Regular Meeting
Tuesday, September 10, 2024 6:00 PM

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

Agenda

1. Call to Order / Opening
2. Hispanic Heritage Month Proclamation (Resolution 6964) Vote- Public comment accepted
3. Superintendent's Report
4. Student Representative's Report
5. Board Members Reflections on the First Days of School
6. Student Comment
7. 2024-2025 Agreement between District Council of Unions and School District No. 1J, Multnomah County, Oregon (Resolution 6963) Vote- Public comment accepted
8. Second Reading of Policy Revisions Vote - Public comment accepted on each policy
   8.(a) Promotion and Retention of Students 4.20.010-P (Resolution 6965)
   8.(b) Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P (Resolution 6966)
9. Public Comment
10. Comments from our Union Partners
11. Update on Summer Acceleration Academy
12. Board Committee and Conference Reports
13. Consent Agenda: Resolutions 6957 through 6960 and 6962 Vote- Public comment accepted
    13.(a) Resolution 6957 - Authorization for Off-Campus Activities
    13.(b) Resolution 6958 - Expenditure Contracts
    13.(c) Resolution 6959 - Revenue Contracts
    13.(d) Resolution 6960 - Adoption of the Index to the Minutes
    13.(e) Resolution 6962 - Resolution Approving 1 Capital Project for Multiple Pathways to Graduation Department using ESSER III funds
14. Next Steps/Future Board Meeting Topics
15. Other Business / Committee Referrals
16. Adjourn

RESOLUTION No. 6964

Resolution Proclaiming the Celebration of National Hispanic Heritage Month in Portland Public Schools

RECITALS

A. Hispanic Heritage Month was started as a heritage week in 1968 and begins on September 15, which is the anniversary of the independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua.

B. Hispanics and Latinos have enriched and positively shaped our community. From those whose roots trace back generations to those who have recently arrived to pursue the promise of the United States, they represent the spirit of our American Dream: with hard work and an education, you can build a better life for yourself and a better future for your children and make profound contribution in education, medicine, art, culture, and public service and have been a consistent and vital influence in our community's growth and prosperity.

C. More that seventeen percent of enrolled students, and almost eleven percent of employees in the Portland Public Schools are Hispanic and/or Latino;

D. Our schools honor and preserve the linguistic and cultural assets of students through student clubs like MECHA and enrichment programs such as our Dual Language Immersion, Ethnic Studies, Critical Race Theory courses, and the option to obtain a seal of Biliteracy upon graduation that honor and enrich the diverse backgrounds of our heritage Spanish-speakers, while exposing non-Spanish speakers to diverse multilingual and multicultural perspectives;

E. We recognize that when we lift up Hispanic/Latino students, staff, families, and community members, we strengthen our entire district; when we create more pathways to educational opportunity, we provide the chance for all students to reach their greatest potential;

F. Understanding, recognizing, and promoting the assets of our Hispanic and Latino students, staff, families and community is an important part of celebrating Hispanic Heritage Month;

G. Portland Public Schools has a Racial Education Equity Policy that is aligned to our District's vision of the Graduate Portrait and states our commitment to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable gap for students of color and to give each student the opportunity and support to meet his or her highest potential;

H. Closing opportunity gaps while raising achievement for all students is the top priority of the Board of Education, the Superintendent, and all district staff; and

I. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community.

RESOLVED

The Portland Public Schools Board of Education hereby promotes September 15th through October 15th as Hispanic Heritage Month and encourages staff, students, and community to observe, recognize, and celebrate the culture, heritage, and economic contributions of Hispanics andLatinos to Portland, Oregon, and the United States through culturally relevant activity, and to learn from the past and understand the experiences that have shaped the United States.

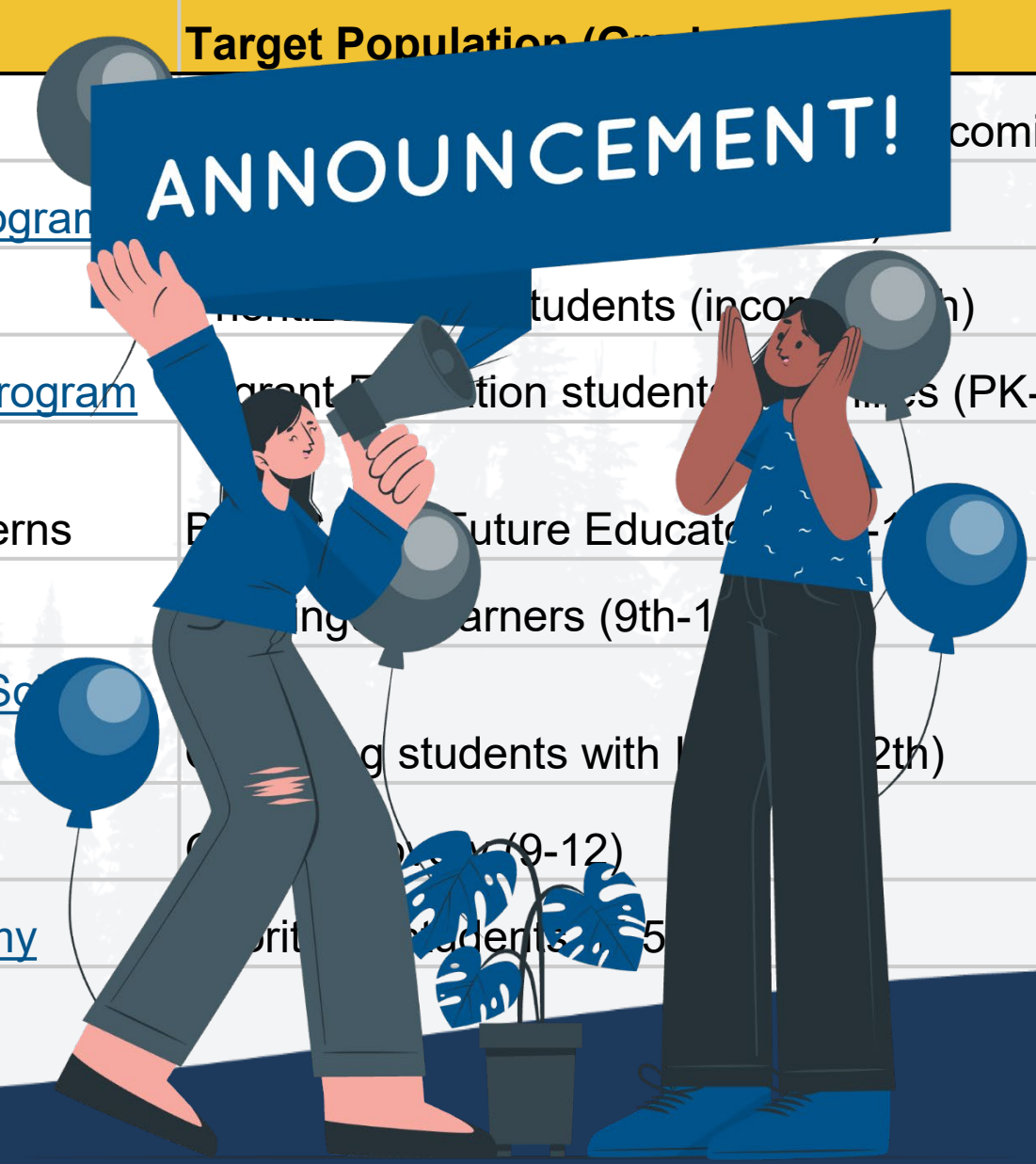
Summer Programs 2024

September 10, 2024



PORTLAND
Public Schools

Program	Target Population (Gr	Participating Students
Early Kindergarten Transition	coming K)	250
Indian Education Summer Program		23
LEAP into 9th Grade	tudents (incom h)	271
Migrant Education Summer Program	tion student s (PK-8th)	65
PPS Rising Educators/Summerworks Interns	Future Educat	25
Learn & Earn	arners (9th-1	40
Special Education Extended School Year	g students with 2th)	117
Summer Scholars	(9-12)	1,102
Summer Acceleration Academy		2,102

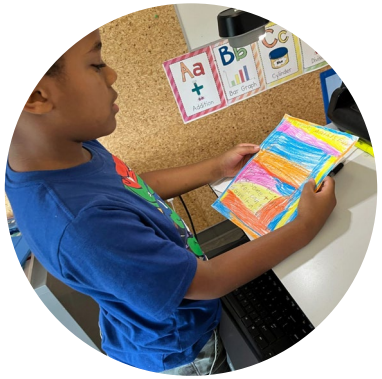


SAA 2024: Excellence in Summer Learning Award Winner!

The New York Life Foundation Excellence in Summer Learning Award and NSLA Founder's Award recognize **outstanding summer programs** that demonstrate **excellence in accelerating academic achievement** and promoting **healthy development** for low-income children and youth between pre-kindergarten and twelfth grade.

Since 2005, the Excellence in Summer Learning Award program has been a critical strategy of the National Summer Learning Association (NSLA) to support the growth and visibility of high-quality summer learning programs.

SAA 2024: Mission, Vision, and Audacious Goal



Mission

PPS Summer Acceleration Academy will provide students with a successful onramp to the school year by engaging them in joyful learning opportunities that leverage their interests and strengths to address unfinished grade-level learning, prioritizing students who identify as members of persistently underserved racial and ethnic groups in service of disrupting the predictability of outcomes based on race.



Vision

All students who participate in Summer Acceleration Academy will start the school year confident in their ability to successfully engage in grade-level content, employ student strengths and agency as learners, and with a strong sense of self, community, and belonging.



Audacious Goal

Students who participate in Summer Acceleration Academy will experience knowledge building, skill development, and enriching and transformative experiences that will accelerate their growth in literacy and propel them toward achieving grade level proficiency as measured by district-adopted assessments in the following school year.

Summer Acceleration Academy (SAA) 2024: Program Overview

- **Serving ~2200 K-5 Students at 11 Sites**
  - Students who need support in literacy based on district-adopted assessments
  - Prioritized enrollment for historically underserved students
  - Embedded DLI & ELD Programs
  - Early Kindergarten Transition (EKT) Program in partnership with SUN
- **Transportation & Meals Provided**
- **Afternoon Enrichment** activities & provided by partner organizations to increase access for working families.

- **22 Days of Instruction, Daily:**
  - 90 minutes of Core-Aligned Literacy
  - 60 minutes of Math
  - 60 minutes of Science/Technology
  - 60 minutes SUNBlock Enrichment
  - 30 minute lunch
- **Reading Support Team** (Reading Specialist, Special Educator, EAs, and ***PPS Rising Educators)*** provided targeted, small group literacy instruction for all students
- **SUN Block** 60 minute collaboration with SUN partners provided enrichment during the day for all students



RESOLUTION No. 6963

2024-2025 Agreement between District Council of Unions and
School District No. 1J, Multnomah County, Oregon

RESOLUTION

The Superintendent is authorized and directed to execute the 2024-2025 Agreement between the District Council of Unions and School District No. 1J, Multnomah County, Oregon, on the terms presented to the Board and filed in the record of this meeting.

AGREEMENT

Between

DISTRICT COUNCIL OF UNIONS

and

PORTLAND PUBLIC SCHOOLS

2024 - 2025

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PREAMBLE

This Agreement is entered into by and between the District Council of Unions, hereinafter referred to as the "DCU", and School District #1, Multnomah County, Oregon, hereinafter referred to as the "District".

ARTICLE 1

RECOGNITION AND APPLICATION OF THE AGREEMENT

The District recognizes the DCU as the exclusive bargaining representative for its affiliated unions. This Agreement and appendices shall apply as appropriate to all warehouse workers and truck drivers, maintenance workers, and all other classifications specified elsewhere in this Agreement, including the Appendices.

ARTICLE 2

TEMPORARY EMPLOYEES

A. A temporary employee is one who is hired to fill a position with a duration of six (6) consecutive months, or less, or to replace a regular employee on an approved leave of absence or absence due to an on-the-job injury.

B. Temporary employees are entitled to all benefits of this agreement except benefits provided by Article 19 (Reduction of Staff), and 20 (Vacation and Holidays).

C. The use of temporary employees shall not be used systematically to avoid hiring regular employees.

D. Temporary employees will, upon re-employment, be given seniority credit for previous time worked as a temporary employee unless a period of six (6) months or more has elapsed since their last period of employment.

E. An exception may be granted for apprentices upon agreement of both parties.

F. TEMPORARY EMPLOYEE SICK LEAVE

1. Temporary employees accrue sick leave based on hours worked at a rate of one (1) hour per thirty (30) hours worked, excluding overtime. Each fiscal year, (July 1 – June 30) up to forty (40) hours of accrued sick time may be used. Sick leave shall not accrue for time not worked (paid or unpaid). All sick leave absences must be taken in one (1) hour increments.

2. All newly hired temporary employees who have worked for at least 91 calendar days may use sick leave that has accrued.

3. Employees are to make reasonable efforts to schedule sick leave, in foreseeable situations, and to provide notification to their manager.

    a. For foreseeable absences, such as pre-scheduled medical appointments, a minimum of twelve (12) hours' notice is required.

    b. For unforeseeable absences, such as sudden illness or medical emergencies, a minimum of two (2) hours' notice is required or as soon as practicable.

4. Paid sick leave can be used for physical or mental illness, injuries, or medical appointments for treatment or preventative care. It can be used for the employee's own health condition, for care of a family member, or for the purposes provided in ORS 653.616.

5. A family member is defined as the spouse of an employee, the biological, adoptive or foster parent or child of the employee, the grandparent or grandchild of the employee, a parent-in-law of the employee or a person with whom the employee was or is in a relationship of in loco parentis.

6. The District will require a physician's statement after three (3) days' absence, prior to returning to work.

ARTICLE 3

STATUS OF AGREEMENT & CONTRACT ADMINISTRATION

A. If there is a conflict between any provision of the body of this Agreement and any of the appendices, the provisions of the Appendix shall be controlling.

B. This Agreement shall modify, replace or add to any policies, rules, regulations, procedures or practices of the District which shall be contrary or inconsistent with its terms. The provisions of this Agreement and specific modifications thereto found in the appendices shall be incorporated into and become part of the established policies, rules, regulations, practices and procedures of the District for employees covered by this Agreement.

C. In the event that any provision of this Agreement is or shall at any time be determined to be contrary to law by a court or agency of competent jurisdiction, all other provisions of this Agreement shall continue in effect. Only the subjects of the deleted provisions and the affected provisions shall be subject to further collective bargaining during the term of this Agreement with respect to the period covered by the Agreement.

D. There shall be two (2) signed copies of the final Agreement for the purpose of records. One

    (1) shall be retained by the District, one (1) by DCU.

E. The District shall print and provide sufficient copies to affiliated unions of the DCU for distribution to all employees covered by the Agreement within sixty (60) days following

ratification. The District shall provide a copy to all new employees.

F. The Board, the DCU and their respective representatives shall take no action in violation of, or inconsistent with, any provision of this Agreement.

G. The parties acknowledge that during negotiations which resulted in this Agreement, each had the right and opportunity to make demands and proposals with respect to any subjects appropriate for bargaining, and that the understandings and agreements arrived at by the parties are set forth in this Agreement. Therefore, except as otherwise expressly provided for in this Agreement, or as required by State collective bargaining law, the Board and the DCU agree that the other shall not be obligated to negotiate or bargain collectively with respect to any subject matter, during the term of this Agreement.

CONTRACT ADMINISTRATION

At the request of either party, representatives of the DCU and the District shall meet at mutually agreed times and places for the purpose of reviewing the administration of this Agreement.

The District and the DCU shall designate representatives to a Labor and Management Committee. Membership shall be limited to four designees per party. The purpose of the Labor and Management Committee is to: work together to develop operational efficiencies; identify and resolve operational issues; and, improve communication and collaboration. The function of this committee is not intended to bypass the normal grievance procedure nor the articles contained in the DCU Agreement.

ARTICLE 4

COUNCIL RIGHTS

A. The DCU, through its representatives, shall have the right to transact official DCU business relevant to employees on School District property at all reasonable times, provided that it does not interfere with or interrupt classes or other normal School District operations. Such rooms or other appropriate meeting facilities shall be made available for DCU use as requested without charge to the DCU, except that the Board may make reasonable charge when special service is required beyond normal operational practice.

B. The DCU representative shall have the right to use School District facilities and equipment, at reasonable times, when the same are not otherwise in use. The DCU agrees to pay the cost of all materials and supplies incidental to such use.

C. DCU representatives shall make their presence known to the appropriate administrative authority when visiting School District facilities. Such visits shall not interrupt work or disrupt normal School District functions.

D. The DCU shall have the right to make announcements at employee staff meetings or by use of any existing communication procedures not ordinarily available to students.

E. The DCU and its representatives shall have the right to post notices of activities and matters of DCU business and concern on staff bulletin boards. At least one such bulletin board shall be in each School District building. The DCU may use the District mailboxes for communications.

F. The Board shall make available to the DCU upon ample request to the Office of the Superintendent any and all reasonably available information, statistics and records which are relevant to negotiations or necessary for the proper enforcement of the terms of this Agreement.

G. Copies of written work rules which are applicable to a classification of employees and issued by supervision after the execution of this Agreement, for which failure to comply may result in discipline of an employee, shall be posted and provided to the employees and their affiliated DCU union.

H. The District will supply to the DCU President and DCU Vice President the employee information required under ORS 243.804(4) on a monthly basis.

I. If a job position covered under the terms of this agreement becomes open and vacant, the District will notify the DCU President and DCU Vice President on or before the day the job is posted.

ARTICLE 5

NO STRIKE CLAUSE

During the life of this Agreement, the DCU or any employee(s) will not authorize, cause, engage in, or sanction any form of illegal concerted work stoppage, boycott, picketing, or any other interruption of work at, within, or concerning any facilities or operations of the School District. The District shall not cause an illegal lockout of employees from their work.

ARTICLE 6

MANAGEMENT RIGHTS CLAUSE

Except as otherwise provided in this Agreement, the DCU agrees that the Board and its designees shall retain control and direction over all matters of inherent managerial policy. Such matters shall include, but are not limited to:

A. The executive management and administrative control of the school system and its functions and programs, including the development of budgets and actions as may be necessary to meet emergency situations;

B. Hire all employees and the right to determine their qualifications and the conditions of their continued employment or their discipline, termination, demotion, promotion or transfer;

C. Assign and direct the work of all employees, and determine the number of shifts and hours and days of work and starting times and scheduling of all employees;

D. Determine the policy affecting the selection, testing or training of employees;

E. Establish the work and school calendar;

F. Determine the services, supplies and equipment necessary to continue its operations and to determine the methods, schedules and standards of operation, the means, methods and processes of carrying on the work, including any changes, automation, or institution of new methods or processes;

G. Adopt rules, and regulations;

H. Determine the location or relocation of its facilities, including the establishment or relocations of schools, buildings, departments, divisions or subdivisions and the relocation or closing of offices, departments, schools, programs, divisions or subdivisions, buildings or other facilities;

I. Determine the placement of operations, production, services, maintenance or distribution of work and the source of materials and supplies;

J. Determine the financial policies, including all accounting procedures and all matters pertaining to public relations;

K. Determine the size of the management organization, its functions, authority, amount of supervision and table of organization; and,

L. Select and utilize technology.

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District shall be limited only by the specific terms of this Agreement and are subject to the duty to bargain under ORS 243.650 et. seq. Whenever practicable, the District shall inform the DCU of any significant issues affecting employees covered by this Agreement.

ARTICLE 7

PAYROLL DEDUCTIONS

1. Any employee who is a member of the DCU, or who has applied for membership, may sign and deliver through the DCU to the District's Payroll Office an assignment authorizing deduction of membership dues in the DCU. Such authorization shall continue in effect from year to year unless revoked in writing between September 1 and October 1 of any year. Pursuant to such authorization the District shall deduct the regular monthly dues from a regular salary check of the employee during each calendar month. With respect to all sums deducted by the District pursuant to said authorizations, the District agrees to remit such items within ten (10) days from the date of deduction to the DCU affiliate.

2. Upon appropriate written request from the employee, the District shall deduct from the salary of any employee and make direct deposit or other appropriate remittance for the following

approved deductions:

Approved Charitable Organizations

School District No. 1 Health and Welfare Trust Premiums Credit Union (On Point Community Credit Union)

Up to two (2) different accounts with financial institutions Fixed or Variable Tax Deferred Annuity Plans

I.R.C. Section 125 Flexible Spending Account Plan

ARTICLE 8

BARGAINING UNIT AFFILIATION

A. A representative from DCU or the appropriate affiliated union may meet with a newly hired employee during the employee's orientation for up to one hour. If the employee's orientation will not occur within thirty (30) days of the date of hire or if the employee will not be given a formal orientation, a representative from DCU or the appropriate affiliated union may meet with the newly hired employee within thirty (30) days of hire at a time mutually agreed upon between the union representative and the District.

B. The DCU affiliated unions agree that they will indemnify, defend and save harmless the District and all persons acting on behalf of the District from all suit actions, proceedings, complaints, claims, liability or expense resulting from the implementation or enforcement of this Article, Article 7, or any provision thereof.

ARTICLE 9

MAINTENANCE OF BENEFITS

No employee covered by this Agreement shall suffer any reduction in rate of pay or fringe benefits solely as a result of the execution of this Agreement excluding any changes to healthcare benefits under Article 17.

ARTICLE 10

GRIEVANCE PROCEDURE

The purpose of this procedure is to provide for an orderly adjustment of grievances contended by an employee or group of employees.

SECTION 1
DEFINITIONS

1. An "aggrieved" is an employee or group of employees who initiate a complaint alleging they have been directly injured through a violation of the terms of this Agreement. The term "aggrieved" also includes the DCU with respect to alleged violations of its organizational

rights under this Agreement.

2. A "grievance" shall mean a contention by an aggrieved that they have been directly injured by a violation of this Agreement. The term "grievance" shall not include and this procedure shall not apply to any of the following:
   a. Any matter as to which the Board of Education is without authority to act.
   b. Any matter for which a specific administrative or judicial remedy has been prescribed by the State and/or Federal Statute. (Such as employment discrimination, health and safety, etc.)
   c. Any dispute concerning whether any part of this Agreement became effective or ceased to be effective.
3. For the purpose of this article, the term "days" shall mean work days excluding weekends and holidays.

STEP 1
The aggrieved employee shall first discuss the grievance with their supervisor, or other administrator whose action is alleged to have violated this Agreement within thirty (30) days of the alleged violation. The employee may be represented as described in Section 2. The supervisor shall respond within ten (10) days following the date the grievance was presented.

STEP 2
If no settlement is reached at Step 1, within ten (10) days the DCU or affiliated union may submit the grievance in writing to the department head who shall promptly investigate the allegations in the grievance. The department head will schedule and conduct a Step 2 grievance meeting within fifteen (15) days from the date the grievance is advanced. If a Step 2 grievance meeting is held where the aggrieved is present, they may be represented according to Section 2. Grievances regarding discipline shall be filed in writing by the DCU or affiliated union at Step 2 within ten (10) days of the alleged violation. Grievances regarding DCU alleging violations of its organizational rights under this agreement must be filed in writing at Step 2 within ten (10) days of the alleged violation. Within ten (10) days following the Step 2 grievance meeting, the department head shall render a decision in writing.

STEP 3
If the grievance is not resolved at Step 2, within ten (10) days following the department head's written decision, the DCU or affiliated union may advance the grievance to Step 3 in a written notice to the Senior Director of Employee & Labor Relations (or designee). A Step 3 grievance meeting shall be scheduled. A grievance regarding discharge shall be filed at Step 3 within ten (10) days of the alleged violation. Within ten (10) days following the Step 3 grievance meeting, the Senior Director of Labor Relations (or designee) shall render a written decision.

STEP 4
If no settlement is reached at Step 3, the affected DCU affiliated union and/or the DCU may, within

ten (10) days following the Step 3 decision, notify the District in writing of intent to arbitrate and may request a list of arbitrators from the Employee Relations Board as provided below.

A. The arbitrator shall be selected from a list of seven (7) arbitrators from Oregon and Washington, provided by the Employment Relations Board. Each party shall then alternately strike one name from the list until one remains and such person shall be the arbitrator. Nothing is intended to preclude the parties from mutually agreeing on an arbitrator.

B. Neither an employee nor a DCU affiliated union may appeal to arbitration without approval of the DCU and without notice to the District of the appeal to arbitration.

C. The arbitrator must render their decision in writing within thirty (30) days following completion of the hearing.

D. The arbitrator's decision shall be confined exclusively to the explicit provision(s) of this Agreement at issue between the parties. The arbitrator shall have no authority to add to, detract from, remove, alter or amend or in any other way modify any provision of this agreement or impose on any party hereto a limitation or obligation not explicitly provided for in this agreement. The arbitrator shall not substitute their judgment for that of either the District or the DCU.

E. The decision of the arbitrator shall be binding of all parties, provided: (1) the arbitrator must restrict their decision to interpretation of the Agreement, (2) is in accordance with the legal meaning of this Agreement, (3) is based on substantial evidence, and (4) does not result in an obligation to pay money beyond amounts budgeted for the particular item or purpose in the current budget.

F. Should either party wish to seek review of an arbitrator's decision, proceedings must be instituted in a court or agency of competent jurisdiction within thirty (30) days of the effective date of the arbitrator's decision.

G. Cost charged by the arbitrator shall be shared equally by the parties as determined by the arbitrator.

SECTION 2
GENERAL PROCEDURES

A. The aggrieved must be present at Step 1 and may be present at all others. In processing the grievance, the grievant may:

   1. Represent themselves as described in Step 1 of this grievance procedure, or

   2. Be represented by their union at the union's expense. The number of days indicated at each level should be considered maximum, and every effort should be made to expedite the process.

B. It may at times become necessary to extend time limits. These extensions are to be kept to a minimum and must be mutually consented to in writing by the parties involved.

C. Failure at any step of this procedure to communicate the decision in writing on a grievance within the specified time limits shall permit the grievant to proceed to the next step. Failure at any step of this procedure to appeal a decision to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered at that step.

D. The District shall cooperate with the grievant in the investigations of any grievance, and further will furnish the grievant or their representative with such necessary and readily available information as requested for the processing of any grievance.

E. Except as otherwise provided by law, an employee shall invoke and exhaust the grievance procedure remedies before resorting to any other legal or administrative remedies for the conduct complained of, and failure to do so shall preclude resort to such other remedies.

F. A representative of the DCU may be present at all steps of the procedure. The DCU will be notified promptly of the terms of the final decision or settlement of any written grievance filed and may itself file a grievance based on an alleged inconsistency thereof with this Agreement within ten (10) days from receipt of such notice.

ARTICLE 11
DISCIPLINE, DEMOTION AND DISCHARGE

A. No employee shall be disciplined without cause. For the purpose of this Article, discipline shall include written warnings and reprimands (excluding evaluations) placed in the employee's personnel file, suspension or discharge.

B. If a complaint, that is, an allegation brought by a citizen or non-supervisory third party is used to support disciplinary action, the supervisor shall cause the complaint to be reduced to writing and placed in the personnel file. The name of the complainant shall be disclosed if the employee so requests.

C. An employee who is disciplined or discharged has the right to use the grievance procedure.

D. An employee shall have the right to request and have a representative present at any meeting, called by the supervisor, which the employee reasonably believes the information they give may result in discipline. Prior to such a meeting, the employee will be notified of its purpose. The right of representation will not exist when the meeting relates solely to evaluation of the employee's work performance.

E. Discipline shall be administered in private and shall be progressive. The nature of the offense shall determine where progressive discipline is initiated. This section shall not apply to warnings related to safety issues.

F. Prior to discipline, discharge or demotion as a result of unsatisfactory performance, an employee shall be given the reason, in writing, such action is to be taken.

G. Where the District determines that the nature of the offense is such that the unsatisfactory

conduct or performance of the employee can be corrected and warrants continuance of employment, it shall so inform the employee, in writing, and provide the employee with an opportunity to correct the unsatisfactory performance.

H. Where the District determines that the nature of the alleged misconduct necessitates the removal of the employee from the workplace, the District will place the employee on paid administrative leave pending the outcome of the District's investigation..

I. The probationary period for newly hired employees will be six (6) calendar months. Termination of probationary employees shall not be subject to appeal unless there is a question of fact.

J. The District will not rely solely on information obtained through the utilization of GPS systems in order to discipline employees. The District agrees to provide introductory training and orientation to employees who drive vehicles equipped with a GPS device.

ARTICLE 12

NON-DISCRIMINATION

In administering the terms and conditions of this Agreement, the parties agree to comply with applicable State and/or Federal Statutes and/or regulations regarding nondiscrimination, i.e., on the basis of age, gender, religion, race, color, national origin, disability, marital status, sexual orientation, veteran status, union or political activity and association or other category protected by Federal, State or Municipal law. It is the expressed intent of the DCU, in executing this Agreement, that the Board and its designees shall retain sole control and direction over the District's compliance with such laws and/or regulations and that this Article shall in no way be interpreted as affecting the application thereof. The DCU shall use its best efforts to direct employees complaining of such discrimination to appropriate District administrative remedies. It is the intention of the parties that the interpretation given to this Article shall be consistent with the proper interpretation of the provision of the Oregon Fair Employment Practices Law contained in ORS 659A.321 and 659A.030.

ARTICLE 13

PERSONNEL FILE

A. Each employee shall have the right, upon request, to review the contents of their own personnel file in accordance with ORS 652.750. Only one official personnel file shall be maintained by the District for each employee.

B. A representative of the DCU or counsel for the employee may, at the employee's request, accompany them in this review. An employee may request that letters of warning and reprimand (excluding evaluations) be removed from their file after two (2) years, provided that no subsequent such entries have been made into that file.

C. The District shall provide an employee with a copy of any materials placed in their file.

Materials placed in an employee's file shall bear the date of such placement. An employee may respond in writing within thirty (30) days to any material placed in such file, and the response shall become part of the file.

D. Anonymous materials shall not be placed in the personnel file.

ARTICLE 14

OVERTIME AND CALL BACK

A. OVERTIME

1. Overtime shall be work performed by an employee which is scheduled by the District prior to the completion of, or beginning of, the employee's shift and is in excess of eight (8) hours in one day or forty (40) hours in one week. Overtime shall be compensated at time and one- half of the employee's hourly rate. The overtime rate shall also apply to work performed on Saturdays and Sundays unless such days fall within an employee's regular work week assignment.
2. An employee scheduled to work on their regular day off shall be guaranteed a minimum of four (4) hours of work.

B. CALL BACK

1. An employee called back to work after completing a shift shall be compensated at the greater of the following:
    a. Overtime rate times actual hours worked (which shall include reasonable time of travel to and from their home, not to exceed twenty (20) minutes each way), or
    b. Four (4) hours of straight time pay.
    c. Employees shall have a minimum of eight (8) hours off duty following a call back before returning to work on a regular shift with no loss of pay. Employees who are required to return to work without such eight (8) hours off duty shall be paid at the overtime rate for all hours worked until such time as they have received eight (8) hours off duty.
2. If the employee is called back to work on their regular day off, the minimum provided in A.2 will apply.
3. An employee who is called after hours for work-related consultation shall be compensated one (1) hour at the overtime rate.

C. EXTENSION OF WORK YEAR

Work performed outside an employee's regular work year shall not be viewed as call back and shall not qualify for overtime unless it exceeds eight (8) hours in one (1) day or is performed on Saturdays, Sundays, or a holiday. The employee shall be guaranteed a minimum of four (4) hours straight time pay unless a different minimum is set forth in the applicable Appendix of this

Agreement.

D. OVERTIME ON HOLIDAYS

An employee who works on a paid holiday (See Article 20) shall receive holiday pay plus their overtime rate for hours worked.

E. COMPENSATORY TIME

Unless the appropriate appendix provides otherwise, in lieu of pay, compensatory time off at the overtime rate may be specified by the District. However, time off or pay must be granted by the end of the next calendar month following the month in which the overtime was worked.

ARTICLE 15

LUNCH AND REST PERIODS

A. Each employee working more than four (4) hours per day shall be entitled to a minimum of one-half (1/2) hour duty free lunch period without pay.

B. Employees shall receive a fifteen (15) minute rest period during each four (4) hours of work not to exceed two (2) such breaks during a regular eight (8) hour day, whenever practicable.

ARTICLE 16

LEAVES

This article is intended to comply fully with the requirements of the Oregon Paid Sick Leave Law, Paid Leave Oregon (PLO), the Oregon Family Medical Leave Act (OFLA), and Federal Medical Leave Act (FMLA). Leaves provided under this Article are intended to meet the legitimate needs of employees. Any abuse of leave may be subject to the provisions of Article 11. When appropriate and lawful, the leave provisions in this Article 16 run concurrently with any leave protected by state or federal law.

A. SICK LEAVE

1. Employees who are employed on a regularly scheduled basis shall be entitled to sick pay on account of sickness at a rate equivalent to one (1) day per month, based upon the employee's scheduled work. The use of sick pay shall be limited to personal illness of the employee, including medical or dental appointments.

2. Employees who have completed one (1) full year of service with the District shall be accredited with the equivalent annual sick leave at the beginning of each fiscal or school year. Such advance credit is based upon one (1) day per month worked. If an employee uses the advance credit in excess of that which would be normal accrual and terminates employment, the District shall be entitled to recover from the employee's final paycheck, an amount of money equal to the amount paid for overused sick leave. Other employees shall be credited at the rate of one (1) day for each month worked. Employees working

fifty percent (50%) of the month or more shall be accredited with a full day's sick leave. Accrual of sick pay shall continue during any period of absence paid by the District.

3. Sick leave days may be accumulated by employees only if not used in the year for which granted. Total sick leave which can be accumulated shall be unlimited.
4. When an employee has exhausted their accumulated sick leave credits, they shall be entitled, in the event of illness, to receive "reserve sick leave" in the amount of one (1) day for each year of service at two- thirds (2/3) of their daily rate of pay. Such additional allowance shall not accumulate and each year's allowance may only be used once. Employees must use the same leave request and prior notification procedures for reserve sick leave that applies for regular sick leave.
5. Employees shall not be credited with any sick leave days with respect to periods during which they are on an unpaid, unprotected leave of absence from work for the District of more than one (1) month duration; their accumulated sick leave shall not be charged with days of sickness during such leave; and they shall not be paid for days of illness during such leave except when the illness or injury is the factor which entitled the employee to the leave in question.
6. Employees who are absent four (4) or more consecutively scheduled workdays may be required to submit a physician's statement or other appropriate verifying documentation upon return to work.
7. The District will establish a Sick Leave Bank, for which the DCU may solicit voluntary contributions from employees of up to five hundred (500) hours per year for use by employees who have exhausted their sick leave. The guidelines for use of the Sick Leave Bank will be jointly developed by the District and the DCU which will include the following:
    a. Use of hours from the Bank shall only be approved in case of critical illness or injury of an employee.
    b. The employee must have exhausted all of their accumulated sick leave and vacation hours.
    c. To be eligible, an employee must have been employed by the District for two (2) years or more.
    d. Request for use of the Sick Leave Bank will be jointly approved by the DCU and the District. Requests of less than five (5) days or more than twenty (20) days will not be considered.
    e. The Sick Leave Bank will not be used in association with a worker's compensation claim.
    f. Employees' contribution to the Bank shall be for not less than four (4) hours nor more than one hundred (100) hours.

B. OTHER PAID LEAVES

An employee who is on an authorized paid leave as provided by this Section shall receive no loss of pay or benefits.

1. Family Illness

    a. All employees shall receive up to three (3) additional days per fiscal year with pay in case of illness of a member of the employee's immediate family. "Immediate Family" shall be interpreted to mean spouse, children, parents, grandparents, grandchildren, mother-in-law, father-in-law, brothers and sisters of the employee, and also any person living in the home with the employee (use of this leave shall be for instances where care or attention by the employee is necessary). In the event that emergency conditions arise, an extension of family leaves shall be determined upon the merits of the individual case by the Office of the Superintendent (or designee). Employees who commence employment after the end of the first semester shall be entitled to one-and-one-half (1.5) days of family illness leave. After utilizing the available days for family illness leave, the employee may charge against their accumulated sick leave when additional time is needed to provide care for a member of the employee's immediate family.

    b. When an employee is laid off, accumulated sick leave will be frozen, and when the employee is recalled from layoff, such sick leave will be reinstated for that employee.

2. Absence Due to Quarantine or Isolation

An employee's absence from work because of quarantine or isolation to prevent the spread of a communicable disease by the appropriate public health official shall not be charged against the employee's sick leave and the employee shall suffer no loss in pay. Quarantine or isolation pay will not extend past the standard quarantine or isolation period established by the local public health authority, but in no event shall it exceed thirty (30) days.

To qualify for quarantine or isolation pay under this Section, an employee must be fully vaccinated (if a vaccine is available) as defined under guidelines set by the federal and state health authority, including any boosters.

3. Paid Leave Oregon (PLO) Top Off

    a. Employees may, at their request, elect to top off PLO benefits up to 100% of the employee's average weekly wage (as defined by PLO) using other accrued paid leave balances when they apply.

    b. If the employee elects to top off, the District will pay the top off directly to the employee in accordance with the District's usual practices for use of paid leave.

    c. Any overpayment of top off must be repaid by the employee. In the event of such an overpayment, PPS will seek to adjust employee's leave balance to true up the top-off payment accordingly.

    d. Employees who elect to top off will use leave balances towards the top off in the

following order for the following conditions:

- 1. employee health condition: sick, personal, vacation (if applicable)
- 2. family health condition: family illness, sick, personal, vacation (if applicable)
- 3. maternity/parental: sick, personal, family illness, vacation (if applicable)

4. Funeral Leave

   a. An employee shall be permitted an absence of up to one (1) day to attend the funeral of a relative or friend, although one-half day would generally be sufficient. When, in their opinion circumstances demand it, the Supervisor shall authorize two (2) days leave to attend the funeral of a relative.

   b. An employee who is absent because of a death in their immediate family shall be permitted three (3) consecutive days (or in the case of spouse, parent or child, five (5) consecutive days) and two (2) additional days at two-thirds (2/3) of their scheduled salary. "Immediate Family" shall be interpreted to mean spouse, children, parents, grandparents, grandchildren, mother-in-law, father-in-law, brothers or sisters. Any other person living in the home of the employee shall be considered as immediate family providing the employee was responsible for the care of such person. In the event of death in the employee's immediate family during the employee's vacation time, they shall be entitled to the funeral leave provided by this Section in addition to accrued vacation time.

5. Emergency/Personal Business Leave

Employees employed on a regularly scheduled basis shall be entitled to three (3) days leave per work year without loss of pay under the following circumstances:

   a. In the case of unanticipated circumstances beyond the employee's control and for which prior planning cannot be made; or,

   b. For attending to matters which cannot be scheduled outside the employee's work hours and for which the personal attention of the employee is required. In such cases, a request indicating the reason for the leave must be made to the responsible administrator at least twenty-four (24) hours in advance.

Such leaves shall not be used for recreation, other employment, union or political activities, or to extend other leave categories as provided by this Agreement, unless on approved Paid Leave Oregon (PLO), Federal Family and Medical Leave (FMLA) or Oregon Family Leave (OFLA).

6. Mandatory Court Appearances

   a. An employee subpoenaed to appear as a court witness shall be excused from their work assignment without loss of pay, provided that the employee shall submit any witness fee received to the School District Business Office along with a copy of the subpoena. In cases where the employee is a plaintiff or defendant to the action, absence will be without pay or, at the employee's election, emergency leave as

provided in Paragraph 4. An employee required to appear in court as a co-plaintiff or co-defendant with the District shall be released without loss of pay.

b. An employee subpoenaed for jury duty shall be excused from their work assignment without loss of pay provided that the employee shall submit any jury fee received to the School District Business Office along with a copy of the subpoena. On days when the employee is excused from jury duty, they shall report to their work assignment provided four (4) hours or more of their workday remains at the time they are excused; and provided that length of time on jury duty prior to excuse and their work day with the District shall not exceed their normal workday.

C. UNPAID LEAVES

1. Special Leaves of Absence

Employees who have been continuously employed for two (2) or more years may apply for a special leave of absence without pay. The Superintendent (or designee) shall exercise discretion in the granting of such leaves. Such leaves shall not exceed one (1) year without special authorization of the Board. Employees on such leaves shall not be permitted to engage in remunerative service without the approval of the Superintendent (or designee). Leaves under this Section shall be consistent with the Oregon Family Leave Laws and the Federal Family and Medical Leave Act of 1993.

2. Child Care Leave

a. An employee covered by this Agreement shall be eligible for a child care leave (maternity, paternity or adoption) for up to six (6) months. The District may, upon written request, extend such leave for additional periods of time.

b. An employee who returns to duty following a child care leave shall be entitled to any step increases received by other employees within their classification provided they were continuously employed for at least one-half (1/2) of their designated work year immediately prior to beginning the leave.

c. The District shall retain full control and authority to establish policies and regulations in accordance with State statutes, regarding the administration of maternity and child care leaves. Such policies and regulations may include, but not be limited to: application procedures, requirements for physician statements, return procedures, etc. Such policies and regulations shall not be considered as part of this Agreement.

3. Federal Family Medical Leave Act and Oregon Family Leave Act

Family medical leave shall be granted according to the provisions of Federal Family Medical Leave Act and Oregon Family Leave Act (FMLA and OFLA). If there is a conflict in the two (2) statutes, the employee gets the greater benefit.

The District may require employees to utilize all accrued paid leave if on an approved FMLA/OFLA leave of absence.

4. Military Leave

The District shall be solely responsible for the establishment of a military leave policy required by state and federal law including ORS 408.210 through 408.290.

D. RETURN FROM LEAVE

Employees who are on an approved leave shall have the right to return to their position within twelve (12) calendar months providing the position continues to exist. Employees who are hired to replace an employee on an approved leave shall be considered as a temporary employee.

ARTICLE 17

INSURANCE

A. HEALTH AND WELFARE TRUST

1. The District shall contribute to the School District No. 1 Health and Welfare Trust, the cost of full time bargaining unit members and their dependents and domestic partners participating in the insurance plans of the Trust.
    a. Effective January 1, 2024, the District shall contribute to the School District No.1 Health and Welfare Trust, a contribution not to exceed $1,570.00 per participating full-time eligible employee, per month.
    b. Effective January 1, 2025, the District shall contribute to the School District No.1 Health and Welfare Trust, a contribution not to exceed $1,616.00 per participating full-time eligible employee, per month.
    c. All employee groups with exception of employees covered by Appendices A and C, shall have the options available under the package provided by the School District No. 1 Health and Welfare Trust. Employees in Appendix A (Warehouse Workers and Truck Drivers) and Appendix C (Television Services) have negotiated to participate in the insurance plans offered by the Teamsters 206 Employers Trust.
    d. The employee's portion of the monthly premium shall be made through a "lump-sum" deduction from their paycheck. Should the appropriate tax codes allow, said deduction shall be made on a pre-tax basis upon proper authorization from the employee. Should the District's payroll system allow, said deduction shall be made on the employee's first (1st) paycheck of the month for which the contribution is made.
2. During the life of this agreement, should the District increase the health insurance contribution of SEIU, PFSP, ATU, or the unrepresented employees of the District, at the DCU's discretion, this Article may be reopened for further negotiation under the

expedited bargaining rules.

B. WORKER'S COMPENSATION

All employees of the District are eligible for State workers' compensation benefits. For absence due to a compensable injury as defined in ORS Chapter 656, an employee shall retain the compensation check that they receive for time lost. The employee may supplement their compensation check with accrued accumulated sick leave. Coordination of Workers' Compensation benefits and Sick Leave Benefits shall be in accordance with applicable state regulation. For purpose of this Paragraph, it shall be considered that an employee's "regular check" paid in a particular payroll period is for services during all that payroll period. For instance, a monthly check paid in August equaling one-twelfth (1/12) of the employee's annual salary shall be deemed compensation for services during August so that workers' compensation benefits received with respect to all or part of that month would be deducted from the amount regularly payable as compensation from the District for such month. Employees who are absent due to an on-the-job injury shall continue to accumulate vacation credits.

ARTICLE 18

SAFETY

A. SAFETY

1. The District shall maintain safe working conditions in accordance with established federal and state regulations. The District and employees covered under this Agreement should work to avoid or minimize hazards.
2. The parties agree to comply with Oregon OSHA regulations.
3. SAFETY FOOTWEAR. The District will pay an allowance of $200 per fiscal year to each employee who is required by the District to wear safety footwear when performing their regular work duties.

Definition: safety footwear shall mean safety shoes and boots that meet the most current ASTM standard that provides both impact and compression protection (currently ASTM F2413-18).

B. PHYSICAL EXAMINATIONS

1. In the interest of safety and the wellbeing of students, employees and the public, the District and the DCU and its affiliated unions agree to the objective of a substance free workplace. The District, at its discretion, may require that new employees have a medical examination including substance testing.
2. Such examination of a current employee(s) may also be required:
    a. When supervision has reason to suspect employee conduct in violation of this drug and alcohol policy. Reasonable suspicion may be based on observations that the employer can describe, such as appearance, behavior, speech, breath odor, bodily symptoms, paraphernalia, or such other reasonable and responsible reason.
    b. In the event of direct involvement or possible involvement in any type of accident or near- accident in which it can be shown that the employee's behavior, judgment,

actions, or lack thereof reasonably contributed to the accident or potential accident, injury, or damage to property or equipment.

3. The District will comply with the Omnibus Testing Act of 1991 and will pay for post-accident, random, re-employment, and reasonable suspicion abuse testing. Before implementing random testing, the District will notify DCU and engage in bargaining upon request by DCU.

C. PROPERTY LOSS

The District shall reimburse employees for loss of personal property, excluding the employee's automobile, which occurs while the employee is on duty under the following circumstances:

1. When the loss is a result of any unwarranted assault on the employee's person suffered while on duty.
2. Property stolen by the use of forcible entry on a locked container. Reimbursement shall be at replacement costs (not exceeding actual cost) less any insurance or worker's compensation reimbursement. Reimbursement shall not be made for losses less than five dollars ($5.00) or that portion in excess of four hundred dollars ($400.00) and shall not be made when carelessness or negligence on the part of the employee was evident.

   Employees shall cooperate and support the District in its investigation and resolution of any reported loss. The District will provide assistance in attempting to investigate and/or reclaim other stolen or damaged personal property including automobiles.

D. FINGERPRINTING

The District will pay for the costs of record checks and fingerprinting of existing employees as required by state law.

ARTICLE 19

REDUCTION OF STAFF

A. The District will consider all available alternatives prior to considering staffing reductions, including transfer to a vacant position provided the employee meets the minimum qualifications for the position. In the event the District determines a staff, classification, or employee group reduction becomes necessary, the District will release personnel in the inverse order of their length of service but may give consideration to special qualifications and experience, and minority employment. In the absence of such considerations and exemptions, layoff shall be based on seniority.

B. Notice to DCU. The District will provide DCU as much advanced notice as practicable of anticipated reductions. The District will meet with DCU within five (5) working days following the notice of anticipated reductions. Upon request, the District will provide a current seniority list and copies of any non-privileged materials relied upon to determine the necessity of a reduction.

C. Notice to Employee(s). The District will provide at least two (2) weeks written notice of layoff to each employee to be laid off under the provisions of this Article and will provide a copy to DCU. If an employee receives less than two (2) weeks advanced notice before the layoff date, the District will compensate the employee in an amount equal to the base wage the employee would have earned for the remainder of the two (2) week period had the layoff not occurred. This provision applies only to regular employees.

D. Reductions shall be accomplished within employee classifications which are within employee groups. For the purpose of this Article, an employee group shall be considered as a category of employees, such as carpenters. An employee classification is a level of assignment within that group, such as foreperson. Reductions shall be by seniority within a classification; however, the District may assign employees from a higher classification to a lower classification within an employee group. The District shall not assign employees to a lower salary level without a corresponding change in job assignment or responsibility.

E. Employees who have received a written notice of layoff may apply to any open and vacant position(s) in the District.

F. An employee who rejects an assignment of equal pay and classification shall, by doing so, forfeit all rights under this Article. An employee offered an assignment of lower classification and salary, due to staff reduction, may elect layoff and retain the recall rights provided by this Article.

G. An employee who is terminated due to such reduction in staff shall have preference in filling positions within their employee classification and shall be recalled by the District for employment in such classification based upon seniority with the District; provided, however, they are qualified for the assignment. Employees so terminated shall retain such right of recall for a period of two (2) years from the date of termination. The District will email and mail recall notices by certified mail to the last addresses reflected in the employee's official personnel file. Recalled employees must indicate their acceptance in writing within five (5) business days following receipt of the notice of recall. Employees so recalled by the District shall be reinstated with seniority rights accumulated as of the date of their termination. Any employee recalled by the District for a position comparable to the one from which they were terminated and who rejects such an assignment shall relinquish all rights provided in this Article and Agreement.

H. By May 30, the District shall attempt to notify employees, whose work years correspond with the school year, of the intended employment status with the District for the following school year. Failure by the District to provide such notice of changes in staffing plans following issuance of notification will not interfere with the authority of the District to reassign or terminate an employee.

I. This Article shall not apply to employees hired on a temporary basis. A temporary employee is one who is hired to fill a position with a duration of six (6) consecutive months, or less, or to replace a regular employee on an approved leave of absence or absence due to an on- the-

job injury.

J. A regular employee laid off in accordance with this Agreement who is employed elsewhere will not forfeit future recall rights by declining reemployment with the District when the anticipated period of work is less than ninety (90) calendar days. An employee who does return to work for a short-term assignment of less than ninety (90) calendar days will not accrue additional seniority.

K. See the individual appendices for additions and/or exceptions to this Article.

L. All temporary employees, including retirees continuing to work, shall be terminated before any full- time employees are laid off within classification.

ARTICLE 20

VACATIONS AND HOLIDAYS

A. Employees who are employed on a twelve (12) month basis shall accrue vacation with pay on a monthly basis as follows:

Completed Years of Service	Annual Vacation (days)	Rate of Monthly Accrual
2 years and less	10 days	6.7 hours
3 - 6 years	15 days	10.0 hours
7 - 10 years	18 days	12.0 hours
11 - 14 years	20 days	13.4 hours
15 years and above	22 days	14.7 hours

Employees shall accumulate vacation credits at the appropriate above monthly accrual rate following completion of each month worked. For employees with dates of hire after the first working day of a month, accrual shall begin (and/or be increased to the next step) the following month. For the purpose of this Article "month worked" shall mean on-the-job time, vacation time and authorized paid leave. New employees shall be eligible to take vacation upon successful completion of their probationary period. Exceptions may be made upon approval of the employee's supervisor. However, at no time shall an employee take paid vacation against time not yet earned.

Vacation requests must be submitted to an employee's supervisor at least seven calendar days in advance, and vacation requests are subject to supervisory approval. A supervisor may require that vacations be scheduled at a time least disruptive to the department to which the employee is assigned.

The number of days carried over at the end of each calendar year shall not exceed two (2) years' accrual, any overage will be lost. An employee who has scheduled vacation and is prevented by the District or workers' compensation compensated injury from taking their scheduled vacation, and because of a change in the fiscal year would lose accrued vacation hours, shall be allowed to reschedule the vacation period within a reasonable time.

An employee who occupies a position having a work year of less than twelve (12) months and who transfers to a 12-month assignment may count the time employed in the previous assignment as qualifying for vacation allowance. The basis for this allowance shall be the number of days worked in the previous position divided by a 21.75 day calendar month. This number will be converted to years of service and the employee shall commence to accrue vacation credits at the monthly rate shown above.

This Section shall not apply to employees hired on a temporary basis.

B. HOLIDAYS

1. Regularly employed 190-192-200-210 day employees shall receive the following paid holidays:

Labor Day

Veterans' Day

Thanksgiving Day

New Year's Day

Presidents' Day

Memorial Day

Martin Luther King's Birthday

Regularly employed 12-month employees shall receive the above days and, in addition, shall receive Juneteenth, Independence Day, and Christmas Day. Holiday pay is included in the monthly annual salary of salaried employees. Regularly employed hourly employees shall receive full pay for holidays. Employees who do not regularly work year-round shall receive Juneteenth and Independence Day if they work the regular business day before and the regular business day after the observed holiday.

2. Employees shall receive holiday pay provided the holiday falls on a scheduled workday of an employee and that the employee worked or was on an authorized paid leave the nearest scheduled workday immediately preceding and following the holiday.

3. The District reserves the right to change the days designated as paid holidays provided

that in so doing it does not reduce the number of paid holidays. Thirty (30) days prior to implementing such change, the District shall notify the DCU of the reasons therefore and provide opportunity for consultation.

4. Employees who are members of a religious faith may use the leave provisions of Article 16.B.5 for participation in religious observances when such participation during the workday is required by that faith.

ARTICLE 21

COMPENSATION

Effective July 1, 2024, an increase shall be applied to the wage rates of all the classifications covered by this Agreement in the amount of $2.13 per hour.

On July 1, 2025, a four percent (4.0%) increase shall be applied to the salaries of all the classifications covered by this Agreement.

BONUS PAY PROGRAM

The District may implement a bonus pay program for a group of employees (such as employees assigned to a particular school) to receive additional compensation above their normal wage or salary rates based on the group's successful completion of goals specified in advance by the District. Nothing in this Agreement precludes bargaining unit members from participating in the program or receiving the bonus pay subject to any provisions in the applicable Appendix.

SCHOOL YEAR

The Board retains the right and authority to change the days on which school shall be held and to make any adjustments to the work year. In the event of adjustment to the work year, the District shall consult with the DCU before implementing any change, and the salaries set forth in this Agreement shall be adjusted for the added or deleted days on the basis of the employee's daily rate under said salary schedules.

PERSONAL VEHICLES

Employees who are required to use their personal vehicles for travel on behalf of the District during on- duty time shall be reimbursed by the District. The District may require as a condition for reimbursement that the employee provide a certificate of insurance showing that the employee has basic liability coverage equal to or greater than minimum amounts required by District policy or regulation. Reimbursement shall be at the rate established by the Internal Revenue Service.

PAYCHECK ON TERMINATION

The District will issue a paycheck on the next regularly scheduled payday to an employee covered by the DCU Agreement who resigns from their position. The final paycheck will be available to the employee by the first business day after the last day of work in the event of discharge or layoff.

SCHOOL CLOSURES

On scheduled workdays, if the District decides to close or delay opening, employees can use Emergency Leave pay or Vacation pay in lieu of unpaid leave unless employees have no such leave available. When employees report to work due to failure of the District to notify employees or delayed notice of closure, employees reporting to work shall receive at least one-half day of compensation.

ARTICLE 22

DURATION

A. Except as may otherwise be provided for in this Article, this Agreement shall become effective as of the date it is signed by the parties and shall continue in effect through 11:59 pm, December 31, 2025.

B. The parties agree to enter into successor negotiations no later than September 15, 2025.

C. Should there be an intervening change in the law which would significantly reduce the District's revenue, and thus, its fiscal stability below the level being planned for at the time of the execution of this Agreement, the parties agree to reopen the negotiations on salaries and other economic benefits established by this Agreement.

D. In the event that under applicable laws, some other method of representation or some other applicable representative for employees is elected, this Agreement shall not terminate, but shall be fully binding according to its terms upon any and all employees or successors to the DCU as exclusive representative of employees or portion thereof, except as to representation of employees for whom the DCU remains the exclusive collective bargaining representative by law, such event shall terminate the rights and authority of the DCU under this Agreement.

APPENDIX A

SALARY SCHEDULE FOR WAREHOUSE WORKERS AND TRUCK DRIVERS

THE WAGE RATES FOR JOURNEYMEN WAREHOUSE WORKERS AND TRUCK DRIVERS SHALL BE:

	HOURLY RATE	
	July 1, 2024	July 1, 2025
Warehouse Worker	$21.28	$22.14
Warehouse Worker/Truck Driver	$31.43	$32.69

1. Rates for Leadperson, Foreperson and General Foreperson when assigned by the District will be as follows:

   Leadperson: Truck Driver/Warehouse Worker rate plus three percent (3%)

   Foreperson: Truck Driver/Warehouse Worker rate plus ten percent (10%)

   General Foreperson: Truck Driver/Warehouse Worker rate plus fifteen percent (15%)

2. A Warehouse Worker assigned responsibility for the Food Service Department's cold food storage shall receive Truck Driver/Warehouse Worker rate plus five percent (5%).

3. An employee substituting in, or temporarily assigned to, a higher classification for two (2) hours or more shall be paid at the rate of the higher classification.

4. Present employees will be given the opportunity to apply for vacancies in the department to which they are assigned. The most senior employee who meets the qualifications for the position will be assigned to the vacancy. Upon selection, employees will serve a 90-day trial service period in the new assignment. During the trial period, if the employee's performance is unacceptable, the employee and their supervisor will meet to discuss. If the employee is unsuccessful, or chooses, upon completion of the 90-day trial period, the employee will be returned to their former position. Employees in other departments so requesting will be interviewed and considered to fill vacancies prior to considering outside applicants. The District reserves the right to appoint to Lead and Foreperson positions.

5. Except in an emergency, twenty-four (24) hours advanced notice shall be given for any required overtime. Employees shall be given the opportunity to sign up for scheduled overtime. Such work shall then be assigned to the most senior worker(s) who signed up

providing they are qualified. If no worker signed up, the work shall be assigned to the worker with the least seniority who is qualified.

6. Seniority shall be based on length of continuous employment by the District as a driver and/or warehouseman under this Appendix. In the event of a layoff, the District will release personnel in the inverse order of their seniority. When filling a regular vacancy, the District will recall by seniority. The District will follow the provisions outlined in Article 19 of this contract. Laid off employees shall have the right to refuse work of less than thirty (30) days duration without affecting their rights of recall provided under Article 19 and this Appendix. A Leadperson and Foreperson shall be considered as a separate classification provided they have been in a Leadperson/Foreperson assignment for a minimum of one (1) year.

7. When the District has twenty-four (24) hours advance notice of available work on a previously unscheduled day, meaning at least one eight-hour shift, the District shall make a good faith effort to contact the most senior employee on the department's seniority list for such available work.

8. An employee who is hired in to a full-time position (eight (8) hours per day) will be guaranteed full- time work (eight (8) hours) on each day worked.

9. Prior to hiring temporary workers, any extra work during school recess periods, such as winter, spring and summer breaks, shall be offered to those employees whose regular work year coincides with the school year, providing they are qualified. This, however, shall not prevent the District from the practice of providing temporary employment opportunities for students.

10. The District shall inform Teamsters Local #206 of any new hires, in accordance with Article 4 Section H.

11. The District has the right to subcontract out bargaining unit work and/or work currently being performed by members of the bargaining unit. Subcontracting shall not be defined to include the District's past practice and present methods of operation. However, no work that involves the warehousing of District supplies will be outsourced. The District retains the unlimited rights, among others, to direct ship from vendors and to lease out warehouse space. If an employee(s) will be laid off as a result of District action and if the union so chooses, the union may provide the District with information about the economics and productivity of the specific action being contemplated. In addition, the union may demand that the District bargain over the impact of the decision on such employee(s).

12. When employees covered in this Appendix are working less than eight (8) hours in a scheduled work day, such as Nutrition Services summer work, employees will follow Bureau of Labor and Industries break and lunch rules.

13. If, during the life of this Agreement, District upgrades of its computer and records systems make it administratively and financially feasible to implement a weekly payroll period for employees covered under this Appendix A, then the parties will engage in discussions about implementation.

HEALTH INSURANCE

All provisions of Article 17 – Insurance shall apply to employees covered by this Appendix A except as specifically modified herein. The parties agree employees covered by Appendix A shall be covered by the Teamsters 206 Employers Trust for Plan AAVR or any plan offered by the Trust. The parties agree that the provisions of Article 17.A.1.a. pertaining to Insurance contributions into the School District Health and Welfare Trust shall not apply to the employees covered by this Appendix.

A. The parties agree that the provisions of Article 17.A.1. concerning the amount of the District's contribution, the composite rate per full time eligible employee covered by this Appendix and the definition of full-time and part-time employees as well as the contribution formula for each shall continue to apply to the employees covered by this Appendix although said contributions shall be made to the Teamsters 206 Employers Trust for the Trust's Plan AAVR or any plan offered by the Teamster Trust.

B. Contributions shall be made on active employees, eligible retirees and their eligible spouse/same sex domestic partner. No contributions will be required for individuals who no longer work for the District regardless of the reason for separation except in the case of an individual whose discharge is reversed through Article 10 – Grievance Procedure.

C. Any employee portion of the monthly contribution may be made on a pre-tax basis provided appropriate regulations allow.

APPENDIX B

SALARY SCHEDULE FOR BUS MECHANICS

THE WAGE RATES FOR BUS MECHANICS SHALL BE:

HOURLY RATES

	July 1, 2024	July 1, 2025
Lead Mechanic	$40.14	$41.75
Mechanic	$39.03	$40.59
Serviceman	$30.82	$32.05
Bus Fueler	$30.82	$32.05
Shop Assistant	$23.94	$24.90

* Reflects increase of Mechanic and Lead Mechanic rate to same as Machinist and Lead Machinist.

HOURS OF WORK AND OVERTIME

Work performed in excess of eight (8) hours per day or forty (40) hours per week shall be paid at the overtime rate of time and one-half (1½ x) the employee's straight-time hourly rate of pay.

When so selected by the District, a second/“swing” shift may be established provided the employees and the local union are given one weeks’ notice of the change.

TOOL ALLOWANCE

Following completion of one year of service, school bus Mechanics will receive a tool allowance of $500.00 per year. It is the shared expectation of both the District and the Union that the tool allowance will be used to purchase quality tools, for use at work. The District will purchase and retain ownership of any required specialty tools.

REIMBURSEMENT FOR STOLEN TOOLS

Where tools and boxes are stolen by the use of forcible entry, reimbursement shall be at replacement costs (not exceeding actual cost) less insurance or workers' compensation reimbursement. Reimbursement shall not be made for losses less than five dollars ($5.00) or that portion in excess of one thousand dollars ($1,000.00) and shall not be made when carelessness or negligence on the part of the employee was evident.

HIGHER CLASSIFICATION PAY

Except for on-the-job training purposes, whenever an employee is required to perform any work for more than four (4) hours (per workday) in a classification above that in which the employee is normally classified, the employee shall be paid for such work at the higher classification rate.

It is understood and agreed that an employee may occasionally or intermittently, for short periods of time during their shift, perform duties which are normal to higher-level classification. Occasional performance of such duties is not to be considered subject to this section.

PROFESSIONAL CERTIFICATIONS

In those positions where the District (Transportation) determines Professional (ASE) Certifications are desired, the District will advise the involved employees.
If the employee obtains the agreed upon certifications, the District will pay an annual incentive bonus of $100.00 per current certification. The time and cost to obtain the certifications is the sole responsibility of the employee.

DRIVING OF SCHOOL BUSES

Mechanics will not be required to drive a school bus, for the purpose of transporting students to and from school, unless all other District transportation options have been exhausted.

APPENDIX C

SALARY SCHEDULE FOR TELEVISION SERVICES

THE WAGE RATES FOR TELEVISION SERVICES SHALL BE: HOURLY RATES

		July 1, 2024	July 1, 2025
CHIEF ENGINEER		$39.55	$41.14
ASSISTANT ENGINEER PRODUCTION MANAGER		$41.91	$43.59
Effective January 1, 2020, the Production Manager will be aligned with the Electronics Technician classification in Appendix D.			
Producer		$41.91	$43.59
MASTER CONTROL OPERATOR		$41.91	$43.59
TV TECHNICIAN			
	Step 5	$31.97	$33.25
	Step 4	$28.99	$30.15
	Step 3	$26.03	$27.08
	Step 2	$23.01	$23.94
	Step 1	$20.95	$20.86
PRODUCTION ASSISTANT			
	Step 5	$28.96	$30.12
	Step 4	$26.31	$27.37
	Step 3	$23.60	$24.55

Step 2	$20.93	$21.77
Step 1	$18.22	$18.95

PROGRESSION

Production Assistant, Producer, Master Control Operator and TV Technician are considered as “journey level” positions. Training Progression levels shall be at sixty percent (60%), seventy percent (70%), eighty percent (80%) and ninety percent (90%) of the "journey level" rate. Advancement, such as from 60% to 70%, 70% to 80%, etc., shall occur at six (6) month intervals provided the employee has demonstrated satisfactory performance and development towards achieving “journey level” competency. In the event an employee is not to be advanced, the District shall so inform the employee in writing setting forth the reasons. A copy shall be provided to the DCU.

NEW HIRES

Newly hired employees within the Production Assistant, Producer, Master Control Operator, and TV Technician classifications shall be placed in the progression schedule based upon their experience and qualifications as determined by the District.

TRANSFERS AND PROMOTIONS

A. Transfers
   In the event of a position opening, the District will give consideration to qualified current employees wishing to transfer between classifications.
B. Promotions
   In the event of a position opening, the District will give consideration to qualified current employees wishing to be promoted to a different classification.

HEALTH INSURANCE

All provisions of Article 17 – Insurance shall apply to employees covered by this Appendix C except as specifically modified herein.

The parties agree employees covered by Appendix C shall be covered by the Teamsters 206 Employers Trust for Plan AAVR or any plan offered by the Trust as soon as practicable after ratification of the DCU contract.

The parties agree that the provisions of Article 17.A.1.a. pertaining to Insurance contributions into the School District Health and Welfare Trust shall not apply to the employees covered by this

Appendix.

The parties agree that the provisions of Article 17.A.1. concerning the amount of the District's contribution, the composite rate per full time eligible employee covered by this Appendix and the definition of full-time and part-time employees as well as the contribution formula for each shall continue to apply to the employees covered by this Appendix although said contributions shall be made to the Teamsters 206 Employers Trust for the Trust's Plan AAVR or any plan offered by the Teamster Trust.

Contributions shall be made on active employees, eligible retirees and their eligible spouse/same sex domestic partner. No contributions will be required for individuals who no longer work for the District regardless of the reason for separation except in the case of an individual whose discharge is reversed through Article 10 – Grievance Procedure.

Any employee portion of the monthly contribution may be made on a pre-tax basis provided appropriate regulations allow.

APPENDIX D

SALARY SCHEDULE FOR MAINTENANCE WORKERS

HOURLY WAGES FOR MAINTENANCE WORKERS SHALL BE AS FOLLOWS

HOURLY RATES

CLASSIFICATION	July 1, 2024	July 1, 2024
Brick Mason	$37.12	$38.61
Carpenter	$38.93	$40.49
Carpet and Linoleum Layer*	$30.51	$31.74
Cement Mason	$33.56	$34.91
Electrician	$46.33	$48.19
Glazier	$36.21	$37.66
Laborer	$30.51	$31.74
Landscape Laborer *	$30.51	$31.74
Locksmith	$36.43	$37.89
Machinist	$39.03	$40.60
Painter *	$30.51	$31.74
Plasterer	$33.68	$35.03
Plumber	$46.06	$47.91
Roofer *	$30.51	$31.74
Sheet Metal Worker	$42.29	$43.99
Steamfitter	$46.06	$47.91
Tile Setter	$31.78	$33.06
* Same rate as Laborer		
OTHERS		
Mason Tender *	$30.51	$31.74
Plumber's Helper *	$30.51	$31.74
Electronic Technician (90% of	$41.70	$43.37

CLASSIFICATION	July 1, 2024	July 1, 2024
Electrician)		
Music Repair Technician 1	$41.91	$43.59
Music Repair Technician 2	$48.55	$50.50
Machinist Helper (86.5% of Machinist)	$33.76	$35.12
Building Automation Specialist (same as Steamfitter)	$46.06	$47.91
Physical Security Technician	$48.55	$50.50

Employees assigned as Corrosion Technician, Fire Sprinkler Technician, and Backflow Technician shall receive an additional three percent (3%). If another employee is assigned work orders or tasks for Corrosion, Fire Sprinkler or Backflow Prevention, they shall receive an additional three percent (3%) for the hours worked on these tasks. Work must be clearly documented in the employee's work order at the end of every day.

WAGES AND HOURS

1. Rates for Leadperson, Assistant Foreperson, and Foreperson when assigned by the District will be as follows:

Leadperson	=	Journeyman rate plus 3%
Assistant Foreperson	=	Journeyman rate plus 6.5%
Foreperson	=	Journeyman rate plus 10%

A. In the event that there are more than three (3) tradespersons in the multi-craft shop, the District shall assign a Lead worker at the journey-level rate plus three percent (3%).

B. In the event that there are more than three (3) employees assigned to work together, the District shall assign a lead worker at the journey-level rate plus three percent (3%).

C. Asbestos Abatement Work: The District will pay maintenance employees qualified and trained to remove asbestos at the following premium rates under the following conditions:

- A Maintenance employee who has the required DEQ Supervisors certification will receive a certification premium in the amount of $10.00 per hour worked when assigned by the District to lead a crew of more than three (3) maintenance employees assigned to perform asbestos abatement.

- A Maintenance employee who is qualified and trained to perform asbestos abatement under this Section will receive a certification premium in the amount of $6.00 per hour for asbestos abatement work assigned by the District.

- The primary intent of this work is to remove, repair, encapsulate or enclose friable asbestos material that requires a Class I or II OSHA certification to perform; or

- for the removal of up to forty (40) linear or eighty (80) square feet, by glove bagging of friable asbestos material, limited to thermal system insulation, ceiling and wall material, and surface material, as allowed by OSHA and DEQ rules. No such premium for asbestos abatement will be paid when alternate methods to glove bagging are permissible for asbestos abatement by OSHA and DEQ rules and the District has determined to be an appropriate method of asbestos abatement; or

- for the removal of non-friable asbestos containing materials, limited to vinyl asbestos tile, cement asbestos board, and built up roofing, using methods that are permissible for asbestos abatement by OSHA and DEQU rules and the District has determined to be an appropriate method of asbestos abatement.

- No Premium will be paid when the abatement of asbestos is de minimis.

- Maintenance employees are required to submit all documentation related to the abatement work, such as procedure checklist, air samples and associated forms.

D. Workers performing work in a higher paid classification shall receive a minimum of two (2) hours, or actual hours worked if over two (2), pay at the higher rate for work in the higher classification.

E. Eight (8) hours shall constitute a standard workday. Five (5) days, Monday to Friday, shall constitute a standard workweek.

F. The standard workdays shall be eight (8) consecutive hours set by the employer between the hours of 6:00am and 5:00pm with a minimum thirty (30) minutes unpaid lunch break. Standard shifts starting times may be changed upon thirty (30) days' notice.

G. When so selected by the employer, a second, or "swing" shift may be established provided employees are given one week's written notice of shift changes, unless the affected employees and the DCU agree to waive such notice.

H. The standard second or "swing" shift shall be eight (8) consecutive hours between the hours of 12:00 noon and 12:00 midnight. Workers on the second or "swing" shift shall receive eight (8) hours' pay at the regular rate plus One Dollar and Six Cents ($1.06) an hour for eight (8) hours' work which shall include a thirty (30) minute employer-paid lunch period.

I. In the event an employee must work overtime, the employee shall be compensated at the overtime rate. There will be no comp time. Overtime shall be paid at the rate of one and one-half (1½x) times the regular rate of pay, except for Sundays and holidays, which shall be paid double (2x) the regular rate.

J. It is recognized by the parties that productivity and attendance are related issues and, therefore, have a joint interest in cooperating to improve both.

TRAINING PROGRAM

The DCU, through its affiliated unions, will cooperate with the administration of the District in reducing costs by the employment of apprentices through the apprenticeship programs of the appropriate union, up to the journeyman/apprentice ratio established by that union. The District will work with existing apprenticeship programs. The District will contribute to apprenticeship training programs for those trades in which the District has apprentices actively employed. Selection of apprentices by the District shall be done in consultation with the affected union.

OPTIONAL 10-HOUR DAY, 4-DAY WORK WEEK

The District may find it desirable to effect a 10-hour, 4-day workweek with all or some of the maintenance workers on all or some shifts. Before implementing such a schedule, representatives of the District and the DCU shall meet and agree upon the conditions of such a schedule.

EMERGENCY STANDBY

A worker, who agrees and is designated to be on call during evenings, weekends or holidays to meet emergency situations, shall receive one (1) hour of pay for each day they are on call.

INCLEMENT WEATHER

1. If the District closes all schools and offices ("all-District closure day"), maintenance employees are expected and required to report for and work their full shift unless an individual maintenance employee is specifically and individually informed by the District that they cannot report or must leave their shift early. Maintenance employees that are on medical leave, emergency personal/business leave, vacation or any other leave provided under the collective bargaining agreement or protected by law will not be required to report to work.
2. If an individual maintenance employee is unable to report due to unsafe weather conditions, that maintenance employee must inform their supervisor and will be required to use vacation, emergency personal leave or unpaid leave to cover all hours not worked on that day.

3. A maintenance employee who works during an all-District closure day will be compensated in line with their usual compensation, as governed by the collective bargaining agreement for all hours worked during all-District closure days.

TOOLS

If a worker is required to use their personal tools while on duty with the District, the District shall replace any tool loss providing the worker has filed a tool inventory list with, and approved by, the Maintenance Supervisor and the loss is not a result of carelessness or negligence on the part of the workers.

CONTRACTING REFERENCE

A. Prior to awarding a public contract for the construction of a new facility or a major renovation or addition to an existing facility, the District shall give advance notice thereof to DCU. The District and DCU agree to discuss the possibility of a project labor agreement in the event that the District plans a project that is large enough or complex enough to make a project labor agreement beneficial and lawful.

B. All work that is contracted for by the District shall be subject to appropriate BOLI regulations including ORS Chapter 279 and OAR Chapter 839. The parties acknowledge that the District may need to use a competitive bidding process to consider subcontracting work other than that described in paragraph A if the work can be performed more efficiently or cost effectively by a contractor. That includes maintenance work and other work that has historically been performed by bargaining unit members. The primary reason for this subcontracting is not to undercut the wage and benefit package contained in this Agreement. If the District intends to subcontract such work, prior notice will be given to DCU. Subcontracting of such work is allowed provided that the employees of the contractor who hold positions comparable to those described in this Agreement receive an hourly compensation package (including wages, insurance and retirement) that is comparable to the hourly compensation package described in this Agreement for those positions. The only classifications subject to this requirement are those recognized by the Oregon Bureau of Labor and Industries. A comparable compensation package is established by:

    a. Being a signatory to the appropriate craft Master Labor Agreement; or,

    b. Paying the “prevailing wage” as determined by the Oregon Bureau of Labor & Industries; or,

    c. Other equally reliable proof.

    Furthermore, the contractor must agree to provide reasonable information to the District and the DCU to allow an audit of compliance with the provisions of this paragraph.

AFFILIATED UNIONS SERVICING THIS AGREEMENT

Bricklayers Local No. 1 (Appendix D)	503-232-0358
Pacific Northwest Regional Council of Carpenters (Appendix D)	503-261-1862
Cement Masons Local Union 555 (Appendix D)	503-232-9341
Electricians Local Union 48 (Appendices C, D)	503-256-4848
Glaziers Architectural Metal and Glass Workers Local Union 740 (Appendix D)	503-255-3920
Laborers Local Union 737 (Appendix D)	503-801-2209
Linoleum and Carpet Layers Local Union 1236 (Appendix D)	503-255-8444
Machinists District Council 24 (Appendices B, D)	503-238-5550
Painters District Council 55 (Appendix D)	503-257-6644
Plasterers Local Union 82 (Appendix D)	503-232-3257
Plumbers & Steamfitters Local Union 290 (Appendix D)	503-691-5700
Sheet Metal Workers Local Union 16 (Appendix D)	503-254-0123
Teamsters Local Union 206 (Appendix A)	503-251-2344

SIGNATURE PAGE

The parties, by their authorized representatives, have set their hand to this agreement this _____ day of _____, 20___

FOR THE DISTRICT COUNCIL OF UNIONS:

[NAME AND TITLE]	[NAME AND TITLE]
[NAME AND TITLE]	[NAME AND TITLE]
[NAME AND TITLE]	[NAME AND TITLE]
[NAME AND TITLE]	[NAME AND TITLE]
[NAME AND TITLE]	[NAME AND TITLE]
[NAME AND TITLE]	[NAME AND TITLE]

FOR PORTALND SCHOOL DISTRICT NO. 1, MULTNOMAH COUNTY:

[NAME AND TITLE]	[NAME AND TITLE]
[NAME AND TITLE]	[NAME AND TITLE]
[NAME AND TITLE]	[NAME AND TITLE]
[NAME AND TITLE]	[NAME AND TITLE]

AGREEMENT

Between

DISTRICT COUNCIL OF UNIONS

and

PORTLAND PUBLIC SCHOOLS

~~2020~~ 2024 - ~~2023~~2025

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PREAMBLE

This Agreement is entered into by and between the District Council of Unions, hereinafter referred to as the "DCU", and School District #1, Multnomah County, Oregon, hereinafter referred to as the "District".

ARTICLE 1

RECOGNITION AND APPLICATION OF THE AGREEMENT

The District recognizes the DCU as the exclusive bargaining representative for its affiliated unions. This Agreement and appendices shall apply as appropriate to all ~~warehousemen~~ warehouse workers and truck drivers, maintenance workers, and all other classifications specified elsewhere in this Agreement, including the Appendices.

ARTICLE 2

TEMPORARY EMPLOYEES

A. A temporary employee is one who is hired to fill a position with a duration of six (6) consecutive months, or less, or to replace a regular employee on an approved leave of absence or absence due to an on-the-job injury.

B. Temporary employees are entitled to all benefits of this agreement except benefits provided by Article 19 (Reduction of Staff), and 20 (Vacation and Holidays).

~~C. The parties agree that temporary employees' sick leave will be regulated by Portland Public Schools memo dated November 8, 2016 – attached.~~

~~D.~~C. The use of temporary employees shall not be used systematically to avoid hiring regular employees.

~~E.~~D. Temporary employees will, upon re-employment, be given seniority credit for previous time worked as a temporary employee unless a period of six (6) months or more has elapsed since their last period of employment.

E. An exception may be granted for apprentices upon agreement of both parties.

F. TEMPORARY EMPLOYEE SICK LEAVE

1. Temporary employees accrue sick leave based on hours worked at a rate of one (1) hour per thirty (30) hours worked, excluding overtime. Each fiscal year, (July 1 – June 30) up to forty (40) hours of accrued sick time may be used. Sick leave shall not accrue for time not worked (paid or unpaid). All sick leave absences must be taken in one (1) hour increments.

2. All newly hired temporary employees who have worked for at least 91 calendar days may use sick leave that has accrued.

3. Employees are to make reasonable efforts to schedule sick leave, in foreseeable situations, and to provide notification to their manager.

   a. For foreseeable absences, such as pre-scheduled medical appointments, a minimum of twelve (12) hours' notice is required.

   b. For unforeseeable absences, such as sudden illness or medical emergencies, a minimum of two (2) hours' notice is required or as soon as practicable.

4. Paid sick leave can be used for physical or mental illness, injuries, or medical appointments for treatment or preventative care. It can be used for the employee's own health condition, for care of a family member, or for the purposes provided in ORS 653.616.

5. A family member is defined as the spouse of an employee, the biological, adoptive or foster parent or child of the employee, the grandparent or grandchild of the employee, a parent-in-law of the employee or a person with whom the employee was or is in a relationship of in loco parentis.

6. The District will require a physician's statement after three (3) days' absence, prior to returning to work.

ARTICLE 3

STATUS OF AGREEMENT & CONTRACT ADMINISTRATION

A. If there is a conflict between any provision of the body of this Agreement and any of the appendices, the provisions of the Appendix shall be controlling.

B. This Agreement shall modify, replace or add to any policies, rules, regulations, procedures or practices of the District which shall be contrary or inconsistent with its terms. The provisions of this Agreement and specific modifications thereto found in the appendices shall be incorporated into and become part of the established policies, rules, regulations, practices and procedures of the District for employees covered by this Agreement.

C. In the event that any provision of this Agreement is or shall at any time be determined to be contrary to law by a court or agency of competent jurisdiction, all other provisions of this Agreement shall continue in effect. Only the subjects of the deleted provisions and the affected provisions shall be subject to further collective bargaining during the term of this Agreement with respect to the period covered by the Agreement.

D. There shall be two (2) signed copies of the final Agreement for the purpose of records. One

(1) shall be retained by the District, one (1) by DCU.

E. The District shall print and provide sufficient copies to affiliated unions of the DCU for distribution to all employees covered by the Agreement within sixty (60) days following ratification. The District shall provide a copy to all new employees.

F. The Board, the DCU and their respective representatives shall take no action in violation of, or inconsistent with, any provision of this Agreement.

G. The parties acknowledge that during negotiations which resulted in this Agreement, each had the right and opportunity to make demands and proposals with respect to any subjects appropriate for bargaining, and that the understandings and agreements arrived at by the parties are set forth in this Agreement. Therefore, except as otherwise expressly provided for in this Agreement, or as required by State collective bargaining law, the Board and the DCU agree that the other shall not be obligated to negotiate or bargain collectively with respect to any subject matter, during the term of this Agreement.

CONTRACT ADMINISTRATION

At the request of either party, representatives of the DCU and the District shall meet at mutually agreed times and places for the purpose of reviewing the administration of this Agreement.

The District and the DCU shall designate representatives to a Labor and Management Committee. Membership shall be limited to four designees per party. The purpose of the Labor and Management Committee is to: work together to develop operational efficiencies; identify and resolve operational issues; and, improve communication and collaboration. The function of this committee is not intended to bypass the normal grievance procedure nor the articles contained in the DCU Agreement.

ARTICLE 4

COUNCIL RIGHTS

A. The DCU, through its representatives, shall have the right to transact official DCU business relevant to employees on School District property at all reasonable times, provided that it does not interfere with or interrupt classes or other normal School District operations. Such rooms or other appropriate meeting facilities shall be made available for DCU use as requested without charge to the DCU, except that the Board may make reasonable charge when special service is required beyond normal operational practice.

B. The DCU representative shall have the right to use School District facilities and equipment, at reasonable times, when the same are not otherwise in use. The DCU agrees to pay the cost of all materials and supplies incidental to such use.

C. DCU representatives shall make their presence known to the appropriate administrative authority when visiting School District facilities. Such visits shall not interrupt work or disrupt normal School District functions.

D. The DCU shall have the right to make announcements at employee staff meetings or by use of any existing communication procedures not ordinarily available to students.

E. The DCU and its representatives shall have the right to post notices of activities and matters of DCU business and concern on staff bulletin boards. At least one such bulletin board shall be in each School District building. The DCU may use the District mailboxes for communications.

F. The Board shall make available to the DCU upon ample request to the Office of the Superintendent any and all reasonably available information, statistics and records which are relevant to negotiations or necessary for the proper enforcement of the terms of this Agreement.

G. Copies of written work rules which are applicable to a classification of employees and issued by supervision after the execution of this Agreement, for which failure to comply may result in discipline of an employee, shall be posted and provided to the employees and their affiliated DCU union.

H. The District will supply to the DCU President and DCU Vice President ~~and the appropriate representative~~ the employee information required under ORS 243.804(4) on a monthly basis. ~~name, address, last four digits of social security number, classification, rate of pay and date of hire of each newly hired or rehired employee in a bargaining unit position within fourteen (14) days of being hired.~~

~~H.~~I. If a job position covered under the terms of this agreement becomes open and vacant, the District will notify the DCU President and DCU Vice President on or before the day the job is posted.

ARTICLE 5

NO STRIKE CLAUSE

During the life of this Agreement, the DCU or any employee(s) will not authorize, cause, engage in, or sanction any form of illegal concerted work stoppage, boycott, picketing, or any other interruption of work at, within, or concerning any facilities or operations of the School District. The District shall not cause an illegal lockout of employees from their work.

ARTICLE 6

MANAGEMENT RIGHTS CLAUSE

Except as otherwise provided in this Agreement, the DCU agrees that the Board and its designees shall retain control and direction over all matters of inherent managerial policy. Such matters shall include, but are not limited to:

A. The executive management and administrative control of the school system and its functions and programs, including the development of budgets and actions as may be necessary to meet emergency situations;

B. Hire all employees and the right to determine their qualifications and the conditions of their continued employment or their discipline, termination, demotion, promotion or transfer;

C. Assign and direct the work of all employees, and determine the number of shifts and hours and days of work and starting times and scheduling of all employees;

D. Determine the policy affecting the selection, testing or training of employees;

E. Establish the work and school calendar;

F. Determine the services, supplies and equipment necessary to continue its operations and to determine the methods, schedules and standards of operation, the means, methods and processes of carrying on the work, including any changes, automation, or institution of new methods or processes;

G. Adopt rules, and regulations;

H. Determine the location or relocation of its facilities, including the establishment or relocations of schools, buildings, departments, divisions or subdivisions and the relocation or closing of offices, departments, schools, programs, divisions or subdivisions, buildings or other facilities;

I. Determine the placement of operations, production, services, maintenance or distribution of work and the source of materials and supplies;

J. Determine the financial policies, including all accounting procedures and all matters pertaining to public relations;

K. Determine the size of the management organization, its functions, authority, amount of supervision and table of organization; and,

L. Select and utilize technology.

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the District shall be limited only by the specific terms of this Agreement and are subject to the duty to bargain under ORS 243.650 et. seq. Whenever practicable, the District shall inform the DCU of any significant issues affecting employees covered by this Agreement.

ARTICLE 7

PAYROLL DEDUCTIONS

1. Any employee who is a member of the DCU, or who has applied for membership, may sign and deliver through the DCU to the District's Payroll Office an assignment authorizing deduction of membership dues in the DCU. Such authorization shall continue in effect from year to year unless revoked in writing between September 1 and October 1 of any year. Pursuant to such authorization the District shall deduct the regular monthly dues from a

regular salary check of the employee during each calendar month. With respect to all sums deducted by the District pursuant to said authorizations, the District agrees to remit such items within ten (10) days from the date of deduction to the DCU affiliate.

2. Upon appropriate written request from the employee, the District shall deduct from the salary of any employee and make direct deposit or other appropriate remittance for the following approved deductions:

   Approved Charitable Organizations

   School District No. 1 Health and Welfare Trust Premiums Credit Union (On Point Community Credit Union)

   Up to two (2) different accounts with financial institutions Fixed or Variable Tax Deferred Annuity Plans

   I.R.C. Section 125 Flexible Spending Account Plan

ARTICLE 8

BARGAINING UNIT AFFILIATION

~~A. The District will supply to the appropriate DCU affiliated union the name, address, last 4 digits of the social security number, classification and date of hire of each newly hired or rehired employee on a monthly basis.~~

~~B.~~A. A representative from DCU or the appropriate affiliated union may meet with a newly hired employee during the employee's orientation for up to one hour. If the employee's orientation will not occur within thirty (30) days of the date of hire or if the employee will not be given a formal orientation, a representative from DCU or the appropriate affiliated union may meet with the newly hired employee within thirty (30) days of hire at a time mutually agreed upon between the union representative and the District.

~~C.~~B. The DCU affiliated unions agree that they will indemnify, defend and save harmless the District and all persons acting on behalf of the District from all suit actions, proceedings, complaints, claims, liability or expense resulting from the implementation or enforcement of this Article, Article 7, or any provision thereof.

ARTICLE 9

MAINTENANCE OF BENEFITS

No employee covered by this Agreement shall suffer any reduction in rate of pay or fringe benefits solely as a result of the execution of this Agreement excluding any changes to healthcare benefits under Article 17.

ARTICLE 10

GRIEVANCE PROCEDURE

~~PPS and DCU will form a Task Force to review and clarify the grievance procedure. The Task Force will begin meeting no later than 60 days after ratification of the Collective Bargaining Agreement.~~

The purpose of this procedure is to provide for an orderly adjustment of grievances contended by an employee or group of employees.

SECTION 1
DEFINITIONS

1. An "aggrieved" is an employee or group of employees who initiate a complaint alleging they have been directly injured through a violation of the terms of this Agreement. The term "aggrieved" also includes the DCU with respect to alleged violations of its organizational rights under this Agreement.
2. A "grievance" shall mean a contention by an aggrieved that they have been directly injured by a violation of this Agreement. The term "grievance" shall not include and this procedure shall not apply to any of the following:
   a. Any matter as to which the Board of Education is without authority to act.
   b. Any matter for which a specific administrative or judicial remedy has been prescribed by the State and/or Federal Statute. (Such as employment discrimination, health and safety, etc.)
   c. Any dispute concerning whether any part of this Agreement became effective or ceased to be effective.
3. For the purpose of this article, the term "days" shall mean work days excluding weekends and holidays.

STEP 1
The aggrieved employee shall first discuss the grievance with their supervisor, or other administrator whose action is alleged to have violated this Agreement within thirty (30) days of the alleged violation. The employee may be represented as described in Section 2. The supervisor shall respond within ten (10) days following the date the grievance was presented.

STEP 2
If no settlement is reached at Step 1, within ten (10) days the DCU or affiliated union may submit the grievance ~~shall be submitted~~ in writing to the department head who shall promptly ~~conduct an investigation~~investigate the allegations in the grievance. The department head will schedule and conduct a Step 2 grievance ~~If the investigation includes a~~ meeting within fifteen (15) days from the date the grievance is advanced. If a Step 2 grievance meeting is held where the aggrieved is present, they may be represented according to Section 2. Grievances regarding discipline shall be filed in writing by the DCU or affiliated union at ~~step~~ Step 2 within ten (10) days of the alleged violation. Grievances regarding DCU alleging violations of its organizational rights under this agreement must be filed in writing at Step 2 within ten (10) days of the alleged violation. Within ten (10) days following the ~~investigation~~ Step 2 grievance meeting, the department head shall render a decision~~,~~ in writing~~, shall be rendered~~.

STEP 3

If the grievance is not resolved at Step 2, within ten (10) days following the department head's written decision, the DCU ~~it~~ or affiliated union may ~~be appealed~~advance the grievance to Step 3 in a written notice to ~~within ten (10) days to~~ the Senior Director of Employee & Labor Relations (or designee). A Step 3 grievance meeting shall be scheduled. ~~to schedule a meeting.~~ A grievance regarding discharge shall be filed at ~~step~~ Step 3 within ten (10) days of the alleged violation. Within ten (10) days following the Step 3 grievance meeting, the Senior Director of Labor Relations (or designee) shall render a written ~~a~~ decision~~, in writing, shall be rendered~~.

~~The parties to this Agreement shall, within ten (10) days appoint members to a grievance committee. The Committee shall consist of four (4) members of which two (2) shall be appointed by the DCU and two (2) by the District. The Committee shall convene within ten (10) days from the time its members are appointed and shall review the record of the grievance and may conduct a hearing on the grievance. Within ten (10) days of completion of the review or hearing, the Committee shall issue its decision in writing. A majority decision by the Committee shall be final and binding. The committee's decision shall be confined exclusively to the explicit provision(s) of this Agreement at issue between the parties and shall not add to, detract from, remove, alter or amend or in any other way modify any provision of this Agreement.~~

STEP 4

If no settlement is reached at Step 3, the affected DCU affiliated union and/or the DCU may, within ten (10) days following the Step 3 decision, ~~shall~~ notify the District in writing of intent to arbitrate and may request a list of arbitrators from the Employee Relations Board as provided below.

A. The arbitrator shall be selected from a list of seven (7) arbitrators from Oregon and Washington, provided by the Employment Relations Board. Each party shall then alternately strike one name from the list until one remains and such person shall be the arbitrator. Nothing is intended to preclude the parties from mutually agreeing on an arbitrator.

B. Neither an employee nor a DCU affiliated union may appeal to arbitration without approval of the DCU and without notice to the District of the appeal to arbitration.

C. The arbitrator must render their decision in writing within thirty (30) days following completion of the hearing.

D. The arbitrator's decision shall be confined exclusively to the explicit provision(s) of this Agreement at issue between the parties. The arbitrator shall have no authority to add to, detract from, remove, alter or amend or in any other way modify any provision of this agreement or impose on any party hereto a limitation or obligation not explicitly provided for in this agreement. The arbitrator shall not substitute their judgment for that of either the District or the DCU.

E. The decision of the arbitrator shall be binding of all parties, provided: (1) the arbitrator must restrict their decision to interpretation of the Agreement, (2) is in accordance with the legal meaning of this Agreement, (3) is based on substantial evidence, and (4) does not result in an obligation to pay money beyond amounts budgeted for the particular item or purpose in the

current budget.

F. Should either party wish to seek review of an arbitrator's decision, proceedings must be instituted in a court or agency of competent jurisdiction within thirty (30) days of the effective date of the arbitrator's decision.

G. Cost charged by the arbitrator shall be shared equally ~~fully borne~~ by the ~~losing~~ party~~y~~ies ~~in the arbitration~~ as determined by the arbitrator.

SECTION 2
GENERAL PROCEDURES

A. The aggrieved must be present at Step 1 and may be present at all others. In processing the grievance, the grievant may:

1. Represent themselves as described in Step 1 of this grievance procedure, or

2. Be represented by their union at the union's expense. The number of days indicated at each level should be considered maximum, and every effort should be made to expedite the process.

B. It may at times become necessary to extend time limits. These extensions are to be kept to a minimum and must be mutually consented to in writing by the parties involved.

C. Failure at any step of this procedure to communicate the decision in writing on a grievance within the specified time limits shall permit the grievant to proceed to the next step. Failure at any step of this procedure to appeal a decision to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered at that step.

D. The District ~~Board and its administrators~~ shall cooperate with the grievant in the investigations of any grievance, and further will furnish the grievant or their representative with such necessary and readily available information as requested for the processing of any grievance.

E. Except as otherwise provided by law, an employee shall invoke and exhaust the grievance procedure remedies before resorting to any other legal or administrative remedies for the conduct complained of, and failure to do so shall preclude resort to such other remedies.

F. A representative of the DCU may be present at all steps of the procedure. The DCU will be notified promptly of the terms of the final decision or settlement of any written grievance filed and may itself file a grievance based on an alleged inconsistency thereof with this Agreement within ten (10) days from receipt of such notice.

G. ~~The District shall continue to provide for employees covered by this Agreement a separate grievance procedure with respect to issues arising solely under policies and regulations, which are not covered by this Agreement.~~

ARTICLE 11
DISCIPLINE, DEMOTION AND DISCHARGE

A. No employee shall be disciplined without cause. For the purpose of this Article, discipline shall include written warnings and reprimands (excluding evaluations) placed in the employee's personnel file, suspension or discharge.

B. If a complaint, that is, an allegation brought by a citizen or non-supervisory third party is used to support disciplinary action, the supervisor shall cause the complaint to be reduced to writing and placed in the personnel file. The name of the complainant shall be disclosed if the employee so requests.

C. An employee who is disciplined or discharged has the right to use the grievance procedure.

D. An employee shall have the right to request and have a representative present at any meeting, called by the supervisor, which the employee reasonably believes the information they give may result in ~~their being~~ discipline~~d~~. Prior to such a meeting, the employee will be notified of its purpose. The right of representation will not exist when the meeting relates solely to evaluation of the employee's work performance.

E. ~~Oral warnings and d~~Discipline shall be administered in private and shall be progressive. The nature of the offense shall determine where progressive discipline is initiated. This section shall not apply to warnings related to safety issues.

F. Prior to discipline, discharge or demotion as a result of unsatisfactory performance, an employee shall be given the reason, in writing, such action is to be taken.

G. Where the District determines that the nature of the offense is such that the unsatisfactory ~~behavior~~ conduct or performance of the employee can be corrected and warrants continuance of employment, it shall so inform the employee, in writing, and provide the employee with an opportunity to correct the unsatisfactory performance.

H. Where the District determines that the nature of the alleged misconduct necessitates the removal of the employee from the workplace, the District will place the employee on paid administrative leave pending the outcome of the District's investigation.~~offense is such that immediate suspension is necessary, the employee may be suspended immediately from employment with the District until such charges are investigated by the Human Resources Department and a decision is made to continue or to discontinue that employee's employment. If the employee is cleared of the charges, said employee shall be reinstated without loss of pay or accrued benefits~~.

I. The probationary period for newly hired employees will be six (6) calendar months. Termination of probationary employees shall not be subject to appeal unless there is a question of fact.

J. The District will not rely solely on information obtained through the utilization of GPS systems in order to discipline employees. The District agrees to provide introductory training and orientation to employees who drive vehicles equipped with a GPS device.

ARTICLE 12

NON-DISCRIMINATION

In administering the terms and conditions of this Agreement, the parties agree to comply with applicable State and/or Federal Statutes and/or regulations regarding nondiscrimination, i.e., on the basis of age, gender, religion, race, color, national origin, disability, marital status, sexual orientation, veteran status, union or political activity and association or other category protected by Federal, State or Municipal law. It is the expressed intent of the DCU, in executing this Agreement, that the Board and its designees shall retain sole control and direction over the District's compliance with such laws and/or regulations and that this Article shall in no way be interpreted as affecting the application thereof. The DCU shall use its best efforts to direct employees complaining of such discrimination to appropriate District administrative remedies. It is the intention of the parties that the interpretation given to this Article shall be consistent with the proper interpretation of the provision of the Oregon Fair Employment Practices Law contained in ORS 659A.321 and 659A.030.

ARTICLE 13

PERSONNEL FILE

A. Each employee shall have the right, upon request, to review the contents of their own personnel file in accordance with ORS 652.750. Only one official personnel file shall be maintained by the District for each employee.

B. A representative of the DCU or counsel for the employee may, at the employee's request, accompany them in this review. An employee may request that letters of warning and reprimand (excluding evaluations) be removed from their file after two (2) years, provided that no subsequent such entries have been made into that file.

C. The District shall provide an employee with a copy of any materials placed in their file. Materials placed in an employee's file shall bear the date of such placement. An employee may respond in writing within thirty (30) days to any material placed in such file, and the response shall become part of the file.

D. Anonymous materials shall not be placed in the personnel file.

ARTICLE 14

OVERTIME AND CALL BACK

A. OVERTIME

1. Overtime shall be work performed by an employee which is scheduled by the District prior to the completion of, or beginning of, the employee's shift and is in excess of eight (8) hours in one day or forty (40) hours in one week. Overtime shall be compensated at time and one- half of the employee's hourly rate. The overtime rate shall also apply to work performed on Saturdays and Sundays unless such days fall within an employee's regular work week assignment.
2. An employee scheduled to work on their regular day off shall be guaranteed a minimum of four (4) hours of work.

B. CALL BACK

1. An employee called back to work after completing a shift shall be compensated at the greater of the following:
    a. Overtime rate times actual hours worked (which shall include reasonable time of travel to and from their home, not to exceed twenty (20) minutes each way), or
    b. Four (4) hours of straight time pay.
    c. Employees shall have a minimum of eight (8) hours off duty following a call back before returning to work on a regular shift with no loss of pay. Employees who are required to return to work without such eight (8) hours off duty shall be paid at the overtime rate for all hours worked until such time as they have received eight (8) hours off duty.
2. If the employee is called back to work on their regular day off, the minimum provided in A.2 will apply.
3. An employee who is called after hours for work-related consultation shall be compensated one (1) hour at the overtime rate.

C. EXTENSION OF WORK YEAR

Work performed outside an employee's regular work year shall not be viewed as call back and shall not qualify for overtime unless it exceeds eight (8) hours in one (1) day or is performed on Saturdays, Sundays, or a holiday. The employee shall be guaranteed a minimum of four (4) hours straight time pay unless a different minimum is set forth in the applicable Appendix of this Agreement.

D. OVERTIME ON HOLIDAYS

An employee who works on a paid holiday (See Article 20) shall receive holiday pay plus their overtime rate for hours worked.

E. COMPENSATORY TIME

Unless the appropriate appendix provides otherwise, in lieu of pay, compensatory time off at the overtime rate may be specified by the District. However, time off or pay must be granted by the

end of the next calendar month following the month in which the overtime was worked.

ARTICLE 15

LUNCH AND REST PERIODS

A. Each employee working more than four (4) hours per day shall be entitled to a minimum of one-half (1/2) hour duty free lunch period without pay.

B. Employees shall receive a fifteen (15) minute rest period during each four (4) hours of work not to exceed two (2) such breaks during a regular eight (8) hour day, whenever practicable.

ARTICLE 16

LEAVES

This article is intended to comply fully with the requirements of the Oregon Paid Sick Leave Law, Paid Leave Oregon (PLO), the Oregon Family Medical Leave Act (OFLA), and Federal Medical Leave Act (FMLA). Leaves provided under this Article are intended to meet the legitimate needs of employees. ~~The use of leaves must be limited to instances of personal need and are not to be abused.~~ Any abuse of leave~~s~~ may be subject to the provisions of Article 11. ~~Except in extenuating circumstances, leave categories may not be combined for a period of continuous absence.~~ When appropriate and lawful, the leave provisions in this Article 16 run concurrently with any leave protected by state or federal law.

A. SICK LEAVE

1. Employees who are employed on a regularly scheduled basis shall be entitled to sick pay on account of sickness at a rate equivalent to one (1) day per month, based upon the employee's scheduled work. The use of sick pay shall be limited to personal illness of the employee, including medical or dental appointments.

2. Employees who have completed one (1) full year of service with the District shall be accredited with the equivalent annual sick leave at the beginning of each fiscal or school year. Such advance credit is based upon one (1) day per month worked. If an employee uses the advance credit in excess of that which would be normal accrual and terminates employment, the District shall be entitled to recover from the employee's final paycheck, an amount of money equal to the amount paid for overused sick leave. Other employees shall be credited at the rate of one (1) day for each month worked. Employees working fifty percent (50%) of the month or more shall be accredited with a full day's sick leave. Accrual of sick pay shall continue during any period of absence ~~covered~~ paid by the District.~~by earned vacation time.~~

3. Sick leave days may be accumulated by employees only if not used in the year for which granted. Total sick leave which can be accumulated shall be unlimited.

4. When an employee has exhausted their accumulated sick leave credits, they shall be entitled, in the event of illness, to receive "reserve sick leave" in the amount of one (1) day for

each year of service at two- thirds (2/3) of their daily rate of pay. Such additional allowance shall not accumulate and each year's allowance may only be used once. Employees must use the same leave request and prior notification procedures for reserve sick leave that applies for regular sick leave.

5. Employees shall not be credited with any sick leave days with respect to periods during which they are on an unpaid, unprotected leave of absence from work for the District of more than one (1) month duration; their accumulated sick leave shall not be charged with days of sickness during such leave; and they shall not be paid for days of illness during such leave except when the illness or injury is the factor which entitled the employee to the leave in question.

6. Employees who are absent four (4) or more~~five (5)~~ consecutively scheduled work-days ~~or more in a fiscal year, based upon the employee's work schedule, must~~ may be required to submit a physician's statement or other appropriate verifying documentation upon return to work. ~~Subsequently, the District will require a physician's statement after three (3) days absence, prior to returning to work.~~

7. The District will establish a Sick Leave Bank, for which the DCU may solicit voluntary contributions from employees of up to five hundred (500) hours per year for use by employees who have exhausted their sick leave. The guidelines for use of the Sick Leave Bank will be jointly developed by the District and the DCU which will include the following:

   a. Use of hours from the Bank shall only be approved in case of critical illness or injury of an employee.

   b. The employee must have exhausted all of their accumulated sick leave and vacation hours.

   c. To be eligible, an employee must have been employed by the District for two (2) years or more.

   d. Request for use of the Sick Leave Bank will be jointly approved by the DCU and the District. Requests of less than five (5) days or more than twenty (20) days will not be considered.

   e. The Sick Leave Bank will not be used in association with a worker's compensation claim.

   f. Employees' contribution to the Bank shall be for not less than four (4) hours nor more than one hundred (100) hours.

B. OTHER PAID LEAVES

An employee who is on an authorized paid leave as provided by this Section shall receive no loss of pay or benefits.

1. Family Illness

   a. All employees shall receive up to three (3) additional days per fiscal year with pay in

case of illness of a member of the employee's immediate family. "Immediate Family" shall be interpreted to mean spouse, children, parents, grandparents, grandchildren, mother-in-law, father-in-law, brothers and sisters of the employee, and also any person living in the home with the employee (use of this leave shall be for instances where care or attention by the employee is necessary). In the event that emergency conditions arise, an extension of family leaves shall be determined upon the merits of the individual case by the Office of the Superintendent (or designee). Employees who commence employment after the end of the first semester shall be entitled to one-and-one-half (1.5) days of family illness leave. After utilizing the available days for family illness leave, the employee may charge against their accumulated sick leave when additional time is needed to provide care for a member of the employee's immediate family.

b. When an employee is laid off, accumulated sick leave will be frozen, and when the employee is recalled from layoff, such sick leave will be reinstated for that employee.

~~8.~~2. Absence Due to Quarantine or Isolation

An employee's absence from work because of quarantine or isolation to prevent the spread of a communicable disease by the appropriate public health official shall not be charged against the employee's sick leave and the employee shall suffer no loss in pay. Quarantine or isolation pay will not extend past the standard quarantine or isolation period established by the local public health authority, but in no event shall it exceed thirty (30) days.

~~2.~~ To q~~q~~ualify for quarantine or isolation pay under this Section, an employee must be fully vaccinated (if a vaccine is available) as defined under guidelines set by the federal and state health authority, including any boosters. ~~An employee's absence from work because of quarantine by the appropriate public health official shall not be charged against the employee's sick leave and the employee shall suffer no loss in pay during such a period as a result of the quarantine; provided, however, that such quarantine is declared solely for the purpose of preventing the spread of a communicable disease to others.~~

3. Paid Leave Oregon (PLO) Top Off

a. Employees may, at their request, elect to top off PLO benefits up to 100% of the employee's average weekly wage (as defined by PLO) using other accrued paid leave balances when they apply.

b. If the employee elects to top off, the District will pay the top off directly to the employee in accordance with the District's usual practices for use of paid leave.

c. Any overpayment of top off must be repaid by the employee. In the event of such an overpayment, PPS will seek to adjust employee's leave balance to true up the top-off payment accordingly.

d. Employees who elect to top off will use leave balances towards the top off in the

following order for the following conditions:

- 1. employee health condition: sick, personal, vacation (if applicable)
- 2. family health condition: family illness, sick, personal, vacation (if applicable)
- 3. maternity/parental: sick, personal, family illness, vacation (if applicable)

~~9.~~4. Funeral Leave

a. An employee shall be permitted an absence of up to one (1) day to attend the funeral of a relative or friend, although one-half day would generally be sufficient. When, in their opinion circumstances demand it, the Supervisor shall authorize two (2) days leave to attend the funeral of a relative.

~~a.~~b. An employee who is absent because of a death in their immediate family shall be permitted three (3) consecutive days (or in the case of spouse, parent or child, five (5) consecutive days) and two (2) additional days at two-thirds (2/3) of their scheduled salary. "Immediate Family" shall be interpreted to mean spouse, children, parents, grandparents, grandchildren, mother-in-law, father-in-law, brothers or sisters. Any other person living in the home of the employee shall be considered as immediate family providing the employee was responsible for the care of such person. In the event of death in the employee's immediate family during the employee's vacation time, they shall be entitled to the funeral leave provided by this Section in addition to accrued vacation time.

~~10.~~5. Emergency/Personal Business Leave

Employees employed on a regularly scheduled basis shall be entitled to three (3) days leave per work year without loss of pay under the following circumstances:

a. In the case of unanticipated circumstances beyond the employee's control and for which prior planning cannot be made; or,

b. For attending to matters which cannot be scheduled outside the employee's work hours and for which the personal attention of the employee is required. In such cases, a request indicating the reason for the leave must be made to the responsible administrator at least twenty-four (24) hours in advance.

Such leaves shall not be used for recreation, other employment, union or political activities, or to extend other leave categories as provided by this Agreement, unless on ~~an~~ approved Paid Leave Oregon (PLO), Federal Family and Medical Leave (FMLA) or Oregon Family Leave (OFLA).

~~11.~~6. Mandatory Court Appearances

a. An employee subpoenaed to appear as a court witness shall be excused from their work assignment without loss of pay, provided that the employee shall submit any witness fee received to the School District Business Office along with a copy of the

subpoena. In cases where the employee is a plaintiff or defendant to the action, absence will be without pay or, at the employee's election, emergency leave as provided in Paragraph 4. An employee required to appear in court as a co-plaintiff or co-defendant with the District shall be released without loss of pay.

b. An employee subpoenaed for jury duty shall be excused from their work assignment without loss of pay provided that the employee shall submit any jury fee received to the School District Business Office along with a copy of the subpoena. On days when the employee is excused from jury duty, they shall report to their work assignment provided four (4) hours or more of their workday remains at the time they are excused; and provided that length of time on jury duty prior to excuse and their work day with the District shall not exceed their normal workday.

~~B.~~C. UNPAID LEAVES

1. Special Leaves of Absence

Employees who have been continuously employed for two (2) or more years may apply for a special leave of absence without pay. The Superintendent (or designee) shall exercise discretion in the granting of such leaves. Such leaves shall not exceed one (1) year without special authorization of the Board. Employees on such leaves shall not be permitted to engage in remunerative service without the approval of the Superintendent (or designee). Leaves under this Section shall be consistent with the Oregon Family Leave Laws and the Federal Family and Medical Leave Act of 1993.

2. Child Care Leave

a. An employee covered by this Agreement shall be eligible for a child care leave (maternity, paternity or adoption) for up to six (6) months. The District may, upon written request, extend such leave for additional periods of time.

b. An employee who returns to duty following a child care leave shall be entitled to any step increases received by other employees within their classification provided they were continuously employed for at least one-half (1/2) of their designated work year immediately prior to beginning the leave.

c. The District shall retain full control and authority to establish policies and regulations in accordance with State statutes, regarding the administration of maternity and child care leaves. Such policies and regulations may include, but not be limited to: application procedures, requirements for physician statements, return procedures, etc. Such policies and regulations shall not be considered as part of this Agreement.

3. Federal Family Medical Leave Act and Oregon Family Leave Act

Family medical leave shall be granted according to the provisions of Federal Family Medical Leave Act and Oregon Family Leave Act (FMLA and OFLA). If there is a conflict in the two (2)

statutes, the employee gets the greater benefit.

The District may require employees to utilize all accrued paid leave if on an approved FMLA/OFLA leave of absence.

4. Military Leave

The District shall be solely responsible for the establishment of a military leave policy required by state and federal law including ORS 408.210 through 408.290.

~~C.~~D. RETURN FROM LEAVE

Employees who are on an approved leave shall have the right to return to their position within twelve (12) calendar months providing the position continues to exist. Employees who are hired to replace an employee on an approved leave shall be considered as a temporary employee.

ARTICLE 17

INSURANCE

A. HEALTH AND WELFARE TRUST

1. The District shall contribute to the School District No. 1 Health and Welfare Trust, the cost of full time bargaining unit members and their dependents and domestic partners participating in the insurance plans of the Trust.

   a. Effective January 1, 2024~~0~~, the District shall contribute to the School District No.1 Health and Welfare Trust, a contribution not to exceed $1,570~~355~~.00 per participating full-time eligible employee, per month.

   b. Effective January 1, 2025~~1~~, the District shall contribute to the School District No.1 Health and Welfare Trust, a contribution not to exceed $1,616~~423~~.00 per participating full-time eligible employee, per month.

   ~~c. Effective January 1, 2022, the District shall contribute to the School District No.1 Health and Welfare Trust, a contribution not to exceed $1,480.00 per participating full-time eligible employee per month.~~

   ~~d. Effective January 1, 2023, the District shall contribute to the School District No. 1 Health and Welfare Trust, a contribution not to exceed $1,524.00 per participating full-time eligible employee per month.~~

   ~~e.~~c. All employee groups with exception of employees covered by Appendices A and C, shall have the options available under the package provided by the School District No. 1 Health and Welfare Trust. Employees in Appendix A (Warehouse Workers and Truck Drivers) and Appendix C (Television Services) have negotiated to participate in the insurance plans offered by the Teamsters 206 Employers Trust.

~~f.~~d. The employee's portion of the monthly premium shall be made through a "lump-sum" deduction from their paycheck. Should the appropriate tax codes allow, said deduction shall be made on a pre-tax basis upon proper authorization from the employee. Should the District's payroll system allow, said deduction shall be made on the employee's first (1st) paycheck of the month for which the contribution is made.

2. During the life of this agreement, should the District increase the health insurance contribution of SEIU, PFSP, ATU, or the unrepresented employees of the District, at the DCU's discretion, this Article may be reopened for further negotiation under the expedited bargaining rules.

B. WORKER'S COMPENSATION

All employees of the District are eligible for State workers' compensation benefits. For absence due to a compensable injury as defined in ORS Chapter 656, an employee shall retain the compensation check that they receive for time lost. The employee may supplement their compensation check with accrued accumulated sick leave. Coordination of Workers' Compensation benefits and Sick Leave Benefits shall be in accordance with applicable state regulation. For purpose of this Paragraph, it shall be considered that an employee's "regular check" paid in a particular payroll period is for services during all that payroll period. For instance, a monthly check paid in August equaling one-twelfth (1/12) of the employee's annual salary shall be deemed compensation for services during August so that workers' compensation benefits received with respect to all or part of that month would be deducted from the amount regularly payable as compensation from the District for such month. Employees who are absent due to an on-the-job injury shall continue to accumulate vacation credits.

ARTICLE 18

SAFETY

A. SAFETY

1. The District shall maintain safe working conditions in accordance with established federal and state regulations. The District and employees covered under this Agreement should work to avoid or minimize hazards.

2. The parties agree to comply with Oregon OSHA regulations.

3. SAFETY FOOTWEAR. The District will pay an allowance of $~~150~~200 per fiscal year to each employee who is required by the District to wear safety footwear when performing their regular work duties~~working under Appendix D~~. ~~Newly hired regular maintenance employees will receive a pro-rata amount determined by the date of hire. For example, if an employee is hired on January 1st, they will receive 50% of the annual stipend. Where the District determines safety toe shoes are warranted, all provisions of Appendix B "Specialized Footwear" shall apply.~~

   Definition: safety ~~toe work shoes~~footwear shall mean safety shoes and boots ~~which~~that meet the most current ASTM standard that provides both impact and compression protection (currently ASTM F2413-18~~11 I75 C/75~~).

B. PHYSICAL EXAMINATIONS

1. In the interest of safety and the wellbeing of students, employees and the public, the District and the DCU and its affiliated unions agree to the objective of a substance free workplace. The District, at its discretion, may require that new employees have a medical examination including substance testing.
2. Such examination of a current employee(s) may also be required:
   a. When supervision has reason to suspect employee conduct in violation of this drug and alcohol policy. Reasonable suspicion may be based on observations that the employer can describe, such as appearance, behavior, speech, breath odor, bodily symptoms, paraphernalia, or such other reasonable and responsible reason.
   b. In the event of direct involvement or possible involvement in any type of accident or near- accident in which it can be shown that the employee's behavior, judgment, actions, or lack thereof reasonably contributed to the accident or potential accident, injury, or damage to property or equipment.
3. The District will comply with the Omnibus Testing Act of 1991 and will pay for post-accident, random, re-employment, and reasonable suspicion abuse testing. Before implementing random testing, the District will notify DCU and engage in bargaining upon request by DCU.

C. PROPERTY LOSS

The District shall reimburse employees for loss of personal property, excluding the employee's automobile, which occurs while the employee is on duty under the following circumstances:

1. When the loss is a result of any unwarranted assault on the employee's person suffered while on duty.
2. Property stolen by the use of forcible entry on a locked container. Reimbursement shall be at replacement costs (not exceeding actual cost) less any insurance or worker's compensation reimbursement. Reimbursement shall not be made for losses less than five dollars ($5.00) or that portion in excess of four hundred dollars ($400.00) and shall not be made when carelessness or negligence on the part of the employee was evident.

   Employees shall cooperate and support the District in its investigation and resolution of any reported loss. The District will provide assistance in attempting to investigate and/or reclaim other stolen or damaged personal property including automobiles.

D. FINGERPRINTING

The District will pay for the costs of record checks and fingerprinting of existing employees as required by state law.

ARTICLE 19

REDUCTION OF STAFF

A. The District will consider all available alternatives prior to considering staffing reductions, including transfer to a vacant position provided the employee meets the minimum qualifications for the position. In the event the District determines a staff, classification, or employee group reduction becomes necessary, the District will release personnel in the inverse order of their length of service but may give consideration to special qualifications and experience, and minority employment. In the absence of such considerations and exemptions, layoff shall be based on seniority.

B. Notice to DCU. The District will provide DCU as much advanced notice as practicable of anticipated reductions. The District will meet with DCU within five (5) working days following the notice of anticipated reductions. ~~shall be provided the opportunity to consult with the District when the necessity of such reductions is determined.~~Upon request, the District will provide a current seniority list and copies of any non-privileged materials relied upon to determine the necessity of a reduction.

~~A.~~C. Notice to Employee(s). ~~Whenever possible,~~ The District will provide at least two (2) weeks written notice of layoff ~~shall be given~~ to each employee to be laid off under the provisions of this Article and ~~a~~ will provide a copy to DCU. If an employee receives less than two (2) weeks advanced notice before the layoff date, the District will compensate the employee in an amount equal to the base wage the employee would have earned for the remainder of the two (2) week period had the layoff not occurred. ~~Persons given such notice may not exercise the paid leave provisions of Article 16, except for sick leave when supported by a doctor's statement, quarantine, mandatory court appearances or jury duty.~~ This provision applies only to regular employees.

~~B.~~D. Reductions shall be accomplished within employee classifications which are within employee groups. For the purpose of this Article, an employee group shall be considered as a category of employees, such as carpenters. An employee classification is a level of assignment within that group, such as foreperson. Reductions shall be by seniority within a classification; however, the District may assign employees from a higher classification to a lower classification within an employee group. The District shall not assign employees to a lower salary level without a corresponding change in job assignment or responsibility.

E. Employees who have received a written notice of layoff may apply to any open and vacant position(s) in the District.

~~C.~~F. An employee who rejects an assignment of equal pay and classification shall, by doing so, forfeit all rights under this Article. An employee offered an assignment of lower classification and salary, due to staff reduction, may elect layoff and retain the recall rights provided by this Article.

~~D.~~G. An employee who is terminated due to such reduction in staff shall have preference in filling positions within their employee classification and shall be recalled by the District for employment in such classification based upon seniority with the District; provided, however,

they are qualified for the assignment. Employees so terminated shall retain such right of recall for a period of ~~three~~ two (~~3~~2) years from the date of termination. The District will email and mail recall notices by certified mail to the last addresses reflected in the employee's official personnel file. Recalled employees must indicate their acceptance in writing within five (5) business days following receipt of the notice of recall. Employees so recalled by the District shall be reinstated with seniority rights accumulated as of the date of their termination. Any employee recalled by the District for a position comparable to the one from which they were terminated and who rejects such an assignment shall relinquish all rights provided in this Article and Agreement.

~~E.~~H. By May 30, the District shall attempt to notify employees, whose work years correspond with the school year, of the intended employment status with the District for the following school year. Failure by the District to provide such notice of changes in staffing plans following issuance of notification will not interfere with the authority of the District to reassign or terminate an employee.

~~F.~~I. This Article shall not apply to employees hired on a temporary basis. A temporary employee is one who is hired to fill a position with a duration of six (6) consecutive months, or less, or to replace a regular employee on an approved leave of absence or absence due to an on- the-job injury.

~~G.~~J. A regular employee laid off in accordance with this Agreement who is employed elsewhere will not forfeit future recall rights by declining reemployment with the District when the anticipated period of work is less than ninety~~thirty~~ (~~3~~90) calendar days. An employee who does return to work for a short-term assignment of less than ninety~~thirty~~ (~~3~~90) calendar days will not accrue additional seniority. ~~Maintenance employees who otherwise qualify for the early retiree medical plan in Article 17.2 must have completed fifteen (15) years of accumulative service with the District if the reason for the breaks in service has been layoff.~~

~~H.~~K. See the individual appendices for additions and/or exceptions to this Article.

~~I.~~L. All temporary employees, including retirees continuing to work, shall be terminated before any full- time employees are laid off within classification.

ARTICLE 20

VACATIONS AND HOLIDAYS

A. Employees who are employed on a twelve (12) month basis shall accrue ~~receive~~ vacation with pay on a monthly basis as follows:

~~MONTHLY ACCRUAL~~

~~1-4 years of service~~	~~10 days~~	~~6.7 hours~~
~~5 years of service~~	~~11 days~~	~~7.4 hours~~

~~6 years of service~~	~~12 days~~	~~8.0 hours~~
~~7 years of service~~	~~13 days~~	~~8.7 hours~~
~~8 years of service~~	~~14 days~~	~~9.4 hours~~
~~9 years of service~~	~~15 days~~	~~10.0 hours~~
~~10 years of service~~	~~16 days~~	~~10.7 hours~~
~~11 years of service~~	~~17 days~~	~~11.4 hours~~
~~12 years of service~~	~~18 days~~	~~12.0 hours~~
~~13 years of service~~	~~19 days~~	~~12.7 hours~~
~~14 years of service~~	~~20 days~~	~~13.4 hours~~
~~15 years of service~~	~~21 days~~	~~14.0 hours~~
~~16 years of service~~	~~22 days (max)~~	~~14.7 hours~~

Completed Years of Service	Annual Vacation (days)	Rate of Monthly Accrual
~~Less than~~ 2 years and less	10 days	6.7 hours
3 - 6 years	15 days	10.0 hours
7 - 10 years	18 days	12.0 hours
11 - 14 years	20 days	13.4 hours
15 years and above	22 days	14.7 hours

Employees shall accumulate vacation credits at the appropriate above monthly accrual rate following completion of each month worked. For employees with dates of hire after the first working day of a month, accrual shall begin (and/or be increased to the next step) the following month. For the purpose of this Article "month worked" shall mean on-the-job time, vacation time and authorized paid leave. New employees shall ~~generally not~~ be eligible to take vacation upon successful completion of their probationary period~~until completing one (1) year of service~~. Exceptions may be made upon approval of the employee's supervisor. However, at no time shall an employee take paid vacation against time not yet earned.

Vacation~~s~~ requests must be submitted to~~scheduled through~~ an employee's supervisor at least seven calendar days in advance, and vacation requests are subject to supervisory approval. A supervisor may require that vacations be scheduled at a time least disruptive to the department to which the employee is assigned.

The number of days carried over at the end of each calendar year shall not exceed two (2) years' accrual, any overage will be lost. An employee who has scheduled vacation and is prevented by the District or workers' compensation compensated injury from taking their scheduled vacation, and because of a change in the fiscal year would lose accrued vacation hours, shall be allowed to reschedule the vacation period within a reasonable time.

An employee who occupies a position having a work year of less than twelve (12) months and

who transfers to a 12-month assignment may count the time employed in the previous assignment as qualifying for vacation allowance. ~~The basis for this allowance shall be the assignment as qualifying for vacation allowance.~~ The basis for this allowance shall be the number of days worked in the previous position divided by a 21.75 day calendar month. This number will be converted to years of service and the employee shall commence to accrue vacation credits at the monthly rate shown above.

This Section shall not apply to employees hired on a temporary basis.

B. HOLIDAYS

1. Regularly employed 190-192-200-210 day employees shall receive the following paid holidays:

Labor Day

Veterans' Day

Thanksgiving Day

New Year's Day

Presidents' Day

Memorial Day

Martin Luther King's Birthday

Regularly employed 12-month employees shall receive the above days and, in addition, shall receive Juneteenth, Independence Day, and Christmas Day. Holiday pay is included in the monthly annual salary of salaried employees. Regularly employed hourly employees shall receive full pay for holidays. Employees who do not regularly work year-round shall receive Juneteenth and Independence Day if they work the regular business day before and the regular business day after the observed holiday.

2. Employees shall receive holiday pay provided the holiday falls on a scheduled workday of an employee and that the employee worked or was on an authorized paid leave the nearest scheduled workday immediately preceding and following the holiday.

3. The District reserves the right to change the days designated as paid holidays provided that in so doing it does not reduce the number of paid holidays. Thirty (30) days prior to implementing such change, the District shall notify the DCU of the reasons therefore and provide opportunity for consultation.

4. Employees who are members of a religious faith may use the leave provisions of Article 16.B.~~4~~ 5 for participation in religious observances when such participation during the

workday is required by that faith.

ARTICLE 21

COMPENSATION

Effective ~~On~~ July 1, 2024~~0~~, an ~~three percent (3.0%)~~ increase shall be applied to the wage rates~~salaries~~ of all the classifications covered by this Agreement in the amount of $2.13 per hour.

On July 1, 2025~~1~~, a four~~three~~ percent (4.0%~~3.0%~~) increase shall be applied to the salaries of all the classifications covered by this Agreement.

~~On July 1, 2022, a three percent (3.0%) increase shall be applied to the salaries of all the classifications covered by this Agreement.~~

~~On July 1, 2023, a three percent (3.0%) increase shall be applied to the salaries of all classifications covered by this Agreement.~~

~~MARKET SUMMARY REVIEW ADJUSTMENTS~~

~~As a result of the joint market summary review committee report, the following classifications will be adjusted:~~

~~Carpenter and all linked classifications will receive $1.25 per hour, effective July 1, 2020, and $1.00 per hour, effective July 1, 2021.~~

~~Electrician and all linked classifications will receive $1.25 per hour, effective July 1, 2020, and $1.00 per hour, effective July 1, 2021.~~

~~Laborer and all linked classifications will receive $0.25 per hour, effective July 1, 2020, and $0.15 per hour, effective July 1, 2021.~~

~~Mechanic and all linked classifications will receive $0.90 per hour, effective July 1, 2020, and $0.80 per hour, effective July 1, 2021.~~

~~Plumber and all linked classifications will receive $0.60 per hour, effective July 1, 2020, and $0.50 per hour, effective July 1, 2021.~~

BONUS PAY PROGRAM

The District may implement a bonus pay program for a group of employees (such as employees assigned to a particular school) to receive additional compensation above their normal wage or salary rates based on the group's successful completion of goals specified in advance by the District. Nothing in this Agreement precludes bargaining unit members from participating in the program or receiving the bonus pay subject to any provisions in the applicable Appendix.

~~SOCIAL SECURITY~~

~~At the time of the execution of this Agreement, continued participation by the District in the National Social Security Pension Act was anticipated. The District shall not take any formal action to withdraw the participation without notifying the DCU and providing opportunity for consultation.~~

SCHOOL YEAR

The Board retains the right and authority to change the days on which school shall be held and to make any adjustments to the work year. In the event of adjustment to the work year, the District shall consult with the DCU before implementing any change, and the salaries set forth in this Agreement shall be adjusted for the added or deleted days on the basis of the employee's daily rate under said salary schedules.

PERSONAL VEHICLES

Employees who are required to use their personal vehicles for travel on behalf of the District during on- duty time shall be reimbursed by the District. The District may require as a condition for reimbursement that the employee provide a certificate of insurance showing that the employee has basic liability coverage equal to or greater than minimum amounts required by District policy or regulation. Reimbursement shall be at the rate established by the Internal Revenue Service.

PAYCHECK ON TERMINATION

The District will issue a paycheck on the next regularly scheduled payday to an employee covered by the DCU Agreement who resigns from their position. The final paycheck will be available to the employee by the first business day after the last day of work in the event of discharge or layoff.

SCHOOL CLOSURES

On scheduled workdays, if the District decides to close or delay opening, employees can use Emergency Leave pay or Vacation pay in lieu of unpaid leave unless employees have no such leave available. When employees report to work due to failure of the District to notify employees or delayed notice of closure, employees reporting to work shall receive at least one-half day of compensation.

ARTICLE 22

DURATION

A. Except as may otherwise be provided for in this Article, this Agreement shall become effective as of the date it is signed by the parties and shall continue in effect through 11:59 pm, December 31, 2025~~3~~.

B. The parties agree to enter into successor negotiations no later than September 15, 2025.

~~B.~~C. Should there be an intervening change in the law which would significantly reduce the

District's revenue, and thus, its fiscal stability below the level being planned for at the time of the execution of this Agreement, the parties agree to reopen the negotiations on salaries and other economic benefits established by this Agreement.

~~C.~~D. In the event that under applicable laws, some other method of representation or some other applicable representative for employees is elected, this Agreement shall not terminate, but shall be fully binding according to its terms upon any and all employees or successors to the DCU as exclusive representative of employees or portion thereof, except as to representation of employees for whom the DCU remains the exclusive collective bargaining representative by law, such event shall terminate the rights and authority of the DCU under this Agreement.

APPENDIX A

SALARY SCHEDULE FOR WAREHOUSE WORKERS AND TRUCK DRIVERS

THE WAGE RATES FOR JOURNEYMEN WAREHOUSE WORKERS AND TRUCK DRIVERS SHALL BE:

	HOURLY RATE	
	July 1, 2024~~0~~	July 1, 2025~~1~~
Warehouse Worker	$21.28	$22.14
Warehouse Worker/Truck Driver	$31.43	$32.69

1. Rates for Leadperson, Foreperson and General Foreperson when assigned by the District will be as follows:

   Leadperson: Truck Driver/Warehouse Worker rate plus three percent (3%)

   Foreperson: Truck Driver/Warehouse Worker rate plus ten percent (10%)

   General Foreperson: Truck Driver/Warehouse Worker rate plus fifteen percent (15%)

2. A Warehouse Worker assigned responsibility for the Food Service Department's cold food storage shall receive Truck Driver/Warehouse Worker rate plus five percent (5%).

3. An employee substituting in, or temporarily assigned to, a higher classification for two (2) hours or more shall be paid at the rate of the higher classification.

4. Present employees will be given the opportunity to apply for vacancies in the department to which they are assigned. The most senior employee who meets the qualifications for the position will be assigned to the vacancy. Upon selection, employees will serve a 90-day trial service period in the new assignment. During the trial period, if the employee's performance is unacceptable, the employee and their supervisor will meet to discuss. If the employee is unsuccessful, or chooses, upon completion of the 90-day trial period, the employee will be returned to their former position. Employees in other departments so requesting will be interviewed and considered to fill vacancies prior to considering outside applicants. The District reserves the right to appoint to Lead and Foreperson positions.

5. Except in an emergency, twenty-four (24) hours advanced notice shall be given for any required overtime. Employees shall be given the opportunity to sign up for scheduled overtime. Such work shall then be assigned to the most senior worker(s) who signed up

providing they are qualified. If no worker signed up, the work shall be assigned to the worker with the least seniority who is qualified.

6. Seniority shall be based on length of continuous employment by the District as a driver and/or warehouseman under this Appendix. In the event of a layoff, the District will release personnel in the inverse order of their seniority. When filling a regular vacancy, the District will recall by seniority. The District will follow the provisions outlined in Article 19 of this contract. Laid off employees shall have the right to refuse work of less than thirty (30) days duration without affecting their rights of recall provided under Article 19 and this Appendix. A Leadperson and Foreperson shall be considered as a separate classification provided they have been in a Leadperson/Foreperson assignment for a minimum of one (1) year.

7. When the District has twenty-four (24) hours advance notice of available work on a previously unscheduled day, meaning at least one eight-hour shift, the District shall make a good faith effort to contact the most senior employee on the department's ~~recall~~ seniority list for such available work.

8. An employee who is hired in to a full-time position (eight (8) hours per day) will be guaranteed full- time work (eight (8) hours) on each day worked.

9. Prior to hiring temporary workers, any extra work during school recess periods, such as winter, spring and summer breaks, shall be offered to those employees whose regular work year coincides with the school year, providing they are qualified. This, however, shall not prevent the District from the practice of providing temporary employment opportunities for students.

10. The District shall inform Teamsters Local #206 of any new hires, in accordance with Article 4 Section H.

11. The District has the right to subcontract out bargaining unit work and/or work currently being performed by members of the bargaining unit. Subcontracting shall not be defined to include the District's past practice and present methods of operation. However, no work that involves the warehousing of District supplies will be outsourced. The District retains the unlimited rights, among others, to direct ship from vendors and to lease out warehouse space. If an employee(s) will be laid off as a result of District action and if the union so chooses, the union may provide the District with information about the economics and productivity of the specific action being contemplated. In addition, the union may demand that the District bargain over the impact of the decision on such employee(s).

12. When employees covered in this Appendix are working less than eight (8) hours in a scheduled work day, such as Nutrition Services summer work, employees will follow Bureau of Labor and Industries break and lunch rules.

~~12.~~13. If, during the life of this Agreement, District upgrades of its computer and records systems make it administratively and financially feasible to implement a weekly payroll period for employees covered under this Appendix A, then the parties will engage in discussions about implementation.

HEALTH INSURANCE

All provisions of Article 17 – Insurance shall apply to employees covered by this Appendix A except as specifically modified herein. The parties agree employees covered by Appendix A shall be covered by the Teamsters 206 Employers Trust for Plan AAVR or any plan offered by the Trust. The parties agree that the provisions of Article 17.A.1.a. pertaining to Insurance contributions into the School District Health and Welfare Trust shall not apply to the employees covered by this Appendix.

A. The parties agree that the provisions of Article 17.A.1. concerning the amount of the District's contribution, the composite rate per full time eligible employee covered by this Appendix and the definition of full-time and part-time employees as well as the contribution formula for each shall continue to apply to the employees covered by this Appendix although said contributions shall be made to the Teamsters 206 Employers Trust for the Trust's Plan AAVR or any plan offered by the Teamster Trust.

B. Contributions shall be made on active employees, eligible retirees and their eligible spouse/same sex domestic partner. No contributions will be required for individuals who no longer work for the District regardless of the reason for separation except in the case of an individual whose discharge is reversed through Article 10 – Grievance Procedure.

C. Any employee portion of the monthly contribution may be made on a pre-tax basis provided appropriate regulations allow.

APPENDIX B

SALARY SCHEDULE FOR BUS MECHANICS

THE WAGE RATES FOR BUS MECHANICS SHALL BE:

HOURLY RATES

	July 1, 2024~~0~~	July 1, 2025~~1~~
Lead Mechanic	$40.14	$41.75
Mechanic	$39.03	$40.59
Serviceman	$30.82	$32.05
Bus Fueler	$30.82	$32.05
Shop Assistant	$23.94	$24.90

* Reflects increase of Mechanic and Lead Mechanic rate to same as Machinist and Lead Machinist.

HOURS OF WORK AND OVERTIME

Work performed in excess of eight (8) hours per day or forty (40) hours per week shall be paid at the overtime rate of time and one-half (1½ x) the employee's straight-time hourly rate of pay.

When so selected by the District, a second/"swing" shift may be established provided the employees and the local union are given one weeks' notice of the change.

TOOL ALLOWANCE

Following completion of one year of service, school bus Mechanics will receive a tool allowance of $4500.00 per year. It is the shared expectation of both the District and the Union that the tool allowance will be used to purchase quality tools, for use at work. The District will purchase and retain ownership of any required specialty tools.

REIMBURSEMENT FOR STOLEN TOOLS

Where tools and boxes are stolen by the use of forcible entry, reimbursement shall be at replacement costs (not exceeding actual cost) less insurance or workers' compensation reimbursement. Reimbursement shall not be made for losses less than five dollars ($5.00) or that portion in excess of one thousand dollars ($1,000.00) and shall not be made when carelessness or negligence on the part of the employee was evident.

~~SPECIALIZED FOOTWEAR~~

~~In those positions where the District (Transportation) determines that safety toe work shoes are appropriate, the District will advise the employees involved. Employees so advised will be required to obtain and wear suitable safety toe shoes within ten (10) working days from the date of such notice, and such footwear shall be required on the job. The District will pay a safety shoe allowance of $150.00 per year to each employee who is required to wear safety toe shoes as provided herein. Failure to obtain and wear safety toe shoes on the job as required may be cause for disciplinary action up to and including discharge.~~

~~Definition: Safety toes work shoes shall mean safety shoes and boots which meet the most current ASTM standard that provide both impact and compression protection (currently ASTM F2413-11I/75. c/75).~~

HIGHER CLASSIFICATION PAY

Except for on-the-job training purposes, whenever an employee is required to perform any work for more than four (4) hours (per workday) in a classification above that in which the employee is normally classified, the employee shall be paid for such work at the higher classification rate.

It is understood and agreed that an employee may occasionally or intermittently, for short periods of time during their shift, perform duties which are normal to higher-level classification. Occasional performance of such duties is not to be considered subject to this section.

PROFESSIONAL CERTIFICATIONS

In those positions where the District (Transportation) determines Professional (ASE) Certifications are desired, the District will advise the involved employees.
If the employee obtains the agreed upon certifications, the District will pay an annual incentive bonus of $100.00 per current certification. The time and cost to obtain the certifications is the sole responsibility of the employee.

DRIVING OF SCHOOL BUSES

Mechanics will not be required to drive a school bus, for the purpose of transporting students to and

from school, unless all other District transportation options have been exhausted.

APPENDIX C

SALARY SCHEDULE FOR TELEVISION SERVICES

THE WAGE RATES FOR TELEVISION SERVICES SHALL BE: HOURLY RATES

		July 1, 2024~~0~~	July 1, 2025~~1~~
CHIEF ENGINEER		$39.55	$41.14
ASSISTANT ENGINEER PRODUCTION MANAGER		$41.91	$43.59
Effective January 1, 2020, the Production Manager will be aligned with the Electronics Technician classification in Appendix D.			
Producer		$41.91	$43.59
MASTER CONTROL OPERATOR		$41.91	$43.59
TV TECHNICIAN			
	Step 5	$31.97	$33.25
	Step 4	$28.99	$30.15
	Step 3	$26.03	$27.08
	Step 2	$23.01	$23.94
	Step 1	$20.95	$20.86
PRODUCTION ASSISTANT			
	Step 5	$28.96	$30.12
	Step 4	$26.31	$27.37
	Step 3	$23.60	$24.55

Step 2	$20.93	$21.77
Step 1	$18.22	$18.95

PROGRESSION

Production Assistant, Producer, Master Control Operator and TV Technician are considered as "journey~~man~~ level" positions. Training Progression levels shall be at sixty percent (60%), seventy percent (70%), eighty percent (80%) and ninety percent (90%) of the "journey~~man~~ level" rate. Advancement, such as from 60% to 70%, 70% to 80%, etc., shall occur at six (6) month intervals provided the employee has demonstrated satisfactory performance and development towards achieving "journey~~man~~ level" competency. In the event an employee is not to be advanced, the District shall so inform the employee in writing setting forth the reasons. A copy shall be provided to the DCU.

NEW HIRES

Newly hired employees within the Production Assistant, Producer, Master Control Operator, and TV Technician classifications shall be placed in the progression schedule based upon their experience and qualifications as determined by the District.

TRANSFERS AND PROMOTIONS

A. Transfers
In the event of a position opening, the District will give consideration to qualified current employees wishing to transfer between classifications.

B. Promotions
In the event of a position opening, the District will give consideration to qualified current employees wishing to be promoted to a different classification.

HEALTH INSURANCE

All provisions of Article 17 – Insurance shall apply to employees covered by this Appendix C except as specifically modified herein.

The parties agree employees covered by Appendix C shall be covered by the Teamsters 206 Employers Trust for Plan AAVR or any plan offered by the Trust as soon as practicable after ratification of the DCU contract.

The parties agree that the provisions of Article 17.A.1.a. pertaining to Insurance contributions into the School District Health and Welfare Trust shall not apply to the employees covered by this

Appendix.

The parties agree that the provisions of Article 17.A.1. concerning the amount of the District's contribution, the composite rate per full time eligible employee covered by this Appendix and the definition of full-time and part-time employees as well as the contribution formula for each shall continue to apply to the employees covered by this Appendix although said contributions shall be made to the Teamsters 206 Employers Trust for the Trust's Plan AAVR or any plan offered by the Teamster Trust.

Contributions shall be made on active employees, eligible retirees and their eligible spouse/same sex domestic partner. No contributions will be required for individuals who no longer work for the District regardless of the reason for separation except in the case of an individual whose discharge is reversed through Article 10 – Grievance Procedure.

Any employee portion of the monthly contribution may be made on a pre-tax basis provided appropriate regulations allow.

APPENDIX D

SALARY SCHEDULE FOR MAINTENANCE WORKERS

HOURLY WAGES FOR MAINTENANCE WORKERS SHALL BE AS FOLLOWS

HOURLY RATES

CLASSIFICATION	July 1, 2024~~0~~	July 1, 2024~~0~~
Brick Mason	$37.12	$38.61
Carpenter	$38.93	$40.49
Carpet and Linoleum Layer*	$30.51	$31.74
Cement Mason	$33.56	$34.91
Electrician	$46.33	$48.19
Glazier	$36.21	$37.66
Laborer	$30.51	$31.74
Landscape Laborer *	$30.51	$31.74
Locksmith	$36.43	$37.89
Machinist	$39.03	$40.60
Painter *	$30.51	$31.74
Plasterer	$33.68	$35.03
Plumber	$46.06	$47.91
Roofer *	$30.51	$31.74
Sheet Metal Worker ~~Effective July 1, 2020, and July 1, 2121, the Sheet Metal Worker classification will receive $0.50 per hour increase.~~	$42.29	$43.99
Steamfitter	$46.06	$47.91
Tile Setter	$31.78	$33.06
* Same rate as Laborer		
OTHERS		
Mason Tender *	$30.51	$31.74
Plumber's Helper *	$30.51	$31.74

CLASSIFICATION	July 1, 2024~~0~~	July 1, 2024~~0~~
Electronic Technician (90% of Electrician)	$41.70	$43.37
Music Repair Technician 1	$41.91	$43.59
Music Repair Technician 2	$48.55	$50.50
Machinist Helper (86.5% of Machinist)	$33.76	$35.12
Building Automation Specialist (same as Steamfitter)	$46.06	$47.91
Physical Security Technician	$48.55	$50.50

Employees assigned as Corrosion Technician, Fire Sprinkler Technician, and Backflow Technician shall receive an additional three percent (3%). If another employee is assigned work orders or tasks for Corrosion, Fire Sprinkler or Backflow Prevention, they shall receive an additional three percent (3%) for the hours worked on these tasks. Work must be clearly documented in the employee's work order at the end of every day.

~~For the duration of this Agreement, separate seniority lists will be maintained for Laborers and Landscape Laborers. Reduction in force shall be by seniority on the appropriate seniority list. This shall not alter the terms of the January 1996 Letter of Understanding separating the seniority lists of Laborers and Landscape Laborers (grounds maintenance personnel).~~

WAGES AND HOURS

1. Rates for Leadperson, Assistant Foreperson, and ~~Assistant~~ Foreperson when assigned by the District will be as follows:

Leadperson	=	Journeyman rate plus 3%
Assistant Foreperson	=	Journeyman rate plus 6.5%
Foreperson	=	Journeyman rate plus 10%

A. In the event that there are more than three (3) tradespersons in the multi-craft shop, the District shall assign a Lead worker at the journey-level rate plus three percent (3%).

B. In the event that there are more than three (3) employees assigned to work together, the District shall assign a lead worker at the journey-level rate plus three percent (3%).

C. Asbestos Abatement Work: The District will pay maintenance employees qualified and trained to remove asbestos at the following premium rates under the following conditions:

- A Maintenance employee who has the required DEQ Supervisors certification will receive a certification premium in the amount of $10.00 per hour worked when

assigned by the District to lead a crew of more than three (3) maintenance employees assigned to perform asbestos abatement.

- A Maintenance employee who is qualified and trained to perform asbestos abatement under this Section will receive a certification premium in the amount of $6.00 per hour for asbestos abatement work assigned by the District.
    - The primary intent of this work is to remove, repair, encapsulate or enclose friable asbestos material that requires a Class I or II OSHA certification to perform; or
    - for the removal of up to forty (40) linear or eighty (80) square feet, by glove bagging of friable asbestos material, limited to thermal system insulation, ceiling and wall material, and surface material, as allowed by OSHA and DEQ rules. No such premium for asbestos abatement will be paid when alternate methods to glove bagging are permissible for asbestos abatement by OSHA and DEQ rules and the District has determined to be an appropriate method of asbestos abatement; or
    - for the removal of non-friable asbestos containing materials, limited to vinyl asbestos tile, cement asbestos board, and built up roofing, using methods that are permissible for asbestos abatement by OSHA and DEQU rules and the District has determined to be an appropriate method of asbestos abatement.
- No Premium will be paid when the abatement of asbestos is de minimis.
- Maintenance ~~E~~employees are required to submit all documentation related to the abatement work, such as procedure checklist, air samples and associated forms.

~~A.~~D. Workers performing work in a higher paid classification shall receive a minimum of two (2) hours, or actual hours worked if over two (2), pay at the higher rate for work in the higher classification.

~~B.~~E. Eight (8) hours shall constitute a standard workday. Five (5) days, Monday to Friday, shall constitute a standard workweek.

~~C.~~F. The standard workdays shall be eight (8) consecutive hours set by the employer between the hours of 6:00am and 5:00pm with a minimum thirty (30) minutes unpaid lunch break. Standard shifts starting times may be changed upon thirty (30) days' notice.

~~D.~~G. When so selected by the employer, a second, or "swing" shift may be established provided employees are given one week's written notice of shift changes, unless the affected employees and the DCU agree to waive such notice.

~~E.~~H. The standard second or “swing” shift shall be eight (8) consecutive hours between the hours of 12:00 noon and 12:00 midnight. Workers on the second or “swing” shift shall receive eight (8) hours’ pay at the regular rate plus One Dollar and Six Cents ($1.06) an hour for eight (8) hours’ work which shall include a thirty (30) minute employer-paid lunch period.

~~F.~~I. In the event an employee must work overtime, the employee shall be compensated at the overtime rate. There will be no comp time. Overtime shall be paid at the rate of one and one-half (1½x) times the regular rate of pay, except for Sundays and holidays, which shall be paid double (2x) the regular rate.

~~G.~~J. It is recognized by the parties that productivity and attendance are related issues and, therefore, have a joint interest in cooperating to improve both.

TRAINING PROGRAM

The DCU, through its affiliated unions, will cooperate with the administration of the District in reducing costs by the employment of apprentices through the apprenticeship programs of the appropriate union, up to the journeyman/apprentice ratio established by that union. The District will work with existing apprenticeship programs. The District will contribute to apprenticeship training programs for those trades in which the District has apprentices actively employed. Selection of apprentices by the District shall be done in consultation with the affected union.

OPTIONAL 10-HOUR DAY, 4-DAY WORK WEEK

The District may find it desirable to effect a 10-hour, 4-day workweek with all or some of the maintenance workers on all or some shifts. Before implementing such a schedule, representatives of the District and the DCU shall meet and agree upon the conditions of such a schedule.

EMERGENCY STANDBY

A worker, who agrees and is designated to be on call during evenings, weekends or holidays to meet emergency situations, shall receive one (1) hour of pay for each day they are on call.

INCLEMENT WEATHER

1. If the District closes all schools and offices ("all-District closure day"), maintenance employees are expected and required to report for and work their full shift unless an individual maintenance employee is specifically and individually informed by the District that they cannot report or must leave their shift early. Maintenance employees that are on medical leave, emergency personal/business leave, vacation or any other leave provided under the

collective bargaining agreement or protected by law will not be required to report to work.

2. If an individual maintenance employee is unable to report due to unsafe weather conditions, that maintenance employee must inform their supervisor and will be required to use vacation, emergency personal leave or unpaid leave to cover all hours not worked on that day.

3. A maintenance employee who works during an all-District closure day will be compensated in line with their usual compensation, as governed by the collective bargaining agreement for all hours worked during all-District closure days.

TOOLS

If a worker is required to use their personal tools while on duty with the District, the District shall replace any tool loss providing the worker has filed a tool inventory list with, and approved by, the Maintenance Supervisor and the loss is not a result of carelessness or negligence on the part of the workers.

~~SPECIALIZED FOOTWEAR~~

~~Definition: Safety toe work shoes shall mean safety shoes and boots which meet the most current ASTM standard that provide both impact and compression protection (currently ASTM F2413-11I/75. c/75).~~

CONTRACTING REFERENCE

A. Prior to awarding a public contract for the construction of a new facility or a major renovation or addition to an existing facility, the District shall give advance notice thereof to DCU. The District and DCU agree to discuss the possibility of a project labor agreement in the event that the District plans a project that is large enough or complex enough to make a project labor agreement beneficial and lawful.

B. All work that is contracted for by the District shall be subject to appropriate BOLI regulations including ORS Chapter 279 and OAR Chapter 839. The parties acknowledge that the District may need to use a competitive bidding process to consider subcontracting work other than that described in paragraph A if the work can be performed more efficiently or cost effectively by a contractor. That includes maintenance work and other work that has historically been performed by bargaining unit members. The primary reason for this subcontracting is not to undercut the wage and benefit package contained in this Agreement. If the District intends to subcontract such work, prior notice will be given to DCU. Subcontracting of such work is allowed provided that the employees of the contractor who hold positions comparable to those described in this Agreement receive an hourly compensation package (including wages, insurance and retirement) that is comparable to the hourly compensation package described in this Agreement for those positions. The only classifications subject to this requirement are those recognized by the Oregon Bureau of

Labor and Industries. A comparable compensation package is established by:

a. Being a signatory to the appropriate craft Master Labor Agreement; or,

b. Paying the "prevailing wage" as determined by the Oregon Bureau of Labor & Industries; or,

c. Other equally reliable proof.

Furthermore, the contractor must agree to provide reasonable information to the District and the DCU to allow an audit of compliance with the provisions of this paragraph.

AFFILIATED UNIONS SERVICING THIS AGREEMENT

Bricklayers Local No. 1 (Appendix D)	503-232-0358
Pacific Northwest Regional Council of Carpenters (Appendix D)	503-261-1862
Cement Masons Local Union 555 (Appendix D)	503-232-9341
Electricians Local Union 48 (Appendices C, D)	503-256-4848
Glaziers Architectural Metal and Glass Workers Local Union 740 (Appendix D)	503-255-3920
Laborers Local Union 737 (Appendix D)	503-801-2209
Linoleum and Carpet Layers Local Union 1236 (Appendix D)	503-255-8444
Machinists District Council 24 (Appendices B, D)	503-238-5550
Painters District Council 55 (Appendix D)	503-257-6644
Plasterers Local Union 82 (Appendix D)	503-232-3257
Plumbers & Steamfitters Local Union 290 (Appendix D)	503-691-5700
Sheet Metal Workers Local Union 16 (Appendix D)	503-254-0123
Teamsters Local Union 206 (Appendix A)	503-251-2344

SIGNATURE PAGE

The parties, by their authorized representatives, have set their hand to this agreement this _____ day of _____, 20___

FOR THE DISTRICT COUNCIL OF UNIONS:

_____	_____
[NAME AND TITLE]	[NAME AND TITLE]
_____	_____
[NAME AND TITLE]	[NAME AND TITLE]
_____	_____
[NAME AND TITLE]	[NAME AND TITLE]
_____	_____
[NAME AND TITLE]	[NAME AND TITLE]
_____	_____
[NAME AND TITLE]	[NAME AND TITLE]
_____	_____
[NAME AND TITLE]	[NAME AND TITLE]

FOR PORTALND SCHOOL DISTRICT NO. 1, MULTNOMAH COUNTY:

_____	_____
[NAME AND TITLE]	[NAME AND TITLE]
_____	_____
[NAME AND TITLE]	[NAME AND TITLE]
_____	_____
[NAME AND TITLE]	[NAME AND TITLE]
_____	_____
[NAME AND TITLE]	[NAME AND TITLE]

[NAME AND TITLE]	[NAME AND TITLE]

Portland Public School District 1st Reading

DATE OF FIRST READING: August 06, 2024

PUBLIC COMMENT FOR

Revision of Policy 4.20.010-P:

Promotion and Retention of Students

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

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

Open for Comment until at least:

August 27, 2024

Summary: **Revision of Promotion and Retention of Students Policy 4.20.010-P**

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

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

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

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

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

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PORTLAND PUBLIC SCHOOLS
Office of Teaching & Learning

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: June 17, 2024

To: PPS School Board

CC: Kristina Howard, CAO

From: Dr. Emily Glasgow, Senior Director PK-5 Academics

Subject: Revised Retention & Promotion Policy (4.20.010-P)

BACKGROUND

On Tuesday, January 24, 2023, the PPS Board of Education voted to modify our PPS Compulsory Enrollment; Age and Grade Level at Entrance Board Policy (4.10.020-P). This modification eliminated our previous practice of offering an Early Entry to Kindergarten exception. It was brought to our attention this year that Board Policy 4.20.010-P still contained language in support of an Early Entry to Kindergarten exception. In reviewing policy 4.20.010-P, we came to understand that, in several ways, it did not fully reflect our research-based updated practices related to student retention and acceleration. We also found the policy to be too broad, allowing for subjectivity and potential bias in high-stakes decisions about student pathways.

RELATED POLICIES/BEST PRACTICES

While reviewing this policy, we looked at the internal retention guidance developed post-COVID as well as our current Whole Grade and Single Subject Acceleration practices.

ANALYSIS OF SITUATION

Research shows that both retention and acceleration can be appropriate interventions for a very small number of students, but can also have adverse impacts--particularly on our students of color and students with disabilities--when applied inappropriately. Without clear district-level guidance and objective tests of proficiency to guide decision-making about these exceptional cases when a student is deemed to be a candidate for either retention or acceleration, we are at risk of critical decisions about student pathways being made in subjective and potentially biased ways. An internal review of current school-based practices suggests that our guidance is not yet clear enough to ensure that all schools are using the same factors and practices to drive decision-making in these areas.

FISCAL IMPACT

The fiscal impacts related to acceleration include the cost of staffing to support central management of the Single Subject and Whole Grade Acceleration process, the cost of assessments to support these processes, and the current part-time FTE dedicated to instruction in Single Subject Acceleration in mathematics for students at transition grades (e.g. 5th and 8th

grade students taking 6th and 9th grade math). The only fiscal impact related to retention is the cost of supporting students in our K-12 pathway for one additional year.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Our TAG Advisory Committee has shared feedback on our acceleration practices and is in support of continued revision of Board policy to reflect and codify these practices. We are working with our Special Education Family Engagement team to make space for a family focus group with special education families on this policy as well.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Our goal would be to have this policy revised and approved by August 2024 so that we can update our internal practices in alignment with the policy in time to implement adjustments for the 2024-25 school year.

BOARD OPTIONS WITH ANALYSIS

At a minimum, we need to remove the Early Entry to Kindergarten language from this policy as rescinding this practice was already approved by this Board. We are hopeful that the Board will join us in this opportunity to update the whole policy while it is under review.

CONNECTION TO BOARD GOALS

This policy is tightly connected to our academic Board goals. Both retention and acceleration, when applied appropriately and with careful consideration, can support students to develop and grow toward our district benchmarks at an appropriate and differentiated rate and level.

STAFF RECOMMENDATION

The Office of Teaching & Learning in partnership with the Office of School Programs recommends the revisions reflected in the updated draft of this policy.

ATTACHMENTS

A. Red-lined draft of 4.20.010-P

	BOARD POLICY	**4.20.010-P**
	~~PROMOTION~~ RETENTION AND ACCELERATION OF STUDENTS	

The curriculum and instruction program of the District is designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, the District recognizes that all students do not learn at exactly the same rate or level. ~~Some~~ **In exceptional cases, some** students may benefit from additional instruction at a certain level **(aka retention)**, while others may benefit from accelerated placement beyond the normal grade level assignment **(aka whole grade acceleration)**.

Scope of Policy: This policy shall apply to all students enrolled in the Portland Public School District including students who qualify for Special Education and students who are on Section 504 plans.

Policy:

(1) **Retention:** The decision to retain ~~or accelerate~~ a student:

(a) Shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian.

(A) ~~The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year.~~ If the school team is considering the possibility of retention for a student, conversations with the family should begin no later than the end of the second grading period. Final decisions around retention should be made no later than the end of the third grading period.

(B) The decision to separate a student from ~~his/her~~ their age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth. The following criteria must be considered and discussed with the family as part of the decision-making process:

- ~~If the student is receiving special education, what is the impact of their disability on their academic progress and how are they progressing toward their IEP goals?~~
- ~~If the student is an English Language Learner, what is the impact of language development on their academic progress and how are they progressing toward their ELPA goals?~~
- In what ways has this student's academic progress been impeded by challenges with attendance and/or other disruptions to learning opportunities?
- What academic interventions have been provided to this student and how have they responded to this support?
- Given this student's age, race, disability identification, language needs, and social emotional profile, what are the costs and benefits of retention for this student?

(C) If a student is recommended for ~~acceleration or~~ retention, the ~~appropriate administrative directive shall be followed~~ principal must (1) inform their supervisor of the decision and (2) ensure that an individualized learning plan has been developed and shared with the family that includes:

- individualized learning goals and progress monitoring measures for the repeated year;
- targeted academic intervention and scaffolding plans that ensure the student will receive Tier 3 supports in addition to differentiated core instruction;
- as needed, family and community supports to ensure that attendance and other social-emotional needs impacting academic progress are being addressed;
- a progress monitoring plan that includes no less than quarterly meetings with the school team and family to review progress and adjust strategies throughout the repeated school year.

(b) ~~Shall be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.~~

(2) **Acceleration:** The decision to ~~promote, retain or~~ accelerate a student:

(a) Shall be made in accordance with the district's Whole Grade Acceleration process. The district also may develop and support a process for Single Subject Acceleration.

(b) If the school team determines a student eligible for consideration of Whole Grade or Single Subject Acceleration, they will contact the District Talented and Gifted (TAG) Coordinator to initiate testing and data collection no later than the annual designated spring testing window.

(c) Multiple factors will be considered in determining whether a student will benefit from Acceleration. These factors include:

- standardized testing results,
- curriculum-embedded assessment information,
- teacher questionnaire,
- school team feedback,
- and family feedback.

(d) The District TAG Coordinator will review documentation, evaluate assessment results, and document the placement decision.

(e) The District TAG Coordinator will notify the school(s) and family of the final decision in a timely fashion for student records to reflect the change for the next school year.

(f) If a student is recommended for Whole Grade Acceleration, the principal must ensure that a personalized learning plan has been developed and shared with the family that addresses the academic and social-emotional needs of the student for the next school year.

~~(g) Shall be accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.~~

~~(A) Intervention strategies and available programs, such as, summer school, tutoring, the Talented and Gifted program, remediation, etc., shall be considered in plans to assist the student.~~

~~(B) In the event that the plan is unsuccessful, the procedures and timeline set forth in the appropriate administrative directive shall be followed to best meet the future education needs of the student.~~

~~(3) All schools shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.~~

~~(4) Should a student be recommended for accelerated placement, the process set forth in the accompanying administrative directive will be followed.~~

(5) The superintendent shall develop administrative directives to implement this policy.

Legal References:

History: Adpt. as AD 6/71; Amd. 2/78; made into policy and Amd. 9/09/02, BA 2425, Amd. 6/24

	BOARD POLICY **PROMOTION AND RETENTION OF STUDENTS**	**4.20.010-P**

The curriculum and instruction program of the district is arranged in a manner designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, the district recognizes that all students do not learn at exactly the same rate or level. Some students may benefit from additional instruction at a certain level, while others may benefit from accelerated placement beyond the normal grade level assignment.

Scope of Policy: This policy shall apply to all students enrolled in the Portland Public School District including students who qualify for Special Education and students who are on Section 504 plans. Early entry may be granted for the intellectually advanced child who would not otherwise be allowed to enter school for another year due to date of birth. (See 6.10.015-P, Talented and Gifted Education, for early entry into Kindergarten)

Policy:

(1) The decision to promote, retain or accelerate (e.g., double promote) a student:

(a) Shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian.

(A) The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year.

(B) The decision to separate a student from his/her age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth.

(C) If a student is recommended for acceleration or retention, the appropriate administrative directive shall be followed.

(b) Shall be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.

(c) Shall be accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.

(A) Intervention strategies and available programs, such as, summer school, tutoring, the Talented and Gifted program, remediation, etc., shall be considered in plans to assist the student.

(B) In the event that the plan is unsuccessful, the procedures and timeline set forth in the appropriate administrative directive shall be followed to best meet the future education needs of the student.

(2) All schools shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.

(3) Should a student be recommended for accelerated placement, the process set forth in the accompanying administrative directive will be followed.

(4) The superintendent shall develop administrative directives to implement this policy.

Legal References:

History: Adpt. as AD 6/71; Amd. 2/78; made into policy and Amd. 9/09/02, BA 2425

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Policy you are providing comment on *

Other (Please indicate which policy in the comments section below)

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

Cynthia Velasquez

Email *

cvelasquez@pps.net

Your School Community *

SS&H Admin

Please provide your comments below *

As a school psychologist with over 20 years of experience, retention of a student has and should never be used as an intervention or solution to address academic or social-emotional needs. Sadly, this practice continues to impact our students especially our Racially, Ethnically Diverse and Multilingual Students.

Portland Public Schools is committed to the examination of inequitable practices through a racial and social justice lens. By examining the current practices of retention and grade/ course repetition in PPS, we are able to consider the long-term impact of school- building based decisions on students from historically underrepresented populations.

According to research, students who are retained are at a higher risk of dropping out of high school (Bauer, Hughes, Kim & West 2017). Students who are at the highest risk of retention are Black, Latinx, Indigneous Students and English Language Learners. “On average, both Hispanic and Black students across grade levels are one and one half times more likely to be retained than White students" (U.S. Census, 2015). Additionally, English learners are retained at disproportionate rates nationally. In fact, except for kindergarten, English learners are overrepresented among retained students. In 11th and 12th grades, the percentage of retained students who were ELs was more than double the percentage of ELs enrolled in each grade. (U.S. Department of Education, 2016)” (Johnson 2018). In PPS, retention is a civil rights issue due to the fact that Black, Latinx, Native, Pacific-Islander Students and English Language Learners are disproportionately represented per data.

The current policy has not been revised since 2002 nor does it contain language that is inclusive of a racial equity- social justice lens or consider the long-term impact to students who are being considered for retention. At this time the following practices have been observed:

PPS does not collect data related to retention of students nor do individual school team examine retention data

Lack of a Racial Equity and Social Justice Lens when considering long-term impact of retention

No guided universal process among buildings when retention is being considered

Lack of or inconsistent caregiver/ parent involvement from beginning of process or difficulty when addressing parent request for retention of student

Instructional practices are not being examined in order to determine impact on student engagement and achievement related to retention

Schools do not collect evidence or document when a student is retained in records i.e Synergy

Retention of students is exceptionally subjective and harmful. Please reconsider the impact of retention. NO CHILD SHOULD BE RETAINED.

This form was created inside of Portland Public Schools.

Portland Public School District 1st Reading

DATE OF FIRST READING: August 06, 2024

PUBLIC COMMENT FOR

Revision of Policy 6.50.010-P:

Field Trips, Foreign Travel, and Other Off-Campus Activities

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

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

Open for Comment until at least:

August 27, 2024

Summary: **Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P**

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

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

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

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

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

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PORTLAND PUBLIC SCHOOLS
Office of School Performance
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: July 21, 2024

To: Portland Public Schools Board of Directors

CC: Kimberlee Armstrong, Superintendent
Liz Large, Contracted General Counsel

From: Jon Franco, Chief of Schools
Christyn McCloskey, Senior Director of Schools
Margaret Calvert, Assistant Superintendent

Subject: Proposed revision to Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50-010-P

BACKGROUND

Board Policy 6.50.010-P (Field Trips, Foreign Travel, and Other Off-Campus Activities) was last updated in 2019 to mitigate the adverse academic impacts on students traveling as well as students who remain on campus. Since the update, we have reviewed and approved planning for international off-campus learning activities that meet the five-day threshold contained in the Administrative Directive that implements the policy, including trips to Taiwan and Japan. The schools were able to meet their learning objectives and stay within guidelines by scheduling trips in coordination with non-instruction days, including breaks, weekends, and holidays. Two DLI programs in particular have struggled to meet this requirement, thus prompting an exception in 2023 for two trips and then again in 2024 for just one trip. As a result, the Policy Committee has proposed to amend Board Policy 6.50.010-P to extend the time students can be away from campus up to 10 days, so long as certain criteria are met. Staff has expressed and continues to have concerns about the academic impacts on traveling students and students remaining at the school when students are gone for ten consecutive days for international trips.

RELATED POLICIES/BEST PRACTICES

6.50.011-AD Field Trips
6.50.012-AD Travel Study Programs
6.50.021-AD Foreign Travel- Study Programs

ANALYSIS OF SITUATION

The District recognizes the value in off-campus learning experiences for students while also acknowledging that these experiences provide learning opportunities for a portion of the participant's classes. In the past year, we reviewed over 200 requests from schools to travel for student learning experiences that were either overnight or wilderness. In addition, the Office of

Teaching and Learning has been developing a Middle Grades Redesign to include a capstone project tied to a field trip for all middle schoolers. It is the intention of the District for all Middle Grade students to have place-based learning experiences that are connected to a capstone project.

In looking at how to provide these off-campus learning experiences, we must balance the undeniable educational value of the trip (language and cultural immersion, especially) against potential educational losses that come from students being absent from ongoing classroom work (math and language arts, especially) that is not connected to the trip, as well as disruptions in the continuity of the curriculum in the other classes for both traveling and non-traveling (6th through 8th grade) students.

School Environment/Nontraveling Students: In assessing the proposed policy amendment, we also need to look at the impact of the teachers' and administrators' absence in the building when they supervise a student trip and are off-campus for two weeks. Administrator presence at school sites support student learning and a healthy school climate by providing consistency and guidance to staff, students and community members. This can be particularly important when they are addressing staff and student concerns or when incidents arise in the building or when managing relationships with families and communities at large. When teachers chaperone off-campus learning with some of their students, students who remain on-site (in the classes that are traveling and in courses not included in the trip) are provided substitute teachers, which interrupts the learning experience for the students who remain on campus. For some of the immersion classes, a substitute teacher brought in to cover classes may not be bilingual, causing even greater disruption to their learning. These are examples of the impacts we consider when balancing the positive experiences of extended travel/experiences.

Traveling Students: In addition, there are collateral academic impacts on traveling students, as well. For example, traveling for ten school days off campus could consume up to half of a math unit. Depending on the grade level, this could hold true for not only math, but the other courses that are not in the integrated unit of study, which could be up to five subject areas. Schools outline support for students traveling, some of which ask students to complete units of study prior to departure, which include having materials ready for them during school break (*e.g.*, having a language arts unit posted on Canvas during spring break). This becomes more challenging for students with special educational and language learning needs, particularly for extended trips. Another strategy to support student learning described by one school was for the teachers of non-DLI courses to make themselves available to students upon their return during academic support time, if it exists at the site, to answer questions or review material. The longer the trips, the more complex the plans have to be to help all students maintain academic monmenum in all of their courses.

With respect to changes to the policy, much of the discussion on traveling for off-campus learning has centered on a few of the twelve DLI programs (Japanese, Mandarin and Vietnamese at the middle school level); it did not address other grade levels or Russian or Spanish programs. The policy applies to all off-campus learning and other international travel and field trips.

Many international trips have been able to meet the five-day threshold, as well as their learning objectives, while staying within policy guidelines. The trip leaders used natural breaks in the school calendar (planning days, spring break, etc.) to extend the trip thereby minimizing the adverse impact on the students' education across the span of their enrolled courses. Both the MDLI and VDLI programs were also able to meet the policy guidelines this year:

- Vietnamese DLI trip: May 17-27, 2024 (8 students), 5 school days and using Memorial Day weekend
- Mandarin DLI trip: March 24 - April 8, 2024 (29 students), Spring Break, 5 school days and the grading day on April 5

    - Only the JDLI trip operated outside of policy expectations and the 5-day threshold.

Additional information on these trips can be found here.

FISCAL IMPACT

International trips require a building administrator and one or more teachers to attend. This requies airfare, lodging, meals, etc., and also securing an administrator and teacher substitutes to cover the building while the principal or assistant/vice principal and the teacher are on the trip. Doubling the number of school days missed with this policy change also doubles the cost of admin/teacher subs. During the Policy Committee meeting on June 10, it was suggested that perhaps administrator attendance is unnecessary on international trips. After gathering input from four school leaders whose programs embarked on international trips this spring, all were in agreement that an administrator presence is necessary for the safety of students and adults on the trip. Some of their reasons include:

- Providing student management and chaperone support
- Serving as ambassadors while attending school visits and meeting with local school boards and mayors
- Navigating emergencies (big or small) as they arise

Schools also need to hire substitute teachers to cover the 6th and 7th grade classes for the teacher(s) chaperoning the trip, which carries a fiscal impact on the school building. Substitute teachers receive $247.58 per day. $276 per day if they go over 10 days. Substitute administrators receive $75/hour.

The cost of the trip and how it is funded varies by school and program. The overall cost to the District inevitably increases as the trip length extends. The most recent JDLI trip, for instance, cost over $300,000 dollars.

COMMUNITY ENGAGEMENT

Community members and staff who lead the JDLI, MDLI, and VMLI trips presented their positions at a variety of Board Committee meetings, as well as before the full Board and in written comments.

CONNECTION TO BOARD GOALS

Board goals are incrementally implicated if students are traveling for ten school days, specifically as it relates to eighth-grade math and reading goals. A number of courses are not explicitly incorporated into the interdisciplinary DLI off-campus learning unit, which may mean students miss explicit math and reading instruction and compromise the continuity curriculum for up to two weeks (10 school days, as proposed).

STAFF RECOMMENDATION

Ten-day absences are not recoverable by all traveling students in all classes. In addition, the impact on the school environment of absent students, absent teachers, and absent administrators is also too significant for 10 consecutive days. As an alternative to the proposed amendment, staff recommends Board Policy 6.50.010-P keep the 5-school day threshold intact, with an allowance for 2 additional days for trips that require over 10 hours of travel.

Board Policy 6.50.010-P

Field Trips, Foreign Travel, and Other Off-Campus Activities

The District believes in the value of experiences outside the classroom and endeavors to make these opportunities available to all. As in all other aspects of school life, PPS is committed to both the access to and the inclusivity of off-campus activities. In planning and authorizing off-campus activities, primary consideration shall be given to the educational outcomes derived, the safety and welfare of students involved, District expectations of conduct and behavior on the part of all participants, and the selection of appropriate adult supervision in accordance with Board Policy 5.10.064-P Professional Conduct between Adults and Students.

I. District-Sponsored Activities

Special activities outside the classroom are an important part of an educational experience. Students shall be allowed to participate in carefully planned learning experiences or co-curricular activities, which fall outside the normal school program, school day, and/or are off-campus when they serve a legitimate educational purpose. Off-campus activities should promote and not compromise the integrity and purpose of the District's educational programs. Plans for continuity of curriculum must be made for the off-campus activity and likewise for students remaining on campus. This policy applies to all off-campus activities, unless otherwise noted.

1) As authorized through this policy and Administrative Directives, the Superintendent's designees may authorize field trips and other extra-curricular activities involving travel off-campus when such activities contribute to educational goals.

2) District staff responsible for overseeing extended travel must notify building administrators in advance of the trip so that plans for continuity of curriculum and instruction can be assured for students remaining on campus. Those plans will be communicated to the school community and observed so that no disruption in curriculum or programming will occur for students remaining on campus.

3) Certain trips may be authorized for an extended time when the distance traveled requires additional time, such as international travel, and when the trip involves a rigorous academic experience, as long as the following conditions are met:

a. Reasonable accommodations have been made to minimize the impact on students remaining on campus

b. Use of staff not usually assigned to the students traveling should take into consideration the needs of the students who remain at the school and the operations of the school, generally.

c. The plans made to minimize impacts have been approved by the school principal and the principal's supervisor.

d. If these conditions are met, the standard allowable travel time shall be 10 school days, although the Superintendent may approve longer durations when necessary to fulfill the educational purposes of an overseas trip.

3) Schools and staff to submit field trip requests for review, and approval or denial, prior to any planned activities.

a. Principals shall have the authority to approve regular off-campus field trips, subject to Risk Management approval, occurring during the course of one school day.

b. All off-campus trips comprising more than one school day will be reviewed by Risk Management and approved by the supervising Area Assistant Superintendent.

c. Specific timelines, procedures, and requirements of this field trip approval process will be outlined in a related Administrative Directive.

4) All out-of-state and foreign travel shall require prior Board approval with the exception of travel up to 150 miles from the PPS headquarters.

5) In planning for off-campus activities, staff members must avoid factors that might

prohibit student participation, including financial burden, as well as any hazards or barriers for students arising from discriminatory policies or practices in the destination or during transit based on race, religion, culture, gender orientation, sexual identity, or immigration status. Trips should be designed to promote healthy, safe, and inclusive experiences for all students, and consider the identified special needs and required accommodations of students with an Individualized Education Plan (IEP) and/or plans under Section 504 of the Rehabilitation Act of 1973. .

7) Both students and adult supervisors should be acquainted with and comply with relevant District policies, administrative directives, and other guidance, including the *PPS Student Responsibilities, Rights, and Discipline Handbook*, while representing the District. These expectations should be reviewed again by all students and staff prior to any extended off-campus activity.

Board Policy 6.50.010-P

Field Trips, Foreign Travel, and Other Off-Campus Activities

II. Non-School Sponsored Off-Campus Activities Must Clearly Indicate They Are Not Affiliated with the District

The unique professional status of District staff members may at times make it difficult for students and families to distinguish between school-sponsored off-campus activities from non-school privately sponsored off-campus activities. While working as PPS staff and/or representing PPS, District staff may not develop, plan, and/or supervise off-campus activities represented as "school, class, club, etc." other than what has been approved under this policy and the implementing administrative directives. In addition, District staff or other persons may not use District email, social media, hardcopy distribution to students, or other methods of District-controlled distribution that are not open to the general public to communicate to District students or families about private, non-school sponsored off-campus activities, without the pre-approval of the school building administrator and in adherence with PPS Disclaimer Requirement (11.1.a)

1) Travel Study Programs

Travel Study Programs are activities involving student travel that are planned, marketed, and conducted by organizations other than Portland Public Schools. Portland Public Schools does not fund, sponsor, or endorse any such programs.

a) Disclaimer Requirements: Any information about travel study programs must include the following disclaimer: “Portland Public Schools does not fund, sponsor, or endorse this travel study program. The District is not responsible for conducting or supervising this trip. Portland Public School employees who participate in travel study programs are not acting in their capacity as District employees and do so at their own risk. Students participating in travel study programs do so at their own risk.”

b) Any information distributed about travel study programs cannot contain the name of the District or any Portland Public school.

c) Distribution of information by travel study organizations must follow distribution guidelines in Board Policy 3.30.035-P Distribution of Materials and Information to Students and Administrative Directive 3.30.038-AD. Information distributed about

travel study programs shall not be made through PPS email, without the pre-approval of the school-building administrator and in adherence with PPS Disclaimer Requirement (see 11.1.a).

d) Travel study organizations must use the Civic Use of Buildings (CUB) procedures for informational/planning meetings after the school day. See Policy 3.30.010-P Community Use of School Buildings and Facilities and 3.30.011-AD Community Use of School Buildings and Facilities: Short-Term Use.

Legal References: ORS 332.107; ORS 336.183; ORS 339.155

Amended 9/2002, Amended 3/2019

Board Policy 6.50.010-P

Field Trips, Foreign Travel, and Other Off-Campus Activities

Original/Current Policy

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1) As authorized through this policy and Administrative Directives, the Superintendent's designees may authorize field trips and other extra-curricular activities involving travel off-campus when such activities contribute to educational goals.

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Original/Current Policy

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   a. Principals shall have the authority to approve regular off-campus field trips, subject to Risk Management approval, occurring during the course of one school day.

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7) Both students and adult supervisors should be acquainted with and comply with relevant District policies, administrative directives, and other guidance, including the *PPS Student Responsibilities, Rights, and Discipline Handbook*, while representing the District. These expectations should be reviewed again by all students and staff prior to any extended off-campus activity.

Original/Current Policy

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Original/Current Policy

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Legal References: ORS 332.107; ORS 336.183; ORS 339.155

Amended 9/2002, Amended 3/2019

Amendment #1 for Board Consideration to Policy 6.50.010-P, Field Trips, Foreign Travel, and Other Off-Campus Activities The amendment would amend the current draft of the policy to incorporate the staff recommendation that would keep the 5-school day threshold intact, with an allowance for 2 additional days for trips that require over 10 hours of travel.

Amendment #1

1. 3) Certain trips may be authorized for an extended time when the distance traveled requires additional time, such as international travel, and when the trip involves a rigorous academic experience, as long as the following conditions are met:

a. Reasonable accommodations have been made to minimize the impact on students remaining on campus

b. Use of staff not usually assigned to the students traveling should take into consideration the needs of the students who remain at the school and the operations of the school, generally.

c. The plans made to minimize impacts have been approved by the school principal and the principal's supervisor.

d. If these conditions are met, the standard allowable travel time shall be 5 ~~10~~ school days, with an allowance for two (2) additional days for trips that require over 10 hours of travel. ~~although the Superintendent may approve longer durations when necessary to fulfill the educational purposes of an overseas trip.~~

Amendment #2 for Board Consideration to Policy 6.50.010-P, Field Trips, Foreign Travel, and Other Off-Campus Activities

Amendment #2

1. 3) Certain trips may be authorized for an extended time when the distance traveled requires additional time, such as international travel, and when the trip involves a rigorous academic experience, as long as the following conditions are met:

a. Reasonable accommodations have been made to minimize the impact on students remaining on campus

b. Use of staff not usually assigned to the students traveling should take into consideration the needs of the students who remain at the school and the operations of the school, generally.

c. The plans made to minimize impacts have been approved by the school principal and the principal's supervisor, and the superintendent has recommended approval to the board."

August 26, 2024

To: PPS School Board
From: Representatives of the Asian DLI parent groups
Re: PPS Field Trip Policy 6.50.010 Staff Report

Dear PPS School Board Members,

We appreciate that the District recognizes the value of programs like the DLI Research Residencies (RRs) and other place-based learning experiences. We are proud to be part of a school district that promotes bilingual and bicultural education and acknowledges the impact dual-language immersion programs have on overall student success and achievement. However, we find that the Staff Recommendations misinterpreted or misconstrued a number of points specific to the Asian language Research Residencies, which we have addressed below.

ANALYSIS OF SITUATION

School Environment/Non-traveling Students

Currently, only DLI program teachers travel, which limits the effect that their absence has on non-traveling students. While it is true that substitutes do not always have the language credentials to teach the target language, DLI program teachers plan for this well in advance. For example, teachers may assign independent work that allows non-traveling students to keep up with the academic benchmarks set for their level and traveling DLI teachers keep in regular contact with non-traveling students via email during the research residency. DLI parent organizations often arrange for native language parent and community volunteers to assist, which allows parents, caregivers, and other community members the opportunity to contribute meaningfully to the programs and connect with the schools. Lesson plans are arranged and communicated with substitute teachers ahead of time.

Similarly, traveling school administrators hardly leave their schools untended. In addition to competent, capable assistant administrators and substitutes, traveling administrators are able to address most student and staff concerns virtually, via email, phone, and even video conferencing.

In the event that other DLI programs develop their own research residencies, the policy allows individual school administrators to work with their own faculty teams to tailor those programs to meet the goals of the District and their schools. (See also: the Oregon Research Residency piloted by Mt. Tabor Middle School in the spring of 2024.)

Traveling Students

Students traveling on DLI RRs recognize that it is their responsibility to keep up with missed classroom assignments and units and in past years students and parents in the VDLI and JDLI have signed and sometimes even notarized an agreement to that effect. Continued academic

performance in all other classes is an explicit prerequisite for participation in the DLI Research Residencies.

The staff recommendation letter states:

> *With respect to changes to the policy, much of the discussion on traveling for off-campus learning has centered on a few of the twelve DLI programs (Japanese, Mandarin and Vietnamese at the middle school level); it did not address other grade levels or Russian or Spanish programs. The policy applies to all off-campus learning and other international travel and field trips.*

The proposed policy language is tailored specifically to apply not to "all off-campus learning," but rather:

> ***Certain trips** may be authorized for an extended time when the distance traveled requires additional time, such as international travel, and **when the trip involves a rigorous academic experience…***

In addition, the policy requires that:

> *The plans made to minimize impacts have been approved by the school principal and the principal's supervisor.*

There is considerable opportunity for school administrators, who understand the student body and school climate, to work with teachers to ensure that the substitute plans have minimum adverse effect on non-traveling students. In fact, this has been the practice since the inception of the Research Residencies.

While other language programs do not currently incorporate Research Residencies into their curriculum, it is our desire and aspiration to serve as a model for other DLI programs in the future.

Regarding spring 2024 travel:

> *The trip leaders used natural breaks in the school calendar (planning days, spring break, etc.) to extend the trip thereby minimizing the adverse impact on the students' education across the span of their enrolled courses. Both the MDLI and VDLI programs were also able to meet the policy guidelines this year. [...] Only the JDLI trip operated outside of policy expectations and the 5-day threshold.*

While it is true that the MDLI agreed to use spring break to supplement their RR in 2024, the trip directors also made it clear that this was not a sustainable solution for teachers or students. It is unreasonable to require teachers to annually utilize Spring Break to deliver core curriculum over very long work days. Additionally, the MDLI travel created undue hardship for their partner school as it was during the time the partner school students were preparing for their high school

entrance exams. The partner school in Taiwan has made it clear they are not likely to be able to host students on that same timeline again.

Both the VDLI and the JDLI traveled over Memorial Day weekend, which greatly impacted both the cost of flights (see below under “Fiscal Impact”) as well as the ability of students to recover from jet lag, participate fully in classes upon their return, and complete their capstone research projects before the end of the school year. Travel is only one piece of the year-long capstone project that incorporates primary research, statistical analysis, and presentation of findings in English and the target language. Once students return, they must compile and analyze data collected in the target language before preparing presentation materials and videos in English and the target language for the capstone presentation, a process that typically requires at least five weeks to complete. Traveling over Memorial Day left students with only one week to complete this in-depth work.

Finally, it is important to note that while the trip directors make every effort to take advantage of planned school closure days in order to minimize the RR’s impact on the school, these planned closures do not always match the schedules of our international partner schools, who are key to the depth and quality of the Research Residencies.

FISCAL IMPACT

The Staff Recommendation letter states:

> *The cost of the trip and how it is funded varies by school and program. The overall cost to the District inevitably increases as the trip length extends. The most recent JDLI trip, for instance, cost over $300,000.*

We find this analysis to be, at best, misleading, and at worst, patently false. While the assessment of the costs is fundamentally correct, the District fails to recognize in this document that **costs related to the DLI Research Residencies are not covered by the District or by any individual school**. The fees for substitute teachers and administrators as listed in the Staff Recommendations are billed to back to the parent organizations, which pay those salaries from money collected from:

- Trip fees (paid by the families of traveling students)
- Fundraising activities organized by parent organizations and volunteers
- Grants and other donations from external organizations

The fiscal impact of these programs on the District, in other words, is negligible, if it exists at all.

In addition, parent organizations raise money to ensure that no student who wishes to participate in a DLI RR is excluded based on financial need. This has led to 96-100% participation every year (1-2 8th grade students per class choose not to travel). Students who choose not to participate generally do so because of family obligations or other personal reasons.

We would like to note that the bulk of the costs related to these exchanges is airfare. The 2024 trips were *severely* impacted by limited ticket availability over the allowed travel dates. Traveling over US holidays (such as spring break or Memorial Day) and local holidays (such as Golden Week in Japan) significantly increases costs to families and exacerbates fundraising needs to ensure equitable student participation.

Example: 2024 Japan Research Residency

Dates coordinated with partner schools in Japan:	Suggested compromise dates:	Actual travel dates:
April 14-27, 2024	May 9-20, 2024	May 17-27, 2024
Airfare: $1,912	Airfare: $2,109	Actual Airfare: $2,598
School Days Missed: 10	School Days Missed: 8	School Days Missed: 6

Increase in cost to families: $686 per student

It should be noted that returning on Memorial Day (May 27) not only increased the cost of airfare, but forced the students back into school (unless they called out sick) with no recovery from 24 hours of travel or adjustment for the 16-hour time difference. In addition, in-country travel costs (train, busses, etc.) and hotel costs increased due to the timing and lack of planning time.

CONNECTION TO BOARD GOALS

> *Board goals are incrementally implicated if students are traveling for ten school days, specifically as it relates to eighth-grade math and reading goals. A number of courses are not explicitly incorporated into the interdisciplinary DLI off-campus learning unit, which may mean students miss explicit math and reading instruction and compromise the continuity curriculum for up to two weeks (10 school days, as proposed).*

DLI students complete a capstone project that is designed specifically to incorporate grade-level analytical math and reading skills in addition to the language and social studies components inherent in the immersion curriculum. DLI teachers work with core subject teachers to ensure that learning goals are met and that DLI and non-DLI students alike have comparable academic experiences by aligning their curricula. PPS administration has not presented any data - to the best of our knowledge - that demonstrates any learning loss or missed concepts in either math or reading due to traveling off-campus. To our knowledge, no Math or English instructor has noted reduced achievement on standardized testing or in grading for these students between their 7th grade performance and performance during their 8th grade year when they participate in the DLI Research Residencies.

Additionally, PPS states on its own website:

> *The district's growing Dual Language Immersion program is closing the racial educational achievement gap and improving reading achievement in native and non-native speakers alike, according to a 2015 national study. (https://www.pps.net/domain/265)*

And:

> *Even though DLI students spend half their academic day on English they tend to outperform their non-immersion on academic achievement tests in English (Turnbull, Hart & Lapkin 2000). (https://www.pps.net/Page/885)*

It is our opinion and experience that the DLI Research Residencies, when given adequate time for effective teaching and learning, overwhelmingly contribute to the overall academic success of our students.

STAFF RECOMMENDATION

> *Ten-day absences are not recoverable by all traveling students in all classes. In addition, the impact on the school environment of absent students, absent teachers, and absent administrators is also too significant for 10 consecutive days. As an alternative to the proposed amendment, staff recommends Board Policy 6.50.010-P keep the 5-school day threshold intact, with an allowance for 2 additional days for trips that require over 10 hours of travel.*

There is currently no PPS data - again, to the best of our knowledge - that supports the staff's statement, despite a 20+ year history of successful DLI Research Residencies. Anecdotal evidence from non-traveling teachers in core subjects at multiple DLI schools suggests that the academic and environmental impact on traveling and non-traveling students alike is minimal, and in some cases, the temporarily smaller class sizes provide some benefits to non-traveling teachers and students, while traveling students show little to no learning loss from their absence from their home campuses.

In fact, data suggests that the benefits outweigh the drawbacks. According to Penn State University professor Celeste Kinginger: "While 10 days (17 with weekends, etc.) may not seem like much in total, twice the exposure time (and proportionally more time recovered from jet lag, etc.) has benefits that could impact long term commitment to language study as a result of social integration with local communities."

This is spelled out in a recent co-authored publication (Zhuang & Kinginger, 2024) that describes a large follow-on research project of US-based study abroad alumni, using a nationwide survey (approximately 4900 respondents) and 54 life history interviews. The study finds that longer-duration study abroad stays leads to more social integration/friendship development, which in turn leads to improved long-term language learning outcomes.

It is our contention that the staff recommendation does not satisfy the concerns that the policy change proposal was designed in part to address, namely, that more time is needed for students to reap the full benefits from an academically rigorous language and cultural immersion program and achieve the stated fluency goals of the DLI programs. It curtails the ability to provide a productive cultural exchange with host families and schools, which is a priority for our international partners.

DLI PROGRAM RECOMMENDATION

The PPS Policy Committee and the Asian DLI faculty, trip directors, and parent groups have worked closely together for several months to develop a new policy for international research residencies and other academically rigorous travel programs that will satisfy the District's academic and fiscal goals as well as the goals of our nationally-recognized Asian language immersion programs. Indeed, we hope that similar opportunities - whether international or domestic - will eventually be extended to all 8th graders in the District. We respectfully request that the School Board honor that work and the good intentions of the committee and implement the policy as drafted by the committee.

Sincerely,

Christine Hanolsy, Vice President, Oya No Kai (JDLI)
Maya Mori, Co-President, Oya No Kai (JDLI)
Kelli George, Chair, Shu Ren of Portland (Harrison Park MDLI)
Letha Tawney, Chair, Jin Ren of Portland (Albina MDLI)
James Luu, Trustee, Research Vietnam (VDLI)

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Policy you are providing comment on *

Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

James Luu

Email *

[redacted]

Your School Community *

Vietnamese Dual Language Immersion at McDaniel High School and Rose CIty Park Elementary School

Please provide your comments below *

Dear PPS Policy Committee,

Dual Language Immersion Research Residencies have long been a “capstone” experience for these programs for several decades within PPS. The Vietnamese Dual Language Immersion program recently conducted its first ever research residency to Vietnam. In fact, because PPS has the 2nd ever VDLI program in the nation, and because the Seattle-based program has not announced such a trip, this was in fact the first ever VDLI research residency in the entire United States to have ever happened. This was a hallmark moment for Vietnamese-Americans as a racial/ethnic group.

It is through policies such as this that these community changing events can happen. The impact of policies such as this can have profound impacts that are both short-term and most especially long-term in nature. With respect to the many decades of research residencies for the Japanese and Mandarin programs that have been afforded the opportunity to travel for 10 school days away, I want to express my extreme disappointment that the district chose in the 23-24 school year to limit travel days abroad to just 5 days.

The Vietnamese-American community is a relative newcomer to this country (e.g. the fall of Saigon was just 49 years ago) as most if not all of us came as refugees or immigrants suffering under undue economic and social hardship with many facing life-threatening circumstances. To see the vast opportunity given to others in the past via 10-day research residencies only to see that cut in half for our VDLI program on our maiden voyage feels like a repeat of history (i.e. those who say they want to help us in fact actually short-changing us, akin to the US withdrawal from Vietnam). Invoking the district’s own racial equity policy, I question if the district has considered how it treats lower SES Asian communities like the Vietnamese community relative to how it has treated higher SES Asian communities like the Japanese and Chinese community. It is clear to me that the district, rather than digging into the nuances of this, instead lumps us all together by skin tone and calls us “Asian” as a bloc.

I encourage this policy committee to consider how equitable it is to limit the Vietnamese Dual Language Immersion community as we are building out our community and program. Most other DLI programs with a research residency have used it as a goal for students which helped with not only language growth and retention but also as an enrollment tool. I have learned that today’s newest VDLI kindergarten class only had 25 students enrolled. A far cry from the 48 open slots afforded. Why does this district treat the VDLI program as second-class citizens? Why is the district not showcasing this 1st of its kind Vietnamese research residency to help develop our program? Why is the district not throwing its weight behind the opportunity as it has for the JDLI and MDLI programs for decades in the past?This program could be a shining star for the VIetnamese-American community, yet the district seems intent on limiting its potential at every step of the way.

This is not right. It is not equitable. And it is not fair. I urge this committee to please consider adopting the original draft proposal without any further revision limiting the amount of travel days abroad.

In closing, I’d like to reference both Steve Thorne, professor of second language acquisition at Portland State University and Celeste Kinginger, professor of applied linguistics at Penn State University. They are both qualified and credentialed experts in the field of second languages. I’ve spoken with both of them and with respect to the differences between 5 and 10 travel days abroad, they had this to say:

“While 10 days (17 with weekends etc.) may not seem like much in total, twice the exposure time (and proportionally more time recovered from jet lag, etc.) has benefits that could impact long term commitment to language study as a result of social integration with local communities.

As Prof. King noted, the measurable language learning may not appear immediately in linguistic assessments, but social integration with the target language community (home stays, interaction with peers, etc.) is correlated with continued language study and ultimately higher levels of language ability.

So, this is a direct response to answering the School Board question of "what can students develop over 10 days that they can't develop over 5 days?" Answer: more robust social integration and interpersonal relationships of significance, both of which take time, and both of which correlate with continued language study and ultimate attainment.

This is spelled out in a recent co-authored publication (Zhuang & Kinginger, 2024, Long-term language use by US-based study-abroad alumni: Activity types and program effects) that describes a large follow-up research project of US-based study abroad alumni, using a nationwide survey (~4900 respondents) and 54 life history interviews. Equationally: longer duration study abroad stay = more social integration/friendship development = improved long term language learning outcomes.”

Sincerely,

James Luu
VDLI Parent
Board Director, Oregon-Vietnam Economic Education and Cultural Association
Trustee of the Research Vietnam organization

This form was created inside of Portland Public Schools.

Google Forms

Core Eighth-Grade Teachers
Harrison Park Middle School
2225 SE 87th Ave.
Portland, OR 97216
August 29, 2024

Portland Public School Board
501 N Dixon St.
Portland, OR 97227

To Whom It May Concern:

The core teachers of Harrison Park Middle School would like to express our full support for the two week trip that the Mandarin Immersion Program has executed in the past. Considering the best educational interest for our MIP students, we hope this experience will be available in the future.

We understand that the Board is concerned about the academic disruption that this trip has on the MIP students. It is our opinion that the benefits of a unique global cultural experience, such as this trip, far outweigh any negative effects. We believe that the experiences our MIP students bring back and share with their peers have a positive impact on our entire student body.

Furthermore, with appropriate advanced notice, we can commit to frontloading instruction so the students will experience minimal disruption to their educational experience in all core classes. Given ample time to unit-plan, teachers can ensure that the impact of the few missing students will not affect the rest of their peers who will not attend the trip.

Thank you for the opportunity to provide our insight on the matter,

Mikael Benson
8th-Grade Math
Harrison Park Middle School

Amanda Coggins
8th-Grade Language Arts
Harrison Park Middle School

Georgie Steeves
8th-Grade Science
Harrison Park Middle School

Ron Huff
8th-Grade Social Studies
Harrison Park Middle School

Public Comment on Draft Policies

Please provide your comments on policies currently proposed for revisions or rescissions, or new policies. Policies are open for public comment for a minimum of 21 days between the First Reading and the Second Reading, when a adopt the policy.

Policy you are providing comment on *

Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P

Do you provide permission to post your comments on the PPS website? *

- (●) Yes, with name
- ( ) Yes, without name
- ( ) No. Share only with Board and District staff

Name *

Valerie Turner

Email *

[redacted]

Your School Community *

Mt. Tabor Middle School

Please provide your comments below *

Letter to the PPS School Board for September 10, 2024
Re: Field Trips, Foreign Travel, and Other Off-Campus Activities 6.50.010-P

To the members of the PPS School Board, students, colleagues, staff, and members of our community,

My name is Valerie Turner. I teach English Language Arts and Social Sciences and have been teaching in this district since 2006. I'm honored to be starting my fourth year at Mt. Tabor Middle School, where roughly half of our students are in the Japanese Dual-Language Immersion (JDLI) program, and half are neighborhood students. We also have students in programs such as the Deaf and Hard of Hearing program and the Intensive Skills Classroom.

I am here this evening to describe a unique situation - defending the integrity of me and my non-dual-language-immersion colleagues when our JDLI educators are away from school, traveling with the JDLI students. If you are not aware, 8th grade students in the JDLI program at Mt. Tabor have the tremendous privilege of traveling to Japan. Yes, this is known to JDLI families when their kiddos are enrolled in Japanese Immersion as wee baby kindergarteners. Other DLI programs (such as Vietnamese and Mandarin) also have student travel opportunities, but I am speaking from my own personal perspective as a classroom teacher of the neighborhood students who are "left behind." I fully support 10 days of travel for JDLI colleagues and students, and I have three main reasons why.

One important point to make is that because student travel is a self-funded privilege, there is incredible school and community support and fundraising to make this happen. I'm not sure why the staff report for the proposed policy includes the dollar amount of $300,000, since the district does not pay that. However, taking 74 students plus teachers and chaperones to Japan - and having to pay for substitutes - costs a lot of money. It was more expensive than usual last year since my colleagues had to wait for approval, and changing their flight reservations within 12 weeks of travel added a significant cost. $300,000 divided by let's say 84 people comes out to about $3571 per person. That is not unreasonable for a 7+ day trip to Japan with airfare, lodging, food, excursions, and ground transportation, booked two months before departure.

REASON 1: TEACHING & LEARNING DON'T STOP
First, I'd like to disabuse anyone of the assumption that when half the students are away, instruction and learning stops at school. My colleagues and I work hard to plan ahead for what we teach and when we teach it, so we are able to create a somewhat independent "capsule" of instruction for the roughly 7 or 8 instructional days the JDLI students have been away from Mt. Tabor in the past. Thanks to the pandemic (yes, this is sarcastic, but also serious), my colleagues and I are all highly-skilled at creating online instructional resources. Our district requires us to post lesson materials and resources in Canvas anyway - for any child who might miss school for any reason.

Here is one example of ongoing instruction: The past two years at Mt. Tabor, one of the capsules the English Language Arts team taught included Tribal History/Shared History lessons required by Senate Bill 13. Does that mean students traveling to Japan completely miss those lessons? No, but we set the lessons up to be accessed early and asynchronously. Is it true that some traveling students simply won't get around to completing the capsule lessons? Yes, for a few - but that is their choice, same as always. At Mt. Tabor, we use standards-based grading as well as equitable grading practices, so if a student misses one assessment,

the odds are that same standard will be assessed again before the end of the quarter anyway. High-quality instruction and student learning don't stop for the "left-behind" students or the traveling students.

Another example of our instructional practices: Years ago, the ELA8 and JDLI teams co-created a much-loved year-end project: all 8th grade students learn how to conduct a personal interview with someone from a different generation and/or a different culture. JDLI students often interview someone they meet in Japan, but any student could interview any grandparent, neighbor, friend's mom, or whomever they choose. Several of the required interview questions set kids up nicely to write summative research reports in Quarter 4, as per our district-adopted ELA scope and sequence. More importantly, every student exercises their speaking and listening skills, their note-taking and writing skills, and their evaluation skills - which facts should stay in the final project, and which should be ditched? Final projects could be a formal interview write-up or a slides presentation about their person. Allowing student voice and choice while encouraging students to capture narratives from other people's lives are practices I highly value. Our "Across Cultures - Across Generations" project is a memorable final ELA project for our 8th-graders, and I look forward to it every year.

REASON 2: VALUE LANGUAGE IMMERSION EXPERIENCES
As someone who also speaks another language and had the privilege of language immersion experiences, I can say without a doubt that being surrounded by native speakers of the language you are learning is priceless. There is simply no better way to spark a love for language than to feel yourself successfully using it in real-world settings. Students traveling to Japan don't stop learning when they depart from Mt. Tabor on their Japan Research Residency. They change their learning - and it's authentic, impactful, and deep. Student travel gives our kids the all-too-rare honor of thinking globally. Of course I want that for our kids - for any of my students lucky enough to have the opportunity. One regret I have is that these amazing experiences are not YET available for all of the dual-language immersion programs in PPS. However, education is not a zero-sum game; students who get to travel with DLI groups are not "taking away" education from our neighborhood students. If anything, our neighborhood students get additional teacher time and support, since many of our 8th grade class sizes are smaller when the JDLI students are away. It's a luxury we writing teachers particularly enjoy.

REASON 3: WHY NOT CONSIDER STUDENT TRAVEL AS PART OF A CAPSTONE EXPERIENCE? I know the middle school redesign group recommends an experiential learning experience as a capstone of our students' middle school years.The Japan Research Residency inspired my neighborhood Social Sciences colleagues and I to launch an Oregon Research Residency last year. We took approximately 70 neighborhood students to the Pendleton, Oregon area last spring. This trip was self-funded and we were able to provide full or partial scholarships for about 15 students. We spent time learning from members of the Confederated Tribes of the Umatilla Indian Reservation, visiting the Tamástslikt Cultural Center, touring the grounds of the Pendleton Round-Up and the Whitman Mission in Walla Walla, and much more. Our students experienced Oregon's history, cultures, and present resiliency in real life. Out-of-school, experiential learning is the type of learning that makes memories. I am certain that in 10 years, my students will remember details of their Oregon Research Residency experience better than facts about westward expansion from a curriculum app.

ACKNOWLEDGEMENTS
Finally, I want to acknowledge the massive amount of work that goes on behind the scenes to make sure the Japan Research Residency can happen. Our Mt. Tabor Principal and Assistant Principal ensure that standards-based instruction continues for all students - whether they are in Japan or at Mt. Tabor. The amount of forms and paperwork they managed was astounding. Please recognize the time my "left-behind" colleagues and I spent in teams, making sure standards were aligned, the timing worked, and assessments were authentic before our JDLI students departed.

A FINAL REASON… believe educators. Please SUPPORT student language immersion experiences. Please honor my JDLI colleagues - and all DLI educators in this district - who work tirelessly to advocate for authentic language learning. They are the ones creating a path towards global citizenship for our kids. Listen to the JDLI educators who say that 10 days, not 7, are needed for travel more than 10 times zones away. Know that whether students are traveling or not, learning never stops in our schools.

Thank you for your time.

Sincerely,

Valerie Turner and the following “neighborhood” colleagues at Mt. Tabor Middle School:
Adrian Ackerman-Harvie, Spanish / ELD teacher
Katrina Arras, 7th Science & Computer Science Teacher
Rebecca M. Darling-Budner, Health Teacher
Alex Dawson, Longtime neighborhood social studies & PE teacher
Heather Dulin, Grade 6 ELA, Drama, AVID and Technology
Anna Durocher, Middle School Science Teacher
Alison Ellsworth, Math Teacher
Marissa Goff, Speech-Language Pathologist
Dawn Gordon, Social Sciences
Gina Gray, 6th Grade Language Arts, 7th Grade Math, 8th Grade WEB Coordinator
Emory Oeding, School Counselor
Kirk Ordway, Science Teacher
Molly Renauer, Art Teacher
Dena Sorensen, SPED Teacher
Jacob Soto, Band grades 6-8
RaeAnn Suckow, School Based Instructional Coach
Kathleen Sullivan, MTMS Mathematics
Michael Valenti, Science Teacher
Joe Walker, English Language Arts
Emily Willis, English Language Arts

This form was created inside of Portland Public Schools.

Google Forms

Core Eighth-Grade Teachers
Harriet Tubman Middle School
2231 N Flint Ave,
Portland, OR 97227
September 3rd, 2024

Portland Public School Board
501 N Dixon St.
Portland, OR 97227

To Whom It May Concern:

The core teachers of Harriet Tubman Middle School would like to express our full support for the two-week trip that the Mandarin Immersion Program has participated in the past. We believe this is a fantastic opportunity and the best education experience for our MiP students. We hope this experience will continue to be available in the future.

We have come to understand that the Board is concerned about this trip's academic disruption on MiP students and the students who remain at school. It is our opinion that the benefits of this once-in-a-lifetime and unique global cultural experience far outweigh any potential negative effects. The experiences our MiP students bring back and share with their peers positively impact our entire community.

Moreover, with sufficient notice, we can ensure that the student's educational experience in all core classes will be minimally disrupted. By frontloading instruction and unit planning, we can mitigate the impact of the few missing students on their peers who will not attend the trip, thereby maintaining the continuity of learning for all students. Thank you for the opportunity to provide our insight on the matter,

Candice Trent
8th Grade Science

Kira Jones
8th Grade Math

Rochelle Pluymers
8th Grade ELA

Arturo Estrella
8th Social Sciences

Summer Programs 2024

September 10, 2024



PORTLAND
Public Schools

Program	Target Population (Grades)	Participating Students
Early Kindergarten Transition	Prioritized focal students & families (incoming K)	250
Indian Education Summer Program	Indian Education students (1st-8th)	23
LEAP into 9th Grade	Prioritized focal students (incoming 9th)	271
Migrant Education Summer Program	Migrant Education students & families (PK-8th)	65
PPS Rising Educators/Summerworks Interns	BIPOC PPS Future Educators (11-12)	25
Learn & Earn	Multilingual learners (9th-12th)	40
Special Education Extended School Year	Qualifying students with IEPs (K-12th)	117
Summer Scholars	Credit recovery (9-12)	1,546
Summer Acceleration Academy	Prioritized students (K-5)	2,102

SAA 2024: Excellence in Summer Learning Award Finalist!

The New York Life Foundation Excellence in Summer Learning Award and NSLA Founder's Award recognize **outstanding summer programs** that demonstrate **excellence in accelerating academic achievement** and promoting **healthy development** for low-income children and youth between pre-kindergarten and twelfth grade.

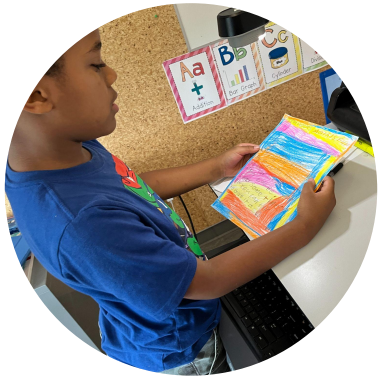
PPS SAA named one of 6 national finalists!! Award to be announced this month!

Since 2005, the Excellence in Summer Learning Award program has been a critical strategy of the National Summer Learning Association (NSLA) to support the growth and visibility of high-quality summer learning programs.





SAA 2024: Mission, Vision, and Audacious Goal



Mission

PPS Summer Acceleration Academy will provide students with a successful onramp to the school year by engaging them in joyful learning opportunities that leverage their interests and strengths to address unfinished grade-level learning, prioritizing students who identify as members of persistently underserved racial and ethnic groups in service of disrupting the predictability of outcomes based on race.



Vision

All students who participate in Summer Acceleration Academy will start the school year confident in their ability to successfully engage in grade-level content, employ student strengths and agency as learners, and with a strong sense of self, community, and belonging.



Audacious Goal

Students who participate in Summer Acceleration Academy will experience knowledge building, skill development, and enriching and transformative experiences that will accelerate their growth in literacy and propel them toward achieving grade level proficiency as measured by district-adopted assessments in the following school year.

Summer Acceleration Academy (SAA) 2024: Program Overview

- **Serving ~2200 K-5 Students at 11 Sites**
  - Students who need support in literacy based on district-adopted assessments
  - Prioritized enrollment for historically underserved students
  - Embedded DLI & ELD Programs
  - Early Kindergarten Transition (EKT) Program in partnership with SUN
- **Transportation & Meals Provided**
- **Afternoon Enrichment** activities & provided by partner organizations to increase access for working families.

- **22 Days of Instruction, Daily:**
  - 90 minutes of Core-Aligned Literacy
  - 60 minutes of Math
  - 60 minutes of Science/Technology
  - 60 minutes SUNBlock Enrichment
  - 30 minute lunch
- **Reading Support Team** (Reading Specialist, Special Educator, EAs, and ***PPS Rising Educators)*** provided targeted, small group literacy instruction for all students
- **SUN Block** 60 minute collaboration with SUN partners provided enrichment during the day for all students

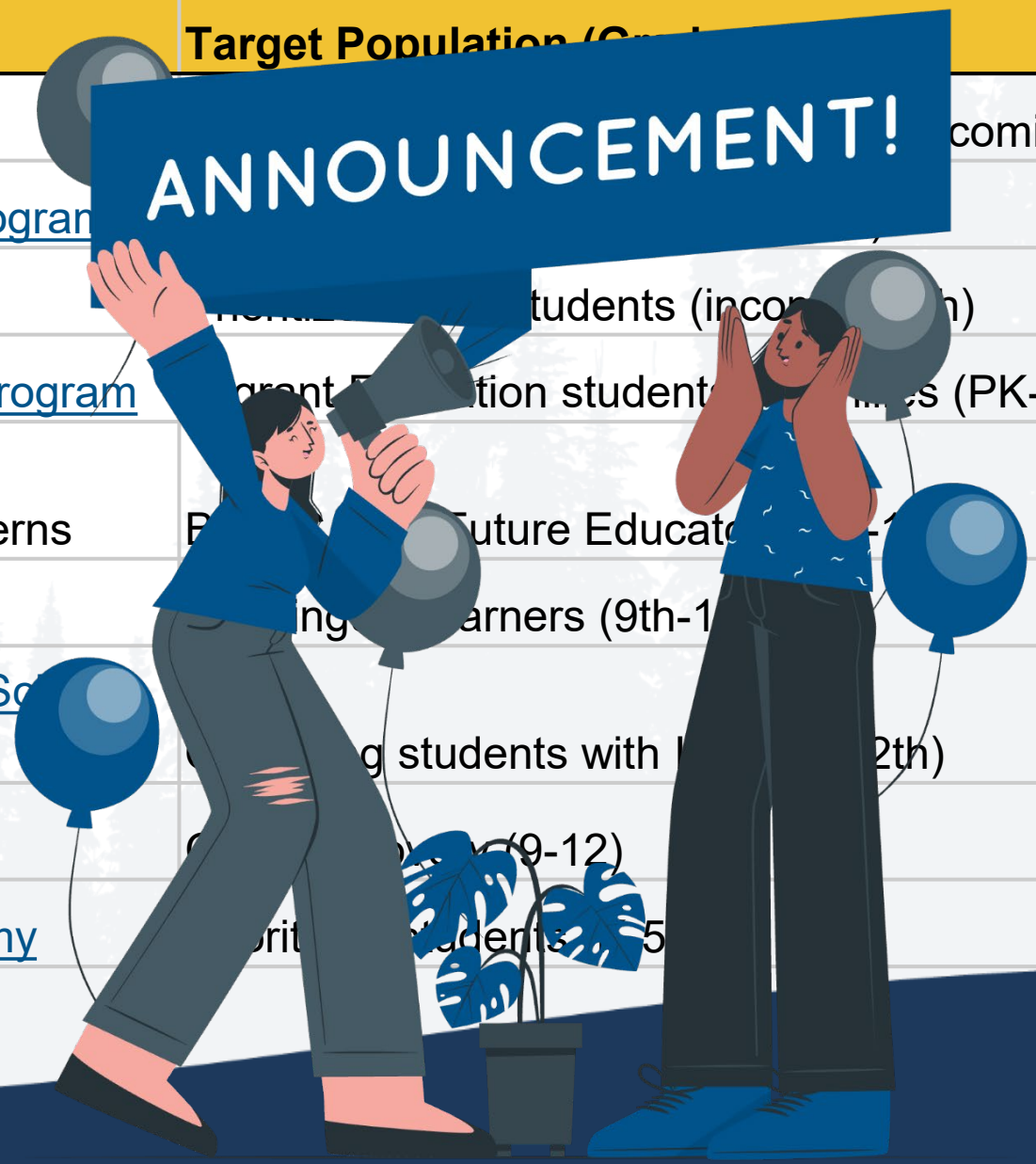
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September 10, 2024



PORTLAND
Public Schools

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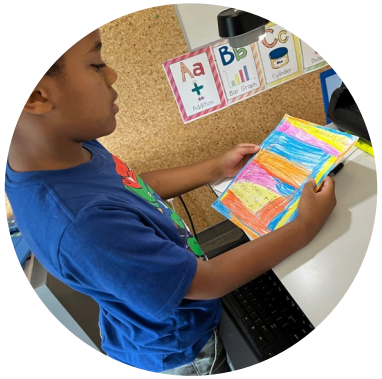


SAA 2024: Excellence in Summer Learning Award Winner!

The New York Life Foundation Excellence in Summer Learning Award and NSLA Founder's Award recognize **outstanding summer programs** that demonstrate **excellence in accelerating academic achievement** and promoting **healthy development** for low-income children and youth between pre-kindergarten and twelfth grade.

Since 2005, the Excellence in Summer Learning Award program has been a critical strategy of the National Summer Learning Association (NSLA) to support the growth and visibility of high-quality summer learning programs.

SAA 2024: Mission, Vision, and Audacious Goal



Mission

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Vision

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Audacious Goal

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- **Reading Support Team** (Reading Specialist, Special Educator, EAs, and ***PPS Rising Educators)*** provided targeted, small group literacy instruction for all students
- **SUN Block** 60 minute collaboration with SUN partners provided enrichment during the day for all students



RESOLUTION No. 6957

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; %
9/27-9/29/24	Lincoln HS X Country, 14	Palatine Invitational	IL	$600	N/A

RESOLUTION No. 6958

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Serendipity Center	9/11/25 through 6/30/25	Personal Services PS 95536	Provide educational services to PPS students as required in their IEPs. Direct Negotiation – Therapeutic Placement PPS-46-0525(12)	$850,000	J. Buno Fund 101 Dept. 5414	No
Point Monitor Corporation	9/11/24 through 9/11/25	Construction C 95532	Security Upgrades – Phase 2B Invitation to Bid-Construction ITB-C 2024-031	$1,303,382	D. Jung Fund 459 Dept. 5511 Project DS019	No
Rosemary Anderson High School	9/11/24 through 8/31/25	Personal Services PS 95545	Outlines grant funds available for contracted alternative education program. Request for Proposals RFP 2020-2894	$676,215	J. Franco Funding Source Varies	N/A - Nonprofit
Mt. Scott Park Center for Learning Inc.	9/11/24 through 8/31/25	Personal Services PS 95547	Outlines grant funds available for contracted alternative education program. Request for Proposals RFP 2020-2894	$259,811	J. Franco Funding Source Varies	N/A - Nonprofit
Native American Youth & Family Center (NAYA)	9/11/24 through 8/31/25	Personal Services PS 95557	Outlines grant funds available for contracted alternative education program. Request for Proposals RFP 2020-2894	$150,166	J. Franco Funding Source Varies	N/A – Nonprofit
Blazerworks, LLC	9/11/24 through 6/11/25	Personal Services PS 95585	Provide Speech Language Pathologists to work with PPS SPED students. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	$418,200	J. Buno Fund 101 Dept. 5414	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")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Public Schools	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95471	Columbia Regional Inclusive Services will partner with PPS to deliver regional services to eligible individuals with Autism Spectrum Disorder.	$1,125,000	J. Buno Fund 205 Dept. 5430 Grant G2308
Lake Oswego School District	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95535	Columbia Regional Inclusive Services will partner with LOSD to deliver regional services to eligible individuals with Autism Spectrum Disorder.	$185,000	J. Buno Fund 205 Dept. 5430 Grant G2308
Multnomah Education Service District	9/11/24 through 8/31/25	Intergovernmental Agreement IGA 95548	Outlines grant funds available to contracted alternative education program.	$150,989	J. Franco Funding Source Varies

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Portland State University	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 94431 Amendment 2	Participation in the Racial Equity Centered Pipeline Initiative. Year 4 goals include continued clinical coaching, equity audit, affinity space support, and faculty collaboration.	$300,000 $878,273	K. Howard Fund 299 Dept. 5449 Grant S0455	N/A
Imagine Learning	9/15/24 through 9/14/27	Digital Resource DR 90657 Amendment 1	Purchase of Spanish Dual immersion curriculum and professional development. This amendment extends the purchase of licenses through 2027. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	$347,625 $654,825	K. Howard Fund 459 Dept. 5445 Project DC160	No

RESOLUTION No. 6959

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")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
Centennial School District	8/21/24 through 6/30/25	Intergovernmental Agreement/Revenue IGA/R 95469	Columbia Regional Inclusive Services will provide services for Deaf and Hard of Hearing children.	$265,850	J. Buno
Centers for Disease Control & Prevention	8/1/24 through 7/31/25	Intergovernmental Agreement/Revenue IGA/R 95479	Schools Advancing Youth Wellness grant.	$425,000	J. Buno

AMENDMENTS TO EXISTING 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 94452 Amendment 1	Early Indicator and Intervention System grant. This amendment extends the grant for one additional year.	$125,173 $254,858	R. Adams

RESOLUTION No. 6960

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- August 16, 2024 – Special Meeting
- August 20, 2021 – Special Meeting

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Special Meeting
August 16, 2024

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://youtube.com/live/8cdDTkpNsSo?feature=share

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: https://www.youtube.com/@ppsboardofeducation/live

Board Member Attendance

Present: Chair Eddie Wang; Vice-Chair Michelle DePass; Directors Julia Brim-Edwards, Herman Greene, Gary Hollands, Andrew Scott, Patte Sullivan, and Eddie Wang; Superintendent Dr. Kimberlee Armstrong

Absent: Student Representative JJ Kunsevi

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Agenda 02
Actions Taken 02

RESOLUTIONS

No.	Resolution Title	Page
6931	Dismissal of a Contract Educator	03

Agenda

Time Started	Agenda Title
10:03 am	Called to Order
10:04 am	Dismissal of a Contract Educator (Resolution 6931)
10:06 am	Adjourned

Action Items

- **Resolution 6931: Dismissal of a Contract Educator**

  Director DePass moved and Director DePass seconded the motion to approve Resolution Number 9631. The motion was put to a voice vote and passed (6 yes – 1 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: No, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

RESOLUTION No. 6931

Dismissal of a Contract Educator

RECITALS

The Board has reviewed the evidence submitted along with the Superintendent's recommendation for the dismissal of a contract educator.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to dismiss the contract teacher from employment with PPS. The District will notify the employee in writing of the Board's decision.

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Special Meeting
August 20, 2024

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://youtu.be/NXkg7RnPGyc

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: https://www.youtube.com/@ppsboardofeducation/live

Board Member Attendance

Present: Chair Eddie Wang; Vice-Chair Michelle DePass; Directors Julia Brim-Edwards, Andrew Scott, and Patte Sullivan; Student Representative JJ Kunsevi

Absent: Director Gary Hollands

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Agenda 02
Public Comment 02
Statements for the Record ..... NA
Actions Taken 02

Resolutions Adopted

6951 Adoption of the Index to the Minutes 03
6952 Expenditure Contract 04
6953 Revenue Contracts 06
6954 Expenditure Contract 07
6955 Expenditure Contract 08
6956 Resolution Supporting Student Mental Health and Learning 09

Agenda

Time Started	Agenda Title
6:01 pm	Opening
6:02 pm	Consent Agenda - Resolutions 6951 through 6953
6:05 pm	Expenditure Contract (Resolution 6954)
6:10 pm	Expenditure Contract (Resolution 6955)
6:18 pm	Resolution Supporting Student Mental Health and Learning (Resolution 6956)
6:30 pm	Adjourn

Student and Public Comment

None

Action Items

- **Consent Agenda – Resolutions 6951 through 6953**

  Director Brim-Edwards moved and Director Herman Greene seconded the motion to approve the Consent Agenda, including Resolutions 6951 through 6953. The motion was put to a voice vote and passed (6 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Absent, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Absent

- **Resolution 6954 – Expenditure Contract that Exceeds Delegation of Authority**

  Director Herman Greene moved and Director Michelle DePass seconded the motion to approve Resolution 6954. The motion was put to a voice vote and passed (4 yes – 0 no – 2 abstain).

  Director Julia Brim-Edwards: Abstain, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Absent, Director Andrew Scott: Abstain, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Absent

- **Resolution 6955 – Expenditure Contract that Exceeds Delegation of Authority**

  Director Herman Greene moved and Director Julia Brim-Edwards seconded the motion to approve Resolution 6955. The motion was put to a voice vote and passed (6 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Absent, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Absent

- **Resolution 6956 – Resolution Supporting Student Mental Health and Learning**

  Director Brim-Edwards moved and Director DePass seconded the motion to approve Resolution 6956. The motion was put to a voice vote and passed (6 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Absent, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Kunsevi: Absent

RESOLUTION No. 6951

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- August 06, 2024 – Regular Meeting

RESOLUTION No. 6952

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Sather Byerly & Holloway LLP	9/1/24 through 8/31/26	Legal Services LS 95441	Provide workers compensation and OSHA related legal services.	$375,000	L. Large Fund 601 Dept. 5540	No
Lewis & Clark College	8/21/24 through 6/30/25	Personal Services PS 95438	Participation in the Racial Equity Centered Pipeline Initiative. Year 4 goals include clinical coaching, equity audits, and leadership preparation. Direct Negotiation – Non-District Funding Source PPS-46-0525(6)	$300,000	J. Buno Fund 299 Dept. 5449 Grant S0455	No
Schetky Northwest Sales, Inc.	8/21/24	Purchase Order PO 169850	Purchase of three electric school buses. Request for Proposals 2024-029	$897,608	D. Jung Fund 299 Dept. 5560 Grant S0416	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")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
West Linn-Wilsonville School District	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95424	Regional services to eligible individuals with Autism Spectrum Disorder.	$181,000	J. Buno Fund 205 Dept. 5433 Grant G2308
Portland State University	7/1/24 through 6/30/25	Intergovernmental Agreement IGA 95439	Provide college-level coursework for seniors at students at Jefferson, McDaniel, and Roosevelt.	$295,690	J. Buno Fund 101, 205 Dept 5438 Grant G2358

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
BORA Architects, Inc.	8/21/24 through 12/31/25	Architecture ARCH 94130 Amendment 4	Addition of Phase 2 Schematic Design and Design Development services for Ida B Wells High School Modernization. Request for Proposals 2023-037	$8,943,264 $10,116,305 Estimated total through entire project: $25,500,000	D. Jung Fund 459 Dept 5511	No
K12 Insight	8/21/24 through 8/31/25	Cooperative Contract COA 93984 Amendment 1	Use of “Let’s Talk”, a cloud-based communications solution. This amendment adds another year to the agreement.	$137,200 $274,400	J. Buno Funding Source Varies	No

RESOLUTION No. 6953

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")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
State of Oregon	7/25/24 through 4/13/28	Intergovernmental Agreement/Revenue IGA/R 95432	Oregon Emergency Management passthrough reimbursements related to January 2024 storm damage.	$1,037,000	M. Leigh

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	/Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source
State of Oregon	7/1/24 through 6/30/25	Intergovernmental Agreement / Revenue IGA/R 94453 Amendment 1	Measure 98/High School Success grant agreement. This amendment adds funds and extends the end date for the 24/25 school year.	$23,776,320 $36,040,351	J. Buno

RESOLUTION No. 6954

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.

AMENDMENT TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business*
Metropolitan Exposition	8/22/24-8/22/24	Space Rental HCS 95456 Amendment 1	Additional services (including internet and electrical services, installation) for space rental for Teacher Professional Development Day at the Oregon Convention Center.	$30,644 $165,686	J. Buno Fund 251 Dept 5436	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.

RESOLUTION No. 6955

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Mackenzie	8/21/24 through 4/15/24	Personal Services PS 95461	Contractor will further study the Minimum Criteria (as directed by Board resolution 6861) required for the relocation of the PEC Operations Center functions. Informal Request for Proposals	$240,671	D. Jung Fund 101 Dept 5594	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.

Resolution No. 6956

Resolution Supporting Student Mental Health and Learning

RECITALS

A. Portland Public Schools is committed to supporting student mental health and wellbeing and creating environments where students feel safe, welcome, and excited to learn.

B. The importance of peer and student-to-teacher communication and engagement are fundamental to learning, and the School District must create the conditions which allow for students to be engaged, focused, and challenged in order to reach their full potential.

C. Research indicates that cell phone use during the school day can impact adolescent mental health and well-being in addition to being distracting to student learning and engagement.

D. In 2023,the U.S. surgeon general issued an advisory on social media and youth mental health stating that "We must acknowledge the growing body of research about potential harms, increase our collective understanding of the risks associated with social media use, and urgently take action to create safe and healthy digital environments that minimize harm and safeguard children's and adolescents' mental health and well-being during critical stages of development".

E. Educators from around the country are calling on school districts to create clear policies which protect classrooms from the distractions that occur when students use cell phones and other similar devices at school.

F. Individual schools in Portland Public Schools have restrictions on the use of cell phones and similar devices during the school day. Beginning in the 2024-25 school year, students at Grant High School, Cleveland High School and Beaumont Middle School will have school-wide enforcement tools to support the cell phone restrictions in their individual schools.

RESOLVED

1. The Portland Public Schools Board of Education is committed to supporting student mental health and learning and recognizes that creating a district-wide Board Policy on the use of cell phones and other similar devices is critical for students to achieve the academic outcomes we believe they are capable of and will have positive effects on student mental health.

2. The Portland Public Schools Board of Education's Policy Committee is working on a draft cell phone and similar devices policy and will consider student feedback on a draft policy by October 15 following analyses of a student survey administered in September. Additionally, there will be further information gleaned from restrictions on cell phones implemented this Fall at Grant High School, Cleveland High School and Beaumont Middle School. The Board also will solicit feedback from parents and caregivers, staff, school and district administrators and labor unions.

3. The District will seek the necessary support and resources for schools to implement a District-wide Policy relating to restrictions on cell phones and similar devices during the school day.

Revised

PORTLAND PUBLIC SCHOOLS

OFFICE OF Multiple Pathways to Graduation

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-5437

Date: 8/14/24

To: PPS School Board

From: Korinna Wolfe, Senior Director of Schools, Multiple Pathways to Graduation
Erica Stavis, Program Administrator, Contracted Alternative Schools

Subject: Recommendation to approve ESSER Capital Expenditure exceeding $25,000

BACKGROUND

This memo is designed to inform and request approval from the PPS Board for one capital improvement project within the Multiple Pathways to Graduation department. **Please note, this is not a request for new funds.** These purchases will be with remaining ESSER III funds that have been allocated as part of the regular budget process and from our Long Term Care and Treatment (LTCT) state grant. Per ODE guidelines, when schools proceed in requesting ESSER III funding for capital improvements that exceed $25,000, School Board approval is required.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), was signed into law on December 27, 2020 and provides an additional $54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund). It provides funding for state and local educational agencies to spend on allowable activities to respond to COVID-19. Elementary and Secondary School Emergency Relief Fund III (ESSER III or ARP ESSER) The American Rescue Plan Act, 2021 (ARP Act or ARPA) provides an additional $122 billion for the Elementary and Secondary School Emergency Relief Fund III (ESSER III or ARP ESSER).

All capital expenditures using ESSER II or ESSER III funds must first be approved by ODE to be considered an eligible use of the grant funds. For the ESSER Grants, “capital expenditure” is defined as follows:

A construction project or individual non-consumable item that:

1) Has a useful life of more than one year; and
2) Costs greater than $5,000

Additionally on 10/25/2021, ODE published a “ESSER Capital Expenditures and Reimbursement Update” which included the new regulation that “all capital expenditures over $25,000 be presented to your district's school board for their approval”.

The capital project listed below has been deemed eligible from the PPS Grant Accounting office and a required form has already been approved by ODE (please see chart below). ODE states that “Capital expenditure approvals may be submitted prior to obtaining school board approval”. We are now requesting Board approval for projects that exceed the $25,000 threshold. This request aligns with allowable uses of ESSER III funds as indicated on Oregon.gov, and confirmed with ODE approval.

Once approved by ODE, this project will be listed on ODE’s “ESSER II and ESSER III Capital Expenditures by District & ESD”

MPG School Name	*Project Name*	*Project Estimate*	*Project Description*
Day & Residential Treatment Schools (DART) /Multiple Pathways to Graduation (MPG)	Day & Residential Treatment Schools (DART) /Multiple Pathways to Graduation (MPGs) (ODE Project Tag 2180-17)	$ 212,000 $40,000 from ESSER (requiring board approval) and $172,000 LTCT Grant	**The purchase of 2 x 14-passenger MSAB's to support learning needs and experiences of our students in PPS Day and Residential Treatment (DART) Schools.** During and following the pandemic students' have experienced several barriers to completing their education and accessing education. The population served at Day and Residential Treatment (DART) schools within PPS, are a particular group of students deeply impacted by the pandemic and require easy access to educational services and support that will help them meet their graduation goals. These vans will allow students in our DART schools, who are located across five campuses in our school district to have greater course offerings. Students enrolled in these programs currently have no access to career and technical education (CTE), college and career exploratory experiences and therefore are limited in their education and college and career readiness.

RELATED POLICIES/BEST PRACTICES

- PPS has purchased similar activity vans to provide programming access for students across our district.
- These purchases are aligned with the allowable uses of the ESSER III grant and our district has submitted the necessary paperwork to ODE for state approval.
- These vehicles have already been vetted by the PPS Risk Management Department.

FISCAL IMPACT

The funding identified for the requested capital expenditure includes designated ESSER III funding from 2021. This funding was approved in the overall ESSER allocations plan and as a part of the PPS District Budget process. There is no new funding requested. The ESSER funding identified for this project is required to be spent by September 30, 2024.

COMMUNITY ENGAGEMENT

PPS has continuously engaged with communities to learn more about pandemic needs in order to further align our ongoing resources with our strategic plan, Forward Together, and Board goals, so that we may emerge stronger from the pandemic.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Following Board approval of these expenditures capital improvements will take place before ESSER III funds expiration date of 9/30/2024.

Monitoring of this purchase will take place after purchase to ensure that activity vans are used for their intended purposes and ensure that the identified students are benefiting from its use. A formal process will be in place for ongoing safety, maintenance of this purchase, as well as sign out/in procedures for its use.

BOARD OPTIONS WITH ANALYSIS

Results of a yes vote: PPS Department of Multiple Pathways to Graduation will engage in projects as previously submitted and approved by ODE. This purchase will ensure higher levels of engagement in CTE and other relevant educational programming to ensure educational accessibility for students enrolled in some alternative school settings.

Result of a no vote: PPS Department of Multiple Pathways to Graduation, would not be able to proceed with this much needed purchase and students will not have access to CTE and other relevant educational programming to ensure educational accessibility for students enrolled in some alternative school settings. This may result in the return of federal ESSER dollars to ODE's Long Term Care and Treatment Department as the funding was provided recently to Multiple Pathways to Graduation DART schools in response to a request to purchase vehicles to enhance student course offerings.

CONNECTION TO BOARD GOALS

Projects seeking approval, align with at least two specific board goals as outlined in "Portland Public Schools Goals for Our Students 2022-2027" CBO schools operations and programming are all in direct alignment with goals for High School Graduation & Post-secondary Readiness.

STAFF RECOMMENDATION

Staff recommends that this Capital expenditure purchase, as outlined above, exceeding $25,000,be approved by the Board since they meet the ESSER III eligibility criteria and clearly align with district goals and priorities.

RESOLUTION No. 6962

Resolution Approving 1 Capital Project for Multiple Pathways to Graduation Department using ESSER III funds

RECITALS

A. The federal government responded to the COVID-19 pandemic with multi-billion dollar initiatives to support public education across the country during the health crisis. The stimulus funding for schools to contend with the impact of the pandemic was termed Elementary and Secondary School Emergency Relief (ESSER) and there were three rounds of funding between March 2020 and March 2021.

B. As the pandemic continued, additional needs surfaced and additional federal relief was appropriated through the American Rescue Plan Act (ARPA or ESSER III).

C. As the District learned more about the impact of COVID-19, and balanced sustainable investments with these one-time funds, PPS has continuously engaged with communities to learn more about pandemic needs in order to further align our ongoing resources with our strategic plan, Forward Together, and Board goals, so that we may emerge stronger from the pandemic.

D. Analysis of various Multiple Pathways to Graduation (MPG) programs, surfaced needs for greater accessibility to CTE programming and other high engagement opportunities for students enrolled in our Day and Residential Treatment (DART) program and across MPG schools and programs.

E. Based on an October 2021 ODE Memo & Update, all capital expenditures over $25,000 are now required to be approved by each district's school board for approval.

F. We are requesting that the PPS Board approve 1 capital expenditure that exceeds the $25,000 threshold, all of which have already been submitted to ODE. (ODE Project Tag: 2180-17)

RESOLUTIONS

1. The Board of Education for Portland Public Schools has determined that the following Capital Expenditure project for Multiple Pathways to Graduation are approved and eligible for reimbursement, using ESSER III Funds. ***ODE Project Tag: 2180-17***

2. The above mentioned project meets the eligibility for ESSER II and/or ESSER III funds and our district has followed the ODE rules regarding the process for capital projects exceeding $25,000.

3. The Board of Education for Portland Public Schools directs PPS staff to support this capital expenditure which will help to ensure the equity in access to educational services and programming.

Portland Public Schools Goals for Our Students
2022-2027

June 28, 2022

Introduction

It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance. This will include a focus on building our individual and organizational capacity through ongoing professional learning and differentiated support for teachers, leaders, and central office staff.

We understand that this work will require focus and intentionality to interrogate how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both grade-level proficiency and the skills and dispositions described in our Graduate Portrait.

Included here are a set of academic milestones along the pre-K to 12 continuum that we intend to progress monitor and hold ourselves accountable to achieving. Since students of color currently demonstrate the greatest gaps in achievement and performance, our goals reinforce an explicit expectation of accelerated growth and gap closure for students of color. **To be clear, the gaps in student performance along the lines of race are persistent, generational, unacceptable, and at odds with our belief that all students can learn. Here at PPS, we intend to eliminate gaps in opportunity and outcomes completely.** We will begin this work with a focused effort on narrowing the persistent gaps in student outcomes in order to eventually eliminate these gaps completely.

Third Grade Reading

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 5.5 percentage points per year
- Pacific Islanders by 5.0 percentage points per year
- Native - American Students by 6.1 percentage points per year
- Latino Students by 3.9 percentage points per year
- Asian Students by 2.6 percentage points per year

Reading is arguably the most important and critical skill we teach in school. Therefore, a first and critical step along the Graduate Portrait continuum is preparing all students to read to learn by the end of Grade 3. During the early elementary years, students transition from learning to read to reading to learn. They move from learning alphabetic principles and decoding site words

to making deep meaning of text to which they are exposed.

Foundational reading skills unlock the pathways for all the learning in which students will engage for the rest of their lives. Disciplinary literacy–the ability to read, write and reason across a variety of content areas such as science and social studies–begins with the ability to independently and fluently read for information with great understanding.

Reading is a civil right and it is our responsibility to ensure that all students can read. The data on reading are clear: students who do not read proficiently by 3rd grade are four times more likely to leave high school without a diploma than are proficient readers. We must ensure that all students are reading on grade level by the end of their 3rd grade year.

Fifth Grade Mathematics

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in fifth grade mathematics between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 4.4 percentage points per year
- Pacific Islanders by 4.1 percentage points per year
- Native American Students by 3.5 percentage points per year
- Latino Students by 3.2 percentage points per year
- Asian Students by 1.2 percentage points per year

Fifth grade mathematics is a critical touch point for a number of reasons. It is important for students to have a solid grasp on the foundations of mathematics established in elementary school in order to be effectively prepared for the rigor of middle school mathematics. As students enter middle school, the connections between mathematical areas of conceptual understanding becomes more complex, indicating a necessity for procedural fluency. Procedural fluency builds from an initial exploration and discussion of number concepts to using informal reasoning strategies and the properties of operations to develop general methods for solving problems.

Without a solid foundation in mathematics, students are at risk of falling into a mathematics gap of conceptual understanding as they may experience greater challenges as they grapple to understand concepts through middle school mathematics and beyond. Successful completion of advanced high school coursework in mathematics is predicated on having a solid foundation established in elementary school. It is imperative that students receive grade-level high quality instruction every year in mathematics in order to realize the characteristics of the Graduate portrait, specifically as critically thinking problem solvers.

Eighth Grade Readiness

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in eighth grade readiness between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 3.2 percentage points per year
- Pacific Islanders by 2.7 percentage points per year

- Native - American Students by 1.1 percentage points per year
- Latino Students by 2.6 percentage points per year
- Asian Students by - percentage points per year. Asian students are already on track for this goal.

When students exit Grade 8 ready for the complexities and rigor of high school, a world of possibilities and coursework opens for them. Eighth grade students should be prepared to navigate and adapt to high school's complex challenges and reading, writing and performing mathematics on grade level is one of the key ways by which we can ensure that they are adequately prepared.

Entering high school with grade level proficiency in English language arts and mathematics positions students for more advanced coursework. That advanced coursework, in turn, creates and strengthens college and career readiness of students. Grade 8 readiness can be considered a gateway to postsecondary success.

Conversely, students who enter high school without mastery of core academic knowledge face barriers to a successful high school experience and experience lower-level coursework. If we want every student to have the opportunity to experience the full range of high school coursework – CTE, arts, AP, IB and more–we must commit to adequately preparing them for such by ensuring that students are proficient in English Language arts and mathematics by the end of Grade 8.

High School Graduation
We must accelerate achievement for students of color by eliminating the graduation gaps. Our goal is to eliminate the opportunity and outcome gaps in graduation rates for our students of color while setting higher graduation requirements for all our students, by the metrics set forth, measured by the four-year cohort graduation rate.

- African - American Students by 2.4 percentage points per year
- Pacific Islanders by 3.0 percentage points per year
- Native - American Students by 7.6 percentage points per year
- Latino Students by 2.6 percentage points per year
- Asian Students by - percentage points per year. Asian students are already on track for this goal.

There are persistent and predictable gaps in graduation rates among groups of students and while our graduation data certainly looks a fair bit better than our assessment data, there are still achievement gaps that demand our attention. Therefore, instead of halving the graduation gaps here in PPS, we are proposing that we eliminate them completely.

Successful completion of high school leaves students prepared for wherever their future might take them– college, military or career. We want our students to have infinite possibilities for their future based on following whatever dreams they might have. This often cannot happen without successfully completing high school with a diploma.

Failure to complete high school creates a future earnings gap that cannot be bridged later in life. What's more, in addition to the opportunity to earn a higher income, high school graduates also gain access to better living conditions, healthier foods, and better health care services. High school graduation unlocks endless possibilities for students. We must ensure that all students graduate from high school.

Reporting

Post-secondary Readiness
We must accelerate achievement for students of color in order to eliminate persistent gaps in post-secondary readiness. Every student needs to have the core academic knowledge and opportunity of experience that will prepare them for post-secondary success that are reflective of the diverse skills and interest that our students have pursued through their high school career, including but not limited to, successful completion or achievement of: (a) Career Technical Education, (b) Visual & Performing Arts pathways, (c) Dual-Credit coursework, (d) Advanced Placement , (e) Seal of Biliteracy, (f) International Baccalaureate or (g) college readiness.

We will annually report – in a disaggregated form – the high school students who are successfully completing one or more of the following post-secondary indicators.

1. Successful completion of Career and Technology Pathway (2 or more courses in the same path).
2. Successful completion of Visual & Performing Arts pathways (2 or more courses in the same path).
3. Successful completion (C or Better) of 3 or more Dual Credit courses.
4. Successful completion (C or better) of 3 or more International Baccalaureate courses.
5. Successful completion (C or better) of 3 or more Advanced Placement courses.
6. Successful achievement of the seal of biliteracy
    a. AP foreign language: 3 or above
    b. IB foreign language: 4 or above
    c. SLIP: 6 or above in both Writing and Speaking
    d. STAMP: 6 or above in all of Reading, Writing, Listening, Speaking

Summary
The proposed Board Goals represent a rigorous set of benchmarks along the Pre-K to 12 academic continuum that will allow us to gauge student progress towards realizing the promise of the Graduate Portrait. These goals and targets strongly and transparently signal our need to double down on our equity work on behalf of our students to realize the promise of eliminating persistent, generational and unacceptable outcome gaps along the lines of students' race and ethnicity. The time is now. Our students deserve no less. We have an urgent need to accelerate achievement and performance for students of color here in PPS as we have a series of critically important instructional benchmarks and indicators such as reading, mathematics, high school readiness and graduation, among others, that demonstrate chronic underperformance of students of color. In order to eliminate these gaps, we will leverage systemic investments and supports through high quality, standards-aligned curriculum materials, a unified vision of teaching and learning via our instructional framework, and ongoing, job-embedded professional learning for all educators in order to improve systemic instructional practices.

Office of Finance and Information Technology

Last Update: 4/3/2022

School Finance

ESSER II and ESSER III Capital Expenditures by District and ESD

8	Pending Requests
1083	Approved Requests

Entity ID	Entity Name	Fund Source	Project Tag	Expenditure Name	Approved?
2113	Adrian SD 61	ESSER II	2113-01	Engineering for the Remodeling/Reclamation of Two Classrooms	Yes
1899	Alsea SD 7J	ESSER II	1899-01	Classrooms and Cafeteria COVID Barriers/Dividers	Yes
1899	Alsea SD 7J	ESSER II	1899-02	School Entrance Synergy Clear Kiosk	Yes
2252	Amity SD 4J	ESSER II	2252-01	Cooling System - Amity High School	Yes
2252	Amity SD 4J	ESSER III	2252-02	Amity High School Gym HVAC	Yes
2252	Amity SD 4J	ESSER III	2252-03	Amity Elementary HVAC	Yes
2252	Amity SD 4J	ESSER II	2252-04A	Cooling System HS Library/Science/Health/Art Rooms	Yes
2252	Amity SD 4J	ESSER III	2252-04B	Cooling System HS Library/Science/Health/Art Rooms	Yes
2252	Amity SD 4J	ESSER III	2252-05	Structure Support required for 2252-02 HS Gym Air/Cooling System	Yes
2252	Amity SD 4J	ESSER III	2252-06	Expansion of Physical Education Facility	Yes
2252	Amity SD 4J	ESSER III	2252-07	MS Wall	Yes
2252	Amity SD 4J	ESSER II	2252-08	Floor Scrubber	Yes
2115	Arock SD 81	ESSER II	2115-01A	Bus Shed Conversion- Bus Portion	Yes
2115	Arock SD 81	ESSER III	2115-01B	Bus Shed Conversion- CTE portion	Yes
2115	Arock SD 81	ESSER II	2115-02	Classroom Carpet Installation	Yes
2115	Arock SD 81	ESSER II	2115-03	WW Jones School HVAC	Yes
2115	Arock SD 81	ESSER III	2115-04	New Bus	Yes
2051	Ashwood SD 8	ESSER III	2051-01	Ashwood School Window Replacement & Ventilation Upgrade	Yes
2051	Ashwood SD 8	ESSER II	2051-02	Ashwood School HVAC System Upgrade	Yes
2208	Athena-Weston SD 29RJ	ESSER III	2208-01	Air Filtration System	Yes
2208	Athena-Weston SD 29RJ	ESSER III	2208-02	Outdoor Learning Shade Structures	Yes
1894	Baker SD 5J	ESSER II	1894-01	District Office Network Equipment	Yes
1894	Baker SD 5J	ESSER III	1894-02	Brooklyn Primary Food Preparation Table	Yes
1894	Baker SD 5J	ESSER III	1894-03	Baker Early Learning Center Delta Inclined Platform Lift	Yes
1894	Baker SD 5J	ESSER II	1894-04A	Baker Early Learning Center Auditorium curtains and installment	Yes
1894	Baker SD 5J	ESSER III	1894-04B	Baker Early Learning Center Auditorium curtains and installment	Yes
1894	Baker SD 5J	ESSER III	1894-05	Keating Elementary School Playground	Yes
1894	Baker SD 5J	ESSER III	1894-06	Keating Elementary School Play Structure Installation	Yes
1894	Baker SD 5J	ESSER III	1894-07	Baker High School Transportation: Mini Bus	Yes
1894	Baker SD 5J	ESSER III	1894-08	Baker High School Computer Navigated Cutting machine	Yes
1894	Baker SD 5J	ESSER III	1894-09	Baker High School Auditorium curtains/lighting/sound	Yes
1894	Baker SD 5J	ESSER III	1894-10	Baker High School Credit Recovery Room Flooring	Yes
1894	Baker SD 5J	ESSER III	1894-11	Bicycle Trailer	Yes
1894	Baker SD 5J	ESSER III	1894-12	Commercial Grade Dishwasher	Yes
1894	Baker SD 5J	ESSER III	1894-13	Commercial Grade Gas Range w/Convection Oven	Yes
1894	Baker SD 5J	ESSER III	1894-14	Commercial Grade Gas Convection Oven	Yes
1894	Baker SD 5J	ESSER III	1894-15	Commercial Grade Gas Range with Charbroiler and Standard Oven Base	Yes
1894	Baker SD 5J	ESSER III	1894-16	Culinary Arts Room Remodel	Yes
1894	Baker SD 5J	ESSER II	1894-17	South Baker Intermediate Play Structure	Yes
1894	Baker SD 5J	ESSER II	1894-18	Baker Early Learning Center Swingset	Yes
1894	Baker SD 5J	ESSER II	1894-19	Baker Technical Institute Forklifts	Yes
1894	Baker SD 5J	ESSER II	1894-20	Baker High School Outdoor Learning Space	Yes

1894	Baker SD 5J	ESSER II	1894-21	Baker High School Credit Recovery Space	Yes
1894	Baker SD 5J	ESSER II	1894-22	Baker School District Delivery Van	Yes
1894	Baker SD 5J	ESSER II	1894-23	Computer Network Upgrade -- District Office	Yes
1894	Baker SD 5J	ESSER II	1894-24	Computer Network Upgrade -- Haines Elementary	Yes
1894	Baker SD 5J	ESSER II	1894-25	Computer Network Upgrade -- Keating Elementary	Yes
1894	Baker SD 5J	ESSER II	1894-26	Computer Network Upgrade -- South Baker Intermediate	Yes
1894	Baker SD 5J	ESSER II	1894-27	Computer Network Upgrade -- Brooklyn Primary School	Yes
1894	Baker SD 5J	ESSER II	1894-28	Computer Network Upgrade -- Baker Middle School	Yes
1894	Baker SD 5J	ESSER II	1894-29	Computer Network Upgrade -- Baker High School	Yes
1894	Baker SD 5J	ESSER II	1894-30	Computer Network Upgrade -- North Baker Campus BELC and Eagle Cap	Yes
1894	Baker SD 5J	ESSER II	1894-31	Computer Network Upgrade -- Baker Web Academy	Yes
1894	Baker SD 5J	ESSER II	1894-32	Computer Network Upgrade -- Transportation and Maintenance	Yes
1894	Baker SD 5J	ESSER II	1984-33A	School Buildings HVAC Upgrades	Yes
1894	Baker SD 5J	ESSER III	1984-33B	School Buildings HVAC Upgrades	Yes
1894	Baker SD 5J	ESSER III	1984-34	District Computer Network Upgrades	Yes
1969	Bandon SD 54	ESSER II	1969-01	Floor Scrubber for High School	Yes
1969	Bandon SD 54	ESSER III	1969-02	High School HVAC Replacement	Yes
1969	Bandon SD 54	ESSER III	1969-03	Expansion of a CTE Building for MS and HS students	Yes
2243	Beaverton SD 48J	ESSER III	2243-01	Add mechanical ventilation to the Barnes Elementary School (ES) gymnasium.	Yes
2243	Beaverton SD 48J	ESSER III	2243-02	Add mechanical ventilation to the West TV (ES) gymnasium.	Yes
2243	Beaverton SD 48J	ESSER III	2243-03	Improve mechanical ventilation to the Montclair Elementary School (ES) gym.	Yes
2243	Beaverton SD 48J	ESSER III	2243-04	HVAC upgrades for McKinley Elementary School (ES), Kinnaman ES, and Errol Hassell ES.	Yes
2243	Beaverton SD 48J	ESSER III	2243-05	Upgrade and replacement of HVAC in the International School of Beaverton (ISB) gym and modu	Yes
2243	Beaverton SD 48J	ESSER III	2243-06	Replace aging HVAC rooftop units and upgrade controls at Southridge High School (HS)	Yes
2243	Beaverton SD 48J	ESSER III	2243-07	Improve ventilation in the West TV Elementary School (ES) cafeteria	Yes
2243	Beaverton SD 48J	ESSER III	2243-08	International School of Beaverton (ISB): Replace rooftop HVAC units above A & B halls, miscellar	Yes
2243	Beaverton SD 48J	ESSER III	2243-09	HVAC Upgrades to Elmonica ES, Greenway ES, Nancy Ryles ES, and Stoller MS	Yes
2243	Beaverton SD 48J	ESSER III	2243-10	HVAC repairs to Hiteon Elementary School (ES)	Yes
1976	Bend-LaPine Administrative SD 1	ESSER III	1976-01	La Pine Middle School HVAC Controls	Yes
1976	Bend-LaPine Administrative SD 1	ESSER III	1976-02	High Desert Middle School HVAC Controls	Yes
1976	Bend-LaPine Administrative SD 1	ESSER III	1976-03	Juniper Elementary HVAC Controls	Yes
1976	Bend-LaPine Administrative SD 1	ESSER III	1976-04	Rosland Elementary HVAC Controls	Yes
1976	Bend-LaPine Administrative SD 1	ESSER III	1976-05	Kenwood Elementary HVAC Controls	Yes
1976	Bend-LaPine Administrative SD 1	ESSER III	1976-06	Three Rivers School HVAC Controls	Yes
1976	Bend-LaPine Administrative SD 1	ESSER III	1976-07	Maintenance Facility HVAC Controls	Yes
1976	Bend-LaPine Administrative SD 1	ESSER III	1976-08	Bend International School Multi Purpose Space	pending
2088	Bethel SD 52	ESSER II	2088-01	Willamette HS Electric Blodgett Combo Oven	Yes
2088	Bethel SD 52	ESSER III	2088-02	Clear Lake HVAC	Yes
2088	Bethel SD 52	ESSER III	2088-03	Danebo HVAC	Yes
2088	Bethel SD 52	ESSER III	2088-04	Irving HVAC	Yes
2088	Bethel SD 52	ESSER III	2088-05	Shasta HVAC	Yes
2088	Bethel SD 52	ESSER III	2088-06	Van	Yes
2088	Bethel SD 52	ESSER II	2088-07	WHS Camera Replacement	Yes
2088	Bethel SD 52	ESSER III	2088-08	Van	Yes
2095	Blachly SD 90	ESSER II	2095-01A	TCLS Main Office Modular	Yes
2095	Blachly SD 90	ESSER III	2095-01B	TCLS Main Office Modular	Yes
2095	Blachly SD 90	ESSER III	2095-02	Elementary Playground Structure	Yes
2095	Blachly SD 90	ESSER II	2095-03	Relocation of MS/HS Weight Room	Yes
2095	Blachly SD 90	ESSER III	2095-04	Playground Expansion	Yes
1974	Brookings-Harbor SD 17C	ESSER II	1974-01	School Bus x3	Yes
1974	Brookings-Harbor SD 17C	ESSER II	1974-02	Brookings-Harbor HS Floor Scrubber	Yes

1974	Brookings-Harbor SD 17C	ESSER II	1974-03	Kalmiopsis Elementary HVAC	Yes
1974	Brookings-Harbor SD 17C	ESSER II	1974-04	Azalea Middle School HVAC	Yes
1974	Brookings-Harbor SD 17C	ESSER II	1974-05	Brookings Harbor High School HVAC	Yes
1974	Brookings-Harbor SD 17C	ESSER III	1974-06	10 Passenger Van	Yes
1974	Brookings-Harbor SD 17C	ESSER III	1974-07	Expanded Outdoor Learning Spaces	Yes
1974	Brookings-Harbor SD 17C	ESSER III	1974-08	Elementary And Middle School Floor Scrubbers	Yes
1974	Brookings-Harbor SD 17C	ESSER III	1974-09	BHDS Media Upgrades	Yes
1995	Camas Valley SD 21J	ESSER II	1995-01	Weight Room Remodel & Refurbish	Yes
1995	Camas Valley SD 21J	ESSER II	1995-02	New Modular	Yes
1995	Camas Valley SD 21J	ESSER II	1995-03	Air Filtration Systems	Yes
1995	Camas Valley SD 21J	ESSER III	1995-04	Camas Valley Charter School New Track	Yes
1995	Camas Valley SD 21J	ESSER II	1995-05	New and Safe Access for the Barn	Yes
1995	Camas Valley SD 21J	ESSER III	1995-06	Athletic and Functional Fencing	Yes
2139	Cascade SD 5	ESSER II	2139-01	Air Purification System	Yes
2139	Cascade SD 5	ESSER II	2139-02	Air Purification System	Yes
2139	Cascade SD 5	ESSER II	2139-03	HVAC Improvement Cascade Sr. High	Yes
2139	Cascade SD 5	ESSER II	2139-04	Security Cameras	Yes
2139	Cascade SD 5	ESSER III	2139-05	Inclusive Elementary Playground	Yes
2139	Cascade SD 5	ESSER III	2139-06	Secondary Campus Modular Classroom Spaces	Yes
2185	Centennial SD 28J	ESSER II	2185-01	Hazardous Flooring Replacement	Yes
2185	Centennial SD 28J	ESSER III	2185-02	Ventilation Repairs & Enhancements	Yes
2185	Centennial SD 28J	ESSER III	2185-03	Bus Replacement	Yes
2185	Centennial SD 28J	ESSER III	2185-04	Network Infrastructure Improvements	Yes
2185	Centennial SD 28J	ESSER III	2185-05	Ventilation Repairs & Enhancements	Yes
2185	Centennial SD 28J	ESSER III	2185-06	Hazard Abatement, Remediation, and Repairs	Yes
1972	Central Curry SD 1	ESSER II	1972-01	Gold Beach High School Floor Scrubbers	Yes
1972	Central Curry SD 1	ESSER II	1972-02	School Busses	Yes
1972	Central Curry SD 1	ESSER III	1972-03	School Busses	Yes
2105	Central Linn SD 552	ESSER II	2105-01	Central Linn ES Library HVAC	Yes
2105	Central Linn SD 552	ESSER II	2105-02	CLHS AG Building HVAC	Yes
2105	Central Linn SD 552	ESSER II	2105-03	CLES Gyms HVAC	Yes
2105	Central Linn SD 552	ESSER II	2105-04	Phone and Intercom System Replacement	Yes
2105	Central Linn SD 552	ESSER III	2105-05	CTE Capital Project	Yes
2042	Central Point SD 6	ESSER II	2042-01	Scenic Middle School Modular Classroom	Yes
2042	Central Point SD 6	ESSER II	2042-02A	Hanby Middle School Third Floor Renovation	Yes
2042	Central Point SD 6	ESSER III	2042-02B	Hanby Middle School Third Floor Renovation	Yes
2042	Central Point SD 6	ESSER III	2042-03	Hanby Middle School Third Floor HVAC/Windows	Yes
2042	Central Point SD 6	ESSER II	2042-04	Transportation Van	Yes
2042	Central Point SD 6	ESSER III	2042-05	SMS Drumline Instruments	Yes
2191	Central SD 13J	ESSER III	2191-01	Type 10 Vehicle - McKinney Vento Transport	Yes
1945	Clatskanie SD 6J	ESSER II	1945-01	Playcore Game Structure Match	Yes
1945	Clatskanie SD 6J	ESSER II	1945-02	High School Dry Box	Yes
1945	Clatskanie SD 6J	ESSER II	1945-03	District Office Dry Box	Yes
1927	Colton SD 53	ESSER III	1927-01	District Office Heat Pump	Yes
1927	Colton SD 53	ESSER III	1927-02	CHS Heat Pump	Yes
1927	Colton SD 53	ESSER III	1927-03	CMS Heat Pump	Yes
1927	Colton SD 53	ESSER III	1927-04	Wireless Access Points	Yes
2223	Columbia Gorge ESD	ESSER II	2223-01	Distance Learning/Meeting Camera System	Yes
2006	Condon SD 25J	ESSER III	2006-01	Type 10 Transportation	Yes
1965	Coos Bay SD 9	ESSER II	1965-01	Vehicle for Attendance Advocates	Yes
1965	Coos Bay SD 9	ESSER II	1965-02	Floor scrubbers for Sunset School and Marshfield Junior High	Yes

1965	Coos Bay SD 9	ESSER III	1965-03	Millicoma HVAC Project	Yes
1964	Coquille SD 8	ESSER III	1964-01	Classroom Modular - Winter Lakes ES	Yes
1964	Coquille SD 8	ESSER III	1964-02	Classroom Modular - Winter Lakes HS	Yes
1964	Coquille SD 8	ESSER III	1964-03	Bus Purchase	Yes
1964	Coquille SD 8	ESSER II	1964-04	Playground Equipment	Yes
1964	Coquille SD 8	ESSER II	1964-05	Used Truck Driving Simulator - CTE	Yes
1964	Coquille SD 8	ESSER II	1964-06A	Used MX2 Flight Simulator	Yes
1964	Coquille SD 8	ESSER III	1964-06B	Used MX2 Flight Simulator	Yes
1964	Coquille SD 8	ESSER III	1964-07	School Bus	Yes
1964	Coquille SD 8	ESSER III	1964-08	Food Service Vehicle	Yes
1964	Coquille SD 8	ESSER III	1964-09	Retractable Awning	Yes
2216	Cove SD 15	ESSER II	2216-01	Internet Fiber Connectivity	Yes
2216	Cove SD 15	ESSER III	2216-02	Mental Health and Nursing Services Workspace	Yes
2086	Creswell SD 40	ESSER II	2086-01	Creswell Middle School Turf Field	Yes
1970	Crook County SD	ESSER II	1970-01	Crook County Middle School Modular Decks and Ramps	Yes
1970	Crook County SD	ESSER II	1970-02	Barnes Butte Elementary Air Conditioning	Yes
1970	Crook County SD	ESSER II	1970-03	Pioneer Complex Campus HVAC	Yes
1970	Crook County SD	ESSER III	1970-04	Powell Butte Indoor Air Quality Improvements	Yes
1970	Crook County SD	ESSER II	1970-05	Crook County Middle School Modular Infrastructure/Classrooms	Yes
1970	Crook County SD	ESSER III	1970-06	Pioneer Alternative High School New Building Construction	Yes
1970	Crook County SD	ESSER II	1970-07	Modular Building Lease Crook County Middle School	Yes
2089	Crow-Applegate-Lorane SD 66	ESSER II	2089-01A	Crow Middle/High School Locker Room Restoration	Yes
2089	Crow-Applegate-Lorane SD 66	ESSER III	2089-01B	Crow Middle/High School Locker Room Restoration	Yes
2089	Crow-Applegate-Lorane SD 66	ESSER III	2089-02	Applegate Elementary School Outdoor Bathrooms Restoration	Yes
2089	Crow-Applegate-Lorane SD 66	ESSER III	2089-03	Applegate Elementary School Field Development	Yes
2089	Crow-Applegate-Lorane SD 66	ESSER III	2089-04	Crow Middle/High School Wood Shop Floor Restoration	Yes
2089	Crow-Applegate-Lorane SD 66	ESSER III	2089-05	Applegate Elementary School Playground Restoration	Yes
2089	Crow-Applegate-Lorane SD 66	ESSER II	2089-06	CAL SD Bus Replacement	Yes
2089	Crow-Applegate-Lorane SD 66	ESSER II	2089-07	Security System	Yes
2089	Crow-Applegate-Lorane SD 66	ESSER II	2089-08	Sanitizing Dishwasher for CMHS	Yes
2050	Culver SD 4	ESSER III	2050-01	Type 20 Bus Purchase	Yes
2050	Culver SD 4	ESSER III	2050-02	Commercial Grade Dishwasher	Yes
2050	Culver SD 4	ESSER III	2050-03	Commercial Grade Combination Oven	Yes
2050	Culver SD 4	ESSER III	2050-04	Commercial Grade Tilt Skillet	Yes
2050	Culver SD 4	ESSER III	2050-05	Modular Building	Yes
2190	Dallas SD 2	ESSER II	2190-01	Boardroom Technology for Public Digital Access	Yes
2190	Dallas SD 2	ESSER III	2190-02	Outdoor Covered Learning Structure LVCS	Yes
2190	Dallas SD 2	ESSER III	2190-03	Dallas Community School Playground/Physical Fitness Equipment	Yes
2190	Dallas SD 2	ESSER III	2190-04	Dallas Community School CTE Instructional Makerspace	Yes
2187	David Douglas SD 40	ESSER III	2187-01	New School buses	Yes
2187	David Douglas SD 40	ESSER III	2187-02	Menlo Park HVAC Replacement	Yes
2187	David Douglas SD 40	ESSER III	2187-03	New School Busses, Round 2	Yes
2253	Dayton SD 8	ESSER II	2253-01	Modular Classroom at JH/HS	Yes
2253	Dayton SD 8	ESSER III	2253-02	ADA Accessible Playground	Yes
2011	Dayville SD 16J	ESSER III	2011-01	Elementary HVAC	Yes
2011	Dayville SD 16J	ESSER III	2011-02	Gymnasium HVAC	Yes
2017	Diamond SD 7	ESSER II	2017-01A	Diamond SD HVAC	Yes
2017	Diamond SD 7	ESSER III	2017-01B	Diamond SD HVAC	Yes
2017	Diamond SD 7	ESSER III	2017-02	School Flooring	Yes
1993	Douglas County SD 15	ESSER II	1993-01	Replacement Server	Yes
1993	Douglas County SD 15	ESSER II	1993-02	Security Cameras	Yes

1993	Douglas County SD 15	ESSER III	1993-03	Baseball Field Renovation	Yes
1991	Douglas County SD 4	ESSER II	1991-01	Roseburg High School Shade Structure	Yes
1991	Douglas County SD 4	ESSER II	1991-02	Roseburg High School Shade Structure	Yes
1991	Douglas County SD 4	ESSER II	1991-03A	Phoenix Charter School HVAC Upgrades	Yes
1991	Douglas County SD 4	ESSER III	1991-03B	Phoenix Charter School HVAC Upgrades	Yes
1991	Douglas County SD 4	ESSER II	1991-04	Fremont Middle School Gym HVAC Upgrade	Yes
1991	Douglas County SD 4	ESSER III	1991-05	Roseburg High School modular classrooms	Yes
1991	Douglas County SD 4	ESSER III	1991-06	Elementary school campus fencing, all schools	Yes
2019	Drewsey SD 13	ESSER II	2019-01A	Drewsey Asbestos Removal	Yes
2019	Drewsey SD 13	ESSER III	2019-01B	Drewsey Asbestos Removal	Yes
2229	Dufur SD 29	ESSER III	2229-01	2004 Dodge Pickup	Yes
2229	Dufur SD 29	ESSER III	2229-02	Outdoor Canopies	Yes
2229	Dufur SD 29	ESSER III	2229-03	CTE Curriculum	Yes
2229	Dufur SD 29	ESSER III	2229-04	Security Camera System	Yes
2043	Eagle Point SD 9	ESSER II	2043-01	Crater Lake Academy K-8 Campus HVAC	Yes
2043	Eagle Point SD 9	ESSER II	2043-02	Crater Lake Academy High School Campus HVAC	Yes
2043	Eagle Point SD 9	ESSER III	2043-03	Table Rock Elementary School Modular Classrooms Building	Yes
2203	Echo SD 5	ESSER II	2203-01	Middle and High School Lockers	Yes
2203	Echo SD 5	ESSER II	2203-02	CTE Instructional Space & Building	Yes
2217	Elgin SD 23	ESSER II	2217-01	Playground Upgrade	Yes
2217	Elgin SD 23	ESSER II	2217-02	Playground Equipment Upgrade	Yes
2217	Elgin SD 23	ESSER III	2217-03	Air Quality Facility Upgrade	Yes
2217	Elgin SD 23	ESSER II	2217-04	High School Grounds	Yes
1998	Elkton SD 34	ESSER II	1998-01	Elkton Elementary and Elkton High School Air Purifiers for HVAC	Yes
1998	Elkton SD 34	ESSER II	1998-02	Fresh Air Exchange Systems	Yes
1998	Elkton SD 34	ESSER III	1998-03	New HVAC System installation Gym and Classroom Spaces	Yes
2221	Enterprise SD 21	ESSER III	2221-01	Targeted replacement of end of life existing HVAC	Yes
1930	Estacada SD 108	ESSER III	1930-01	High School and Middle School Update AP/Wi-Fi access	Yes
1930	Estacada SD 108	ESSER II	1930-02	High School and Middle School Video Conferencing	Yes
1930	Estacada SD 108	ESSER II	1930-03	All District Buildings HVAC	Yes
1930	Estacada SD 108	ESSER II	1930-04	District Grounds Mower	Yes
1930	Estacada SD 108	ESSER II	1930-05	Middle School Auto Scrubber	Yes
1930	Estacada SD 108	ESSER III	1930-06	River Mill Elementary Modular (new)	Yes
1930	Estacada SD 108	ESSER III	1930-07	District Office Modular	Yes
1930	Estacada SD 108	ESSER III	1930-08	River Mill Elementary Modular (update and move existing)	Yes
1930	Estacada SD 108	ESSER III	1930-09	High School Generator	Yes
1930	Estacada SD 108	ESSER III	1930-10	River Mill, Clackamas River, and Middle School Access Control	Yes
1930	Estacada SD 108	ESSER III	1930-11	High School Dishwasher and Steamer	Yes
1930	Estacada SD 108	ESSER III	1930-12	High School Weight room HVAC	Yes
1930	Estacada SD 108	ESSER III	1930-13	Adult Transition Program - Building	Yes
1930	Estacada SD 108	ESSER III	1930-14	Air Conditioners for Air Quality	Yes
2082	Eugene SD 4J	ESSER II	2082-01	Village School HVAC Upgrade Installation	Yes
2082	Eugene SD 4J	ESSER III	2082-02	Colin Kelly Middle School Portable Classrooms	Yes
2082	Eugene SD 4J	ESSER II	2082-03	Ridgeline HVAC Improvements	Yes
2082	Eugene SD 4J	ESSER III	2082-04	Ridgeline HVAC Improvements	Yes
2082	Eugene SD 4J	ESSER III	2082-05	Five Type 10 Vans for Student Transportation	Yes
2082	Eugene SD 4J	ESSER III	2082-06	Covered Outdoor Shelter	Yes
2082	Eugene SD 4J	ESSER III	2082-07	Awning Upgrade at the Village School	Yes
2082	Eugene SD 4J	ESSER III	2082-08	Bathroom Upgrades at the Village School	Yes
2082	Eugene SD 4J	ESSER III	2082-09	Courtyard Seating upgrade at the Village School	Yes
2082	Eugene SD 4J	ESSER III	2082-10	Flooring Upgrade at the Village School	Yes

2082	Eugene SD 4J	ESSER III	2082-11	Windows Upgrade at the Village School	Yes
2082	Eugene SD 4J	ESSER III	2082-12	Coburg Community Charter School- Repairs on Heating System	Yes
2193	Falls City SD 57	ESSER III	2193-01	High School Modular	Yes
2193	Falls City SD 57	ESSER II	2193-02	Gym Floor	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-01	High School Health Clinic	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-02	Fern Ridge Middle School Restroom Renovation	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-03	Fern Ridge Middle School Carpet Replacement	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-04	Fern Ridge Middle School Door Replacement	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-05	Veneta Elementary Carpet Replacement	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-06	Elmira Elementary School Playground	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-07	Fern Ridge SD Buildings - Cameral Systems Upgrade	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-08	Fern Ridge SD Buildings - Cafeteria Tables	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-09	Elmira High School Gym Floor Auto Scrubber	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-10	Elmira High School and Fern Ridge High School Self Contained Carpet Extractor	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-11	Installation and Finishing for New "Portable" Building	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-12	Replace and Install Outdoor PA Systems	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-13	Karcher Chariot Ride Vacuum	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-14A	HVAC Controls Upgrade	Yes
2084	Fern Ridge SD 28J	ESSER III	2084-14B	HVAC Controls Upgrade	Yes
2084	Fern Ridge SD 28J	ESSER II	2084-15	Fern Ridge Middle School Carpet Removal and Replacement	Yes
2084	Fern Ridge SD 28J	ESSER III	2084-16	Elmira High school intercom - communication system	Yes
2084	Fern Ridge SD 28J	ESSER III	2084-17	Fern Ridge School District Warehouse Improvements	Yes
2084	Fern Ridge SD 28J	ESSER III	2084-18	EHS Hot Water Heater	Yes
2241	Forest Grove SD 15	ESSER II	2241-01	Unit Ventilator Replacement	Yes
2241	Forest Grove SD 15	ESSER II	2241-02	Air Handler Replacement	Yes
2241	Forest Grove SD 15	ESSER II	2241-03	Neil Armstrong MS Exhaust	Yes
2241	Forest Grove SD 15	ESSER III	2241-04	FGCS Classroom Remodel	Yes
2241	Forest Grove SD 15	ESSER III	2241-05	FGCS HVAC Upgrade	Yes
2241	Forest Grove SD 15	ESSER II	2241-06	FX 80 Upgrades	Yes
2241	Forest Grove SD 15	ESSER II	2241-07	Neil Armstrong MS Boiler	Yes
2241	Forest Grove SD 15	ESSER III	2241-08	Neil Armstrong Storage Container	Yes
2241	Forest Grove SD 15	ESSER II	2241-09	HVAC Improvements	Yes
2241	Forest Grove SD 15	ESSER III	2241-10	Window Replacements	Yes
2241	Forest Grove SD 15	ESSER III	2241-11	Chiller Replacement	Yes
2241	Forest Grove SD 15	ESSER III	2241-12	Safety & Security	Yes
2248	Fossil SD 21J	ESSER II	2248-01A	Upgrade Grade School HVAC	Yes
2248	Fossil SD 21J	ESSER III	2248-01B	Upgrade Grade School HVAC	Yes
4040	Four Rivers Community School	ESSER II	2108-100	FRCS Elementary/Jr Prep Outdoor Table	Yes
4040	Four Rivers Community School	ESSER II	2108-101	FRCS Classroom Desks	Yes
4040	Four Rivers Community School	ESSER II	2108-102	FRCS Upgrade to VOIP Phone Systems	Yes
4040	Four Rivers Community School	ESSER II	2108-103	FRCS Jr Prep Carpet Replacement	Yes
4040	Four Rivers Community School	ESSER II	2108-104	FRCS Storage Container	Yes
4040	Four Rivers Community School	ESSER II	2108-105	FRCS Outdoor Basketball Court	Yes
4040	Four Rivers Community School	ESSER II	2108-106	FRCS Community School Front Parking Lot	Yes
4040	Four Rivers Community School	ESSER II	2108-107	Tennis Courts	Yes
4040	Four Rivers Community School	ESSER II	2108-108	IT Office Space	Yes
4040	Four Rivers Community School	ESSER II	2108-109A	Purchase of Additional Facility Space	Yes
4040	Four Rivers Community School	ESSER III	2108-109B	Purchase of Additional Facility Space	Yes
4040	Four Rivers Community School	ESSER III	2108-110	Painting of Purchased Facility	Yes
4040	Four Rivers Community School	ESSER III	2108-111	Security Cameras for Purchased Facility	Yes
4040	Four Rivers Community School	ESSER III	2108-112	Outdoor Electronic Reader Board	Yes

4040	Four Rivers Community School	ESSER III	2108-113	FRCS Exterior Door	Yes
4040	Four Rivers Community School	ESSER III	2108-114	Wall for Health and Wellness Space	Yes
4040	Four Rivers Community School	ESSER III	2108-115	Health and Wellness Equipment	Yes
4040	Four Rivers Community School	ESSER III	2108-116	Flooring for Yoga Space	Yes
4040	Four Rivers Community School	ESSER III	2108-117	Gender Neutral Staff Restroom	Yes
4040	Four Rivers Community School	ESSER III	2108-118	School Accounting Software	Yes
4040	Four Rivers Community School	ESSER III	2108-220	Gym Floor Replacement	Yes
2245	Gaston SD 511J	ESSER III	2245-01	Gaston SD Touchless Drinking Fountains	Yes
2245	Gaston SD 511J	ESSER III	2245-02	Gaston SD 30x20 Carport for Outdoor Eating Space (x2)	Yes
2245	Gaston SD 511J	ESSER II	2245-03	Gaston JSHS Lighting Pole Restoration	Yes
2245	Gaston SD 511J	ESSER II	2245-04	HVAC Air Circulation	Yes
2245	Gaston SD 511J	ESSER II	2245-05	Outside Lighting	Yes
2137	Gervais SD 1	ESSER II	2137-01	Gervais SD Insta-Trace Tracking Badges	Yes
2137	Gervais SD 1	ESSER II	2137-02	Gervais SD Replace Infrastructure Switches	Yes
2137	Gervais SD 1	ESSER II	2137-03	Gervais SD Chromebooks	Yes
2137	Gervais SD 1	ESSER II	2137-04	Gervais SD Touchless Paper Towel and Soap Dispensers	Yes
2137	Gervais SD 1	ESSER II	2137-05	Sam Brown Academy Window Replacement	Yes
2137	Gervais SD 1	ESSER II	2137-06	GMS Sport Court Flooring, part 1	Yes
2137	Gervais SD 1	ESSER II	2137-07	Infrastructure Upgrades	Yes
2137	Gervais SD 1	ESSER II	2137-08	Gervais Elementary School Tent	Yes
2137	Gervais SD 1	ESSER III	2137-09	Gervais Middle School Tent	Yes
2137	Gervais SD 1	ESSER II	2137-10	District Hotspots	Yes
2137	Gervais SD 1	ESSER II	2137-11	TeachLogic IRQ-3650 Quantum II Wireless System	Yes
2137	Gervais SD 1	ESSER III	2137-12	Contact Tracing Badges Batteries & Subscription Renewal	Yes
2137	Gervais SD 1	ESSER III	2137-13	GMS Sport Court Flooring, part 2	Yes
2137	Gervais SD 1	ESSER III	2137-14	Tech: Wireless bridge; Laptops and Chromebooks	Yes
2137	Gervais SD 1	ESSER III	2137-15	GHS Commercial Washing Machine	Yes
2137	Gervais SD 1	ESSER III	2137-16	Gervais Middle School Desks	Yes
1931	Gladstone SD 115	ESSER II	1931-01	Germicidal UV-C Equipment & Retrofit Installation	Yes
1931	Gladstone SD 115	ESSER II	1931-02	Kraxberger Middle School Boiler Conversion	Yes
2000	Glendale SD 77	ESSER III	2000-01	Glendale Elementary School Parking Lot Paving	Yes
2000	Glendale SD 77	ESSER III	2000-02	Glendale Jr. High/High School Parking Lot Paving/Resealing/Coating	Yes
2000	Glendale SD 77	ESSER III	2000-03	Glendale Jr. High/High School Community Basketball Court Paving	Yes
2000	Glendale SD 77	ESSER II	2000-04	Glendale High School Merchandiser Equipment	Yes
2000	Glendale SD 77	ESSER III	2000-06	Bleachers for the High School	Yes
2000	Glendale SD 77	ESSER II	2000-07	Digital Reader Board for Junior/High School	Yes
2000	Glendale SD 77	ESSER II	2000-08	Digital Reader Board for Elementary School	Yes
1992	Glide SD 12	ESSER II	1992-01	Elementary Window Tinting	Yes
1992	Glide SD 12	ESSER II	1992-02	Middle/High School Window Tinting	Yes
1992	Glide SD 12	ESSER II	1992-03	Glide Elementary School Play Structure and Resurfacing	Yes
1992	Glide SD 12	ESSER II	1992-04A	Outdoor Cover Structure	Yes
1992	Glide SD 12	ESSER III	1992-04B	Outdoor Cover Structure	Yes
2054	Grants Pass SD 7	ESSER II	2054-01	Lincoln Elementary HVAC Improvements	Yes
2054	Grants Pass SD 7	ESSER II	2054-02	Redwood Elementary HVAC Improvements	Yes
2054	Grants Pass SD 7	ESSER II	2054-03	Riverside Elementary Classroom Addition	Yes
2054	Grants Pass SD 7	ESSER II	2054-04	North Middle School Track and Field Upgrade	Yes
2054	Grants Pass SD 7	ESSER III	2054-05	South Middle School Track and Field Upgrade	Yes
2054	Grants Pass SD 7	ESSER III	2054-06	Grants Pass SD Vehicle Purchase (6xVans)	Yes
2054	Grants Pass SD 7	ESSER III	2054-07	Highland Elementary Asbestos Abatement and Carpet Installation	Yes
2054	Grants Pass SD 7	ESSER II	2054-08	Board Room Audio Video	Yes
2054	Grants Pass SD 7	ESSER III	2054-09	GP Flex Modular Classrooms	Yes

2054	Grants Pass SD 7	ESSER III	2054-10	GP Flex Modular Classrooms	Yes
2054	Grants Pass SD 7	ESSER III	2054-11	HVAC Installation	Yes
2054	Grants Pass SD 7	ESSER II	2054-12	Outdoor Classroom Space	Yes
2054	Grants Pass SD 7	ESSER III	2054-13	Bathroom Upgrades Grants Pass HS	Yes
2054	Grants Pass SD 7	ESSER II	2054-14	Bathroom Upgrades North MS	Yes
2054	Grants Pass SD 7	ESSER II	2054-15	Bathroom Upgrades South MS	Yes
2054	Grants Pass SD 7	ESSER II	2054-16	PAC Streaming Technology	Yes
2054	Grants Pass SD 7	ESSER II	2054-17	Band-Theater Streaming Technology	Yes
2054	Grants Pass SD 7	ESSER II	2054-18	Board Room Audio Video (additional costs to finish project)	Yes
2054	Grants Pass SD 7	ESSER II	2054-19	South Middle School Classroom-Restroom Addition	Yes
2054	Grants Pass SD 7	ESSER II	2054-20	North Middle School Classroom-Restroom Addition	Yes
2054	Grants Pass SD 7	ESSER II	2054-21	Equipment for Modular Classrooms	Yes
2054	Grants Pass SD 7	ESSER II	2054-22	Gladiola HS Fencing	Yes
2054	Grants Pass SD 7	ESSER II	2054-23	Grants Pass HS Fencing	Yes
2054	Grants Pass SD 7	ESSER II	2054-24	Gym floor refinishing various locations.	Yes
2054	Grants Pass SD 7	ESSER II	2054-25	Intercom System - Gladiola Campus	Yes
2100	Greater Albany Public SD 8J	ESSER III	2100-01	Takena Elementary School Expansion	Yes
2100	Greater Albany Public SD 8J	ESSER III	2100-02	South Shore Elementary School Expansion	Yes
2100	Greater Albany Public SD 8J	ESSER II	2100-03A	Waverly Elementary Modular	Yes
2100	Greater Albany Public SD 8J	ESSER III	2100-03B	Waverly Elementary Modular	Yes
2100	Greater Albany Public SD 8J	ESSER II	2100-04A	North Albany Elementary Modular	Yes
2100	Greater Albany Public SD 8J	ESSER III	2100-04B	North Albany Elementary Modular	Yes
2100	Greater Albany Public SD 8J	ESSER III	2100-05	Central School Heating and Cooling Central Air Handling System	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-01	eGBSD Learning Center Remodel	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-02	Metro East Web Academy HVAC upgrade	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-03	Gresham HS Vape Sensors	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-04	Barlow HS Vape Sensors	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-05	Springwater Trail HS Vape Sensors	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-06	Dexter McCarty MS Vape Sensors	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-07	Clear Creek MS Vape Sensors	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-08	Gordon Russell MS Vape Sensors	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-09	West Orient MS Vape Sensors	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-10	Deep Creek Damaskus K-8 Vape Sensors	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-11	Hall Elementary School HVAC Controls	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-12	Hollydale Elementary School HVAC Controls	Yes
2183	Gresham-Barlow SD 10J	ESSER II	2183-13	Deep Creek Damascus K-8 School HVAC Controls	Yes
2183	Gresham-Barlow SD 10J	ESSER III	2183-14	Flexible Learning Experiences Facility Remodel	Yes
2014	Harney County SD 3	ESSER II	2014-01	Audio/Video/Security Enhancement - Slater Elementary School	Yes
2014	Harney County SD 3	ESSER II	2014-02	Audio/Video/Security Enhancement - Burns High School	Yes
2014	Harney County SD 3	ESSER II	2014-03	Audio/Video/Security Enhancement - Hines Middle School	Yes
2114	Harper SD 66	ESSER III	2114-01	HVAC Replacement	Yes
2099	Harrisburg SD 7J	ESSER III	2099-01	Elementary School/Middle School HVAC	Yes
2201	Helix SD 1	ESSER II	2201-01	Helix SD Custodial Floor Scrubber	Yes
2201	Helix SD 1	ESSER II	2201-02	Helix SD Custodial Battery Powered Floor Mop - I-mop XL Plus 18"	Yes
2206	Hermiston SD 8	ESSER II	2206-01	Sandstone Middle School Clock & IP Speaker Upgrade	Yes
2206	Hermiston SD 8	ESSER II	2206-03	Desert View Elementary School HVAC Upgrade	Yes
2206	Hermiston SD 8	ESSER III	2206-04	HHS Athletic Trainer Room Expansion	Yes
2206	Hermiston SD 8	ESSER III	2206-05	HHS HVAC Chiller	Yes
2206	Hermiston SD 8	ESSER III	2206-06	WPES HVAC Chiller	Yes
2206	Hermiston SD 8	ESSER III	2206-07	HHS SPED Conference Rooms	Yes
2206	Hermiston SD 8	ESSER II	2206-08	Rocky Heights Elem. I-MOPXL floor scrubber	Yes

2206	Hermiston SD 8	ESSER II	2206-09	Rocky Heights Elem. I-MOPXL floor scrubber	Yes
2206	Hermiston SD 8	ESSER II	2206-10	District Office Carpet Extractor	Yes
2206	Hermiston SD 8	ESSER II	2206-11	DVES Carpet Extractor	Yes
2206	Hermiston SD 8	ESSER II	2206-12	HHS Carpet Extractor	Yes
2206	Hermiston SD 8	ESSER II	2206-13	LHES Scrubber	Yes
2206	Hermiston SD 8	ESSER II	2206-14	RHES Scrubber	Yes
1975	High Desert ESD	ESSER II	1975-01	Plasma Air Ionization Air Cleaners at PEC	Yes
1975	High Desert ESD	ESSER II	1975-02	Plasma Air Cleaners at Alyce Hatch Center	Yes
1975	High Desert ESD	ESSER II	1975-03	Plasma Air Cleaners at Manzanita Building	Yes
1975	High Desert ESD	ESSER II	1975-04	Plasma Air Cleaners at HDREC Building	Yes
1975	High Desert ESD	ESSER II	1975-05	Prineville Education Center Classroom Construction	Yes
1975	High Desert ESD	ESSER II	1975-06	Madras Classroom Bathroom Addition	Yes
1975	High Desert ESD	ESSER II	1975-07	Tamarack Vestibule	Yes
1975	High Desert ESD	ESSER II	1975-08	Soundproof Pods	Yes
2239	Hillsboro SD 1J	ESSER II	2239-01	Witch Hazel Elementary School HVAC	Yes
2239	Hillsboro SD 1J	ESSER II	2239-02	Imlay Elementary School HVAC Controls Retrofit	Yes
2239	Hillsboro SD 1J	ESSER II	2239-03	Nutrition Services Bulk Receiving Freezer Project	Yes
2239	Hillsboro SD 1J	ESSER II	2239-04	Jackson Elementary School HVAC Controls Retrofit	Yes
2239	Hillsboro SD 1J	ESSER II	2239-07	Butternut Creek Elementary School HVAC Controls Retrofit 2021	Yes
2239	Hillsboro SD 1J	ESSER III	2239-08	Type 20 Activity Bus Purchases	Yes
2239	Hillsboro SD 1J	ESSER II	2239-09	School Bus Purchases	Yes
2239	Hillsboro SD 1J	ESSER III	2239-10	Administration Center Building Improvements	Yes
2024	Hood River County SD	ESSER III	2024-01	Mid Valley Elementary School Air Handling Repair	Yes
2024	Hood River County SD	ESSER III	2024-02	Parkdale Ventilation and Air Handling Installation	Yes
2215	Imbler SD 11	ESSER II	2215-02	High School Foyer/Office HVAC	Yes
2215	Imbler SD 11	ESSER III	2215-03	Locker Room Relocation	Yes
2215	Imbler SD 11	ESSER II	2215-04	Gym HVAC	Yes
2200	InterMountain ESD	ESSER II	2200-01	Malheur ESD HVAC -EI/ECSE	Yes
2200	InterMountain ESD	ESSER II	2200-02	Carpet Extractor	Yes
2200	InterMountain ESD	ESSER II	2200-03	Main Building Mini-Split	Yes
2200	InterMountain ESD	ESSER II	2200-04	Malheur EI/ECSE Playground Project	Yes
2200	InterMountain ESD	ESSER II	2200-05	Main Building Mini-Split 2nd Request	Yes
3997	Ione SD R2	ESSER II	3997-01	Air Quality Improvements	Yes
2053	Jefferson County SD 509J	ESSER II	2053-01	JCMS - HVAC Repairs	Yes
2053	Jefferson County SD 509J	ESSER II	2053-02	Pavilion Structures	Yes
2053	Jefferson County SD 509J	ESSER II	2053-02A	Pavilion Structures- Additional Buildings	Yes
2053	Jefferson County SD 509J	ESSER II	2053-03	Storage Units	Yes
2049	Jefferson ESD	ESSER II	2049-01	HVAC and Lighting Upgrades	Yes
2049	Jefferson ESD	ESSER II	2049-02	Exterior Door Replacement	Yes
2140	Jefferson SD 14J	ESSER II	2140-01	Jefferson High School Bleachers	Yes
1934	Jewell SD 8	ESSER III	1934-01	Internet Towers for Jewell School Community	Yes
1934	Jewell SD 8	ESSER III	1934-02	HVAC Updates Jewell High School	Yes
1934	Jewell SD 8	ESSER II	1934-03	New Bus	Yes
1934	Jewell SD 8	ESSER II	1934-04	Gym partition/wall/curtain	Yes
1934	Jewell SD 8	ESSER II	1934-05A	Enlarge Commons Area	Yes
1934	Jewell SD 8	ESSER III	1934-05B	Enlarge Commons Area	Yes
2008	John Day SD 3	ESSER II	2008-01	Phone System upgrade	Yes
2008	John Day SD 3	ESSER II	2008-02	Camera system upgrade	Yes
2008	John Day SD 3	ESSER II	2008-03	Website upgrade	Yes
2008	John Day SD 3	ESSER II	2008-04	Humbolt Elem and Grant Union Jr/Sr High School Chromebooks	Yes
2008	John Day SD 3	ESSER II	2008-05	Air Purifiers	Yes

2107	Jordan Valley SD 3	ESSER II	2107-01	High school Security Camera System	Yes
2107	Jordan Valley SD 3	ESSER II	2107-02	Desks and Chairs for Jordan Valley Elementary and Rockville Elementary	Yes
2107	Jordan Valley SD 3	ESSER II	2107-03	New Carpet and Linoleum for Jordan Valley Elementary	Yes
2091	Junction City SD 69	ESSER III	2091-01A	Modular Classrooms for Oaklea Middle School	Yes
2091	Junction City SD 69	ESSER II	2091-01B	Modular Classrooms for Oaklea Middle School	Yes
2091	Junction City SD 69	ESSER III	2091-02	JCHS Window Replacement	Yes
2091	Junction City SD 69	ESSER III	2091-03	Junction City High School-West Wing	Yes
2091	Junction City SD 69	ESSER III	2091-04	Junction City High School-East Wing HVAC Units	Yes
2091	Junction City SD 69	ESSER III	2091-05	Junction City High School Preschool Promise Room Update	Yes
2109	Juntura SD 12	ESSER II	2109-01	Juntura SD Playground	Yes
2109	Juntura SD 12	ESSER III	2109-02	Juntura SD Window Installation	Yes
2057	Klamath County SD	ESSER II	2057-01	Shasta Elementary Classroom Addition	Yes
2057	Klamath County SD	ESSER II	2057-02	Chiloquin Track Renovation	Yes
2057	Klamath County SD	ESSER III	2057-04	Shasta Elementary Bathroom Remodel	Yes
2057	Klamath County SD	ESSER III	2057-05	Mazama Turf Fields	Yes
2057	Klamath County SD	ESSER III	2057-06	Henley High School HVAC	Yes
2057	Klamath County SD	ESSER III	2057-08	Chiloquin High School Turf Field	Yes
2057	Klamath County SD	ESSER III	2057-09	Chiloquin Elementary New Flooring	Yes
2057	Klamath County SD	ESSER III	2057-10	Merrill Elementary School Flooring Upgrades	Yes
2057	Klamath County SD	ESSER III	2057-11	High School Bleacher Replacement	Yes
2057	Klamath County SD	ESSER III	2057-13	Peterson Elementary Parking Lot Resurface-Restriping	Yes
2057	Klamath County SD	ESSER III	2057-14	Stearns Elementary Track Project	Yes
2057	Klamath County SD	ESSER III	2057-15	Lost River Community Center Construction	Yes
2057	Klamath County SD	ESSER III	2057-17	Ferguson Elementary HVAC Controls Upgrade	Yes
2057	Klamath County SD	ESSER III	2057-18	HVAC Controls Upgrade - Malin Elementary School	Yes
2057	Klamath County SD	ESSER III	2057-19	District Firewall Upgrade	Yes
2057	Klamath County SD	ESSER III	2057-20	Remodel/Renovation of Mazama HS Kitchen	Yes
2057	Klamath County SD	ESSER II	2057-21	Chiloquin Gymnasium	Yes
2057	Klamath County SD	ESSER III	2057-22	Bonanza Gymnasium	Yes
2057	Klamath County SD	ESSER II	2057-23	Henley High School Green House	Yes
2057	Klamath County SD	ESSER II	2057-24	McKinney Vento Homeless Liaison Vehicle	Yes
2057	Klamath County SD	ESSER II	2057-25	Alternative Ed Annex Renovation	Yes
2057	Klamath County SD	ESSER III	2057-26	Henley Middle School Expansion and Renovation	Yes
2057	Klamath County SD	ESSER III	2057-27	Brixner Junior High School Expansion and Renovation	Yes
2056	Klamath Falls City Schools	ESSER II	2016-04	Pelican Elementary HVAC	pending
2056	Klamath Falls City Schools	ESSER II	2016-05	Roosevelt Elementary HVAC	Yes
2056	Klamath Falls City Schools	ESSER II	2056-01	Classroom Remodel EagleRidge High School	Yes
2056	Klamath Falls City Schools	ESSER II	2056-02	Network Security and Capacity Improvement	Yes
2056	Klamath Falls City Schools	ESSER II	2056-03	Bus Purchase	Yes
2056	Klamath Falls City Schools	ESSER III	2056-06	EagleRidge High School CTE Building	pending
2262	Knappa SD 4	ESSER II	2262-01	Knappa High School HVAC Updates	Yes
2262	Knappa SD 4	ESSER II	2262-02	Knappa High School Window Updates	Yes
2262	Knappa SD 4	ESSER III	2262-03	Hilda Lahti Elementary HVAC Controls	Yes
2212	La Grande SD 1	ESSER III	2212-01	Summer Activities Transportation and IT Services	Yes
2212	La Grande SD 1	ESSER III	2212-02	Greenwood Playground	Yes
2212	La Grande SD 1	ESSER III	2212-03	Island City Elementary - Expanding Student Play	Yes
2059	Lake County SD 7	ESSER III	2059-01	Snow Plow Pickup	Yes
2064	Lane ESD	ESSER II	2064-01	Westmoreland HVAC Upgrades	Yes
2064	Lane ESD	ESSER II	2064-02	Touchless Water Dispenser Installation	Yes
2064	Lane ESD	ESSER II	2064-03	Touchless Water Dispensers, Spark Lab	Yes
2064	Lane ESD	ESSER II	2064-04	Westmoreland Campus Outdoor Furniture	Yes

2064	Lane ESD	ESSER II	2064-06	HVAC Upgrades to Lane ESD Main Campus	Yes
2064	Lane ESD	ESSER II	2064-07	Technology Workspace Expansion	Yes
2064	Lane ESD	ESSER II	2064-08	Migrant Education Space Remodel	Yes
2064	Lane ESD	ESSER II	2064-09	Westmoreland Patio Project	Yes
2101	Lebanon Community SD 9	ESSER II	2101-01	Seven Oak Middle School Modular Classrooms	Yes
2101	Lebanon Community SD 9	ESSER II	2101-02	Sand Ridge Charter School Equipment, HVAC, and Storage	Yes
2101	Lebanon Community SD 9	ESSER II	2101-03	LHS Gym Indoor Air Quality Repair	Yes
2101	Lebanon Community SD 9	ESSER III	2101-04	Seven Oak Middle School Modular Classrooms	Yes
2101	Lebanon Community SD 9	ESSER III	2101-05	Sandridge Charter Flooring and Parking Lot Updates	Yes
2101	Lebanon Community SD 9	ESSER II	2101-06	Food Service Counter	Yes
2101	Lebanon Community SD 9	ESSER III	2101-07	Food Preparation Refrigeration Unit	Yes
2097	Lincoln County SD	ESSER III	2097-01	Yaquina View Elementary Gym	Yes
2097	Lincoln County SD	ESSER II	2097-02	Siletz Valley School MS Bathroom Upgrades and Renovations	Yes
2097	Lincoln County SD	ESSER III	2097-03	Newport High School Outdoor Grandstands & Bathrooms	Yes
2097	Lincoln County SD	ESSER II	2097-04	Siletz Valley School Bleachers - Indoor/Outdoor Activities	Yes
2097	Lincoln County SD	ESSER II	2097-05	Siletz Valley School Classroom Carpet and Flooring	Yes
2097	Lincoln County SD	ESSER II	2097-06	TAHS Emergency Communications	Yes
2097	Lincoln County SD	ESSER II	2097-07	Taft High School Communications	Yes
2097	Lincoln County SD	ESSER II	2097-08	TLC Public Address System	Yes
2097	Lincoln County SD	ESSER III	2097-09	Siletz Gates/Fencing	Yes
2097	Lincoln County SD	ESSER III	2097-10	Siletz Valley Schools - Phone System Upgrade	Yes
2097	Lincoln County SD	ESSER III	2097-11	Compass K-12 Online School - Arcadia Phone System	Yes
2098	Linn Benton Lincoln ESD	ESSER II	2098-01	LBL ESD HVAC Improvement	Yes
2098	Linn Benton Lincoln ESD	ESSER II	2098-02	LBL ESD Window Improvement	Yes
2098	Linn Benton Lincoln ESD	ESSER II	2098-03	Dixie School ADA Ramp Replacement	Yes
2012	Long Creek SD 17	ESSER II	2012-01	School District Staff Housing Repair	Yes
2012	Long Creek SD 17	ESSER III	2012-02	School District Gym Floor Repair	Yes
2012	Long Creek SD 17	ESSER III	2012-03	LC School District Security Cameras	Yes
2012	Long Creek SD 17	ESSER II	2012-04	Playground Safety	Yes
2092	Lowell SD 71	ESSER III	2092-01	Lowell High School Outdoor Weight Room Tents	Yes
2092	Lowell SD 71	ESSER III	2092-02	Lowell High School Outdoor Weight Training Fitness Equipment	Yes
2092	Lowell SD 71	ESSER III	2092-03	Business Office Manager Office Upgrade	Yes
2092	Lowell SD 71	ESSER III	2092-04	Additional Classroom Space	Yes
2092	Lowell SD 71	ESSER III	2092-05	Summer Learning Program Vans	Pending
2106	Malheur ESD Region 14	ESSER II	2106-01	Malheur Early Learning Center Classrooms	Yes
2085	Mapleton SD 32	ESSER II	2085-01	Bus Purchase	Yes
2085	Mapleton SD 32	ESSER III	2085-02	Elementary School Preparation	Yes
2085	Mapleton SD 32	ESSER III	2085-03	Elementary Play Structure	Yes
2094	Marcola SD 79J	ESSER II	2094-01A	Marcola SD Portables and Restroom	Yes
2094	Marcola SD 79J	ESSER III	2094-01B	Marcola SD Portables and Restroom	Yes
2094	Marcola SD 79J	ESSER II	2094-02A	Electronic Door Locks	Yes
2094	Marcola SD 79J	ESSER III	2094-02B	Electronic Door Locks	Yes
2090	McKenzie SD 68	ESSER III	2090-01	McKenzie School Bus	Yes
2090	McKenzie SD 68	ESSER III	2090-02	Improvement to preschool space	Yes
2048	Medford SD 549C	ESSER II	2048-01	Jefferson Elementary HVAC	Yes
2048	Medford SD 549C	ESSER II	2048-02	Hoover Elementary HVAC	Yes
2048	Medford SD 549C	ESSER II	2048-03	Purchase of Facility for Online Academy	Yes
2048	Medford SD 549C	ESSER III	2048-04	Oakdale Facility Expansion	Yes
2048	Medford SD 549C	ESSER II	2048-05	Medford SD Education Center HVAC	Yes
2048	Medford SD 549C	ESSER II	2048-06	McLoughlin Middle School HVAC	Yes
2048	Medford SD 549C	ESSER II	2048-07	Hedrick Middle School HVAC	Yes

2048	Medford SD 549C	ESSER II	2048-08	Maslow Project HVAC	Yes
2048	Medford SD 549C	ESSER II	2048-09	Griffen Creek Elementary HVAC	Yes
2048	Medford SD 549C	ESSER III	2048-10	Jacksonville Elementary HVAC	Yes
2048	Medford SD 549C	ESSER II	2048-11	Medford Online Academy HVAC	Yes
2048	Medford SD 549C	ESSER II	2048-12	MSDEC Gym Chiller	Yes
2048	Medford SD 549C	ESSER II	2048-13	Madrone Trail Charter School Yurts	Yes
2048	Medford SD 549C	ESSER II	2048-14	Battery Backup Unit for Additional Surveillance System	Yes
2048	Medford SD 549C	ESSER II	2048-15	Outdoor CTE Classroom and Storage Facility	Yes
2048	Medford SD 549C	ESSER III	2048-16	Outdoor Seating Tables	Yes
2048	Medford SD 549C	ESSER II	2048-17	Oakdale Middle School Auditorium Chiller	Yes
2048	Medford SD 549C	ESSER II	2048-18	Medford Annex HVAC Upgrade	Yes
2048	Medford SD 549C	ESSER III	2048-19	The Valley School of Southern Oregon Larger Classrooms	Yes
2048	Medford SD 549C	ESSER III	2048-20	Madrone Trail Charter Modular Classroom	Yes
2048	Medford SD 549C	ESSER III	2048-21	Madrone Trail Charter Early Grades Bathroom Update	Yes
2048	Medford SD 549C	ESSER II	2048-22	School Activities Van - Logos	Yes
2048	Medford SD 549C	ESSER II	2048-23A	Student Information System Upgrade - Logos	Yes
2048	Medford SD 549C	ESSER III	2048-23B	Student Information System Upgrade - Logos	Yes
2048	Medford SD 549C	ESSER II	2048-24	Security Upgrades- Logos	Yes
2048	Medford SD 549C	ESSER III	2048-25	The Valley School Charter Multi-Purpose Space	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-01	Lunch Services Vehicle - Cargo Van	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-02	Transportation Ford Passenger SUV	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-03	High School Gym HVAC	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-04	Ferndale Elementary HVAC	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-06	District Intercom and Alert System	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-07	Teacher Instructional Flat Panels	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-08	Lighting Structure System at Grove Complex	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-09	Gymnasium Curtain Dividers	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-10	Lighting Structure System at Shockman Complex	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-11A	Building Educational Additional Classrooms	Yes
2205	Milton-Freewater Unified SD 7	ESSER III	2205-11B	Building Educational Additional Classrooms	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-12	Ford Passenger SUV #2	Yes
2205	Milton-Freewater Unified SD 7	ESSER III	2205-13	Interactive Flat Panels	Yes
2205	Milton-Freewater Unified SD 7	ESSER II	2205-14	Central Middle School HVAC	Yes
2249	Mitchell SD 55	ESSER II	2249-01	Dormitory HVAC System	Yes
2249	Mitchell SD 55	ESSER III	2249-02	Type 10 Transportation	Yes
1925	Molalla River SD 35	ESSER III	1925-01	Molalla River Academy Middle School Modular	Yes
1898	Monroe SD 1J	ESSER III	1898-01	Monroe Grade School Outdoor Learning Space	Yes
1898	Monroe SD 1J	ESSER III	1898-02	Monroe High School Outdoor Learning Space	Yes
1898	Monroe SD 1J	ESSER II	1898-03	Monroe Grade School Ventilation Upgrade	Yes
2147	Morrow SD 1	ESSER II	2147-01	Windy River Elementary Parking Lot	Yes
2147	Morrow SD 1	ESSER II	2147-02	Sam Boardman Elementary Parking Lot	Yes
2147	Morrow SD 1	ESSER II	2147-03	Type 10 Vehicles	Yes
2147	Morrow SD 1	ESSER II	2147-04	Entry Security (All Schools)	Yes
2147	Morrow SD 1	ESSER II	2147-05	AC Houghton Controls	Yes
2147	Morrow SD 1	ESSER II	2147-06	Irrigon Junior Senior High School Controls and HVAC Replacement	Yes
2147	Morrow SD 1	ESSER II	2147-07	Riverside Junior Senior High School Controls and HVAC	Yes
2147	Morrow SD 1	ESSER III	2147-08	Heppner Junior Senior High School Controls and HVAC Replacement	Yes
2147	Morrow SD 1	ESSER II	2147-09	Sam Boardman Elementary Controls and HVAC Replacement	Yes
2148	Multnomah ESD	ESSER II	2148-01	Arata Creek HVAC Controls	Yes
2148	Multnomah ESD	ESSER II	2148-02	Wireless Networking Capacity	Yes
2148	Multnomah ESD	ESSER II	2148-03	Networking Equipment Refresh	Yes

2148	Multnomah ESD	ESSER II	2148-04	Burlingame Creek HVAC Controls	Yes
2148	Multnomah ESD	ESSER II	2148-05	Added security cameras at Knott Creek	Yes
2148	Multnomah ESD	ESSER II	2148-06	Security cameras at Ainsworth	Yes
2148	Multnomah ESD	ESSER II	2148-07	Exterior Lighting at Ainsworth	Yes
2148	Multnomah ESD	ESSER II	2148-08	Fencing at Ainsworth	Yes
2148	Multnomah ESD	ESSER II	2148-09	Outdoor School Advenchair	Yes
2148	Multnomah ESD	ESSER II	2148-10	Ainsworth HVAC Hardware Platform	Yes
2148	Multnomah ESD	ESSER II	2148-11	Front Door Security at Ainsworth	Yes
2148	Multnomah ESD	ESSER II	2148-12	A/V Equipment at Ainsworth	Yes
2148	Multnomah ESD	ESSER II	2148-13	Replacing NVRs in Security Systems	Yes
2148	Multnomah ESD	ESSER II	2148-14	Arata HVAC Maintenance	Yes
2148	Multnomah ESD	ESSER II	2148-15	BCS HVAC Maintenance	Yes
2148	Multnomah ESD	ESSER II	2148-16	UPS Upgrade for Network Closets	Yes
2148	Multnomah ESD	ESSER II	2148-17	Auditorium Projector Upgrade	Yes
2148	Multnomah ESD	ESSER II	2148-18	OTDR Fiber Tool	Yes
2148	Multnomah ESD	ESSER II	2148-19	Finalize Conference Room AV Upgrades	Yes
1968	Myrtle Point SD 41	ESSER II	1968-01	Myrtle Crest Elementary	Yes
1968	Myrtle Point SD 41	ESSER II	1968-02	Myrtle Crest Elementary HVAC Wiring	Yes
1968	Myrtle Point SD 41	ESSER III	1968-03	Myrtle Point SD Transportation	Yes
2198	Neah-Kah-Nie SD 56	ESSER II	2198-01	High School Student Based Health Center HVAC	Yes
2198	Neah-Kah-Nie SD 56	ESSER II	2198-02A	Neah-Kah-Nie High School HVAC project	Yes
2198	Neah-Kah-Nie SD 56	ESSER III	2198-02B	Neah-Kah-Nie High School HVAC project	Yes
2199	Nestucca Valley SD 101	ESSER II	2199-01A	Nestucca Valley Wired Wireless Internet Tower Project	Yes
2199	Nestucca Valley SD 101	ESSER III	2199-01B	Nestucca Valley Wired Wireless Internet Tower Project	Yes
2199	Nestucca Valley SD 101	ESSER III	2199-02	Cloverdale K-8 Playground	Yes
2199	Nestucca Valley SD 101	ESSER III	2199-03	Wrestling Mats	Yes
2254	Newberg SD 29J	ESSER III	2254-01	Accounting Module Upgrade	Yes
1966	North Bend SD 13	ESSER II	1966-01A	North Bay Elementary Modular	Yes
1966	North Bend SD 13	ESSER III	1966-01B	North Bay Elementary Modular	Yes
1966	North Bend SD 13	ESSER II	1966-02A	Hillcrest Elementary Modulars	Yes
1966	North Bend SD 13	ESSER III	1966-02B	Hillcrest Elementary Modulars	Yes
1966	North Bend SD 13	ESSER III	1966-03	North Bend SD Floor Scrubbing Equipment	Yes
1966	North Bend SD 13	ESSER III	1966-04	HVAC/Boiler System Upgrades	Yes
2004	North Central ESD	ESSER II	2004-01	Door Locks	Yes
2004	North Central ESD	ESSER II	2004-02	Copy Machine	Yes
2004	North Central ESD	ESSER II	2004-03	Electrical Repairs and Upgrade	Yes
1924	North Clackamas SD 12	ESSER II	1924-01	Rex Putnam High School Advance Ride-On Scrubber	Yes
1924	North Clackamas SD 12	ESSER II	1924-02	North Clackamas SD Genie GR-20 Lift	Yes
1924	North Clackamas SD 12	ESSER II	1924-03	Beatrice Morrow Cannady Elementary HVAC Controls	Yes
1924	North Clackamas SD 12	ESSER III	1924-04	Putnam High Aged HVAC Unit Replacement	Yes
1996	North Douglas SD 22	ESSER III	1996-01	HS HVAC FOR HS Gym and Hallways	Yes
1996	North Douglas SD 22	ESSER II	1996-02	HS Lockers	Yes
1996	North Douglas SD 22	ESSER II	1996-03	Elementary School Mold Damage	Yes
1996	North Douglas SD 22	ESSER III	1996-04	Elementary/Middle School Improve back entrance/exit	Yes
1996	North Douglas SD 22	ESSER II	1996-06	Elementary School Technology wiring	Yes
1996	North Douglas SD 22	ESSER III	1996-07	NDSD HVAC High School Room 10 and HS office	Yes
1996	North Douglas SD 22	ESSER II	1996-08	NDSD Library Air Transfer	Yes
1996	North Douglas SD 22	ESSER II	1996-09	ES/MS Floors for added classrooms	Yes
1996	North Douglas SD 22	ESSER II	1996-10	Replace floor in HS Computer Lab	Yes
1996	North Douglas SD 22	ESSER III	1996-11	District Office building HVAC	Yes
1996	North Douglas SD 22	ESSER III	1996-12	Student Shop building HVAC	Yes

1996	North Douglas SD 22	ESSER II	1996-13	HS Locker Room HVAC	Yes
1996	North Douglas SD 22	ESSER III	1996-14	NDSD HS Security System - Access Control Multipurpose Bldg	Yes
1996	North Douglas SD 22	ESSER III	1996-15	NDSD Elementary and Middle School Security and Communications Phase I	Yes
1996	North Douglas SD 22	ESSER III	1996-16	NDSD Elementary Security System - Access Control Front entrance and Playshed	Yes
1996	North Douglas SD 22	ESSER III	1996-17	NDSD Elementary and Middle School Security and Communications Phase II	Yes
1996	North Douglas SD 22	ESSER III	1996-18	NDSD Elementary and Middle School Security and Communications Phase III	Yes
2061	North Lake SD 14	ESSER III	2061-01	Type 10 Vehicles	Yes
2061	North Lake SD 14	ESSER III	2061-02	Food Truck/Trailer	Yes
2141	North Marion SD 15	ESSER II	2141-01	On Target Electrostatic Room Sprayers and Batteries	Yes
2141	North Marion SD 15	ESSER II	2141-02	HVAC Assessment and upgrade or replacement as needed	Yes
2214	North Powder SD 8J	ESSER II	2214-01	North Powder Elementary Auto Scrubber/HVAC Updates	Yes
2214	North Powder SD 8J	ESSER II	2214-02	All purpose utility vehicle/snow blade	Yes
2214	North Powder SD 8J	ESSER II	2214-03	Playground Security Fence	Yes
2143	North Santiam SD 29J	ESSER II	2143-01	Outdoor Covered Classroom Space	Yes
2143	North Santiam SD 29J	ESSER II	2143-02	Stayton Middle School Carpet Replacement	Yes
2143	North Santiam SD 29J	ESSER II	2143-03	Stayton Middle School HVAC	Yes
2143	North Santiam SD 29J	ESSER II	2143-04	Mari Linn Elementary School HVAC	Yes
2143	North Santiam SD 29J	ESSER II	2143-05	Sublimity Elementary School HVAC	Yes
2143	North Santiam SD 29J	ESSER II	2143-06	Stayton High School HVAC	Yes
2143	North Santiam SD 29J	ESSER II	2143-07	Mari-Linn School HVAC Office/Health Student Assistance Room	Yes
2143	North Santiam SD 29J	ESSER II	2143-08	Stayton Middle School HVAC Summer School Student Support Areas/School Office	Yes
2143	North Santiam SD 29J	ESSER II	2143-09	Stayton Elementary School Floor Scrubber	Yes
2143	North Santiam SD 29J	ESSER II	2143-10	Sublimity Elementary School Floor Scrubber	Yes
2143	North Santiam SD 29J	ESSER II	2143-11	Stayton High School Floor Scrubbers	Yes
2143	North Santiam SD 29J	ESSER III	2143-12	Stayton Options Academy Building	Yes
2143	North Santiam SD 29J	ESSER III	2143-13	Mari-Linn Elementary Outdoor Covered Classroom Space	Yes
4131	North Wasco County SD 21	ESSER III	4131-02	The Dalles High School Outdoor Cafeteria Shelter	Yes
4131	North Wasco County SD 21	ESSER III	4131-05	Nutrition Services Refrigerated Van	Yes
4131	North Wasco County SD 21	ESSER II	4131-06	Eastside Building Upgrade	Yes
4131	North Wasco County SD 21	ESSER II	4131-07	Mosier Community School Upper Floor/Gismo building HVAC	Yes
4131	North Wasco County SD 21	ESSER II	4131-08	Mosier Community School Lower Floor HVAC	Yes
4131	North Wasco County SD 21	ESSER II	4131-09	Chenowith Elementary School Outdoor Eating Area	Yes
4131	North Wasco County SD 21	ESSER III	4131-10	The Dalles High School Food Truck	Yes
2230	Northwest Regional ESD	ESSER II	2230-01	NWRESD Washington Service Center HVAC	Yes
2230	Northwest Regional ESD	ESSER II	2230-02	NWRESD Sanitizing System Utilizing Dry Mist Nebulizers	Yes
2230	Northwest Regional ESD	ESSER II	2230-03	HVAC and Air Quality Improvements	Yes
2230	Northwest Regional ESD	ESSER II	2230-04	Employee Workspace	Yes
2230	Northwest Regional ESD	ESSER II	2230-05	AV Upgrades	Yes
2230	Northwest Regional ESD	ESSER II	2230-06	SIEM/SOAR (Security Analysis Device)	Yes
2230	Northwest Regional ESD	ESSER II	2230-07	Advanced Thermal Imager	Yes
2110	Nyssa SD 26	ESSER II	2110-01	Bus Purchases (2x 84 passenger & 2x Type 20)	Yes
2110	Nyssa SD 26	ESSER II	2110-02	Satellite Kitchen Equipment	Yes
2110	Nyssa SD 26	ESSER II	2110-03	Nyssa Elementary Playground Equipment	Yes
2110	Nyssa SD 26	ESSER III	2110-04	High School HVAC upgrade	Yes
2110	Nyssa SD 26	ESSER III	2110-05	High school office addition and commons area remodel	Yes
1990	Oakland SD 1	ESSER II	1990-01	HVAC for Oakland Elementary School	Yes
1990	Oakland SD 1	ESSER II	1990-02	HVAC for Oakland High School	Yes
1990	Oakland SD 1	ESSER II	1990-03	HVAC for Lincoln Middle School	Yes
1990	Oakland SD 1	ESSER II	1990-04	Health and PE Equipment for Wellness classroom	Yes
1990	Oakland SD 1	ESSER III	1990-05	Oakland District Office Relocation	pending
1990	Oakland SD 1	ESSER II	1990-06A	Lincoln Middle School Play Shed	Yes

1990	Oakland SD 1	ESSER III	1990-06B	Lincoln Middle School Play Shed	Yes
2093	Oakridge SD 76	ESSER III	2093-02	District wide Window/Screen Replacements	Yes
2093	Oakridge SD 76	ESSER III	2093-03	Westridge High School HVAC	Yes
2093	Oakridge SD 76	ESSER II	2093-04	Oakridge High School Air Ventilation Project	Yes
2093	Oakridge SD 76	ESSER II	2093-05	School Based Health Center	Yes
2093	Oakridge SD 76	ESSER II	2093-06	High School Locker Rooms	Yes
2093	Oakridge SD 76	ESSER II	2093-07	HS Welding Ventilation Remodel	Yes
2093	Oakridge SD 76	ESSER III	2093-08	Telephone System Improvement	Yes
2093	Oakridge SD 76	ESSER III	2093-09	HS Gym Lights	Yes
2093	Oakridge SD 76	ESSER III	2093-10	Exterior Doors/Security	Yes
2093	Oakridge SD 76	ESSER II	2093-11	CTE Expansion	pending
2108	Ontario SD 8C	ESSER III	2108-01	Classroom Expansion	Yes
2108	Ontario SD 8C	ESSER II	2108-02	OHS Window Replacement and Asbestos Abatement	Yes
1928	Oregon City SD 62	ESSER II	1928-01	Barclay Boys Bathroom Remodel	Yes
1928	Oregon City SD 62	ESSER II	1928-02	Boys & Girls Locker Rooms/Bathrooms & Changing Stalls	Yes
1928	Oregon City SD 62	ESSER II	1928-03	LUCID Building Management Controls (HVAC Controls)	Yes
1928	Oregon City SD 62	ESSER II	1928-04	HVAC Infrastructure to Support LUCID Controls	Yes
1928	Oregon City SD 62	ESSER II	1928-05	Cafeteria Overhead Garage Doors	Yes
1928	Oregon City SD 62	ESSER II	1928-06	HVAC Upgrades to Band Mechanical Unit	Yes
1928	Oregon City SD 62	ESSER II	1928-07	HVAC Upgrades Holcomb Elementary School	Yes
1928	Oregon City SD 62	ESSER II	1928-08	HVAC Upgrades Candy Lane Elementary School	Yes
1928	Oregon City SD 62	ESSER II	1928-09	HVAC Upgrades Redland Elementary School	Yes
1928	Oregon City SD 62	ESSER III	1928-10	Outdoor Covered PE Area Springwater	Yes
1926	Oregon Trail SD 46	ESSER II	1926-01	Boring Middle School Cafeteria Serving Line Equipment	Yes
1926	Oregon Trail SD 46	ESSER II	1926-02	Cafeteria Serving Line Equipment	Yes
2060	Paisley SD 11	ESSER III	2060-01	Activity Van	Yes
2181	Parkrose SD 3	ESSER II	2181-01	Sacramento Elementary Two Covered Play Structures	Yes
2181	Parkrose SD 3	ESSER III	2181-02	Roofing	Yes
2181	Parkrose SD 3	ESSER III	2181-03	Replace and Repair 9 HVAC Compressor at Parkrose HS	Yes
2181	Parkrose SD 3	ESSER III	2181-04	District Office Security Cameras	Yes
2181	Parkrose SD 3	ESSER III	2181-05	Sacramento Intercom System	Yes
2181	Parkrose SD 3	ESSER III	2181-06	H/S & M/S Tennis Courts	Yes
2192	Perrydale SD 21	ESSER II	2192-01	ON Target Electrostatic Sprayer	Yes
2192	Perrydale SD 21	ESSER III	2192-02A	Classroom Modular (2 Qty)	Yes
2192	Perrydale SD 21	ESSER II	2192-02B	Classroom Modular (2 Qty)	Yes
1900	Philomath SD 17J	ESSER III	1900-01	Clemens Primary School Expansion	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-01	Outdoor Discovery School (ODP) HVAC	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-02	District Office HVAC Upgrade	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-03	Phoenix High School Weight Room HVAC	Yes
2039	Phoenix-Talent SD 4	ESSER III	2039-04	Talent Middle School HVAC Upgrade	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-05	Talent Outdoor Program HVAC Upgrade	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-06	Maintenance Facility HVAC Upgrades	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-07	Phoenix Elementary HVAC and Window Replacement	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-08	Phoenix High School Media Arts CTE Lab Machines	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-09	Talent Elementary Playground Improvements	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-10	Talent Middle School Interactive Screens	Yes
2039	Phoenix-Talent SD 4	ESSER II	2039-11	Phoenix High School TLC playground/outdoor physical fitness area	Yes
2202	Pilot Rock SD 2	ESSER II	2202-01	Secondary Building HVAC Repair	Yes
2202	Pilot Rock SD 2	ESSER II	2202-02	Elementary Building HVAC Repair	Yes
2202	Pilot Rock SD 2	ESSER II	2202-03	Door Replacement, Stairs & ADA Ramp	Yes
2202	Pilot Rock SD 2	ESSER III	2202-04	HVAC Upgrade - Elementary School	Yes

2202	Pilot Rock SD 2	ESSER III	2202-05	HVAC Upgrade - High School	Yes
1897	Pine Eagle SD 61	ESSER II	1897-01	(2) Floor Cleaning Machines	Yes
2081	Pleasant Hill SD 1	ESSER II	2081-01	Classroom Ionization Air Handling Units (x31)	Yes
2081	Pleasant Hill SD 1	ESSER II	2081-02A	High School Shop Wing HVAC	Yes
2081	Pleasant Hill SD 1	ESSER III	2081-02B	High School Shop Wing HVAC	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-01	District Air Purifiers	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-02	Pacific High School Lockers	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-03	Driftwood Elementary Lockers	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-04	Gym Floor	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-05	Driftwood Elementary Playshed Floor	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-06	Pacific High School Track Resurfacing	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-07	Pacific High School Media Lab Update	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-08	Pacific High School Sidewalk/Step Installation	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-09	Driftwood Elementary Window Installation	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-10	Additional Air Purifiers	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-11	Additional Air Purifiers	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-12	Bus Purchase	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-13	Driftwood Cafeteria Tables	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-14	Food Service Catering Truck and Trailer	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-15	Driftwood Elementary Track	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-16	Ventilation for Welding Room	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-17	Driftwood Outdoor Play and Learning Area	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-18	Pacific High School Drainage System	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-19	Pacific High School Outdoor Resurfacing	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-20	POLSD Bus-Wheelchair Accessible	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-21	Driftwood Elementary Outdoor Surfacing	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-22	High School Cafeteria Expansion	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER II	1973-23	District Digital Sign located at Driftwood Elementary	Yes
1973	Port Orford-Langlois SD 2CJ	ESSER III	1973-24	Student SIS System with Parent Communication System	Yes
2180	Portland SD 1J	ESSER II	2180-01	Tents for Outdoor Meals	Yes
2180	Portland SD 1J	ESSER III	2180-02	Helensview Security Fencing	Yes
2180	Portland SD 1J	ESSER II	2180-03	Helensview Sound booth construction	Yes
2180	Portland SD 1J	ESSER III	2180-04	New HVAC System	Yes
2180	Portland SD 1J	ESSER II	2180-05	Roof Repair	Yes
2180	Portland SD 1J	ESSER II	2180-06	Mt Scott Window Replacement	Yes
2180	Portland SD 1J	ESSER II	2180-07	Mt Scott Indoor Air Quality	Yes
2180	Portland SD 1J	ESSER II	2180-08	Helensview Walls	Yes
2180	Portland SD 1J	ESSER III	2180-09	Helensview Stage & Lights Safety Upgrade	Yes
2180	Portland SD 1J	ESSER II	2180-10	Mt Scott Door Replacement	Yes
1967	Powers SD 31	ESSER II	1967-01	Outdoor Classroom	Yes
2009	Prairie City SD 4	ESSER II	2009-01	Prairie City High School HVAC	Yes
2009	Prairie City SD 4	ESSER III	2009-02	Bates Building Remodel	Yes
2009	Prairie City SD 4	ESSER III	2009-03	Book Vending Machines	Yes
2045	Prospect SD 59	ESSER II	2045-01	Multi-Purpose Room Floor Replacement	Yes
2045	Prospect SD 59	ESSER II	2045-02	Prospect Charter School Classroom Windows and Installation	Yes
2045	Prospect SD 59	ESSER III	2045-03	Type 10 Vehicle Purchase (3 Vans)	Yes
1977	Redmond SD 2J	ESSER III	1977-01	Type-10 Bus - 5 Row	Yes
1977	Redmond SD 2J	ESSER III	1977-02	Type-10 Bus - 4 Row	Yes
1977	Redmond SD 2J	ESSER III	1977-03	RSDFlex Office/Classroom Remodel	Yes
1977	Redmond SD 2J	ESSER III	1977-04	Two 30' x 60' Tents	Yes
1977	Redmond SD 2J	ESSER III	1977-05	Four Large Rider Auto Scrubbers	Yes

1977	Redmond SD 2J	ESSER III	1977-06	Four Chariot Auto Scrubbers	Yes
1977	Redmond SD 2J	ESSER III	1977-07	Two Large Carpet Extractors	Yes
1977	Redmond SD 2J	ESSER III	1977-08	RHS ILS Fencing Project	Yes
1977	Redmond SD 2J	ESSER III	1977-09	RHS CTE Electrical Project	Yes
2001	Reedsport SD 105	ESSER III	2001-01	District Camera System	Yes
2001	Reedsport SD 105	ESSER III	2001-02	School District Delivery Van	Yes
2001	Reedsport SD 105	ESSER III	2001-03	HES P.A. System	Yes
2001	Reedsport SD 105	ESSER III	2001-04	Asbestos Abatement	Yes
2001	Reedsport SD 105	ESSER III	2001-05	Asbestos Abatement	Yes
2001	Reedsport SD 105	ESSER III	2001-06	Electrical Panel Upgrades for Safe Learning Environment	Yes
2001	Reedsport SD 105	ESSER III	2001-07	Roofing Replacement for Safe Learning Environment	Yes
2001	Reedsport SD 105	ESSER III	2001-08	Reedsport Charter School P.A. System	Yes
2001	Reedsport SD 105	ESSER III	2001-09	Security Cameras for School Buses	Yes
2001	Reedsport SD 105	ESSER III	2001-10	District Nutrition Services Program Forklift	Yes
2001	Reedsport SD 105	ESSER III	2001-11	Outdoor Equipment Purchase- Tractor	Yes
2001	Reedsport SD 105	ESSER III	2001-12	RCCS Gym Floor Resurfacing	Yes
2182	Reynolds SD 7	ESSER II	2182-01	Renovation of Edgefield Buildings I and J	Yes
2182	Reynolds SD 7	ESSER II	2182-02	Modular Classroom	Yes
2182	Reynolds SD 7	ESSER II	2182-03	Cubical Walls	Yes
2182	Reynolds SD 7	ESSER II	2182-04	Tyler Drive Transportation System	Yes
2182	Reynolds SD 7	ESSER III	2182-05	Four Corners Building Renovation	Yes
2182	Reynolds SD 7	ESSER III	2182-06	Middle and High School Track Resurfacing (4 tracks)	Yes
1999	Riddle SD 70	ESSER III	1999-01A	Riddle High School Outdoor Covered Area	Yes
1999	Riddle SD 70	ESSER III	1999-01B	Riddle High School Outdoor Covered Area PART 2	Yes
2142	Salem-Keizer SD 24J	ESSER II	2142-01	Optimum Learning Environment Charter School Water Bottle Fill Station	Yes
2142	Salem-Keizer SD 24J	ESSER II	2142-02	Salem-Keizer SD Radio Upgrade Project	Yes
2142	Salem-Keizer SD 24J	ESSER II	2142-04	Howard Street Charter School HVAC Replacement	Yes
2142	Salem-Keizer SD 24J	ESSER II	2142-05	Howard Street Charter School Fencing	Yes
2142	Salem-Keizer SD 24J	ESSER II	2142-06A	Howard Street Charter School Dance Studio	Yes
2142	Salem-Keizer SD 24J	ESSER III	2142-06B	Howard Street Charter School Dance Studio	Yes
2142	Salem-Keizer SD 24J	ESSER III	2142-07	Howard Street Charter New HVAC	Yes
2142	Salem-Keizer SD 24J	ESSER III	2142-08	Howard Street Charter Gutters and Student Safety	Yes
2104	Santiam Canyon SD 129J	ESSER III	2104-01A	SES HVAC Upgrade	Yes
2104	Santiam Canyon SD 129J	ESSER II	2104-01B	SES HVAC Upgrade	Yes
1944	Scappoose SD 1J	ESSER III	1944-01	Scappoose High School Cameras	Yes
1944	Scappoose SD 1J	ESSER III	1944-02	Warren Elementary School Cameras	Yes
1944	Scappoose SD 1J	ESSER III	1944-03	Scappoose Middle School Cameras	Yes
1944	Scappoose SD 1J	ESSER III	1944-04	Otto Petersen Elementary School Cameras	Yes
1944	Scappoose SD 1J	ESSER III	1944-05	Grant Watts Elementary School Cameras	Yes
1944	Scappoose SD 1J	ESSER III	1944-06	South Columbia Family School Flooring	Yes
2103	Scio SD 95	ESSER III	2103-01	Scio School District Access Controls	Yes
2103	Scio SD 95	ESSER II	2103-02	Outdoor Playground Cover	Yes
1935	Seaside SD 10	ESSER II	1935-01	Cannon Beach Academy Mold Remediation in Attic	Yes
2257	Sheridan SD 48J	ESSER II	2257-01	Boiler Repair	Yes
2257	Sheridan SD 48J	ESSER II	2257-02	Septic Pump Replacement	Yes
2257	Sheridan SD 48J	ESSER II	2257-03	Ctech Building Escrow Deposit	Yes
2257	Sheridan SD 48J	ESSER II	2257-04	Fire System Installation- Tiny Titans	Yes
2257	Sheridan SD 48J	ESSER II	2257-05	Replace Deck/Landing- Tiny Titans	Yes
2257	Sheridan SD 48J	ESSER II	2257-06	Play Structure	Yes
2257	Sheridan SD 48J	ESSER II	2257-07	Fiber optic installation	Pending
2138	Silver Falls SD 4J	ESSER II	2138-01	Butte Creek School Equipment - Karcher Auto Scrubber	Yes

2138	Silver Falls SD 4J	ESSER II	2138-02	Evergreen School Equipment - Ice IBT Auto Scrubber	Yes
2138	Silver Falls SD 4J	ESSER II	2138-03	Mark Twain School Equipment - Ice IBT Auto Scrubber	Yes
2138	Silver Falls SD 4J	ESSER II	2138-04	Pratum School Equipment - Karcher Auto Scrubber	Yes
2138	Silver Falls SD 4J	ESSER II	2138-05	Silver Crest School Equipment - Karcher Auto Scrubber	Yes
2138	Silver Falls SD 4J	ESSER II	2138-06	Silverton High School Equipment - Karcher Auto Scrubber	Yes
2138	Silver Falls SD 4J	ESSER II	2138-07	Silverton High School Equipment - Karcher Auto Scrubber	Yes
2138	Silver Falls SD 4J	ESSER II	2138-08	Scotts Mills School Equipment - Karcher Auto Scrubber	Yes
2138	Silver Falls SD 4J	ESSER II	2138-09	Silverton Middle Equipment - Karcher Auto Scrubber	Yes
2138	Silver Falls SD 4J	ESSER II	2138-10	Victor Point School Equipment - Karcher Auto Scrubber	Yes
2138	Silver Falls SD 4J	ESSER II	2138-11	Mark Twain Elementary Solar/Roller Shade Window Coverings and Installation	Yes
2138	Silver Falls SD 4J	ESSER II	2138-12	Silver Falls SD Equipment - Kaivac Versa High Performance Cleaning Caddy	Yes
2138	Silver Falls SD 4J	ESSER II	2138-13	Robert Frost Elementary School Furniture	Yes
2138	Silver Falls SD 4J	ESSER II	2138-14	Mark Twain Elementary School Furniture	Yes
2138	Silver Falls SD 4J	ESSER II	2138-15	Window Coverings	Yes
2138	Silver Falls SD 4J	ESSER II	2138-16	Meal Tent Purchase	Yes
2138	Silver Falls SD 4J	ESSER II	2138-17	HVAC Improvements	Yes
1978	Sisters SD 6	ESSER III	1978-01	GMC Yukon XL	Yes
2096	Siuslaw SD 97J	ESSER III	2096-01	Type A Wheelchair Bus	Yes
2096	Siuslaw SD 97J	ESSER III	2096-02	Siuslaw High School - Office Modular Building	Yes
2096	Siuslaw SD 97J	ESSER III	2096-03	Siuslaw High School - Office Modular Building - Electrical Service	Yes
2096	Siuslaw SD 97J	ESSER III	2096-04	Siuslaw High School - Office Modular Building - Custom Floor Plan	Yes
2096	Siuslaw SD 97J	ESSER III	2096-05	Siuslaw High School - Office Modular Building - Site Work	Yes
2096	Siuslaw SD 97J	ESSER III	2096-06	Siuslaw High School - Office Modular Building - Security Fencing	Yes
2096	Siuslaw SD 97J	ESSER III	2096-07	Siuslaw High School - Canopies & Covered Walkways	Yes
1949	South Coast ESD	ESSER II	1949-01	File Room Remodel	Yes
1949	South Coast ESD	ESSER II	1949-02	HVAC Replacement District Office	Yes
1949	South Coast ESD	ESSER II	1949-03	Battery Backup System	Yes
2022	South Harney SD 33	ESSER II	2022-01	School HVAC	Yes
2087	South Lane SD 45J3	ESSER II	2087-01	Bohemia Elementary School HVAC	Yes
2087	South Lane SD 45J3	ESSER II	2087-02	South Lane SD Transportation Type 10 Vehicle	Yes
2087	South Lane SD 45J3	ESSER II	2087-03	South Lane SD Transportation Type 10 Vehicle	Yes
2087	South Lane SD 45J3	ESSER II	2087-04	School Spirit Trailer	Yes
2087	South Lane SD 45J3	ESSER II	2087-05	Outdoor Electronic Reader Boards	Yes
2087	South Lane SD 45J3	ESSER III	2087-06	Academy for Character Education Smartboards	Yes
2087	South Lane SD 45J3	ESSER II	2087-07	Outdoor Electronic Reader Boards	Yes
1994	South Umpqua SD 19	ESSER II	1994-01A	Coffenberry Middle School Expansion	Yes
1994	South Umpqua SD 19	ESSER III	1994-01B	Coffenberry Middle School Expansion	Yes
1994	South Umpqua SD 19	ESSER II	1994-02	South Umpqua High School Communications/Sound System	Yes
1994	South Umpqua SD 19	ESSER II	1994-03	HVAC Improvements Canyonville School	Yes
1994	South Umpqua SD 19	ESSER II	1994-04	HVAC Upgrade Myrtle Creek Elementary	Yes
1994	South Umpqua SD 19	ESSER II	1994-05	Practice Facility Upgrade	Yes
1994	South Umpqua SD 19	ESSER II	1994-06	HS South Wall	Yes
1994	South Umpqua SD 19	ESSER II	1994-07	Disability Learning Center Playground Equipment	Yes
1994	South Umpqua SD 19	ESSER II	1994-08	Greenhouse kit	Yes
1994	South Umpqua SD 19	ESSER II	1994-09	Windows for Canyonville Annex Building	Yes
1994	South Umpqua SD 19	ESSER II	1994-10	Canyonville Classroom Addition	Yes
2247	Spray SD 1	ESSER II	2247-01	Cafeteria Tables	Yes
2247	Spray SD 1	ESSER II	2247-02	District Vehicle	Yes
2083	Springfield SD 19	ESSER II	2083-01	Springfield SD Admin Building Modular Work Spaces	Yes
2083	Springfield SD 19	ESSER II	2083-02	Mt. Vernon Elementary HVAC Upgrades	Yes
2083	Springfield SD 19	ESSER II	2083-03	Riverbend Elementary HVAC Upgrades	Yes

2083	Springfield SD 19	ESSER II	2083-04	Agnes Stewart Middle School HVAC Upgrades	Yes
2083	Springfield SD 19	ESSER II	2083-05	Thurston Middle School HVAC Upgrades	Yes
2083	Springfield SD 19	ESSER II	2083-06	Two Rivers/Dos Rios School HVAC Upgrades	Yes
2083	Springfield SD 19	ESSER III	2083-07	Mobile Classroom Set Up WLA	Yes
2083	Springfield SD 19	ESSER II	2083-08	HVAC Upgrade WLA	Yes
2083	Springfield SD 19	ESSER II	2083-09	R-Zero Arc: UV-C Light Devices (Sanitization)	Yes
2083	Springfield SD 19	ESSER II	2083-10A	District Wide HVAC Upgrade	Yes
2083	Springfield SD 19	ESSER III	2083-10B	District Wide HVAC Upgrade	Yes
2083	Springfield SD 19	ESSER III	2083-11	All Tire Supply Wheel Balancer	Yes
2083	Springfield SD 19	ESSER III	2083-12	2 midrise auto lifts for our CTE Auto/Diesel Mechanic Pathway	Yes
2083	Springfield SD 19	ESSER III	2083-13	Yamaha YBS-480 Baritone Saxophone	Yes
2083	Springfield SD 19	ESSER III	2083-14	MarimbaOne 5.0 Octave Wave Series Marimba	Yes
2083	Springfield SD 19	ESSER III	2083-15	Laser Cutter for the Digital Arts Pathway	Yes
2083	Springfield SD 19	ESSER III	2083-16	Conrad Machine Etching Press Model E31	Yes
2083	Springfield SD 19	ESSER III	2083-17	Portable Sawmill	Yes
2083	Springfield SD 19	ESSER III	2083-18	Student Store Vending Machine	Yes
2083	Springfield SD 19	ESSER III	2083-19	Surface Planer	Yes
2083	Springfield SD 19	ESSER III	2083-20	Theater Control Console Board	Yes
2083	Springfield SD 19	ESSER III	2083-21	Acoustic Choir Shells	Yes
2083	Springfield SD 19	ESSER III	2083-22	Rehearsal Piano	Yes
1948	St Helens SD 502	ESSER II	1948-01A	HVAC - Columbia City	Yes
1948	St Helens SD 502	ESSER III	1948-01B	HVAC - Columbia City	Pending
1948	St Helens SD 502	ESSER II	1948-02	HVAC - Lewis & Clark Elementary	Yes
1948	St Helens SD 502	ESSER II	1948-03	HVAC - McBride Elementary	Yes
1948	St Helens SD 502	ESSER II	1948-04	Voice Amplification & Intercom - Columbia City School	Yes
1948	St Helens SD 502	ESSER II	1948-05	Voice Amplification & Intercom - Lewis & Clark Elementary	Yes
1948	St Helens SD 502	ESSER II	1948-06	Voice Amplification & Intercom - McBride Elementary	Yes
1948	St Helens SD 502	ESSER II	1948-07	Classroom Technology - Visual and Audio Presentation - Columbia City School	Yes
1948	St Helens SD 502	ESSER II	1948-08	Classroom Technology - Visual and Audio Presentation - Lewis & Clark Elementary	Yes
1948	St Helens SD 502	ESSER II	1948-09	Classroom Technology - Visual and Audio Presentation - McBride Elementary	Yes
2144	St Paul SD 45	ESSER II	2144-01	St Paul SD HVAC Air Cleaner Unit Install	Yes
2144	St Paul SD 45	ESSER III	2144-02	Middle/High School Lockers	Yes
2144	St Paul SD 45	ESSER III	2144-03	Middle/High School agriculture classroom/shop air quality improvement	Yes
2144	St Paul SD 45	ESSER III	2144-04	Cafeteria Tables	Yes
2144	St Paul SD 45	ESSER III	2144-05	Honda Odyssey Minivan for Student Transport	Yes
2209	Stanfield SD 61	ESSER III	2209-03	Bus Garage	Yes
2003	Sutherlin SD 130	ESSER II	2003-01	Food Service Ovens	Yes
2003	Sutherlin SD 130	ESSER II	2003-02	Food Service Dishwasher	Yes
2003	Sutherlin SD 130	ESSER III	2003-03	Sutherlin High School Classroom Modular	Yes
2003	Sutherlin SD 130	ESSER III	2003-04	Installation of Air Purifiers	Yes
2003	Sutherlin SD 130	ESSER III	2003-05	District Heating Units with Air Purifiers	Yes
2003	Sutherlin SD 130	ESSER III	2003-06	Facilities Upgrades	Yes
2003	Sutherlin SD 130	ESSER II	2003-07	Campus Fencing	Yes
2102	Sweet Home SD 55	ESSER II	2102-01	Foster Elementary HVAC Upgrade	Yes
2102	Sweet Home SD 55	ESSER II	2102-02	Holley Elementary HVAC Upgrade	Yes
2102	Sweet Home SD 55	ESSER II	2102-03	Sweet Home Charter School HVAC Units	Yes
2102	Sweet Home SD 55	ESSER II	2102-04	Sweet Home Charter School New Playground Cover	Yes
2102	Sweet Home SD 55	ESSER III	2102-05	Hawthorne Elementary HVAC units and controls upgrade	Yes
2102	Sweet Home SD 55	ESSER III	2102-06	Oak Heights Elementary HVAC units and controls upgrade	Yes
2102	Sweet Home SD 55	ESSER III	2102-07	Sweet Home High School HVAC units and controls upgrade	Yes
2102	Sweet Home SD 55	ESSER III	2102-08	Sweet Home Junior High School HVAC controls upgrade	Yes

2102	Sweet Home SD 55	ESSER III	2102-09	Oak Heights Elementary School Design Development Work	Yes
2102	Sweet Home SD 55	ESSER III	2102-10	Oak Heights Elementary Outdoor Learning Project	Yes
2102	Sweet Home SD 55	ESSER III	2102-11	Expand Safety Communications	Yes
2102	Sweet Home SD 55	ESSER III	2102-12	Hawthorne Elementary Classroom Acoustics and Lighting Improvements	Yes
2102	Sweet Home SD 55	ESSER III	2102-13	Holley Elementary Classroom Acoustics and Lighting Improvements	Yes
2102	Sweet Home SD 55	ESSER III	2102-14	Sweet Home High School Intercom System Replacement	Yes
2102	Sweet Home SD 55	ESSER III	2102-15	Sweet Home High School Fencing and Gates	Yes
4604	The Cottonwood School	ESSER II	2180-100	Outdoor Eating Tent	Yes
2055	Three Rivers/Josephine County SD	ESSER II	2055-01	Fort Vannoy Elementary Modular	Yes
2055	Three Rivers/Josephine County SD	ESSER II	2055-02	Manzanita Elementary Modular	Yes
2055	Three Rivers/Josephine County SD	ESSER II	2055-03	English Language Learner Facility Renovations	Yes
2055	Three Rivers/Josephine County SD	ESSER III	2055-04	SOSA Modular	Yes
2055	Three Rivers/Josephine County SD	ESSER II	2055-05	Fruitdale Elementary Classroom Addition	Yes
2055	Three Rivers/Josephine County SD	ESSER III	2055-06	YCEP Storage Container	Yes
2055	Three Rivers/Josephine County SD	ESSER III	2055-07	TRSD Restroom Renovation	Yes
2055	Three Rivers/Josephine County SD	ESSER II	2055-08	Sunny Wolf Charter School Van	Yes
2055	Three Rivers/Josephine County SD	ESSER II	2055-09	Southern Oregon Success Academy West	Yes
2055	Three Rivers/Josephine County SD	ESSER III	2055-10	JP Transition Kitchen	Yes
2055	Three Rivers/Josephine County SD	ESSER II	2055-11	Sunny Wolf HVAC	Yes
2055	Three Rivers/Josephine County SD	ESSER II	2055-12	Sunny Wolf Main Building HVAC and Electrical Upgrade	Yes
2055	Three Rivers/Josephine County SD	ESSER III	2055-13	Sunny Wolf Title I/Special Education HVAC	Yes
2197	Tillamook SD 9	ESSER III	2197-01	Tillamook High School Science Lab Upgrade	Yes
2210	Ukiah SD 80R	ESSER II	2210-01	District Buildings Window Upgrade	Yes
2210	Ukiah SD 80R	ESSER III	2210-02	District-Wide Split Air Exchange	Yes
2210	Ukiah SD 80R	ESSER II	2210-03	Replace Furnaces	Yes
2204	Umatilla SD 6R	ESSER III	2204-01	Credit Recovery and Daycare Building	Yes
2213	Union SD 5	ESSER II	2213-01	Miller Ventilation and HVAC	Yes
2213	Union SD 5	ESSER III	2213-02	Hutchinson Elementary Miller Ventilation and HVAC	Yes
2116	Vale SD 84	ESSER II	2116-01	Vale Elementary School HVAC Upgrade	Yes
2116	Vale SD 84	ESSER III	2116-02	Vale SD Communication System Upgrade	Yes
2116	Vale SD 84	ESSER II	2116-03	Vale SD Touchless Time and Attendance System	Yes
2116	Vale SD 84	ESSER II	2116-04	Vale SD Classroom Audio Systems	Yes
2116	Vale SD 84	ESSER II	2116-05	Vale Elementary School Playground Structure	Yes
2116	Vale SD 84	ESSER II	2116-06	Vale SD Cafeteria Seating	Yes
2116	Vale SD 84	ESSER II	2116-07	Vale SD Bottle Filler Stations	Yes
2116	Vale SD 84	ESSER III	2116-08	Vale School District Outdoor Seating Upgrade	Yes
2116	Vale SD 84	ESSER III	2116-09	English Language Arts Curriculum	Yes
2116	Vale SD 84	ESSER II	2116-10	Vale Elementary School HVAC Upgrade - Phase II	Yes
2116	Vale SD 84	ESSER III	2116-11	Vale Elementary School HVAC Upgrade - Phase II	Yes
1947	Vernonia SD 47J	ESSER II	1947-01	Vernonia K-12 Main Entry Access Control	Yes
1947	Vernonia SD 47J	ESSER II	1947-02	Vernonia K-12 Classroom Entry Access Walkways	Yes
2220	Wallowa SD 12	ESSER II	2220-01	Elementary Carpet Replacement	Yes
2220	Wallowa SD 12	ESSER III	2220-02	Secondary Carpet Replacement	Yes
2220	Wallowa SD 12	ESSER III	2220-03	Tables and Benches for Cafeteria	Yes
2117	Willamette ESD	ESSER II	2117-01	Marion Center HVAC	Yes
2117	Willamette ESD	ESSER II	2117-02	Yamhill Center HVAC	Yes
2117	Willamette ESD	ESSER II	2117-03	Transportation Vehicle at Lord High School	Yes
2117	Willamette ESD	ESSER II	2117-04	Yamhill Center Facility Reconfiguration and Improvement	Yes
2117	Willamette ESD	ESSER II	2117-05	Yamhill Center Audiology Booth Replacement	Yes
2255	Willamina SD 30J	ESSER III	2255-01	Additional Classrooms and Secondary Entrance	Yes
2255	Willamina SD 30J	ESSER II	2255-02A	Outdoor Physical Activity Space K-12	Yes

2255	Willamina SD 30J	ESSER III	2255-02B	Outdoor Physical Activity Space K-12	Yes
2002	Winston-Dillard SD 116	ESSER II	2002-01	McGovern Elementary and DO Modulars	Yes
2002	Winston-Dillard SD 116	ESSER II	2002-02	Winston Middle School Band Room	Yes
2002	Winston-Dillard SD 116	ESSER III	2002-03	Winston Middle School Ventilation Upgrades	Yes
2002	Winston-Dillard SD 116	ESSER III	2002-04	Cover for playground	Yes
2002	Winston-Dillard SD 116	ESSER III	2002-05	Cover for playground	Yes
2002	Winston-Dillard SD 116	ESSER III	2002-06	Musical Instruments and Supplies	Yes
2002	Winston-Dillard SD 116	ESSER III	2002-07	Socio-emotional Learning Curriculum	Yes
2002	Winston-Dillard SD 116	ESSER III	2002-08	School Message Boards (x4)	Yes
2002	Winston-Dillard SD 116	ESSER III	2002-09	Classroom Furniture - District Wide	Yes
2002	Winston-Dillard SD 116	ESSER III	2002-10	McGovern Elementary School Ventilation Upgrades	Yes
2002	Winston-Dillard SD 116	ESSER III	2002-11	Edgenuity Online Curriculum for CDL Students (3 years)	Yes
2146	Woodburn SD 103	ESSER II	2146-01	Lincoln Elementary/French Prairie MS Access and Entry Safety Plan	Yes
2146	Woodburn SD 103	ESSER II	2146-02	Woodburn District Office - IT SmartDeploy	Yes
2146	Woodburn SD 103	ESSER II	2146-03	Lincoln Elementary Concrete Flooring	Yes
2146	Woodburn SD 103	ESSER III	2146-04	Woodburn IT Building Data and Connectivity Back-Up Generator	Yes
2146	Woodburn SD 103	ESSER III	2146-05	Woodburn District Buildings Expanded Co2 Sensors Classroom Ventilation Systems	Yes
2146	Woodburn SD 103	ESSER II	2146-06A	Woodburn District Buildings Touchless Water Fill Stations	Yes
2146	Woodburn SD 103	ESSER III	2146-06B	Woodburn District Buildings Touchless Water Fill Stations	Yes
2146	Woodburn SD 103	ESSER II	2146-07	Expand Safety Communications	Yes
2146	Woodburn SD 103	ESSER II	2146-08	3 Activity Buses	Yes
2146	Woodburn SD 103	ESSER III	2146-09	French Prairie Middle School Window Replacement	Yes
2146	Woodburn SD 103	ESSER III	2146-10	RTU Replacement Washington Elementary	Yes
2146	Woodburn SD 103	ESSER III	2146-11	Woodburn Arthur Academy Quad Roof	Yes
2146	Woodburn SD 103	ESSER III	2146-12	Outside Learning Environments- all middle and elementary schools	Yes
2146	Woodburn SD 103	ESSER III	2146-13	RTU Replacement Lincoln and French Prairies	Yes
2251	Yamhill Carlton SD 1	ESSER II	2251-01	Elementary School Auto Scrubber	Yes
2251	Yamhill Carlton SD 1	ESSER II	2251-02	Intermediate School Auto Scrubber	Yes
2251	Yamhill Carlton SD 1	ESSER II	2251-03	High School Auto Scrubber	Yes
2251	Yamhill Carlton SD 1	ESSER II	2251-04	CTE Dome Auto Scrubber	Yes
2251	Yamhill Carlton SD 1	ESSER II	2251-05	Tiger Dome Auto Scrubber	Yes
2251	Yamhill Carlton SD 1	ESSER II	2251-06	Yamhill Campus Extractor (Carpet/Grout)	Yes
2251	Yamhill Carlton SD 1	ESSER III	2251-07	Camera System Upgrade	Yes
2251	Yamhill Carlton SD 1	ESSER III	2251-08	Security Door Lock System Upgrade	Yes
2251	Yamhill Carlton SD 1	ESSER III	2251-09	Yamhill Campus Intercom System	Yes
1997	Yoncalla SD 32	ESSER III	1997-01	Elementary Kitchen Remodel	Yes
1997	Yoncalla SD 32	ESSER III	1997-02	Elementary Bleachers	Yes
1997	Yoncalla SD 32	ESSER II	1997-03A	Elementary Playground	Yes
1997	Yoncalla SD 32	ESSER III	1997-03B	Elementary Playground	Yes
1997	Yoncalla SD 32	ESSER III	1997-04	Yoncalla Transportation	Yes
1997	Yoncalla SD 32	ESSER III	1997-05	Yoncalla High School Field Lighting	Yes

Side-by-side: ESSER, ESSER II, and ARP ESSER allowable activities

ESSER, passed as Section 18003 of the CARES Act in March 2020; ESSER II, passed as Section 313 of the CRRSA Act in December 2020; and ARP ESSER, included in Section 2001 of the American Rescue Plan Act, H.R. 1319, provides billions in funding for state and local educational agencies to spend on allowable activities to respond to COVID-19.

The following side-by-side chart shows the allowable activities for each pool of funding.

Allowable Activities for ESSER, ESSER II, and ARP ESSER		
ESSER (CARES Act)	**ESSER II (CRRSA Act)**	**ARP ESSER (ARP Act)**
Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, Adult Education and Family Literacy Act, and McKinney-Vento. CARES Act Section 18003(d)(1).	Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, Adult Education and Family Literacy Act, and McKinney-Vento. CRRSA Act Section 313(d)(1).	Any activities authorized under the Elementary and Secondary Education Act, IDEA, Carl D. Perkins Career and Technical Education Act, and Adult Education and Family Literacy Act. ARP Act Section 2001(e)(2)(A) through Section 2001(e)(2)(D).
Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus. CARES Act Section 18003(d)(2).	Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus. CRRSA Act Section 313(d)(2).	Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to prevent, prepare for, and respond to the coronavirus. ARP Act Section 2001(e)(2)(E).
Providing resources for principals and others school leaders to address school-specific needs. CARES Act Section 18003(d)(3).	Providing resources for principals and others school leaders to address school-specific needs. CRRSA Act Section 313(d)(3).	Not included in ARP Act.
Activities that address unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population. CARES Act Section 18003(d)(4).	Activities that address unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population. CRRSA Act Section 313(d)(4).	Activities that address unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths, including how outreach and service delivery will meet the needs of each population. ARP Act Section 2001(e)(2)(F).

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Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. CARES Act Section 18003(d)(5).	Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. CRRSA Act Section 313(d)(5).	Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. ARP Act Section 2001(e)(2)(G).
Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases. CARES Act Section 18003(d)(6).	Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases. CRRSA Act Section 313(d)(6).	Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases. ARP Act Section 2001(e)(2)(H).
Purchasing supplies to sanitize and clean facilities operated by an LEA. CARES Act Section 18003(d)(7).	Purchasing supplies to sanitize and clean facilities operated by an LEA. CRRSA Act Section 313(d)(7).	Purchasing supplies to sanitize and clean facilities operated by an LEA. ARP Act Section 2001(e)(2)(I).
Planning and coordination during long-term closures, including how to provide meals to eligible students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services can continue to be provided consistent with federal, state, and local requirements. CARES Act Section 18003(d)(8).	Planning and coordination during long-term closures, including how to provide meals to eligible students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services can continue to be provided consistent with federal, state, and local requirements. CRRSA Act Section 313(d)(8).	Planning and coordination during long-term closures, including how to provide meals to eligible students, how to provide online learning technology to all students, how to provide guidance on meeting IDEA requirements, and how to ensure other educational services can continue to be provided consistent with federal, state, and local requirements. ARP Act Section 2001(e)(2)(J).
Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. This could also include assistive technology or adaptive equipment. CARES Act Section 18003(d)(9).	Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. This could also include assistive technology or adaptive equipment. CRRSA Act Section 313(d)(9).	Purchasing educational technology, which could include hardware, software, and connectivity, for students served by the LEA that aids in regular, substantive educational interaction between students and educators, including low-income students and students with disabilities. This could also include assistive technology or adaptive equipment. ARP Act Section 2001(e)(2)(K).
Providing mental health services and supports. CARES Act Section 18003(d)(10).	Providing mental health services and supports. CRRSA Act Section 313(d)(10).	Providing mental health services and supports. ARP Act Section 2001(e)(2)(L).

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Planning and implementing summer learning and supplemental afterschool program activities, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. CARES Act Section 18003(d)(11).	Planning and implementing summer learning and supplemental afterschool program activities, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. CRRSA Act Section 313(d)(11).	Planning and implementing summer learning and supplemental afterschool program activities, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. ARP Act Section 2001(e)(2)(M).
Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff. CARES Act Section 18003(d)(12).	Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff. CRRSA Act Section 313(d)(15).	Other activities necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff ARP Act Section 2001(e)(2)(R)
	Addressing learning loss among all students in all subgroups, including by: • Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction. • Implementing evidence-based activities to meet the comprehensive needs of students. • Providing information and assistance to parents and families on ways to support students. • Tracking student performance and engagement in distance learning environments. CRRSA Act Section 313(d)(12).	Addressing learning loss among all students in all subgroups, including by: • Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by using differentiated instruction. • Implementing evidence-based activities to meet the comprehensive needs of students. • Providing information and assistance to parents and families on ways to support students. • Tracking student performance and engagement in distance learning environments. ARP Act Section 2001(e)(2)(N).
	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs. CRRSA Act Section 313(d)(13).	School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and support student health needs. ARP Act Section 2001(e)(2)(O).

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	Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. CRRSA Act Section 313(d)(14).	Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. ARPA Section 2001(e)(2)(P).
		Development of strategies and implementation of public health protocols that align with Centers for Disease Control and Prevention guidance on reopening and operating school facilities to maintain the health and safety of students, educators, and other staff. ARPA Section 2001(e)(2)(Q).

Source: CARES Act Section 18003; CRRSA Act Section 313; and American Rescue Plan Act, H.R. 1319.

--Charles Hendrix covers education funding and other Title I issues for LRP Publications.

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