26 Option to renew for up to four additional one-year terms through 2/18/30	Materials Requirement MR 96170	Provide pizza topped with USDA cheese to PPS Nutrition Services Request for Proposals 2024-036	Original Term: \$450,000 Total through all renewals: \$2,250,000	D. Jung Fund 202 Dept. 5570	No
Tasty Brands	2/19/25 through 2/18/26 Option to renew for up to four additional one-year terms through 2/18/30	Materials Requirement MR 96171	Provide ready to bake breadsticks filled with USDA cheese to PPS Nutrition Services Request for Proposals 2024-036	Original Term: \$240,000 Total through all renewals: \$1,200,000	D. Jung Fund 202 Dept. 5570	No
Wilson Language Training Corp	2/19/25	Purchase Order PO 171024	Purchase of Foundations reading curriculum. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288 (4)	\$323,750	K. Howard Fund 251 Dept. 5467 Grant G2365	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 7046

Authorization for Off-Campus Activities

RECITAL

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

RESOLUTION

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

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
3/3-3/14/25	Cleveland HS Mandarin, 29	Visit sister school, speak with local people to enhance & apply what’s been learned	Taiwan	\$1700	N/A
4/10/2025	Wells HS AVID, 40	College tour	Seattle, WA	\$79	N/A
4/24-4/27/25	Grant Magazine, 24	National Journalism Conference	Seattle, WA	\$500	N/A

RESOLUTION No. 7047

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- February 04, 2025 – Regular Meeting



Meeting Minutes

(Draft for Approval)

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Pursuant to notice made by posting to the Board's public notices webpage and emailed to persons on the mailing list, a Regular Meeting of the Portland Public Schools Board of Education was held at Dr. Matthew Prophet Education Center - Board Auditorium, 501 N. Dixon St, Portland, OR 97227 and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Attendance

Director Julia Brim-Edwards: Present
Director Michelle DePass: Present
Director Herman Greene: Absent
Director Gary Hollands: Present
Director Christy Splitt: Present
Director Patte Sullivan: Present
Director Edward Wang: Present
Director Herman Greene: Present.
Student Representative JJ Kunsevi:

Call to Order / Opening

The meeting was called to order at 6:13 pm by Board Chair Eddie Wang.

Director Hollands introduced Jan Watt who has been an educator at Portland Public Schools (PPS) for 56 years. He and fellow board members shared stories about and appreciation for Ms. Watt.

Proclamation and Recognition of February as Black History Month (Resolution 7044)

Time: 6:21 pm

Staff: Issac Cardona – Senior Director of Schools; Margaret Calvert – Assistant Superintendent of School Improvement & Modernization; Alma Velazquez – Principal, Jason Lee ES; Maryam Lowe – Sun School Coordinator, Jason Lee ES; KD Parman – Principal, Roosevelt HS
Students: Gloria Zawadi and Maryan Hussein – Roosevelt High School

A video was shown of Rosa Parks Elementary students and staff celebrating Rosa Parks' birthday. Jason Lee Elementary's principal and SUN School Coordinator shared how they celebrate Black Excellence, showcasing Black brilliance in American history and connecting students with Black community members, including braiders, DJs, and dancers. They noted that this year's Black Brilliance event will be held on February 27 from 5 to 7 p.m. Principal Vasquez emphasized the event's strong attendance, including during the pandemic, when it was held virtually or in the parking lot.

Students from Roosevelt High School's Black Student Union (BSU) shared past Black History Month activities and noted that planning is still underway for this year. They emphasized the month's focus on uplift and education. Principal Parman added that curriculum-related activities are also planned.

Board Directors stressed the significance of Black History Month, acknowledging that Black history is American history. Director Hollands addressed ongoing systemic racism, highlighting how the system has failed students of color and affirming that these issues will not be ignored.

Public Comment: None

Actions:

Director Christy Splitt moved and Director Hollands seconded the motion to adopt Resolution 7044, Proclamation and Recognition of February as Black History Month. The motion was put to a voice vote and passed (Yes: 7, No: 0)

Brim-Edwards: Yes, DePass: Yes, Greene: Yes, Hollands: Yes, Splitt: Yes, Sullivan: Yes, Wang: Yes
Student Representative Kunsevi:: Yes (unofficial)

Superintendent's Report

Time: 6:49 pm

Superintendent Dr. Armstrong shared that February 14 marks the 100th day of school and the completion of her 100-day plan. She introduced three newly hired senior leaders: Candice Gross, Chief of Communications; Michelle Morrison, Chief Financial Officer; and Nicole Watson, Senior Director of Engagement. The new team members then introduced themselves.

Student Comment

None

Public Comment

Time: 6:56 pm

- Greg Davenport – Raised concerns about bullying and retaliation by Lincoln High School's basketball coach.
- Jason Kafoury – Spoke about the negative impact of Lincoln High School's basketball coach on students.
- Suzanne Clarke – Advocated for bond support and stronger messaging on PPS's school modernization efforts.
- Dr. Effie Greathouse – Criticized the district for not utilizing air purifiers to improve air quality.
- Dr. Rachel Rochester – Highlighted a whooping cough outbreak and the need for better classroom air filtration.
- Ms. Rebecca Schenker – Expressed gratitude for community support and raised concerns about air purifier functionality.

Comments from our Union Partners

Time: 7:23 pm

- Portland Association of Teachers (PAT) : PAT President Angela Bonilla expressed appreciation for the Superintendent's early, community-inclusive budget planning, the district's stance on non-cooperation with U.S. Immigration and Customs Enforcement, and its support for LGBTQ2SIA+ students and staff. She emphasized prioritizing transgender and gender-nonconforming students and staff over federal funding concerns, urged advocacy for continued state funding, and called for ongoing collaboration and concrete action to support affected communities.

Board Committee and Conference Reports

Time: 9:48 pm

- Audit Committee: Director Sullivan is working to schedule a meeting in March.

Resolution to Appoint Representatives to the 2024-2025 Parent Advisory Committee (PAC): Distribution of Donations for Staffing (Resolution 7043)

Time: 7:28 pm

Chair Wang introduced the resolution, and Superintendent Armstrong acknowledged Robyn Farrone for leading the committee. Directors DePass and Hollands highlighted the intentional selection process for applicants, while Director Brim-Edwards provided background on the committee's formation. It was also noted that the two student members will have voting rights.

Actions:

Director Michelle DePass moved and Director Julia Brim-Edwards seconded the motion to adopt Resolution 7043, Resolution to Appoint Representatives to the 2024-2025 Parent Advisory Committee (PAC): Distribution of Donations. The motion was put to a voice vote and passed (Yes: 7, No: 0).

Brim-Edwards: Yes, DePass: Yes, Greene: Yes, Hollands: Yes, Splitt: Yes, Sullivan: Yes, Wang: Yes Student Representative Kunsevi:: Yes (unofficial)

Presentation: Draft 2025-26 School Calendar

Time: 7:34 pm

Staff: Genevieve Rough, Director of Employee and Labor Relations; and Margaret Calvert - Assistant Superintendent of School Improvement & Modernization

Staff outlined the goal of balancing contractual obligations, professional development for staff, and predictability for families, noting that the calendar closely reflects the previous year with only minor changes. It was noted that the schedule meets instructional time requirements and union contracts. Board members provided feedback, including appreciation for the inclusion of religious and cultural holidays, a suggestion to adjust the kindergarten ramp-up, and a question about student engagement, which staff acknowledged had been limited. The calendar will be considered for a vote on February 18, 2025.

High School Construction Cost Analysis Report

Time: 7:57 pm

Staff: Dan Jung - Chief Operating Officer; Stormy Shanks - Senior Director, School Modernization; Kiesha Locklear- Project Manager, Office of School Modernization; Erik Gerding - Senior Project Manager; Steve Effros - Senior Project Manager

Staff provided an overview of the High School Modernization design process, including community and stakeholder engagement, and summarized the HSCCA report, highlighting cost comparisons and potential savings identified in the report.

Board members provided feedback on three major areas for potential cost reductions: building square footage, alignment with Board policies (such as the Climate Crisis Policy and Equity in Contracting requirements), and high-cost spaces, such as teen health centers. Feedback included a general willingness to explore square footage reductions without impacting capacity or key programs like arts, CTE, and athletics, and a hesitation to align capacity with current enrollment. The importance of adhering to climate policy and upholding community values, particularly supporting electrification and maintaining equity in contracting, was heard from multiple Directors, as was a need for staff recommendations and answers to various outstanding questions to support decision-making.

Dr. Armstrong outlined the next steps, requesting Board members send questions to the Board Manager, with staff committed to responding within 48 hours unless further analysis is required. A Bond Work Session will be held on February 13, 2025.

Break

Time: 9:02 – 9:12 pm

2025-26 Budget Overview

Time: 9:12

Staff: Deborah Kafoury - Chief of Staff and Michelle Morris - Chief Financial Officer

Dr. Armstrong introduced the budget, outlining planning actions to date and key changes over the past year contributing to the current shortfall. Staff provided a high-level overview of general fund reductions for the 2023-24 and 2024-25 fiscal years, noting a projected \$40 million budget reduction for 2025-26, primarily due to the expiration of one-time funds, declining enrollment, and increased PERS costs. Potential reduction areas were presented, with Dr. Armstrong emphasizing the goal of maintaining high-quality education and student support. Staff also highlighted ongoing state advocacy efforts.

Board members asked questions and provided feedback, discussing the funding impacts of enrollment declines, staffing allocations, support for early learning, and community engagement through town halls and student advocacy. They requested a breakdown of reductions, a list of large contracts, a review of learning app costs, and the timeline and criteria for staffing decisions. Dr. Armstrong noted the iterative nature of the budget process, emphasizing its responsiveness to board and community feedback.

Consent Agenda - Resolutions 7039 - 7042

Time: 9:49 pm

There was no Board discussion.

Public Comment: None

Actions:

Director Gary Hollands moved and Director Christy Splitt seconded the motion to adopt the Consent Agenda, including 7039 through 7042. The motion was put to a voice vote and passed (Yes: 7, No: 0).

Brim-Edwards: Yes, DePass: Yes, Greene: Yes, Hollands: Yes, Splitt: Yes, Sullivan: Yes, Wang: Yes Student Representative Kunsevi:: Yes (unofficial)

Other Business / Committee Referrals

9:50 pm

There was a request to add meetings to discuss the Bond in the coming weeks. It was noted that staff have identified dates for additional meetings.

Adjourn

Board Chair Eddie Wang adjourned the meeting at 9:51 pm.

Submitted by:

Kara Bradshaw
Executive Assistant/Board Clerk
Portland Public Schools

Resolutions As Adopted

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RESOLUTION No. 7040

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- January 07, 2025 – Regular Meeting
- January 13, 2025 – Special Meeting

RESOLUTION No. 7041

Settlement Agreement

The authority is granted to pay a total of \$301,000.00 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 7042

Revenue 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, 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 (“IGAs”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Revenue Contracts

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Admin, Funding Source
State of Oregon	7/1/24 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 64777 Amendment 9	Funding for Columbia Regional Inclusive Services to provide services to regionally eligible children. This amendment extends the agreement and adds grant funds.	\$8,268,440 \$94,892,754	J. Buno

RESOLUTION No. 7043

Resolution to Appoint Representatives to the 2024-2025 Parent Advisory Committee (PAC): Distribution of Donations for Staffing

RECITALS

- A. On May 7, 2024, the Portland Public Schools Board of Education adopted the Districtwide Advocacy and Fundraising Policy (7.10.020-P).
- B. The Districtwide Advocacy and Fundraising Policy requires the establishment of a committee for the following purpose:
 - a. *A formula for the distribution of any funding to individual schools shall be developed in advance of the school year by a Parent Advisory Committee, shared with school administrators for feedback, and a recommendation made to the Board of Education for its approval.*
- C. The Charter for the Districtwide Advocacy and Fundraising Policy indicates that members will initially be appointed to staggered terms of one and two years with all subsequent terms being two years. Each member may serve up to four years total on the Committee.
- D. The Charter for the Climate Crisis Response Committee indicates that two positions of the committee will be specifically for student members with terms of one year.
- E. The first inaugural Committee shall be determining the same formula for the distribution of funds for 2024-25 and 2025-26 school years, in order to meet the requirement of having the formula in place in advance of the school year. This will empower donors with the knowledge of where their donations will be allocated for the following school year.

RESOLUTION

- 1. The Board appoints Sun Lee, Casey Vanos, David Lamadrid and Suzanne Clarke to a one (school) year term, ending 6/30/2025.
- 2. The Board of Education appoints Ayla Ercin, Audrey Gnich, Daniel Levine, Curtrina Guff and Alisa Welch to a two (school) year term, ending 6/30/2026.
- 3. The Board appoints the following students Sachin Wheatley (student) and Annika Houghton (student) to a one (school) year term, ending 6/30/2025.

RESOLUTION No. 7044

Proclamation and Recognition of February as Black History Month

RECITALS

- A. The Board of Education of Portland Public Schools is committed to fostering a diverse, welcoming and inclusive educational environment that reflects the rich cultural heritage of all people.
- B. Black History Month is an annual celebration of the achievements and cultural contributions of African Americans to society and to the history of the United States.
- C. Black history is US history.
- D. The contributions of African Americans have shaped every aspect of our nation's culture, and progress, from the arts, sciences, politics, and business, to the advancement of civil rights and the fight for social justice.
- E. The local community has enriched the diversity of perspective and experience in our District; and the Board of Education desires to recognize and honor the achievements and contributions of African Americans.
- F. It is important for students, educators, and the community to recognize and understand the significance of these contributions and how they have influenced and continue to shape the course of history.
- G. The Board of Education encourages all adults within the district to engage in educational activities, programs, and events with our students that promote awareness and understanding of Black history, culture, and the experiences of African Americans.
- H. This observance offers an opportunity for all of us to learn, reflect, and celebrate the diversity that strengthens our community and nation.
- I. Through leadership and practice, Portland Public Schools is dedicated to goals that advance racial justice, especially for Black communities in the Portland Metro area.

RESOLVED

1. The Board of Education of the Portland Public Schools hereby recognizes the month of February 2025 as Black History Month and encourages all educators to commemorate this occasion with appropriate ceremonies, instructional activities, and programs.
2. The Board of Education of Portland Public Schools supports the integration of African American history into the curriculum throughout the entire year, not just during February, in order to provide a comprehensive understanding of the African American experience in the United States.

RESOLUTION No. 7048

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

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

RESOLUTION

The Board affirms Director Gary Hollands and Director Herman Greene to attend the National Conference on Education Conference in New Orleans, LA from March 6 -8, 2025.

RESOLUTION No. 7049

Approving Board Member Attendance in a Leadership Academy

RECITALS

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

RESOLUTION

The Board affirms Vice-Chair Michelle DePass to attend the National School Board Association Leadership Academy in Washington D.C. from February 22-23, 2025, April 25-26, 2025, and May 23-24, 2025.

RESOLUTION No. 7052

Annual Multnomah Education Service District Local Service Plan Resolution

RECITALS

- A. The 2025-26 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, and approval.
- B. The services offered in the LSP require approval of the component districts’ boards 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 2025-26 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 2025-26 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.



PORTLAND PUBLIC SCHOOLS

Finance Department

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

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

STAFF REPORT

Date: February 18, 2025

To: Board of Education

CC: Dr. Kimberlee Armstrong, Superintendent

From: Michelle Morrison, Chief Financial Officer

Subject: Annual Multnomah Education Service District Local Service Plan

BACKGROUND

It is the practice of the District to obtain appropriate services listed on the Local Service Plan (LSP) of the Multnomah Education Service District (MESD) to attain efficiencies using the cooperative membership with other districts in the service area. Adoption does not imply the district is obligated to each of the services offered by the LSP; the District will select services and manner of funding each of the selected services. The LSP lists and explains the mix of services that MESD may provide to the school districts within their service area. The selection of District services will be included in the adopted budget for 2025-26.

RELATED POLICIES

ORS 334.175 requires the Board of Directors to annually adopt the regionalized component programs and services proposal agreement and understandings as approved by the MESD Superintendents' Council. The resolution is required to be passed by the Board each year for the services that may be provided in the following fiscal year.

CONNECTION TO BOARD GOALS

MESD's proposed services are intended to provide maximum choice and flexibility to meet individual district needs, assisting the District in meeting its goal of providing every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources.

BUDGET / RESOURCE IMPLICATIONS

The District may utilize funds sent to the MESD for the purposes of providing cooperative services to the local component districts. The District consumes all available resources through the MESD as appropriate and in conjunction with the development of the 2025-26 budget.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

This change would be effective for the fiscal year 2025-26 and initial dates will be provided in the 2025-26 Approved Budget.

STAFF RECOMMENDATION

Staff recommends adopting the 2025-26 MESD Local Service Plan as approved by the Superintendents' Council of the MESD.

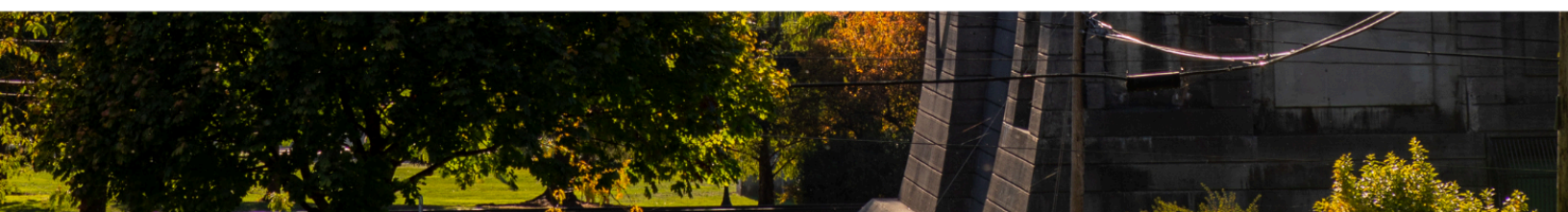
ATTACHMENTS

- A. Resolution No. 7052: Annual Multnomah Education Service District Local Service Plan
- B. MESD 2025-2026 Local Service Plan



Multnomah Education Service District

2025-26 Local Service Plan



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Administration & Board of Directors

<p>MESD Administration Building 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-255-1841</p>	<p>Arata Creek School <i>Mercedes Munoz, Principal</i> 2470 SW Halsey St. Troutdale, OR 97060 Phone: 503-2624850</p>	<p>Baker Creek School <i>Christine Otto, Program Administrator</i> 535 NE 5th St. McMinnville, OR 97128</p>	<p>Burlingame Creek School <i>Mercedes Munoz, Principal</i> 876 NE 8th St. Gresham, OR 97030 Phone: 503-262-4050</p>
<p>Donald E. Long School <i>Bich Do, Principal</i> 1401 NE 68th St. Portland, OR 97213 Phone: 503-988-5937</p>	<p>Hassolo School <i>Christine Otto, Program Administrator</i> 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Helensview School <i>Dan Cohnsteadt, Principal</i> 8678 NE Sumner St. Portland, OR 97220 Phone: 503-262-4150</p>	<p>Hospital Schools Program <i>Angela Turner, Program Administrator</i> Phone: 503-262-4200</p>
<p>Inverness School <i>Christine Otto, Program Administrator</i> 11540 NE Inverness Dr. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Knott Creek School <i>Noa Martinsen, Principal</i> 11456 NE Knott St. Portland, OR 97220</p>	<p>Ocean Dunes High School <i>Joy Koenig, Principal</i> 4859 S. Jetty Rd. Florence, OR 97439 Phone: 541-791-5909</p>	<p>Rivercrest High School <i>Todd Nicholson, Principal</i> 3002 NE Ainsworth St. Portland, OR 97211</p>
<p>Three Lakes/Riverside/Ponderosa Creek High Schools <i>Joy Koenig, Principal</i> 4400 Lochner Rd. SE Albany, OR 97322 Phone: 541-791-5909</p>	<p>Wheatley School <i>Megan Baker, Principal</i> 14030 NE Sacramento St. Portland, OR 97230 Phone: 503-262-4000</p>	<p>Wynne Watts-Kerr Center <i>Angela Turner, Program Administrator</i> 930 NE 162nd Portland, OR 97230 Phone: 503-262-4200</p>	

<p>Board of Directors</p> <p>Katrina Doughty-Chair kdoughty@mesd.k12.or.us Position 7, Zone 3</p> <p>Renee Anderson-Vice Chair randerso2@mesd.k12.or.us Position 3, Zone 2</p> <p>Jessica Arzate jarzate@mesd.k12.or.us Position 4, Zone 4</p> <p>Danny Cage dcage@mesd.k12.or.us Position 6, At Large</p> <p>Vacant Position 1, Zone 5</p> <p>Denyse Peterson dpeterson@mesd.k12.or.us Position 5, Zone 1</p> <p>Helen Ying hying@mesd.k12.or.us Position 2, At Large</p>	<p>Administration</p> <p>Superintendent, Dr. Paul Coakley 503-257-1504 pcoakley@mesd.k12.or.us</p> <p>Assistant Superintendent, Sascha Perrins 503-257-1531 sperrins@mesd.k12.or.us</p> <p>Director of Business Services, Doana Anderson 503-257-1520 danderso@mesd.k12.or.us</p> <p>Director of Strategic Communications and Public Affairs, Marifer Sager msager@mesd.k12.or.us</p> <p>Director of Student Services, Todd Greaves 503-257-1658 greaves@mesd.k12.or.us</p> <p>Director of Curriculum & Instruction, Angela Hubbs 503-257-1692 ahubbs@mesd.k12.or.us</p> <p>Director of Regional Equity Initiatives & Partnerships, Dr. Reiko Williams 503-257-1603 rwilliams@mesd.k12.or.us</p> <p>Director of Human Resources, Bernadette Adeniran 503-257-1513 badeniran@mesd.k12.or.us</p>
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Explanation of Local Service Plan

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

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

Component Districts We Proudly Serve:

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



2025-2026 Local Service Plan (LSP Timeline)

September 2024	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2024	Present initial draft to Advisory groups, and gather feedback
November 2024	Present second draft LSP to Advisory groups and gather feedback
January 2025	Present final draft to Superintendents MESD Board approves LSP
February 2025	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2025	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2025	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2025	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 2025-2027 Biennium

	2025-2026	2026-2027	Total
Legislative Appropriation ¹	\$ 5,566,106,000	\$ 5,793,294,000	\$ 11,359,400,000
Less state-wide transfers/deductions ("carve-outs")	(64,865,942)	(64,865,942)	(129,731,884)
State revenue for formula	5,501,240,058	5,728,428,058	11,229,668,116
Plus local revenue for formula ²	2,689,786,787	2,757,300,364	5,447,087,081
Total revenue for formula	8,191,026,775	8,485,728,422	16,676,755,197
ESD share at 4.5%	368,596,205	381,857,779	750,453,894
Less ESD transfers/deductions ("carve-outs")	(9,586,000)	(9,586,000)	(19,172,000)
ESD State School Fund formula revenue for distribution	\$ 359,010,205	\$ 372,271,779	\$ 731,281,984

Estimated MESD portion of ESD distribution	\$ 54,691,364	\$ 56,733,282	\$ 111,424,645
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MESD allocation to funds

Operating Fund (10%) for general operations	\$ 5,469,136	\$ 5,673,328	\$ 11,142,464
Resolution Fund (90%) for Component Districts	\$ 49,222,228	\$ 51,059,954	\$ 101,282,181

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2025-26 Apportionment	2026-27 Apportionment
Centennial	6,944.28	6,944.28	6.7%	\$ 3,309,265	\$ 3,432,817
Corbett (X 1.61)	1,252.48	2,106.49	2.0%	960,950	996,828
David Douglas	11,103.58	11,103.58	10.7%	5,291,360	5,488,914
Gresham-Barlow	13,704.78	13,704.78	13.3%	6,530,950	6,774,784
Parkrose	3,571.03	3,571.03	3.5%	1,701,758	1,765,293
Portland Public	52,399.32	53,399.32	50.7%	24,970,654	25,902,940
Reynolds	12,536.88	12,536.88	12.1%	5,974,392	6,197,488
Riverdale (X1.61)	629.40	1,013.33	1.0%	482,900	500,929
Total	102,141.75	103,289.70		\$ 49,222,228	\$ 51,059,954

* ODE Extended ADMw from 6/20/2024 estimate

¹ The SSF estimate is based on the \$11.36B Governor's Recommended Budget and assumes a 49/51 split over the biennium.

² This estimate assumes a 2.51% increase in local revenues for 25/26



Instructional Services

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

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

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

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

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

Instructional Services (Continued)

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

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

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

Instructional Services (Continued)

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

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

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

Helensview Focus Virtual: Helensview Focus Virtual provides individualized support to students identified for limited on-campus learning access based on safety concerns, medical conditions, or family circumstances that require a partially off-site and partially on-site schedule with the goal of transitioning them to full-time on-site programming as soon as possible. Enrollment in the program is voluntary and based on agreement among the referring district, Helensview Focus Virtual enrollment team, the student and the student's parent/guardian.

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

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



Instructional Services (Continued)

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

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

Juvenile and Legal Rights Support: The Juvenile and Legal Rights support includes consultation, technical assistance, and direct service for individual youth, schools, and districts. Technical assistance includes developing supports for justice impacted youth, and direct services include support with expungement, curriculum development, and curriculum delivery. The position also includes presentations and workshops to youth and staff regarding contemporary legal issues that impact young people.

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

Instructional Services (Continued)

Migrant Education Program: The Migrant Education Program provides education services and support through grants with the U.S. Department of Education for youth between the ages of 3-21 who have moved within the last three years for work in agriculture, as well as their families. The program ensures youth receive full and appropriate opportunities to meet the same challenging academic standards that all youth are expected to meet. Services and support center around: Early Childhood Education, Graduation, Out-of-School youth, Instructional Services and Health and Social-Emotional/Mental Health. Support also extends to parent engagement and recruitment.

- **Migrant Education School Readiness:** Migrant Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional, and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Migrant Education Summer Program:** The Migrant Education Summer Program includes binational collaboration and provides a supplemental summer extension and enrichment services to incoming kindergarten through rising 12th grade migrant children and youth. Services to preschool and out-of-school youth are extended through family engagement.

Multnomah Educators Rising (MER): The MER program addresses the regional priority of diversifying the licensed education workforce in our community. MER utilizes evidence-based, culturally-responsive services, resources, and supports to provide academic, financial, and social-emotional support for diverse future educators.

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



Instructional Services (Continued)

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

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

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

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

Instructional Services (Continued)

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

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

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

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

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

Instructional Services (Continued)

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

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



School Health Services (SHS)

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

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

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

Vision Screening Team: The MESD screening team assists districts in meeting the requirements of OAR 581-022-2220 by screening student vision (grades K, 1, and 3, other grades as capacity allows).

Students needing more in-depth exams are referred to community health providers. MESD School Health Services can refer families to resources to help reduce costs for students needing corrective lenses. Training, orientation, oversight, and supervision provided by the MESD.

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

School Health Services (SHS) (Continued)

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

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

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

School Based Health Medicaid Services: See description under Technology Services.

School Health Services (SHS) (Continued)

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

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

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

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

Multnomah

Special Education

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

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

Special Education (Continued)

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

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

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



Special Education (Continued)

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

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

- Arata Creek, Burlingame Creek, and Knott Creek Schools (SESP)
- (Kindergarten-12th)
- Transition Program (ages 18-21)
- Arata Creek, Burlingame Creek, and Knott Creek Behavioral Health (Kindergarten-12th grade)
- Knott Therapeutic classrooms (Kindergarten-5th grade)
- Evaluation/Stabilization Classrooms at Knott Creek (Kindergarten-3rd grade)

The SESP program is designed for students with an Individualized Education Plan (IEP)

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

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

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

Special Education (Continued)

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

***Individually Purchased Options:**

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

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

Assistive Technology:

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

Speech/Language Pathology:

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

Special Education (Continued)

Occupational Therapy:

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

Physical Therapy:

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

Psychological Services:

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

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

Behavior Consultant:

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



Special Education (Continued)

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

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

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

Technology Services

Through Cascade Technology Alliance

www.cascadetech.org

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

Application and Development Services:

- **Medicaid Administrative Claiming (MAC):** Provides reimbursement to school districts for activities related to the administration of Medicaid. This includes activities such as referrals to medical or dental services, assisting a student in enrolling in the Oregon Health Plan, and care coordination of Medicaid services. Participating staff complete a one-day survey three times per year to document their time and activities.
- **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.
- **School Based Health Medicaid Services:** Note this is cross-listed under School Health Services as well. This intended service is in response to Oregon Health Authority's adoption of new rules in 2024 for School Based Health Services which will allow school districts and ESDs to expand the types of services that can be billed and reimbursed by Medicaid. The School Based Health Medicaid Service Model (SBHSM) will help School Districts and MESD access Medicaid Reimbursement to help offset the cost to provide School Based Health Services in our schools. SBHSM integrates support from MESD School Health Services, Special Education Services, Business Services and Technology 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.



Infrastructure Services:

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

Instructional Services:

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

Educational Technology:

- Technical assistance, facilitation, and professional learning support for best practices in technology integration, artificial intelligence, virtual learning, and digital resources with the purpose of improving systems of support for students and educators. These services are cross-listed under the Student Success Act / Integrated Guidance / Technical Assistance program, as this program is a key collaborator with TS.

Other Regional Services:

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

Please see our full list of services at:

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



Administrative Support Services

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

Areas of support include:

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

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

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

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

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

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

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

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

Student Services

Flight Team Support: The Flight Team consists of a dedicated group of mental health professionals providing comprehensive crisis support to schools. We assist districts in navigating challenging times, such as student or staff loss, through:

- Immediate emotional support: Our team offers trauma-informed care, grief counseling, and support for students and staff.
- Effective communication: We collaborate with administrators to develop communication plans and address the emotional needs of the school community.
- Expert guidance: We provide on-site support and guidance on crisis management protocols.

The Flight Team utilizes a nationally recognized model for crisis response, ensuring compassionate and effective support for your school community during difficult times.

Student Success Act / Integrated Guidance Technical Assistance

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

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

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

Educational Technology: Technical assistance, facilitation, and professional learning support for best practices in technology integration, artificial intelligence, virtual learning, and digital resources with the purpose of improving systems of support for students and educators. This is cross-listed with Technology Services as this position is a key collaborator with TS staff.

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

Student Success Act / Integrated Guidance Technical Assistance (Continued)

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

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

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

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

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



Student Success Act / Integrated Guidance Technical Assistance (Continued)

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

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

Adoption of Multnomah ESD Programs and Services Proposals For 2025-2026

_____ SCHOOL DISTRICT NO. ____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. ____ on the ____ day of _____, 2025, in the manner proposed by law, and has not been altered or repealed.

DATED this ____ day of _____, 2025

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 2025-2026 Local Service Plan - Multnomah Education Service District, EXCEPT:

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

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



Community Partners

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



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



Links to Other Information

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

Education Service District Annual Report to ODE: Each year the Board of Director of an ESD shall produce an annual report related to the performance and the finances of the ESD for the previous school year.

<https://docs.google.com/document/d/1E4BmBzd-SuH6sXadRIIdriCEW3NgONKZL/edit?usp=sharing&ouid=109340671552457365884&rtpof=true&sd=true>

MESD Budgets and Financial Reports: MESD's annually Adopted Budgets and Annual Comprehensive Financial Reports (ACFRs) for the past 5 years can be found at the Business Services homepage:

<https://www.multnomahesd.org/about-us/what-we-do/reports>

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





PORTLAND PUBLIC SCHOOLS
DIVISION OF INSTRUCTION & SCHOOL COMMUNITIES

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3702

Website: <https://www.pps.net/>

Date: February 18, 2025
To: School Board
From: Dr. Franco, Chief of Schools
Subject: 2025-26 School District Calendar

Staff is submitting this recommended 2025-26 School District Calendar for the Board to consider and vote on at the February 18, 2025 Board meeting. This draft was first shared with the Board for feedback at the February 4th Board meeting.

The proposed calendar includes the following agreements that align with the Portland Association of Teachers (PAT) Collective Bargaining Agreement :

- 193 contract days
- 176 Instructional days, which include 3 conference days
- Eight early release days for PK, K-5, K8, K12, and middle schools for staff learning
- 10, 60 minute staff learning times for PK, K5, K8, K12 and middle schools throughout the year
- 30, 90-minute staff learning/meetings for high schools throughout the year.

For the 2025-26 school year, two CSI/TSI days have been added to support the ODE-designated schools and provide them with the opportunity for professional development and learning. These are currently listed as August 19, 2025, and March 2, 2026. These additional professional development days are contingent on budget decisions and are placeholders for the time being. Should funds be allocated during the budget process, professional educators from schools identified for improvement (CSI and TSI schools) would be required to attend. These are additional days added to the calendar and do not reduce the existing instructional days.

Feedback was received from building administrators, the Portland Association of Teachers (PAT), the Portland Federation of School Professionals (PFSP), Racial Equity and Social Justice Partners (RESJ), and community members which has been incorporated into the proposed 2025-2026 Calendar.

The recommended calendar for the 2025-26 school year includes the following:

- Maintains the start of the school year before Labor Day
- Attempts to preserve or maximize uninterrupted whole weeks for instruction; no scheduled classes are proposed during Thanksgiving week to support family childcare planning and permit academic-teacher conferences to take place
- Aims to balance instructional days by quarter and semester: Q1 = 45 days, Q2 = 43 (this does not include conference days), Q3 = 40 days and Q4 = 45 days
- Aligns with the requirements in the various bargaining units' contracts
- Coordinates spring break with local university calendars, to align with schedules of older siblings and university student interns who work in our classrooms; Oregon spring break is traditionally the last full 5-day work week in March

- Ensures instructional hours for all students meet state requirements
- Attempts to maximize instructional days before Advanced Placement, International Baccalaureate, and other end-of-year summative assessments take place
- Avoids conflicts with major religious and cultural holidays to the extent possible
 - District practice has been to communicate to building administrators in multiple ways to avoid scheduling special school events on dates of major religious and cultural holidays
- The continued practice of a 4-day “Kindergarten Ramp Up” where all Kindergarten students will have one day in school over the four days with smaller numbers of students to orient them to school. Historically, Kindergarten has started 3 days after grades 1-12. The three days were mostly used for 1:1 assessments with students. Adding a day will provide all students with a smaller group 1-day orientation, relationship building, and 1:1 family connections. This practice day counts as one day of instruction.
- To align with the PK agreement with PAT, PK will start on September 4, 2025, this will meet with the provision of designating 10 days before the first instructional day: 2.5 PD days, 1.5 set up/planning days, and 6 No Child Days (for home visits, etc).
- A 1-day Ramp Up for 6th, 9th, and 12th graders at comprehensive middle and high schools to support the transition for students to a new building for 6th and 9th graders and to kick off the final year for seniors

Additional feedback was received from families, administrators, teachers, and PPS staff, primarily through the Let’s Talk program.

- Many parents expressed concerns about the number of days off and early release days in the proposed 2025-2026 school calendar.
- Several parents suggested that professional development days and early release days be moved to Mondays or Fridays, as this would be easier for working parents to manage childcare.
- Some parents proposed starting the school year after Labor Day due to hot classrooms in August.
- Other feedback included requests for fewer half days and more full days off, adding certain holidays to the calendar, and keeping the regular start times for elementary schools.
- One person expressed that a teacher's work day after winter break is essential.

Staff recommends adopting this proposed calendar now so that staff and families may plan for the upcoming year.

RESOLUTION No. 7050

Resolution to Approve the 2025-26 School District Calendar

RESOLUTION

The Board of Education hereby adopts the 2025-263 School District Calendar.



Portland Public Schools 2025 - 2026 District Calendar

JULY 2025						AUGUST 2025						SEPTEMBER 2025						
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	
	1	2	3	4						1		1	2	♥ K	3	4	♥ PK	5
7	8	9	10	11		4	5	6	7	8		8	9	**	10	11	12	
14	15	16	17	18		11	12	13	14	15		15	16	*	17	18	19	
21	22	23	24	25		18	19	20	21	22		22	23	*	24	25	26	
28	29	30	31			25	26	★	27	28	29	29	30	*				
OCTOBER 2025						NOVEMBER 2025						DECEMBER 2025						
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	
		1	2	3		3	4	**	5	6	7	1	2	**	3	4	5	
6	7	8	9	10		10	11		12	13	14	8	9	*	10	11	12	
13	14	**	15	16	17	17	18	*	19	20	21	15	16	*	17	18	19	
20	21	*	22	23	24	24	+	25	+	26	27	22	23		24	25	26	
27	28	*	29	30	31							29	30	31				
JANUARY 2026						FEBRUARY 2026						MARCH 2026						
M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	
			1	2								2	3	+	4	5	6	
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12	13	*	14	15	16	16	17	*	18	19	20	16	17	*	18	19	20	
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26	27	✓	28	29	30							30	31	*				
APRIL 2026						MAY 2026						JUNE 2026						
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13	14	**	15	16	17	11	12	*	13	14	15	8	9	★	10	11	12	
20	21	*	22	23	24	18	19	*	20	21	22	15	16		17	18	19	
27	28	*	29	30		25	26		27	28	29	22	23		24	25	26	
												29	30					

	Schools closed due to holiday or break period	🕒	Early Release Days: 9/17, 10/22, 12/10, 1/14, 2/11, 3/11, 4/22, 5/13
★	First/last day of school for students (8/26 & 6/9); 7th-8th & 10th-11th grade at comprehensive middle schools and high schools start on 8/27	◆	End of quarter: 10/29, 1/23, 4/2, 6/9
+	Day/weeking conferences (no school for students): 11/24, 11/25	📅	Planning day (no school for students); Planning days always occur after the end of a quarter: 8/20 (Half-Day), 8/25, 10/31, 1/27, 4/6
▲	Statewide inservice (no school for students): 10/10	⚡	Possible snow make-up day: 2/16, 6/10, 6/11, 6/12
♥ K/PK	Kindergarten first day (9/2); Kindergarten Ramp Up Aug 27 - Aug 29; K Students attend 1 day between Aug. 27 - Aug. 29 in small groups. Pre-Kindergarten/Head Start first day (9/4)	✓	Grading Day: 10/30, 1/26, 4/3, 6/10
📁	Mid-Term Progress Reports: 9/25, 12/11, 2/26, 5/7	* OR **	* Staff meeting for high schools only ** Staff meeting for all schools (students in grades 6-8 start school 15 minutes late)
📅	New Educator Orientation: 8/14, 8/15. Make-up date: 10/10	📅+	Additional Professional Development Day(s) for Designated CSI & TSI Schools will be on the following dates: 8/19, 3/2
☐	Indicates a major religious or cultural holiday or event to avoid scheduling conflicts. For holidays lasting multiple days, only the first and last day are indicated. See back page for details.	🔄	Teacher Professional Development: 8/20 (Half-Day), 8/21, 8/22

Major Religious Holidays and Cultural Events 2025-26

Schools work to avoid scheduling special school events on major religious holidays and cultural events to be inclusive of all students. This includes the scheduling of field trips, back-to-school night, outdoor school, assemblies, major tests, PTA and site council meetings, student performances, etc. This list of holidays/events does not include all students' traditions and there may be other dates to avoid scheduling conflicts for students.

Sep. 22 - 24 Rosh Hashanah*	Feb. 14 Ash Wednesday
Oct. 1-2 Yom Kippur*	Feb. 17 - Mar. 18 Ramadan*
Oct. 13 Indigenous Peoples' Day	Apr. 3 Good Friday
Oct. 21 Diwali	Apr. 5 Easter
Nov. 28 Native American Heritage Day	Mar. 19 - 22 Eid al-Fitr*
Dec. 14 - 22 Hanukkah*	April 12-20 Passover*
Dec. 25 Christmas	May 26-27 Eid al-Adha*
Dec. 26. - Jan. 1 Kwanzaa	June 19 Juneteenth
Feb. 17 Lunar New Year	

**Observance of Jewish and Muslim holidays begin at sundown on the first day listed and end at nightfall on the last date specified.*



Portland Public Schools

2025 - 2026 District Calendar

JULY 2025					AUGUST 2025					SEPTEMBER 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
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28	29	30	31		25 📅	26 ★	27	28	29	29	30 *			

OCTOBER 2025					NOVEMBER 2025					DECEMBER 2025				
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13	14 **	15	16	17	17	18 *	19	20	21	15	16 *	17	18	19
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27	28 *	29 ◆	30 ✓	31 📅						29	30	31		

JANUARY 2026					FEBRUARY 2026					MARCH 2026				
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APRIL 2026					MAY 2026					JUNE 2026				
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27	28 *	29	30		25	26	27	28	29	22	23	24	25	26
										29	30			

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♥ K/PK	Kindergarten first day (9/2): Kindergarten Ramp Up Aug 27 - Aug 29; K Students attend 1 day between Aug. 27 - Aug. 29 in small groups. Pre-Kindergarten/Head Start first day (9/4)	✓	Grading Day: 10/30, 1/26, 4/3, 6/10
📅	Mid-Term Progress Reports: 9/25, 12/11, 2/26, 5/7	* OR **	* Staff meeting for high schools only ** Staff meeting for all schools (students in grades 6-8 start school 15 minutes late)
📚	New Educator Orientation: 8/14, 8/15. Make-up date: 10/10	📅+	Additional Professional Development Day(s) for Designated CSI & TSI Schools will be on the following dates: 8/19, 3/2
□	Indicates a major religious or cultural holiday or event to avoid scheduling conflicts. For holidays lasting multiple days, only the first and last day are indicated. See back page for details.	⚙️	Teacher Professional Development: 8/20 (Half-Day), 8/21, 8/22



Portland Public Schools

2025 - 2026 District Calendar

Major Religious Holidays and Cultural Events 2025-26

Schools work to avoid scheduling special school events on major religious holidays and cultural events to be inclusive of all students. This includes the scheduling of field trips, back-to-school night, outdoor school, assemblies, major tests, PTA and site council meetings, student performances, etc. This list of holidays/events does not include all students' traditions and there may be other dates to avoid scheduling conflicts for students.

Sep. 22 - 24 Rosh Hashanah*	Feb. 14 Ash Wednesday
Oct. 1-2 Yom Kippur*	Feb. 17 - Mar. 18 Ramadan*
Oct. 13 Indigenous Peoples' Day	Apr. 3 Good Friday
Oct. 21 Diwali	Apr. 5 Easter
Nov. 28 Native American Heritage Day	Mar. 19 - 22 Eid al-Fitr*
Dec. 14 - 22 Hanukkah*	April 12-20 Passover*
Dec. 25 Christmas	May 26-27 Eid al-Adha*
Dec. 26. - Jan. 1 Kwanzaa	June 19 Juneteenth
Feb. 17 Lunar New Year	

**Observance of Jewish and Muslim holidays begin at sundown on the first day listed and end at nightfall on the last date specified.*



TOGETHER , WE RISE

Learning from Our Past:
A Forward Vision for Special Education
Services in Portland Public Schools

February 18, 2025

OUR WHY

Our mission is to **educate all children to their highest potential** to be productive, respectful, self-reliant, and responsible citizens who value the richness of diversity.

PPS REIMAGINED

Preparing Our Students to Lead Change and Improve the World

- Educational System Shifts
- Educator Essentials
- Graduate Portrait

FORWARD TOGETHER

Strategic Plan for Racial Equity, Inclusion, and Excellence

- Racial Equity & Social Justice
- Inclusive & Differentiated Learning
- Professional Excellence & Support
- Embracing Change

BOARD OF EDUCATION GOALS

Eliminate Opportunity and Outcome Gaps

- Third Grade Reading
- Fifth Grade Math
- Eighth Grade Readiness
- High School Graduation

Special Education in Portland Public Schools believes that all students belong to the schools communities of which they are a part.

PPS Strategic Goals

- Establish Systems and Structures for Inclusion
- Promote an Inclusive Mindset
- Build the Advocacy Power of Students and Families of Students with Disabilities
- Reimagine Relationships and a Sense of Belonging



Special Education Priorities

Community Connection/Engagement

- Community Conversation with Roots of Inclusion
- Special Education Family Advisory Committee

Inclusion and Belonging

- Community Focused Belonging and Engagement Activities
- Neighborhood School Model
- Listening Sessions

Program Development

- Special Education Staff Steering Committee
- Special Education Administrator Advisory
- Special Education Professional Learning integrated in Leadership
- Systems of Professional Learning on IEP and Program Development.

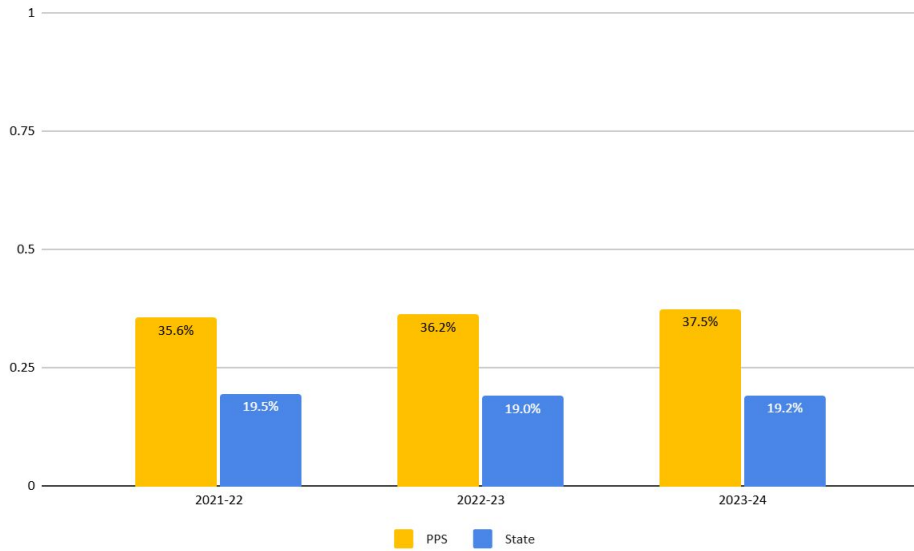
Representation

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Special Education Identification	7379	7707	7136	7006	7362	7450	7624
District Enrollment	49550	49478	47314	45497	45456	44819	44086
Representation	14.8%	15.5%	15.1%	15.3%	16.2%	16.6%	17.2%

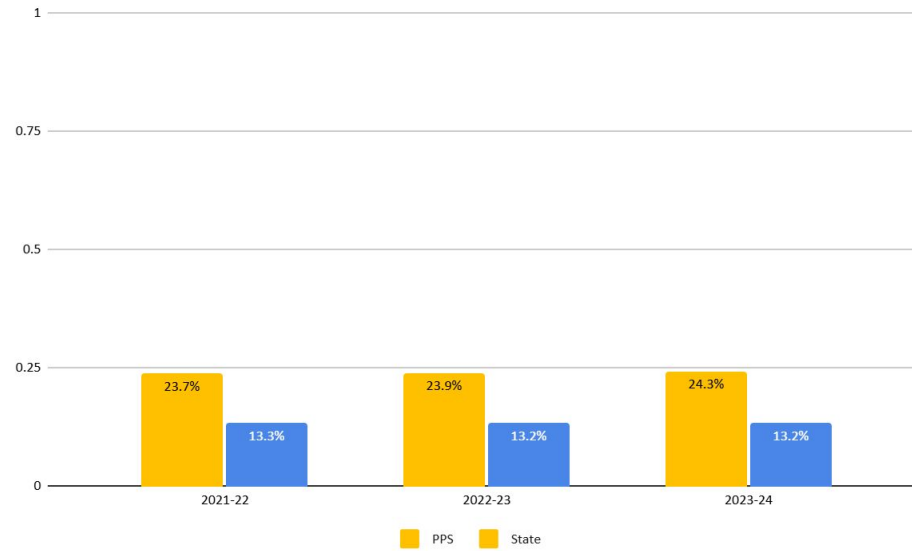
2024/25 Total Students with IEP	%
American Indian / Alaskan Native	.9
Asian	3.5
Black / African American	11
Hispanic	19.7
Native Hawaiian / Other Pacific Islander	.4
Two or More	12.6
White	51.5

	2024-25	2023-24	2022-2023	2021-22
Autism Spectrum Disorder	1108	994	916	895
Speech/Language Impairment	1976	1944	1846	1736
Emotional Behavior Disability	397	387	377	416
Intellectually Disabled	167	168	172	197
Other Health Impairment	1622	1610	1613	1617
Specific Learning Disability	1693	1739	1620	1696
Other	428	408	372	245

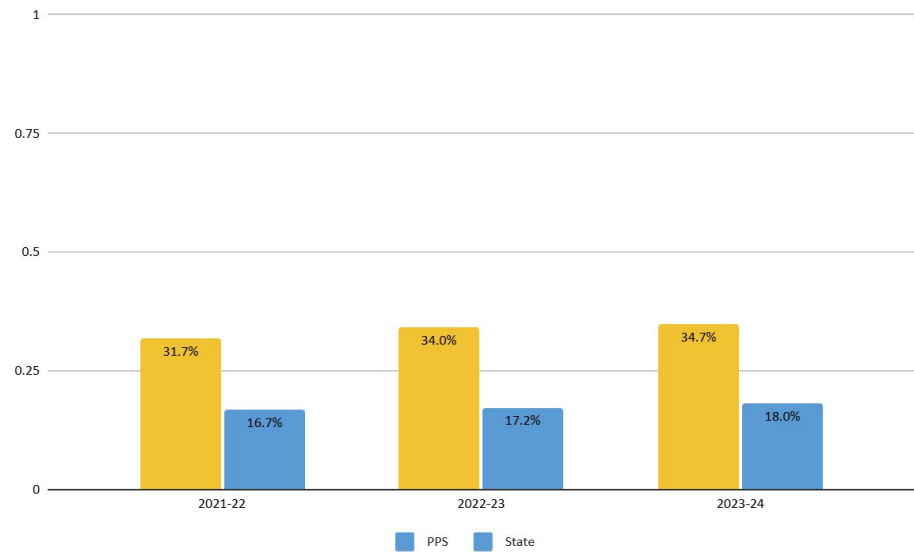
Grades 3-5 ELA Achievement for Students with Disabilities



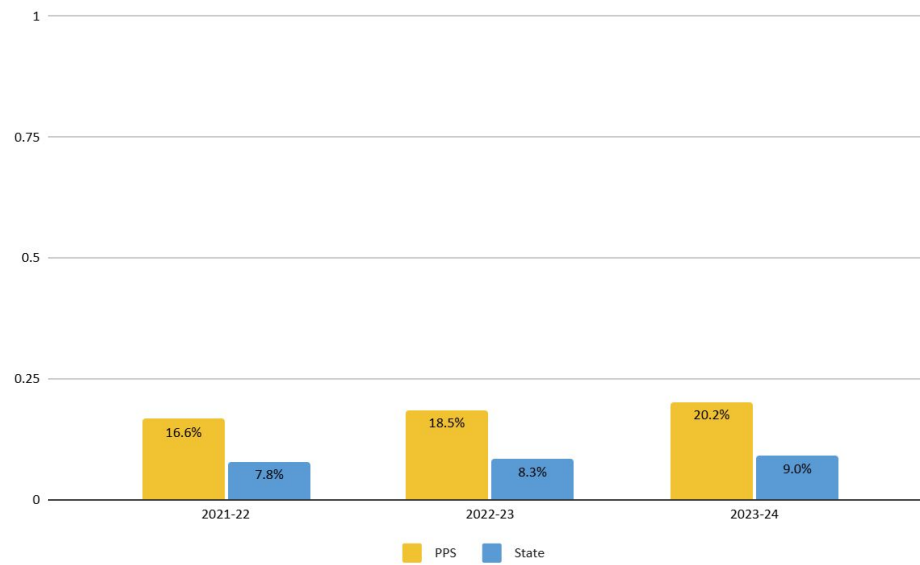
Grades 6-8 ELA Achievement for Students with Disabilities



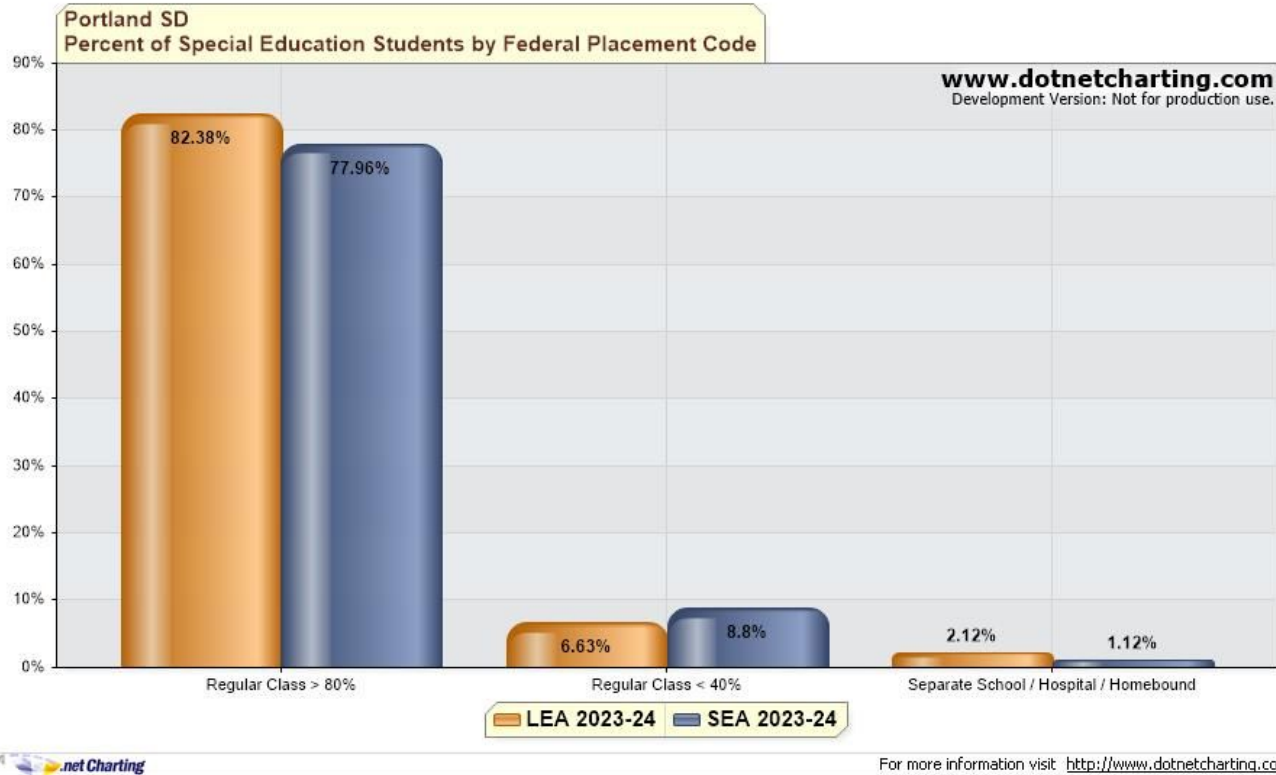
Grades 3-5 Math Achievement for Students with Disabilities



Grades 6-8 Math Achievement for Students with Disabilities



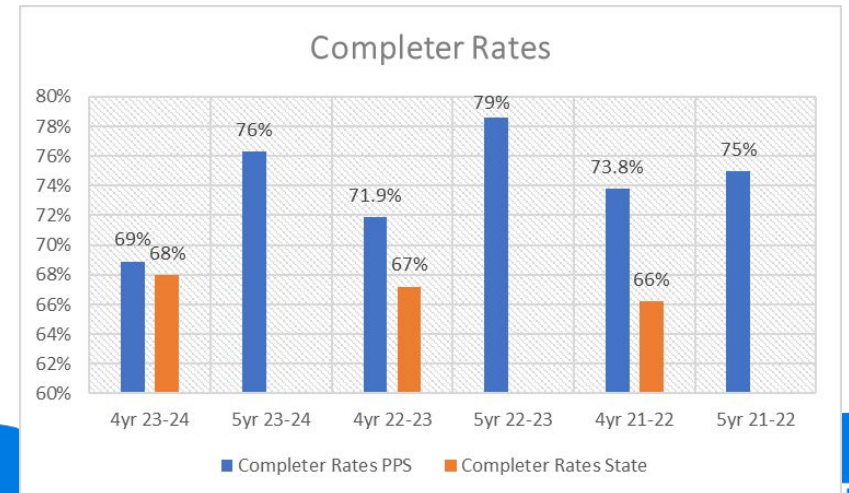
Inclusion and Belonging



Least Restrictive Environment

Student Engagement and Belonging - Successful Schools Survey -

2024-25 Results	Student Sense of Belonging	Student Engagement
K-5 Grade Band Average	+3	+6
Neighborhood Schools Average	+4	+6



What We Learned...

K5/K8 -Listening
Session -
Themes as of
2/4/25



- Staffing Needs
- Neighborhood Model Implementation Challenges
- Student Needs
- Communication and Collaboration
- Resource Limitations
- Training and Professional Development Gaps
- Administrative Strain
- Systemic Inconsistencies

How is Special Education Funded In Oregon?

Weighted Average Daily Membership (ADM-W) for a Student that Receives Special Education Services - 11% Cap and the limit on the High Cost Disability Fund

17% of Students in PPS receive Special Education Services.

Federal Funding

Student Investment Account

Current Service Level Means PPS is Underfunded to address the needs of our students with Disabilities

Special Education Expenditures

	2021-22	2022-23	2023-24	2024-25
Personnel (Instructional and Support Services)	\$116,826,294	\$120,971,133	\$128,942,735	\$54,205,960
Instructional (Non-Personnel)	\$2,724,068	\$4,091,847	\$4,251,254	\$860,941
Support Services (Non-Personnel)	\$5,616,694	\$5,543,263	\$5,247,284	\$1,950,838
Extended School Year	\$305,044	\$911,307	\$405,929	\$466,815
Transportation	\$15,029,240	\$21,129,819	\$23,371,099	\$8,279,570
High Cost Programming	\$22,833,346.00	\$ 24,303,984.00	\$ 17,000,000.00	-

	2021-22	2022-23	2023-24
Total Special Education	\$140,501,340	\$152,647,369	\$162,218,301

Special Education Revenue

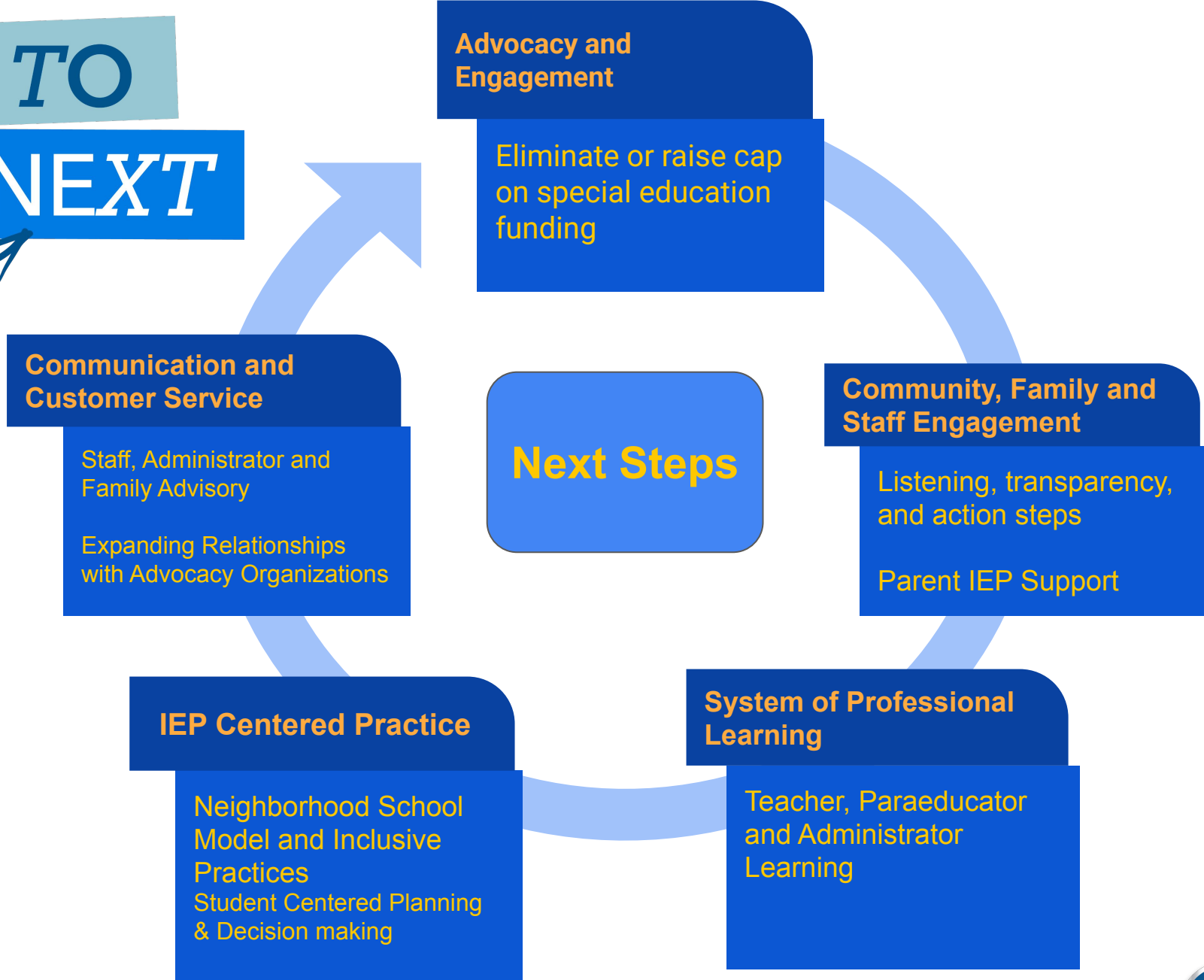
	2021-22	2022-23	2023-24	2024-25
Federal	\$8,598,882	\$8,969,445	\$9,833,992	\$8,937,186
State Special Education ADM-W Funding Allocation	\$56,347,415.00	\$59,440,839.00	\$59,627,555.00	\$65,490,698.00
Student Investment Account Supplement	\$1,062,845	\$1,200,000	\$1,200,032	\$3,274,369
High Cost Disability	(1018) \$10,416,198	(1126) \$9,968,880	(1127) \$8,401,473	-
ESSER	-	\$4,228,059	\$7,060,629	-
Total	\$75,362,495	\$78,379,164	\$77,863,020	TBD
Total with ADMr included			\$143,899,682	
ADM-W W/O 11% Cap	\$68,714,960.00	\$73,082,832.00	\$76,070,462.00	\$83,409,326.00

Special Education Building Staffing

	2021-22	2022-23	2023-24	2024-25
Special Education Teacher FTE	258	261.5	266.5	266.3
SLP FTE	98.4	95	82.8	85.6
School Psychologist FTE	55	55.2	61.8	66.8
OT/PT FTE	28	25.75	26.9	25.9

	2021-22	2022-23	2023-24	2024-25
Paraeducator FTE (K-12)	429.23	446.18	463	465.85

WHAT TO EXPECT NEXT



State Advocacy

**Feb. 26th Special
Education Advocacy Day**

State Advocacy Toolkit

**Get involved and help
Oregon students achieve
their highest potential!**

- **Legislative Engagement**
- **External Engagement**
- **Templates and Scripts**

Questions?

