



**AMENDMENT 1  
to the CONTRACT  
between  
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON  
(PORTLAND PUBLIC SCHOOLS)  
and  
ARIZONA BOARD OF REGENTS FOR AND ON BEHALF OF ARIZONA STATE UNIVERSITY AND ITS URBAN  
COLLABORATIVE CENTER."**

Contract No. IGA 91109

This Amendment 1 changes certain contract provisions during the contract term for the above-numbered contract between School District No. 1J, Multnomah County, Oregon ("Portland Public Schools" or "District") and **ARIZONA BOARD OF REGENTS FOR AND ON BEHALF OF ARIZONA STATE UNIVERSITY AND ITS URBAN COLLABORATIVE CENTER.** ("Contractor"). The parties agree as follows:

1. This Amendment 1 becomes effective on the date on which the Amendment is fully executed by both parties. **No party shall perform work under this Amendment before the effective date.**
2. This Amendment changes the contract as follows: Amending contract to add language around data sharing (see attached exhibit)

CONTRACT AMOUNTS	
A. Original Contract Amount	\$80,000.00
B. Total Amount of Previous Amendments	\$0.00
<b>C. AMOUNT OF THIS AMENDMENT</b>	<b>\$0.00</b>
D. New Total Contract Amount (A+B+C)	\$80,000.00

3. All other terms and conditions of this Contract shall remain the same.

**CONTRACTOR DATA**

**Contractor Name:** ARIZONA BOARD OF REGENTS FOR AND ON BEHALF OF ARIZONA STATE UNIVERSITY AND ITS URBAN COLLABORATIVE CENTER."  
**Contact Person:** Lauren Katzman  
**Address:** PO Box 871811  
**City, State, Zip:** Tempe, AZ 85287-1811  
**Telephone:** 480-727-0698  
**Email:** lauren.katzman@asu.com

**District Point of Contact:** Jey Buno (*jbuno@pps.net*), Special Education, Portland Public Schools, P.O. Box 3107, Portland, Oregon 97208-3107

**I HAVE READ THIS CONTRACT AND ITS ATTACHED EXHIBITS, IF ANY. I CERTIFY THAT I HAVE THE AUTHORITY TO SIGN AND ENTER INTO THIS CONTRACT ON BEHALF OF THE PARTY I REPRESENT AND AGREE TO BE BOUND BY ITS TERMS.**

**CONTRACTOR**

  
 \_\_\_\_\_  
 Signature

Kristy Macdonald  
 Assistant Director, Research Operations

\_\_\_\_\_  
 Contractor Printed Name and Title

February 1, ~~2020~~ 2022  
 \_\_\_\_\_  
 Date

**DISTRICT**

  
 \_\_\_\_\_  
 Emily Courtnage  
 Director, Purchasing & Contracting

February 3, 2022

\_\_\_\_\_  
 Date

## Portland Public Schools - Data Request

Data will be provided to the Urban Collaborative for the sole purpose informing the review of the Portland Public School's special education sports and services conducted between January and June, 2022. All personally identifiable data will be de-identified either by the district prior to sharing with the Urban Collaborative or by the Urban Collaborative upon retrieval. Data will be analyzed between those who receive special education services, between those who do and do not receive special education services, and where appropriate and possible, between the district and the state and between the state and the nation. Data will be disaggregated by areas to include, but not be limited to race, gender, English language status, and grade span. All raw data will be destroyed at the conclusion of this review. Data will not be disclosed for any other purpose aside from this review.

### **Personally Identifiable Data (*de-identified by district prior to sharing or by Urban Collaborative upon retrieval*)**

Data will be analyzed to assess whether and to what degree there is a gap between academic achievement, disciplinary actions, and school attendance between those with and without disabilities. Data will also be analyzed to assess patterns of special education identification, educational placements, and disciplinary actions disaggregated by race, ethnicity, and gender. Data will be suppressed at levels defined by the state and district.

- Please submit an Excel file of data including the following variables for each student:
  - School
  - Student ID
  - Birthdate
  - Disability category
  - Educational environment
  - Grade Level
  - Gender
  - Race/ethnicity
  - ELL status
  - Assessment – ELA
  - Assessment – Math
  - Number of days suspended
  - Number of days absent
  - Restraint and seclusion rates - number of restraints/seclusion by student)

### **District-level data:**

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Urban Collaborative  
Arizona State University  
Tempe, Arizona, 85287  
[urbancollaborative@asu.edu](mailto:urbancollaborative@asu.edu)  
[www.urbancollaborative.org](http://www.urbancollaborative.org)

- Graduation (last 3 years)
- Dropout (last 3 years)
- Assessment – ELA (last 3 years, grades 3-8, 11)
- Assessment – Math (last 3 years, grades 3-8, 11)
- Chronic absentee rates
- Suspension rates
- Restraint and seclusion rates
- Staffing
  - # All teachers
  - # Special education teachers
  - # Paraprofessionals

**Data to share if available and relevant to review:**

- **Special education supports and services.** Describe current special education supports and services and provide any related documentation available internally to staff or externally to families and community.
- **Self-contained programs:** For each “specialized program” for students with IEPs, provide the name and the number of programs in each school.

	Program A	Program B	Program C	TOTAL
School A				
School B				
TOTAL				

- **Organization.** A copy of the district’s organization charts, including central office and the student services department, and other departments that provide support for student achievement, budget, technology, etc.
- **Data reports.** Describe (or provide a sample of) any regular data reports currently available for special education administrators and local school administrators to help them manage and coordinate services, monitor performance, and ensure compliance for students with disabilities.
- **Referral for special education evaluation.** During last full school year, by school
  - number of students referred for an initial evaluation
  - number evaluated
  - number found to have a disability (Include in the total only students for whom a decision was made to evaluate and then had an evaluation completed)
- **Referral for special education evaluation by ELL status.** During last full school year, by school:
  - number of EL students referred for an initial evaluation
  - number EL students evaluated
  - number EL students found to have a disability (Include in the total only students for whom a decision was made to evaluate and then had an evaluation completed)
- **Staffing.** Number of FTE staff (including contractual) in the following areas:
  - Special education teacher
  - Paraprofessional for students with IEPs
  - Psychologists

- Speech/language Pathologists
- Social Workers
- Nurses
- Occupational Therapists
- Physical Therapists
- Other (as appropriate)
- **Implementation of Common Core (or state) Learning Standards.** Briefly describe or provide copies of any districtwide plans for provision of instruction to all students based on curriculum aligned with CCSS, and any reports or documents reflecting implementation efforts. Include any references to provision of UDL or differentiated instruction and access to the curriculum for any students needing additional assistance to access this instruction, and/or implementation of RSD within a context of multi-tiered systems of supports
- **Multi-tiered Systems of Support (MTSS).** Briefly describe and provide any documents relative to implementation of MTSS, including academic and SEL instruction and supports.
- **Improvement planning.** Provide copies or access to any school improvement plans and templates for school-based improvement plans that pertain to all students, including those with IEPs.
- **Instructional Support.** Describe and/or provide copies of any relevant documents reflecting initiatives/training regarding the following areas regarding positive educational outcomes, and briefly describe any challenges.
- **Instruction.** To increase the provision of meaningful instruction to students. Describe skill-development and access to the curriculum.
- **Assessments – Standard and Alternate.** To support improved instruction of students with significant cognitive disabilities who participate in alternate assessments.
- **Students who are English language learners and have an IEP.** To support improved teaching and learning for ELLs with IEPs.
- **Assistive Technology.** To improve access to and usage of assistive technology.
- **Transition Between Grade Levels.** To supporting the transition of students with IEPs who are transitioning between grade levels, i.e., preschool to kindergarten, to middle school, to high school.
- **Post-Secondary Transition.** To support the provision of improved transition activities and services for post-secondary success, including access to community-based work experiences.
- **Professional development (PD).** Provide number of days available for staff development (school-based and districtwide) and any current policies regarding mandatory nature of any PD. Briefly, describe how PD is provided and content related to students with IEPs.
- **Job descriptions.** Job descriptions for roles found in the organizational chart.
- **Case management.** Briefly describe school-based roles and responsibility for overseeing special education, case management for assessments and IEP meetings, including titles or description of individuals responsible for oversight.
- **Teachers**
  - **Allocation.** Briefly describe method for determining the allocation of special educators to schools.
  - **Monitoring Performance.** Briefly describe/provide samples of any systemic (or other) mechanisms in place for special educators to monitor the effectiveness of their instruction, e.g., performance monitoring.
  - **Hiring/Supervision.** Briefly describe the hiring/supervision process for any group of special educators not hired or supervised by their school principals.
- **Paraprofessionals**
  - **Types.** If there is more than one position for paraprofessionals/aides, describe the various positions and duties.
  - **Determination of need.** Briefly describe and/or provide documents providing guidance for IEP teams to determine a student's need for additional adult support.

- **Allocation.** Briefly describe method for determining the allocation of paraprofessionals to schools.
- **Hiring/Supervision.** Briefly describe the hiring/supervision process for paraprofessionals, specifying the role of principals and central office.
- **Related Services (OT/PT/SpL)**
  - **Allocation.** Briefly describe method for allocated related services staff (e.g., social workers, psychologists, speech/language providers) to schools.
  - **Monitoring Performance.** Briefly describe/provide samples of any systemic (or other) mechanisms in place for relevant clinicians to monitor the effectiveness of their instruction.
  - **Coordination/Supervision.** Briefly describe how clinicians are supervised.
- **Standard operating procedures** for implementation of special education and related services.
- **Due process & Complaints.** Number of due process requests and any additional data readily available about due process cases, issues, settled, won, compensatory services, attorney fees, etc. for the last school year. Also include information relevant to any involvement by the Office for Civil Rights or complaints filed with the state educational agency.
- **Parents.** Briefly describe ways in which parents are provided with training, supported in meetings to meaningfully participate, etc.
- **Accountability.** Briefly describe and provide any copies explaining any district accountability system pertaining to the performance of personnel and/or instruction of all students/students with IEPs. Provide any illustrative reports, report cards, etc.