Regular Meeting
Tuesday, May 10, 2022 6:00 PM

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

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Asian American, Native Hawaiian, and Pacific Islander Heritage Month (Resolution 6489) Vote - Public Comment Accepted
3. 6:15 pm - Consent Agenda: Resolutions 6490 through 6496 Vote- Public Comment Accepted
   3.(a) Resolution 6490 - Revised 2022-23 School Calendar
   3.(b) Resolution 6491 - Adoption of the Index to the Minutes
   3.(c) Resolution 6492 - Expenditure Contracts
   3.(d) Resolution 6493 - Head Start Policy Council Recommendation (2022-2023 Selection Criteria for Enrollment)
   3.(e) Resolution 6494 - Head Start Policy Council Recommendation (CARES Act Carryover)
   3.(f) Resolution 6495 - Approval of the District Student Council By-laws
   3.(g) Resolution 6496 - Settlement Agreement
4. 6:20 pm - Student and Public Comment
5. 6:55 pm - Comments from the Portland Association of Teachers (PAT)
6. 7:10 pm - Student Representative's Report
7. 7:15 pm - Board Committee and Conference Reports
8. 7:25 pm - SE Enrollment & Program Balancing
9. 8:15 pm - Grade 6-12 Math Adoption (Resolution 6497) Vote - Public Comment Accepted
10. 8:25 pm - Climate Crisis Committee Charter (Resolution 6498) Vote - Public Comment Accepted
11. 8:35 pm - Charter School Pass-through (Resolution 6499) Vote - Public Comment Accepted
12. 8:55 pm - 2022-2023 Regular Board Meeting Calendar (Resolution 6500) Vote - Public Comment Accepted
13. 9:10pm - First Reading of Policy Rescissions
    - Rose Festival Programs 4.40.040-P
    - Appointment of Teachers 5.20.030-P
    - Summer Schools 6.60.010-P
14. 9:15 pm - First Reading of Policy Revisions
    - Weapons Prohibited 3.40.014-P
    - Administering Medicines to Students 4.50.026-P
15. 9:20 pm - Second Reading of Policy Rescissions (Resolution 6501) Vote - Public Comment Accepted
    - 3.30.080-P Resource Conservation
    - 5.50.070-P Reimbursement of Expenses
    - 5.60.020-P Term of Administrative Contracts
    - 6.30.020-P Special Education Students and CIM
    - 8.50.100-P Public Contracting and Purchasing Rules

- 8.80.010-P High Performance Facility Design

16. 9:25 pm - Second Reading of a Policy: Diploma Requirements Policy 4.20.042-P (Resolution 6502) Vote - Public Comment Accepted
17. 9:30 pm - Second Reading of a Policy: Integrated Pest Management Policy 3.30.082-P (Resolution 6503) Vote - Public Comment Accepted
18. 9:35 pm - Other Business / Committee Referrals
19. 9:40 pm - Adjourn

RESOLUTION No. 6489

Resolution to Recognize May as Asian American Native Hawaiian and Pacific Islander Heritage Month

RECITALS

A. Asian American and Pacific Islander Heritage in the United States was celebrated beginning in 1978 and was made into a month-long event in 1992, as a way to honor and recognize the contributions of residents from Asia, India and the Pacific Islands.

B. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month, we recognize the innumerable contributions, vibrant cultures, and rich heritage of Asian Americans, Native Hawaiians, and Pacific Islanders (AA and NHPIs), who have lived and worked in Oregon for more than 200 years contributing in to Oregon's and the United States' economy, culture, education, politics, arts, literature, science and technological developments despite institutional and systemic injustices designed to prevent and limit these achievements and contributions.

C. Asian American, Native Hawaiian, and Pacific Islanders are among the fastest growing communities in Oregon and Multnomah County. This migration has been both voluntary and forced due to war and environmental degradation in their native countries.

D. During Asian American, Native Hawaiian, and Pacific Islander Heritage Month we acknowledge the additional determination, hard work, and perseverance,Asian Americans, Native Hawaiians, and Pacific Islanders must put forth to be heard and seen and that these additional efforts are a result of inequitable institutional and systemic injustices, and incidents of anti-Asian bias, xenophobia, and harassment that has surfaced throughout the COVID-19 pandemic.

E. Our schools honor and preserve the linguistic and cultural assets of students through student clubs like Asian Student Union, Asian Pacific Islander Club, Asian American Association and Vietnamese Club. Enrichment programs such as our Dual Language Immersion and Ethnic Studies, and the option to obtain a seal of Biliteracy upon graduation honor and enrich the diverse backgrounds of our heritage and native Chinese, Japanese and Vietnamese speakers, while exposing non-native speakers to diverse multilingual and multicultural perspectives;

RESOLVED

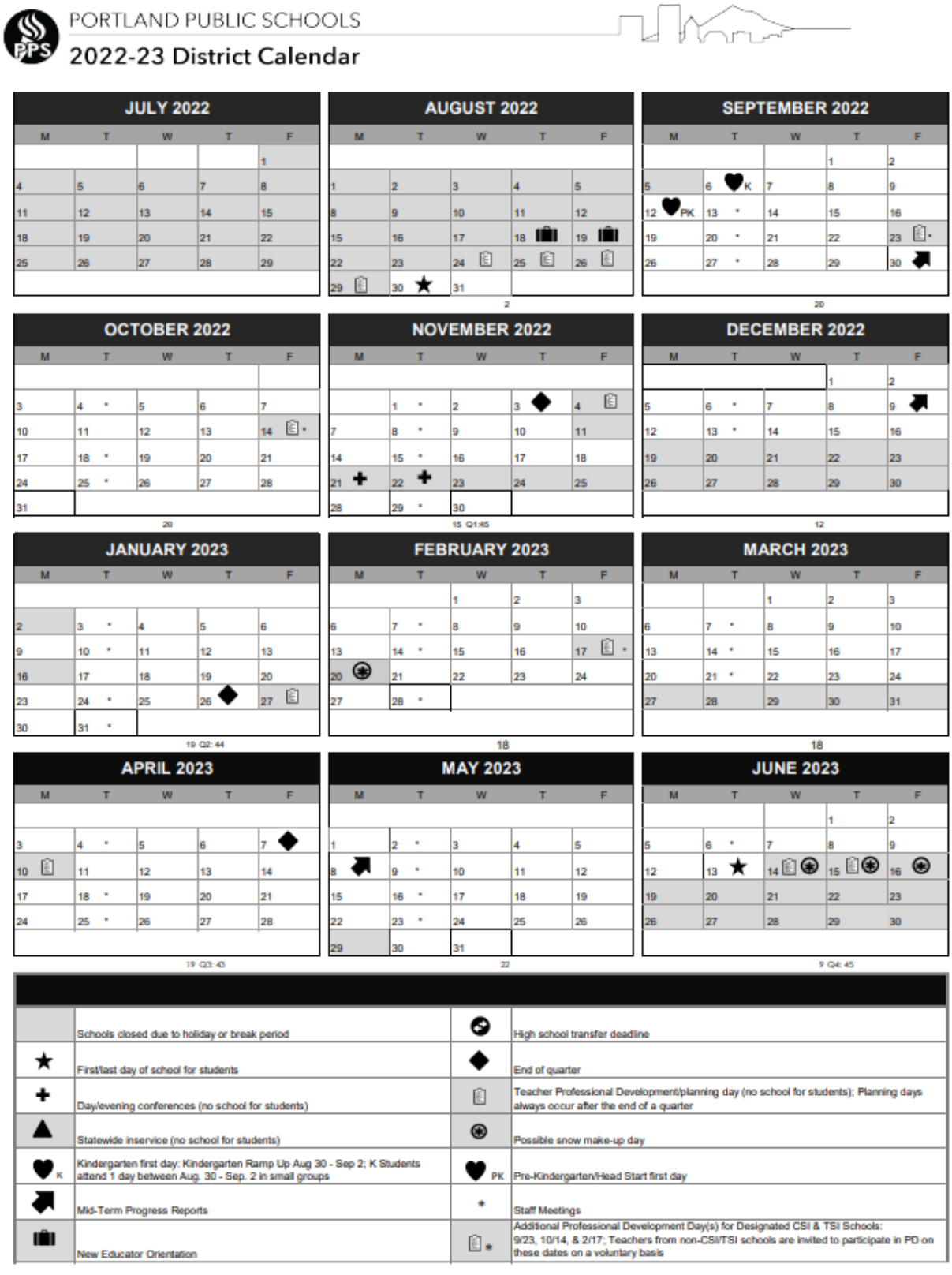
The Portland Public Schools Board of Education recognizes May as Asian American Native Hawaiian and Pacific Islander Heritage Month and strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Asian American, Native Hawaiian and Pacific Islanders to our country, our state, our cities, and our schools.

RESOLUTION No. 6490

Resolution to Approve the 2022-23 School District Calendar

RESOLUTION

The Board of Education hereby adopts the 2022-23 School District Calendar.



RESOLUTION No. 6491

The Following Index to the Minutes are offered for Adoption:

- April 05, 2022 – Regular Meeting (corrected)
- April 19, 2022 – Regular Meeting

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Regular Meeting
April 19, 2022

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on April 19, 2022. 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://www.youtube.com/watch?v=1-osR9Jrvqc&list=PL8CC942A46270A16E&index=3

Attendance

Present: Chair DePass; Vice-Chair Scott; Directors Brim-Edwards, Greene, Hollands, Kohnstamm, and Lowery; Student Representative Weinberg

Absent: None

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RESOLUTIONS

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ACTIONS TAKEN

- **Resolution 6477: Resolution to Recognize Juneteenth as a Paid Holiday for Non-Represented Employees**

  Director Greene moved and Director Kohnstamm seconded the motion to approve Resolution. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6478: Resolution to Recognize Teacher and Administrator Appreciation Week of May 2, 2022**

  Director Brim-Edwards moved and Director Scott seconded the motion to approve Resolution 6478. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Consent Agenda – Resolutions 6479 through 6483 and 6485.**

  Consent Agenda Amendments:
  - Resolution 6484 was pulled for individual consideration.
  - Resolution 6480 was amended to exclude contract 91415 for individual consideration.

  Director Greene moved and Director Kohnstamm seconded the motion to approve the Consent Agenda as amended, including Resolutions 6479 through 6483 and 6485. The motion was put to a voice vote and passed (7 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Approval of Contract Number 91415**

  Director Scott moved and Director Greene seconded the motion to approve contract number 91415, as originally found in Resolution 6480. The motion was put to a voice vote and passed (4 yes – 3 no), with Student Representative Weinberg voting yes (unofficial)

  Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Director Greene: No, Director Hollands: No, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6484: 2022-23 Standard Inter-District Student Transfers**

  Director Scott moved and Director Greene seconded the motion to approve Resolution 6484. The motion was put to a voice vote and yes (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6487: Resolution to Approve the 2022-23 School District Calendar**

  Director Greene moved and Director Kohnstamm seconded the motion to approve Resolution 6487. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6488: Authorizing the Agreement for the Joint Use of Portland Public Schools and Portland Parks and Recreation Athletic Facilities**

  Director Greene moved and Director Brim-Edwards seconded the motion to approve Resolution 6488. The motion was put to a voice vote and passed (7 yes, 0 no) with Student Representative Weinberg voting yes (unofficial)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

RESOLUTION No. 6477

Resolution to Recognize Juneteenth as a Paid Holiday for Non-Represented Employees

RECITALS

A. Juneteenth, also known as Jubilee Day and Emancipation Day, commemorates the day in 1865 when news of the Emancipation Proclamation reached Galveston, Texas – one of the most remote parts of the Confederacy, causing widespread celebration.
B. June 19, or Juneteenth, has since become a day to recognize and commemorate the end of slavery in the United States.
C. Efforts have been made at the state and federal level to recognize Juneteenth as a national holiday for more than twenty-five years.
D. On June 17, 2021, President Biden signed a bill approving Juneteenth as a federal holiday. On June 19, 2021, Governor Brown signed a bill recognizing Juneteenth as a state holiday.
E. The Juneteenth holiday has been included in the work calendars for other employee groups through collective bargaining.
F. Board Policy 5.60.031-P requires the Board to approve by resolution the addition of any paid holidays for Non-represented employees.

RESOLVED

1. The Board of Education recognizes June 19th or Juneteenth as an official holiday within Portland Public Schools to commemorate and celebrate the end of slavery in the United States.
2. Beginning on June 19, 2022, and in subsequent years, June 19th shall be a paid holiday for all Non-represented Portland Public Schools employees. The Board of Education is proud to recognize Juneteenth as an official holiday.

RESOLUTION No. 6478

Resolution to Recognize Teacher and Administrator Appreciation Week of May 2, 2022

RECITALS

A. Over 3,700 Portland Public Schools administrators, teachers and professional educators, through their expertise and passion, prepare over 47,000 students in Portland Public Schools to succeed in college and career and to become responsible members of our community.

B. The Board of Education acknowledges the daily work of our administrators and teachers and their commitment to excellence in education for all students of Portland Public Schools.

C. Every day, Portland Public Schools administrators and teachers challenge students through engaging and rigorous curriculum and instruction that are relevant to their lives, spark their innovation and help them to reach their full potential.

D. Every day, administrators and teachers build relationships with students and families to develop teamwork and collaboration that supports active, engaged learners in school and at home.

E. Every day, administrators and teachers collaborate with colleagues to strengthen their teaching practices, to identify and serve each student's individual learning styles and needs.

F. Every day, administrators and teachers reach outside the classroom to build relationships with community partners that create vibrant and productive learning environments.

G. Our teachers and administrators go beyond teaching to provide social and emotional learning, mental health support, and support to the whole child.

H. On a daily basis, teachers and administrators support students in achieving all attributes in the Graduate Portrait by modeling the skills, knowledge, and mindset encompassed in our Educator Essentials.

RESOLUTION

1. The Portland Public Schools Board of Education declares the week of May 2, 2022, Teacher and School Administrator Appreciation Week in recognition and appreciation of their dedicated efforts to ensure the success of students in Portland Public Schools.

2. Be it further resolved, that the Board encourages the Portland Public Schools community to join in honoring Professional Educators and Administrators for their positive impact on our students and our community.

RESOLUTION No. 6479

The Following Index to the Minutes are offered for Adoption

- 3/15/2022 – Regular Meeting
- 4/05/2022 – Regular Meeting

RESOLUTION No. 6480

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
FieldTurf, Inc.	4/20/22 through 8/30/22	Construction C 91270	Replace track and field at Roosevelt HS. Contract procured via cooperative agreement with Association of Educational Purchasing Agencies (AEPA)	$1,065,498	C. Hertz Fund 445 Dept. 5597 Project K0269	No
Education Resource Strategies	4/20/22 through 3/31/23 Option to renew for up to two additional one-year terms through 3/31/25	Personal Services PS 91415	Develop a strategic resource analysis and plan. Request for Proposals 2022-002	Original Term: $743,000 Total through renewals: $850,000	C. Hertz Fund 101 Dept. 5520	No
Pacific Research & Evaluation, LLC	5/1/22 through 9/30/23	Personal Services PS 91430	Independent study of LETRS implementation and outcomes. Request for Proposals 2021-2967	$250,000	C. Proctor Fund 205 Dept. 5467 Grant G2118	No
Skyward Construction	4/20/22 through 10/13/23	Construction C 91416	Seismic upgrades at Clark/Creative Science School. Invitation to Bid – Construction 2022-3062	$5,237,000	C. Hertz Funding Source Varies	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 Cooperatives

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6481

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	7/1/21 through 6/23/23	Intergovernmental Agreement / Revenue IGA/R 91413	Funding for long term care and treatment educational programs served by PPS.	$5,042,500	C. Proctor Funding Source Varies

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
State of Oregon	4/20/22 through 9/30/22	Intergovernmental Agreement / Revenue IGA/R 89678 Amendment 2	Funding to facilitate the enrollment, attendance, and school success of homeless children and youth.	$50,000 $161,615	C. Proctor Fund 205 Dept. 5407 Grant G2003

RESOLUTION No. 6482

Authorization for Off-Campus Activities

RECITAL

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

RESOLUTION

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

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost Per Student
4/22 – 4/26/22	Grant HS, Constitution Team, 30	Competition	Washington DC	$2299
5/9 – 5/11/22	MLC science class, Camp Sealth	Salish Sea study	Camp Sealth, WA	$130
5/10-5/14/22	Roseway Heights AVID, 4	Students won a trip to see Hamilton on Broadway	New York, NY	No info provided to date

RESOLUTION No. 6483

Appointment of Custodial Civil Service Board Member

RECITALS

A. The Portland Custodial Civil Service Board was established in1937 following the passage of the Custodian Civil Service Bill (SB 260) by the Oregon Legislature.

B. The Custodial Civil Service Board is an independent entity created under this law and is responsible for the oversight of the application and administration of the Custodial Civil Service Law (ORS 242.310 to 242.640 and ORS 242.990) in the Portland Public School District.

C. Board Commissioners are appointed by the PPS Board of Education for a term of two, four or six years.

D. There are two vacancies on the Custodial Civil Service Board.

E. Laird Cusack has been nominated to serve on the Custodial Civil Service Board for a term of four years.

F. Mr. Cusack has over 30 years of experience in employee and labor relations. He has a full range of experience in human resources, bargaining, grievances, discipline, workers compensation, EEO investigations and disability issues. He has previous experience with civil service statutes and labor relations through his work with Tri-Met, Portland Public Schools, King County Metro Transit, and Pierce County.

RESOLUTION

Mr. Cusack is appointed to the Custodial Civil Service Board with an expiration date of April 19, 2026.

RESOLUTION No. 6484

2022-23 Standard Inter-District Student Transfers

RECITALS

A. State law requires district school boards to decide each year whether to participate in the standard inter-district transfer process, including:

    1. The maximum number of resident students, if any, who will be released to schools in other district,
    2. The maximum number of non-resident students, if any, who will be accepted for enrollment in district schools,
    3. The priorities that will apply in a random lottery, in the event that there are more requests than maximum number of slots for releases or approvals, and
    4. The length of time that agreements will be in effect for non-resident students who transfer into district school.

B. More than 1,300 PPS students this year are residents of other districts, comprising approximately 3% of district enrollment. Nearly 400 of these students will need to receive standard inter-district transfers in order to remain in PPS schools next year.

C. For the 2022-23 school year, Superintendent Guerrero recommends the PPS Board of Directors approve the following plan for accepting residents of other districts into PPS through the standard inter-district transfer process, so long as they have received permission from their home districts:

    - An unlimited number of students will be allowed to transfer into PPS if they apply by September 1, 2022 and meet at least one of the following priorities:

        i. Students who had a legal change of residence out of the PPS boundary during the past year will be allowed to remain enrolled at their current PPS schools.
        ii. Students who have siblings already enrolled in PPS will be accepted, so long as space is available at the requested schools.
        iii. Students who have reached the highest grade of their current PPS schools and wish to continue at the next school level (such as elementary to middle school or middle to high school), so long as space is available at the requested schools.

    - Additionally, up to 100 students who do not qualify for any of the above priorities will be admitted to PPS, so long as space is available at the requested schools.

        i. If there are more applicants than slots a random number will be used as a tie-breaker.

    - New transfers would last through the highest grade of the approved school.

D. Superintendent Guerrero recommends the PPS Board of Directors approve the following plan for releasing PPS resident students to schools in other district through the standard inter-district transfer process:

    - An unlimited number of students will be released out of PPS if they apply by September 1, 2022 and meet at least one of the following priorities:

i. Students who had a legal change of residence into the PPS boundary during the past year will be released from PPS in order to remain enrolled in their current districts.
ii. Students not yet enrolled in a different district will be released from PPS if they have siblings enrolled in their requested districts during the 2021-22 school year who will remain enrolled during 2022-23.

- In accordance with state law, releases to other districts remain in effect through 12th grade.

- No transfer slots are allocated for resident students who do not meet the above criteria.

E. Superintendent Guerrero directs staff to develop timelines and procedures to assist families with successfully participating in the standard inter-district transfer request process.

RESOLUTION

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

RESOLUTION No. 6485

Amend Date for Community Budget Review Committee Report to the Board of Education

RECITALS

A. The mission of the Community Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC receives its charge from the Board.

B. On October 12, 2021, the Board adopted the Budget Calendar to Prepare the 2022-23 Budget (Budget Calendar). In the adopted Budget Calendar, the CBRC is scheduled to report on the Superintendent's Proposed Budget on May 10, 2022.

C. The CBRC is requesting additional time to review the proposed budget and subsequently to prepare its report to the Board.

D. The CBRC recognizes the key dates outlined in the Budget Calendar to approve the 2022-23 budget and therefore would leverage the work session of May 17th, 2022, and as such, staff support CBRC's request for additional time and to move the date when CBRC presents its 2022-23 Proposed Budget Report to the Board from May 10th to May 17, 2022.

RESOLUTION

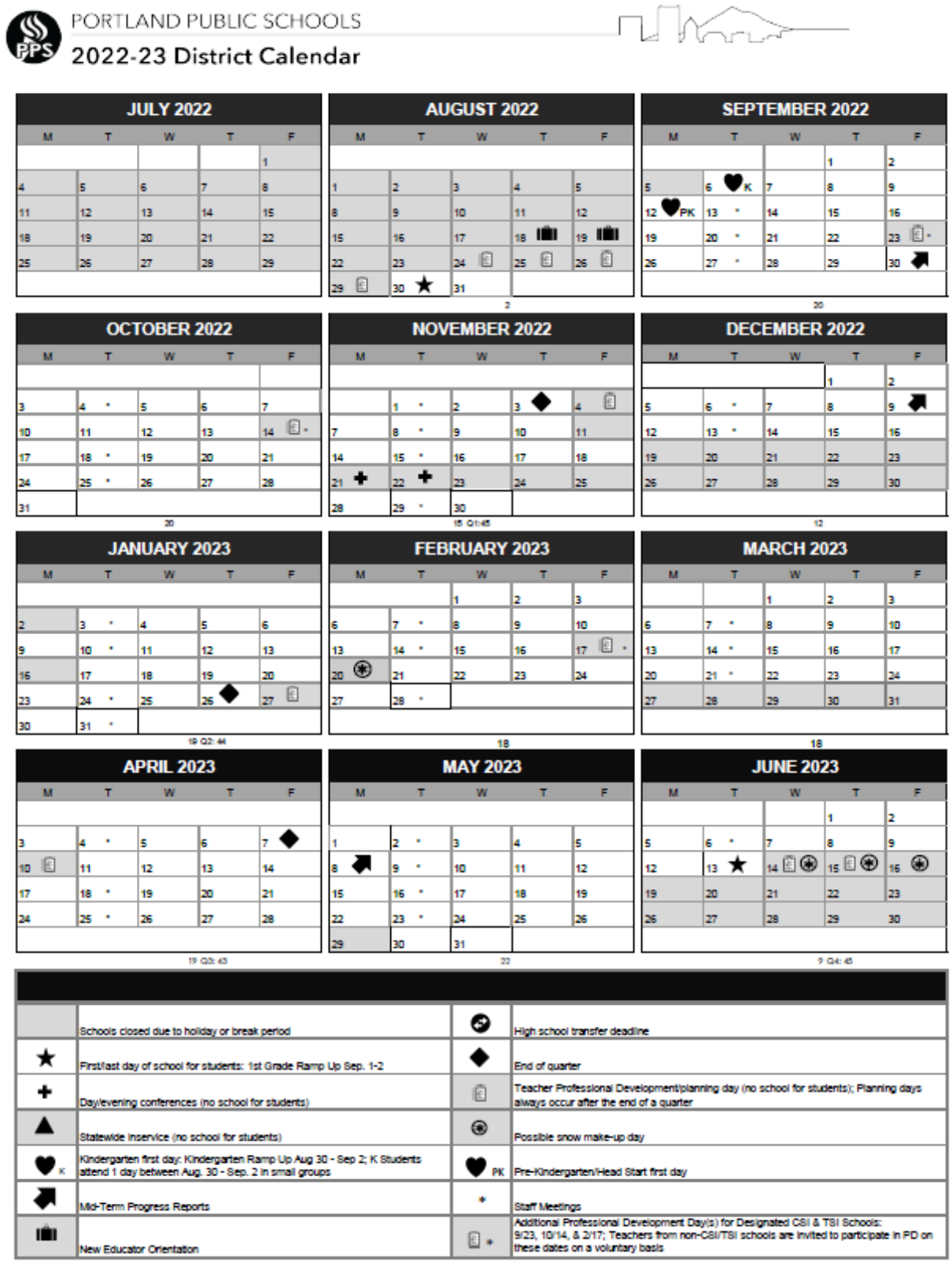
The Board amends the Budget Calendar to reflect that the presentation of the CBRC budget report will be held on May 17th, 2022.

RESOLUTION No. 6487

Resolution to Approve the 2022-23 School District Calendar

RESOLUTION

The Board of Education hereby adopts the 2022-23 School District Calendar.



RESOLUTION No. 6488

Authorizing the Agreement for the Joint Use of Portland Public Schools and Portland Parks and Recreation Athletic Facilities

RECITALS

A. Portland Public Schools and Portland Parks and Recreation ("the Parties") are mutually interested in providing programs, facilities and services that benefit children, their families and the Portland community and, through this Agreement, prioritize the use of public assets to serve the missions of both parties.

B. Portland Public Schools seeks to ensure every student, especially our Black and Native American students who experience the greatest barriers, are provided the opportunity to participate in athletics.

C. The Parties wish to specifically increase equity and access to recreational and educational opportunities for both students and the community as a whole through the exchange of its athletic facilities.

D. The Parties have historically had numerous use agreements, including most recently the 2010 Collaboration Agreement, regarding joint use of sites and athletic facilities

E. The Parties agree that by separating the joint use of the athletic facilities from the other real estate agreements, included in the 2010 Collaboration Agreement, the Parties can better address site-specific uses.

F. Parties recognize the framework of an athletic facility use agreement is critical to successful collaborations of this kind and have agreed to the mutual exchange of athletic facilities in the Agreement.

RESOLUTION

1. The Board hereby authorizes the Agreement for the Joint Use of Portland Public Schools and Portland Parks and Recreation Athletic Facilities.

2. The Board hereby authorizes the Deputy Clerk to execute the Agreement and other required documents in a form approved by District General Counsel for the exchange of athletic facilities between Portland Public Schools and Portland Parks and Recreation.

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Originally adopted 4/19/22. Corrected and scheduled for re-vote 5/10/22)

Regular Meeting
April 05, 2022

This document is a record of the actions taken by the Board of Education at the Regular Meeting held on April 05, 2022. 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://www.youtube.com/watch?v=wB4LgMD7wZs&list=PL8CC942A46270A16E&index=1&t=2707s

Attendance

Present: Chair DePass; Vice-Chair Scott; Directors Brim-Edwards, Greene, Hollands, Kohnstamm, and Lowery; Student Representative Weinberg

Absent: None

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Actions Taken 02

RESOLUTIONS

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ACTIONS TAKEN

- **Consent Agenda – Resolutions 6467*, 6472 and 6474**
  Resolution 6473 was pulled from the consent agenda for individual consideration.
  Director Greene moved and Director Scott seconded the motion to approve the Consent Agenda, including Resolutions 6467*, 6472, and 6474. The motion was put to a voice vote and passed (7 yes – 0 no), with Student Representative Weinberg voting yes (unofficial)
  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

  *Revote: In error, Resolution 6467 was not posted publicly prior to the vote on March 15, 2022.

- **Resolution 6473: Settlement Agreement**
  Director Lowery moved and Director Scott seconded the motion to approve Resolution Number 6473. The motion was put to a voice vote and passed (6 yes – 1 no), with Student Representative Weinberg abstaining
  Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Abstain

- **Resolution 6475: Board Zone Redistricting**
  Director Green moved and Director Hollands seconded the motion to approve Resolution Number 6475. The motion was put to a voice vote and passed (6 yes – 1 no), with Student Representative Weinberg voting yes (unofficial)
  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: No, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

- **Resolution 6476: Second Reading Student Conduct and Discipline Policy 4.30.010-P**
  Director Lowery moved and Director Scott seconded the motion to approve Resolution Number 6476. The motion was put to a voice vote and passed (6 yes – 0 no – 1 abstain), with Student Representative Weinberg voting yes (unofficial)
  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Greene: Yes, Director Hollands: Abstain, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative Weinberg: Yes (Unofficial)

THE RESOLUTION No. 6467

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
State of Oregon	3/16/22 through 2/28/23	Intergovernmental Agreement / Revenue IGA/R 68274 Amendment 3	DHS will provide funding for students in the Community Transition Project to work as interns. This amendment extends the end date and provides funding for additional student interns.	$101,303 $226,954	C. Proctor Fund 205 Dept. 9999 Grant G1789

RESOLUTION No. 6472

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
Western Bus Sales	4/6/22 through 6/30/23	Purchase Order PO 158988	Purchase of buses for Student Transportation. Purchase order is pursuant to cooperative contract COA-67760.	$317,957	C. Hertz Fund 101 Dept. 5560	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 AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No new Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source	Certified Business
Sache International Language	5/3/19 through 5/3/23 Option to renew for one additional one year term through 5/3/24	Personal Services PS 67862 Amendment 3	Year four of five for District-wide interpretation services. Request for Proposals 2018-2543	$80,000 $320,000 ($400,000 through all potential renewals)	J. Garcia Fund 101 Dept. 5489	No
Passport to Languages	5/3/19 through 5/3/23 Option to renew for one additional one year term through 5/3/24	Personal Services PS 67863 Amendment 4	Year four of five for District-wide interpretation services. Request for Proposals 2018-2543	$80,000 $320,000 ($400,000 through all potential renewals)	J. Garcia Fund 101 Dept. 5489	WBE
Immigrant & Refugee Community Organization (IRCO)	5/29/19 through 5/3/23 Option to renew for one additional one year term through 5/3/24	Personal Services PS 68013 Amendment 4	Year four of five for District-wide interpretation services. Request for Proposals 2018-2543	$80,000 $320,000 ($400,000 through all potential renewals)	J. Garcia Fund 101 Dept. 5489	NA - Nonprofit
Lionbridge Technologies, Inc.	5/3/19 through 5/3/23 Option to renew for one additional one year term through 5/3/24	Personal Services PS 67951 Amendment 4	Year four of five for District-wide interpretation services. Request for Proposals 2018-2543	$70,000 $220,000 ($290,000 through all potential renewals)	J. Garcia Fund 101 Dept. 5489	No

RESOLUTION No. 6473

Settlement Agreement

The Board of Education grants authority to pay $38,000 in a settlement agreement to resolve a disputed employment matter. The agreement will be specified in a form approved by the General Counsel's Office.

RESOLUTION No. 6474

Authorization for Off-Campus Activities

RECITAL

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

RESOLUTION

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

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost Per Student
4/19-4/24/22	GHS Robotics, 20	Robotics Team Competition	Texas	$1,095

RESOLUTION No. 6475

Board Zone Redistricting

RECITALS

A. Following each decennial U.S. Census, all local governments are required to apply new demographic data to existing electoral boundaries, attempting to ensure that there is no more than a 10 percent deviation in population between the largest and smallest districts.

B. For Portland Public Schools (PPS), this requires rebalancing board zones to have nearly equal population in each zone.

C. Portland Public Schools board members run district-wide but must reside in one of seven defined electoral zones.

D. Staff contracted with the Population Research Center (PRC) at Portland State University (PSU) to prepare two options for the board to consider. The PRC has prepared most analyses and recommendations for local governments.

E. Two proposed plans were presented by the PRCat to the Elections Task Force on February 7, then to the full Board on February 22. The options considered were:

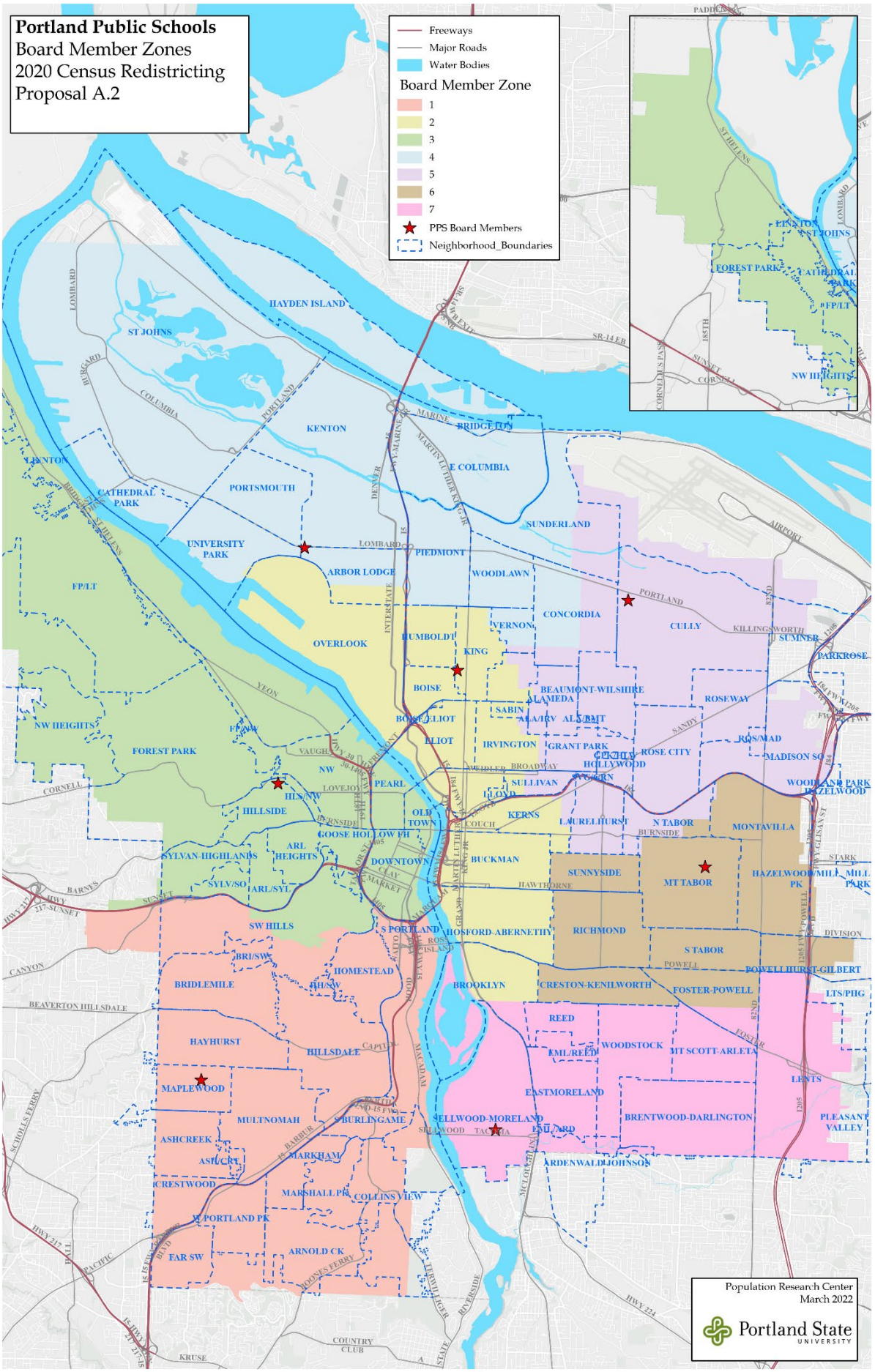
Plan A: “Preservation” - preserves as much of current boundaries as possible.

Plan B: “Realignment” - reconfigures zones along high school attendance zones and neighborhood boundaries.

F. The Board discussed the plans at the February 22 Board meeting, and the elections task force held a further discussion at the February 28 task force meeting. The task force recommends Plan A.2.

RESOLUTION

The Board approves Plan “A.2”, which creates “nearly equal population” among board zones, while attempting to minimize changes to existing board zone boundaries.


Portland Public Schools
Board Member Zones
2020 Census Redistricting
Proposal A.2
Freeways
Major Roads
Water Bodies
Board Member Zone
1
2
3
4
5
6
7
PPS Board Members
Neighborhood_Boundaries
HAYDEN ISLAND
ST JOHNS
KENTON
PORTSMOUTH
CATHEDRAL PARK
UNIVERSITY PARK
ARBOR LODGE
PIEDMONT
OVERLOOK
BUMBOLDT
KING
BOISE
ELIOT
BOISE-ELIOT
SABIN
IRVINGTON
WOODLAWN
SUNDERLAND
E COLUMBIA
BRIDGETON
CONCORDIA
VERNON
CULLY
BEAUMONT-WILSHIRE
ALAMEDA
ROSEWAY
GRANT PARK
ROSE CITY
HOLLYWOOD
MADISON SO
SULLIVAN
LLOYD
KERNS
LAURELHURST
N TABOR
MONTAVILLA
SUNNYSIDE
MT TABOR
HAZELWOOD
RICHMOND
S TABOR
BUCKMAN
DOWNTOWN
OLD TOWN
GOOSE HOLLOW
PEARL
NW
HLS/NW
HILLSIDE
ARL HEIGHTS
SYLVAN-HIGHLANDS
SYLV/SO
ARL/SYL
SW HILLS
S PORTLAND
HOSFORD-ABERNETHY
BRI/SW
BRIDLEMILE
HOMESTEAD
HI/SW
BROOKLYN
CRESTON-KENILWORTH
FOSTER-POWELL
REED
WOODSTOCK
MT SCOTT-ARLETA
EML/REED
EASTMORELAND
SELLWOOD-MORELAND
BRENTWOOD-DARLINGTON
ARDENWALD/JOHNSON
HAYHURST
HILLSDALE
MAPLEWOOD
MULTNOMAH
BURLINGAME
ASHCREEK
ASH/CRT
MARKHAM
CRESTWOOD
MARSHALL PK
COLLINS VIEW
N PORTLAND PK
FAR SW
ARNOLD CK
FOREST PARK
NW HEIGHTS
FP/LT
LENTON
ST JOHNS
FOREST PARK
CATHEDRAL PARK
FP/LT
NW HEIGHTS
Population Research Center
March 2022
Portland State
UNIVERSITY

RESOLUTION No. 6476

Resolution to Adopt Revised Student Conduct and Discipline Policy 4.30.010-P

RECITALS

A. On July 16, 2019, the Board presented the first reading of the revised Student Conduct and Discipline Policy 4.30.010-P .

B. Pursuant to District policy, the public comment was open for at least 21 days. Public comment was received during the comment period.

RESOLUTION

The Board hereby adopts the revised Student Conduct and Discipline Policy 4.30.010-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6492

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
CorVel Enterprise Comp., Inc.	5/11/22 through 4/30/25 with option to renew for two additional years through 4/30/27	Personal Services PS 91445	Third party administration of workers' compensation claims. Direct Negotiation – Ongoing Long-Term relationship PPS-46-0525(3)	$1,525,000	L. Large Fund 601 Dept. 5540	No
RMC Research Corporation	5/11/22 through 9/30/24	Personal Services PS 91453	External evaluation services for the implementation of Grade K-5 Spanish DLI curriculum adoption. Request for Proposals 2021-2967	$275,968	C. Proctor Fund 191 Dept. 5445 Grant H0315	No
RMC Research Corporation	5/11/22 through 9/30/24	Personal Services PS 91454	External evaluation services for the implementation of Grade 6-8 Science curriculum. Request for Proposals 2021-2967	$293,924	C. Proctor Fund 191 Dept. 5445 Grant H0315	No
Skyward Construction	5/11/22 through 10/31/22	Construction C 91443	Re-roof at Rieke School. Invitation to Bid – Construction 2021-3058	$2,382,769	C. Hertz Fund 458 Dept. 5511 Project DS017	No
G2 Consultants, Inc.	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91384	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to $500,000	C. Hertz Funding Source Varies	No
PBS Engineering & Environmental	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91387	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to $500,000	C. Hertz Funding Source Varies	No

RCP Environmental	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91388	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to $500,000	C. Hertz Funding Source Varies	MBE
Terracon Consultants, Inc.	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91389	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to $500,000	C. Hertz Funding Source Varies	No
NWFF, Inc.	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91390	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to $500,000	C. Hertz Funding Source Varies	No
Kelsay Environmental Consulting	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91441	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to $500,000	C. Hertz Funding Source Varies	ESB
TRC Environmental Corportation	5/11/22 through 5/10/23 Option to renew for up to four one-year terms through 5/10/27	Related Services RS 91456	Environmental consulting on an as-needed basis for the 2020 Bond Program. Request for Proposals 2021-3019	Up to $500,000	C. Hertz Funding Source Varies	No
SBS Construction	5/11/22 through 9/30/22	Construction C 91502	Creation of additional office and classroom space at Roosevelt High School. Invitation to Bid – Construction 2022-001	$436,817	C. Hertz Fund 445 Dept. 5597 Project K0266	No
Skyward Construction	5/11/22 through 12/31/22	Construction C 91505	Re-roof at Ainsworth Annex. Invitation to Bid – Construction 2022-005	$1,601,785	C. Hertz Fund 458 Dept. 5511 Project DS017	No
2KG Contractors, Inc.	5/11/22 through 1/31/23	Construction C 91501	Re-roof at Glencoe School. Invitation to Bid – Construction 2022-004	$5,494,000	C. Hertz	No

					Fund 458 Dept. 5511 Project DS017	
2KG Contractors, Inc.	5/11/22 through 3/3/23	Construction C 91509	Conversion of Harrison Park School to a middle school. Invitation to Bid – Construction 2022-003	$1,920,000	C. Hertz Fund 458 Dept. 5511 Project DS014	No
Latino Network	5/11/22 through 9/30/22	Personal Services PS 91515	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$372,529	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Camp Fire Columbia Council	5/11/22 through 9/30/22	Personal Services PS 91522	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$670,919	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Portland Playhouse	5/11/22 through 9/30/22	Personal Services PS 91523	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$450,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Immigrant & Refugee Community Organization (IRCO)	5/11/22 through 9/30/22	Personal Services PS 91526	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$600,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Feed the Mass	5/11/22 through 9/30/22	Personal Services PS 91524	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$619,737	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
I Am M.O.R.E.	5/11/22 through 9/30/22	Personal Services PS 91527	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$350,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
Kukatonon	5/11/22 through 9/30/22	Personal Services PS 91528	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$200,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Hampton Tutoring	5/11/22 through 9/30/22	Personal Services PS 91529	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$449,439	D. Ledezma	No

					Fund 205 Dept. 5432 Grant G2094	
Portland Opportunities Industrialization Center (POIC)	5/11/22 through 9/30/22	Personal Services PS 91531	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$550,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Champions KCE, LLC	5/11/22 through 9/30/22	Personal Services PS 91532	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$400,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
Boys & Girls Club of Portland Metro	5/11/22 through 9/30/22	Personal Services PS 91525	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$280,519	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Self Enhancement, Inc.	5/11/22 through 9/30/22	Personal Services PS 91514	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$700,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Native American Youth and Family Center (NAYA)	5/11/22 through 9/30/22	Personal Services PS 91533	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$259,634	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
National Inventors Hall of Fame	5/11/22 through 7/31/22	Purchase Order PO 159556	Purchase of Camp Invention STEAM Curriculum materials. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	$428,468	C. Proctor Fund 205 Dept. 5470 Grant G2094	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 Agreements

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Clackamas Education Service District	7/1/21 through 6/30/22	Intergovernmental Agreement IGA 91493	Heron Creek Therapeutic School will provide slots for PPS students whose IEPs require a special school placement.	$295,220	C. Proctor Fund 101 Dept. 5414

Multnomah Education Service District	5/11/22 through 9/30/22	Intergovernmental Agreement IGA 91530	Summer Safety & Enrichment Programming Request for Proposals 2022-RESJ1	$200,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

PORTLAND PUBLIC SCHOOLS
OFFICE OF RISK MANAGEMENT

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3204

To: School Board

From: Joe Crelier, Director of Risk Management

Subject: New contract with CorVel Enterprise Comp Inc.

BACKGROUND

Since being awarded a contract with PPS after a competitive request for proposal process in early 2017, CorVel Enterprise Comp, Inc. has been providing third-party administration services for PPS's self-insured Workers Compensation program. During this time, the company has reliably and responsively provided the services. The CorVel staff have become aware of the details of PPS's operations, locations, and PPS's risk management positions on workers' comp claim handling. All State of Oregon audits of the company's work on behalf of PPS have scored high. We use a dedicated CorVel adjuster to the PPS account. The adjuster's supervisor used to hold the role of the dedicated adjuster for the PPS account, representing layers of experience and working knowledge and trust. The use of the 24/7 injury reporting line staffed by nurses has been effective and provides a barrier-free process for any PPS employee to verbally report an injury, receive telephone triage and medical direction, as well as follow-up (in addition to in-person care). In light of this ongoing, long-standing relationship of knowledge and trust, PPS has directly negotiated a new contract with CorVel for another three years, with the options for two additional one-year extensions.

RELATED POLICIES/BEST PRACTICES

PPS Board Policy 8.60.022

ANALYSIS OF SITUATION

PPS has been an Oregon authorized self-insurer for workers compensation since 1978. Continuing with the industry best practice of utilizing a third-party administrator ensures dedicated and focused work providing services and resources to PPS's injured workers.

FISCAL IMPACT

Estimated $305,000 per year in a combination of fixed fees and fees per claim estimated on annual averages.

TIMELINE FOR IMPLEMENTATION / EVALUATION

New contract will take effect June 1, 2022

BOARD OPTIONS WITH ANALYSIS

1. Approve contract in current form.
2. Request changes be negotiated before the next Board meeting.
3. Not approve contract, require a RFP process. Short-term contracts with CorVel would be required until an RFP award.

CONNECTION TO BOARD GOALS

Best fiscal approach to workers' compensation allows District monies to be directed to Board goals. Self-insurance provides all the services for injured workers without the high cost of insurance premiums. District funds are only spent for the administration of the self-insurance program and for actual injury costs. This creates the opportunity for an ending fund balance in Fund 601.

STAFF RECOMMENDATION

Staff recommends approval of the contract.

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

_____ *(Initials)*

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Boys & Girls Clubs of Portland Metro Area

1. Synopsis of Contractor's Work:

Boys & Girls Clubs of Portland Metro (BGCP) will provide nearly 200 youth a three-month summer enrichment program that includes: unfinished learning, mentorship, the arts, sports & recreation, STEM/STEAM, workforce development, mental health & wellness, and more.

Their summer program consists of 5 days/week of high-quality 4-5 hour programs for elementary-age youth and teens. It will begin on June 27th and end on August 19th in our three Portland locations: Regence (N. Portland), Wattles (SE Portland), and Blazers (NE Portland). BGCP's Portland Club Sites serve a demographic predominately made up of kids of color:11% African American/Black, 44% Hispanic/LatinX, 1% Asian, 26% Multiracial, and 9% White.

79% of BGCP members qualify for free/reduced lunch. These demographics include immigrant & refugee communities, undocumented communities, LGBTQIA+, children in the foster system, and families experiencing homelessness. BGCP serves communities primarily made up of low-income, underserved populations, such as the New Columbia community (located adjacent to the Regence Club), which consists of 556 low-income rental households managed by the public housing authority, Home Forward and include: 297 units with public housing operating subsidy, 73 units with project-based Section 8 subsidy and 186 additional units for households earning less than 60% MFI.

BGCP offers a total 225 students, 30 youth per location & 30 teens per location, programming in these categories: Arts, Childcare, Enrichment, Science, Technology, Engineering, Mathematics (STEM), General Enrichment, Sports.

RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. Performance Period/ Dates and Times of Service:

This Contract runs from May 10, 2022 – October 1, 2022
June 27th - August 19th, Monday - Friday, 1:00PM/2:00PM-6:00PM (Dependant on Club Site)

3. Detailed Description of Goals and Activities:

Goals: Youth feel they have a sense of belonging and emotional safety, have a concern for others, have positive adult connections and positive relationships with peers, on track to graduate, and strong SEL skills
Activities designed to help achieve this goal:

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Boys & Girls Clubs of Portland Metro Area

My.Future: Sport and Play: Academic Enrichment: STEAM Programs: Horizon Broadening Opportunities:
Mentorship, culturally-responsive programs, targeted, violence-preventative programming for at-risk youth, and mental health services, Family Services and Food Distribution Tracker

4. **Contract Conclusion Performance Measures (submitted with final report)**:

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	[will provide at end of programming]
What can be improved?	[will provide at end of programming]
Provide final project artifacts (if applicable)	[will provide at end of programming]

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$280,519.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Camp Fire Columbia

1. Synopsis of Contractor's Work:

Proposal 1
In alignment with both Portland Public Schools (PPS) Racial Educational Equity Policy Goal F and PPS RESJ Partnerships Investment Strategy #4, Camp Fire Columbia (CFC), a licensed childcare provider, will operate an expanded culturally-responsive summer enrichment program.

Through this grant, CFC will serve 120 participants each day across the 3 sites which represents 67% of total program capacity. All PPS funded participants will be PPS students and youth from historically oppressed communities including communities of color, Emergent Language Learners (ELL), working families in Title I schools, students with special needs, students in need of social emotional support and post-pandemic socialization, and youth referred by district and community-based partners.

Camp Fire Columbia offers themed, planned activities designed and implemented by Summer Day Camp staff which include, but are not limited to arts and crafts, group games, active recreation, cooking, reading, science projects, team building, academic connections, world cultures, community-based learning, life skills, outdoor activities, creative expression, leadership development, and more!

Proposal 2
Camp Fire Columbia (CFC) will operate an expanded culturally-responsive summer enrichment program for four weeks (Monday-Thursday) between June 21 – Aug 5, 2021
for 80 youth total across four sites in PPS. Programming for youth ages 12-15 years will operate for 6-hour day (1 pm to 7 pm), three days a week at Chavez Middle School as well as Roosevelt, Franklin, and McDaniel High Schools, with one day for program design and preparation. Through this grant, each site will increase its capacity from 0 to 10-30 participants, with all program spots being reserved for youth from historically oppressed communities including communities of color, Emergent Language Learners (ELL), working families in Title I schools, and students with special needs. This culturally-responsive programming will be enhanced by collaboration with culturally-specific SUN agencies and providers at each site. In direct alignment with CFC's promise, "to build lasting, equitable and caring relationships with nature, others and ourselves," these enrichment activities will provide opportunities for students to pursue learning in their own areas of interest and strengths.

Across both proposals Camp Fire Columbia plans to provide programming to 200 students, and has the capacity to hire 6 PPS high school students as youth mentors for 7 weeks during the summer . RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Camp Fire Columbia

2. **Performance Period/ Dates and Times of Service:**
   This Contract runs from May 10, 2022 – October 1, 2022
   June 21, 2022 - August 6, 2022, Monday - Friday, 7 am – 6 pm (Proposal #1)
   June 21 – Aug 5, 2021 (Monday-Thursday) 6-hours (proposal #2)

3. **Detailed Description of Goals and Activities:**

Goals : Safe, engaged, caring learners. Learning opportunities for families around financial aid
Activities designed to help achieve this goal:
• Activity planning and curriculum development • Play-based, staff-supported, and youth-led enrichment activities • Fun, interactive learning opportunities and exposure to new concepts • Flexible and responsive curriculum design and delivery • Intersectional anti-racist pedagogy and training • Culturally responsive opportunities • Goal setting • Group activities • Family info sessions and orientation paperwork • Youth/family/staff check-ins

4. **Contract Conclusion Performance Measures (submitted with final report)**:

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	[will provide at end of programming]
What can be improved?	[will provide at end of programming]
Provide final project artifacts (if applicable)	[will provide at end of programming]

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Camp Fire Columbia

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$670,919.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Champions

1. **Synopsis of Contractor's Work:**

Summer Quest 2022: Discovery, Learning, AdventureJoin us for a race to discover the world—no flight required! This summer students go on a journey of discovery around the world where they'll take on new perspectives beyond the walls of their home and school. The theme draws inspiration from popular TV shows featuring travel challenges. Students team up and engage in weekly quests that broaden their exposure to and understanding of people and places around the world. They'll learn how to innovate to solve real-world problems, connect with diverse cultures, persevere through challenges, and celebrate their accomplishments as a team and as individuals - all while practicing key skills in math, language, social studies, and science!At the beginning of each week, students will embark on a quest to discover something about their world through tasks that ultimately lead them to a mystery destination. As they gather clues and complete tasks, they'll practice sustainable ways to care for our world, try out new ways to take care of their mental and physical health, embrace different perspectives, and explore the impact of their influence when they create and share information with others. To close out the quest, students will compile all they've learned into a collective solution to the quest. They'll reflect on and celebrate where their adventures took them and discover the different paths other teams chose, learning that there are many ways to complete the same quest.Our summer program is aligned to four guiding principles based on input from families about what kids need most today. While each of the 10 summer quests are aligned to a particular guiding principle, all four guiding principles show up strongly in every quest! We've provided some examples for field trips and service-learning projects that also align to the guiding principles, and these could be scheduled at any time throughout the summer.

This summer's program also includes a more comprehensive approach to learning loss through reading and writing clubs, reading circles, read-alouds, independent reading time, math manipulatives, math games, and more.

Champions anticipates supplying services up to 140 students and employing 10 high school students.

RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. **Performance Period/ Dates and Times of Service:**

This Contract runs from May 10, 2022 – October 1, 2022
June 17 - August 12, Monday - Friday, 7:30 am - 5:30 pm

3. **Detailed Description of Goals and Activities:**

Goal #1: Discovery, Learning, Adventure
<u>Activities designed to help achieve this goal:</u>
10 summer quests inspired by popular TV shows featuring travel challenges. Students team up and engage in weekly quests that broaden their exposure to and understanding of people and places around the world. They'll learn how to

innovate to solve real-world problems, connect with diverse cultures, persevere through challenges, and celebrate their accomplishments as a team and as individuals -all while practicing key skills in math, language, social studies, and science.
Goal #2: Mind and Body Fitness Time, Brain Booster, At Home Connections
Activities designed to help achieve this goal:
• Supporting physical development and mindfulness with creative movement, group games, and yoga • Activities, students practice and expand on their STEM and language/ literacy skills. • Grab and Go STEM bags Book Club Books for students and home copies.
Goal #3: Stewardship
Activities designed to help achieve this goal:
• Harmony SEL Field Trip with BIPOC community collaboration • Service-Learning - i.e. trail clean-ups

4. **Contract Conclusion Performance Measures (submitted with final report)**:

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	
What can be improved?	
Provide final project artifacts (if applicable)	

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is $**400,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Feed The Mass / Building Blocks 2 Success

1. Synopsis of Contractor's Work:

Proposal 1

Feed The Mass and Building Blocks 2 Success have teamed up to deliver our Science of Life program to students and their families through the Portland Public School Summer Enrichment, Engagement, and Safety Program. This collaboration brings a combination of science-based life skills education and practical real world STEM-based science education.

The program is designed to provide quality learning experiences that engage students in the collaborative process of learning new skills together, and exploring their individual interests and abilities. Workshops encourage organic natural learning experiences, introducing approachable opportunities for problem solving, critical reflection, and creative adaptability that will translate as skills into other areas of everyday life. Classes are specifically designed to support a variety of learning styles through a relaxed yet adventurous environment that involves all five senses and helps each participant find a helping role.

By making learning fun, active, and tangibly rewarding, they hope to engage and support kids who may be struggling in a standard school setting and empower them to take this confidence back into the classroom. Students will be guided to reflect on their increased level of confidence and self efficacy as they gain new knowledge and skills. Equipping students with the skills to contribute tangibly to their own and others' wellbeing promotes positive identity formation, pride in their accomplishments, and empowerment as active, productive members of their community.

Feed The Mass brings a holistic, multi-disciplinary education initiative in support of long term solutions to food insecurity and wellness-based health inequity. Each discipline focuses on a discrete element of health competency, which builds on and integrates with the components of the other disciplines to create a spectrum of empowerment. Programming seeks to equip students and their families with a holistic set of ideas and behaviors by strengthening their knowledge and skills at each of several key functional root causes of suboptimal health. We've focused on some of the most common causes of health inequity, and will educate and support students in each practice. The featured disciplines include: food education (nutrition, cooking, and urban agriculture), fitness education with an emphasis on low impact movement, financial literacy, and mental wellness with an emphasis on overcoming and healing from social inequity.

Building Blocks 2 Success brings a STEM focused robotics program that teaches a fundamental set of skills that promote lifelong science learning through hands-on STEM-based activities. Classes develop and support critical thinking, problem solving, and teambuilding skills through a series of fun and educational challenges that require students to apply math and science concepts to the exciting world of robot building and programming. We strive to enhance personal and academic success by using STEM as a motivational tool to advance educational and

intellectual achievement. Our programming provides connections to local science leaders and bridges to post-secondary opportunities in the STEM field.

Feed The Mass and Building Blocks 2 Success is prepared to provide programming for 140 and plans to hire 10 students.

Proposal 2
Feed The Mass is offering opportunities for young people to gain valuable workforce experience over the summer. We are looking for 8 paid interns to train in our commercial kitchen. Programming is designed to equip interns with the vital knowledge, skills, and experience they'll need to succeed in high level jobs in the hospitality industry.
Our powerful dual approach to workforce development considers both the high current industry demand for skilled restaurant/kitchen staff, and the need for good job opportunities within priority and underserved populations. By closing the skills gap we hope to increase career opportunity equity and expand diversity in local employment. We'll connect our interns with job opportunities where their experience will be valued and they'll have continued opportunity for upward mobility.

RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. **Performance Period/ Dates and Times of Service:**
   Proposal #1
   This Contract runs from May 10, 2022 – October 1, 2022
   Program Duration: 6/21/22 to 7/29/22
   Proposal #2
   Program Schedule: Shifts are available Monday - Friday, 10AM - 4PM
   Morning Cohort: 10AM - 2PM
   Afternoon Cohort: 1PM - 4PM

3. **Detailed Description of Goals and Activities:**

Goal: Students experience a diverse spectrum of knowledge and skill building in an organic, holistic, and cohesive format to:
- **Become informed consumers and learn to plan & budget;**
- **Learn physical fitness basics;**
- **Learn about multicultural agriculture systems;**
- **Learn to recognize mental/emotional patterns and acquire adaptive coping strategies/positive behaviors;**

• **Have opportunities to learn classroom management, team building, organizational skills, and collaborative problem solving; and** • **Gain familiarity with basic programming, and experience with cutting-edge technology**
Activities designed to help achieve this goal:
Classes in: • Food education & urban agriculture; • Fitness Education classes; • Mental & Emotional Wellness; • Financial Literacy; and • Lego Robotics Program & Internship opportunities

4. **Contract Conclusion Performance Measures (submitted with final report)**:

Number of students served (total: per grade, per school)	PROJECTED: Proposal 1: 20 students per class cohort, AM & PM, for a total of 40 students served per day, up to 240 students served for program duration; Proposal 2: up to 8 students served
Youth Employment	PROJECTED: Up to 27 interns, all programs
Staff Demographics	
Staff FTE	
What worked well?	[will provide at the end of programming]
What can be improved?	[will provide at the end of programming]
Provide final project artifacts (if applicable)	[will provide at the end of programming]

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$619,737.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Hampton Tutors

1. Synopsis of Contractor's Work:

Hampton Tutors will continue their strategic partnership with Hand2Mouth Theater this year, with a culturally specific and multi-racial organization, to implement proven strategies that support BIPOC students. Continuing a partnership this year with community organization Hand2Mouth to provide robust and comprehensive in-person programming for PPS students throughout the summer of 2022 to complement Accelerated Learning. They will provide culturally responsive programming that is engaging, safe, and promotes positive peer to peer interactions that reinforce students' cultural identities.

Hampton Tutors is offering an engaging summer program that combines academic and arts enrichment to support lifelong learning, inquiry, and social-emotional well-being. This program was so popular last summer that they have expanded to a full 5 days per week for the entire contract period. PPS students deserve a summer of safe and fun in-person activities and we are proud of the community-based partnerships we have formed to provide that environment. This programming includes STREAM units, SEL development, theater provided by current SUN partner Hand2Mouth, Art and Music for K-8 students, and employment and mentorship for youth ages 14-25.

Hampton Tutors offers a capacity of 528 and 12 youth employees in 2 sessions - Number of students per session:
K-2nd: 88, 3rd-5th: 88, 6th-8th grade: 88.
RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. Performance Period/ Dates and Times of Service:

This Contract runs from May 10, 2022 – October 1, 2022
2 sessions offered running June 21st-August 10th, Monday - Friday 9am-3pm.

3. Detailed Description of Goals and Activities:

Goal #1: self-reflection and learning the power of storytelling.
Activities designed to help achieve this goal:
Theatrical workshops and final performance
Goal #2: Leadership training and professional mentoring.
Activities designed to help achieve this goal:
Youth will learn to work as part of a professional team to achieve common goals through the Youth TA Employment Mentorship program
Goal #3: Musical appreciation
Introduce students to instruments in a collaborative setting and final performance

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Hampton Tutors

Goal #4: Engage students with academic topics such as math and literacy through hands-on, creative art projects.
Final art projects and open house
Goal #5: Learn about the engineering design process through collaborative, inquiry-based, hands-on activities.
Real-world problem-solving, final STEAM project open house

4. **Contract Conclusion Performance Measures (submitted with final report)**:

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	
What can be improved?	
Provide final project artifacts (if applicable)	

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$449,439.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
I Am MORE (Making Ourselves Resilient Everyday)

1. Synopsis of Contractor's Work:

Providing culturally specific services to Black students.

I Am MORE is one of the few in the state to offer a research-based, theory-based and evidence-based program that supports Black youth - THE most traumatized adolescent group - in moving from spirit-murder to emotional emancipation. The intensive and transformative summer programming uses culturally relevant social emotional learning, healing-centered frameworks and trauma-informed practices to reconnect youth to their resilience, joy and sense of agency. With a goal to provide food and opportunities to spend outside, as well as reconnect them to the earth and to their own capacity to positively affect other people.

For the last two summers, I Am MORE has held summer internships exclusively for high schoolers and early college age, that have attracted 40-60 students each summer. This summer, they are extending their programming to elementary and middle-school students in the mornings from 9-12. The programming will offer tutoring in literacy, opportunities to learn gardening and creative programming that uses music, drumming, art and expression to instill joy, resiliency and a love for learning. It is not a babysitting service, but an opportunity to help develop their own curiosity, and naturally learn culturally relevant social-emotional skills, especially since the pandemic has undermined their emotional well-being. At the end of the summer, we want these youngsters to be able to better manage their emotions, feel and show empathy for themselves and others, and to set and achieve their goals in a responsible and caring way with the goal of reconnecting black children to joy.

At 1 p.m., a shift to catering and serving up to 60 high schoolers, who will operate in small cohorts that can deepen learning about understanding how one's emotions influence behavior, how they can respond to a stressful situation constructively and how to practice teamwork and collaborative problem-solving with their peers. As natural leaders emerge, they will pick and choose youth facilitators who can lead their cohort in conversations about sensitive subjects, such as colorism, dating violence, adulting, sexism and racism, being intentional about nurturing the youth to lead themselves but also creating a safe container where youth can build trust with each other, improve their social skills and create a community of peers they can depend on. They also will take each cohort of high schoolers through a research-informed, inquiry-based journey where they can first heal from their trauma, deeply connect with their own sense of agency, and then give them platforms to express their wisdom, creativity and resilience before an audience of strangers at the end of the programming. That end goal, though, requires an inside-out journey that starts with healing from the racial trauma. High schoolers will also take hands-on classes from skilled Black adults who have expertise in photography, art, painting and drawing, podcasting, Swahili, and self-care, among other topics that resonate with the participants.

Additionally, they will have them interact with community elders willing to share their wisdom, which is a culturally appropriate way to pass on knowledge, exposing students to opportunities within the community where they can meet potential mentors through service learning projects, visiting Black-owned farms and businesses that

reflect entrepreneurship, help paint murals, volunteer for and/or develop social justice projects. Each experience of exploring new opportunities requires a reflection, a podcast or an artistic examination that will help the high schoolers think differently about their inner worthiness and potential, as well as identify what excites them about a particular career or social justice activity.

Transformational programming cannot be in isolation from the community. Research documents that the African phrase Ubuntu - "I am because we are and because we are therefore, I am" is a reflection of how healing, wisdom and possibility are unearthed within the Black community. They want to inspire the high school participants to consider becoming an entrepreneur, a business person, an artist, a healer, a book author or a philosopher, for examples, by trying out those things now, and also being exposed to Black professionals who are making a living in those areas and can continue to mentor by adults they trust well after the summer internship is over. Inspiration can come from many different directions and our goal is to light that match and see what happens from their hidden sparks of brilliance. They don't just give youth something to do, they help them figure out who they can become.

In the evenings, at least twice a month - on evenings or weekends - Black teenagers will be invited back into the Soul Restoration Center for optional participation in a spoken word open mic, a Black Power movie night, card games or some other strictly fun activity that is planned for and by youth.

I Am MORE hopes to serve 150+, with 60-70 high schoolers receiving pay for their participation.
RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. Performance Period/ Dates and Times of Service:

This Contract runs from May 10, 2022 – October 1, 2022
June 21 - Aug. 10, 2022, Monday - Friday, 9 a.m.-6 p.m., some weekends

3. Detailed Description of Goals and Activities:

Goal #1: Increased racial pride & empowerment, increased self-esteem, healing from trauma
Activities designed to help achieve this goal:
Social justice project, Inside Out, Outside-In, Up & Beyond, Connect w/ elders, active participation in Resiliency in Rhythm

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
I Am MORE (Making Ourselves Resilient Everyday)

4. **Contract Conclusion Performance Measures (submitted with final report)**:

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	
What can be improved?	
Provide final project artifacts (if applicable)	

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$350,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
…Organization…

1. Synopsis of Contractor's Work:

IRCO's culturally specific and culturally responsive summer programming in Portland Public schools is in close alignment with PPS reImagined, the Racial Educational Equity Policy, and will offer in person community and relationship based mentorship, case management and academic and enrichment programming with a focus on Black, Indigenous, People of Color (BIPOC), immigrant and refugee (i.e. African Immigrant and Refugee, Asian and Pacific Islander, Latino/x, Slavic) youth and their parents/caregivers most impacted by community violence throughout the Pre-K-12th grade continuum and will support PPS' racial equity and social justice goals.

IRCO's culturally responsive summer enrichment, engagement and safety programming with a focus on BIPOC, Immigrant and Refugee communities. They hope to serve up to 230 students and hiring up to 30.

RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. Performance Period/ Dates and Times of Service:

This Contract runs from (May 10, 2022 – October 1, 2022)
June 21, 2022 - August 10, 2022; Monday - Friday, 1pm-7pm

3. Detailed Description of Goals and Activities:

Goals: ● Increased student academic achievement ● Family relationships and overall well being ● High school graduation and college/career readiness and beyond ● Increased ability for compassionate critical thinking, collaboration and problem solving and leadership and social justice orientation
<u>Activities designed to help achieve this goal:</u>
● Culturally and linguistically specific and responsive relationship and community based mentorship, small group activities, case management and family engagement for immigrant and refugee students impacted by community violence and poverty. ● Culturally specific and responsive Small Group Activities ● Mentorship/Youth Advocacy ● Family Engagement/Case Management ● Youth Employment Opportunities

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
…Organization…

4. **Contract Conclusion Performance Measures (submitted with final report)**:

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	[will provide at the end of programming]
What can be improved?	[will provide at the end of programming]
Provide final project artifacts (if applicable)	[will provide at the end of programming]

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$600,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. (Per Contract Exhibit C: Mandatory Contractor Training)

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
KUKATONON

1. **Synopsis of Contractor's Work:**

Kúkátónón Summer Academy for Education and Employment (SAFE2)-2022 Project is for youth and young adults 16-25 years old to explore, learn and train with professional development coaches, mentors and advisors as interns to operate a low-cost peer-to-peer safe summer enrichment camp for 3rd to 8th graders or 7-15 years old, "campmates," and mentor "emerging leaders" 13-15 years old attending all day to be eligible to earn incentives including pay.

The Summer Academy for Education and Employment (SAFE2)-2022 Project recruits' youth and young adults, Opportunity Youth 16- to 25-years old, for summer professional development training and coaching. After successful completion of the two-weeks mandatory hybrid training/ onboarding from Monday, June 20, to Friday, July 1, from 9 AM to 5 PM, including evening and weekend engagement activities, eligible recruits will receive an agreement with scope of work to serve as interns with pay and incentives.

The low-cost day camp will operate on Monday to Friday for five (5) weeks at 10 A to 4 P starting on Tuesday, July 5, to end on Friday, August 5. There will be scholarships available for eligible PPS students. The 2022 Open Village/Family Night will be on Friday, July 22 from 11 A to 10 P with Community Safety Partner - Oaks Park, providing an in-kind contribution. The ***all-inclusive*** (group meals, travel, lodging or camping supplies) 2022 Family Camp Out will be held on Wednesday, August 3rd (Overnight), Thursday, August 4th (Overnight) to Friday, August 5th (leaving campgrounds by or before noon) with Community Safety Partner – Columbia County Fairgrounds, providing an in-kind contribution. At the conclusion of the SAFE2-2022 Project, successful interns will be invited to an ***all-inclusive*** End of Summer Retreat at the beach/coast planned for Thursday, August 11 (Overnight), Friday, August 12 (Overnight), Saturday, August 13 (Overnight) to Sunday, August 14, and other awards.

Kúkátónón Summer Academy has the capacity to hire 3-supervisors (18+ - 25) and 12-interns (16+ - 25) and is prepared to support attendance and engagement of 41-65 campers, and their families.

RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. **Performance Period/ Dates and Times of Service:**
This Contract runs from May 10, 2022 – October 1, 2022
Camp - July 5 - August 5, 2022, Monday - Friday, 10 am - 4 pm, some evenings and overnight engagements
Internship - June 20 - August 14, 2022, Monday - Friday, 9 am - 5 pm, some evenings, weekends, and overnight engagements.

3. **Detailed Description of Goals and Activities:**

Goal #1: Peer-to-Peer positive guidance and social-emotional relationships and inspire emerging leadership skills

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
KUKATONON

Activities designed to help achieve this goal:
● Daily low-cost camp, Monday – Friday, 10 AM to 4 PM – scholarships available for eligible PPS students ● Project Open Village/Family Night on Friday, July 22 at Oaks Park from 11 A to 10 P ● Overnight Family Camp Out, Wednesday, August 3 to Friday, August 5 ● Overnight Beach Retreat for interns/staff, Thursday, August 11 to Sunday, August 14 ● 50 hours of S.T.R.E.A.M. (Science, Technology, Research, Engineering, Art, Mathematics) instructional and professional development activities including through OMSI, parks, museums, Community Safety Partners, etc. for interns, emerging leaders, campmates, and their families ● Wellness screening checks and wrap-around services referrals to facilitate care for youth (7-17 years old) and young adults ages (18-25 years old) and their families.
Goal #2: Learn and strengthen creative and artistic skills including graphic designs, photography, journaling, storytelling, writing, editing, etc.
Activities designed to help achieve this goal:
● Creating and compiling summer profiles, articles, and creative photo journaling for the SAFE2-2022 Project Magazine Book Publication

1. Contract Conclusion Performance Measures (submitted with final report):

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	
What can be improved?	
Provide final project artifacts (if applicable)	

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
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Summer Enrichment 2022
KUKATONON

2. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$200,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

3. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Latino Network

1. Synopsis of Contractor's Work:

Proposal #1

Ninth Grade Counts (NGC) focuses on helping students uncover their own potential, supports them in their academic and socio-cultural journey towards high school graduation, and encourages them to pursue post secondary education. NGC provides students with leadership development skills, a stronger sense of connection to their academic and cultural community, and enhances student self-perception of confidence and adversity. If approved, this would fund two of four NGC cohorts. Each cohort supports 20 youth.

Latino Network provides school-based services during the academic year for Latino students and parents through programs Conexiones (7th and 8th grades), Early Escalera (9th and 10th grades), Escalera (11th and 12th grades), and Colegio de Padres (family engagement for families with youth in middle or high school). Ninth Grade Counts (NGC) takes place during the summer between 8th and 9th grade. Latino Network staff will leverage relationships built with the students and families during the school year to continue to support them over the summer. Ninth Grade Counts (NGC) has the capacity to support 40 students.

Proposal #2

Summer Escalera provides students with leadership development skills, a stronger sense of connection to their academic and cultural community, and enhances student self-perception of confidence and adversity.

Four workshops are combined with enrichment activities to teach students about time management, tips for high school success, career exploration, college planning, writing, and Latin American culture. For many of the students who have often struggled in high school, Summer Escalera is an opportunity to meet other Latinx students, to learn from strong Latinx role models, and to begin to set a trajectory toward college confident in their identity. Summer Escalera also will provide a one-week college tour of university campuses in Oregon and California. The University List consists of: Oregon State University, The University of Oregon, Chico State, Sacramento State University, UC Davis, UC Santa Cruz, San Jose State, Stanford, UC Berkeley Eastbay.

During these University visits the students will explore the benefits of attending a University, life at the respected University through a student-led panel, and financial aid resources and opportunities. The tours will mainly be conducted by Latino Student-Led Organizations like Hermanos/Hermanas Unid@s to further build the student's sense of belonging at these higher education institutes. An additional goal of this trip is to expand and inspire the student's aspirations for out-of-state options. Summer Escalera has the capacity to support 20 students.

RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. Performance Period/ Dates and Times of Service:

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Latino Network

Proposal #1
This Contract runs from May 10, 2022 – October 1, 2022
June 21st - August 10th, Monday - Thursday, 9 am - 4 pm
Proposal #2
This Contract runs from May 10, 2022 – October 1, 2022
June 21st through August 10th, Tuesdays & Thursdays, 1 pm - 7 pm

3. Detailed Description of Goals and Activities:

Goal #1: • **Help students earn 0.5 H.S. credit, understand graduation requirements, and plan for high school completion and postsecondary success.** • **Increase Latino youth High School graduation rates by** **(1) providing culturally-specific intensive case management & academic support services to youth &** **(2) fostering family involvement and engagement in the youth's educational progress and attainment.** • **Increase two-way communication and relational engagement between schools and families.** • **Increase school belongingness, engagement, leadership in Latino youth.**
Activities designed to help achieve this goal:
• Tailored educational supports through individualized development plans. • Coordinated efforts and services with other Community-Based Organizations Referral system to family stability and immigration navigation support services within Latino Network
Goal #2 • **Increase Latino youth High School graduation rates by** **(1) providing culturally-specific intensive case management & academic support services to youth &** **(2) fostering family involvement and engagement in the youth's educational progress and attainment.** • **Increase two-way communication and relational engagement between schools and families.** • **Increase school belongingness, engagement, leadership in Latino youth.**

4. Contract Conclusion Performance Measures (submitted with final report):

Number of students served (total: per grade, per school)	

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Latino Network

Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	[will provide at end of programming]
What can be improved?	[will provide at end of programming]
Provide final project artifacts (if applicable)	[will provide at end of programming]

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$372,529.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. (Per Contract Exhibit C: Mandatory Contractor Training)

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Helensview School

1. Synopsis of Contractor's Work:

Offer extended support, enrichment and support to existing PPS students that attend Helensview through the summer months for up to 100 students.

Helensview School is an accredited school that provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance / behavioral issues. Helensview School provides multiple pathways to graduation with a standard diploma, and academic, social service and connection to post-secondary options. Each student can access dual credit (on-campus), CTE (culinary and manufacturing), and on-site job training through our 7 student businesses.

Students enrolled in summer programming will have the opportunity to build academic skills, earn credit toward their high school diploma, gain experience leading to post-graduation goals in a small and personalized environment. Students will develop relationships with school staff in a different context, thus supporting their overall school engagement.

Summer core content coursework will include in-person instruction. Seniors and students with previously failed or incomplete coursework will be prioritized. Coursework will include instruction in Science, Language Arts, Math & Social Studies. CTE instruction includes CTE Construction, CTE Resource Management, CTE Bike Shop Mechanics.

Additional Services and Supports: Drivers' Ed, mentoring, home visits to foster engagement and help support with families unmet needs, meals on campus and food support for families in need, work connection support for summer employment, childcare for student parents, Intake and Orientation for new referrals, Rent Well classes for older students, supports for families experiencing gun violence, Men's Mentoring and Community Outings.

- Students will work to earn High School Credit or gain critical academic skills based on course/assignment completion
- Students will engage in wrap around supports that are critical to their well being in school, work and home
- Students will be engaged in school-based programming measured by attendance and credit advancement outcomes.

RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. Performance Period/ Dates and Times of Service:

This Contract runs from May 10, 2022 – October 1, 2022
June 13, 2021 to August 19, 2022, Monday - Friday, 9:00am - 3:00pm

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Helensview School

3. Detailed Description of Goals and Activities:

Goal #1: Help students stay engaged in school and be better prepared for regularly scheduled school programming during the following school year and have a positive impact on student retention, attendance and academic achievement.
Activities designed to help achieve this goal:
Programmatic features will include class instruction, field trips, CTE programming and other enrichment activities which will support high school graduation as well as post graduation transition and success. In some cases Helensview will provide additional services, such as mental health counseling and support, work training or additional wrap around support. All programming will follow ODE/OHA required guidelines to ensure safety for all students and staff.
Goal #2: Supporting Seniors and students with previously failed or incomplete coursework will be prioritized.
Activities designed to help achieve this goal:
Core Class & CTE Instruction as well as staff School Counselor available for 35 days, Therapeutic Classroom Teacher for 35 days, groups online and in person (On campus and in the community), parenting groups, wrap-around to connect students to more intensive and long-term Mental Health providers when needed, crisis support outside of school hours, Gun-Violence trauma assistance for students and families.

4. Contract Conclusion Performance Measures (submitted with final report):

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	
What can be improved?	

Provide final project artifacts (if applicable)	

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$200,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
NAYA - Native American Youth and Family Center

1. Synopsis of Contractor's Work:

As a culturally specific agency we are conscious of issues of equity not only for the Native American community but that of others as well. NAYA is a founding member of the Coalition of Communities of Color and participated in the development of the Tool for Organizational Self-Assessment Related to Racial Equity. The Tool is designed to assist youth serving organizations to eliminate the disparities in their organizational structure.

NAYA has built a model of service with dignity and integrity that provides participants with the services, cultural understanding, and connection to community that they have requested. So much so that students and participants want to give back to the agency that supported them in their success by bringing their best selves to NAYA's work. A majority of NAYA employees identify as Native American, and come from both Northwest and national tribes, some raised on reservations and others as urban Natives.

Enrolled tribal members and self-identified Native Americans come together at NAYA to serve the broader community. NAYA uses culturally specific sources such as the email list within the Oregon Indian Education Association and tribally focused programs such as the Indigenous Nations Studies or Native American Studies programs to send out job announcements as well as our ongoing networking events such as quarterly Native Professionals and Friends Nights to do targeted recruitment to ensure our workforce represents the population we serve.

NAYA regularly hires former participants, some as far back as 1976. Furthermore, NAYA regularly promotes from within, regularly hiring current and former program staff for management positions. All four of the managers within NAYA's Youth and Education services department, the department in which this work will be housed, are former program staff members and/or coordinators.

NAYA Culturally based summer safety, engagement, enrichment and school readiness activities for youth and their families. Recruitment is primarily through word of mouth, NAYA's social media, and collaboration with PPS Title VI Indian Education programs.

NAYA provides programming in these areas: Arts, Enrichment, Science, Technology, Engineering, Mathematics (STEM), Youth Employment, General Enrichment, Sports.

NAYA projects serving 100 students and hiring 10-15.
RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. Performance Period/ Dates and Times of Service:

This Contract runs from May 10, 2022 – October 1, 2022

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
NAYA - Native American Youth and Family Center

June 21st - August 10th, 2022, Monday - Friday & some weekends, 9 am - 3 pm for all ages, 1pm - 7 pm for grades 7-12, nights & weekends for grades 7-12.

3. Detailed Description of Goals and Activities:

Goals: **• PPS youth will be less likely to engage in harmful activities over summer.** **• PPS youth will have increased capacity for resilience and cultural pride.** **• PPS youth and families will be prepared for the 2022-23 school year**
Activities designed to help achieve this goal:
• Credit Recovery Courses • SummerWorks • Ninth Grade Counts • Camp Rise • Transitional Support for PPS Families • Street-Level Outreach and Connections • Campus Visit and other Pre-College Programs • College Transition Services • Summer Employment Program • Theatre Program

4. Contract Conclusion Performance Measures (submitted with final report):

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	
What can be improved?	

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
NAYA - Native American Youth and Family Center

Provide final project artifacts (if applicable)	

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$259,634.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Portland Opportunities Industrialization Center, Inc.
and Rosemary Anderson High School (POIC+RAHS)

1. Synopsis of Contractor's Work:

Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC+RAHS) will provide robust summer engagement services available to all POIC+RAHS students throughout the summer.

The students will be able to choose from an array of options offered at five separate locations (three existing POIC+RAHS campuses and two PPS campuses). All activities will be credit-bearing, and students will receive incentives and/or wages to participate, depending on which programming they choose. Activities will include internship opportunities, core summer school courses, credit-bearing enrichment activities, field trips, and more.

POIC+RAHS was founded to provide culturally specific workforce training and career placement services to counter discriminatory practices keeping people of color unemployed, underemployed, and unable to access wealth building opportunities.

POIC offers programming in these areas: Arts, Enrichment, Science, Technology, Engineering, Mathematics (STEM), Youth Employment, General Enrichment, Sports.

POIC has the capacity to serve 150 students
RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. Performance Period/ Dates and Times of Service:

This Contract runs from May 10, 2022 – October 1, 2022
June 21 - August 10, 2022, Monday - Friday & some weekends, 9 am - 7 pm for grades 7-12, nights & weekends for grades 7-12.

3. Detailed Description of Goals and Activities:

Goals: Increased academic achievement tracked via GPA and credits earned, increased sense of belonging among students served, increased understanding of the PPS reimagined Graduate Portrait attributes, improved graduation rates among those served, increased access to engagement and learning opportunities during the summer months, Increased access to a variety of wraparound support services during the summertime, decrease the number of future disciplinary actions.
Activities designed to help achieve this goal:
• Internship opportunities coordinated through POIC+RAHS' • Work Opportunities Training (WOT) Department

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Portland Opportunities Industrialization Center, Inc.
and Rosemary Anderson High School (POIC+RAHS)

- Credit-Based Summer School Enrichment courses
- POIC+RAHS' Natural Resource Pathway Program (NRP Program) will offer a summer program option focused on physical fitness and outdoor activities
- Weekly field trips

4. **Contract Conclusion Performance Measures (submitted with final report)**:

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	
What can be improved?	
Provide final project artifacts (if applicable)	

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$550,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Portland Playhouse

1. **Synopsis of Contractor's Work:**
   Using our 13 years' experience designing and delivering student centered theatre education programs, Portland Playhouse (PPH) will implement week-long theatre programs for grades 2 - 5 at 3 Portland Public School sites. The program design centers around PPS and PPH's shared goal to empower youth as they Create, Learn & Play. Making theatre draws on and develops physical, social, intellectual, and emotional skills – and all of this begins with play. Each week-long session will guide students through age appropriate games and activities with the aim of building connections, developing confidence, and supporting self-expression as youth find and share their unique stories and abilities. While the shape of each week-long session will be similar, content will be adjusted to fit the needs and interests of students (including ELL and ESL) and the skills of PPH's professional teaching artists. Our teaching professionals are guided by the philosophy that all students are already brilliant and will rise to the bar set for them. We set our standards high and offer hands to pull each other up when needed.

   RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. **Performance Period/ Dates and Times of Service:**
   This Contract runs from May 10, 2022 – October 1, 2022
   Program begins June 21st through August 10th from 9:00-3:00

3. **Detailed Description of Goals and Activities:**

Goals: This program will provide collaborative, creative activities to help young people realize their diverse and deep potential, strengthen communication and develop social connections, and cultivate curiosity about their own stories and the experiences of others. Each week-long session is a step toward building a future generation of empathetic, justice driven individuals.
Activities designed to help achieve this goal:
Portland Playhouse's Week-Long Camps will: ● Engage 210 students weekly in creative play and theatre making over 8, week-long sessions. ● Introduce youth to theatre fundamentals (acting, movement, storytelling and design) through ● play that makes space for all to shine. ● Provide creative outlets for participants to foster self-expression and share their voices. ● Increase emotional literacy and empathy across differences. ● Build confidence in public speaking. ● Teach valuable leadership skills such as teamwork, communication, and accountability.

• Foster skills in project-based learning and collaboration.

4. Contract Conclusion Performance Measures (submitted with final report):

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	
What can be improved?	
Provide final project artifacts (if applicable)	

5. Payment: See Contract Section 4(a) through 4(d). The total amount of this contract is **$450,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. Contractor Mandatory Training: Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. (Per Contract Exhibit C: Mandatory Contractor Training)

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Self Enhancement Inc.

1. Synopsis of Contractor's Work:

SEI will provide afternoon enrichment, social-emotional support, and age-appropriate community exploration and college/career exposure experiences for elementary, middle, and high school students, at partnering schools and at our Center for Self Enhancement. As in 2021, SEI will also host an initial "block party" and celebratory summer program kick-off at our Center headquarters (which includes ample space for activities in the adjacent park and parking lot, as well as in our gym, classrooms, studios, library, etc.). SEI will provide five weeks of afternoon enrichment, Monday-Friday, for 3-3.5 hours in afternoon (plus some weekend activities), aligned with the morning and evening academic programs that PPS will schedule at targeted sites. We will also collaborate with SUN Community Schools and with culturally specific/responsive community organizations to offer high-interest sports and sports leagues, and other activities related to interest areas (e.g., college/careers). Summer participants will benefit from access to high school and postsecondary students hired to serve as assistant instructors, coaches, and positive role models for younger students. The five-week program will be followed by two weeks of all-day (six hours) SEI basketball and other camps, using our "coaching for character" approach, which incorporates academics and social/life skills development.

RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

2. Performance Period/ Dates and Times of Service:

This Contract runs from May 10, 2022 – October 1, 2022

June 15 - August 15, (Monday - Friday | 9am to 6pm)

3. Detailed Description of Goals and Activities:

Goal #1: Increased student access to positive adult & near-peer instructors, coaches, mentors able to deliver fun, safe, enriching culturally specific enrichment & support
Activities designed to help achieve this goal: Academic Classes: Math & English, Enrichment Programming: Social Emotional Support classes, STEAM, Dance, Creative Interest Classes, Basketball Camps, Volleyball Camps, Middle School Summer League, Community Outreach, Exploring the NW, Bike Fundamentals, Cooking, Organized Recreation, Yoga, Prevention Classes, Summer Kick Off Event, End of the Summer Rally Work-based learning youth employment experiences: High school students work at Elementary sites, Post High work at Middle and High School sites

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2022
Self Enhancement Inc.

Goal #2: Strengthened partner-ships and system of student and family support connecting schools, SEI (a culturally specific community-based organization), SUN Community Schools, other providers of free and safe summer enrichment
Activities designed to help achieve this goal: SEI In-school Programming and SEI SUN programs will be collaborating to provide wraparound summer programming. To include a full day (Academic and Enrichment) and family supports to assure student active participation. We will collaborate with our long-standing community partners to offer a rich, unique, and culturally specific/responsive programming. All of these activities are based on the SEI Relationship Model as a delivery method. In an effort to bridge the transitional gaps of 5th to 6th, 8th to 9th, and 12th into post secondary, we will offer a Leadership and Post High program via Work-based learning youth employment experiences.
•
Goal #3: Increased knowledge about delivery of safe and engaging programming for diverse student populations
Activities designed to help achieve this goal: SEI will collaborate with PPS to gather information and use the data to demonstrate how and why the Relationship Model is effective. Based upon our activities, services rendered, and collaborations SEI will demonstrate the impact and effectiveness of culturally specific/responsive programming when made available to underserved and underrepresented youth and families.
•

4. **Contract Conclusion Performance Measures (submitted with final report)**:

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	[will provide at the end of programming]

What can be improved?	[will provide at the end of programming]
Provide final project artifacts (if applicable)	[will provide at the end of programming]

5. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is $**700,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking.Template**

6. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. **Mandatory Contractor Training**

MEMO

TO: Portland Public Schools Board of Education

FROM: Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

CC: Guadalupe Guerrero, PPS Superintendent

DATE: *Updated* May 10, 2022

SUBJECT: Contract Approval Recommendation - Summer Enrichment and Extended Learning RFP

This memo provides more information about the 14 contracts submitted for board approval as well as an overview of the formal procurement process and the selected organizations and programming. Upon Board approval, the RESJ staff will notify contractors of their award so that services can commence. The goal is to begin planning and engagement as soon as possible so that parents, students and principals are aware of the program offerings and will register their students as soon as possible.

Funded Proposals and Planning Process:
The RESJ team led a rigorous formal RFP process to arrive at this funding recommendation. Over a six week process, the team held three two hour information sessions to describe the goals of the RFP and to solicit the best possible recommendations from a wide array of community providers. From this robust recruiting and engagement process, we received sixty-four complete and eligible proposals by the published deadline. Those sixty-four proposals were scored by a diverse set of PPS staff across instructional and operational departments using the published scoring criteria in the formal solicitation process. Based on scoring and total budget available, only proposals who met a minimal scoring threshold were recommended for funding. The team then reviewed the proposed budgets and programing goals and made recommendations for contracting amounts.

In total, 51 organizations are recommended to move into contract negotiations. The estimated number of students served over 7 weeks of programming will be over 7,500. The total estimated contract amount is $8,738,057. The chart below summarizes the recommended proposals by programming category and includes the estimated number of students served by category.

Recommended Proposals by Programming Category

Programming Category	Number of Programs	Estimated # of Students Served
Arts	29	3,210
Childcare	7	583
STEM/STEAM	24	2,413
Youth Employment	29	522
General Enrichment	47	7,385

Sports/Athletics	15	2,132

The chart below provides another summary of recommended proposals by grade bands and estimated number of students served.

Recommended Proposals by Age Served

Ages Served	Number of Programs	Estimated # of Students Served
K-5	28	3,320
Middle School	35	2,965
High School	35	1,683

Procurement: Business Equity Goals
Of the 51 organizations, 24 (47%) are defined as culturally specific, meaning that both the leadership and programs are accountable to the cultural communities they serve. The total investment into these organizations is $4,834,718, or 55% of the total award. Culturally specific organizations are not certified and the contract category for these organizations is professional services, however there is alignment with the district's overarching mission to increase partnerships and economic participation with diverse entities.

Separately, PPS Board Policy Equity in Public Purchasing and Contracting tracks 2020-21 Business Equity Goals and Outcomes as reported in the annual report. In 2021, the aspiration goal for business participation for certified firms was 18%, and the outcome reported for direct contracting was 35%.

The chart below captures all of the proposed funded programs and includes the proposed contract amount, the number of students served, and a brief description of summer programming. In total, 51 organizations will move into contract negotiations.

PPS Board Policy requires that contracts over $150,000 be submitted for Board Approval. Fourteen of the 51 proposed contracts are summarized in the chart below outlining each proposed contract partner, contract amount, a brief program summary and the estimated number of students to be served.

Summer Enrichment and Extended Learning Contracts over $150,000 for Board Approval

Organization	Contract Budget Amount	# of Students Served	Program Summary	Program Sites
Boys & Girls Club	$280,520	225	Boys & Girls Clubs of Portland Metro (BGCP) will provide a three-month summer enrichment program that includes: unfinished learning supports, mentorship, the arts, sports & recreation, STEM/STEAM, workforce development, mental health & wellness, and more.	Boys & Girls Club Sites
Portland Playhouse	$450,000	2,160	Each week-long session will guide students through games and activities with the aim of building connections, developing confidence, and supporting self-expression by exploring storytelling, mask-making, music, movement, and more.	Boise Eliot Elementary Woodlawn Elementary Vestal Elementary
POIC*	$550,000	150	From internships to summer school to extended enrichment activities and field trips, we are eager and excited to provide a variety of intensive, in-person, for-credit summer learning and engagement opportunities.	Benson @ Marshall High School Peninsula Elementary
NAYA*	$259,634	100	Culturally based summer safety, engagement, enrichment and school readiness activities for youth and their families.	Native American Youth and Family Center
Latino Network*	$372,529	60	Four workshops are combined with enrichment activities to teach students about time management, tips for high school success, career exploration, college planning, writing, and Latin American culture	Roosevelt High School McDaniel High School Franklin High School Benson @ Marshall High School
I AM M.O.R.E*	$350,000	150	Our intensive and transformative summer programming uses culturally relevant social emotional learning, healing-centered frameworks and trauma-informed practices to reconnect youth to their resilience, joy and sense of agency.	Community Space

IRCO*	$600,000	230	IRCO's culturally responsive summer enrichment, engagement and safety programming with a focus on BIPOC, Immigrant and Refugee communities	Jason Lee Elementary Roseway Heights Middle School McDaniel High School
Campfire	$670,919	200	Camp Fire Columbia (CFC), a licensed childcare provider, will operate an expanded culturally-responsive summer enrichment program	Franklin High School Roosevelt High School McDaniel High School Sitton Elementary Ida B. Wells High School
SEI*	$700,000	700	Self Enhancement, Inc. (SEI) will provide five weeks of safe, engaging, and culturally specific/responsive free afternoon summer enrichment programming (focused on social/emotional development, healthy recreation, and community exploration/exposure through field trips and tours) that are aligned with morning academic goals and schedules at each partner PPS school site	Self Enhancement Inc. Center Grant High School
Feed the Mass*	$619,737	148	"Lift Youth Voices" is a 6 week camp focusing on mural-making design and construction for youth. Additionally, we are including a literacy component as students will be interviewing family members and writing autobiographical stories which will inspire the design of the mural. Our site is located in SE Portland, an area that has seen skyrocketing rates of gun violence. Teaching artists, trained to help kids cope with trauma, will assist the youth in designing and creating a mural outside the Moose Lodge at one of the busiest intersections in Brentwood Darlington.	Faubion K-8
Champions	$400,000	250	Stewardship: Taking care of our world and all that inhabits it using creative problem-solving. Well-being: Featuring our mental and physical health and well-being by identifying and practicing what helps us best. Perspective: Developing a mindset of curiosity and empathy so we can appreciate the diversity in our world. Unity in our Community: Developing	Kelly Elementary Bridger Elementary Astor Elementary Buckman Elementary Creston Elementary Bridlemile Elementary Jason Lee Elementary

			a mindset for service and for ensuring that everyone is equally welcomed and valued, highlighting social justice practices in daily living. Influence: Understanding how our personal integrity impacts the way we communicate information to others.	
Kukatonon*	$200,000	63	Kúkátónón Summer Academy for Education and Employment (SAFE2)-2022 Project is for youth and young adults 16-25 years old to explore, learn and train with professional development coaches, mentors and advisors as interns to operate a low-cost peer-to-peer safe summer enrichment camp for 3rd to 8th graders or 7-15 years old, “campmates,” and mentor "emerging leaders" 13-15 years old attending all day to be eligible to earn incentives including pay.	Beaumont Middle School
Hampton Tutors	$449,439	264	Our programming includes STREAM units, SEL development, theater provided by current SUN partner Hand2Mouth, Art and Music for K-8 students, and employment and mentorship for youth ages 14-25.	Grant High School Faubion K-8
Helensview	$200,000	100	Helensview School provides multiple pathways to graduation with a standard diploma, academic, social service and connection to post-secondary options. Each student can access dual credit (on-campus), CTE (culinary and manufacturing), and on-site job training through our 7 student businesses.	Helensview School
SUB - Total (Contracts over $150,000)	**$6,102,778**	**4,800**	***Culturally Specific Organization**	

The chart below outlines the remaining 37 contracts below $150,000 and includes a program summary, contract amount and the estimated number of students served.

Summer Enrichment and Extended Learning Contracts under $150,000

Organization	Contract Budget Amount	# of students served	Program Summary	Program Sites
CETI	$149,250	75	Six weeks of collaborative learning, play, and creative experiments using cutting edge technologies (xr, creative code, smart tech, interactive objects), art and music to craft delightful and imaginative interactive objects, stories, spaces, and experiences placed around the city.	Portland State University
Vanport Mosaic	$57,150	20	The Next Rainbow Coalition (FHS) is an immersive Memory Activism summer camp experience for students in grades 3-8 led by Master Artist Michael Bernard Stevenson Jr. and managed by The Vanport Mosaic	Jefferson High School
Playwright Inc	$30,646	16	The PlayWrite workshop is about creativity, fun, and the importance of emotional truth as a creative tool. The creative process that each young person goes through in PlayWrite's 10-day workshop facilitates resilience and overall well-being while fostering a life-long appreciation for artistic endeavors. We aim to bridge the opportunity gap by providing our workshop to the young people in our community who have the least access to the arts, addressing the critical need for young people to find avenues for healthy self-expression that aid in processing complex emotions and traumatic experiences.	Jefferson High School
Neighborhood House	$14690	15	Neighborhood House would like to provide childcare and enrichment programming to support working families of kindergarten participants in the EKT program at Boise-Eliot/ Humboldt School.	Boise Eliot Elementary Sabin Elementary
BPI	$85,000	25	The programs will focus on	Grant High School

			positive cultural identity development and skill building through literacy and health-focused activities.	
BRAVO	$115,588	380	For summer 2022, BRAVO is proposing to provide five programs–two open enrollment for students in SUN programs, and three offered by direct appointment for students currently enrolled in BRAVO's afterschool program.	Faubion K-8 Cesar Chavez K-8 Boise Eliot Elementary Rosa Parks Elementary Woodlawn Elementary
Hoi Phu Huynh	$39,823	90	Hội Phụ Huynh is hosting its Vietnamese Dual Language Immersion Summer Camp, Trại Hè, in the summer of 2022.	Roseway Heights Middle School
REAP	$138,362	100	REAP's summer program will provide safe, structured and engaging activities for culturally diverse students that enhance learning and foster leadership.	Lane Middle School
Writopia	$72,328	60	Fiction & Fun and Playwriting & Performance.	Benson @ Marshall High School
TiE Oregon Foundation	$80,841	100	TYE Start Your Startup Summer Camp provides students with 20 hours of hands-on invention entrepreneurship curriculum that teaches creative problem solving and engages students in STEM. We will also train instructors and youth instructors in the curriculum.	McDaniel High School
Urban League of Portland	$149,914	50	The Urban League is proposing a full summer program under our ULPDX Summer Youth Leadership Academy, with activities, engagements, and coaching targeted toward BIPOC middle and high school youth.	Faubion K-8
YMCA	$132,810	65	Our day camps provide fun, child-centered activities and opportunities for learning through discovery, and challenge children to grow in imagination, creativity, self-directed initiative and leadership.	Beach Elementary
Play It Forward	$66,000	45	Play It Forward Summer	Sitton Elementary

			Songwriting camp offers students a unique opportunity - to try different instruments and write songs with their friends that they will see published in their very own songbook, printed and distributed to students after camp.	
Hand2Month	$74,370	180	Youth Devising Residency Program Workshops for High School - Young people ages 11-18 from all backgrounds who are interested in creating an ensemble a uniquely devised performance piece	Roseway Heights Middle School Roosevelt High School Ida B. Wells High School
One H.O.P.E Foundation	$119,988	60	Our program is designed to engage students in meaningful learning experiences that will not only educate but inspire them to be actively responsible in their families and community.	One H.O.P.E. Fellowship
Passion Impact	$32,641	12	Passion Impact will engage a total of 12 students from Franklin High School (FHS) and McDaniel High School (MHS) in a post-high-school-preparation themed, collaborative, paid Summer Internship Program that prepares them to become Volunteer Event Program (VEP) leaders at their respective schools thought the 2022-23 school year.	Passion Impact
Black Excellence Group	$145,316	150	The programs will focus on positive cultural identity development and skill building through literacy and health-focused activities	Markham Elementary Boise Eliot Elementary Jackson Middle School
Young Audiences	$131,529	320	Our goal is to provide week-long camps that offer varied, hands-on, arts experiences that value student's voices, and encourage them to practice skills that were often under-utilized in a virtual classroom setting (collaboration, cooperative learning, creative thinking, etc). Students will be introduced to a variety of artists and art forms who truly reflect the communities Portland Public Schools serve.	Markham Elementary Woodlawn Elementary

Echo Theater	$23,188	80	Circus Theater Camp for rising 1st - 8th graders. Physical theater, acrobatics, juggling, stilt-walking, and collaborative show-creation/performance in a supportive and inclusive environment.	Grout Elementary
Nothing But Quality	$16,401	24	To expand written and spoken language skills by converting a select culturally responsive literature and media into 30 and 60 second public service announcements. To actively inform student thinking and applied mathematics: analogies/analytical, problem-solving skills using the dominant themes of local, regional, and global geography.	Ockley Green Middle School
Wild Diversity	$32,282	28	Wild Diversity's Summer Camp - Land and Paddle Adventures is a multi-week outdoor experience that includes two separate tracks focused on experiencing adventures on either land or on water. Youth participants will dive deeper into building specific skill sets, in the field, for a full day each week. During the final week, the students will design and lead a multi-day overnight adventure trip.	Wild Diversity
Coalition of Black Men	$33,230	15	Coalition of Black Men Dream Bigger Mentoring Program & University of Oregon Agora Journalism Center will be hosting 7 weeks of programming centered on the writing, researching and art of journalism this summer at the University of Oregon Portland campus from July 7-August 18.	University of Portland
Impact NW	$80,000	117	Impact NW's Youth & Family Services (YFS) will leverage the strength of four of its programs: SUN (Schools Uniting Neighborhoods), Community Schools, All Kids Are Scientists (AKA Science), Communities for Safe Kids (C4SK), and Pathways to Trade to provide safe, engaging, culturally-responsive in-person	Marysville Elementary Roosevelt High School Franklin High School McDaniel High School

			summer day camps	
Samoa Pacific Development	$33,150	50	Samoa Pacific Development Corp (SPDC) & the Pacific Islander Coalition (PIC) wishes to help continue the Pacific Islander Coalition's current tutoring and mentoring project at Roosevelt High School, as well as include middle school students. Our goal is to address low graduation, attendance and disproportionate discipline rates by increasing Pacific Islander student engagement and academic performance through culturally specific cultural programs, tutoring and mentorship.	Roosevelt High School
Synarchy Science	$73,640	166	Mad Science programs encourage informal learning through hands-on experience. Our programs are fun STEM explorations that include accessible equipment, supplies, and take-home materials that the children build themselves! All classes and camps are comprised of large group demonstrations, small group activities, and individual take home projects related to the scientific concept covered that day.	Mad Science Lab
Vibe of Portland	$39,796	20	"Lift Youth Voices" is a 6 week camp focusing on mural-making design and construction for youth.	Portland Moose Lodge
The I Am Academy	$110,000	80	The primary goal of TIAA Summer Outreach is to provide a safe and trusted forum to fully explore ideas, self-perceptions, and most importantly their respective aspirations for this academic year. Through its specialized, culturally specific curriculum, TIAA Summer Program will guide participants through a process of self-discovery, greater cultural awareness, and embracing personal responsibility by identifying pathways and strategies toward self-fulfillment.	Franklin High School Roosevelt High School

Girls Scouts of America	$87,502	98	Program of services proposed by Girl Scouts of Oregon and SW Washington will include three two-week sessions anchored in the Girl Scout Leadership Experience for girls. In addition to earning one badge and four program patches from Girl Scout curriculum within each two-week session, participating girls will go on a day-long field trip to one of the properties within the Tualatin Hills Parks and Recreation District for environmental education opportunities.	Boise Eliot Elementary
Unite Oregon	$47,100	20	The YIELD summer program is a student leadership program with an emphasis on school community development, workforce development, and safe recreational trips. During our summer programming, we plan to implement workshops focused on improving school community, student-teacher relationships, and student advocacy. We intend to create a safe social environment for youth to reflect on their previous school year experiences, and discuss areas of improvement for the next school year.	Ockley Green
Chess for Success	$145,800	450	Chess for Success Summer Camps create ways for children to grow and learn through outdoor play, chess instruction, pro-social peer interaction, and exploration. Chess for Success camps offer various ways for children to nurture their relationships to themselves, peers, and trusted adults.	Bridger Elementary Woodlawn Elementary Peninsula Elementary
The BluePrint	$39,078	50	The program uses hands-on training, multigenerational-mentoring, and civic engagement to inspire Black middle and high school youth to pursue careers in the green sector. Our approach uses a 4-phase WISE model, where youth (a) Witness natural areas, (b) Investigate environmental issues, (c) Solve a	Community Space

			community environmental issue, and (d) Educate, their community about environmental issues and environmental stewardship.	
Maurice Lucas Foundation	$18,163	40	Students will create, innovate and find confidence through a STEAM-based character development curriculum, physical activity and project-based learning opportunities; engage in activities that turn summer from a time of high risk to an opportunity to learn more about themselves and their community; and embrace health and wellness through physical activities, nutritional knowledge and sleep habits.	Harriet Tubman Middle School
American Indian Science and Engineering Society	$34,066	40	Fun STEM activities. Learn robotics, coding, digital storytelling, Indigenous star lore, and so much more!	Rigler Elementary School
Village Resilience	$48,849	32	Wellness Squad will focus on a different aspect of social and emotional health each week, while specifically focusing on stress management tools and building a healthy identity. Every group includes an in-depth project where students will be exposed to a variety of outlets for creative expression and building confidence. Examples of projects included in Summer 2022 are shoe painting/design, candle making, creating a stress toolkit, etc.; students will keep their completed projects each week.	Ockley Green Middle School
Sail2Change	$75,000	50	Sail2Change (S2C) empowers historically under-served and under-represented youth through access to sailing, environmental education, mentorship and tutoring as a catalyst for equitable academic opportunity and maritime industry employment	Cleveland High School and Willamette River
Bodecker Creative Foundation	$51,226	120	Bodecker Foundation Creative Workshops & C3 Program Expansion	Bodecker Foundation

Portland Urban Debate League	$10,562	25	Through the activity of debate, the Portland Urban Debate League (PUDL) empowers students to become engaged learners and critical thinkers who are effective advocates for themselves and their communities. Our no-cost summer workshop gives new and returning program participants an immersive opportunity to gain public speaking skills, research background on the debate topic for the coming year, and interact with college coaches and students at Lewis & Clark College.	Lewis & Clark College

Proposals Not Recommended for Funding
Fourteen organizations submitted proposals that scored below the scoring funding threshold. This procurement process was oversubscribed by over $5 million.

Background: RFP Goals and Timeline -
PPS, through the RESJ Team, released the request for proposals asking our culturally specific and multiracial partners, licensed childcare providers, arts organizations, and youth development organizations to submit proposals for summer enrichment and safety programming funding. The RFP notice was released on March 10th, proposals were due on March 31st and proposers were notified of their awards April 15th. Three information sessions were held where over 60 people attended each session.

The following goals were outlined in the RFP and proposers were asked to submit funding proposals that responded to these overarching goals.

Summer Engagement, Enrichment and Safety Programming Goals:

1. Provide robust and comprehensive in person programming for PPS students throughout the summer of 2022 to complement Accelerated Learning.
2. Provide culturally responsive programming that is safe and fun and engages student interests and passions.
3. Provide programming where students are safe and engaged in positive peer to peer interaction.
4. Reinforce partnerships with community based, culturally specific and multiracial organizations located at PPS identified school hubs that serve the surrounding and cultural communities.
5. Students' cultural identities are affirmed by diverse staffing that reflects their lived experience and provides culturally responsive opportunities.
6. Provide youth employment opportunities through staffing in summer enrichment programs.
7. Underserved students (including Black, Indigenous and students of color, Emerging English Speakers and students with disabilities) have the opportunity for free activities throughout the summer.
8. Support youth violence prevention through partnerships and programming proven to support safe and resilient communities.
9. Leverage existing community partnerships and frameworks (SUN, Parks and Recreation, Multnomah County).

Proposal Scoring Criteria and Process

Proposers were asked to submit a narrative proposal with attachments that included a Safety Plan (in alignment with RSSL guidelines for safety), a budget, staffing resumes and job descriptions and a logic model for program impact. Proposals were evaluated by a team of seventeen PPS staff from the following departments: Office of School Performance, Early Learning, College and Career Readiness, RESJ, Community Engagement, Language Access Services, Learning Acceleration, Visual and Performing Arts, and Office of Systems Performance. The evaluation team used the scoring criteria below to score and rate proposals.

Written Evaluation Criteria	
1. **Proposed Service and Program Design and Alignment with goals and RESJ Partner Investment Strategy #4: Enrichment and Extended Learning (2 pages)** 2. **Logic Model (use template provided)** Describe the program(s) of services you plan to implement. If proposers are submitting multiple programs, proposers should submit a separate service and program design for each of the summer programs for which they are applying. Program description should Include grade level/age of students to be served, number of students to be served, duration of the program, facilities/outdoor space needs, examples of curriculum and culturally specific educational activities targeted to meet the extended learning and enrichment needs of students including activities that support inquiry-based, hands on instruction, healthy and active lifestyle, physical activity, students' social and emotional well-being, attendance documentation plan, and program goals and outcomes. Programs are required to adhere to the current state summer camp guidance. Describe how your proposed service and program design incorporates the expectations set out in section 2.2 Statement of Work. Describe how your organization will achieve your stated goals and how you will engage underserved student populations. Complete and attach a Logic Model (Attachment G) The program goals and impact should align with the outlined summer program goals as well as PPS mission and vision. The proposal should provide clear examples of how the proposal intends to provide the scope of work as well as how success will be measured. Include any proposed partnerships with a clear description of roles and responsibilities and how the partnerships support the goals and outcomes of programming. An ideal proposal will demonstrate: Program description is clear and provides opportunities for student extended learning and enrichment. There is clear alignment with outlined goals and the RESJ Partnership Investment Strategy #4. Services and programs respond to underserved students and are delivered in culturally specific and culturally responsive strategies. There is a clear correlation with proposed services and outcomes.	**Maximum Points Available: 50**
3. Proposed Key Staff, Staff Experience and Staff Capacity (1 page) Describe the capacity of your organization to perform the scope of work provided in Section 2. Please describe the racial/ethnic diversity of your organization. List the key staff proposed to perform the WorkDescribe the role of each key staff member proposed and the percentage of his or her time which will be allotted to the project. Attach the job description or resume for each staff member proposed. If a resume is not available, provide a short description of each of the key staff and how they are ideally suited to their role in the program. Include if you will employ youth in the program and describe their roles. An ideal proposal will demonstrate: Staff roles and responsibilities will be clearly defined and described The program will include youth employment opportunities. Staff experience and expertise will be highlighted and in alignment with articulated goals and the PPS RESJ Partnership Investment Strategy/#4 Enrichment and Extended Learning.	**Maximum Points Available: 20**

Proposals will demonstrate staff diversity reflective of the student population to be served.	
4. Proposed Budget (Use provided template & 1 page narrative) Provide a program specific budget for which you are applying. Use Attachment F to provide line item detail for the cost of the program proposed. Budget should include: Staffing, youth employment, Supplies, transportation, nutrition/food and administrative costs. Please provide a concise budget narrative that describes the rationale for costs of the program design and includes a description of funding leveraged for the program. The budget narrative should also include any efforts the proposer has undertaken to ensure costs are reasonable and in alignment with the market in Portland. An ideal proposal will demonstrate: Costs will be in alignment with program design and proposed outcomes and measures. There will be a clear articulation of how resources will be used to achieve success. The budget narrative and Attachment F will provide sufficient detail to illustrate funding and resources proposed are being utilized in an effective and efficient manner. Budget narrative includes a comprehensive list of leveraged funding and description of sources. Costs are reasonable and funding is directed to providing services for students.	**Maximum Points Available: 30**
5. Program Safety and Security (Use provided template and 1 page narrative) All programs are required to adhere to the current state summer camp guidance. Please include your COVID safety protocols using the template provided. Your narrative should include your violence prevention plan, address how your program will prepare for emergency events (earthquake, lockdown, etc), your student tracking and attendance plan, and what is your process for maintaining confidential and FERPA-protected information regarding student and family information? An ideal proposal will demonstrate: Ability to or past experience providing in person student services following COVID Safety plans and protocols during Hybrid learning. Clear violence prevention and comprehensive student safety plan for attendance and confidentiality.	**Maximum Points Available: 20 points**
6. Culturally Specific and Multiracial Organization (1 page) See definition of culturally specific organization, and describe how your organization qualifies. Subcontracting: Please describe your organization's comprehensive plan to partner with certified business subconsultants to participate in the performance of this contract. An ideal proposal will demonstrate: Qualifying as a culturally specific organization or have a plan to partner/subcontract with a culturally specific organization. The organization has significant experience planning and implementing culturally responsive programming.	**Maximum Points Available: 15**
7. Experience Past Performance (1 page) Describe two projects of similar scope and size, which the proposing organization has completed successfully. Provide the program start date and end dates, client and cost. An ideal proposal will demonstrate: Referenced programs are relevant and comparable to the proposed programs. Program design, staffing and budget are relevant and comparable to the proposed programs. Success of the referenced programs is clearly defined and measured.	**Maximum Points Available: 15**
Written Evaluation Criteria Total	**Total Points Available: 150**

Contract Management and Reporting

As part of the RFP design, we utilized the same logic model from our RESJ partnerships. The logic model described proposers' theory of action for student impact as a result of the resources and services provided by the proposer. The logic model provided examples of how the proposer intends to meet the scope of work, as well as how success will be measured. This information has been integrated into the contract goals and activities. All contractors will be asked to report against the information in the scope

of work upon completion of their summer programming including detailed information about students served and attendance. This summer, staff from the RESJ team will provide onsite monitoring and support for programming in collaboration and coordination with the Learning Acceleration team.

RESOLUTION No. 6493

Approval of Head Start Policy Council Recommendation

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. Portland Public Schools Head Start Policy Council recommends the approval of the 2022-2023 Selection Criteria for Enrollment.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

PORTLAND PUBLIC SCHOOLS
OFFICE OF Head Start/Early Learners
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-5724

Date: April 13, 2022

To: PPS School Board

From: Dr. Emily Glasgow, Interim Senior Director of PK-5 Core Academics CP
Dr. Robert D. Cantwell, Principal/Director of Head Start

Subject: Head Start Action and Informational Items

BACKGROUND

A. Federal requirements call for the Governing Board of Head Starts to approve recommendations and reports for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for PPS Head Start.

1. Carryover of federal CARES Act Funds - $46,105.47

A balance of $46,105.47 is remaining from the federal CARES Act funds PPS Head Start received. The federal Office of Head Start has requested that programs submit carryover requests. PPS Head Start Parent Policy Council approved carryover of the balance on April 12, 2022. A Board Letter of Approval is requested.

2. 2022-2023 Selection Criteria for Enrollment

PPS Head Start reviews its Selection Criteria for Enrollment on an annual basis. Board approval of the Selection Criteria is required. This year our Selection Criteria were updated to reflect the current challenges our families are facing, as well as to more appropriately assign points to categorically eligible families (income, Homelessness, and Foster/Kinship Care). PPS Head Start Parent Policy Council approved the 2022-2023 Selection Criteria on March 8, 2022 and an additional update on April 1, 2022. A Board Letter of Approval is requested.

3. Portland Children's Levy Mid-Year Report

PPS Head Start submitted its mid-year report as required by the Portland Children's Levy (PCL). The PCL funds four of the program's teachers and two educational assistants. The mid-year report is provided for informational awareness only. Board approval of the report is not required.

4. Annual Program Budget Planning Committee Meeting

Every year in the spring, PPS Head Start begins planning for the next year. The planning process includes: collecting information regarding funding allocations from each source, budget impacts of union contracts, facilities needs, as well as locations of Head Start sites and program options. The Annual Program Budget Planning Committee Meeting is a requirement per Head Start Program Performance Standards. Attached are the agenda and minutes from this year's

planning meeting on March 8, 2022. The document is provided for informational awareness only. Board approval of the report is not required.

RELATED POLICIES/BEST PRACTICES
Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION
All items listed above support the high quality, comprehensive wraparound services provided to the children and families attending PPS Head Start.

FISCAL IMPACT
1. Fiscal impact includes an ability to use remaining CARES Act funds. Continued federal funding of PPS Head Start is dependent upon compliance with Head Start Program Performance Standards, which includes requesting approval of recommendations and reports from the program's governing bodies.

COMMUNITY ENGAGEMENT (IF APPLICABLE)
PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/documents on February 8, March 8, April 1, and April 12, 2022 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION
The timeline for implementation will be the 2021-2022 and 2022-2023 school years.

BOARD OPTIONS WITH ANALYSIS
Board approval needed.

CONNECTION TO BOARD GOALS
The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

Portland Public Schools' vision is this: Every student, every teacher, and every school succeeding. The school district's mission is that every student by name is prepared for college, career, and participation as an active community member, regardless of race, income, or zip code. The Board adopted the following four priorities for the 2018-19 school year to move the school district toward the above aspirations:

- Set a clear vision and strategic plan.
- Create equitable opportunities and outcomes for all students.
- Build management accountability systems and structures.
- Allocate budget, funding, and resources focused on improving outcomes for students.

All of the above items support the district's and School Board's vision and priorities.

STAFF RECOMMENDATION

Develop Board resolutions and obtain signature approval of the Board Chair of the attached documents.

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

_____ *(Initials)*

ATTACHMENTS

A. 4.5.22 FY 2022 CARES Act Carryover Application & Budget Justification and Narrative
B. FY22 CARES Act Carryover Request Board Resolution
C. FY22 CARES Act Carryover Request Board Approval Letter
D. FY22 CARES Act Carryover Request Policy Council Approval Letter
E. 2022-2023 Selection Criteria for Enrollment
F. 2022-2023 Selection Criteria for Enrollment Board Resolution
G. 2022-2023 Selection Criteria for Enrollment Board Approval Letter
H. 2022-2023 Selection Criteria for Enrollment Policy Council Approval Letter
I. 2021-2022 Portland Children's Levy Mid-Year Report
J. 3.8.22 PPS Head Start Policy Council Program Budget Planning Committee Meeting Agenda/Minutes
K. 2.8.22 PPS Head Start Parent Policy Council Meeting Minutes
L. 3.8.22 PPS Head Start Parent Policy Council Meeting Minutes
M. 4.1.22 PPS Head Start Parent Policy Council Email Vote Documentation for Selection Criteria Addition
N. 4.12.22 PPS Head Start Parent Policy Council Meeting Minutes

Robert Cantwell <rcantwell@pps.net>

Re: Addition to Selection Criteria-email vote needed please!

1 message

Huynh Pool <huynh.pool@gmail.com> Fri, Apr 1, 2022 at 10:50 AM
To: Dora Kaske <dkdorita1@gmail.com>
Cc: Rhiannon Martin <rhmartin@pps.net>, Betsy Freeman <betsyfreeman16@gmail.com>, Juansiquina44@gmail.com, "Kenneth. baz vqbqhtyhh_ Albers" <Kcmomma54@gmail.com>, Kim Amez <amezcua.kimm@gmail.com>, eri.lizmartinez95@gmail.com, kateblairstone@gmail.com, Matt Blairstone <matt.blairstone@gmail.com>, Tiffanie Kaske <miamama908@gmail.com>, maricelaog@gmail.com, sherly paul <sherlyp2967@gmail.com>, "esperanza.amor.vida" <esperanza.amor.vida@gmail.com>, ashleypolston32@gmail.com, rebeccarascoe@gmail.com, Kim Richards <kimrichards04@gmail.com>, laurenarose@gmail.com, christylle4@me.com, qalinura@gmail.com, Robert Cantwell <rcantwell@pps.net>, Crystal Ball <cball@pps.net>, Jon Anderson <janderson2@pps.net>

Good morning, Everyone!

Here is what we have so far:

Kim Richards motions to Approve

Lauren Rosenthal Seconds the motion

All those Approve:

- Betsy Freeman
- Sherly Paul
- Maricela Ortega
- Kate Blairstone
- Kim Amez

So far we have 7 votes Approve. So the motion Passes.

Rhiannon, I believe we have the amount of votes needed for the addition of "Native American" to the list of possible factors on the Selection Criteria for next year Head Start enrollment. Please correct me if I am wrong, or am doing this wrong, and more than happy to adjust.

Thank you!

Huynh Pool
Huynh.Pool@gmail.com
971.275.0682

On Thu, Mar 31, 2022 at 7:56 PM Huynh Pool <huynh.pool@gmail.com> wrote:

> Okay, Sorry for not being more clear when making a motion.
>
> I, Chairperson, would like to make a motion to approve the addition of "Native American" to the list of possible factors on the Selection Criteria for next year Head Start enrollment.
>
> So far we have:
>
> Kim Richards motions to Approve
>
> Lauren Rosenthal Seconds the motion

All those Approve:

- Betsy Freeman

So far we have 3 votes Approve

If you can respond with a vote of either: **Approve** / **Disapprove** / **Abstain**
we can decide if the motion is passed. If not, it will be brought up at our next meeting.

Thank you, everyone!

Huynh Pool
Huynh.Pool@gmail.com
971.275.0682

On Thu, Mar 31, 2022 at 6:51 PM Dora Kaske <dkdorita1@gmail.com> wrote:
Yes, it does.

On Thu, Mar 31, 2022, 6:12 PM Rhiannon Martin <rhmartin@pps.net> wrote:
To answer your question Dora, yes you can request to be placed in this classroom if parents are aware it exists. Adding points to the selection criteria helps children rise to the top of the waiting list, and gives our enrollment team an opportunity (or reminder if you will) that this is a priority population.

I hope that helps!

On Thu, Mar 31, 2022, 6:08 PM Betsy Freeman <betsyfreeman16@gmail.com> wrote:
I approve!

On Thu, Mar 31, 2022 at 6:01 PM GMAIL: Huynh Pool <huynh.pool@gmail.com> wrote:
Dora,

She sent this earlier:

Hi all, during the Family Service Worker annual training for enrollment it was shared that many in our Native American community are trying to immerse their children in the culture at a much younger age. As we have a Native American culturally specific classroom the team felt it would be appropriate to add "Native American" to the list of possible factors on our Selection Criteria for next year.
Given that we are beginning to enroll for next year I wanted to share the proposed update with you all and hopefully get an email vote completed asap so that the points can begin to be applied. Please let me know if you have any questions, or feel this should be discussed as a group at the next meeting. I appreciate your continued support for our program this year, thank you all!

Rhiannon Martin
Family Services Manager
PPS Head Start
503-916-3907 (office)
pps.net/headstart
ppsfamilysupports.com
Find us on Facebook, Twitter and Instagram!
@PPSHeadStart

-------- Original message --------
From: Dora Kaske <dkdorita1@gmail.com>
Date: 3/31/22 5:56 PM (GMT-08:00)
To: "GMAIL: Huynh Pool" <huynh.pool@gmail.com>
Cc: Rhiannon Martin <rhmartin@pps.net>, Juansiquina44@gmail.com, "Kenneth. baz vqbqhtyhh_ Albers" <Kcmomma54@gmail.com>, Kim Amez <amezcua.kimm@gmail.com>, eri.lizmartinez95@gmail.com, kateblairstone@gmail.com, Matt Blairstone <matt.blairstone@gmail.com>, adominguez4058@yahoo.com, Betsy Freeman <betsyfreeman16@gmail.com>, Tiffanie Kaske <miamama908@gmail.com>, maricelaog@gmail.com, sherly paul <sherlyp2967@gmail.com>, "esperanza.amor.vida" <esperanza.amor.vida@gmail.com>, ashleypolston32@gmail.com, rebeccarascoe@gmail.com, Kim Richards

<kimrichards04@gmail.com>, laurenarose@gmail.com, christylle4@me.com, qalinura@gmail.com, Robert Cantwell <rcantwell@pps.net>, Crystal Ball <cball@pps.net>, Jon Anderson <janderson2@pps.net>
Subject: Re: Addition to Selection Criteria-email vote needed please!

Can you explain a little further as to where this criteria would be placed? Under what selection? Would it be feasible to just request being placed in this classroom? If I recall, we did something like this when we started our first Spanish- emersion classroom.
Dora

On Thu, Mar 31, 2022, 5:46 PM GMAIL: Huynh Pool <huynh.pool@gmail.com> wrote:

Hello, Everyone!

Hope your Spring break was good.

Can I get a motion to approve the Addition to Selection Criteria?

Thank you,

Huynh Pool

-------- Original message --------
From: Rhiannon Martin <rhmartin@pps.net>
Date: 3/31/22 3:47 PM (GMT-08:00)
To: Juansiquina44@gmail.com, "Kenneth. baz vqbqhtyhh_ Albers" <Kcmomma54@gmail.com>, Kim Amez <amezcua.kimm@gmail.com>, eri.lizmartinez95@gmail.com, kateblairstone@gmail.com, Matt Blairstone <matt.blairstone@gmail.com>, adominguez4058@yahoo.com, Betsy Freeman <betsyfreeman16@gmail.com>, dkdorita1@gmail.com, miamama908@gmail.com, maricelaog@gmail.com, sherly paul <sherlyp2967@gmail.com>, esperanza.amor.vida@gmail.com, ashleypolston32@gmail.com, Huynh Pool <huynhpool@gmail.com>, rebeccarascoe@gmail.com, Kim Richards <kimrichards04@gmail.com>, laurenarose@gmail.com, christylle4@me.com, qalinura@gmail.com
Cc: Robert Cantwell <rcantwell@pps.net>, Crystal Ball <cball@pps.net>, Jon Anderson <janderson2@pps.net>
Subject: Re: Addition to Selection Criteria-email vote needed please!

Hi all, I realized that I wasn't necessarily clear on what is needed, sorry about that. In order to approve the additional criteria someone will need to motion to approve, second the motion, then votes can be submitted. All of this can be done by "reply all" email if that works for you all.

Huynh, are you able to lead this process since I cannot vote or participate? Let me know if there are questions, my hope is that we can get a vote completed by early next week (Monday or Tuesday). Thanks again.

Rhiannon Martin
Family Services Manager
PPS Head Start
503-916-3907 (office)
pps.net/headstart
ppsfamilysupports.com
Find us on Facebook, Twitter and Instagram!
@PPSHeadStart

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On Thu, Mar 31, 2022 at 2:59 PM Rhiannon Martin <rhmartin@pps.net> wrote:

Hi all, during the Family Service Worker annual training for enrollment it was shared that many in our Native American community are trying to immerse their children in the culture at a much younger age. As we have a Native American culturally specific classroom the team felt it would be appropriate to add "Native American" to the list of possible factors on our Selection Criteria for next year.

Given that we are beginning to enroll for next year I wanted to share the proposed update with you all and hopefully get an email vote completed asap so that the points can begin to be applied. Please let me know if you have any questions, or feel this should be discussed as a group at the next meeting. I appreciate your continued support for our program this year, thank you all!

Rhiannon Martin
Family Services Manager
PPS Head Start
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ppsfamilysupports.com
Find us on Facebook, Twitter and Instagram!
@PPSHeadStart

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PORTLAND PUBLIC SCHOOLS
Head Start Program
4800 NE 74th Avenue
Portland,OR 97218
503-916-5724• Fax: 503-916-2670

HEAD START PROGRAM

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: PPS Head Start 2022-2023 Selection Criteria for Enrollment

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's 2022-2023 Selection Criteria for Enrollment.

The signature below is confirmation the Head Start Governing Board has approved this request.

Thank you.

Robert D. Cantwell _____ 4.12.22

Head Start Director Date

_____ _____

Governing Board Chair Date

Portland Public Schools is an equal opportunity educator and employer.

PORTLAND PUBLIC SCHOOLS
Head Start Program
4800 NE 74th Avenue• Portland,OR 97218
503-916--5724• Fax: 503-916--2670

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: 2022-2023 Selection Criteria for Enrollment

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Policy Council has approved the program's 2022-2023 Selection Criteria for Enrollment.

The signature below is confirmation the Head Start Policy Council has approved this request.

Thank you,

Robert D. Cantwell — 4.12.22
Head Start Director — Date

Huynh Pool — 4-12-2022
Policy Council Chair — Date

Portland Public Schools is an equal opportunity educator and employer.

Portland Public Schools Head Start

SELECTION CRITERIA 2022-23

AREA	DESCRIPTION	POINTS
Disability		(Entered by disability staff)
Diagnosed Condition	MECP	10
No Disability	None	00
Income		
Eligible	Elig	200
Public Assistance	TANF/SSI	200
Foster Child	Foster	200
Verified Homeless	Homeless	200
130% of Poverty	130%	100
Over 130% of poverty	Over	00
Other Factors		
Transfer from other Head Start Program or EHS	Tran or EHS	75
Referral from agency: DHS, CRN, Morrison Center	Ref	50
Sibling in program within last 5 years	Sib	25
Other environmental issues (parent incarcerated-formerly or currently, divorce, drug/alcohol abuse, domestic violence, child abuse/neglect, death or serious illness in household, parent in military and/or deployed, English Language Learners, Black/African/Refugee or Native American status)	Need	10 pts per issue
Age		
Four by September 1st	Four	100
Four by December 1st	3 ½	50
Three	Three	00

Parent Policy Council Agenda

Zoom Call

2-8-22

Information	Warm Welcome Agenda Overview	Chair - Huynh Pool	5 min
	Prize Wheel	Crystal Ball	2 min.
Action	Minutes: Review and approve minutes from December meeting (no quorum in January)	Secretary - Matt Blairstone	10 min
Action	Treasurer's Report Review and approve reports from last two months (no quorum in January)	Robert/Kim R?	10 min
Action	Director's Reports Review and approve Director's Reports from last two months (no quorum in January)	Robert	10 min
Action	Selection Criteria 2022-2023	Rhiannon	5 min
Action	FY21 Federal grant carryover; need PC approval to carryover $30,512.15; will use funds to support continuation of our Site Tech Specialist position, which is currently funded with COVID money	Robert	5 min
Info	Mariela Perez Carrasco resigned as PC Treasurer; Robert received an email on 2.7.22; a new Treasurer will need to be elected	Robert	2 min
Info	OHSA State Meeting, Feb. 2-4; report out	Huynh, Crystal, Rhiannon, Robert	10 min
Info	Portland Children's Levy Mid-Year Report	Robert	10 min
Info	NHSA Annual Conference, May 2-5 in Baltimore, MD; 2 parent spots; Chair and State Rep cannot attend; Can Vice Chair or other officer attend?	Robert	10 min
Info	Policy Council Recruitment Video	Rhiannon/Crystal	5 min.

Info	Fundraising Update/Committee	Crystal Ball, Kim Richards	15 min
Survey	Do Policy Council officers need devices for meetings/conferences?	Robert	5 min
	Prize Wheel	Crystal Ball	2 min.
Information	New/Old News Adjournment	Chair- Huynh Pool	5 minutes
Next Meeting March 8, 2022 @ 5:30pm via Zoom or maybe hybrid Reminder to officers that Program Budget Planning Committee meeting will occur just prior (4:30pm) to the main PC meeting.			

Portland Public Schools Head Start
February 8, 2022
Director's Report

PROGRAM UPDATE:

- **Summary Financial Report/All Programs:** See Treasurer's Report.
- **Credit Card Report:** See Treasurer's Report.

➢ **Portland Children's Levy:** Mid-Year Report was completed and submitted on January 4, 2022. Waiting for acceptance by the PCL grant manager.

➢ **OPK RFI**: Submitted on December 15, 2021. Waiting to hear from the ELD on acceptance of our proposal.

➢ **Personnel:** Head Start continues to recruit for mealtime aides and half-time EAs.

The following new hires are recommended for approval by Policy Council:

Educational Assistants (Half Time)

1. Elizabeth Shelden, Bachelor's
2. Kahlil Wall Johnson (Bilingual Spanish), Bachelor's

Community Agent (Family Service Worker, Half Time)

1. Jobe Fallen, Bachelor's

➢ **2022/2023 Projected Budget Update: Program Planning meeting planned for March 8 at 4:30pm just prior to regular Policy Council meeting.**
In the spring and early summer, we begin planning for next year. The planning process includes: collecting information regarding funding allocations from each source, budget impacts of union contracts, facilities needs as well as location of Head Start sites and program options.

➢ **Program Self-Assessment:** The annual Self-Assessment is underway. The Committee members include all of Head Start Management Team, Huynh Pool (PC Chair) and Kim Amezcua (Vice-Chair). More parent reps have been invited to join. The first meeting occurred on January 21. Future meetings will occur on Feb. 25, April 1, April 29, and May 26. Staff, family, and community survey result information will be reviewed along with DRDP student data. This information, along with our Community Needs Assessment, will be reviewed to generate year 4 of our 5-year goals and our school readiness goals.

➢ **Community Needs Assessment:** The annual update of the Community Needs Assessment is underway. We have a contract with Portland State University (PSU) to complete this annual update. Robert (Director), Rhiannon (Family Services Manager), Nancy (Business Operations Analyst), and Andrea (Data Management Coordinator) met with PSU representatives on Feb. 3 to initiate the process and clarify expectations.

➢ **Enrollment**: Our program is funded to serve 760 children this school year. We currently have a total 36 classrooms at 9 sites in north, northeast, and southeast

Portland. We have 31 Extended Day (full-day) classrooms and five Double Session (½ day) classrooms.

The program was at 62% enrollment as of February 4th, with 472 children total enrolled. All vacancies in the program are to be filled within 30 days. The Office of Head Start is aware of current challenges due to COVID-19. The OHS will continue to monitor monthly enrollment, but has extended its delay in formally evaluating under- or fully-enrolled grantees through the year.

Head Start Performance Standards ask programs to prioritize enrollment for children in Foster Care and those who are experiencing houselessness. Currently our program is serving 11 children in Foster Care and 60 that are experiencing houselessness. 36% of the children speak a language at home other than English, 14 languages are currently represented in our program.

➢ **Attendance:** Attendance through the month of December was 78.5%, which is a small drop from 80% in January. The program monitors attendance very carefully. If the daily average attendance for a month falls below 85%, we must analyze the causes and determine if the program needs to outline a plan to ensure minimum attendance.

> **The performance standards state:** *Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing **ten percent** of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.*

As of February 4th, 2022:

- 40% of enrolled children have missed between 10-20% of school days. This puts them at Moderate Risk for chronic absenteeism. Last month 37% of enrolled children were in this category.
- 26.5% of enrolled children have missed more than 21% of school days. This puts them at Severe Risk for chronic absenteeism. Last month 25% of enrolled children were in this category.
- Family Service Workers will work to create Attendance Support Plans for families whose children fall in the Moderate to Severe Risk categories and will continue to monitor and document progress monthly.

➢ **Disabilities Services:** PPS Head Start must ensure at least 10% of its total funded enrollment is filled by children eligible for Early Childhood Special Education services. We currently have 17% of our total enrollment receiving special education services. There are 23 additional children in referral for an evaluation. We continue to partner with Multnomah Early Childhood Program (MECP) to provide services to our children and families. MECP provides service in the classroom for students and can transition to remote services in the event a child is in quarantine. We continue to partner with district level transition teams to ensure students have a special education plan as they enter kindergarten.

➢ **Screenings:** Head Start mandates all children have developmental and behavioral screenings within 45 days of enrollment. From our screenings, we have formally referred 70 children to the Multnomah Early Childhood Program and Portland Public Schools Early Childhood evaluation team per our Interagency Agreements. Upon completing the evaluations and eligibility determination, the files are sent to the Multnomah Early Childhood Program for Individual Family Service Plan (IFSP) development with the child's parent(s), MECP Specialist, Head Start teacher and

Inclusion Manager. Once the IFSP is developed, the children begin receiving special education services in the Head Start setting.

- **Mental Health Services:** We have received 65 mental health referrals so far this year; 35 at the request of parents and 30 at the request of teachers and staff (with parent permission). This is an unusual year, with parents requesting a lot more services as compared to previous years. We have approximately 70 children who need follow up from their social emotional screenings (ASQ-SE). Our team of mental health consultants are following up on these referrals and screenings.

- **Health Services**: It's been a busy month for Health Services. The Omicron variant required us to shift gears and adapt. A quick review of the data tells us we've completed 692 Symptom Tracker Tool (STT) forms over the course of the entire school year, with 36% of those completed between 1/3/22 and 2/1/22. Despite a number of classroom closures, we've been able to keep our program up and running and attendance in January 78.5%. Thankfully, we are starting to see some improvement in positive cases and exposures.

- **Update on COVID testing in Head Start**:
    - We are distributing test kits to students as needed and expect more test kits from the Oregon Health Authority (OHA) in the next few weeks.

Health and Dental Exams:

Dental Exams: 72% of our students have completed a dental exam.

- 29% required follow up treatment and 21% of these students have received treatment.

Health Exams: 49% of our students have been to their pediatrician for a well child check. Family Service continues to collaborate with caregivers to ensure students visit a pediatrician before the end of the school year.

Health Services Advisory Committee: February 9th. We meet at least twice yearly , to discuss health issues that affect everyone in our community and program. Our partners are health care providers from Multnomah County, OHSU, Casey Eye Preschool Screening, WIC, County Lead testing, D3 dental professionals, County Communicable disease experts, OHP coordinators and others. These partners are resources to our program year round.

Federal Focus Area 2 Review: We have been notified that our FA2 will occur the week of March 7, 2022. Policy Council members will participate in this review as requested by the OHS. There is a Program Budget Planning meeting and Policy Council meeting on March 8, so federal reviewers may sit in on those.

Next Policy Council Meeting: March 8, 2022 at 5:30pm, virtual via Zoom, but we are exploring in-person and hybrid options. Program Budget Planning meeting will occur prior to the next PC meeting. An invitation was sent out.

Policy Council understands approval of the Director's Report is approval of the contents of the report, unless otherwise specified in the recorded minutes.

In accordance with Federal law and US Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

Portland Public Schools Head Start
January 11, 2022
Director's Report

PROGRAM UPDATE:

- **Summary Financial Report/All Programs:** See Treasurer's Report.
- **Credit Card Report:** See Treasurer's Report.

➢ **Portland Children's Levy:** Mid-Year Report is due on January 31, 2022. The purpose of the Mid-Year Report is to provide information to the City of Portland about progress made related to program implementation. The information is used as a check-in to assess whether or not the program is on track to meet annual service goals and to understand any issues/challenges encountered. The report was completed by the Director (Dr. Cantwell) and Family Services Manager (Rhiannon Martin) and was submitted on January 4, 2022. A copy of the report will be reviewed with the Policy Council.

➢ **OPK RFI**: The state is offering increased funds and encouraging Head Start programs to convert part-day enrollment slots to full-day slots. Management Team input was gathered on November 30. Teacher input was gathered on December 7. Policy Council input was gathered on December 14, 2021. Our OPK RFI was submitted on December 15, 2021.

➢ **Personnel:** The district is recruiting for substitute educational assistants. Head Start is recruiting for mealtime aides. Mealtime Aides assist in the classroom during and around lunch time; working 14–19 hours per week. Staff must meet the No Child Left Behind requirements of 120 hours of college credit to apply for the part-time EA position and have a high school diploma or GED for the meal time aid position.

The following new hires are recommended for approval by Policy Council:

Educational Assistants (Half Time)

1. Sunshine Vortigern (Bachelor's)
2. Stephany Alvarado, Bilingual Spanish (Bachelor's)

➢ **Enrollment**: Our program is funded to serve 760 children this school year. We currently have a total 36 classrooms at 9 sites in north, northeast, and southeast Portland. We have 31 Extended Day (full-day) classrooms and five Double Session (½ day) classrooms.

The program was at 60% enrollment as of January 1st, with 455 children total enrolled. All vacancies in the program are to be filled within 30 days. The Office of Head Start is aware of current challenges due to COVID-19. The OHS will continue to monitor monthly enrollment, but has extended its delay in formally evaluating under- or fully-enrolled grantees through the year.

Head Start Performance Standards ask programs to prioritize enrollment for children in Foster Care and those who are experiencing houselessness. Currently our program is serving 11 children in Foster Care and 53 that are experiencing houselessness. 36% of the children speak a language at home other than English, 14 languages are currently represented in our program.

➢ **Attendance:** Attendance through the month of December was 80%. The program monitors attendance very carefully. If the daily average attendance for a month falls below 85%, we must analyze the causes and determine if the program needs to outline a plan to ensure minimum attendance.

> **The performance standards state:** *Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing **ten percent** of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.*

As of January 5, 2021:

- 37% of enrolled children have missed between 10-20% of school days. This puts them at Moderate Risk for chronic absenteeism. Last month 30% of enrolled children were in this category.
- 25% of enrolled children have missed more than 21% of school days. This puts them at Severe Risk for chronic absenteeism. Last month 27% of enrolled children were in this category.
- Family Service Workers will work to create Attendance Support Plans for families whose children fall in the Moderate to Severe Risk categories and will continue to monitor and document progress monthly.

➢ **Disabilities Services:** PPS Head Start must ensure at least 10% of its total funded enrollment is filled by children eligible for Early Childhood Special Education services. We currently have 15% of our total enrollment receiving special education services. There are 46 additional children in referral for an evaluation. We continue to partner with Multnomah Early Childhood Program (MECP) to provide services to our children and families. MECP provides service in the classroom for students and can transition to remote services in the event a child is in quarantine. We continue to partner with district level transition teams to ensure students have a special education plan as they enter kindergarten.

➢ **Screenings:** Head Start mandates all children have developmental and behavioral screenings within 45 days of enrollment. From our screenings, we have formally referred 68 children to the Multnomah Early Childhood Program and Portland Public Schools Early Childhood evaluation team per our Interagency Agreements. Upon completing the evaluations and eligibility determination, the files are sent to the Multnomah Early Childhood Program for Individual Family Service Plan (IFSP) development with the child's parent(s), MECP Specialist, Head Start teacher and Inclusion Manager. Once the IFSP is developed, the children begin receiving special education services in the Head Start setting.

➢ **Mental Health Services:** We have received 62 mental health referrals so far this year; 32 at the request of parents and 27 at the request of teachers (with parent permission). This is an unusual year, with parents requesting a lot more services as compared to previous years. We have approximately 94 children who need follow up from their social emotional screenings (ASQ-SE). Our team of mental health consultants are following up on these referrals and screenings.

➢ **Health Services**: We've hit the ground running this week with an unprecedented amount of COVID cases or close contacts within our Head Start community. Keeping

our students in the classroom is of the utmost importance and we continue to remain diligent with our COVID-19 mitigation efforts.

- **Update on COVID testing in Head Start**:
    - We now have a limited number of BinaxNow COVID test kits we're dispensing to families as needed.
    - Oregon Health Authority (OHA) has also purchased at-home test kits for distribution to Head Start programs across the state. As of now, we haven't heard from OHA, but expect we'll know more in the next week or so. These kits will be a useful tool to keep our kids and families healthy and in the classroom.
    - PPS is participating in a test-to-stay program starting on 1/5/2022. Our recent discussions with the Multnomah County Public Health Department and the Communicable Disease Team indicate our students do not qualify for the test-to-stay. Because we do not have an in-school testing program to support a test-to-stay program, Head Start students who've been exposed to COVID-19 will still be required to quarantine for the 10 day period.
- **Dental Screenings** At the end of the month our Dental3 partners will be back to screen kids at all our sites. Students will receive a brief dental evaluation and a preventative fluoride varnish. We typically catch a small percentage of students who require urgent dental care. In these situations Dental3 will work with the family to schedule an appointment for treatment in 1 to 2 days.

- **Federal Focus Area 2 Review**: We have been notified that we should expect a Focus Area 2 federal review this year as part of the typical 5-year grant cycle review process. This review will occur sometime between now and June 30, 2022. The Office of Head Start is required to provide 45-day notification. At present, we have not received notification. Policy Council members will participate in this review as requested by the OHS.

Next Policy Council Meeting: February 8, 2022 at 5:30pm, virtual via Zoom, but we are exploring in-person and hybrid options.

Policy Council understands approval of the Director's Report is approval of the contents of the report, unless otherwise specified in the recorded minutes.

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Financial Summary Report

Month End January 2022

CHECKING ACCOUNT ACTIVITY	PROJECT	PLUS	MINUS	BALANCE
Beginning Bank Balance	**January 1, 2022**			**3,088.21**
Deposits:				
Expenses:				
				-
				-
				-
Ending Checking Account Balance as of January 31, 2022			**-**	**3,088.21**

PROJECTS SUPPORTED WITH COUNCIL FUNDRAISERS & DONATIONS

PROJECTS IN CURRENT YR	BUDGET BEGINNING BALANCE	Budjet Adj	Expenditures-to-date	Current Expenditures	Ending Balance
Walk-a-Thon funds undesignated	$ -	$ -	$ -	$ -	$ -
Children's Clothing Fund	$ 451.11		$ -	$ -	$ 451.11
Child Care Reimb., Volunteer	$ -		$ -	$ -	$ -
Community Warehouse Referrals	$ 1,925.00		$ -	$ -	$ 1,925.00
Dollar per Child Contribution	$ -	$ -	$ -	$ -	$ -
Assist with Lice Control			$ -	$ -	$ -
Winter Holiday Project			$ -	$ -	$ -
Food Reservicing			$ -	$ -	$ -
Council Expenses, Misc.	$ 412.10	$ -	$ -	$ -	$ 412.10
Attendance Incentives	$ 200.00	$ -	$ -	$ -	$ 200.00
Travel Stipend NHSA Conference			$ -	$ -	$ -
Teacher Appreciation Week	$ 100.00	$ -	$ -	$ -	$ 100.00
	$ -	$ -	$ -	$ -	$ -
Total	**$ 3,088.21**	**$ -**	**$ -**	**$ -**	**$ 3,088.21**

		YTD Expenses-Month ending January	
20-21 Fed. Carry Over Ending Oct. 31, 2021		$2,613,017	-$2,582,505.00
21-22 Awards			
21-22 Fed. Nov.1, 2021-Oct. 31,2022	$	5,686,462.00	-$1,282,797.00
19-20 Covid CARES award	$	63,329.00	-$63,329.00
20-21 Covid- CRSSA ending March, 2023	$	89,388.00	-$24,902.00
20-21 Covid-ARP ending March, 2023	$	355,361.00	-$3,394.00
21-22 OPK State Grant ending June 2022	$	5,799,811.00	-$1,997,622.00
21-22 Portland Children's Levy	$	560,845.00	-$247,235.00
21-22 Title IA funding	$	240,000.00	-$120,947.00
Tatal of 20-21 Fed C/O + 21-22 Awards (Items B38-B44)			**$15,408,213.00**
Total Year to Date Expenses (all red totals)			-$6,322,731.00
FED-Carry over for July-Oct. 2022			-$800,000.00
Remaining Available funds for 21-22 SY			**$8,285,482.00**
Remaining fiscal year (5/12 mos.)		42%	
Percent of funds remaining		54%	

Financial Summary Report

Month End December 2021

CHECKING ACCOUNT ACTIVITY	PROJECT	PLUS	MINUS	BALANCE
Beginning Bank Balance	**December 1, 2021**			**3,088.21**
Deposits:				
Expenses:				
				-
				-
				-
Ending Checking Account Balance as of December 31, 2021			**-**	**3,088.21**

PROJECTS SUPPORTED WITH COUNCIL FUNDRAISERS & DONATIONS

PROJECTS IN CURRENT YR	BUDGET BEGINNING BALANCE	Budjet Adj	Expenditures-to-date	Current Expenditures	Ending Balance
Walk-a-Thon funds undesignated	$ -	$ -	$ -	$ -	$ -
Children's Clothing Fund	$ 451.11		$ -	$ -	$ 451.11
Child Care Reimb., Volunteer	$ -		$ -	$ -	$ -
Community Warehouse Referrals	$ 1,925.00		$ -	$ -	$ 1,925.00
Dollar per Child Contribution	$ -	$ -	$ -	$ -	$ -
Assist with Lice Control			$ -	$ -	$ -
Winter Holiday Project			$ -	$ -	$ -
Food Reservicing			$ -	$ -	$ -
Council Expenses, Misc.	$ 412.10	$ -	$ -	$ -	$ 412.10
Attendance Incentives	$ 200.00	$ -	$ -	$ -	$ 200.00
Travel Stipend NHSA Conference			$ -	$ -	$ -
Teacher Appreciation Week	$ 100.00	$ -	$ -	$ -	$ 100.00
	$ -	$ -	$ -	$ -	$ -
Total	**$ 3,088.21**	**$ -**	**$ -**	**$ -**	**$ 3,088.21**

		YTD Expenses-Month of Oct	
20-21 Fed. Carry Over Ending Oct. 31, 2021		$2,613,017	-$2,613,017.00
21-22 Awards			
21-22 Fed. Nov.1, 2021-Oct. 31,2022	$	5,686,462.00	-$759,210.00
19-20 Covid CARES award	$	63,329.00	-$63,329.00
20-21 Covid- CRSSA ending March, 2023	$	89,388.00	-$15,883.00
20-21 Covid-ARP ending March, 2023	$	355,361.00	-$2,992.00
21-22 OPK State Grant ending June 2022	$	5,799,811.00	-$1,416,375.00
21-22 Portland Children's Levy	$	560,845.00	-$193,556.00
21-22 Title IA funding	$	240,000.00	-$96,773.00
Tatal of 20-21 Fed C/O + 21-22 Awards (Items B38-B44)			**$15,408,213.00**
Total Year to Date Expenses (all red totals)			-$5,161,135.00
FED-Carry over for July-Oct. 2022			-$800,000.00
Remaining Available funds for 21-22 SY			**$9,447,078.00**
Remaining fiscal year 50% (6/12 mos.)			
Percent of funds remaining 61%			

Parent Policy Council Minutes

Zoom Call
12-14-21

Minutes by Matt Blairstone

Information	Warm Welcome Agenda Overview	Chair - Huynh Pool In Attendance: Huynh Pool, Robert Cantwell, Crystal Ball, Matt Blairstone, Mariela Perez Carrasco, Kim Richards, Dora Kaske, Kim Amezcua, Lauren Rosenthal, Yadira, Betsy, Aurelie
	Prize Wheel	Crystal Ball Winner: Yadira (Brita filter)
Action	Minutes: Review I reviewed last month's minutes, including postponed and on-the-spot items.	Secretary - Matt Blairstone **Move to approve: Me** **Seconded: Mariela** **Approve: 8**
Action	Treasurer's Report Mariela reviewed this report (on file and emailed to Council)	Treasurer - Mariela Perez Carrasco support from Nancy Robles **Move to approve: Aurelie** **Seconded: Mariela** **Approve: 7**
Action	Director's Report Robert reviewed the past month's report: successful parent/teacher conferences, grant renewal process, application submission to state for funding, **plan to convert part-day slots to full-day slots**; new hires; COVID testing at school	Robert Cantwell **Move to approve: me** **Seconded: Mariela** **Approve: 7**
Action	Site & Service Workbook	Robert Cantwell **Move to approve: me** **Seconded: Mariela** **Approve: 8**
Info	Head Start Org Chart Robert recounted the flow chart of PPS/Head Start leadership	Robert Cantwell
Action	Vice Chair Election Mariela has been hired in-house & her position must be filled. Kim Amezcua throws hat in the ring.	Huynh Pool **Move to elect: 6**
Action	Community Rep Election Dora Kaske throws her hat in the ring.	Huynh Pool **Move to nominate: Kim** **Seconded: Mariela** **Move to elect: 9**

Parent Policy Council Minutes

Zoom Call
12-14-21

Info/Action	<u>Oregon Pre-K RFI</u> Plan to convert part-day slots to full-day slots while retaining flexibility to choose	Robert Cantwell **Approval to convert part-day to full-day slots: me** **Seconded: Aurelie** **Approve: 6** **Abstain: 1**
Info	<u>HS Performance Standards</u> Mask Wearing and Vaccinations	Robert Cantwell
Action	<u>HS Van Selling / Auction</u> Van is no longer being used, is in good running order, and Robert seeks to pursue selling it and putting the profit back into the program.	Robert Cantwell **Move to approve: Me** **Seconded: Aurelie** **Approve: 8**
Info	<u>Fundraising Update/Committee</u> Presented by Kimberly Richards. Seeking more fundraising options and a way to generate attention and interaction with Head Start families; add 5 minutes to next month's agenda to discuss options.	Crystal Ball, Kim Richards
	<u>Prize Wheel</u> Wasn't the meeting, itself, the true prize?	Crystal Ball (no winner)
Information	New/Old News Adjournment	Chair- Huynh Pool
Next Meeting January 11, 2022 @ 5:30pm via Zoom		

Parent Policy Council Minutes

Zoom Call
1-11-22

Information	Warm Welcome Agenda Overview **Present:** Kim A., Matt B., Betsy F., Sherly P., Antonia, Jennifer A., Robert, Rhiannon, Jean B., Interpreter - Vietnamese, Spanish, Chinese	Chair - Huynh Pool (Absent) Kim Amezcua Vice Chair **Notes:** Discussion of COVID Protocols within Head Start. Parents shared concerns. Responses from Robert & Jean. Interpreters released at 5:50 PM No Quorum present, Kim suggests we table all voting items until next month.
	Prize Wheel	Crystal Ball / Rhiannon **Notes:** Matt is a winner
Action	Minutes: Review	Secretary - Matt Blairstone **Notes:** Tabled
Action	Treasurer's Report	Treasurer - Mariela Perez Carrasco support from Nancy Robles **Notes:** Tabled
Action	Director's Report	Robert Cantwell **Notes:** Tabled
Info	OHSA State Meeting, Feb. 2-4; who is going?	Robert Cantwell **Notes:** Survey of PPC Reps., 95% voted "no in person". Virtual option being sent out.
Info	Portland Children's Levy Mid-Year Report	Robert Cantwell **Notes:** Mid year and final reports are required. Mid year report is due 1-31-22 and has already been submitted. Robert reviewed the HS response with those present.
Info	Policy Council Recruitment Video	Rhiannon **Notes:** Tabled
Info	Fundraising Update/Committee	Crystal Ball, Kim Richards **Notes:** Tabled
Information	New/Old News Adjournment	Chair- Huynh Pool (Kim Amezcua)
Next Meeting February 8, 2022 @ 5:30pm via Zoom or maybe hybrid		

Parent Policy Council Minutes

Zoom Call
2-8-22

Information	Warm Welcome **Present:** myself, Rhiannon, Crystal, Jon A., Robert, Huynh, Andrea, Dora, Tiffanie, Jennifer A., Betsy F., Lauren R., Kim Richards, Sherly Paul	Chair - Huynh Pool
	Prize Wheel	Dora wins.
Action	Minutes: Review and approve minutes from December meeting (no quorum in Jan.) **Move to approve: Dora** **Seconded: me** **Approve: 6**	Secretary - Matt Blairstone **Notes:** December minutes corrected— Mariela was listed incorrectly as VC; updated to Erica
Action	Treasurer's Report Review & approve reports from last two months **Move to approve both: me** **Seconded: Kim** **Approve: 7**	**Notes:** Mariela resigned from treasurer role, so Robert delivered the reports. (Treasurer's reports have been forwarded to the committee members).
Action	Director's Reports Review and approve Director's Reports from last two months **Move to approve: Dora** **Seconded: me** **Approve: 6**	**December notes:** OPK RFI proposal was submitted, still waiting to hear back on approval. Enrollment at 60% as of Jan. 1. Attendance was a little low at 80% (supposed to be at least 85%) **January Notes:** March 8 meeting at 4:30p before regular PC meeting to begin planning for next year 62% Enrollment, but attendance down to 78% (Omicron likely an influencer) Mental Health Service requests are significantly up this year; requests both from staff & parents.
Action	Selection Criteria 2022-2023	**Notes:** Rhiannon led this action and discussed the factors that go into the selection process for admission into the HS program. (Certain factors lead to "categorical eligibility"). Concerns were raised about some of the factors being listed twice, so criteria is being streamlined to clear up technicalities.

		Discussions re: “Returning Student” category; standardizing point totals. **More time is needed to get a final proposal.** Action item removed. Switched to informational. **Tabled until March.**
Action	FY21 Federal grant carryover; need PC approval to carryover $30,512.15. **Move to approve: Dora** **Seconded: me** **Approve: 6**	Robert presented proposal to carry over funds to continue the Site Technology Specialist position.
Info	Mariela Perez Carrasco resigned as PC Treasurer.	Robert received an email on 2.7.22; a new Treasurer will need to be elected. The hunt is on.
Info	OHSA State Meeting, Feb. 2-4	Huynh, Crystal, Rhiannon, Robert reported.
Info	Portland Children's Levy Mid-Year Report	Robert shared this previously mentioned report. It is currently meeting its goal, and on track to complete 5-7 events this year. A Staff Wellness Committee has been established to help families deal with COVID related traumas.
Info	NHSA Annual Conference, May 2-5 in Baltimore, MD; 2 parent spots; Chair and State Rep cannot attend; Can Vice Chair or other officer attend?	2 parent spots available. The call has been put out.
Info	Policy Council Recruitment Video	Crystal put out the word for volunteers to film bits for recruitment video. She will reach out individually. Rhiannon suggested sending out previous video as an example.
Info	Fundraising Update/Committee	Crystal and Kim presented on this. Still a work in progress. Pursuing avenues with McMenamins, Fred Meyer, more.
Survey	Do PC officers need devices for meetings/ conferences?	Robert threw it out to the group to reach out to him if needed.
	Prize Wheel	Betsy Freeman wins the second prize.
Information	New/Old News Adjournment	Chair- Huynh Pool

Next Meeting

March 8, 2022 @ 5:30pm via Zoom or maybe hybrid

Reminder to officers that Program Budget Planning Committee meeting will occur just prior (4:30pm) to the main PC meeting.

Parent Policy Council Agenda

Zoom Call

3-8-22

Information	Warm Welcome Agenda Overview	Chair - Huynh Pool	5 min
	Prize Wheel	Crystal Ball	2 min.
Action	Minutes: Review and approve minutes from February meeting	Secretary - Matt Blairstone	10 min
Action	Treasurer's Report	Nancy	10 min
Action	Director's Report	Robert	10 min
Action	Selection Criteria 2022-23	Rhiannon	5 minutes
Action	Nomination and Election of new Treasurer	Huynh	10 min
Info	OHSA State Meeting, May 16-18 @ Salishan	Robert	10 min
Info	Policy Council Recruitment Video	Rhiannon/Crystal	5 min.
Info	Richmond PTA Donation	Robert/Nancy	5 min
Info	Fundraising Update/Committee	Crystal Ball, Kim Richards	15 min
	Prize Wheel	Crystal Ball	2 min.
Information	New/Old News Adjournment	Chair- Huynh Pool	5 minutes

Next Meeting

April 12, 2022 @ 5:30pm via Zoom or maybe hybrid

Portland Public Schools Head Start
March 8, 2022
Director's Report

PROGRAM UPDATE:

- **Summary Financial Report/All Programs:** See Treasurer's Report.
- **Credit Card Report:** See Treasurer's Report.

➢ **Portland Children's Levy:** Mid-Year Report was completed and submitted on January 4, 2022. PCL grant manager proposed a few questions, to which we submitted answers on February 27. The report and our responses were accepted.

➢ **OPK RFI**: Submitted on December 15, 2021. We are still waiting for official notification from the ELD on acceptance of our proposal, however, in a monthly webinar on 3.2.22, Head Start Directors were told that all proposed space conversions were accepted.

➢ **Personnel:** Head Start continues to recruit for mealtime aides and half-time EAs.

The following new hires are recommended for approval by Policy Council:

Community Agent (Family Service Worker, Half Time)

1. Josephine Arceo (Praxis)

➢ **2022/2023 Projected Budget Update: A Program Planning meeting was completed on March 8 at 4:30pm just prior to the regular Policy Council meeting.**
In the spring and early summer, we begin planning for next year. The planning process includes: collecting information regarding funding allocations from each source, budget impacts of union contracts, facilities needs as well as location of Head Start sites and program options.

- ❖ **Federal Budget**: PPS Head Start has not yet officially received its funding allocation notification award for next year. We expect it to arrive soon.
- ❖ **City Grant:** The City of Portland supports four Extended Day Head Start classrooms through the Portland Children's Levy grant. Currently the grant staffs classrooms at Creston Annex (Neuroed), Clarendon Early Learning Academy (Neuroed), Sitton (Spanish DLI), and Applegate (Native American). We are awaiting word if we will be awarded the grant for next school year.
- ❖ **State Budget:** Head Start Programs in the state are currently funded every two years. We are currently in year two of the biennium. We are waiting for ELD notification of our award for next year.
- ❖ **Title 1 Grant:** Title 1 funds are allocated to the Head Start Program from the district. This grant currently funds two Head Start teachers at Lee. Funding will continue into next year.

➢ **Program Self-Assessment:** The annual Self-Assessment is underway. The Committee members include all of Head Start Management Team, Huynh Pool (PC Chair), Kim Amezcua (Vice-Chair), and Lauren Rosenthal (Parent Rep). Most recent meeting was on Feb. 25. Future meetings will occur April 1, April 29, and May 26. Staff and family survey results are being reviewed along with DRDP student data. This information,

along with our Community Needs Assessment, will be reviewed to generate year 5 of our 5-year Program Goals and our School Readiness Goals.

➢ **Enrollment**: Our program is funded to serve 760 children this school year. We currently have a total 36 classrooms at 9 sites in north, northeast, and southeast Portland. We have 31 Extended Day (full-day) classrooms and five Double Session (½ day) classrooms.

The program was at 64% enrollment as of March 1st, with 483 children total enrolled. All vacancies in the program are to be filled within 30 days. The Office of Head Start is aware of current challenges due to COVID-19. The OHS will continue to monitor monthly enrollment, but has extended its delay in formally evaluating under- or fully-enrolled grantees through the year.

Head Start Performance Standards ask programs to prioritize enrollment for children in Foster Care and those who are experiencing houselessness. Currently our program is serving 11 children in Foster Care and 64 that are experiencing houselessness. 36% of the children speak a language at home other than English, 14 languages are currently represented in our program.

➢ **Attendance:** Attendance through the month of February was 78.5%, which is an increase from 78.5% in January. The program monitors attendance very carefully. If the daily average attendance for a month falls below 85%, we must analyze the causes and determine if the program needs to outline a plan to ensure minimum attendance.

> **The performance standards state:** *Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing **ten percent** of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.*

As of March 1, 2022:

- 40.4% of enrolled children have missed between 10-20% of school days. This puts them at Moderate Risk for chronic absenteeism. Last month 40% of enrolled children were in this category.
- 28.5% of enrolled children have missed more than 21% of school days. This puts them at Severe Risk for chronic absenteeism. Last month 26.5% of enrolled children were in this category.
- Family Service Workers will work to create Attendance Support Plans for families whose children fall in the Moderate to Severe Risk categories and will continue to monitor and document progress monthly.

➢ **Disabilities Services:** PPS Head Start must ensure at least 10% of its total funded enrollment is filled by children eligible for Early Childhood Special Education services. We currently have 18% of our total enrollment receiving special education services. There are 28 additional children in referral for an evaluation. We continue to partner with Multnomah Early Childhood Program (MECP) to provide services to our children and families. MECP provides service in the classroom for students and can transition to remote services in the event a child is in quarantine. We continue to partner with district level transition teams to ensure students have a special education plan as they enter kindergarten.

➢ **Screenings:** Head Start mandates all children have developmental and behavioral screenings within 45 days of enrollment. From our screenings, we have formally

referred 79 children to the Multnomah Early Childhood Program and Portland Public Schools Early Childhood evaluation team per our Interagency Agreements. Upon completing the evaluations and eligibility determination, the files are sent to the Multnomah Early Childhood Program for Individual Family Service Plan (IFSP) development with the child's parent(s), MECP Specialist, Head Start teacher and Inclusion Manager. Once the IFSP is developed, the children begin receiving special education services in the Head Start setting.

- **Mental Health Services:** We have received 78 mental health referrals so far this year; 45 at the request of parents and 34 at the request of teachers and staff (with parent permission). This is an unusual year, with parents requesting a lot more services as compared to previous years. We have approximately 10 children who need follow up from their social emotional screenings (ASQ-SE). Our team of mental health consultants are following up on these referrals and screenings. We offered one parent drop in support session, and will start our parent "Coffee Talk" parent series this month. Our first one is March 16th for Spanish speaking parents.

- **Health Services**: The Early Learning Division (ELD) is recommending a 5-day quarantine or isolation period for PreK students in classrooms where universal masking is the predominant practice. Universal masking means everyone in the class who is able to wear a mask, makes an effort to do so throughout the day (with the exception of naps and mealtimes). In cases where universal masking is in place, isolation/quarantine is 5 days. This change will protect more in-person instructional days for our students. This is being adopted across the PPS Early Learning Department. We'll keep everyone updated as more changes to communicable disease emerge.

Health and Dental Exams (90 day requirement):

Dental Exams: 83% of our students have completed a dental exam.

Health Exams: 53% of our students have been to their pediatrician for a well child check.

Federal Focus Area 2 Review: Our FA2 is underway this week. Policy Council members will participate in a meeting with the review panel on Wednesday, March 9 from 12:00-1:00pm.

Next Policy Council Meeting: April 12, 2022 at 5:30pm, virtual via Zoom, but we are exploring in-person and hybrid options.

Policy Council understands approval of the Director's Report is approval of the contents of the report, unless otherwise specified in the recorded minutes.

In accordance with Federal law and US Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

Financial Summary Report

Month End February 2022

CHECKING ACCOUNT ACTIVITY	PROJECT	PLUS	MINUS	BALANCE
Beginning Bank Balance	**February 1, 2022**			**3,088.21**
Deposits:				
Expenses:				
Community Warehouse			150.00	(150.00)
				-
				-
				-
Ending Checking Account Balance as of February			**150.00**	**2,938.21**

PROJECTS SUPPORTED WITH COUNCIL FUNDRAISERS & DONATIONS

PROJECTS IN CURRENT YR	BUDGET BEGINNING BALANCE	Budjet Adj	Expenditures -to-date	Current Expenditures	Ending Balance
Walk-a-Thon funds undesignated	$ -	$ -	$ -	$ -	$ -
Children's Clothing Fund	$ 451.11		$ -	$ -	$ 451.11
Child Care Reimb., Volunteer	$ -		$ -	$ -	$ -
Community Warehouse Referrals	$ 1,925.00		$ -	$ 150.00	$ 1,775.00
Dollar per Child Contribution	$ -	$ -	$ -	$ -	$ -
Assist with Lice Control			$ -	$ -	$ -
Winter Holiday Project			$ -	$ -	$ -
Food Reservicing			$ -	$ -	$ -
Council Expenses, Misc.	$ 412.10	$ -	$ -	$ -	$ 412.10
Attendance Incentives	$ 200.00	$ -	$ -	$ -	$ 200.00
Travel Stipend NHSA Conference			$ -	$ -	$ -
Teacher Appreciation Week	$ 100.00	$ -	$ -	$ -	$ 100.00
	$ -	$ -	$ -	$ -	$ -
Total	**$ 3,088.21**	**$ -**	**$ -**	**$ 150.00**	**$ 2,938.21**

		YTD Expenses-Month of Feb.
20-21 Fed. Carry Over Ending Oct. 31, 2021	$2,613,017	-$2,582,505.00
21-22 Awards		
21-22 Fed. Nov.1, 2021-Oct. 31,2022	$5,686,462.00	-$1,817,454.00
19-20 Covid CARES award	$63,329.00	-$63,329.00
20-21 Covid- CRSSA ending March, 2023	$89,388.00	-$31,856.00
20-21 Covid-ARP ending March, 2023	$355,361.00	-$5,745.00
21-22 OPK State Grant ending June 2022	$5,799,811.00	-$2,590,263.00
21-22 Portland Children's Levy	$560,845.00	-$302,959.00
21-22 Title IA funding	$240,000.00	-$145,123.00
Tatal of 20-21 Fed C/O + 21-22 Awards (Items B38-B44)		**$15,408,213.00**
Total Year to Date Expenses (all red totals)		-$7,539,234.00
FED-Carry over for July-Oct. 2022		-$800,000.00
Remaining Available funds for 21-22 SY		**$7,068,979.00**
Remaining fiscal year (4/12 mos.)	33%	
Percent of funds remaining	46%	

PPS HEAD START PROGRAM PROCUREMENT CARD LOG 2021-22
REPORT TO GOVERNING BODY OF PURCHASES ON CREDIT
FOR THE MONTH OF FEBRUARY, 2022

Vendor Name	Comments	Amount
OFFICE DEPOT #1078	General budget - classroom/office supplies	$44.90
OFFICE DEPOT #1079	General budget - classroom/office supplies	$6.99
NATIONAL HEAD START ASSO	NHSA May Conference at Baltimore, MD- Approved and Paid	$679.00
AMAZON.COM FE55K06Z3 A	General budget - Classroom/office supplies	$78.72
DISCOUNTSCH 8006272829	General budget - Classroom/office supplies	$100.49
AMZN MKTP US N45CJ5DZ3	General budget - Classroom/office supplies	$67.98
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$30.98
WALMART.COM	Covid test reimbursement due to having only received 4 of the 6 ordered	($39.75)
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$157.66
NATIONAL PEN CO LLC	Home visits supplies	$574.79
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$61.77
AMAZON.COM G76188TQ3 A	General budget - Classroom/office supplies	$16.99
AMAZON.COM EF47G2463 A	General budget - Classroom/office supplies	$78.46
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$61.65
STAPLES	General budget - Classroom/office supplies	$25.95
IN OREGON HEAD START	OHSA State Conference (virtual) Feb 2-4	$1,100.00
OFFICE DEPOT 1135	General budget - Classroom/office supplies	$61.20
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$195.49
DISCOUNTSCH 8006272829	General budget - Classroom/office supplies	$67.73
MICHAELS #9490	General budget - Classroom/office supplies	$17.17
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$238.73
DISCOUNTSCH 8006272829	FSW home visit supplies - General budget	$1,370.04
STAPLES	General budget - Classroom/office supplies	$25.95
GOPHER SPORT	General budget - Classroom/office supplies	$1,256.88
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$267.98
MICHAELS #9490	General budget - Classroom/office supplies	$29.96
SCHOOL SPECIALTY LLC	General budget - Classroom/office supplies	$83.04
MICHAELS #9490	General budget - Classroom/office supplies	$3.22
IN OREGON HEAD START ASS	OHSA State Conference (virtual) Feb 2-4 for Robert Cantwell	$275.00
WALGREENS.COM	Covid Tests for symptomatic employees	$287.88
WALGREENS.COM	Covid Tests for symptomatic employees	$287.88
WALGREENS.COM	Covid Tests for symptomatic employees	$287.88
WALGREENS.COM	Covid Tests for symptomatic employees	$287.88
AMZN MKTP US 708VL5A73	General budget - Classroom/office supplies	$18.99
WALMART.COM AA	FS Bulk items	$626.57
AMAZON.COM UZ8497IS3 A	General budget - Classroom/office supplies	$35.74
AMAZON.COM QM2ZP05M3 A	General budget - Classroom/office supplies	$221.28
AMZN Mktp US 6I7N570Z3	Tech Supplies - General budget	$65.90
INS PRACT / NAREA	Books to support Reggio curriculum and workshop series for Robert Cantwell	$142.85
ZEROSEI PROJECT PRODUC	Reggio series workshop fee for Robert Cantwell - approval and receipt submitted	$68.00
INTERNATIONAL TRANSACTION	International currency exchange for Reggio Series - ZeroSei Project - no receipt needed	$0.68
STAPLES	General office/classroom supplies	$58.20
AMZN MKTP US ZV7JL3123	General office/classroom supplies	$14.95
AMAZON.COM NC66H8UN3 A	General office/classroom supplies	$12.95
OFFICE DEPOT #1078	General office/classroom supplies	$92.64
OFFICE DEPOT #1078	General office/classroom supplies	$69.09
AMZN MKTP US LT8IF7PC3	General office/classroom supplies	$79.08
OFFICE DEPOT #1078	General office/classroom supplies	$167.23
AMZN MKTP US KR8QX12M3	General office/classroom supplies	$126.35
OFFICE DEPOT #1078	General office/classroom supplies	$252.48
AMAZON.COM UV85L78U3 A	General office/classroom supplies	$21.25
OFFICE DEPOT #1078	General office/classroom supplies	$57.79
STAPLES	General office/classroom supplies	$18.94
OFFICE DEPOT #1078	General office/classroom supplies	$80.89
OFFICE DEPOT #1078	General office/classroom supplies	$104.14
WALMART.COM AA	Microwave for Sarah	$55.88
STAPLES	General office/classroom supplies	$2.93
STAPLES	General office/classroom supplies	$37.81
OFFICE DEPOT #1078	General office/classroom supplies	$160.40
STAPLES	General office/classroom supplies	$23.14
AMAZON.COM O54677R33 A	General office/classroom supplies	$19.96
MELISSA AND DOUG B2C	General office/classroom supplies	$61.14
NATIONAL PEN CO LLC	Home visits supplies	$443.16
OFFICE DEPOT #1078	General office/classroom supplies	($2.86)
OFFICE DEPOT #1078	General office/classroom supplies	$26.98
OFFICE DEPOT #1078	General office/classroom supplies	$10.20
OFFICE DEPOT #1078	General office/classroom supplies	($10.49)

OFFICE DEPOT #1078	General office/classroom supplies	$5.01
AMZN MKTP US T672G3MP3	General office/classroom supplies	$212.96
KAPLAN EARLY LEARNING	General office/classroom supplies	$337.80
AMZN MKTP US DR0J57N63 AM	General office/classroom supplies	$30.94
AMZN MKTP US NJ17Z8JU3	General office/classroom supplies	$9.98
SCHOOL SPECIALTY LLC	General office/classroom supplies	$206.02
NATIONAL HEAD START AS	NHSA May Conference at Baltimore, MD- Approved and Paid	$969.00
WALMART.COM AA	Microwave for Matthew	$55.88
AMZN MKTP US 6V5W52FT3	General office/classroom supplies	$21.37
OFFICE DEPOT #1078	General office/classroom supplies	($13.84)
AMAZON.COM XC44H9PD3 A	General office/classroom supplies	$13.19
OFFICE DEPOT #1078	General office/classroom supplies	$28.62
SILKE COMMUNICATION	two way radios for program	$813.96
AMZN MKTP US 2C5WH3NE3	General office/classroom supplies	$29.57
OFFICE DEPOT #1078	General office/classroom supplies	$224.31
STAPLES	General office/classroom supplies	$14.73
DISCOUNTSCH 8006272829	General office/classroom supplies	$299.99
FAIRMONT SAN FRANCISCO	Hotel expenses 416.21 to be covered with PAPSA funds. The rest 775 will be reimbursed through an award received last y	$416.21
SCHOOL SPECIALTY LLC	General office/classroom supplies	$29.20
SCHOOL SPECIALTY LLC	General office/classroom supplies	$6.49
SCHOOL SPECIALTY LLC	General office/classroom supplies	$54.57
OFFICE DEPOT #1078	General office/classroom supplies	$82.28
OFFICE DEPOT #1078	General office/classroom supplies	$31.68
STAPLES	General office/classroom supplies	$41.65
OFFICE DEPOT #1078	General office/classroom supplies	$5.59
ZEROSEI PROJECT PRODUC	Reggio Emilia webinar series	$68.00
INTERNATIONAL TRANSACTION	transaction fee for Reggio Emila webinar	$0.54
PAYPAL STJOHNSSWAP	Recruitment event	$50.00
AMAZON.COM AMZN.COM/BI	General office/classroom supplies	($78.72)

Portland Public Schools Head Start

SELECTION CRITERIA 2022-23

AREA	DESCRIPTION	POINTS
Disability		(Entered by disability staff)
Diagnosed Condition	MECP	10
No Disability	None	00
Income		
Eligible	Elig	200
Public Assistance	TANF/SSI	200
Foster Child	Foster	200
Verified Homeless	Homeless	200
130% of Poverty	130%	100
Over 130% of poverty	Over	00
Other Factors		
Transfer from other Head Start Program or EHS	Tran or EHS	75
Referral from agency: DHS, CRN, Morrison Center	Ref	50
Sibling in program within last 5 years	Sib	25
Other environmental issues (parent incarcerated-formerly or currently, divorce, drug/alcohol abuse, domestic violence, child abuse/neglect, death or serious illness in household, parent in military and/or deployed, English Language Learners, Black/African/Refugee status)	Need	10 pts per issue
Age		
Four by September 1st	Four	100
Four by December 1st	3 ½	50
Three	Three	00

Parent Policy Council Agenda

Zoom Call
4-12-22

Information	Warm Welcome Agenda Overview	Chair - Huynh Pool	5 min
	Prize Wheel	Crystal Ball	2 min.
Action	Minutes: Review and approve minutes from March meeting	Secretary - Matt Blairstone	5 min
Action	Treasurer's Report	Maricela/Nancy	10 min
Action	Director's Report	Robert	10 min
Action	CARES Act Carryover Request: $46,105; see Summary Report	Robert	5min
Action	NHSA Conference Stipend Request: for Community Rep attending; has been $150	Nancy	5min
Info	PC approved a federal budget carryover of $30,512 last month, however, we are shifting to a late draw instead	Nancy	5min
Info	Recruitment for 2022-23-yard signs	Rhiannon	2 min.
Info	Policy Council Recruitment Video	Rhiannon/Crystal	5 min.
Info	Whitman Playground	Dora/Jason	10 min
Info	Fundraising Update/Committee **action**: discuss the adoption of a PC email for fundraising purposes, Amazon Smile and others -Two fundraising opportunities w/Firelight Yoga & Mcmenamins	Crystal Ball, Kim Richards	15 min
	Prize Wheel	Crystal Ball	2 min.
Information	New/Old News Adjournment	Chair- Huynh Pool	5 minutes

Next Meeting
May 10, 2022 @ 5:30pm via Zoom or maybe hybrid?

Parent Policy Council Minutes

Zoom Call
3-8-22

Information	Warm Welcome Agenda Overview **Attendees:** Robert Cantwell, Huynh Pool, Kim Amez, Rhiannon Martin, Maricela Ortega, Crystal Bell, Jon Anderson, Matt Blairstone, Nancy Robles, Chloe Nguyen, Lauren A. Rose, Stephanie Van Dang, Kimberly Richards, Suong Vu (interpreter), Stephanie Li (interpreter), Fabio (interpreter), Betsy Freeman, Jennifer Albers	Chair - Huynh Pool
	Huynh proposed moving up electing a new Treasurer higher in the agenda. We threw caution to the wind and went with it. What a time to be alive!	
Action	Nomination and Election of new Treasurer **Notes:** Maricela Ortega nominated. No other nominees.	**Move to approve: Kim Amez** **Seconded: Kim Richards** **Approve: 6** Maricela Ortega is the new Treasurer.
	Prize Wheel Kim Richards wins the prize.	Crystal Ball
Action	Minutes: Review and approve minutes from February meeting	**Move to approve: Kim** **Seconded: Matt** **Approve: 6**
Action	Treasurer's Report Nancy Robles assisted Maricela in recounting February's treasury report.	**Move to approve: Matt** **Seconded: Maricela** **Approve: 8**
Action	Director's Report by Robert Still awaiting notification of funding allocation, but expecting approval. 64% enrollment as of March 1 Attendance at 78.5%, a slight increase, but still below the 85% optimal. 18% total enrollment receives special education services, exceeding the 10% requirement. A federal focus team is onsite this week to do quality control meetings.	**Move to approve: Kim** **Seconded: Matt** **Approve: 8**
Action	Selection Criteria 2022-23 by Rhiannon	**Move to approve: Kim Amez** **Seconded: Matt**

	Rhiannon walked us through the updated form from February. Simplifying the selection process. Process will go into effect immediately upon approval.	**Approve: 7**
Info	OHSA State Meeting, May 16-18 @ Salishan **Notes:** Huynh and Jennifer will be attending.	Robert
Info	Richmond PTA Donation **Notes:** Richmond immersion program raised an excess of funds and would like to donate $3000 to PPS Head Start. We discussed ways to show our gratitude to Richmond.	Robert/Nancy
Action	Fundraising Update/Committee Crystal and Kim Richards proposed creating a policy council email for the purposes of fundraising to carry over from session to session. **The motion:** Do we authorize Robert to seek approval of a policy council email from the higher ups? And to move forward with the Amazon Smile program, to have money moved into from donors? (And a second email for an inquiry space from parents at large, in addition to one for the purposes of fundraising? That would be caretaken from one session of policy council to the next. This second email idea was tabled.)	**Move to approve: Kim Amez** **Seconded: Matt** **Approve: 8**
	Prize Wheel Maricela wins the prize.	Crystal Ball
Information	New/Old News Adjournment	Chair- Huynh Pool **Move to approve: Kim Amez** **Seconded: Kim Richards** **Approve: all**
*****ADDENDUM***** **On March 31, a special email vote was taken to add "Native American" to the immersion program options. The option was approved by a vote of 7-0.**		
Next Meeting April 12, 2022 @ 5:30pm via Zoom or maybe hybrid		

Financial Summary Report

Month End March 2022

CHECKING ACCOUNT ACTIVITY	PROJECT	PLUS	MINUS	BALANCE
Beginning Bank Balance	**March 1, 2022**			**3,088.21**
Deposits:				
Richmond PTA donation		3,000.00		3,000.00
Expenses:				
Community Warehouse			150.00	(150.00)
Community Warehouse			150.00	(150.00)
				-
				-
Ending Checking Account Balance as of March			**300.00**	**5,788.21**

PROJECTS SUPPORTED WITH COUNCIL FUNDRAISERS & DONATIONS

PROJECTS IN CURRENT YR	BUDGET BEGINNING BALANCE	Budjet Adj	Expenditures -to-date	Current Expenditures	Ending Balance
Walk-a-Thon funds undesignated	$ -	$ -	$ -	$ -	$ -
Children's Clothing Fund	$ 451.11		$ -	$ -	$ 451.11
Child Care Reimb., Volunteer	$ -		$ -	$ -	$ -
Community Warehouse Referrals	$ 1,925.00		$ -	$ 300.00	$ 1,625.00
Dollar per Child Contribution	$ -	$ -	$ -	$ -	$ -
Assist with Lice Control			$ -	$ -	$ -
Winter Holiday Project			$ -	$ -	$ -
Food Reservicing			$ -	$ -	$ -
Council Expenses, Misc.	$ 412.10	$ -	$ -	$ -	$ 412.10
Attendance Incentives	$ 200.00	$ -	$ -	$ -	$ 200.00
Travel Stipend NHSA Conference			$ -	$ -	$ -
Teacher Appreciation Week	$ 100.00	$ -	$ -	$ -	$ 100.00
Donations to be adjusted to other line items	$ 3,000.00	$ -	$ -	$ -	$ 3,000.00
Total	**$ 6,088.21**	**$ -**	**$ -**	**$ 300.00**	**$ 5,788.21**

		YTD Expenses-Month of Feb.
20-21 Fed. Carry Over Ending Oct. 31, 2021	$2,613,017	-$2,582,505.00
21-22 Awards		
21-22 Fed. Nov.1, 2021-Oct. 31,2022	$5,686,462.00	-$2,355,893.00
19-20 Covid CARES award	$63,329.00	-$63,329.00
20-21 Covid- CRSSA ending March, 2023	$89,388.00	-$40,571.00
20-21 Covid-ARP ending March, 2023	$355,361.00	-$23,750.28
21-22 OPK State Grant ending June 2022	$5,799,811.00	-$3,295,724.00
21-22 Portland Children's Levy	$560,845.00	-$358,316.00
21-22 Title IA funding	$240,000.00	-$169,301.00
Tatal of 20-21 Fed C/O + 21-22 Awards (Items B38-B44)		**$15,408,213.00**
Total Year to Date Expenses (all red totals)		-$8,889,389.28
FED-Carry over for July-Oct. 2022		-$800,000.00
Remaining Available funds for 21-22 SY		**$5,718,823.72**
Remaining fiscal year (3/12 mos.)	25%	
Percent of funds remaining	37%	

PPS HEAD START PROGRAM PROCUREMENT CARD LOG 2021-22
REPORT TO GOVERNING BODY OF PURCHASES ON CREDIT
FOR THE MONTH OF MARCH, 2022

Vendor Name	Comments	Amount
INTERNATIONAL TRANSACTION	International transaction TXM00373584 from ZeroSeoi - Refund	($0.54)
ZEROSEI PROJECT PRODUC	REFUND - Paid twice for the same training.	($68.00)
IN OREGON HEAD START ASS	Approval and receipt attached for OHSA conference for Robert Cantwell on 4.13.22	$125.00
IN OREGON HEAD START ASS	Approval and receipt attached for OHSA conference for Robert Cantwell on 5.16.22	$200.00
WESTED	ED BUDG- DRDP PS mini measures in color resource book	$695.25
NATIONAL ASSOCIATION F	NHSA Conference	$150.00
AMZN MKTP US 1W5EF3Z70	General budget - Classroom/office supplies	$16.99
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$188.65
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$86.25
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$31.84
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$37.33
OFFICE DEPOT 1135	General budget - Classroom/office supplies	$67.26
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$43.70
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$85.19
AMAZON.COM 1I39I8912 A	General budget - Classroom/office supplies	$4.30
LAKESHORE LEARNING MAT	Ed Budget - Classroom supplies	$94.98
LAKESHORE LEARNING MAT	Ed Budget - Classroom supplies	$1,511.45
KAPLAN EARLY LEARNING	General budget - Classroom/office supplies	$126.32
AMAZON.COM 1W8S75IE0 A	General budget - office supplies	$9.48
AMAZON.COM 1Z3J42OH0 A	General budget - office supplies	$10.99
AMZN MKTP US 1W10B2X52	Tech supplies for program - misc	$616.72
AMAZON.COM 1Z7674OD0 A	General budget - office supplies	$23.39
STAPLES	General budget - Classroom/office supplies	$14.65
AMZN Mktp US 1W4RM4YD0	TECH SUPPLIES - Docking stations. Approved by IT purchasing to buy off amazon	$769.98
AMAZON.COM 1W6Y70VM2 A	General budget - office supplies	$20.08
AMAZON.COM 1W5P15VN2 A	General budget - office supplies	$19.14
AMZN MKTP US 1Z4OZ5ET1	Teacher budget - E Jordan (AG) Classroom supplies	$107.96
AMAZON.COM 1W5QF1HK2 A	General budget - office supplies	$29.37
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$45.30
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$127.92
STAPLES	General budget - Classroom/office supplies	$13.75
SCHOOL SPECIALTY LLC	General budget - Classroom supplies	$104.46
ACCUCUT	General budget - Classroom/office supplies	$841.53
OFFICE DEPOT #1170	General budget - Classroom/office supplies	$11.47
ACCUCUT	General budget - Classroom/office supplies	$617.63
STAPLES	General budget - Classroom/office supplies	$121.89
NATIONAL HEAD START AS	NHSA Conference	$2,037.00
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$113.85
LAKESHORE LEARNING MAT	Teacher budget - Classroom supplies E. Jordan (AG)	$94.97
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$6.31
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$164.00
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$24.32
STAPLES	General budget - Classroom/office supplies	$5.86
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$19.91
SCHOOL SPECIALTY LLC	General budget - Classroom supplies	$155.15
NATIONAL HEAD START AS	NHSA Conference	$799.00
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$27.49

OFFICE DEPOT #5910	General budget - Classroom/office supplies	$44.76
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$76.32
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$7.52
AMAZON.COM 1Z9BF2U80 A	General Budget - Classroom supplies	$18.06
AMAZON.COM 1Z1MS4IF0 A	General Budget - Classroom supplies	$37.20
AMZN MKTP US 1Z1AP5RC0	Ed Budget - Rug for A Ardila @ Sitton	$36.00
AMZN MKTP US 1Z05Q1H62	Ed Budget - Rug for A Ardila @ Sitton	$22.99
AMZN MKTP US 1N61F7T31	General Budget - Classroom supplies	$69.22
STAPLES	General budget - Classroom/office supplies	$24.70
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$17.05
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$89.20
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$254.69
SCHOOL SPECIALTY LLC	Ed Budget - Rug for A Ardila @ Sitton	$106.60
STAPLES	General budget - Classroom/office supplies	$7.82
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$391.79
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$184.95
LAKESHORE LEARNING MAT	General 'budget - Classroom supplies	$14.24
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$4.66
OFFICE DEPOT #1078	FSW supply - General Budget. For C Ball @ CL	$40.59
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$4.66
KAPLAN EARLY LEARNING	General budget - Classroom/office supplies	$266.44
SCHOOL SPECIALTY LLC	General budget - Classroom/office supplies	$72.14
PLAY WITH A PURPOSE	Creston	$3,625.83
AMAZON.COM 1636M88N0 A	General budget - Classroom/office supplies	$18.06
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$87.89
AMZN MKTP US 164JA1ES2	General budget - Classroom/office supplies	$26.96
AMAZON.COM 165EJ6QG0 A	General budget - Classroom/office supplies	$10.99
STAPLES	General budget - Classroom/office supplies	$16.68
AMZN MKTP US 165CF1SV0	General budget - Classroom/office supplies	$66.87

Portland Public Schools Head Start
April 12, 2022
Director's Report

PROGRAM UPDATE:

- **Summary Financial Report/All Programs:** See Treasurer's Report.
- **Credit Card Report:** See Treasurer's Report.

➢ **2022-2023 Projected Budget Update:** Policy Council Officers and Head Start leadership met on Tuesday, March 8 just prior to the last Policy Council meeting to review funding sources and identify program priorities. See minutes from that meeting for more information.

➢ **OPK RFI**: Submitted on December 15, 2021. We are still waiting for official notification from the ELD on acceptance of our proposal, however, in a monthly webinar on 3.2.22, Head Start Directors were told that all proposed space conversions were accepted. Robert also contacted Edina Haislip of the Early Learning Division again on Friday, April 1 to confirm. Edina provided the same information and again reported that official notification will be forthcoming. She did not know an exact date.

➢ **Personnel:** Head Start continues to recruit for mealtime aides and half-time EAs.

The following new hires are recommended for approval by Policy Council:

Educational Assistants, Half-Time

1. Yesenia Althaus, Associates (Bilingual)
2. Asmita Gurung, Bachelors
3. Ana So, Associates

➢ **Program Self-Assessment:** The annual Self-Assessment is ongoing. Our most recent meeting was on April 1. Future meetings will occur April 29 and May 26. 2021 Staff and family survey results have been reviewed. Desired Results Developmental Profile (DRDP) student data and staff feedback will be reviewed at the next meeting. All data analysis will help generate year 5 of our 5-year Program Goals and our School Readiness Goals.

➢ **Enrollment**: Our program is funded to serve 760 children this school year. We currently have a total 36 classrooms at 9 sites in north, northeast, and southeast Portland. We have 31 Extended Day (full-day) classrooms and five Double Session (½ day) classrooms.

The program was at 64% enrollment as of April 1st, with 482 children total enrolled. All vacancies in the program are to be filled within 30 days. The Office of Head Start is aware of current challenges due to COVID-19. The OHS will continue to monitor monthly enrollment, but has extended its delay in formally evaluating under- or fully-enrolled grantees through the year.

Head Start Performance Standards ask programs to prioritize enrollment for children in Foster Care and those who are experiencing houselessness. Currently our program is serving 11 children in Foster Care and 68 that are experiencing houselessness. 36%

of the children speak a language at home other than English, 14 languages are currently represented in our program.

➢ **Attendance:** Attendance through the month of March was 82%, which is an increase from 78.5% in February. The program monitors attendance very carefully. If the daily average attendance for a month falls below 85%, we must analyze the causes and determine if the program needs to outline a plan to ensure minimum attendance.

> **The performance standards state:** *Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing **ten percent** of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.*

As of April 1, 2022:

- 39.8% of enrolled children have missed between 10-20% of school days. This puts them at Moderate Risk for chronic absenteeism. Last month 40.4% of enrolled children were in this category.
- 26.9% of enrolled children have missed more than 21% of school days. This puts them at Severe Risk for chronic absenteeism. Last month 28.5% of enrolled children were in this category.
- Family Service Workers will work to create Attendance Support Plans for families whose children fall in the Moderate to Severe Risk categories and will continue to monitor and document progress monthly.

➢ **Disabilities Services:** PPS Head Start must ensure at least 10% of its total funded enrollment is filled by children eligible for Early Childhood Special Education services. We currently have 19% of our total enrollment receiving special education services. There are 38 additional children in referral for an evaluation. We continue to partner with Multnomah Early Childhood Program (MECP) to provide services to our children and families. MECP provides service in the classroom for students and can transition to remote services in the event a child is in quarantine. We continue to partner with district level transition teams to ensure students have a special education plan as they enter kindergarten.

➢ **Screenings:** Head Start mandates all children have developmental and behavioral screenings within 45 days of enrollment. From our screenings, we have formally referred 88 children to the Multnomah Early Childhood Program and Portland Public Schools Early Childhood evaluation team per our Interagency Agreements. Upon completing the evaluations and eligibility determination, the files are sent to the Multnomah Early Childhood Program for Individual Family Service Plan (IFSP) development with the child's parent(s), MECP Specialist, Head Start teacher and Inclusion Manager. Once the IFSP is developed, the children begin receiving special education services in the Head Start setting.

➢ **Mental Health Services:** We have received 85 mental health referrals so far this year; a little over half were at parent request. This is an unusual year, with parents requesting a lot more services as compared to previous years. Our parent “Coffee Talk” series started in March with our Spanish Speaking virtual group. Our next session is April 20th. Our English Parent Group will start later this month.

➢ **Health Services**

State Immunization Exclusion Day is Wednesday, April 20th. We have 20 children who currently are on the exclusion list. Family Service Workers have been supporting families to help children receive required immunizations so that they can continue to stay healthy and remain in school.

Communicable Disease update: In late March, guidance for communicable disease / COVID prevention was updated. Currently, for Head Start, we continue to wear masks, do handwashing, routine cleaning, remain in classroom cohorts and other preventative steps. If a student is diagnosed with Covid, that child isolates for 5 days. The parents in that classroom are notified of a positive case and reminded to monitor their children for symptoms, but the classroom is not quarantined. Our rates of infection are way down, reflecting the general public. One thing that has been true this year is that things change, so we will continue to receive updates from the Early Learning Division and the MESD/ MCHD Communicable Disease team

Health and Dental Exams (90 day requirement):

Dental Exams: 81% of children have completed a dental exam**.**

Health Exams: 51% of children have been to their primary care doctor within the past year.

Federal Focus Area 2 Review: Our FA2 was completed the week of March 7. We are awaiting the final report which could take 6-8 weeks.

Next Policy Council Meeting: May 10, 2022 at 5:30pm, virtual via Zoom, but we are exploring in-person and hybrid options.

Policy Council understands approval of the Director's Report is approval of the contents of the report, unless otherwise specified in the recorded minutes.

In accordance with Federal law and US Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

Portland Public Schools Head Start

SELECTION CRITERIA 2022-23

AREA	DESCRIPTION	POINTS
Disability		(Entered by disability staff)
Diagnosed Condition	MECP	10
No Disability	None	00
Income		
Eligible	Elig	200
Public Assistance	TANF/SSI	200
Foster Child	Foster	200
Verified Homeless	Homeless	200
130% of Poverty	130%	100
Over 130% of poverty	Over	00
Other Factors		
Transfer from other Head Start Program or EHS	Tran or EHS	75
Referral from agency: DHS, CRN, Morrison Center	Ref	50
Sibling in program within last 5 years	Sib	25
Other environmental issues (parent incarcerated-formerly or currently, divorce, drug/alcohol abuse, domestic violence, child abuse/neglect, death or serious illness in household, parent in military and/or deployed, English Language Learners, Black/African/Refugee or Native American status)	Need	10 pts per issue
Age		
Four by September 1st	Four	100
Four by December 1st	3 ½	50
Three	Three	00

portland children's levy

Mid-Year Report

Organization & Program Name:	**Portland Public Schools Head Start**
Reporting Period:	**July 1, 2021- December 31, 2021**

Instructions

1. Enter the organization, program name.
2. Enter responses in the text box that follows each question. The boxes will adjust in size as information is entered; everything you type will be visible in the report.
3. Limit total length of report to 3 pages (including required and optional questions).
4. Submit this report to your PCL grant manager by January 31, 2022. If you need an extension on this due date, request one from your grant manager.

1. Service Goals

Considering the program's service data through December 31st, is the program on track to meet its service goals for number of participants to be served and amount of service offered? If not, explain why, including any COVID-related impacts. (Note: Service goals can be found in your PCL grant agreement, Section I.B.) Describe a few successes and challenges recruiting and enrolling new participants.

The program is on track to meet its service goals for number of participants to be served and amount of service offered. The program currently has 52 students enrolled in the four classrooms funded by the Levy. This represents 65% of the total number of students to be served (80). Although COVID has impacted recruitment and enrollment efforts, the program continues to recruit and enroll students in these classrooms until they are full. Some families appear reticent to enroll their children at this time. BIPOC have been disproportionately impacted by the pandemic, which may explain the lower enrollment that all Head Start programs are experiencing. The program has successfully completed several rounds of recruiting efforts, including ads on Trimet busses/benches, ads in print media, and recent bulk USPS mailings to targeted geographic areas. The bulk mailings have resulted in an increase in applications. Parent-Child Center Meetings are also occurring. To date, 3 events have been conducted so far – Welcome Back

night and two Library events. We will have a fourth event in February around bedtime routines. We are on track to complete 5-7 events for the school year.

2. Implementation

a. In general, how did the program provide services to clients during the reporting period? (check one) ☐ virtual ☒ in-person ☐ both

b. Describe any implementation issues experienced during the reporting period. What modifications (e.g. service location, times, curriculum, staffing model, staff training) have been made or are planned to be made to address these issues?

For many children, returning to in-person school was the first experience away from caregivers and family members in almost two years and the first with same-age peers. Some children and families have experienced increased trauma during the pandemic – housing insecurity, food insecurity, unemployment. The program prepared its staff to support children and families by implementing a program wide system of trauma-informed practices. While this has been extremely helpful, more work needs to be done. To that end, we have created a Staff Wellness Committee and are proactively implementing a comprehensive staff wellness program to include activities such as drop-in sessions with our mental health consultants, walking groups, and the creation of wellness areas at each site. While a handful of part-time Educational Assistant vacancies persist, the program has been fully staffed since the start of the school year. The classrooms funded by the Portland Children's Levy have not experienced any staffing issues this year. Quarantining individuals and cohorts due to positive COVID exposures remains a challenge, however, the program continues to follow all local guidelines. Lastly, a very small percentage of students require ongoing support regarding mask wearing. This is an integrated part of the overall learning experience for all children. Overall, we are extremely pleased that the vast majority of students have no issues with wearing masks. Our staff have done an excellent job approaching this as a supportive learning opportunity.

3. Outcome Data Collection Progress

If you began collecting outcome data during the reporting period (e.g. pre-tests or client surveys administered, class-based programs where surveys are administered at the end of the class), have you made any changes to your evaluation process and/or procedures during this reporting period?

YES ☒ **NO** ☐ If "YES", please describe what was changed and why.

The program re-instituted student outcome progress monitoring after a hiatus during the 2020-2021 school year. The Office of Head Start permitted the suspension of student assessment given the impact of COVID-19. The program now uses the Desired Results Developmental Profile (DRDP) instead of Teaching Strategies GOLD (TS GOLD). The DRDP was adopted to better support the program's racial equity and social justice work.

Have you encountered any challenges with collecting outcome data that will impact year-end reporting?

YES ☒ **NO** ☐ If "YES", provide an explanation.

The DRDP is a new tool for staff and we continue to enroll new students as the year progresses. These should not pose any difficulties in terms of year-end reporting, however, year-end reporting data may differ from mid-year reporting.

4. Additional Information (OPTIONAL): Share any additional information about things that happened during the reporting period that impacted the program.

None at this time.

5. PCL Support (OPTIONAL): What can PCL do to support your program? What would you like more of or less of from us?

We appreciate the support we currently receive from PCL.

6. Program Highlight <u>(OPTIONAL)</u>: Is there anything about your program you would like PCL to highlight in our communications with community audiences (for example: something new, unique, exciting or specific story)?

We're incredibly grateful to offer in-person services to our children and families.

RESOLUTION No. 6494

Approval of Head Start Policy Council Recommendation

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. Portland Public Schools Head Start Policy Council recommends the approval of a federal CARES Act Carryover Request in the amount of $46,105.47. This is the balance remaining from an original distribution of $261,006 in Summer 2020.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

PORTLAND PUBLIC SCHOOLS
OFFICE OF Head Start/Early Learners
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-5724

Date: April 13, 2022

To: PPS School Board

From: Dr. Emily Glasgow, Interim Senior Director of PK-5 Core Academics CP
Dr. Robert D. Cantwell, Principal/Director of Head Start

Subject: Head Start Action and Informational Items

BACKGROUND

A. Federal requirements call for the Governing Board of Head Starts to approve recommendations and reports for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for PPS Head Start.

1. Carryover of federal CARES Act Funds - $46,105.47

A balance of $46,105.47 is remaining from the federal CARES Act funds PPS Head Start received. The federal Office of Head Start has requested that programs submit carryover requests. PPS Head Start Parent Policy Council approved carryover of the balance on April 12, 2022. A Board Letter of Approval is requested.

2. 2022-2023 Selection Criteria for Enrollment

PPS Head Start reviews its Selection Criteria for Enrollment on an annual basis. Board approval of the Selection Criteria is required. This year our Selection Criteria were updated to reflect the current challenges our families are facing, as well as to more appropriately assign points to categorically eligible families (income, Homelessness, and Foster/Kinship Care). PPS Head Start Parent Policy Council approved the 2022-2023 Selection Criteria on March 8, 2022 and an additional update on April 1, 2022. A Board Letter of Approval is requested.

3. Portland Children's Levy Mid-Year Report

PPS Head Start submitted its mid-year report as required by the Portland Children's Levy (PCL). The PCL funds four of the program's teachers and two educational assistants. The mid-year report is provided for informational awareness only. Board approval of the report is not required.

4. Annual Program Budget Planning Committee Meeting

Every year in the spring, PPS Head Start begins planning for the next year. The planning process includes: collecting information regarding funding allocations from each source, budget impacts of union contracts, facilities needs, as well as locations of Head Start sites and program options. The Annual Program Budget Planning Committee Meeting is a requirement per Head Start Program Performance Standards. Attached are the agenda and minutes from this year's

planning meeting on March 8, 2022. The document is provided for informational awareness only. Board approval of the report is not required.

RELATED POLICIES/BEST PRACTICES
Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION
All items listed above support the high quality, comprehensive wraparound services provided to the children and families attending PPS Head Start.

FISCAL IMPACT
1. Fiscal impact includes an ability to use remaining CARES Act funds. Continued federal funding of PPS Head Start is dependent upon compliance with Head Start Program Performance Standards, which includes requesting approval of recommendations and reports from the program's governing bodies.

COMMUNITY ENGAGEMENT (IF APPLICABLE)
PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/documents on February 8, March 8, April 1, and April 12, 2022 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION
The timeline for implementation will be the 2021-2022 and 2022-2023 school years.

BOARD OPTIONS WITH ANALYSIS
Board approval needed.

CONNECTION TO BOARD GOALS
The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

Portland Public Schools' vision is this: Every student, every teacher, and every school succeeding. The school district's mission is that every student by name is prepared for college, career, and participation as an active community member, regardless of race, income, or zip code. The Board adopted the following four priorities for the 2018-19 school year to move the school district toward the above aspirations:

- Set a clear vision and strategic plan.
- Create equitable opportunities and outcomes for all students.
- Build management accountability systems and structures.
- Allocate budget, funding, and resources focused on improving outcomes for students.

All of the above items support the district's and School Board's vision and priorities.

STAFF RECOMMENDATION

Develop Board resolutions and obtain signature approval of the Board Chair of the attached documents.

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

_____ *(Initials)*

ATTACHMENTS

A. 4.5.22 FY 2022 CARES Act Carryover Application & Budget Justification and Narrative
B. FY22 CARES Act Carryover Request Board Resolution
C. FY22 CARES Act Carryover Request Board Approval Letter
D. FY22 CARES Act Carryover Request Policy Council Approval Letter
E. 2022-2023 Selection Criteria for Enrollment
F. 2022-2023 Selection Criteria for Enrollment Board Resolution
G. 2022-2023 Selection Criteria for Enrollment Board Approval Letter
H. 2022-2023 Selection Criteria for Enrollment Policy Council Approval Letter
I. 2021-2022 Portland Children's Levy Mid-Year Report
J. 3.8.22 PPS Head Start Policy Council Program Budget Planning Committee Meeting Agenda/Minutes
K. 2.8.22 PPS Head Start Parent Policy Council Meeting Minutes
L. 3.8.22 PPS Head Start Parent Policy Council Meeting Minutes
M. 4.1.22 PPS Head Start Parent Policy Council Email Vote Documentation for Selection Criteria Addition
N. 4.12.22 PPS Head Start Parent Policy Council Meeting Minutes

PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM

CARES ACT CARRYOVER APPLICATION & BUDGET JUSTIFICATION AND NARRATIVE

FEDERAL HEAD START GRANT #10CH010719

FISCAL YEAR 2022

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Introduction

PPS Head Start received an initial award of $261,006 in COVID Relief Funds. We have spent the majority of those funds on the following:

1. Equipment and supplies for remote delivery of learning experiences for young children and their families. This included new hardware and software for staff, as well as remote workspace equipment to successfully deliver high quality learning experiences in a virtual format.
2. Personal Protective Equipment (PPE) to enable staff to safely access their classrooms in order to deliver learning experiences remotely from school and conduct brief parent pickup/delivery of home learning materials.
3. Educational supplies for home learning kits and for teacher delivery of learning experiences.
4. Serving our families with technology support by hiring a Technology Specialist. The Technology Specialist took requests from families and staff to troubleshoot issues, offer short virtual and physically-distanced in-person learning sessions on the hardware and software we are using. The Technology Specialist is also monitoring and managing inventory of the technology. This position has continued to support staff and families after a return to in-person instruction this school year.

PPS Head Start was planning and preparing to offer a Supplemental Summer Program during the summer of 2020. These plans were suspended due to increasing rates of COVID-19 infection and hospitalization in Multnomah County, the most densely populated county in Oregon. PPS Head Start has also been thoughtful and judicious in spending these funds given the unknown future costs associated with preparing for, preventing, and responding to COVID-19. As a result, we have a remaining balance of $46,105.47 in CARES Act funds. We are requesting a carryover of $46,105.

PPS Head Start proposes spending the remaining funds in the following manner.

Supplies and Technology Equipment: $44,039

The remaining amount of the carryover will be used for supplies and materials needed to continue the program's in-person instruction. A large portion of school-based learning supplies, i.e. crayons, glue sticks, youth scissors, etc., were gathered and distributed to families during CDL and regular programming. The supplies include items for students and staff to successfully deliver both CDL and in-person instruction. The program will also utilize these funds to support the establishment and improvement of our outdoor

learning spaces. This includes the installation of covered play areas, adding natural garden spaces for learning, and purchasing materials and resources supporting outdoor learning experiences. Examples include gardening tools for children, outdoor play equipment, and walking paths.

Indirect Costs: $2066

Indirect charges are based on the final approved rate of 4.69% for the 2021/22 fiscal year. The certifying letter from the State of Oregon Department of Education is attached in the "Indirect Cost Rate Agreement" folder under the "Documents" tab on our most recent application for Federal Funds with the grant period of November 1, 2021 to October 31, 2022.

PORTLAND PUBLIC SCHOOLS
Head Start Program
4800 NE 74th Avenue
Portland,OR 97218
503-916-5724• Fax: 503-916-2670

HEAD START PROGRAM

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: PPS Head Start CARES Act Carryover Request

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Governing Board has approved PPS Head Start's CARES Act Carryover Request in the amount of $46,105.47.

The signature below is confirmation the Head Start Governing Board has approved this request.

Thank you.

Robert D. Cantwell _____ 4.12.22
Head Start Director Date

_____ _____
Governing Board Chair Date

Portland Public Schools is an equal opportunity educator and employer.

PORTLAND PUBLIC SCHOOLS
Head Start Program
4800 NE 74th Avenue• Portland,OR 97218
503-916--5724• Fax: 503-916--2670

Kathy Schuknecht
Regional Program Manager
Office of Head Start

Subject: CARES Act Carryover Request

Dear Ms. Kathy Schuknecht,

Portland Public Schools Head Start Policy Council has approved the program's CARES Act Carryover Request in the amount of $46,105.47.

The signature below is confirmation the Head Start Policy Council has approved this request.

Thank you,

Robert D. Cantwell — 4.12.22
Head Start Director — Date

Huynh Pool — 4-12-2022
Policy Council Chair — Date

Portland Public Schools is an equal opportunity educator and employer.

Parent Policy Council Agenda

Zoom Call

2-8-22

Information	Warm Welcome Agenda Overview	Chair - Huynh Pool	5 min
	Prize Wheel	Crystal Ball	2 min.
Action	Minutes: Review and approve minutes from December meeting (no quorum in January)	Secretary - Matt Blairstone	10 min
Action	Treasurer's Report Review and approve reports from last two months (no quorum in January)	Robert/Kim R?	10 min
Action	Director's Reports Review and approve Director's Reports from last two months (no quorum in January)	Robert	10 min
Action	Selection Criteria 2022-2023	Rhiannon	5 min
Action	FY21 Federal grant carryover; need PC approval to carryover $30,512.15; will use funds to support continuation of our Site Tech Specialist position, which is currently funded with COVID money	Robert	5 min
Info	Mariela Perez Carrasco resigned as PC Treasurer; Robert received an email on 2.7.22; a new Treasurer will need to be elected	Robert	2 min
Info	OHSA State Meeting, Feb. 2-4; report out	Huynh, Crystal, Rhiannon, Robert	10 min
Info	Portland Children's Levy Mid-Year Report	Robert	10 min
Info	NHSA Annual Conference, May 2-5 in Baltimore, MD; 2 parent spots; Chair and State Rep cannot attend; Can Vice Chair or other officer attend?	Robert	10 min
Info	Policy Council Recruitment Video	Rhiannon/Crystal	5 min.

Info	Fundraising Update/Committee	Crystal Ball, Kim Richards	15 min
Survey	Do Policy Council officers need devices for meetings/conferences?	Robert	5 min
	Prize Wheel	Crystal Ball	2 min.
Information	New/Old News Adjournment	Chair- Huynh Pool	5 minutes
Next Meeting March 8, 2022 @ 5:30pm via Zoom or maybe hybrid Reminder to officers that Program Budget Planning Committee meeting will occur just prior (4:30pm) to the main PC meeting.			

Portland Public Schools Head Start
February 8, 2022
Director's Report

PROGRAM UPDATE:

- **Summary Financial Report/All Programs:** See Treasurer's Report.
- **Credit Card Report:** See Treasurer's Report.

➢ **Portland Children's Levy:** Mid-Year Report was completed and submitted on January 4, 2022. Waiting for acceptance by the PCL grant manager.

➢ **OPK RFI**: Submitted on December 15, 2021. Waiting to hear from the ELD on acceptance of our proposal.

➢ **Personnel:** Head Start continues to recruit for mealtime aides and half-time EAs.

The following new hires are recommended for approval by Policy Council:

Educational Assistants (Half Time)

1. Elizabeth Shelden, Bachelor's
2. Kahlil Wall Johnson (Bilingual Spanish), Bachelor's

Community Agent (Family Service Worker, Half Time)

1. Jobe Fallen, Bachelor's

➢ **2022/2023 Projected Budget Update: Program Planning meeting planned for March 8 at 4:30pm just prior to regular Policy Council meeting.**
In the spring and early summer, we begin planning for next year. The planning process includes: collecting information regarding funding allocations from each source, budget impacts of union contracts, facilities needs as well as location of Head Start sites and program options.

➢ **Program Self-Assessment:** The annual Self-Assessment is underway. The Committee members include all of Head Start Management Team, Huynh Pool (PC Chair) and Kim Amezcua (Vice-Chair). More parent reps have been invited to join. The first meeting occurred on January 21. Future meetings will occur on Feb. 25, April 1, April 29, and May 26. Staff, family, and community survey result information will be reviewed along with DRDP student data. This information, along with our Community Needs Assessment, will be reviewed to generate year 4 of our 5-year goals and our school readiness goals.

➢ **Community Needs Assessment:** The annual update of the Community Needs Assessment is underway. We have a contract with Portland State University (PSU) to complete this annual update. Robert (Director), Rhiannon (Family Services Manager), Nancy (Business Operations Analyst), and Andrea (Data Management Coordinator) met with PSU representatives on Feb. 3 to initiate the process and clarify expectations.

➢ **Enrollment**: Our program is funded to serve 760 children this school year. We currently have a total 36 classrooms at 9 sites in north, northeast, and southeast

Portland. We have 31 Extended Day (full-day) classrooms and five Double Session (½ day) classrooms.

The program was at 62% enrollment as of February 4th, with 472 children total enrolled. All vacancies in the program are to be filled within 30 days. The Office of Head Start is aware of current challenges due to COVID-19. The OHS will continue to monitor monthly enrollment, but has extended its delay in formally evaluating under- or fully-enrolled grantees through the year.

Head Start Performance Standards ask programs to prioritize enrollment for children in Foster Care and those who are experiencing houselessness. Currently our program is serving 11 children in Foster Care and 60 that are experiencing houselessness. 36% of the children speak a language at home other than English, 14 languages are currently represented in our program.

➢ **Attendance:** Attendance through the month of December was 78.5%, which is a small drop from 80% in January. The program monitors attendance very carefully. If the daily average attendance for a month falls below 85%, we must analyze the causes and determine if the program needs to outline a plan to ensure minimum attendance.

> **The performance standards state:** *Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing **ten percent** of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.*

As of February 4th, 2022:

- 40% of enrolled children have missed between 10-20% of school days. This puts them at Moderate Risk for chronic absenteeism. Last month 37% of enrolled children were in this category.
- 26.5% of enrolled children have missed more than 21% of school days. This puts them at Severe Risk for chronic absenteeism. Last month 25% of enrolled children were in this category.
- Family Service Workers will work to create Attendance Support Plans for families whose children fall in the Moderate to Severe Risk categories and will continue to monitor and document progress monthly.

➢ **Disabilities Services:** PPS Head Start must ensure at least 10% of its total funded enrollment is filled by children eligible for Early Childhood Special Education services. We currently have 17% of our total enrollment receiving special education services. There are 23 additional children in referral for an evaluation. We continue to partner with Multnomah Early Childhood Program (MECP) to provide services to our children and families. MECP provides service in the classroom for students and can transition to remote services in the event a child is in quarantine. We continue to partner with district level transition teams to ensure students have a special education plan as they enter kindergarten.

➢ **Screenings:** Head Start mandates all children have developmental and behavioral screenings within 45 days of enrollment. From our screenings, we have formally referred 70 children to the Multnomah Early Childhood Program and Portland Public Schools Early Childhood evaluation team per our Interagency Agreements. Upon completing the evaluations and eligibility determination, the files are sent to the Multnomah Early Childhood Program for Individual Family Service Plan (IFSP) development with the child's parent(s), MECP Specialist, Head Start teacher and

Inclusion Manager. Once the IFSP is developed, the children begin receiving special education services in the Head Start setting.

- **Mental Health Services:** We have received 65 mental health referrals so far this year; 35 at the request of parents and 30 at the request of teachers and staff (with parent permission). This is an unusual year, with parents requesting a lot more services as compared to previous years. We have approximately 70 children who need follow up from their social emotional screenings (ASQ-SE). Our team of mental health consultants are following up on these referrals and screenings.

- **Health Services**: It's been a busy month for Health Services. The Omicron variant required us to shift gears and adapt. A quick review of the data tells us we've completed 692 Symptom Tracker Tool (STT) forms over the course of the entire school year, with 36% of those completed between 1/3/22 and 2/1/22. Despite a number of classroom closures, we've been able to keep our program up and running and attendance in January 78.5%. Thankfully, we are starting to see some improvement in positive cases and exposures.

- **Update on COVID testing in Head Start**:
    - We are distributing test kits to students as needed and expect more test kits from the Oregon Health Authority (OHA) in the next few weeks.

Health and Dental Exams:

Dental Exams: 72% of our students have completed a dental exam.

- 29% required follow up treatment and 21% of these students have received treatment.

Health Exams: 49% of our students have been to their pediatrician for a well child check. Family Service continues to collaborate with caregivers to ensure students visit a pediatrician before the end of the school year.

Health Services Advisory Committee: February 9th. We meet at least twice yearly , to discuss health issues that affect everyone in our community and program. Our partners are health care providers from Multnomah County, OHSU, Casey Eye Preschool Screening, WIC, County Lead testing, D3 dental professionals, County Communicable disease experts, OHP coordinators and others. These partners are resources to our program year round.

Federal Focus Area 2 Review: We have been notified that our FA2 will occur the week of March 7, 2022. Policy Council members will participate in this review as requested by the OHS. There is a Program Budget Planning meeting and Policy Council meeting on March 8, so federal reviewers may sit in on those.

Next Policy Council Meeting: March 8, 2022 at 5:30pm, virtual via Zoom, but we are exploring in-person and hybrid options. Program Budget Planning meeting will occur prior to the next PC meeting. An invitation was sent out.

Policy Council understands approval of the Director's Report is approval of the contents of the report, unless otherwise specified in the recorded minutes.

In accordance with Federal law and US Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

Portland Public Schools Head Start
January 11, 2022
Director's Report

PROGRAM UPDATE:

- **Summary Financial Report/All Programs:** See Treasurer's Report.
- **Credit Card Report:** See Treasurer's Report.

➢ **Portland Children's Levy:** Mid-Year Report is due on January 31, 2022. The purpose of the Mid-Year Report is to provide information to the City of Portland about progress made related to program implementation. The information is used as a check-in to assess whether or not the program is on track to meet annual service goals and to understand any issues/challenges encountered. The report was completed by the Director (Dr. Cantwell) and Family Services Manager (Rhiannon Martin) and was submitted on January 4, 2022. A copy of the report will be reviewed with the Policy Council.

➢ **OPK RFI**: The state is offering increased funds and encouraging Head Start programs to convert part-day enrollment slots to full-day slots. Management Team input was gathered on November 30. Teacher input was gathered on December 7. Policy Council input was gathered on December 14, 2021. Our OPK RFI was submitted on December 15, 2021.

➢ **Personnel:** The district is recruiting for substitute educational assistants. Head Start is recruiting for mealtime aides. Mealtime Aides assist in the classroom during and around lunch time; working 14–19 hours per week. Staff must meet the No Child Left Behind requirements of 120 hours of college credit to apply for the part-time EA position and have a high school diploma or GED for the meal time aid position.

The following new hires are recommended for approval by Policy Council:

Educational Assistants (Half Time)

1. Sunshine Vortigern (Bachelor's)
2. Stephany Alvarado, Bilingual Spanish (Bachelor's)

➢ **Enrollment**: Our program is funded to serve 760 children this school year. We currently have a total 36 classrooms at 9 sites in north, northeast, and southeast Portland. We have 31 Extended Day (full-day) classrooms and five Double Session (½ day) classrooms.

The program was at 60% enrollment as of January 1st, with 455 children total enrolled. All vacancies in the program are to be filled within 30 days. The Office of Head Start is aware of current challenges due to COVID-19. The OHS will continue to monitor monthly enrollment, but has extended its delay in formally evaluating under- or fully-enrolled grantees through the year.

Head Start Performance Standards ask programs to prioritize enrollment for children in Foster Care and those who are experiencing houselessness. Currently our program is serving 11 children in Foster Care and 53 that are experiencing houselessness. 36% of the children speak a language at home other than English, 14 languages are currently represented in our program.

➢ **Attendance:** Attendance through the month of December was 80%. The program monitors attendance very carefully. If the daily average attendance for a month falls below 85%, we must analyze the causes and determine if the program needs to outline a plan to ensure minimum attendance.

> **The performance standards state:** *Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing **ten percent** of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.*

As of January 5, 2021:

- 37% of enrolled children have missed between 10-20% of school days. This puts them at Moderate Risk for chronic absenteeism. Last month 30% of enrolled children were in this category.
- 25% of enrolled children have missed more than 21% of school days. This puts them at Severe Risk for chronic absenteeism. Last month 27% of enrolled children were in this category.
- Family Service Workers will work to create Attendance Support Plans for families whose children fall in the Moderate to Severe Risk categories and will continue to monitor and document progress monthly.

➢ **Disabilities Services:** PPS Head Start must ensure at least 10% of its total funded enrollment is filled by children eligible for Early Childhood Special Education services. We currently have 15% of our total enrollment receiving special education services. There are 46 additional children in referral for an evaluation. We continue to partner with Multnomah Early Childhood Program (MECP) to provide services to our children and families. MECP provides service in the classroom for students and can transition to remote services in the event a child is in quarantine. We continue to partner with district level transition teams to ensure students have a special education plan as they enter kindergarten.

➢ **Screenings:** Head Start mandates all children have developmental and behavioral screenings within 45 days of enrollment. From our screenings, we have formally referred 68 children to the Multnomah Early Childhood Program and Portland Public Schools Early Childhood evaluation team per our Interagency Agreements. Upon completing the evaluations and eligibility determination, the files are sent to the Multnomah Early Childhood Program for Individual Family Service Plan (IFSP) development with the child's parent(s), MECP Specialist, Head Start teacher and Inclusion Manager. Once the IFSP is developed, the children begin receiving special education services in the Head Start setting.

➢ **Mental Health Services:** We have received 62 mental health referrals so far this year; 32 at the request of parents and 27 at the request of teachers (with parent permission). This is an unusual year, with parents requesting a lot more services as compared to previous years. We have approximately 94 children who need follow up from their social emotional screenings (ASQ-SE). Our team of mental health consultants are following up on these referrals and screenings.

➢ **Health Services**: We've hit the ground running this week with an unprecedented amount of COVID cases or close contacts within our Head Start community. Keeping

our students in the classroom is of the utmost importance and we continue to remain diligent with our COVID-19 mitigation efforts.

- **Update on COVID testing in Head Start**:
    - We now have a limited number of BinaxNow COVID test kits we're dispensing to families as needed.
    - Oregon Health Authority (OHA) has also purchased at-home test kits for distribution to Head Start programs across the state. As of now, we haven't heard from OHA, but expect we'll know more in the next week or so. These kits will be a useful tool to keep our kids and families healthy and in the classroom.
    - PPS is participating in a test-to-stay program starting on 1/5/2022. Our recent discussions with the Multnomah County Public Health Department and the Communicable Disease Team indicate our students do not qualify for the test-to-stay. Because we do not have an in-school testing program to support a test-to-stay program, Head Start students who've been exposed to COVID-19 will still be required to quarantine for the 10 day period.
- **Dental Screenings** At the end of the month our Dental3 partners will be back to screen kids at all our sites. Students will receive a brief dental evaluation and a preventative fluoride varnish. We typically catch a small percentage of students who require urgent dental care. In these situations Dental3 will work with the family to schedule an appointment for treatment in 1 to 2 days.

- **Federal Focus Area 2 Review**: We have been notified that we should expect a Focus Area 2 federal review this year as part of the typical 5-year grant cycle review process. This review will occur sometime between now and June 30, 2022. The Office of Head Start is required to provide 45-day notification. At present, we have not received notification. Policy Council members will participate in this review as requested by the OHS.

Next Policy Council Meeting: February 8, 2022 at 5:30pm, virtual via Zoom, but we are exploring in-person and hybrid options.

Policy Council understands approval of the Director's Report is approval of the contents of the report, unless otherwise specified in the recorded minutes.

In accordance with Federal law and US Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

Financial Summary Report

Month End January 2022

CHECKING ACCOUNT ACTIVITY	PROJECT	PLUS	MINUS	BALANCE
Beginning Bank Balance	**January 1, 2022**			**3,088.21**
Deposits:				
Expenses:				
				-
				-
				-
Ending Checking Account Balance as of January 31, 2022			**-**	**3,088.21**

PROJECTS SUPPORTED WITH COUNCIL FUNDRAISERS & DONATIONS

PROJECTS IN CURRENT YR	BUDGET BEGINNING BALANCE	Budjet Adj	Expenditures-to-date	Current Expenditures	Ending Balance
Walk-a-Thon funds undesignated	$ -	$ -	$ -	$ -	$ -
Children's Clothing Fund	$ 451.11		$ -	$ -	$ 451.11
Child Care Reimb., Volunteer	$ -		$ -	$ -	$ -
Community Warehouse Referrals	$ 1,925.00		$ -	$ -	$ 1,925.00
Dollar per Child Contribution	$ -	$ -	$ -	$ -	$ -
Assist with Lice Control			$ -	$ -	$ -
Winter Holiday Project			$ -	$ -	$ -
Food Reservicing			$ -	$ -	$ -
Council Expenses, Misc.	$ 412.10	$ -	$ -	$ -	$ 412.10
Attendance Incentives	$ 200.00	$ -	$ -	$ -	$ 200.00
Travel Stipend NHSA Conference			$ -	$ -	$ -
Teacher Appreciation Week	$ 100.00	$ -	$ -	$ -	$ 100.00
	$ -	$ -	$ -	$ -	$ -
Total	**$ 3,088.21**	**$ -**	**$ -**	**$ -**	**$ 3,088.21**

		YTD Expenses-Month ending January	
20-21 Fed. Carry Over Ending Oct. 31, 2021		$2,613,017	-$2,582,505.00
21-22 Awards			
21-22 Fed. Nov.1, 2021-Oct. 31,2022	$	5,686,462.00	-$1,282,797.00
19-20 Covid CARES award	$	63,329.00	-$63,329.00
20-21 Covid- CRSSA ending March, 2023	$	89,388.00	-$24,902.00
20-21 Covid-ARP ending March, 2023	$	355,361.00	-$3,394.00
21-22 OPK State Grant ending June 2022	$	5,799,811.00	-$1,997,622.00
21-22 Portland Children's Levy	$	560,845.00	-$247,235.00
21-22 Title IA funding	$	240,000.00	-$120,947.00
Tatal of 20-21 Fed C/O + 21-22 Awards (Items B38-B44)			**$15,408,213.00**
Total Year to Date Expenses (all red totals)			-$6,322,731.00
FED-Carry over for July-Oct. 2022			-$800,000.00
Remaining Available funds for 21-22 SY			**$8,285,482.00**
Remaining fiscal year (5/12 mos.)		42%	
Percent of funds remaining		54%	

Financial Summary Report

Month End December 2021

CHECKING ACCOUNT ACTIVITY	PROJECT	PLUS	MINUS	BALANCE
Beginning Bank Balance	**December 1, 2021**			**3,088.21**
Deposits:				
Expenses:				
				-
				-
				-
Ending Checking Account Balance as of December 31, 2021			**-**	**3,088.21**

PROJECTS SUPPORTED WITH COUNCIL FUNDRAISERS & DONATIONS

PROJECTS IN CURRENT YR	BUDGET BEGINNING BALANCE	Budjet Adj	Expenditures-to-date	Current Expenditures	Ending Balance
Walk-a-Thon funds undesignated	$ -	$ -	$ -	$ -	$ -
Children's Clothing Fund	$ 451.11		$ -	$ -	$ 451.11
Child Care Reimb., Volunteer	$ -		$ -	$ -	$ -
Community Warehouse Referrals	$ 1,925.00		$ -	$ -	$ 1,925.00
Dollar per Child Contribution	$ -	$ -	$ -	$ -	$ -
Assist with Lice Control			$ -	$ -	$ -
Winter Holiday Project			$ -	$ -	$ -
Food Reservicing			$ -	$ -	$ -
Council Expenses, Misc.	$ 412.10	$ -	$ -	$ -	$ 412.10
Attendance Incentives	$ 200.00	$ -	$ -	$ -	$ 200.00
Travel Stipend NHSA Conference			$ -	$ -	$ -
Teacher Appreciation Week	$ 100.00	$ -	$ -	$ -	$ 100.00
	$ -	$ -	$ -	$ -	$ -
Total	**$ 3,088.21**	**$ -**	**$ -**	**$ -**	**$ 3,088.21**

		YTD Expenses-Month of Oct	
20-21 Fed. Carry Over Ending Oct. 31, 2021		$2,613,017	-$2,613,017.00
21-22 Awards			
21-22 Fed. Nov.1, 2021-Oct. 31,2022	$	5,686,462.00	-$759,210.00
19-20 Covid CARES award	$	63,329.00	-$63,329.00
20-21 Covid- CRSSA ending March, 2023	$	89,388.00	-$15,883.00
20-21 Covid-ARP ending March, 2023	$	355,361.00	-$2,992.00
21-22 OPK State Grant ending June 2022	$	5,799,811.00	-$1,416,375.00
21-22 Portland Children's Levy	$	560,845.00	-$193,556.00
21-22 Title IA funding	$	240,000.00	-$96,773.00
Tatal of 20-21 Fed C/O + 21-22 Awards (Items B38-B44)			**$15,408,213.00**
Total Year to Date Expenses (all red totals)			-$5,161,135.00
FED-Carry over for July-Oct. 2022			-$800,000.00
Remaining Available funds for 21-22 SY			**$9,447,078.00**
Remaining fiscal year 50% (6/12 mos.)			
Percent of funds remaining 61%			

Parent Policy Council Minutes

Zoom Call
12-14-21

Minutes by Matt Blairstone

Information	Warm Welcome Agenda Overview	Chair - Huynh Pool In Attendance: Huynh Pool, Robert Cantwell, Crystal Ball, Matt Blairstone, Mariela Perez Carrasco, Kim Richards, Dora Kaske, Kim Amezcua, Lauren Rosenthal, Yadira, Betsy, Aurelie
	Prize Wheel	Crystal Ball Winner: Yadira (Brita filter)
Action	Minutes: Review I reviewed last month's minutes, including postponed and on-the-spot items.	Secretary - Matt Blairstone **Move to approve: Me** **Seconded: Mariela** **Approve: 8**
Action	Treasurer's Report Mariela reviewed this report (on file and emailed to Council)	Treasurer - Mariela Perez Carrasco support from Nancy Robles **Move to approve: Aurelie** **Seconded: Mariela** **Approve: 7**
Action	Director's Report Robert reviewed the past month's report: successful parent/teacher conferences, grant renewal process, application submission to state for funding, **plan to convert part-day slots to full-day slots**; new hires; COVID testing at school	Robert Cantwell **Move to approve: me** **Seconded: Mariela** **Approve: 7**
Action	Site & Service Workbook	Robert Cantwell **Move to approve: me** **Seconded: Mariela** **Approve: 8**
Info	Head Start Org Chart Robert recounted the flow chart of PPS/Head Start leadership	Robert Cantwell
Action	Vice Chair Election Mariela has been hired in-house & her position must be filled. Kim Amezcua throws hat in the ring.	Huynh Pool **Move to elect: 6**
Action	Community Rep Election Dora Kaske throws her hat in the ring.	Huynh Pool **Move to nominate: Kim** **Seconded: Mariela** **Move to elect: 9**

Parent Policy Council Minutes

Zoom Call
12-14-21

Info/Action	<u>Oregon Pre-K RFI</u> Plan to convert part-day slots to full-day slots while retaining flexibility to choose	Robert Cantwell **Approval to convert part-day to full-day slots: me** **Seconded: Aurelie** **Approve: 6** **Abstain: 1**
Info	<u>HS Performance Standards</u> Mask Wearing and Vaccinations	Robert Cantwell
Action	<u>HS Van Selling / Auction</u> Van is no longer being used, is in good running order, and Robert seeks to pursue selling it and putting the profit back into the program.	Robert Cantwell **Move to approve: Me** **Seconded: Aurelie** **Approve: 8**
Info	<u>Fundraising Update/Committee</u> Presented by Kimberly Richards. Seeking more fundraising options and a way to generate attention and interaction with Head Start families; add 5 minutes to next month's agenda to discuss options.	Crystal Ball, Kim Richards
	<u>Prize Wheel</u> Wasn't the meeting, itself, the true prize?	Crystal Ball (no winner)
Information	New/Old News Adjournment	Chair- Huynh Pool
Next Meeting January 11, 2022 @ 5:30pm via Zoom		

Parent Policy Council Minutes

Zoom Call
1-11-22

Information	Warm Welcome Agenda Overview **Present:** Kim A., Matt B., Betsy F., Sherly P., Antonia, Jennifer A., Robert, Rhiannon, Jean B., Interpreter - Vietnamese, Spanish, Chinese	Chair - Huynh Pool (Absent) Kim Amezcua Vice Chair **Notes:** Discussion of COVID Protocols within Head Start. Parents shared concerns. Responses from Robert & Jean. Interpreters released at 5:50 PM No Quorum present, Kim suggests we table all voting items until next month.
	Prize Wheel	Crystal Ball / Rhiannon **Notes:** Matt is a winner
Action	Minutes: Review	Secretary - Matt Blairstone **Notes:** Tabled
Action	Treasurer's Report	Treasurer - Mariela Perez Carrasco support from Nancy Robles **Notes:** Tabled
Action	Director's Report	Robert Cantwell **Notes:** Tabled
Info	OHSA State Meeting, Feb. 2-4; who is going?	Robert Cantwell **Notes:** Survey of PPC Reps., 95% voted "no in person". Virtual option being sent out.
Info	Portland Children's Levy Mid-Year Report	Robert Cantwell **Notes:** Mid year and final reports are required. Mid year report is due 1-31-22 and has already been submitted. Robert reviewed the HS response with those present.
Info	Policy Council Recruitment Video	Rhiannon **Notes:** Tabled
Info	Fundraising Update/Committee	Crystal Ball, Kim Richards **Notes:** Tabled
Information	New/Old News Adjournment	Chair- Huynh Pool (Kim Amezcua)
Next Meeting February 8, 2022 @ 5:30pm via Zoom or maybe hybrid		

Parent Policy Council Minutes

Zoom Call
2-8-22

Information	Warm Welcome **Present:** myself, Rhiannon, Crystal, Jon A., Robert, Huynh, Andrea, Dora, Tiffanie, Jennifer A., Betsy F., Lauren R., Kim Richards, Sherly Paul	Chair - Huynh Pool
	Prize Wheel	Dora wins.
Action	Minutes: Review and approve minutes from December meeting (no quorum in Jan.) **Move to approve: Dora** **Seconded: me** **Approve: 6**	Secretary - Matt Blairstone **Notes:** December minutes corrected— Mariela was listed incorrectly as VC; updated to Erica
Action	Treasurer's Report Review & approve reports from last two months **Move to approve both: me** **Seconded: Kim** **Approve: 7**	**Notes:** Mariela resigned from treasurer role, so Robert delivered the reports. (Treasurer's reports have been forwarded to the committee members).
Action	Director's Reports Review and approve Director's Reports from last two months **Move to approve: Dora** **Seconded: me** **Approve: 6**	**December notes:** OPK RFI proposal was submitted, still waiting to hear back on approval. Enrollment at 60% as of Jan. 1. Attendance was a little low at 80% (supposed to be at least 85%) **January Notes:** March 8 meeting at 4:30p before regular PC meeting to begin planning for next year 62% Enrollment, but attendance down to 78% (Omicron likely an influencer) Mental Health Service requests are significantly up this year; requests both from staff & parents.
Action	Selection Criteria 2022-2023	**Notes:** Rhiannon led this action and discussed the factors that go into the selection process for admission into the HS program. (Certain factors lead to "categorical eligibility"). Concerns were raised about some of the factors being listed twice, so criteria is being streamlined to clear up technicalities.

		Discussions re: “Returning Student” category; standardizing point totals. **More time is needed to get a final proposal.** Action item removed. Switched to informational. **Tabled until March.**
Action	FY21 Federal grant carryover; need PC approval to carryover $30,512.15. **Move to approve: Dora** **Seconded: me** **Approve: 6**	Robert presented proposal to carry over funds to continue the Site Technology Specialist position.
Info	Mariela Perez Carrasco resigned as PC Treasurer.	Robert received an email on 2.7.22; a new Treasurer will need to be elected. The hunt is on.
Info	OHSA State Meeting, Feb. 2-4	Huynh, Crystal, Rhiannon, Robert reported.
Info	Portland Children's Levy Mid-Year Report	Robert shared this previously mentioned report. It is currently meeting its goal, and on track to complete 5-7 events this year. A Staff Wellness Committee has been established to help families deal with COVID related traumas.
Info	NHSA Annual Conference, May 2-5 in Baltimore, MD; 2 parent spots; Chair and State Rep cannot attend; Can Vice Chair or other officer attend?	2 parent spots available. The call has been put out.
Info	Policy Council Recruitment Video	Crystal put out the word for volunteers to film bits for recruitment video. She will reach out individually. Rhiannon suggested sending out previous video as an example.
Info	Fundraising Update/Committee	Crystal and Kim presented on this. Still a work in progress. Pursuing avenues with McMenamins, Fred Meyer, more.
Survey	Do PC officers need devices for meetings/ conferences?	Robert threw it out to the group to reach out to him if needed.
	Prize Wheel	Betsy Freeman wins the second prize.
Information	New/Old News Adjournment	Chair- Huynh Pool

Next Meeting

March 8, 2022 @ 5:30pm via Zoom or maybe hybrid

Reminder to officers that Program Budget Planning Committee meeting will occur just prior (4:30pm) to the main PC meeting.

Parent Policy Council Agenda

Zoom Call

3-8-22

Information	Warm Welcome Agenda Overview	Chair - Huynh Pool	5 min
	Prize Wheel	Crystal Ball	2 min.
Action	Minutes: Review and approve minutes from February meeting	Secretary - Matt Blairstone	10 min
Action	Treasurer's Report	Nancy	10 min
Action	Director's Report	Robert	10 min
Action	Selection Criteria 2022-23	Rhiannon	5 minutes
Action	Nomination and Election of new Treasurer	Huynh	10 min
Info	OHSA State Meeting, May 16-18 @ Salishan	Robert	10 min
Info	Policy Council Recruitment Video	Rhiannon/Crystal	5 min.
Info	Richmond PTA Donation	Robert/Nancy	5 min
Info	Fundraising Update/Committee	Crystal Ball, Kim Richards	15 min
	Prize Wheel	Crystal Ball	2 min.
Information	New/Old News Adjournment	Chair- Huynh Pool	5 minutes

Next Meeting

April 12, 2022 @ 5:30pm via Zoom or maybe hybrid

Portland Public Schools Head Start
March 8, 2022
Director's Report

PROGRAM UPDATE:

- **Summary Financial Report/All Programs:** See Treasurer's Report.
- **Credit Card Report:** See Treasurer's Report.

➢ **Portland Children's Levy:** Mid-Year Report was completed and submitted on January 4, 2022. PCL grant manager proposed a few questions, to which we submitted answers on February 27. The report and our responses were accepted.

➢ **OPK RFI**: Submitted on December 15, 2021. We are still waiting for official notification from the ELD on acceptance of our proposal, however, in a monthly webinar on 3.2.22, Head Start Directors were told that all proposed space conversions were accepted.

➢ **Personnel:** Head Start continues to recruit for mealtime aides and half-time EAs.

The following new hires are recommended for approval by Policy Council:

Community Agent (Family Service Worker, Half Time)

1. Josephine Arceo (Praxis)

➢ **2022/2023 Projected Budget Update: A Program Planning meeting was completed on March 8 at 4:30pm just prior to the regular Policy Council meeting.**
In the spring and early summer, we begin planning for next year. The planning process includes: collecting information regarding funding allocations from each source, budget impacts of union contracts, facilities needs as well as location of Head Start sites and program options.

- ❖ **Federal Budget**: PPS Head Start has not yet officially received its funding allocation notification award for next year. We expect it to arrive soon.
- ❖ **City Grant:** The City of Portland supports four Extended Day Head Start classrooms through the Portland Children's Levy grant. Currently the grant staffs classrooms at Creston Annex (Neuroed), Clarendon Early Learning Academy (Neuroed), Sitton (Spanish DLI), and Applegate (Native American). We are awaiting word if we will be awarded the grant for next school year.
- ❖ **State Budget:** Head Start Programs in the state are currently funded every two years. We are currently in year two of the biennium. We are waiting for ELD notification of our award for next year.
- ❖ **Title 1 Grant:** Title 1 funds are allocated to the Head Start Program from the district. This grant currently funds two Head Start teachers at Lee. Funding will continue into next year.

➢ **Program Self-Assessment:** The annual Self-Assessment is underway. The Committee members include all of Head Start Management Team, Huynh Pool (PC Chair), Kim Amezcua (Vice-Chair), and Lauren Rosenthal (Parent Rep). Most recent meeting was on Feb. 25. Future meetings will occur April 1, April 29, and May 26. Staff and family survey results are being reviewed along with DRDP student data. This information,

along with our Community Needs Assessment, will be reviewed to generate year 5 of our 5-year Program Goals and our School Readiness Goals.

➢ **Enrollment**: Our program is funded to serve 760 children this school year. We currently have a total 36 classrooms at 9 sites in north, northeast, and southeast Portland. We have 31 Extended Day (full-day) classrooms and five Double Session (½ day) classrooms.

The program was at 64% enrollment as of March 1st, with 483 children total enrolled. All vacancies in the program are to be filled within 30 days. The Office of Head Start is aware of current challenges due to COVID-19. The OHS will continue to monitor monthly enrollment, but has extended its delay in formally evaluating under- or fully-enrolled grantees through the year.

Head Start Performance Standards ask programs to prioritize enrollment for children in Foster Care and those who are experiencing houselessness. Currently our program is serving 11 children in Foster Care and 64 that are experiencing houselessness. 36% of the children speak a language at home other than English, 14 languages are currently represented in our program.

➢ **Attendance:** Attendance through the month of February was 78.5%, which is an increase from 78.5% in January. The program monitors attendance very carefully. If the daily average attendance for a month falls below 85%, we must analyze the causes and determine if the program needs to outline a plan to ensure minimum attendance.

> **The performance standards state:** *Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing **ten percent** of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.*

As of March 1, 2022:

- 40.4% of enrolled children have missed between 10-20% of school days. This puts them at Moderate Risk for chronic absenteeism. Last month 40% of enrolled children were in this category.
- 28.5% of enrolled children have missed more than 21% of school days. This puts them at Severe Risk for chronic absenteeism. Last month 26.5% of enrolled children were in this category.
- Family Service Workers will work to create Attendance Support Plans for families whose children fall in the Moderate to Severe Risk categories and will continue to monitor and document progress monthly.

➢ **Disabilities Services:** PPS Head Start must ensure at least 10% of its total funded enrollment is filled by children eligible for Early Childhood Special Education services. We currently have 18% of our total enrollment receiving special education services. There are 28 additional children in referral for an evaluation. We continue to partner with Multnomah Early Childhood Program (MECP) to provide services to our children and families. MECP provides service in the classroom for students and can transition to remote services in the event a child is in quarantine. We continue to partner with district level transition teams to ensure students have a special education plan as they enter kindergarten.

➢ **Screenings:** Head Start mandates all children have developmental and behavioral screenings within 45 days of enrollment. From our screenings, we have formally

referred 79 children to the Multnomah Early Childhood Program and Portland Public Schools Early Childhood evaluation team per our Interagency Agreements. Upon completing the evaluations and eligibility determination, the files are sent to the Multnomah Early Childhood Program for Individual Family Service Plan (IFSP) development with the child's parent(s), MECP Specialist, Head Start teacher and Inclusion Manager. Once the IFSP is developed, the children begin receiving special education services in the Head Start setting.

- **Mental Health Services:** We have received 78 mental health referrals so far this year; 45 at the request of parents and 34 at the request of teachers and staff (with parent permission). This is an unusual year, with parents requesting a lot more services as compared to previous years. We have approximately 10 children who need follow up from their social emotional screenings (ASQ-SE). Our team of mental health consultants are following up on these referrals and screenings. We offered one parent drop in support session, and will start our parent "Coffee Talk" parent series this month. Our first one is March 16th for Spanish speaking parents.

- **Health Services**: The Early Learning Division (ELD) is recommending a 5-day quarantine or isolation period for PreK students in classrooms where universal masking is the predominant practice. Universal masking means everyone in the class who is able to wear a mask, makes an effort to do so throughout the day (with the exception of naps and mealtimes). In cases where universal masking is in place, isolation/quarantine is 5 days. This change will protect more in-person instructional days for our students. This is being adopted across the PPS Early Learning Department. We'll keep everyone updated as more changes to communicable disease emerge.

Health and Dental Exams (90 day requirement):

Dental Exams: 83% of our students have completed a dental exam.

Health Exams: 53% of our students have been to their pediatrician for a well child check.

Federal Focus Area 2 Review: Our FA2 is underway this week. Policy Council members will participate in a meeting with the review panel on Wednesday, March 9 from 12:00-1:00pm.

Next Policy Council Meeting: April 12, 2022 at 5:30pm, virtual via Zoom, but we are exploring in-person and hybrid options.

Policy Council understands approval of the Director's Report is approval of the contents of the report, unless otherwise specified in the recorded minutes.

In accordance with Federal law and US Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

Financial Summary Report

Month End February 2022

CHECKING ACCOUNT ACTIVITY	PROJECT	PLUS	MINUS	BALANCE
Beginning Bank Balance	**February 1, 2022**			**3,088.21**
Deposits:				
Expenses:				
Community Warehouse			150.00	(150.00)
				-
				-
				-
Ending Checking Account Balance as of February			**150.00**	**2,938.21**

PROJECTS SUPPORTED WITH COUNCIL FUNDRAISERS & DONATIONS

PROJECTS IN CURRENT YR	BUDGET BEGINNING BALANCE	Budjet Adj	Expenditures -to-date	Current Expenditures	Ending Balance
Walk-a-Thon funds undesignated	$ -	$ -	$ -	$ -	$ -
Children's Clothing Fund	$ 451.11		$ -	$ -	$ 451.11
Child Care Reimb., Volunteer	$ -		$ -	$ -	$ -
Community Warehouse Referrals	$ 1,925.00		$ -	$ 150.00	$ 1,775.00
Dollar per Child Contribution	$ -	$ -	$ -	$ -	$ -
Assist with Lice Control			$ -	$ -	$ -
Winter Holiday Project			$ -	$ -	$ -
Food Reservicing			$ -	$ -	$ -
Council Expenses, Misc.	$ 412.10	$ -	$ -	$ -	$ 412.10
Attendance Incentives	$ 200.00	$ -	$ -	$ -	$ 200.00
Travel Stipend NHSA Conference			$ -	$ -	$ -
Teacher Appreciation Week	$ 100.00	$ -	$ -	$ -	$ 100.00
	$ -	$ -	$ -	$ -	$ -
Total	**$ 3,088.21**	**$ -**	**$ -**	**$ 150.00**	**$ 2,938.21**

		YTD Expenses-Month of Feb.
20-21 Fed. Carry Over Ending Oct. 31, 2021	$2,613,017	-$2,582,505.00
21-22 Awards		
21-22 Fed. Nov.1, 2021-Oct. 31,2022	$5,686,462.00	-$1,817,454.00
19-20 Covid CARES award	$63,329.00	-$63,329.00
20-21 Covid- CRSSA ending March, 2023	$89,388.00	-$31,856.00
20-21 Covid-ARP ending March, 2023	$355,361.00	-$5,745.00
21-22 OPK State Grant ending June 2022	$5,799,811.00	-$2,590,263.00
21-22 Portland Children's Levy	$560,845.00	-$302,959.00
21-22 Title IA funding	$240,000.00	-$145,123.00
Tatal of 20-21 Fed C/O + 21-22 Awards (Items B38-B44)		**$15,408,213.00**
Total Year to Date Expenses (all red totals)		-$7,539,234.00
FED-Carry over for July-Oct. 2022		-$800,000.00
Remaining Available funds for 21-22 SY		**$7,068,979.00**
Remaining fiscal year (4/12 mos.)	33%	
Percent of funds remaining	46%	

PPS HEAD START PROGRAM PROCUREMENT CARD LOG 2021-22
REPORT TO GOVERNING BODY OF PURCHASES ON CREDIT
FOR THE MONTH OF FEBRUARY, 2022

Vendor Name	Comments	Amount
OFFICE DEPOT #1078	General budget - classroom/office supplies	$44.90
OFFICE DEPOT #1079	General budget - classroom/office supplies	$6.99
NATIONAL HEAD START ASSO	NHSA May Conference at Baltimore, MD- Approved and Paid	$679.00
AMAZON.COM FE55K06Z3 A	General budget - Classroom/office supplies	$78.72
DISCOUNTSCH 8006272829	General budget - Classroom/office supplies	$100.49
AMZN MKTP US N45CJ5DZ3	General budget - Classroom/office supplies	$67.98
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$30.98
WALMART.COM	Covid test reimbursement due to having only received 4 of the 6 ordered	($39.75)
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$157.66
NATIONAL PEN CO LLC	Home visits supplies	$574.79
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$61.77
AMAZON.COM G76188TQ3 A	General budget - Classroom/office supplies	$16.99
AMAZON.COM EF47G2463 A	General budget - Classroom/office supplies	$78.46
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$61.65
STAPLES	General budget - Classroom/office supplies	$25.95
IN OREGON HEAD START	OHSA State Conference (virtual) Feb 2-4	$1,100.00
OFFICE DEPOT 1135	General budget - Classroom/office supplies	$61.20
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$195.49
DISCOUNTSCH 8006272829	General budget - Classroom/office supplies	$67.73
MICHAELS #9490	General budget - Classroom/office supplies	$17.17
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$238.73
DISCOUNTSCH 8006272829	FSW home visit supplies - General budget	$1,370.04
STAPLES	General budget - Classroom/office supplies	$25.95
GOPHER SPORT	General budget - Classroom/office supplies	$1,256.88
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$267.98
MICHAELS #9490	General budget - Classroom/office supplies	$29.96
SCHOOL SPECIALTY LLC	General budget - Classroom/office supplies	$83.04
MICHAELS #9490	General budget - Classroom/office supplies	$3.22
IN OREGON HEAD START ASS	OHSA State Conference (virtual) Feb 2-4 for Robert Cantwell	$275.00
WALGREENS.COM	Covid Tests for symptomatic employees	$287.88
WALGREENS.COM	Covid Tests for symptomatic employees	$287.88
WALGREENS.COM	Covid Tests for symptomatic employees	$287.88
WALGREENS.COM	Covid Tests for symptomatic employees	$287.88
AMZN MKTP US 708VL5A73	General budget - Classroom/office supplies	$18.99
WALMART.COM AA	FS Bulk items	$626.57
AMAZON.COM UZ8497IS3 A	General budget - Classroom/office supplies	$35.74
AMAZON.COM QM2ZP05M3 A	General budget - Classroom/office supplies	$221.28
AMZN Mktp US 6I7N570Z3	Tech Supplies - General budget	$65.90
INS PRACT / NAREA	Books to support Reggio curriculum and workshop series for Robert Cantwell	$142.85
ZEROSEI PROJECT PRODUC	Reggio series workshop fee for Robert Cantwell - approval and receipt submitted	$68.00
INTERNATIONAL TRANSACTION	International currency exchange for Reggio Series - ZeroSei Project - no receipt needed	$0.68
STAPLES	General office/classroom supplies	$58.20
AMZN MKTP US ZV7JL3123	General office/classroom supplies	$14.95
AMAZON.COM NC66H8UN3 A	General office/classroom supplies	$12.95
OFFICE DEPOT #1078	General office/classroom supplies	$92.64
OFFICE DEPOT #1078	General office/classroom supplies	$69.09
AMZN MKTP US LT8IF7PC3	General office/classroom supplies	$79.08
OFFICE DEPOT #1078	General office/classroom supplies	$167.23
AMZN MKTP US KR8QX12M3	General office/classroom supplies	$126.35
OFFICE DEPOT #1078	General office/classroom supplies	$252.48
AMAZON.COM UV85L78U3 A	General office/classroom supplies	$21.25
OFFICE DEPOT #1078	General office/classroom supplies	$57.79
STAPLES	General office/classroom supplies	$18.94
OFFICE DEPOT #1078	General office/classroom supplies	$80.89
OFFICE DEPOT #1078	General office/classroom supplies	$104.14
WALMART.COM AA	Microwave for Sarah	$55.88
STAPLES	General office/classroom supplies	$2.93
STAPLES	General office/classroom supplies	$37.81
OFFICE DEPOT #1078	General office/classroom supplies	$160.40
STAPLES	General office/classroom supplies	$23.14
AMAZON.COM O54677R33 A	General office/classroom supplies	$19.96
MELISSA AND DOUG B2C	General office/classroom supplies	$61.14
NATIONAL PEN CO LLC	Home visits supplies	$443.16
OFFICE DEPOT #1078	General office/classroom supplies	($2.86)
OFFICE DEPOT #1078	General office/classroom supplies	$26.98
OFFICE DEPOT #1078	General office/classroom supplies	$10.20
OFFICE DEPOT #1078	General office/classroom supplies	($10.49)

OFFICE DEPOT #1078	General office/classroom supplies	$5.01
AMZN MKTP US T672G3MP3	General office/classroom supplies	$212.96
KAPLAN EARLY LEARNING	General office/classroom supplies	$337.80
AMZN MKTP US DR0J57N63 AM	General office/classroom supplies	$30.94
AMZN MKTP US NJ17Z8JU3	General office/classroom supplies	$9.98
SCHOOL SPECIALTY LLC	General office/classroom supplies	$206.02
NATIONAL HEAD START AS	NHSA May Conference at Baltimore, MD- Approved and Paid	$969.00
WALMART.COM AA	Microwave for Matthew	$55.88
AMZN MKTP US 6V5W52FT3	General office/classroom supplies	$21.37
OFFICE DEPOT #1078	General office/classroom supplies	($13.84)
AMAZON.COM XC44H9PD3 A	General office/classroom supplies	$13.19
OFFICE DEPOT #1078	General office/classroom supplies	$28.62
SILKE COMMUNICATION	two way radios for program	$813.96
AMZN MKTP US 2C5WH3NE3	General office/classroom supplies	$29.57
OFFICE DEPOT #1078	General office/classroom supplies	$224.31
STAPLES	General office/classroom supplies	$14.73
DISCOUNTSCH 8006272829	General office/classroom supplies	$299.99
FAIRMONT SAN FRANCISCO	Hotel expenses 416.21 to be covered with PAPSA funds. The rest 775 will be reimbursed through an award received last y	$416.21
SCHOOL SPECIALTY LLC	General office/classroom supplies	$29.20
SCHOOL SPECIALTY LLC	General office/classroom supplies	$6.49
SCHOOL SPECIALTY LLC	General office/classroom supplies	$54.57
OFFICE DEPOT #1078	General office/classroom supplies	$82.28
OFFICE DEPOT #1078	General office/classroom supplies	$31.68
STAPLES	General office/classroom supplies	$41.65
OFFICE DEPOT #1078	General office/classroom supplies	$5.59
ZEROSEI PROJECT PRODUC	Reggio Emilia webinar series	$68.00
INTERNATIONAL TRANSACTION	transaction fee for Reggio Emila webinar	$0.54
PAYPAL STJOHNSSWAP	Recruitment event	$50.00
AMAZON.COM AMZN.COM/BI	General office/classroom supplies	($78.72)

Portland Public Schools Head Start

SELECTION CRITERIA 2022-23

AREA	DESCRIPTION	POINTS
Disability		(Entered by disability staff)
Diagnosed Condition	MECP	10
No Disability	None	00
Income		
Eligible	Elig	200
Public Assistance	TANF/SSI	200
Foster Child	Foster	200
Verified Homeless	Homeless	200
130% of Poverty	130%	100
Over 130% of poverty	Over	00
Other Factors		
Transfer from other Head Start Program or EHS	Tran or EHS	75
Referral from agency: DHS, CRN, Morrison Center	Ref	50
Sibling in program within last 5 years	Sib	25
Other environmental issues (parent incarcerated-formerly or currently, divorce, drug/alcohol abuse, domestic violence, child abuse/neglect, death or serious illness in household, parent in military and/or deployed, English Language Learners, Black/African/Refugee status)	Need	10 pts per issue
Age		
Four by September 1st	Four	100
Four by December 1st	3 ½	50
Three	Three	00

Parent Policy Council Agenda

Zoom Call
4-12-22

Information	Warm Welcome Agenda Overview	Chair - Huynh Pool	5 min
	Prize Wheel	Crystal Ball	2 min.
Action	Minutes: Review and approve minutes from March meeting	Secretary - Matt Blairstone	5 min
Action	Treasurer's Report	Maricela/Nancy	10 min
Action	Director's Report	Robert	10 min
Action	CARES Act Carryover Request: $46,105; see Summary Report	Robert	5min
Action	NHSA Conference Stipend Request: for Community Rep attending; has been $150	Nancy	5min
Info	PC approved a federal budget carryover of $30,512 last month, however, we are shifting to a late draw instead	Nancy	5min
Info	Recruitment for 2022-23-yard signs	Rhiannon	2 min.
Info	Policy Council Recruitment Video	Rhiannon/Crystal	5 min.
Info	Whitman Playground	Dora/Jason	10 min
Info	Fundraising Update/Committee **action**: discuss the adoption of a PC email for fundraising purposes, Amazon Smile and others -Two fundraising opportunities w/Firelight Yoga & Mcmenamins	Crystal Ball, Kim Richards	15 min
	Prize Wheel	Crystal Ball	2 min.
Information	New/Old News Adjournment	Chair- Huynh Pool	5 minutes

Next Meeting
May 10, 2022 @ 5:30pm via Zoom or maybe hybrid?

Parent Policy Council Minutes

Zoom Call
3-8-22

Information	Warm Welcome Agenda Overview **Attendees:** Robert Cantwell, Huynh Pool, Kim Amez, Rhiannon Martin, Maricela Ortega, Crystal Bell, Jon Anderson, Matt Blairstone, Nancy Robles, Chloe Nguyen, Lauren A. Rose, Stephanie Van Dang, Kimberly Richards, Suong Vu (interpreter), Stephanie Li (interpreter), Fabio (interpreter), Betsy Freeman, Jennifer Albers	Chair - Huynh Pool
	Huynh proposed moving up electing a new Treasurer higher in the agenda. We threw caution to the wind and went with it. What a time to be alive!	
Action	Nomination and Election of new Treasurer **Notes:** Maricela Ortega nominated. No other nominees.	**Move to approve: Kim Amez** **Seconded: Kim Richards** **Approve: 6** Maricela Ortega is the new Treasurer.
	Prize Wheel Kim Richards wins the prize.	Crystal Ball
Action	Minutes: Review and approve minutes from February meeting	**Move to approve: Kim** **Seconded: Matt** **Approve: 6**
Action	Treasurer's Report Nancy Robles assisted Maricela in recounting February's treasury report.	**Move to approve: Matt** **Seconded: Maricela** **Approve: 8**
Action	Director's Report by Robert Still awaiting notification of funding allocation, but expecting approval. 64% enrollment as of March 1 Attendance at 78.5%, a slight increase, but still below the 85% optimal. 18% total enrollment receives special education services, exceeding the 10% requirement. A federal focus team is onsite this week to do quality control meetings.	**Move to approve: Kim** **Seconded: Matt** **Approve: 8**
Action	Selection Criteria 2022-23 by Rhiannon	**Move to approve: Kim Amez** **Seconded: Matt**

	Rhiannon walked us through the updated form from February. Simplifying the selection process. Process will go into effect immediately upon approval.	**Approve: 7**
Info	OHSA State Meeting, May 16-18 @ Salishan **Notes:** Huynh and Jennifer will be attending.	Robert
Info	Richmond PTA Donation **Notes:** Richmond immersion program raised an excess of funds and would like to donate $3000 to PPS Head Start. We discussed ways to show our gratitude to Richmond.	Robert/Nancy
Action	Fundraising Update/Committee Crystal and Kim Richards proposed creating a policy council email for the purposes of fundraising to carry over from session to session. **The motion:** Do we authorize Robert to seek approval of a policy council email from the higher ups? And to move forward with the Amazon Smile program, to have money moved into from donors? (And a second email for an inquiry space from parents at large, in addition to one for the purposes of fundraising? That would be caretaken from one session of policy council to the next. This second email idea was tabled.)	**Move to approve: Kim Amez** **Seconded: Matt** **Approve: 8**
	Prize Wheel Maricela wins the prize.	Crystal Ball
Information	New/Old News Adjournment	Chair- Huynh Pool **Move to approve: Kim Amez** **Seconded: Kim Richards** **Approve: all**
*****ADDENDUM***** **On March 31, a special email vote was taken to add "Native American" to the immersion program options. The option was approved by a vote of 7-0.**		
Next Meeting April 12, 2022 @ 5:30pm via Zoom or maybe hybrid		

Financial Summary Report

Month End March 2022

CHECKING ACCOUNT ACTIVITY	PROJECT	PLUS	MINUS	BALANCE
Beginning Bank Balance	**March 1, 2022**			**3,088.21**
Deposits:				
Richmond PTA donation		3,000.00		3,000.00
Expenses:				
Community Warehouse			150.00	(150.00)
Community Warehouse			150.00	(150.00)
				-
				-
Ending Checking Account Balance as of March			**300.00**	**5,788.21**

PROJECTS SUPPORTED WITH COUNCIL FUNDRAISERS & DONATIONS

PROJECTS IN CURRENT YR	BUDGET BEGINNING BALANCE	Budjet Adj	Expenditures -to-date	Current Expenditures	Ending Balance
Walk-a-Thon funds undesignated	$ -	$ -	$ -	$ -	$ -
Children's Clothing Fund	$ 451.11		$ -	$ -	$ 451.11
Child Care Reimb., Volunteer	$ -		$ -	$ -	$ -
Community Warehouse Referrals	$ 1,925.00		$ -	$ 300.00	$ 1,625.00
Dollar per Child Contribution	$ -	$ -	$ -	$ -	$ -
Assist with Lice Control			$ -	$ -	$ -
Winter Holiday Project			$ -	$ -	$ -
Food Reservicing			$ -	$ -	$ -
Council Expenses, Misc.	$ 412.10	$ -	$ -	$ -	$ 412.10
Attendance Incentives	$ 200.00	$ -	$ -	$ -	$ 200.00
Travel Stipend NHSA Conference			$ -	$ -	$ -
Teacher Appreciation Week	$ 100.00	$ -	$ -	$ -	$ 100.00
Donations to be adjusted to other line items	$ 3,000.00	$ -	$ -	$ -	$ 3,000.00
Total	**$ 6,088.21**	**$ -**	**$ -**	**$ 300.00**	**$ 5,788.21**

		YTD Expenses-Month of Feb.
20-21 Fed. Carry Over Ending Oct. 31, 2021	$2,613,017	-$2,582,505.00
21-22 Awards		
21-22 Fed. Nov.1, 2021-Oct. 31,2022	$5,686,462.00	-$2,355,893.00
19-20 Covid CARES award	$63,329.00	-$63,329.00
20-21 Covid- CRSSA ending March, 2023	$89,388.00	-$40,571.00
20-21 Covid-ARP ending March, 2023	$355,361.00	-$23,750.28
21-22 OPK State Grant ending June 2022	$5,799,811.00	-$3,295,724.00
21-22 Portland Children's Levy	$560,845.00	-$358,316.00
21-22 Title IA funding	$240,000.00	-$169,301.00
Tatal of 20-21 Fed C/O + 21-22 Awards (Items B38-B44)		**$15,408,213.00**
Total Year to Date Expenses (all red totals)		-$8,889,389.28
FED-Carry over for July-Oct. 2022		-$800,000.00
Remaining Available funds for 21-22 SY		**$5,718,823.72**
Remaining fiscal year (3/12 mos.)	25%	
Percent of funds remaining	37%	

PPS HEAD START PROGRAM PROCUREMENT CARD LOG 2021-22
REPORT TO GOVERNING BODY OF PURCHASES ON CREDIT
FOR THE MONTH OF MARCH, 2022

Vendor Name	Comments	Amount
INTERNATIONAL TRANSACTION	International transaction TXM00373584 from ZeroSeoi - Refund	($0.54)
ZEROSEI PROJECT PRODUC	REFUND - Paid twice for the same training.	($68.00)
IN OREGON HEAD START ASS	Approval and receipt attached for OHSA conference for Robert Cantwell on 4.13.22	$125.00
IN OREGON HEAD START ASS	Approval and receipt attached for OHSA conference for Robert Cantwell on 5.16.22	$200.00
WESTED	ED BUDG- DRDP PS mini measures in color resource book	$695.25
NATIONAL ASSOCIATION F	NHSA Conference	$150.00
AMZN MKTP US 1W5EF3Z70	General budget - Classroom/office supplies	$16.99
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$188.65
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$86.25
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$31.84
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$37.33
OFFICE DEPOT 1135	General budget - Classroom/office supplies	$67.26
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$43.70
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$85.19
AMAZON.COM 1I39I8912 A	General budget - Classroom/office supplies	$4.30
LAKESHORE LEARNING MAT	Ed Budget - Classroom supplies	$94.98
LAKESHORE LEARNING MAT	Ed Budget - Classroom supplies	$1,511.45
KAPLAN EARLY LEARNING	General budget - Classroom/office supplies	$126.32
AMAZON.COM 1W8S75IE0 A	General budget - office supplies	$9.48
AMAZON.COM 1Z3J42OH0 A	General budget - office supplies	$10.99
AMZN MKTP US 1W10B2X52	Tech supplies for program - misc	$616.72
AMAZON.COM 1Z7674OD0 A	General budget - office supplies	$23.39
STAPLES	General budget - Classroom/office supplies	$14.65
AMZN Mktp US 1W4RM4YD0	TECH SUPPLIES - Docking stations. Approved by IT purchasing to buy off amazon	$769.98
AMAZON.COM 1W6Y70VM2 A	General budget - office supplies	$20.08
AMAZON.COM 1W5P15VN2 A	General budget - office supplies	$19.14
AMZN MKTP US 1Z4OZ5ET1	Teacher budget - E Jordan (AG) Classroom supplies	$107.96
AMAZON.COM 1W5QF1HK2 A	General budget - office supplies	$29.37
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$45.30
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$127.92
STAPLES	General budget - Classroom/office supplies	$13.75
SCHOOL SPECIALTY LLC	General budget - Classroom supplies	$104.46
ACCUCUT	General budget - Classroom/office supplies	$841.53
OFFICE DEPOT #1170	General budget - Classroom/office supplies	$11.47
ACCUCUT	General budget - Classroom/office supplies	$617.63
STAPLES	General budget - Classroom/office supplies	$121.89
NATIONAL HEAD START AS	NHSA Conference	$2,037.00
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$113.85
LAKESHORE LEARNING MAT	Teacher budget - Classroom supplies E. Jordan (AG)	$94.97
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$6.31
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$164.00
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$24.32
STAPLES	General budget - Classroom/office supplies	$5.86
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$19.91
SCHOOL SPECIALTY LLC	General budget - Classroom supplies	$155.15
NATIONAL HEAD START AS	NHSA Conference	$799.00
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$27.49

OFFICE DEPOT #5910	General budget - Classroom/office supplies	$44.76
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$76.32
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$7.52
AMAZON.COM 1Z9BF2U80 A	General Budget - Classroom supplies	$18.06
AMAZON.COM 1Z1MS4IF0 A	General Budget - Classroom supplies	$37.20
AMZN MKTP US 1Z1AP5RC0	Ed Budget - Rug for A Ardila @ Sitton	$36.00
AMZN MKTP US 1Z05Q1H62	Ed Budget - Rug for A Ardila @ Sitton	$22.99
AMZN MKTP US 1N61F7T31	General Budget - Classroom supplies	$69.22
STAPLES	General budget - Classroom/office supplies	$24.70
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$17.05
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$89.20
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$254.69
SCHOOL SPECIALTY LLC	Ed Budget - Rug for A Ardila @ Sitton	$106.60
STAPLES	General budget - Classroom/office supplies	$7.82
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$391.79
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$184.95
LAKESHORE LEARNING MAT	General 'budget - Classroom supplies	$14.24
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$4.66
OFFICE DEPOT #1078	FSW supply - General Budget. For C Ball @ CL	$40.59
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$4.66
KAPLAN EARLY LEARNING	General budget - Classroom/office supplies	$266.44
SCHOOL SPECIALTY LLC	General budget - Classroom/office supplies	$72.14
PLAY WITH A PURPOSE	Creston	$3,625.83
AMAZON.COM 1636M88N0 A	General budget - Classroom/office supplies	$18.06
OFFICE DEPOT #1078	General budget - Classroom/office supplies	$87.89
AMZN MKTP US 164JA1ES2	General budget - Classroom/office supplies	$26.96
AMAZON.COM 165EJ6QG0 A	General budget - Classroom/office supplies	$10.99
STAPLES	General budget - Classroom/office supplies	$16.68
AMZN MKTP US 165CF1SV0	General budget - Classroom/office supplies	$66.87

Portland Public Schools Head Start
April 12, 2022
Director's Report

PROGRAM UPDATE:

- **Summary Financial Report/All Programs:** See Treasurer's Report.
- **Credit Card Report:** See Treasurer's Report.

➢ **2022-2023 Projected Budget Update:** Policy Council Officers and Head Start leadership met on Tuesday, March 8 just prior to the last Policy Council meeting to review funding sources and identify program priorities. See minutes from that meeting for more information.

➢ **OPK RFI**: Submitted on December 15, 2021. We are still waiting for official notification from the ELD on acceptance of our proposal, however, in a monthly webinar on 3.2.22, Head Start Directors were told that all proposed space conversions were accepted. Robert also contacted Edina Haislip of the Early Learning Division again on Friday, April 1 to confirm. Edina provided the same information and again reported that official notification will be forthcoming. She did not know an exact date.

➢ **Personnel:** Head Start continues to recruit for mealtime aides and half-time EAs.

The following new hires are recommended for approval by Policy Council:

Educational Assistants, Half-Time

1. Yesenia Althaus, Associates (Bilingual)
2. Asmita Gurung, Bachelors
3. Ana So, Associates

➢ **Program Self-Assessment:** The annual Self-Assessment is ongoing. Our most recent meeting was on April 1. Future meetings will occur April 29 and May 26. 2021 Staff and family survey results have been reviewed. Desired Results Developmental Profile (DRDP) student data and staff feedback will be reviewed at the next meeting. All data analysis will help generate year 5 of our 5-year Program Goals and our School Readiness Goals.

➢ **Enrollment**: Our program is funded to serve 760 children this school year. We currently have a total 36 classrooms at 9 sites in north, northeast, and southeast Portland. We have 31 Extended Day (full-day) classrooms and five Double Session (½ day) classrooms.

The program was at 64% enrollment as of April 1st, with 482 children total enrolled. All vacancies in the program are to be filled within 30 days. The Office of Head Start is aware of current challenges due to COVID-19. The OHS will continue to monitor monthly enrollment, but has extended its delay in formally evaluating under- or fully-enrolled grantees through the year.

Head Start Performance Standards ask programs to prioritize enrollment for children in Foster Care and those who are experiencing houselessness. Currently our program is serving 11 children in Foster Care and 68 that are experiencing houselessness. 36%

of the children speak a language at home other than English, 14 languages are currently represented in our program.

➢ **Attendance:** Attendance through the month of March was 82%, which is an increase from 78.5% in February. The program monitors attendance very carefully. If the daily average attendance for a month falls below 85%, we must analyze the causes and determine if the program needs to outline a plan to ensure minimum attendance.

> **The performance standards state:** *Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing **ten percent** of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary.*

As of April 1, 2022:

- 39.8% of enrolled children have missed between 10-20% of school days. This puts them at Moderate Risk for chronic absenteeism. Last month 40.4% of enrolled children were in this category.
- 26.9% of enrolled children have missed more than 21% of school days. This puts them at Severe Risk for chronic absenteeism. Last month 28.5% of enrolled children were in this category.
- Family Service Workers will work to create Attendance Support Plans for families whose children fall in the Moderate to Severe Risk categories and will continue to monitor and document progress monthly.

➢ **Disabilities Services:** PPS Head Start must ensure at least 10% of its total funded enrollment is filled by children eligible for Early Childhood Special Education services. We currently have 19% of our total enrollment receiving special education services. There are 38 additional children in referral for an evaluation. We continue to partner with Multnomah Early Childhood Program (MECP) to provide services to our children and families. MECP provides service in the classroom for students and can transition to remote services in the event a child is in quarantine. We continue to partner with district level transition teams to ensure students have a special education plan as they enter kindergarten.

➢ **Screenings:** Head Start mandates all children have developmental and behavioral screenings within 45 days of enrollment. From our screenings, we have formally referred 88 children to the Multnomah Early Childhood Program and Portland Public Schools Early Childhood evaluation team per our Interagency Agreements. Upon completing the evaluations and eligibility determination, the files are sent to the Multnomah Early Childhood Program for Individual Family Service Plan (IFSP) development with the child's parent(s), MECP Specialist, Head Start teacher and Inclusion Manager. Once the IFSP is developed, the children begin receiving special education services in the Head Start setting.

➢ **Mental Health Services:** We have received 85 mental health referrals so far this year; a little over half were at parent request. This is an unusual year, with parents requesting a lot more services as compared to previous years. Our parent “Coffee Talk” series started in March with our Spanish Speaking virtual group. Our next session is April 20th. Our English Parent Group will start later this month.

➢ **Health Services**

State Immunization Exclusion Day is Wednesday, April 20th. We have 20 children who currently are on the exclusion list. Family Service Workers have been supporting families to help children receive required immunizations so that they can continue to stay healthy and remain in school.

Communicable Disease update: In late March, guidance for communicable disease / COVID prevention was updated. Currently, for Head Start, we continue to wear masks, do handwashing, routine cleaning, remain in classroom cohorts and other preventative steps. If a student is diagnosed with Covid, that child isolates for 5 days. The parents in that classroom are notified of a positive case and reminded to monitor their children for symptoms, but the classroom is not quarantined. Our rates of infection are way down, reflecting the general public. One thing that has been true this year is that things change, so we will continue to receive updates from the Early Learning Division and the MESD/ MCHD Communicable Disease team

Health and Dental Exams (90 day requirement):

Dental Exams: 81% of children have completed a dental exam**.**

Health Exams: 51% of children have been to their primary care doctor within the past year.

Federal Focus Area 2 Review: Our FA2 was completed the week of March 7. We are awaiting the final report which could take 6-8 weeks.

Next Policy Council Meeting: May 10, 2022 at 5:30pm, virtual via Zoom, but we are exploring in-person and hybrid options.

Policy Council understands approval of the Director's Report is approval of the contents of the report, unless otherwise specified in the recorded minutes.

In accordance with Federal law and US Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.

Portland Public Schools Head Start

SELECTION CRITERIA 2022-23

AREA	DESCRIPTION	POINTS
Disability		(Entered by disability staff)
Diagnosed Condition	MECP	10
No Disability	None	00
Income		
Eligible	Elig	200
Public Assistance	TANF/SSI	200
Foster Child	Foster	200
Verified Homeless	Homeless	200
130% of Poverty	130%	100
Over 130% of poverty	Over	00
Other Factors		
Transfer from other Head Start Program or EHS	Tran or EHS	75
Referral from agency: DHS, CRN, Morrison Center	Ref	50
Sibling in program within last 5 years	Sib	25
Other environmental issues (parent incarcerated-formerly or currently, divorce, drug/alcohol abuse, domestic violence, child abuse/neglect, death or serious illness in household, parent in military and/or deployed, English Language Learners, Black/African/Refugee or Native American status)	Need	10 pts per issue
Age		
Four by September 1st	Four	100
Four by December 1st	3 ½	50
Three	Three	00

portland children's levy

Mid-Year Report

Organization & Program Name:	**Portland Public Schools Head Start**
Reporting Period:	**July 1, 2021- December 31, 2021**

Instructions

1. Enter the organization, program name.
2. Enter responses in the text box that follows each question. The boxes will adjust in size as information is entered; everything you type will be visible in the report.
3. Limit total length of report to 3 pages (including required and optional questions).
4. Submit this report to your PCL grant manager by January 31, 2022. If you need an extension on this due date, request one from your grant manager.

1. Service Goals

Considering the program's service data through December 31st, is the program on track to meet its service goals for number of participants to be served and amount of service offered? If not, explain why, including any COVID-related impacts. (Note: Service goals can be found in your PCL grant agreement, Section I.B.) Describe a few successes and challenges recruiting and enrolling new participants.

The program is on track to meet its service goals for number of participants to be served and amount of service offered. The program currently has 52 students enrolled in the four classrooms funded by the Levy. This represents 65% of the total number of students to be served (80). Although COVID has impacted recruitment and enrollment efforts, the program continues to recruit and enroll students in these classrooms until they are full. Some families appear reticent to enroll their children at this time. BIPOC have been disproportionately impacted by the pandemic, which may explain the lower enrollment that all Head Start programs are experiencing. The program has successfully completed several rounds of recruiting efforts, including ads on Trimet busses/benches, ads in print media, and recent bulk USPS mailings to targeted geographic areas. The bulk mailings have resulted in an increase in applications. Parent-Child Center Meetings are also occurring. To date, 3 events have been conducted so far – Welcome Back

night and two Library events. We will have a fourth event in February around bedtime routines. We are on track to complete 5-7 events for the school year.

2. Implementation

a. In general, how did the program provide services to clients during the reporting period? (check one) ☐ virtual ☒ in-person ☐ both

b. Describe any implementation issues experienced during the reporting period. What modifications (e.g. service location, times, curriculum, staffing model, staff training) have been made or are planned to be made to address these issues?

For many children, returning to in-person school was the first experience away from caregivers and family members in almost two years and the first with same-age peers. Some children and families have experienced increased trauma during the pandemic – housing insecurity, food insecurity, unemployment. The program prepared its staff to support children and families by implementing a program wide system of trauma-informed practices. While this has been extremely helpful, more work needs to be done. To that end, we have created a Staff Wellness Committee and are proactively implementing a comprehensive staff wellness program to include activities such as drop-in sessions with our mental health consultants, walking groups, and the creation of wellness areas at each site. While a handful of part-time Educational Assistant vacancies persist, the program has been fully staffed since the start of the school year. The classrooms funded by the Portland Children's Levy have not experienced any staffing issues this year. Quarantining individuals and cohorts due to positive COVID exposures remains a challenge, however, the program continues to follow all local guidelines. Lastly, a very small percentage of students require ongoing support regarding mask wearing. This is an integrated part of the overall learning experience for all children. Overall, we are extremely pleased that the vast majority of students have no issues with wearing masks. Our staff have done an excellent job approaching this as a supportive learning opportunity.

3. Outcome Data Collection Progress

If you began collecting outcome data during the reporting period (e.g. pre-tests or client surveys administered, class-based programs where surveys are administered at the end of the class), have you made any changes to your evaluation process and/or procedures during this reporting period?

YES ☒ **NO** ☐ If "YES", please describe what was changed and why.

The program re-instituted student outcome progress monitoring after a hiatus during the 2020-2021 school year. The Office of Head Start permitted the suspension of student assessment given the impact of COVID-19. The program now uses the Desired Results Developmental Profile (DRDP) instead of Teaching Strategies GOLD (TS GOLD). The DRDP was adopted to better support the program's racial equity and social justice work.

Have you encountered any challenges with collecting outcome data that will impact year-end reporting?

YES ☒ **NO** ☐ If "YES", provide an explanation.

The DRDP is a new tool for staff and we continue to enroll new students as the year progresses. These should not pose any difficulties in terms of year-end reporting, however, year-end reporting data may differ from mid-year reporting.

4. Additional Information (OPTIONAL): Share any additional information about things that happened during the reporting period that impacted the program.

None at this time.

5. PCL Support (OPTIONAL): What can PCL do to support your program? What would you like more of or less of from us?

We appreciate the support we currently receive from PCL.

6. Program Highlight <u>(OPTIONAL)</u>: Is there anything about your program you would like PCL to highlight in our communications with community audiences (for example: something new, unique, exciting or specific story)?

We're incredibly grateful to offer in-person services to our children and families.

RESOLUTION No. 6495

Resolution Approving the Bylaws of the District Student Council

RECITALS

Student Representative and District Student Council Policy 1.20.012-P requires that District Student Council bylaws and amendments of them shall be approved by the Board of Education.

RESOLUTION

The Portland Public School Board of Education hereby approves the bylaws of the District Student Council as reflected in Exhibit A.

PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street
Portland, OR 97227
Telephone: (503) 916-3274

Date: May 3, 2022

To: School Board

From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel

Subject: District Student Council Bylaws

District Student Council members and student representatives worked with District staff and Board members in the development of Council Bylaws. The Bylaws set out the expectations and goals for members of the District's student council and the Student Representative to the Board. Pursuant to the Student Representative and District Student Council Policy 1.20.012-P, these bylaws must be approved by the Board. They were reviewed and endorsed by the Policy Committee on April 20, 2022.

DSC Bylaws

1. Current Councilor Positions:
    a. Alliance, Benson, Cleveland, Franklin, Grant, Wells, Jefferson, Lincoln, McDaniel, Metropolitan Learning Center, Roosevelt and other schools managed by PPS as may be allowed by PPS policy.

2. Attendance
    a. Regularly scheduled meetings are weekly. DSC councilors are expected to attend at least the number of meetings required by the Board in order to receive an elective credit. If a councilor cannot make a specific meeting, they are expected to communicate the reason for the absence to the Leadership Team and/or staff liaison prior to the meeting. A failure to communicate about missing a meeting will count as an absence from the meeting, and three communicated absences will result in one absence against receiving councilor elective credit.
3. Leadership Team positions
    a. Student Representative to the Board of Education (SR):
        i. Their roles responsibilities shall be to:
            1. Attend Board of Education (BOE or Board) meetings and to represent the diverse voices of the district student body at such meetings.
            2. Cast their symbolic vote on the BOE in accordance with the best interest of students.
            3. Set the DSC meeting agendas in conjunction with the rest of the Leadership Team.
            4. Chair DSC meetings.
            5. Notify the DSC how they plan to vote on noticed Board matters when requested.

6. Be sufficiently familiar with District Leadership and assist DSC members in getting into contact with District Leadership.

ii. Their roles and responsibilities shall not include:
    1. Making unilateral decisions on behalf of the DSC.

b. Deputy Student Representative:
    i. Their roles and responsibilities shall be to:
        1. Chair meetings in the absence of the SR.
        2. Serve any role at Board meetings as permitted by Board policy.
        3. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
        4. Serve as an advisor to the Student Representative.
        5. Assume the responsibilities of Student Representative in their absence.

c. DSC Manager:
    i. Their roles and responsibilities shall be to:
        1. Take notes at the DSC meeting.
        2. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
        3. Manage the shared DSC Google Drive, which shall contain all DSC materials.
        4. Distribute necessary meeting materials to the DSC, preferably digitally.

d. Communications Director:
    i. Their roles and responsibilities shall be to:
        1. Manage the DSC's social media accounts.
        2. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.

e. Other roles:
    i. *Additional roles can be proposed by the Leadership Team and must be voted on by the DSC.*

f. Councilors cannot hold multiple roles on the Leadership Team.

g. All Leadership Team members are expected to attend as many leadership meetings as possible; if they are unable to attend a

meeting, they make best efforts to inform their Leadership Team colleagues at least 24 hours in advance.

4. Commitments
    a. DSC councilors are expected to:
        i. Maintain regular communication with their respective schools' ASB or equivalent governing body.
        ii. Attend the annual PPS Student Summit.
        iii. Attend and/or watch at least one Board meeting a year.
        iv. Ensure their school elects or appoints a councilor for the succeeding year.
5. Meeting rules
    a. Regularly scheduled meetings may be recorded. If meetings are recorded, it will be the entire meeting and the Leadership Team shall ensure that all publicly available recordings and documents are provided to each District High School's student newspaper in a timely fashion, when requested.
    b. During official meetings, the DSC should make efforts to follow, to a degree deemed appropriate by meeting context setting, Robert's Rules of Order.
    c. If a DSC councilor wants to add items to the agenda, councilors shall submit this request to the Leadership Team. A majority of the Leadership Team is required to approve this request.
        i. If the Leadership Team denies that request, they should give sufficient explanation for the denial. If the DSC councilor wishes to pursue the issue further, they shall confirm interest with a minimum of forty percent of all DSC councilors. With confirmed interest, the Leadership Team is required to include the item on the agenda.
6. Quorum
    a. A quorum for regularly scheduled meetings shall be 51% of the Council as a whole.
7. Qualifications of Student Representative.
    a. To qualify to run for the position of SR, councilors must have one term of experience on the DSC.

8. Position election process
    a. The Leadership Team will schedule a vote during one of its regularly scheduled meetings. DSC councilors must state their intent to run for positions at least one week prior to this meeting by informing the SR and Staff Liaisons.
    b. At a specified meeting, candidates will have an opportunity to share why they are interested in the position.
    c. There shall not be any formal campaigning outside of prepared remarks.

        i. No one seeking an elected leadership position shall make offers to exchange policy or other DSC positions or other things of value in exchange for support in the election.
    d. All voting will be done anonymously, and any student not present for the meeting will have one week to submit their vote. If a councilor is voting after the meeting, they shall watch the recording of the candidate's prepared remarks before voting. Any votes occuring after the meeting shall be submitted to the Staff Liaison.
9. Staff liaison
    a. The staff liaison supports the DSC in the pursuit of greater student voice.
        i. The staff liaison shall not act or make decisions on behalf of the DSC.
        ii. The staff liaison will have no voting power on the DSC and shall respect the governance and Board-delegated authority of the SR and the DSC.

10. Voting
    a. There are 3 types of voting at the DSC:
        i. <u>Voting for positions:</u> There is no quorum needed to vote. Councilors may vote within 7 days after the meeting has occurred, but only after listening to the candidate's proposed remarks. All DSC councilors are expected to vote on this matter. For the positions of Student Representative,

Communications Manager, and DSC Manager, all votes shall be cast by anonymous ballots.

ii. Voting on Board matter: When the DSC chooses, it may take a position on matters before the Board. The quorum for voting on a matter before the Board is 51%. DSC councilors may submit their vote before the meeting, if they are unable to attend the meeting. These are public votes and are not binding on the Student Representative.

iii. Resolution: A quorum of 51% of DSC councilors is needed to initiate a vote. DSC councilors may cast their vote before or after the meeting if they are unable to attend. All votes must be cast prior to the start of the next regularly scheduled DSC meeting or at least week, whichever is longer. These votes are public. Votes cast after the meeting shall be submitted to the Staff Liaison.

b. All councilors present at the meeting must cast their vote during the meeting or abstain from the vote.
c. Once a vote is cast and counted, councilors may not change their vote.
d. To pass anything (resolutions, positions, board matters, and all other matters) the motion must be approved by a majority of voting-eligible DSC councilors.
e. In the event of a tie, the Student Representative's vote will be cast as a tiebreaker.

11. DSC sessions and councilor terms
    a. Regular sessions of the DSC shall last from most high school students' first day of school through the final day of the district's fiscal year (June 30). The DSC may also meet for a summer session between the first day of the fiscal year (July 1) and most high schoolers' first day of school.
        i. Unless otherwise specified by their school's ASB or equivalent governing body (or school administration if such body is not present), councilors shall serve a term of one summer session and one regular session.

1. Newly elected or appointed councilors shall take office upon the end of their predecessor's term.
    a. If a councilor joins the DSC mid-session, their term shall continue until the next ASB election cycle.
2. Councilors from schools that have not yet held elections or appointments for the next fiscal year will be allowed to remain on the DSC through the final DSC meeting in September.
3. Councilors may serve multiple terms, so long as they are re-elected or re-appointed effective upon the end of their term.

b. The DSC shall elect a DSC Manager and Communications Director to serve for the duration of the regular session. Elections shall take place at the second DSC meeting in October for Leadership Team.
    i. In the event that most schools lack representation on the DSC by the second meeting in October or the DSC feels there isn't an adequate representation of the PPS student body on the DSC, this vote can be delayed until the second meeting in November.

12. Amending bylaws
    a. Bylaws are to be approved each school year by the current DSC by the last week of September, unless DSC decides to extend the deadline.
    b. Amendments shall be proposed by DSC councilors and hence voted upon. Amendments shall be passed via a resolution.
    c. Bylaw amendments shall not be approved in an ad hoc meeting.
    d. All bylaws amendments must be approved by the Board.
13. Further Agreements
    a. Nothing in these bylaws shall be construed to conflict with legally given rights, responsibilities, duties, or privileges reserved by PPS, or state and federal law.
14. Petition the Board to remove the Student Representative
    a. Process:

i. In order for the DSC to petition the Board to remove the Student Representative for cause, two-thirds of the DSC must vote to remove the Student Representative.
ii. The DSC shall vote on a resolution to petition the Board to remove the Student Representative for cause in a regularly scheduled meeting.

RESOLUTION No. 6496

Settlement Agreement

The Board of Education grants authority to pay $95,000 in a settlement agreement to resolve a disputed claim. The agreement will be specified in a form approved by the General Counsel's Office.

DRAFT RESOLUTION No.

SE Enrollment and Program Balancing-Phase 2

RECITALS

A. In June 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reImagined*, co-constructed by a broad coalition of students, staff, and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system.
B. In February 2020, the Board adopted Resolution 6059 stating that, while PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the District also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent launched an enrollment and program balancing process and charged staff with developing short- and long-term recommendations, with input from the community, for enrollment and program balancing based on outcome goals and to support the access of historically underserved students to high-quality learning environments.
C. The first phase of the charge addressed the goal of improving access to comprehensive middle schools by establishing the attendance area and programs for Kellogg Middle School. A Southeast Guiding Coalition (SEGC) composed of parents, guardians, principals, students, and teachers, reviewed boundary changes and program relocation options, listened to community feedback and provided a recommendation to the Deputy Superintendent. The Board adopted a modified version of her plan through Resolution 6236 in January 2021.
D. In May 2021, the Board provided a charge for Phase 2 of SE Enrollment and Program Balancing through Resolution 6315. Key directions were to recommend attendance area and special program assignments for Harrison Park Middle School, a plan to relocate K-5 students and programs currently served at Harrison Park, and a plan to increase enrollment at Lane Middle School.
E. The SEGC met 19 times over the next 11 months, reviewed 15 draft proposals and considered feedback from stakeholders representing more than 20 SE schools. They did not reach a consensus on a final proposal, but in April 2022 forwarded to the Deputy Superintendent a plan that received the most votes among SEGC members. We commend them for their dedication, resilience, and commitment to racial equity and children.
F. To provide access to robust middle school programs and improve enrollment size at several very small elementary schools, the following boundary changes are recommended by the Deputy Superintendent to begin in Fall 2023:
    a. The entire Harrison Park K-8 attendance area will be assigned to Clark Elementary School and Harrison Park MS;
    b. The entire Atkinson attendance area, including the new portion described in subsection k, below, will be assigned to Harrison Park MS for grades 6-8;
    c. The entire Vestal attendance area, including the new portion described in subsection m, below, will be assigned to Harrison Park MS for grades 6-8;
    d. The entire Creston attendance area, including the new portion described in subsection f, below, will be assigned to Hosford MS for grades 6-8;
    e. The entire Woodstock attendance area, including the new portion described in subsection i, below, will be assigned to Lane MS for grades 6-8;
    f. An area north of SE Holgate Blvd and west of SE 60th Ave/SE Foster Rd. is reassigned from Arleta ES/Kellogg MS to Creston ES/Hosford MS;

g. An area east of SE 72nd Ave/north of SE Boise St. is reassigned from Arleta ES to Marysville ES;
h. An area south of SE Woodstock Blvd. is reassigned from Arleta ES/Kellogg MS to Woodmere ES/Lane MS;
i. An area south of SE Holgate Blvd. and west of SE 60th Ave. is reassigned from Arleta ES/Kellogg MS to Woodstock ES/Lane MS;
j. An area north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., and west of SE 82nd Ave. is reassigned from Bridger (K-8) to Arleta ES/Kellogg MS;
k. An area north of SE Woodward St, east of SE 67th Ave, south of SE Division St, and west of SE 82nd Ave. is reassigned from Bridger (K-8) to Atkinson ES/Harrison Park MS;
l. An area west of SE 72nd Ave between SE Holgate Blvd and SE Foster Rd. is reassigned from Marysville ES to Arleta ES;
m. An area north of E. Burnside St and east of NE 60th Ave. is reassigned from Glencoe ES/Mt. Tabor MS to Vestal ES/Harrison Park MS;
n. An area west of SE 52nd Ave and east of SE 57th Ave. is reassigned from Lewis ES/Sellwood MS to Whitman ES/Lane MS;
o. An area east of SE 82nd Ave and south of SE Foster Rd. is reassigned from Marysville ES/Kellogg MS to Woodmere ES/Lane MS**;**
p. An area south of SE Duke St and east of SE 57th Ave. is reassigned from Woodmere ES to Whitman ES; and
q. An area south of SE Woodstock Blvd and east of SE 52nd Ave. is reassigned from Woodstock ES/Hosford MS to Woodmere ES/Lane MS.
r. The changes described in subsections a-q, above, are recommended to begin with incoming kindergarten and 6th-grade students, along with any other newly enrolled students. Legacy rights for current students and guaranteed transfers for siblings will be in effect, as per PPS policy 4.10.049-P. Students affected by boundary change may request transfer to their new neighborhood schools at any time.
s. Transportation will be provided to students over one mile from their new elementary schools and over 1.5 miles from their new middle schools.

G. In order to improve access to robust dual-language immersion programs, especially for students who are native speakers of the target language, the following program re-locations are recommended by the Deputy Superintendent to begin in Fall 2023:
   a. Grades K-5 of the Chinese immersion program currently located at Harrison Park K-8 will relocate to Clark ES, while grades 6-8 will continue at Harrison Park MS;
   b. The Chinese immersion program currently located at Hosford MS will relocate to Harrison Park MS;
   c. The Spanish immersion program currently located at Bridger ES will relocate to Lent ES; and
   d. The Spanish Immersion program currently located at Mt. Tabor MS will relocate to Kellogg MS.
   e. Implementation of changes in subsections a-d, above, is recommended for all grades in fall 2023. Current students may request transfer to the new locations for the 2022-23 school year.

H. To accommodate the reopening of Clark ES as a neighborhood school and maintain a K-8 choice option in the outer southeast, the Creative Science K-8 School is recommended by the Deputy Superintendent to relocate to Bridger ES. Current Creative Science students, along with Bridger English program and future Bridger neighborhood students, are recommended to receive an automatic assignment to the new Bridger-Creative Science K-8 School. Bridger students can also opt-out of regular programs at Clark ES and Harrison Park MS.

I. The Deputy Superintendent also recommends that to support the conversion of Lent ES to a full-Spanish immersion school, students currently enrolled in the English classrooms at Lent ES,

and future new Lent neighborhood students who opt-out of immersion may enroll in Marysville ES.

J. In order to ensure a successful transition to the new configurations, the following implementation supports are recommended by the Deputy Superintendent to begin immediately:
    a. A staffing pool of ten licensed FTE will be equitably allocated as needed over the next five years creating bridges as programs move and boundaries change from one school to another and providing full programming for low enrollment schools that will grow over five years.
    b. Provide transportation for the Harrison Park Middle School Chinese Immersion program to support students from the Woodstock DLI program. Continue to provide transportation to neighboring communities for Lent Spanish DLI, adding students residing in the Bridger attendance area.
    c. Additionally, transportation leaders will submit to the Board a supplemental transportation plan to address safety concerns within the SE region to be implemented in Fall 2023. Through the supplemental transportation plan, no K-8 students will be required to cross Interstate 205, and bus transportation will be provided to students living in these areas.
    d. To support families wishing to transition to their new schools early, requests for transfer into the new boundary or program locations will receive priority for the 2022-23 school year.

RESOLUTION

1. The Board of Education adopts the Deputy Superintendent's recommendations resulting from the SE Enrollment and Program Balancing Phase 2 assignment plan to:
    a. Initiate the opening of Clark Elementary School and Harrison Park Middle School;
    b. Implement boundary changes described above for Arleta ES, Atkinson ES, Bridger ES, Creston ES, Glencoe ES, Hosford MS, Kellogg MS, Lane MS, Lewis ES, Marysville ES, Roseway Heights MS, Vestal ES, Whitman ES, Woodmere ES and Woodstock ES;
    c. Relocate the Creative Science School to Bridger ES, Bridger Spanish Immersion to Lent ES, Mt. Tabor Spanish Immersion to Kellogg MS, Harrison Park K-5 Chinese Immersion to Clark ES, and Hosford Chinese Immersion to Harrison Park MS; and
    d. Provide neighborhood school options for new and currently enrolled students in Lent and Bridger who do not wish to participate in the program changes.
2. All changes will be implemented at the start of the 2023-24 school year.
    a. Boundary changes will begin with new students, as described in PPS policy 4.10.045-P(V).
    b. Program relocations will happen all at once for Harrison Park K-5, Creative Science School and immersion programs.
    c. The Superintendent or designee is directed to develop a transition plan for the Lent English-language program, taking into consideration the input of current students, families and staff, as well as building capacity and the potential to positively impact student success.
3. The Board directs the Superintendent to initiate staffing and facility changes, transportation routing, transfer priorities and other operational adjustments to support the effective implementation of this resolution.
4. The Board acknowledges and greatly appreciates the thoughtful work and input of the Southeast Guiding Coalition and other community members in this process.

PORTLAND PUBLIC SCHOOLS
Deputy Superintendent of Business & Operations
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380

Date: Mar 1, 2022

To: School Board

From Claire Hertz, Deputy Superintendent for Business and Operations

Subject: SE Enrollment and Program Balancing Phase 2 Recommendation

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BACKGROUND

In February 2020, the PPS Board of Education and the Superintendent launched an enrollment and program balancing process through Resolution 6059 to address system issues related to the use of physical facilities that impact student success and further our ambitious goals to improve student outcomes through the implementation of academic strategies and social-emotional support for our students.

The first phase of the process focused on converting K-8 schools in the Southeast as part of re-opening Kellogg Middle School. The Southeast Guiding Coalition (SEGC) delivered recommendations in December 2020, and the Board adopted a plan for Kellogg Middle School in January 2021. Later that Spring, the Board approved Resolution 6315, charging the SEGC to recommend:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

The SEGC is a volunteer group of parents, community members, and school leaders who came together in May 2021 to achieve the Board's charge. Some were returning members from the Phase 1 process, and some were new volunteers for Phase 2. Their work was supported by FLO Analytics and BRIC Architecture, along with more than a dozen staff across multiple central office departments.

The Coalition met 19 times, all virtually, due to limitations for large group gatherings during a pandemic. The Coalition considered fifteen proposals, potentially impacting attendance zones, program locations, and middle school feeder patterns for twenty SE schools. They received input from hundreds of community members through surveys, written responses, school-organized discussions, and focus groups for Black, Native, and other traditionally marginalized stakeholders and students. The virtual environment limited the coalition's ability to collaborate on complex scenario-building and analysis and slowed the overall process. We commend them for their dedication, resiliency, and commitment to racial equity and children.

The result of their work was a recommendation that received the most votes but not consensus support from the coalition. Many coalition members were concerned that middle school

enrollment would not be well balanced. Additionally, a racial equity issue was called out because the process did not include our more affluent, less diverse, inner SE schools and put the burden of balancing enrollment on our outer SE schools with higher numbers of Black, Native, and students of color.

In the initial charge from the School Board, staff was asked to limit the number of schools and families impacted by the process in response to community concerns raised about making changes during a pandemic. Staff only included schools geographically proximate to Lane Middle School and the future Harrison Park Middle School, which were the focus of the SE Enrollment and Program Balancing charge.

While we acknowledge these concerns, we also see strengths in the plan, particularly for students of color and other historically marginalized groups:

- Harrison Park K-5 students will remain together, including their neighborhood Chinese Immersion program, and move to the closest possible building, maintaining walkability and school continuity, as requested by this diverse community.
- Harrison Park Middle School will welcome new students from Atkinson and Vestal neighborhoods and become the regional home for the Chinese immersion middle school program centered in the Jade District of Portland. Enrollment is expected to exceed the target, and further growth could occur due to increased interest in new CTE programs included in the renovations to the facility to be completed in Summer 2022 and 2023.
- Lane Middle School will add approximately 150 new students through boundary changes with nearby schools, which will improve resources for providing an array of elective and support programs for all students.
- Two of three K-5 Spanish Immersion programs in the region will combine to form a whole-school program at Lent, which will provide more opportunities for students to work with bi-lingual staff, greater opportunities for professional development, and educator collaboration, and more stable student cohorts. Lent neighborhood students will have guaranteed access to the program in the future, expanding bilingual learning in a historically underserved area of the district. Current Lent students who are not in Spanish Immersion will have the opportunity to go to Marysville, where they will be part of a 2-3 strand neighborhood program instead of a small single strand at Lent.
- Three of the smallest neighborhood schools which serve large populations of Black and Native students, Vestal, Woodmere, and Whitman, will see enrollment increases to help ensure greater program opportunities.
- Kellogg Middle School, which just opened this year, would also see changes from the proposal. The blocks closest to Kellogg would now be part of its attendance area, and the Spanish Immersion program at Mt. Tabor MS would relocate to Kellogg, consolidating all Spanish Immersion in the region at a single middle school. Kellogg will become the largest middle school in the region, serving a student population with 30% direct certification, 6% Black and Native students, 12% English language learners, and 55% students of color.

These changes are recommended to begin in Fall 2023. To allow as much student stability as possible, boundary changes would start with incoming kindergartners at elementary schools and 6th graders at middle schools, allowing current students to remain until the highest grades of their current schools. However, changes for language immersion programs, Creative Science, and Harrison Park neighborhood students will occur all at once. An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school

communities to prepare for the changes and considering the available facility capacity at Lent.

RELATED POLICIES/BEST PRACTICES

4.10.045-P, Student Assignment to Neighborhood Schools
4.10.051-P, Student Enrollment and Transfers

ANALYSIS OF SITUATION

The PPS Board of Education initiated reconfiguration of neighborhood K-8 programs back to K-5 and middle school structures in 2016. Kellogg MS was rebuilt through a voter-funded bond effort and opened eight months ago, becoming the fourth middle school to reopen in five years. Harrison Park is the last neighborhood K-8 school in Southeast, but there are seven others in N, NE, and NW Portland that will be addressed in future phases of enrollment and program balancing.

In addition to reconfiguring K-8 schools, the Board directed additional outcomes when it launched district-wide enrollment and program balancing in 2019, including reducing the number of single-strand neighborhood and Dual Language Immersion (DLI) programs, strengthening enrollment at small elementary and middle schools to support robust programming, addressing split elementary-to-middle and middle-to-high school feeder patterns, reducing overcrowding, and limiting the use of modular classrooms where possible.

As the SEGC 21-22 baseline data shows, numerous Southeast schools experience enrollment challenges that impact their ability to offer a broad range of electives and support programs, while others have such large populations there is limited space for specialists to work with students and common areas are crowded. The Racial Equity Impact Measures (REIM) provide a visual overview of the current state and proposed changes for several key enrollment metrics, disaggregated for Black and Indigenous, English Learning, and Low-Income students. A summary of changes for each impacted school can be found with the attachments.

Special Program Placements
Special program placements played an important role in SEGC Phase 2, particularly Spanish DLI, Chinese DLI, and the Creative Science School, which enroll collectively 1,555 students in grades K-8 across nine SE schools. Students enter primarily through the annual lottery, and most programs serve students from multiple neighborhoods and regions (current Harrison Park neighborhood-only Chinese DLI is an exception).

As part of the Board's charge, PPS staff were asked to provide guidance on preferred locations and configurations of dual language immersion programs, special education services, focus option programs, and pre-K services. PPS instructional leaders encouraged SEGC to consider proposals that consolidated K-5 Spanish and Chinese DLI programs into whole-DLI schools instead of co-locating with neighborhood or English-scholar programs. This was supported by analysis from our Research, Assessment, and Accountability office, showing that, within co-located schools, Direct Certification rates are consistently higher for neighborhood strands and lower for the DLI strands. This can lead to disparities in needs vs. resources when funding is allocated at a school level. Additionally, when controlling for Direct Certification rates, we consistently see lower performance on SBAC testing for students in the neighborhood strand at co-located programs than students in schools with co-located programs (except in our highest SES schools). Spanish and Chinese Limited English Proficient students in immersion programs perform higher on English & Language Arts SBAC tests than their peers in later grades.

While the whole-DLI proposals received some support, many communities and SEGC members raised concerns about segregating students of color to more distant schools and described the strengths of co-located programs. SEGC was open to considering co-location and whole-school DLI proposals for elementary schools. They established a shared goal of consolidating DLI

middle school programs, so that all elementary feeder strands in the same language would come together on a single campus and that no campus would have more than one immersion program.

As a result, the SEGC recommendation consolidates two of three elementary Spanish DLI K-5 programs at Lent Elementary School, leaving one program co-located at Atkinson. The Mt. Tabor and Kellogg Middle School Spanish DLI programs will come together at Kellogg Middle School. Chinese DLI K-5 programs will remain co-located at Woodstock and Clark when it becomes the K-5 location for Harrison Park students. The Hosford and Harrison Park Middle School Chinese DLI programs will come together at Harrison Park MS. These program consolidations will result in more robust and efficient staffing and professional development, positively affecting instruction and student outcomes, particularly for native speakers of the DLI language.

The recommended DLI program placements received more SEGC votes than an alternative model. Some members were concerned that Kellogg Middle School enrollment would remain much larger than Harrison Park's. Students who live closer to Kellogg would have to travel further to attend neighborhood schools. Kellogg would be a more central location for Chinese DLI students. Given that the recommendation will result in significant relocations for Bridger Spanish DLI and Lent neighborhood students, it is also important to note that representatives from those communities support Spanish DLI and Lent neighborhood remaining at Kellogg Middle School.

The SEGC requested and received an extra month to meet and develop alternatives to address these concerns. Despite these efforts, the new proposals did not achieve greater support.

The Creative Science School (CSS) focus option moved from Bridger into the Clark building in 2007 when Clark consolidated with Binnsmead Middle School and became Harrison Park K-8. Early in Phase 2, the SEGC arrived at consensus to bring Harrison Park neighborhood K-5 students back to Clark, leading to several options for CSS to relocate to other schools in the region. Potential moves to Woodstock or Arleta met with strong resistance, but the Bridger neighborhood community was open to rejoining CSS. Combining current CSS and Bridger neighborhood students in 2023 is expected to fill all available space at Bridger, including the modular classrooms. However, as lottery slots are reduced, the neighborhood-based focus option program will fit into the main Bridger building with minimal need for modular classrooms.

SEGC members tentatively explored converting CSS to a K-5 structure, which would match the current Bridger structure and boost enrollment at Harrison Park MS. District leaders advised that the focus option would remain in its current configuration, so a small K-8 option remains available in outer SE. As requested in the Board's Charge, Instructional leaders advised the need for a small middle school experience in the region, which is having success with a best practice co-teaching model with general and special education teachers. Bridger neighborhood students who do not want to join the K-8 constructivist program will have guaranteed placement at Clark K-5 and Harrison Park Middle School.

Feeder school and boundary line changes

The Harrison Park Middle School attendance area will expand to include two new feeder schools: Vestal, which is currently assigned to Roseway Heights Middle School, and Atkinson, which is currently assigned to Mt. Tabor Middle School, as well as the northeast corner of the Mt. Tabor attendance area. Because Harrison Park is on the eastern edge of the PPS district boundary, there were few feasible options for increasing the size of the neighborhood, especially with Bridger joining Creative Science K-8. Both Roseway Heights and Mt. Tabor enrollment could fall below 500 students when the boundary changes are fully implemented. However, both are adjacent to K-8 schools in NE and could see additional changes in the next phase of K-8 enrollment and program balancing.

Lane Middle School has the smallest number of resident students of all the middle schools in the region. After exploring numerous combinations of boundary changes, feeder pattern adjustments, and program moves, SEGC agreed to recommend adding the Woodstock neighborhood as a feeder school and increasing the Lane boundary to include portions of Sellwood and Kellogg. The boundary changes will also help increase enrollment at Whitman and Woodmere elementary schools. Additionally, Creston will shift from Kellogg and become a feeder school to Hosford. All boundary changes and feeder pattern shifts can be seen in the school by school impact analysis and through the online address lookup.

SEGC members continually expressed frustration that schools just to the west were not included in Phase 2, which limited the range of boundary change possibilities. Many felt strongly that including more schools would have resulted in higher enrollment at small elementary schools and safer walk routes across numerous schools. They were also concerned that high school assignments were not addressed in the Phase 2 process.

Transition Planning for Success

The Guiding Coalition also expressed support for steps to ensure a smooth transition to the new configurations, including allowing boundary changes to be phased in over time, increased transportation to new program locations, supplemental staffing to ensure Harrison Park and small elementary schools can build programs while enrollment grows over time, and ensuring that partner programs remain available to support Black, Indigenous, and students of color. Their suggestions helped inform the request for resources and implementation plans described below.

FISCAL IMPACT

Balancing enrollment in SE schools could improve the efficiency of staffing allocations over time as some schools will earn more resources through increased student populations. The impact of the pandemic has lowered enrollment throughout the district, especially in the early elementary grade levels, and has not allowed for as much elementary school balancing in the SE region.

Transportation routing is being analyzed for the latest proposal and will not be complete until spring 2023 due to the implementation timeline of Phase 2. The Transportation Department is evaluating the criteria for an updated Transportation Supplemental Plan for the District, including the changes in the SE region. Staff will submit the Supplemental Plan for the Board's approval after the final proposal is approved. It is recommended by Deputy Superintendent Hertz that no PreK-8 students in the SE region would cross Interstate 205, and bus transportation would be provided to students living in these areas. An estimated two additional routes are needed for elementary and middle students due to boundary changes and new distances to school. Many of the program moves that would require transportation for underserved students already have bus routing in place and will mean a change in routing rather than new routing.

Harrison Park Middle School facility upgrades are funded through the 2020 bond program. Some changes are specific to the middle school curriculum and students, including additional science classrooms, a dance studio, and additional counseling and STEAM spaces. There will be upgrades to the front lobby area with new finishes and lighting, front entrance with landscaping, and hardscape changes. Restroom improvements will update to be ADA compliant, replace fixtures, and finishes, and convert certain restrooms to be single-user, gender-neutral. Security upgrades will include adding security cameras in corridors and other select locations, and the mechanical systems will be improved. New lockers will be installed schoolwide, an outdoor play structure constructed, and athletic improvements will include updating the main and auxiliary gyms, locker rooms, and the athletics lobby.

To facilitate the boundary and program changes over the next five years, Deputy Superintendent Hertz recommends a staffing pool of 10 licensed FTE to be equitably allocated each year to help build programs at Harrison Park and SE schools through the transition.

Additionally, to support families willing to transition to their new schools early, requests for transfer into the new boundary or program locations will receive priority for the 2022-23 school year.

COMMUNITY ENGAGEMENT

A summary of Community Engagement input throughout Phase 2 included:

Initial Feedback: July-August 2021 One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.

Ideas and Input: September-October 2021 To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021. Recognizing the impact of potential outcomes, we encouraged families from Lane, Creative Science, Harrison Park, Woodstock, and beyond to participate before early decision-making in the process.

Action and Accountability: December 2021 Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios, including Black, Indigenous & Students of Color, Spanish-Language, Mandarin-Language, Black, Indigenous, & People of Color, PAT, Russian-Language, Somali-Language, Vietnamese-Language, Cantonese-Language sessions. A virtual open house on December 8 was attended by 470 community members. The primary concern shared at that event was the absence of inner Southeast schools from the Phase 2 process.

Action and Accountability: Winter 2021 the Coalition asked to hear more from Lent and other diverse communities who could see significant changes through the proposal. Direct outreach to families of color happened through phone, email and text, and students and staff from Lent and Kellogg Spanish Immersion wrote letters to the Coalition. Themes included strong support for Spanish Immersion remaining at Kellogg and concern about distance and accessibility if programs moved to new locations.

Additional written comments continued to be submitted by stakeholders across the Phase 2 region. All letters and email messages can be found with the attachments.

Feedback on Draft Proposal: April 2022 Our Research, Assessment, and Accountability Team created an electronic survey and summarized community feedback in a SE Proposal Survey Report on April 26. The survey remains open and will be summarized a second time on May 13th and published to the Board and Community by May 20th.

Input on the recommendation continues to be sought from individual school communities experiencing the most impact from the proposal.

On April 27, staff met with about 25 parents and teachers at Lent Elementary School to hear their ideas and concerns about the proposed change to a whole-Spanish DLI school. While there is support for the immersion program growing, the Lent community asked that their community not be divided and the school be allowed to remain a co-located English and Spanish Language Immersion program. A second request was to allow current English program students to have the opportunity to remain at Lent instead of having to relocate to Marysville. They also expressed frustration and equity concerns that the Atkinson single-strand Spanish Immersion program, which serves fewer low-income students, is not having to convert to the whole-school DLI transition at this time.

A virtual/in-person meeting on April 28 was attended by about 70 Bridger Elementary School parents and teachers. Bridger families shared the frustration noted by the Lent community about Atkinson Spanish DLI remaining as-is and concerns about the distance to Lent. They also asked questions about proposed boundary changes and how the transition with CSS would work, and they presented ideas for strengthening the neighborhood program during the 2022-23 school year.

An Open House for the greater SE community will be held May 5th from 6-8 pm in the Franklin HS cafeteria. A summary of feedback from that event will be provided to the Board before May 10th.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Due to the lengthy process and staffing complexities, implementation of changes will begin in fall 2023. Staff recommends that boundary and feeder pattern changes follow the phase-in process described in policy 4.10.045-P. Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible. This includes Harrison Park K-5 students moving to Clark, Creative Science K-8 students moving to Bridger, Bridger Spanish DLI students moving to Lent, Mt. Tabor Spanish DLI students moving to Kellogg, and Hosford Chinese DLI students moving to Harrison Park. An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

Implementation impacts by school, program, and year can be found with the attachments.

To prepare for the changes, school leaders will begin informally bringing together communities as soon as Fall 2022. Families who apply for transfer to their new schools will receive priority for the coming school year. Central departments, including transportation, early education, dual language immersion, special education, human resources, facilities, school modernizations, enrollment and transfer, middle school redesign, and community partnerships, will support school leaders in assuring a smooth transition in fall 2023. In particular, Harrison Park Middle School will receive facility upgrades. Harrison Park and Lane will be pilot schools for the Middle School Redesign initiation. Lent is slated to add a Spanish DLI Pre-Kindergarten program in fall 2022. Additionally, transportation routes will be added to support Chinese DLI students assigned to Harrison Park, Spanish DLI students assigned to Lent, and non-DLI students from the Lent neighborhood assigned to Marysville.

Evaluation of middle school success will be part of the Middle School Redesign. DLI and focus option program evaluations may be conducted in the future.

BOARD OPTIONS WITH ANALYSIS

The Board has the option to accelerate boundary changes by assigning additional grade levels to the new schools in the first years of the change. Accelerating boundary changes would help increase enrollment at small schools like Whitman and Lane. However, given the disruptions and socio-emotional impact of the pandemic over the past three school years, staff supports the standard, a slower rate of implementation so as many students as possible can avoid additional school transitions.

PPS instructional leaders recommend that program changes be implemented all at once to create cohesive staff and student communities as quickly as possible and avoid the ongoing instability of having to add or reduce staff across multiple school years. The board can direct a phase-in approach, which could be preferred by current 6th graders in Hosford Chinese DLI and Mt. Tabor Spanish DLI who would be able to finish at their current middle schools.

Additionally, the Board has the option to designate a specific plan to phase out the Lent English program. Deputy Superintendent Hertz recommends that the pace of transition be determined by school leaders after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

CONNECTION TO BOARD GOALS

The Board's charge for the SE Enrollment and Program Balancing process is to support equitable access to programs and services and to improve the middle school experience, particularly at Harrison Park and Lane middle schools. The charge for the SE process includes a focus on sufficient enrollment to offer full programming for some of our most vulnerable students. The intent is to create robust and stable enrollment to support the implementation of academic strategies and create conditions in our physical spaces that enable student success.

STAFF RECOMMENDATION

Deputy Superintendent Hertz recommends accepting the SEGC recommendation for enrollment and program balancing proposal F-3 amended with modifications below:

Original SEGC Recommendation:	**Deputy Superintendent Recommendation:**
Create a board mandate that would ensure equitable staffing and programming for all middle schools not meeting enrollment targets. Due to the unpredictability of the phase-in process, opt outs, and the legacy policy some middle schools are at risk of falling below 500 students (the district's minimum enrollment target), especially in the initial years of implementation. For example, the Board could add funding equivalent to 1 FTE to every school with enrollment under the district's minimum target (both K-5 and MS).	To facilitate the boundary and program changes over the next five years, Deputy Superintendent Hertz recommends a staffing pool of 10 licensed FTE to be equitably allocated each year to help build programs at Harrison Park and SE schools through the transition.
Require PPS to complete the planned Harrison Park facilities improvements before opening in 2023.	The Office of School Modernization and Facilities staff will oversee the identified Facility Upgrades to be constructed beginning in Summer 2022, continuing in Summer 2023

	for the Fall 2023 opening of Harrison Park Middle School.
To the greatest degree possible, maintain the current legacy policy for boundary changes to ease the burden on students and families.	Follow Policy 4.10.045-P: 1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade. 2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year. 3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade.
Prior to finalizing boundary changes, consider targeted changes that include some Inner Southeast schools to balance enrollment more effectively. For example, allowing adjustments to Grout, Abernethy, Llewellyn, and Duniway ES could ease their overcrowding and provide healthier enrollments at Creston, Atkinson, Woodstock neighborhood, Whitman, and Woodmere.	No changes will be made to schools not included in the SE Guiding Coalition process.
In keeping with the goals of centering BIPOC students, PPS should be required to create and implement transportation plans designed to help students attending in their current neighborhood to continue to access the programs in their new locations.	Transportation will be provided to families over 1 mile from an elementary school and over 1.5 miles from a middle school. Transportation leaders will submit to the Board a supplemental transportation plan to address safety concerns within the SE region to be implemented in Fall 2023. No students in the SE region will cross Interstate 205, and bus transportation will be provided to students living in these areas. Provide transportation for the Harrison Park Middle School Chinese Immersion program to support students from the Woodstock DLI program. Continue to provide transportation to neighboring communities for Lent Spanish DLI, adding students residing in the Bridger attendance area.

PPS should work with the Spanish DLI communities from Bridger and Lent to clarify how the transition of Lent to a whole-school Spanish DLI school will be phased in, address transportation and other necessary supports and to build community among the programs that will be merging. Clear, strong and well-planned resources should be provided to neighborhood students who will be leaving Lent ES to neighboring schools.	Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible. This includes Harrison Park K-5 students moving to Clark, Creative Science K-8 students moving to Bridger, Bridger Spanish DLI students moving to Lent, Mt. Tabor Spanish DLI students moving to Kellogg, and Hosford Chinese DLI students moving to Harrison Park. An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

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

___*CH*_____ *(Initials)*

ATTACHMENTS

A. SEGC 21-22 baseline data
B. Racial Equity Impact Measures
C. Analysis of Co-Located Chinese and Spanish DLI Programs
D. Harrison Park Facility Upgrades
E. Community Engagement Summary
F. School-by-School Impact Analysis
G. Proposal Map series: Overview map, Elementary boundary changes, Middle school boundary changes
H. SEGC Phase 2 Final Report
I. SEGC Supplement (Inner SE School Exclusion)
J. Racial Equity Impact Analysis 4/5/22
K. SE Proposal Survey Report
L. Online address lookup
M. SE Final Proposal Enrollment Chart
N. SE Final Proposal Assignment Graphic

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Arleta	K-5	Neighborhood	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
		Total	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
Atkinson	K-5	Neighborhood	206	228	567	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
		Spanish DLI	136	126	567	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
		Total	342	354	567	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%
Bridger ***Capacity Calculated with post-2005 modulars**	K-5	Neighborhood	126	115	561	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	39.0%
		Spanish DLI	211	223	561	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	15.7%
		Total	337	338	561	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	24.5%
Clark	K-8	Creative Science	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
		Total	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
Creston	K-5	Neighborhood	250	225	339	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%
		Total	250	225	339	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%
Glencoe	K-5	Neighborhood	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
		Total	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
Harrison Park	K-8	Chinese DLI	72	148	890	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
		Neighborhood	457	412	890	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
		Total	529	560	890	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%
Hosford	6-8	Chinese DLI	116	124	696	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
		Neighborhood	513	495	696	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
		Total	629	619	696	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%
Kellogg	6-8	Neighborhood	533	572	778	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
		Spanish DLI	151	155	778	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
		Total	684	727	778	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%
Kelly	K-5	Neighborhood	238	231	670	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
		Total	372	445	670	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%
Lane	6-8	Neighborhood	322	308	770	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
		Total	363	363	770	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%
Lent		Neighborhood	151	154	707	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%

43% BIPOC average

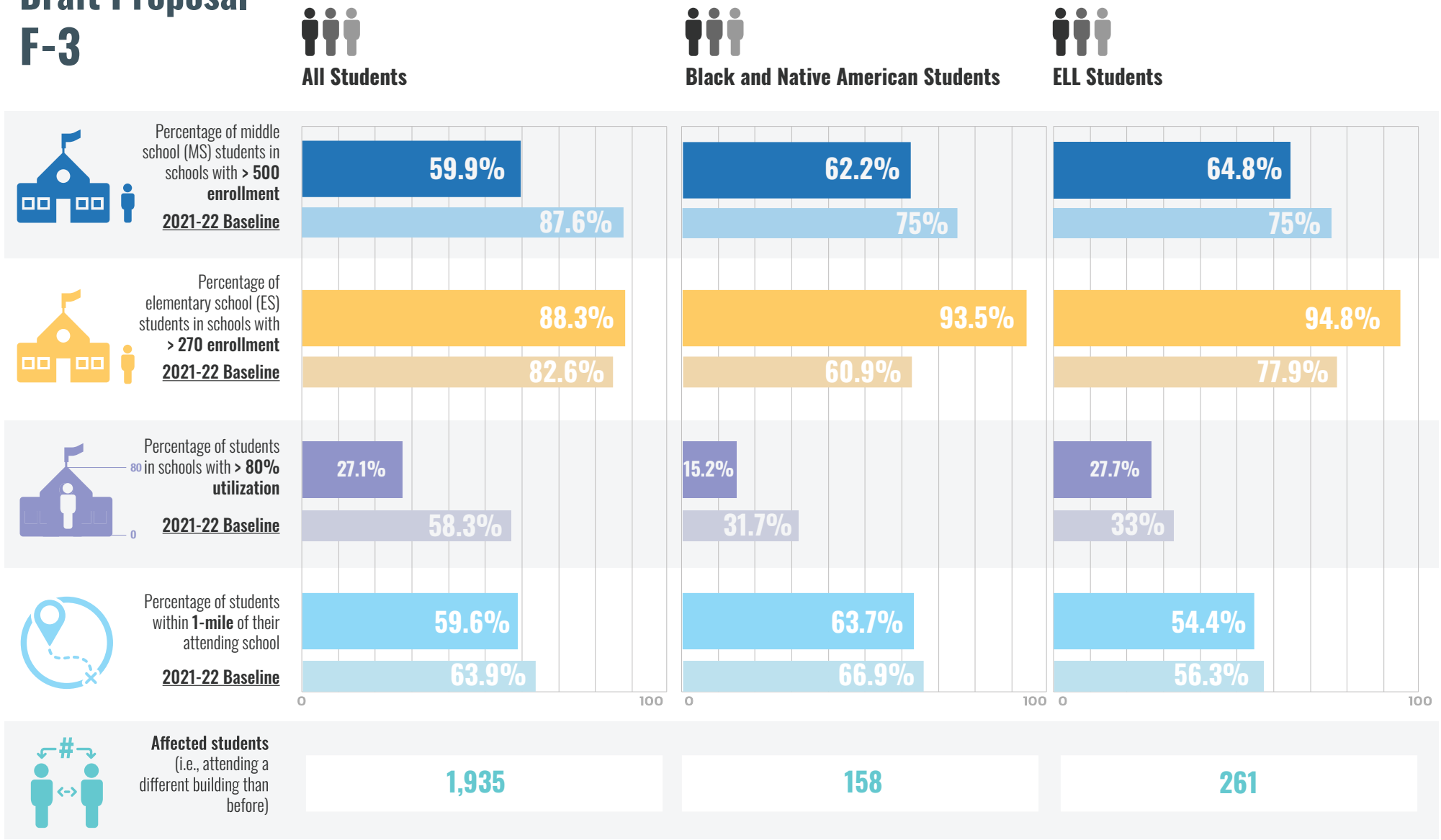
32% Low income average

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
	K-5	Spanish DLI	126	123	707	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%
		Total	277	277	707	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%
Lewis	K-5	Neighborhood	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
		Total	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
Marysville	K-5	Neighborhood	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
		Total	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
Mt Tabor	6-8	Japanese DLI	249	273	682	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
		Neighborhood	327	320	682	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
		Spanish DLI	69	67	682	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
		Total	645	660	682	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%
Roseway Heights	6-8	Neighborhood	483	479	803	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
		Spanish DLI	106	82	803	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
		Total	589	642	803	803	73.3%	80.0%	16.4%	12.7%	13.3%	54.5%	36.5%
Sellwood	6-8	Neighborhood	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
		Total	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
Sunnyside	K-8	ntal Neighborhood	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
		Total	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
Vestal	K-5	Neighborhood	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
		Total	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
Whitman	K-5	Neighborhood	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
		Total	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
Woodmere	K-5	Neighborhood	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
		Total	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
Woodstock	K-5	Chinese DLI	255	288	648	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
		Neighborhood	224	227	648	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
		Total	479	515	648	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.

PORTLAND PUBLIC SCHOOLS | Racial Equity Impact Measure

Draft Proposal F-3

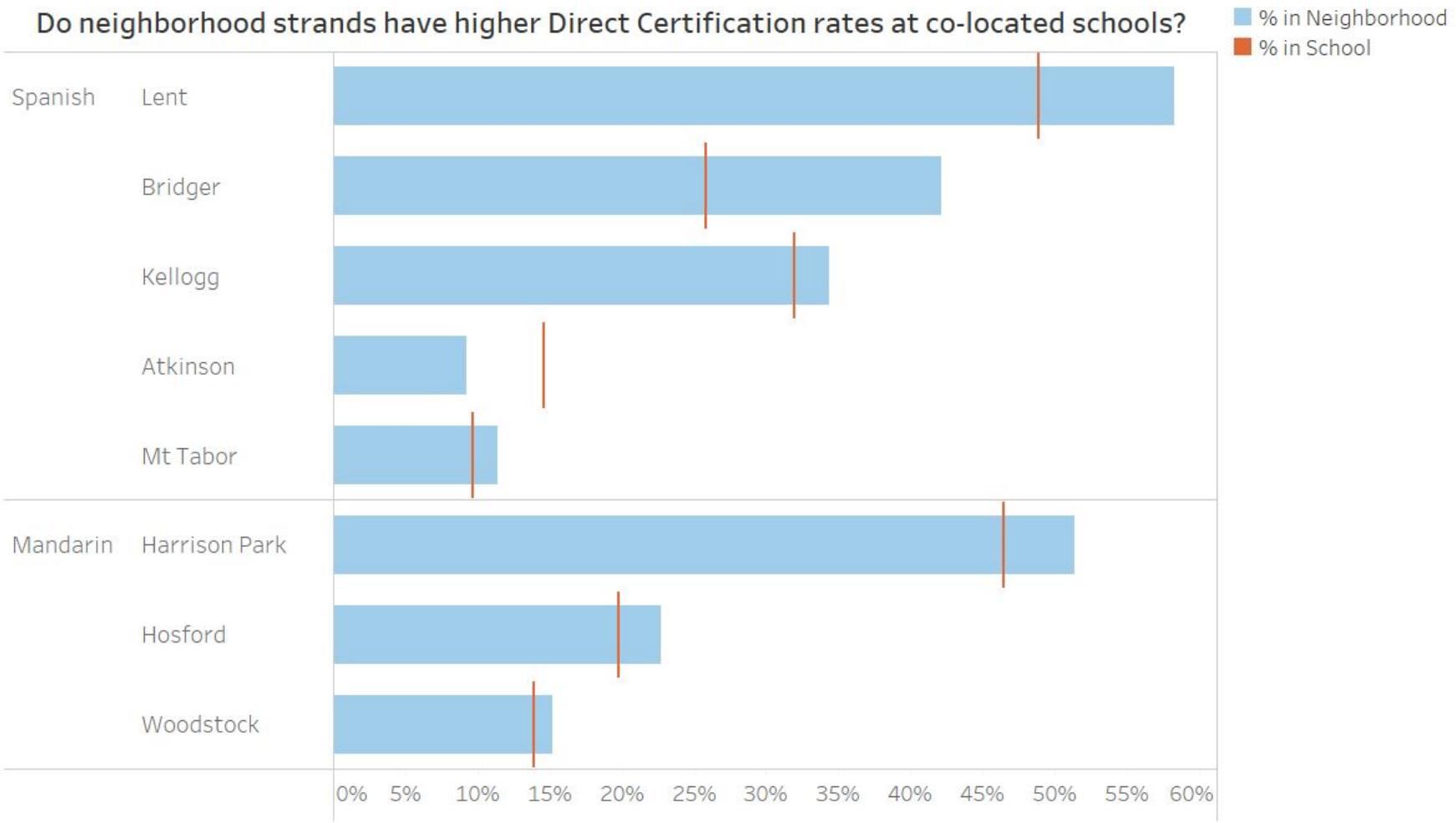


Analysis of Co-Located Chinese and Spanish DLI Programs

SUMMARY

- Within co-located schools, rates of Direct Certification are consistently higher for neighborhood strands, which can lead to disparities in needs vs. resources when funding is allocated at a school level.
- When controlling for Direct Certification rates, we consistently see lower performance on SBAC testing for students in the neighborhood strand at co-located programs compared to neighborhood schools (except in our highest SES schools)
- Spanish and Chinese LEP students in immersion programs, perform higher on English & Language Arts SBAC tests, than their peers in later grades.

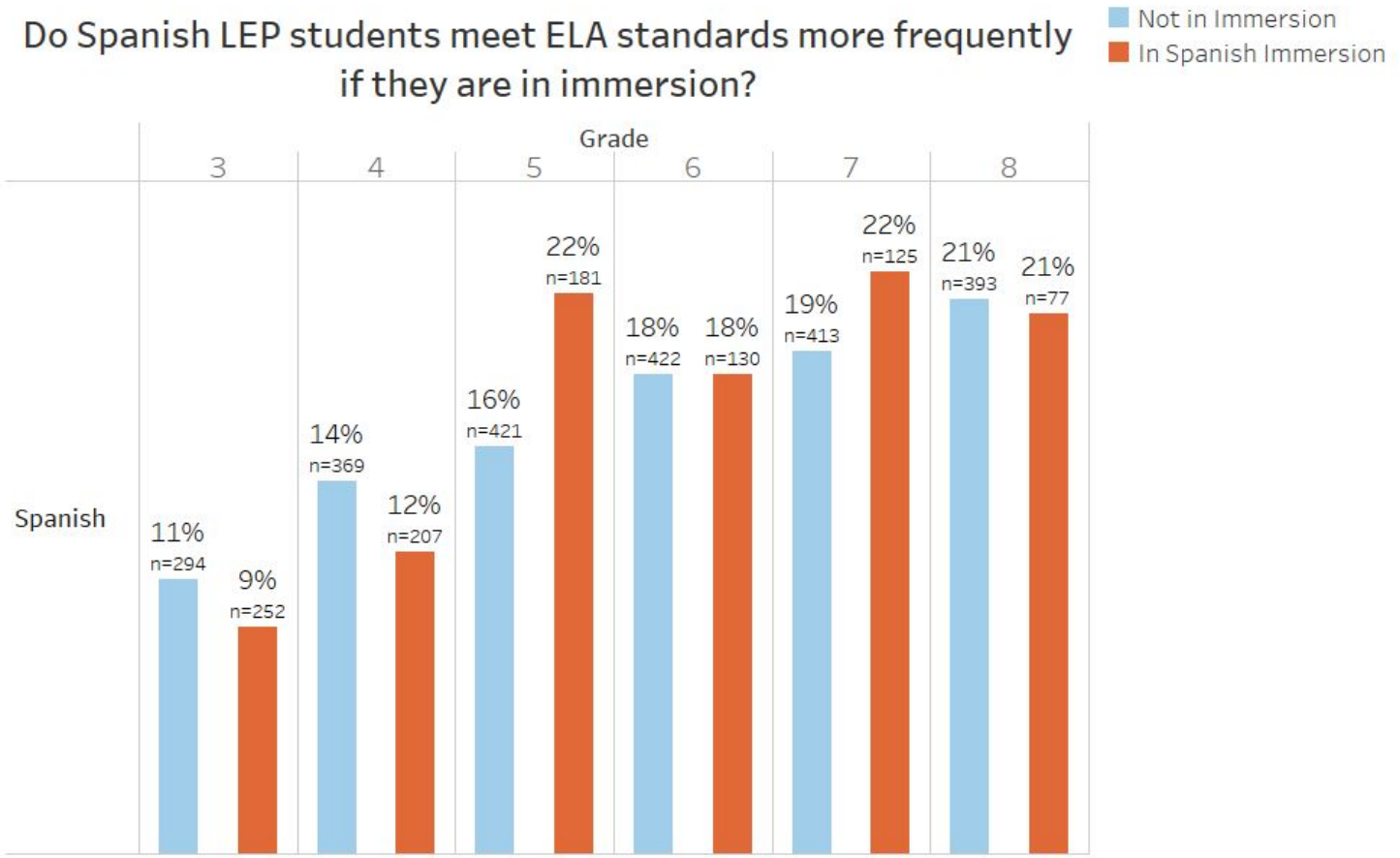
DIRECT CERTIFICATION LEVELS



Reflects school years 2020-2021 and 2021-2022

Direct Certification is a way to qualify for free meals. It is determined by state agencies and shared electronically with the district.

SPANISH LEP SBAC SCORES

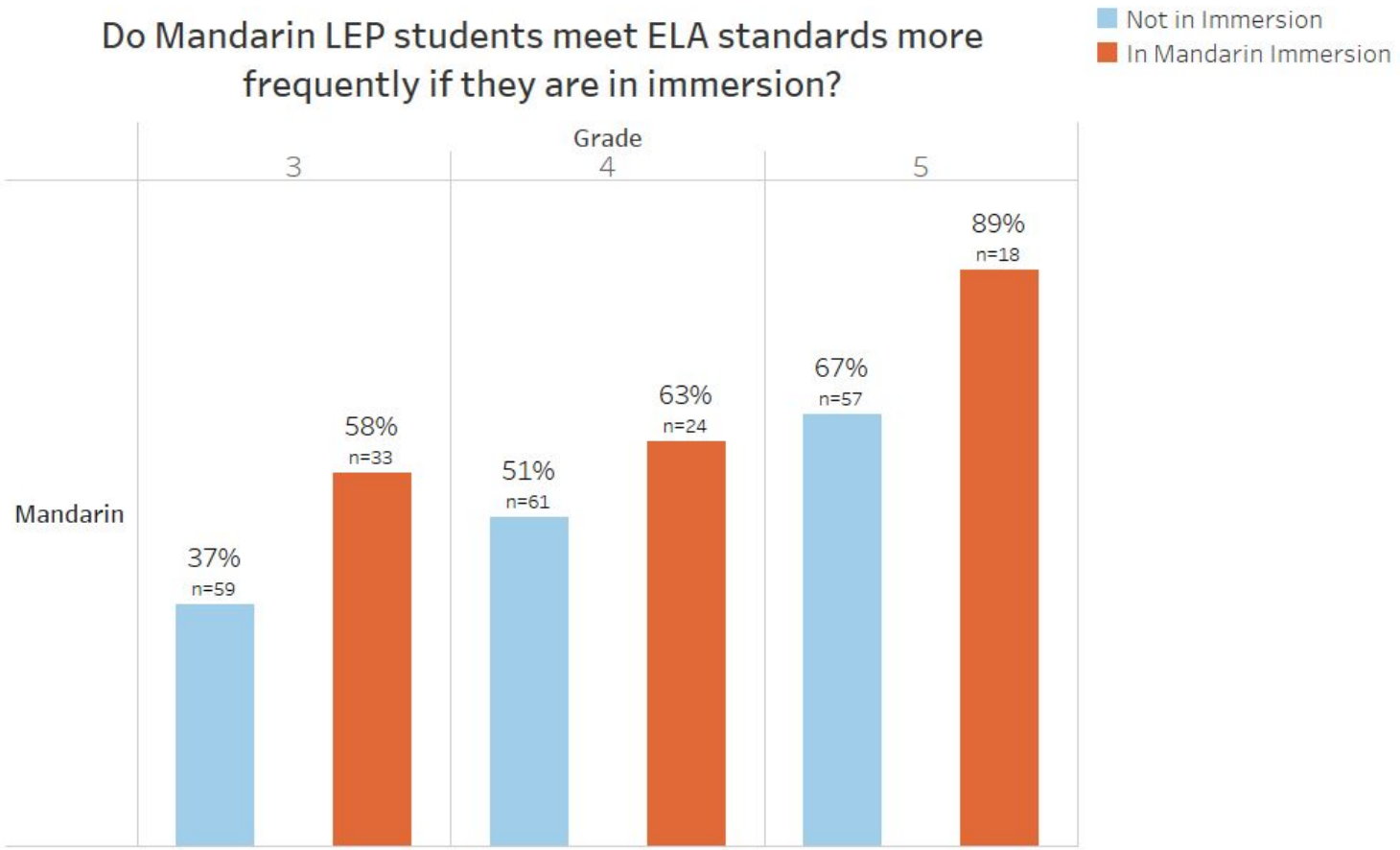


The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Includes students who report Spanish as their native language and were identified as LEP upon entering in Kindergarten.

CHINESE LEP SBAC SCORES

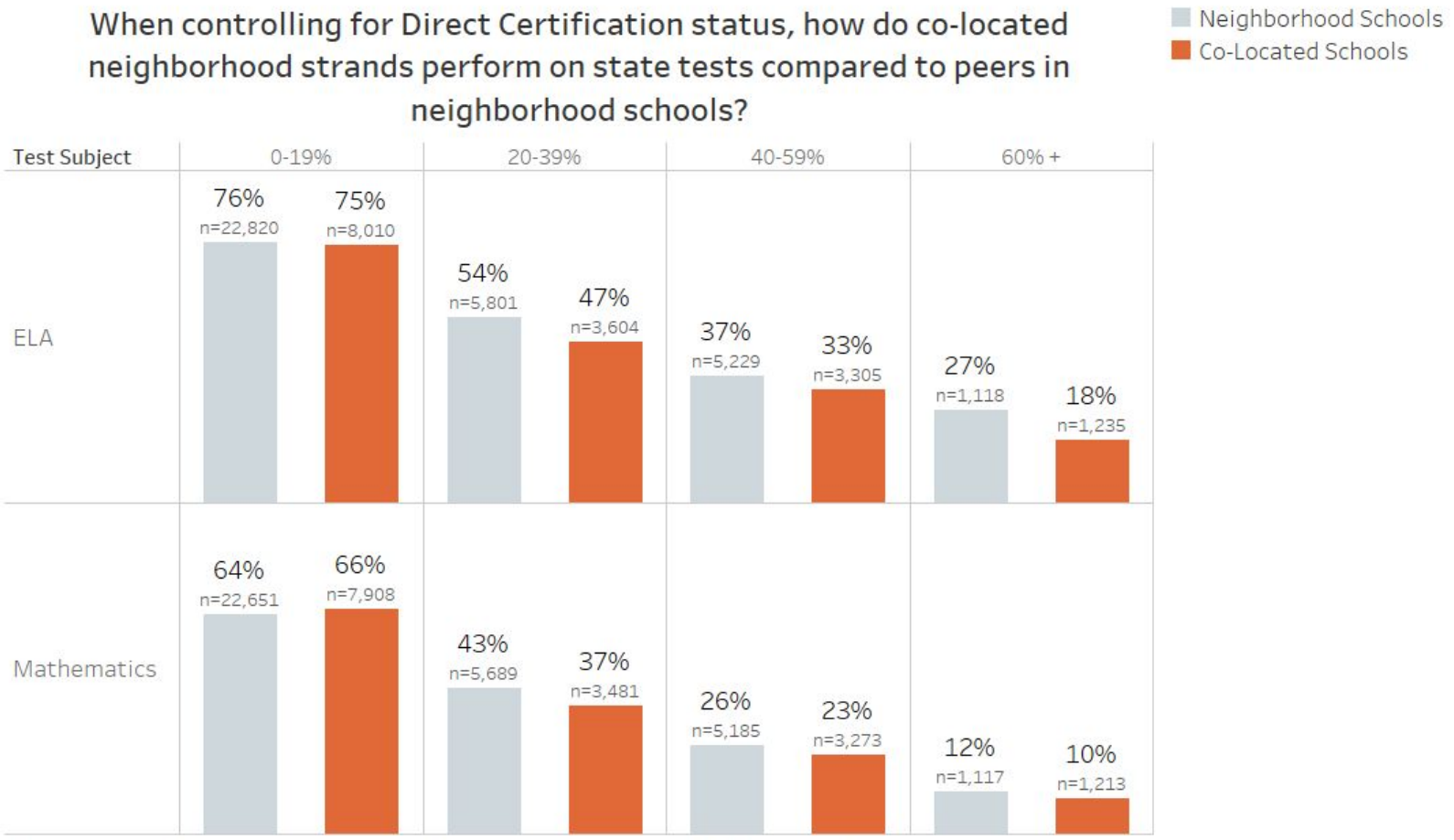


The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

Test scores reflect grades 3rd thru 5th for schools years 2016-2017 through 2018-2019

Includes students who report Mandarin as their native language and were identified as LEP upon entering in Kindergarten.

NEIGHBORHOOD: SBAC SCORES BY DIRECT CERTIFICATION

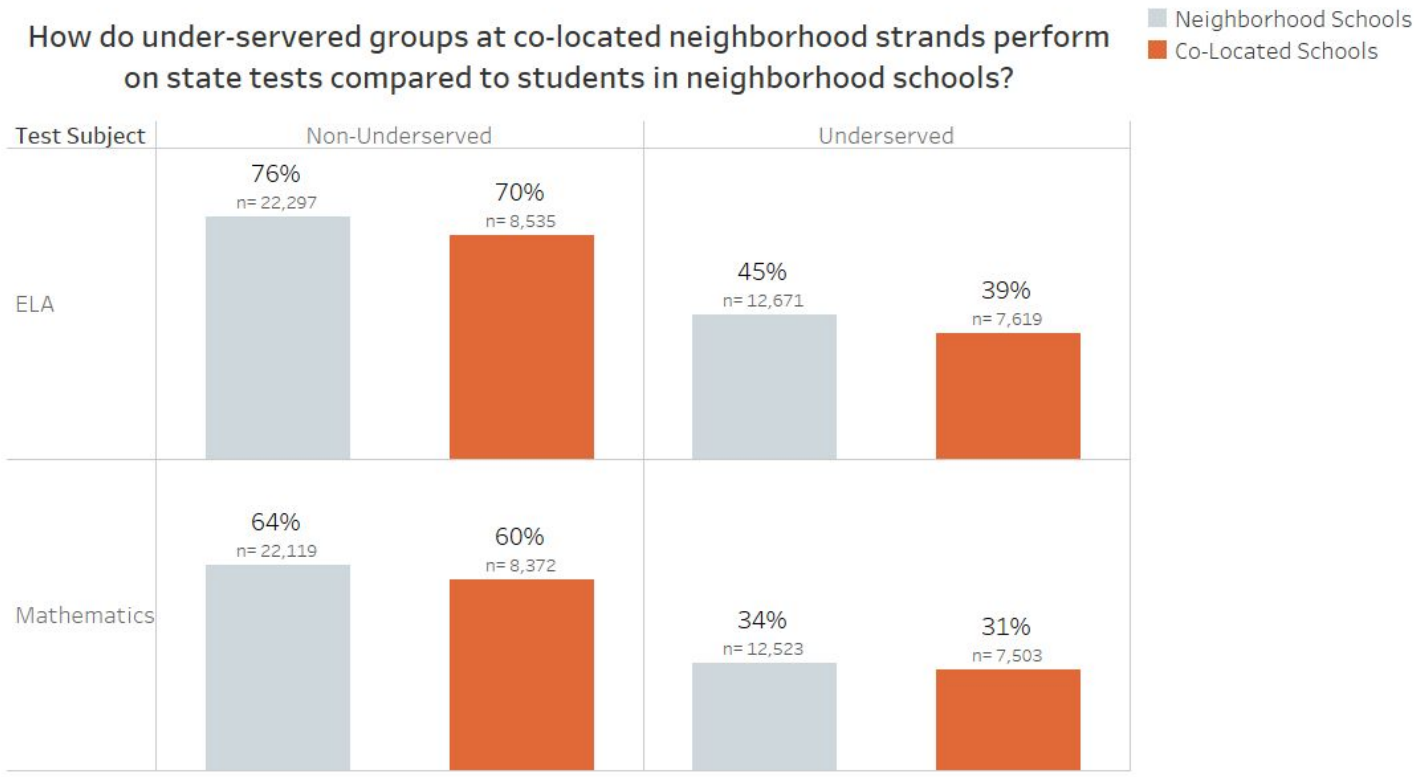


Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Co-located schools ONLY includes Spanish or Chinese co-located schools

Direct Certification status is determined by state agencies and shared electronically with school districts. Students or families qualify for Direct Certification through a number of avenues such as eligibility for SNAP or TANF, Migrant Ed, or foster care.

NEIGHBORHOOD: SBAC SCORES BY STUDENT GROUP



The chart shows the percent of students meeting standard on the ELA SBAC test. Meeting standard is scoring at Level 3 or 4.

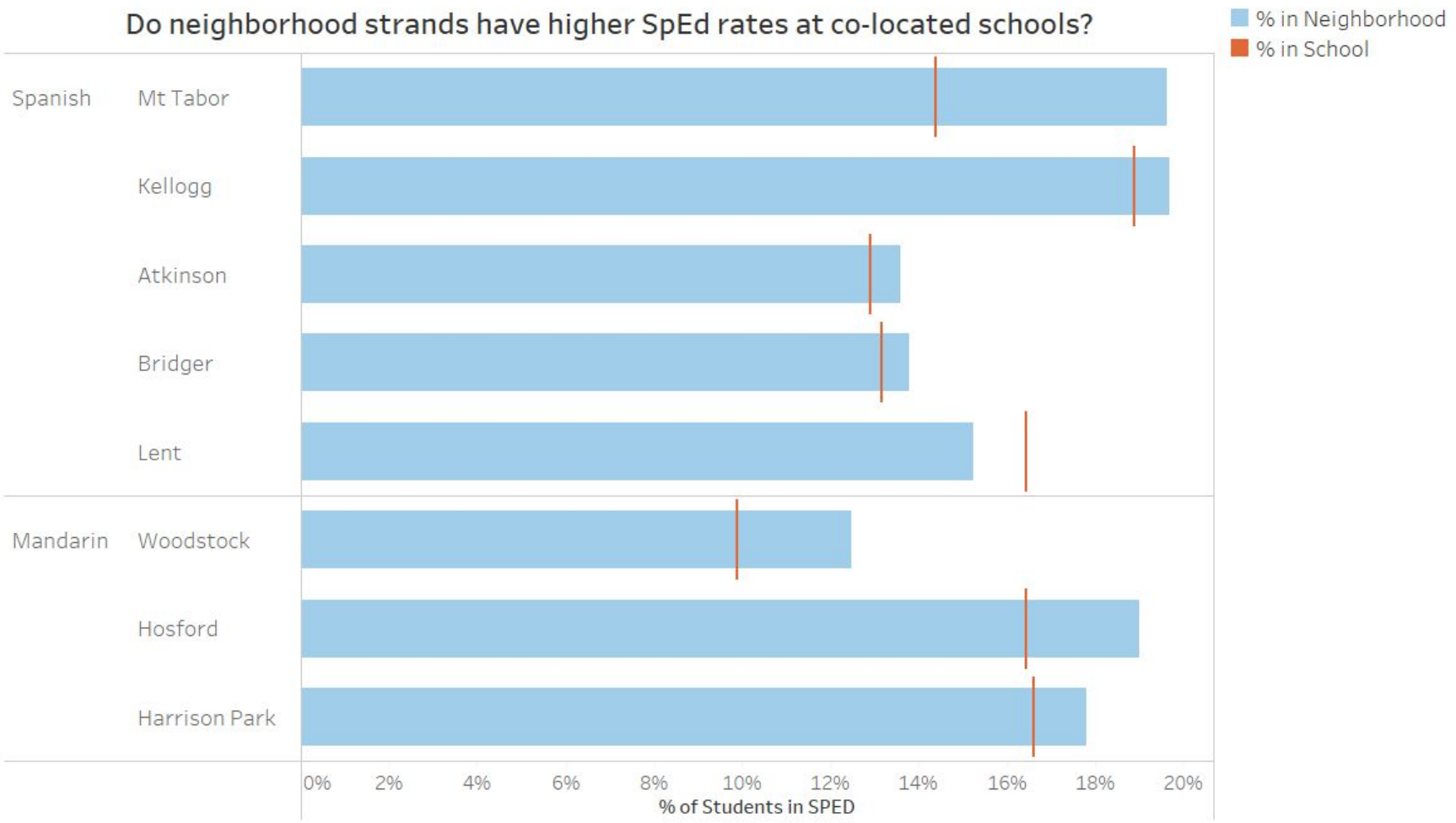
Test scores reflect grades 3rd thru 8th for schools years 2016-2017 through 2018-2019

Co-located schools ONLY includes Spanish or Chinese co-located schools

Under-served include students idenitifying as one or more of the following race/ethnicities:
Black, Latino, Native American , Pacific Islander

APPENDIX

SPECIAL EDUCATION LEVELS



This data excludes special ed focus classrooms

Reflects school years 2020-2021 and 2021-2022

SCHOOLS & YEAR IN SBAC ANALYSIS

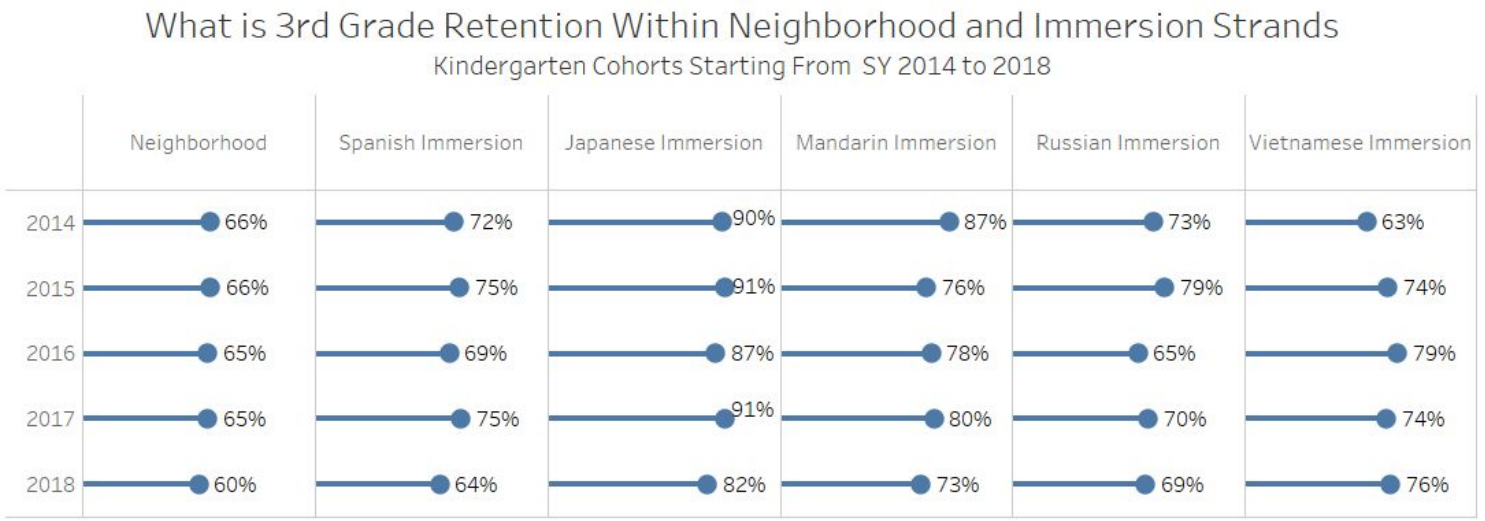
Co-Located Schools

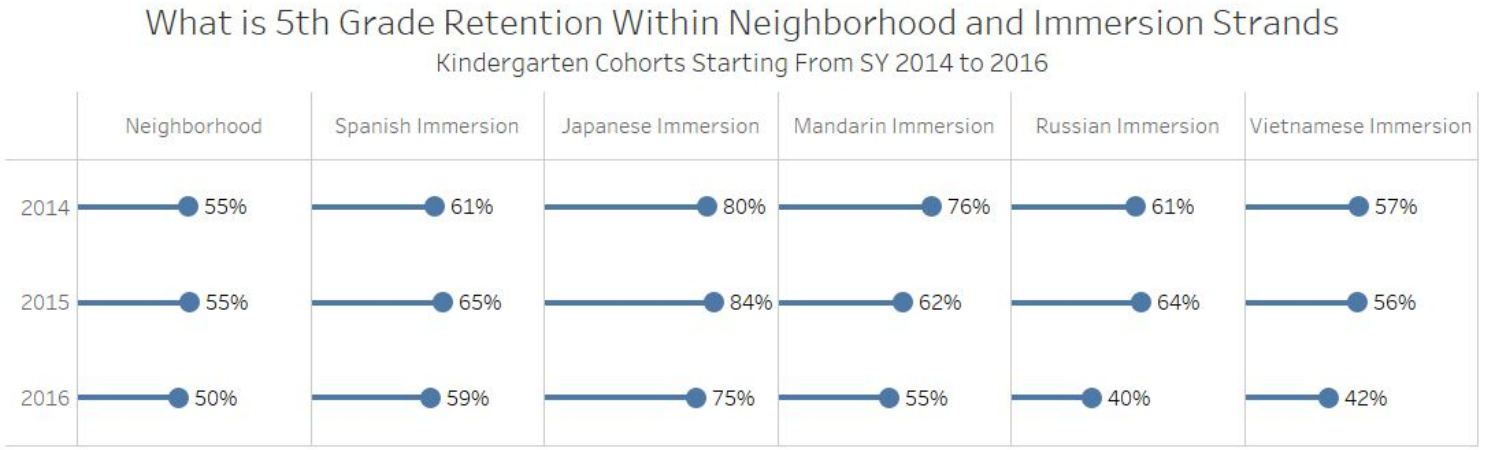
		2016-2017	2017-2018	2018-2019
Mandarin	Harrison Park		1	1
	Hosford	1	1	1
	MLK Jr	1	1	1
	Woodstock	1	1	1
Spanish	Ainsworth	1	1	1
	Atkinson	1	1	1
	Beach	1	1	1
	Beaumont	1	1	1
	Bridger	1	1	1
	César Chávez	1	1	1
	James John	1	1	1
	Lent	1	1	1
	Mt Tabor	1	1	1
	Ockley Green	1	1	1
	Rigler	1	1	1
	Roseway Heights			1
	Scott	1	1	1
	Sitton	1	1	1
	West Sylvan	1	1	1

Neighborhood Schools

Abernethy	Faubion	Maplewood
Alameda	Forest Park	Markham
Arleta	George	Marysville
Astor	Glencoe	Peninsula
Beverly Cleary	Gray	Rieke
Boise-Eliot/Humboldt	Grout	Rosa Parks
Bridlemile	Harriet Tubman	Sabin
Buckman	Harrison Park	Sellwood
Capitol Hill	Hayhurst	Skyline
Chapman	Irvington	Stephenson
Chief Joseph	Jackson	Sunnyside Environmental
Creative Science	Laurelhurst	Vernon
Creston	Lee	Vestal
da Vinci	Lewis	Whitman
Duniway	Llewellyn	Winterhaven
		Woodlawn
		Woodmere

RETENTION RATES





The schools year reflects the year that cohort entered Kindergarten. A student is considered retained if they remain at the same school and focus option. Adjustments were made to the data for situations like Rigler neighborhood students moving to Scott. Those students would be retained if they moved to Scott.

PORTLAND PUBLIC SCHOOLS

Harrison Park Facility preparation

Here is an update from our Facilities team on the work that is being planned for Harrison Park to become a middle school. We think it's important to acknowledge a specific challenge we face on this project. Unlike the Kellogg project, this site is occupied. The vast majority of the construction work cannot begin until the kids and staff vacate the building. Because of this, and the unprecedented supply chain issues for certain material and equipment, we must be careful about choosing the right and correct amount of work that can be completed during the short construction window in the upcoming summers. There is potential for some of the work described below to be changed as the design progresses.

There are changes that are specific to Middle School curriculum and students, such as additional science classrooms (Phase 1 #5), dance studio (Phase 1 #6), and additional counseling and STEAM spaces (Phase 2 #1 & 2).

Phase 1 - Completion for Fall of 2022

1. Improve the front lobby area with new finishes and lighting.
2. Improve the front entrance with landscaping and possible hardscape changes.
3. Restroom improvements to include updating to be ADA compliant, replace fixtures, finishes, and convert certain restrooms to be single user gender neutral.
4. Convert a classroom to be an administrative space.
5. Convert several General Education classrooms to be Science Classrooms.
6. Convert an existing room into a dance studio by installing a wood floor, sound system, mirrors, and replacing the partition wall with a permanent one.
7. Add a SPED counselors office suite.
8. Security upgrades to include adding approximately ten (10) security camera's in corridors and other select locations. (Note - this site also received security/access control upgrades as part of the bond security project in 2019-2020).
9. Mechanical system improvements to include replacing thermostats with new, pneumatic tubing at various locations, update controls, clean radiators, various other items.
10. Add bike parking and an exterior covered trash enclosure.

Phase 2 & 3 - Completion TBD

1. Dedicated Counseling and SPED Spaces.
2. Create dedicated STEAM Spaces including a new Lab.
3. Extended Learning Spaces by dedicating breakout areas.
4. New Lockers building wide.
5. Add an outdoor covered play structure.
6. Athletic improvements to include updating the Main and Auxillary Gyms, Locker Rooms, and updating the Athletic's Lobby.

South East Guiding Coalition

Updated April 28, 2022

Initial Feedback: July-August 2021

One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.

RACE/ETHNICITY	COMPLETE INTERVIEWS
Asian	39
Black	40
Latino	91
Multiple/Asian/White	24
Multiracial	28
Native	3
Pacific Islander	1
White	109

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI-RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of the school and their teachers	**35.9%**	**50.0%**	**53.8%**	**50.0%**	**39.3%**	33.3%	0.0%	**54.1%**	**49.6%**
Focus programs/ clubs/ opportunities	25.6%	22.5%	17.6%	29.2%	17.9%	33.3%	0.0%	22.9%	**21.8%**
Racial and economic diversity of classmates	7.7%	20.0%	6.6%	12.5%	14.3%	0.0%	0.0%	16.5%	**12.5%**
Safety/ security	15.4%	7.5%	14.3%	4.2%	21.4%	0.0%	**100%**	8.3%	**11.6%**
Quality of their education/ curriculum	15.4%	10.0%	11.0%	0.0%	14.3%	0.0%	0.0%	10.1%	**10.4%**
Proximity to our home/ walkability	10.3%	7.5%	8.8%	8.3%	10.7%	0.0%	0.0%	10.1%	**9.3%**
Don't know/ Refused	10.3%	10.0%	7.7%	0.0%	3.6%	**66.7%**	0.0%	5.5%	**7.2%**
Same school as they have attended. I do not want them to change	10.3%	7.5%	8.8%	4.2%	3.6%	0.0%	0.0%	5.5%	**6.9%**
Go to the same school as their nearby neighborhood friends	12.8%	5.0%	3.3%	8.3%	0.0%	0.0%	0.0%	7.3%	**6.0%**

Full Initial Report: https://drive.google.com/file/d/1qVT9idXnOChYH4tlMzQCaHI94dn9hB1z/view

Ideas and Input: September-October 2021

To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021. Recognizing the impact of potential outcomes, we encouraged families from Lane, Creative Science, Harrison Park, Woodstock, and beyond to participate before early decision-making in the process.

- Lane Middle School
    - Black families
    - Asian families
    - Latino/a/x families
    - Staff of color
- General Sessions
    - Families of color one mile from Lane or Harrison Park
    - Spanish Language
    - Chinese Language
- Harrison Park
    - Black families
    - Chinese families
    - Latino/a/x
    - Russian families
    - Somali families
    - Staff of color
- Creative Science School
    - Families of color

Hopes and Aspirations

- Develop thoughtful long-term solutions instead of “quick fix” band aid approaches.
- The goal of increasing demographic diversity at the affected schools (including at the elementary level) should officially be part of the SEGC’s charge.
- Identify strategies for actively recruiting and retaining BIPOC teachers, administrators, and staff at PPS schools.
- Equalize distribution of programs, including providing age-appropriate elective options to middle grade students in
- K-8 facilities and expanding dual language programs across schools.
- Promote culturally centered schools that provide a sense of welcoming and belonging to all students and families, including immigrant communities.
- Invest in effective teaching and learning practices, such as project-based learning, to position all students for a successful transition to high school.
- Support the physical, social and emotional needs of all students by providing fairly distributed resources across schools to meet students’ basic needs and ensure that every student arrives ready to learn.

Doubts and Fears

- BIPOC students/families will feel devalued or excluded.
- Additional burdens will be placed on families that are already marginalized.
- Loud voices will threaten to derail the SEGC's work.

Key Themes from Listening & Learning Sessions:
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/21-1007%20SEGC%20Key%20L%20and%20L%20Themes.pdf

Additional Feedback from Atkinson:

- "The Immersion program at Atkinson is tremendously successful for the students in the Immersion program, as well as those in the neighborhood program. It offers all students the chance to be in a school with a very strong sense of community where they are exposed to different cultures and perspectives. It would be a shame to end these benefits of the co-located program at Atkinson."
- "My family and child have started to build relationships and community at Atkinson after a rough year of isolation. To hear parents discuss making the difficult choice to discontinue participation in the dual language immersion if it moves to another school breaks my heart. I know it will break our children's hearts to lose those relationships. The benefits of keeping this community together, of keeping diversity within this neighborhood and the value it brings MUST outweight the reasons PPS has given regarding resources. There are other ways we can solve that problem"
- "Our native Spanish speakers are loud and clear in their opposition to a move to a whole-DLI model. Their are concerns about segregation and safety and loss of community. To continue with such a plan leaving our community unheard would be paternalistic and harmful and racist. Please listen to our families."
- "Community is the heart of our program. It's not possible to simply package it up and move it somewhere else. What makes Atkinson successful will not be the same somewhere else. I fear that the District will realize their mistake too late - and our community will be the one that suffers."
- "I appreciate that the district wants to have improved utilization of their resources, but I can't imagine that it outweighs the benefits that exist today in thriving schools with neighborhood+DLI, and the major impact that this has on all of the families, segregating to a single location, away from rest of neighborhood programs."

Action and Accountability: December 2021

Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios.

- Black, Indigenous & Students of Color
- Spanish-Language
- Mandarin-Language
- Black, Indigenous, & People of Color
- PAT General Session

- Russian-Language
- Somali-Language
- Vietnamese-Language
- Cantonese-Language

As a result of this engagement, the Southeast Guiding Coalition split into groups to review the raw data and determine common themes, new information received, and who we are missing from at the December 16, 2021 public meeting.

Group 1 Themes (Clackamas)

- Continuing to hear impact of disruption to school communities, especially now
- Kellogg has faced upheaval and is concerned about further change to Spanish DLI, community feels let down and that change is disrespectful
- People share resistance to change in a clear way
- Hesitation from families who may possibly move to a lower performing school
- Dominant narratives are strong, and there is a hesitancy to voice unpopular opinions
- Communities may struggle from a mismatch in program movement, impacting kids of color and low SES kids significantly

Group 2 Themes (Columbia)

- Middle school consolidation is welcomed but limits access to programs due to location
- Lack of understanding around transportation accessibility, and how they will be affected by feeder patterns
- Creative Science needs clarity from PPS moving forward
- The feeling in the room seemed that most affluent schools are being protected from disruption, and there is a concern on “who isn’t impacted” by the process
- Harrison Park seemed more engaged in Phase 1, but neighborhood families are feeling heard from their advocacy on remaining together
- Lent and Harrison Park voices need more representation

Group 3 Themes (Willamette)

- What is meant by “equity”?
- Presence of frustration and mistrust with the process, with the open house seeming contentious
- Need to hear from Lent and Harrison Park families
- Arleta community is invested in staying together
- Community wants to understand why inner Southeast schools are not being heard
- Voices at Woodstock Chinese DLI prefer program co-location
- Difficult to make judgements without community knowledge of high school implications

- Excitement that Bridger could have multiple neighborhood strands

Phase 2 Additional Engagement

Late January 2022 to Present

The engagement elicited feedback from roughly 60 community members regarding draft proposals to balance enrollment in South East Portland schools, and took place through focus groups, phone calls, and text messages. Phonebanking continues with families in early February.

Languages

Engagement opportunities were offered in Vietnamese and Mandarin.

Summary of Additional Engagement

To incorporate more representation of voices, especially those who are disproportionately impacted by the proposed changes, additional community engagement was conducted with targeted school communities. A focus was on neighborhood program family input, including those who are at schools with a co-located model.

Question 1: How do you define success? What are barriers to success? How does school play a part in that?

Lent, Harrison Park

- Experienced administrators who set learning outcomes set by the school help my child's behavior
- Language is a barrier to success at school. Parents still need a lot of support from school
- Friends and teachers have a big influence on children. Family and kids need attention from staff.
- Access to after school activities like chess club and social activities help support success
- Concern about diverse kids going to Kellogg without the support they need

Bridger, Marysville

- Science, reading, and arts curriculum
- A strong support system and social encouragement of students
- Strong support of Bridger becoming Creative Science School
- Teachers and Marysville principal caring for each student is recognized

Feedback on DLI Impacts in Scenarios

- Whole school model is okay if the diversity of students in co-located models is maintained
- “It would be awesome” (to have a whole school DLI at Lent)
- Strong support of whole school DLI at Lent
- Some disagreement with whole school model from neighborhood Lent families
- A large amount of parents express a preference for DLI programs remaining at Harrison Park

- Neighborhood Families are feeling heard at Harrison Park, and express value in multiple options
- Enrollment forecasts aren't capturing the new construction & open homes waiting to be purchased or rented in the neighborhood--it feels like the projection might be overly conservative especially once the HP facilities have been refreshed.
- Preference to have one DLI program at Harrison Park so school isn't too populated and administrators can build more relationships with students
- Both great support for whole school Spanish DLI, and resistance from other families for this option

April Phonebanking

To honor our commitment to continuous engagement with stakeholders across the system, phone calls were provided to the targeted groups of families at previously identified schools.

Bridger Phonebanking

- Families work hard to transport children to school, and value the immersion program but they just can't have students far away. They think she might learn more only in English, so it is not too bad. Was aware of the convos happening in the community and had wanted to stay in the program, but understands decision are made "at the higher levels" and they will learn to live with it.
- One family expressed dislike of the proposal, but does not see another option. She would prefer to stay in the Spanish immersion.
- We have three generations that have graduated from the Bridger Immersion program. The big concern is the distance. if the school is too big, or the classes are too small.
- Important to remain at Bridger. Bridger is the neighborhood school for many families, and will likely stay there and be part of the new program.
- "Biggest concerns are that teachers and principal would travel with the program. Concerned that rumors are that principals at Lent do not remain more than 2-3 years. Rumors are that the PTA is not that involved as at Bridger. Wants kids to stay in the immersion program so this will be the priority. Wants the district to focus on making the new program a success and she will be involved in Lent. "
- "The district will make the decisions regardless of what I say, I do not want to program to change." She currently works close to Bridger and is concerned because she does not drive so wants to be close to the school. Her daughter is connected to the school because her sisters have been going there. Can't decide between the importance of staying with the immersion program and distance from the school and should not have to decide. Feels connected to the Bridger community, teachers and principal.
- Multiple families also expressed not feeling worried about the changes, said child was older and would not necessarily be affected by the changes
- Would like to stay at Bridger, has established relationships with students and teachers and the comfortability in the school as a whole and in the community.

Lent Phonebanking

- Would like extra help--would like an IEP review so she can get extra help.
- Family indicated not be affected

- Family express interest in continuing to go to Kellogg

Lent Recommendation Meeting: Parent and Student Feedback

- Parents express high value for cultural learning and connections in a co-location program. “To me it's better to have a dual identity at Lent”
- Kids should not have to go on a bus and go further, and we prefer this location
- “We are living in a country where we are so polarized, and our schools are wonderful breeding grounds to teach tolerance”. “Animosity between parents of both programs exists, as DLI parents are more active here”
- We are concerned this community is being left behind
- Does Bridger or Atkinson have 2 strands of each class, have we seen success in similar proposed changes?
- Students Speakers:
    - “I don't want to switch because i've been here since kindergarten”
    - “We shouldn't remove anyone based off of the language they want to speak”
    - “Teachers moving isn't helpful, and it would make them unhappy”
    - We love Lent school because Lent is our community
- Parent expressed her child went to a similar co-located model school, and resulted in a high social benefit in their lives
- Stairstepping and phasing out English program was recommended by a parent
- “Its not an equitable solution at all. We care about where teachers would end up. “Why would we segrate and think that is an appropriate solution?” Neighborhood kids should be able to go to their neighborhood schools
- “Teachers and families bought their houses close to the school. I am against segregation, it should be all together.”
- Lack of support for admin leads to parents not wanting to enroll
- Most diverse school community doesn't deserve to be shuffled around, we choose to be a part of this community, and PPS needs to know what they are doing when they ask people to uproot from a community they are a part of
- Teachers can collaborate regardless of DLI or Neighborhood
- Parents want better teacher retention
- “We have activities here that brings kids together”
- Kids love being in an inclusive environment of language, and encourages Neighborhood program students to learn
- Neighborhood program has majority of black and brown students, and moving them away is a detriment to this community
- Concern for students who are beginning Lent next year, and would have to change the next

Arleta K-5

MS: Kellogg (beg. 2021) • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
269	290	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%

Current enrollment profile: A small K-5 school, recently converted from K-8 and assigned to Kellogg MS and host to a Special Ed focus classroom. The Arleta attendance area is adjacent to other small K-5 schools, including Bridger, Creston and Woodmere.

Recommendation highlights: Four small areas would move from Arleta to Creston, Marysville, Woodstock and Woodmere, and two areas would move into Arleta from Bridger and Marysville. See map for details. The changes are expected to bring a slight increase to Arleta enrollment with little change in school demographics. Arleta remains assigned to Kellogg MS.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
250	277	696	35.9%	39.8%	18.0%	6.8%	7.6%	31.2%	29.4%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at the new schools shown on the map unless they have older siblings remaining at the former boundary school or receive transfers to other schools. Students who live more than one mile from their new school will have access to bus service.
  - Students in other grades may remain in their current schools through 5th grade, but may also transfer into their new neighborhood schools beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

ARLETA

Programs:

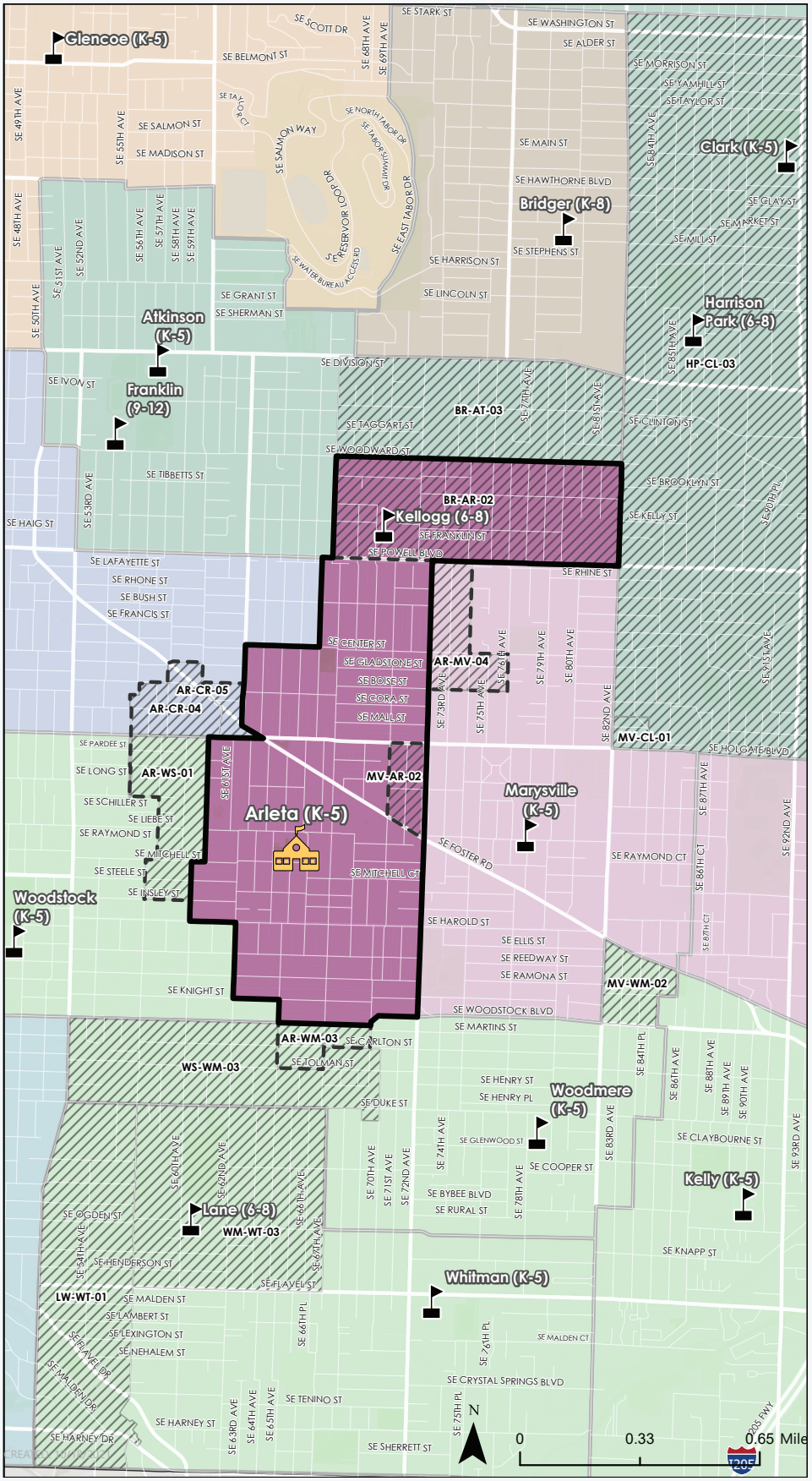
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area



Changes from Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0
AR-MV-04	14	4	0
AR-WM-03	7	0	0
AR-WS-01	23	2	0

Changes into Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
MV-AR-02	6	0	0

Affected students are based on 2021-22 student counts.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Atkinson K-5

Neighborhood and Spanish DLI Programs

MS: Mt. Tabor • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	206	228	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
Total	342	354	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%

Current enrollment profile: Co-located structure of a single strand Spanish DLI program and a small two-strand neighborhood program; hosts Special Ed focus classrooms.

Recommendation highlights: A boundary change will add students to the small neighborhood program. Atkinson neighborhood students will go to Harrison Park Middle School while Atkinson Spanish Immersion students will go to Kellogg Middle school.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	252	270	567	44.4%	47.6%	20.2%	4.4%	4.4%	17.5%	15.6%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	19.9%
Total	388	396	567	68.4%	69.8%	17.3%	3.6%	10.8%	32.5%	17.1%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Bridger boundary change area will enroll at Atkinson unless they have older siblings at Bridger or receive transfers to other schools. Students who live more than one mile from Atkinson will have access to bus service.
  - Students in other grades may remain at Bridger through 8th grade, but may also transfer into Atkinson or Harrison Park MS beginning in the 2022-23 school year.
- Students who completed 5th grade in the Atkinson Spanish Immersion program will go to Kellogg Middle School, along with students who completed grades 6-7 in the Mt. Tabor Spanish Immersion program.
  - Families of Spanish Immersion students may request early transfer into Kellogg for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

ATKINSON

Programs:

Neighborhood, Spanish DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

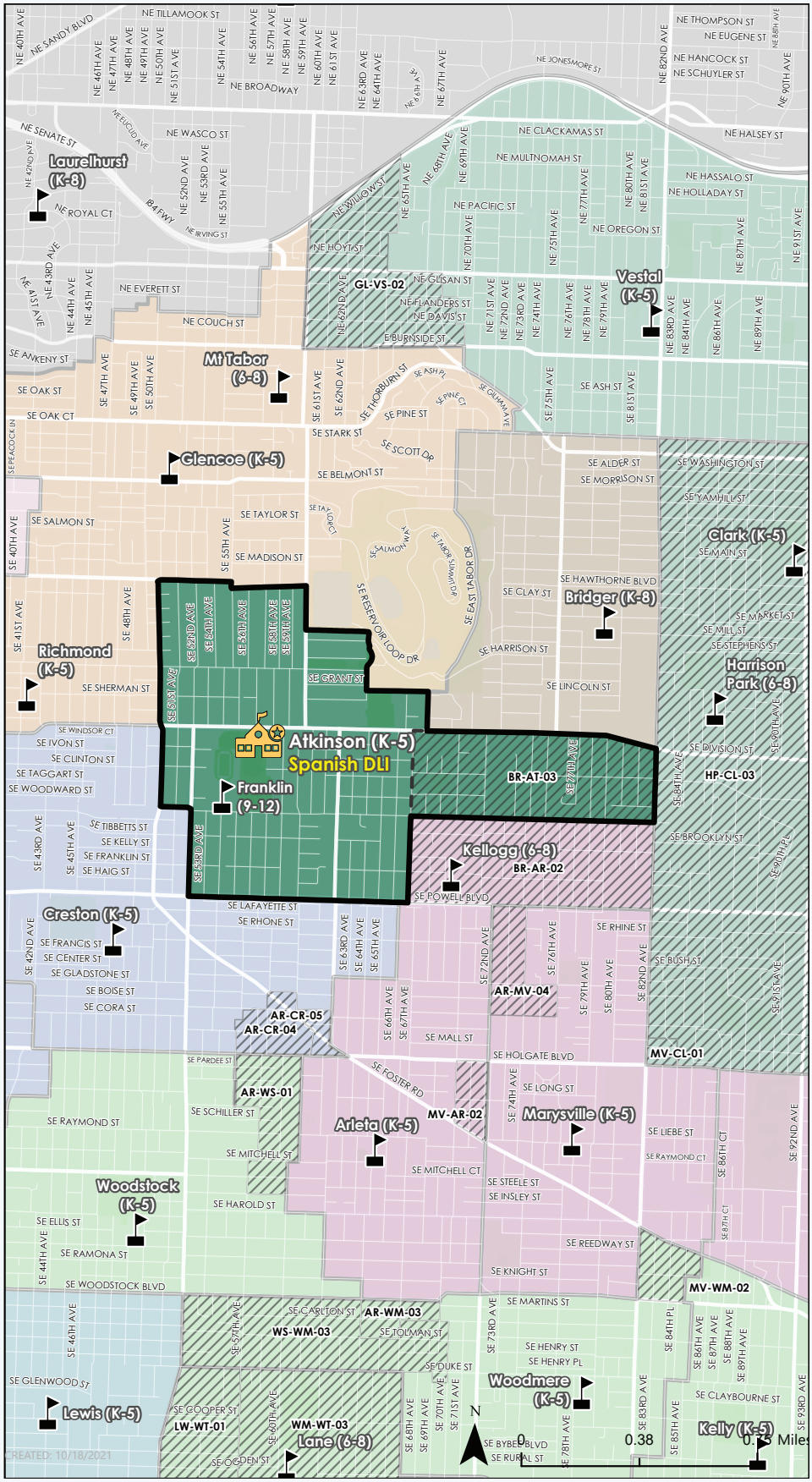
Changes from Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AT-03	52	4	9

Affected students are based on 2021-22 student counts.



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Bridger K-5

Neighborhood and Spanish DLI Programs

MS: Neighborhood: Harrison Park, w/transfers to Kellogg, Spanish DLI: Kellogg • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	126	115	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	42.1%
Spanish DLI	211	223	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	57.8%
Total	337	338	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	51.9%

Current enrollment profile: Co-located structure with a small two-strand Spanish DLI program experiencing declining rates of native Spanish-speaking applicants and a single-strand neighborhood program. Bridger converted to a K-5 this year, with a default middle school assignment to Harrison Park and transfer preference to Kellogg, which is located on the southern edge of the Bridger boundary.

Recommendation highlights: Spanish DLI relocates to Lent; Bridger neighborhood program joins with Creative Science K-8. The boundary areas south of Division street are assigned to new middle and high schools.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
312	318	510	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change area between Division St and Woodward St. will enroll at Atkinson and those who live between Woodward St. and Powell Blvd will enroll at Arleta, unless they have older siblings at Bridger or receive transfers to other schools. Students who live more than one mile from their new school will have access to bus service.
  - Students in other grades may remain at Bridger through 8th grade, but may also transfer into Atkinson or Harrison Park MS beginning in the 2022-23 school year.
- Grades K-5 of the Bridger Spanish Immersion program will relocate to Lent Elementary School. Bus service will be available from Bridger neighborhood to Lent to support the transition.
  - Families of Spanish Immersion students may request early transfer into Lent for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- Grades K-8 of the Creative Science School will move to Bridger and become the instructional model for the combined Bridger and CSS student body.
  - The program will maintain a 2-section per grade level K-8 structure, with some grades having three sections of combined Bridger and CSS students.
  - New Bridger neighborhood students will be automatically enrolled in the Bridger Creative Science School, or can request transfer to a standard school.
  - Bridger neighborhood students already enrolled in other PPS schools have priority for available seats at CSS
  - Lottery transfers will be reduced to accommodate neighborhood students
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transition

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

BRIDGER

Programs:

Creative Science

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

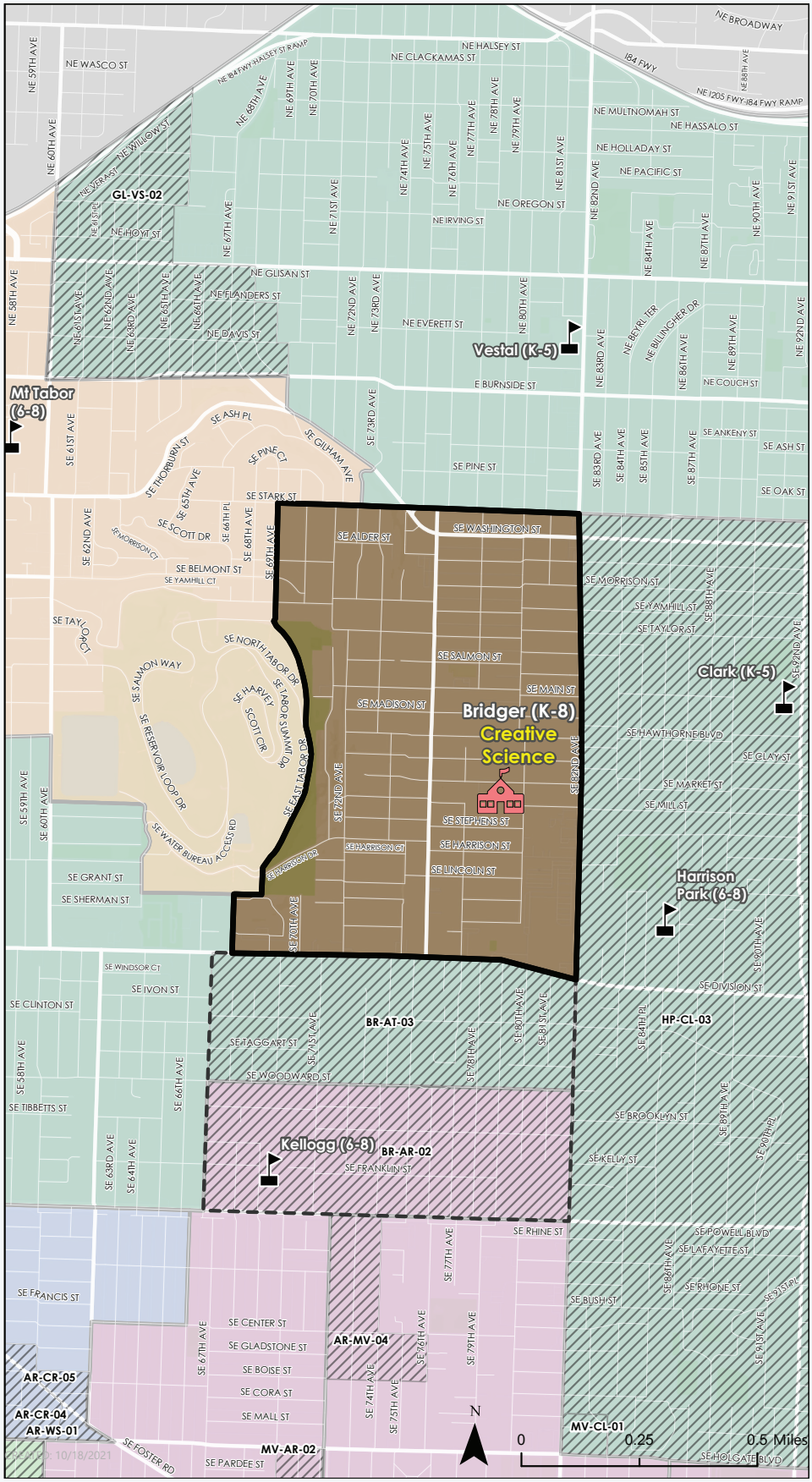
- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
BR-AT-03	52	4	9

Changes into Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students



Affected students are based on 2021-22 student counts.

Updated: 10/18/2021

Creative Science K-8 School @Clark

MS: CSS • HS: Based on home address

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
419	452	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%

Current enrollment profile: A K-8 focus option program that enrolls all students through the annual lottery and hardship petition process. The school has been located at the Clark building since 2008 and attracts and retains fewer BIPOC, English Learner and low income students than surrounding schools.

Recommendation highlights: Program relocates to Bridger and becomes the instructional model for the combined Bridger and Creative Science student body.

Estimated results of recommendation:

See Bridger table

Fall 2023 Implementation Plans:

- Grades K-8 of the Creative Science School will move to Bridger and become the instructional model for the combined Bridger and CSS student body.
- The program will maintain a 2-section per grade level K-8 structure, with some grades having three sections of combined Bridger and CSS students.
  - New Bridger neighborhood students will be automatically enrolled in the Bridger Creative Science School, or can request transfer to a standard school.
  - Bridger neighborhood students already enrolled in other PPS schools have priority for available seats at CSS
  - Lottery transfers will be reduced to accommodate neighborhood students
  - Current CSS students can request transfer to their neighborhood school or another PPS school instead of moving to Bridger.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

CLARK

Programs:

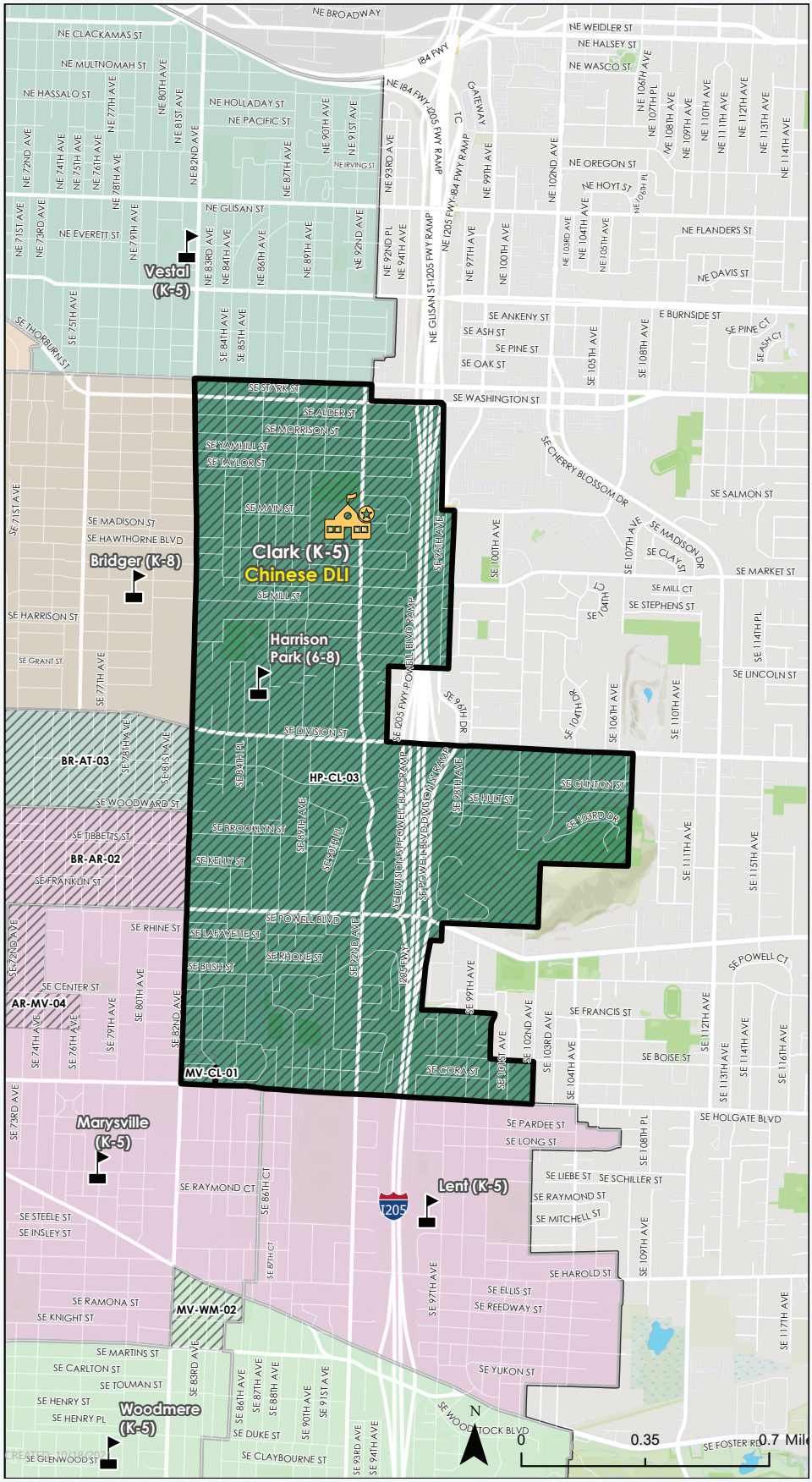
Neighborhood, Chinese DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area



Changes from Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-CL-03	243	86	78

Affected students are based on 2021-22 student counts.

Creston K-5

MS: Kellogg (beg. 2021) • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
250	225	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%

Current enrollment profile: This small K-5 school converted from a K-8 this year, with MS students assigned to Kellogg. Creston hosts a Deaf and Hard of Hearing program and a Head Start program is located at the Creston Annex. Classrooms leased to partner programs have been removed from building capacity and utilization estimates, to reflect that the main Creston building is one of the smallest in the region. Creston is nearly surrounded by focus option and DLI programs, resulting in a low rate of neighborhood students enrolling at the neighborhood school.

Recommendation highlights: The Creston boundary will grow slightly through a boundary change with Arleta. Creston middle school students will go to Hosford MS.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
265	254	339	78.2%	74.9%	22.3%	3.4%	6.4%	27.9%	25.2%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Arleta boundary change area will enroll at Creston, unless they have older siblings at Arleta or receive transfers to other schools. Students who live more than one mile from Creston will have access to bus service.
  - Students in other grades may remain at Arleta through 5th grade, but may also transfer into Creston beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

CRESTON

Programs:

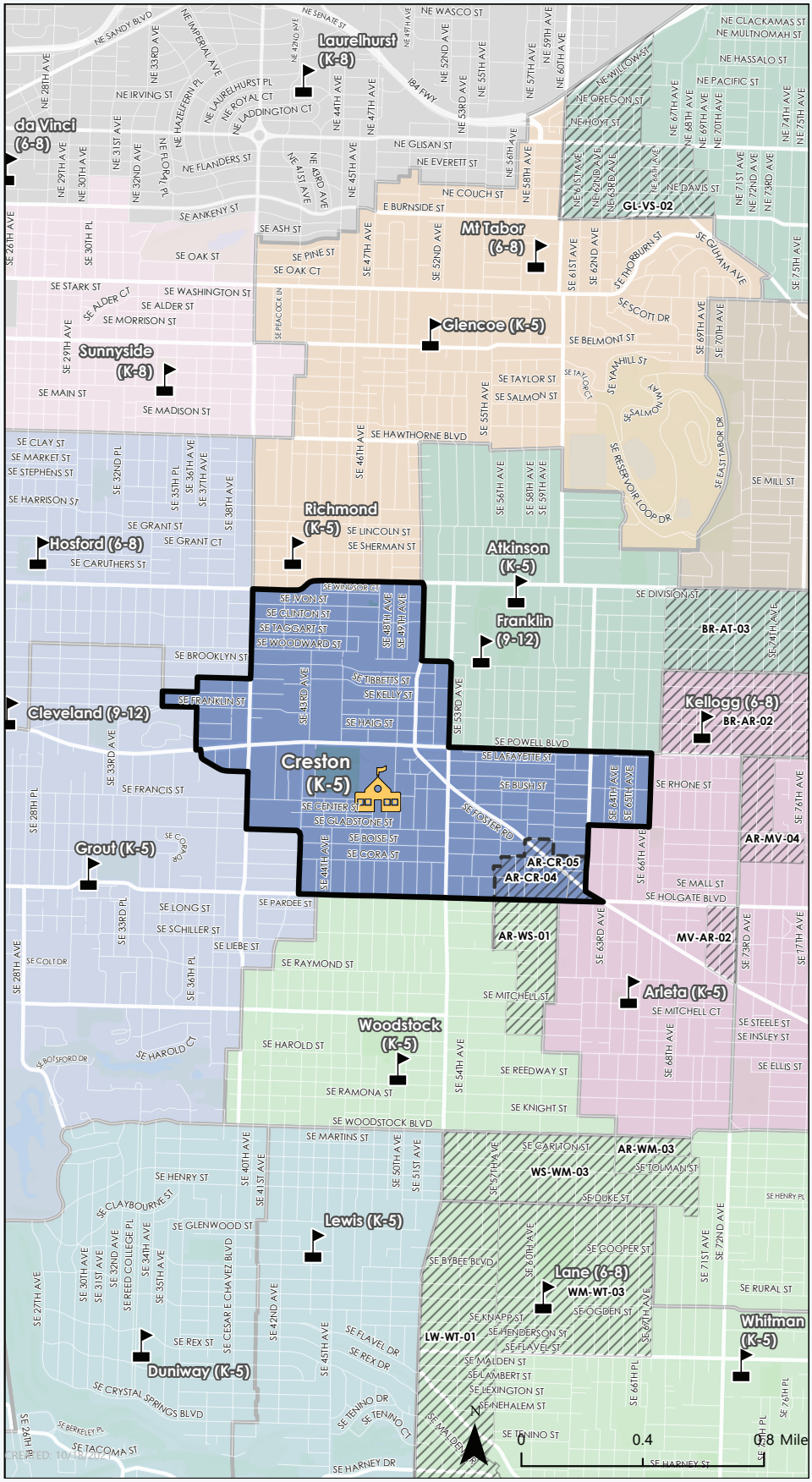
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0

Affected students are based on 2021-22 student counts.

CREATED: 10/18/2022

Glencoe K-5

MS: Mt. Tabor • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
373	375	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%

Current enrollment profile: Glencoe has the largest resident K-5 enrollment in the region, but is located far from some of the smallest K-5 schools. It has had stable enrollment of about 3 strands per grade level.

Recommendation highlights: Part of the Glencoe boundary changes to Vestal Elementary School and Harrison Park Middle School.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
348	364	573	60.7%	63.5%	19.0%	3.2%	2.3%	19.5%	11.0%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Glencoe boundary change area will enroll at Vestal, unless they have older siblings at Glencoe or receive transfers to other schools. Students who live more than one mile from Vestal will have access to bus service.
  - Students in other grades may remain at Glencoe through 5th grade, but may also transfer into Vestal beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

GLENCOE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sunnyside
- Not Included in Study Area

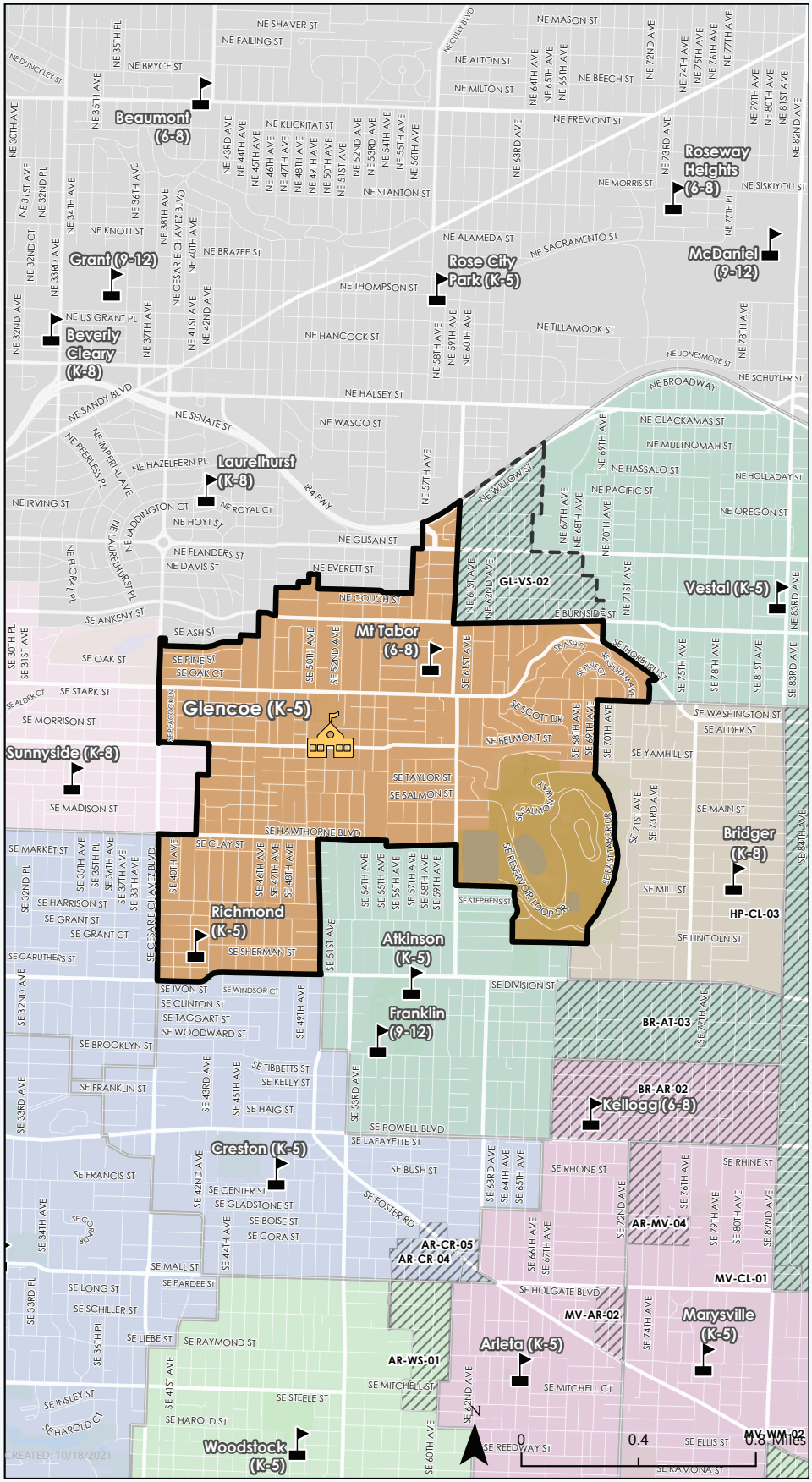
Changes from Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

Changes into Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.



Harrison Park K-8

MS: Harrison Park • HS: McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	72	148	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
Neighbor-hood	457	412	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
Total	529	560	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%

Current enrollment profile: Harrison Park is the last neighborhood K-8 program in SE, and the PPS Board has designated it to convert to a middle school. It has the highest rate of BIPOC students of all SE schools, including a growing Chinese DLI program that serves only neighborhood students. The Harrison Park campus has the highest capacity of all schools in the region, not including high schools, and operated as a middle school until 2008 when it consolidated with Clark Elementary School. Bridger grade 6-8 students are currently assigned to Harrison Park for middle school.

Recommendation highlights: Harrison Park K-5 students, including Chinese Immersion, move to Clark. Grade 6-8 students are joined at Harrison Park by students from Atkinson and Vestal neighborhoods and Chinese Immersion students from Woodstock. The Woodstock program currently feeds to Hosford MS. A portion of the Bridger neighborhood stays in Harrison Park, while the southernmost part goes to Kellogg and the northernmost part returns to Bridger as part of the new Bridger Creative Science School.

Estimated results of recommendation:

CLARK K-5

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	72	104	495	14.5%	21.0%	8.3%	4.2%	47.2%	75.0%	11.1%
Neighbor-hood	277	268	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
Total	349	372	495	70.5%	75.2%	14.9%	24.1%	35.0%	72.2%	44.2%

HARRISON PARK MS

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	116	168	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
Neighbor-hood	442	420	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
Total	558	588	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%

Harrison Park K-8

MS: Harrison Park • HS: McDaniel

Fall 2023 Implementation Plans:

- Students enrolled in Harrison Park grades K-4 at the end of the 2022-23 school year, including students in Chinese Immersion, will move to Clark, along with new kindergartners from the Clark/Harrison Park neighborhood. Students who live more than one miles from Clark will have access to bus service.
- 6th graders who live in the Mt. Tabor and Roseway Heights boundary change areas will enroll at Harrison Park, unless they have older siblings at the current neighborhood school or receive transfers to other schools. Students who live more than one and a half miles from Harrison Park will have access to bus service.
  - Students in other grades may remain at their current schools through 8th grade, but may also transfer into Harrison Park beginning in the 2022-23 school year.
- Students currently enrolled in Harrison Park from the Bridger neighborhood may remain at Harrison Park through 8th grade or return to their newly designated transfer schools beginning in the 2022-23 school year.
- Students who completed 5th grade in the Woodstock Chinese Immersion program will go to Harrison Park Middle School, along with students who completed grades 6-7 in the Hosford Chinese Immersion program. Bus service will be available from Woodstock neighborhood to Harrison Park to support the transition.
  - Families of Chinese Immersion students may request early transfer into Harrison Park for the 2022-23 school year (6th grade only) or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- Harrison Park will undergo facility renovations in the Summers of 2022 and 2023 to prepare to welcome new middle school students.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

HARRISON PARK

Programs:

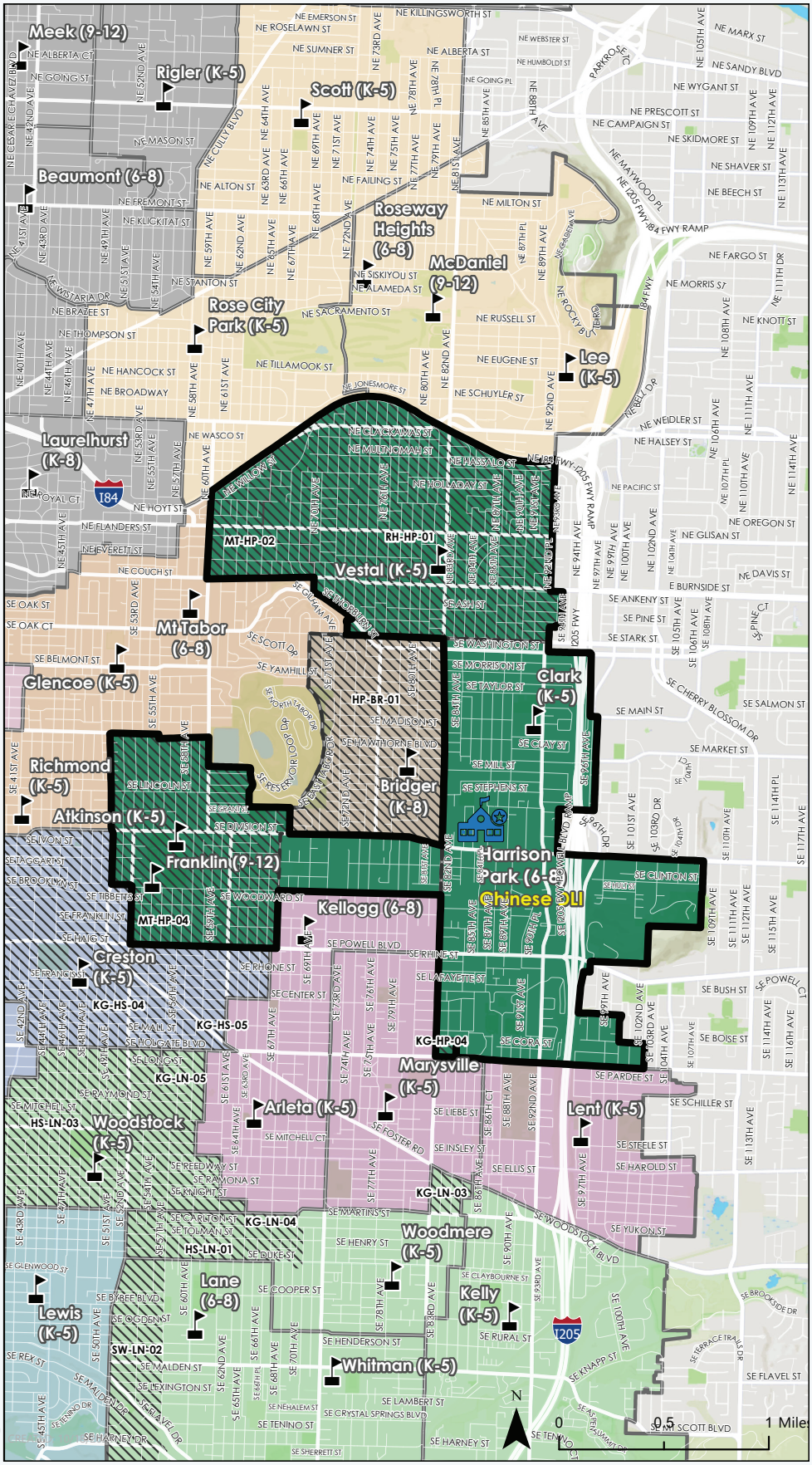
Neighborhood, Chinese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-BR-01	10	2	3

Changes into Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1
RH-HP-01	119	5	14

Affected students are based on 2021-22 student counts.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Hosford MS

Neighborhood and Chinese DLI programs

HS: Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	116	124	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
Neighbor-hood	513	495	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
Total	629	619	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%

Current enrollment profile: Hosford has seen enrollment near or above 100% of capacity in recent years. Neighborhood feeder schools are Abernethy, Buckman, Grout and Woodstock, as well as the Woodstock Chinese DLI program.

Recommendation highlights: The Woodstock neighborhood program will move to Lane MS and the Woodstock Chinese Immersion program will move to Harrison Park MS. Additionally, there will be a small boundary change from Kellogg MS to Hosford.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	536	479	696	77.0%	68.8%	17.0%	5.6%	6.7%	28.5%	22.3%

Fall 2023 Implementation Plans:

- Students who completed grades 6-7 in the Hosford Chinese Immersion program will go to Harrison Park MS. Bus service will be available from Woodstock neighborhood to Harrison Park to support the transition.
  - Families of Chinese Immersion students may request early transfer into Harrison Park for the 2022-23 school year (6th grade only) or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- 6th graders who live in the Hosford boundary change areas will enroll at Lane, unless they have older siblings at Hosford or receive transfers to other schools. Students who live more than one and a half miles from Lane will have access to bus service.
  - Students in other grades may remain at Hosford through 8th grade, but may also transfer into Lane beginning in the 2022-23 school year.
- 6th graders who live in the Kellogg boundary change areas will enroll at Hosford, unless they have older siblings at Kellogg or receive transfers to other schools. Students who live more than one and a half miles from Hosford will have access to bus service.
  - Students in other grades may remain at Kellogg through 8th grade, but may also transfer into Hosford beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

HOSFORD

Programs:

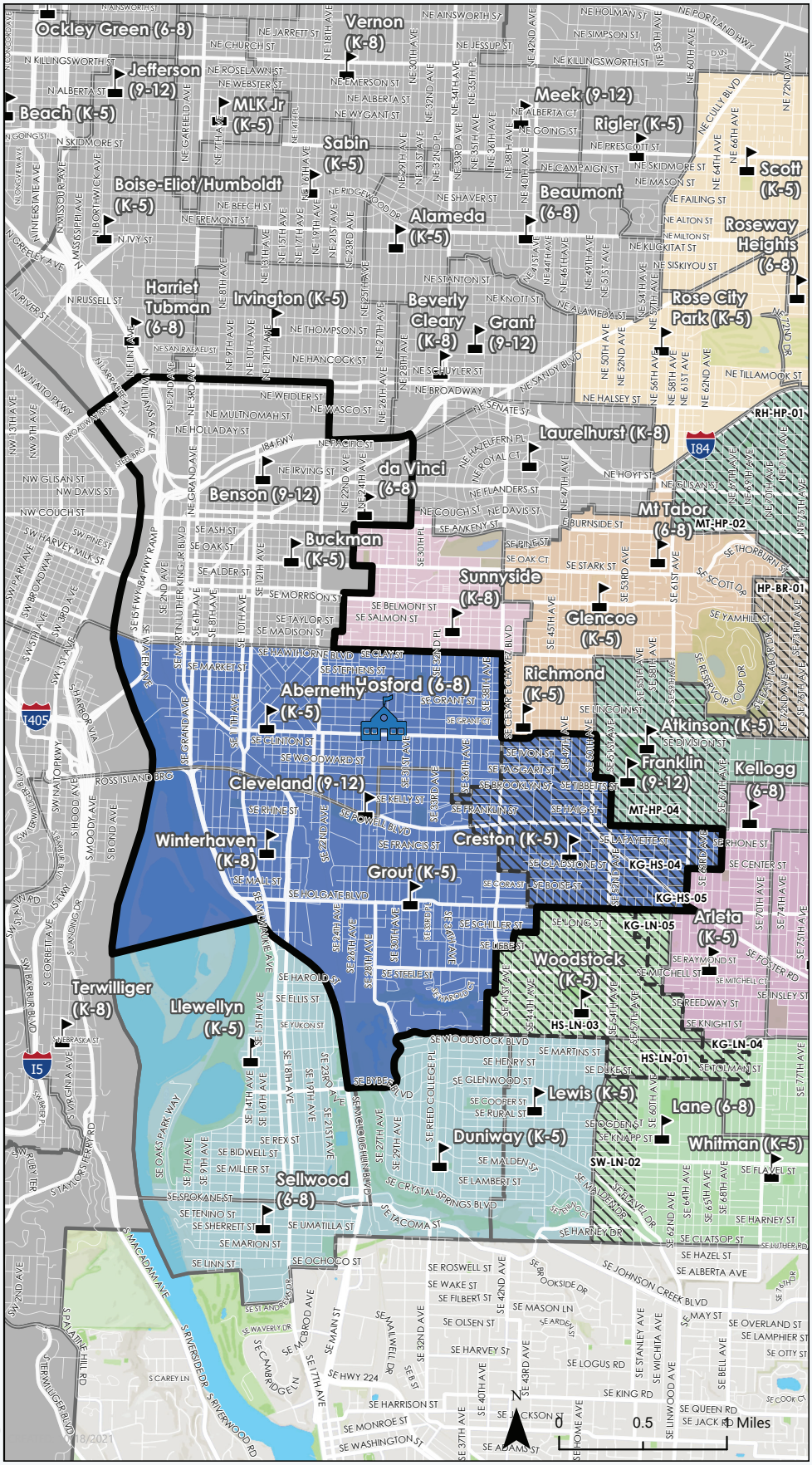
Neighborhood

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Hosford 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1

Changes into Hosford 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
KG-HS-04	98	6	4

Affected students are based on 2021-22 student counts.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Kellogg MS

Neighborhood and Spanish DLI programs

HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	533	572	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
Spanish DLI	151	155	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
Total	684	727	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%

Current enrollment profile: Kellogg opened this year, with neighborhood feeder schools Arleta, Creston, Lent and Marysville, along with Spanish DLI from Bridger and Lent. The Kellogg building is not located within its own attendance area, so Bridger (Harrison Park) neighborhood students who live closest to the school were allowed priority transfers. Kellogg enrollment is above the target of 80% utilization.

Recommendation highlights: The Spanish Immersion program at Mt. Tabor will move to Kellogg, so all SE Spanish Immersion programs will be at the same middle school. To offset this increase, the Creston neighborhood along with a small portion of the Arleta neighborhood will move to Hosford. A boundary change with Harrison Park will result in the Kellogg building being within its attendance area.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	439	472	778	56.4%	60.7%	20.5%	6.8%	10.3%	52.2%	36.2%
Spanish DLI	220	222	778	28.3%	28.5%	15.5%	3.2%	20.0%	71.4%	22.3%
Total	659	694	778	84.7%	89.2%	18.8%	5.6%	13.5%	58.6%	31.6%

Fall 2023 Implementation Plans:

- Students who completed 5th grade in the Atkinson Spanish Immersion program will go to Kellogg Middle School, along with students who completed grades 6-7 in the Mt. Tabor Spanish Immersion program.
  - Families of Spanish Immersion students may request early transfer into Kellogg for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- 6th graders who live in the boundary change areas will enroll at Hosford, unless they have older siblings at Kellogg or receive transfers to other schools. Students who live more than one and a half miles from Hosford will have access to bus service.
  - Students in other grades may remain at Kellogg through 8th grade, but may also transfer into Hosford beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

KELLOGG

Programs:

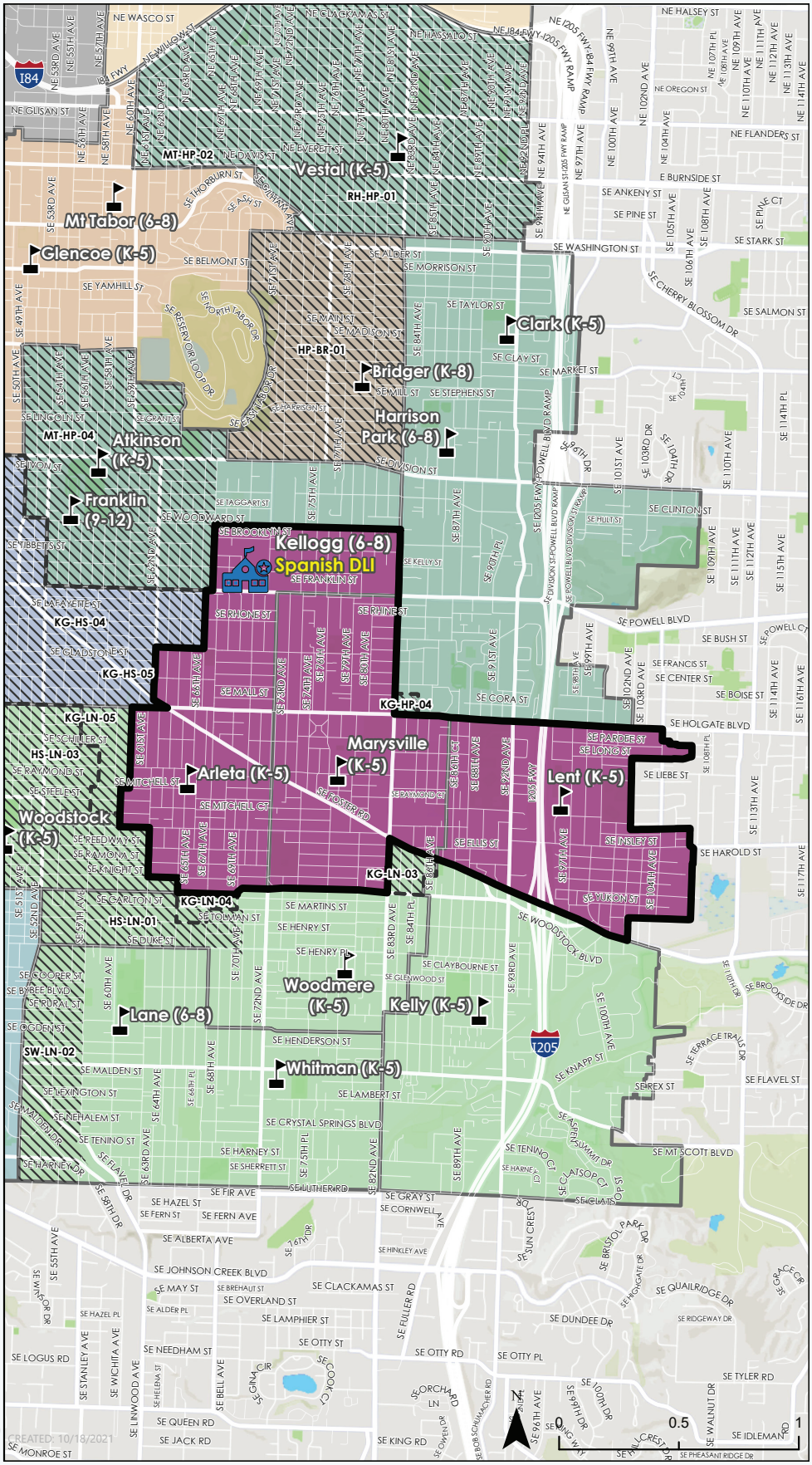
Neighborhood, Spanish DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
KG-HS-04	98	6	4
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0

Changes into Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

Kelly K-5

Neighborhood and Russian DLI programs

MS: Lane • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	238	231	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
Russian DLI	134	214	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
Total	372	445	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%

Current enrollment profile: Kelly neighborhood program has one of the highest concentrations of BIPOC students in the region. The Russian DLI program serves mostly students who live outside PPS, and has been shrinking from two-to-one strand per grade level.

Estimated results of recommendation:

No changes proposed for Kelly.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

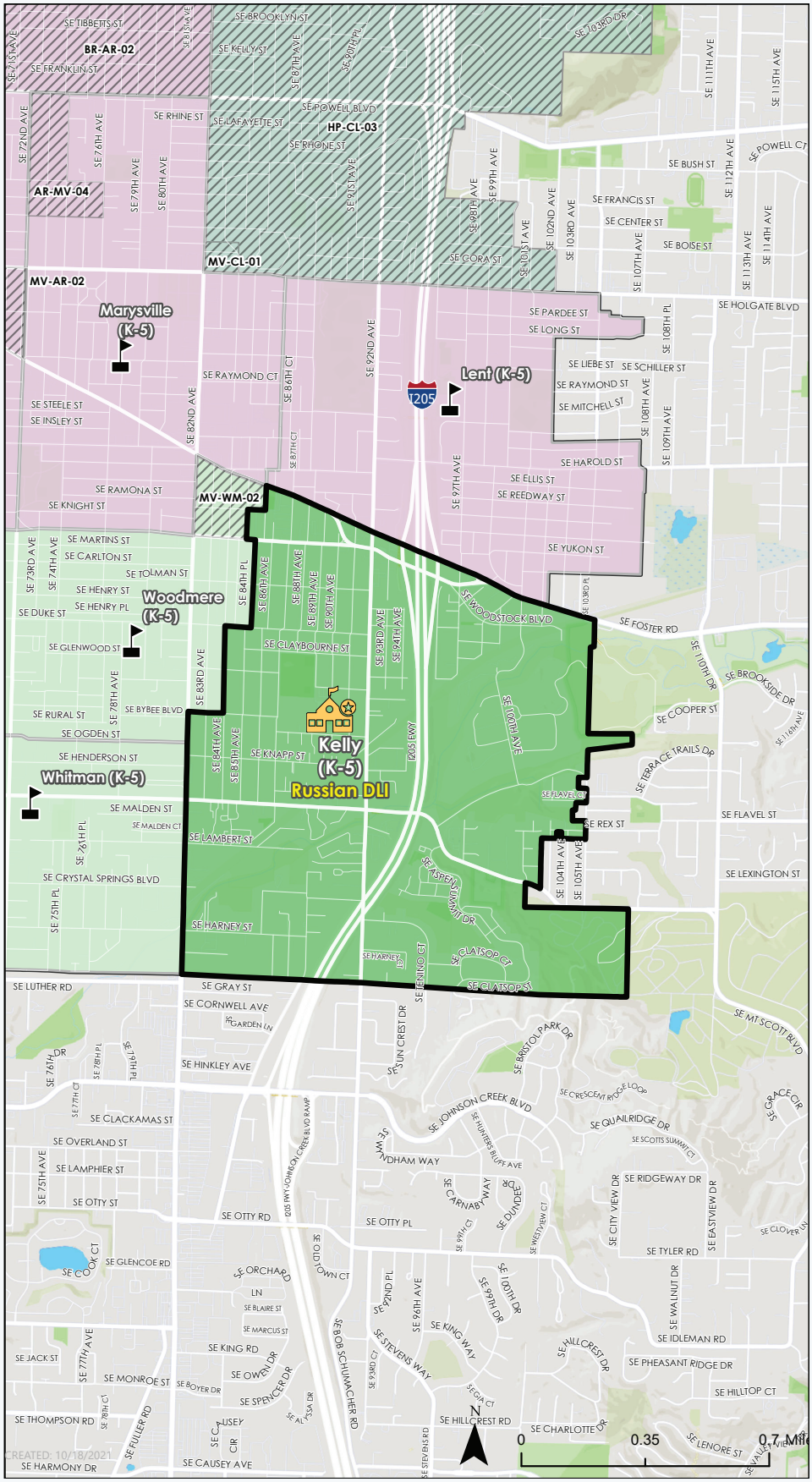
KELLY

Programs:

Neighborhood, Russian DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Lane MS

Neighborhood and Russian DLI programs

HS: Cleveland, Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	322	308	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
Total	363	363	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%

Current enrollment profile: Lane has the smallest resident student population of all the SE middle schools. The majority of students from Kelly Russian DLI return to their home districts for middle school. Lane hosts the district's ACCESS Academy, grade 6-8, which will be moving to a new location next year. Lane students feed to two high schools: students from the smallest of its neighborhood feeders, Whitman, go to Cleveland, while Kelly, Woodmere and Russian DLI students go to Franklin.

Recommendation highlights: The Lane boundary grows by adding Woodstock as a feeder school from Hosford, a portion of the Lewis area from Sellwood, and parts of the Arleta and Marysville areas from Kellogg.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	472	543	770	61.3%	70.5%	22.0%	11.2%	12.3%	55.5%	36.4%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
Total	513	598	770	66.6%	77.7%	21.1%	10.7%	14.4%	51.5%	35.7%

Fall 2023 Implementation Plans:

- 6th graders who live in the boundary change areas will enroll at Lane unless they have older siblings remaining at the former boundary schools or receive transfers to other schools. Students who live more than one and a half miles from Lane will have access to bus service.
  - Students in other grades may remain in their current schools through 8th grade, but may also transfer into Lane beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

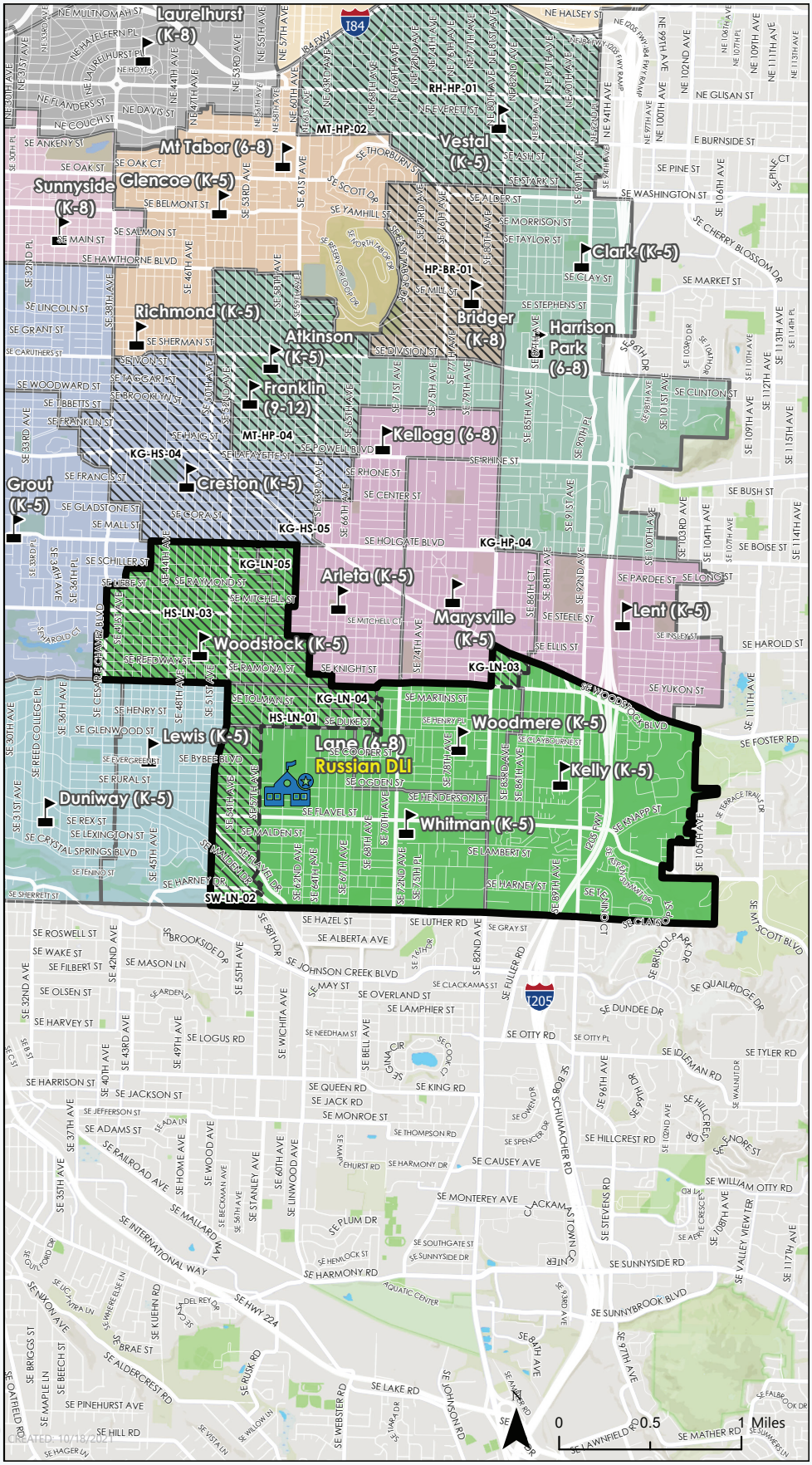
DRAFT PROPOSAL F3

Grade 6-8 Change Areas

LANE

Programs:

Neighborhood, Russian DLI



Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0
SW-LN-02	32	0	3

Affected students are based on 2021-22 student counts.

CREATED: 10/18/2021

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Lent K-5

Neighborhood and Spanish DLI Programs

MS: Kellogg • HS: Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	151	154	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%
Spanish DLI	126	123	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%
Total	277	277	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%

Current enrollment profile: Co-located structure with a single-strand neighborhood program and a single strand Spanish DLI program. One of the most racially and ethnically diverse schools in the southeast. Enrollment has declined over the past several years.

Recommendation highlights: Lent will convert to a whole-Spanish school with the addition of two strands of Spanish Immersion from Bridger. Lent neighborhood kindergarten students will have the choice of enrolling in Spanish Immersion at Lent or at Marysville. Current Lent students who are not in Spanish DLI will move to Marysville. Both Spanish Immersion and students from Lent who go to Marysville remain assigned to Kellogg.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	157	181	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
Spanish DLI	396	346	632	62.7%	54.7%	14.6%	1.8%	30.8%	60.4%	24.0%
Total	553	527	632	87.5%	83.4%	13.7%	5.2%	29.8%	62.6%	35.3%

Fall 2023 Implementation Plans:

- Grades K-5 of the Bridger Spanish Immersion program will relocate to Lent Elementary School. Bus service will be available from Bridger neighborhood to Lent to support the transition.
  - Families of Bridger Spanish Immersion students may request early transfer into Lent for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- Students enrolled in the Lent English program grades K-4 at the end of the 2022-23 school year will move to Marysville, Students who live more than one mile from Marysville will have access to bus service.
- Lent neighborhood kindergarteners and other new students who speak Spanish at home may automatically enroll in Lent Spanish Immersion, and will be eligible for bus service if they live more than one mile from Lent.
  - Future new students who move into the Lent neighborhood will be assigned to Marysville, or may request transfer to another school.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

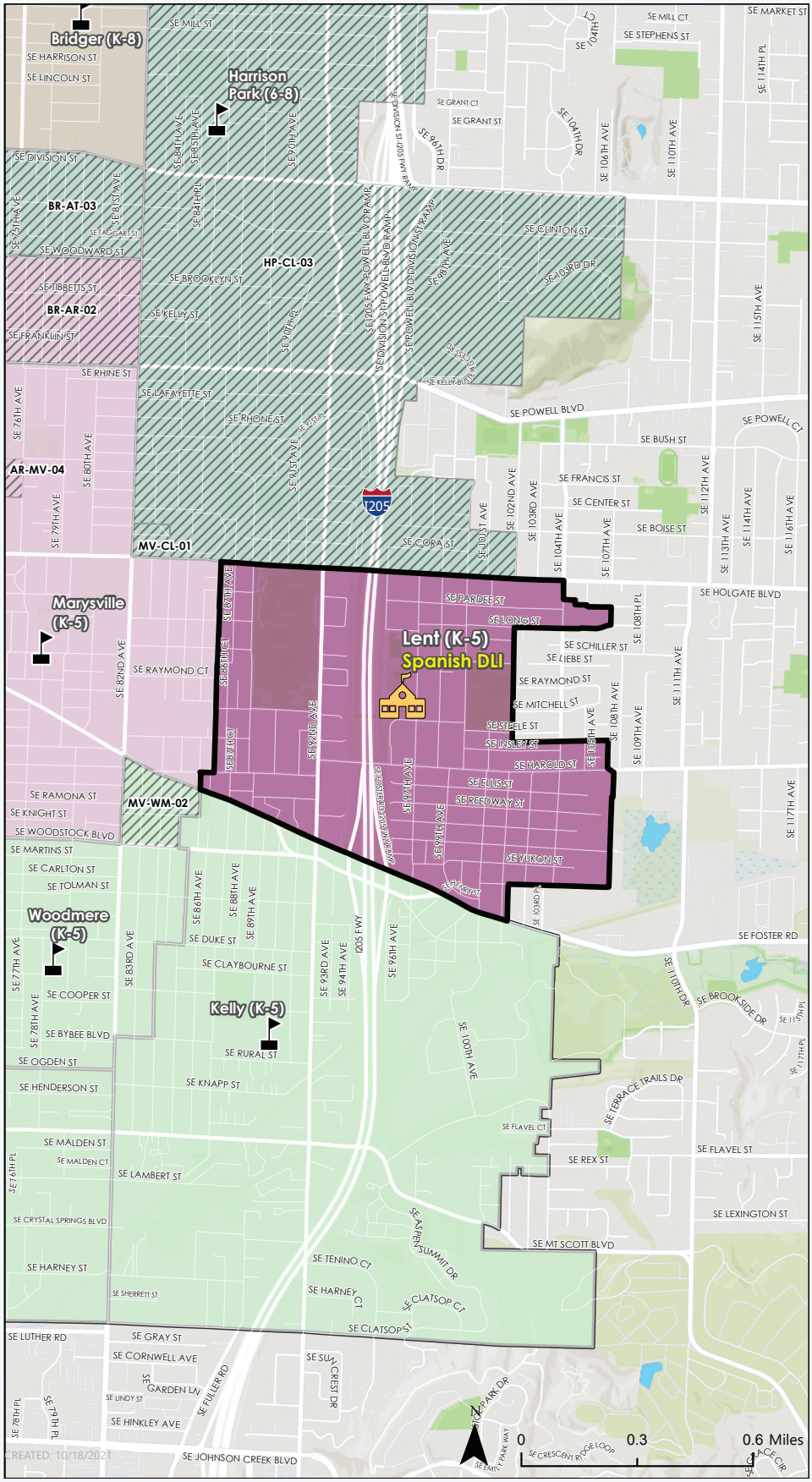
LENT

Programs:

Spanish DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
  - Bridger
  - Harrison Park
  - Kellogg
  - Lane
- Not Included in Study Area



CREATED: 10/18/2021

Changes from Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

Lewis K-5

MS: Sellwood • HS: Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
337	358	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%

Current enrollment profile: Lewis enrollment has exceeded target utilization of 80% in recent years. The school hosts two Special Ed focus classrooms.

Recommendation highlights: The eastern portion of the Lewis neighborhood will move to Whitman.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
286	281	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	12.6%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Lewis boundary change area will enroll at Whitman, unless they have older siblings at Lewis or receive transfers to other schools. Students who live more than one mile from Whitman will have access to bus service.
  - Students in other grades may remain at Lewis through 5th grade, but may also transfer into Whitman beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

LEWIS

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area

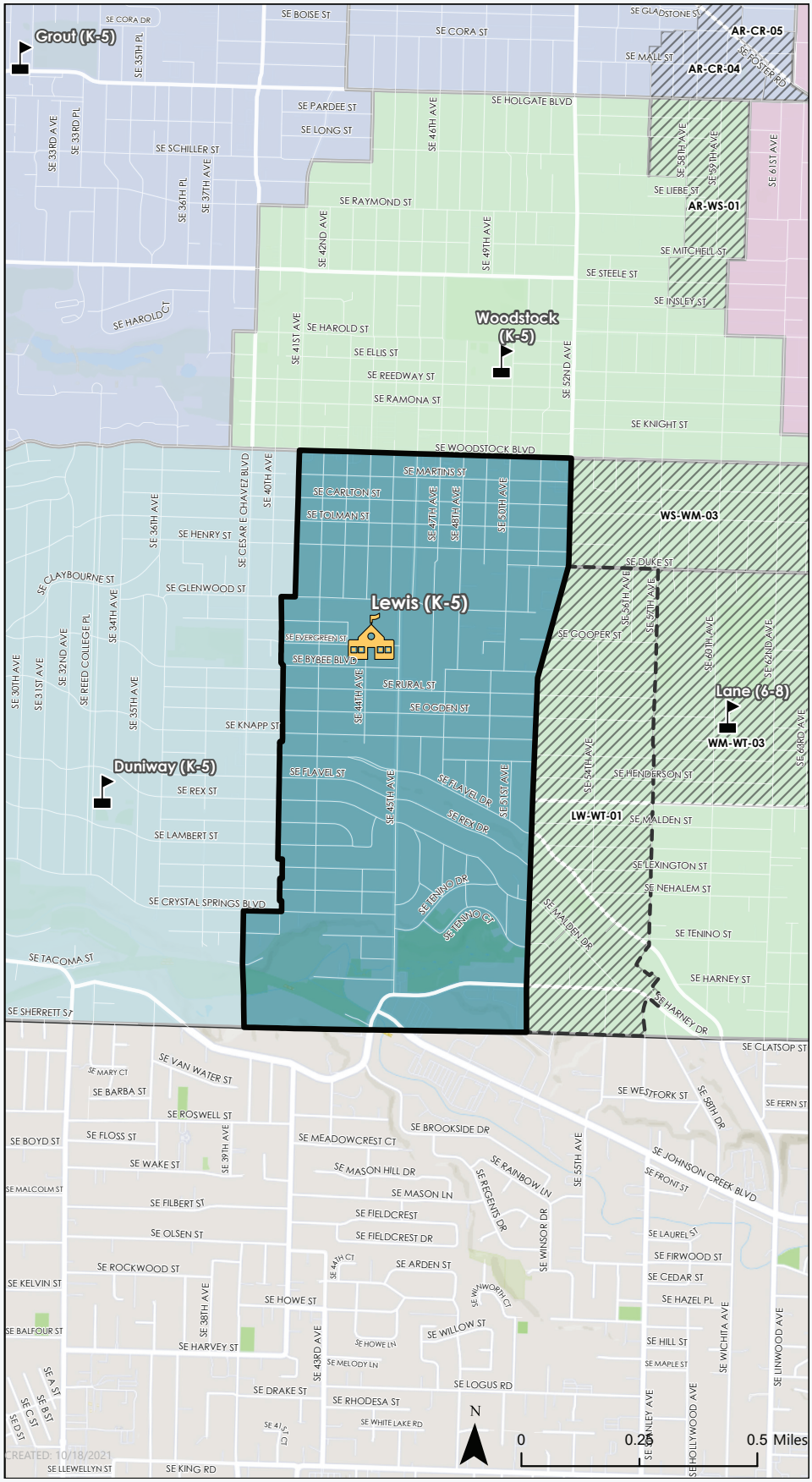
Changes from Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2

Changes into Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.



Marysville K-5

MS: Kellogg (beg. 2021) • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
248	246	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%

Current enrollment profile: Marysville converted to a K-5 this year, with MS students assigned to Kellogg. It is a small K-5 school and hosts a Special Ed focus classroom and PK program.

Recommendation highlights: Boundary changes with Arleta and Woodmere will result in a small net enrollment increase. Beginning in 2023, Marysville will receive students from the Lent neighborhood as that school converts to an all-Immersion structure. The estimated results below do not include Lent students.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
260	281	533	48.8%	52.7%	20.8%	5.4%	16.2%	50.4%	46.7%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at the new schools shown on the map unless they have older siblings remaining at the former boundary school or receive transfers to other schools. Students who live more than one mile from their new school will have access to bus service.
  - Students in other grades may remain in their current schools through 5th grade, but may also transfer into their new neighborhood schools beginning in the 2022-23 school year.
- Community building efforts will begin this spring and extend through next year to ensure successful staff, student and family transitions.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

MARYSVILLE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Not Included in Study Area

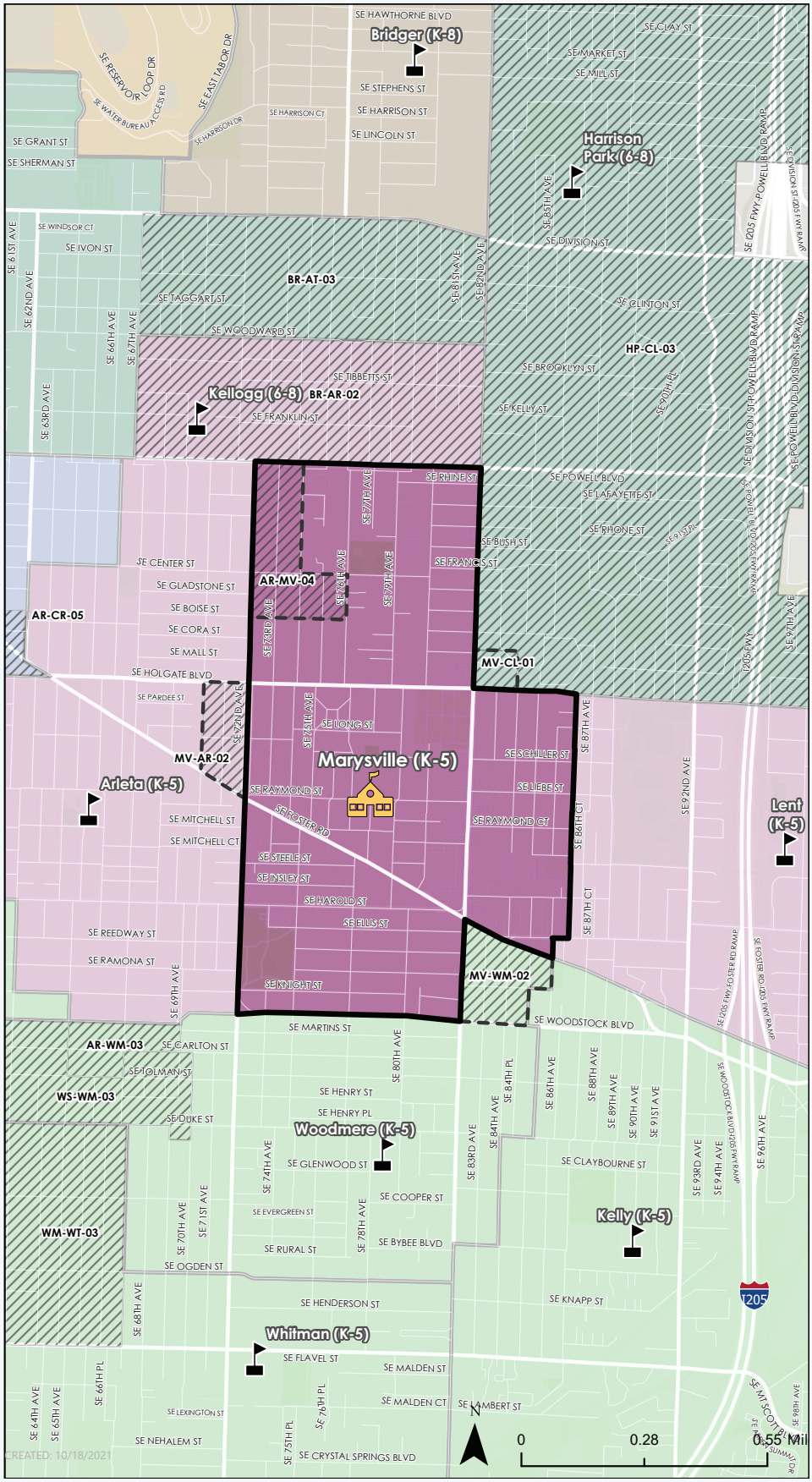
Changes from Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MV-AR-02	6	0	0
MV-WM-02	6	0	1

Changes into Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-MV-04	14	4	0

Affected students are based on 2021-22 student counts.



SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Mt. Tabor MS

Neighborhood, Japanese and Spanish DLI programs

HS: Franklin and Grant

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Japanese DLI	249	273	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
Neighbor-hood	327	320	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
Spanish DLI	69	67	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
Total	645	660	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%

Current enrollment profile: The school has operated at or above 100% utilization for several years. It houses several programs that feed to two different high schools: Atkinson and Glencoe neighborhood programs and Atkinson Spanish DLI articulate to Franklin HS, while Richmond Japanese DLI and the Creston Deaf and Hard of Hearing program articulate to Grant. It is adjacent to K-8 schools in NE, so will be part of the next phase of enrollment balancing.

Recommendation highlights: The Atkinson neighborhood program will move to Harrison Park MS and the Atkinson Spanish Immersion program will move to Kellogg MS. Additionally, there will be a boundary change from Mt. Tabor to Harrison Park.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Japanese DLI	252	273	682	37.0%	40.0%	8.7%	0.4%	2.4%	13.9%	3.6%
Neighbor-hood	227	183	682	33.3%	26.8%	22.5%	2.6%	3.5%	25.1%	11.5%
Total	479	456	682	70.2%	66.9%	15.2%	1.5%	2.9%	19.2%	7.4%

Fall 2023 Implementation Plans:

- Students who completed grades 6-7 in the Mt. Tabor Spanish Immersion program will go to Kellogg MS.
  - Families of Spanish Immersion students may request early transfer into Kellogg for the 2022-23 school year or opt out of the program by requesting transfers back to their neighborhood schools. Please visit ***pps.net/schoolchoice*** for transfer information.
- 6th graders who live in the Mt. Tabor boundary change areas will enroll at Harrison Park, unless they have older siblings at Mt. Tabor or receive transfers to other schools. Students who live more than one and a half miles from Harrison Park will have access to bus service.
  - Students in other grades may remain at Mt. Tabor through 8th grade, but may also transfer into Harrison Park beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

MT TABOR

Programs:

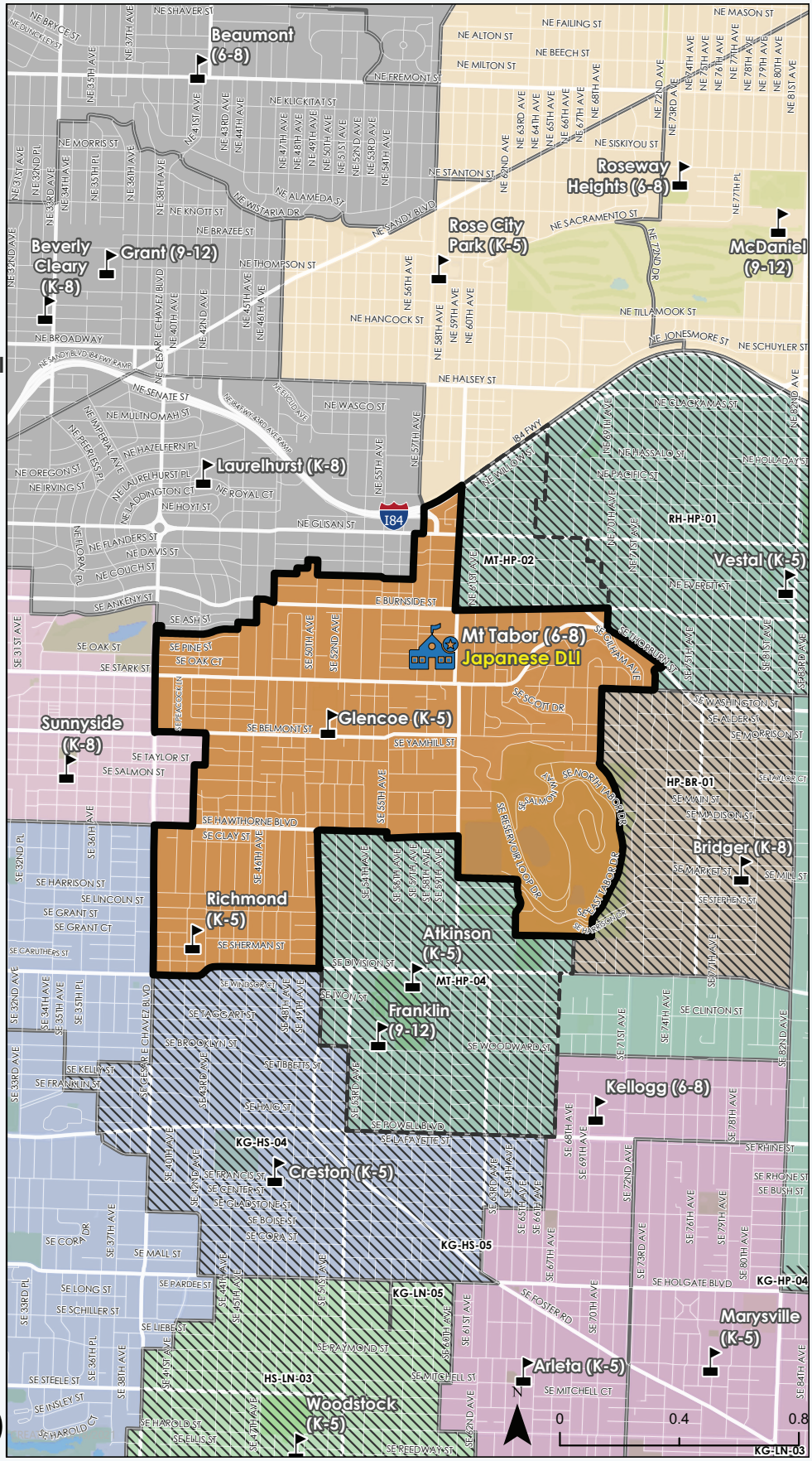
Neighborhood, Japanese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1

Changes into Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

Roseway Heights

Neighborhood, Spanish and Vietnamese DLI programs

HS: McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	483	479	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
Spanish DLI	106	82	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	604	642	803	75.2%	80.0%	16.4%	12.4%	13.4%	55.5%	36.6%

Current enrollment profile: Roseway Heights opened in 2018 with Lee, Scott, Rose City Park and Vestal feeder schools, along with the Spanish Immersion program (from Scott) and the Vietnamese Immersion program (from Rose City Park). It is adjacent to K-8 schools in NE, so will be part of the next phase of enrollment balancing.

Recommendation highlights: The Vestal neighborhood will move to Harrison Park MS.

Estimated results of recommendation:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Neighbor-hood	402	388	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
Spanish DLI	107	82	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	524	551	803	65.3%	68.6%	16.4%	11.8%	14.7%	56.9%	33.5%

Fall 2023 Implementation Plans:

- 6th graders who live in the Roseway Heights boundary change areas will enroll at Harrison Park, unless they have older siblings at the current neighborhood school or receive transfers to other schools. Students who live more than one and a half miles from Harrison Park will have access to bus service.
  - Students in other grades may remain at Roseway Heights through 8th grade, but may also transfer into Harrison Park beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

ROSEWAY HEIGHTS

Programs:

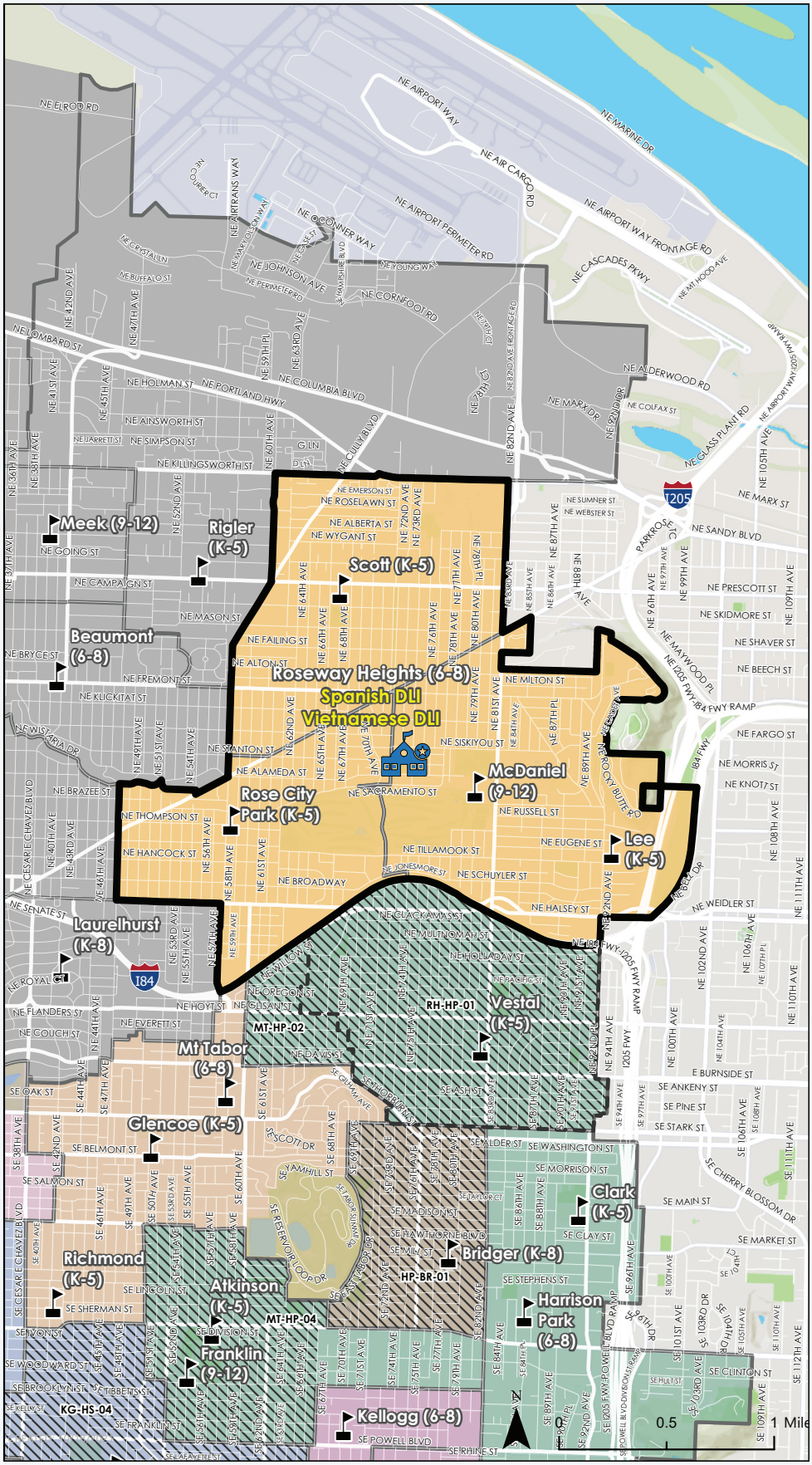
Neighborhood, Spanish DLI, Vietnamese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
RH-HP-01	119	5	14

Changes into Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

Vestal K-5

MS: Roseway Heights • HS: McDaniel

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
207	205	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%

Current enrollment profile: Vestal is one of the smallest K-5 schools in the region. It hosts both a Special Ed focus classroom and the district's ACCESS Academy grades 1-5, which will be moving to a new location next year.

Recommendation highlights: The Vestal neighborhood will grow through a boundary change with Glencoe. Both the current and new parts of the Vestal neighborhood will go to Harrison Park MS.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
271	274	554	56.3%	57.0%	20.3%	11.1%	10.0%	46.9%	34.7%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Glencoe boundary change area will enroll at Vestal, unless they have older siblings at Glencoe or receive transfers to other schools. Students who live more than one mile from Vestal will have access to bus service.
  - Students in other grades may remain at Glencoe through 5th grade, but may also transfer into Vestal beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

VESTAL

Programs:

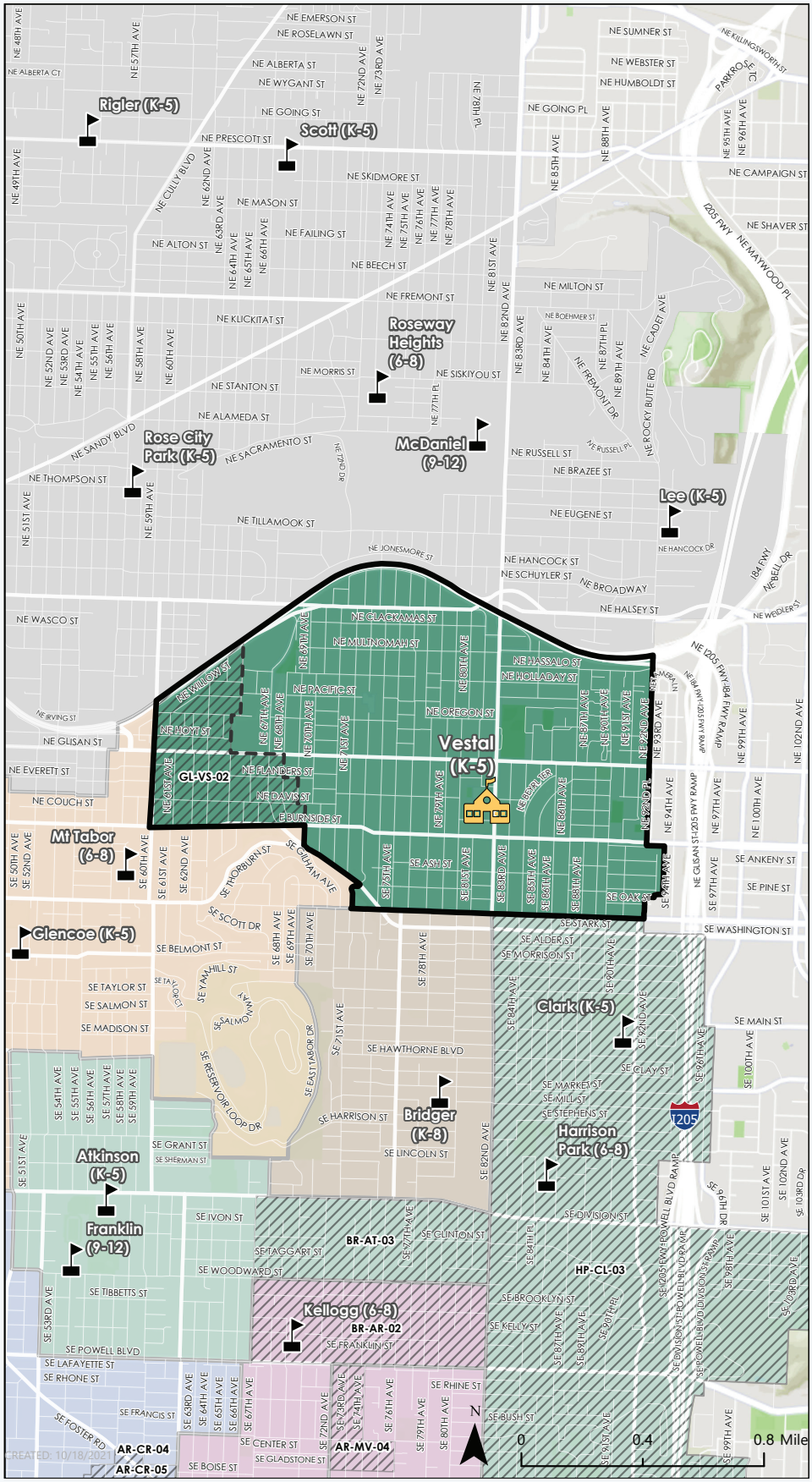
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Mt Tabor
- Roseway Heights
- Not Included in Study Area



Changes from Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

Affected students are based on 2021-22 student counts.

CREATED: 10/18/2021

Whitman K-5

MS: Lane • HS: Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
152	189	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%

Current enrollment profile: Whitman has the smallest resident K-5 population in the region.

Recommendation highlights: The Whitman neighborhood will grow through boundary changes from Lewis and Woodmere.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
261	303	493	52.9%	61.5%	18.8%	7.7%	18.8%	51.7%	36.8%

Fall 2023 Implementation Plans:

- Kindergartners who live in the Lewis and Woodmere boundary change area will enroll at Whitman, unless they have older siblings at their current boundary school or receive transfers to other schools. Students who live more than one mile from Whitman will have access to bus service.
  - Students in other grades may remain at their current schools through 5th grade, but may also transfer into Whitman beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WHITMAN

Programs:

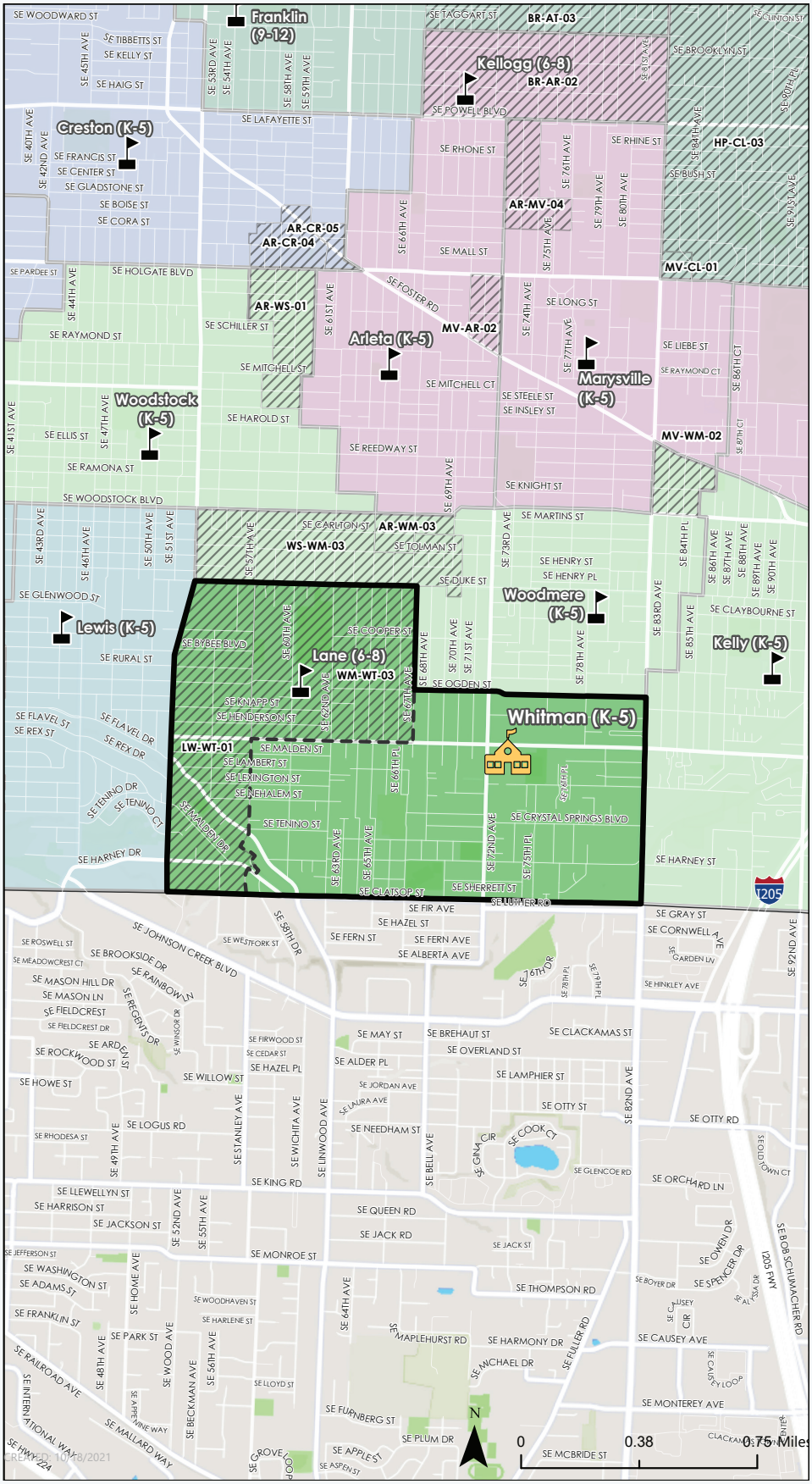
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Harrison Park
- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area



Changes from Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2
WM-WT-03	51	12	3

Affected students are based on 2021-22 student counts.

CREATED: 10/18/2021

Woodmere K-5

MS: Lane • HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
253	247	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%

Current enrollment profile: Woodmere is a small school which hosts a Special Ed focus classroom and a PK program.

Recommendation highlights: Woodmere will grow through boundary changes with Arleta, Marysville and Woodstock, but the southern part of the boundary will move into Whitman. See map for details. The changes are expected to bring a moderate increase to Woodmere enrollment.

Estimated results of recommendation:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
263	298	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%

Fall 2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at their new schools, unless they have older siblings at their current boundary school or receive transfers to other schools. Students who live more than one mile from their new schools will have access to bus service.
  - Students in other grades may remain at their current schools through 5th grade, but may also transfer into their new schools beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WOODMERE

Programs:

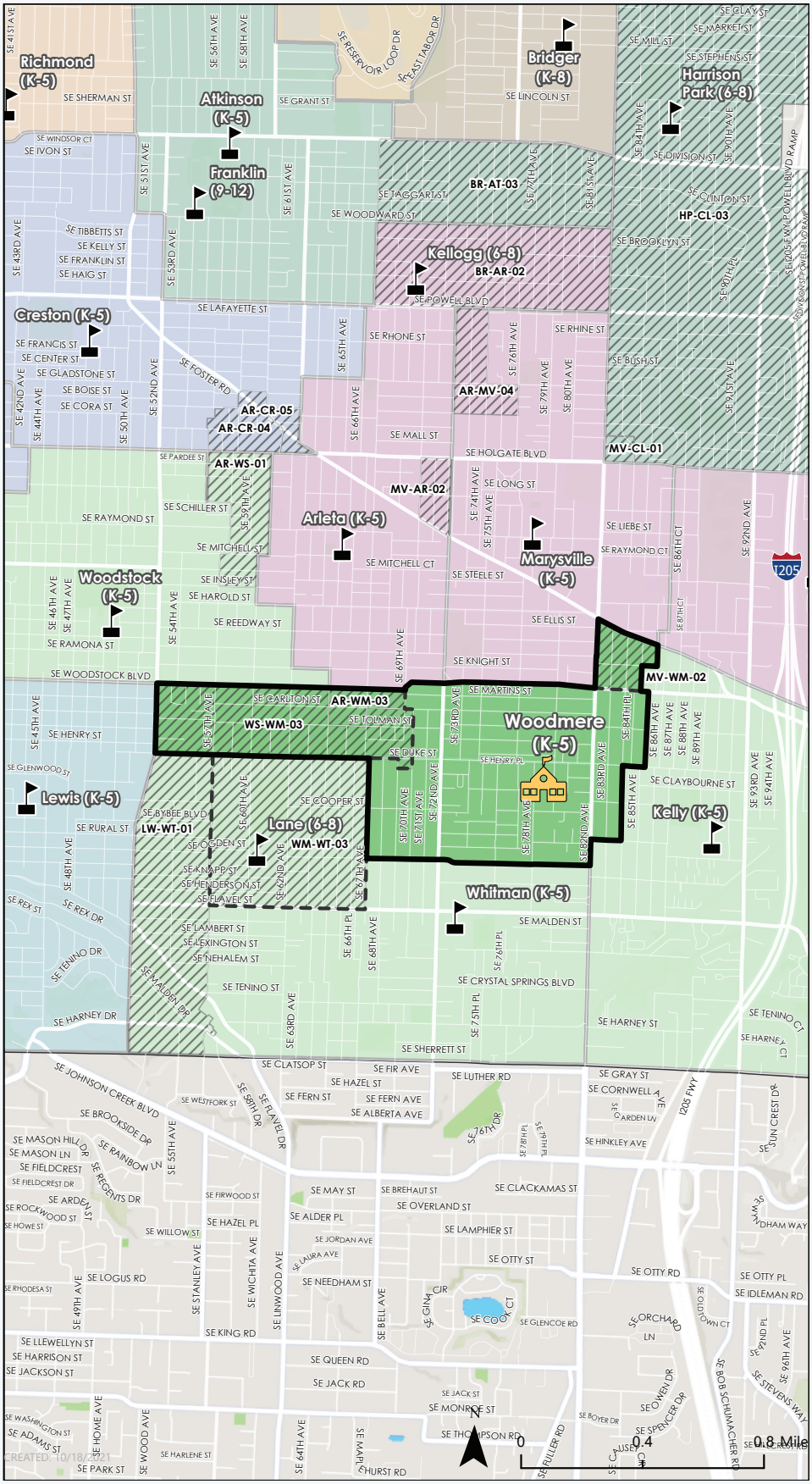
Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area


Richmond (K-5)
Atkinson (K-5)
Franklin (9-12)
Bridger (K-8)
Harrison Park (6-8)
Kellogg (6-8)
Creston (K-5)
Arleta (K-5)
Marysville (K-5)
Woodstock (K-5)
Lewis (K-5)
Lane (6-8)
Woodmere (K-5)
Kelly (K-5)
Whitman (K-5)
BR-AT-03
HP-CL-03
BR-AR-02
AR-MV-04
AR-CR-05
AR-CR-04
AR-WS-01
MV-AR-02
MV-CL-01
MV-WM-02
AR-WM-03
WS-WM-03
LW-WT-01
WM-WT-03
SE SHERMAN ST
SE GRANT ST
SE LINCOLN ST
SE WOODWARD ST
SE TAGGART ST
SE POWELL BLVD
SE LAFAYETTE ST
SE RHONE ST
SE HOLGATE BLVD
SE MALL ST
SE MITCHELL ST
SE STEELE ST
SE ELLIS ST
SE KNIGHT ST
SE WOODSTOCK BLVD
SE REEDWAY ST
SE RAYMOND ST
SE SCHILLER ST
SE PARDEE ST
SE FOSTER RD
SE CARLTON ST
SE TOWNSEND ST
SE MARTINS ST
SE DUKE ST
SE HENRY PL
SE CLAYBOURNE ST
SE COOPER ST
SE BYBEE BLVD
SE RURAL ST
SE OGDEN ST
SE KNAPP ST
SE HENDERSON ST
SE FLAVEL ST
SE LAMBERT ST
SE LEXINGTON ST
SE NEHALEM ST
SE TENINO ST
SE HARNEY DR
SE MALDEN DR
SE MALDEN ST
SE CRYSTAL SPRINGS BLVD
SE CLATSOP ST
SE FIR AVE
SE HAZEL ST
SE FERN ST
SE ALBERTA AVE
SE LUTHER RD
SE GRAY ST
SE CORNWELL AVE
SE HINKLEY AVE
SE CLACKAMAS ST
SE OVERLAND ST
SE LAMPHIER ST
SE OTTY ST
SE OTTY RD
SE IDLEMAN RD
SE NEEDHAM ST
SE KING RD
SE QUEEN RD
SE JACK RD
SE MONROE ST
SE THOMPSON RD
SE HARLENE ST
SE PARK ST
SE HARRISON ST
SE JACKSON ST
SE LLEWELLYN ST
SE BROOKSIDE DR
SE JOHNSON CREEK BLVD
SE MASON HILL DR
SE MASON LN
SE FIELDCREST
SE FIELDCREST DR
SE ROCKWOOD ST
SE HOWE ST
SE RHODESA ST
SE LOGUS RD
SE WILLOW ST
SE HAZEL PL
SE ALDER PL
SE MAY ST
SE BREHAUT ST
SE FIRWOOD ST
SE WESTFORK ST
SE REX ST
SE REX DR
SE TENINO DR
SE HARNEY ST
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SE JUNCREST DR
SE DIVISION ST
SE CLINTON ST
SE BROOKLYN ST
SE BUSH ST
SE RHINE ST
SE LIEBE ST
SE RAYMOND CT
SE LONG ST
SE MITCHELL CT
SE INSLEY ST
SE HAROLD ST
SE WOODWARD ST
SE TIBBETTS ST
SE KELLY ST
SE FRANKLIN ST
SE HAIG ST
SE WINDSOR CT
SE IVON ST
SE CENTER ST
SE GLADSTONE ST
SE BOISE ST
SE CORA ST
SE FRANCIS ST
SE RAMONA ST
SE HENRY ST
SE GLENWOOD ST
SE WASHINGTON ST
SE ADAMS ST
SE HOME AVE
SE WOOD AVE
SE HARLENE ST
SE PARK ST
SE MARYHURST RD
SE FULLER RD
SE BOYER DR
SE SPENCER DR
SE OWEN DR
SE 808 SCHUMACHER RD
SE STEVENS WAY
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SE 1331ST AVE
SE 1332ND AVE
SE 1333RD AVE
SE 1334TH AVE
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SE 1376TH AVE
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SE 1378TH AVE
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SE 1381ST AVE
SE 1382ND AVE
SE 1383RD AVE
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SE 1387TH AVE
SE 1388TH AVE
S

Woodstock K-5

Neighborhood and Chinese DLI Programs

MS: Hosford • HS: Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	255	288	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
Neighbor-hood	224	227	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
Total	479	515	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Current enrollment profile: Woodstock is the most balanced of co-located neighborhood/DLI schools in the region, with two strands of neighborhood and two strands of Chinese DLI.

Recommendation highlights: Boundary changes from Woodstock to Woodmere and from Arleta to Woodstock will result in slightly lower neighborhood enrollment. Woodstock neighborhood students will go to Lane Middle School while Woodstock Chinese Immersion students will go to Harrison Park Middle school.

Estimated results of recommendation:

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigenous	English Learners	All BIPOC	Low Income
Chinese DLI	256	288	648	39.5%	44.4%	7.0%	0.0%	27.3%	46.5%	12.5%
Neighbor-hood	214	204	648	33.0%	31.5%	14.0%	0.9%	3.7%	15.0%	13.1%
Total	482	502	648	74.4%	77.5%	10.2%	0.4%	16.6%	32.2%	12.8%

2023 Implementation Plans:

- Kindergartners who live in the boundary change areas will enroll at their new schools, unless they have older siblings at their current boundary school or receive transfers to other schools. Students who live more than one mile from their new schools will have access to bus service.
  - Students in other grades may remain at their current schools through 5th grade, but may also transfer into their new schools beginning in the 2022-23 school year.

SE Enrollment and Program Balancing Phase 2 School-by-School Impact Analysis

Enrollment data and demographic data: PPS School Profiles, *https://www.pps.net/Page/942*, as reported by FLO Analytics

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WOODSTOCK

Programs:

Neighborhood, Chinese DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Sunnyside

Not Included in Study Area

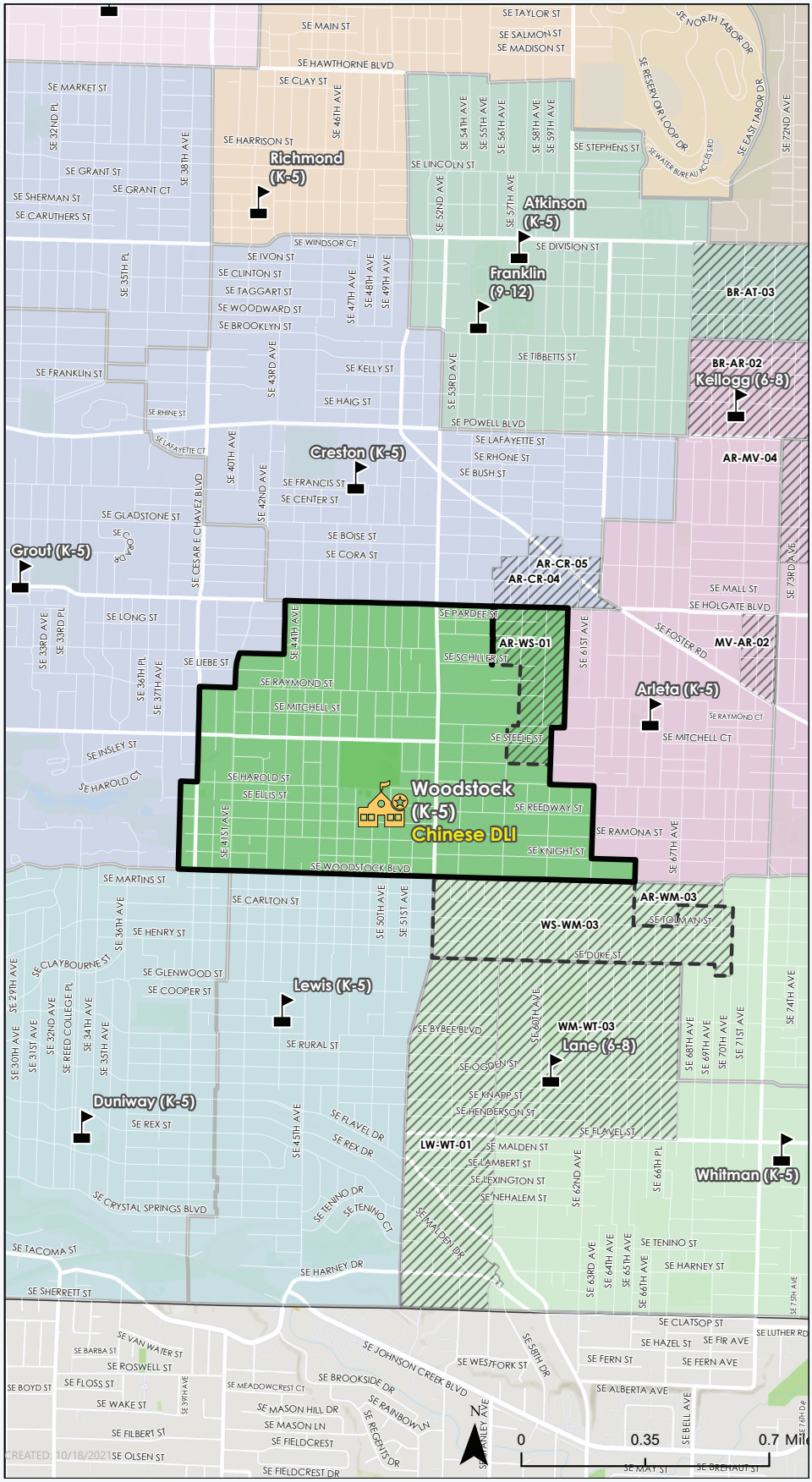
Changes from Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WS-WM-03	40	3	0

Changes into Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WS-01	23	2	0

Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

ARLETA

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area

Changes from Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0
AR-MV-04	14	4	0
AR-WM-03	7	0	0
AR-WS-01	23	2	0

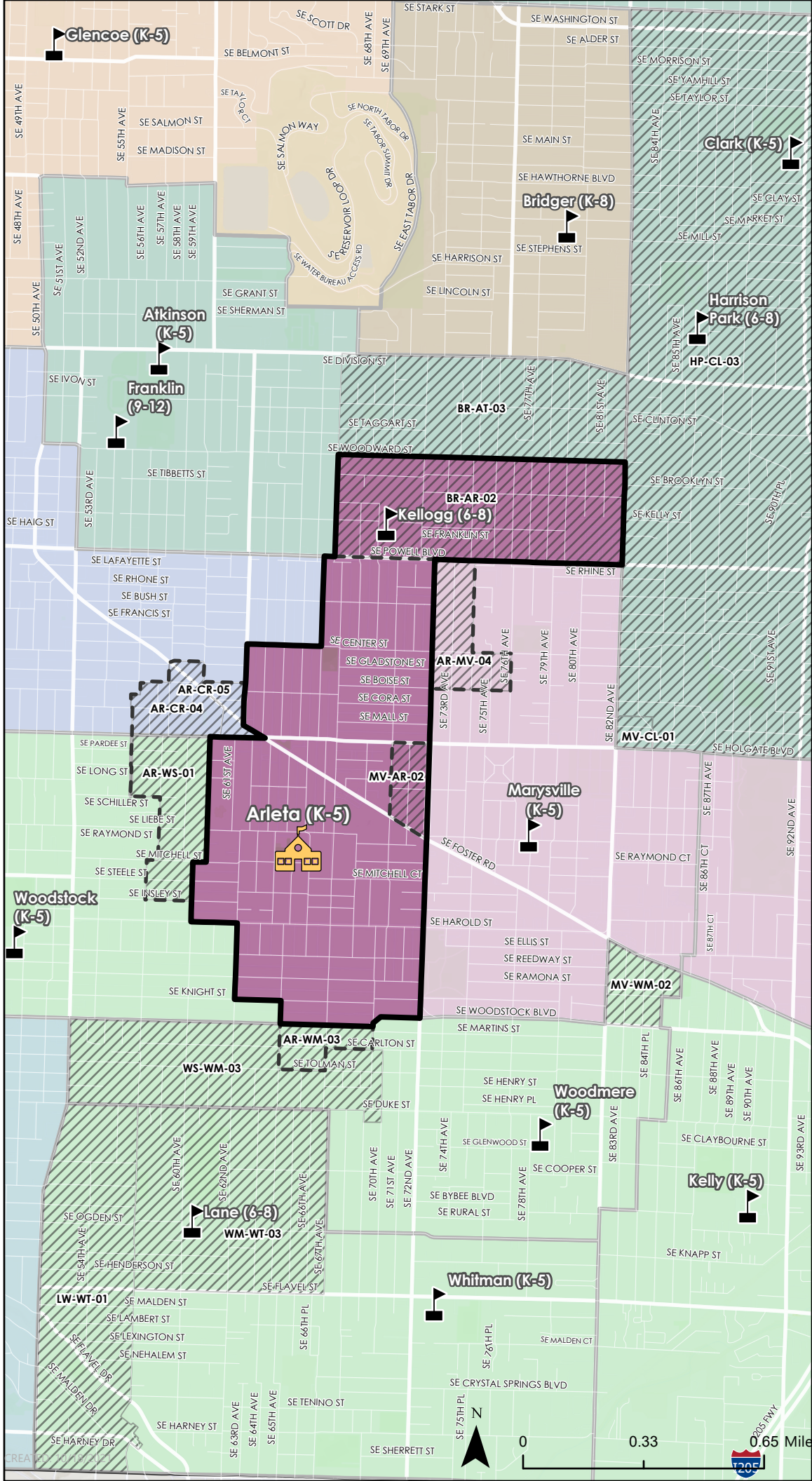
Changes into Arleta K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
MV-AR-02	6	0	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

ATKINSON

Programs:

Neighborhood, Spanish DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

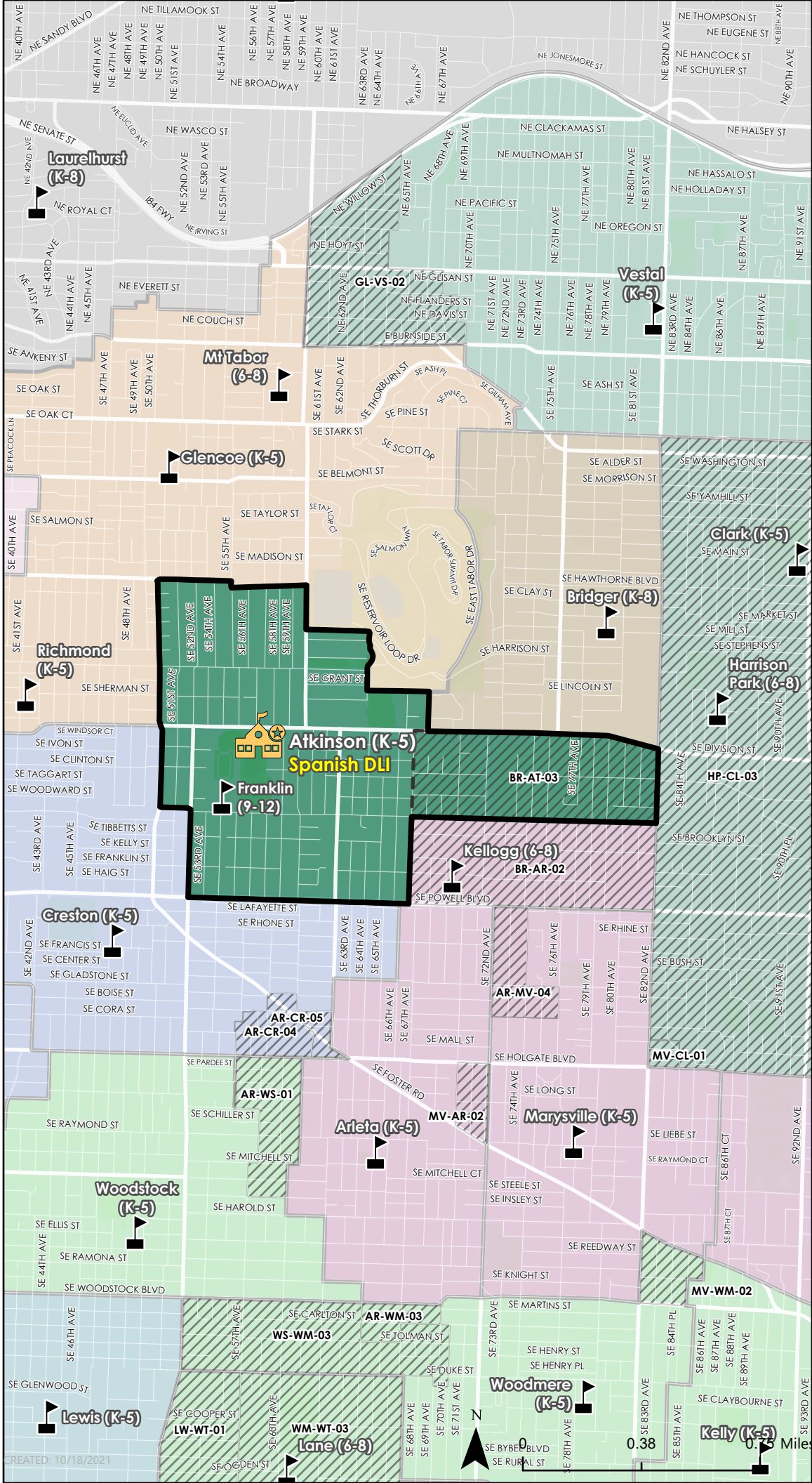
Changes into Atkinson K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AT-03	52	4	9

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



CREATED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

BRIDGER

Programs:

Creative Science

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

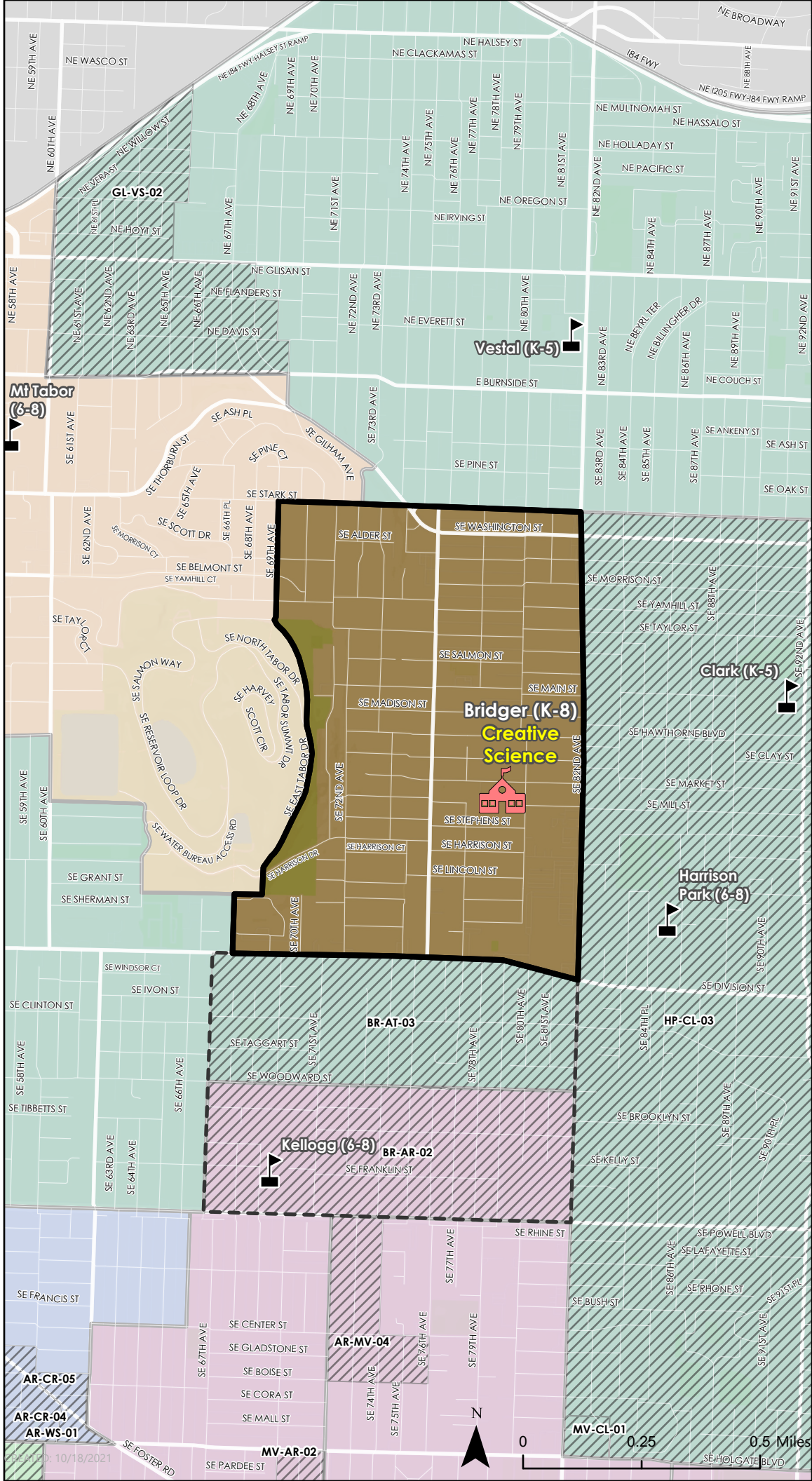
Changes from Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
BR-AR-02	23	0	5
BR-AT-03	52	4	9

Changes into Bridger K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.



REVISED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

CLARK

Programs:

Neighborhood, Chinese DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

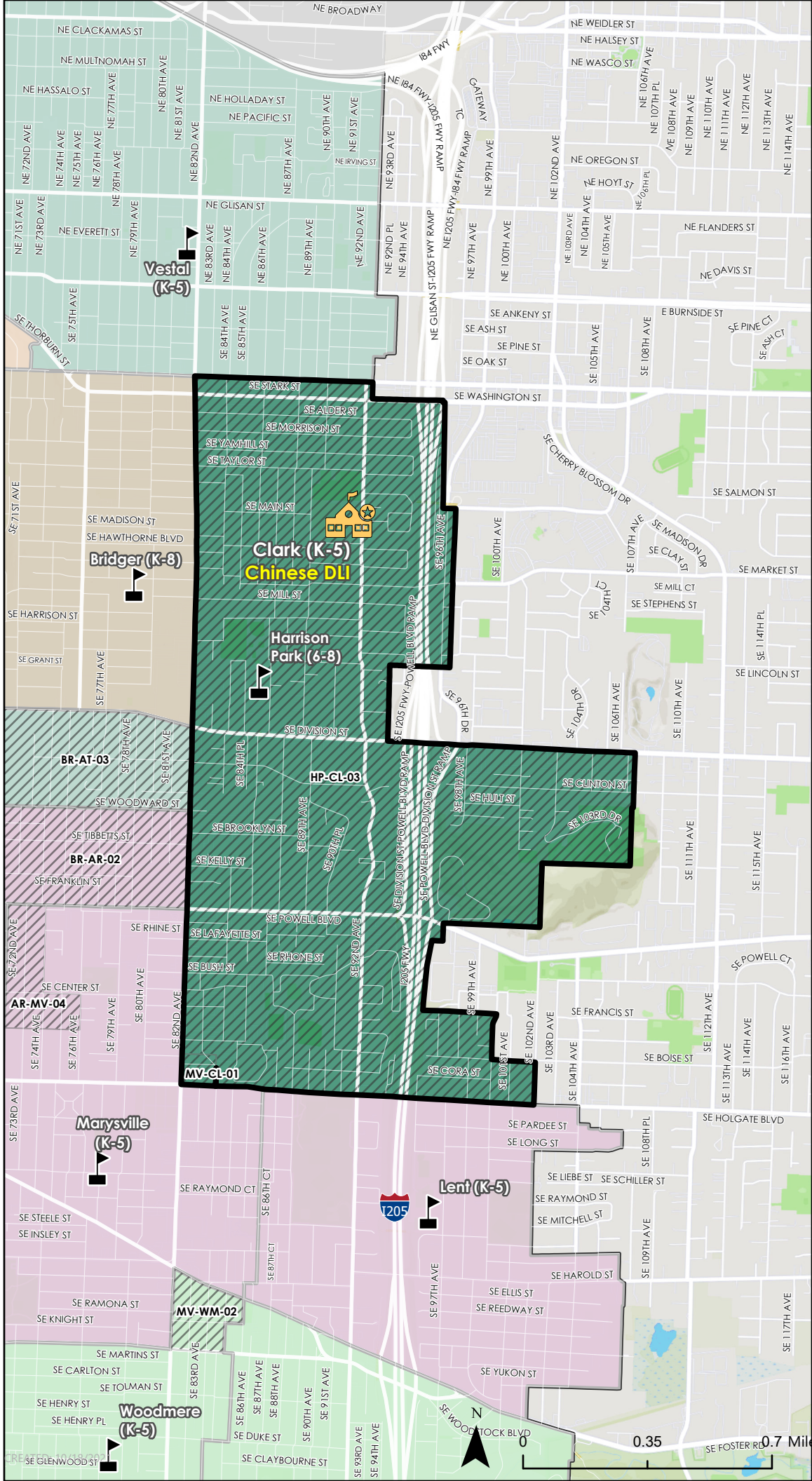
Changes into Clark K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-CL-03	243	86	78

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

CRESTON

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

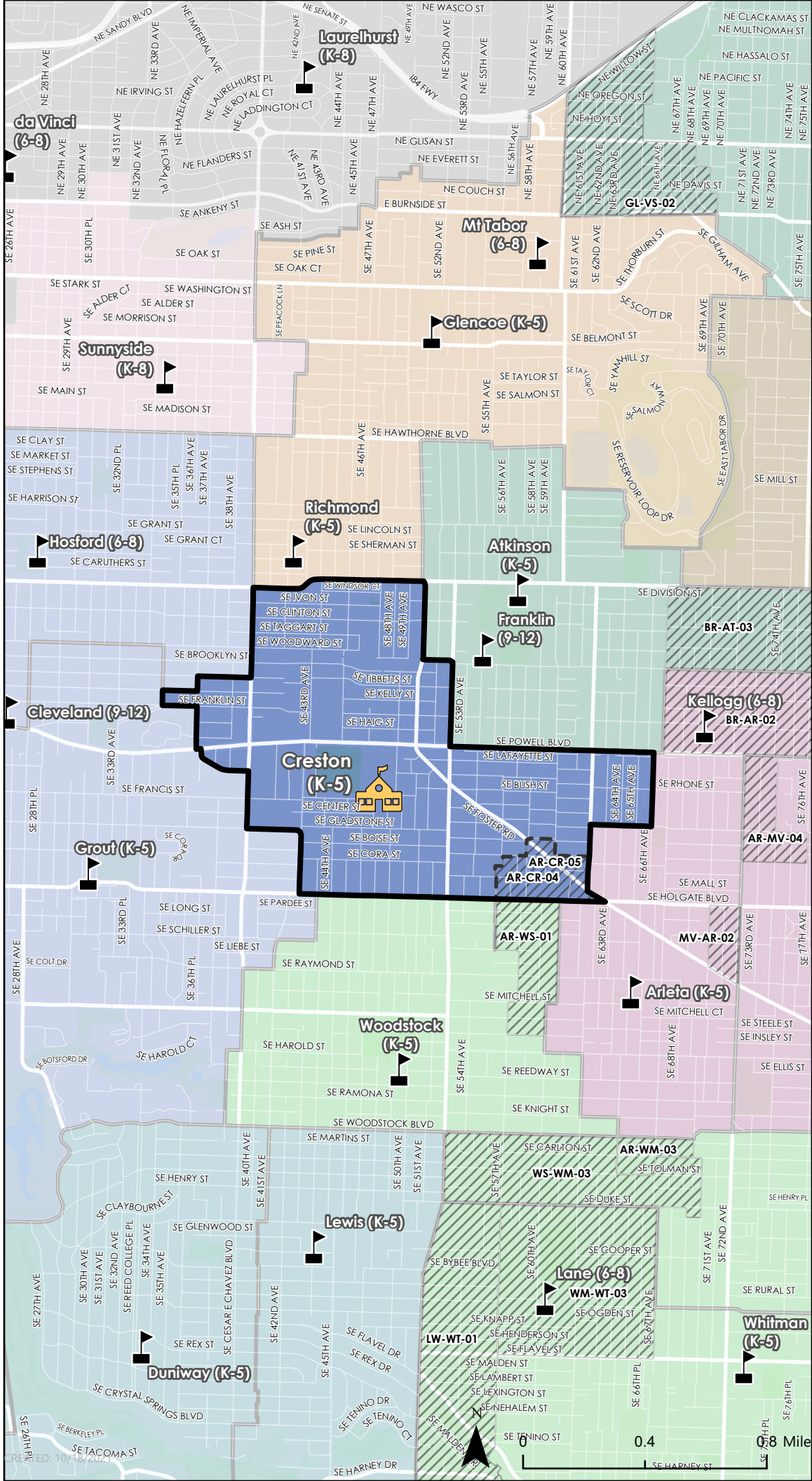
Changes into Creston K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-CR-04	7	1	1
AR-CR-05	2	1	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

GLENCOE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sunnyside
- Not Included in Study Area

Changes from Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

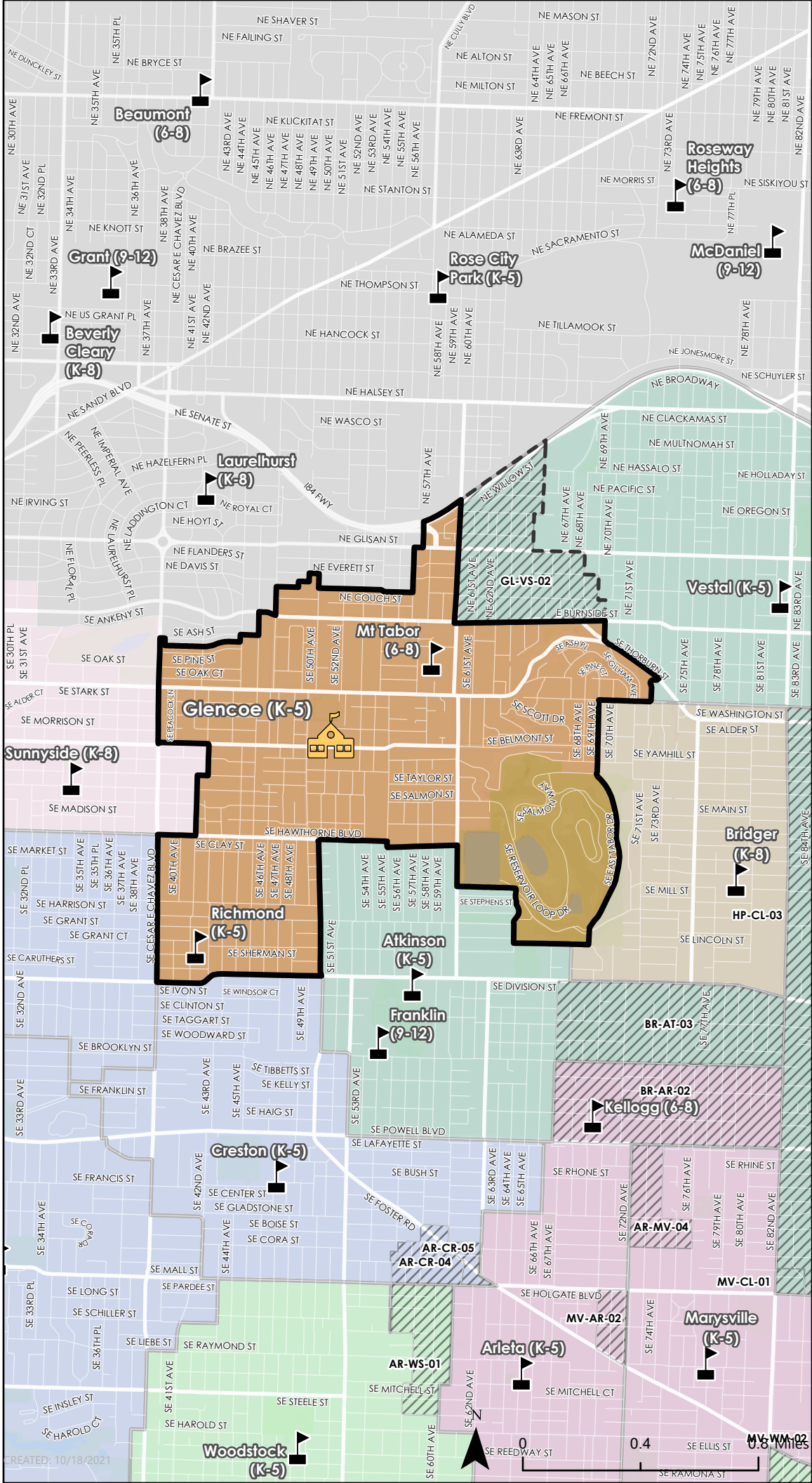
Changes into Glencoe K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

KELLY

Programs:

Neighborhood, Russian DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area

Changes from Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

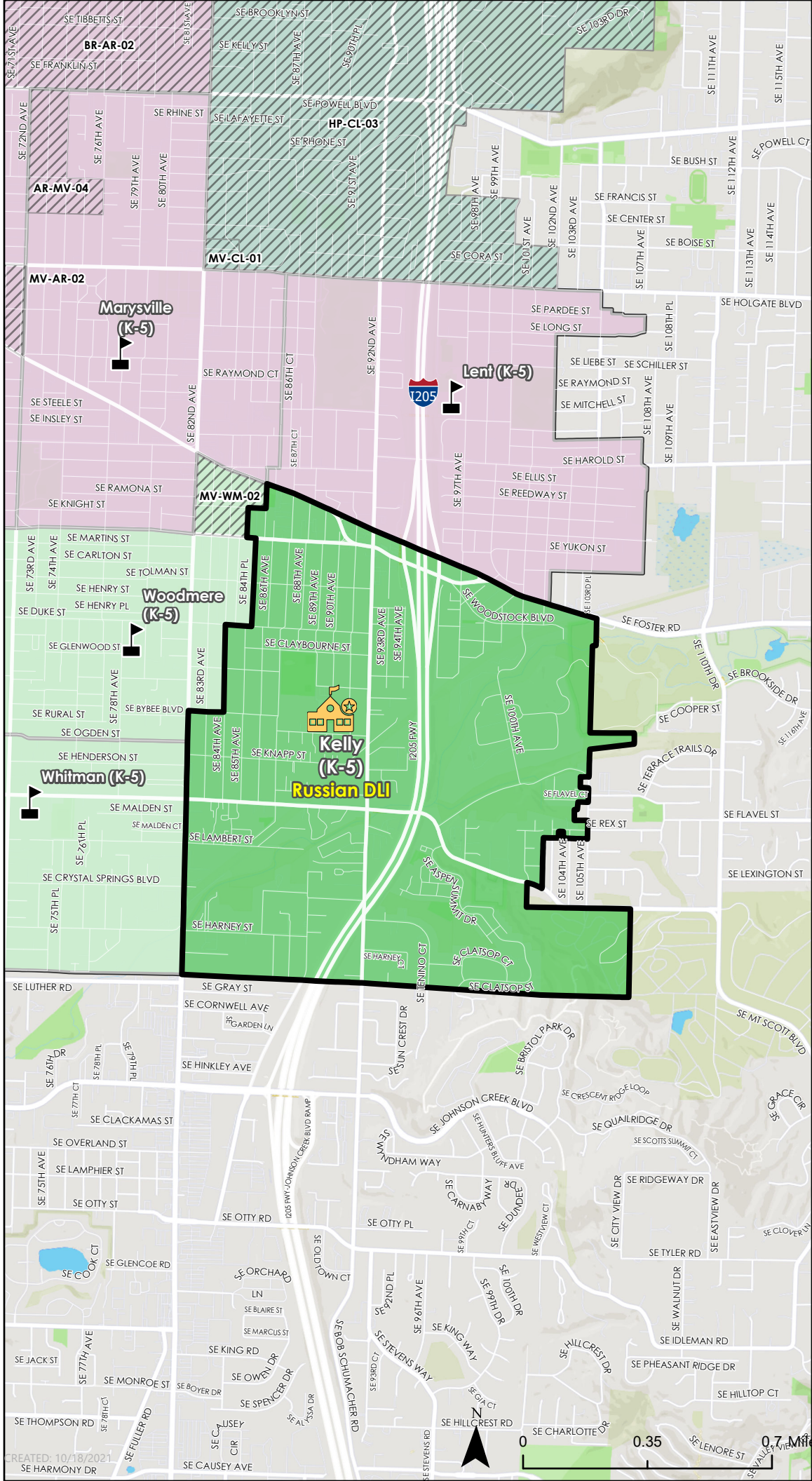
Changes into Kelly K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

LENT

Programs:

Spanish DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area
- Middle School Attendance Area
- Bridger
- Harrison Park
- Kellogg
- Lane
- Not Included in Study Area

Changes from Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

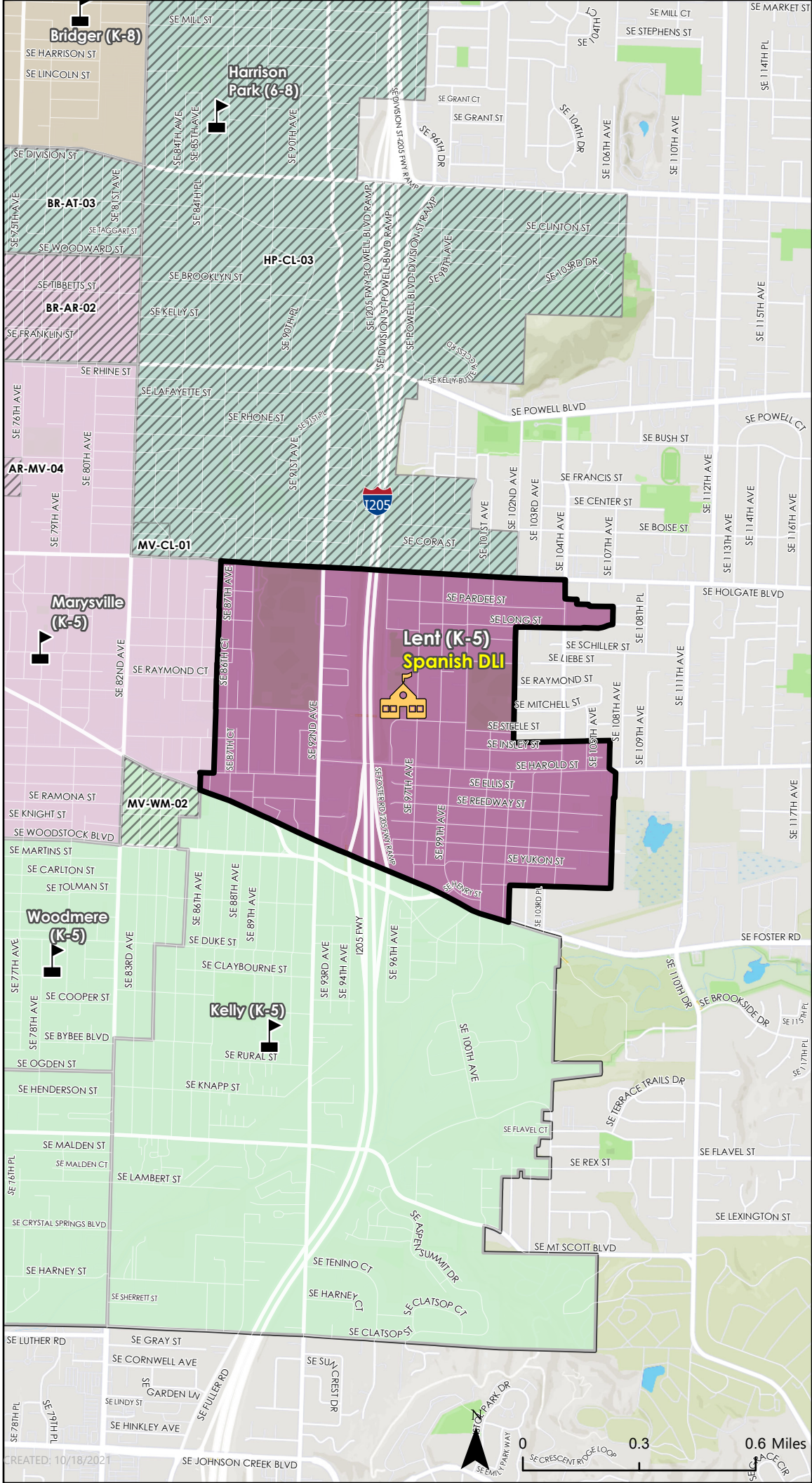
Changes into Lent K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

LEWIS

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area

Changes from Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2

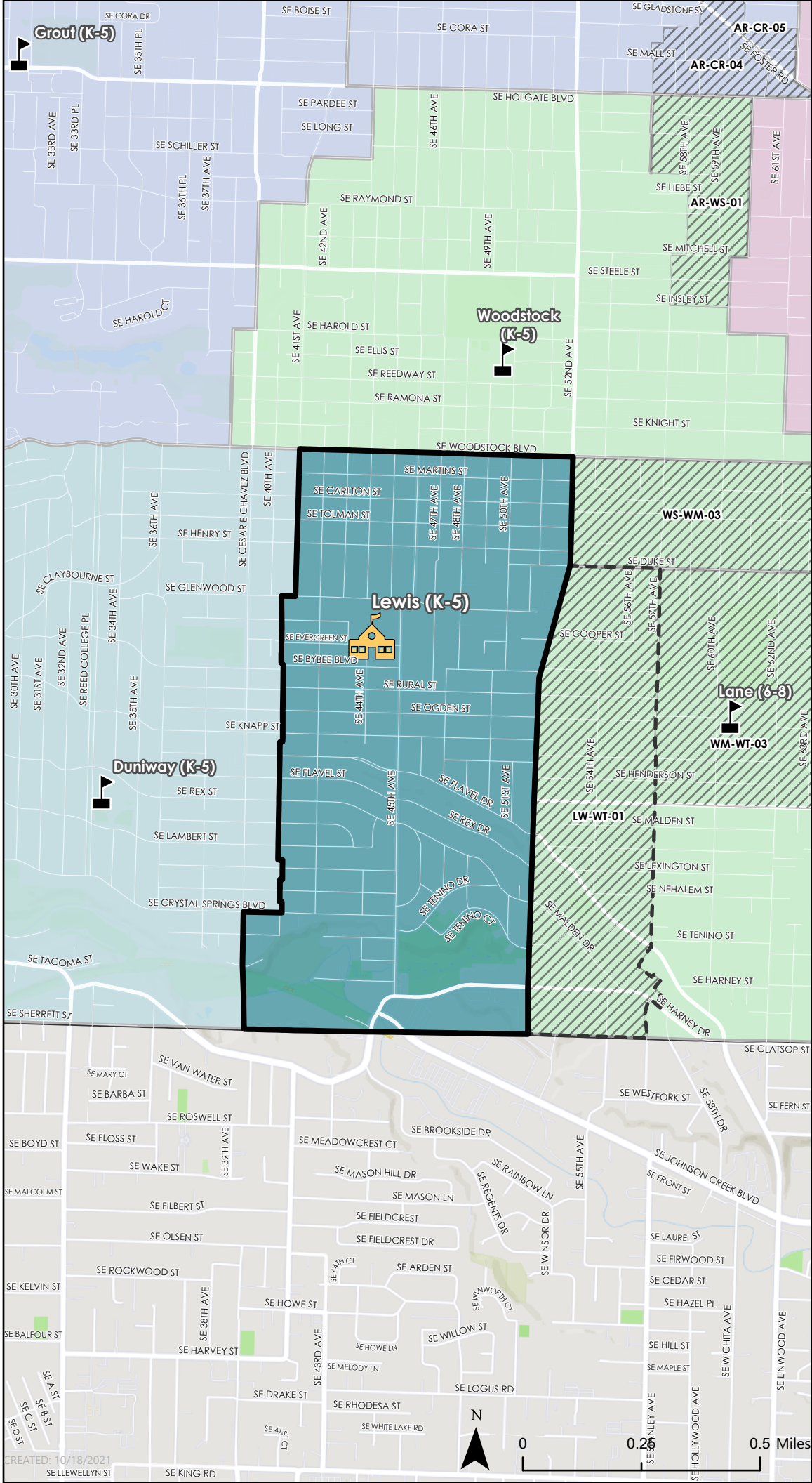
Changes into Lewis K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



CREATED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

MARYSVILLE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Not Included in Study Area

Changes from Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MV-AR-02	6	0	0
MV-WM-02	6	0	1

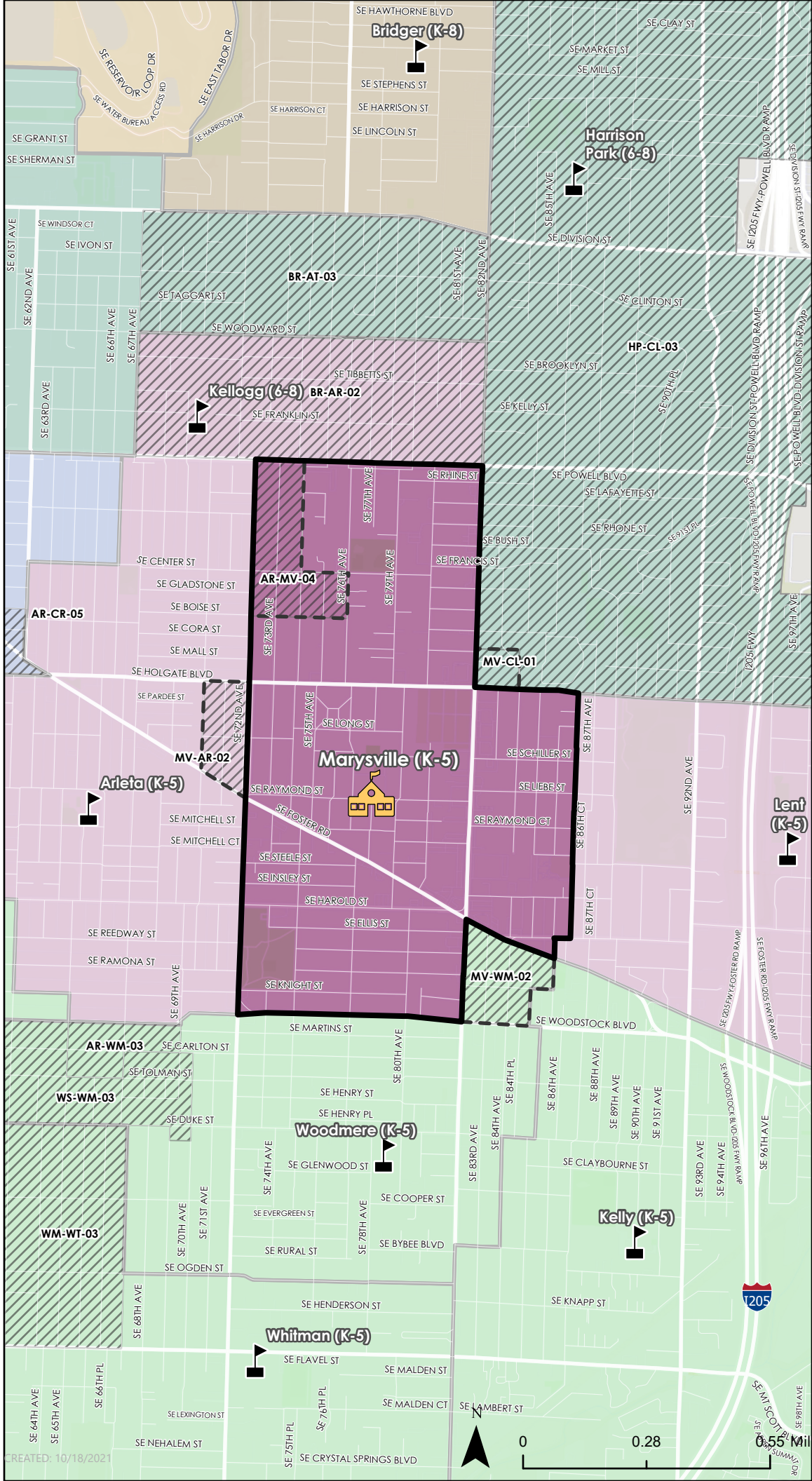
Changes into Marysville K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-MV-04	14	4	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

VESTAL

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Mt Tabor
- Roseway Heights
- Not Included in Study Area

Changes from Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

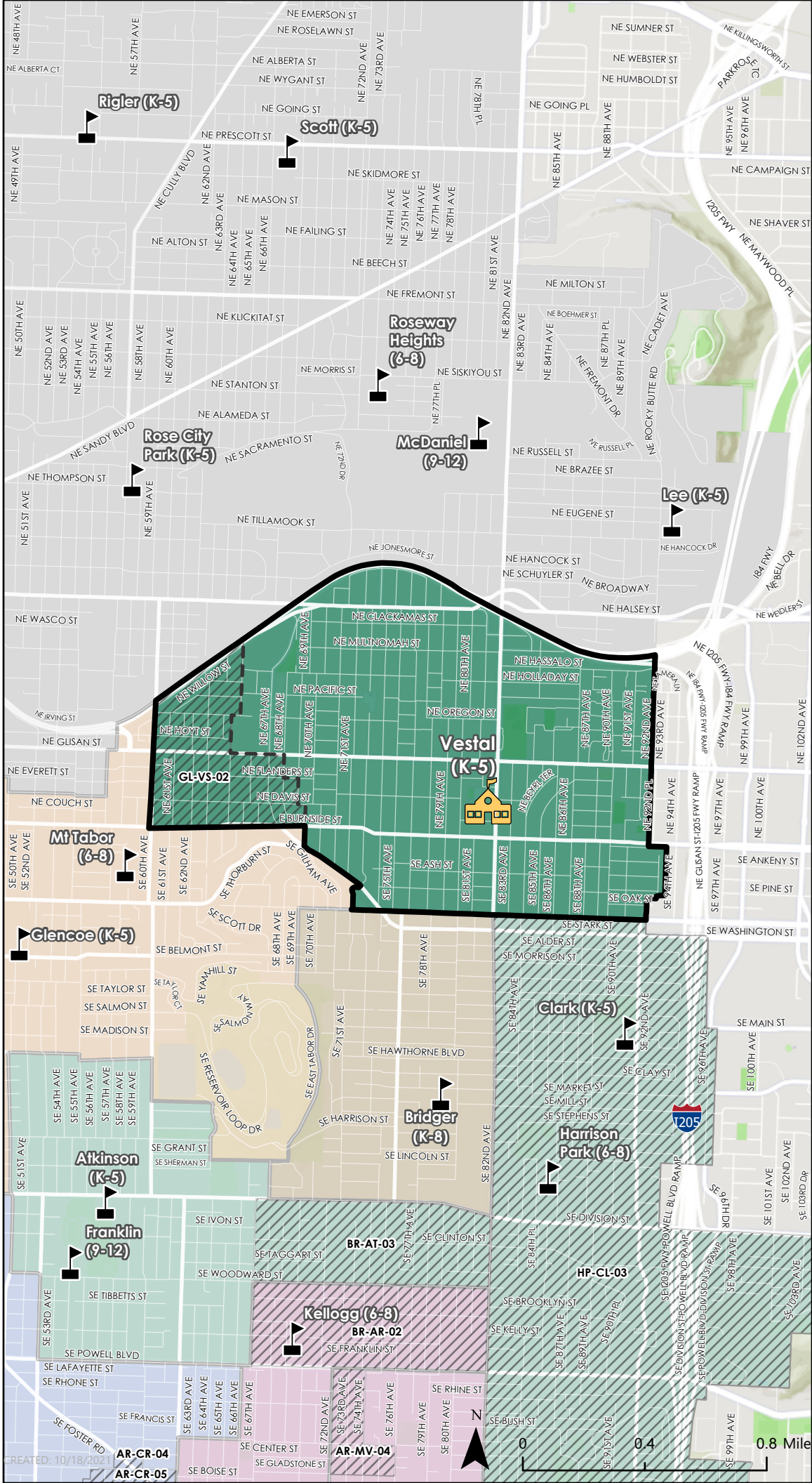
Changes into Vestal K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
GL-VS-02	41	4	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WHITMAN

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Harrison Park
- Hosford
- Kellogg
- Lane
- Sellwood
- Not Included in Study Area

Changes from Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

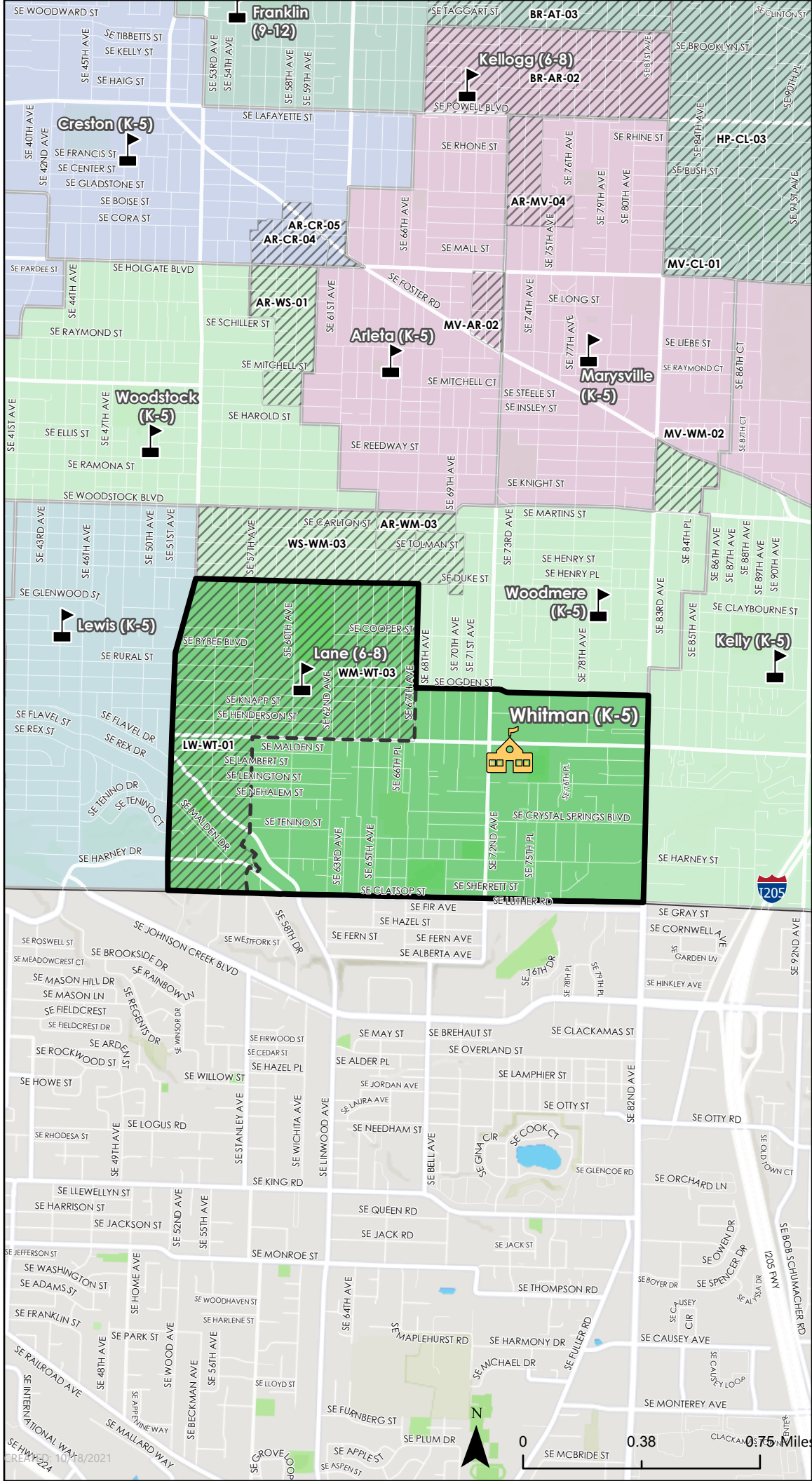
Changes into Whitman K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
LW-WT-01	54	2	2
WM-WT-03	51	12	3

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



CREATED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WOODMERE

Programs:

Neighborhood

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Not Included in Study Area

Changes from Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WM-WT-03	51	12	3

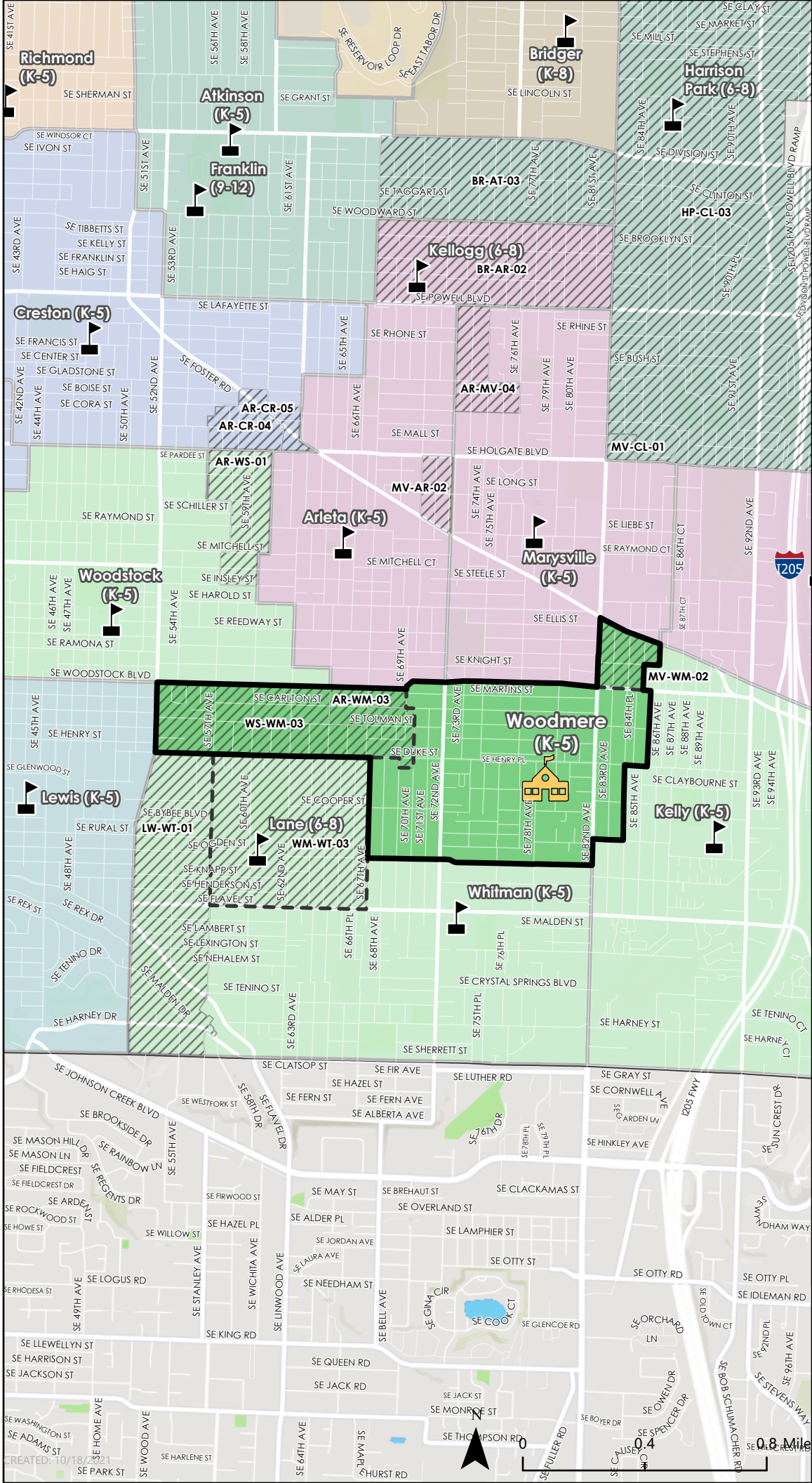
Changes into Woodmere K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WM-03	7	0	0
MV-WM-02	6	0	1
WS-WM-03	40	3	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS


Richmond (K-5)
Atkinson (K-5)
Franklin (9-12)
Bridger (K-8)
Harrison Park (6-8)
Kellogg (6-8)
Creston (K-5)
Arleta (K-5)
Woodstock (K-5)
Marysville (K-5)
Woodmere (K-5)
Lewis (K-5)
Lane (6-8)
Whitman (K-5)
Kelly (K-5)
BR-AT-03
HP-CL-03
BR-AR-02
AR-MV-04
AR-CR-05
AR-CR-04
AR-WS-01
MV-AR-02
MV-CL-01
AR-WM-03
WS-WM-03
MV-WM-02
LW-WT-01
WM-WT-03
SE SHERMAN ST
SE GRANT ST
SE LINCOLN ST
SE DIVISION ST
SE CLINTON ST
SE BROOKLYN ST
SE POWELL BLVD
SE LAFAYETTE ST
SE RHONE ST
SE RHINE ST
SE BUSH ST
SE FOSTER RD
SE MALL ST
SE HOLGATE BLVD
SE LONG ST
SE LIEBE ST
SE RAYMOND ST
SE SCHILLER ST
SE MITCHELL ST
SE MITCHELL CT
SE STEELE ST
SE RAYMOND CT
SE INSLEY ST
SE HAROLD ST
SE REEDWAY ST
SE RAMONA ST
SE ELLIS ST
SE KNIGHT ST
SE WOODSTOCK BLVD
SE CARLTON ST
SE TOLMAN ST
SE MARTINS ST
SE DUKE ST
SE HENRY PL
SE CLAYBOURNE ST
SE HENRY ST
SE GLENWOOD ST
SE BYBEE BLVD
SE RURAL ST
SE COOPER ST
SE OGDEN ST
SE KNAPP ST
SE HENDERSON ST
SE FLAVEL ST
SE REX ST
SE REX DR
SE LAMBERT ST
SE LEXINGTON ST
SE NEHALEM ST
SE TENINO DR
SE TENINO ST
SE TENINO CT
SE HARNEY DR
SE HARNEY ST
SE MALDEN ST
SE MALDEN DR
SE CRYSTAL SPRINGS BLVD
SE SHERRETT ST
SE CLATSOP ST
SE FIR AVE
SE HAZEL ST
SE FERN ST
SE FERN AVE
SE ALBERTA AVE
SE LUTHER RD
SE GRAY ST
SE CORNWELL AVE
SE HINKLEY AVE
SE JOHNSON CREEK BLVD
SE BROOKSIDE DR
SE MASON HILL DR
SE MASON LN
SE FIELDCREST
SE FIELDCREST DR
SE ARDEN ST
SE ROCKWOOD ST
SE HOWE ST
SE RAINBOW LN
SE REGENTS DR
SE WESTFORK ST
SE FIRWOOD ST
SE WILLOW ST
SE HAZEL PL
SE MAY ST
SE ALDER PL
SE JORDAN AVE
SE LAURA AVE
SE BREHAUT ST
SE OVERLAND ST
SE CLACKAMAS ST
SE LAMPHIER ST
SE OTTY ST
SE OTTY RD
SE OTTY PL
SE IDLEMAN RD
SE NEEDHAM ST
SE LOGUS RD
SE RHODESA ST
SE KING RD
SE LLEWELLYN ST
SE HARRISON ST
SE JACKSON ST
SE QUEEN RD
SE JACK RD
SE JACK ST
SE MONROE ST
SE WASHINGTON ST
SE ADAMS ST
SE PARK ST
SE HARLENE ST
SE THOMPSON RD
SE BOYER DR
SE FULLER RD
SE CAUSEY CIR
SE ORCHARD LN
SE GLENCOE RD
SE COOK CT
SE GINA CIR
SE BELL AVE
SE LINWOOD AVE
SE WICHITA AVE
SE STANLEY AVE
SE 49TH AVE
SE 64TH AVE
SE WOOD AVE
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SE MARIE ST
SE HURST RD
SE OWEN DR
SE SPENCER DR
SE BOB SCHUMACHER RD
SE STEVENS WAY
SE 92ND PL
SE 96TH AVE
SE 205TH AVE
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SE DIVISION ST RAMP
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SE 41ST AVE
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SE 92ND AVE
SE 93RD AVE
SE 94TH AVE
SE 61ST PL
SE 65TH PL
SE 66TH PL
SE 73RD PL
SE 75TH PL
SE 76TH PL
SE 78TH PL
SE 84TH PL
SE 87TH CT
SE 90TH PL
SE 63RD AVE
SE 75TH PL
SE 76TH DR
SE 78TH PL
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SE 87TH CT
SE 86TH CT
SE 92ND AVE
SE 93RD AVE
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SE 45TH AVE
SE 44TH AVE
SE 43RD AVE
SE 42ND AVE
SE 41ST AVE
SE WINDSOR CT
SE IVON ST
SE TIBBETTS ST
SE KELLY ST
SE FRANKLIN ST
SE HAIG ST
SE WOODWARD ST
SE TAGGART ST
SE RESERVOIR LOOP DR
SE EAST TABOR DR
SE CLAY ST
SE MARKET ST
SE MILL ST
SE STEPHENS ST
SE FRANCIS ST
SE CENTER ST
SE GLADSTONE ST
SE BOISE ST
SE CORA ST
SE PARDEE ST
SE ARDEN LN
SE SUN CREST DR
SE IDLEMAN RD
SE OTTY PL
SE OLDTOWN CT
SE 92ND PL
SE 96TH AVE
SE STEVENS WAY
SE BOB SCHUMACHER RD
SE OWEN DR
SE SPENCER DR
SE BOYER DR
SE FULLER RD
SE CAUSEY CIR
SE ORCHARD LN
SE GLENCOE RD
SE COOK CT
SE GINA CIR
SE BELL AVE
SE LINWOOD AVE
SE WICHITA AVE
SE STANLEY AVE
SE 49TH AVE
SE 64TH AVE
SE WOOD AVE
SE HOME AVE
SE MARIE ST
SE HURST RD
SE OWEN DR
SE SPENCER DR
SE BOB SCHUMACHER RD
SE STEVENS WAY
SE 92ND PL
SE 96TH AVE
SE IDLEMAN RD
SE OTTY PL
SE OTTY RD
SE OTTY ST
SE LAMPHIER ST
SE CLACKAMAS ST
SE OVERLAND ST
SE BREHAUT ST
SE MAY ST
SE ALDER PL
SE JORDAN AVE
SE LAURA AVE
SE FIRWOOD ST
SE WILLOW ST
SE HAZEL PL
SE ROCKWOOD ST
SE HOWE ST
SE ARDEN ST
SE FIELDCREST DR
SE FIELDCREST
SE MASON LN
SE MASON HILL DR
SE BROOKSIDE DR
SE JOHNSON CREEK BLVD
SE CLATSOP ST
SE FIR AVE
SE HAZEL ST
SE FERN ST
SE FERN AVE
SE ALBERTA AVE
SE LUTHER RD
SE GRAY ST
SE CORNWELL AVE
SE HINKLEY AVE
SE SUN CREST DR
SE ARDEN LN
I205 FWY
SE 76TH DR
SE 78TH PL
SE 79TH PL

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade K-5 Change Areas

WOODSTOCK

Programs:

Neighborhood, Chinese DLI

LEGEND

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Other Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
WS-WM-03	40	3	0

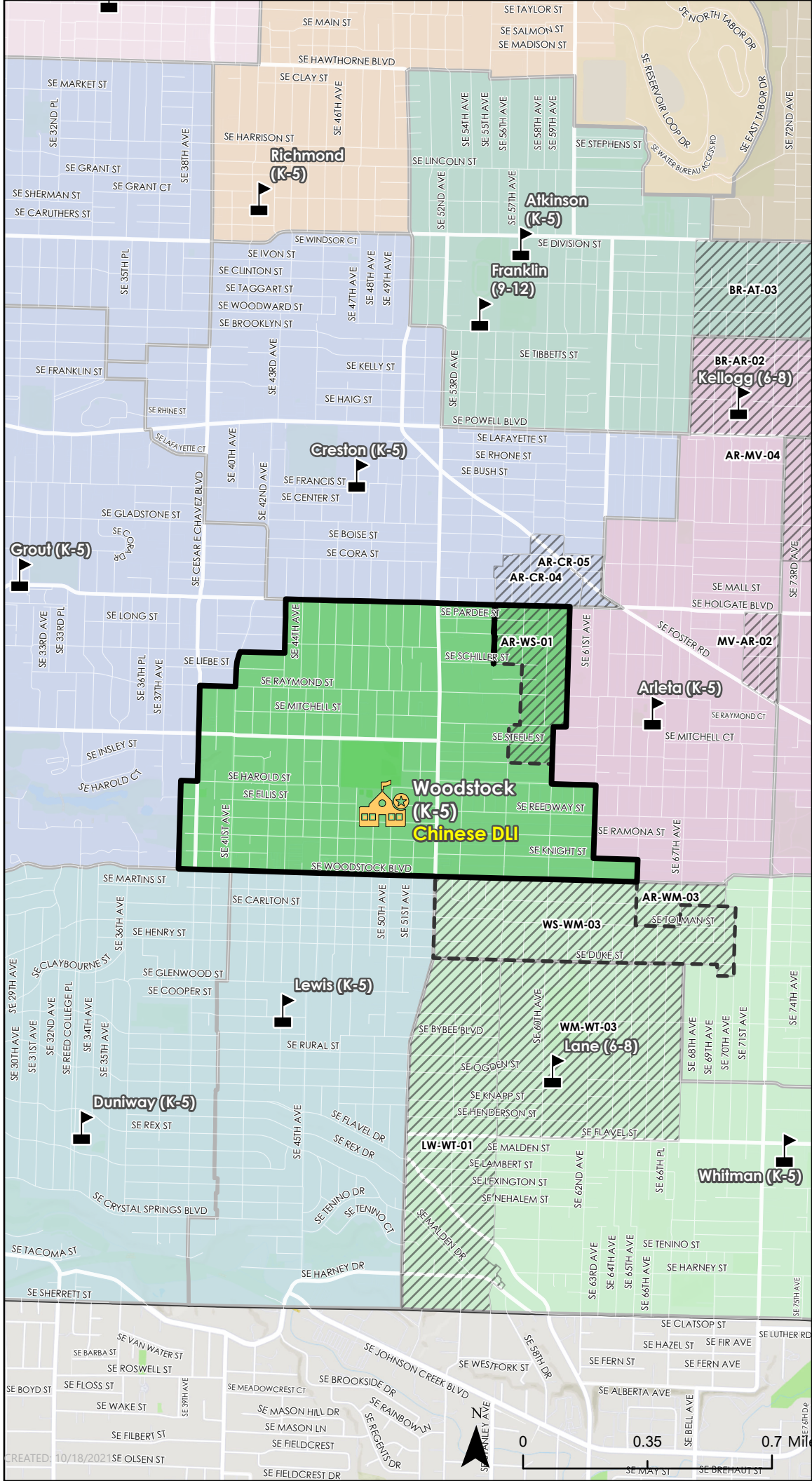
Changes into Woodstock K-5:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
AR-WS-01	23	2	0

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS


Richmond (K-5)
Atkinson (K-5)
Franklin (9-12)
Kellogg (6-8)
Creston (K-5)
Grout (K-5)
Arleta (K-5)
Woodstock (K-5)
Chinese DLI
Lewis (K-5)
Duniway (K-5)
Lane (6-8)
Whitman (K-5)
BR-AT-03
BR-AR-02
AR-MV-04
AR-CR-05
AR-CR-04
AR-WS-01
MV-AR-02
AR-WM-03
WS-WM-03
WM-WT-03
LW-WT-01
SE MAIN ST
SE TAYLOR ST
SE SALMON ST
SE MADISON ST
SE HAWTHORNE BLVD
SE CLAY ST
SE MARKET ST
SE HARRISON ST
SE GRANT ST
SE GRANT CT
SE SHERMAN ST
SE CARUTHERS ST
SE LINCOLN ST
SE STEPHENS ST
SE DIVISION ST
SE WINDSOR CT
SE IVON ST
SE CLINTON ST
SE TAGGART ST
SE WOODWARD ST
SE BROOKLYN ST
SE FRANKLIN ST
SE KELLY ST
SE HAIG ST
SE TIBBETTS ST
SE POWELL BLVD
SE LAFAYETTE ST
SE RHONE ST
SE BUSH ST
SE FRANCIS ST
SE CENTER ST
SE GLADSTONE ST
SE BOISE ST
SE CORA ST
SE LONG ST
SE LIEBE ST
SE RAYMOND ST
SE MITCHELL ST
SE PARDEE ST
SE SCHILLER ST
SE STEELE ST
SE MALL ST
SE HOLGATE BLVD
SE FOSTER RD
SE RAYMOND CT
SE MITCHELL CT
SE INSLEY ST
SE HAROLD CT
SE HAROLD ST
SE ELLIS ST
SE REEDWAY ST
SE RAMONA ST
SE KNIGHT ST
SE WOODSTOCK BLVD
SE MARTINS ST
SE CARLTON ST
SE HENRY ST
SE CLAYBOURNE ST
SE GLENWOOD ST
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SE RURAL ST
SE TOLMAN ST
SE DUKE ST
SE BYBEE BLVD
SE OGDEN ST
SE KNAPP ST
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SE FLAVEL ST
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SE REX DR
SE FLAVEL DR
SE MALDEN ST
SE LAMBERT ST
SE LEXINGTON ST
SE NEHALEM ST
SE MALDEN DR
SE TENINO ST
SE TENINO DR
SE TENINO CT
SE CRYSTAL SPRINGS BLVD
SE TACOMA ST
SE HARNEY DR
SE HARNEY ST
SE SHERRETT ST
SE CLATSOP ST
SE HAZEL ST
SE FIR AVE
SE FERN ST
SE FERN AVE
SE ALBERTA AVE
SE JOHNSON CREEK BLVD
SE WESTFORK ST
SE BROOKSIDE DR
SE MEADOWCREST CT
SE MASON HILL DR
SE MASON LN
SE FIELDCREST
SE FIELDCREST DR
SE OLSEN ST
SE FILBERT ST
SE WAKE ST
SE FLOSS ST
SE ROSWELL ST
SE VAN WATER ST
SE BARBA ST
SE BOYD ST
SE RAINBOW LN
SE REGENTS DR
SE MAY ST
SE BREHAUT ST
SE BELL AVE
SE STANLEY AVE
SE 58TH DR
SE 74TH AVE
SE 72ND AVE
SE 73RD AVE
SE 75TH AVE
SE LUTHER RD
SE NORTH TABOR DR
SE RESERVOIR LOOP DR
SE EAST TABOR DR
SE WATER BUREAU ACCESS RD
SE 32ND PL
SE 35TH PL
SE 38TH AVE
SE 46TH AVE
SE 52ND AVE
SE 53RD AVE
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SE REED COLLEGE PL
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SE CESAR E CHAVEZ BLVD
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SE LAFAYETTE CT
SE RHINE ST
SE ORA DR
SE BARBA ST
SE BOYD ST
SE MEADOWCREST CT
SE RAINBOW LN
SE REGENTS DR
SE MASON HILL DR
SE MASON LN
SE FIELDCREST
SE FIELDCREST DR
SE OLSEN ST
SE FILBERT ST
SE WAKE ST
SE FLOSS ST
SE ROSWELL ST
SE VAN WATER ST
SE TACOMA ST
SE SHERRETT ST
SE CRYSTAL SPRINGS BLVD
SE TENINO CT
SE TENINO DR
SE MALDEN DR
SE LAMBERT ST
SE LEXINGTON ST
SE NEHALEM ST
SE KNAPP ST
SE HENDERSON ST
SE OGDEN ST
SE BYBEE BLVD
SE TOLMAN ST
SE DUKE ST
SE KNIGHT ST
SE REEDWAY ST
SE ELLIS ST
SE HAROLD ST
SE INSLEY ST
SE HARNEY ST
SE TENINO ST
SE CLATSOP ST
SE HAZEL ST
SE FIR AVE
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SE FERN AVE
SE ALBERTA AVE
SE JOHNSON CREEK BLVD
SE WESTFORK ST
SE BROOKSIDE DR
SE RAINBOW LN
SE REGENTS DR
SE MASON HILL DR
SE MASON LN
SE FIELDCREST
SE FIELDCREST DR
SE OLSEN ST
SE FILBERT ST
SE WAKE ST
SE FLOSS ST
SE ROSWELL ST
SE VAN WATER ST
SE BARBA ST
SE BOYD ST
SE MEADOWCREST CT

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

BRIDGER

Programs:

Creative Science

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

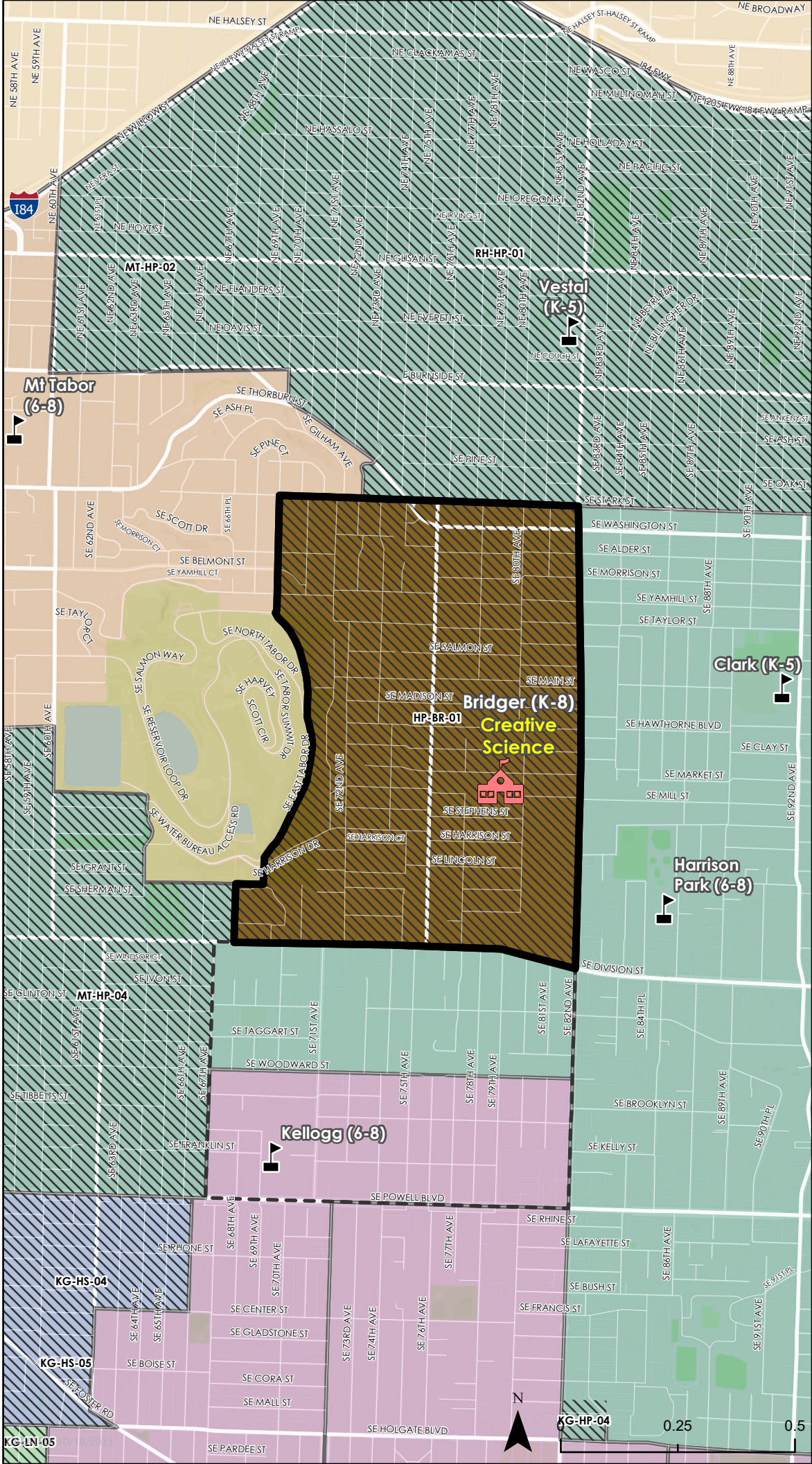
Changes from Bridger 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Changes into Bridger 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-BR-01	10	2	3

Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

HARRISON PARK

Programs:

Neighborhood, Chinese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

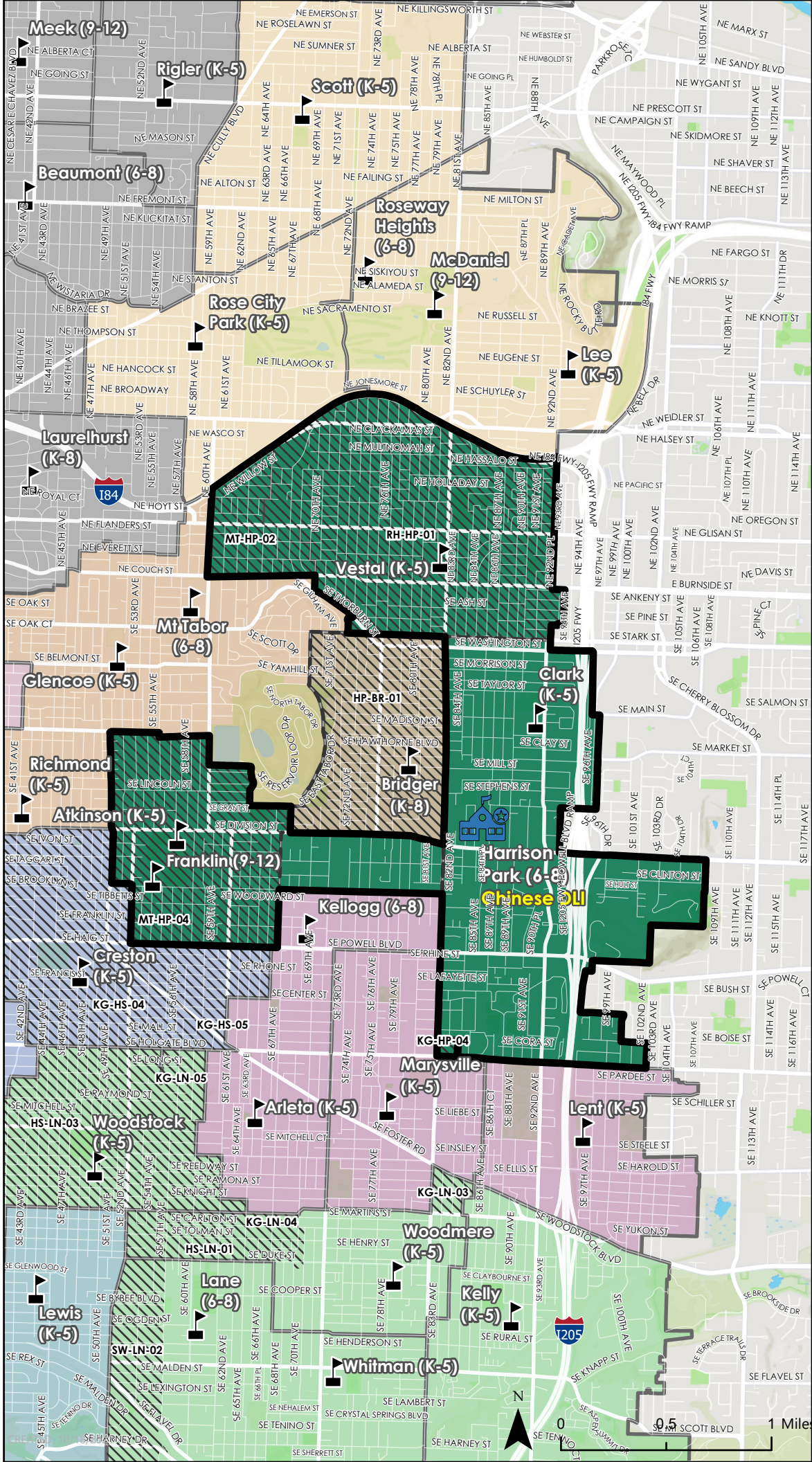
Changes from Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HP-BR-01	10	2	3

Changes into Harrison Park 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1
RH-HP-01	119	5	14

Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

HOSFORD

Programs:

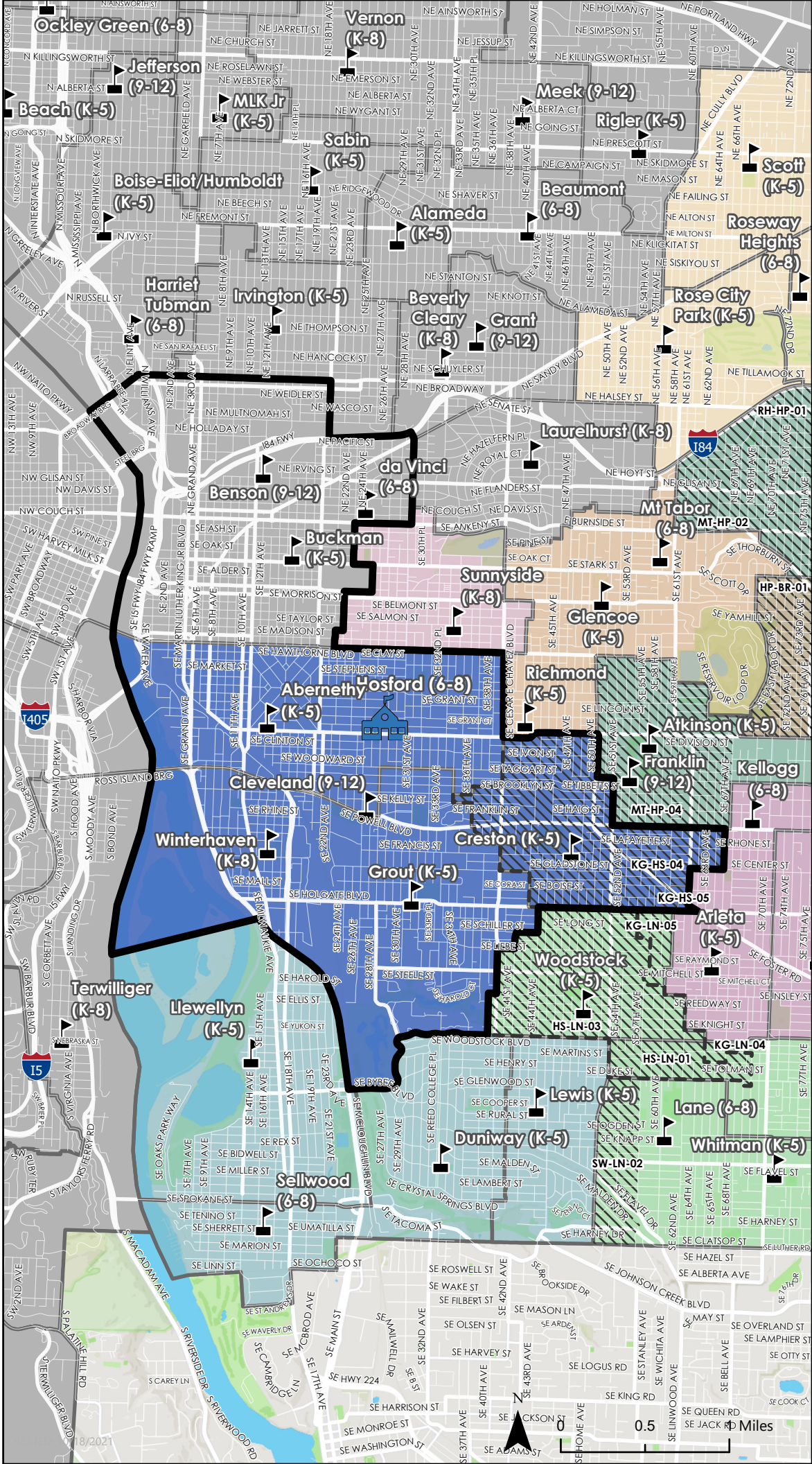
Neighborhood

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area



Changes from Hosford 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1

Changes into Hosford 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
KG-HS-04	98	6	4

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

KELLOGG

Programs:

Neighborhood, Spanish DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

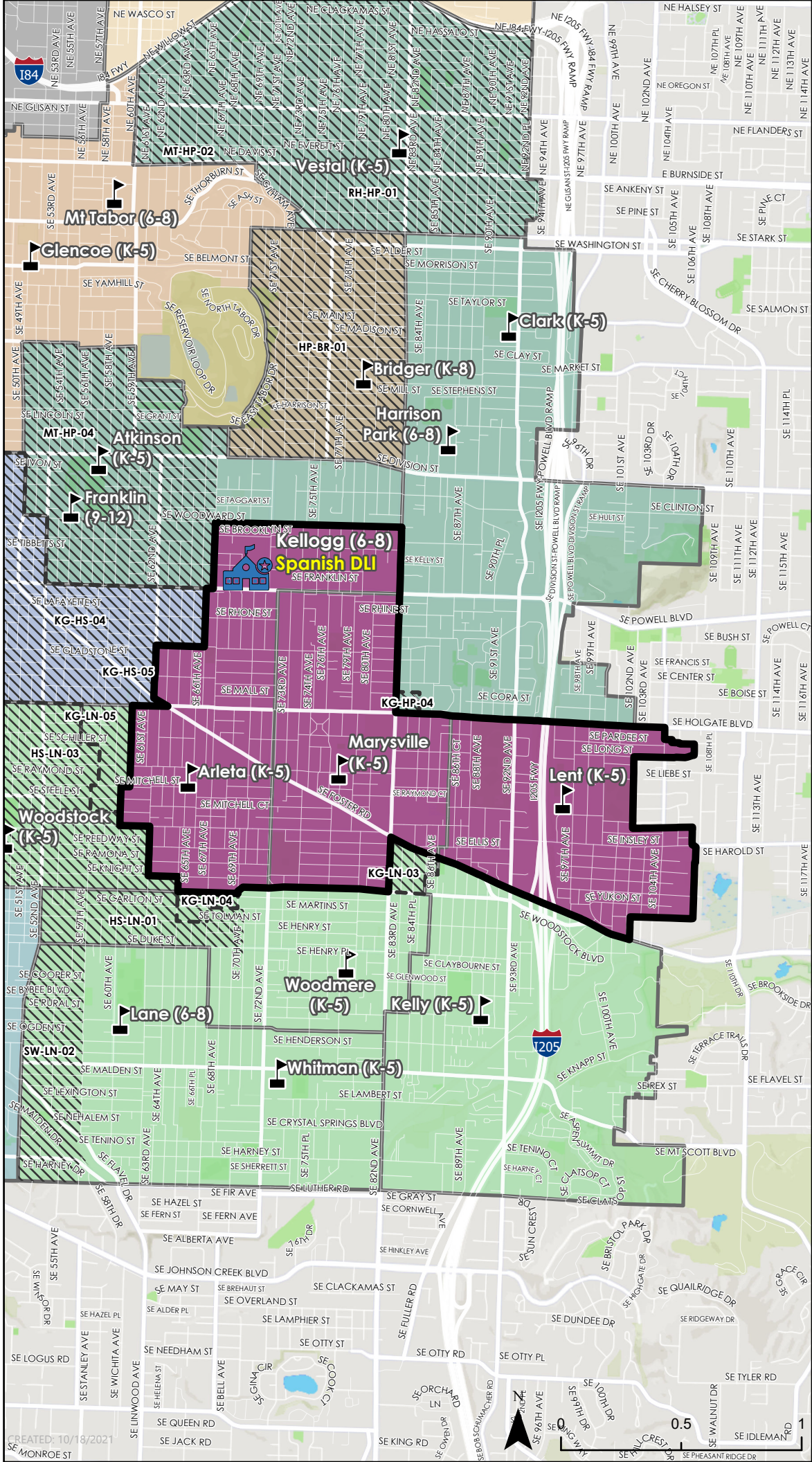
Changes from Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
KG-HS-04	98	6	4
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0

Changes into Kellogg 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

LANE

Programs:

Neighborhood, Russian DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

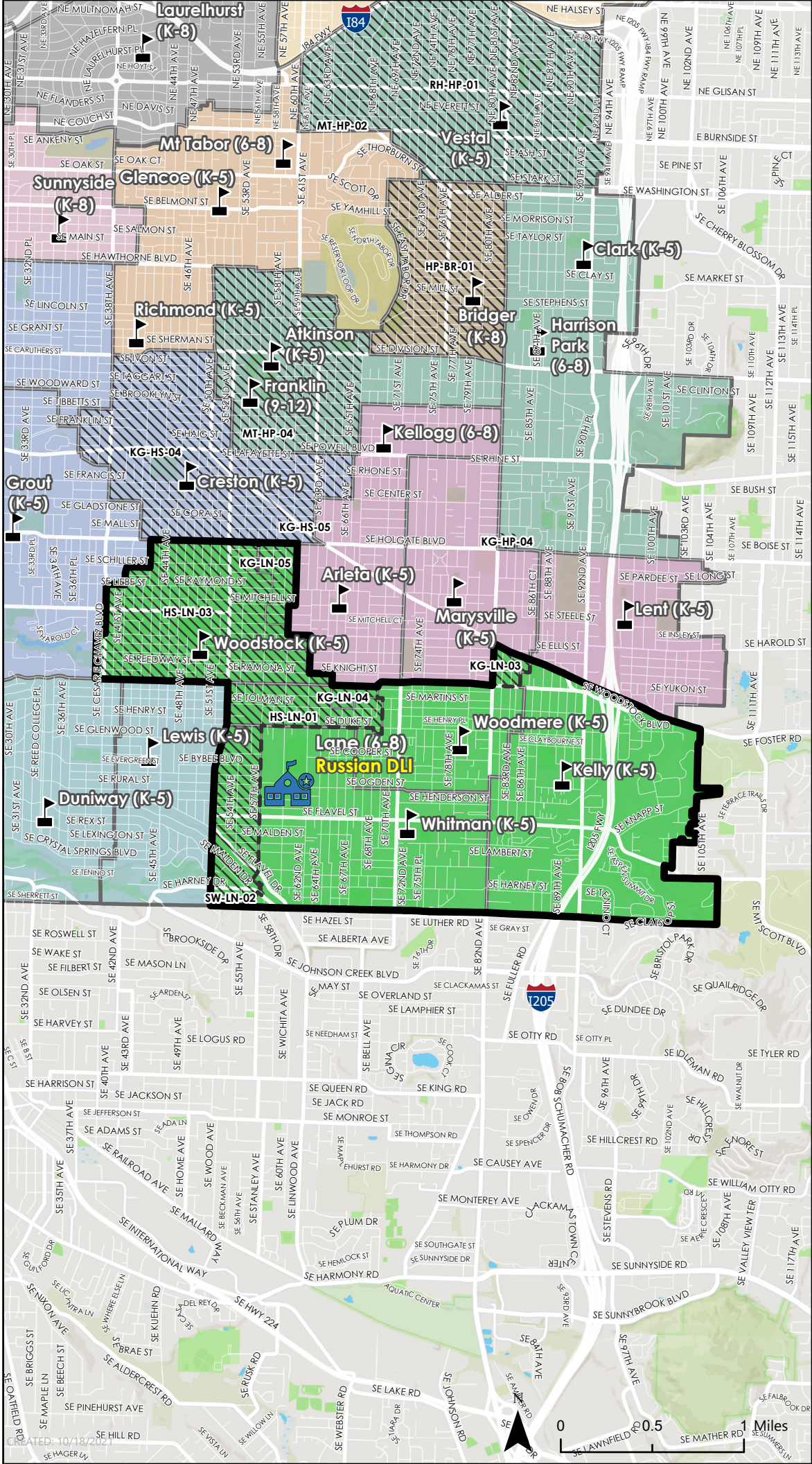
Changes into Lane 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
HS-LN-01	22	0	4
HS-LN-03	60	0	1
KG-LN-03	9	1	1
KG-LN-04	1	0	0
KG-LN-05	9	0	0
SW-LN-02	32	0	3

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



CREATED: 10/18/2021

SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

MT TABOR

Programs:

Neighborhood, Japanese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
MT-HP-02	17	0	0
MT-HP-04	94	1	1

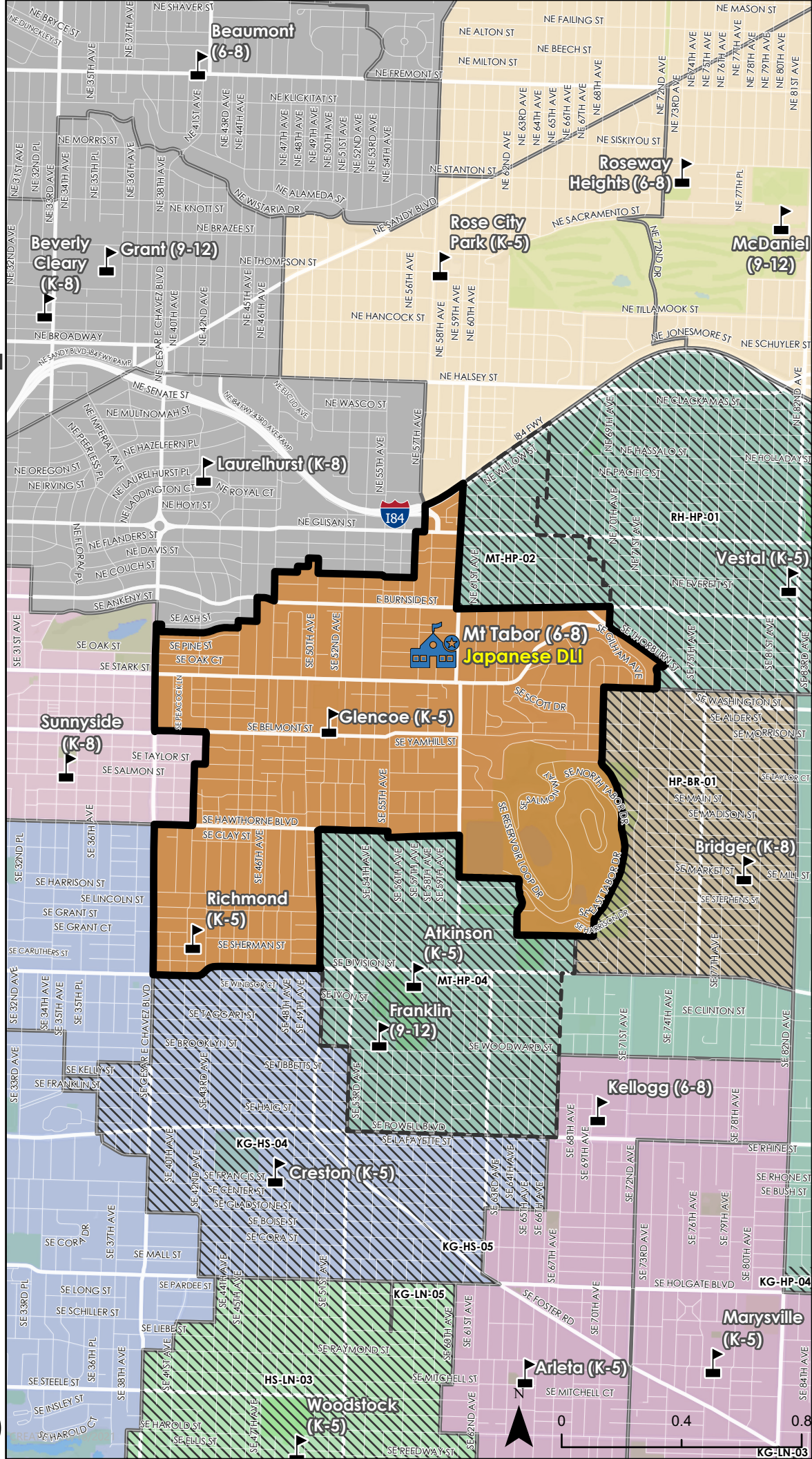
Changes into Mt Tabor 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS



SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

ROSEWAY HEIGHTS

Programs:

Neighborhood, Spanish DLI, Vietnamese DLI

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
RH-HP-01	119	5	14

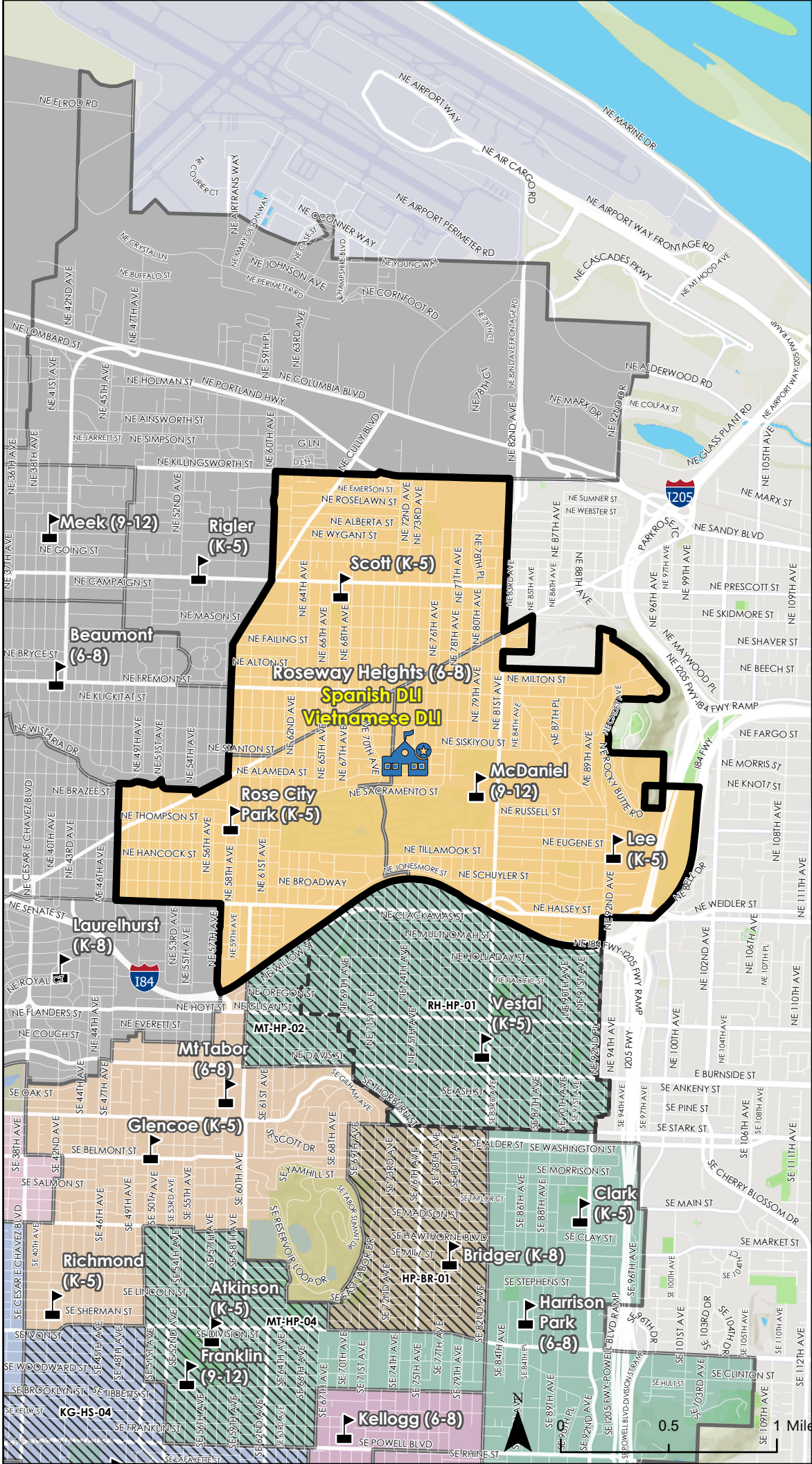
Changes into Roseway Heights 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS


Meek (9-12)
Rigler (K-5)
Scott (K-5)
Beaumont (6-8)
Roseway Heights (6-8)
Spanish DLI
Vietnamese DLI
Rose City Park (K-5)
McDaniel (9-12)
Lee (K-5)
Laurelhurst (K-8)
RH-HP-01
Vestal (K-5)
MT-HP-02
Mt Tabor (6-8)
Glencoe (K-5)
Clark (K-5)
Richmond (K-5)
Bridger (K-8)
HP-BR-01
Atkinson (K-5)
MT-HP-04
Harrison Park (6-8)
Franklin (9-12)
KG-HS-04
Kellogg (6-8)
NE AIRPORT WAY
NE MARINE DR
NE AIR CARGO RD
NE AIRPORT PERIMETER RD
NE AIRPORT WAY FRONTAGE RD
NE CASCADES PKWY
NE MT HOOD AVE
NE ELROD RD
NE JOHNSON AVE
NE CORNFOOT RD
NE LOMBARD ST
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SOUTHEAST GUIDING COALITION PHASE 2

DRAFT PROPOSAL F3

Grade 6-8 Change Areas

SELLWOOD

Programs:

Neighborhood

Legend

- This School's Location
- Other School Location
- This School's Attendance Area
- This School's Existing Attendance Area
- Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

Changes from Sellwood 6-8:

Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students
SW-LN-02	32	0	3

Changes into Sellwood 6-8:

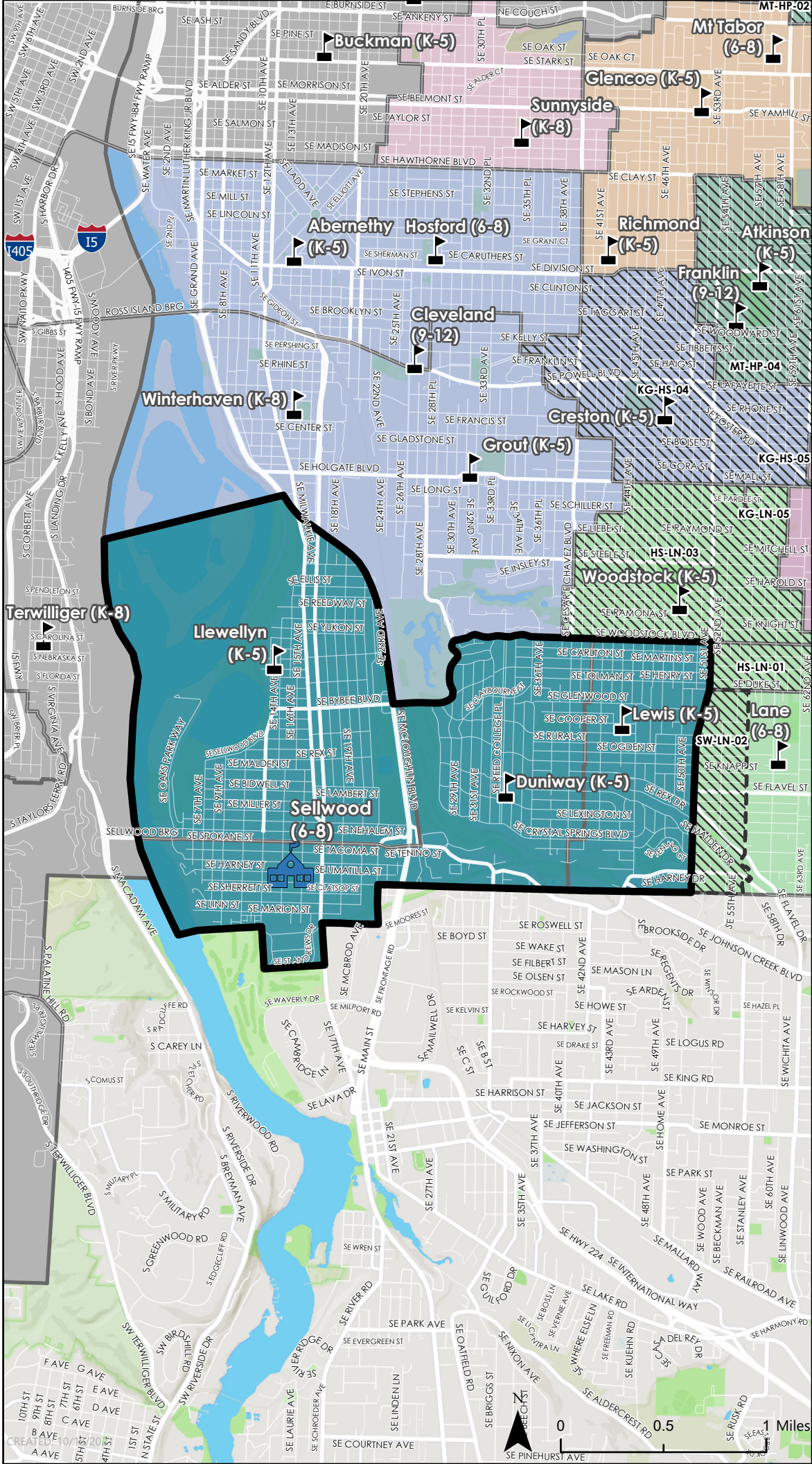
Change Code	Total N-hood Program Students	N-hood Program ELL Students	N-hood Program Black/ Native Students

Affected students are based on 2021-22 student counts.

FLO Analytics

PPS

CREATED: 10/13/2021


Buckman (K-5)
Mt Tabor (6-8)
Glencoe (K-5)
Sunnyside (K-8)
Abernethy (K-5)
Hosford (6-8)
Richmond (K-5)
Atkinson (K-5)
Franklin (9-12)
Cleveland (9-12)
Winterhaven (K-8)
Creston (K-5)
Grout (K-5)
Terwilliger (K-8)
Llewellyn (K-5)
Woodstock (K-5)
Lewis (K-5)
Lane (6-8)
Duniway (K-5)
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SOUTHEAST GUIDING COALITION PHASE 2 STUDY AREA
DRAFT PROPOSAL F3

FLO Analytics

PPS

School Locations Inside Study Area

- Neighborhood Program Only
- Focus Option/DLI Lottery School
- Co-Located Neighborhood/DLI Program

School Grade Configuration

- 6-8
- 9-12
- K-5
- K-8

- School Locations Outside Study Area
- District Boundary
- Elementary School Change Area
- Middle School Change Area
- Elementary School Attendance Area

Middle School Attendance Area

- Bridger
- Harrison Park
- Hosford
- Kellogg
- Lane
- Mt Tabor
- Roseway Heights
- Sellwood
- Sunnyside
- Not Included in Study Area

0 0.5 1 Miles

0 0.5 1 Kilometers

N

NOTE: DLI = DUAL LANGUAGE IMMERSION

CREATED: 2/2/2022

Enrollment & Program Balancing
Southeast Guiding Coalition
Phase 2 Final Report - 4/22/2022

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Executive Summary

The Southeast Guiding Coalition (SEGC)—a group of 36 parent and community member volunteers and 21 Portland Public School (PPS) principals commissioned by the PPS Board of Education—met 19 times between May 2021 and April 2022 to develop the second phase of a plan for enrollment and program balancing in Southeast Portland. Building on its work in 2020-21 to set an initial feeder pattern for Kellogg Middle School, the SEGC focused on balancing enrollment, optimizing use of facilities, and supporting equitable access to programs and services, while accomplishing three specific goals set by the Board:

- Establishing an attendance area and special program assignments for Harrison Park Middle School
- Developing a plan to relocate K-5 students and programs currently served at Harrison Park
- Developing a plan to increase enrollment at Lane Middle School

During the course of its work, the SEGC weighed extensive feedback from community members, advice from PPS academic and enrollment experts, and data on the projected impact of different solutions. In all, coalition members considered 15 scenarios and evaluated each through the district's Racial Equity and Social Justice Lens.

The SEGC achieved consensus on several elements of a rebalancing plan, including a new location for Harrison Park's elementary school and for Creative Science School, the location for K-5 Dual Language Immersion (DLI) programs, and boundary changes to bolster enrollment at Lane MS and many K-5 schools. But the group could not find a full solution that earned consensus or even majority support among coalition members.

This report shares details of the proposal that earned the most support: 13 of 32 voting SEGC members (41%) supported it in a final vote, while 5 supported an alternate proposal and 14 chose not to support either. Highlights of this proposal, which is planned to take effect in Fall 2023, include:

- Harrison Park K-8 will convert to a middle school, and its current K-5 students will attend a new elementary school at the Clark building (the current home of Creative Science School)

- Creative Science School (CSS) will relocate to Bridger K-5 and become a focus option school with priority for the Bridger neighborhood.
- The two-strand K-5 Spanish Dual Language Immersion (DLI) program at Bridger will relocate to Lent K-5 to create a whole-school K-5 Spanish DLI program with guaranteed admission for the current Lent neighborhood. Students in the Lent neighborhood who opt out of the Spanish DLI program will attend Marysville K-5.
- At the middle school level: Mandarin DLI will consolidate at Harrison Park, with the Mandarin DLI program currently at Hosford MS joining the program already at Harrison Park. Spanish DLI at the middle school level will consolidate at Kellogg MS, with the program currently at Mt. Tabor joining the one already at Kellogg.
- Several neighborhood middle school feeder patterns will shift to help balance enrollment: Atkinson and Vestal will shift to Harrison Park (from Mt. Tabor and Roseway Heights, respectively), Creston will shift to Hosford (from Kellogg), and Woodstock will shift to Lane (from Hosford).
- Attendance boundaries will change at many K-5 schools to help meet minimum enrollment targets. Virtually all schools that were part of the SEGC process will experience boundary changes, including Arleta, Atkinson, Bridger, Creston, Glencoe, Lent, Lewis, Marysville, Vestal, Whitman, Woodmere and Woodstock.

If adopted, this proposal would make progress toward several important goals, including:

- Converting Harrison Park to a middle school and allowing its current K-5 students—which make up one of the most diverse communities in PPS—to relocate to a single new school.
- Ensuring projected enrollment (based on benchmarks set by district staff) at Harrison Park MS, Lane MS, and many K-5 schools will be sufficient to offer equitable programming for students. Notably, the increase in enrollment at Lane would result entirely from attendance boundary changes—an approach the Lane community supports and the coalition believes will be more sustainable over time than increasing enrollment through program relocations.
- Relocating Creative Science School to a community that is open to receiving it.
- Maintaining and growing the Spanish DLI program that started at Kellogg MS this school year—a priority cited by community members and principals.
- Implementing PPS staff's recommendation to move away from single-strand neighborhood programs at Bridger and Lent, which data show may not serve students—particularly students of color—effectively.
- Creating more consolidated DLI programs at the middle school level and creating a new whole-school K-5 DLI option—both strongly recommended by principals and PPS staff.

Coalition members noted that the proposal also has significant shortcomings. Concerns cited among members not supporting it included:

- Middle school enrollment will likely remain imbalanced, leaving Kellogg MS well over 80% utilization (the district's definition of "overcrowded") and several schools—most notably Harrison Park MS—below or at risk of dropping below the district's minimum enrollment threshold over the long run.

- The process excluded inner Southeast schools, which are relatively overcrowded and more affluent compared to outer Southeast schools. This decision by the Board concentrated disruption in the highest-need communities while limiting the coalition's ability to balance enrollment.
- District staff denied requests to analyze whether reconfiguring Creative Science School as a K-5 would help address the remaining imbalances in middle school enrollment.
- Some Lent community members strongly oppose relocation of the school's neighborhood program.
- Lack of consistency and clarity in the process itself eroded confidence in the work and contributed to the coalition's inability to reach consensus.

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In light of these challenges, the coalition recommends that PPS and the Board take the following actions in implementing any plan that is adopted:

- Provide capital improvements and additional budget support as necessary to sustain equitable programming, particularly at Harrison Park.
- Provide clear implementation details and timelines to all school communities experiencing program or boundary changes.
- Facilitate community building among programs that will be relocating or receiving relocated programs, most notably Creative Science School/Bridger and Marysville/Lent.
- To the greatest degree possible, maintain the current legacy policy for boundary changes to ease the burden on students and families. Community members have shared that this would ease the hardships of the transition period, especially for those with siblings and students in different grade levels.
- Plan with PBOT and Safe Routes to School for the transportation needs and challenges that the new boundaries and feeder paths will create.
- Set a goal to minimize the impact of any future enrollment balancing process on students who will be required to move as a result of the current process.
- Study the impact of maintaining K-8 focus options on enrollment at comprehensive middle schools, for consideration during any future enrollment balancing efforts.
- Conduct a review of the SEGC process in partnership with any interested coalition members before moving forward with any future enrollment balancing efforts.

Scope of Work

The SEGC was tasked with balancing enrollment to help increase access to equitable programming across 21 schools in Southeast Portland. Phase 2 of the work began in May 2021 and concluded in April 2022. The coalition is made up of 57 parents, community members, school principals, and stakeholders who attended regular evening meetings totalling over 50 hours, along with additional "homework," work sessions, and office hours.

The Board's charge to the SEGC for Phase 2 cited three goals:

- Balance enrollment across Southeast middle schools, ensuring Harrison Park and Lane middle schools have sufficient enrollment to offer full programming. This may be accomplished through boundary adjustments, whole-school feeder pattern changes, and specialized program movement.
- Realign middle school boundaries so that the Kellogg building is located within its own attendance area.
- Determine the future location for Harrison Park K-5 students, and related boundary changes and specialized program moves.

In meeting these goals, the Board asked the coalition to submit a recommendation that created the following:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

In addition to the charge set by the PPS School Board, the SEGC also held in consideration the following key objectives under the guidance of PPS and FLO Analytics:

- Listen to community members, particularly People of Color, and follow their input as often as possible
- Increase racial equity for all students with a particular focus on Black and Native students
- Where possible, create whole-school K-5 programming—all DLI or all neighborhood—instead of co-located structures
- Eliminate single-strand neighborhood programs
- Consolidate DLI programs of the same target language at the middle school level, with only one DLI program per middle school
- Maintain CSS as a K-8 school in Southeast
- Keep Harrison Park K-5 students together (including Mandarin DLI students)
- Ensure that enrollment is above 270 students at each K-5 school and above 500 students at each comprehensive middle school
- Keep classroom utilization at or below 80% of building capacity (the district's definition of "overcrowded")
- Avoid split feeder patterns (sending students from a single K-5 neighborhood program to different middle schools).
- Do not increase—and decrease if possible—students who must cross major roads to access their neighborhood schools (i.e. Cesar Chavez, 82nd, Division, and Powell).

Challenges and Lack of Consensus

Over the course of nearly a year, the SEGC attempted to balance program locations, the wishes of 21 school communities, and the overarching goal of increasing equitable access to programs and services. The coalition considered seven possible solutions (including many variations of each), encountering many challenges along the way.

One significant hurdle was the Board's decision to limit potential changes to only 21 schools, all in Outer Southeast, instead of also considering schools in Inner Southeast (many of which are overcrowded). This made it almost impossible to balance enrollment across the entire region. It also ensured any changes would mainly disrupt the relatively more diverse, lower-income schools in Outer Southeast, while more affluent communities in Inner Southeast would experience no changes.

Options for relocating Creative Science School were limited by the district's decision to maintain it as a K-8 school and the difficulty in finding a school community willing to convert back to a K-8 to receive it. The decision to place Creative Science at Bridger, which is adjacent to Harrison Park MS, impeded the coalition's ability to increase neighborhood enrollment at Harrison Park.

An additional limitation was the low engagement of Black and Native families in the process. While PPS and the coalition made many efforts to reach Black and Native families, we struggled to obtain enough input, which limited the voice of these communities in the decision making process.

The coalition could not find a solution that met racial equity and social justice goals for all students. In particular, every scenario failed to adequately address equity goals for Black and Native communities by ensuring their race and culture would be reflected and honored in the curriculum, instructional practices, and social-emotional supports offered across Southeast schools.

Many coalition members also cited concerns with the process itself. Guidelines for decision-making were applied inconsistently, and guardrails were added and removed at various stages of the work. A debrief of the SEGC process could help future PPS efforts create a more positive and productive outcome. This process could consider the process for selecting committee members, ideas for improved decision-making, the need for neutral facilitation, additional support for community engagement, and clarity around required outcomes and preferences.

Partly as a result of the factors above, the coalition could not reach a consensus or even majority support for a full proposal. After an initial vote on the final proposal (known as "F3"), a majority of SEGC members submitted a request to develop another option to address specific shortcomings in that proposal. In response, PPS allowed members to work with FLO Analytics to develop a set of "G" scenarios and extended the process to include two additional meetings. On March 31, 2022, the SEGC held a final vote to decide which scenario to recommend to the Deputy Superintendent. The vote breakdown was as follows:

- Proposal F3: 13 (41%)
- Proposal G2: 5 (16%)
- No Preference: 6 (19%)
- Abstention: 8 (25%)

During this meeting, time was given for each SEGC member to give a statement on their experience, the proposals, and how they felt about the process going into the final vote. Those statements can be seen here.

Key Decision Points

It became clear early on in the Phase 2 work that the large program placement decisions (where to relocate Creative Science School, and where to locate Spanish and Mandarin DLI at the K-5 and middle school levels) would guide many other decisions. The chart below offers a look at the ripple effect of these decisions, based on the "F3" proposal that received the most support among coalition members. Decisions that had consensus or majority support from the coalition are indicated in bold in the "Action" column; other decisions received support from less than a majority of coalition members.

Goal	Action	Impact	Next Steps
Designate a new location for Harrison Park K-5 students when it converts to a middle school.	**Consensus decision:** The Clark building (current Creative Science location) will be converted back to a neighborhood K-5; all Harrison Park K-5 students will relocate there	Harrison Park K-5 students can all attend the same elementary school and be close to their assigned MS Creative Science is displaced and needs a new location	Find a new location in SE for Creative Science
Find a new location in Southeast for Creative Science	**Consensus decision:** Move Creative Science to Bridger and convert from a full lottery program to a neighborhood based focus option	Creative Science relocates to a location with support from both CSS and the receiving community Current Bridger neighborhood will still have a neighborhood program in the area Bridger's neighborhood program is no longer a single strand (as recommended by PPS and available data).	Find a new location for Bridger Spanish DLI strands

		Bridger's Spanish DLI classes need a new location (not enough space for CSS/Bridger neighborhood and the DLI classes)	
Find a new location for Bridger's Spanish DLI program	**Majority decision, with notable objections:** Convert Lent to a whole-school Spanish DLI program, with Bridger's program joining the existing one; students in Lent neighborhood who aren't in the DLI program attend Marysville	Lent's neighborhood program is no longer a single strand (as recommended by PPS and available data). Marysville receives a needed enrollment boost Bridger's two DLI classes can move together to the same location. Creates a robust Spanish DLI program in a neighborhood with one of the highest concentrations of native Spanish speakers in Southeast	Lent neighborhood students who wish to opt out of the Spanish DLI move to Marysville.
Consolidate middle school Spanish DLI programs at one school	Relocate Spanish DLI program at Mt. Tabor MS to join existing Spanish DLI program at Kellogg MS	Retains and grows the program at Kellogg that started this year—a priority of community members and principals. Implements PPS staff recommendation to consolidate all middle school Spanish DLI at one location	Ensure adequate enrollment for Harrison Park MS; consolidate middle school Mandarin DLI programs at one school

		Creston must be reassigned from Kellogg to Hosford to make space for additional Spanish DLI enrollment. Even with the change to Creston's middle school assignment, Kellogg MS still has a high building utilization near 90%—well past the threshold for "overcrowded." Retaining the large Spanish DLI program at Kellogg limits options for boosting enrollment at Harrison Park MS.	
Ensure adequate enrollment for Harrison Park MS; consolidate Mandarin DLI at one middle school	Relocate Mandarin DLI program at Hosford to join the existing one at Harrison Park MS Reassign Atkinson's neighborhood program from Mt Tabor MS to Harrison Park MS; reassign Vestal's neighborhood program from Roseway Heights MS to Harrison Park MS.	Fulfills the desire of the Harrison Park community to keep their neighborhood and Mandarin DLI programs together. Implements PPS staff recommendation to consolidate middle school Mandarin DLI at one school. Harrison Park MS will open with lower enrollment (550-575), and building utilization (65%) than Kellogg; overall enrollment will be highly dependent on robust	Improve enrollment at Lane MS

		enrollment in the Mandarin DLI program. Harrison Park's percentage of low-income families will drop to 25%, which could cause it to lose Title I funding.	
Improve enrollment at Lane MS	**Consensus decision:** Reassign Woodstock neighborhood program from Hosford MS to Lane MS.	Increases Lane MS enrollment to just above the minimum goal—but entirely with boundary changes, which is likely sustainable and in line with the Lane community's preference. Lane's percentage of low-income families will drop and could cause it to lose Title I funding. Assigns Woodstock to a more proximate neighborhood location and eliminates the current transportation burden to Hosford.	Address remaining K-5 enrollment imbalances
Address remaining K-5 enrollment imbalances (to get as many schools as possible above 270 students)	**Consensus decision:** Multiple K-5 boundary changes affecting Arleta, Atkinson, Bridger, Creston, Glencoe, Lent, Lewis, Marysville, Vestal, Whitman, Woodmere and Woodstock.	More K-5 schools will have enrollment above 270 compared to the 2021-22 baseline. Many schools will still be very close to (or even slightly under) the minimum enrollment target.	

		Large enrollment imbalances remain between Outer Southeast schools and Inner Southeast schools that were excluded from this process.	

Implementation Recommendations

The coalition recommends that the Board take action on the following to successfully implement the "F3" proposal, should it be adopted. Items listed under "Short Term Implementation Recommendations" can be implemented now, without any extension of the SEGC process. Those listed under "Long Term Implementation Recommendations" may require an extension of the process, further community outreach, or extended work with PPS.

Short Term Implementation Recommendations

- Create a board mandate that would ensure equitable staffing and programming for all middle schools not meeting enrollment targets. Due to the unpredictability of the phase-in process, opt outs, and the legacy policy some middle schools are at risk of falling below 500 students (the district's minimum enrollment target), especially in the initial years of implementation. For example, the Board could add funding equivalent to 1 FTE to every school with enrollment under the district's minimum target (both K-5 and MS).

- Require PPS to complete the planned Harrison Park facilities improvements before opening in 2023.

- Support Harrison Park in intentionally hiring new staff to support the diverse students at Harrison Park, including a priority on bilingual and BIPOC support staff and teachers.

- Communicate effectively with all families and community members affected by changes, including an implementation timeline and options for families to potentially access new assignments before Fall 2023.

- To the greatest degree possible, maintain the current legacy policy for boundary changes to ease the burden on students and families. Community members have shared that this would ease the hardships of the transition period, especially for those with siblings and students in different grade levels.

- Maintain the integrity of RESJ support for underrepresented students of color who are being disproportionately affected and vulnerable to loss of services during implementation of these changes. Work with RESJ partners in the affected schools to ensure that families are well supported, for example:

- The transition of Bridger to CSS will result in a significantly less diverse population and will leave remaining Bridger students of color, particularly Black and Native students, with significantly less representation and resources.
- The addition of the southern portion of the current Bridger boundary to Atkinson and Marysville may result in a loss of culturally sensitive supports that need to be re-established quickly and intentionally in these students' new communities.

- Prior to finalizing boundary changes, consider targeted changes that include some Inner Southeast schools to balance enrollment more effectively. For example, allowing adjustments to Grout, Abernethy, Llewellyn, and Duniway ES could ease their overcrowding and provide healthier enrollments at Creston, Atkinson, Woodstock neighborhood, Whitman, and Woodmere. These changes will also further boost Lane MS's enrollment, which was one of the charges of the SEGC.

Long Term Implementation Recommendations

- There are several K-8 schools in Southeast and Northeast (Creative Science School, Winterhaven, Sunnyside Environmental, Laurelhurst) that create challenges in properly planning for stable enrollment in surrounding middle schools. The Board should review the goals and policies around K-8 schools with a holistic, districtwide, and equity-based/RESJ lens with the goal of creating clear and consistent guidelines to inform future enrollment balancing work.

- The changes being proposed in the report have the potential to create significant disruption and erosion to the programs and communities being moved. In keeping with the goals of centering BIPOC students, PPS should be required to create and implement transportation plans designed to help students attending in their current neighborhood to continue to access the programs in their new locations.
  - For example, neighborhood students currently in the Mandarin DLI program at Hosford and the Spanish DLI program at Bridger should be provided transportation for the remainder of their time in those programs to their new locations.
  - The district should consider a permanent transportation solution for the Mandarin DLI middle school students from the Woodstock neighborhood as the new middle school assignment at Harrison Park is different from the proposed neighborhood middle school (Lane).
  - Transportation into Harrison Park Mandarin DLI should be open to all students, to promote diversity and enrollment stability.

- PPS should work with the Spanish DLI communities from Bridger and Lent to clarify how the transition of Lent to a whole-school Spanish DLI school will be phased in, address transportation and other necessary supports and to build community among the programs that will be merging. Clear, strong and well-planned resources should be provided to neighborhood students who will be leaving Lent ES to neighboring schools.

- PPS should work with culturally responsive partners to identify needs, barriers, challenges and burdens these

changes have on historically underserved communities.

- PPS should intensify recruitment efforts to increase teachers and administration representation of historically underrepresented communities of color.

- The Board should set a goal to minimize the impact of any future enrollment balancing process on students who will be required to move as a result of the current process.

- PPS should conduct a review of the SEGC process in partnership with any interested coalition members before moving forward with any future enrollment balancing efforts.

Additional Comments

SEGC members would like to share an addendum that was originally submitted on Feb. 24, 2022 with the dissenting opinion statement. This supplement expands on the challenges and limitations caused by excluding overcrowded and affluent inner SE schools from the rebalancing process. The document will be submitted with this SEGC report, and can also be viewed here: SEGC Supplement (Inner SE School Exclusion).

4/22/2022: This supplemental document was originally written and submitted to Claire Hertz by the SEGC on Feb. 24, 2022 as an addendum to the dissenting opinion statement. While the work of the SEGC volunteers has come to a close, we feel this document still provides important context and additional information regarding one of the biggest obstacles in the overall process.

SEGC Supplement (Inner SE School Exclusion)

The undersigned SEGC members are sharing this dissenting opinion statement to highlight what we believe has been a major roadblock to creating equity in the process of balancing enrollment across SE Portland. Namely, the limited scope the Board set which did not allow the SEGC to include all SE schools in our program location and boundary work. This has created a limited framework for the entire process which prioritized protecting the most affluent, predominantly white schools in SE Portland, and placed the burden of disruption and change on those the process purports to be in support of.

PPS's RESJ Framework and Plan states:

"We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression."

The refusal by PPS and the Board to allow the SEGC to consider changes to inner SE schools fails to live up to the promise to intentionally disrupt the district's existing systems of oppression and is in direct opposition to their own stated RESJ goals. The geographic limitations placed on the SEGC's work only serve to sustain and entrench the institutional inequities already in place, and create a future of educational inequities for BIPOC students.

Not including all schools in SE has negatively impacted the work of the SEGC in multiple ways, as shifting boundaries eastward to distribute students from overcrowded inner SE schools to under enrolled outer SE schools is an obvious and vital step toward balancing and stabilizing enrollment across the entirety of SE.

Throughout this process, SEGC members have relied on guidance from PPS to work toward ideal enrollment numbers to better balance schools. However, it became clear that the numbers we were given to structure our work around were applied arbitrarily by the district. Per PPS and FLO, ideal building utilization is roughly 80%. To ensure robust programming and staffing, middle school enrollment should be a minimum of 500 students, and K-5 enrollment should be a minimum of 270. Pre-pandemic, Abernethy, a K-5 we were told was not included in our scope, consistently had over 500 students and over 100% utilization (including modulars). At the same time, and even in the SEGC proposal that is currently being presented to the Board, neighborhood K-5s like Marysville, Creston, and Arleta will all be at or below 50% utilization, and barely reach the 270 minimum enrollment target.

FLO and PPS models consistently demonstrate that outer SE elementary and middle schools are projected to decrease in enrollment over the coming years, and until broader boundary changes are implemented across the region, under-enrollment will continue to be an issue in outer SE. Though closing any of the K-5s in outer SE is not currently on the table according to PPS, the possibility looms large as projected enrollment drops and attendance continues to shrink. This will become an issue that has to be faced, all while overcrowded and affluent inner SE schools continue on untouched and bursting at the seams with students and educational opportunity. In order to create robustly enrolled schools for all students, the process should begin with the overcrowded inner SE schools. The alternative, waiting to change boundaries for inner SE until after the conclusion of the SEGC Phase 2 process, creates the potential for re-impacting outer SE students that are currently facing sweeping change and multiple transitions. In order to create robustly enrolled schools for all students, the process should begin with the overcrowded inner SE schools and spread outward towards enrollment-challenged outer SE schools.

While Hosford MS was included in our scenarios, its feeder schools (Abernethy, Buckman, and Grout) were left out, placing limitations on the SEGC's ability to fully balance enrollment across all SE middle schools. Sunnyside, another overcrowded school adjacent to both Mt. Tabor and Hosford Middle Schools, was also excluded. Two of Sellwood MS's three feeders, Duniway and Llewellyn, were left out of the Phase 2 process entirely, while the SEGC was barely allowed to consider changes to one side of Lewis's boundary. These restrictions greatly impacted the coalition's options to increase enrollment at Lane MS, in direct opposition to the charge given to us by the Board.

The SEGC was given an incomplete toolkit to do the job set before us, leaving us to create a proposal that forces more upheaval on the most vulnerable students, and upholds precisely the inequities in our educational system we have been tasked with repairing. The rationale behind excluding inner SE schools from the SEGC process was stated as limiting the scope so as to reduce the negative impacts of change during the pandemic. But as members of the SEGC and the broader community have repeatedly pointed out, that decision only limits change for a select group of SE Portland students, while increasing the likelihood that those involved in the current process will also face further changes down the road. How does limiting change for the highest SES students in the best performing schools while placing the burden of balance on the lowest SES students in poorer performing schools meet the equity goals set forth both in the SEGC charge and the district's RESJ policy? We have yet to hear a rationale for this prioritization.

We request that PPS and the Board either extend the SEGC process and include inner SE schools in our work, or have educational leaders give a full rationale that illustrates how the decision to exclude the most privileged students from this enrollment balancing process aligns with their own RESJ policy.

Signers

Note: While school affiliations are provided for reference, individuals are signing in their capacity as SEGC members, not on behalf of their school communities.

Alissa McMaken Roberts, Woodstock

Andrea Emerson, Whitman

Andy Jacob, Bridger

Beth Brett, Creston

Beth Cavanaugh, Hosford Middle School

Dee Reddy, Kellogg Middle School- Spanish DLI

Eddie Wang, Woodstock

Elizabeth Kennedy-Wong, Mt. Tabor Middle School, Franklin High School

Ellie Russell, Marysville

Harmony Quiroz, Atkinson

Josh Cody, Creative Science School

Martha Almendarez-Langland, Atkinson

Maya Mori, Mt. Tabor Middle School

Micah Chu, Sellwood MS/Lewis Elementary

Michelle Harada, Harrison Park

Sarah Kincaid, Kellogg Middle School- Neighborhood Program

Sondra Blair, Arleta

SE Enrollment and Program Balancing Racial Equity Impact Analysis

Spotlight on Black and Native American Students

PORTLAND PUBLIC SCHOOLS

April 5, 2022

Theory of Action

IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN

We will reImagine Portland Public Schools to ensure every student, especially our Black and Native American students, realizes the vision of the Graduate Portrait.

PPS Strategic Plan: Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students.

Goal #1: Disrupt racial inequities by applying the PPS RESJ Lens to analyze and interrogate high-leverage system change opportunities, including policies, processes, and resource allocation.

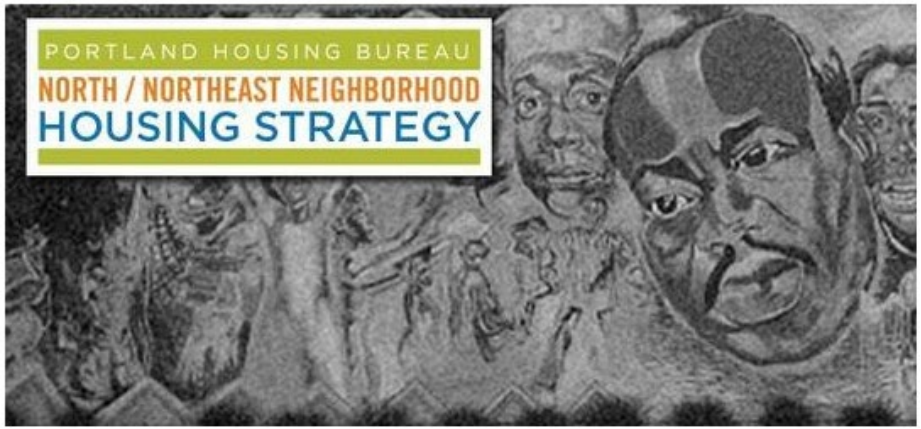
Context: Pervasive Housing Barriers

History of Racist Planning in Portland, Portland Bureau of Planning and Sustainability, 2019

"Take a group of people who have been systematically denied wealth-building opportunities for generations, add low, stagnating incomes, throw in a subprime mortgage disaster, spiraling housing costs and wholesale community displacement, and you have a recipe for a severe economic backslide…There is no African American community in Portland at this point. It's a scattered community."

-Cheryl Chandler-Roberts, executive director of Portland's African American Alliance for Homeownership, 2017. Source: ncrc.org/gentrification-portlandor March 2019

The N/NE Neighborhood Housing Strategy is an initiative by the Portland Housing Bureau to address a legacy of displacement in North and Northeast Portland through investments in new affordable rental housing, opportunities for first-time homebuyers, and home retention programs for longtime residents.



Context: Pervasive Housing Barriers

"The 2018 State of Housing in Portland report from the Portland Housing Bureau found that there are no neighborhoods anywhere in Portland that have affordable one- or two-bedroom apartments for the average Native American household, which has an annual income of $29,859 and can afford about $746 in monthly housing payments."

-Housing in Portland is Unaffordable for Many Native American Families, www.underscore.news, March 2020

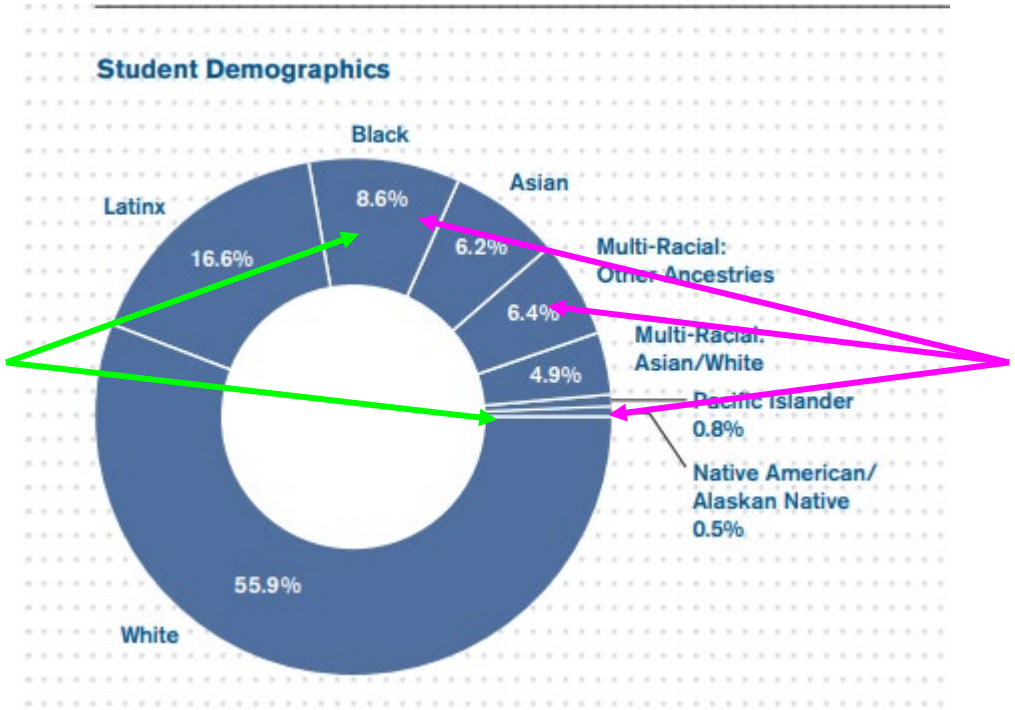
NAYA FAMILY CENTER

Housing Projects completed/underway
The Generations Project
Nesika Illahee
Mamook Tokatee
Hayu Tilixam

42 multi-generational apartments in Marysville boundary

Black and Native American student enrollment

When measured by single-race only, Black and Native American students make up **about 9%** of PPS enrollment



When students with multiple racial and ethnic identities are included, about 16% of PPS students identify as Black and/or Native American

Source: PPS Strategic Plan, 2021

Impact analysis focus

Ten SEGC Phase 2 schools have concentrations of Black and Native American students above the district average-see next slide for details

Black and Native American enrollment, including multi-racial students, in all SEGC Phase 2 *programs* ranges from 1-42%. Click here for a list of all SEGC Phase 2 programs

Across all schools, Native students have fewer racial peers and are more isolated than most other racial and ethnic groups, including Black students

Impact analysis focus

School	Program	Black (Single Race)	Native (Single Race)	Latinx with Black or Native	Multiple with Black or Native	Total Black or Native	Total Black or Native Percent
Harrison Park	Neighborhood Program	125	5	8	52	190	42%
Kelly	Neighborhood Program	40	7	11	28	86	36%
Vestal	Neighborhood Program	24	1	11	27	63	30%
Bridger	Neighborhood Program	18	3	4	12	37	29%
Lent	Neighborhood Program	21	0	12	8	41	27%
Woodmere	Neighborhood Program	29	1	8	23	61	24%
Lane	Neighborhood Program	41	2	10	20	73	23%
Roseway Heights	All Programs	71	4	12	30	117	20%
Whitman	Neighborhood Program	14	1	5	10	30	20%
Marysville	Neighborhood Program	10	4	11	23	48	19%

Enrollment factors impacting SE schools with concentrations of Black and Native students

School enrollment below minimum targets: Limits opportunity to access a broad range of instructional programs, including electives

Marysville, Whitman, Woodmere, Vestal, Lane, Harrison Park MS

Single-strand K-5 neighborhood program: Limits opportunities for professional development, mixing up cohorts from year to year, and may lead to lower outcomes for underserved students

Bridger neighborhood, Lent neighborhood

Overcrowding is a concern at *Bridger,* impacting space for small group work and other student supports

Input from Black and Native American families

- Concerns about ongoing struggles for adequate staffing, resources, and program access. Parents feel the pressure of having to continually advocate for their children to receive the level of education and services they deserve. They want to feel like they are being heard.
- Students need stable interpersonal connections to be successful. It takes time to build trust and a sense of community. Current teachers and staff have historical knowledge of the kids, parents, extended families, and even friend networks. Biggest fear is having to completely start over with strangers who don't know their kids.
- It's important to keep neighborhoods together, minimize distances, and provide safe and reliable transportation options, particularly for underserved families who often do not drive.

Input from Black and Native American families

- Concerns about the limited middle school curriculum and elective options at their K-8. Students need access to more STEAM-focused classes, including science, visual and performing arts, technology, and design.
- Would like to see schools to do a better job with supporting of a range of learning styles. Ensure class sizes remain small enough for teachers to meet students where they are both academically and socially. Provide access to tutoring and academic supports.
- The process has been confusing, and many families are not able to participate in a meaningful way: “How do these people expect us parents who have never looked at a draft before to understand this?”

Input from Black and Native American families

- Representation is important – students and families should have access to staff and teachers who look like them and share their language.
- Desire to have both ethnic representation in staff along with access in extension programs like dual language. I personally have had to choose between language and culture and it is a terrible compromise to have to make.

Potential impacts of recommendation

- **Marysville**, **Whitman**, **Woodmere**, **Vestal**, **Lane** and **Harrison Park** would all see enrollment climb above minimum guidelines, which could positively impact opportunities
  - Enrollment drops below the recommended minimum at Roseway Heights when Vestal becomes part of the Harrison Park MS boundary. Roseway Heights could add another feeder school in the next phase of enrollment and program balancing to offset the loss.
- **Bridger** and **Lent** would no longer have single-strand neighborhood programs
  - Students in the **Lent** neighborhood program would have guaranteed access to Spanish DLI in the future–a program proven to lead to increased achievement for Black and Native students. However, current neighborhood program students would have to move to **Marysville** beginning in 2023, which is further away and requires transportation.
  - Students in the B**ridger** neighborhood program would join with C**reative Science**, which has fewer Black and Native students.

Potential impacts of recommendation

- Harrison Park neighborhood grades 6-8 and Bridger neighborhood programs would have significantly smaller cohorts of Black and Native students in both proposals

School	Program	2021-22 Actual	If F3a were fully implemented this year
Harrison Park	Neighborhood Program	K-8: 28.4%	6-8: 14.5%
Bridger	Neighborhood Program	K-5: 16.7%	K-8: 7.2%

- The overall rate of students who qualify for free meals may go down at some schools, but the impact on Title I resources cannot be predicted at this time
- Culturally specific resources, including partner programs, will continue and follow students to new schools
- There will be space to expand early learning opportunities: Lent and Marysville in 2022, and potentially more schools in additional years

Racial Equity Impact Measures for Phase 2 Schools

Enrollment & Program Balancing: Final SE Proposal Survey

April 26, 2022

This memorandum summarizes 86 responses to the Final Enrollment and Program Balancing survey for the South East Guiding Coalition. The survey elicited feedback from community members regarding the final proposals to balance enrollment in South East Portland schools. This narrative report is a companion to the data presented in the supplemental workbook.

Languages

This survey was translated in all five languages supported by PPS (Spanish, Russian, Vietnamese, Chinese, and Somali). There were 86 responses to the English language version of the survey and no responses to the surveys in the supported languages.

Racial and Ethnic Identity

Survey participants were asked to provide their racial and ethnic identity. The majority of respondents were white (58%), followed by Latinx (15%).

Table 1 displays participant and PPS Student race/ethnicity.

Table 1. Race/ethnicity

	Survey Participants		PPS Students
Race/ethnicity	*n*	%	%
Black	1	1.4	8.6
Asian	6	8.1	6.0
Hispanic – Latin/x/a/o	11	14.9	16.6
Native American or Alaska Native	1	1.4	0.5
Native Hawaiian or other Pacific Islander	1	1.4	0.8
Multi-Racial	9	12.2	11.8
White, non-Hispanic – Latin/x/a/o	43	58.1	55.8
Other	2	2.7	NA
Overall	74	100.0	100.0

Note: some participants did not report race/ethnicity

Schools

More participants indicated they were associated with Glencoe (15 responses) than any other school, followed by Hosford (9), Bridger (9), and Atkinson (9).

Table 2 displays schools.

Table 2: Schools

Schools	Count
Glencoe	15
Hosford	9
Bridger	9
Atkinson	9
Mt.Tabor	7
Woodstock	6
Kellogg	6
Lewis	4
Lent	4
Sellwood	3
Creston	3
Community member- No-Specific school affiliation	2
Vestal	1
Lane	1
Creative Science	1
Total	**80**

Respondents were asked which programs they were associated with. The majority of respondents were associated with Mt Tabor Neighborhood (13), followed by Bridger Spanish (9), and Atkinson Neighborhood (8).

Table 3 displays programs.

Table 3: Programs

Programs	Count
Mt. Tabor Neighborhood	13

Table 3: Programs

Programs	Count
Bridger Spanish	9
Atkinson Neighborhood	8
Hosford Chinese	7
Woodstock Neighborhood	6
Woodstock Chinese	3
Lent Neighborhood	3
Kellogg Spanish	3
Mt.Tabor Spanish	2
Kellogg Neighborhood	2
Lent Spanish	1
Bridger Neighborhood	1
Total	**58**

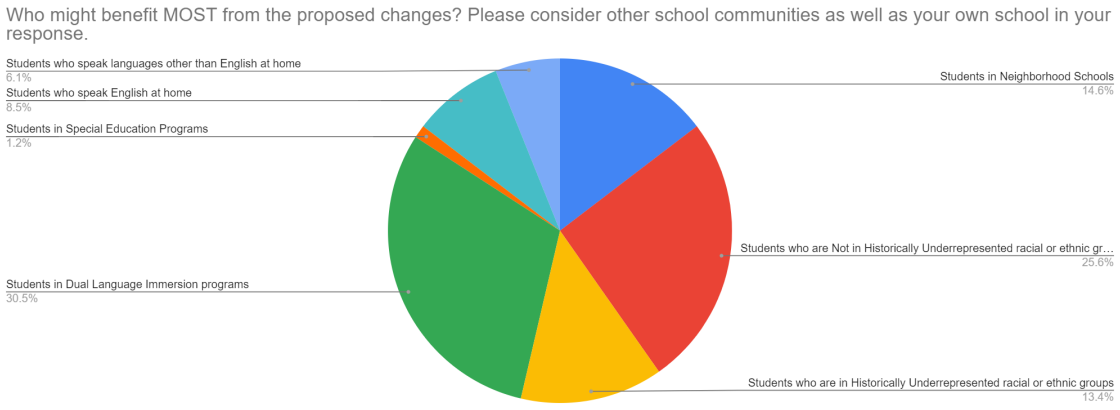
Reactions to Proposals

Students Most Benefited

The survey asked participants, "Who might benefit MOST from the proposed changes? Please consider other school communities as well as your own school in your response." This was a closed-choice item, respondents were asked to choose just one option. "Students in Dual Language Immersion Programs" was the most frequently selected option with 31% of respondents so reporting, followed by Students who are Not in Historically Underrepresented racial or ethnic groups (26%), and "Students in Neighborhood Schools" (15%).

Figure 1 presents the results from this item.

Figure 1: Who might benefit most from the proposed changes?



As a follow up to this question, community members were asked why they felt this group benefited the most from the final proposal. The most commonly reported theme was that white, higher income, or more privileged kids will benefit most with 16 community members so commenting. Twelve respondents commented that students in Dual Language Immersion programs would benefit, with seven comments indicating that students in neighborhood programs would benefit most.

Table 4 presents the themes around why those students benefit most.

Table 4: Why will these students benefit most?

Theme	Count
No one benefits	4
White, higher income, more privileged kids benefit	16
Students in DLI programs benefit	12
Students in neighborhood programs benefit	7

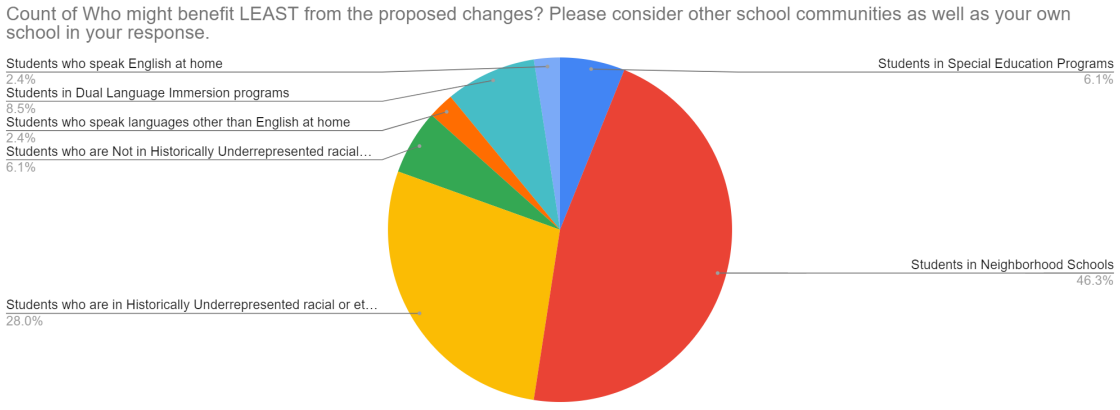
Students Least Benefited

The survey asked, "Who might benefit LEAST from the proposed changes? Please consider other school communities as well as your own school in your response."

This was a closed-choice item, community members were asked to choose just one option, the most frequently selected option was "Students in Neighborhood Schools" with 46% of respondents so reporting. The next most frequently selected options were "Students who are in Historically Underrepresented racial or ethnic groups" (28%), followed by "Students in Dual Language Immersion programs" (8.5%).

Figure 2 presents the results from this item.

Figure 2: Who Might Benefit LEAST from the proposed changes?



As a follow up to this question, community members were asked why they felt this group benefited the least from the final proposal. Community members most frequently commented that students in neighborhood schools would benefit least (29 comments). The next most frequently reported theme was students that must change schools would benefit the least (24 comments).

Table 5 presents the themes around which students benefit least.

Table 5: Why will these students benefit least?

Theme	Count
Historically Underserved students benefit least	15
Students in neighborhood schools benefit least	29
Students in DLI programs benefit least	10
Students that must change schools	24

Improved Student Outcomes

Community members were asked: "In your opinion, will these changes lead to improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?" The majority of respondents reported No (60%), followed by Maybe (33%), with just 7% of respondents reporting yes.

As a follow up to this item, community members were asked: "How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?" The most frequent theme was around data (12 comments), followed by other suggestions around how to monitor progress.

Table 6 presents the themes from this open-ended item.

Table 6: Improved Outcomes

Theme	Count
Ask the community	5
Data (attendance, discipline, test scores, etc)	12
Improved equity (racial, economic)	4
Other	11
We won't or can't or it won't	10

Eased Transition

Community members were asked, "When a plan moves forward, how could we ease the transition for students, families, and staff?" The most common theme from this open-ended item was to allow legacies, "grandfathering", or other slow transition planning (36 comments). Many community member expressed that they felt PPS should not make any changes (13 comments). Table 6 presents the themes from this open-ended item.

Table 6: How to Ease the Transition

Theme	Count
Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	36
Transportation	9
Don't make any changes	13
More support to schools	5
More support for students	5
More communication/ clarity/ information about the impacts of the changes	9
More support for families	3

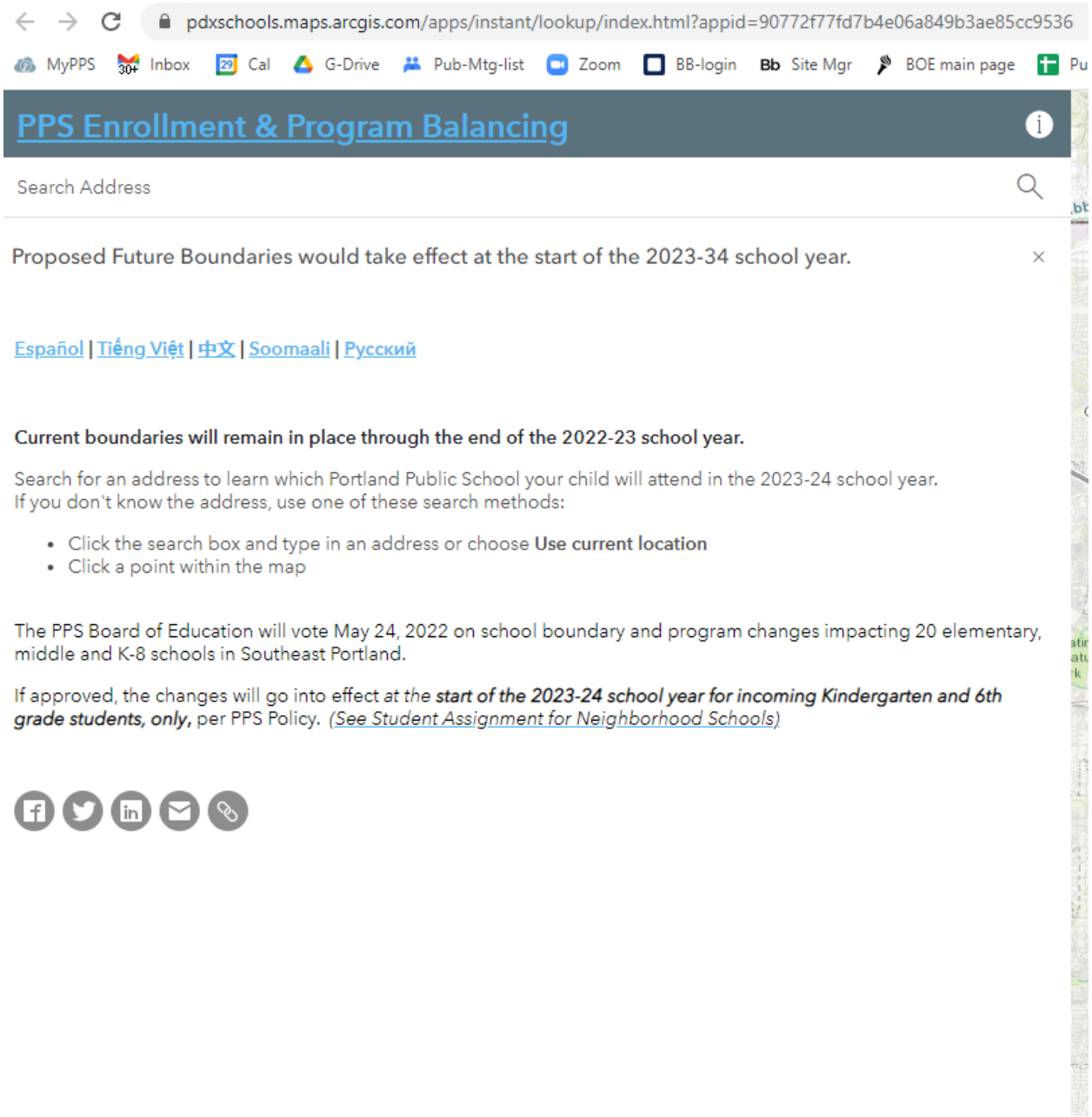
Additional Feedback

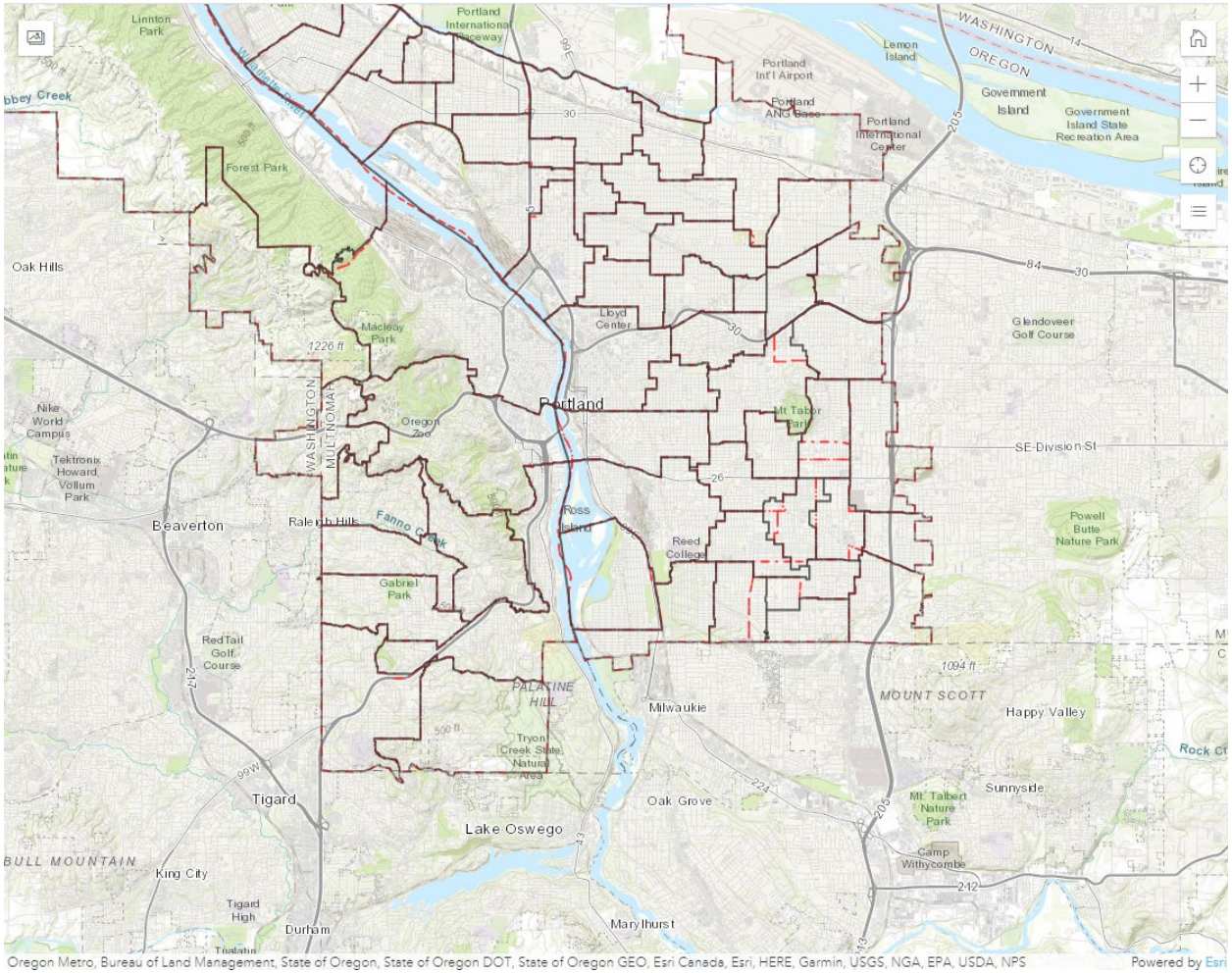
As a last item on the survey, community members were asked, "Do you have additional feedback for PPS about this proposal or the process?" The majority of responses (31) expressed frustration about the process or the decisions made. There were many comments about equity concerns (23) or income inequality (12). Many community members commented that they desired better communication from PPS about the process and more input in the decision.

Table 7 presents themes from this open-ended item

Table 7: Additional Feedback for PPS

Theme	Count
Redistricting creates greater income inequality	12
Better outreach to families, community, more transparency	21
Slow transition	1
Please reconsider, frustration	31
Breaking up neighborhoods, longer commute to school	18
Equity concerns	23
Other	10


pdxschools.maps.arcgis.com/apps/instant/lookup/index.html?appid=90772f77fd7b4e06a849b3ae85cc9536
MyPPS
Inbox
Cal
G-Drive
Pub-Mtg-list
Zoom
BB-login
Site Mgr
BOE main page
PPS Enrollment & Program Balancing
Search Address
Proposed Future Boundaries would take effect at the start of the 2023-34 school year.
Español | Tiếng Việt | 中文 | Soomaali | Русский
Current boundaries will remain in place through the end of the 2022-23 school year.
Search for an address to learn which Portland Public School your child will attend in the 2023-24 school year.
If you don't know the address, use one of these search methods:
Click the search box and type in an address or choose Use current location
Click a point within the map
The PPS Board of Education will vote May 24, 2022 on school boundary and program changes impacting 20 elementary, middle and K-8 schools in Southeast Portland.
If approved, the changes will go into effect at the start of the 2023-24 school year for incoming Kindergarten and 6th grade students, only, per PPS Policy. (See Student Assignment for Neighborhood Schools)


Linnton Park
Portland International Raceway
Lemon Island
WASHINGTON
OREGON
Portland Int'l Airport
Portland ANG Base
Government Island
Government Island State Recreation Area
Portland International Center
Forest Park
Oak Hills
Macleay Park
1226 ft
Lloyd Center
Glendoveer Golf Course
Nike World Campus
Tektronix Howard Vollum Park
WASHINGTON
MULTNOMAH
Oregon Zoo
Portland
Mt Tabor Park
SE Division St
Beaverton
Raleigh Hills
Fanno Creek
Ross Island
Reed College
Powell Butte Nature Park
Gabriel Park
RedTail Golf Course
PALATINE HILL
1094 ft
MOUNT SCOTT
Happy Valley
Milwaukie
500 ft
Tryon Creek State Natural Area
Sunnyside
Tigard
Oak Grove
Mt. Talbert Nature Park
Lake Oswego
BULL MOUNTAIN
Camp Withycombe
King City
Tigard High
Durham
Marylhurst
Oregon Metro, Bureau of Land Management, State of Oregon, State of Oregon DOT, State of Oregon GEO, Esri Canada, Esri, HERE, Garmin, USGS, NGA, EPA, USDA, NPS
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Recommendation Summary Stats

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars*)		Student Demographics (from 2021-22 Student Database)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Arleta	K-5	Neighborhood	260	310	696	696	37.4%	44.5%	18.1%	6.5%	6.9%	30.8%	29.1%
		Total	260	310	696	696	37.4%	44.5%	18.1%	6.5%	6.9%	30.8%	29.1%
Atkinson	K-5	Neighborhood	252	270	567	567	44.4%	47.6%	20.2%	4.4%	4.4%	17.5%	15.6%
		Spanish DLI	136	126	567	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	19.9%
		Total	388	396	567	567	68.4%	69.8%	17.3%	3.6%	10.8%	32.5%	17.1%
Bridger* **Capacity Calculated with post-2005 modulars**	K-8	Creative Science	312	318	561	**510**	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%
		Total	312	318	561	**510**	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%
Clark	K-5	Chinese DLI	72	104	495	495	14.5%	21.0%	8.3%	4.2%	47.2%	75.0%	11.1%
		Neighborhood	277	268	495	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
		Total	349	372	495	495	70.5%	75.2%	14.9%	24.1%	35.0%	72.2%	44.2%
Creston	K-5	Neighborhood	267	256	558	558	47.8%	45.9%	22.1%	3.4%	6.7%	28.1%	25.2%
		Total	267	256	558	558	47.8%	45.9%	22.1%	3.4%	6.7%	28.1%	25.2%
Glencoe	K-5	Neighborhood	345	364	600	573	60.2%	63.5%	19.1%	3.2%	2.3%	19.7%	11.0%
		Total	345	364	600	573	60.2%	63.5%	19.1%	3.2%	2.3%	19.7%	11.0%
Harrison Park	6-8	Chinese DLI	116	168	890	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
		Neighborhood	442	420	890	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
		Total	558	588	890	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%
Hosford		Neighborhood	533	480	696	696	76.6%	69.0%	17.1%	5.6%	6.8%	28.7%	22.3%
		Total	533	480	696	696	76.6%	69.0%	17.1%	5.6%	6.8%	28.7%	22.3%
Kellogg	6-8	Neighborhood	439	472	778	778	56.4%	60.7%	20.5%	6.8%	10.3%	52.2%	36.2%
		Spanish DLI	220	222	778	778	28.3%	28.5%	15.5%	3.2%	20.0%	71.4%	22.3%
		Total	659	694	778	778	84.7%	89.2%	18.8%	5.6%	13.5%	58.6%	31.6%
Kelly	K-5	Neighborhood	241	230	670	670	36.0%	34.3%	22.8%	19.9%	28.6%	72.6%	51.6%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	33.6%
		Total	375	444	670	670	56.0%	66.3%	16.8%	12.8%	46.4%	50.1%	45.3%
Lane	6-8	Neighborhood	472	543	770	770	61.3%	70.5%	22.0%	11.2%	12.3%	55.5%	35.9%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
		Total	513	598	770	770	66.6%	77.7%	21.1%	10.7%	14.4%	51.5%	35.2%
Lent	K-5	Neighborhood	157	181	707	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
		Spanish DLI	337	346	707	632	53.3%	54.7%	14.8%	2.1%	34.4%	63.8%	24.0%
		Total	494	527	707	632	78.2%	83.4%	13.8%	5.9%	32.2%	65.2%	35.3%

Recommendation Summary Stats

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars*)		Student Demographics (from 2021-22 Student Database)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Lewis	K-5	Neighborhood	286	281	444	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	13.1%
		Total	286	281	444	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	13.1%
Marysville	K-5	Neighborhood	248	247	533	533	46.5%	46.3%	21.0%	5.6%	16.9%	51.6%	47.7%
		Total	248	247	533	533	46.5%	46.3%	21.0%	5.6%	16.9%	51.6%	47.7%
Mt Tabor	6-8	Japanese DLI	249	273	682	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	3.6%
		Neighborhood	226	183	682	682	33.1%	26.8%	22.6%	2.7%	3.5%	25.2%	11.5%
		Total	475	456	682	682	69.6%	66.9%	15.4%	1.5%	2.9%	19.4%	7.4%
Roseway Heights	6-8	Neighborhood	402	388	803	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
		Spanish DLI	107	82	803	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
		Vietnamese DLI	15	81	803	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
		Total	524	551	803	803	65.3%	68.6%	16.4%	11.8%	14.7%	56.9%	33.5%
Sellwood	6-8	Neighborhood	522	536	683	683	76.4%	78.5%	15.5%	1.1%	0.6%	14.4%	6.4%
		Total	522	536	683	683	76.4%	78.5%	15.5%	1.1%	0.6%	14.4%	6.4%
Sunnyside Environmental	K-8	Neighborhood	469	483	546	492	95.3%	98.2%	17.5%	2.1%	1.1%	22.0%	14.1%
		Total	469	483	546	492	95.3%	98.2%	17.5%	2.1%	1.1%	22.0%	14.1%
Vestal	K-5	Neighborhood	268	274	554	481	55.7%	57.0%	20.5%	10.1%	10.1%	46.3%	34.7%
		Total	268	274	554	481	55.7%	57.0%	20.5%	10.1%	10.1%	46.3%	34.7%
Whitman	K-5	Neighborhood	261	302	493	493	52.9%	61.3%	18.8%	7.7%	18.8%	51.7%	36.8%
		Total	261	302	493	493	52.9%	61.3%	18.8%	7.7%	18.8%	51.7%	36.8%
Woodmere	K-5	Neighborhood	263	298	473	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%
		Total	263	298	473	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%
Woodstock	K-5	Chinese DLI	255	288	648	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.5%
		Neighborhood	214	205	648	648	33.0%	31.6%	14.0%	0.9%	3.7%	15.0%	12.5%
		Total	469	493	648	648	72.4%	76.1%	10.2%	0.4%	16.6%	32.2%	12.4%

Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.

2021-2022 Summary Stats for Comparison

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Arleta	K-5	Neighborhood	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
		Total	269	290	696	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%
Atkinson	K-5	Neighborhood	206	228	567	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
		Spanish DLI	136	126	567	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
		Total	342	354	567	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%
Bridger ***Capacity Calculated with post-2005 modulars**	K-5	Neighborhood	126	115	561	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	39.0%
		Spanish DLI	211	223	561	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	15.7%
		Total	337	338	561	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	24.5%
Clark	K-8	Creative Science	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
		Total	419	452	495	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%
Creston	K-5	Neighborhood	250	225	558	558	44.8%	40.3%	22.0%	3.2%	6.4%	27.6%	26.5%
		Total	250	225	558	558	44.8%	40.3%	22.0%	3.2%	6.4%	27.6%	26.5%
Glencoe	K-5	Neighborhood	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
		Total	373	375	600	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%
Harrison Park	K-8	Chinese DLI	72	148	890	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
		Neighborhood	457	412	890	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
		Total	529	560	890	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%
Hosford	6-8	Chinese DLI	116	124	696	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
		Neighborhood	513	495	696	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
		Total	629	619	696	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%
Kellogg	6-8	Neighborhood	533	572	778	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
		Spanish DLI	151	155	778	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
		Total	684	727	778	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%
Kelly	K-5	Neighborhood	238	231	670	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
		Total	372	445	670	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%
Lane	6-8	Neighborhood	322	308	770	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
		Total	363	363	770	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%
Lent	K-5	Neighborhood	151	154	707	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%
		Spanish DLI	126	123	707	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%

2021-2022 Summary Stats for Comparison

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars)		Student Demographics (from 2021-22 Student Database, except Low Income from 2020-21)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
		Total	277	277	707	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%
Lewis	K-5	Neighborhood	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
		Total	337	358	444	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%
Marysville	K-5	Neighborhood	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
		Total	248	246	533	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%
Mt Tabor	6-8	Japanese DLI	249	273	682	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
		Neighborhood	327	320	682	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
		Spanish DLI	69	67	682	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
		Total	645	660	682	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%
Roseway Heights	6-8	Neighborhood	483	479	803	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
		Spanish DLI	106	82	803	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
		Vietnamese	15	81	803	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
		Total	604	642	803	803	75.2%	80.0%	16.4%	12.4%	13.4%	55.5%	36.6%
Sellwood	6-8	Neighborhood	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
		Total	553	568	683	683	81.0%	83.2%	16.3%	1.6%	0.5%	15.4%	9.3%
Sunnyside	K-8	mental Neighborhood	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
		Total	469	451	546	492	95.3%	91.7%	17.5%	2.1%	1.1%	22.0%	17.0%
Vestal	K-5	Neighborhood	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
		Total	207	205	554	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%
Whitman	K-5	Neighborhood	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
		Total	152	189	493	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%
Woodmere	K-5	Neighborhood	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
		Total	253	247	473	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%
Woodstock	K-5	Chinese DLI	255	288	648	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
		Neighborhood	224	227	648	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
		Total	479	515	648	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.

Draft Proposal F-3: K-8 Feeder Patterns

Harrison Park MS
588 MS students
66% utilization

- Woodstock — Chinese DLI (2)
- Clark — Chinese DLI (1)
- Atkinson
- Vestal
- Clark

Creative Science K-8
@ Bridger
Includes Bridger N'hood K-5

Lane MS
598 MS students
78% utilization

- Kelly — Russian DLI (1)
- Kelly
- Whitman
- Woodmere
- Woodstock

Mt. Tabor MS
456 MS students
67% utilization

- Glencoe
- Richmond — Japanese DLI (4), Whole school DLI

Kellogg MS
694 MS students
89% utilization

- Atkinson — Spanish DLI (1)
- Lent — Spanish DLI (3), Whole school DLI
- Arleta
- Marysville — N'hood opt-out for Lent

Hosford MS
480 MS students
69% utilization

- Buckman
- Abernethy
- Grout
- Creston

Sellwood MS
536 MS students
79% utilization

- Duniway
- Llewellyn
- Lewis

Roseway Heights MS
470 MS students
59% utilization

- Rose City Park — Vietnamese DLI (2)
- Rose City Park
- Lee
- Scott — Spanish DLI (2)
- Scott

Program Changes/Consolidation

- Middle school Chinese DLI at Harrison Park MS
- Middle school Spanish DLI at Kellogg MS
- Bridger K-5 Spanish DLI moves to Lent, Lent English-only program phased out
- (#) is number of DLI classrooms per grade

- K-5 neighborhood school w/ boundary change
- K-5 neighborhood school w/ MS feeder and boundary change
- K-5 neighborhood school w/ no change
- Creative Science K-8 at neighborhood school
- K-5 immersion (DLI) program w/ MS feeder change
- K-5 immersion (DLI) program w/ no feeder change

Enrollment estimates and building utilization based on 2025-26 PSU projections

SE Enrollment and Program Balancing Recommendation School-by-School Impact Analysis

Arleta K-5 MS 2

Atkinson K-5 Neighborhood and Spanish DLI Programs 3

Bridger K-5 Neighborhood and Spanish DLI Programs 4

Creative Science K-8 School @Clark 5

Creston K-5 6

Glencoe K-5 7

Harrison Park K-8 8

Hosford MS neighborhood and Chinese DLI programs HS: Cleveland 10

Kellogg MS neighborhood and Spanish DLI programs HS: Franklin 11

Kelly K-5 neighborhood and Russian DLI programs 12

Lane MS neighborhood and Russian DLI programs 13

Lent K-5 Neighborhood and Spanish DLI Programs 14

Lewis K-5 15

Marysville K-5 16

Mt. Tabor MS neighborhood, Japanese and Spanish DLI programs 17

Roseway Heights neighborhood, Spanish and Vietnamese DLI programs 18

Vestal K-5 19

Whitman K-5 20

Woodmere K-5 21

Woodstock K-5 Neighborhood and Chinese DLI Programs 22

Sources:
Enrollment data and demographic data: PPS School Profiles, https://www.pps.net/Page/942, as reported by FLO Analytics 23

Arleta K-5 MS: Kellogg (beg.2021) HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
269	290	696	38.6%	41.7%	17.5%	4.8%	9.7%	33.1%	29.5%

Enrollment highlights: A small K-5 school, recently converted from K-8 and assigned to Kellogg MS and host to a Special Ed focus classroom. The Arleta attendance area is adjacent to other small K-5 schools, including Bridger, Creston and Woodmere.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
250	277	696	35.9%	39.8%	18.0%	6.8%	7.6%	31.2%	29.4%

Boundary change to Creston (AR-CR-03), area is north of SE Holgate Blvd, west of SE 60th Ave/SE Foster Rd. and has 7 students currently enrolled in PPS neighborhood schools.
Boundary change to Marysville (AR-MV-04), area is east of SE 72nd Ave/north of SE Boise St. and has 14 students currently enrolled in PPS neighborhood schools.
Boundary change to Woodmere (AR-WM-03), area is south of SE Woodstock Blvd. and has 7 students currently enrolled in PPS neighborhood programs.
Boundary change to Woodstock (AR-WS-01), area is south of SE Holgate Blvd, west of SE 60th Ave and has 23 students currently enrolled in their neighborhood school.
Boundary change from Bridger (BR-AR-01), area is north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., west of SE 82nd Ave. This area includes Kellogg MS and the blocks closest to it, and has 11 students currently enrolled in their neighborhood school.
Boundary change from Marysville (MV-AR-04), area is east of 72nd Ave and has 6 students currently enrolled in their neighborhood school.
Summary of options considered: Location for Creative Science K-8 (Proposal B), Location for co-located Spanish DLI (Proposals D1-D4), Boundary changes to adjacent schools (All proposals), split MS feeder pattern (Proposal F-2).
Community feedback highlights: Strong opposition to converting back to a K-8 structure and hosting Creative Science; interest in hosting Spanish DLI, but concerns about impact for non-DLI partner program students; strong support for remaining assigned to a single MS; concern about degree of boundary changes and small school size.

Atkinson K-5 Neighborhood and Spanish DLI Programs **MS:** Mt. Tabor **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	206	228	567	36.3%	40.2%	19.4%	1.0%	3.4%	12.1%	14.2%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	24.3%
Total	342	354	567	60.3%	62.4%	16.4%	1.5%	11.1%	31.3%	17.9%

Enrollment highlights: Single strand Spanish DLI program; small two-strand neighborhood program; hosts Special Ed focus classrooms.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity *	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income	
Neighborhood	252	270	567	44.4%	47.6%	20.2%	4.4%	4.4%	17.5%	15.6%
Spanish DLI	136	126	567	24.0%	22.2%	11.8%	2.2%	22.8%	60.3%	19.9%
Total	388	396	567	68.4%	69.8%	17.3%	3.6%	10.8%	32.5%	17.1%

Boundary change from Bridger (BR-AT-03), the area is north of SE Woodward St, east of SE 67th Ave, south of SE Division St, west of SE 82nd Ave and has 52 students currently enrolled in their neighborhood school.

MS feeder pattern change for neighborhood program to Harrison Park MS with 94 students currently enrolled in their neighborhood school..

Program change for Spanish DLI to Kellogg MS with 69 enrolled students.

Summary of options considered: Spanish DLI moves to Lent (Proposals A, D1-4), to Bridger (Proposal B), to Arleta (Proposals D 1-4), and expands at Atkinson (Proposals C1-2); MS feeder change proposed to Hosford (Proposal A), to Harrison Park (Proposals D1-2, E1, F1-3), to Kellogg (Proposals B, C 1-2); boundary changes with adjacent schools (all proposals)

Community feedback highlights: Strong opposition to moving to a whole-DLI configuration, particularly at Lent; strong support for remaining co-located and increasing neighborhood size; support from Spanish DLI families for program consolidation at Kellogg; opposition to middle school change to Harrison Park for neighborhood students, due to distance and preference for E-2 option (neighborhood remains at Mt. Tabor, Spanish DLI at Harrison Park).

Bridger K-5 Neighborhood and Spanish DLI Programs

MS: Neighborhood: Harrison Park, w/transfers to Kellogg, Spanish DLI: Kellogg **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	126	115	510	24.7%	22.5%	12.7%	16.7%	7.1%	42.1%	39.0%
Spanish DLI	211	223	510	41.4%	43.7%	12.3%	1.9%	22.7%	57.8%	15.7%
Total	337	338	510	66.1%	66.3%	12.4%	7.4%	16.9%	51.9%	24.5%

Enrollment highlights: Two-strand Spanish DLI program with declining rates of native Spanish-speaking applicants; single-strand neighborhood program; converted to a K-5 this year, with a default middle school assignment to Harrison Park and transfer preference to Kellogg, which is located on the southern edge of the Bridger boundary.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
312	318	**510**	61.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%

Program changes: Spanish DLI relocates to Lent; Creative Science K-8 moves to Bridger and becomes the default program for neighborhood students.
Boundary change to Arleta (BR-AR-01), area is north of SE Powell Blvd, east of SE 67th Ave, south of SE Woodward St., west of SE 82nd Ave. This area includes Kellogg MS and the blocks closest to it, and has 11 students currently enrolled in their neighborhood school..
Boundary change to Atkinson (BR-AT-03), area is north of SE Woodward St, east of SE 67th Ave, south of SE Division St, west of SE 82nd Ave and has 52 students enrolled in PPS.
MS Feeder pattern changes: Students in the Arleta boundary change area will be assigned to Kellogg MS; students in the Atkinson boundary change areas will remain assigned to Harrison Park; students in the rest of the Bridger neighborhood will have to option to enroll in Harrison Park instead of remaining at Creative Science for grades 6-8.
Summary of options considered: Convert to whole-DLI Chinese Immersion school with Spanish DLI moving to Lent (Proposal A), Convert to whole-DLI Spanish Immersion school (Proposal B), Convert to Creative Science K-8 school with Spanish DLI moving to Lent (Proposals C1-2, D1-4, E1-2, F1-3); MS feeder pattern changes for Spanish DLI to Harrison Park (Proposal E-2), boundary changes to adjacent schools (all proposals).
Community feedback highlights: Initial support for remaining co-located; strong support for having one program, either neighborhood or DLI, remain at Bridger, and allowing all DLI to move together to a new location and continuing at Kellogg MS; concern about dividing South Tabor portion of boundary and students who live close to Kellogg having to go further to Harrison Park.

Creative Science K-8 School @Clark **MS**: CSS **HS:** Based on home address

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
419	452	495	84.6%	91.3%	21.5%	4.3%	3.6%	26.7%	14.4%

Enrollment highlights: A focus option program that enrolls all students through the annual lottery and hardship petition process. The school has been located at the Clark building since 2008 and attracts and retains fewer BIPOC, English Learner and low income students than surrounding schools.

Changes proposed in F-3 amended:

See Bridger table

Relocate to Bridger building; Bridger neighborhood students will have guaranteed access to the program and can opt-out to nearby Clark ES or Harrison Park MS; future transfer slots will be set to maintain 2 sections per grade level.

Summary of options considered: Relocate to Woodstock ES (Proposal A), Relocate to Arleta ES (Proposal B), Relocate to Bridger ES (Proposals C-1, D1-4, E1-2, F1-3, G1-2), Relocate to Bridger and convert to a K-5 structure with middle school students assigned to Harrison Park (Proposal C2)

Community feedback highlights: Strong support from CSS families for remaining a K-8 school; preference for remaining at Clark or moving to Bridger vs relocating to Woodstock or Arleta; continued concern that PPS stance to allow CSS to remain at K-8 would negatively impact Harrison Park MS.

Creston K-5 **MS:** Kellogg (beg 2021) **HS:** Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
250	225	339	73.7%	66.4%	22.0%	3.2%	6.4%	27.6%	26.5%

Enrollment highlights: A small K-5 school converted from a K-8 this year and assigned to Kellogg MS. Hosts Deaf and Hard of Hearing program. A Head Start program is located at the Creston Annex. Classrooms leased to partner programs have been removed from building capacity and utilization estimates, to reflect that the main Creston building is one of the smallest in the region. Creston is nearly surrounded by focus option and DLI programs, resulting in a low rate of neighborhood students enrolling at the neighborhood school.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
265	254	339	78.2%	74.9%	22.3%	3.4%	6.4%	27.9%	25.2%

Boundary change from Arleta (AR-CR-03), area is north of SE Holgate Blvd, west of SE 60th Ave/SE Foster Rd. and has 7 students currently enrolled in PPS neighborhood schools.

MS Feeder pattern change to Hosford with 98 students currently enrolled in PPS neighborhood schools.

Summary of options considered: MS Feeder pattern change to Hosford (Proposals B, E-1, F1-3), boundary changes to adjacent schools (all proposals).

Community feedback highlights: Strong support for remaining assigned to Kellogg and opposition to shift to Hosford; concern about small program and lack of options to increase enrollment by changes with schools to the west of Creston.

Glencoe K-5 MS: Mt. Tabor HS: Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
373	375	573	65.1%	65.4%	18.5%	2.9%	3.2%	20.6%	11.4%

Enrollment highlights: Glencoe has the largest resident K-5 enrollment in the region, but is located far from some of the smallest K-5 schools. It has had stable enrollment of about 3 strands per grade level.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
348	364	573	60.7%	63.5%	19.0%	3.2%	2.3%	19.5%	11.0%

Boundary change to Vestal (GL-VS-02), area is north of E. Burnside St and east of NE 60th Ave. and has 41 students currently enrolled in their neighborhood school.

MS feeder pattern change to Harrison Park for the students assigned to Vestal, representing 17 students currently enrolled in PPS neighborhood programs.

Summary of options considered: Boundary changes to adjacent schools (all proposals).

Community feedback highlights: Opposition to proposed boundary change to more distant elementary and middle schools.

Harrison Park K-8 **MS**: Harrison Park **HS:** McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	72	148	890	8.1%	16.6%	8.3%	4.2%	47.2%	75.0%	19.0%
Neighborhood	457	412	890	51.3%	46.3%	17.1%	28.4%	30.4%	77.7%	49.3%
Total	529	560	890	59.4%	62.9%	15.9%	25.1%	32.7%	77.3%	45.1%

Enrollment highlights: Harrison Park is the last neighborhood K-8 program in SE, and the PPS Board has designated it to convert to a middle school. It has the highest rate of BIPOC students of all SE schools, including a growing Chinese DLI program that serves only neighborhood students. The Harrison Park campus has the highest capacity of all schools in the region, not including high schools, and operated as a middle school until 2008 when it consolidated with Clark Elementary School. Bridger MS students are currently assigned to Harrison Park MS.

Changes proposed in F-3 amended:

CLARK K-5

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	72	104	495	14.5%	21.0%	8.3%	4.2%	47.2%	75.0%	11.1%
Neighborhood	277	268	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
Total	349	372	495	70.5%	75.2%	14.9%	24.1%	35.0%	72.2%	44.2%

HARRISON PARK MS

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	116	168	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
Neighborhood	442	420	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
Total	558	588	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%

Grade reconfiguration: Separate into two new schools, Clark K-5, made up of students from the current Harrison Park boundary and Chinese DLI program, and Harrison Park Middle School.

Boundary change to Kellogg (HP-BR-01)**,** area is south of SE Woodward St, east of SE 67th Ave, north of SE Powell Blvd, west of SE 82nd Ave and has 10 MS students currently enrolled in their neighborhood school..

Boundary change from Mt. Tabor MS (MT-HP-02), area is south of E. Burnside St and east of NE 60th Ave and has 17 MS students currently enrolled in their neighborhood school.

MS feeder change from Mt. Tabor MS, made up of the current Atkinson neighborhood, with 94 MS students currently enrolled in their neighborhood school.
MS feeder change from Roseway Heights MS, made up of the Vestal neighborhood, with 119 MS students currently enrolled in their neighborhood school.
Program change from Hosford MS, the Woodstock Chinese DLI program with 116 currently enrolled MS students.
Summary of options considered:
Neighborhood feeder schools: Clark as the new K-5 location for Harrison Park students and feeder to Harrison Park MS (all proposals); K-5 and MS boundary changes with adjacent schools (all proposals except F1-3); Atkinson as a feeder school (D1-2); Lent as a feeder school (Proposals C1-2, D2-3); Bridger to Creative Science School K-8 (Proposals C1, D1-4, E1-3), Bridger/CSS as a feeder school (Proposal C2); Vestal as a feeder school (Proposals B, C1-2, D1-4, E1-2, F1-3).
Immersion feeder schools: Chinese DLI from Clark (Proposals A, C1-2, D1, E1, F1-3); Chinese DLI from Hosford (Proposals A, D1, E1, F1-3), Chinese DLI to Kellogg (Proposals D3, E2), Chinese DLI to Lane (Proposals B, D2); a portion of Spanish DLI from Kellogg/Mt. Tabor (Proposals C1-2); all of Spanish DLI from Kellogg/Mt. Tabor (Proposals A, B, D3-4, E2); Russian DLI from Lane (Proposal D2)
Community feedback highlights: Strong support for K-5 students moving to Clark K-5, including Chinese DLI, and continuing at Harrison Park MS; concern about changing demographics with new neighborhood and program students coming to the school and potential impact on Title I resources.

Hosford MS neighborhood and Chinese DLI programs **HS:** Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	116	124	696	16.7%	17.8%	5.2%	0.0%	4.3%	45.7%	7.2%
Neighborhood	513	495	696	73.7%	71.1%	16.8%	6.0%	5.8%	26.7%	23.8%
Total	629	619	696	90.4%	88.9%	14.7%	4.9%	5.5%	30.2%	20.4%

Enrollment highlights: Hosford has seen enrollment near or above 100% of capacity in recent years. Neighborhood feeder schools are Abernethy, Buckman, Grout and Woodstock, as well as the Woodstock Chinese DLI program.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	536	479	696	77.0%	68.8%	17.0%	5.6%	6.7%	28.5%	22.3%

Boundary change to Lane, made up of Woodstock neighborhood, with 82 current MS students currently enrolled in their neighborhood school.

Boundary change from Kellogg, made up of Creston neighborhood, with 98 current MS students currently enrolled in their neighborhood school..

Program change to Harrison Park, the Woodstock Chinese DLI program with 116 currently enrolled students.

Summary of options considered:

Neighborhood feeder changes: Atkinson as a feeder to Hosford (Proposal A), Creston as a feeder to Hosford (Proposals B, E-1, F1-3), Woodstock as a feeder to Lane (D2, F3), Woodstock to Creative Science School K-8 (Proposal A).

Immersion feeder changes: Clark Chinese DLI as a feeder to Hosford (Proposal D4); Chinese DLI to Harrison Park (Proposals A, D1, E1, F1-3); Chinese DLI to Kellogg (D3, E2), Chinese DLI to Lane (Proposals B, D2).

Community feedback highlights: Strong support for Chinese DLI remaining in Woodstock, and strong concern that other Hosford feeder schools were not included in the process, limiting the possible enrollment solutions. If Chinese DLI moves to Harrison Park, community members have asked to have transportation, since it will be a more distant school for many students. Lane is a closer school for some community members, which could help alleviate some of the transportation challenges that occurred this year.

Kellogg MS neighborhood and Spanish DLI programs **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	533	572	778	68.5%	73.5%	19.7%	6.6%	9.8%	49.2%	32.6%
Spanish DLI	151	155	778	19.4%	19.9%	15.9%	4.6%	20.5%	76.2%	17.9%
Total	684	727	778	87.9%	93.4%	18.9%	6.2%	12.2%	55.2%	29.6%

Enrollment highlights: Kellogg opened this year, with neighborhood feeder schools Arleta, Creston, Lent and Marysville and Spanish DLI from Bridger and Lent. The Kellogg building is within its own attendance area, so Bridger neighborhood students who live closest to the school were allowed priority transfers. Kellogg enrollment is above the target of 80% utilization.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	439	472	778	56.4%	60.7%	20.5%	6.8%	10.3%	52.2%	36.2%
Spanish DLI	220	222	778	28.3%	28.5%	15.5%	3.2%	20.0%	71.4%	22.3%
Total	659	694	778	84.7%	89.2%	18.8%	5.6%	13.5%	58.6%	31.6%

Boundary change to Hosford, made up of Creston neighborhood, with 98 current MS students currently enrolled in their neighborhood school.

Boundary changes to Lane (KG-LN-03, KG-LN-04), areas on the southern edge of Kellogg's boundary with 10 current MS students currently enrolled in their neighborhood school.

Program change from Mt. Tabor, Spanish DLI that feeds from Atkinson with 69 current MS students.

Summary of options considered:

Neighborhood feeder changes: Atkinson to Kellogg (Proposals B, C 1-2), Arleta to Creative Science K-8 (Proposal B), Creston to Hosford (Proposals B, E1, F1-3)

Immersion feeder changes: Chinese DLI to Kellogg (Proposals D3, E2); Atkinson Spanish DLI as a feeder to Kellogg (C1-2, D1-2, E1, F1-3); Lent Spanish DLI to Harrison Park (Proposals A, C1-2, D1-2, E1, F1-3), Bridger Spanish DLI to Harrison Park (Proposal B, D1-2, E2)

Community feedback highlights: Strong support from all current feeder communities to remain in Kellogg, particularly Spanish DLI and Creston.

Kelly K-5 neighborhood and Russian DLI programs **MS:** Lane **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	238	231	670	35.5%	34.5%	22.3%	19.7%	27.7%	71.8%	53.1%
Russian DLI	134	214	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	37.5%
Total	372	445	670	55.5%	66.4%	16.4%	12.6%	46.0%	49.4%	46.5%

Enrollment highlights: Kelly neighborhood program has one of the highest concentrations of BIPOC students in the region. The Russian DLI program serves mostly students who live outside PPS, and has been shrinking from two-to-one strand per grade level.
Changes proposed in F-3 amended: None
Summary of options considered: Feeder pattern change for Russian DLI from Lane to Harrison Park MS (Proposal D3).
Community feedback highlights: Limited input received.

Lane MS neighborhood and Russian DLI programs **HS:** Cleveland, Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	322	308	770	41.8%	40.0%	22.7%	13.4%	17.7%	68.3%	47.1%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.5%
Total	363	363	770	47.1%	47.1%	21.2%	12.4%	20.1%	61.1%	44.7%

Enrollment highlights: Lane has the smallest resident student population of all the SE middle schools. The majority of students from Kelly Russian DLI return to their home districts for middle school. Lane hosts the district's ACCESS Academy, grade 6-8, which will be moving to a new location next year. Lane students feed to two high schools: students from the smallest of its neighborhood feeders, Whitman, go to Cleveland, while Kelly, Woodmere and Russian DLI students go to Franklin.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	472	543	770	61.3%	70.5%	22.0%	11.2%	12.3%	55.5%	36.4%
Russian DLI	41	55	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
Total	513	598	770	66.6%	77.7%	21.1%	10.7%	14.4%	51.5%	35.7%

Boundary change from Hosford, made up of Woodstock neighborhood, with 82 current MS students currently enrolled in their neighborhood school.
Boundary changes from Kellogg (KG-LN-03, KG-LN-04), areas on the northern edge of Lane's boundary with 10 MS students currently enrolled in their neighborhood school.
Boundary change from Sellwood (SW-LN-02), area on the eastern edge of Lane's boundary with 32 MS students currently enrolled in their neighborhood school.
Summary of options considered:
Neighborhood feeder changes: All of Lewis to Lane (Proposals C1-2, D1, D3, E1-2), portion of Lewis to Lane-not including K-8 boundary change area (Proposal F1), portion of Arleta to Lane (Proposal F2), Woodstock to Lane (D2, F3, G1-2)
Immersion feeder changes: Chinese DLI to Lane (Proposals B, D2), Russian DLI from Lane to Harrison Park (Proposal D2)
Community feedback highlights: Support for increasing neighborhood vs expanding through adding another DLI program; support for changes that increase the cohorts in Whitman and Woodmere feeder schools.

Lent K-5 Neighborhood and Spanish DLI Programs **MS:** Kellogg **HS:** Franklin

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	151	154	632	23.9%	24.4%	11.9%	13.9%	27.2%	64.9%	55.0%
Spanish DLI	126	123	632	19.9%	19.5%	19.0%	2.4%	54.0%	73.8%	36.7%
Total	277	277	632	43.8%	43.8%	15.1%	8.7%	39.4%	68.9%	46.5%

Enrollment highlights: Lent has a small neighborhood program and a single strand Spanish DLI program. Enrollment has declined over the past several years.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	157	181	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
Spanish DLI	396	346	632	62.7%	54.7%	14.6%	1.8%	30.8%	60.4%	24.0%
Total	553	527	632	87.5%	83.4%	13.7%	5.2%	29.8%	62.6%	35.3%

NOTE: Neighborhood students who do enroll in Spanish DLI will be assigned to Marysville.
Reconfiguration: Convert to a whole-DLI model by adding two strands of Spanish DLI from Bridger and combining the Lent neighborhood program with Marysville. Future Lent students will have guaranteed placement in Spanish DLI, or can opt-in to Marysville, where bus service will be provided. Kellogg will remain the middle school for Lent neighborhood students, whether they are enrolled in whole- DLI at Lent or whole-neighborhood at Marysville.
Summary of options considered: Boundary changes with nearby schools (all proposals except F1-3); Whole-DLI expansion with non-DLI students at Marysville (Proposals A, B, E1-2, F1-3); Neighborhood MS feeder pattern change to Harrison Park (Proposals C1-2, D2, E2); Spanish DLI feeder pattern change to Harrison Park (Proposals Proposals A, C1-2, E2)
Community feedback highlights: Both opposition and support for whole-school DLI; concern about neighborhood families being displaced to a further school; strong support for remaining assigned to Lent.

Lewis K-5 **MS:** Sellwood **HS:** Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
337	358	444	75.9%	80.6%	18.7%	1.2%	2.1%	19.0%	15.5%

Enrollment highlights: Lewis enrollment has exceeded target utilization of 80% in recent years. The school hosts two Special Ed focus classrooms

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
286	281	444	64.4%	63.3%	18.2%	0.7%	2.4%	19.9%	12.6%

Boundary change to Whitman (LW-WT-01), the area west of SE 52nd Ave and east of SE 57th avenue with 54 students currently enrolled in their neighborhood school.

Summary of options considered: Boundary changes with Woodstock, Whitman and/or Woodmere (all proposals); MS feeder changes: all of Lewis to Lane (Proposals C1-2, D1, D3, E1-2), portion of Lewis to Lane-not including K-8 boundary change area (Proposal F1).

Community feedback highlights: Strong opposition to schools west of Lewis being left out of the process; strong opposition to split feeder between Sellwood and Lane, and for boundary changes with Woodstock; mixed responses to boundary change to Whitman/Lane, which are closer schools for some students.

Marysville K-5 **MS:** Kellogg (beg. 2021) **HS:** Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
248	246	533	46.5%	46.2%	19.8%	5.6%	14.9%	50.0%	47.5%

Enrollment highlights: Marysville converted to a K-5 this year, with MS students assigned to Kellogg. It is a small K-5 school with few options to increase enrollment from adjacent schools, which are also small. It hosts a Special Ed focus classroom and PK program.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
260	281	533	48.8%	52.7%	20.8%	5.4%	16.2%	50.4%	46.7%

Note: Does not include Lent neighborhood students who do not enroll in Spanish DLI.

Boundary change from Arleta (AR-MV-04), the area is east of SE 72nd Ave/north of SE Boise St. with 14 students currently enrolled in their neighborhood school.

Boundary change to Arleta (MV-AR-04), the area is east of 72nd Ave with 6 students currently enrolled in their neighborhood school.

Boundary change to Woodmere: (MV-WM-02), the area is east of 82nd Ave and south of SE Foster Rd with 6 students currently enrolled in their neighborhood school.

Receive future Lent students who do not enroll in DLI: Enrollment impact to be determined.

Summary of options considered: Boundary changes with adjacent schools (All proposals); receive future Lent students who do not enroll in DLI (Proposals A, B, E1, F1-3, G1-2).

Community feedback highlights: Concerns about walkability factor for some proposed boundary changes, request to keep Native American multi-generational housing east of 82nd assigned to Marysville and maintain Kellogg as the feeder middle school.

Mt. Tabor MS neighborhood, Japanese and SpanishDLI programs

HS: Franklin and Grant

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Japanese DLI	249	273	682	36.5%	40.0%	8.8%	0.4%	2.4%	14.1%	4.4%
Neighborhood	327	320	682	47.9%	46.9%	21.1%	2.1%	2.8%	22.3%	10.8%
Spanish DLI	69	67	682	10.1%	9.8%	14.5%	0.0%	18.8%	60.9%	21.8%
Total	645	660	682	94.6%	96.8%	15.6%	1.2%	4.4%	23.3%	9.6%

Enrollment highlights: The school has operated at or above 100% utilization for several years. It houses several programs that feed to two different high schools: Atkinson and Glencoe neighborhood programs and Atkinson Spanish DLI articulate to Franklin HS, while Richmond Japanese DLI and the Creston Deaf and Hard of Hearing program articulate to Grant.
Changes proposed in F-3 amended:

Program	If in place 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Japanese DLI	252	273	682	37.0%	40.0%	8.7%	0.4%	2.4%	13.9%	3.6%
Neighborhood	227	183	682	33.3%	26.8%	22.5%	2.6%	3.5%	25.1%	11.5%
Total	479	456	682	70.2%	66.9%	15.2%	1.5%	2.9%	19.2%	7.4%

Boundary change to Harrison Park: (MT-HP-02), area is south of E. Burnside St and east of NE 60th Ave and has 17 MS students currently enrolled in their neighborhood school.
MS feeder change to Harrison Park, , made up of the current Atkinson neighborhood, with 94 MS students currently enrolled in their neighborhood school.
Program change to Kellogg, Spanish DLI that feeds from Atkinson with 69 current MS students.
Summary of options considered:
Neighborhood feeder changes: Atkinson to Harrison Park (Proposals D1-2, E1, F1-3), to Hosford (Proposal A), to Kellogg (Proposals B, C 1-2); Vestal from Roseway Heights.
Immersion feeder changes: Spanish DLI to Harrison Park (Proposals A, B, D3-4, E2), to Kellogg (C1-2, D1-2, E1, F1-3).
Community feedback highlights: Opposition to boundary change to Harrison Park; support for Spanish DLI move to Kellogg vs Harrison Park.

Roseway Heights neighborhood, Spanish and Vietnamese DLI programs

HS: McDaniel

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	483	479	803	60.1%	59.7%	15.9%	14.5%	8.1%	48.7%	36.0%
Spanish DLI	106	82	803	13.2%	10.2%	18.9%	4.7%	36.8%	81.1%	39.8%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	604	642	803	75.2%	80.0%	16.4%	12.4%	13.4%	55.5%	36.6%

Enrollment highlights: Roseway Heights is adjacent to K-8 schools in NE, so will be part of the next phase of enrollment balancing.

Changes proposed in F-3 amended:

Program	If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Neighborhood	402	388	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
Spanish DLI	107	82	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
Vietnamese DLI	15	81	803	1.9%	10.1%	13.3%	0.0%	20.0%	93.3%	33.3%
Total	524	551	803	65.3%	68.6%	16.4%	11.8%	14.7%	56.9%	33.5%

Neighborhood MS feeder change to Harrison Park, made up of the Vestal neighbor with 199 MS students currently enrolled in their neighborhood school.

Summary of options considered: MS feeder change to Harrison Park (All proposals except A); MS feeder change to Mt. Tabor MS (Proposal A)

Community feedback highlights: Limited input received; no known objections to proposal.

Vestal K-5 **MS:** Roseway Heights **HS:** McDaniel

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
207	205	481	43.0%	42.6%	20.8%	12.1%	10.6%	52.2%	44.7%

Enrollment highlights: Vestal is one of the smallest K-5 schools in the region. It hosts both a Special Ed focus classroom and the district's ACCESS Academy grades 1-5, which will be moving to a new location next year.

Changes proposed in F-3 amended: .

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
271	274	554	56.3%	57.0%	20.3%	11.1%	10.0%	46.9%	34.7%

Boundary change from Glencoe (GL-VS-02), area is north of E. Burnside St and east of NE 60th Ave. and has 41 students currently enrolled in their neighborhood school.

MS feeder change to Harrison Park, made up of the Vestal neighborhood, with 119 MS students currently enrolled in their neighborhood school.

Summary of options considered: MS feeder change to Harrison Park (All proposals except A); MS feeder change to Mt. Tabor MS (Proposal A)

Community feedback highlights: Limited input received; no known objections to proposal.

Whitman K-5 **MS:** Lane **HS:** Cleveland

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
152	189	493	30.8%	38.3%	16.4%	9.9%	23.0%	62.5%	45.9%

Enrollment highlights: Whitman has the smallest resident K-5 population in the region.
Changes proposed in F-3 amended:

If in place in 2021†	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
261	303	493	52.9%	61.5%	18.8%	7.7%	18.8%	51.7%	36.8%

Boundary change from Lewis (LW-WT-01), the area west of SE 52nd Ave and east of SE 57th avenue with 54 students currently enrolled in their neighborhood school.
Boundary change from Woodmere: (WM-WT-03), the area south of SE Duke St and east of SE 57th Ave with 51 students currently enrolled in their neighborhood school.
Summary of options considered: Boundary changes with nearby schools (all proposals).
Community feedback highlights: Support for changes that increase enrollment.

Woodmere K-5 **MS:** Lane **HS:** Franklin

2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
253	247	381	66.4%	64.8%	23.3%	11.9%	21.7%	58.5%	50.2%

Enrollment highlights: Woodmere is a small school which hosts a Special Ed focus classroom and PK program.

Changes proposed in F-3 amended:

If in place in 2021	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
263	298	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%

Boundary change from Arleta (AR-WM-03), the area is south of SE Woodstock Blvd with 7 students currently enrolled in PPS neighborhood programs.
Boundary change from Marysville (MV-WM-02), the area is east of 82nd Ave and south of SE Foster Rd with 6 students currently enrolled in their neighborhood school.
Boundary change from Woodstock: (WS-WM-03)**,** the area south of SE Woodstock Blvd and east of SE 52nd Ave with 40 students currently enrolled in their neighborhood school.
Boundary change to Whitman: (WM-WT-03), the area south of SE Duke St and east of SE 57th Ave with 51 students currently enrolled in their neighborhood school.
Summary of options considered: Boundary changes with nearby schools (all proposals).
Community feedback highlights: Support for changes that increase enrollment.

Woodstock K-5 Neighborhood and Chinese DLI Programs **MS:** Hosford **HS:** Cleveland

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	255	288	648	39.4%	44.4%	7.1%	0.0%	27.5%	46.7%	12.7%
Neighborhood	224	227	648	34.6%	35.0%	13.4%	0.9%	3.6%	14.7%	15.3%
Total	479	515	648	73.9%	79.5%	10.0%	0.4%	16.3%	31.7%	13.9%

Enrollment highlights: Woodstock is the most balanced of co-located neighborhood/DLI schools in the region, with two strands of neighborhood and two strands of Chinese DLI.
Changes proposed in F-3 amended:

Program	2021 Enrollment	2025 Forecast	Building Capacity*	2021 Est Utilization	2025 Est Utilization	Special ED	Black & Indigineous	English Learners	All BIPOC	Low Income
Chinese DLI	256	288	648	39.5%	44.4%	7.0%	0.0%	27.3%	46.5%	12.5%
Neighborhood	214	204	648	33.0%	31.5%	14.0%	0.9%	3.7%	15.0%	13.1%
Total	482	502	648	74.4%	77.5%	10.2%	0.4%	16.6%	32.2%	12.8%

Boundary change from Arleta (AR-WS-01), the area is south of SE Holgate Blvd, west of SE 60th Ave and has 23 students currently enrolled in their neighborhood school.
Boundary change to Woodmere (WS-WM-03)**,** the area south of SE Woodstock Blvd and east of SE 52nd Ave with 40 students currently enrolled in their neighborhood school.
Neighborhood MS feeder change to Lane, with 69 MS students currently enrolled in their neighborhood school.
Immersion MS feeder change to Harrison Park, with 116 currently enrolled MS students.
Summary of options considered: Boundary changes with nearby schools (All proposals); Location for Creative Science K-8 (Proposal A); Whole-school Chinese DLI at Woodstock (Proposal B); Woodstock neighborhood as a feeder to Lane (D2, F3); Chinese DLI as a feeder to Harrison Park (Proposals A, D1, E1, F1-3); Chinese DLI as a feeder to Kellogg (Proposals D3, E2); Chinese DLI as a feeder to Lane (Proposals B, D2)
Community feedback highlights: Strong support for keeping co-located programming; mixed feedback to moving Chinese DLI to Harrison Park, Kellogg or Lane, with Kellogg receiving the most support; request for transportation to Harrison Park, as it is further than Hosford for many students.

Sources

Enrollment data and demographic data: PPS School Profiles, https://www.pps.net/Page/942, as reported by FLO Analytics

Enrollment forecasts: PSU Population Research Center, March 2021

School capacity and utilization: PPS School Utilization Model
Note: Modular classrooms more than 12 years old are omitted from SEGC proposal statistics

Proposal F-3 amended summary statistics: School-by-school scenario and baseline summary statistics, Racial equity impact measures

Proposal F-3 Map series: Overview map, Elementary boundary changes, Middle school boundary changes

Community feedback summaries and archives: Archive of all SEGC draft proposals: https://www.pps.net/Page/13615

Portland Public Schools

SE Enrollment & Program Balancing Phase 2

Welcome

PORTLAND PUBLIC SCHOOLS

May 10, 2022

Board Charge

- Convert Harrison Park from a K-8 to a comprehensive Middle School
- Harrison Park K-5 relocates to a new location
- Increase enrollment at Lane Middle School

Proposal Modeling Drivers

Programmatic guidelines to accomplish the Board's Charge:

- Preferred middle school enrollment above 500 students
- Preferred elementary school enrollment above 270 students
- Avoid moving boundaries across major arterial streets where possible
- Eliminate single-strand English-scholar programs on campuses with co-located program
- Consolidate as many DLI programs as possible, prioritizing future locations closest to where native speakers reside

Process Phases

Phase 1 in 2020 (*COMPLETE*):

A focus on the opening of Kellogg Middle School in 2021

Phase 2 in 2021-22:

Focus on Harrison Park and Lane, as well as small K-5s and single-strand neighborhood programs

Southeast Guiding Coalition contributed to both phases

Racial Impact Focus

School	Program	Black or Indigenous Student Count	Black or Indigenous Student Percent
Harrison Park	Neighborhood Program	190	42%
Kelly	Neighborhood Program	86	36%
Vestal	Neighborhood Program	63	30%
Bridger	Neighborhood Program	37	29%
Lent	Neighborhood Program	41	27%
Woodmere	Neighborhood Program	61	24%
Lane	Neighborhood Program	73	23%
Roseway Hts	All Programs	117	20%
Whitman	Neighborhood Program	30	20%
Marysville	Neighborhood Program	48	19%

Enrollment issues impacting Black and Indigenous students

- **Lack of access to a comprehensive middle school** for Harrison Park and Bridger neighborhood students
- **School enrollment below minimum targets:** Limits opportunity to access a broad range of instructional programs, including electives
  - *Marysville, Whitman, Woodmere, Vestal, Lane, Harrison Park MS*
- **Single-strand K-5 neighborhood program:** Limits opportunities for professional development, mixing up student cohorts from year to year, and may lead to lower outcomes for underserved students
  - *Bridger neighborhood, Lent neighborhood*

SE Guiding Coalition Process

- Parents/Guardians, principals, teachers and community partners from potentially impacted schools - We are grateful for their service!
- 19 virtual meetings
- 15 draft proposals developed by FLO Analytics
- Final proposal had the most votes, but not consensus
  - Concerns about the limited scope of changes, middle school imbalance
  - Extra time allowed to try and resolve concerns, reach consensus

SE Guiding Coalition Process

Co-Chairs Adriel Person and Beth Cavanaugh

SEGC report • Overview of scope and process • Explanation of proposal that received the most votes • Description of key decision points • Recommendations for implementation • Supplement letter: Dissent for the exclusion of Inner SE	**Implementation feedback** • Input on major transitions • Transportation • Targeted boundary changes
Challenges with engagement • Barriers to community understanding • Schedule and participation challenges with community meetings • Lack of specific proposals to respond to	**Reflection on the Recommendation** • Strengths • Challenges • Opportunities

Community Engagement

Links to Engagement Materials

- Summary of Community Engagement input through Phase 2
- Letters and email messages
- SE Proposal Survey Report

Recent Engagement Highlights

Winter 2022

- The Coalition asked to hear more from Lent and other diverse communities who could see significant changes through the proposal

Feedback on Draft Proposal: April 2022

- SE Proposal Survey Report on April 26
- On April 27, staff met with about 25 parents and teachers at Lent Elementary School to hear their ideas and concerns about the proposed change to a whole-Spanish DLI school.
- A virtual/in-person meeting on April 28 was attended by about 70 Bridger Elementary School parents and teachers
- An Open House for the greater SE community was held on May 5th from 6-8 pm in the Franklin HS cafeteria with about 50 people in attendance.

Input from Black and Indigenous families

Concerns about ongoing struggles for adequate staffing, resources, and program access. Parents feel the pressure of having to continually advocate for their children to receive the level of education and services they deserve. They want to feel like they are being heard.

Students need stable interpersonal connections to be successful. It takes time to build trust and a sense of community. Current teachers and staff have historical knowledge of the kids, parents, extended families, and even friend networks. Biggest fear is having to completely start over with strangers who don't know their kids.

It's important to keep neighborhoods together, minimize distances, and provide safe and reliable transportation options, particularly for underserved families who often do not drive.

Input from Black and Indigenous families

Would like to see schools do a better job of supporting a range of learning styles. Ensure class sizes remain small enough for teachers to meet students where they are both academically and socially. Provide access to tutoring and academic supports.

"How do these people expect us parents who have never looked at a draft before to understand this?"

Concerns about the limited middle school curriculum and elective options at their K-8. Students need access to more STEAM-focused classes, including science, visual and performing arts, technology, and design.

Input from Black and Indigenous families

- Representation is important – students and families should have access to staff and teachers who look like them and share their language.
- Desire to have both ethnic representation in staff along with access in extension programs like dual language. “I personally have had to choose between language and culture and it is a terrible compromise to have to make.”

Recommendation Overview

Harrison Park Middle School and Clark Elementary School will open in 2023

- All SE students will have access to a comprehensive middle school
- Honors the wishes of the Harrison Park community by keeping their neighborhood intact, including Chinese Immersion
- Combines all middle grades Chinese Immersion into one location in the Jade District
- Requires relocation of Creative Science School—Bridger is the recommended new site

Recommendation Overview

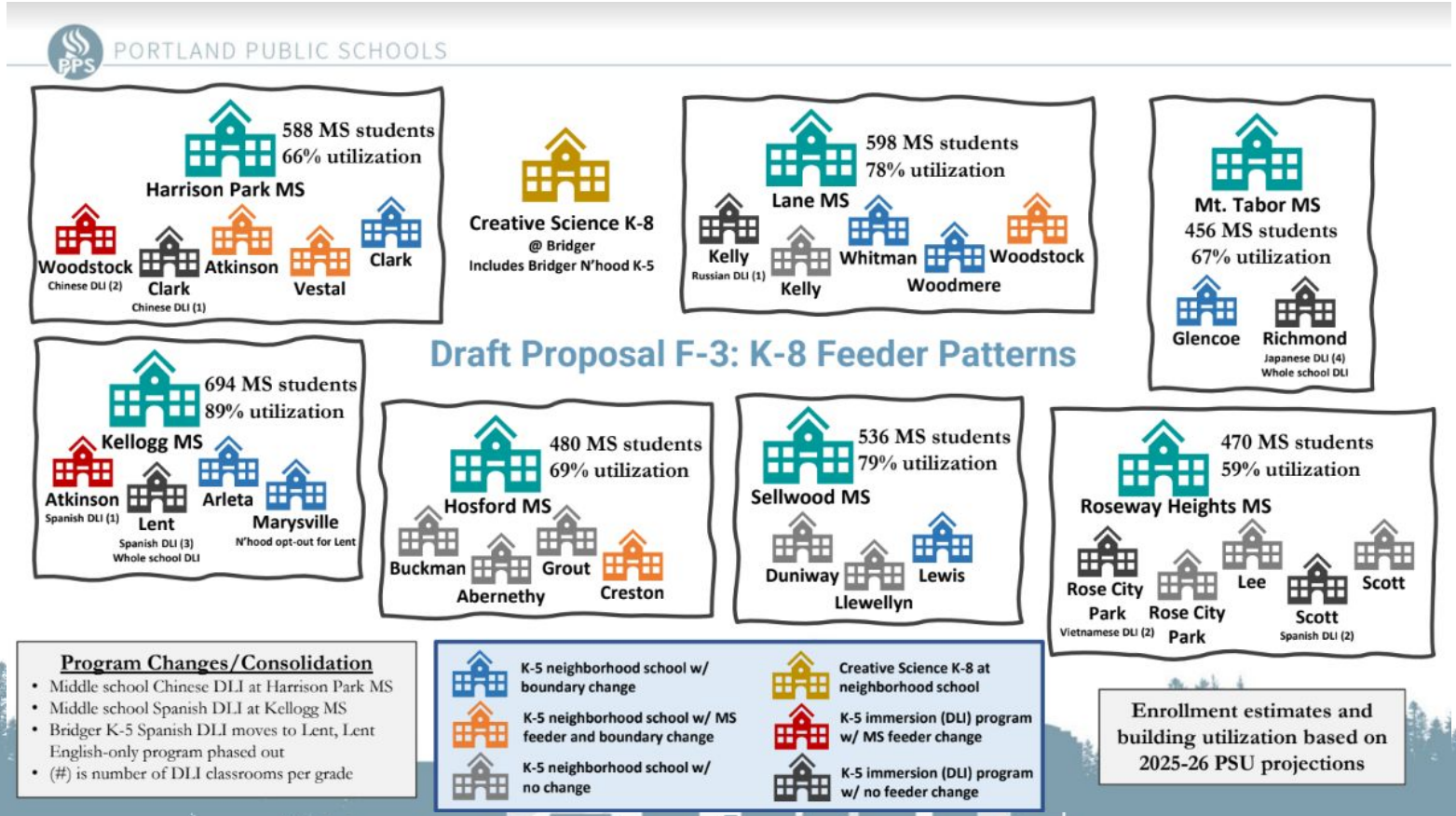
- Strengthens enrollment at Lane MS and small feeder schools through boundary and feeder pattern changes
- Combines the Bridger and Lent Spanish Immersion programs into a best-practice, whole-school model at Lent Elementary School
- Brings together all strands of middle grades Spanish Immersion at Kellogg MS

Recommendation Overview

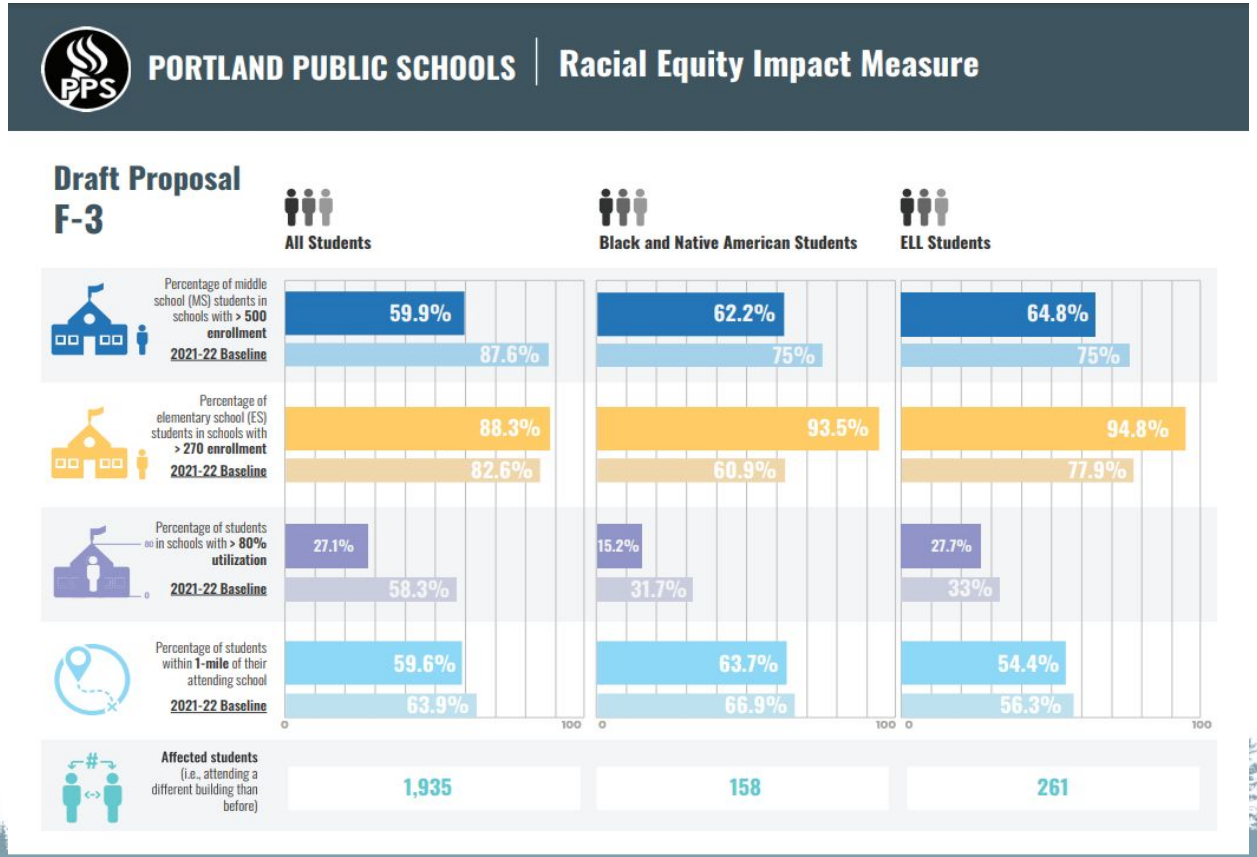
Single-strand English-scholar programs are eliminated, but some students of color will have to go further to access standard programs

- Lent neighborhood kindergarten students will have guaranteed access to dual language immersion
- Other Lent students will attend a multi-strand English program at Marysville, with transportation provided
- Bridger neighborhood students will have guaranteed access to Creative Science programming, or can opt-out to Clark ES or Harrison Park MS

Recommendation Overview



Recommendation Overview



Recommendation Overview

All changes will begin in Fall 2023

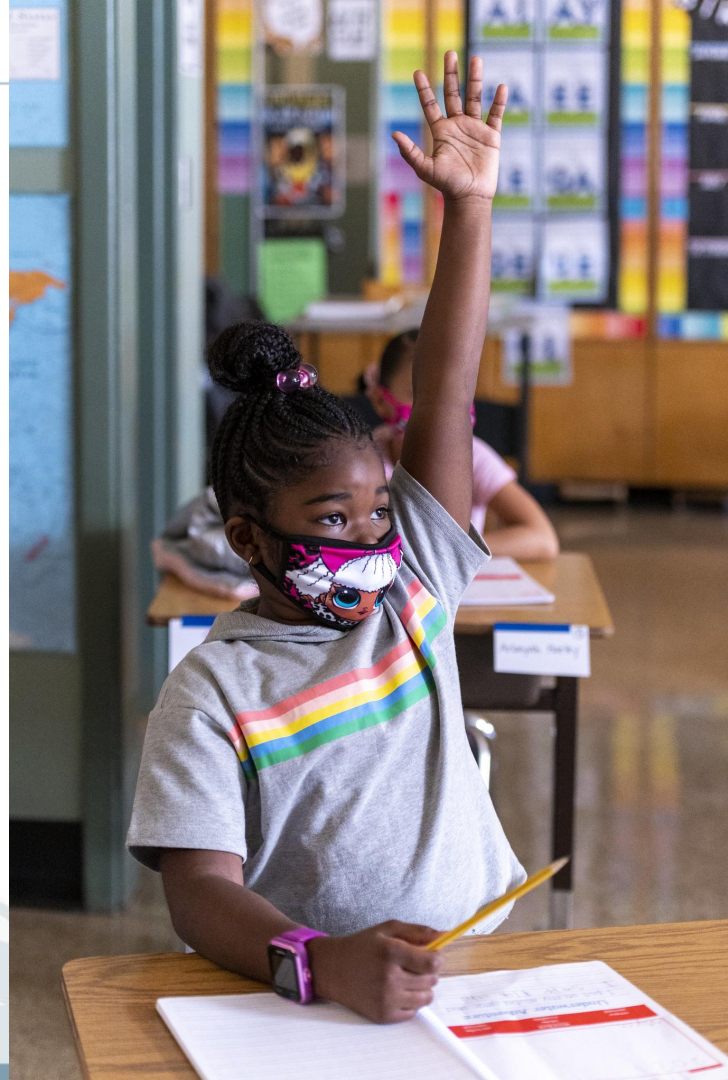
- Early transfers will be allowed where space is available
- Boundary changes will be phased-in, following standard policy
- Program moves will occur all at once
  - Harrison Park K-5 >> Clark, Creative Science K-8 >> Bridger, Bridger SDLI>>Lent
  - Hosford CDLI >>Harrison Park, Mt. Tabor SDLI >> Kellogg
- Lent, Bridger and Marysville communities will work together with school and central leaders to plan the best possible pace of transition for English-program students

Planning for transition begins now

- FTE pool to bridge programs through transition and growth
- Planning for staff transitions with labor partners to begin this spring/summer
- Harrison Park facility upgrades targeted for the next two summers
- Transportation improvements
  - Supplemental Plan to address greater route safety
  - Expanded program routes for DLI and opt-out students
- Bring together communities to build collective vision and momentum

Board Questions

- Do you have any clarifying questions?
- Are there elements or features that you appreciate about this proposal?
- What concerns might you have in moving forward?



Engagement

A Summary of Community Engagement input throughout Phase 2 included:

- Initial Feedback: July-August 2021
  - One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.
- Ideas & Input: September-October 2021
  - To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021.
- Action & Accountability: December 2021
  - Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios, including Black, Indigenous & Students of Color, Spanish-Language, Mandarin-Language, Black, Indigenous, & People of Color, PAT, Russian-Language, Somali-Language, Vietnamese-Language, Cantonese-Language sessions
  - A virtual open house on December 8 was attended by 470 community members.

Recommendation Overview

Implementation Details

- Due to the lengthy process and staffing complexities, implementation of changes will begin in fall 2023.
- Staff recommends that boundary and feeder pattern changes follow the phase-in process described in policy 4.10.045-P. Program relocations should occur all at once, so that staff and resources associated with the programs can be consolidated and strengthened as quickly as possible.
    - Harrison Park K-5 students moving to Clark
    - Creative Science K-8 students moving to Bridger
    - Bridger Spanish DLI students moving to Lent
    - Mt. Tabor Spanish DLI students moving to Kellogg
    - Hosford Chinese DLI students moving to Harrison Park.
    - An option to defer moves for Lent non-DLI students moving to Marysville will be considered after bringing together school communities to prepare for the changes and considering the available facility capacity at Lent.

RESOLUTION No. 6497

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
MidSchoolMath, LLC	5/11/22 through 4/18/24	Personal Services PS 91425	Professional development that aligns with District adoption of MidSchoolMath curriculum. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	$401.800	C. Proctor Fund 191 Dept. 5445 Grant H0315	No
MidSchoolMath, LLC	5/11/22 through 5/10/28	Digital Resource DR 91511	Adoption of MidSchoolMath – Middle School Math curriculum. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	$1,946,125	C. Proctor Fund 458 Dept. 5445 Project DC501	No
MAV Holding Corp/McGraw Hill LLC	5/11/22 through 5/9/24	Personal Services PS 91485	Professional development that aligns with District adoption of McGraw Hill curriculum. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	$297,000	C. Proctor Fund 191 Dept. 5445 Grant H0315	No
MAV Holding Corp/McGraw Hill LLC	5/11/22 through 5/10/28	Digital Resource DR 91512	Adoption of MAV Holding Corp/McGraw Hill – High School Math curriculum. Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	$3,481,870	C. Proctor Fund 458 Dept. 5445 Project DC502	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.

Date: May 4,, 2022

To: School Board

From: Cheryl Proctor, Deputy Superintendent Instruction & School Communities
Meisha Plotze, Interim Senior Director Middle Grades Instruction
Yeng Dhabolt, Director College & Career Readiness
Kristin Moon, Program Administrator Middle Grades Math & Science
Susan Holvek, Program Administrator High School Math & Science
Mary Wiener, Manager, Instructional Resource Adoption

Subject: 6-12 Mathematics Instructional Materials Adoption

BACKGROUND

The previous 6-8 adoption was completed in 1999 with Connect Math Project. In 2009, PPS updated the adoption of Connected Math Project 2. As of the 2018-2019 school year, the SBAC three-year average for all middle grades mathematics student proficiency was 47.5%. Our persistently underserved range from a proficiency level of 8% to 9%. The previous 9-12 adoption was completed in 2001. As of the 2018-2019 school year, the three-year average for all high school mathematics students' proficiency was 29%. Our persistently underserved range from a proficiency level of 5% to 6%. This is not to say that the lack of updated materials alone is the cause for such low proficiency, but the lack of alignment between the mathematics standards and the instructional materials creates conditions such that classroom educators are forced to create their own resources and adjust practice without necessarily being certain they are achieving the goal of alignment to grade-level standards. There were also challenges around ensuring the materials reflect cultural relevance that students and educators will benefit from.

RELATED POLICIES/BEST PRACTICES

Best practices in mathematics instruction means that there is a common instructional scope and sequence where each grade is anchored in current standards. Teaching and learning needs to be supported by high-quality instructional resources that develop content knowledge and skills across multiple standards. Opportunities for student engagement need to build on student curiosity so they are encouraged to think, wonder, and participate in the mathematical practices. For learning to engage students, it needs to be relevant and authentic, culturally responsive, build on their cultural and linguistic strengths, and be meaningful to their lives. In a student-centered classroom, students are using mathematical practices such as problem solving, explaining their thinking, computational and mathematical thinking, constructing arguments, and making use of patterns and problem solving. Students are actively developing, testing and refining their thinking. In mathematics, best practices also means that every student has the materials they need to collaborate in engaging hands-on activities.

ANALYSIS OF SITUATION

Centrally providing 6-12 mathematics instructional materials which are vertically and horizontally articulated to support all students based on evidence-based mathematical best practices. All 6-12 teachers are then able to focus on instruction and differentiation rather than spend time searching for instructional materials from various books and websites. Common mathematics instructional materials enables district-wide shared focus on implementing and sustaining culturally relevant teaching practices through ongoing professional development and using student work to reflect on effectiveness of instructional practice and equitable assessment practices for all students. Additionally, common 6-12 high quality mathematics instructional materials provide a baseline of instructional materials to ensure all students have access to rigorous, coherent, culturally relevant mathematics instructional materials. This reduces the detrimental effects of learning interruptions for students having to navigate housing or other insecurity, as a common scope and sequence and instructional materials will support familiarity with the district-wide mathematics program. Students will spend less time figuring out how to engage with the instructional materials during these types of transitions. No purchased set of instructional materials will ever provide the full range of supports that are needed for daily classroom instruction and differentiation. Current research tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success (NCTM, 2019; NCTM 2014, Hattie, 2008). A common 6-12 high quality mathematics instructional resource allows for professional development with a strong focus on shifting instruction such that we see better outcomes for all students, especially those persistently underserved. Only improvements to our current best practices will support the closing of the perpetual achievement gap we continue to see in PPS.

FISCAL IMPACT

This purchase is part of the Bond funded instructional resources See Attachment C - MidSchoolMath: Core Curriculum and McGraw-Hill Illustrative Math contracts for purchase details.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The decision to fully adopt MidSchoolMath Core Curriculum for Middle School and McGraw-Hill Illustrative Math for high schools was a highly involved process including a cross-district 6-12 Mathematics Adoption of Instructional Resources (AIR) committee and a field test of 6-12 mathematics instructional resources. A deep analysis of the instructional resources was completed to evaluate instructional resource alignment with 6-12 mathematics standards, RESJ lens, student engagement, and integration of assessment and technology. A brief description of the 6-12 Mathematics AIR process and the Field Test are below.

- 6-12 Mathematics AIR committee - Four meetings of the AIR committee occurred between February 11, 2021 and April 30, 2021. Selected AIR committee participants convened for 2.5 hours virtually to learn about instructional materials evaluation, practice using the tools of such evaluation, and apply learned skills to reviewing suggested resources prior to selecting programs for vendor presentations. Using data from these opportunities, the AIR committee narrowed choices down to 4 vendor programs for middle school and 5 vendor programs for high school. Data analysis of the teacher responses from the evaluation tool indicated the two instructional resources for the field test. The middle school AIR committee members selected MidSchoolMath Core Curriculum and Carnegie Middle School Math Solutions 2022. The high school AIR Committee selected Carnegie High School Math Solutions 2022 and Illustrative Math.

Illustrative Math is an open-source curriculum, which means the planning team were required to select an approved vendor of the materials. The team selected Mc-Graw-Hill Illustrative Math.

- 6-8 and 9-12 Mathematics Field Test - The Field test occurred from September 1, 2021 to March 18, 2022. All field test teachers are able to use the materials through the end of the school year to minimize the disruption to student learning.
    - Student Data Collection: Students data was collected through a pre and post math identity assessment and a student feedback survey.
    - Family and Community Data Collection: Families and the community were offered two opportunities to review the field test materials, ask questions of the vendors, and hear presentations from the vendors about each of the presentations. Families, community members, non-field test teachers, building and district administrators, and support staff were emailed via district communication about the two opportunities.
        - In-person Review - (February 10, 2022) Materials were available in the BESC foyer from 9 a.m. - 8 p.m. People who reviewed the materials were invited to complete a paper or electronic survey. Vendors were available from 12 p.m. to 8 p.m. to answer any questions. From 6:00 - 7:30 p.m. vendors provided 20 minute presentations about their materials in the boardroom.
        - Virtual Review - (February 17, 2022) People were able to join a zoom meeting from 6:00 - 8:00 p.m. During the zoom meeting each vendor provided a 20 minute presentation. After the presentations, each vendor was in a breakout room available for questions from any participant. All participants were invited to complete an electronic survey. The presentations were recorded and made available for public review on the PPS adoption website. The electronic survey was available on the adoption website until the end of February 2022.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation begins with the purchase of the MidSchoolMath Core Curriculum and McGraw-Hill Illustrative Mathematics instructional materials. As part of the purchase, teachers will have full digital access to all 6th - Algebra 3-4 digital resources. The PPS Math department will be trained on the materials by the vendor at the beginning of June 2022. The PPS Math department will then revise the scope and sequence for each grade level to align with the horizontal and vertical articulation of priority standards present in MidSchoolMath Core Curriculum and McGraw-Hill Illustrative Mathematics instructional materials. Over the summer, 6-12 mathematics special education teachers, instructional specialists, and mentors will be able to attend at least 3 days of professional development focused on the mathematical practices and the new MidSchoolMath Core Curriculum and McGraw-Hill Illustrative Mathematics instructional materials in June, August or September. During the summer, building administrators and other district level support staff will also receive professional development on the MidSchoolMath Core Curriculum and McGraw-Hill Illustrative Mathematics instructional materials. All student books will be ready for student and teacher use by the end of August 2022.

This will be followed by a three year professional development plan with the vendor that will provide 120 6-hour sessions over three years for teachers, administrators, families, and community members to engage in professional learning experiences around MidSchoolMath Core Curriculum and McGraw-Hill Illustrative Mathematics instructional materials and best practices in secondary mathematics instruction. Part of the goal of this three year PD timeline is to build a teacher cadre of experts that will facilitate district PD in the future and support school-

based Professional Learning Communities focused on using student work to inform instructional decisions to improve student outcomes in mathematics. The PPS Math department will continue to monitor student performance through the SBAC mathematics assessment, MAP growth MAP assessments, teacher and student feedback through surveys and focus groups, and classroom walkthroughs focused on student mathematics learning.

BOARD OPTIONS WITH ANALYSIS

Our recommendation is to approve this Bond purchase. Purchasing MidSchoolMath Core Curriculum and McGraw-Hill Illustrative Mathematics instructional materials means that we will be able to move very quickly in meeting GVC goals. If not approved, 6-12 mathematics will continue with the current model which means we would continue to support various resources that are not aligned to the current standards. If we were to restart any part of the instructional materials adoption cycle, this would take another 6 - 18 months to complete.

CONNECTION TO BOARD GOALS

A strong and comprehensive 6-12 mathematics instructional materials supports Board Goal #3 - By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC) and Board Goal #4 - By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators. Through mathematics learning, all students increase their innate mathematics ability and achievement at the highest levels in mathematics by providing opportunities to experience the beauty, joy and wonder of mathematics through engaging, culturally-sustaining instructional experiences and real-life contexts.

If we have a Transformative Curriculum and Pedagogy (Educational System Shift) then we can support all teachers to be Knowledgeable and Committed Lifelong Learners, Inclusive and Responsive to Diverse learners, and are Self-aware and Reflective (Educator Essentials) which will result in students becoming Inquisitive Critical Thinkers with Deep Core Knowledge and Inclusive and Collaborative Problem Solvers (Graduate Portrait).

STAFF RECOMMENDATION

Approve purchase by the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.

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

_____ *(Initials)*

References

Catalyzing change in early childhood and elementary mathematics: Initiating critical conversations. (2019). Reston, VA: NCTM, National Council of Teachers of Mathematics

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* Routledge/Taylor

& Francis Group.

Principles to actions: ensuring mathematical success for all. (2014). Reston, VA: NCTM, National Council of Teachers of Mathematics.

ATTACHMENTS

A. 6-12 Mathematics Adoption Decision
B. Contract for MidSchoolMath Core Curriculum purchase.
C. Contract for McGraw-Hill Illustrative Mathematics purchase

Instructional Resource Decision

Adoption:	6-12 Mathematics
Adoption Lead:	Dr. Kristin Moon & Dr. Susan Holveck
Date:	3/25/2022
Proposed Decision:	Bond purchases: Grades 6-8 - Full adoption Grades 9-12 - Full adoption

Why?

Why was the decision made?

The previous 6-8 adoption was completed in 1999 with Connect Math Project. In 2009, PPS updated the adoption of Connected Math Project 2. As of the 2018-2019 school year, the SBAC three-year average for all middle grades mathematics student proficiency was 47.5%.
Our historically underserved range from a proficiency level of 8% to 9%.

The previous 9-12 adoption was completed in 2001. As of the 2018-2019 school year, the three-year average for all high school mathematics students' proficiency was 29%.
Our historically underserved range from a proficiency level of 5% to 6%.

This is not to say that the lack of updated materials alone is the cause for such low proficiency, but the lack of alignment between the mathematics standards and the instructional materials creates conditions such that classroom educators are forced to create their own resources and adjust practice without necessarily being certain they are achieving the goal of alignment to grade-level standards. There were also challenges around ensuring the materials reflect cultural relevance that students and educators will benefit from.

The full adoption process was needed so that we could include as many stakeholders as possible in the decision, to provide educators with an understanding of how instructional resources play a role in strong, equitable and culturally relevant mathematics instruction.
It is also necessary so that instructional materials could be updated to sustain alignment with 21st-century learning experiences. This process includes more than upgrading currently adopted resources.

- Oregon adopted new math standards in October 2021. The adoption also includes new graduation requirements for mathematics. For a high school, diploma students are to required to earn 1.0 credit of Algebra 1, 0.5 credit of Geometry, and 0.5 credit Statistics. Students may then choose the 3rd credit of mathematics from an array of +1 courses aligned to a college and career pathway.

RESJ Lens

TOGETHER WE WILL

Instructional Resource Decision

Centrally providing 6-12 mathematics instructional resource materials to every 6-12 teacher means:

- Teachers are able to focus on instruction and differentiation rather than spend time searching for instructional resources from various books and websites.
- Provides instructional materials to ensure all students have access to rigorous, coherent, standards-aligned mathematics instructional materials.
- Common mathematics instructional resources enable district-wide shared focus on implementing and sustaining culturally relevant teaching practices through ongoing professional development and using student work to reflect on the effectiveness of instructional practice.
- Reduces the risk of learning interruptions for students due to students navigating housing insecurity because of a common scope and sequence and instructional resource students will spend less time figuring out how to engage with the instructional materials during these transitions.
- Supports equitable assessment practices for all students and allows vertical and horizontal articulation and alignment to support all students based on evidence-based mathematical best practices.

No purchased set of instructional materials will ever provide the full range of support that is needed for daily classroom instruction and differentiation. The literature tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success. We plan to implement a 3 - year professional learning plan including a train-the-trainer model as well as a gradual release of responsibility, including a focus on culturally responsive and sustaining instructional practices, such that educators within the district can sustain high-quality instructional implementation and ensure that all educators, including those new to the district or grade level, understand and are able to execute high-quality instructional practices within their context. There will be a strong focus on shifting instruction such that we see better outcomes for our students, especially historically underserved students.

How?

How was the decision made to fully adopt MidSchoolMath Core Curriculum (MS) and McGraw-Hill Illustrative Math (HS)?

The decision to fully adopt MidSchoolMath Core Curriculum for Middle School and McGraw-Hill Illustrative Math for high schools was a highly involved process including a cross-district 6-12 Mathematics Adoption of Instructional Resources (AIR) committee and a field test of 6-12 mathematics instructional resources. A deep analysis of the instructional resources was completed to evaluate instructional resource alignment with 6-12 mathematics standards, RESJ lens, student engagement, and integration of assessment and technology. A brief description of the 6-12 Mathematics AIR process and the Field Test are below.

- **6-12 Mathematics AIR committee -** Four meetings of the AIR committee occurred between February 11, 2021 and April 30, 2021. Selected AIR committee participants convened for 2.5 hours virtually to learn about instructional materials evaluation, practice using the tools of such evaluation, and apply learned skills to reviewing suggested resources prior to selecting programs for vendor presentations. Using data from these opportunities, the AIR committee narrowed choices down to 4 vendor

programs for middle school and 5 vendor programs for high school. Data analysis of the teacher responses from the evaluation tool indicated the two instructional resources for the field test. The middle school AIR committee members selected MidSchoolMath Core Curriuculum and Carnegie Middle School Math Solutions 2022. The high school AIR Committee selected Carnegie High School Math Solutions 2022 and Illustrative Math. Illustrative Math is an open-source curriculum, which means the planning team were required to select an approved vendor of the materials. The team selected Mc-Graw-Hill Illustrative Math.

- **Description of the Meetings**: Four full committee meetings occurred between February 11, 2021 and April 30, 2021. The AIR committee then split into grade band subgroups for each of the vendor meetings. Middle School members met four times between May 1, 2021 and May 31, 2021. High School members met five times between May 1, 2021 and May 31, 2021. The data analysis resulted in the decision to field test for middle school MidSchoolMath Core Curriuculum and Carnegie Middle School Math Solutions 2022. The high school AIR Committee selected Carnegie High School Math Solutions 2022 and Illustrative Math. Below is a short description of each meeting.
  - **Meeting 1** - (Feb. 11) Grounding in equity and the work; Introduction to and engagement with the four tools used for analysis: GIMET, EQuIP, Bias Tool, and the Student Engagement, Assessment, and Technology (SEAT) tool.
  - **Meeting 2** - (Mar. 4) Continued learning about equity and math identity; grounded the work in connection betwwen the graduate portrait and instruction; introduction to EdReports resource and focusing on the highly rated materials for the adoption
  - **Meeting 3** - (April 1) Practiced and normed using the analysis tools; reviewed proposed vetted instructional resources.
  - **Meeting 4** - (April 15) AIR committee members were assigned instructional materials to review and analyze using the tools (Bias, SEAT, Grade Level IMET, and final recommendation form). Use of these tools allowed participants the opportunity to gauge aspects relative to equity for suggested programs.
  - **Meetings 5 through 8** - The AIR committee split into grade bands (6-8 and 9-12) for these meetings. Each of the vendors selected presented during a 2 hour synchronous meeting. The 6-12 Math AIR Committee members then completed the 3 evaluation tools after each meeting. After the last vendor presentation, four reminder emails went out to individual 6-12 Math AIR committee members to submit all forms for all vendors in order to be emailed the link to complete the final ranking form. The data from these forms was analyzed by the PPS Math department.
  - **Meeting 9** - The results of the data analysis were shared with the 6-12 Math AIR committee for the two instructional resources recommended for field testing by the committee.
- **Description of Evaluation Tools:** Three Evaluation tools were developed for the committee to use during the instructional resource evaluation process. The tools were based on research and best practices described below.
  - GIMET Tool - Grade-Level Instructional Materials Evaluation Tool-Quality

Review from the Council of Great City Schools, is designed for use by professionals as a framework for evaluating the quality of instructional materials and choosing materials that are best suited to provide a coherent learning experience for students. Specifically, it is designed to help reviewers identify the extent to which the materials under review promote a balance of the three components of rigor (conceptual understanding, applications, and fluency) along the K-8 progression to algebra continuum. (See Companion Guide to the GIMET QR tool for additional information).

- Student Engagement, Integrated Technology and Assessment Tool - The Integrated Technology and Assessment Tool is a PPS tool designed to evaluate the digital resources and assessment resources in an instructional resource. The tool is create from Kolb's EEE Framework and the PPS K-12 Quality Assessment Framework.
- Evaluating Instructional Materials for Bias Tool - The Screening for Bias Content Tool from the Washington Office of Superintendent of Public Instruction is intended to support schools as they work towards equity, culturally responsive educational communities, and increasing success for all students. It is critical to recognize the impact of bias in instructional materials and teaching strategies on student identity development, pride, sense of community, belonging, and empowerment. Certain groups or perspectives may be underrepresented or not present in instructional materials. The omission or minimization of these groups can imply that they are less important or significant in our society.

- **6-8 and 9-12 Mathematics Field Test -** The Field test occurred from September 1, 2021 to March 18, 2022. All field test teachers are able to use the materials through the end of the school year to minimize the disruption to student learning.
  - **Field Test Assignment:** Teachers were assigned to teach one of the two instructional resources to maximize for the most diverse representation of all grade levels, school clusters, and student demographics. Consideration was given to have grade level teaching partners in the same school assigned the same instructional resource to facilitate collaboration.
    - Scope and sequences were created using the field test materials for all courses.
  - **Professional Development:** Field test teachers participated in initial PD led by the respective vendor for two days in Ausgust 2021.. The PD focused on navigating the digital teacher and student materials and the content of the unit teachers were to field test (see 21-22 Math Teacher Interaction Calendar)
  - **Data Collection Methods**: Classroom observation data collection occurred twice during the field test: October/November 2021 and February/March 2022. Field Test teachers submitted student artifacts at within the same time periods. Field Test teacher feedback using the GIMET, SEAT, Bias Tool, and Usability Tool occurred March 2022. All field test teachers were then asked to completed a final recommendation of the instructional resource with explanations for their recommendation or not.
    - Classroom observation protocol - The PPS math department participated in professional development on using Melissa Boston's Instructional Quality Assessment (IQA) Tool to observe students during

the field test math lessons. Each teacher was observed by two members of the PPS math department for the same lesson. The observers documented what the teacher said and what the student said. Each member of the team then individually scored using the notes and the IQA tool and recorded in a Google Sheet. Teams then discussed scores to reach consensus and recorded the consensus score. The tool looks at academic rigor and student accountable talk (see Classroom Observation Rubric).

        - Student Artifact scoring protocol - Each teacher was asked to submit two student work artifacts via a Google Form. At least two different members of the PPS math department individually scored and then met to discuss and reach consensus for each artifact. The artifacts are scored in three areas: potential of the task, implementation of the task, and clear expectations (see Student Artifact Rubric.)
    - **Student Data Collection:** Students data was collected through a pre and post math identity assessment and a student feedback survey.
    - **Family and Community Data Collection:** Families and the community were offered two opportunities to review the field test materials, ask questions of the vendors, and hear presentations from the vendors about each of the presentations. Families, community members, non-field test teachers, building and district administrators, and support staff were emailed via district communication about the two opportunities.
        - In-person Review - (February 10, 2022) Materials were available in the BESC foyer from 9 a.m. - 8 p.m. People who reviewed the materials were invited to complete a paper or electronic survey. Vendors were available from 12 p.m. to 8 p.m. to answer any questions. From 6:00 - 7:30 p.m. vendors provided 20 minute presentations about their materials in the board room.
        - Virtual Review - (Febryary 17, 2022) People were able to join a zoom meeting from 6:00 - 8:00 p.m. During the zoom meeting each vendor provided a 20 minute presentation. After the presentations, each vendor was in a breakout room available for questions from any participant. All participants were invited to complete an electronic survey. The presentations were recorded and made available for public review on the PPS adoption website. The electronic survey was available on the adoption website until the end of February 2022.
    - **Data Analysis Methods**: Data Analysis of data collected occurred March 18 - March 31, 2022. Systems Planning & Performance met with the PPS Mathematics Administrators to determine data analysis methods. Quantitative analysis used categorical averages and then an overall composite average. The composite scores from all of data collected during the field test was recorded in the Decision Matrix). The cells highlighted green indicate the vendor with the higher score in the category.

- **Final Recommendation:** The Decision Matrix has 12 areas for consideration.
    - Middle School - In three areas MidSchoolMath Core Curriculum and Carnegie MS Math Solutions 22 are equal (implementation supports, alignment to PPS vision, and EdReports). MidSchoolMath CoreCurriculum scored higher than

Carnegie MS Math Solutions 2022 in six areas (classroom observations, students artifacts, teacher surveys, teacher final recommendagtions, student growth data, and family/community engagement) These results have informed the recommendation to adopt MidSchoolMath Core Curriculum (see Decision Matrix).

- High School - In three areas McGraw-Hill Illustrative Mathematics and Carnegie HS Math Solutions 2022 are equal (student survey, implementation supports, and alignment with PPS vision). McGraw-Hill Illustrative Mathematics scored higher than Carnegie HS Math Solutions 2022 in five areas (classroom observations, student artifacts, teachers survey data, teacher final recommendations, and EdReports). Carnegie HS Math Solutions 2022 scored higher than McGraw-Hill Illustrative Mathematics in two areas (math identity and family/community engagement) . These results have made the recommendation to adopt McGraw-Hill Illustrative Mathematics(see Decision Matrix).
- **Field Test Results Meeting** - The results of the field tests will be shared with the field test teachers on April 4, 2022 (see Field Test Results Meeting Slides).

RESJ Lens

The decision to recommend full adoption of MidSchoolMath Core Curriculum for middle schol and McGraw-Hill Illustrative Mathematics for high school supports the PPS System Shift: Transformative Curriculum and Pedagogy, specifically to develop district-wide, vertically aligned preK-12 core curriculum with an emphasis on foundational literacy skills across content areas, along with assessments and tiered supports, to provide comprehensive, rigorous, culturally-sustaining instruction and developmentally-appropriate learning experiences for all students. The instructional resource was evaluated to determine the alignment with PPS' pedagogy and determine that the instructional resource integrates the respectful consideration of culture, disability, race, gender, and language. With equitable learning supports and opportunities for 6-12 Mathematics, every student can develop the foundational requirements of a high-quality mathematics education and accelerate as needed.

The process towards making the decision to fully adopt MidSchoolMath Core Curriculum for middle schol and McGraw-Hill Illustrative Mathematics for high school allowed teachers to address and engage in the following educator essentials identified in the PPS Vision.

- Knowledgeable and committed to lifelong learning
  - 6-12 mathematics educators are required to be highly competent in mathematics. The MidSchoolMath Core Curriculum for middle schol and McGraw-Hill Illustrative Mathematics for high school contain instructional supports for secondary mathematics educators to integrate a variety of evidence-based, engaging teaching approaches, including strategies for social-emotional, culturally-responsive academic learning.
  - 6-12 mathematics educators are proactive about keeping their professional knowledge up-to-date and contributing to innovations and best practices in their schools and departments. The MidSchoolMath Core Curriculum for middle schol and McGraw-Hill Illustrative Mathematics for high school instructional resource partners to support ongoing student-centered professional development will support educators with having current mathematics

instructional material aligned with Mathematics CCSS.
    - The digital tools included as part of MidSchoolMath Core Curriculum for middle schol and McGraw-Hill Illustrative Mathematics for high school support6-12 educators in using a range of tools to inform continuous improvement of practice, collaborate with colleagues throughout the system, and support diverse learners.
- Racial equity and social justice centered
    - 6-12 mathematics educators understand that the perceived reality, based on the dominant culture, has often excluded the perspectives of people of color. They understand that they can replace the narrative with a more inclusive and objective multi-cultural approach that contributes to the positive identity development of adults and students of color. Educators in the process of the adoption of the mathematics instructional materials engaged in professional development about how to evaluate instructional materials for bias and used the Evaluating Instructional Materials for Bias Tool.
    - The adoption of the MidSchoolMath Core Curriculum for middle schol and McGraw-Hill Illustrative Mathematics for high school instructional resources support 6-12 mathematics educators to ensure equitable access to grade level, standards-based learning for every student, and their diverse learning styles, through clearly defined racial equity and social justice based practices, and culturally and linguistically responsive teaching and curricula and materials.
    - 6-12 mathematics educators continue to develop and refine strategies that disrupt predictable patterns of performance based on race by participating in on-going district and school mathematics professional development. Mathematics professional development will continue to focus on supporting 6-12 mathematics educators to create safe, affirming, engaging, and meaningful mathematics learning communities that value diversity in their departments, schools, and classrooms.
- Inclusive and responsive to diverse learners
    - Ensuring equitable access to learning for every student is critical. The MidSchoolMath Core Curriculum for middle schol and McGraw-Hill Illustrative Mathematics for high school instructional resources are translated into Spanish and reviewed by language translation professionals through a developmentally appropriate linguistic lens.
- Community minded connected, and collaborative
    - Throughout our process, we repeatedly heard that teachers want opportunities to collaborate district-wide for 6-12 Mathematics. The process also made clear that many teachers need support in understanding and putting into practice the math practices in CCSS. We believe that those instructional shifts will be more readily accessible to teachers through the district-wide 6-12 Mathematics instructional resource adoption.
- Self-aware and Reflective
    - During the 6-12 mathematics instructional resource adoption educators were reflective about their own areas of growth, enabling them to practice continuous improvement and lifelong learning. All educators have provided critical feedback to inform the selection of the MidSchoolMath Core Curriculum for middle schol and McGraw-Hill Illustrative Mathematics for high school instructional resources adoption.

- The professional development provided as part of the implementation of the MidSchoolMath Core Curriculum for middle schol and McGraw-Hill Illustrative Mathematics for high school instructional resources will continue to support educators to recognize their vulnerability as a strength, continue to be open to feedback from peers and mentors, and have high social-emotional intelligence, enabling them to create emotionally safe spaces for students, families, and peers.

Who?

Who was involved in making the decision?

Describe participants of the committee and field test

- 6-12 Mathematics AIR Committee: Began with 41 PAT members, building administrators, and district office administrators; composed of more than 50% building teachers.
- 6-12 Mathematics Field Test: Consisted of 36 middle school mathematics educators and 11 high school mathematics educators. There was representation from all regions of the district. All who applied were accepted under presumed clearance with the building leader.
- **PPS Mathematics Department:** Director of K- 5 Mathematics - Patrice Woods; Program Administrator Middle Grades Mathematics and Science - Dr. Kristin Moon; Program Administrator High School Math and Science - Dr. Susan Holveck. 5 Mathematics TOSAs - Matthew Marchyok, Doug Mella, Tom Nishimura, Rose Palmer, and Jaclyn Pfenning.

Community and Family engagement did occur during the process. The process is described above as part of gathering the family and community feedback on the field test materials.

RESJ Lens

The process for participation has been informed by the PPS RESJ lens. Two critical questions asked at every step are:

- How can we create an inclusive process?
- Who's voices are missing from the process?

For the 6-12 Mathematics AIR Committee and the 6-12 Mathematics Field Test an invitation to apply was sent to all 6-12 mathematics educators via the Admin Portal and Teacher Weekly Email update. Educators were selected to create the most diverse representations of the school district. All of the regional clusters were represented in the 6-12 Mathematics AIR Committee and the 6-12 Mathematics Field Test

- 6-12 Mathematics AIR Committee:
  - Teachers per grade band:
    - Middle School - 23
    - High School - 15
  - Administrators
    - Jefferson High School
    - Scott Elementary Principal
    - K-12 Science Program Administrator

- Number of Educators of Color
  - 4
- Educators from Schools based on enrollment percent of historically underserved students
  - 0 - 30% historically underserved student population = 39%
  - 31 - 60% historically underserved student population = 41%
  - 61 - 90% historically underserved student population = 20%

- 6-12 Math Field Test:
  - Teachers per grade band:
    - Middle School - 35
      - 6th Common Core - 15
      - 7th Common Core - 7
      - Compacted Year 1 - 10
      - 8th Common Core - 12
      - Compacted Year 2 - 12
    - High School - 11
      - Algebra 1-2 - 0
      - Geometry - 8
      - Algebra 3-4 - 7
  - Number of Educators of Color
    - 5
  - Educators from Schools based on enrollment percent of historically underserved students
    - 0 - 30% historically underserved student population = 39%
    - 31 - 60% historically underserved student population = 41 %
    - 61 - 90% historically underserved student population = 20 %

Supporting Documentation:

Companion Guide to the GIMET QR tool
Kolb's EEE Framework
PPS K-12 Quality Assessment Framework.
The Screening for Bias Content Tool
Student Artifact Rubric
6-12 Mathematics Final Recommendation Decision Matrix
Field Test Results Meeting Slides)

Approval:

Dr. Cheryl Proctor, Deputy Superintendent Instruction & School Communities	**Meisha Plotzke, Interim Middle Grades Senior Director**	**Yeng Denbolt, Interim High School Senior Director**

RESOLUTION No. 6498

Resolution Authorizing the Climate Crisis Committee Charter

RECITALS

A. On March 1, 2022, the Portland Public Schools Board of Education passed a Climate Crisis Response, Climate Justice, and Sustainable Practices Policy 3.30.079-P as a response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet.

B. Policy 3.30.079 requires that Portland Public School establish a Climate Crisis Committee in order to monitor effective implementation, transparency, and tracking of progress of the goals outlined in the policy and that the Board approve the Charter and members of the Committee.

RESOLUTION

The Portland Public School Board of Education hereby adopts the Climate Crisis Committee Charter as reflected in Exhibit A.

Portland Public Schools Climate Crisis Response Committee Charter

Draft: April 18, 2022

Mission

The mission of the Climate Crisis Response Committee (the Committee) is to monitor effective implementation, provide transparency, and to track and report progress or challenges of the Portland Public Schools's (the District) Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy) and the goals in it. The Committee informs and advises the Board of Education (Board), but does not have decision-making authority.

Committee Charge

The duties of the Committee are as follows:

1. To receive regular reports and data from District staff on the current status and planned implementation of the Policy goals and directives, including the impact of the policy implementation on frontline communities;

2. To determine whether such status and implementation are consistent with the identified goals of the Policy; and

3. To share written findings with the Board on at least an annual basis; the Committee may make recommendations to the Board as part of their work.

The Superintendent has responsibility for performance of staff engaged in the implementation of the Policy.

Committee Membership

The Committee is composed of no more than nine members that is made up of a majority of members who identify as people of color and two members who are current PPS students.

From an applicant pool, members are selected and appointed by the Board. Members will initially be appointed to staggered terms of one and two years with all subsequent

terms being two years. Each member may serve up to four years total on the Committee. Student members will be appointed to a one-year term.

A Committee chairperson will be appointed annually by the Board and will not hold that position for more than three years. The chairperson will serve as the sole point of contact between the Committee and District staff between meetings.

Appointed Committee members should have significant experience, expertise, understanding and/or knowledge in one or more of the following areas:

1. Climate/Environmental [needs discussion] justice: the disproportionate impacts climate change has on frontline communities and the interrelationship between racial equity, social justice, and climate change;

2. Climate change: major causes, impacts, and proven mitigation and adaptation techniques applicable to a school district;

3. Climate literacy: K-12 education and curriculum related to climate change, climate justice, natural resources, conservation, and sustainability;

4. Greenhouse gas emissions (GHG): proven strategies to reduce emissions throughout District operations, such as energy efficiency, renewable energy, electrification, etc;

5. Environmental Sustainability/Green schoolyards: Understands the interconnecting relationships between environmental, educational, and social-emotional learning and the benefits of greenspaces in gardens, trees, stormwater facilities, and other outdoor learning spaces, and their impact on the urban landscape;

6. Construction: building design, application of renewable energy to architecture, and engineering; and/or

7. Public contracting: procurement, budgets, and schedules.

The Board recognizes that community members bring specialized knowledge and expertise to the Committee. All Committee members shall employ discretion, avoid conflicts of interest and the appearance of conflicts of interest, and exercise care in performing their duties and making recommendations from which they may personally benefit.

The Committee members shall receive no direct or indirect compensation from the District for their services as members of the Committee.

The Committee members may not have an active or pending contract with the District, including being an employee, director or owner of an entity with an active or pending contract with the District, nor enter into a contract during their term on the Committee.

The Committee may not include any employee or official of the District, or any vendor, contractor or consultant of the District.

Committee Operations

The Committee operates in an advisory capacity to the Board. The Committee is not responsible for program or project outcomes and does not direct staff, including any contracted staff, consultants, contractors or auditors. The charge to the Committee does not include:

1. Approval of contracts;

2. Appropriation of funding or budget;

3. Approval of District plans, implementation, and projects; and

4. Selection of contractors, consultants, and other professional service firms

Committee Meetings

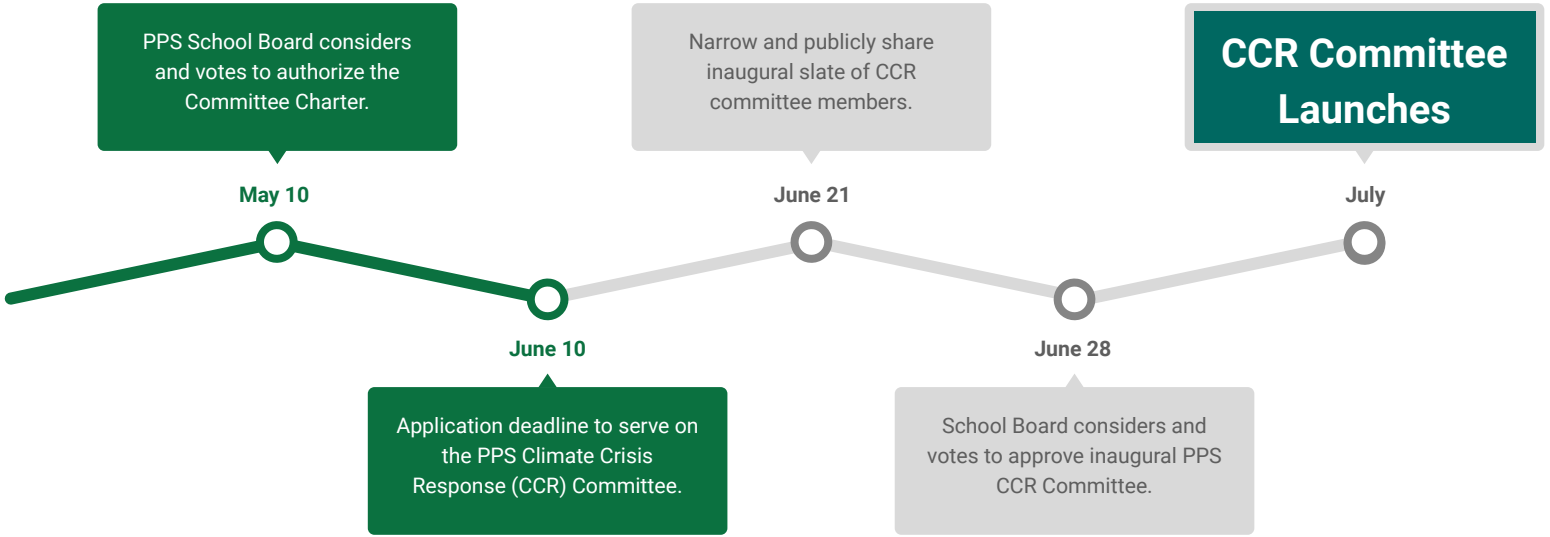
1. After initial organizing meetings, the Committee will convene quarterly.

2. Committee meetings are advisory and not related to formal decision-making by the Board. Committee meetings shall include opportunity for public comment.

3. The District will provide necessary technical and administrative assistance as follows:
    a. A meeting room, including any necessary audio/visual equipment;
    b. Provision of reports covering the status of goals and progress of the Policy directives and disaggregated data so that impacts on students and frontline communities can be assessed;

c. Preparation of Committee meeting minutes and posting for public viewing and use on the PPS web site; and
d. District staff will attend Committee meetings in order to report on the status of the Policy implementation and to respond to questions. District contractors and/or consultants may attend Committee meetings at the discretion of District staff.

Establishing PPS Climate Crisis Response Committee



Proposed and Subject to Change

RESOLUTION No. 6499

Approving Increase of Charter School Pass-through Rate to 90% Beginning the 2023-24 School Year for Charter Schools Serving Populations of Less Than 50% Historically Underserved by Race/Ethnicity

RECITALS

A. The distribution of State School Fund (SSF) amounts to charter schools is determined by ORS 338.155.

B. Pursuant to ORS 338.155(2), the minimum payment per weighted average daily membership (ADMw) for charter schools is 80% of the General Purpose Grant for enrolled K-8 students and 95% of the General Purpose Grant for enrolled 9^{th}-12^{th} grade students.

C. Pursuant to ORS 338.155(7), a school district and charter school may establish a payment that is more than the minimum amounts specified in ORS 338.155(2).

D. In March 2020, the Board of Education approved Resolution 6069 authorizing an increase of the pass-through rate to 95% of the charter school rate for charter schools serving populations of 50% or greater historically underserved by race/ethnicity.

RESOLUTION

The Board of Education for Portland Public Schools approves an increase of the pass-through rate of State School Funds from 80% to 90% for K-8 charter schools serving populations of less than 50% historically underserved by Race/Ethnicity beginning in the 2023-24 school year.

PORTLAND PUBLIC SCHOOLS
OFFICE OF DEPUTY SUPERINTENDENT

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380

Date: May 05, 2022

To: School Board

From: Dr. Cheryl Proctor, Deputy Superintendent
Claire Hertz, Deputy Superintendent

Subject: Charter School Funding Allocation

BACKGROUND

The Board Charter Schools and Alternative Programs Committee asked staff to prepare an analysis of the overall cost of administering the charter schools program and the funds retained from the charter school pass-through. Additionally, the Committee requested an analysis and cost estimate of an increase of the State School Fund pass-through rate from 80% to 90% for all PPS-sponsored charter schools serving less than 50% of highly underserved students in grades K-8.

Charter schools sponsored by PPS have historically received funds per the statutory guidelines in ORS 338, which include a pass-through minimum of 80% of the Charter School Rate for K-8 ADMw and 95% for 9-12 ADMw. Per ODE, the Charter School Rate is based on the most recent year's enrollment, and does not include averaging over multiple years, or Extended ADMW. For schools that were denied a charter by their districts and were approved as charters by the State after appeal, the statutory minimum is set at 90% for K-8 and 95% for 9-12.* These minimums were negotiated as part of the initial Charter School Law (ORS 338) in 1999. A substantive legislative review of charter school funding pass-through rates has not occurred since 1999 when ORS 338 was passed. This differential rate of pass-through between district-sponsored K-8 charters at 80% and state-sponsored charter pass-through at 90% has resulted in questions and concerns by current PPS charter schools and resulted in the request for staff to provide detailed information to both Superintendent Guerrero and members of the Charter School and Alternative Programs School Board Committee.

In March 2020, a similar request was made for a funding analysis. Following the recommendation of the Charter School and Alternative Programs Committee which followed the 2020 program cost staff analysis of PPS charter school programing, the PPS School Board of Directors voted to increase the pass-through for PPS-sponsored charter schools serving K-8 with 50% or greater historically underserved students by race/ethnicity to 95% This resulted in increased pass-through for KairosPDX beginning in the 2020-2021 school year. Currently, Kairos continues to be the only school that qualifies for this increased rate.

**For State-sponsored charter schools, the statutory funding formula outlines that 90% of Charter School Rate allocation is passed through to the school, 5% of Charter School Rate is sent to ODE for program administration and school oversight, and the remainder is retained by the district.*

Most districts in Oregon pass through the statutory minimum to charter schools. For school districts with more than 10,000 students, similar to PPS, the current practice for the majority is to pass through 80% for students in grades K-8. School districts that pass-through 80% for students in grades K-8 include Beaverton, David Douglas, Eugene, Hillsboro, North Clackamas, Springfield, and Tigard-Tualatin. Similar to PPS' allocation for charter schools with 50% or more highly underserved students, Medford passes through 80% with the exception of 90% for one high-poverty elementary school.

There are some smaller districts that pass-through more than the minimum, ranging from 81% to 100%. The pass-through rate in Oregon is frequently higher for charter schools that were initiated by their sponsoring district, and for charter schools that share staff with their sponsoring district. School districts that self-report passing through more than the minimum of 80% for charter schools serving grades K-8 include Scappoose at 100%, Reynolds at 92%-95%, Forest Grove at 88%, Molalla River at 83%, and North Wasco at 83%.

Nationally, the next closest pass-through rate to Oregon's 80% for K-8 is 95%, shared by multiple states, and the average pass-through rate nationwide is 97% as state chartering laws are revised. These rates are determined at the state level.

The Board Charter and Alternative Programs Committee has reviewed the analysis prepared by staff and has recommended the discussion continue with the full Board, and if there should be a majority of support, to consider a possible implementation for the 2023-24 school year.

RELATED POLICIES/BEST PRACTICES

Board policy 2.10.010-P Racial Educational Equity Policy, opens with:

> Portland Public Schools has committed to significantly changing its practice in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

It continues with a set of goals to achieve racial equity for our students. The first goal includes a statement on differentiating resources:

> The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.

Our District Vision, PPS Reimagined, lists system shifts including Racial Equity Aligned Systems and Structures discusses equitable budgeting:

> PPS holds racial equity and social justice as central tenets for all decisions and actions, and works to eliminate racial disparities in access to opportunities. The major goal of the school district's Vision is to eliminate race as a predictor of student outcomes. Several related shifts support this goal. Aligning systems and structures to support racial equity calls for developing culturally responsive practices, including equitable budgeting, to ensure that supports are tailored to individual schools and, ultimately, to students. This shift is supported by accountability practices that assess impact and intent.

ANALYSIS OF SITUATION

Based on goals set in the Racial Educational Equity Policy and our Vision's system shift - Racial Equity Aligned Systems and Structures, the District has equitably allocated resources with priority funding going to our CSI, TSI, and Title schools that educate our historically underserved students. When you review the School by School dollars per student and students per FTE heat map, it is evident that the district has allocated resources in alignment with the Board Equity Policy and PPS Reimagined.

By separating out charter school revenue allocations without considering the student demographics and equity needs of the whole district, this decision would allocate additional resources to more affluent, less diverse charter schools. Charter schools with over 50% highly underserved students are already receiving funding at a 95% ratio. The proposed change in Charter School Funding would transfer and reallocate general fund resources, currently being spent to support PPS neighborhood schools and programs receiving equity-based resource allocations, to Charter Schools serving less than 50% of historically underserved students.

Here are the direct certification and historically underserved rates for each charter school:

Charter School	Total Students	Direct Certification	Historically Underserved
Arthur Academy	156	23.1%	24.4%
Emerson School	124	6.5%	21.8%
Kairos PDX	219	24.2%	72.6%
Le Monde	380	4.5%	12.9%
Portland Village School	416	14.2%	18.8%
Charter Total	1295	13.4%	27.1%

In comparison, the PPS District School Equity Funding is allocated to Schools with over 15% Direct Certification and 40% historically underserved. The PPS neighborhood schools with the highest number of underserved students are our CSI, TSI, and Title designated schools, which also receive additional classroom teachers to further lower class sizes and/or provide additional learning support.

As we review and consider the change in the funding ratio, it is necessary to understand the estimated cost to PPS in 2022-23 to administer services to the five PPS and two State-sponsored charter schools. This consists of two line items:

1) The Charter Schools Office, which includes the Program Director of Charter Schools, Senior Administrative Secretary II, program materials, and operations is currently: **$256,935.**

2) Other identified District Administrative Services are estimated at **$453,888**. This figure is estimated based on the approximate percentage of FTE of multiple District personnel in

the Office of School Performance, Legal, Finance, Human Resources, Research, Assessment & Accountability departments whose duties include supporting the Charter Schools Program and additionally includes a 2% flat administrative rate to include costs, such as student technology costs, which are not captured in personnel costs.

The combined total of District administrative services is **$710,823,** which is 3.6% of the total PPS Charter School State School Fund Allocation.

The estimated amount PPS will retain in 2022-23 after a pass-through of the current rates of 80% for four PPS K-8 charter schools, 95% from one K-5 charter school, and 90% for two State-sponsored K-8 charter schools, is $3,182,281 or 16% of the total allocation received for charter school students.

If the District passes through an increased rate of 90% for PPS-sponsored charter schools serving students in grades K-8, matching the pass-through rate for the two ODE-sponsored charter schools within the District's boundaries, an estimated total of $1,164,363 in additional funds will be passed through to four charter schools.

The estimated amount PPS would retain in 2022-23 from an increased pass-through rate of 90% for all K-8 charter schools is $2,017,918 or 10.1% of the total allocation received for charter school students.

FISCAL IMPACT

Increasing the pass-through rate for the remaining four PPS K-8 charter schools from the current state required 80% to 90% would take the per-pupil funding (ADMw) at these charter schools from $7,627 to $8,581. The estimated total impact on the General Fund would move approximately $1,164,000 million annually from support for PPS District neighborhood schools and programs to four Charter Schools.

The District is responsible for providing Special Education Services for students in charter schools and receives the State School Funding for providing these services.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The Board Charter Schools and Alternative Programs Committee has recommended the policy decision be made in the current year, with a 2023-24 school year fiscal implementation.

Staff recommends the policy decision be delayed until spring 2023 to allow for the strategic resourcing benchmarking and evaluation process with Education Resource Strategies to be completed. We value using a holistic approach when making long-term financial decisions, rather than making one discrete financial decision separate from the rest.

BOARD OPTIONS WITH ANALYSIS

If the decision is made to remain at the current 80% for students attending charter schools in grades kindergarten through eighth grade, then no change to the current formula is needed.

If the policy decision is made in the current year, then the Board will not have the benefit of reviewing national benchmarking and the lessons learned by going through the strategic resource allocation process being led by Education Resource Strategies. The rate increase would become effective with the future budget year, beginning July 1, 2023.

The Board Charter Schools and Alternative Programs Committee asked for an analysis of the overall cost of administering the charter schools program, and the cost of raising the pass-through rate from 80% to 90% for charter schools sponsored by PPS serving students in grades K-8. Options are to consider raising the base pass-through rate for PPS-sponsored K-8 charter schools to 90% or to continue passing through funds at the current statutory minimum rate of 80%.

CONNECTION TO BOARD GOALS

Given the Board's Goals, which center historically underserved and Black student achievement, and the relatively lower racial diversity of students enrolled in the Charter Schools being considered, the additional resources that would be invested in raising the pass-through rate may not significantly contribute towards improving the attainment of the Board's Goals for historically underserved and Black student achievement.

STAFF RECOMMENDATION

Staff recommends delaying the policy decision on Charter School funding ratios until spring 2023 to allow for the national benchmarking and strategic resourcing evaluation process being led by Education Resource Strategies to be completed.

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

____*CH*_____ *(Initials)*

ATTACHMENTS

A. Resolution
B. School by School dollars per student and students per FTE Heat Map
C. Racial Equity Policy 2.10.010-P

School Acheivement, Students-per-FTE and Dollars-per-student, with Foundation

Sorted by School Type and Free by DC%

Schools sorted by Type and Socio Economic Status as measured by Free Meals by Direct Certification (DC)			**Achievement - % Earning Level 3 or Level 4**		**Students per FTE** School General Fund, Title-I, Foundation,Grants, **including** Special Education, ESL, Nutrition Services, etc.			**Enrollment**	**Dollars per Student** School General Fund, Title-I, Foundation, Grants. **Excludes** Special Education, ESL, Nutrition Services, etc.			**2021-22 Foundation Funds**			**2021-22 PPS Parent Fund Grant**					
SchoolName	**Type**	**2021-22 Free Meals by DC%**	**2018-19 Math**	**2018-19 English LA**	**2020-21 Students Per FTE**	**2021-22 Students Per FTE**	**2022-23 Students Per FTE**	**2022-23 Enrollment**	**2020-21 $ per Student**	**2021-22 $ per Student**	**2022-23 $ per Student**	**Licensed**	**Classified**	**Non-Rep**	**Licensed**	**Classified**	**Non-Rep.**	**Total**	**Foundation and Parent Fund Position Descriptions**	**(Programs), ODE status, and Title-I**
Forest Park	K-5	1%	79%	86%	12.4:1	12.0:1	11.6:1	318	$7,382:1	$8,353:1	$8,458:1		1.50					1.50	1.50 EA-ES	
Alameda	K-5	2%	74%	79%	11.6:1	10.5:1	11.9:1	522	$6,880:1	$8,023:1	$7,205:1	0.25						0.25	0.25 Media Specialist-ES	
Richmond	K-5	3%	75%	75%	14.8:1	14.0:1	14.8:1	581	$6,663:1	$7,084:1	$7,032:1	1.00	0.50					1.50	0.50 EA Gr K, 1.00 Teacher Gr 3 Japanese Imm	(Japanese Immersion)
Ainsworth	K-5	5%	76%	82%	11.6:1	11.9:1	12.5:1	558	$7,352:1	$7,675:1	$7,856:1		1.75					1.75	0.88 EA Bilingual Spanish, 0.88 EA ESL/Bilingual Spanish	(Spanish Immersion)
Duniway	K-5	5%	60%	73%	13.1:1	11.9:1	13.3:1	433	$7,017:1	$7,947:1	$7,837:1	0.75	2.94					3.69	0.50 Instructional Specialist-ES, 0.49 LTHT EA Gr 5, 2.45 LTHT EA-ES, 0.05 Media Specialist-ES, 0.20 Teacher PE	
Rieke	K-5	7%	64%	72%	12.0:1	12.0:1	12.7:1	304	$8,070:1	$8,050:1	$8,268:1		1.00					1.00	0.50 EA-ES, 0.40 Instr Technology Asst, 0.10 LTHT EA-ES	
Stephenson	K-5	7%	72%	81%	10.6:1	10.1:1	11.1:1	325	$7,808:1	$8,703:1	$7,952:1	0.25						0.25	0.25 Media Specialist-ES	
Abernethy	K-5	8%	64%	77%	12.3:1	10.1:1	11.0:1	364	$7,737:1	$9,485:1	$9,036:1	0.50						0.50	0.50 Instructional Specialist-ES	
Llewellyn	K-5	8%	71%	80%	11.0:1	9.4:1	10.8:1	408	$6,960:1	$8,359:1	$7,622:1	0.50						0.50	0.50 Counselor-ES	
Capitol Hill	K-5	9%	63%	74%	12.6:1	11.3:1	12.4:1	318	$7,981:1	$8,700:1	$8,278:1		0.50					0.50	0.50 School Admin Asst II-ES	
Bridlemile	K-5	9%	75%	74%	11.0:1	10.9:1	11.1:1	430	$7,447:1	$7,423:1	$7,440:1	1.00	0.50					1.50	0.50 Instructional Specialist-ES, 0.50 School Admin Asst II-ES, 0.50 Teacher Gr 1-5 Technology	
Glencoe	K-5	10%	64%	75%	12.3:1	10.7:1	11.7:1	381	$8,315:1	$9,178:1	$8,520:1		0.25					0.25	0.25 School Admin Assistant III-ES	
Maplewood	K-5	11%	44%	54%	13.0:1	10.4:1	10.6:1	274	$7,679:1	$9,445:1	$9,777:1		0.90					0.90	0.50 EA Gr K-1, 0.40 LTHT EA-ES	TSI
Atkinson	K-5	12%	45%	57%	9.4:1	8.1:1	8.5:1	342	$7,599:1	$9,202:1	$8,817:1									(Spanish Immersion)
Woodstock	K-5	13%	64%	74%	12.9:1	11.0:1	11.6:1	488	$6,944:1	$8,880:1	$8,587:1		0.40					0.40	0.40 LTHT School Secretary	(Mandarin Immersion)
Lewis	K-5	15%	48%	63%	9.9:1	10.1:1	11.1:1	335	$7,886:1	$8,543:1	$8,112:1									
Rose City Park	K-5	16%	51%	62%	12.1:1	9.5:1	10.7:1	470	$7,530:1	$9,152:1	$9,003:1				1.00			1.00	1.00 Teacher Reading	(Vietnamese Immersion)
Irvington	K-5	16%	45%	61%	10.2:1	7.9:1	8.9:1	242	$7,722:1	$10,690:1	$11,401:1									TSI
Chief Joseph	K-5	17%	49%	55%	9.9:1	9.3:1	9.9:1	273	$8,944:1	$10,435:1	$10,168:1									TSI
Sabin	K-5	17%	58%	73%	8.2:1	7.9:1	8.5:1	340	$8,248:1	$8,957:1	$8,312:1		0.25					0.25	0.25 School Admin Assistant III-ES	TSI
Hayhurst	K-5	18%	54%	60%	9.5:1	8.9:1	9.1:1	341	$6,971:1	$8,044:1	$7,879:1									
Buckman	K-5	19%	49%	66%	9.7:1	8.4:1	8.4:1	401	$7,282:1	$9,238:1	$9,141:1	0.17			0.08	0.10		0.35	0.25 Media Specialist-ES, 0.10 School Secretary-ES	(Arts Focus)
Beach	K-5	22%	50%	51%	10.0:1	9.3:1	9.6:1	345	$8,075:1	$9,393:1	$9,658:1					0.36		0.36	0.36 LTHT EA-ES	(Spanish Immersion)
Creston	K-5	26%	52%	62%	9.6:1	9.0:1	9.3:1	254	$8,177:1	$10,207:1	$10,055:1					0.50		0.50	0.25 EA Gr K, 0.25 School Admin Assistant III-ES	
Peninsula	K-5	26%	17%	33%	6.1:1	5.0:1	5.7:1	219	$10,811:1	$13,481:1	$12,791:1				0.05			0.05	0.05 Instructional Specialist-ES	TSI
Bridger	K-5	27%	37%	43%	9.6:1	8.9:1	8.8:1	335	$9,969:1	$10,939:1	$11,298:1					0.28		0.28	0.28 EA Gr K	(Spanish Immersion) TSI
Markham	K-5	28%	49%	60%	10.7:1	9.1:1	10.1:1	431	$7,211:1	$8,173:1	$7,972:1		0.14			0.20		0.34	0.34 EA Bilingual Somali	
Arleta	K-5	28%	39%	52%	9.0:1	7.3:1	7.6:1	276	$7,942:1	$10,032:1	$9,760:1					0.30		0.30	0.30 LTHT EA-ES	
Woodlawn	PK-5	31%	34%	45%	6.9:1	6.2:1	7.2:1	291	$9,526:1	$12,205:1	$11,211:1									Title I
Chapman	K-5	33%	56%	71%	9.7:1	9.3:1	9.4:1	351	$8,810:1	$10,692:1	$10,205:1		1.20			0.25		1.45	1.20 LTHT EA Gr K, 0.25 School Admin Assistant III-ES	TSI Title I
Grout	K-5	33%	38%	46%	7.3:1	7.6:1	7.6:1	331	$8,626:1	$9,894:1	$9,974:1					0.30		0.30	0.30 Therapeutic Intervention Coach	Title I
Lee	K-5	33%	33%	45%	6.2:1	5.6:1	5.5:1	232	$10,482:1	$12,094:1	$12,598:1					0.25		0.25	0.25 School Admin Assistant III-ES	TSI Title I
James John	K-5	38%	27%	37%	5.8:1	6.2:1	6.3:1	338	$10,930:1	$10,991:1	$12,001:1									(Spanish Immersion) TSI Title I
Rigler	K-5	40%	8%	18%	6.5:1	6.4:1	6.4:1	234	$11,820:1	$12,660:1	$13,157:1					0.20		0.20	0.20 School Admin Assistant III-ES	(Spanish Immersion) CSI Title I
Whitman	PK-5	41%	39%	40%	6.4:1	5.3:1	6.2:1	154	$12,559:1	$16,149:1	$15,684:1									Title I
MLK Jr	PK-5	44%	7%	21%	7.2:1	6.5:1	6.3:1	288	$11,770:1	$13,853:1	$14,728:1									(Mandarin Immersion) TSI Title I
Vestal	K-5	44%	27%	41%	5.6:1	4.9:1	5.1:1	208	$11,419:1	$13,782:1	$13,412:1									TSI Title I
Kelly	K-5	45%	23%	30%	7.8:1	6.8:1	7.1:1	361	$10,252:1	$12,770:1	$12,435:1									(Russian Immersion) TSI Title I
Woodmere	K-5	45%	18%	27%	6.2:1	5.4:1	5.2:1	238	$10,710:1	$12,266:1	$13,269:1					0.16		0.16	0.06 EA ESL/Bilingual Spanish, 0.10 School Admin Assistant III-ES	TSI Title I
Scott	K-5	48%	19%	24%	7.5:1	7.0:1	6.9:1	435	$9,676:1	$11,468:1	$11,446:1									(Spanish Immersion) CSI Title I
Marysville	PK-5	49%	31%	47%	7.7:1	5.8:1	6.0:1	259	$8,756:1	$12,390:1	$12,631:1					0.26		0.26	0.26 School Secretary-ES	Title I
Lent	K-5	50%	15%	25%	8.2:1	6.2:1	6.1:1	275	$8,887:1	$13,029:1	$13,433:1									(Spanish Immersion) CSI Title I
Sitton	K-5	53%	13%	20%	6.2:1	5.6:1	5.8:1	312	$10,398:1	$13,209:1	$12,872:1									(Spanish Immersion) CSI Title I
Boise-Eliot/Humboldt	PK-5	55%	13%	17%	6.3:1	5.6:1	5.7:1	325	$12,221:1	$14,333:1	$14,956:1				0.06			0.06	0.06 Teacher Music	CSI Title I
Rosa Parks	K-5	71%	10%	24%	7.4:1	6.0:1	5.7:1	205	$11,676:1	$15,824:1	$16,265:1									CSI Title I

2021-22 is the last year of complete Foundation and Parent Fund available, 2022-23 is not complete as of 4-15-22. 2018-19 was the last complete year for Assessments.

School Acheivement, Students-per-FTE and Dollars-per-student, with Foundation

Sorted by School Type and Free by DC%

Schools sorted by Type and Socio Economic Status as measured by Free Meals by Direct Certification (DC)			**Achievement - % Earning Level 3 or Level 4**		**Students per FTE** School General Fund, Title-I, Foundation,Grants, **including** Special Education, ESL, Nutrition Services, etc.			**Enrollment**	**Dollars per Student** School General Fund, Title-I, Foundation, Grants. **Excludes** Special Education, ESL, Nutrition Services, etc.			**2021-22 Foundation Funds**			**2021-22 PPS Parent Fund Grant**					
SchoolName	**Type**	**2021-22 Free Meals by DC%**	**2018-19 Math**	**2018-19 English LA**	**2020-21 Students Per FTE**	**2021-22 Students Per FTE**	**2022-23 Students Per FTE**	**2022-23 Enrollment**	**2020-21 $ per Student**	**2021-22 $ per Student**	**2022-23 $ per Student**	**Licensed**	**Classified**	**Non-Rep**	**Licensed**	**Classified**	**Non-Rep.**	**Total**	**Foundation and Parent Fund Position Descriptions**	**(Programs), ODE status, and Title-I**
Odyssey	K-8	1%			12.6:1	10.8:1	12.2:1	243	$7,477:1	$8,654:1	$8,468:1									
Beverly Cleary	K-8	4%	69%	81%	12.4:1	12.7:1	12.7:1	617	$7,139:1	$7,125:1	$7,436:1		0.37					0.37	0.37 LTHT EA Gr K-1 Reading	
Access	1-8	5%	95%	94%	11.1:1	11.1:1	11.5:1	307	$9,133:1	$9,892:1	$8,628:1	0.25						0.25	0.25 Teacher Spanish	
Laurelhurst	K-8	6%	70%	82%	13.7:1	12.7:1	13.1:1	628	$7,004:1	$7,706:1	$7,737:1	0.60	3.20					3.80	0.60 Counselor-K8, 0.80 EA Gr K/K-5 Reading, 2.40 LTHT EA Gr K-1	
Winterhaven	K-8	7%	82%	80%	12.0:1	11.5:1	11.7:1	298	$8,114:1	$8,472:1	$8,850:1									(STEM Focus)
Skyline	K-8	8%	61%	70%	7.7:1	9.6:1	9.5:1	201	$12,031:1	$10,607:1	$11,227:1		0.70					0.70	0.50 EA-K8, 0.20 LTHT EA-K8	
Creative Science	K-8	12%	53%	66%	12.4:1	10.7:1	11.1:1	441	$7,450:1	$8,313:1	$8,458:1									(Science Focus)
Sunnyside Environmental	K-8	14%	44%	65%	12.4:1	11.2:1	11.5:1	465	$7,279:1	$8,270:1	$8,338:1		0.16			0.34		0.50	0.05 LTHT Book Clerk, 0.45 LTHT School Secretary-K8	(Environmental Curriculum)
Astor	K-8	20%	36%	49%	9.8:1	9.6:1	9.0:1	375	$9,238:1	$9,431:1	$10,041:1					0.20		0.20	0.20 School Secretary-K8	TSI
Vernon	K-8	23%	44%	53%	11.1:1	10.5:1	11.8:1	525	$8,455:1	$9,401:1	$8,877:1	0.30						0.30	0.30 Teacher Coord/Gr 6 SS	
Faubion	PK-8	44%	10%	25%	7.7:1	7.0:1	7.1:1	631	$9,696:1	$12,532:1	$12,109:1									TSI Title I
César Chávez	K-8	45%	15%	24%	8.2:1	7.4:1	7.0:1	459	$9,620:1	$11,843:1	$12,746:1									(Spanish Immersion) CSI Title I
Harrison Park	K-8	47%	25%	36%	8.2:1	6.8:1	6.8:1	505	$9,085:1	$11,505:1	$12,076:1				0.23			0.23	0.16 Teacher Gr 6-8 Dance, 0.07 Teacher PE/Gr 6-8 Health	Title I
Sellwood	6-8	7%	66%	77%	13.8:1	12.7:1	13.0:1	550	$6,873:1	$7,497:1	$7,726:1	0.25	0.50					0.75	0.50 EA-MS, 0.25 Teacher French/Technology	
Gray	6-8	8%	71%	75%	11.3:1	10.9:1	12.0:1	484	$7,261:1	$7,928:1	$7,540:1		0.20					0.20	0.20 School Admin Assistant III-MS	
West Sylvan	6-8	9%	75%	84%	13.6:1	12.7:1	13.0:1	713	$6,699:1	$7,489:1	$7,153:1	0.25	0.25					0.50	0.25 School Admin Assistant III-MS, 0.25 Teacher Music/AVID	(Spanish Immersion)
Mt Tabor	6-8	9%	49%	61%	13.6:1	12.4:1	11.8:1	601	$6,783:1	$7,710:1	$8,341:1									(Japanese & Spanish Immersion) TSI
Jackson	6-8	15%	60%	75%	12.0:1	11.3:1	12.2:1	790	$6,410:1	.	$7,024:1									(Bernstein Artful Learning)
da Vinci	6-8	15%	35%	61%	12.0:1	10.4:1	10.8:1	448	$6,776:1	$7,973:1	$8,344:1	0.25		0.40	0.25			0.90	0.40 Fine Arts Music Accompst, 0.50 Teacher Dance	(Arts Focus)
Hosford	6-8	18%	53%	65%	12.5:1	11.7:1	11.9:1	574	$6,104:1	$7,747:1	$7,475:1									(Mandarin Immersion)
Beaumont	6-8	19%	43%	54%	8.4:1	7.9:1	7.8:1	428	$9,258:1	$10,315:1	$10,253:1		0.44					0.44	0.44 EA-ESL MS Bilingual Spanish	(Spanish Immersion) TSI
Ockley Green	6-8	30%	18%	31%	9.4:1	9.4:1	9.1:1	470	$8,343:1	$8,833:1	$9,655:1					0.50		0.50	0.50 School Secretary-MS	(Spanish Immersion) TSI
Kellogg	6-8	31%				9.5:1	9.4:1	657		$9,364:1	$9,503:1									(Spanish Immersion) Title I
Roseway Heights	6-8	33%	25%	33%	10.6:1	9.4:1	8.9:1	584	$7,529:1	$9,192:1	$10,443:1									(Spanish Immersion) TSI Title I
Harriet Tubman	6-8	34%	23%	35%	8.2:1	6.8:1	7.2:1	374	$8,994:1	$12,129:1	$12,441:1									(Mandarin Immersion) Title I
Lane	6-8	42%	24%	39%	8.0:1	6.7:1	6.6:1	339	$9,300:1	$11,933:1	$13,069:1									(Russian Immersion) TSI Title I
George	6-8	54%	12%	26%	7.2:1	6.3:1	6.0:1	373	$9,505:1	$12,332:1	$12,814:1									(Spanish Immersion) TSI Title I
Lincoln	9-12	5%	43%	81%	12.8:1	12.7:1	12.4:1	1463	$7,755:1	$8,266:1	$8,400:1	1.04	0.60					1.64	0.60 Library Assistant, 0.29 Teacher Adv Math/AVID, 0.75 Teacher Physics	(International Baccalaureate)
Grant	9-12	8%	58%	85%	12.5:1	13.1:1	13.4:1	2178	$6,751:1	$6,705:1	$7,068:1	0.17						0.17	0.17 Teacher Japanese	(Advanced Placement, Dual-Credit Courses)
Ida B. Wells-Barnett	9-12	9%	22%	64%	11.7:1	12.0:1	12.3:1	1603	$7,587:1	$7,587:1	$7,745:1	0.50						0.50	0.50 Teacher Bus Marketing CTE	(Advanced Placement, Computer Sciences)
Cleveland	9-12	11%	39%	64%	12.3:1	12.4:1	12.3:1	1605	$7,388:1	$7,474:1	$7,759:1	0.58						0.58	0.16 Teacher Business CTE, 0.17 Teacher CTE Graphic Desgn, 0.25 Teacher Culinary Arts-CTE	(International Baccalaureate)
Franklin	9-12	21%	33%	64%	11.8:1	11.5:1	11.6:1	2015	$7,288:1	$7,986:1	$8,199:1									(Advanced Placement, Dual-Credit Courses)
Benson	9-12	23%	30%	68%	9.4:1	8.1:1	8.6:1	894	$8,884:1	$11,497:1	$10,876:1									(Professional, Technical, Health Occupations)
McDaniel	9-12	29%	29%	52%	8.8:1	9.5:1	9.1:1	1407	$8,598:1	$8,774:1	$10,063:1				0.02			0.02	0.02 Teacher Mandarin/LA	(Advanced Placement, AVID, STEM Programs)
Roosevelt	9-12	34%	9%	36%	8.9:1	9.3:1	8.9:1	1448	$8,396:1	$9,182:1	$10,123:1									(Advanced Placement, PSU Inquiry Partnership) TSI
Alliance	9-12	34%		21%	4.8:1	3.5:1	4.2:1	198	$19,205:1	$29,779:1	$24,301:1									CSI
Jefferson	9-12	39%	23%	43%	7.3:1	6.6:1	6.8:1	607	$10,430:1	$11,694:1	$12,146:1					0.28	0.17	0.45	0.28 LTHT VP's Secretary-HS, 0.17 Performing Arts Assistant	(Middle College Program) TSI
Metro. Learning Center	K-12	9%	46%	67%	9.6:1	8.6:1	8.9:1	361	$9,658:1	$11,953:1	$11,374:1									(Alternative Program)
Online Learning Academy	K-12	30%				10.1:1	9.6:1	410		$16,572:1	$12,186:1									(Alternative Program)
											Foundation and Parent Fund Totals:	8.61	18.25	0.40	1.69	4.48	0.17	33.60		

All Foundation and Parent FTE shown full weighted for all staff, where 40 hours is 1.0 FTE. Foundation and Parent Fund positions are as of 4/15/22, with some positions startin after the beginning of the school year. Foundation and Parent Fund Position Descriptions show only the portion of FTE funded by those funding sources where overall FTE for positions when looking at all funding sources. 2022-23 Foundation and Parent FTE unavailable as of 4/15/22, as fund-raising and hiring has not been fully determined and allocated.

2021-22 is the last year of complete Foundation and Parent Fund available, 2022-23 is not complete as of 4-15-22. 2018-19 was the last complete year for Assessments.

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between white students and students of color is unacceptable. While efforts have been made to address the inequities between white students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between white students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.[1]

In Portland Public Schools, for every year that we have data, white students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than white students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

[1] For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook.* (2007).

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.[2] The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

[2] Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)

F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

History: Adopted by Resolution No. 4459, 6-13-11

RESOLUTION No. 6500

Calendar of Regular Board Meetings School Year 2022-23

RESOLUTION

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2022-23 school year. Regular Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and, unless otherwise noticed, begin at 6:00pm on Tuesdays. Board meetings may be held in a school building and all will be live streamed.

July 12, 2022	January 24, 2023
August 9, 2022	February 7, 2023
August 23, 2022	February 21, 2023
September 13, 2022	March 7, 2023
September 20, 2022	March 21, 2023
October 11, 2022	April 11, 2023
October 25, 2022	April 25, 2023
November 1, 2022	May 9, 2023
November 15, 2022	May 23, 2023
December 13, 2022	June 13, 2023
January 10, 2023	June 27, 2023

PORTLAND PUBLIC SCHOOLS BOARD OF EDUCATION

2022-2023 Meeting Calendar

Proposed Regular Meeting Schedule

July 2022

M	T	W	T	F
				1
4	5	6	7	8
11	12 R	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2022

M	T	W	T	F
1	2	3	4	5
8	9 R	10	11	12
15	16	17	18	19
22	23 R	24	25	26
29	30	31		

September 2022

M	T	W	T	F
			1	2
5	6	7	8	9
12	13 R	14	15	16
19	20 R	21	22	23
26	27	28	29	30

October 2022

M	T	W	T	F
3	4	5	6	7
10	11 R	12	13	14
17	18	19	20	21
24	25 R	26	27	28
31				

November 2022

M	T	W	T	F
	1 R	2	3	4
7	8	9	10	11
14	15 R	16	17	18
21	22	23	24	25
28	29	30		

December 2022

M	T	W	T	F
			1	2
5	6	7	8	9
12	13 R	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2023

M	T	W	T	F
2	3	4	5	6
9	10 R	11	12	13
16	17	18	19	20
23	24 R	25	26	27
30	31			

February 2023

M	T	W	T	F
		1	2	3
6	7 R	8	9	10
13	14	15	16	17
20	21 R	22	23	24
27	28			

March 2023

M	T	W	T	F
		1	2	3
6	7 R	8	9	10
13	14	15	16	17
20	21 R	22	23	24
27	28	29	30	31

April 2023

M	T	W	T	F
3	4	5	6	7
10	11 R	12	13	14
17	18	19	20	21
24	25 R	26	27	28

May 2023

M	T	W	T	F
1	2	3	4	5
8	9 R	10	11	12
15	16	17	18	19
22	23 R	24	25	26
29	30	31		

June 2023

M	T	W	T	F
			1	2
5	6	7	8	9
12	13 R	14	15	16
19	20	21	22	23
26	27 R	28	29	30

R Regular Board Meeting

DRAFT

Office of the General Counsel

PORTLAND PUBLIC SCHOOLS
501 N. Dixon, Portland, OR 97227
(503) 916-3570 • Fax: (503) 916-2724

Date: May 2, 2022

To: School Board

From: Mary Kane, Senior Legal Counsel

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Recommended policy rescissions

The Board Policy Committee met on April 20, 2022, and discussed continuing to review policies to determine which needed updates and which should be rescinded. Three policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies, copies attached, be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. 4.40.040-P Rose Festival Programs

This policy was adopted in 1971 and amended in 2002. The material does not constitute a policy and is covered in regular District practice.

b. 5.20.030-P Appointment of Teachers

This policy was adopted in 1971 and last amended in 1993. The material does not constitute a policy and is covered in regular District practice.

c. 6.60.010-P Summer Schools

This policy was adopted in 1971 and last amended in 2002. The material does not constitute a policy and is covered in regular District practice.

4.40.040-P Rose Festival Programs

BOARD POLICY

For many district schools have cooperated with the Rose Festival Association in sponsoring and conducting ambassador selection contests at the secondary level, a Rose Festival Kids Program for students grades K-8 and various community service orientated projects. The Board recognizes the importance of Rose Festival Association activities to the cultural life of the community; the wide interest which many students and parents have in these programs and activities; and the special opportunities and scholarships which are provided to students who are selected as school ambassadors. Therefore, as a matter of policy, district schools shall cooperate in conducting the Rose Festival selection for ambassadors in accordance with Administrative Regulations and procedures, which are established for such programs by the office of the superintendent.

Legal Reference: ORS 332.107

History: Adpt 6/71; Amd 9/9/02; BA 2420

5.20.030-P Appointment Of Teachers

BOARD POLICY

(1) Election of teachers shall be by the Board of education upon the recommendation of the superintendent of schools from those candidates who have complied with all application requirements.

(2) The superintendent shall submit a list of candidates to the Board before the date of the meeting at which the election is to take place. At the meeting, the Board will take official action to elect the teachers.

(3) When the need arises to recruit teachers or other professional staff because of their particular skills or attributes and it is necessary to induce an applicant to forego other employment opportunities, the superintendent or a designee is authorized to give employment assurance to the applicant effective on a date certain. The assurance shall be subject to acceptable verification of the facts in the application, references, record checks, and teacher licensure requirements. The assurance shall be in form approved by the Staff Attorney.

Legal Reference: ORS 332.505

History: Adpt. 6/71; Amd. 12/11/72; Amd. 2/25/93

6.60.010-P Summer Schools

BOARD POLICY

(1) When deemed advisable, the superintendent may establish summer schools in one or more of the school buildings of the district for the benefit of students.

(2) The schedule of fees shall require approval of the Board, and the superintendent shall be responsible for the length of sessions, curriculum, and selection of principals, teachers and other employees.

Legal References: ORS 329.485; ORS 332.107; OAR 581-022-1110 (5)

History: Adpt 6/71; Amd 9/9/02; BA 2421

Board Policy 3.40.014-P

Weapons Prohibited

No person on PPS school grounds or in buildings may possess any weapon, including a firearm, unless:

1. Firearms are under the control of law enforcement personnel.
2. The Superintendent has provided written authorization for persons, whose district-related work requires it and while they are on-duty and in uniform, to possess firearms when otherwise in compliance with law and District policy.

A weapon is any instrument, article, or substance which is designed to be or readily capable of causing death or serious physical injury.

Persons with concealed carry firearm licenses are not allowed to bring firearms on PPS school grounds or in PPS buildings.

Any person violating or threatening to violate this policy, as determined by the District, may be issued a trespass citation, ejected from the premises, and/or referred to law enforcement.

The District will post clearly visible signs at all normal points of entry to the school buildings stating that firearms are prohibited under this policy and that the affirmative defense described in ORS 166.370(3)(g) does not apply.

Any District employee who reasonably believes that a person is in possession of a weapon, including a firearm, within a school or has possessed one within a school in violation of Oregon law in the previous 120 days must report such information to an administrator or law enforcement.

Draft

Legal Reference(s): ORS 161.015, 166.210, 339.315, 166.370, 339.315 Senate Bill 554 (ORS 166.262, 166.291, 166.360 and 166.370)

OSBA: KGBB

History: Adpt 2/14/91; Amd 9/9/02; BA 2419; Amd __/22.

PORTLAND PUBLIC SCHOOLS

OFFICE OF General Counsel

501 North Dixon Street
Portland, OR 97227
Telephone: (503) 916-3274

Date: May 3, 2022

To: School Board

From: Mary Kane, Senior Legal Counsel
Molly Romay, Senior Director of Security Services

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Staff Analysis Report to the Board

Policy # and Name: Weapons, Explosives and Fire Bombs 3.40.014-P

BACKGROUND

In its 2021 legislative session, Oregon lawmakers passed SB 553, which expanded the list of locations where concealed handguns are prohibited to include schools. As a result of this statutory change, the District reviewed its current policy to determine whether it aligned with the new legislation. During the review, staff recognized that the policy was in need of updating broadly, in addition to the legislative changes, and so recommended addition changes to the policy. including its title, to make the language and structure clearer and more approachable.

The Board Policy Committee first reviewed the proposed updates in February, 2022, offering comment and proposed edits. The Committee met again on March 9, 2022, and March 30, 2022, before finalizing the proposed changes for full Board review at its April 20, 2022 meeting.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices.

ANALYSIS OF SITUATION

It is the staff's belief that drafting a more relevant, user-friendly policy will allow for greater compliance with the state law and safety for our students.

FISCAL IMPACT

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

COMMUNITY ENGAGEMENT

Because the substantive changes made to the policies were driven by legal compliance, no additional community engagement beyond the public meetings and public comment period was undertaken.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

After passage of the updated Policy, staff will send out a District-wide communication as well as to our union partners. Posters advising visitors of this policy will be posted at all District buildings.

STAFF RECOMMENDATION

Staff recommends that the Board accept the revision recommendations put forward in this report and as approved by the Policy Committee.

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

_____ *(Initials)*

ATTACHMENTS

A. Clean Draft Weapons, Explosives and Fire Bombs Policy 3.40.014-P
B. Redline Weapons, Explosives and Fire Bombs Policy 3.40.014-P

April ~~March~~ 184, 2022 draft

~~3.40.014-P Weapons, Explosives And Fire Bombs~~

~~(1) No person except a Peace Officer shall have or enable another to have a weapon [or replica of a weapon] on district property. "Weapon" for purposes of this policy, and as defined by state and federal law, includes:~~

~~(a) "Dangerous weapon" - any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;~~

~~(b) "Deadly weapon" - any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;~~

~~(c) "Firearm" - any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any other destructive device as defined by federal law.~~

~~(d) Destructive device" - any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device, which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line throwing, safety or similar device.~~

~~(2) No person except a Peace Officer shall have or enable another to have an explosive or fire bomb on district property. "Explosive" includes a device, which by heat, impact, friction or detonation will explode with such force as to injure a person or damage property. "Fire bomb" means a breakable vessel containing a substance with a flash point below 151 degrees Fahrenheit that includes a device for its intentional ignition.~~

~~(3) No student shall bring, possess, conceal or use a weapon on or at activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization approved by the State Board of Education.~~

~~(4) The superintendent or designee may, as provided by law, authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.~~

~~3.40.014-P Weapons, Explosives And Fire Bombs~~

~~Legal References: ORS 161.015; OAR 581-021-0050 to -0075; ORS 166.210 - 166.370; OAR 581-053-0010 (5); ORS 332.107; OAR 581-053-0015 (7)(k); ORS 339.115; OAR 581-053-0545 (4)(c),(w); ORS 339.240; OAR 581-053-0550 (5)(y); ORS 339.250; ORS 339.260; ORS 809.060; ORS 809.260~~

Weapons Prohibited

No person on PPS school grounds or in buildings may possess any weapon, including a firearm, unless:

1. Firearms are under the control of law enforcement personnel.
2. The Superintendent has provided written authorization for persons, whose district-related work requires it and while they are on-duty and in uniform, to possess firearms when otherwise in compliance with law and District policy..

A weapon is any instrument, article, or substance which is designed to be or readily capable of causing death or serious physical injury.

Persons with concealed carry firearm licenses are not allowed to bring firearms on PPS school grounds or in PPS buildings.

Any person violating or threatening to violate this policy, as determined by the District, may be issued a trespass citation, ejected from the premises, and/or referred to law enforcement.

The District will post clearly visible signs at all normal points of entry to the school buildings stating that firearms are prohibited under this policy and that the affirmative defense described in ORS 166.370(3)(g) does not apply.

Any District employee who reasonably believes that a person is in possession of a weapon, including a firearm, within a school or has possessed one within a school in violation of Oregon law in the previous 120 days must report such information to an administrator or law enforcement.

Legal Reference(s): ORS 161.015, 166.210, 339.315, 166.370, 339.315 Senate Bill 554 (ORS 166.262, 166.291, 166.360 and 166.370)

OSBA: KGBB

History: Adpt 2/14/91; Amd 9/9/02; BA 2419; Amd __/22.

Board Policy 4.50.026-P

Administering Medicines to Students

Administering medication to students and self-medication by students may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if medication were not made available during school hours. Consequently, the District may administer or a student may be permitted to take prescription or nonprescription medication under the following conditions:

1) District Administration of Medication.

A) All requests for the District to administer prescription medication to a student shall be made by the student's parent/guardian in writing. Requests shall include the written instructions of the prescriber for the administration of a prescription medication to a student or the written instructions of the parent/guardian for the administration of a nonprescription medication to a student. A prescription label will be deemed sufficient to meet the requirements for written physician instructions.

B) The District shall designate school staff authorized to administer medication to students. When a licensed healthcare professional is not immediately available, personnel designated by the District may administer medication to a student as prescribed and/or allowed by Oregon law.

C) The District reserves the right to reject a request to administer prescription or nonprescription medication when, in the District's judgment, such medication is not necessary for the student to remain in school.

D) The District may require an individualized health care plan for the administration of certain medications. These plans may address medication administration both in school and at school activities.

.

E) Upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine (epi-pen) may be kept at a reasonably secure location in the student's classroom.

F) Epinephrine (epi-pens) may be available for administration by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction.

G) Naloxone (NarCan), opioid antagonist, or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

Draft

(2) **Student Self-Administration of Medication.**

A) A student may be allowed to self-administer a medication as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent/guardian and subject to age-appropriate guidelines. The parent/guardian must provide a signed prescription and a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

B) The District may revoke the permission given to a student to self-administer medication.

(3) **Handling of Medication.**

A) Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established District procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

(4) **No Prohibition on Providing First Aid.**

This policy shall not prohibit or restrict, in any way, the administration of recognized first aid to students by District employees in accordance with established state law, Board policy and regulations and District guidelines.

(5) **Immunity and Limitations of Liability.**

No District policy or procedure shall be interpreted to limit or detract from the immunities and other limitations on liability available under the law to persons who engage in or assist with the administration of medication to students.

Draft

Legal References: ORS 109.640; ORS 339.869; ORS 433.805 - 433.830; ORS 339.867; ORS 339.870; ORS 475.005 - 475.285; OAR 581-021-0037

History: Adpt 8/24/98; Amd 9/9/02; BA 2420; 5/22

OSBA: JHCD

To: PPS Board Policy Committee
From: Student Success and Health Department
Date: March 30, 2022
RE: Naloxone in schools

The recent tragic, accidental overdose deaths of two Portland students has created additional urgency within the District to find ways to address the concern of opioid overdoses. While these deaths did not occur on a PPS campus, a small workgroup has begun to take the necessary steps to explore having Naloxone (NarCan) available on every PPS high school and middle school campus as a potentially life-saving medical intervention.

This last fall the Oregon Health Authority (OHA) reported that there had been a 70% rise in overdose deaths from the previous year and the Oregon Health Authority estimates that 40% of those were fentanyl related. Unfortunately this trend mirrors what is happening in most of the country and what has been exacerbated by the pandemic.

Naloxone is a medication that can be used to reverse an opioid overdose (this includes heroin, morphine, fentanyl, or prescription opioids). It helps the person resume normal breathing and assists in bringing the person back into consciousness.

Naloxone is considered safe and there are no significant adverse reactions known at this time. The biggest risk from a dose of Naloxone is that the person is actually having some other medical reaction other than an opioid overdose (i.e. Naloxone does not work on overdoses from other substances such as alcohol, amphetamines and cocaine) and the Naloxone will have no effect in these instances: see the National Institute of Health report (NIHA site).

Ensuring ready access to Naloxone at schools aligns with one of the Substance Abuse and Mental Health Services Administration's (SAMHSA) five strategic approaches to prevent overdose deaths (SAMHSA, 2018**)**

Student Support &Health staff have engaged in discussions with Multnomah County to put in place a standing order, essentially a District wide prescription for Naloxone. Dr. Ann Loeffler, MD, Health Officer for Multnomah County, has agreed to sign off on this order, allowing PPS to obtain needed supply of Naloxone.

Multnomah Education Services District (MESD) nurses and School Health Assistants (SHAs) are beginning training on the OHA protocol for administration of Naloxone and the District has begun identification of additional designated PPS school staff who will also begin training, in the event a nurse or SHA is unavailable. Our hope is to have staff trained and Naloxone available in all PPS middle and high schools sometime this April.

As part of this work, we reviewed the District's Administering Non-injectable Medicines to Students Policy 4.50.026-P and determined that it was in need of update. This policy was last updated in 2002 and does not accurately reflect current practice, including the availability of Epi-pens in every school in the District. The proposed amendments to the policy explicitly reference the use of Epi-pens and Naloxone in schools.

Oregon Department of Education policy: Rule 581-021-0037 Administration of Medication speaks directly to the administration of Naloxone.
School districts may adopt policies and procedures that provide for the administration of naloxone or any similar medication that is designed to rapidly reverse an overdose of an opioid drug by trained school personnel to any student or other individual on school premises who the personnel believe in good faith is experiencing an overdose of an opioid drug.

Naloxone won't harm someone if they're overdosing on drugs other than opioids, so it's always best to use it if you think someone is overdosing.

Oregon has a Good Samaritan law that protects individuals from civil prosecution if they give someone naloxone in a good faith effort to reverse opioid overdose.

Research from the National Survey on Drug Use and Health has shown that drug use does not increase in areas where Naloxone is more readily available.

The addition of Naloxone to PPS campuses would be an emergency option in a continuum of substance use and mental health services that was initiated in the 2017-2018 school year. The mission and the goal is to offer a culturally responsive mental health and substance use supports that are available to every student in a tiered model that leverages staff skills and expertise, aligned policies and practices, comprehensive health curriculum K-12, community partnerships, family engagement and direct, student-centered interventions, supports and services.

Visual of PPS Mental Wellness Supports on a Continuum

Highlighted wellness services at each tier include but are not limited to;

Tier I

- The Healthy Substance Free Learning Environments Board Policy and Administrative Directive. Which is a national model policy in its focus on eliminating disciplinary responses for substance use violations and instead addressing them for what they are a mental health issue that is most effectively met with education, resources and supports. The completion of the policy and AD reflect several years of collaborative, cross departmental work that culminated in student and community focus groups. Update Board Policy (updated 10/19) and Administrative Directive (updated 9/21).
- PPS Youth Resource App. A unique district and regionally specific resource that is available to students, families and staff. The app was designed through hours of focus groups with 6th-12th grade students throughout the district. The app is maintained and updated by the Department of Success & Health.
- We currently have alcohol, tobacco, and other drug (ATOD) prevention curriculum in grades K-12 and it is taught as a component of health education. The district's goal is to address drug and alcohol use and abuse from an upstream/primary prevention approach.
- Social and emotional learning (SEL)curriculum is utilized Tier 1 and promotes managing emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining. positive relationships, and making responsible decisions.
- On-going training and resources for PPS staff is available in a number of modalities including;
    - On-going and topic specific virtual trainings on topics such as implementing the district's suicide screening tool and safety and support planning processes.
    - A virtual asynchronous training video written, created and edited by a students group about steps and strategies for staff to use to support students with substance use issues.
    - District-wide online mandatory suicide prevention training for all staff and a PPS suicide prevention policy.
    - The Healthy Choices Bulletin is a monthly summary of substance use prevention resources that are curated for staff to use and share with students and families.

Tier II

- Insight is a longstanding and regionally respected program that offers 6 hours of psychoeducational programming to students and their families in response to the district's lowest level and most common type of substance use violations.

- Fentanyl specific lessons. These include lessons the Staying Safe Lesson for 6th-12th grade, Understanding the Risks of Substance Use for high school, and the district's Prescription and Other Opioid lesson.

Tier III

- School based substance use supports were expanded in 2020-21 by hiring three full time Certified Alcohol Drug Counselors (CADCs). This amazing team has helped to bring culturally responsive services to students, families and schools district-wide.
- Comprehensive community partnerships that include mental health providers, youth substance use resources and culturally specific supports. These partnerships are essential for a district the size of Portland Public to be able to offer services. They include school based supports that are focused on linking students with the most barriers to community based resources by being able to seamlessly have access to help during the school day.
- SSH Dept Office Hours and additional consultation to support child-serving systems navigation for students with the highest levels of mental health and substance use acuity.

4.50.026-P Administering ~~Non-injectable~~ Medicines To Students

~~The dDistrict recognizes that a~~Administering ~~of~~ medication to students and self-medication by students may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to attend school if medication were not made available during school hours. Consequently, the District may administer or a student~~s~~ may be permitted to take ~~non- injectable~~ prescription or nonprescription medication under the following conditions:~~:~~

1) **District Administration of Medication.**

A) All requests for the District to administer prescription medication to a student shall be made by the student's parent/guardian~~*~~ in writing. Requests shall include the written instructions of the prescriber ~~physician~~ for the administration of a prescription medication to a student or the written instructions of the parent/guardian for the administration of a nonprescription medication to a student. A prescription label will be deemed sufficient to meet the requirements for written physician instructions.

B) The District shall designate school staff authorized to administer medication to students. When a licensed healthcare professional is not immediately available, personnel designated by the District may administer medication to a student as prescribed and/or allowed by Oregon law.

C) The District reserves the right to reject a request to administer prescription or nonprescription medication when, in the District's judgment, such medication is not necessary for the student to remain in school.

D) The District may require an individualized health care plan for the administration of certain medications. These plans may address medication administration both in school and at school activities. ~~superintendent shall develop Administrative Regulations as needed to meet the requirements of law, Oregon Administrative Rules and for the implementation of this policy. Regulations will include provisions for student self-medication~~.

E) Upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine (epi-pen) may be kept at a reasonably secure location in the student's classroom.

F) Epinephrine (epi-pens) may be available for administration by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction.

G) Naloxone (NarCan), opioid antagonist, or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

(2) **Student Self-Administration of Medication.**

A) A student may be allowed to self-administer a medication as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent/guardian and subject to age-appropriate guidelines.The parent/guardian must provide a signed prescription and a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

B) The District may revoke the permission given to a student to self-administer medication.

(3) **Handling of Medication.**

A) Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established District procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

(4) **No Prohibition on Providing First Aid.**

This policy shall not prohibit or restrict, in any way, the administration of recognized first aid to students by District employees in accordance with established state law, Board policy and regulations and District guidelines.

(5) **Immunity and Limitations of Liability.**

No District policy or procedure shall be interpreted to limit or detract from the immunities and other limitations on liability available under the law to persons who engage in or assist with the administration of medication to students.

~~* As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 126.003 - 126.095. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373.¶~~

~~The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 126.030.~~

Legal References: ORS 109.640; ORS 339.869; ORS 433.805 - 433.830; ORS 339.867; ORS 339.870; ORS 475.005 - 475.285; OAR 581-021-0037

History: Adpt 8/24/98; Amd 9/9/02; BA 2420; __/22

OSBA: JHCD

RESOLUTION No. 6501

Resolution to Rescind Board Policies

Rescission of

i. 3.30.080-P Resource Conservation
ii. 5.50.070-P Reimbursement of Expenses
iii. 5.60.020-P Term of Administrative Contracts
iv. 6.30.020-P Special Education Students and CIM
v. 8.50.100-P Public Contracting and Purchasing Rules
vi. 8.80.010-P High Performance Facility Design

RECITALS

A. On March 9, 2022 the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:

i. 3.30.080-P Resource Conservation
ii. 5.50.070-P Reimbursement of Expenses
iii. 5.60.020-P Term of Administrative Contracts
iv. 6.30.020-P Special Education Students and CIM
v. 8.50.100-P Public Contracting and Purchasing Rules
vi. 8.80.010-P High Performance Facility Design

B. On April 5, 2022, the Board presented the first reading of each of those policies for rescission.

C. The public comment period was open for at least 21 days, and no public comments were received.

RESOLUTION

The Board hereby rescinds each of the following policies:

i. 3.30.080-P Resource Conservation
ii. 5.50.070-P Reimbursement of Expenses
iii. 5.60.020-P Term of Administrative Contracts
iv. 6.30.020-P Special Education Students and CIM
v. 8.50.100-P Public Contracting and Purchasing Rules
vi. 8.80.010-P High Performance Facility Design

and instructs the Superintendent to rescind any administrative directives that are no longer accurate or relevant as a result of rescinding these policies.

Portland Public School District 1st Reading

DATE OF FIRST READING: APRIL 05, 2022

PUBLIC COMMENT FOR

Policy Rescissions

- 3.30.080-P Resource Conservation
- 5.50.070-P Reimbursement of Expenses
- 5.60.020-P Term of Administrative Contracts
- 6.30.020-P Special Education Students and CIM
- 8.50.100-P Public Contracting and Purchasing Rules
- 8.80.010-P High Performance Facility Design

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.

Last Date for Comment: April 26, 2022

Summary: **Rescission of the following policies:**

- 3.30.080-P Resource Conservation
- 5.50.070-P Reimbursement of Expenses
- 5.60.020-P Term of Administrative Contracts
- 6.30.020-P Special Education Students and CIM
- 8.50.100-P Public Contracting and Purchasing Rules
- 8.80.010-P High Performance Facility Design

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: https://www.pps.net/Page/11911

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

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3.30.080-P Resource Conservation	05
5.50.070-P Reimbursement of Expenses	06
5.60.020-P Term of Administrative Contracts	07
6.30.020-P Special Education Students and CIM	08
8.50.100-P Public Contracting and Purchasing Rules	10
8.80.010-P High Performance Facility Design	11

PORTLAND PUBLIC SCHOOLS
OFFICE OF General Counsel
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3274

Date: March 31, 2022

To: School Board

From: Mary Kane, Senior Legal Counsel

Subject: Recommended for policy rescissions

The Board Policy Committee met on March 9, 2022 and March 30, 2022, to continue its review of policies to determine which needed updates and which should be rescinded. A number of policies were put forward by staff with recommendations that they be rescinded. After discussion, the Policy Committee recommended that the following policies be forwarded to the full Board with a recommendation for First Reading en route to rescission:

a. **5.60.020-P Term of Administrative Contracts**

This policy was adopted in 1971 and amended in 1995. The material is covered in Oregon Revised Statues and does not constitute a policy.

b. **5.60.070-P Administrative Salaries**

This policy was adopted in 1971 and last amended in 1979. The information is already in place in the District's salary schedules.

c. **8.50.100-P Public Contracting and Purchasing Rules**

This policy was adopted in 1997 and amended in 2002. The policy is redundant of 8.50.090-P Public Contracting Rules, Payment of Claims, and Personal Liability, which was amended in 2010.

d. **5.50.070-P Expense Reimbursement**

This policy was last updated in 1980. This is not needed as a policy as this practice is outlined elsewhere.

e. **6.30.020-P Special Education Students and CIM Assessment Results**

This policy was last updated in 2002 and followed a practice no longer supported by the State Department of Education.

f. **8.80.010-P High Performance Facility Design**

This policy was last updated in 2002 and is now superseded by our recently adopted Climate Policy.

g. **3.30.080-P Resource Conservation**

This policy was last updated in 2002 and is now superseded by our recently adopted Climate Policy.

3.30.080-P Resource Conservation

BOARD POLICY

(1) As a leader in the community, the district must take a key role in resource conservation and instilling a conservation ethic in today's youth. To accomplish this, the Board adopts the following resource conservation management strategies:

   (a) Enhance awareness of resource conservation methods;

   (b) Encourage the efficient use of electricity, natural gas, gasoline, water, full utilization of materials prior to disposal, limited use of disposable materials, non-biodegradable products and promote recycling efforts;

   (c) Institute best practices for resource management;

   (d) Maintain energy usage and energy costs at the lowest level that is reasonably achievable and consistent with an efficient learning environment in schools.

(2) The Director of Facilities and Assets Management shall promulgate a resource management plan consistent with the district's educational goals incorporating these strategies and taking into consideration:

   (a) New resource conservation technologies and alternative energy sources;

   (b) Resource conservation in all building retrofits as well as in new buildings or additions;

   (c) Best practices in resource conservation technology for monitoring and operating district buildings.

(3) The plan shall also include procedures for the Director of Facilities and Assets Management to administer the plan to maintain resource conservation, efficient buildings and provide training and recognition for students, custodians, teachers, principals and others as appropriate to ensure conservation accountability. The effectiveness of the district's resource conservation plan will be continually revised as needed to reflect conservation innovations and shall include recognition for student and staff special efforts toward the goal of resource conservation.

Legal References: ORS 279.570 (2); ORS 332.107; ORS 455.560; ORS 455.565

History Adpt 11/19/92; Amd 9/9/02; BA 2419

BOARD POLICY

5.50.070-P Reimbursement Of Expenses

Any member of the professional staff shall be reimbursed for expenses, as established by Administrative Regulation, incurred while engaged in official district business outside the school district, when such activities have been duly authorized and payment of expenses has been approved by the office of the superintendent or designee.

Legal Reference: ORS 332.107

History: Adpt. 6/71; Amd. 11/25/80

5.60.020-P Term Of Administrative Contracts

BOARD POLICY

(1) **Fair Dismissal Positions — Permanent**. An administrator below the rank of assistant superintendent who occupies a position covered by the Oregon's Fair Dismissal Law shall upon the completion of three successful years of work in his/her position and election to a fourth year, achieve permanent status. Subsequent dismissal shall be according to provisions of ORS 342.865.

(2) **Contract Administrators**. Administrators other than those described in Item 1 above shall receive contracts whose provisions shall be as recommended by the superintendent and approved by the Board.

Legal Reference: ORS 342.805 - 342.937

History: Adpt. 6/71; Amd. 5/76; Amd. 9/95

BOARD POLICY

6.30.020-P Special Education Students and CIM Assessment Results

I. General

(1) The award of a Certificate of Initial Mastery (CIM) is governed by Oregon law (ORS chapters 329 et seq). Under Oregon law, the Oregon State Board of Education (State Board) is directed to prescribe the standards and requirements that a student must meet to obtain a CIM. The State Board has developed tenth grade performance standards that students must demonstrate to obtain a CIM. In addition, the State Board has developed other performance standards at grades 3, 5 and 8 that must be met in order to meet the benchmarks at those grades. A CIM assessment system is used to determine whether a student has met those standards. The State Board has defined the CIM assessment system to include: (1) multiple choice tests, (2) on-demand performance tests, and (3) a collection of work samples. Students are provided multiple opportunities to earn a CIM up to the time of graduation from high school.

(2) The Portland School District is obligated to comply with the State Board's mandates relating to the CIM standards and assessment procedures. The State Board has delegated discretionary authority to the district only with respect to the manner in which the district uses the CIM assessment results and the CIM itself.

(3) In this policy the term "students with disabilities" refers to students who are eligible for services under the Individuals with Disabilities Education Act (IDEA) or under Section 504 of the Rehabilitation Act of 1973.

II. Use of the CIM and Benchmarks Leading to a CIM, and CIM Assessment Results

(1) No student with a disability, who otherwise satisfies criteria for receipt of educational benefits, should be denied an opportunity to receive any such benefits because of the student's disability. From the date this policy is adopted by the district's Board of Education until the State Board provides the district with legal mandates relating to the CIM assessment procedures, it is the policy of the district, with respect to students with disabilities, not to use the results or the absence thereof of those students' multiple choice and on-demand performance tests of the CIM assessment system as the determinant of whether or not the student:

(a) Shall repeat a year of school (see 4.20.010-P Student Promotion/Non Promotion);

(b) Shall attend summer school;

(c) May participate in an accelerated academic class or any other class (see 6.10.060-P Testing Programs);

BOARD POLICY

6.30.020-P Special Education Students and CIM Assessment Results

(d) May participate in an honors program (see 6.10.060-P Testing Programs); or

(e) Shall receive a regular or modified diploma (see 4.20.040-P Graduation).

III. Disclosure of CIM Assessment Results

(1) Some parents of students with disabilities may prefer that their children's CIM assessment results not be reported to them. To accommodate this, the district will report CIM assessment results to parents in sealed envelopes addressed to parents and plainly identified as containing individual student CIM assessment results. Parents who prefer to discard the envelopes unopened may do so.

Legal References: ORS Chapter 329 et seq.; Individuals with Disabilities Act; Rehabilitation Act of 1973, Section 504

History: Adpt. 8/23/99; Renamed 7/15/02

BOARD POLICY

8.50.100-P Public Contracting and Purchasing Rules

The Portland Public School Board has designated itself as the local government contract review board pursuant to ORS 279.055(2).

(1) The Board has the authority to:

(a) Adopt rules of procedure for public contracts and purchasing; and,

(b) Exempt certain public contracts or classes of contracts from the competitive bidding process otherwise required by the public contract rules.

(2) The Superintendent shall develop a Contracting and Purchasing Manual containing the rules of procedure as adopted by the Board. The Manual shall be posted on the district website.

(3) Revisions to the rules of procedure shall be approved by the Board by resolution.

(4) The Contracting and Purchasing Manual is hereby adopted by reference and shall have the same authority as a board policy or administrative directive.

Legal References: ORS 279.055; ORS 332.107; BR 1655, 12/11/00

History: Adpt. 12/11/97; Amd 2/98; Amd. 10/28/02, BA 2461

BOARD POLICY

8.80.010-P High Performance Facility Design

The Board seeks to emphasize the need for continuing investment in the district's facility infrastructure to support future generations of Portland students. Future planning should focus on an investment in high performance school design to support academic achievement. The Board recognizes that continued high quality maintenance and reinvestment will be needed to ensure that the district's capital investment in its infrastructure is not diminished.

The district has preserved a huge investment in its buildings for decades for each taxpayer and to the benefit of all Portland. These efforts should continue with selective replacement or renovation of buildings that have reached the end of their life cycle, or whose utility for twenty-first-century educational programs is declining.

"High Performance Schools" are schools that have the following characteristics:

(1) Provide a healthy and productive environment
   (a) High levels of acoustic, thermal, and visual comfort
   (b) Superior indoor environmental quality (air and natural daylight)
(2) Cost-effective to operate
   (a) Optimized energy performance and life-cycle cost approach
   (b) Building commissioning
(3) Conforms to sustainable design and operation
   (a) Efficient use of resources (energy, water, materials)
   (b) Environmentally responsive site activities

It is the policy of the Portland Public School Board that:

(1) The district shall plan for and seek additional sources of funds to support the future need for ongoing preservation, high quality maintenance, renovation, or replacement of its exiting investment in its capital stock.
(2) The district shall place a priority on the replacement of or renovation of schools to extend their life cycle and provide for the needs of a "high performance school" design when planning for the use of capital funds.

Legal References: ORS Chapter 280; ORS 328.205; ORS 328.295; ORS 332.155

History: Adpt. 6/71; Amd. 5/11/81; Amd. 11/83; Amd. 9/95; Amd 8/12/02, BA 2388

Portland Public School District 1st Reading

DATE OF FIRST READING: APRIL 05, 2022

PUBLIC COMMENT FOR
Policy 4.20.042-P:
Diploma Requirements Policy

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.

Last Date for Comment: April 26, 2022

Summary: **Diploma Requirements Policy 4.20.042-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: https://www.pps.net/Page/11911

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

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Redlined Policy with Proposed Changes	05
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PORTLAND PUBLIC SCHOOLS
OFFICE OF General Counsel
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3274

Date: April 1, 2022

To: School Board

From: Mary Kane, Senior Legal Counsel

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Staff Analysis Report to the Board

Policy # and Name: 4.20.042-P Diploma Requirements

BACKGROUND

The 2021 Oregon legislature enacted a number of changes to graduation requirements, including adding a ½ credit civics requirement (effective for the class graduating in 2026), removing "english" from the definition of language arts, and redefining world language to allow credit to be awarded for language courses that teach a language other than the student's primary language. After the policy came to the Board on January 25, 2022, Board members asked that the essential skills section be amended to more clearly describe the process for students and to clarify the world language changes. Staff provided suggested revisions to the Policy Committee on March 30, 2022. The Policy Committee recommended that the revisions move to the Board for a new first reading.

RELATED POLICIES/BEST PRACTICES

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

ANALYSIS OF SITUATION

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

FISCAL IMPACT

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

COMMUNITY ENGAGEMENT

Because these changes were driven by legislative directives, there was limited stakeholder engagement. A variety of internal stakeholders were consulted to correctly interpret and develop procedures to align with state law.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

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

STAFF RECOMMENDATION

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

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

Draft 3/22~~8~~/22

~~**Policy 4.20.042-P Diploma Requirements**~~

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

I. High School Diploma Requirements

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

Subject	Credits
~~English~~Language Arts	4
Math (Algebra 1 and Above)	3
Science	3
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	3
Physical Education	1
Health Education	1
World Language (2 credits in same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	3
Electives	4
Total Credits	**24**

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

1. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Demonstrate Career Related Learning Standards,
   c. Participate in Career Related Learning Experiences,
   d. Complete an Extended Application.

2. World language credit may be awarded for a language course that teaches a language other than the student's primary language. The World Language definition is based both on the individual student's linguistic background and the standards/content coverage of the course.

.

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

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

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

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

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

E. Essential Skills:

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

Essential skills credit will be awarded in accordance with State law[1] and District guidelines.

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

II. Modified Diploma Requirements

A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the Portland Public Schools' Board of Education for a diploma while receiving reasonable modifications and accommodations.

B. To be eligible for a modified diploma a student must:

1. Have a documented history of an inability to maintain grade level achievements due to significant learning and instruction barriers; or
2. Have a documented history of a medical condition that creates a barrier to achievement.
3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

[1] The State of Oregon has suspended the Essential Skills requirement for the classes graduating in 2022, 2023, and 2024.

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

Subject	Credits
~~English~~Language Arts	3
Mathematics	2
Science	2
Social Studies (including ½ credit of Civics beginning with the class graduating in 2026)	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Credits	**24**

4. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Demonstrate Career Related Learning Standards,
   c. Participate in Career Related Learning Experiences,
   d. Complete an Extended Application,
   e. Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

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

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

D. Proficiency credit may be awarded in accordance with State law and district guidelines.

E. Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.

B. To be eligible for an extended diploma a student must:

1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.

3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

4. Have a documented medical condition that creates a barrier to achievement.

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

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

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

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

IV. Alternative Certificate Requirements

A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

B. An alternative certificate will be awarded based on a student's needs and achievement.

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

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

D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

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

B. Graduating in Less Than Four Years: The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

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

D. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless the

	BOARD POLICY **Diploma Requirements**	**4.20.042-P**

student is deemed ineligible due to discipline violations.

E. Issuance of Diplomas to Veterans: As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:

1. The person was discharged or released under honorable conditions, and
2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.
3. Resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district, and

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

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

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

Board Policy 4.20.042-P

Diploma Requirements

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Math (Algebra 1 and above)	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language (2 credits in the same language)	2
Career and Technical Education, the Arts, or a third credit of World Language	1
Electives	6
Total Credits	24

1. In addition to the above credit requirements, students must:
   a. Develop a Personal Education Plan and build an education profile,
   b. Demonstrate Career Related Learning Standards,
   c. Participate in Career Related Learning Experiences,
   d. Complete an Extended Application.

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

C. Proficiency credit: Proficiency credit will be awarded in accordance with

Board Policy 4.20.042-P

Diploma Requirements

State law and district guidelines.

D. If the District requires diploma requirements beyond the state requirements, the District shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:
   1. A foster child;
   2. Homeless;
   3. A runaway;
   4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
   5. A child of a migrant worker; or
   6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

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

E. Essential Skills:
   1. The District will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.
   2. The District will develop procedures to provide Essential Skills sample options in the ELL student's language of origin and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.
   3. Students may appeal the denial of a diploma based on the Essential Skills graduation requirement through the Formal Public Complaint process found in 4.50.032-P. The District will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

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A. A modified diploma will be awarded to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education and the Portland Public Schools' Board of Education for a diploma while receiving reasonable modifications and accommodations.

Board Policy 4.20.042-P

Diploma Requirements

B. To be eligible for a modified diploma a student must:
   1. Have a documented history of an inability to maintain grade level achievements due to significant learning and instruction barriers; or
   2. Have a documented history of a medical condition that creates a barrier to achievement.
   3. Earn 24 credits between grade nine through the completion of high school, which shall include the following credits:

Subject	Credits
English	3
Mathematics	2
Science	2
Social Studies	2
Physical Education	1
Health Education	1
Career and Technical Education, the Arts, or World Language	1
Electives	12
Total Credits	24

   4. In addition to the above credit requirements, students must:
      a. Develop a Personal Education Plan and build an education profile,
      b. Demonstrate Career Related Learning Standards,
      c. Participate in Career Related Learning Experiences,
      d. Complete an Extended Application,
      e. Demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

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

D. Proficiency credit may be awarded in accordance with State law and district guidelines.

E. Students may earn units of credit through regular education with or without

Board Policy 4.20.042-P

Diploma Requirements

accommodations or modifications and through modified courses.

III. Extended Diploma Requirements

A. An extended diploma will be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated the inability to meet the full set of academic standards even with reasonable accommodations and modifications.

B. To be eligible for an extended diploma a student must:
   1. Have participated in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
   2. Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.
   3. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
   4. Have a documented medical condition that creates a barrier to achievement.
   5. Earn the following 12 credits between grade nine through the completion of high school:

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

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

IV. Alternative Certificate Requirements

Board Policy 4.20.042-P

Diploma Requirements

A. Alternative certificates shall be awarded to students who meet the minimum requirements established by the district, but do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma.

B. An alternative certificate will be awarded based on a student's needs and achievement.

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

D. Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the District shall annually provide to the parents or guardians of the student information about the availability and requirements of an alternative certificate.

V. Additional Information

A. Exceptions to PPS-specific Graduation Requirements

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

B. Graduating in Less Than Four Years: The district will award a diploma to a student fulfilling graduation requirements in less than four years upon the request of the student and, if required, the consent of the student's parent or guardian.

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

Board Policy 4.20.042-P

Diploma Requirements

be forwarded to the Superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

D. Participation in Graduation: All students who receive a high school diploma, modified diploma, extended diploma, or alternative certificate have the option of participating in a high school graduation ceremony with the student's class unless student is deemed ineligible due to discipline violations.

E. Issuance of Diplomas to Veterans: As specified in Oregon statute, the district will issue a high school diploma, upon request, to a person who served in the Armed Forces if:
   1. The person was discharged or released under honorable conditions, and
   2. Has received either a General Education Development, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.
   3. Resides within the boundaries of the school district or is a resident of this state and attended a high school of the school district, and
   4. .Served in the Armed Forces during wartime or was physically present in areas designated as combat zones by the President of the United States and
   5. Did not graduate from a high school because the person was serving in the Armed Forces of the United States.

Legal Reference(s): ORS 329.095, ORS 329.451,ORS 332.107,ORS 332.114,ORS 339.115,ORS 343.295,OAR 581-021-0071,OAR 581-022-0615,OAR 581-022-1130,OAR 581-022-1210,OAR 581-022-1350,,HB 2061 (2009),HB 2507 (2009)
History; Adpt. 6/71; Amd. 10/72; Amd. 6/72; Amd. 5/76; Amd. 10/76; Amd. 2/84; Amd. 9/9/02, BA 2420; Amd and combined with 4.20.040-P Graduation 5-23-2005 (BA3313); Amd. 2/10; Amd 1/18; Amd 2/20

RESOLUTION No. 6502

Resolution to Adopt Revised Diploma Requirements Policy 4.20.042-P

RECITALS

A. On March 30, 2022, the Board Policy Committee reviewed and considered the proposed revisions of the Diploma Requirements Policy 4.20.042-P.

B. On April 5, 2022, the Board presented the first reading of the revised Diploma Requirements Policy.

C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Diploma Requirements Policy 4.20.042-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6503

Resolution to Adopt revised Integrated Pest Management Policy 3.30.082-P

RECITALS

A. On March 9, 2022, the Board Policy Committee reviewed and considered the proposed revised Integrated Pest Management policy 3.30.082-P.

B. On April 5, 2022, the Board presented the first reading of the revised Integrated Pest Management policy.

C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Integrated Pest Management policy and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

Portland Public School District 1st Reading

DATE OF FIRST READING: APRIL 05, 2022

PUBLIC COMMENT FOR

Policy 3.30.082-P:

Integrated Pest Management Policy

(Formally: Environmentally Sustainable Business Practices Policy)

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.

Last Date for Comment: April 26, 2022

Summary: **Integrated Pest Management Policy (Formally: Environmentally Sustainable Business Practices Policy)**

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: https://www.pps.net/Page/11911

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

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Staff Report	03
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Redlined Policy with Proposed Changes	07
Original Policy	10

PORTLAND PUBLIC SCHOOLS
OFFICE OF General Counsel
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3274

Date: March 21, 2022

To: School Board

From: Mary Kane, Senior Legal Counsel

cc: Guadalupe Guerrero, Superintendent
Liz Large, Contracted General Counsel

Subject: Staff Analysis Report to the Board

Policy # and Name: Environmentally Sustainable Business Practices 3.30.082-P

BACKGROUND

On March 1, 2022, PPS implemented the Climate Crisis Response, Climate Justice and Sustainable Practices Policy, a comprehensive policy addressing reducing greenhouse gas (GHG) emissions, developing climate justice curriculum, building District-wide practices to encourage sustainability, and engaging communities in this mission ("PPS New Climate Policy"). It incorporated and expanded many of the goals contained in the Environmentally Sustainable Business Practices Policies-3.30.080-P, with the exception of addressing the District's integrated pest management system. The Policy Committee has recommended revising Environmentally Sustainable Business Practices Policy-3.30.082-P to address pest management procedures.

RELATED POLICIES/BEST PRACTICES

It is best practice to review policies regularly to determine whether they reflect current laws and practices.

ANALYSIS OF SITUATION

The amended Environmentally Sustainable Business Practices Policy should be renamed Integrated Pest Management Policy and should be adopted.

FISCAL IMPACT

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

COMMUNITY ENGAGEMENT

There was significant community engagement and input over two years leading to the adoption of the PPS New Climate Policy. There was not separate engagement on 3.30.080-P, and the changes are largely driven by the content of the PPS New Climate Policy.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

The pest management program is already in place. Staff will communicate internally on the changes to the policies within the month.

STAFF RECOMMENDATION

Staff recommends that the Board accept the respective revision recommendation put forward in this report and as recommended by the Policy Committee.

ATTACHMENTS

Redline and clean copies of the following documents:

a. 3.30.080-P Clean Revised Draft
b. 3.30.080-P Redlined Draft
c. 3.30.080-P Original Policy

Board Policy 3.30.082-P

Integrated Pest Management

(1) Children are particularly vulnerable to problems associated with pests (including asthma and allergic reactions) and the management of pests including the effects of certain pesticides. To contribute to a clean environment while also maintaining the health and safety of students and staff through integrated pest management, the District will use best practices in the purchase, use, and disposal of materials in our pest management program.

(2) Pests means:
  (a) An insect or other arthropod;
  (b) A weed, moss, slime or mildew or a plant disease caused by a fungus, bacterium or virus;
  (c) A nematode, snail, slug, rodent or predatory animal;
  (d) A bacteria, spore, virus, fungus or other microorganism that is harmful to human health; or
  (e) Other forms of plant or animal life that may infest or be detrimental to vegetation, humans, animals, structures, managed landscapes or other human environments.

(3) District staff will operate:

  (a) an integrated pest management program that includes the following practices:

    (A) Reduce and eliminate where feasible, the use of chemical pesticides, including restricting use of chemical pesticides to low-impact pesticides (not classified as human carcinogens by the EPA) and do not contain the signal word “warning” or “danger” on the label. Any pesticide used by the District must have a current EPA Registration and must be used in strict compliance with labeling information and EPA regulatory controls;

    (B) Seek practical and safe alternatives to the use of pesticides;

    (C) Provide notice to the building principal of use seven to ten days before intended application of pesticide or herbicide, except in those instances where rodent or similar infestation creates an imminent risk of danger to students and staff

      (1) The principal shall notify the school community by notice and posting both before and, for a reasonable period after, application;

DRAFT

Board Policy 3.30.082-P

Integrated Pest Management

(D) Report annually on practices;

(E) Apply herbicides to prevent damage to grounds and buildings, but not solely for aesthetic purposes;

(F) Except for circumstances where the health or safety of the community or the integrity of physical structures or grounds are threatened, honor a school's request to designate part or all of the grounds as a pesticide-free zone on an annual basis.

(G) Additional information on Integrated Pest Management Program Manual can be found here (hyperlink).

Legal References: ORS 634.700 – 634.750.

History: Adpt 5/21/01, BA 1874, Amd _/22

DRAFT

3.30.082-P ~~Environmentally Sustainable Business Practices~~Integrated Pest Management

(1) Children are particularly vulnerable to problems associated with pests (including asthma and allergic reactions) and the management of pests ~~but also to~~ including the effects of certain pesticides. To contribute to a clean environment while also maintaining the health and safety of students and staff through integrated pest management, the District will use best practices in the purchase, use, and disposal of materials in our pest management program. ~~and thriving economy for present and future generations, the district will establish business procedures that give a premium to environmentally sustainable practices~~.

(2) Pests means:

(a) An insect or other arthropod;

(b) A weed, moss, slime or mildew or a plant disease caused by a fungus, bacterium or virus;

(c) A nematode, snail, slug, rodent or predatory animal;

(d) A bacteria, spore, virus, fungus or other microorganism that is harmful to human health; or

(e) Other forms of plant or animal life that may infest or be detrimental to vegetation, humans, animals, structures, managed landscapes or other human environments.

,

~~(f) Promoting an understanding of the importance of environmentally appropriate practices; and~~

~~(g) Using best practices in the purchase, use and disposal of materials.~~

(3) District staff will operate ~~implement the following strategies where feasible~~:

~~(a) Reduce the waste of energy, water, paper, food and other resources by maintaining a resource conservation management program;¶~~

~~(b) Use resources efficiently, recycle and work to reduce the demand for materials and resources like paper, energy and water;¶~~

~~(c) Consider environmental impact and societal costs in decision- making;¶~~

~~(d) Purchase products based on long-term environmental and operating costs and include environmental and social costs in short term prices;¶~~

~~(e) Purchase products that are durable, reusable, made of recycled materials and non-toxic;¶~~

~~(f) Plan preventive measures to avoid detrimental impacts on the environment;¶~~

~~(g) Enlist schools, the community and business partners to develop~~

~~preventive strategies and measures;¶~~

~~(h) Encourage activities that will reduce air pollution such as public transportation, carpooling, bike riding, compressed workweek and telecommuting;¶~~

~~(i) Implement~~ an integrated pest management program that includes the following practices:

(A) Reduce and eliminate where feasible, the use of chemical pesticides, including restrictings use of chemical pesticides to low - impact pesticides (not classified as human carcinogens by the EPA) and do not contains the signal wordno "warning" or "danger" on the labell. ~~warnings for use.~~ ~~Pesticides classified as Group A (known) or Group B (likely) carcinogens are prohibited.~~ Any pesticide used by the dDistrict must have a current EPA Registration and must be used in strict compliance with labeling information and EPA regulatory controls;

3.30.082-P Environmentally Sustainable Business Practices

(B) Seek practical and safe alternatives to the use of pesticides;

(C) Provide notice to the building principal of use seven to ten days before intended application of pesticide or herbicide, except in those instances where rodent or similar infestation creates an imminent risk of danger to students and staff~~.~~;

(1) The principal shall notify the school community by notice and posting both before and, for a reasonable period after, application;

(D) Report annually on practices;~~.~~

(E) ~~It is not d~~District ~~policy to~~ Aapply herbicides ~~for aesthetic purposes but~~ to prevent damage to grounds and buildings, but not solely for aesthetic purposes;~~.~~

(F) Except for circumstances where the health or safety of the community or the integrity of physical structures or grounds are threatened, ~~the district will h~~ honor a school's request to designate part or all of the grounds as a pesticide-free zone on an annual basis.

(G) Additional information on Integrated Pest Management Program Manual can be found here (hyperlink).

~~Promote curriculum exploring the relationship of sustainable principles to the environment and economy.~~

Legal References: ORS 634.700 – 634.750.

History: Adpt 5/21/01, BA 1874, Amd _/22

BOARD POLICY

3.30.082-P Environmentally Sustainable Business Practices

(1) To contribute to a clean environment and thriving economy for present and future generations, the district will establish business procedures that give a premium to environmentally sustainable practices. The district will attain this goal by:

(a) Minimizing its impact on the use of finite natural resources and the environment as a whole;

(b) Promoting an understanding of the importance of environmentally appropriate practices; and

(c) Using best practices in the purchase, use and disposal of materials.

(2) District staff will implement the following strategies where feasible:

(a) Reduce the waste of energy, water, paper, food and other resources by maintaining a resource conservation management program;

(b) Use resources efficiently, recycle and work to reduce the demand for materials and resources like paper, energy and water;

(c) Consider environmental impact and societal costs in decision-making;

(d) Purchase products based on long-term environmental and operating costs and include environmental and social costs in short term prices;

(e) Purchase products that are durable, reusable, made of recycled materials and non-toxic;

(f) Plan preventive measures to avoid detrimental impacts on the environment;

(g) Enlist schools, the community and business partners to develop preventive strategies and measures;

(h) Encourage activities that will reduce air pollution such as public transportation, carpooling, bike riding, compressed workweek and telecommuting;

(i) Implement an integrated pest management program that includes the following practices:

(A) Reduce and eliminate where feasible, the use of chemical pesticides. Pesticides classified as Group A (known) or Group B (likely) carcinogens are prohibited. Any pesticide used by the district must have a current EPA Registration and must be used in strict compliance with labeling information and EPA regulatory controls;

3.30.082-P Environmentally Sustainable Business Practices

(B) Seek practical alternatives to the use of pesticides;

(C) Provide notice to the building principal of use seven to ten days before intended application of pesticide or herbicide, except in those instances where rodent or similar infestation creates an imminent risk of danger to students and staff, so that the principal shall notify the school community by notice and posting both before and for a reasonable period after application;

(D) Report annually on practices.

(E) It is not district policy to apply herbicides for aesthetic purposes but to prevent damage to grounds and buildings. Except for circumstances where the health or safety of the community or the integrity of physical structures or grounds are threatened, the district will honor a school's request to designate part or all of the grounds as a pesticide-free zone on an annual basis.

(j) Promote curriculum exploring the relationship of sustainable principles to the environment and economy.

Legal References:

History: Adpt 5/21/01, BA 1874